



AgEcon SEARCH
RESEARCH IN AGRICULTURAL & APPLIED ECONOMICS

The World's Largest Open Access Agricultural & Applied Economics Digital Library

This document is discoverable and free to researchers across the globe due to the work of AgEcon Search.

Help ensure our sustainability.

Give to AgEcon Search

AgEcon Search
<http://ageconsearch.umn.edu>
aesearch@umn.edu

*Papers downloaded from **AgEcon Search** may be used for non-commercial purposes and personal study only. No other use, including posting to another Internet site, is permitted without permission from the copyright owner (not AgEcon Search), or as allowed under the provisions of Fair Use, U.S. Copyright Act, Title 17 U.S.C.*

SUBJECT: Choosing A Methodology or Model for Public Issues Education
(Lesson Plan to supplement pages 7-14)

CONCEPT: Public issue educators need to be clear about the process they plan to use in presenting educational programs. A number of different models or frameworks provide a sequence of steps that can be followed to involve citizens and work towards implementation of a plan of action.

LEARNER OBJECTIVES: At the completion of this lesson, learners will be able to:

1. Understand the value of using a model to move through the process of public issues education.
2. Perceive common elements among and between various models.
3. Select or develop a model for an educational program based upon the intent of the program, personal skills, the issue, stakeholders, etc.

BEFORE PRESENTING THIS MATERIAL:

1. Review the eight models (pp. 7-14) outlined in *Increasing Competence in Resolving Public Issues*.
2. Duplicate pages 8-11 if *Increasing Competence in Resolving Public Issues* is unavailable to each participant. Review and duplicate the handouts, "Calendar of Daily Activities" and "Commonalities in Policy Education Models."
3. Formally or informally survey local, regional, and state groups or news sources to determine if there are similar concerns or issues at various levels of community. Select an issue and a model to use as an example.

MEETING AGENDA FOR MATERIAL PRESENTATION:

1. Introduction.....Ask participants to complete the handout "Calendar of Daily Activities."

Discuss how a daily plan is like a model or framework for an educational program. (It is sequential, it helps you answer questions about what you can expect to happen later in the day---in the education process, it can be adjusted to meet the needs of others/time restraints, it can help in planning what needs to be done prior to taking the next step, and it helps you envision what you need to do and how you will need to interact with others.)

Briefly review the plan you've constructed and share your day's plan with another person in the group. Which, if any, of the activities were easy for you to schedule; which would you like to omit or delegate to someone else? Why? What does this tell you about your personal skills, preferences, and values?

2. Study and discuss, as a whole group or in smaller groups that have been assigned one or more models to compare and contrast, each of the eight models in *Increasing Competence In Resolving Public Issues* pages 8-11. Record features of each model and use for review or reporting back.
3. Use the handout, "Commonalities in Policy Education Models", to summarize characteristics of the models and suggest that there is no one "right" or "best" model to use in public issue education.
4. Using the issue you have selected, demonstrate how it can be fit into a specific model for expanded discussion.

Discussion questions:

- What did the model help you understand?
- In what ways was it not helpful?
- What did it help you understand about how public decisions are made?
- What did it help you understand about possible roles for educators or facilitators?
- How might a model be adjusted or combined to develop an educational program to address this or other issues?

(OPTION FOR FURTHER STUDY)

Have participants look briefly at the other models. Working in small groups, discuss how each of the models differ from the one used earlier. What are the advantages of each model? How does one choose a model to use with an issue?

CALENDAR OF DAILY ACTIVITIES

	Notes
7 0700	
8 0800	
9 0900	
10 1000	
11 1100	
12 1200	
1 1300	
2 1400	
3 1500	
4 1600	
5 1700	
6 1800	
7 1900	
8 2000	

TO BE DONE TODAY (ACTION LIST)

Get up
 Take the dog to the vet
 Attend planning meeting to consider what should be done about recent flooding/drought/vandalism
 (or other current issue facing the community) 10:00 AM
 Read the paper
 Host committee meeting to plan for the annual Fourth of July celebration 1:00 PM
 Make an appointment to meet with child's counselor at school
 Have lunch with a friend to share research findings
 Visit with neighbor about parent's health concerns

Commonalities in Policy Education Models

	Alternatives & consequences	Issue evolution	Ladder	Discovery and analysis	SHAPES	Interest-based problem solving	National Issues Forum	Citizen Politics
Balances alternatives and consequences	X	X	X	X		X	X	
Features comprehensive steps		X	X	X	X	X		
Emphasizes knowledge and analysis	X							
Links steps and education		X						
Provides interactive process to lead diverse groups			X			X		
Uses interplay of creative and analytical thinking				X				
Displays the process					X			
Links theory and steps					X			
Provides tools to confront conflict directly						X	X	X
Involves citizens							X	X
Links citizens and policy makers								X

Source: Stevens, G. L. & Vance, K. L. (eds.). (1995). *Inservice Guide. A Supplement to Public Issues Education: Increasing Competence in Resolving Public Issues*. Public Issues Education Materials Task Force of the National Public Policy Education Committee and PLC and PODC subcommittees of the Extension Committee on Organization and Policy. Lincoln, NE: University of Nebraska Cooperative Extension.