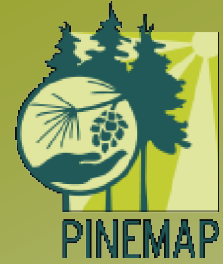


The PINEMAP Lunch Series

Improving our Internal Webinars



Graduate Students Like Interaction!

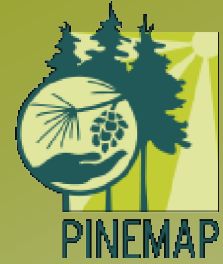
- The evaluations from the 2012 and 2013 PINEMAP Distance Graduate Course told us that students appreciate and benefit from interaction and communication:

I liked hearing from all the various disciplines and getting to interact with people from different aims.

I enjoyed interacting with the other graduate students through the webinars and the assignments. I feel this is where I learned the most about what they are doing and how our aims fit together.

Enjoyed interacting with students and learning about PINEMAP and other Aims

A strength of this course is definitely the amount of information and communication with other members of the PINEMAP network



Graduate Student Recommendations

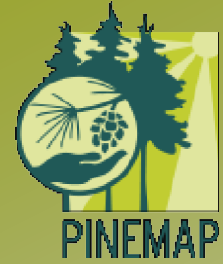
- How can PINEMAP support and encourage ongoing beneficial interactions for graduate students (from course evaluations and 2013 annual meeting evaluation):

More participation/
involvement in project
activities

I think more should occur
regarding graduate
communication, outside of the
grad course. I think monthly or
quarterly grad seminars or
meetings to catch up or discuss
work projects and potential
communication.

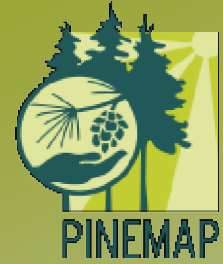
Share each other's
research/form research
network; help students
identify collaborative
analyses or papers to
publish that compliment,
extend their work

Webinars/seminars; open
discussion webinars one
Friday/month focused on
current research (PIs and
students)



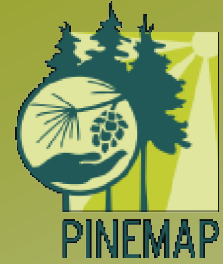
What we've done: PINEMAP Internal Webinars

- The 2013-2014 PINEMAP Internal Webinars have been focused on graduate student research as a mechanism for encouraging interaction and communication among students and with the PINEMAP team, as a whole.
- How successful has this been so far???



How we can improve

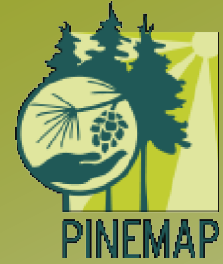
- Our Internal Webinar series has been a great way to keep up with the research of other PINEMAPers.
- But what if it could be more?
- We propose that our Internal webinars presented by grad students could be a little bit less formal, and a little more personal and interactive



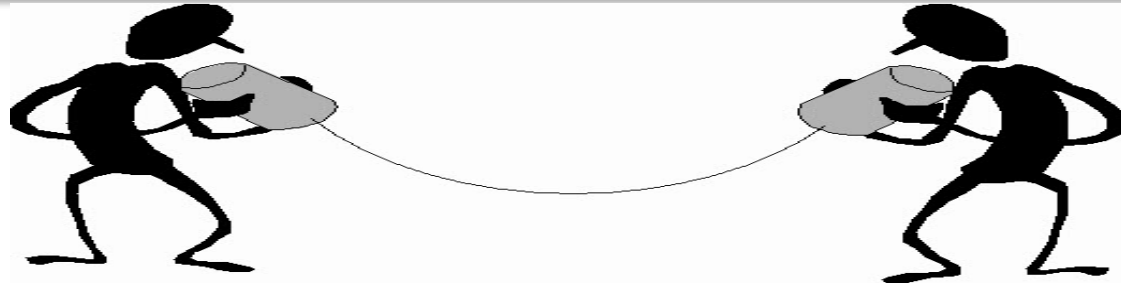
How do we do this?

- Graduate students create presentations as a way to help other PINEMAPpers
- Point out which Aims your research applies to
- Explain *how* it applies
- Discuss broad concepts, methods, and results that will help many PINEMAP researchers

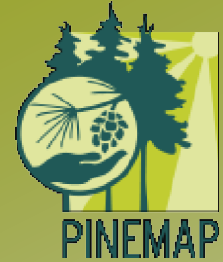




Improving your communication



- Communicating is about...
 - Creating dialogue
 - Knowing your audience
 - Engaging your audience
 - The big picture: So What?
- Framing
 - Frames are often used to quickly and efficiently organize ideas and define an issue in a matter that resonates with the audiences' pre-existing values and assumptions (Nisbet & Mooney, 2006).

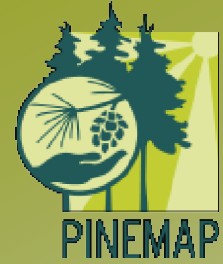


Improving your communication

- Know your audience
 - Identify and remove jargon
 - Really, remove **all** of the jargon
 - Find words that you may use in a different way in your field than others use it. Define and explain these.



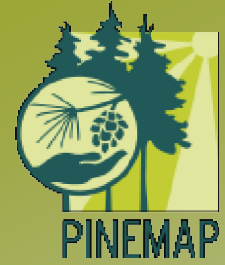
“This is gobbledegook. I asked for mumbo-jumbo.”



Improving your communication

- Tell a story
 - Details
 - Start with a “hook”, then move into the substance
 - Acts I-III.
 - Act I: Description of system in which you are working, formulation of question
 - Act II: Explore possible answers (hypotheses)
 - Act III: Pull information together to answer the question, wrap up

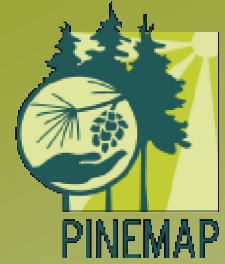




Improving your communication

- Additional pointers
 - Use your research questions or hypotheses to keep the story flowing
 - Use visuals to synthesize results
 - Practice!!!

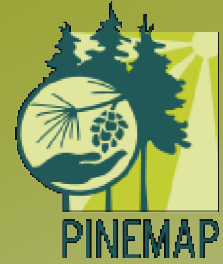




Message Framing Matters

Forest Landowners and Climate
Change Management Strategies

Shelby Krantz, M.S. Student
University of Florida
School of Forest Resources & Conservation
Advisor: Dr. Martha Monroe



The Problem

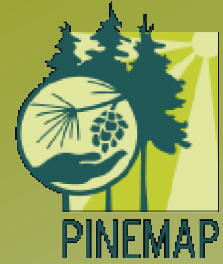
Climate change affects how Southern Forests should be managed



PINEMAP researchers are developing new ways to manage forests under changing climate



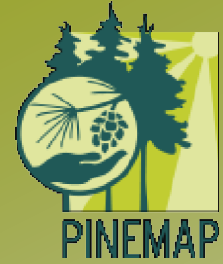
Need to find effective way to communicate about impacts and potential solutions with landowners



Who?

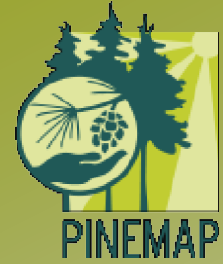
- **Homophily:** the degree to which people perceive themselves to be similar to others (Rogers, 1983)
- Forest landowners might trust other forest landowners about forest management strategies that relate to something as controversial as climate change





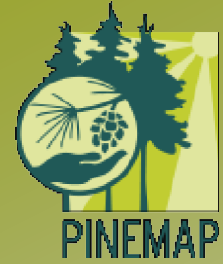
Ways to communicate

- Can video motivate forest landowners to enhance resilience of their forests?
- Videos must resonate with what landowners care about
 - Reduce sense of helplessness (Kaplan & Kaplan, 2009)
 - Economics (Krantz, Monroe, & Bartels, 2014)
 - Values (Stern et al., 1993)



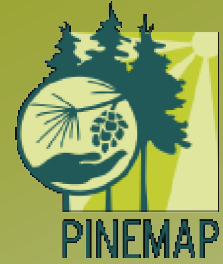
How?

- Strategies to Frame CC messages^(Tversky & Kahneman, 1981):
 - Local
 - Important *now*
 - Not just an environmental problem
 - Experiential (CRED, 2009)
 - Focus on practical, doable strategies (Kaplan, 2000)
 - Culture (values, diverse worldviews)
 - Not alarmist; proactive and reasonable (Nisbet, 2009)
 - Options for risk management (Weber & Stern, 2011)



Research Questions

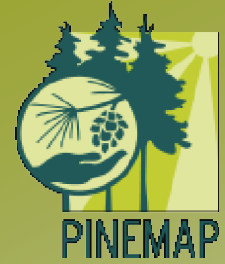
- How does framing a video in the context of climate change affect attitudes toward university researchers and forest landowners?
- Are university researchers and local forest landowners trusted sources of information to forest landowners; does the mention of climate change influence this trust?
- Which values, presented in a video, are more effective in motivating participation by landowners: economics (egoistic) or stewardship (biospheric)? How do previously held values and attitudes impact how landowners view each video?







Methods for testing Message Framing

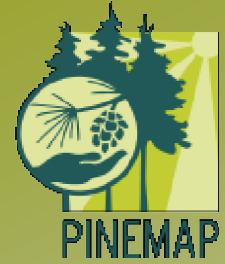
- 4 Videos created and reviewed
- Landowner survey before and after video
- Survey/video package sent to forest landowners through list-serves









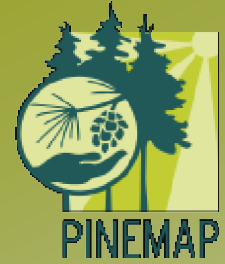
Video

		<p>Researcher with Climate Change</p> 	<p>Researcher without Climate Change</p> 
<p>Landowner with stewardship frame</p> 		<p>Steward-Climate</p>	<p>Steward-Health</p>
<p>Landowner with economic frame</p> 		<p>Timber-Climate</p>	<p>Timber-Health</p>







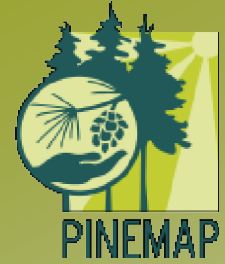
Video

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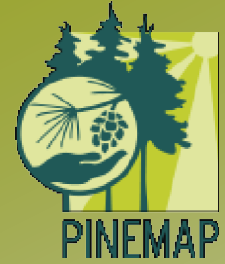
Video

		Researcher with Climate Change 	Researcher without Climate Change 
Landowner with stewardship frame 	Steward-Climate		Steward-Health
Landowner with economic frame 	Timber-Climate		Timber-Health







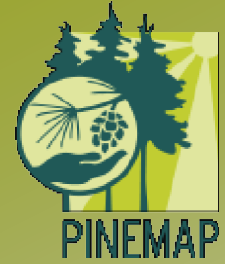
Video

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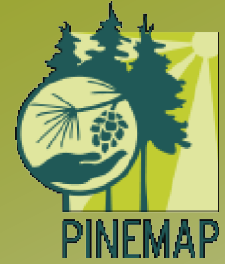
Video

		<p>Researcher with Climate Change</p> 	<p>Researcher without Climate Change</p> 
<p>Landowner with stewardship frame</p> 		<p>Steward-Climate</p>	<p>Steward-Health</p>
<p>Landowner with economic frame</p> 		<p>Timber-Climate</p>	<p>Timber-Health</p>



Video 4: Timber-Climate

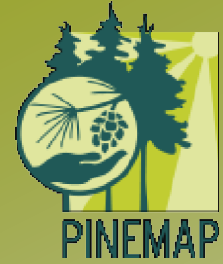
http://www.youtube.com/watch?v=_iKGNx4w7b0



Landowner Survey

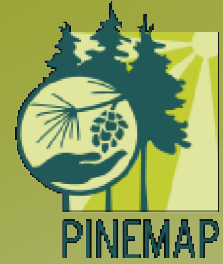
- Pre-video and post-video survey
- 199 completed responses
- Majority older (mean=61 yrs), white (90%), & male (78%).
- Same demographics of respondents who watched each video





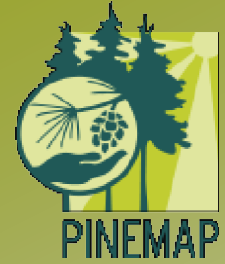
Results

- Not a simple divide among those who accepted CC and those who did not, and those motivated by economics or by stewardship.
 - Landowners don't sort into distinct groups, and hold some values simultaneously
- Climate messages only seemed to deter those who had large properties and watched Timber-Climate
- All 4 videos motivated intention to act on a 16-point scale (mean= 9.97, SD= 4.1). The large variation suggests that the respondents were very different.
- Because Timber-Climate did not increase feelings of efficacy, we believe that landowners need to be reminded of stewardship to feel they are able to deal with CC.

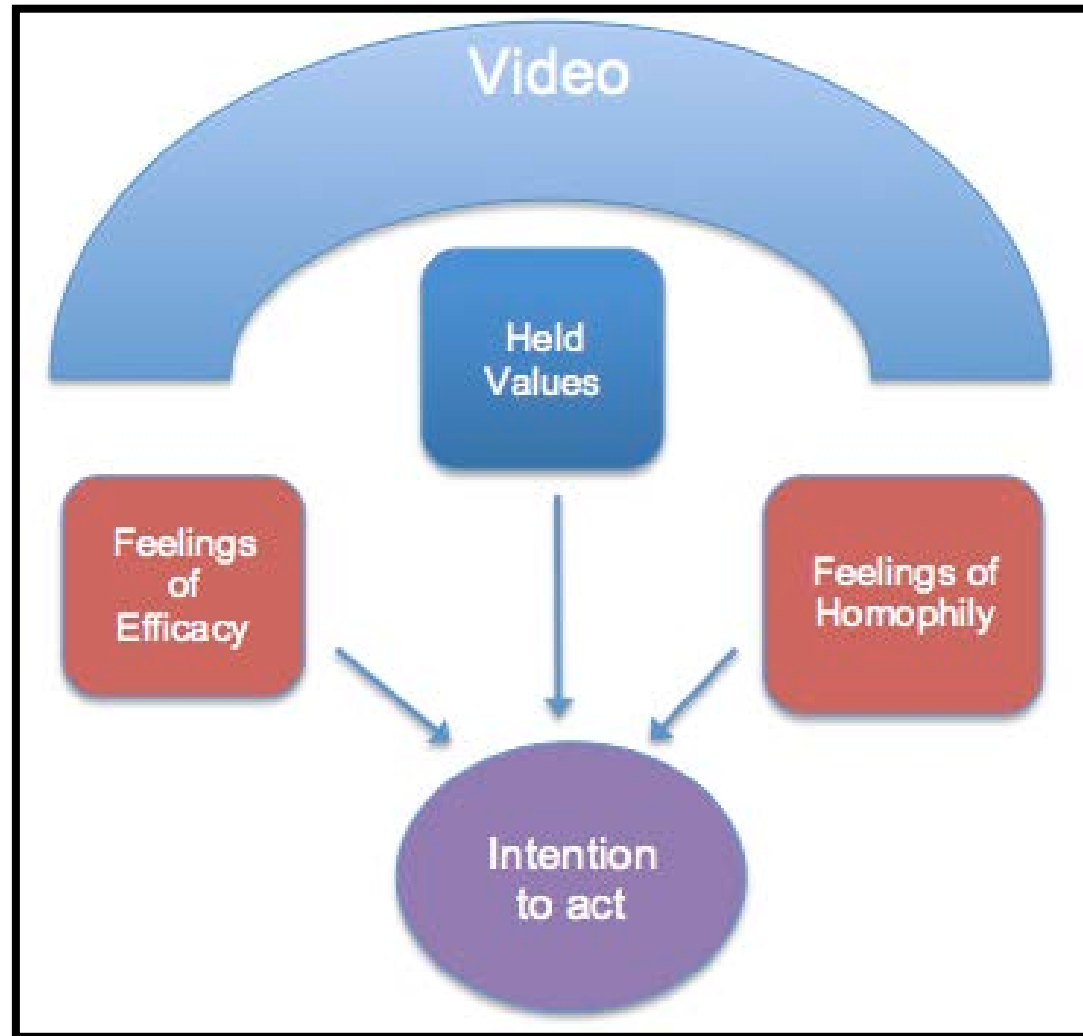


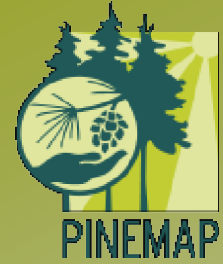
Results

- Homophily is an important factor in trusting communicators
 - To reach those that did not feel homophilous, communication should aim to use several speakers to portray multiple values, attitudes, & objectives.
- For large landowners, feelings of homophily did not overcome the complex feelings about climate change
- When values & objectives in the video align with the viewers' values, the viewers were more likely to like the video, trust the speakers, & feel an intention to act.



Affecting Intention from Video





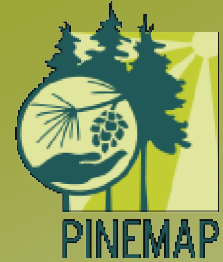
Attitudes Toward Video as a Communication Tool

- In general, respondents were interested in continuing to learn through video
- What would make video more useful and interesting to you?
- Video would be improved if it were more relevant or detailed
 1. Management details and cost
 2. Ecosystem variety
 3. Individuals more like me
 4. More links and follow-up

Video can't be made relevant to me

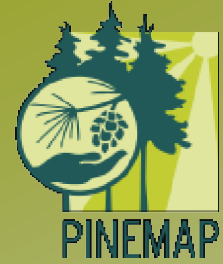
1. Already doing this
2. Costs too much
3. Don't believe what's being said





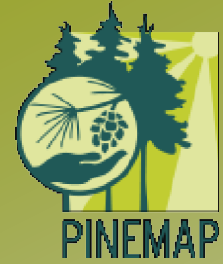
Take-aways

- There is hope for engaging those who must act on CC with the right communication tactics
- Video can be an effective tool for communicating about CC
- Important factors to consider when communicating with forest landowners about management strategies for climate change:
 - Communication must speak to diverse worldviews & objectives
 - Come from a variety of trusted sources
 - Be compatible with existing values & needs
 - Give multiple examples of ways to adapt
- Emphasizing stewardship values may help motivate landowners
- These insights can help CC communication be more effective in the future



Acknowledgements

- Dr. Martha Monroe, Advisor, School of Forest Resources and Conservation
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- Dr. Ricky Telg, Department of Agricultural Education and Communication
- Funding for this project was generously provided by the Pine Integrated Network: Education, Mitigation, and Adaptation Project (PINEMAP), a Coordinated Agricultural Project funded by the USDA National Institute of Food and Agriculture, Award # 2011-68002-30185.



Questions for PINEMAPPERS

- What other ways can PINEMAP use video as a communication tool?
- How is this research relevant to your research?
- How could data from this research inform your work?