

APPENDIX C

Plenary Activity: Promoting BEPs and Challenges for Future Action

Comments, Suggestions, Reactions

A-1

- ❖ Need to make usable by locals and non-academics (whole concept).
- ❖ Compare and contrast with examples what moves from good, better, etc. Even an artificial example to clearly illustrate a particular technique.
- ❖ Be open to new visions of good, better, best. Inter-connections are encouraged among educators and community structures.
- ❖ Analyze assumptions of focus on education v. communication and anthropology.
- ❖ It's not just Extension; make applicable to non-Extension educators.
- ❖ Good facilitation (dot groups) to identify barriers to understanding BEPs (Thursday groups). Share information gathered from groups (email).
- ❖ Limited time for questions/interaction.
- ❖ Eliminate terminology "good and better" but keep "best". Too hard to differentiate between terms, but definitions of good and better are OK.
- ❖ Include all PowerPoints in conference materials we received. Please include on website.
- ❖ Research papers would have been easier to work through if they were compiled in order presentations were given. Summaries provided were good though.

A-2

- ❖ Awesome concept behind conference and overall done very well. Like working conference concept.
- ❖ Symposium has opened eyes to tools and processes to improve work plans and projects.

- ❖ May need a “non-working” regional conference to “bring tradition of extension people” into Education Practice emphasis. (Training based--identifying current trends and products).
- ❖ Develop regional work groups (web conferencing?) between national conferences to promote more interaction and participation.
- ❖ Better defined agenda and expectations from participants. If you intend us to work let us know ahead.
- ❖ Don't start conference on Monday, don't end on Friday.
- ❖ Liked to know hotel away from conference site. Didn't bring umbrella that could have been needed.
- ❖ Field trips as appropriate.
- ❖ More time for panel presentations.
- ❖ More program presentations.
- ❖ Pre-conference planning to link to state/regional issues.
- ❖ Need to broaden subject areas covered linked to regional/state priorities.
- ❖ More diverse audience (1890s to 1974s).
- ❖ Offer scholarships.
- ❖ Didn't understand what conference was--more pre-conference information.

A-3

- ❖ Like the idea that Natural Resource staff needs education training.
- ❖ Nice combination of academic and program people, but no tribal representation.
- ❖ More BEP evaluation models--how do you go from good to better to best?
- ❖ Talk about demographic, cultural, geographic differences. There will be specific standards for each group.
- ❖ Have full agenda to this type of gathering out earlier to encourage more non-academic attendance and help spread the word.

- ❖ Invite classroom teachers, field staff (non-educators) doing “education” as they see it, citizen monitors (representatives of target audiences), and wastewater treatment staff.
- ❖ Take advantage of resource out the window, i.e. pontoon boat ride to demonstrate a BEP or need for change. Make sure objectives are clear.
- ❖ Change name to PEP--Proven Education Practices (or you’ll give impression that “best” is better than “good”). BEP evokes judgmentally rather than the learning process we’re encouraging.
- ❖ Develop master’s program in National Resource Education.
- ❖ Close the gap between delivery methods details and research/evaluation nuts and bolts practicality.
- ❖ Walk the talk--research based examples used.
- ❖ User fewer disposable products; plates, cups, lunch boxes, etc.

A-4

- ❖ What does CSREES mean?
- ❖ Define acronyms.

A-5

- ❖ This is an important effort--need to continue to promote education as valued tool, not fluff.
- ❖ More networking opportunities available with the ??? areas.
- ❖ More time for questioning panel, fewer breakouts. Time to network at specific topics.
- ❖ A tour of Lake Mendota shorelines and education practice. Tour limnology lab.
- ❖ Start with definitions of good/better/best E.P.s and role of participants. Consider how others will understand these terms outside this meeting.
- ❖ Extend these ideas to other outreach/education programs such as USFS, NPS, NERRS Sea Grant. Bring more to the table.
- ❖ EPA and CSREES National Program leaders should be here. And OMB.

- ❖ Stronger “connection” between “better” education and better end result or implementation/action reffecting water quality with education.
- ❖ Include social marketing strategies and successes among the BEPs on the website.
- ❖ Create an education success story by utilizing this good, better, best concept. Give us tools to take home.

A-6

- ❖ Need to include water quantity issues (e.g. conservation).
- ❖ Could website include means to facilitate collaboration between participants?
- ❖ Links to successful projects or the opportunity to enter information about the success of me project (searchable DB).
- ❖ Pre-conference information didn’t let us know this was a “working conference.”
- ❖ Website needs to be grammar and spell checked.
- ❖ Need to model exemplary BEPs throughout conference: this activity is highly engaging. Lead some sessions outside; find innovative alternatives/BEPs for talking head PowerPoints. How about an icebreaker? Low waste lunches? Hands-on? Peer teaching?
- ❖ Start with a paper copy of a BEP definition and examples.
- ❖ Do this conference in each state through Cooperative Extension. Put on a “Road Show.”
- ❖ Don’t ask for questions without available time for discussion. Build time in for real group definition.

A-7

- ❖ Make time for review of web ??? products.
- ❖ Definition of good, better, and best and need for this framework still confusing and needs more group discussion.
- ❖ Yearly conferences in Hawaii, San Antonio, and Mexico.
- ❖ Too much/too short time issues. Plan for more networking and social events. Have break out sessions for regional groups.

What Can They Do To Refine and Promote Project Products?

B-1

- ❖ Send flier to watershed managers and other target audience; define target audience; send postcard or business card out with all mailings; list serves.
- ❖ Discussion board to easily post comments regarding website content. Networking opportunity?
- ❖ Survey monkey (online organization) to give feedback on specific questions.
- ❖ Take article from website and put in publications as articles. Journals?
- ❖ Make note of newly updated information; pay attention to flow of web traffic (where they leave the site); check spelling and grammar in articles; keep up to date.
- ❖ Online website evaluations.
- ❖ Posting regional conferences and workshops. Posting case studies and outcomes and real stories--success stories.
- ❖ “Are you interested?” button/database in water education conferences.
- ❖ Attend and present nationally and regionally--provide service to local state associations.
- ❖ Website--constantly make sure functions well and quick. Also make more visually appealing less extension looking or academic looking. View the website as a product--define target market, create marketing plan, get feedback.
- ❖ Good website counter so you can tell which pages get most hits. Include online evaluations. Get others to link to your site. Good editing process for all products--also way to submit corrections.
- ❖ Product easily printable--printer friendly.
- ❖ Work in interactive features.
- ❖ Pop-up online feedback opportunities (Usefulness? What questions has it answered? Not answered?)
- ❖ Promote interconnections among interested users--way to ask for help.

B-2

- ❖ Create marketing plan for BEP.
- ❖ Get feedback from non-educators.
- ❖ Condensed histories of lesson learned across ??? disciplines, etc. (Meta-analysis of education/evaluation).
- ❖ Promote to funders--what is BEP and what is not--are they funding poor education practice?

B-3

- ❖ Streamline website and materials so users are not overwhelmed. Less is more.
- ❖ Have succinct categories to browse, because the scope of this is so large. Make sure even in categories that there are subsets, i.e. youth--urban, farm, youth organizations/recreation.
- ❖ Make sure it's clear what the products are and what the goal of this whole project is.
- ❖ Advocate renewed interest in EE schools (Flagging. Waning.) Work with DPI.
- ❖ Get this URL hot-linked from other organizational websites. Use state WQ education coordinator to develop promotion plan using their intimate knowledge of their own site. Use existing state EE and watershed organizations, SWCDs, NGOs, NAAEE, and WQ educator list serves.
- ❖ Explore other state agencies with comparable focus and their networks/websites.
- ❖ Provide links to action programs such as WAV, etc.. Make program descriptions brief and let people go to link to get more information if they are interested. Still many problems with the site crashing, opening documents, etc.

B-4

- ❖ Think nationally, act regionally, implement locally.
- ❖ Literature review on web should be helpful. This is how best practices are defined.
- ❖ List education strategies with "rating" (good--best) and literature that supports rating.

- ❖ Feedback form or message board. Self-evaluation of website developers to determine what information stays/goes.
- ❖ Links to “best” programs. Include grant sources for education programs. Programs/practices searchable by audience or issue (e.g. agriculture).
- ❖ Marketing the site, we’re assuming audiences will use this. Advertise on list serve.
- ❖ Short course--CEU/credits (online, distance learning, interactive, in-person).
- ❖ People as resource in the database. Method for networking.
- ❖ Organize by geographical districts to refer local projects to legislatures.
- ❖ Send out announcements about the website in our emailing lists/newsletters with a link.
- ❖ Materials used for grant writing.
- ❖ Analyze webpage hits to see the interest in topics and adapt information to match interests.

B-5

- ❖ How to replicate without duplication.
- ❖ Create our own language--stop co-opting “Biz Speak.” We need to describe our work in plain English!

B-6

- ❖ Monthly email highlighting web education--specific case study, BEP, education theory. Promote ideas, not just products.
- ❖ Send email on a weekly basis to potential contributors until they give in...
- ❖ Provide examples of “best” evaluations under this educational resource topic. Show how this example met the G/B/B criteria to be placed on this website.
- ❖ Provide basic information/introduction to Learning Theory: how people learn best and how BEPs are based on this research. Make this connection because it may not be obvious to non-educators.
- ❖ Publicize website in Journal of Extension, Western Water trade publications, EE newsletters and journals, etc..

- ❖ Links to and from other water websites.
- ❖ Make Google friendly. Make link friendly--accessibility.
- ❖ Make website with more graphics, learner style friendly, use graphics, tables, and graphs.
- ❖ Presentation of website at other conferences--NAI, NAAEE.
- ❖ Consider allowing website search by audience type--“I’m a high school teacher, where do I start?”
- ❖ Best acronym page--help us understand!

Recommendations for Future Actions

C-1

- ❖ Explaining the parallels and differences in education policy development.
- ❖ More information on the influences. Establish regional workgroups to continue work. Tell more stories. More emphasis on packaged, ready to go programs in a session.
- ❖ Hold training programs for practitioners on program design tools and techniques. Add another session--develop consensus building and future policy.
- ❖ Instead of national--series of regional meetings (greater input and ???). Also more stories collected.
- ❖ Trainer format for regional meeting. More training and definitions of good, better, and best--how this relates to program development and efficiency. How you use it--what level do you really need of good, better, best?
- ❖ Consistent message and materials and delivery of message.
- ❖ Provide seed money for innovative projects and proven projects. Promote collaboration on similar projects and programs.
- ❖ Get the website more meat, not enough to analyze. Promote dialogue of users of these programs who are non-educators. What are their thoughts?
- ❖ Provide examples of how you can do a best management practice for a project you will only do once. You won’t be able to benefit from your own evaluation.

- ❖ Hold a future conference. Put model programs on the website. More networking opportunities. Link the website to library systems in order to link this database to a larger audience.
- ❖ Sessions on types of levels of evaluation and evaluation theory. Sessions on creative v. critical thinking to expand perspectives of educators.
- ❖ Team this conference up with “Tools for Non-Formal Educators”--just developed nationally.
- ❖ The term theory scares people.

C-3

- ❖ Tighten definition of good, better, best from the get-go so we don't spend so much time floundering. Due to lack of clarity, we're unsure of where to go next. Maybe this reflects a growth process for our profession.
- ❖ More discussion on how to reach “influentials.” More definition of “influentials.” Invite influentials and ask them. More discussion on reaching media.
- ❖ Get agenda out before the symposium. Have BEP II in Langston U/Oklahoma State U.
- ❖ Integrate learning from other education disciplines that've experienced similar struggles in articulating education goals. Don't reinvent the wheel. Maybe other professions have been there, too.
- ❖ Invite Doug Mackenzie. Mohr to another one.
- ❖ Make reasons why we want to do this clearer to web viewers.
- ❖ Take critical look at social marketing--if it's a good approach, make resources available. Take a critical look at BEPs.
- ❖ Off to a good start, but a long way to go. Publicize/link to websites where academic research can be found quickly.
- ❖ Provide PPTs in advance of presentations on website. Short course on education theory for “accidental educators.” Could provide direction and validation and ability to perfect approaches.
- ❖ Help for topic experts who are called on to teach. Explore connections between fields of social psychology, marketing, education, group processes, and citizen involvement.

C-4

- ❖ Symposium that includes target audiences to provide feedback on their experiences with each described practice.
- ❖ Boundary workshop on water outreach between Canada and the U.S.
- ❖ Educational practices will not work in all cultural audiences. They need to have more input (cultural issue). Different culture audiences require different BEPs.
- ❖ In future distribute fragrance-free pens.
- ❖ Maintain a dialogue on the website for questions, sharing of ideas, or announcements.
- ❖ Focus on value--add programs for diversity. Use us as resources to identify key resource people for this topic.
- ❖ Post a simple list with hotlinks to successful outcome based project. Don't bury it in a bunch of academic clutter.

C-5

- ❖ Success must equal outcome of cleaner water, not numbers contacted, etc. Success equals a permanent change in behavior.
- ❖ Funding needed for long-term evaluation of changes achieved. Continue to emphasize documenting impacts, especially as a way to convince resource managers of value of education as a tool. (Give us more examples!)
- ❖ Give this group an opportunity to review changes made to website before going public. Email URL and password to participants.
- ❖ Consider information about education theory/learning styles on website--simple, understandable, applied.
- ❖ Develop evaluation templates.
- ❖ Tribal colleges are not represented--encourage more diversity.
- ❖ Bringing in people involved in social movements and environmental justice.
- ❖ Examine the consequences of bringing a sociological focus into water management when funding and time are already limiting.
- ❖ Bring education and sociology into the process, not us doing everything.

C-6

- ❖ Next year's conference should be at a spa or natural area. Immerse us in water, water, water!
- ❖ More work on website--expand definitions, examples of BEPs, assistance to research search engines, and examples of methods of conducting search strategies for improving results to narrow searches.
- ❖ Education theory--brief primer for natural resource professionals (on website?). Who's Dewey? Gardner? Others? What did he/she contribute to learning theory? Why is this important? How do we apply this to our water education?
- ❖ Schedule more time and space for poster viewing sessions.
- ❖ More networking time--scheduled or during the day rather than at the end.
- ❖ Protein at breakfast!
- ❖ Consider regional BEP conferences that provide training to water professionals from Extension, SWCD, and state and local agencies. Have examples of good/better/best BEPs and have participants determine why this will lead us to criteria/standards.
- ❖ Establishment of regional centers to disseminate information once the information is ready. The term BMP is behind the times, isn't it? Shouldn't BEP follow?

How to Encourage Resource Submissions on the Website?

D-1

- ❖ Call for resources in Journal of Ext. and other journals (Ed. Soil and Water, etc.).

Contact: 1. State Association for Environmental Education
2. Informal Educators
3. City Water Department and Associations, American Water Works Association, and Rural Water Works Association.

- ❖ Links to other educational websites. Work with University, School of Education and Natural Resources, and Environmental Educations Schools in group projects to use website resources.
- ❖ Make criteria and expectations very clear. Have State coordinators emphasize career ladder benefits. Build dossier and curriculum vitae.

- ❖ Go outside extension method. Many people in our state won't go through the extension to submit. Work with EE organizations and have a booth at conferences to advertise and bring publications to share.
- ❖ Extension monitors, solicits, facilitates getting groups in state to submit--reverse process.
- ❖ Incentives or prizes (money) for submissions--memory stick computer, posters, curricula, etc. Maybe something as simple as having their name picked to be the submitter of the month. Or a prize certificate for the "best" submitted project.
- ❖ Design a survey to determine gaps and challenge submissions to address gaps.
- ❖ Work through list serves.

D-2

- ❖ Develop strategy for submissions, BEP submissions relationship to existing websites.
- ❖ Identified resource to keep website updated over time. Website should be developed during the workshop/conference in order to become one of our significant resources.
- ❖ Send letters to Educators to invite them to submit especially in areas where there are gaps.
- ❖ Get feedback from end users of programs.
- ❖ It must be easy to submit! Allow you to edit entire submission easily before final submission.
- ❖ Make a Thank-You-Box to tell you what number your submission was.
- ❖ Personal note of thanks/recognition from Webmaster.
- ❖ Pop-up box telling you what other submissions are in the database that are similar to what you submitted.
- ❖ Pop-up box to automate an email to send a request that will be sent to colleagues to ask them to submit a resource to the database.
- ❖ Comment/Thank You box for submission so people can tell you it worked for them, too.

D-3

- ❖ Make direct invitations to key individuals (more effective to target busy people).
- ❖ Use existing list serves to give monthly update of topics/submitters recently added.
- ❖ Consider juried process v. catch-all. (We like boutiques, not Wal-Mart). Make submission easy and fast. Target specific gaps in literature.
- ❖ Another search category (scholarly research, program descriptions, books, scripts). Encourage more urban submissions via broader target audiences--need for rural, too.
- ❖ Explore overlays with US, EPA, NPS education coordination. Offer a free gift for submitters or a discount to BEP II Symposium. Market the website in general to get more submitters. Make it a mandatory requirement for grant recipients, e.g. CSRES, EPA, other feds, Watershed Academy, etc.
- ❖ Clarify goals and value of submission: “What’s in it for me if I submit?” Who will this potentially reach?
- ❖ Make it clear what kinds of submissions you want--what kinds of programs? Materials? Everything related to water or specific areas? How far out will this go? Are there limits (windsurfing, water references in the Bible, water park programs)?
- ❖ Policies needed relative to commercial products. Clarity in what is being sought and why.

D-4

- ❖ Continuing Education credits. Make site easier to navigate (didn’t find button to submit resources).
- ❖ Pre-submission review by peers. Involve people in the content/education group as reviewers for the website. Emphasize importance of submitting.
- ❖ Feedback to submitters about quality and quantity of visits to their submission.
- ❖ Marketing of site to others. Link to research on content issues like “meth labs.”
- ❖ Reduce the number of data entry cells for submitting--how about a place to insert you name, the project, and a hot link.
- ❖ Link to the resource sources--State programs, etc.

- ❖ Create a space for highlighting programs or where folks can suggest that a resource should be added.
- ❖ Identify clubs/organizations, universities, businesses, agencies, etc. and send announcements requesting they submit their resources. Distribute announcements to customers or constituents.
- ❖ Have a way to submit ideas, templates that others could adapt to their local context.
- ❖ How will you control for quality of resources? Will there be a physical library of resources?
- ❖ Make submission as easy as possible, including mailing in resources.
- ❖ Need a way to reference sources for materials to give credit.

D-6

- ❖ Record hits on individual resources and make available to authors. Include email contacts to author of people who download materials. Call individual and request materials.
- ❖ Offer opportunities for peer review abstracts. Offer opportunities for peer reviewed publications.
- ❖ Incentives (money, movie tickets, pencils).
- ❖ Subscription to update about new materials.
- ❖ Professional recognition/graduate credit for submission. Free credit for next year's conference.
- ❖ Bulletin board of submissions--main ideas, titles, sharing. "Ask the expert".
- ❖ Break submissions into more detailed/defined categories and divide into youth-adult categories. Refine "search" so that adult materials/sources don't come up when you search for youth resources, etc. Educator-parent-general citizens-industry-resource professional.
- ❖ Have author's email included if interest in contacting them/or other means of contact.

D-7

- ❖ Provide categories--practices, strategies, applies theory, publications, courses, etc. Collect examples (Show us what you want!) from JOE and other professional applied education journals.
- ❖ Contact information for water resource professionals (by state or region).
- ❖ Keep submissions simple!