SHARED LEARNING: FROM THEORY TO PRACTICE

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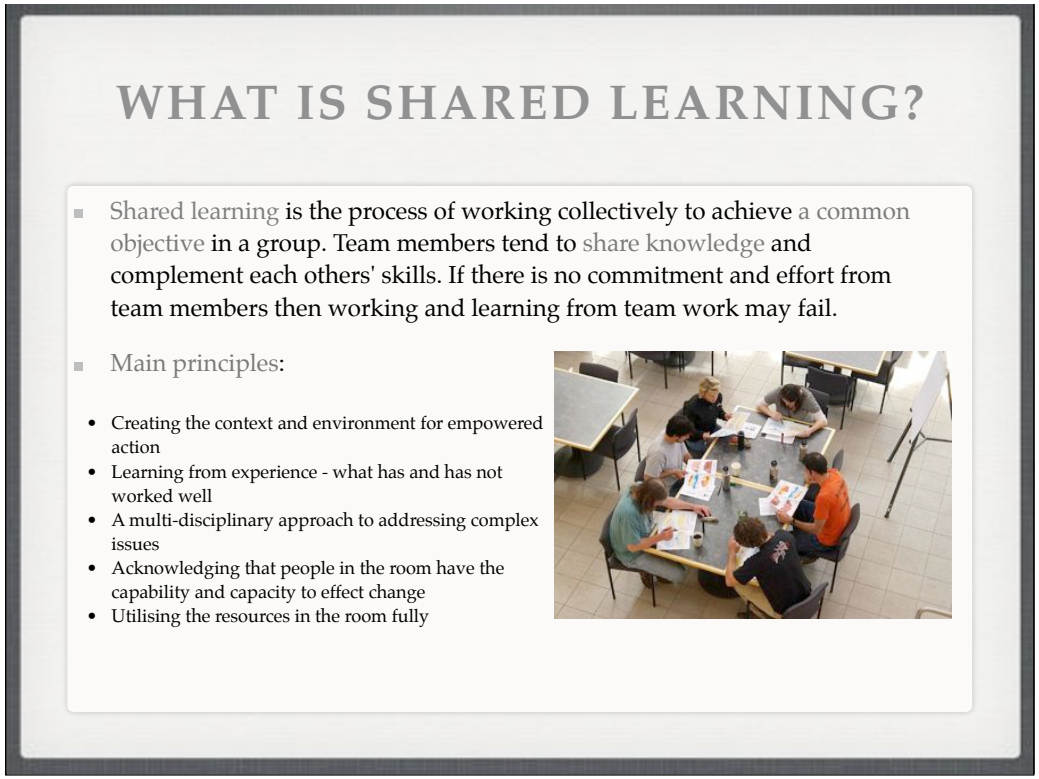
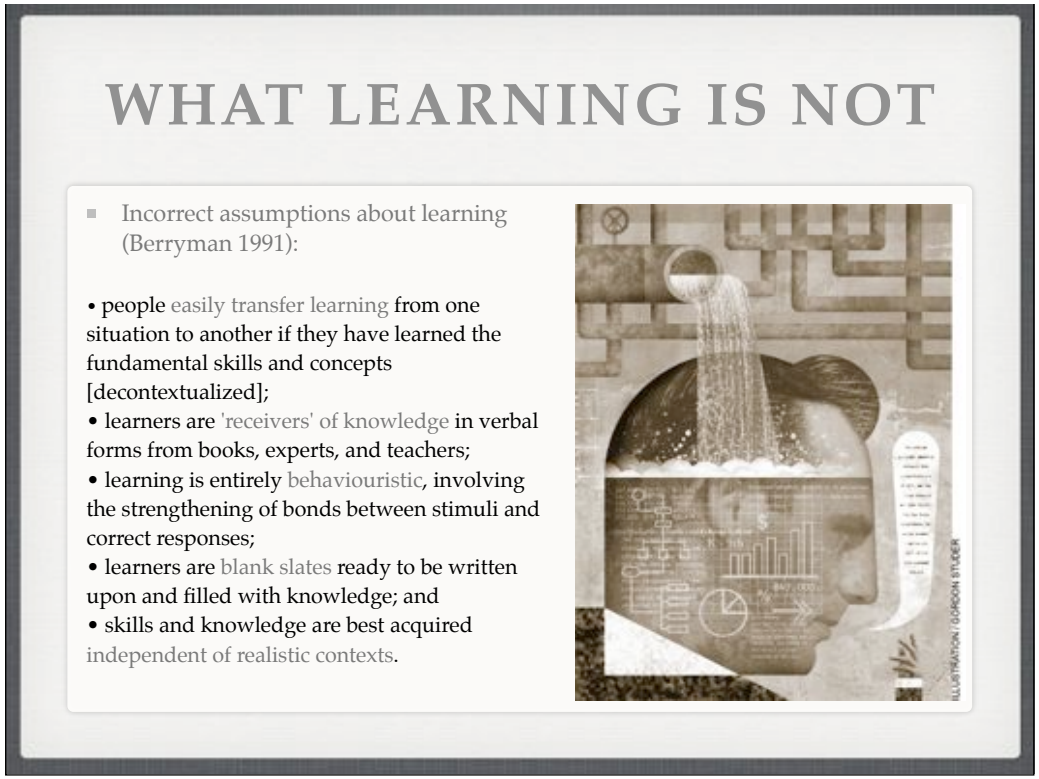


To:

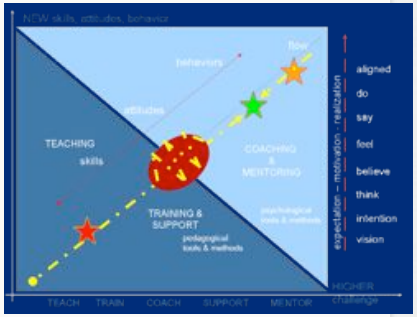
- Give participants the opportunity to learn from each other and engage in shared learning.
- Support innovation.
- Allow participants to highlight problems and areas where they have special interest, strength or weakness.
- Enable participants to deal with the kind of management problems which cannot easily be resolved
- through lectures / seminars, webinars, workshops, social media platforms...
- Give enough time to build up strong relationships and networks outside seminar or lecture-based sessions.



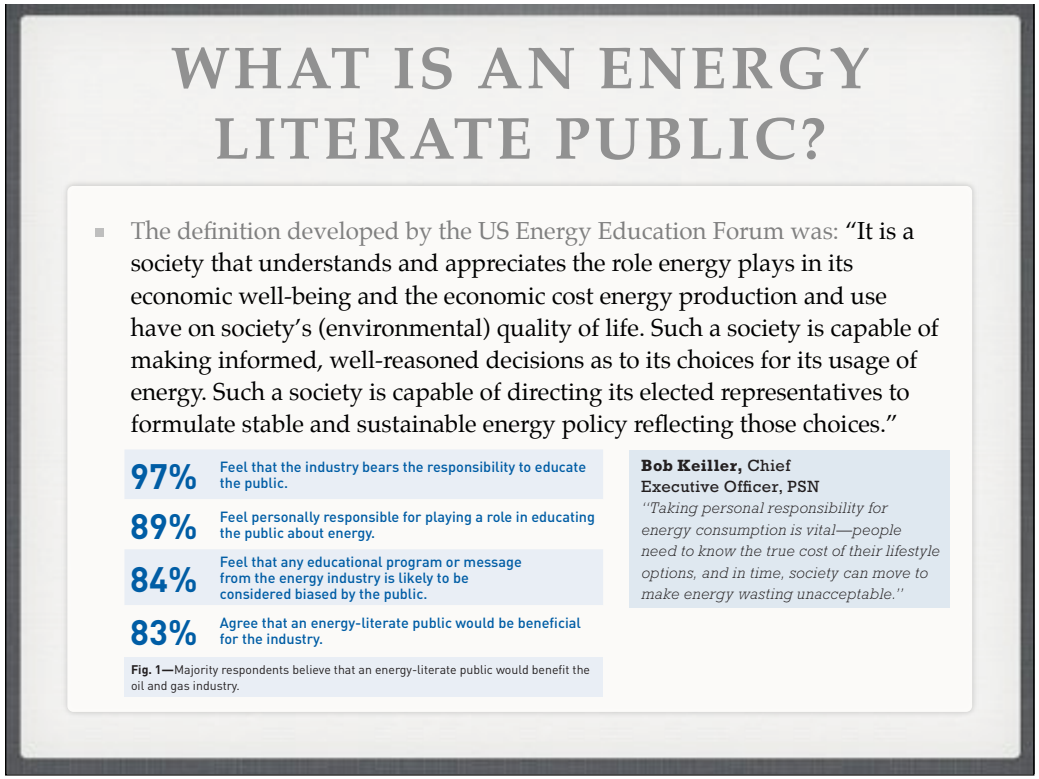
- Berryman (1991) states that many educational practices stem from five erroneous assumptions about learning that have governed education since the beginning of the industrial age. He holds that we often assume incorrectly that:

WHAT IS A PUBLIC EDUCATION CAMPAIGN?

- An organized, systematic effort through various communications media to alert the general population of a given area to anything of significant interest or concern.
- The main purpose of a public education campaign is to change behaviour.
- There is no single formula for creating a public education campaign. Each program is unique based upon the audience, message, strategy and materials utilised during the campaign.



MARTIN GRAHAM CLOUD COACHING



What is energy literacy?

The US Energy Policy Act of 2005 mandated that the US Secretary of Energy convene an Energy Education Forum of representatives of all available energy sources, academia, corporations, professional associations, trade groups, and nongovernmental organizations to find a path forward to create an unbiased platform to educate the public about energy. Their first challenge was to define energy literacy.

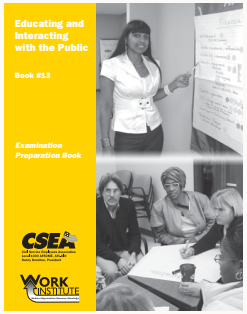
Interesting conundrum - shall the public pay for this? NZ example

Q1. WHAT FORMS OF PUBLIC EDUCATION ARE THERE?

- Government and industry directly educating the public
- Traditional media stories
- Advertising (industry)
- Social marketing campaigns (Government, NGOs)
- Action learning (Government, research, NGOs)
- Community-led/NGOs' campaigns
- Open innovation (industry, research), social media (industry, govt)
- Participatory Action Research, crowdsourcing (research, NGOs)
- Storytelling (anyone)

EDUCATING CIVIL SERVANTS TO EDUCATE THE PUBLIC

27. You are speaking at a public meeting. One member of the public makes a suggestion that you consider misguided and impractical. How should you respond?
    a. Thank the person and state that you welcome all suggestions from the public.
    b. Tell the person that the suggestion reflects a lack of knowledge about the subject.
    c. Say that the suggestion is an excellent idea even though you know it is not.
    d. Ask if anyone would like to comment on the suggestion.



27. The answer is choice a. In a public meeting it is appropriate to treat all suggestions with respect, even if they are misguided and impractical. Choice b is incorrect because it sounds too personal. Rather than responding to the suggestion itself, you are commenting on the person's lack of knowledge. Choice c is incorrect because saying that the suggestion is an excellent idea would give the audience the impression that you agree with it. Choice d is incorrect because there is no reason to start a discussion about an idea that you consider misguided and impractical.

Front-line vs back-office functions of the public service
Public attitudes towards the public service

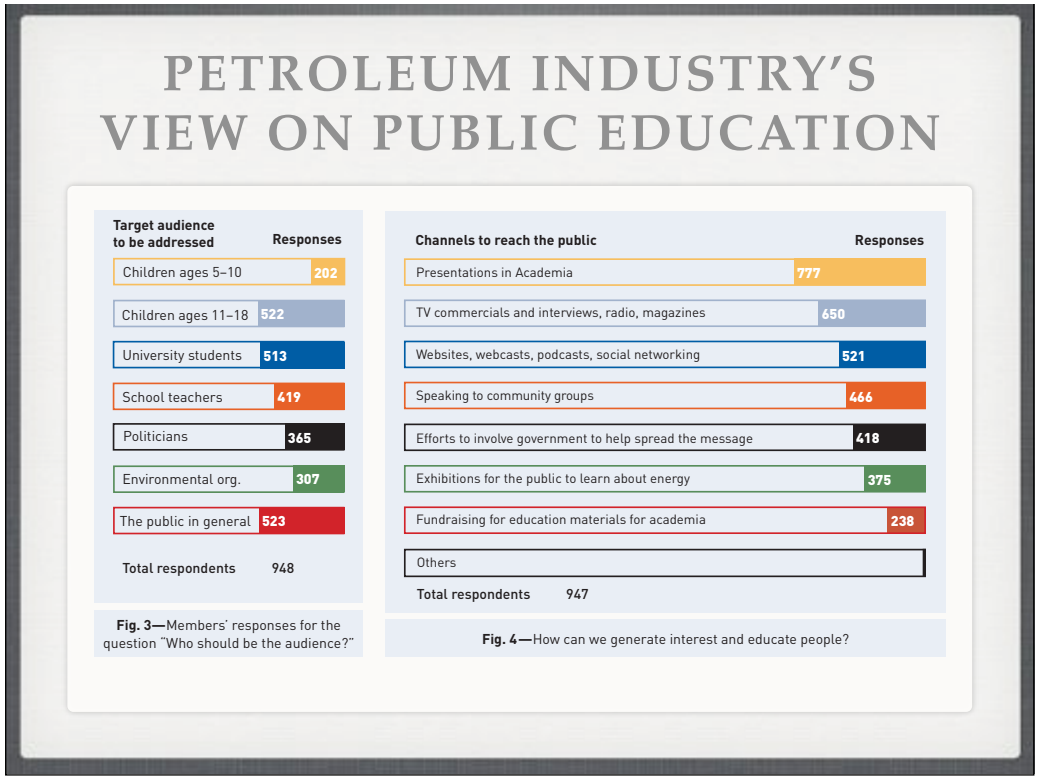
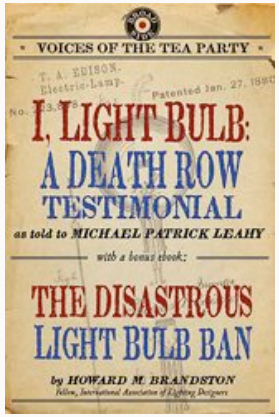


Fig. 3—Members' responses for the question "Who should be the audience?"

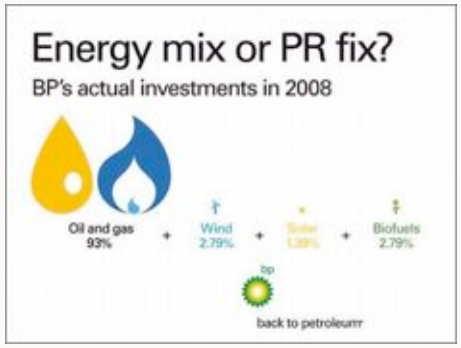
Fig. 4—How can we generate interest and educate people?

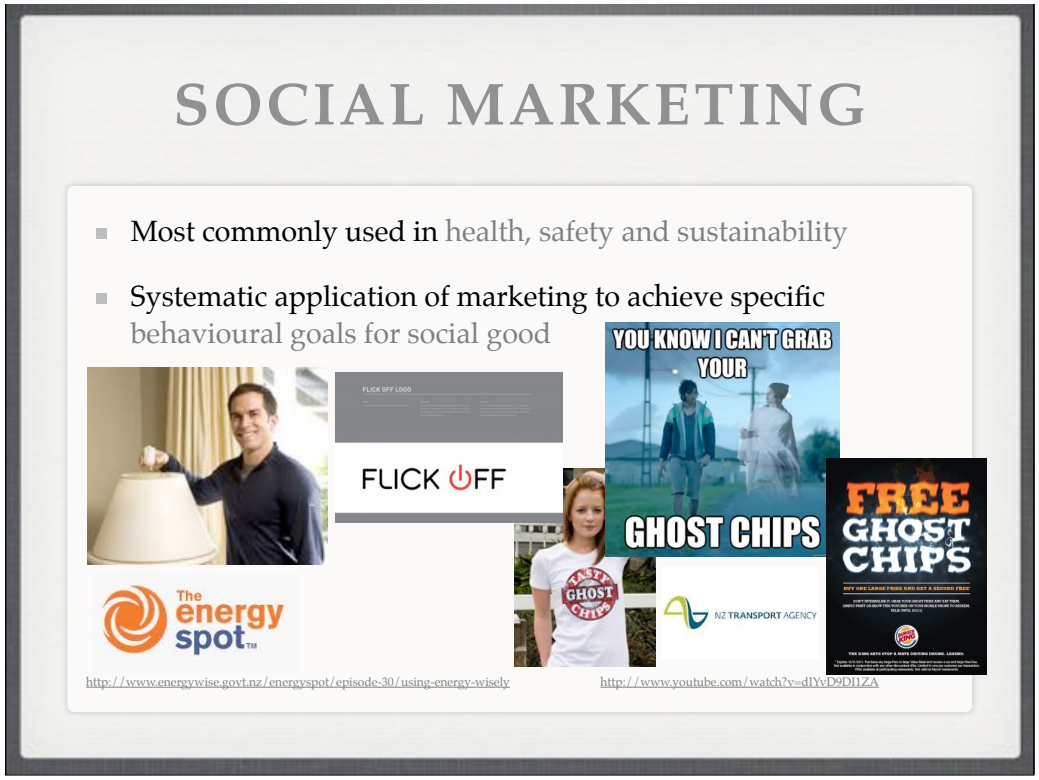
Energy4me global petroleum education outreach programme. The easiest way for members to get involved is by speaking in their own family member's classroom or at a school in their neighborhood. Whenever an SPE member gives a classroom presentation, SPE donates to the school a copy of our Oil and Natural Gas educational book. This hardback book is colorfully illustrated and filled with short descriptions of the history and uses for oil, and how it shapes our world. Contact Energy4me with your presentation details 3 weeks before the event, and Energy4me will send you the book to give to the school. Educators can download free lesson plans that accompany the book on Energy4me.org, encouraging use of the book throughout the school year. SPE student chapters can also get involved in energy education by encouraging preuniversity students to pursue petroleum engineering at the university level. Participating in university career fairs or visiting their own secondary schools are easy ways to reach younger students.

TRADITIONAL MEDIA AS INFORMATION SOURCE?



ADVERTISING





Social marketing is the systematic application of marketing, along with other concepts and techniques, to achieve specific behavioral goals for a social good

The primary aim of social marketing is "social good", while in "commercial marketing" the aim is primarily "financial". This does not mean that commercial marketers can not contribute to achievement of social good.

Public sector bodies can use standard marketing approaches to improve the promotion of their relevant services and organizational aims. This can be very important, but should not be confused with social marketing where the focus is on achieving specific behavioral goals with specific audiences in relation to different topics relevant to social good (e.g.: health, sustainability, recycling, etc.).

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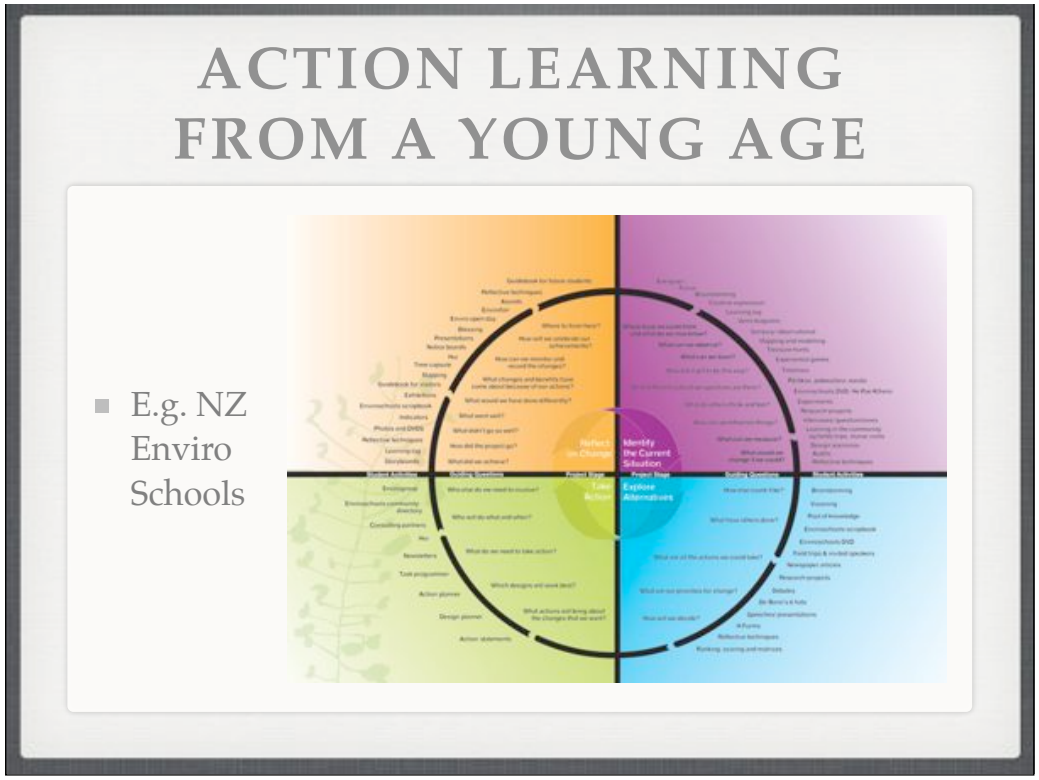


Enviroschools provide an essential hub that brings together a large number of diverse organisations to address the environmental, social, economic, and cultural issues facing communities. This collaboration creates efficiencies by avoiding duplication, and facilitates innovative solutions.

The organisational structure of The Enviroschools Foundation ensures that programmes are participatory, locally relevant and responsive to change. It provides flexibility for programmes to evolve to meet the needs of children and young people, their schools and their communities.

The Enviroschools process is different in each school but there are some main elements that schools undertake – such as creating a whole school vision, forming an envirogoup, working with the community and implementing action projects.

Action learning is an educational process whereby the participant studies their own actions and experience in order to improve performance. Learners acquire knowledge through actual actions and practice rather than through traditional instruction.

Action learning is done in conjunction with others, in small groups called *action learning sets*. It is proposed as particularly suitable for adults, as it enables each person to reflect on and review the action they have taken and the learning points arising. This should then guide future action and improve performance (Reginald Revans).

The Action Learning Cycle is the main Enviroschools tool to help plan and carry out student-led projects. The cycle begins by immersing students in the subject and possibilities - this gives a rich background from which they can then make decisions, design, plan and take action. The reflection that follows, raises new ideas and consolidates learning.

The 11th Hour Project

- Nonpartisan public education and communication program to spread awareness about climate change and promote solutions
- Launched in 2005 by the Schmidt Family Foundation
- Foundation has contributed more than $2.4 million since 2006

Results

- Distributed “An Inconvenient Truth” to over 4,000 congregations and 500 colleges
- Funded a 6,000-person DC youth rally to demand action on climate change by Congress
- Helped fund “Altered State,” permanent exhibit on the effects of climate change at the California Academy of Sciences
- Sponsored a two-year investigation of the coal industry and a documentary
- Invested in the start-up of Climate Central, a nonprofit that will disseminate the latest research on climate change and its solutions

Energy experts are volunteer tenants/residents who have been trained to be active in energy issues in the building where they live. Experts can monitor sudden changes in the energy, electricity and heating consumption within the building. They also provide advice and assis- tance to other residents/tenants about more efficient energy and water use practices. They also act as contact persons towards the housing organization and the housing management company and vice versa. Experts do not per- form actual repairs or installment of appliances. They concentrate on dissemination of information, advice and being focal contact point between housing organization and ten- ants/residents. As they have called themselves, they could be considered as “cultural ambassadors of wise energy use” (VVO 2003).
Energy experts’ activities have proved to be successful. Motiva has reported that in the buildings where there have been active energy experts an average increase of the energy conservation for heating of 5 %, 10 % decreases in electricity consumption and 20 % in water usage have been achieved.

The concept is related to user innovation, cumulative innovation, know-how trading, mass innovation and distributed innovation.

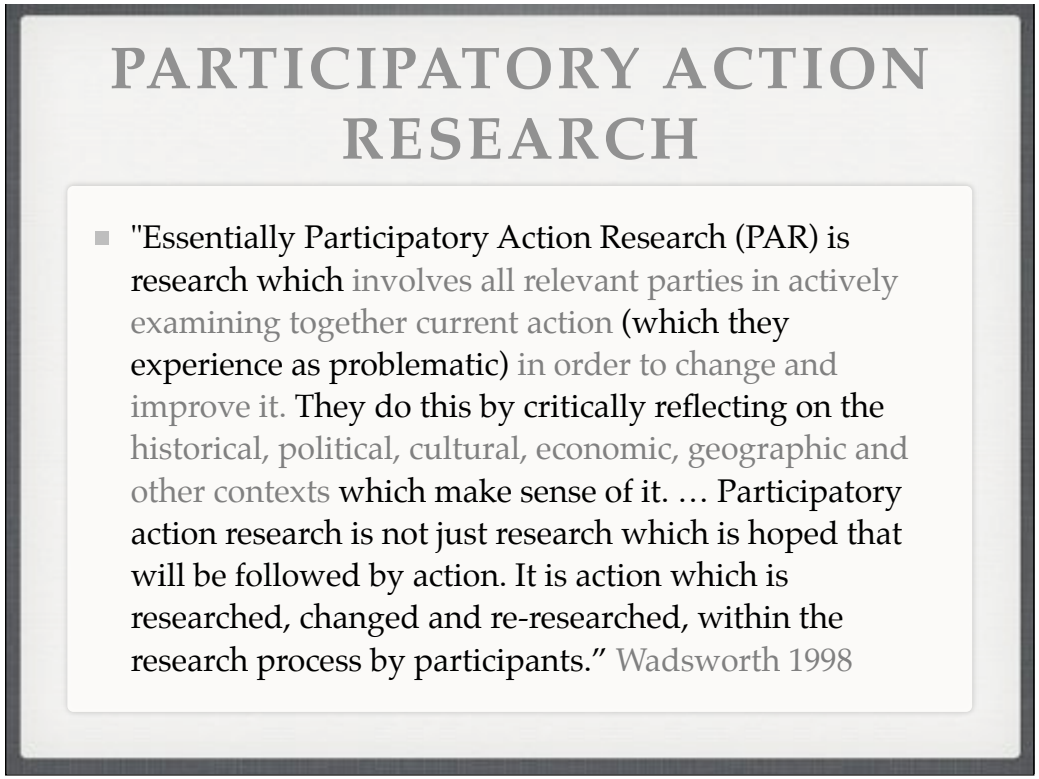
The paradigm of closed innovation says that successful innovation requires control. A company should control (the generating of) their own ideas, as well as production, marketing, distribution, servicing, financing, and supporting. The main cause behind this idea is that, in the beginning of the twentieth century, universities and government were not involved in the commercial application of science. Some companies therefore decided to do it all on their own. They created their own research and development departments to be able to control the whole new product development (NPD) cycle inside the company. There just was not the time to wait for the scientific community to become more involved in the practical application of science.

3 phases of innovation (lindegaard): Global, open and social media. It started out with the **globalization** wave in which international companies rushed to developing countries in order to reap the benefits of cheap manufacturing. Over time, they learned that it was not enough to just manufacture products on the cheap. They also had to utilize local minds as they often had to adapt their offerings to the local markets.
In turn, this gave us 24-7 innovation as innovation now happens everywhere rather than just at the corporate headquarters. We even got a new term, reversed innovation, as products and services intended for developing markets now find their way to developed markets.

Then, we got the **open innovation movement** which really started to pick up speed about 10 years ago when Procter & Gamble began working on their Connect + Develop initiative and Chesbrough shared his thoughts on open innovation. Today, this is the big buzz on innovation as many companies try to find their way to increase the external input to their innovation processes.

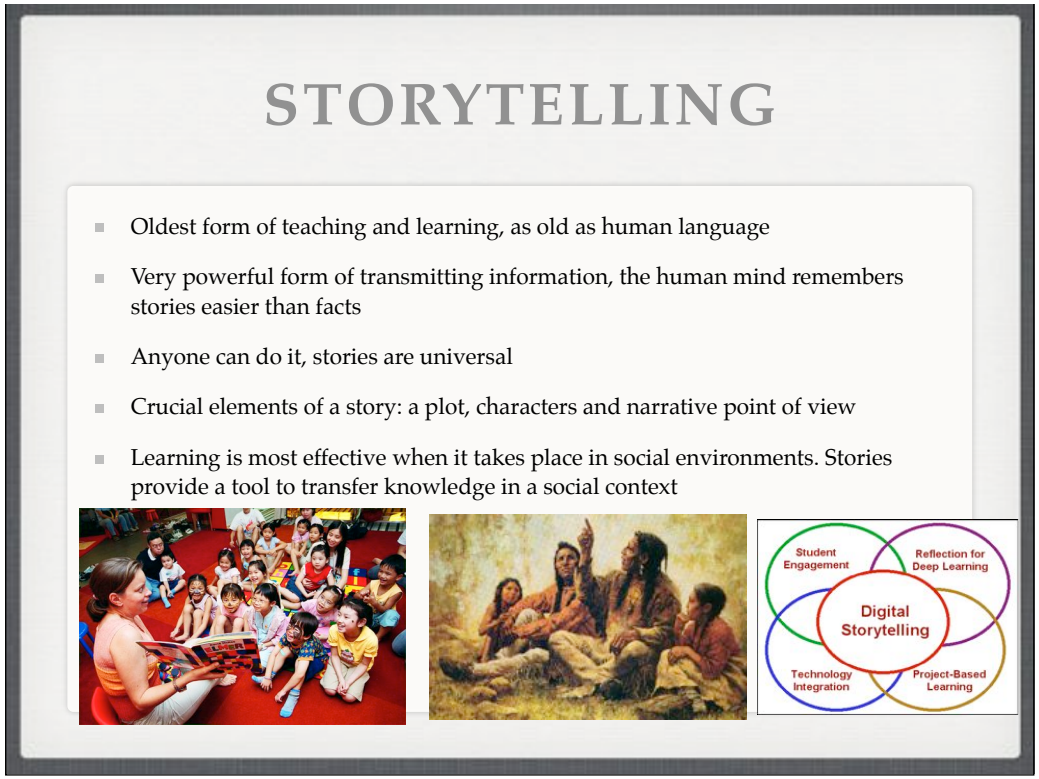
The next phase, which I believe has just started is how **social media** will add power to the innovation efforts. The whole world has become one big community and there are lots of benefits for the companies that figure out how to use social media tools and services to bring better innovation to market faster. A key thing is to enable partners – and potential ones – to connect with each other not just in the real world, but also virtually.

SOCIAL MEDIA REVOLUTION



Participatory action research has emerged in recent years as a significant methodology for intervention, development and change within communities and groups. **Participatory action research** – or **action research** – is a recognized form of experimental research that focuses on the effects of the researcher's direct actions of practice within a participatory community with the goal of improving the performance quality of the community or an area of concern.

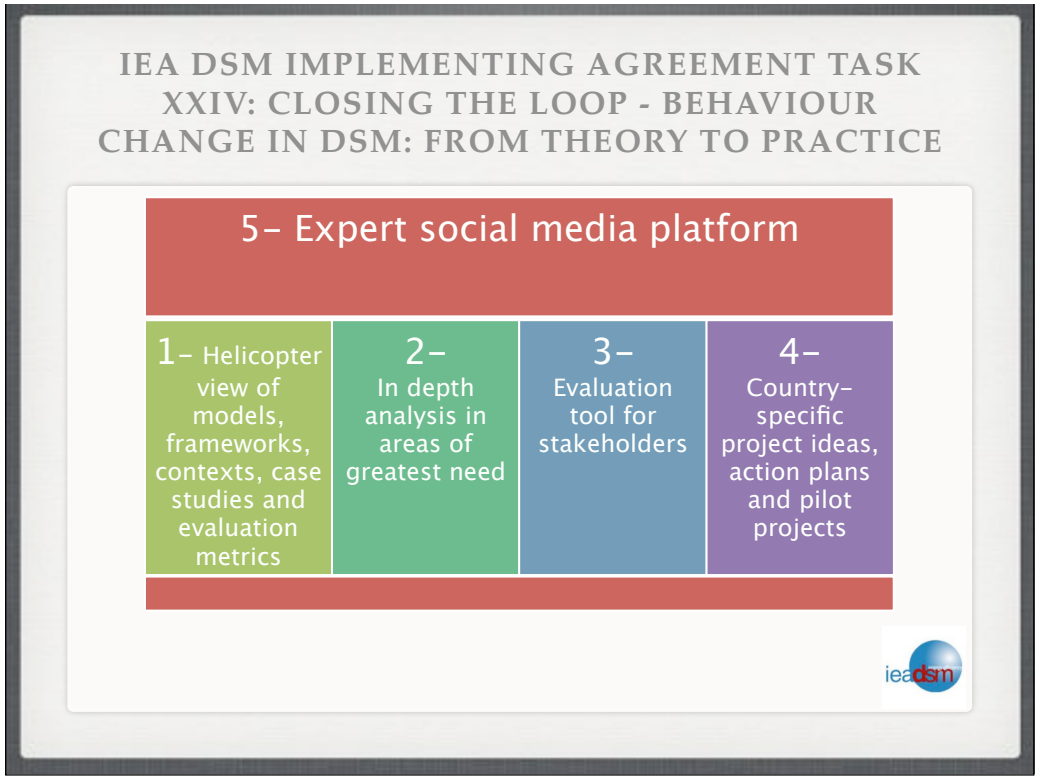
The case study is often used as a research method as part of PAR.



Storytelling is the conveying of events in words, images and sounds, often by improvisation or embellishment. Stories or narratives have been shared in every culture as a means of entertainment, education, cultural preservation and to instill moral values. Crucial elements of stories and storytelling include plot, characters and narrative point of view. Modern storytelling has a broad purview. In addition to its traditional forms (fairytales, folktales, mythology, legends, fables etc.), it has extended itself to representing history, personal narrative, political commentary, and evolving cultural norms.

Contemporary storytelling is also widely used to address educational objectives. Storytelling is a means for sharing and interpreting experiences. Stories are universal in that they can bridge cultural, linguistic and age-related divides. Storytelling can be used as a method to teach ethics, values, and cultural norms and differences

A multimedia story is some combination of text, still photographs, video clips, audio, graphics and interactivity presented on a Web site in a nonlinear format in which the info in each medium is complementary, not redundant. In a nutshell this basically means that the user chooses how to navigate through the elements of the story being told. Also, rather than having a text version of a story, you can have a video clip that essentially tells the same story. Basically different parts of the story are told using different media.



PAR and open innovation approach
Social media as tool for collaboration/communication, matchmaking
Shared learning, case studies, 'living' platform, storytelling

Will lead to pilots, action plans, long-term evaluation of best practice recommendations that are context- and stakeholder-specific

Extension will hopefully be action research that shows translation into practice

Q2. WHICH SECTOR AND APPROACH IS BEST?

- all of them, depending on the context
- none of them in isolation
- personally believe bottom-up and community-led approaches are more successful in creating 'social norms'

Q3. HOW TO ENCOURAGE CAREERS IN ENERGY EDUCATION?

- Address misconceptions on human 'rationality' and 'learning'
- Prove that it works in practice - case studies, meaningful evaluation, shared learnings
- Collaborate with other disciplines, involve your stakeholders and end users from the beginning
- Fund it!
- Recognise and see yourself as an 'energy' educator or practitioner
- Don't be afraid to be 'social' and make it fun!
- Get the right people involved!

CONTACT ME

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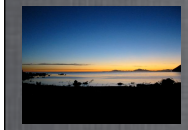

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