

## NOAA Education Council Meeting

Date/Time: June 15, 2011 (1:00–4:00 pm)  
 Location: SSMC3, Room 14836  
 Dial-in: 866.901.0711  
 Passcode: 8134683  
 Contact: Luis Leandro - work: (202) 482-3139

### AGENDA

- 1:00 Welcome/Opening Remarks
- 1:40 National Association of Interpretation Training Opportunities – Steve Storck (*informational*)  
 (15 min presentation/15 min discussion)
- 2:00 Break
- 2:15 Lake Erie Literacy Principles – Heather Elmer and Brenda Culler (*informational*)  
 (15 min presentation/15 min discussion)
- 2:45 Updates & Announcements
- 3:15 SOS ILI Evaluation and Users Network Meeting – Carrie McDougall (*informational*)  
 (15 min presentation/15 min discussion)

### Next Council Meetings:

July 13, 2011  
 August - no council meeting  
 September 14, 2011

### Attendance

**In person:** Louisa Koch (LK), Ron Gird (RG), Jennifer Hammond (JH), Luis Leandro (LL), Bruce Moravchik (BM), Frank Niepold (FN), Bronwen Rice (BR), Kate Thompson (KT), Audrey Trotman (AT), Atziri Ibanez (AI), Chelsea Lowes (CL), Jennifer Hammond (JH), Dan Pisut (DP), Steve Storck (SS), Lindsay Knippenberg (LK<sub>n</sub>), Bre Murphy (BM), Jeannine Montgomery (JM), Elizabeth McMahon (EM), Judy Koepsell (JK), Carrie McDougall (CM), Karen Eason (KE), Maria Murray (MM), Kate Naughton (KN), Diane Stanitski (DS)

**On the phone:** Stephanie Bennett (SB), Shannon Sprague (SSp), Paula Keener (PK), Heather Elmer (HE), Brenda Culler (BC), Michelle Arsenault (MA), Roseanne Fortner (RF), Sarah Scheodinger (SSc), Carla (weather service) (C?), Nina Jackson (NJ), Eric Hackathorn (EH), Ann Keith (AK), Leslie Pisawski (LP)

### Announcements (LK)

- Updates on capturing “updates and announcements” in the meeting notes: 1) We will no longer take notes during the around the room “updates and announcements” at the end. 2) If you would like to capture specific updates or announcements in the meeting notes, please send those in writing to the OEd note taker ([lindsay.knippenberg@noaa.gov](mailto:lindsay.knippenberg@noaa.gov)) for that meeting (there is a rotation) by the end of the week. If you prefer, you can also add them yourself once the draft notes go out to the Council for review.

*Logic for decision: taking notes during the around the room is extremely difficult because of how fast the discussion goes, and more often than not, whole sections are missed. Nonetheless, we want to give Council members the opportunity to capture the most important items they want to be shared officially in writing vs. more general announcements made verbally at the meeting.*

- LK: Concerns.
  - Council: Thumbs up around the room
- Reminder of the deadline for submitting council presentations: 1) There is a deadline, as requested by the Ed Council, for all meeting materials to be posted by the end of the week prior to the Ed Council meeting. For this to be possible, presenters need to submit their final presentations to us by COB Thursday before so we can review the materials and make any necessary changes/edits. 2) Presenters have been missing this deadline consistently and often presentations get sent to us the week of the Council meeting. 3) The current policy is that presenters (or sponsors of outside presenters) are responsible for ensuring the final meeting materials are submitted by the Thursday deadline. 4) We cannot enforce this Council policy without everyone’s cooperation. 5) We can revisit the deadline or the policy if needed.
  - LK: Is that the schedule we want to stay with?
    - Council: Mostly thumbs up and one to the side.
    - FN – A hybrid may be ok if someone is late.

- JH – I would like to have decisional presentations in advanced, but informational presentations can be submitted later.
    - LK – Should late decisional presentations be eliminated from the agenda?
      - Agreement that decisional presentations not submitted by Thursday will be pulled from the agenda.
- GAO and OSTP Surveys: Now complete with initial round of input. CoSTEM meeting would like bold ideas that we all contribute to (ie. All Federal STEM resources be spent on defense schools). There will probably be more questions and more surveys to come. Does anyone have any questions or comments on the surveys?
  - PK – Was there a discussion on how STEM was defined in both surveys? GAO – was looking for redundancy and STEM definition was very specific and broad. OSTP – was looking for collaborative opportunities for leveraging and information sharing and their definition was very different from GAO. Specifically when looking at environmental education.
    - KT – OSTP had informal and GAO didn't in the definition.
    - JH – We felt that we didn't meet the GAO definition at all.
    - PK – What does this mean for us down the road if we had different definitions? Should we come together and define what we mean by STEM? How does NOAA define STEM?
    - LK – If you did have variations in how you responded to the two different surveys, contact LL and tell him what's in the one and not the other. So we have some central record. OSTP will be published first and then there will be hearings. Maybe we need to discuss our definition of STEM when we have the blue book discussion.
    - KT – My numbers are different based upon the definitions. My primary objective is not STEM education it is resource conservation.
    - AI – It might help to know why they chose those specific definitions.
    - JH – We were forced to choose a primary objective that is not our primary objective.
    - PK – Everyone is grappling with the definition of STEM and it is constantly evolving.
    - LK – The definitions were changed to include more NOAA programs and it has been a continuous dialogue.
    - KT – It might be helpful to have a literature review on the connections of placed based learning and environmental education to STEM.
    - PK – It might be helpful for the Council to write a white paper that defines STEM and describes how our programs support STEM education.
    - LK – A white paper is worth looking at. LL please put some metadata in for the differences between the GAO and NATC surveys. This will help us to better position ourselves in the future.

#### **National Association of Interpretation Training Opportunities – Steve Storck (*informational*)**

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See PowerPoint slides.

- RG – Is there a list of other organizations that have participated in these workshops and what their findings have been.
  - SS – Yes, the Monterey Bay Aquarium has integrated this. There is also a partnership between the Park Service and NAI.
- KT – Do you have a list of who is attending?
  - SS – Kate, Steve, Ron, Carrie, Melaney Redding, Dan, Leon Geschwind, Beth Russell. Still in negotiations with fisheries.
  - SS – We also talked about a facilitated activity with the council, but that was premature. We want to see what happens from this pilot first. They are quality programs, but we want to make sure that they are a good match for NOAA first.
- AI – Several of my educators are very supportive and have taken NAI courses in the past.
- KT – What was the total cost to host?
  - SS - \$5750 for the instructor costs and the six workshop slots.
  - SS – You can do an exclusive workshop at a different cost, but we are doing an open workshop and up to 20 people can attend.
  - KT – It might be useful to look into a training at one of our facilities.
- LK – Note on the SOS in Silver Spring. We were in lease agreements and it looks like we will be able to sign the lease in June and occupy the space in August. The space will start changing in July.

#### **Lake Erie Literacy Principles – Heather Elmer and Brenda Culler (*informational*)**

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See PowerPoint slides.

- JH – Are your videos available online?
  - BC – They are available online at the OH DNR site and we can send AI the link. We have completed 3 of the videos and the other 5 are in final production.
- CL – These are very OH-centric, have you also talked with other states bordering Lake Erie?
  - BC – We have been talking with the other Sea Grants and Coastal Programs. We have done similar trainings in other states. We have also tried to eliminate OH specific details.
- AI – Do you want to mention more about the history of how this document came about and how it came before the Great Lakes Principles?

- BC – We started by taking the ocean principles and turning them into Lake Erie principles. We did public surveys that were sent to the other states around the lake. COSEE Great Lakes worked with them and took what they did to create the Great Lakes principles with the help of scientists and managers from across the entire region. After completion of the Great Lakes principles they were able to reevaluate the Lake Erie principles and make a better document.
- FN – Is there a reason why the climate link is not centrally located and it is focused on aligning with the ocean principles?
  - BC – Literacy Principle 3: Lake Erie influences local and regional climate.
  - FN – That's only one way. Climate Literacy principle 3 or 7 would have been a strong connection. Do you use the climate principles?
  - BC – Our intention at Old Women Creek is to use a whole array of literacy principles.
  - AK – (Ed Coordinator) One of the videos that we developed was for climate and included the points that you just mentioned. The literacy principles are just one-liners, but on the website there are bullet points under each principle that describe the climate concepts in more detail.
  - FN – On slide 21 it seems like there are complementary principles.
  - BC – This maybe something to look at in the future
- RG – Could you talk more on how you plan on promoting this document? There is also a similar project in Pennsylvania at the Whitaker Center called Expedition Chesapeake and we will send you some information.
  - AK – At the visitor center @ Old Woman Creek we are having a NWS kiosk that relates to the Lake Erie principles. We also have a NWS video series with NWS employees. As for promotion, each of us has their own connections...radio, news, publications, teacher pd and list serves.
  - BC – Used the principles at Conservation Day with Ottawa Public schools.
- JK – Slide 38 – Is the web link for Kidsville News a link to archived editions as well?
  - All the editions are online. Rip Current awareness edition is coming soon. There is also an edition on fog in the Great Lakes region.
- NJ – I want to commend you on excellent work.
  - BC – We are really excited about moving from development to implementation. This was a great effort by three different NOAA programs.
- AI – I wanted to highlight that they are working with lots of different audiences and it is an interesting piece. We could be doing more with the ocean and climate documents to reach other audiences as well.
  - FN – For all these literacy documents we need to assess the impacts and how they have customized them to impact different audiences.
- LK – You list various linkages that the literacy principles have helped you to make. I am particularly interested in how you use this to leverage your researchers and help guide them?
  - BC – Slide 40 – We also reach other adult groups like lawyers. We made presentations to groups about the basics of the lake and aspects of the lake that most affect the group. We used the principles as an outline. For researchers we help them to justify their research by pointing out principles that pertain to their research and are important for people to know about. We also a symposium for researchers on harmful algal blooms and it was emphasized on how this research can be communicated to resource managers and the public.
  - LK – I was very impressed by your presentation. We are glad that the educational strategic plan was of help to you. NSF pounds on broader impacts. It occurs to me that Sea Grant should be broadcasting education as a way for researchers to meet broader impact requirements.
    - JH – It has a similar spin that COSEE is also focusing on as well.
    - HE – Presented the principles at the COSEE School for Scientists as a tool for showing broader impacts. We could send that presentation to you.

### **SOS ILI Evaluation and Users Network Meeting – Carrie McDougall (informational)**

*See PowerPoint slides.*

- AI – This is great and well needed. I'm curious as to how much it talks about the actual visualizations? The value of a raw vs. a fully produced visualization?
  - CM – Not in this study, but in further studies we would like to control for type of content.
- AI – Interested in the stewardship piece. What is your ultimate expectation? Do you really want to use the sphere to try to get the viewers to do something?
  - CM – What I meant by stewardship is that after viewing the sphere you will walk away from the sphere with the sense that you needed to be a better steward of your home planet not specific actions like I am going to go home and recycle. We had heard from preliminary surveys that some viewers had that reaction.
  - KT – But you can do that. Say you showed a model of watershed and impacts or sea level rise. You can make stewardship messages around those models.
  - AI – Looked at evaluation models during evaluation group that had very clear methods for going through and really clearly defining the learning objectives.
    - SS – That is the framework that we are discussing with the NAI workshop.
  - DP – The messages need to be provided to the facilitators and there needs to be docent best practices. For example if you are going to be showing this data set you should include these major points.
- FN – How do you characterize the audience numbers? Is here a plan to get better numbers for how many people actually view the sphere at each institution?
  - CM – It is a very difficult number for many institutions to get. At this point it is not feasible.
- FN – Looking at facilitated vs. auto run. The evaluation will hopefully help the network to move more towards more docent facilitated shows.
- DP – Currently working on a project where he makes weekly story development for docents with talking points on the data sets to be used to make facilitated shows better through the ELG process.

- JH – Is next year the year for SOS ELG?
  - LK – It looks like there will be no ELG.
  - CM – If we had money, next year would be an ELG year. So if we don't, the year after.
- LK – It's very valuable moving from these project evaluations to these program evaluations.

#### **Updates and Announcements**

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