

Definitions Project – Follow-up from 2nd Meeting on June 1-2, 2006

Definitions Results – June 2006

The Definitions Project group met in the second of a series of 4 meetings on June 1-2, 2006, with 20 attendees representing federal agencies, professional organizations, and other NGOs. The following notes summarize the activities and results from that meeting.

Process

- Agenda

- Day 1 Introductions

- Review from last meeting

- Review of materials submitted by participants since last meeting

- Small group work in three areas: product, vocabulary, other issues

- Day 2 Presentation and discussion of small group work

- Establish next steps

- Informal discussion of what to name the group and the product

- Objectives of this session

- 1. Work towards stated goals of project

- a. Open dialogue between represented agencies/organizations

- b. Look to future collaborations

- c. Develop products: at least publication and website

- 2. Recommend tasks to be accomplished between now and next meeting

- Next Steps

LB 6/8/06 Review vocabulary list and assign two to three terms to individuals

LB/TM 6/8/06 Provide press release bullet points to group

All 7/31/06 Return findings to Lisa Brochu

LB 8/10/06 Post findings on website

All Fall Attend professional meetings and get feedback on work to date

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Notes from Small Group Work

Each group consisted of six to seven individuals who tackled a specific area of concern. The following notes are provided from those work groups.

VOCABULARY GROUP (Chuck Remington, Tim Sandsmark, Joe Watkins, Kristen Nelson, Martin Storksdieck, Kathy Maglaufflin, John Carramia)

- 1) Defer primary definition to a source, organization, or agency if possible
- 2) Prioritize time/resources spent on a term, based on:
 - * lack of consensus on definitions,
 - * need to use term to garner resources internally or externally,
 - * important of term to provide credibility/authority to use our endeavors
- 3) Denote terms used extensively in the formal education world

Needs more attention, white paper, etc.

| | |
|-------------------------|---|
| Advocacy | DIC – controversial/social – needs white paper to delineate |
| Appreciation | Re-examine/re-term as paradigm/outcomes in the field |
| Best practices | ANCA, white paper who determines, criteria, other issues |
| Communication | Diff between education & communication & social market |
| Conservation education | NAAEE, Forest Service – need white paper |
| Environmental education | NAAEE/Tblisi/EPA – need white paper. other educ subsets |
| Enviro Literacy | NEETF/Forest Service/NAAEE/EETAP, public |
| Interpretation | NAI – need white paper |

Formal Education Terms

| | |
|----------------------|--|
| Accreditation | ASCD, orgs/facilities, reference certification |
| Alignment | specify as Curricula/standards alignment (see ASCD) |
| Assessment | VSA/ASCD, cross reference to evaluate |
| Brain-based learning | jargon/new term – reference ASCD/neuro science research |
| Competencies testing | cross ref to ASCD, certification, skills/ability/knowledge |

| | |
|------------------------|---|
| Correlation | cross ref to alignment |
| Curriculum | DIC/ASCD/NAAEE |
| Inquiry method | ASCD, methodology, Kinesthetic, hands-on, crit thinking |
| Problem-based learning | ASCD |
| Interdisciplinary | ASCD/NAAEE (also intra, inter, multi, cross, trans) |

Terms related to Process or Products

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|-----------------------------|---|
| Brain-based learning | jargon/new term – reference ASCD/neuro science research |
| Capacity building | EPA/NSF/NIH, see sustainability |
| Certification | DIC - NAI/NAAEE/Park Service, individuals, accreditation |
| Character interpretation | ALFAM |
| Conservation restore | ALDO, Park Service, BLM, AAM, NTHP, preserve, |
| Differentiated instruction | PLT – reference ASCD, learning styles |
| Education | needs a whole section with various subset terms |
| Evaluation | VSA cross ref assessment |
| First-person interpretation | ALFAM |
| Formal interpretation | Park Service/ALFAM, ref in-formal interp |
| Free-choice learning | Institute Learning Innovations |
| Front-end evaluation | ref evaluation, define process |
| Historic Preservation | Park Service, NHF, SAA |
| Informal interpretation | cross-ref formal interp |
| Interpretive planning | NAI |
| Learning | DIC (also include lifelong learning) |
| Living history | ALFAM |
| Natural resource management | BLM/Park Service (cultural/heritage resource mgnt) |
| Nonpersonal interpretation | Forest Service |
| Performance measurement | cross ref assess & eval |
| Personal interpretation | Forest & Park Service |
| Place-based learning | jargon, need white on historical verbage/terms/use/grants |
| Preservation | reference conservation |
| Professional development | lump with training, workshops, teacher training |
| Public affairs | cross ref communications |
| Public archaeology | SAA, RPA, cross ref private arch/cultural res mgmt |
| Social marketing | AED, AZA |
| Stewardship | cross ref conservation, ref one gov and one ngo def |
| Teaching | cross ref prof dev |
| Training | cross ref prof dev |
| Wilderness education | AEE |

Miscellaneous Terms

| | |
|---------------------|---|
| Accessible | ADA/Forest/Park Service see universal design |
| Benefits models, | AEA, IMLS, Kellogg, impacts, outcomes, outputs, logic |
| Citizen science | CLO to process |

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|--------------------------|---|
| Community of practice | jargon, used in grants, to process |
| Community character | jargon, cultural landscape, etc |
| Connoisseurship | John |
| Cooperating associations | BLM or Park Service, cross ref interpretive assoc |
| Cultural landscape | see comm. character |
| Cultural resources | see comm. Character, historic pres, Park Service |
| Culture | needs whole section with sub set terms |
| Formal | VSA, NPS, Heimlich |
| Formative | see evaluation |
| Human dimensions | jargon, Colorado State Univ then |
| Impacts | See benefits |
| Informal | see formal |
| Interpretive opportunity | cross reference teachable moment |
| Logic models | see benefits |
| Natural landscape | mix of Federal agencies |
| Natural resources | NEPA |
| Nonformal | see formal |
| Nonformal settings | see formal |
| Objectives | see benefits |
| Outcomes | see benefits |
| Outputs | see benefits |
| Outreach | NASA, AAM, ALFAM, AZA |
| Place-based service | SCA, NSLA, project based, service learning, community |
| Standards rubric | see curric, education, learning, benchmarks, performance, |
| Summative | see evaluation |
| Theme | NAI, cross ref interp planning |
| Visual literacy | jargon, see literacy |

Excised from list

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|-------------------------------|--------------------------------------|
| Comprehensive EE program | EXCISE from list |
| Credentialing | cross ref to certification or EXCISE |
| Entrepreneurship | EXCISE |
| Interpretive services | EXCISE |
| Problem-solving commun | FTD then EXCISE |
| Resource education | EXCISE |
| Resource issue interpretation | BLM or EXCISE |
| Self-directed interpretation | EXCISE |
| Tourism | EXCISE |
| Earth science | EXCISE |
| Geotechnology | EXCISE |
| Heritage | EXCISE |
| Built | EXCISE |

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|--------------------|--------|
| Green | EXCISE |
| Natural | EXCISE |
| Not formal | EXCISE |
| Program(s) | EXCISE |
| Quality | EXCISE |
| Responsible action | EXCISE |
| Resource | EXCISE |

Terms related to Facilities/Sites

| | |
|----------------------------|--------------------------|
| Contact station | Various Agencies |
| Environmental learning ctr | Various agencies |
| Friends of groups | ANCA, Audubon |
| Interpretive center | NWR |
| Museum | AAM, AZA, ASTC |
| Nature center | ANCA, Audubon |
| Visitor center | NWR, Forest/Park Service |

Terms related to People

| | |
|-----------------|---------|
| Art educator | |
| Audience | |
| Curator | |
| Customer | |
| Docent | |
| Educator | |
| Explainer | |
| Facilitator | |
| Guide | |
| Home schoolers | EXCISE? |
| Interpreter | |
| Mentor | |
| Messenger | |
| Museum educator | |
| Naturalist | |
| Target Audience | |
| Teacher | |
| Tourist | |
| User | |
| Underserved | |
| Visitor | |
| Volunteer | |

PRODUCT GROUP (Tim Merriman, Amy Galperin, Christian Itin, Judy Koke, Wendy Davis, Georgia Jeppesen)

Notes from small group discussion on Product:

- What format product takes depends on audience – general public/funder will want less depth than educator.
- All formats possible in one online offering – clicking on blue terms take you to endorsements/discussion, etc.

Wikipedia idea has appeal because it's getting used by everybody. It has a format that people are familiar with – and that allows participation. Might also water us back down again, in that people add definitions 2 and 3, etc.

More the information references the organizations around the table the more it supports the building of partnerships and the idea of a broad field of practice.

Implied primary audience is:

Practicing professionals in the field of interpretation – volunteer or staff – who use the terminology

Secondary audience is the governance and funding groups we all deal with.
Academic audience is also very interested.

If we look at a CoP model who is at the center:

20 K interpretative specialist..... planners/directors program developers who are the trainers

500K people doing interpretation

2-5 Million others – maintenance workers, etc. who are interrupted in their jobs and do interpretation.

Who is primary audience? The 25-30 K at the center – decision

We know that the inner most circle of 1K – ed directors, etc. – no longer come into contact with the actual interpreters.

We need this product to have a 'handle' or gripping point – that the 1 K and their bosses can grab onto to sound knowledgeable, for it to be useful. How do we accomplish that.

The 25K does not include formal educators - free choice learning does happen in schools. i.e. there's a large group of storytelling teachers – that are allied professionals in

this – there is probably more overlap than less? Do they have their own vocabulary for this? Would this be useful to them?

Our citations need to ring true to the groups we're trying to communicate with. They need to know their group hasn't been left out of the conversation.

Formal educators can distrust government groups/natural resource groups as having an agenda – another reason why this needs to come from a large group. Teachers need to hear the same language in their own world.

We're going to be more successful reaching beyond our group. Is that the next project – how to connect this to the formal ed?

If we produce something useful to the core group – it will be easier to add to it for other audiences – such as formal educators and/or funders. It might be too unmanageable to try and be all things to all people. Other people can react to this – and help us make it useful for their group.

This is another good reason to put it on the web – so people can add to it.
We have about 25-30 K to spend on web or print items.
We have a very talented web designer at our disposal.

We should develop a process for endorsement -- a protocol.
Needs proof. Needs to be seeded at the beginning to build momentum and weight.

Needs a press release for all sorts of newsletters to link.

Need to ask for links on people's sites . Maybe a reciprocal linking system – to build exposure for both groups. Making it clear when you have left the website.

What if anything do we want in print.
What is some way of getting this material into conferences and meetings?
Do we offer workshops where we discuss this with specific groups and get feedback?
Thus, one product might be a template for a workshop or presentation to do this.

PDF files that are no more than 4 pages long get the most attention. Web is fine – but this also needs to work in print. I need something to hand out in trainings, or to funders unfamiliar with field, etc. To focus people. If I give them a web link – it's a dart at the board – don't know if they go there. A short brochure – that works in color or back and white.

Standards for Ed Com – it's the tangible brochure that makes a difference.
You could pull from that to produce a brochure for when you train interpreters.
Part of what we have the ability to do is time for a graphic illustrator to design some products – power point – brochures, etc.

Do we want to think about an article for journals. We could blend this into journals, NAI, environmental ed – ed com. Commentary article – draw others into the discussion.

Building consensus –

1. coalesce. Take definitions that others feel very strong on – and then take them back to our own org for approval. While our definitions are being considered by others.
2. Do discussion panels at conferences.

How do we get association approval? Board of Directors? How does that happen with government groups.

For government groups it needs to be integrated into policy. They have conduits for distribution. Have a bunch of high powerful names behind whatever comes out of here.

Needs branding. Initial stakeholders – get approval – i.e. AAM, VSA, EE, NAEF, then can take out to governmental agencies for approval and dissemination.

“Here’s the black book of secret cool stuff.”

We are seeking endorsement from associations and organizations both.

WE need a great name for this.

Credibility really depends on source – i.e. AAM’s definition of museum is indisputable. Publishing rights – make it very clear in the published version – that OK to reproduce and use with attribution. i.e. NAI and/or AAM might want to publish in a way that brings in small revenues to support sustainability. Is this something that people would buy?

PDA version – web design can happen so maintains integrity as a PDA.

What does it take to get Random house or Webster to adopt a definition for the dictionary?

CD’s or DVD’s version.

When branding – need to think about what what makes this product unique (developed by large group) and what would make this attractive and memorable to consumer. Came up with words like comprehensive/essential, collective, glossary, collaborative, Collaborative dictionary of essential interpretative terms.

Product may want to show a key definition, and then some alternative definitions.

Expansion of this – might be making it more user friendly/useful – i.e. examples of curriculum, lesson plans, interpretive plans – links to other sites.

Do we want to consider some areas of the website to be password protected? Don't want to limit access – yet may be source of revenue. If my VSA members/EE membership offers special access to info that's a benefit – the revenue might be a part of sustainability.

<http://www.ernweb.com/glossaries.html>
www.reff.org

OTHER ISSUES GROUP (Sue Bumpous, Joseph Kierski, Flip Hagood, Erik Holland, Gus Medina, Lynne Murdock)

Identify key issues (about half a dozen priorities to tackle), not come up with a solution today. Describe parameters of what a new project might look like to address the problem.

Intro – Joseph

1. Organizational Issues. - Joseph

How can we make the definitions project something to turn into an internal communications tool to strengthen our positions within our organizations? Need to articulate what we have learned in doing EE for so many years that has placed us in leadership positions. How have we become critical thinkers? What makes us valuable employees? If one agency can make this happen, others will follow. Need to change the culture within our organizations at the same time as we address changes in society. Need to address how we train people within our organizations.

Potential project: Identify lead organizations from the definitions project to serve as a pilot of modeling how to institutionalize the definitions internally.

2. Models of excellence. - Gus

How can we demonstrate the value of education programs to an organization's goals and mission? Stress value of partnerships developed. Use examples such as National Audubon's conservation education tool kit, evaluating how conservation education supports education objectives. People on the definitions project could be part of a review committee for other projects like this tool kit. Look at positives and negatives involved in use of technology to reach more people, as well as quality and accuracy.

Potential project: Identify exceptional models (bookmarks) through a research paper. (Joseph?) What makes them exceptional? Help interpreter or educator show managers the return on investment in terms of people touched and opportunities presented.

3. Evaluation. - Lynne

How do we use this definitions project to help justify education programs in general, by showing measurable results? What's not being evaluated effectively now? How do we use examples from previous years (i.e., the 1970s) to show what we have learned? Even if we didn't do evaluation and measurement then, what anecdotal information can we gather? Need to couch evaluation in positive terms about what we learned and improved, not focus on using evaluation only to avoid losing grant funds. At the same time, need to be sure format and language is such that "bean counters" and others would understand. Use the language that US Dept of Education uses to prove their programs are effective.

Potential project 1: Gather information on evaluation that's been done in the past, summarize in a popular forum that demonstrates effectiveness of our programs. Use a university PhD student to do a literature search? Evaluation program search? Who keeps the list of models? ABT in Boston has done studies on value of getting kids outdoors, value of conservation service learning projects. Look at Americorps project evaluations. AERA American Educational Research Association journal. Richard Louv's data. Parks as Classrooms evaluation. What groups have done visitor surveys, park evaluation?

Potential project 2: Work with statisticians to develop measurement tools that allow us to compare apples to apples, develop a standard measurement that documents the value of learning. Distinguish education and good decision-making habits from advocacy and changing behavior or voting preferences. Synthesize approaches and methods that have been effective in capturing the kind of information that we need.

4. Professional Development. - Erik

What are the "Bibles" of the different elements of our profession? The standard references that everyone should know about? What has stood the test of time? Gather and define "10 best" of something (books on interpretation or EE) – publish a list and make publicly available?

Find older publications that have been gathering dust in government file cabinets and publish them again? Grant project deliverables?

Who is going to be the repository of the source documents for how we developed the definitions? How do we tell the story of how our professions developed? What is our history? What are cycles of "hot topics" in the industry that keep coming up over and over? What are trends and why did they happen? (i.e., move away from earth science to IPC in schools)

NSTA presentation of videos of teachers in the classroom. Part of NAI certification is to do a video. NAI and National Park Service have videos submitted as part of certification efforts. Texas will have some from state EE certification efforts. Park Service also has competency training videos with rangers doing their talks turned into examples of good practices. Forest Service also has some.

Potential project 1: Develop an inventory of print, video or other training element at each organization. Who will be the repository or how will it be made accessible to everyone? A university or nonprofit? On the Internet? Identify gaps. Show how definitions project relates. Use NAAEE Materials Guidelines and Resource Review program to select materials for the list? Do other organizations have a different type of review system? Materials could be reviewed against multiple review programs.

Potential project 2: Look at how to develop the next generation of people in our profession. Share information on the collective body of knowledge with them and develop 'road maps' for how they become trained to take our jobs! Include information from nonformal community (Institute for Learning Innovation) about how practitioners help people learn. How to identify new players in the field in wilderness education and outdoor education entrepreneurs, outing clubs on college campuses.

5. Communication. - Sue

Need to be able to more effectively articulate what we do to teachers and how our information relates to helping them "teach to the test" required by current curriculum standards. How to make information relevant to real-world experiences for teachers and kids.

Need to identify audiences beyond K-12 classroom: families, communities, other segment parameters. Need stronger outreach to colleges of education.

Need to persuade decision-makers and funders of importance of education components in organizations and how adequate funding makes them more effective. It's not a luxury to have good education programs.

Need to address issues of using parks and historical sites as classrooms and permit access restrictions for place-based education.

Marketing – Promotion – Credibility – Branding

Potential project: Develop communication key messages for people outside the field about the definitions and importance of education. Examples: decision makers, funders, students seeking career opportunities. Develop messages about values of environment, stewardship, heritage, and culture to leverage positive impact with the general public and constituency support for continued funding for programs.

6. Collaboration. - Flip

Strengthen the collaborative efforts across our groups to become more solid as a profession. How will it help us in our individual organizations as well as collectively?

How can we learn from academia and the challenges they have to bring their work to the public? How can we reach new audiences that are not at the table who still need the professional acumen of the terms and definitions we have developed? How can we be sure that more of us are involved in both development and dissemination of new products that are developed? How can we help get each other's materials to grassroots audiences in schools and communities that are doing projects?

What do we call this group?

Potential project: Build a collaborative program across disciplines for delivery of information at professional meetings. Increase visibility through presentations, exhibits, articles in journals.