Theories and Interventions

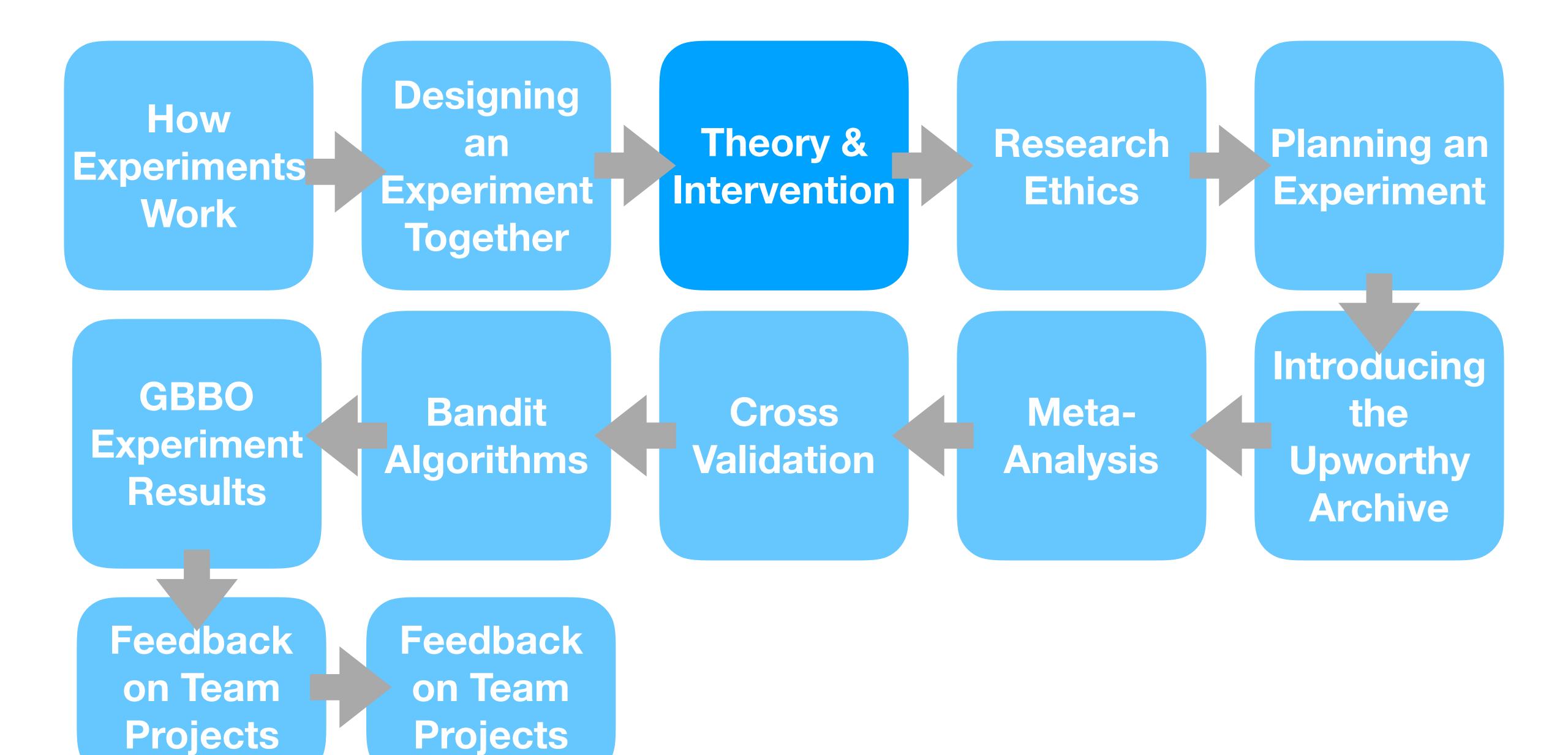
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Promoting

Organized
Meaningful tasks
Matching expectations
Social motivation

Inhibiting

Poor organization Feeling undervalued Feeling burdened

West, S. E., & Pateman, R. M. (2016). Recruiting and retaining participants in citizen science: What can be learned from the volunteering literature?. Citizen Science: Theory and Practice. (pay particular attention to the section on sustained participation)

Each Group Choose Three Pressures You Think Are Most Influential

Promoting

eBird

- Well organized tasks with clear expectations
- Making a meaningful contribution to (community/project?)
- Meeting people

Inhibiting

eBird

- Lack of information about opportunity
- (social comparison)
 Feeling of insignificance

Promoting

FeederWatch

- Payment (\$15-18)
 - among those who pay
- Feeling a part of something larger than one's self
- Opportunity to contribute to science
- Interest in nature
- Unique & essential (matters)

Inhibiting

FeederWatch

- Time consuming
 (2x per week)
- Payment (\$15-18)
- Big jump in commitment (weekend to 6 mo)
- Life events / health etc

Ruth joined the GBBC because she cares about the environment and appreciates how easy it is to contribute but she wonders if her data can make a meaningful contribution to science

Carlos joined the GBBC because he wants time with his family and appreciates how educational the program is but he wonders if his family will be consistent enough to sign up

Alix was too busy to open the email that day. Instead, they clicked on a discount offer from a nearby ski lodge.

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Data Collection

- •(categorical) What message variation a participant received
- •(binary) Whether the participant opened the email
- •(categorical) Which project they were invited to participate in (eBird, FeederWatch)
- •(binary) Whether the participant contributed to eBird
- •(binary) Whether they signed up to FeederWatch
- •(numeric) How many contributions they made to FeederWatch
- •(numeric) How many contributions (lists) they made to eBird

Proposed Statistical Tests

- •Did the headline cause people to click compared to the control group?
- •Did the FeederWatch call to action increase the number of new registrants on average?
- •Did the eBird call to action increase the number of eBird contributors on average?
- •Did either intervention increase the number of contributions made by GBBC first-timers on average?

GBBC in 2015

- 18,670 newcomers in 2015
- 80 (0.4%) joined FeederWatch
- 244 (1.3%) contributed >12 checklists to eBird in the following year
- 3547 (19%) joined GBBC the next year

Assignment for the Week

- Sign up & participate in the GBBC
- With your partner, record a **timeline** of every communication you receive
- Working with your partner, write **no more than 600 words** about:
 - How well it matched your expectations
 - What new promoting & inhibiting pressures you have in mind
 - What promoting or inhibiting pressures you now think differently about