WELCOME
Welcome!
We’ll Get Started Soon.

The illiterate of the 21st century won’t be those who can’t read and write but those who can’t learn unlearn and relearn

Alvin Toffler
www.geckoandfly.com
Welcome: Please enter your name, where you’re from, and your organization into the chat!
Welcome to Today’s Webinar
Plugged In: A Practical Guide to Moving Place-Based Learning Online

Please type in where you’re listening from!

“Lassie, get tech support.”
Welcome to the Webinar!

Please enter your name, organization, and where you are from in the chat box.
Welcome! We’ll get started soon!

Please enter your name, organization, and where you are zooming in from in the chat box.

“Technology will not replace great teachers but technology in the hands of great teachers can be transformational.”

George Couros
Welcome to the Webinar

If we marry educational technology with quality, enriching content, that's a circle of win.

Levar Burton

Please enter your name, organization, and where you are from in the chat box.

We’ll get started soon!
We know you’ve all been on a number of ZOOM webinars and meetings. So thank you for joining!
Excited about Today’s Webinar

New Ideas for Moving Place-Based Learning Online
In the chat:
Write down a tip you have for doing great online learning!
In Partnership with Our Friends at the Bureau of Land Management (BLM)

Innovative Ideas for Online Learning
Kansas Association for Conservation and Environmental Education

Innovative Ideas for Online Learning
We have an amazing panel!
Our Panelists for Today’s Webinar

Laura Downey

Luise Woelflein

Rachel Sowards Thompson

Derrick Baldwin

Nancy Patterson
Bringing New Ideas and Insights to the Our Field

THE ONLY WAY TO DISCOVER THE LIMITS OF THE POSSIBLE IS TO GO BEYOND THEM INTO THE IMPOSSIBLE.

Arthur C. Clarke

NO MATTER WHAT PEOPLE TELL YOU, WORDS AND IDEAS CAN CHANGE THE WORLD.

ROBIN WILLIAMS
Thanks to our Affiliate Co-hosts!
New Ideas for Moving Place-Based Learning Online
A big chunk of education is happening online!

Every country is different and every state and region is different!
Mix of in-person, hybrid, and online learning!

Which of our kids are falling behind?

How is this affecting mental health?

Who doesn’t have access to the internet?

How do we know if our online education is effective?

How do we build in outdoor time?
We All Know the Value of Place-Based Learning
Power of Technology Coupled with the Power of Education
Digital Divide and Inequities in the Current System

Washington Post: In 2018, nearly 17 million children in the US lived in homes without high-speed Internet, and more than 7 million did not have computers at home. And In Mississippi and Arkansas, about 40 percent of students lacked high-speed Internet.
What are some virtual learning ideas that are working?
Design Principles for Online EE Programs!

Webinar with Marc Stern, Bob Powell, Eileen Merritt, Troy Frensley

Design Principles

Designing Content
- Relevance
- Socio-ecological connections
- Positive framing
- Visual evidence of environmental change
- Challenge

Guidance for Participants
- Preparation
- Use of multiple modalities
- Feedback
- Role models

Participant interaction
- Autonomy
- Peer interactions
- Active learning
Cool Tools

Jamboard
Cool Tools

Join the conversation
Ask questions & vote in live polls

slido
How is a federal agency adapting? How are NAAEE Affiliates adapting?
How to Interact With Us on ZOOM

All audio lines are muted. Click “chat” on the black toolbar.

Send a message to the whole group, or just to panelists using the dropdown menu at the bottom of the chat box. You can email the panelists or everyone!
Please type your questions and any resources into the chat box.

We’ll also be recording this, and you’ll get a copy of the recording, a PDF of the PowerPoint, and comments in the chat.

We’ll take as many questions we can during this time and then answer others on eePRO after this session for more discussion.

(This webinar is 1 hour!)
We have live captioning today for anyone needing help with the audio.

Thanks to our captioner, Katie Johnson!
Thanks to Anne for her help. Please message us directly using the Zoom chat box if you need help.

Anne Umali
Director of Professional Development
and Manager of ee360
Introducing Our Speakers Today

THE TECHNOLOGY REVOLUTION
Our Panelists for Today’s Webinar

Laura Downey
Luise Woelflein
Rachel Sowards Thompson
Derrick Baldwin
Nancy Patterson
Laura Downey

Executive Director for the Kansas Association for Conservation and Environmental Education (KACEE)
Rachel Sowards Thompson

Education Program Lead
Division of Education, Cultural, and Paleontological Resources
Bureau of Land Management
Luise Woelflein

Public Programs & Statewide Support Coordinator
BLM Campbell Creek Science Center
Anchorage, Alaska
Nancy Patterson
Manager
BLM Campbell Creek Science Center
Turning it over to Laura!
Adapting EE for Virtual Settings

One Approach
Key Questions in Designing Virtual Learning

• What are the key concepts to be taught?
• What were the original learning procedures?
• What experience(s) would the learner need to explore and understand the key concepts?
• What are some effective ways to take advantage of technology to provide those learning experiences?
• How is the learning experience designed for equity?
• What are tools and logistics of delivery of the learning experience?
Project WILD: Limiting Factors: How Many Bears?

• Key Concepts: Limiting factors, habitat, impact on wildlife populations

• Original Procedures:
  • Students become bears and forage for “tokens” of different types of foods
  • Some students represent bears with additional needs or challenges, like a mother with cubs, a bear who has been blinded or injured
  • Data collection and analysis

• Experience a model where data may be generated, collected and analyzed

• Taking advantage of technology
  • Smaller Groups, better discussions
  • Simulation Games
  • Shared data collection and analysis tools (like spreadsheets/graphs)
Finding the Technology Resources

• Online Simulation: We found Flippity

Internal testing for alignment with activity concepts
<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Start</td>
<td><img src="https://www.flippity.net/images/Fli" alt="Flippity" /></td>
</tr>
<tr>
<td>2</td>
<td>orange</td>
<td>Nuts, 10 lbs.</td>
</tr>
<tr>
<td>3</td>
<td>blue</td>
<td>Berries, 20 lbs.</td>
</tr>
<tr>
<td>4</td>
<td>yellow</td>
<td>Insects, 6 lbs.</td>
</tr>
<tr>
<td>5</td>
<td>red</td>
<td>Meat, 4 lbs.</td>
</tr>
<tr>
<td>6</td>
<td>green</td>
<td>Subtract 20 lbs from your total</td>
</tr>
<tr>
<td>8</td>
<td>orange</td>
<td>Nuts, 10 lbs.</td>
</tr>
<tr>
<td>9</td>
<td>blue</td>
<td>Invasive bird species have overpopulated and compete for berries, S</td>
</tr>
<tr>
<td>10</td>
<td>yellow</td>
<td>Insects, 12 lbs.</td>
</tr>
<tr>
<td>11</td>
<td>red</td>
<td>Meat, 4 lbs.</td>
</tr>
<tr>
<td>12</td>
<td>green</td>
<td>Plants, 10 lbs.</td>
</tr>
<tr>
<td>14</td>
<td>orange</td>
<td>Drought conditions have caused smaller than usual production of nuts</td>
</tr>
<tr>
<td>15</td>
<td>blue</td>
<td>Berries, 10 lbs.</td>
</tr>
<tr>
<td>16</td>
<td>yellow</td>
<td>Insects, 12 lbs.</td>
</tr>
<tr>
<td>17</td>
<td>red</td>
<td>Meat, 8 lbs.</td>
</tr>
<tr>
<td>18</td>
<td>green</td>
<td>A field where you forage for plants has been converted into a camp</td>
</tr>
<tr>
<td>20</td>
<td>orange</td>
<td>Nuts, 10 lbs.</td>
</tr>
<tr>
<td>21</td>
<td>blue</td>
<td>Berries, 20 lbs.</td>
</tr>
<tr>
<td>22</td>
<td>yellow</td>
<td>Insects, 6 lbs.</td>
</tr>
</tbody>
</table>

Get the Link Here
Activity Development

• Delivery platform
  • Synchronous: Zoom, GotoMeeting, etc.
  • Asynchronous: Learning Management System like Google Classrooms, Moodle

• Develop the necessary resources and tools

• Trial run

• Refine procedures

• Write it up
Outline for Activities

• Getting Ready:
  • Technology tools, set up and tutorials:
  • Participant Materials:

• Doing the Activity:
  1. XXX (estimated XX minutes)
  2. XXX (estimated XX minutes)
  3. XXX (estimated XX minutes)
  4. Wrapping Up:
    • Assessment

• Extensions:

• Getting Outdoors:

• Virtual Field Trip:
Some Free Tools for Engaging Participants

- **Google Slides, Docs and Sheets**—allow both sharing across your team of lessons that can be copied and modified for each person and participant collaboration through sharing editable links

- **Virtual Boards** (Jamboard, Miro, Padlet, etc) which allow groups to work in the same space and share pictures, notations, ideas and arrange and rearrange

- **Simulation Games**—(Flippity, Classcraft, etc) to translate activities into games that multiple people can participate in simultaneously

- **Live polling, questions, word clouds** with larger groups (like Slido)

- **Learning Management Systems**—(Moodle/Google Classrooms, etc) when you want to have ongoing learning with the same people over time.
Distance Learning
Moving Place-Based Learning Online
The BLM Campbell Creek Science Center’s Ongoing Evolution
Campbell Creek Science Center

Nature Bingo

Explore the outdoors using your senses! See, hear, smell, and touch nature in your own backyard using this bingo sheet as your guide.

Directions

Search for items in the squares below. Cross them off once you find them. To get a bingo make a horizontal, vertical, or diagonal line!

Completed a bingo? We challenge you to complete all of the squares.

- Hear a Squirrel
- See a Bird Nest
- Hear a Woodpecker
- See Rings on Tree Stump
- Hear Leaves Crack

- Find a Seed
- See an Animal Track
- Feel Snow
- See a Bird Feather
- See Ice

- See Animal Scratches on Tree
- Smell a Spruce Tree
- Find a Sprouting Plant
- Pick Up Litter
- See an Insect Home

- Hear a Chickadee
- Feel Something Smooth
- See a Spider Web
- Feel the Wind
- Smell Something

- Feel Tree Bark
- Hear a Raven
- See a Berry
- See Moose Scat
- Feellichen

Questions

- How many different insects did you see?
- How many different insects did you find?
- Which is the most interesting insect you found?
- What was the biggest insect you found?
- What was the smallest insect you found?

Insect Safari

Grab your safari hat and head outside to discover what the insects in your neighborhood are doing!

Directions

1. Look around for likely places to find insects, then get busy finding them. Here are some places to search for insects:
   - Under leaves, rocks, or plant stems
   - Near water features
   - On tree trunks or branches
   - On leaves and in nesting logs

2. When you find an insect, notice where you found it, what it is doing, and if there are other similar insects nearby.

3. As you search, carefully collect the insect in your hand. Remember that insects are living creatures, be gentle and respectful with them. When you are ready, carefully return the insect to its home. Take a photo of other insects.

for the safari

- See with Eyes
- Listen with Ears

Abides

- Leave the land and plants as you find them
- Collect insects that feel like they have just the right amount
- But you must go after a short period of time

Materials

- magnifying glass
- photo album
- notebook
- camera
- insect collection container

Some insects are better left alone. Remember to check only those insects that you know are safe.

blm.gov/ccsc/learning-resources
Getting Started with Mushrooms

7:00 P.M. Friday, September 4, 2020
Free Virtual Program

Want to learn to identify common mushrooms of Southcentral Alaska? Expert mycologists Kate Mohatt, US Forest Service, and Kitty LaBounty, University of Alaska Fairbanks, will get you started in this virtual program. The talk is the keynote address for Virtual Fungus Fest, a four day festival presented by a host of partners and supporters from Girdwood, Cordova, and Anchorage.

Register and get a link to Getting Started with Mushrooms at: https://www.blm.gov/ccsc/activity-calendar

Find out more about the festival at: www.cordovafungusfest.com/virtual-festival.
Each of these owls have been heard on the Campbell Tract, but the Great Horned Owl is the biggest and loudest. Can you match the Great Horned Owl sound to its picture?
Nature Yoga

Try some gentle yoga poses inspired by Alaska’s natural splendor on a self-guided walk.

The 0.25-mile loop begins at the Spur Road gate in the Science Center parking lot.

As you walk, practice bear safety: pay attention to your surroundings, make noise, carry bear spray, and travel in groups.
The Salmon Forest

Scientists call this place, and others like it, a salmon forest. As salmon return to spawn, they feed animals and fertilize plants that live around the creek.

- In the ocean, salmon grow larger as they mature. They may travel a thousand miles or more.
- They feed on fish and other animals, helping them return to spawn. They bring more nutrients to the creek.

The salmon carcasses on land fertilize plants that grew nearby. Trees near the creek grow three times faster than trees further from the water.

- Bears and other animals pull salmon out of the creek, eat their fill, and leave the rest to decompose.
- Large trees shade the creek and keep the water cool. Fallen trees create deep pools where young salmon find food and hide from predators.
Thank you!
Any final thoughts?
Webinar: New Ideas for Moving Place-Based Learning Online

Hours for Learning Activity: 1 learning hour

Date and Time:
Tuesday, September 29, 2020, 1:00pm

Registration Deadline:
Tuesday, September 29, 2020, 2:15pm

Organization: Bureau of Land Management, Kansas Association for Conservation and Environmental Education
NAAEE Is Going Virtual This Year!
Hope Many of You Can Join Us in October
We’ll have almost 400 sessions available on demand for a year!

conference.naaee.org
Great Line-Up of Speakers and Presenters

conference.naaee.org
How do we help to protect our democracy?

Watch this discussion by our panel experts on why media literacy is important.

**Special**
Pre-Conference Plenary
Thanks so much!