

Lessons Learned from Prior Literacy Efforts

Compiled by

Kim Kastens

Lamont-Doherty Earth Observatory
Columbia University

Anne Egger

Geology & Science Education
Central Washington University



Based on insights from:

- Wendy Abshire
- Tamara Ledley
- Frank Niepold
- Adina Paytan
- Sarah Schoedinger
- Susan Sullivan
- John Taber
- Michael Wyession

Thank you!

Enthusiasm!

- Everyone we talked to thought that developing a water literacy framework is a good idea.
- Everyone we talked to indicated openness to being re-contacted for further details or brainstorming as the process moves forward.

Before beginning

- Think deeply about the purpose of making a literacy framework:
 - Who would use it? And for what purpose?
 - Is the purpose to building understanding or catalyze action? Or both?
- Identify a champion who has passion, vision, respect and freedom to commit a lot of time on this effort for several years.
- Identify organizational partners and collaborators

Creation process

- Broad community input is necessary for both quality and buy-in.
 - Racial & ethnic diversity, income diversity
 - Educators and scientists
 - Other stakeholders: from industry, government, activists
- The science must be impeccable.
- The process should be transparent.
- Plan for multiple cycles of input / review / vetting / revision.
- Anticipate controversy.

After the framework exists:

- Pursue multiple approaches for encouraging uptake:
 - Brochure, website, video
 - Incorporation into education standards
 - Conferences, workshops
 - Congressional staffers, National Park staff... think outside the box
- Evaluate
 - How effective with targeted audiences?
 - Assessment for student understanding of literacy principles?
 - How widely used, how influential?
- Consider this a living document, not the end.