



AAEE NSW

Professional Learning Series



Write it Up! Training Program
Trainer's Guide

Acknowledgements

Support for the development of the *Write it up!* Program was received from the NSW Environmental Trust.

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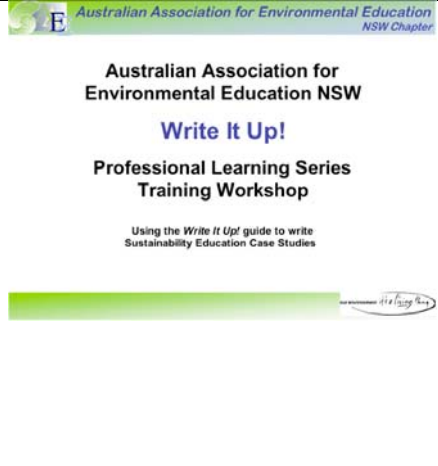

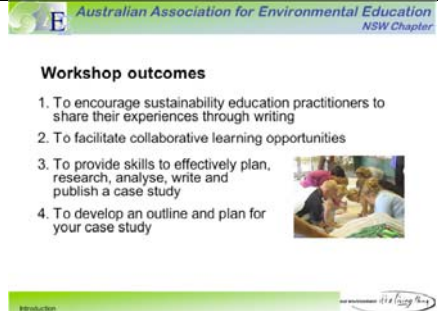
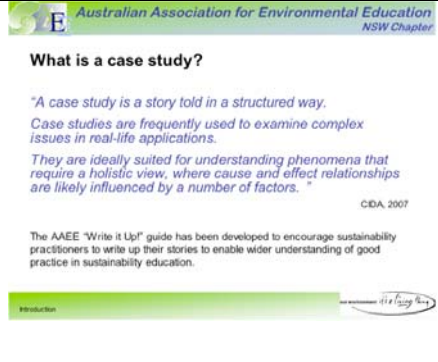
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Contact



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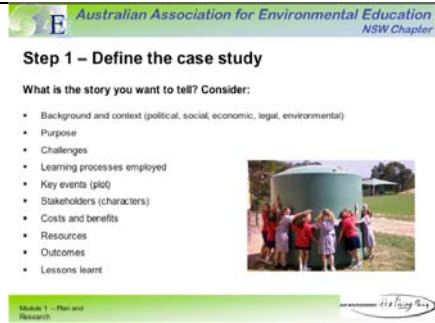
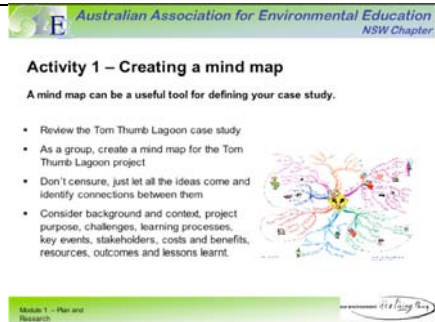
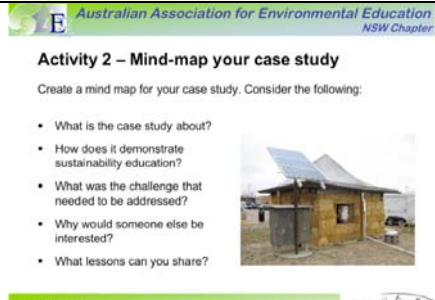
The Secretary, Australian Association for Environmental Education (NSW)


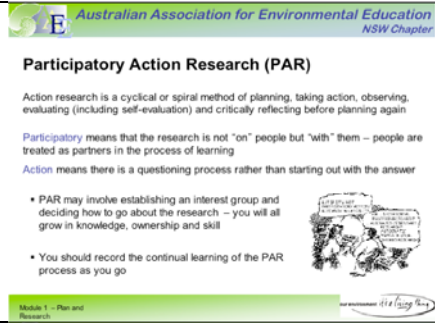
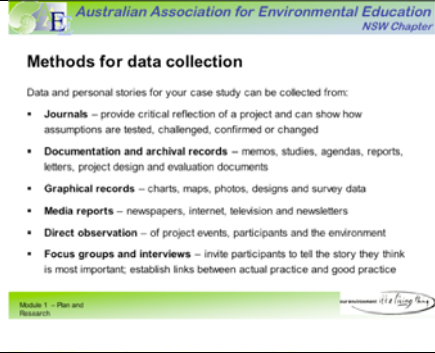

Email: secretary@aaeensw.org.au

Description	OH	Time																														
Introduction																																
<p>Display OH 1 – Intro slide</p> <p>Introduce self (or selves) and where you are from (outline qualifications / experience in sustainability, project management, publications, training, teaching etc)</p> <p>Ask participants to introduce themselves, stating:</p> <ol style="list-style-type: none"> 1. their name 2. their organisation 3. a sustainability program they have been involved with...and 4. what they are hoping to get out of workshop 		10.00																														
<p>Display OH 2</p> <p>Discuss the day's program, identifying which facilitator will be leading each section</p> <p><i>Remind participants they should have come with a project they are hoping to write up as a case study.</i></p>	 <table border="1" data-bbox="874 837 1249 1032"> <thead> <tr> <th>Module Number</th> <th>Topic</th> <th>Session Time</th> </tr> </thead> <tbody> <tr> <td>Introduction</td> <td>Defining Sustainability Education Case Studies</td> <td>10.00 – 10.30</td> </tr> <tr> <td>Module 1</td> <td>Plan and Research</td> <td>10.30 – 11.15</td> </tr> <tr> <td></td> <td>Morning tea</td> <td>11.15 – 11.30</td> </tr> <tr> <td>Module 1</td> <td>Plan and Research (continued)</td> <td>11.30 – 12.15</td> </tr> <tr> <td>Module 2</td> <td>Organise and Analyse</td> <td>12.15 – 1.00</td> </tr> <tr> <td></td> <td>Lunch</td> <td>1.00 – 1.30</td> </tr> <tr> <td>Module 3</td> <td>Write and Edit</td> <td>1.30 – 2.30</td> </tr> <tr> <td>Module 4</td> <td>Publish and Evaluate</td> <td>2.30 – 3.00</td> </tr> <tr> <td></td> <td>Finish</td> <td>3.00pm</td> </tr> </tbody> </table>	Module Number	Topic	Session Time	Introduction	Defining Sustainability Education Case Studies	10.00 – 10.30	Module 1	Plan and Research	10.30 – 11.15		Morning tea	11.15 – 11.30	Module 1	Plan and Research (continued)	11.30 – 12.15	Module 2	Organise and Analyse	12.15 – 1.00		Lunch	1.00 – 1.30	Module 3	Write and Edit	1.30 – 2.30	Module 4	Publish and Evaluate	2.30 – 3.00		Finish	3.00pm	10.10
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<p>Display OH 3</p> <p>Outline the outcomes of the course and mention that there are many quality sustainability education projects found across NSW, however that the learning and positive changes they promote may go unnoticed and unshared. Stress the importance of sharing experiences through writing.</p>	 <p>Workshop outcomes</p> <ol style="list-style-type: none"> 1. To encourage sustainability education practitioners to share their experiences through writing 2. To facilitate collaborative learning opportunities 3. To provide skills to effectively plan, research, analyse, write and publish a case study 4. To develop an outline and plan for your case study 																															
<p>Q: What is a “case study”. What is it, what does it aim to achieve? Promote discussion.</p> <p>Display OH 4</p> <p>Read and discuss the definition.</p> <p>Hold up the <i>Write it Up!</i> guide and ensure everyone has a copy. Explain that the training will closely follow the layout and content of the guide.</p>	 <p>What is a case study?</p> <p><i>“A case study is a story told in a structured way. Case studies are frequently used to examine complex issues in real-life applications. They are ideally suited for understanding phenomena that require a holistic view, where cause and effect relationships are likely influenced by a number of factors.”</i></p> <p>CDA, 2007</p> <p>The AAEE “Write it Up!” guide has been developed to encourage sustainability practitioners to write up their stories to enable wider understanding of good practice in sustainability education.</p>	10.15																														

Description	OH	Time
<p>Q: What is sustainability education? How does it differ from environmental education? Promote discussion.</p> <p>Display OH 5</p> <p>Go through each point and promote discussion.</p>	 <p>What is sustainability education? Good practice characteristics...</p> <ul style="list-style-type: none"> • Interdisciplinary and holistic: education for sustainability is embedded in your whole program, not dealt with as a separate subject or issue. • Values-driven: accepted social norms, as well as the values and principles that underpin sustainability are made explicit so they can be examined, debated, tested and applied. • Critical thinking and problem solving: are encouraged, leading to confidence in addressing the dilemmas and challenges of sustainable development. • Multi-method: a range of different learning models are employed. Teaching is not just about passing on knowledge; learners and educators work together to acquire knowledge, solve problems and shape their physical and social environments. • Participatory decision-making: learners participate in decisions on how they are to learn. • Locally relevant: local as well as global issues are addressed, using the learners' own language. Languages and cultures say things differently. <p>To better understand Sustainability Education review pgs 2 and 22 of the <i>Write it Up!</i> guide.</p>	10.20
<p>It's important to clarify whether a case study is the right medium for communicating their project.</p> <p>It is also vital to be clear about their objectives in writing a case study.</p> <p>Display OH 6</p> <p>Stress the importance of clarifying these things before starting to write. State that we will spend the morning on planning and research in detail.</p> <p>Ask if everyone has come along with a project in mind they would like to write up after the course.</p>	 <p>Should I write a case study? And if so why....</p> <p>Before writing your case study ask yourself:</p> <ul style="list-style-type: none"> • What exactly is this case study about? • Does it demonstrate sustainability education? • Why would someone else be interested? <p>Well-written case studies have many benefits:</p> <ul style="list-style-type: none"> • Helping the project team review their experiences and draw out lessons • Allowing others to share in and learn from your experience • Creating opportunities to promote the good work of an organisation 	10.25

Module 1 – Plan and Research		
<p>Display OH 7</p>		10.30
<p>Q: Why do we need to plan?</p> <p>Promote discussion.</p> <p>Display OH 8</p> <p>Discuss each dot point.</p>	 <p>Getting your project team together to properly plan the case study will help:</p> <ul style="list-style-type: none"> • Determine who will be involved in developing the case study • Ensure the team is clear on what they want to achieve and how they will achieve it • Clarify lines of communication within the team and with other stakeholders • Identify project scope, and develop some idea of amount of time / resources needed • Ensure everyone knows what their tasks are and can be accountable for their contributions • Identify the target audience – what will interest them and how they will use the case study • Work out how the case study will be written and published • Strengthen the commitment of participants to continue with the project <p>Similar benefits will be gained if you are developing your case study on your own.</p>	

<p>Display OH 9</p> <p>Mention that we can break the planning phase into several steps... we will expand on each of these steps further in the next few slides.</p>		<p>10.35</p>
<p>Display OH 10</p> <p>STEP 1 – Define the case study</p> <p>Discuss each point and ask participants to think about their own projects in respect to each point.</p> <p>You may ask for input on a few points – i.e. what were their challenges, what were the key events</p>		<p>10.40</p>
<p>A powerful tool for defining our projects or our case studies is a mind map.</p> <p>Q: Has anyone used a mind map before? Was it useful to organise and connect your ideas?</p> <p>Explain that we will now develop a mind map for an existing case study, before individually mapping.</p> <p>Display OH 11. Allow time to review case study.</p> <p>Have an experienced mind-mapper draw the map on butcher’s paper as the class contributes ideas. Others can record this in their workbook.</p>		<p>10.45 – 11.00</p>
<p>Allow participants the opportunity to create a mind map for their own project.</p> <p>Display OH 12</p> <p>Briefly outline the points on the slide and allow 10 minutes to create their mind map.</p>		<p>11.00 – 11.15</p>
<p>Morning Tea 11.15 – 11.30</p>		

<p>STEP 2 – Develop a research strategy</p> <p>Q: Did you find when developing your mind map that you noticed things that were missing?</p> <p>Display OH 13</p> <p>We need to identify what research we have to undertake to complete our case study.</p> <p>Q: How can we effectively undertake research?</p> <p>Promote discussion then lead into next slide.</p>		<p>11.30</p>
<p>Q: Has anyone heard of, or used Participatory Action Research?</p> <p>Display OH 14</p> <p>Read through each point and discuss.</p>		<p>11.35</p>
<p>Display OH 15</p> <p>Discuss the various methods for data collection.</p> <p>Refer also to pages 8 & 9 of the guide.</p> <p>Mention that there is additional information on how to conduct interviews on page 10 of the guide.</p>		<p>11.40</p>
<p>Display OH 16</p> <p>Activity 3 – Develop your research strategy</p> <p>It is time to think about your own research strategy.</p> <p>You should consider the following questions and makes notes about each in your workbooks.</p>		<p>11.45 - 11.55</p>

STEP 3 – Develop an action plan

Q: Has anyone used an Action Plan before?

Promote discussion and ask what the key components of an action plan are.

Explain that a simple action plan is just “a to do list with muscles”

Display OH 17

Review the action plan example created for the Tom Thumb Case Study.

Step 3 - Develop an action plan – the 3 W's

- What needs to be done?
- Who will do it?
- When will they do it by?

Example action plan – Tom Thumb Lagoon case study

Activity	Steps	Who	When	Comments
Establish case study working group	Contact Friends of Tom Thumb, CWA, Council, CEM, schools	GP	June 07	Letters to be sent out
Identify key issues	Mind-mapping workshop	SN	July 07	Next facilitator
Research and data collection	Conduct focus group Hold interviews Review photos	SD JH SN	August 07	
Organise and analyse data and stories	Review all data Select stories and quotes	GP SN	September 07	

Module 1 – Plan and Research

12.00

Display OH 18

Activity 4 – Develop an action plan

Make sure all participants are clear about the task before they commence.

Allow 10 minutes to work through their mind maps and research strategies to develop an Action Plan.

Activity 4 – Develop an action plan

- Review your mind map and research strategy (Activities 2 & 3)
- Develop an action plan based on the information you documented
- Remember to cover the key points of What, Who and When
- Complete the action plan table in your participant workbook

Module 1 – Plan and Research

12.05 – 12.10

Display OH 19

Mention that implementing an Action Plan as a team will be very important and requires continual evaluation to ensure they are staying on track.

Ask if there are any questions on anything that has been covered.

Step 4 - Evaluate and document your progress

Action research involves a continual cycle of reflection.

- Plan and research
- Take action
- Analyse outcomes
- Reflect on possible improvements
- Take action
- Analyse outcomes
- Reflect.....

Module 1 – Plan and Research

Module 2 – Organise and Analyse

Display OH 20

Once you have finished the planning and research, you will need to start making some hard decisions.

You will have loads of information that you could include in your case study, but you don't have the luxury of publishing an entire book.

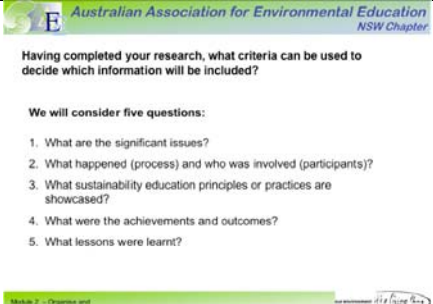

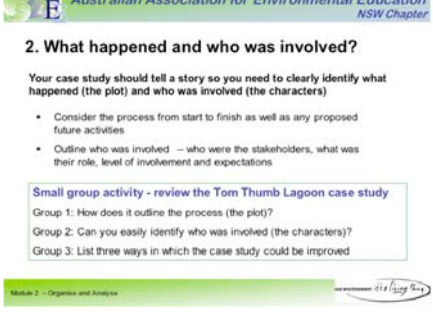
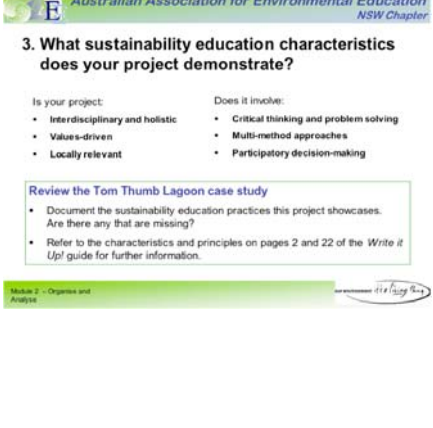
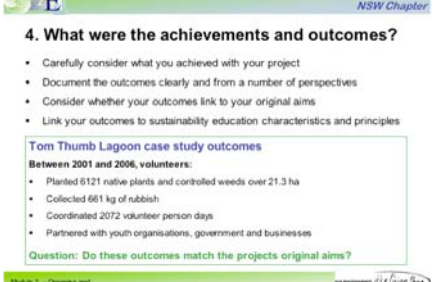
You need to keep your story concise and to the point – most likely a maximum of 10 pages.

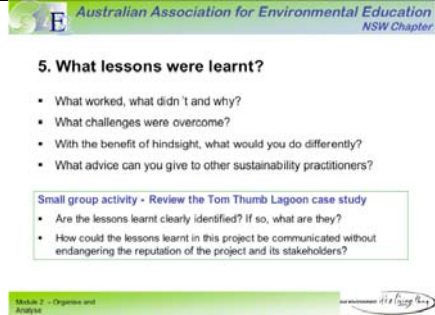

Module 2


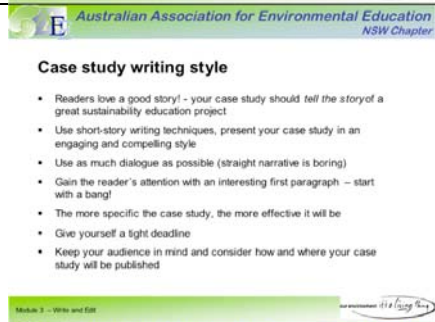
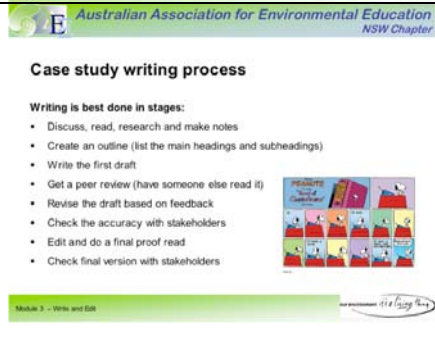
Organise and Analyse












Module 1 – Plan and Research




12.15

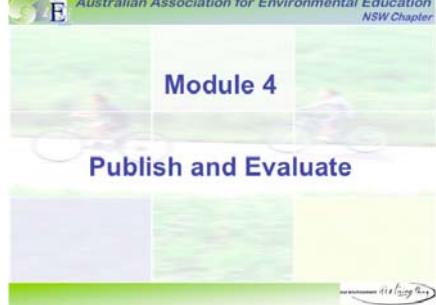
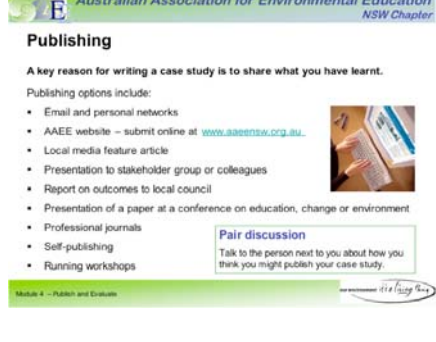
<p>Q: What criteria will you use to judge the information that will be included?</p> <p>Display OH 21</p> <p>Explain that we will now go through each of these questions individually with activities at each step.</p>		
<p>Display OH 22</p> <p>Read through slide and promote discussion.</p> <p>You might ask participants to define what the points mean – eg. “What do we mean by are there any alternative or conflicting interpretations”</p>		12.20
<p>Display OH 23</p> <p>Read through slide and promote discussion.</p> <p>In small groups, review the Tom Thumb Lagoon case study and answer the relevant question.</p> <p>Have each group report back. Facilitate discussion, ensuring everyone involved.</p>		12.25
<p>Display OH 24</p> <p>Remind everyone that case studies can promote and share sustainability education initiatives.</p> <p>Refer to the sustainability education characteristics discussed earlier. Emphasise the need to identify how these are exemplified in your project. Refer also to page 22 of the guide.</p> <p>Discuss the sustainability education principles in the Tom Thumb Lagoon case study.</p>		12.35
<p>Display OH 25</p> <p>Read through slide and promote discussion about each point and briefly outline the outcomes as listed in the Tom Thumb Lagoon case study.</p> <p>Q: Do these outcomes match the project objectives?</p>		12.45

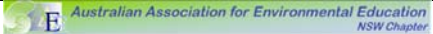









<p>Display OH 26</p> <p>Read through slide and briefly discuss.</p> <p>In pairs or small groups review the Tom Thumb Lagoon case study and answer the questions.</p>		<p>12.50</p>
<p>Display OH 27</p> <p>Read through slide and remind participants that it is always good to take time to pause and reflect before moving on to the next stage.</p>		<p>12.55</p>
<p>Lunch 1.00 – 1.30</p>		

<p>Module 3 – Write and Edit</p>		
<p>Display OH 28</p>		<p>1.30</p>
<p>Display OH 29</p> <p>Read through the general points about writing case studies and emphasise the importance of the term “story”.</p>		<p>1.35</p>
<p>Q: What tends to happen when we sit down to write - whether it be a story, report, journal article or other?</p> <p>Facilitate discussion around writer's block.</p> <p>A good way to combat writer's block is to write in stages:</p> <p>Display OH 30</p>		<p>1.35</p>

<p>Comment that everyone in the room has read at least one case study (the Tom Thumb Lagoon case study). Most will have read other case studies and maybe even written a few.</p> <p>Q: What do you think makes a good case study? What keeps you reading? Discuss.</p> <p>Display OH 31 and read through each point.</p>	 Australian Association for Environmental Education NSW Chapter Engaging your audience <ul style="list-style-type: none"> To make the story personal, use the perspective of participants, including personal lessons, achievements, insights and transformation Begin at the end, then explain how the project participants got to that point Build the case study use extracts from journals and news clippings Compare and contrast the similarities and difference over time Use the language of fiction - write lively descriptions, delve into dramatic events, describe your characters and set the scene. Use quotes, illustrations, callouts and other graphical layout techniques to make the case study more readable Directly question the reader - draw them into the narrative 	<p>1.40</p>
<p>It's important to have a framework or structure for our case study. It guides our research and planning, as well as our writing.</p> <p>It also makes it easier for the reader to follow.</p> <p>Display OH 32</p> <p>Explain that this is one possible structure, however it's a good starting point that can be adapted to suit individual needs.</p> <p>The style and structure will vary depending on the target audience and the publication media.</p>	 Australian Association for Environmental Education NSW Chapter Case study structure <ul style="list-style-type: none"> Introduction Project aims Key issues Important stakeholders Key project activities Good practice principles Results/outcomes Lessons learned <p>There are many different ways to structure your case study. Examples are provided in the <i>Write it up!</i> guide.</p> 	<p>1.45</p>
<p>Display OH 33</p> <p>Activity 5 – Case Study Structure</p> <p>Review Activity and allow 10 minutes to complete.</p>	 Australian Association for Environmental Education NSW Chapter Activity 5 - Case study structure Prepare an outline for your case study by writing three dot points under each of the headings in your workbook : <ul style="list-style-type: none"> Project aims Key issues Important stakeholders Key project activities Good practice principles Results/outcomes Lessons learned 	<p>1.50 – 2.00</p>
<p>Display OH 34</p> <p>Activity 6 – Writing the first paragraph</p> <p>Review Activity and allow 10 minutes to complete. Spend 5 minutes on sharing with a partner.</p>	 Australian Association for Environmental Education NSW Chapter Activity 6 - Writing the first paragraph <ol style="list-style-type: none"> Return to the Tom Thumb case study and review the opening paragraph under the sub-heading "Saving the lagoon" on page 3 Think about how this might be improved Write the first paragraph of your own case study using the tips you have just learnt In ten minutes you will be asked to share your paragraph with a partner 	<p>2.00 - 2.15</p>
<p>Q: Why is editing so important?</p> <p>Discuss the importance of editing as a separate process to writing.</p> <p>Facilitate a brief discussion around importance of editing in terms of <u>proofreading</u>, <u>accuracy of information</u>, ensuring <u>permission</u> is received from anyone quoted, or appearing in photos etc.</p> <p>Display OH 35</p>	 Australian Association for Environmental Education NSW Chapter Editing Editing your case study is critical. Editors may take on different roles: <ul style="list-style-type: none"> As Reader As Researcher As Ethicist  	<p>2.15</p>

<p>Display OH 36</p> <p>Outline points on slide and refer to page 16 of the guide.</p>		<p>2.20</p>
<p>Display OH 37</p> <p>Outline points on slide and refer to page 16 of the guide.</p>		
<p>Display OH 38</p> <p>Outline points on slide and refer to page 16 of the guide.</p>		

<p>Module 4 – Publish and Evaluate</p>		
<p>Display OH 39</p> <p>We will finish off with a brief look at publishing and evaluating your case study.</p>		<p>2.30</p>
<p>Q: Now you have written your case study, where could you publish or promote it further?</p> <p>Facilitate discussion</p> <p>Display OH 40</p> <p>Promote discussion for each point, asking participants if they have experience with any of these – what worked, what didn't and why?</p>		

<p>Display OH 41</p> <p>Discuss each point and ask participants to come up with ideas for some of the points (make a judgement on the level of energy in the room and time remaining).</p>	 <p>Evaluating</p> <p>Evaluating your case study is different to evaluating your project. You may want to find out:</p> <ul style="list-style-type: none"> • How many people read your case study? • What organisations/groups do they represent? • What are the major ideas they took away from it? • Did they use the case study as a basis for a workshop or paper? • Did it influence their ideas on education, change or sustainability issues? • Did they share this case study with others? • How could the case study be improved? <p>You can evaluate your case study before and after publication</p> 	<p>2.40</p>
<p>Display OH 42</p> <p>Outline ideas on how to obtain feedback for evaluation.</p>	 <p>Obtaining reader feedback</p>  <p>How will you obtain feedback? You may wish to use:</p> <ul style="list-style-type: none"> • A response form at the end of the case study • A targeted request to key people in the field; include a return-addressed envelope and questionnaire or an online form • An online survey or rating mechanism • An invitation for readers to provide contact details when downloading the case study • A workshop session with opportunities for discussion and feedback <p>The tools you use will depend on the financial and human resources available</p> 	<p>2.45</p>
<p>Display OH 43</p> <p>Read through points on slide and carefully explain the requirements of the program.</p> <p>Show case study proposal matrix and inform participants that it will be sent out via email.</p> <p>Explain they have one week to respond. This will demonstrate the high level of commitment needed.</p>	 <p>Support to write your case study</p> <p>AAEE (NSW) is offering support to ten educators from across the state to develop case studies on outstanding education for sustainability projects. Projects selected will be those that:</p> <ul style="list-style-type: none"> • Demonstrate principles of best practice • Have the potential to increase the capacity of other educators <p>Educators participating in this program must be dedicated to completing their case study within a specified time-frame and willing to publish the case study through the AAEE NSW website.</p> <p><i>If you wish to be considered for this program please complete the questionnaire provided and return it to the workshop facilitators.</i></p> 	<p>2.50</p>
<p>Display OH 44</p> <p>Read through points on slide and conclude with the final quotation from AAEE NSW.</p>	 <p>There are many amazing sustainability education projects across NSW. Writing up your project can benefit us all by:</p> <ul style="list-style-type: none"> • Helping the project team review their experiences and draw out lessons • Allowing others to share in and learn from your experience • Creating opportunities to promote the good work of an organisation  <p>AAEE NSW encourages all sustainability educators to write up your project and share your experiences to inspire other educators.</p> <p>So, write it up!</p> 	<p>2.55</p>
<p>Close and evaluations</p> <p>Ensure that evaluation forms are completed.</p>		<p>2.55</p>