

### Welcome to the webinar!

- We'll be starting at the top of the hour!
- To ask a question or to comment, type in the question box on your control panel and hit return. We'll be reading the questions aloud and answering as many as we can.
- To find a handout of the slides, go to <http://www.extension.org/pages/68923> (paste that link into your browser).
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### Out in the Sun: How to Plan and Put on an Engaging, Informative and Successful Field Day

Charlie White, Penn State Extension  
Molly Hamilton, NC State Extension  
October 21, 2013

[http://www.extension.org/organic\\_production](http://www.extension.org/organic_production)




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Charlie White  
Penn State Extension



Molly Hamilton  
North Carolina State Extension

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**Out in the Sun: How to Plan and Put On an Engaging, Informative, and Successful Field Day**



Charlie White  
Crop Management Team

**Penn State Extension**

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**Presentation Outline**



- Identifying learning objectives
- Picking a location
- Presenters and facilitators
- Participatory engagement strategies
- Building partnerships
- Case studies and examples throughout





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**Identifying Learning Objectives**

- First thing to consider before planning any activities
- Knowledge, Skills, Attitudes, Actions
- Guided by project goals, input from advisory group, participant engagement
- Helps frame evaluation questions




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### Field Day Locations

Research Station	vs.	On-Farm
<ul style="list-style-type: none"> <li>• Experiments with side-by-side comparisons</li> <li>• Lots of data collected</li> <li>• Good infrastructure for public events</li> <li>• But, research methods don't always reflect reality</li> </ul>		<ul style="list-style-type: none"> <li>• Scale and management more relevant to commercial farmers</li> <li>• Participants see and learn from peers</li> <li>• More comfortable setting 'in the community'</li> <li>• Farmers as the spokesperson</li> </ul>
		

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### Different types of presenters and facilitators

Farmers	Industry Reps
<ul style="list-style-type: none"> <li>• Intimate knowledge of production tasks and a whole-farm perspective</li> <li>• Credibility w/ peers</li> <li>• But, experience is focused on a smaller scope of farming systems, crops, climates</li> </ul>	<ul style="list-style-type: none"> <li>• Broad perspective from working with many farms and crops</li> <li>• Good communicators w/ farmers</li> <li>• Expertise in their products and services</li> <li>• But, potential to be biased</li> </ul>
	

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### Different types of presenters and facilitators

Conservation Partners	Extension & Researchers
<ul style="list-style-type: none"> <li>• Can communicate policies that affect farmers</li> <li>• Offer cost share programs</li> <li>• Technical expertise in conservation practices</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of scientific processes</li> <li>• Can interpret results in context of management &amp; environment interactions</li> <li>• Honest broker of research results</li> <li>• Can be good facilitators</li> <li>• But, credibility needs to be earned</li> </ul>
	

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### Opportunities for engagement at research station field days

- Side-by-side comparisons can be made
- Record and synthesize data from experiments
- Discover the ecological processes at work
- Use the element of surprise




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**Molly Hamilton**  
Extension Assistant, NC State University

- How learning happens at field events
- Partnerships with other organizations
- Marketing field events




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### How does learning happen at field events?



2012 S. Bell, J. McAllister, Northeast SARE  
<http://extension.unh.edu/Adult-Learning-Methods-and-Technology>

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## Provide Safe Environment

- Food, shelter, bathrooms
- Weather, parking, directions, signs
- Transportation
- Microphone
- Be prepared: materials, registration, name tags, backup plans




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## How does learning happen at field days?

- Speakers/lecturers vs. participation vs. co-learning
- Tell – show – involve




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## Tell

- Need good speakers
  - Credible, humble, relatable
  - Needs to know audience
- Speakers should be concise and interesting
- Any handouts from speakers should be given to participants at beginning and can be referred to




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## Show (and involve): hands-on engagement

- Takes extra planning
  - Logistics and materials
- Learning activities, or experiences, should:
  - Take into account existing mental models
  - Develop that model so that learning and change can happen (discovery)
  - Can be done by large group
  - Or done in small groups




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## How to . . .

- Planning
  - Field plots, demonstrations, etc.
- Activity should involve participants
  - Watching demonstrations – good, but passive
  - Viewing trials or crops – good, but passive
- Other examples:
  - Simulate situations
  - Worksheets
  - Problem solving
  - Brainstorming
  - Rating
  - Games




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## Involve

- Discussion and co-learning
  - Allowing audience to discuss experiences with each other
  - Facilitate discussion with questions
    - Ask for experiences (best, worst, lessons learned)
  - Peer-to-peer interactions
  - Give control to learners:
    - Allow time for socialization
    - Uncover needs during field day




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### Partnerships with other organizations

- Strengths of different organizations provide better programming
- Opportunities to involve other organizations:
  - Assess needs
  - Planning and implementing demonstrations
  - Speakers
  - Conducting activities
  - Help advertise event

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### How to involve other organizations

- Advisory committee
- Invitation to participate or speak
- Partner on projects, research, etc.
- Ask for input
- Connect with press
- Ask for help advertising (reach different audiences)
- Help provide resources
- Acknowledge and thank partners, recognize them




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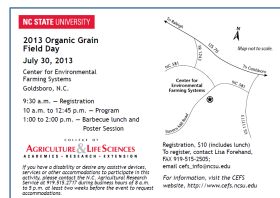
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### Marketing

#### • 4 P's:

1. Program
2. Price
3. Promotion
4. Place



- Media outlets to social media
- Provide credits, if possible
- Promote Extension




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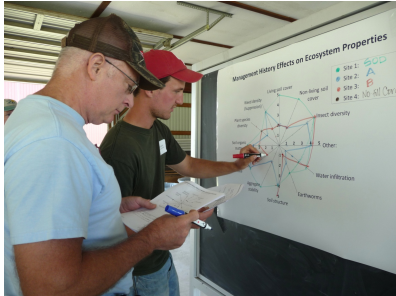
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**Spider Plots: a framework to evaluate ecosystem services**



Gareau, et al. 2010. Spider Plots: A tool for participatory extension learning. Journal of Extension 48(5): STOT8.

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**Ecosystem services that can be measured at a field day**

- Nitrogen retention
- Nitrogen supply
- Weed suppression
- Insect pest regulation
- Pollinator resources
- Soil health
- Cash crop yield




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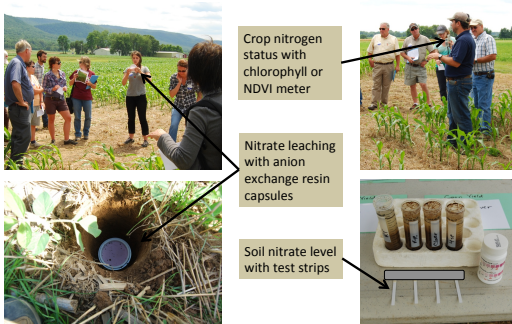
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**Ecosystem services: Nitrogen retention and supply**




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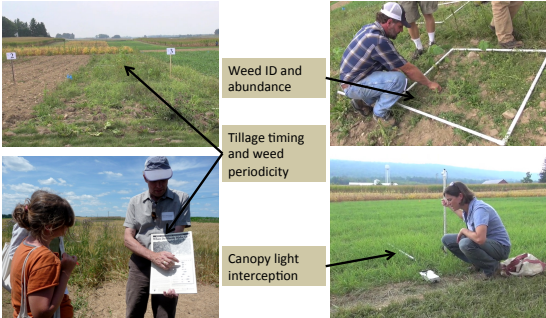
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**Ecosystem services: Weed suppression**



- Weed ID and abundance
- Tillage timing and weed periodicity
- Canopy light interception

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**Ecosystem services: Insect pest regulation, pollinators**



- Pitfall traps
- Sticky traps
- Sweep netting
- Observation

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**Ecosystem services: Soil health**



Forest      Permanent Sod      No-Till Corn/Beans w/o Cover Crops      Organic Reduced Till      Organic Conventional Till

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**Ecosystem services: Cash crop yield**

Kernel Count Yield Estimate




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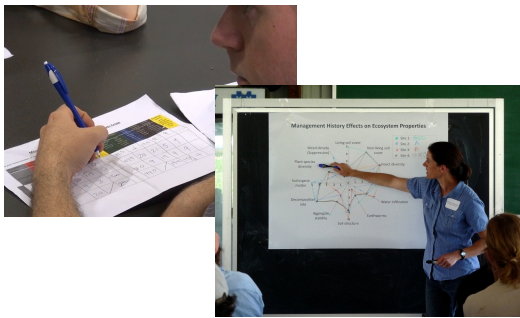
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**Integration and synthesis: Plotting the values**




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**Thank You and Acknowledgements**

Field days are made possible through incredible amounts of team work and support from stakeholders and partners

Team Members and Advisory Board Members for the projects:

- Weed Management, Environmental Quality, and Profitability in Organic Feed and Forage Production Systems
- Improving Weed and Insect Management in Organic Rotational No-Till
- Finding the Right Mix: Multifunctional Cover Crop Cocktails for Organic Systems

Pennsylvania Association for Sustainable Agriculture  
Farm-Based Education Program



For more information see:

<http://agsci.psu.edu/organic/research-and-extension>

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We need your feedback! Please fill out our follow-up  
email survey!



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