February 17, 2020 Education Working Group Call

Attendees: Mary Lofton, Anna Sjodin, Gretchen Stokes, Jason McLachlan, Jody Peters, Diana Dalbotten

Agenda:
- Think about the goals for the Education group for this semester.

- Anna & Gretchen update on what they are thinking about now in terms of a prediction/forecast definitions type paper (blog post or ESA Editorial)
  - Have **this Google doc** [LINK REMOVED] with scope and vision for write-up of the forecasting vs prediction definition and goal for putting it together. Also a list of potential survey questions and outline. To Do list moving forward and what to get feedback on. Also shared with Kira Sullivan-Wiley from the Social Science and Partners working group
  - For today. Go over the Scope. Determine target audience. How to disseminate survey. What kind of help people in the group can provide.
  - Scope:
    - There are lots of definitions for prediction/forecasts depending on what field they are in. EFI folks seem to follow CLark's definition - uncertainty is important for decision making. Large paper is a synthesis of what fields have defined and then lay out how our group defines forecasts and why it is important.
    - One thing to be aware of - if we do a survey and find a lot of people don't follow that definition, then be respectful to say there are these different views, but this is how we see prediction/forecasting.
    - Tiers of forecasting (previous idea from Cayelan) - a way to be more inclusive. We have a specific way of defining forecasts, but other people who contribute to the group as well may have a different way of defining forecasts and they would be in a different tier.
    - Mary - agrees to keep it inclusive. Thinking from grad student perspective, grad students are often just starting and will be involved in the opportunities that are available from the labs they are in/projects they are funded on.
    - ESA Bulletin is appealing. It is citable. Good to have it somewhere published where it is citable.
  - Figures
    - Use the figures as a way to shape the survey
    - Figure 1) Conceptual figure that represents tiers or all the kinds of science that contribute to forecasting. Show complexity. Concentric rings of issues or graph with time on x axis and timing of research and what info needs to be gathered before moving on to next steps.
    - Jody to share Proposal with the group.

- - 1st figure wouldn't include weather, sports, economics (that would be described in a paragraph), but would focus more on how our group see forecasting
  - How we change an environment through a forecast. There are a lot of people that get involved from time to time. If applied setting - have people who collect data, people who make decisions, and people who are affected by the decisions made
  - Highlight ebb and flow with the people involved in forecasting? Is this what Anna/Gretchen were thinking? Anna - yes. Highlighting the different parts and how people can get involved (people impacted by the ecosystem impairment, data collectors, modelers, decision makers, etc).
    - Perhaps have a flow with an ecosystem improving and there are different places where different people from different backgrounds get involved.
    - Want to demonstrate what a forecast is in the figure. As a way to differentiate forecast and prediction.
    - Want to show that it is a welcoming community and show that there are lots of ways for people to get involved.
  - Figure 2 - demonstration of how people self-describe what forecasting.
    - Have a survey question for people to write what they define ecological forecasting is. Then show graphically what are common themes of the definitions. Network - words = node, number of times it came up were the edges.
    - This would be an open-ended question right at the beginning of the survey
    - May not know how graphically complex it will be until we get the survey responses back
    - Limit complexity of network figure - if there are clearly a top 20 words that showed up in 90% of the answers then use those
  - Figure 3 - show background/training of people in EFI. Show formal background training with current research agenda. Show necessary forecasting components and get feedback from those being surveyed on those components.
    - Have a number of survey questions that get to this
  - Is there anything the group thinks Anna and Gretchen should include?
    - Focus is on researchers. But if there are people who don't think of themselves as researchers how would they
    - Jody to send the way that we asked applicants for EFI DC 2019 and RCN 2020 meetings their background affiliations, etc
  - Next steps
    - Find social science individuals to avoid bias in questions. Melissa Kenney, Kira Sullivan-Wiley
    - Thinking about fields - goal of the research agenda

- ■ IRB - Gretchen has done the training. Anna has not. She has dates in April and May and need to have survey questions submitted to them 2 weeks prior to that.
- ■ People who are interested in helping:
  - ● Diana will help review text
  - ● Jody to help review text and make connections within the EFI group, helping to send the survey to EFI members
  - ● Jason - help review text
  - ● Mary - participate on calls and provide feedback. Not looking for authorship, but happy to stay involved and provide feedback on the calls over this semester
  - ● Grad student group - people would be excited to help if there were substantial/concrete roles laid out. There is a Grad Student meeting this Thursday - Gretchen will bring up this paper with that group
  - ● Anna - would like some pointers/paragraph from someone higher up in EFI for overview from the group
- ● Other things to focus on this semester:
  - ○ Strategic Plan for the Diversity calls
  - ○ Anna/Gretchen - to provide a timeline on the next call. Decide on the IRB deadline/ESA Bulletin deadlines. Then orient the monthly calls to keep it all moving.
- ● Cayelan's Survey for Forecasting Instructors Update
  - ○ Mary will check in with Cayelan to see if there is anything she wants feedback on

- ● Next call: Diversity March 2, Education March 16