



# **Bringing *The Woods in Your Backyard* to New Audiences**

**IUFRO Extension & Knowledge Conference**

**Christchurch, NZ. September 1—13, 2018**

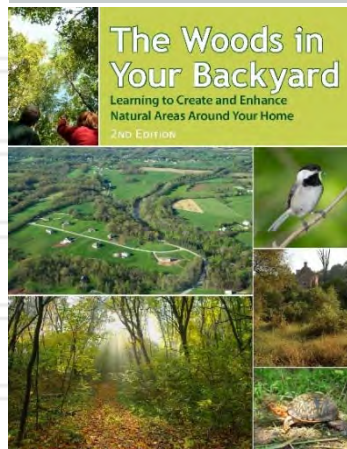
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University of Maryland Extension



UNIVERSITY OF  
**MARYLAND**  
EXTENSION

# Bringing *The Woods In Your Backyard* to New Audiences



Face-to-face  
(Print)



Online  
course

- Beyond traditional audiences
- Diverse age groups
- Apply technology

# Most Woodland Parcels Under 10 Acres

## *Mid-Atlantic States*



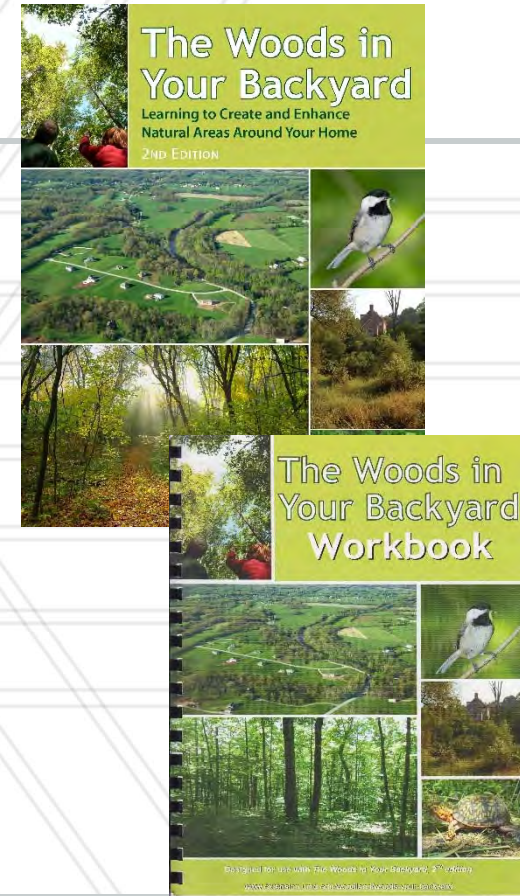
Nationally:  
*61% of PFL's  
parcels are 1-9  
acres.*

Mid-Atlantic  
States:  
- *60% in PA*  
- *84% in MD-NJ*

# *I. Program overview*

## *The Woods in Your Backyard*

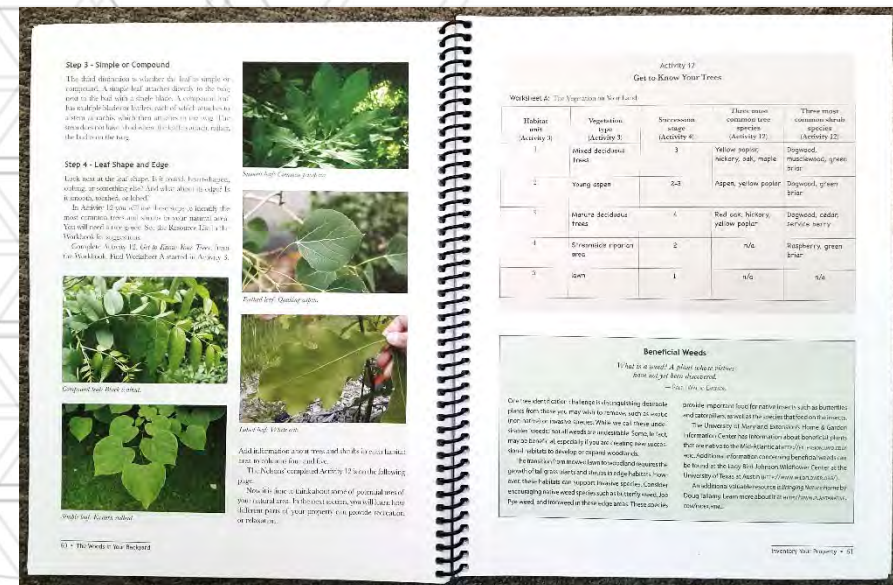
- Printed Guide & Workbook
  - First edition 2006; second edition 2015
  - Over 13,000 sold over both editions
- Evening and weekend workshops to thousands in Mid-Atlantic area
  - For small-property owners
  - Converting lawn to woodland
  - Enhancing current woodlands





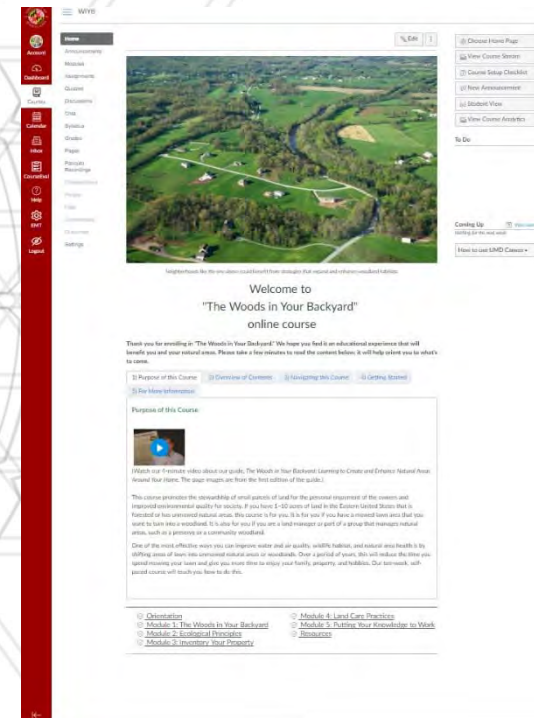
## I. Program overview, contd.

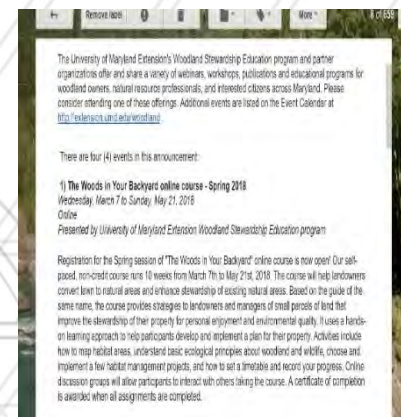
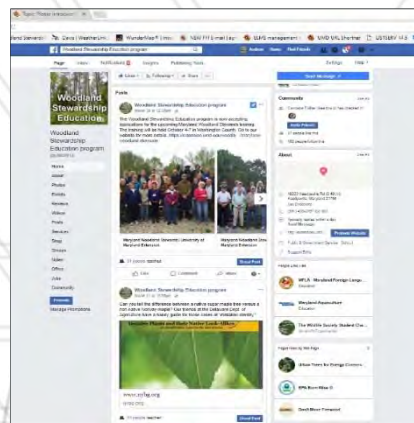
- Each guide's lesson is followed by hands-on activities
- Collect data, use case studies & project ideas.
- Develop basics of a stewardship plan
- Participants create a "stewardship journal" to record their projects & progress



## II. Course history & application

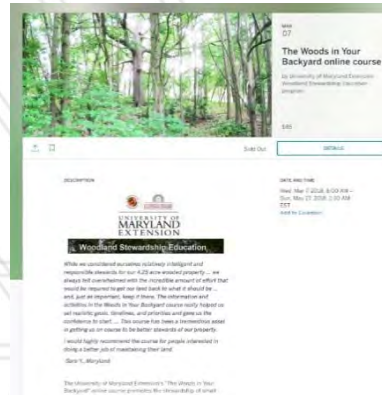
- Built on Canvas ELMS
- Debuted Fall 2016
- Intent: 2x a year (Spring & Fall)
- 25 participants





# Publicity through digital & social media

- Distribution of quarterly newsletter & listservs
- Pinned Facebook posts
- Partners – MG, MN, Env. Org., Volunteers



## Registration through Eventbrite.com

- Enables participants to enroll with credit card
- Eventbrite handles all processing and disburses at end of session





**Sent with paid \$85  
registration**

*The Woods in Your Backyard,  
2<sup>nd</sup> edition*

*The Woods in Your Backyard  
Workbook*

*Common Native Trees of  
Virginia Identification Guide*

## ***II. Course history & application***



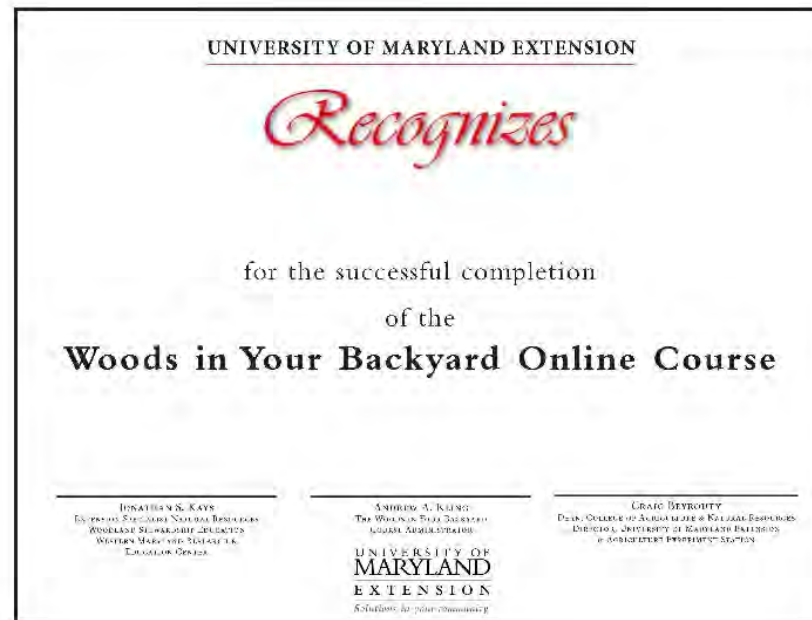


## Short videos to illustrate concepts

- Developed in-house
- Landowner interviews, safety reviews, equipment demonstrations

## II. Course history & application

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## Session 1 (Fall 2016) – 20 Participants

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*We didn't expect it to be perfect, but ...*

- ✓ 30% submitted no activities
- ✓ 70% completed all activities & quizzes in Module 1
- ✓ 50% completed 2/3 of the course
- ✓ 45% completed course-received certificate

## III. Continued development

Since that first session ...

The screenshot shows a digital learning interface. On the left, there is a vertical sidebar with a search bar at the top. Below the search bar, there is a diagram of a tree with labels: 'gh a riparian buffer of precipitation' pointing to the canopy, 'New England' pointing to the trunk, and 'Matured soil' pointing to the base. The main content area is titled 'Activity 12: Get to Know Your Trees (Workbook p. 22)'. Below the title, there is a green header 'Activity 12' and a sub-header 'Get to Know Your Trees'. The text describes the activity: 'Activity 12 will enable you to record the most common trees and shrubs on your property. You may need a tree guide to help you identify the different species; consult the Resource List [here](#) for some suggestions. Activity 12 completes Worksheet A. Add information about trees and shrubs in each habitat unit to columns 4 and 5 in Worksheet A. You can see the Nelsons' completed Activity 12 [here](#).' Below this, there is a section 'Completion Options:' with two sub-sections: '1) Workbook:' and '2) Online:'. The 'Workbook' section lists three steps: 'Go to page 22 and complete Activity 12.', 'Return to Worksheet A, found on page 10, to enter the new information.', and 'Create a digital image of your completed Worksheet A (using a smartphone, digital camera, or scanner).'. The 'Online' section lists three steps: 'Download Activity 12 [here](#) and save it to your preferred location (hard drive or other option) and open it in your favorite PDF reader. (See the course's [home page](#) for two popular choices.)', 'Follow the directions to add your new information, and save the completed Worksheet A as a file with your last name attached (for example, 'Activity\_12\_Johnson.pdf', without the quotes).', and 'Once you have completed the Activity, upload it using the "Submit Assignment" button.' On the right side of the main content area, there is a vertical sidebar with a close button at the top and a 'Send' button at the bottom.

Search

Activity 12: Get to Know Your Trees  
(Workbook p. 22)

Activity 12  
Get to Know Your Trees

Activity 12 will enable you to record the most common trees and shrubs on your property. You may need a tree guide to help you identify the different species; consult the Resource List [here](#) for some suggestions. Activity 12 completes Worksheet A. Add information about trees and shrubs in each habitat unit to columns 4 and 5 in Worksheet A.

You can see the Nelsons' completed Activity 12 [here](#).

Completion Options:

1) Workbook:

- Go to page 22 and complete Activity 12.
- Return to Worksheet A, found on page 10, to enter the new information.
- Create a digital image of your completed Worksheet A (using a smartphone, digital camera, or scanner).
- Upload the new images using the "Submit Assignment" button.

2) Online:

- Download Activity 12 [here](#) and save it to your preferred location (hard drive or other option) and open it in your favorite PDF reader. (See the course's [home page](#) for two popular choices.)
- Follow the directions to add your new information, and save the completed Worksheet A as a file with your last name attached (for example, 'Activity\_12\_Johnson.pdf', without the quotes).
- Once you have completed the Activity, upload it using the "Submit Assignment" button.

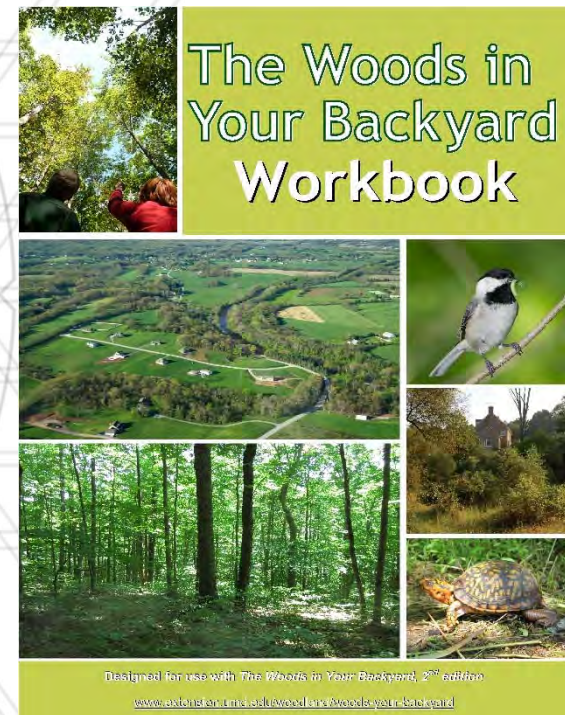
Send

# Enhancing the “Asynchronous Learning”

“Revised and expanded download & upload instructions”:

Fill in downloaded PDF forms  
*or*

Complete blank activity sheets  
in Workbook and submit photos



# Workbook options

PDF ...

	Crop tree 1	Crop tree 2	Crop tree 3	Crop tree 1	Crop tree 2	Crop tree 3	Crop tree 1	Crop tree 2	Crop tree 3
Habitat unit	1			2			3		
Species, if known	white oak	loblolly pine	hickory	white oak	red oak	white oak	white oak	loblolly pine	beech
Canopy open on _ sides	1	1	1	4	3	3	2	2	0
Average open sides per habitat unit	1			3			1		
Thinning recommended?	yes			no			no		

	Crop tree 1	Crop tree 2	Crop tree 3	Crop tree 1	Crop tree 2	Crop tree 3	Crop tree 1	Crop tree 2	Crop tree 3
Habitat unit	4			5			6		
Species, if known	beech	maple	dogwood	white oak	white oak	laurel			
Canopy open on _ sides	1	0	1	4	4	4			
Average open sides per habitat unit	1			4					
Thinning recommended?	yes			no					

Or by hand...

	Crop tree 1	Crop tree 2	Crop tree 3	Crop tree 1	Crop tree 2	Crop tree 3	Crop tree 1	Crop tree 2	Crop tree 3
Habitat unit	1			2			3		
Species, if known	oak			holly			Sycamore	oak	Birch
Canopy open on _ sides	4			4			2	3	3
Average open sides per habitat unit	4			4			2.6		
Thinning recommended?	no			no			no		

	Crop tree 1	Crop tree 2	Crop tree 3	Crop tree 1	Crop tree 2	Crop tree 3	Crop tree 1	Crop tree 2	Crop tree 3
Habitat unit	4			5			6		
Species, if known	red oak	White oak	Hickory	Birch	Red pine	Virginia pine			
Canopy open on _ sides	2	3	4	4	2	2			
Average open sides per habitat unit	3			2.6					
Thinning recommended?	no			no					



# Upload the digital photo...

Activity 1: Family Goals Assessment

Print copies of this page for each member of your family or work team. Anyone who is or will be involved in your property should privately answer the questions below.  
(Note: Every statement may not apply to everyone's situation.)

	Agree	Disagree
I would like to have more natural areas and less mowed land.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I do not understand what kinds of land management projects are possible and what is involved with each.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I'm very enthusiastic about making changes to improve the land stewardship of our property.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Any new land management projects are too much for us to handle now.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I am worried about how land management projects will affect our time for other family and/or personal activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I am concerned that other family members do not understand what I value most about our property.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
I believe we could handle the financial cost of carrying out some land management activities on our property.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
It's important for the children to learn to work the land, even if other activities have to be reduced.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I believe my opinions and feelings about potential new projects on our property will be taken seriously.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

# Impact of revised instructions

*Previous Sessions vs Spring 2018*

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	Previous Sessions	Spring 2018
PDF's	96%	83%
Scanned Hand Entry from workbook	4%	-
Digital Image of Hand Entry from workbook	-	17%
Completion Rate	45%	70%

## ***IV. Course impact***

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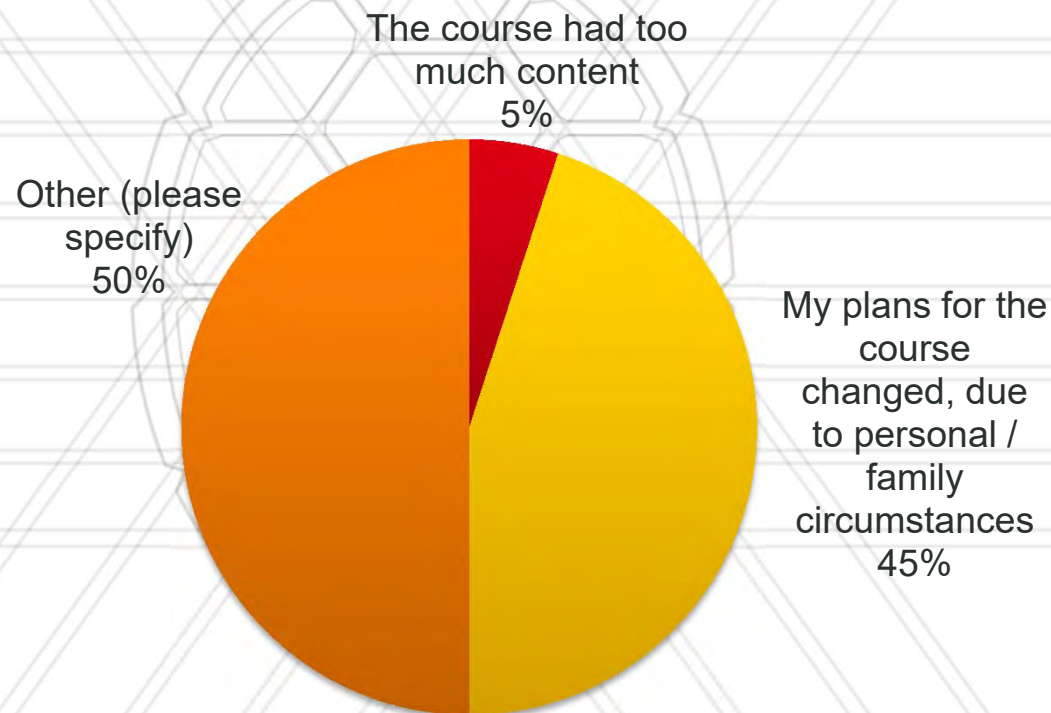
Qualtrics followup survey - March 2018

- All paid participants (69) invited to reply
- 65% response rate
- Asked to share opinions and demographics



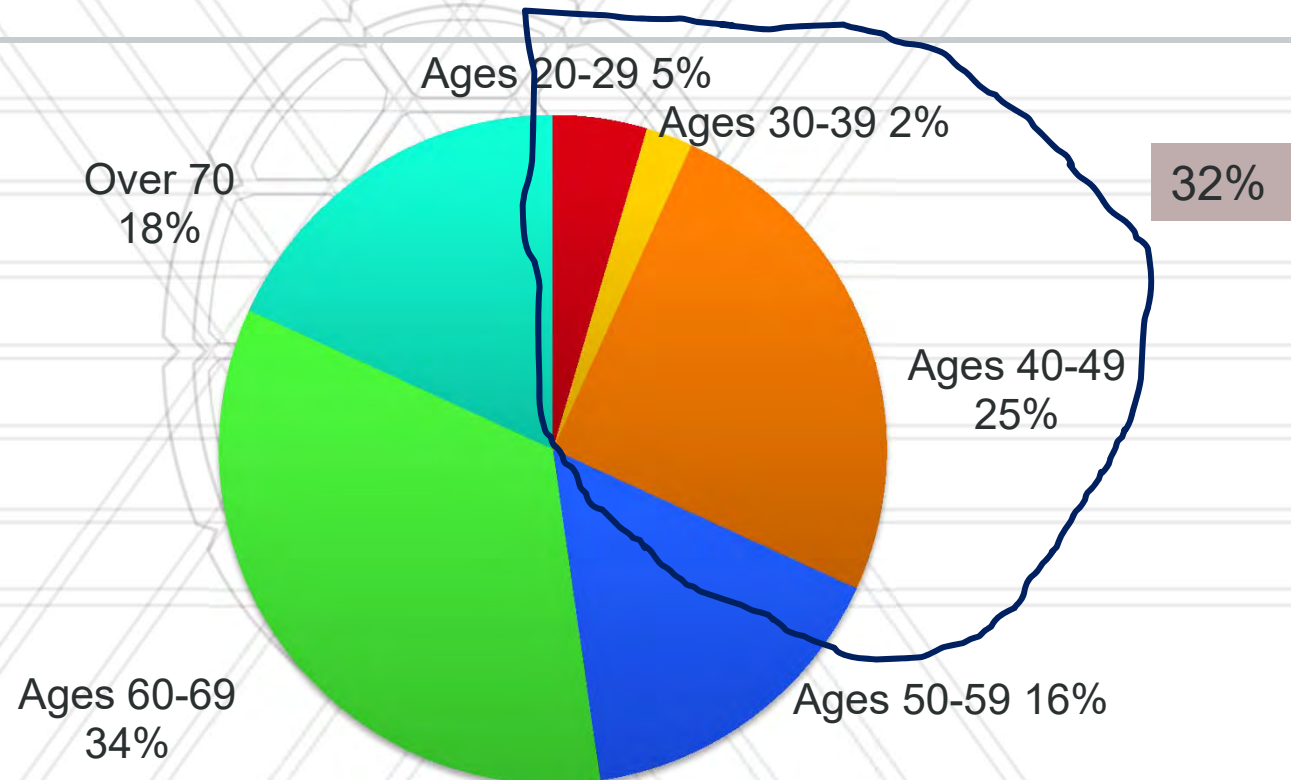
# “What were the barriers that kept you from completing the course?”

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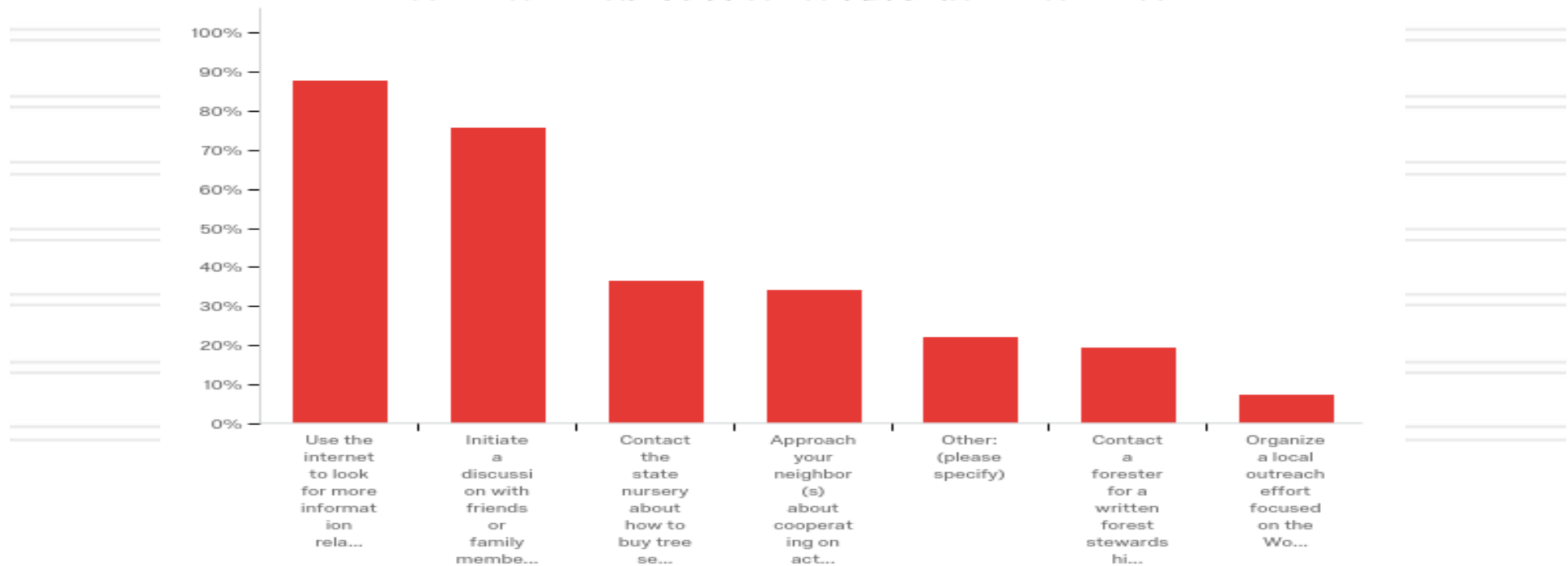




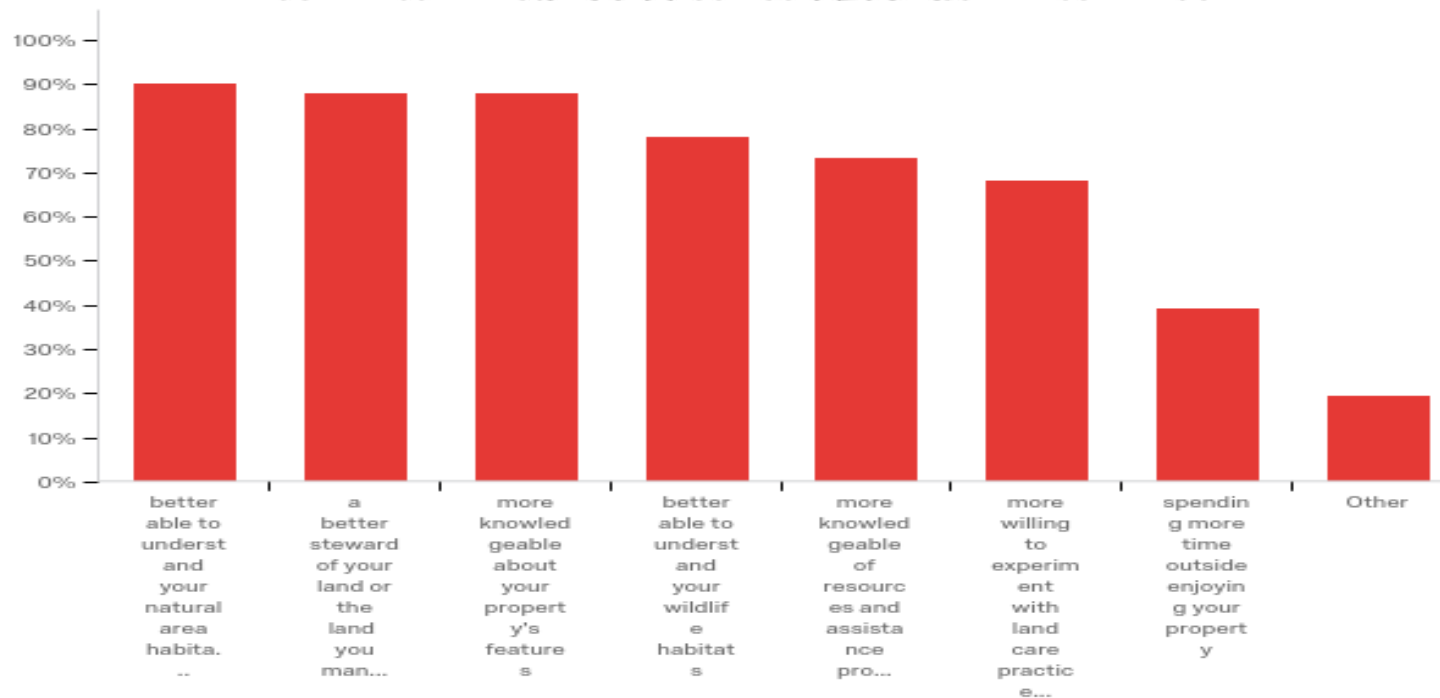
# Demographics through Session 3



# “Did the course motivate you to ...?”



# “As a result of this course, do you feel that you are ...?”



## **“As a result of this course, do you feel that you are ...?”**

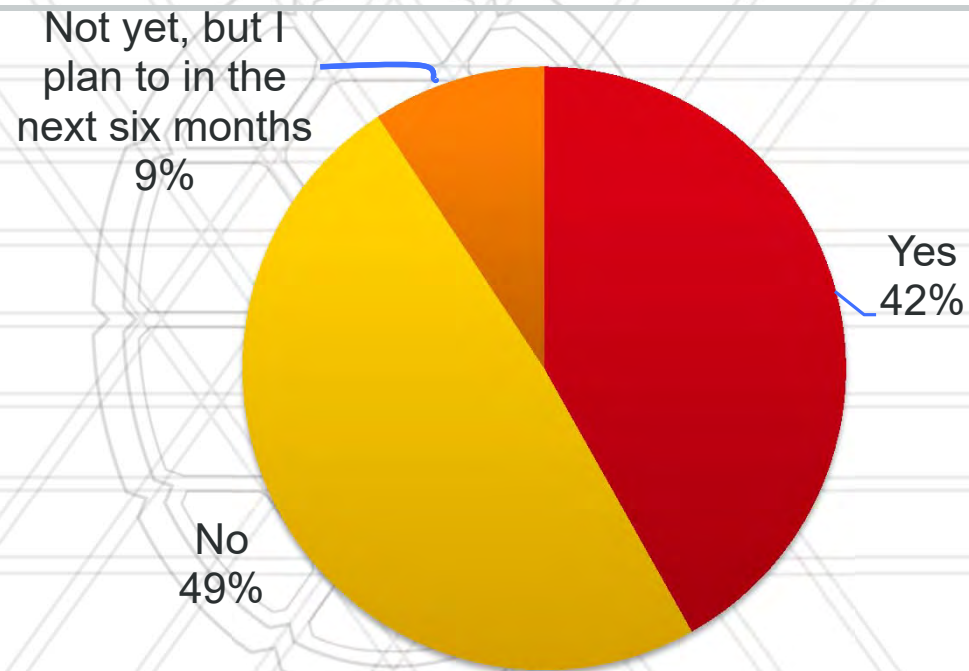
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“Other” included:

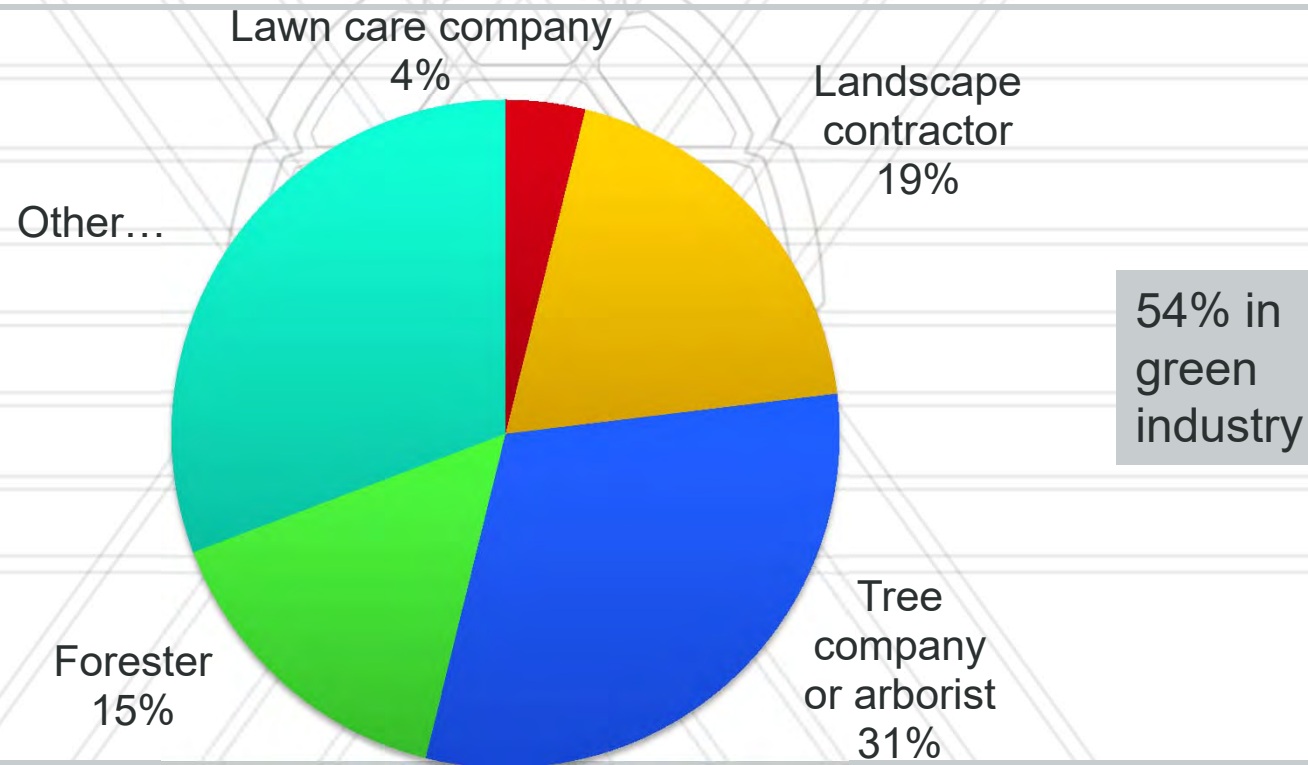
- “More opportunities to spent time with and teach my kids about the world”
  - “Got children more engaged in the environment in our yard and managing it”
  - “I learned about some of the questions I didn't know how to ask. Also, the process of defining & naming different areas has made to projects less intimidating - it's easier to get started.”
-



# “Have you contacted a service provider?”



# “How would you describe the service professional(s) you contacted?”



# Land care practices for natural areas

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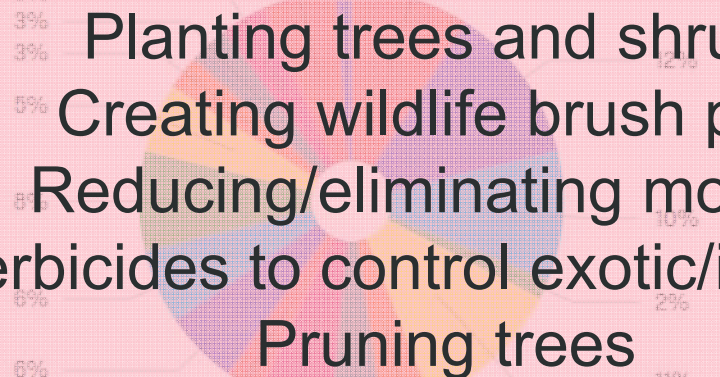
- Asked to choose from a list of 17 practices shared in the course
- Option to show projects completed / in progress with paid or unpaid labor

- 
- Using herbicides to control exotic/invasive plants
  - Planting trees and shrubs
  - Reducing/eliminating mowing
  - Planting crops/using livestock for agroforestry
  - Creating wildlife brush piles
  - Creating a canopy opening
  - Firewood cutting
  - Creating wildlife food plots
  - Tree girdling
  - Managing grapevines
  - Planting/enhancing mast trees
  - Pruning trees
  - Using stem, stump or basal herbicide applications
  - Stabilizing streams through planting
  - Thinning trees
  - Creating a natural haven or campfire/camping area
  - Designing/building a trail
  - Other (please specify):

# Land care practices for natural areas

(a) Unpaid Labor

## Top 5 Unpaid Labor projects:



Project	Percentage
Planting trees and shrubs	12%
Creating wildlife brush piles	10%
Reducing/eliminating mowing	11%
Using herbicides to control exotic/invasive plants	4%
Pruning trees	4%
Other projects	3%, 3%, 3%, 6%, 6%, 3%, 6%

Planting trees and shrubs

Creating wildlife brush piles

Reducing/eliminating mowing

Using herbicides to control exotic/invasive plants

Pruning trees



# Land care practices for natural areas

(b) Paid Labor

4%

## Top 3 Paid Labor projects:

Planting trees and shrubs

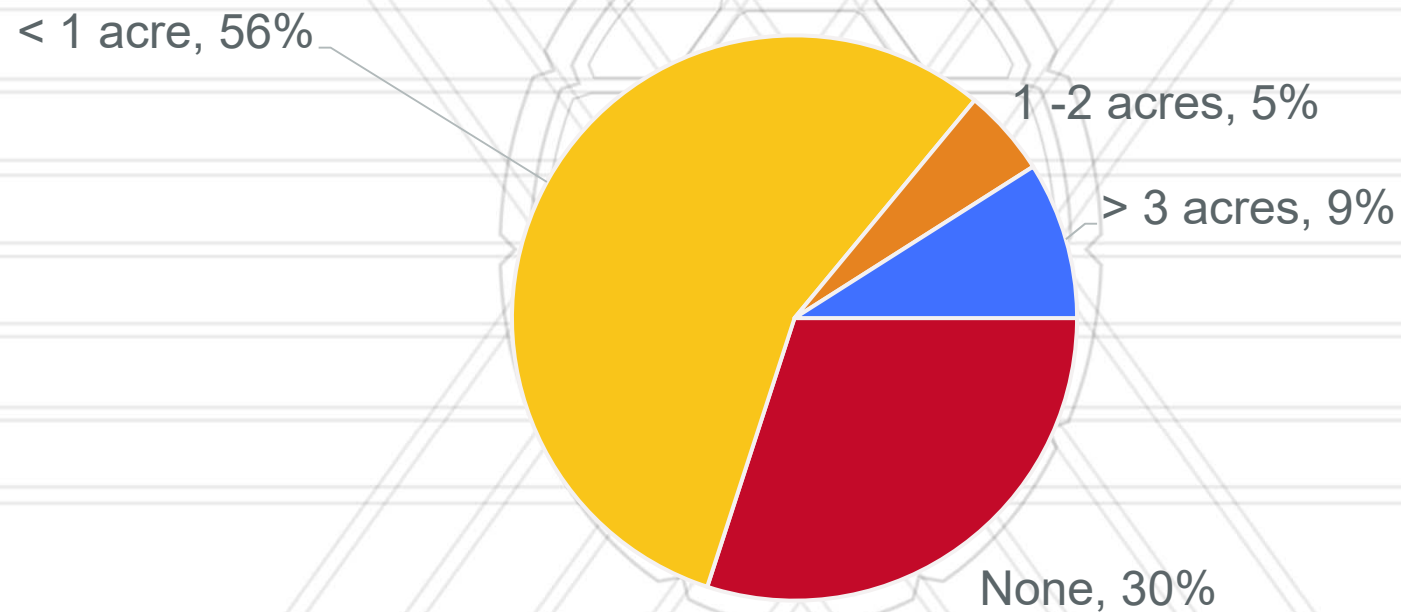
Using herbicides to control exotic/invasive plants

Planting/enhancing mast trees



## Acres of Existing Lawn Turned into Natural Area – 36 acres

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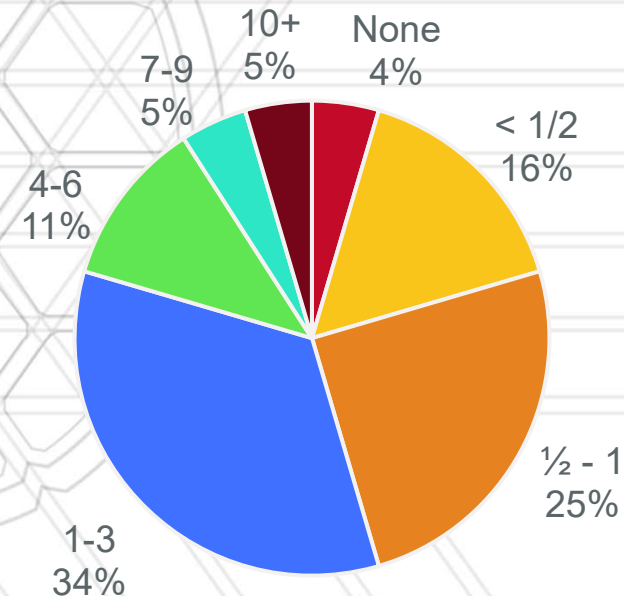
# Ownership & Natural Area Impacted

## *Acres Owned/Managed*

*Total of 444 (660) acres*

- < 1 ac. – 26%
- 1-9 ac. – 31%
- > 10 ac. - 33%

## *Acres Impacted – 123*



## Conclusions, so far ...

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- Course reaches those who can't / couldn't attend workshops
- Course content and features need to keep evolving to meet participants' interests
- Continue development of “Asynchronous Learning” techniques
- Participants get out of it what they put into it

## Conclusions, so far ...

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- Need to work with green industry to expand services – develop directory.
  - Need to continue marketing to younger landowners
  - Nearly all are pursuing one or more land care practice on their properties
  - Pursue peer-to-peer program
-



# Questions? Comments?



COLLEGE OF  
AGRICULTURE &  
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