

Research Papers

Going Beyond Hooked Participants: The Nibble-and-Drop Framework for Classifying Citizen Science Participation

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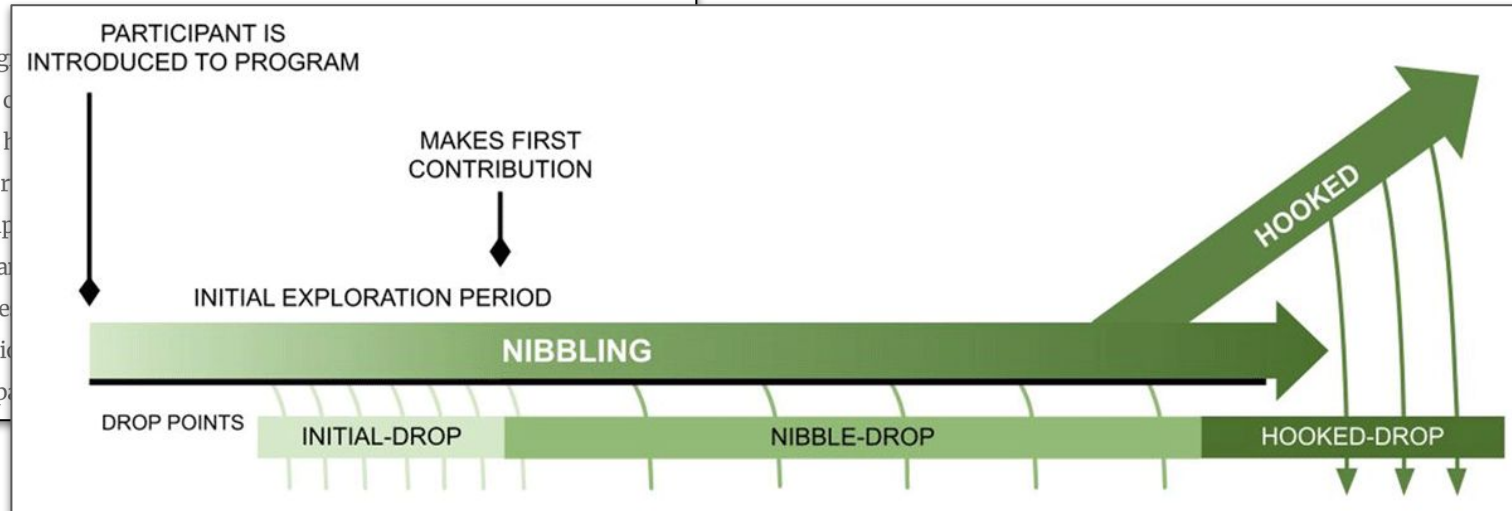
Abstract

Many citizen science (CS) programs attract participants who consistently drop out. Consequently, much research has focused on the relationship to participant recruitment. However, research has focused on actively participating participants. Understanding the relationship between participant retention, it is necessary to consider different degrees of participation throughout the program.

Citizen Science Interest and Participation



Oregon State University
STEM Research Center



The Virtuous Cycle of Affect, Engagement and Learning

Martin Storksdieck and Nancy Staus

Introduction to the Virtuous Cycle

What leads a person to get better at something, to improve understanding or knowledge, to skills or abilities? Scholars have pondered these questions for decades to better understand how people learn.¹ Much of the conversation about learning, understandably, has been focused on formal education (K-16).^{2, 3, 4} In formal education contexts learning outcomes mostly refer to cognitive outcomes related to knowledge, understanding and abilities. Outcomes related to so-called 21st Century Skills, dispositional outcomes related to interest, motivation, growth mindset, or self-efficacy, and behavioral outcomes related to engagement with learning experience, are increasingly valued. Consequently, educational programs, primarily those in out-of-school settings, address these outcomes either in addition to cognitive learning outcomes or, less commonly, as replacement.⁶

The Virtuous Cycle of Affect,
Engagement and Learning

