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 Wysession

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.