**CHAP Meeting Minutes | 11152017**

FOR AUDIO PARTICIPANTS PLEASE DIAL:

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Conference ID: 86420, followed by the # sign.

**Attending**: Diana, Marcia, Gail, Michelle, Jeff

1. Introductions (5 minutes)
	1. Diana 20th year MG in Central Oregon. BS in education and RN. Taught school for 12 years, operating nurse for 30 years. At the VA was a nurse educator dealing with adults. Has been a mentor for more than 30 years, 10 of which have been in the MG Program. Interested in figuring out how to keep people we train.
	2. Marcia 11th year MG in Multnomah County. Program Assistant for Metro PDX MG for 1 year. Is an active learner. Many MGs have said they want more hands on training.
	3. Michelle coordinates Wasco County MG Program (2.5 years). Background in garden education. She looks at gardens through an education lens, rather than a hort lens. Interested in new models for MG training. Working on this team is a way for her to use her expertise in garden education.
	4. Jeff, Lane County MG coordinator since March 2017. Has been an MG in Lane County since 1998. Has worked in Douglas County MG program, 1999-2000. He has seen same protocol in multiple counties, using the 3-hour lecture. He is interested in exploring a different, better way of doing things ~ avoiding people dropping
2. Review of CHAP Charge and Process (5 minutes)
	1. Our Roles:
		1. Intensively study and consider the topic of ‘Re-envisioning MG training’. Understand how training is currently delivered, what is working well, what could be improved. Focus is on MG basic training (annual training) rather than advanced training or recertification (although, recommendations may also apply to advanced training).
			1. Keep an open mind when considering what might be possible. Try to think ‘yes’ to suggestions, rather than why they won’t work.
	2. Our Anticipated Deliverables
		1. recommendations to the Home Hort working group, regarding changes to be implemented in MG training.
3. Review Key Deadlines (5 minutes)
	1. 2017 OSU Extension Conference (Presentation to MG faculty and Staff): December 7th, 2017
	2. Mini-College, July 12th, 2018 (Linfield College)
	3. 2018 OSU Extension Conference: December 6th, 2018
4. Initial Reactions to Survey Responses: what themes do we see? (20 Minutes)
	1. What is working well?
	2. What is not working well?
	3. Overall impression ~ respondents like a mix of hands on, lecture, small group work. Training works better when there are a variety of teaching modes that are used.
	4. Most people are signing up for personal interest, rather than spreading knowledge in the community. Our goal is to train educators to share their knowledge with fellow gardeners. Not sure this comes across, as much as it should be. Some of the training within the 10 week period should focus on their abilities to share their knowledge with fellow home gardeners.
	5. Perhaps we could focus on the different modes that are being used, across counties.
	6. Feedback from coordinators was interesting, in terms of what they thought was needed to improve the current approach: more hands on, more active learning, more opportunities to practice practical scenarios. This was somewhat surprising, and seems to coincide with what Marcia has heard from MG volunteers.
	7. Jeff impressed with the breadth of methods used. Lecture still dominates, but there are a lot of people doing a lot of different things, as well.
	8. Both faculty and volunteers were looking for more hands-on items.
	9. Several requests from volunteers for location-specific information. A lot of these requests came from Central Oregon and the Gorge ~ places which are different than where people came from.
	10. Plant clinic training
	11. Speakers expertise. Not all speakers are great educators, even though they might be content experts. Might be good to have some recommendations to new speakers.
	12. Central Oregon has seen this ~ developed activities directed at MGs, rather than lectures from Extension staff. One example is the compost lecture in Central Oregon . . . short lecture, and then go into the field to build compost. They do this in several other areas, as well, using MGs as trainers. Supporting these folks would be good.
	13. Providing recommendations and resources for instructors might be good. How can we make sure that instructors are gearing their class towards core competencies needed by MGs. Offering instructors opportunities for hands-on training.
	14. In Central Oregon ~ one thing they did at the end of the three hour period was to re-iterate the three takeaways of the subject that was taught.
	15. Providing a toolkit for instructors. If we want instructors to incorporate more active instruction into their training, that would be great. When mentioned to instructors, they are open to it, but overwhelmed with how to incorporate hands on methods into training.
	16. MG training schedule ~ maybe provide a template for the training day that includes time for active learning.
	17. Subject matter toolkit? Outline of how the three hour period should be used, and what should be included. Opportunities for hands on training. Etc. We have an outline for all lessons in the MG coordinators manual. This could be incorporated into a one pager.
	18. Have an owner/manager of that information ~ so that someone is reviewing on an annual basis to make sure that the resources are up to date. Signe Danler already does this.
	19. Average adult learner learns on a 6th grade level. Keep this in mind when making the toolkit
	20. We should address those coordinators / volunteers who have been resistant to the process. In toolkit, provide information on why this is important, with references to show that active learning, adult learners retain more. If you teach three hours of information, but students aren’t retaining that information, why
5. Overview of CHAP readings (15 Minutes)
	1. What can we draw from the readings, to apply to our work?
	2. Adult learners need to apply practically, and understand why they are learning it. New MGs doing plant clinic, it is not always clear why they are learning something that is applicable to plant clinic, but not necessarily to their home gardening.
	3. Identify the core competencies for each class, so that coordinators, proposed instructors understand what folks need to walk away from the class with.
	4. With each core section, provide resources for further use, study in plant clinic, at the same time. Provide the references, at the end of the day . . . so that when you are in a situation where you know you heard something about that . . . you have something at your fingertips to refer to. This could be incorporated into a toolkit idea. Hands on training. Stating important facts. Resources of back up.
	5. Core competencies ~ making sure that as we jettison detail, we identify what are the key things we want MGs to take away ~ and that this will free up time for other activities. Need to have a clear set of learning objectives and outcomes in mind, when teaching the class.
	6. Provides an opportunity to be more localized. Our manual covers broad breadth, but having hands-on activities provides more opportunity to have localized learning.
	7. Keeping students motivated by making it applicable to where they are. We need to focus on the needs of an adult learner.
	8. Making sure that students understand what they need to know, from the beginning.
	9. Creating motivating learning environments can be used to create a map or a reflective process for instructors. Instructors can ask themselves if they are using each of these four pieces. This could be used in the toolkit to hit Marcia’s point . . . why are we doing this. People liked this article, in general. Exhibit 7.1 was very powerful/useful, and can be implemented by instructors. Can this be adapted on a subject by subject basis.
	10. Express the impact that trainees can have in the community via their recommendations. Talk about that repeatedly throughout the training. Training is not just for your self interest . . . but it makes a difference in your community.
	11. Shelves of text not being used. Internet and googling .edu is the method of choice in plant clinic. Everyone needs to come out with an understanding of how to get information. This should come out in training/toolkit. A workshop on how to use the different resources.
	12. Learning environments ~ those counties that have access to a community college or university have much better learning environments than others who don’t have access to such resources. Not every county will have the opportunity to provide optimal learning environment. Perhaps we can list best practices, but much of this is beyond people’s control. Projector brightness, screen size vary so much. These best practices might not be universal from site to site . . . or something that can be implemented.
	13. Cost came up repeatedly. $495 in PDX. Share information with program coordinators that cost came up as a major concern. Chapters might be able to give scholarships/fellowships. Partial funding of tuition in different counties. Programs are all coming from different directions in how programs are funded.
6. Next Steps (5 Minutes)
	1. Present Summary of Our Initial Work to MG Faculty and Staff (December 7th) ~ Solicit Feedback
		1. Solicit instructions sheets for hands-on learning lessons that already exist, and provide a suite of hands on instruction opportunities. Don’t reinvent the wheel, but draw on each chapters best idea of what they have
		2. Mock up of what a toolkit should look like . . . learning objectives, core competencies, exhibit 7.1, additional resources.
			1. Each lesson can have a core competency, or set of them ~ but would it be helpful to have a mini-mission statement for MG training. Training is to get MG volunteers to be able to . . . ID plant diseases, provide good advice to others. That would lead to why we are doing what we’re doing.
		3. Gail will prepare slide deck for December 7th Home Hort working group meeting for CHAP members to review
	2. Set Next Meeting for January 2018: January 10th, 2018 at 10am
7. Summary:
	1. Our recommendations honed in on a toolkit for speakers. The toolkit would include:
		1. Preface: provide information on why the toolkit is important, with references to show that active learning, adult learners retain more
		2. One Pagers ~ for each lesson, have a one-pager that provides the following information:
			1. Learning objectives / learning outcomes
			2. List of core competencies
			3. Table 7.1 from (<http://raymondwlodkowski.com/Materials/AdultLearningMethods.pdf>), personalized for that lesson
			4. List of resources for further study

**TO DO LIST**

Gail:

* Prepare slide deck for December 7th meeting, get feedback from CHAP
* Develop preface for toolkit (why it is important)
* Develop one-pager template for toolkit, for a single lesson
* Ask chapters to submit examples of active learning activities
* Ask coordinators to come to December 7th meeting with an active learning activity

All

* Provide feedback on slide deck and template
* Share active learning activities in Box (invitation sent)