The Utilization of a Web Based Educational Newsletter for Community Engagement

Bruce P. Zimmer
E-mail: zimmer.2@osu.edu
Joyce A. Shriner
Scott D. Scheer
Ohio State University Extension
Objectives:

- Share how technology can be used to expand “place” to new audiences

- Learn how an interdisciplinary team utilized qualitative and quantitative methods to evaluate their newsletter

- Explore how virtual newsletters can engage readers to visit your website and keep them coming back.
Ohio 4-H Cloverbud Connections

Newsletter Background:

- Developed for 4-H Cloverbud volunteers
- Published quarterly
- Started with statewide hardcopy distribution
- Expanded to add web based distribution
  [www.cloverbudconnections.osu.edu](http://www.cloverbudconnections.osu.edu)
- Click it, Print it, Do it! Activities
Welcome to the Ohio 4-H Cloverbud Connections!
This newsletter was developed in response to requests from 4-H volunteers for more information and support in working with Cloverbud members. It is published quarterly and provides a unique blend of education, activities, and fun to build and challenge Cloverbud Volunteers as they lead kindergarten through second grade youth.

Current Newsletter is Fall 2006
Putting the Experiential Learning Model into Practice
Everybody Cooperates...Everybody Wins...
and Nobody Loses
Take Five for Cloverbud Activities
Campus Connections
Chocolate Pretzels Snack

You will need Adobe Acrobat® Reader to view the PDF version of this newsletter.
Click it, Print it, Do it... Activity Page

<table>
<thead>
<tr>
<th>Activity</th>
<th>Release Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing Apples to Apples</td>
<td>Fall 2006</td>
</tr>
<tr>
<td>Nutrition &amp; Exercise</td>
<td>Summer 2006</td>
</tr>
<tr>
<td>Listening &amp; Coloring</td>
<td>Spring 2006</td>
</tr>
<tr>
<td>Weave a Flag</td>
<td>Winter 2006</td>
</tr>
<tr>
<td>The 4-H Pledge</td>
<td>Winter 2006</td>
</tr>
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</table>
Past Issues

2006
- Winter
- Spring
- Summer
- Fall

2005
- Winter
- Spring
- Summer
- Fall

2004
- Winter
- Spring
- Summer
- Fall

2003
- Winter
- Spring
- Summer
- Fall

2002
- Winter
- Spring
- Summer
- Fall

2001
- Winter
- Spring
- Summer
- Fall

2000
- Winter
- Spring
- Summer
- Fall

1999
- Winter
- Spring
- Summer
- Fall

1998
- Winter
- Spring
- Summer
- Fall

1997
- Winter
- Spring
- Summer
- Fall

Past Issues
Submit Ideas & Articles

Submit A Cloverbud Idea That Works!

Share Cloverbud activities, events, or lessons you have used in your club or county.

Submit A Newsletter Article!

Share ideas, programs, research, and activities on a more indepth level. The article should be approximately 250 words. Keep in mind that the target audience for Ohio 4-H Cloverbud Connections newsletter is Cloverbud volunteers.
Newsletter Notification

Name: 
Email: 
County: 
State: 
How did you find out about our newsletter?

○ Extension Office
○ Web
○ Friend
○ Conference
○ Other

Submit
Fall 2006

Contents

Putting the Experiential Learning... Campus Connections
Everybody Cooperates... Chocolate Pretzel Snack
Take Five for Cloverbud Activities

Putting the Experiential Learning Model into Practice

Did you know the 4-H Cloverbud curriculum was designed following the experiential learning model for planning and conducting activities? The experiential learning model is a proven method for promoting life skills through a process that goes beyond just doing an activity. Even though the 4-H Cloverbud curriculum is in an experiential learning format, by knowing a little bit about how the model works, you will do even more in promoting learning and life skills for the participating children.

Dr. Robert Horton, state 4-H curriculum specialist, has provided some helpful guidance for conducting activities in an experiential learning framework.

He recommends that as you conduct the activities with the children look for ways the members can share, process, generalize, and apply (beyond 4-H) the activity/learning that is taking place. For example:

Observing: Provide opportunities for members to respond to the activity by sharing reactions and observations.
Ohio 4-H Cloverbud Connections

Putting the Experiential Learning Model into Practice

1. Context
   - Introduce the topic
   - Explain the importance

2. Exploration
   - Explore the topic in-depth
   - Use real-life examples

3. Presentation
   - Present findings and conclusions
   - Use visual aids

4. Replication
   - Replicate the experiment
   - Analyze the results

5. Reflection
   - Reflect on the process
   - Discuss implications

Dr. Robert Horton, a 4-H curriculum specialist, has provided some helpful guidance for conducting activities in an experiential learning framework.

He recommends that as you conduct the activities with the children, look for ways the members can share, process, and apply (recontextualize) the activity/learning that is taking place. For example:

- Sharing: Provide opportunities for members to respond to the activity by sharing reactions and observations.
- Processing: Have members process the activity by discussing, analyzing, and relating the activity to the targeted life skill.
- Replicating: Encourage members to make connections by relating the activity to their personal life experiences.
- Applying: Have children think about how the activity and skill learned can be applied to other parts of their lives or other areas.

Check out the model to your right for a graphic image of the experiential learning model.

Scott D. Scher, Ph.D.
4-H youth program specialist, www.osu.edu/4h
4-H Youth Development, The Ohio State University
Ohio 4-H Cloverbud Connections

Cloverbud Volunteer Resources

<table>
<thead>
<tr>
<th>What is Ohio Cloverbuds?</th>
<th>Who Are These K-2 Cloverbud Children?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the Ohio Cloverbud Curriculum</td>
<td>Making Cloverbuds an Experience</td>
</tr>
<tr>
<td>Do I Have Your Attention?</td>
<td>Cooperative &amp; Competitive Learning</td>
</tr>
<tr>
<td>Cloverbuds Deserve Great 4-H Volunteers</td>
<td>Coping with Cloverbud Kids in Conflict</td>
</tr>
<tr>
<td>Ohio's 4-H Cloverbud Curriculum Series 1</td>
<td>Ohio's 4-H Cloverbud Curriculum Series 2</td>
</tr>
<tr>
<td>Ohio's 4-H Cloverbud Curriculum Spanish Version - Series 1</td>
<td>4-H Cloverbud Volunteer Training Video</td>
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<tr>
<td>Ohio's 4-H Cloverbud Volunteer Guidebook</td>
<td>Click it, Print it, Do It.... Activity Page</td>
</tr>
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Keith L. Smith, Associate Vice President for Agricultural Administration and Director, OSU Extension TDD No. 800-669-6292 (Ohio only) or 614-292-1868.

For disability accommodations please call 614-692-8610.
Web Usage

1. Monitored by Urchin Software

2. Data can be tracked by any range of dates

3. Data tracked by number of visitors, pageviews, top pages, hits, referrals, etc
## Summary

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<thead>
<tr>
<th>Metric</th>
<th>Value</th>
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<tbody>
<tr>
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<td>Total Pageviews</td>
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<tr>
<td>Total Hits</td>
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<td>Total Bytes Transferred</td>
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<td>Average Pageviews Per Day</td>
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<td>Average Hits Per Day</td>
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### Help Information:

Summary: The Summary report is a simple numerical tally of the traffic to your site for the current date range. Sections include Totals, Averages, and Averages per Visitor. Tip: to compare this data to another time period, open a new browser window, go to your report, and enter a new date range.

For more information, [click here](http://cloverbudconnections.osu.edu/serverlog/).
### Top Pages

<table>
<thead>
<tr>
<th>#Shown</th>
<th>Pageviews</th>
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<tbody>
<tr>
<td>10</td>
<td>7,474</td>
<td>10%</td>
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<tr>
<td>2.</td>
<td>4,505</td>
<td>6.1%</td>
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<tr>
<td>3.</td>
<td>4,289</td>
<td>5.8%</td>
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<tr>
<td>4.</td>
<td>2,448</td>
<td>3.3%</td>
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<tr>
<td>5.</td>
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<td>2.7%</td>
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<tr>
<td>6.</td>
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#### Help Information:

**Top Pages:** This report shows the top 10 pages visited on your site, and graphs each by relative percentage. The number of pages shown on this report can be controlled by changing the value in the #Shown area.

For more information, [click here](#).
Newsletter Evaluation
(conducted 2002)

- Two statewide surveys
  - Cloverbud Volunteer Survey (N=205)
  - 4-H Staff Survey (N=77)

- Quantitative and Qualitative Research Methods
Perceived Knowledge Gained by Volunteers

Scale: 6 = much to 1 = none

49% (95) reported knowledge gained levels of 5 & 6
87% (119) reported knowledge gained levels of 4, 5 & 6.
### Volunteer & Staff Perceived Usefulness of Newsletter

<table>
<thead>
<tr>
<th>Category</th>
<th>Cloverbud Volunteers N=205</th>
<th>Ohio 4-H Staff N=77</th>
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</thead>
<tbody>
<tr>
<td>Cover Page</td>
<td>95</td>
<td>99</td>
</tr>
<tr>
<td>Cloverbud Activity</td>
<td>99</td>
<td>100</td>
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<tr>
<td>Educational Article</td>
<td>98</td>
<td>100</td>
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<tr>
<td>Campus Connection</td>
<td>82</td>
<td>87</td>
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<tr>
<td>Snack Recipe</td>
<td>93</td>
<td>94</td>
</tr>
<tr>
<td>Overall Usefulness</td>
<td>99</td>
<td>99</td>
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</table>
# Utilization of Newsletter by Volunteers

<table>
<thead>
<tr>
<th>Newsletter Utilization</th>
<th>Percent</th>
<th>Cloverbud Volunteers N=205</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use or read or file</td>
<td>89</td>
<td></td>
</tr>
<tr>
<td>Read then toss</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Give to others</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
4-H Cloverbud Volunteer Challenges
(number of responses)

- Activities/Curriculum – 106
- Attention/Interest – 85
- Group Dynamics – 47
- Parent Issues – 24
4-H Staff Cloverbud Challenges
(number of responses)

- Expand Cloverbud activities – 35
- Philosophy & guidelines – 19
- Developmentally age-appropriate programming – 19
- Meeting logistics – 17
- Parent issues – 13
- Curriculum – 13
Conclusions:

1. Tried and true methods can be made new again using the web
2. Newsletters provide e-learning opportunities
3. Technology can expand “place”
4. It is possible to keep readers coming back to your site
Thank you for participating!

Please complete the evaluation

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