



2010 OWEB BIENNIAL CONFERENCE

WORKING TOGETHER *for* HEALTHY WATERSHEDS

November 15-17

Pendleton, Oregon

Pendleton Convention Center

Call for Presentations

Conference Overview

The Oregon Watershed Enhancement Board (OWEB) biennial conference occurs over a three-day period and draws a state-wide audience of approximately 350-400 people. The attendees represent the range of professionals working to restore and improve Oregon's watersheds.

OWEB provides this conference in order to

- Build a community of watershed professionals.
- Support the professional development of those working to improve and restore Oregon's watersheds.
- Celebrate the accomplishments of the recent past and motivate and inspire future projects.
- Provide better customer service and communications with stakeholders and partners.

Call for presentations

OWEB recognizes that adult learners can focus on information presented in a lecture for no more than 15 to 20 minutes. Participants must engage in the material to retain it. OWEB seeks presentations that provide information in a meaningful manner. Presentations that are a mix of activities are preferred over those that rely solely on lectures of paper presentations. Providing time for participants to use, discuss, analyze, apply, or organize information will re-energize them for the next 15- to 20- minute lecture presentation.

The Benefits of Presenting

- **To you.** Creating a presentation is a great way to crystallize your thinking about a subject. Your preparations may include reflection, research, collaborating with interesting new people, and more.
- **Recognition.** Being selected as a presenter is validation that what you have to say to this group of professional peers is valuable and will contribute to the community. The conference planning team will recognize your efforts in other ways, as well.
- **Give back.** Sharing your knowledge with the larger group helps to support the community of watershed professionals by improving their skills and knowledge. The hoped-for long term outcome is effective restoration and protection of Oregon's water and wildlife habitats through the work of these professionals.
- **Fun.** Presenting can be fun, partly because in doing so, you are an essential element of the conference. You're part of the team.
- **Registration.** Presenters will be eligible to receive partial to complimentary conference registrations based on level of participation and contributions. Depending on budget and sponsorship levels, we may be able to reimburse you for some or all of your travel and lodging.

Key Dates

Friday, July 16 -- Deadline for submitting presentation proposals on: www.healthywatersheds.org/conference.

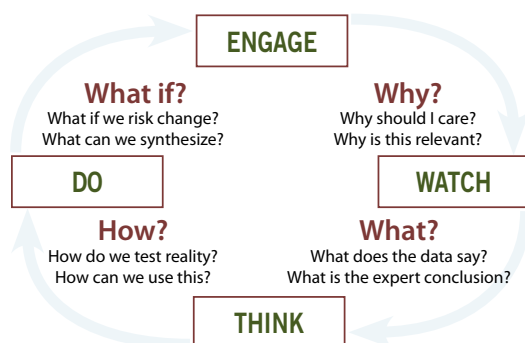
Friday, July 30 -- Conference Planning Team response to proposals.

The primary contact for each accepted presentation must submit a complete description of their presentation to their track committee. The primary contact is also responsible for keeping other speakers informed. Track committees will return edits or comments soon after. Speakers must complete any revisions and distribute copies of their paper to the track committee and the other speakers prior to November 8, 2010.

Note: Track committees and the conference planning team reserve the right to withhold a presentation from the program if the presenter has not complied with these guidelines.

How to Design and Implement a Presentation

- 1. Assess the needs.** The first step is to look at the conference themes and to assess what it is you'd like to share. Envision your audience, and what you perceive their needs to be. How do you know this session will be helpful? What information can you provide that will support their doing a better job? What have you learned that would be useful to others?
- 2. Collaborate.** Subject expertise is a good start, but it's helpful to have someone facilitate an interactive session. Work with others who are good at presenting and are aware of adult learning techniques. For ideas, give Carolyn a call at (503) 986-0195. Most likely, your presentation will be a richer experience (for you as well as your audience) with the help of others. Reach out to peers who are working on similar projects in different regions, or work with your coworkers to show different aspects of the same project: administration, outreach, technical design, monitoring. Involve volunteers, education/outreach staff and others who are experienced at facilitating a group of learners and utilize their perspective and expertise in educational programs. Think of your subject from as many points of view as possible.
- 3. Be clear.** Clear learning outcomes provide the foundation for selecting appropriate activities. After attending your presentation, what will learners be able to do? What tasks will they be able to perform? What problems will they solve? What new skills, knowledge, behaviors or attitudes will they have gained? Clarify your learning objectives, draft an outline, confirm roles and responsibilities with your presentation partners and write things down.
- 4. Recognize your audience as knowledgeable practitioners. Engage them.** Adults respond best to learning that is active and experience based. In planning a presentation, find a balance between involving participants (through small group activities, etc.) and providing "expert advice" on the workshop topic. Allow time for audience interaction.
- 5. Be dynamic.** Presentations should be well organized without relying heavily on Power Point or "a paper." Use one or more of the following techniques.
 - **Interactive exhibits.** Set up learning stations, displays or demonstrations around the perimeter of the meeting room (or perhaps outside the room if space allows). Provide time at the beginning, middle or end of the presentation to visit these areas. Enlist experienced conference attendees to help staff these stations.
 - **Survey.** Conduct a survey at the beginning of the presentation to learn participant skill level, interest level, etc.
 - **Questions.** Build questions for audience members into the presentation to start discussions. Make this fun--give prizes.
 - **Hand out 3X5-inch cards.** Provide cards at the beginning of the presentation and instruct participants to write questions on the cards (include space for email and phone). Periodically (or at least at the end) take time to collect the cards and answer some of the questions. Answer other questions after the conference if time doesn't allow answers to all inquiries.
 - **Groups.** Use small groups to discuss, analyze, or brainstorm some aspect of the topic--perhaps focusing on ways to apply the new information.
 - **Check in.** Halfway through a talk or at a logical stopping point, break the audience into groups of 5-6 (do this by seating arrangements; it takes less time and adults are reluctant to move to new seating spots even though it improves learning). As a group, they write down: a. the most important thing they just learned, and b. the most pressing question they have. Specify a short amount of time for this task (no more than 10-15 minutes). The groups report back to the full group.
 - **Case study.** A case study provides a detailed report of an incident or event through either an oral or written presentation, perhaps with the aid of visuals. This provides the audience and presenters a focus for discussion. Ask audience members to embellish the case study or discuss similar incidents or events.
- 6. Go online.** The presentation application form can be found at: www.healthywatersheds.org/conference. Questions or difficulties with the online form? Contact Denise Ker, Conference Planning Team. denise@viva-consult.com or (503) 806-1707.



The Learning Cycle

Effective presentations require a lot of planning. One established planning tool consistent with contemporary theories about how individuals learn is the learning cycle. Adults learn best when they are given experiences, understand the relevance of the information, are informed, and are given the means of trying out those models to see if they work in practice. In planning a presentation, be aware that individuals have different preferences and avoid spending too long in any one stage.

Adapted from:
Jarvis, P. (1987) *Adult Learning in the Social Context*, London: Croom Helm.
Kolb, D. A. (1984) *Experiential Learning*, Englewood Cliffs, NJ.: Prentice Hall.

Selection Criteria and Next Steps

Conference Planning Team

The next step is for our conference planning team to review all of the session proposals. Criteria for selection are:

- Does the presentation fit one of our conference themes?
- Does the presentation describe a clearly needed knowledge, skill, or behavior that our conference attendees would benefit from learning?
- Does the presentation seem engaging?
- How does the presentation complement the other presentations proposed for this track? We're striving to make sure that each track will provide sessions for those new to the field as well as those more experienced; we also strive to make sure that each track will provide sessions of interest for all regions of the state.

You should expect to hear back from the conference planning team by mid-July. Track committees and the conference planning team may recommend changes to the presentation in order to coordinate it with other presentations or to better fit our audience needs

Starting Ideas for Presentations for Each of the 4 Tracks



Clean Water

To have clean water, we have to take care of our forests, rangelands, farms and cities – as well as the streams, rivers and lakes that link them all. The Clean Water track will feature practical presentations for professionals who are interested in protecting the state's water. Here are some starting ideas for learning outcomes that may help you design a presentation.

- Compare and contrast the different tools for water conservation in order to stimulate possibilities in different areas.
- Gain knowledge of the ins and outs of volunteer monitoring of water quality in order to diagnose watershed issues.
- Explore different types of restoration actions to achieve measurable clean water outcomes. For example, by visiting 4 different interactive exhibits of projects gain a greater understanding of programs such as waste water treatment systems, buffer establishments, etc.
- Discuss and analyze the design parameters for stream channelization and native planting projects to produce measurable clean water outcomes.
- Learn how to recognize cold water refugia for salmon and other fish species and identify restoration and protection actions for different situations.
- Increase understanding of the determination of “gaining” and “losing” stream reaches and assess the value and use of this information in designing restoration projects.



Unique Approach

Oregon's approach to watershed health focuses on local partnerships and voluntary actions, and builds on what Oregonians are already doing that is good for water, people and wildlife. Sessions in this track will showcase some of the creative ways our partners are approaching watershed enhancement in their region.

Here are some starting ideas for learning outcomes that may help you design a presentation.

- Explore cooperative efforts between agency and local groups that have resulted in ecological benefits. Identify the essential ingredients and potential pitfalls to a successful partnership from formation to implementation; and think about ways in which these elements are applicable at any scale of project.
- Oregon is one of two western states without a formal, written water strategy. Understand the latest strategy to meet Oregon's water resource needs instream and out-of-stream.
- Recognize aspects of watershed restoration projects which provide ecosystem services and appraise the risks and opportunities associated with this commodities approach.
- Assess and reflect on how information regarding climate change has altered the ways in which you think about watershed projects and ecological resilience. Plan tangible ways for building resilience in to future projects.
- Gain an understanding of the considerations and benefits of land conservation, water conservation, and habitat restoration.



Healthy Habitat

Every lake, river and stream in Oregon is part of a larger system. Water flows from ridgetop to riverbed, nourishing our forests, rangelands, hills and valleys – including Oregon’s irreplaceable wildlife habitat. Sessions in this track will showcase how leaders at the local level are restoring and enhancing habitat for the benefit of the larger system.

Here are some starting ideas for learning outcomes that may help you design a presentation.

- Compare and contrast different approaches to developing recovery plans for salmon and consider ways in which these plans can and should inform future on-the-ground habitat restoration work.
- Increase understanding of appropriate effectiveness monitoring programs at the watershed scale and appreciate the difficulty and potential issues associated with the task. Analyze previous efforts and discuss options for improving methods for monitoring cumulative effects in a statistically sound and defensible manner.
- Become aware of the issues that are likely to have a direct bearing on the success of local habitat restoration projects such as introduced species, the scale of the processes in relation to the scale of the project, barriers to colonization, etc. and list opportunities for overcoming these factors.
- Gain assessment and design basics through a case study of an actual project.
- Discuss and share thoughts on the scientific information regarding global climate change and how habitat restoration projects and priorities have (or haven’t) been modified. Produce a set of criteria for evaluating a restoration design in light of preparing for and mitigating global climate change.



Working Together

One of the best things about Oregon’s approach to watersheds is that it brings people together. Ranchers. Farmers. Environmentalists. Business leaders. Students. Fishermen. Volunteers. They often start with different points of view. As part of the process, they identify common goals and values. Sessions in this track will showcase examples of successful partnerships.

Here are some starting ideas for learning outcomes that may help you design a presentation.

- Examine a case-study which demonstrates a cooperative program between three different agencies, each with its own set of missions, values, and skills that moves watershed volunteers from engaging in episodic events to consistent involvement. Isolate and clarify the essential elements of this partnership and propose at least three personal action items.
- Increase your understanding of the role of cooperative conservation in salmon recovery and implementation, and construct-specific ideas for reaching out to new partners.
- Compare and contrast examples of community engagement from each region of the state and identify common elements of their success.
- From a one-time lesson plan to an entire service learning program, explore the range of school/watershed restoration partnerships and come up with a strategy for the right fit for your community.
- Increase your understanding of the range of people and resources available (beyond the obvious agencies) for consultation in order to plan, implement, and monitor restoration projects.
- Learn the basics of effective participatory processes in habitat restoration. From setting objectives, process planning, and choosing the appropriate methods at each stage of a process, gain the tools for your next effort.

Contact us!

Questions about the conference?

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 Online forms, conference logisticsDenise Ker, Viva! Consult (503) 806-1707 denise@viva-consult.com