

Changing Public Behavior Online Study Course: People and the Environment

Social assessment and outreach strategies for increasing citizen involvement in environmental management

AUDIENCE:

Natural resource and Extension professionals working with communities to manage natural resources sustainably

GOALS:

Using water resources as an example, the course employs a learner-centered approach to:

- ❖ Build skills and confidence in identifying and analyzing behavior change opportunities in natural resources stewardship and management
- ❖ Enable participants to draft a plan for increasing citizen involvement in an environmental situation they are working on

STRATEGY:

The Changing Public Behavior online course is a college-level course introducing and applying behavior change and environmental education theories and techniques. Learners may take the course as personal professional development, or as part of a formal training opportunity organized by a local institution of higher education. Each course Unit offers an online “discussion room” for posting activity results and questions. Learners are encouraged to respond to each other’s questions and suggestions. University of Wisconsin professors moderate the course for those learning on their own.

Course content is presented in eight Units. Learners explore course resources in Unit 1 and complete a self-assessment. Based on assessment results, learners select and investigate up to 7 additional Units that build skills they want to improve. Each Unit is augmented by links to multiple online resources and academic citations. And the Units are inter-related allowing learners to easily refer to an earlier Unit where a concept has been introduced, if needed. Learners are encouraged to complete activities associated with each Unit, as an opportunity to apply information and test mastery of new skills. Assessment goals are provided for each Unit.

DEVELOPERS:

Course content was designed by Elaine Andrews, Emeritus Director and Environmental Education Specialist at the University of Wisconsin Environmental Resources Center, and Kate Reilly, Youth Water Education Specialist at the Environmental Resource Center, with thanks to many experts who helped to create and review materials.

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UNIT	TOPICS	ASSESSMENT
<p>UNIT 1: Organize your approach</p> <p>Learn to use education tools and techniques effectively.</p> <p>Realize your natural resources conservation and management goals.</p>	<p>Unit 1 Introduction Develop an understanding about the target audience as you plan your outreach initiatives.</p> <p>Get acquainted with course content</p> <p>1.1 This course is important to your work Focus on increasing citizen involvement because people are an important element of a conservation plan.</p> <p>1.2 Take Home Ideas Three points about behavior and change.</p> <p>1.3 Walk through the course A quick tour of online course resources.</p> <p>1.4 Use the Behavior Planning Tool Plan how to increase citizen involvement in your own initiative using the course worksheet.</p> <p>1.5 Assess your skills Use a self-assessment tool to guide development of your plan of work for the course.</p> <p>Plan for behavior change</p> <p>1.6 Planning for behavior change To transfer technical information, provide</p>	<p>A Learner can consider Unit 1 completed when, the learner has:</p> <ol style="list-style-type: none"> 1. Completed the Personalized Assessment. [Learners select the skills they want to develop in Questionnaire 1.5; then create a personalized a personal education plan that indicates which lessons and resources help to build each skill in Assignment 1.5.] 2. Written an environmental situation paragraph for an initiative he or she would like to address, and which includes evidence and potential sources of advice [Assignment 1.4] 3. Provided an answer for the question: “What information will you need in order to accurately “define goals and objectives” that will lead to a change in behavior? [Assignment 1.7] <p>Response references at least two steps in the planning process selected from the following:</p> <ul style="list-style-type: none"> • Familiarize yourself with the mission of the hosting organization • Identify a target audience • Understand the community • Employ community needs assessment or

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	<p>management tools & techniques, or facilitate decision-making?</p> <p>1.7 Planning outreach Planning to ensure results requires a targeted effort, making a connection with people from the outset</p> <p>Unit 1 activities</p> <p>Forum 1.2 Examine your ideas about changing behavior</p> <p>Activity 1.3 Find Course Web resources</p> <p>Forum 1.3 Ask questions about the course</p> <p>Activity 1.4 Try the Behavior Change Planning Tool</p> <p>ASSIGNMENT 1.4 Describe an environmental management situation that you are working on</p> <p>Questionnaire 1.5 Assess your skills for collecting and using audience information</p> <p>ASSIGNMENT 1.5 Your personal education plan</p> <p>Forum 1.6 Connect outreach to the environmental situation</p> <p>Activity 1.7.a The Logic Model planning tool</p> <p>Forum 1.7.a The Logic Model planning tool discussion</p>	<p>situation analysis</p> <ul style="list-style-type: none"> • Identify networks, partners, and resources

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	<p>Activity 1.7.b Quick Tips for Planning Page</p> <p>ASSIGNMENT 1.7: Make the connection between behavior and outreach planning</p>	

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<p>UNIT 2: Identify a target audience</p> <p>An education or outreach initiative designed to address an environmental management goal can only be truly successful if it changes those characteristics, of individuals or groups, that are contributing to the situation.</p>	<p>Unit 2 Introduction Learn about your target audience.</p> <p>2.1 Audience and Change Change behavior one audience at a time</p> <p>2.2 Targeting the audience Focusing on a target audience is essential to success</p> <p>2.3 Who should be on the team? Work with a team of people who bring a variety of skills and interests.</p> <p>2.4 Team support examples The team can help ask and answer questions as you develop the outreach plan.</p> <p>2.5 Practice selecting a target audience Introducing the Arkansas case study</p> <p>2.6 Use social assessment strategies Introduction to social assessment</p> <p>2.7 People can make a difference What can people do?</p> <p>Unit 2 Activities:</p>	<p>A Learner can consider Unit 2 completed when, the learner has Completed Steps 1 and 2 of the Behavior change planning tool</p> <p>STEP 2 – Audience: Identify and engage in a preliminary dialogue with the potential target audience(s) and secondary audience(s) in cooperation with stakeholders, key informants, and experts</p>

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	<p>Forum 2.1 Changing behavior ideas</p> <p>ASSIGNMENT 2.3 Work with a team</p> <p>Forum 2.4 Team case study</p> <p>Activity 2.5 Arkansas case study Page</p> <p>ASSIGNMENT 2.5 Identify your audience</p> <p>Activity 2.6 Learn about your audience</p>	

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<p>UNIT 3: Specify an environmental <i>practice(s)</i></p> <p>Describe the specific practice that a specific audience can implement to address the environmental problem.</p>	<p>Unit 3 introduction Identify a specific environmental practice for a specific audience</p> <p>3.1 Behavior suggestions that work Basic elements of behavior change</p> <p>3.2 Assess intention to change When is a person likely to change behavior?</p> <p>3.3 Analyzing environmental practices Identifying practices that you would recommend takes a conscious effort</p> <p>3.4 Determine environmental practice Observe audience current practices and skills</p> <p>3.5 Examine your own situation Name an environmental practice that would address the problem you described in Unit 1</p> <p>Unit 3 activities Forum 3.2 Assess message examples ASSIGNMENT 3.2 Assess your idea Forum 3.4 Practicum: Arkansas case study ASSIGNMENT 3.5 Behavior and practice</p>	<p>A Learner can consider Unit 3 completed when, the learner has:</p> <p>Completed Steps 1 - 3 in the Educating about Behavior and the Environment planning tool:</p> <ul style="list-style-type: none"> • describing his or her own environmental situation • identifying at least one target audience • selecting an environmental practice that will improve the environmental situation • describing how to conduct the environmental practice, step-by-step, where audience skill for each step can be observed and analyzed <p>Compared his or her answers to Step #3 with sample answers for the Arkansas case study: <i>Seven Step Process in Practice: a Case Study example.</i></p>

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<p>UNIT 4: Understanding behavior change</p> <p>Link environmental management with behavior change goals by understanding how to apply behavior change theories and techniques.</p>	<p>Unit 4 Introduction Linking environmental management with behavior change goals</p> <p>4.1 Using behavior theories Analyze the potential that the audience will be able to accomplish a new behavior</p> <p>4.2 Whose behavior is relevant? Examine potential actions that may be required for an environmental management goal to succeed</p> <p>4.3 Barriers to behavior change Become familiar with some of the elements that can keep a person from changing their behavior</p> <p>4.4 Individual behaviors Theories about behavior of individuals, with examples</p> <p>4.5 Other influences on behavior Other drivers of individual behavior change</p> <p>4.6 Applying behavior theories What do we need to know about the target audience?</p>	<p>A Learner can consider Unit 4 completed when, the learner can:</p> <p>Explain why a person changes behavior:</p> <ul style="list-style-type: none"> • Participant can compare their answers with sample answers from the lesson <p>Analyze a hypothetical audience. Response references at least three components that influence a person's intention to change, from the following:</p> <ul style="list-style-type: none"> • Background influences – internal and external factors • Beliefs and attitudes about the behavior • Beliefs about social norms • Beliefs about control and self-efficacy • Environmental factors or constraints • Skills and abilities <p>Specify at least three qualities in response to the following concept: For any particular behavior, what do you need to know about the individual or group?</p> <ul style="list-style-type: none"> • Background influences – internal and external factors • Beliefs and attitudes about the behavior • Beliefs about social norms • Beliefs about control and self-efficacy

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	<p>4.7 Integrative model of theories Only a limited number of variables must be considered in predicting and understanding any given behavior</p> <p>Unit 4 activities Activity 4.1 Influences your behavior? Forum 4.1 Your behavior influences? Activity 4.2 Changing behavior basics ASSIGNMENT 4.2 Narrow outreach options Forum 4.3 Barriers to behavior change Forum 4.4 Theory of Planned Behavior Activity 4.6 Collect audience information ASSIGNMENT 4.7 Analyze change in behavior Forum 4.8 Analyze intention to change ASSIGNMENT 4.8 Practices that make a difference</p>	<ul style="list-style-type: none"> • Environmental factors or constraints • Skills and abilities <p>Explain the difference between planning to change the behavior of an individual vs. planning to build the capacity of a group or community:.</p> <ul style="list-style-type: none"> • Response indicates that behavior change theory refers primarily to individuals, and that planning to build capacity of a group must depend on other theories and expectations.

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<p>UNIT 5: Collect audience information</p> <p>Is your audience ready for change? Learn how to find out, as well as how to gather and interpret data about your audience and their interest in the proposed environmental practices.</p>	<p>Unit 5 Introduction Social data Part I: Why use social data?</p> <p>5.1 The human dimension Understand the social dimension of environmental management</p> <p>5.2 Whose behavior? Whose behavior is relevant?</p> <p>5.3 Is there a social dimension? Figure out if there is a social dimension to your environmental situation.</p> <p>5.4 Collect audience information Social data Part II: Design an assessment strategy</p> <p>5.5 Use social assessment tools Social data Part III: Choose a tool that best matches your needs, skills, and resources</p> <p>5.6 Refine your strategy Considerations when choosing a social assessment tool</p> <p>5.7 Apply assessment techniques Social data Part IV: Practicum</p>	<p>A Learner can consider Unit 5 completed when, the learner can:</p> <p>Explain the difference between planning to change the behavior of an individual vs. planning to build the capacity of a group or community: And the response indicates that behavior change theory refers primarily to individuals, and that planning to build capacity of a group must depend on other theories and expectations.</p> <p>Site specific steps for initiating a dialog with the target audience, and working in collaboration with the audience to identify barriers and opportunities for behavior change: And the response cites one or more of the following points from CPB Step #4, I. Introduction. Active participation of community members is vital to short and long term success</p> <ol style="list-style-type: none"> a. Identify key individuals and/or groups interested in working to bring about changes within the community b. Build a relationship of trust and cooperation c. Identify your target audience(s) d. Ask the audience to help in: promoting community participation and support; identifying the targeted group; providing

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	<p>5.8 Work on your own situation Work on your own situation: Review and refine</p> <p>Unit 5 activities</p> <p>Activity 5.1 Individuals vs. groups Forum 5.2 Individuals vs. groups ASSIGNMENT 5.3 Practicum Forum 5.5 Choose assessment tool ASSIGNMENT 5.6 Assess an Audience Activity 5.7 Use existing data Forum 5.7 Develop new data ASSIGNMENT 5.8 The SONDEO Forum 5.8 Apply the Planning Tool</p>	<p>advice for refining the assessment process; identifying what kinds of questions are important; suggesting who to engage in a needs assessment process; and considering the method or methods most likely to result in needed information</p> <p>Complete the practice activities for at least two social assessment skills.</p> <p>Complete Step 4 of the Arkansas case study, and be able to defend your answer.</p> <p>Complete Steps 1 – 4 of the Educating about Behavior and the Environment planning tool – in reference to a situation you are investigating..</p>

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<p>UNIT 6: Select target behaviors</p> <p>Figure out which of the potential behaviors you identified in Unit 3 (Step 3 of the planning tool) are likely to be adopted by the target audience whose behavior you studied in Unit 5.</p>	<p>Unit 6 Introduction Use information about your target audience to guide selection of a target behavior</p> <p>6.1 Rate preferred behaviors Rate the potential for a behavior to be adopted by the target audience</p> <p>6.2 Predict behavior change Use behavior theories to narrow your behavior recommendations</p> <p>6.3 Behavior(s) for adoption? Determine which behaviors have the most potential for adoption</p> <p>6.4 Behavior(s) for outreach? Select one or more behaviors for the focus of your outreach or education initiative.</p> <p>Unit 6 activities Forum 6.2 Potential for adoption? Activity 6.3 Survey data predicts adoption? Forum 6.4 Outreach focus</p>	<p>A Learner can consider Unit 5 completed when, the learner:</p> <p>Response to Lesson 6.4 discusses one of the following points from CPB Step #5:</p> <p>a. I need to find more information to be able to answer one or more of the guiding questions. For which questions am I missing information? How will I gather that information?</p> <p>b. I can answer the guiding questions. I interpret the information I've developed so far in the following way: _____ ?</p> <p>Can provide a yes/no response to each of the following points and provide evidence for your response, when reviewing Arkansas case study results for Step #6, you</p> <p>Did the Arkansas project:</p> <ul style="list-style-type: none"> • Accurately describe the situation? • Work with a team? • Identify one or more audiences who can make a difference in this situation? • Identify one or more behaviors that experts agree would make a difference to the situation? • Describe a measurable outcome that could be achieved in the short-term? • Analyze the components of each preferred

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		<p>behavior – to make sure the team understands what it would take to carry out the behavior, and to provide a foundation for investigating audience capabilities and interests?</p> <ul style="list-style-type: none"> • Collect enough information about the potential audience to be able to ascertain the likelihood that they will be motivated and able to accomplish the preferred behavior?

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<p>UNIT 7: Select intervention techniques</p> <p>Any specific technique is likely to be more effective in some situations than in others. Making this choice is the art of education.</p>	<p>Unit 7 Introduction Many outreach and education techniques have potential for leading to a change in behavior.</p> <p>7.1 Goals for outreach Select techniques that address skill or performance deficits you identified, then confirmed through assessment.</p> <p>7.2 Select a technique Focus on an immediate problem or specific behavior, or look towards a long-term sustainable result, or both.</p> <p>7.3 Levers of change Increase motivation and encourage decision-making with behavioral "levers".</p> <p>7.4 Outreach choices Achieve your goal via: social marketing, education, transformational education, or ideas from target audience research.</p> <p>7.5 Making a decision Acknowledge behavioral tendencies that encourage a decision</p> <p>7.6 Ethics</p>	<p>A Learner can consider Unit 7 completed when, the learner:</p> <p>Has completed: Steps 1 through 7 Educating about Behavior and the Environment planning tool.</p> <p>STEP 5 – Behavior change analysis: Assess potential for adoption of single behaviors and potential for adoption of the environmental practice.</p> <p>STEP 6 -- Identify relevant outreach/education strategy: Select recommended behavior(s)</p> <p>STEP 7 -- Identify relevant outreach/education strategy: Describe outreach or education strategy.</p>

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	<p>Consider the ethics of communicating or teaching for the purpose of changing behavior.</p> <p>Unit 7 activities</p> <p>Forum 7.2 Arkansas case study, Step #7</p> <p>ASSIGNMENT 7.5 Your situation: Select target behaviors and outreach techniques</p> <p>Forum 7.6 Propose solutions to ethical dilemmas in your project</p>	

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<p>UNIT 8: Putting it all together</p> <p>Monitor the impact of your actions, analyze results, and adjust your actions in response to assure that you are likely to reach your target in the long run.</p>	<p>Unit 8 Introduction Have your decisions lead to a successful initiative?</p> <p>8.1 Monitoring Review program details, as you go, to learn how well plans are leading towards meeting objectives.</p> <p>8.2 Evaluation Reflect on a program, make changes in it, and make decisions about it.</p> <p>8.3 Put it all together Assess your plan, and your self-confidence.</p> <p>Unit 8 activities Activity 8.1 Monitor Best Education Practices in your program Forum 8.2 Sample recommended evaluation procedures ASSIGNMENT 8.3 Practicum: Assessing your plan, assessing yourself QUESTIONNAIRE 8.4 Your reaction to the course</p>	<p>A Learner can consider Unit 8 completed when, the learner:</p> <p>Has developed a draft monitoring and evaluation plan for the initiative described in the learner's notes for the <i>Educating about Behavior and the Environment</i> planning tool</p> <p>Has completed his or her professional development plan created in Unit 1.</p>