



Exploring the face-to-face meeting needs of the NSDL

A round-table discussion on the future of NSDL gatherings, from annual meetings to workshops and other beneficial adventures.

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The roles of face-to-face meetings in the NSDL

- Coordination between the core and the projects
- Community building for visioning and volunteerism
- Communication among projects: creating collaborations
- Capacity building with the user population
- Feedback from the hallways... saying what needs to be said



Meeting typology

- ■ **The Kahuna:** Large meeting in big city hotel [Current NSDL]
- ■ **The Retreat:** Small meeting in remote location for concentrated problem solving.
- ■ **The Regional:** Medium-sized meeting with short flights for a common purpose (like constitution writing).
- ■ **The Workshop:** Small-medium sized focused working group
- ■ **The Summercamp:** Large meeting/workshop on college campus in the summer.



Obstacles to face-to-face meetings

- Travel and support costs to program
- Opportunity costs to participants (the costs of not doing what they would have been doing otherwise)
- Aggravation costs of travel: wear and tear on participants
- Support-staff burn-out: meetings are time/energy intensive to plan and run



The Kahunas are Big Meetings

They offer plenaries that speak to big issues:

PROS: One-to-many communication brings a central message to all participants.

CONS: Mostly passive interactions, or overwhelming activities (posters with 500 people).



Kahuna Meetings: “small-group challenged”

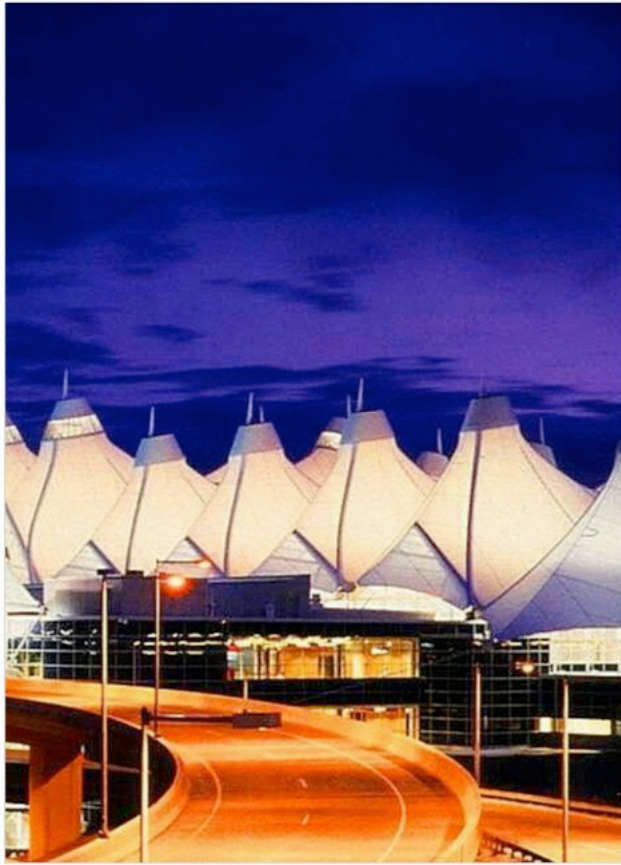
Break-out rooms are expensive... computer labs are expensive... the logic of the meeting is to get as many people together for as long as they will cooperate. The “deliverables” for these meetings are not very clear.

Q: How often does the NSDL as a WHOLE need to be in one room?



Retreats

- Chosen participants
- Focused on problem-solving
- Clear deliverables
- Travel can be difficult



Regional meetings

- Same meeting in several places
- Smaller groups OK
- Easy travel promotes better turnout



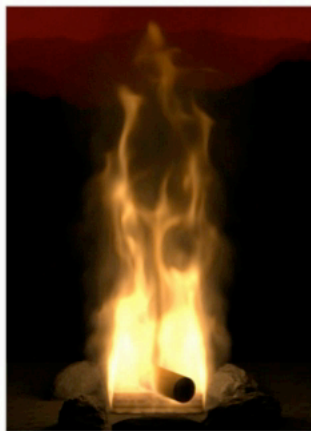
The Workshop

- Single Focus
- 1-2 days
- Clear Deliverables



SummerCamp

- College campus
- Large Gathering
- Few Plenary hours
- Multiple mini-workshops (half-day)
- Community-building events
 - think campfires...
- Multiple clear deliverables
- Can replace the Kahuna...



The NSDL Summertime can overcome meeting obstacles....



- Multiple computer labs allow for simultaneous mini-workshops
- Mini-workshops save time travel and opportunity costs
- End user (teachers and students) outreach potential
- Community building through extra activities
- Cross-fertilization between Core services, collections, and user service tracks
- Plenaries for one-to-many communication and small groups (lots of break-out rooms).
- Downside: another summer trip

Building Community

A Contra Dance as Metaphor for How to Build a

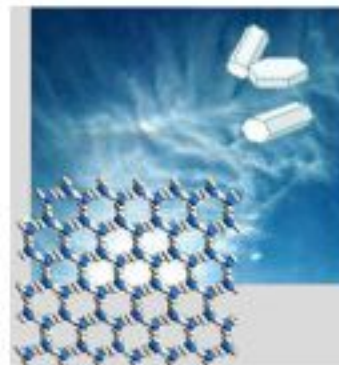
- What you need: **Digital Library**
 - Shared expectations (to dance and have fun)
 - Dance hall and sound system (infrastructure)
 - A band (technical support; finely tuned)
 - A caller (someone to plan the dance, teach the moves, make it happen--leadership)
 - Advertising (dissemination); Funding (\$\$\$)
 - Dancers! (community)
- Few know what to do to start
- All have to learn the basics, but can put personal “flair” on the moves
- All have to perform in unison; missteps OK!
- Everyone dances; Everyone’s happy!
- Now, Balance and Swing!
 - Lead on out to the right of the ring...



Building Community

Lessons Learned from On the Cutting Edge Program
(Funded by CCLI-ND; contributing to DLESE, NSDL)

- Importance of face-to-face meetings
- Nucleation and growth events to
 - Define current state-of-the-art
 - Enable broader collective understanding
 - Engage participants' experience and interests
 - Define a vision
 - Identify barriers, missing pieces
 - Form collaborations
 - Formulate an action plan
 - Deliver products
- Provide technical support (pre- and post-)
 - Provide access to all workshop materials, discussion summaries, talks, posters, etc.
 - Facilitate communications
 - Work spaces (e.g. Wikis)
 - Develop thematic collections and related services



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Building Community

Lessons Learned from On the Cutting Edge Program
(Funded by CCLI-ND; contributing to DLESE, NSDL)

- Importance of networking, time for informal interactions; build collaborations
- Assess outcomes and impacts
- Disseminate results
- Actively recruit new contributors/contributions



Exploring Annual Venues for NSDL Interaction

Contribution from Experiences of
DLESE Data Services
Tamara Shapiro Ledley

Ingredients to a Successful Meeting/Workshop

- Meeting/Workshop needs an explicit purpose
- Determine what is needed to accomplish that purpose
- Identify roles that need to be filled in order to accomplish that purpose
- Develop an agenda that supports achieving that purpose
- Provide support after the meeting/ workshop to carry forward the energy and enthusiasm engendered during the meeting/workshop forward – *one of the hardest issues*

Purpose of DLESE Data Services Workshops

- Facilitate the interaction of data providers, developers of data access and analysis tools, and curriculum developers in order to
 - assure that Earth system science datasets and tools are accessible and usable by educators,
 - assure that Earth system science datasets and tools are used in the development of Earth system science educational modules
 - make the Earth system science datasets, tools, and educational available via DLESE.

Data Services Workshop Team Format

Workshop Purpose

Facilitate bridging the gap between the technical community and educational community concerning the effective use of Earth science data in education



- Teams of 5-6 participants, Each team focused around a specific dataset and data analysis tool

Team Expertise Roles

- Data Provider
- Tools Developer
- Scientist
- Curriculum Developer
- Educator

Team Facilitation Roles

- Team Facilitator
- Online Editor
- EET Chapter Lead

Workshop Components

- **Teams:** Explore how to overcome this gap for the specific datasets and data analysis tools represented on the team, and move toward developing an educational module using them
- **Discussion Questions:** Participants contribute ideas on how to overcome obstacles to the use of data in education – responses on easel pads and in swiki
- **Poster Session:** Share data and tools with all meeting participants
- **Talks:** Overviews of different methods of data access and analysis in educational contexts

Lessons Learned

- Tremendous value in the face-to-face dialog with data provider, tool developer, and educator, especially when the group was focused on task of planning and designing an educational module using data (EET chapter). Workshop was productive in part because
 - There were “expected outcomes” for each session
 - Team size was small (5-6 per team) allowing meaningful input by all members
 - Team facilitation role were filled before the workshop
- Success Stories
 - Data integrated into tool by tool develop in five minutes that curriculum develop had been struggling with for months.
 - Prototype tool envisioned by group developed overnight
 - At least five new EET chapters will be completed as a result of the workshop
 - RODES Workshop – run as part of education/outreach effort for the RIDGE 2000 research program