

Title:	Agriculture Bridge: Connecting Students and Practitioners to Enhance Multidisciplinary Experiential Learning and Collaborative Problem		
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 Ctr for Sustainable Resource
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Non-Technical Summary

Agricultural landscapes provide food for humans, but also must deliver services required to sustain both human life and biodiversity. How we reconcile the conflicting needs of meeting growing food demands while maintaining healthy agricultural landscapes will be the central challenge facing agriculture professionals throughout the 21st century. Narrowly focused education must change as solving these problems require that multiple disciplines work together to create innovative solutions. To this end, we propose to build an on-line educational network, an 'Agriculture Bridge', designed to be incorporated into existing university curricula in multiple disciplines. An Internet-based platform will link undergraduates, graduate students, professors, and practitioners to examine 'real-world' issues related to agricultural landscapes. It will do this by providing a flexible infrastructure for creating case studies and the communication tools required to collaborate on problemstatements that arise from the case study areas. To populate the site, we will create 12 high-quality, multimedia cases illustrating the complex relationships between food systems, livelihood security, and the environment in the US and overseas. Cases will highlight a wide variety of challenges and innovations in maintaining healthy agricultural landscapes making them relevant to multiple disciplines. The pedagogical strategy underlying this project is supported by research on the importance of experiential learning in helping students develop leadership and decision-making skills. Project outcomes will include an increased number of agriculture students and an increase in the quality of agricultural education by providing students with greater motivation and confidence to work in multidisciplinary settings and by strengthening relationships between educators across disciplines.

Accomplishments

Major goals of the project

This project will create new materials and methods of instruction to better prepare the next generation of agricultural professionals with the knowledge and skills needed to reconcile the conflicting needs of increased food production with the maintenance of healthy ecosystems and viable rural livelihoods. We refer to the proposed educational strategy as Agriculture Bridge (AB). Its components of instruction and learning are as follows. 1. A framework will be employed that views agricultural practice and technology development from a landscape perspective. Students will be encouraged to evaluate how agricultural practices affect the delivery and conservation of ecosystem services. The framework also lends itself to evaluating

relationships between agricultural practices and livelihood security. 2. Dynamic, multimedia case studies will be created to portray reality-based problem situations that agricultural practitioners face in the field and to introduce the practitioners. Twelve case studies will be developed to present the challenges that practitioners face working in diverse, multifunctional ecoagricultural landscape in the US and around the world. Case materials will include maps, text, web-links, and audio and video files. The challenges will be summarized as questions posed by the practitioners that can be addressed by library research and deliberation by teams of university students taking credit-bearing classes. 3. An Internet-based communication technology platform will facilitate collaborative interaction over these case studies. The platform, www.AgricultureBridge.org (AB.org), will be designed to host the case studies and to feature tools that enable asynchronous as well as real-time communication, featuring wikis, chat, message boards, blogs, and user profile pages. AB.org will be built on a database driven system that allows educators to upload case study information in a variety of formats including text, videos, photographs, maps, PDFs, Powerpoints, and others, thus enabling the case studies to remain updated and relevant over time. AB.org will allow faculty to discuss their experiences with using the cases and coordinate their activities with the field sites and one another. 4. Educators who develop the case studies will cultivate relationships with practitioners who have the capacity and willingness to maintain interactive relationships with faculty and students. Case study situations will be selected from networks that have been nurtured by the team of organizations that will manage the project. Measures will be taken to ensure that practitioners feel the relationships are reciprocal and are benefiting from interaction with the classrooms. 5. The Project Director will coordinate relationships among different classrooms of students and faculty. He will build relationships among participating faculty through face-to-face meetings and encourage use of the collaborative features of the AB.org platform to exchange experience and coordinate activities with practitioners.

What was accomplished under these goals?

Impact: The project furthered collaboration in addressing critical agricultural and related environmental issues by linking target audiences worldwide using a website that hosted real-world, multi-media case studies focused on ecoagriculture. 15 cases were developed in collaboration with researchers and practitioners working in Bhutan, China, Honduras, Kenya, Uganda, Zambia, and the US. These were used in a variety of classes by >1200 students in Australia, Canada, China, Costa Rica, Honduras, Sweden, and the US. Evaluations indicated that using these cases greatly enhances student learning. Furthermore, practitioners consistently report positive outcomes resulting from their involvement. The project was discussed at 17 invited seminars reaching >400 graduate students and faculty members in Canada, China, and the US, and 4 training sessions involving >200 professionals.

Goal 1: The project integrated agriculture into an environmental-conservation-sustainable development context by involving international collaborators, practitioners, in producing case studies focused on ecoagriculture (EA). EA offers a unique framework for understanding landscape-level interrelations among agricultural production, ecosystem services, and rural livelihoods. When students investigate the cases, including questions from practitioners, they engage in an authentic learning experience that simulates the real-world. In turn, classroom activities supported collaborations between researchers and practitioners, thus illustrating the importance of involving undergraduates in the research-application continuum.

Goal 2: The project developed 15 cases in collaboration with ecoagriculture researchers and practitioners working in Bhutan, China, Honduras, Kenya, Uganda, Zambia, and the US (see: Table & Products). They were used in 4 courses at Cornell (~380 students total), 1 at UC-Berkeley (~420 students total), and at 9 other institutions worldwide (~420 students total). This developed a global network of students, instructors, researchers, and practitioners to enhance the understanding of conservation and sustainable development issues related to the world's food systems. The project helped prepare workforce ready graduates at 11 academic institutions worldwide and strengthened ongoing collaborations between these institutions and their key external audiences. Practitioners benefited from the delivery of student products that enriched their programs based on questions they asked. Useful deliverables included feasibility studies, scientific analyses, business plans, and policy briefings.

Table. CB Network

Project Institutions: Cornell U., Ecoagriculture Partners, UC-Berkeley

Collaborative Institutions (developed cases and/or used them in classes): Beijing Normal U. and Hong Kong Institute of Education, PRC; CATIE and Earth U., Costa Rica; Tompkins-Cortland Community College, US; U. of Melbourne, Australia; U. of Prince Edwards Island, Canada; Uppsala U., Sweden; Zamorano, Honduras

Practitioners (developed cases): Alliance of Religion and Conservation, Capay Valley Vision, COMACO, Groundswell, Hawthorne Valley Farm, ICRAF – China KENVO, Nature Harness Initiative, Royal Government of Bhutan, TNC – WA State, Wildlife Conservation Society

The use of the cases was evaluated annually for their learning effectiveness in 4 courses at Cornell. Standardized evaluations were supplemented to assess specific learning objectives. Results indicated improved student understanding, motivation, and self-efficacy over more traditional instructional approaches (lectures, readings, term papers, exams). During 2011-12, EDU, Inc. (www.eduinc.org) conducted an intensive, mixed methods evaluation of an introductory environmental sciences course (N = 54) and a senior-level synthesis course (N = 18). All students agreed that CB cases were valuable, improved understanding of key concepts, increased motivation, and influenced future course and career choices. Ratings were significantly higher in the synthesis course reflecting direct involvement with practitioners and prior preparation, interest, and professional relevance.

Goal 3: Version 1.0, www.agriculturebridge.org, provided the initial platform for adding EA cases. It was rebranded Conservation Bridge (CB; www.conservationbridge.org) in 2011 to situate EA into a broader conservation and sustainable development context, thereby fostering the development of a wider selection of cases while still emphasizing the importance of food production. This broadened the applicability of the website to a greater diversity of courses and students. In v. 1.0, a backend system allowed anyone to post cases and included areas for students to comment on each other's work. However, we found that educators wanting to add cases contacted us to post them and that students consistently used email rather than the website. Both caused confusion and detracted from the site's efficiency. Hence, v. 2.0 dropped these features and added a means for students to post their final reports. This allowed students globally to see the work of peers and supported new students in developing new deliverables. We also added a feature allowing practitioners to modify their questions annually.

Goal 4: The project produced a suite of cases that arose from a global network of researchers, instructors, and practitioners working in Bhutan, China, Honduras, Kenya, Uganda, Zambia, and the US (see Table). The network facilitated the education of the next generation of agriculture, conservation, and sustainable development professionals. It also provided a platform for continued collaboration among academic researchers and practitioners worldwide. CB will continue to support this network, including the addition of new institutions and practitioners. The PD (Lassoie) recently received funding to develop CB cases focused on agriculture and natural resources in the US, which will tie more US-based practitioners and researchers into the network.

Goal 5: CB cases were incorporated into the Global Seminar (GS), which was developed at Cornell in 1999 to provide a multi-university, collaborative learning platform for enhancing the interdisciplinary study of sustainability. It currently involves ~40 institutions worldwide, divided into clusters of 5-6 schools each. Collaborating faculty use a synchronized curricular model to provide students with an opportunity to work together to study, discuss, and debate via video-conferences critical sustainability issues. Though successful, GS cases were text based and developed by educators, so they did not fully communicate complex real-world situations.

CB cases were used at Cornell to supplement GS lectures in 2008-2010, but beginning in 2011 they were used to focus International Student Groups, where students from different institutions collaborated to develop and conduct discussions involving all 6 schools. The cases proved effective at helping students from different geopolitical regions collaborate and focus their attention on issues presented in the cases. The videos developed with practitioners also provided realism that was not available in GS cases. Hence, this project provided proof-of-concept that CB cases developed within the global network could enhance the collaborative GS learning environment.

The PD has extensively promoted the use of the website and its cases through invited seminars, training sessions, and other means (see sections below and Products). He continues to promote the wide use of CB having recently returned from China (Nov. 2013) where he gave 2 invited seminars reaching ~150 students, faculty, and practitioners associated with Beijing Forestry U., Beijing Forestry Society, Beijing Forestry Carbon Administration, and Beijing Forestry and Parks Department of International Cooperation.

What opportunities for training and professional development has the project provided?

During this past year, training programs on the use of Conservation Bridge case studies have been conducted for >200 professionals at meetings sponsored by (1) Ecological Society of America (Portland, OR; August 2012); (2) International Union for the Conservation of Nature (Jeju, Korea; September 2012); (3) NSF/AAAS (Washington, DC; January 2013); and (4) National Socio-Environmental Synthesis Center (Annapolis, MD; July 2013). Conservation Bridge has also been used in training sessions for graduate teaching assistants at Cornell University. Two Cornell undergraduate research assistants also have been trained in the use of the website and are currently developing new case studies based on their senior thesis research work recently completed in Mexico and Ecuador.

The project also has demonstrably benefited the programs and professional development of participating practitioners. In orienting their analyses of the case studies to questions that practitioners pose, student groups commonly consider the practitioners as clients and have produced a variety of products that practitioners value. These include feasibility studies, scientific analyses, business plans, informational brochures and posters, policy briefs, teaching cases for capacity development, media communications, funding proposals, and others.

An upper division course for Environment, Economics, and Policy Majors at UC-Berkeley produced ~105 student team project deliverables over the course of the project. These were shared with practitioners for their review and use, especially those associated with the Copay Valley case study (see Products – Other: Bowman and Marsh, 2010).

At Cornell teams of four seniors each in the synthesis course mentioned above represented credentialed analysts who provided >100 hours of (free) professional service to a practitioner's program during the semester. For example, KENVO, the landscape program in Kenya was able to substantially advance a 'landscape labeling' initiative as an innovative marketing mechanism due to the analytical efforts of a student group in last year's synthesis course (2013). In addition, the collection of ecoagriculture case studies has been valuable to EcoAgriculture Partners (EAP) for use in a variety of capacity development activities designed to stimulate learning about integrated landscape management. Landscape leadership courses and workshops conducted by EAP for example, use the video portions of the cases to illustrate diverse ways that the landscape approach is implemented in different socio-ecological contexts.

How have the results been disseminated to communities of interest?

In addition to the training programs just discussed, Conservation Bridge has been described and discussed during 17 invited seminars presented by project staff that reached >400 graduate students and faculty members in Canada and China, as well as at Cornell University and elsewhere in the United States (see: Products). Furthermore, the project's website, www.conservationbridge.org, is an open-access, Internet platform that allows unrestricted use of the documentary videos, written case studies, and supportive materials. Lesson plans for each case will be added during the next year (not part of this project). During this project, the Conservation Bridge website was used at academic institutions in Australia (University of Melbourne), Canada (University of Prince Edwards Island), China (Beijing Normal University and the Hong Kong Institute of Education), Costa Rica (EARTH University) Honduras (Zamorano University), the United States (Cornell University, Tompkins-Cortland Community College, and University of California, Berkeley), and elsewhere. The website's availability is announced in quarterly issues of Conservation Magazine and discussions are underway about its incorporation into an educational case study website being developed by the National Socio-Environmental Synthesis Center (see: <http://www.sesync.org>).

Building from an established, programmatic collaboration between Cornell University and Beijing Normal University, special efforts have promoted the availability of Conservation Bridge at other institutions in China, including Beijing Forestry University, East China Normal University, Lanzhou University, Southwest University, and Yunnan University. The PD is currently coordinating the development of a multi-authored textbook of Conservation Bridge case studies (Lassoie, J.P., S. Dong, J. Liu, R.J. Herring, and L.E. Buck. eds. Meeting the needs of nature and society: Case studies in environmental conservation and sustainable development. Higher Education Press, Beijing, PCR; under contract) that will be published in China in early fall 2014. It will be published in both English and Mandarin and cases will be presented in their entirety, thereby not requiring access to the website. This approach will greatly enhance the availability of the Conservation Bridge case studies across China, especially at institutions where wide-band Internet access is absent and student and faculty abilities in English are limited. A proposal currently in review by John Wiley & Sons, Inc. in New Jersey, USA would publish a summarized English-only version of this text and provide access to www.conservationbridge.org for additional details. In sum, these two textbooks will provide access to Conservation Bridge case studies for thousands of students in China, United States, and elsewhere.

What do you plan to do during the next reporting period to accomplish the goals?

{Nothing to report}

Participants**Actual FTEs for this Reporting Period**

Role	Faculty and Non-Students	Students within Staffing Roles			Computed Total by Role
		Undergraduate	Graduate	Post-Doctorate	
Scientist	1.2	0	0	0	1.2
Professional	0.5	0.1	0.4	0	1
Technical	0.3	0	0	0	0.3
Administrative	0.2	0	0	0	0.2
Other	0	0	0	0	0
Computed Total	2.2	0.1	0.4	0	2.7

Target Audience

This project was developed to simultaneously reach three primary target audiences: (1) undergraduate college students in credit-bearing courses; (2) college instructors teaching in areas of ecoagriculture, natural resource management, conservation science, and sustainable development; and (3) practitioners working on real-world ecoagriculture and sustainable agriculture issues.

Products

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Other	2013	YES

Citation

Lassoie, J.P. 2013. ConservationBridge.org: A Collection of Case Studies in Conservation. Short Course on Teaching about Socio-Environmental Synthesis with the Case Study Method, National Socio-Environmental Synthesis Center, Annapolis, MD. Invited Seminar, July 23-26.

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Other	2013	YES

Citation

Lassoie, J.P. 2013. Using Case Studies in Teaching. Teaching Assistant Training and Orientation, Graduate Field of Natural Resources, Cornell University, Ithaca, NY. Invited Seminar, August 27.

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Other	2013	YES

Citation

Lassoie, J.P. and J.R. Herring. 2013. Bridging Learners with Practitioners: Interdisciplinary Experiential Learning Using Conservation Bridge. Bioversity International, Rome, Italy. Invited Seminar, October 7. (via videoconferencing).

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Published	2013	YES

Citation

Lassoie, J.P. and R.J. Herring. 2013. Linking students to researchers and practitioners to enhance interdisciplinary experiential learning. TUES PI-Led Workshop. Published Abstract In: Proceedings for the 2013 NSF/AAAS TUES Principal Investigators Conference: Transforming Undergraduate Education in STEM (TUES): Building a Community to Transform Undergraduate STEM Education, Washington, DC, 23-25 January 2013. p. A156-A157.

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Published	2013	YES

Citation

Lassoie, J.P., R.J. Herring, and K.-A. Kassam. 2013. Bridging learners with practitioners: Interdisciplinary experiential learning in conservation science using Conservation Bridge. Poster. Published Abstract In: Proceedings for the 2013 NSF/AAAS TUES Principal Investigators Conference: Transforming Undergraduate Education in STEM (TUES): Building a Community to Transform Undergraduate STEM Education, Washington, DC, 23-25 January 2013. p. 32-33.

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Published	2012	YES

Citation

Kassam, K.-A., T. Mourad, J. Lassoie and R.J. Herring. 2012. Creative multi-media approaches to conservation education for the next generation. Published Abstract In: Official Meeting Program for the 97th Meeting of the Ecological Society of America: Life on Earth – Preserving, Utilizing, and Sustaining our Ecosystems. Portland, OR, August 5-10, 2012. p. 40-41.

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Other	2012	YES

Citation

Lassoie, J.P. 2012. Using Internet-Based Case Studies in Teaching. Keynote Lecture, Advanced Workshop for Key Teachers by the Chinese Ministry of Education: Case Teaching of Environmental Science in Universities and

the International Symposium for Green Innovation Course. Beijing Normal University, Beijing, PRC, June 22-24, 2012. Invited Seminar, June 22.

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Other	2012	YES

Citation

Lassoie, J.P. 2012. Using Case-Based Educational Approaches to Examine Complex Coupled Human and Natural Systems. East China Normal University, Shanghai, PRC. Invited Seminar, Jan. 10.

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Published	2012	YES

Citation

Lassoie, J.P., R.J. Herring, and K.-A. S. Kassam. 2012. Conservation Bridge: Enhancing the management of national parks and protected areas through collaborative, real-world learning, research, and practice. pp. 56-81. IN: Proceedings – Education for Sustainable Development through National Park Experiences, Session 3: Enhancing the Management of National Parks and Protected Areas through Partnerships. 11 September 2012, 2012 IUCN World Conservation Congress, Conservation Campus No. 0130, Jeju, Korea. 205 p. (also in Korean)

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Other	2011	YES

Citation

Lassoie, J.P. 2011. Agriculture Bridge: Connecting Students and Practitioners to Enhance Multidisciplinary Experiential Learning. Ontario Agriculture College, University of Guelph, Guelph, Ontario, Canada. Invited Seminar, March 25.

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Other	2010	YES

Citation

Lassoie, J.P. 2010. Global Seminar: Linking Classrooms Worldwide to Better Study Environmental Sciences, Conservation, and Sustainable Development. School of Environment, Beijing Normal University, Beijing, PRC. Invited Seminar, January 5.

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Published	2010	YES

Citation

Lassoie, J.P., Herring, R.J., and Buck, L.E. 2010. Agriculture bridge: Connecting students and practitioners to enhance multidisciplinary experiential learning. Published Abstract In: 2010 NACTA/SERD Conference: Collaborate, Communicate, Celebrate, Pennsylvania State University, State College, PA, 22-25 June 2010. p. 78-79.

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Other	2009	YES

Citation

Lassoie, J.P. 2009. AgricultureBridge.org: Linking Classrooms, Researchers, and Practitioners to Enhance Sustainable Agriculture and Biodiversity. Biodiversity-based Economy Development Office, Bangkok, Thailand. Cornell University, Ithaca, NY. Invited Seminar, October 5.

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Other	2009	YES

Citation

Lassoie, J.P. and S. Dong. 2009. ConservationBridge.org: Connecting China's Conservation Programs to a Worldwide Collaborative Network. Chongquig Forest Research Institute, Cornell University, Ithaca, NY. Invited Seminar, May 7.

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Other	2009	YES

Citation

Lassoie, J.P. and S. Dong. 2009. WWW.ConservationBridge.org: Enhancing Multidisciplinary Experiential Learning and Collaborative Problem Solving in Conservation. Yunnan University, Kunming, PCR. Invited Seminar, January 4.

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Other	2009	YES

Citation

Lassoie, J.P. 2009. WWW.ConservationBridge.org: Connecting TNC China Program to a Worldwide Classroom. The Nature Conservancy, Beijing, PCR. Invited Seminar, January 16.

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Other	2008	YES

Citation

Lassoie, J.P. 2008. The Construction and Practice of a Research-oriented International Network Course in the US. A Special Report at the 5th International Conference on Teaching Method Innovation of PBL Research-oriented and Environmental Public Policy Forum. School of Environment, Beijing Normal University, Beijing, PCR. Invited Seminar, December 30.

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Other	2008	YES

Citation

Lassoie, J.P. and R. Beazley. 2008. Perspectives on Conservation Science II - Connecting Students and Practitioners to Enhance Multidisciplinary Experiential Learning and Collaborative Problem Solving in Environmental Sciences. School of Environment, Beijing Normal University, Beijing, PCR. Invited Seminar, December 25.

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Other	2008	YES

Citation

Lassoie, J.P. and R.J. Herring. 2008. Linking Classrooms to Practitioners in Ecoagriculture Landscapes: An Introduction to AgricultureBridge.org. CIIFAD Forum: Agroecological Perspectives for Sustainable Development Seminar Series, Cornell University, Ithaca, NY. Invited Seminar, December 3.

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Other	2008	YES

Citation

Lassoie, J.P. and R.J. Herring. 2008. Agriculture Bridge: Connecting Students and Practitioners to Enhance Multidisciplinary Experiential Learning and Collaborative Problem-solving. Department of Natural Resources, Cornell University, Ithaca, NY. Invited Seminar, September 30.

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Other	2008	YES

Citation

Herring, J. and Lassoie, J. 2008. ConservationBridge.org: Linking Conservation Practitioners to Research Institutions. Graduate Student Association Symposium, Department of Natural Resources, Cornell University, Ithaca, NY. Invited Seminar, January 15-16.

Type	Status	Year Published	NIFA Support Acknowledged
Conference Papers and	Other	2008	YES

Citation

Lassoie, J.P. 2008. An Internet 'Bridge' for Connecting Students and Practitioners to Enhance Multidisciplinary Experiential Learning and Collaborative Problem-solving. University of Wisconsin – Madison. Invited Seminar, March 10.

Type	Status	Year Published	NIFA Support Acknowledged
Other	Published	2012	YES

Citation

Benyus, J.M. 2012. A Biomimicry Primer. Conservation Bridge Concept Note No. 02. Cornell University, Ithaca, NY. Documentary video available at URL: <http://www.conservationbridge.org/concepts/biomimicry/>

Type	Status	Year Published	NIFA Support Acknowledged
Other	Published	2010	YES

Citation

Bowman, M. and R. Marsh. 2010. The Capay Valley, Yolo County, California. Conservation Bridge Case Study No. 07. Cornell University, Ithaca, NY. 17 p., with documentary video. Available at URL: <http://www.conservationbridge.org/casestudy/marketing-local-food-of-the-capay-valley/>

Type	Status	Year Published	NIFA Support Acknowledged
Other	Published	2009	YES

Citation

Buck, L.E. 2009. Agroforestry in NW Yunnan. Conservation Bridge Case Study No. 03. Cornell University, Ithaca, NY. 13 p., with documentary video. Available at URL: <http://www.conservationbridge.org/casestudy/agroforestry-in-northwest-yunnan/>

Type	Status	Year Published	NIFA Support Acknowledged
Other	Published	2010	YES

Citation

Buck, L.E. and J. Goldstein (with B. Byamukama, C. Okia, and R. Ruhigwa). 2010. Payments for Ecosystem Services (PES) in the Kanyabaha-Rushebeya landscape. Conservation Bridge Case Study No. 06. Cornell University, Ithaca, NY. 17 p., with documentary video. Available at URL: <http://www.conservationbridge.org/casestudy/payments-for-ecosystem-services-pes-in-the-kanyabaha-rushebeya-landscape/>

Type	Status	Year Published	NIFA Support Acknowledged
Other	Published	2010	YES

Citation

Buck, L.E. and K. McCrudden (with C.A. Wallace and C. Vispo). 2010. Farmscape Ecology at Hawthorne Valley Farm. Conservation Bridge Case Study No. 05. Cornell University, Ithaca, NY. 21 p., with documentary video. Available at URL: <http://www.conservationbridge.org/casestudy/farmscape-ecology-at-hawthorne-valley-farm/>

Type	Status	Year Published	NIFA Support Acknowledged
Other	Published	2010	YES

Citation

Buck, L.E. and J.C. Milder (with F. DeClerck and L. Bejarano). 2010. The Landscape Measures Approach: Rio Copan, Honduras. Conservation Bridge Case Study No. 10. Cornell University, Ithaca, NY. 12 p., with documentary video. Available at URL: <http://www.conservationbridge.org/casestudy/the-landscape-measures-approach-rio-copan-honduras/>

Type	Status	Year Published	NIFA Support Acknowledged
Other	Published	2010	YES

Citation

Buck, L.E. and M. Phemister (with J. Goldstein and D. Kuria). 2010. Capturing New Market Opportunities for Farmers in the Kikuyu Escarpment. Conservation Bridge Case Study No. 04. Cornell University, Ithaca, NY. 14 p., with documentary video. Available at URL: <http://www.conservationbridge.org/casestudy/kenvo-capturing-new-market-opportunities-for-farmers/>

Type	Status	Year Published	NIFA Support Acknowledged
Other	Published	2010	YES

Citation

Buck, L.E. and C.A. Wallace. 2010. Building Local Food Systems and Assessing Landscape Outcomes in Ithaca, NY. Conservation Bridge Case Study No. 09. Cornell University, Ithaca, NY. 16 p., with documentary video. Available at URL: <http://www.conservationbridge.org/casestudy/building-local-food-systems-and-assessing-landscape-outcomes-in-ithaca-ny/>

Type	Status	Year Published	NIFA Support Acknowledged
Other	Published	2012	YES

Citation

Goldman, K. and S. Dong. 2012. Sustainable Alpine Rangeland Management. Conservation Bridge Research Case No. 13. Cornell University, Ithaca, NY. 7 p., with documentary video. Available at: <http://www.conservationbridge.org/research/sustainable-alpine-rangeland-management/>

Type	Status	Year Published	NIFA Support Acknowledged
Other	Published	2011	YES

Citation

Herring, R.J. 2011. Precision Irrigation. Conservation Bridge Concept Note No. 01. Cornell University, Ithaca, NY. 6 p. Documentary video available at URL: <http://www.conservationbridge.org/concepts/precision-irrigation/>

Type	Status	Year Published	NIFA Support Acknowledged
Other	Published	2012	YES

Citation

Herring, R.J. 2012. Ecoagriculture. Conservation Bridge Concept Video No. 05. Cornell University, Ithaca, NY. Documentary video available at URL: <http://www.conservationbridge.org/concepts/ecoagriculture>

Type	Status	Year Published	NIFA Support Acknowledged
Other	Published	2011	YES

Citation

Moslemi, J. 2011. Farming for Wildlife in Skagit County, Washington. Conservation Bridge Case Study No. 12. Cornell University, Ithaca, NY. 7 p., with documentary video. Available at URL: <http://www.conservationbridge.org>

org/casestudy/farming-for-wildlife-in-skagit-county-washington/

Type	Status	Year Published	NIFA Support Acknowledged
Other	Published	2013	YES

Citation

Moslemi, J and M.A. Davison. 2013. Conservation and Religion. Conservation Bridge Concept Note No. 03. Cornell University, Ithaca, NY. 6 p., with documentary video. Available at URL: http://www.conservationsbridge.org/wp-content/media/2013/03/ARC_CaseStudy_Full.pdf

Type	Status	Year Published	NIFA Support Acknowledged
Other	Published	2013	YES

Citation

Thinley, P. and J.P. Lassoie. 2013. Human-Wildlife Conflicts in Bhutan. Conservation Bridge Case Study No. 02. Cornell University, Ithaca, NY. 11 p., with documentary video. Available at URL: <http://www.conservationsbridge.org/casestudy/human-wildlife-conflicts-in-bhutan/>

Type	Status	Year Published	NIFA Support Acknowledged
Other	Under Review	2013	YES

Citation

Travis, A.J. and J.P. Lassoie. 2013. Building Community Markets for Conservation in Zambia. Conservation Bridge Case Study No. xx. Cornell University, Ithaca, NY. In review, with documentary video.

Type	Status	Year Published	NIFA Support Acknowledged
Websites	Published	2011	YES

Citation

Herring, R.J. and J.P. Lassoie. 2011. Conservation Bridge: Bring Real-World Conservation Projects Into Your Classroom URL: <http://www.conservationsbridge.org>

Type	Status	Year Published	NIFA Support Acknowledged
Websites	Published	2008	YES

Citation

Herring, R.J. and J.P. Lassoie. 2008. Agriculture Bridge: Bring Real-World Ecoagriculture Projects Into the Classroom (no longer functional; See <http://www.conservationsbridge.org>)

Other Products

Product Type

Audio or Video

Description

Documentary Videos Accompanying Case Studies (see Products - Other and URLs below):

1. <http://www.conservationsbridge.org/concepts/biomimicry/>
2. <http://www.conservationsbridge.org/casestudy/marketing-local-food-of-the-capay-valley/>
3. <http://www.conservationsbridge.org/casestudy/agroforestry-in-northwest-yunnan/>
4. <http://www.conservationsbridge.org/casestudy/payments-for-ecosystem-services-pes-in-the-kanyabaha-rushebeya-landscape/>

5. <http://www.conservationsbridge.org/casestudy/farmscape-ecology-at-hawthorne-valley-farm/>
6. <http://www.conservationsbridge.org/casestudy/the-landscape-measures-approach-rio-copan-honduras/>
7. <http://www.conservationsbridge.org/casestudy/kenvo-capturing-new-market-opportunities-for-farmers/>
8. <http://www.conservationsbridge.org/casestudy/building-local-food-systems-and-assessing-landscape-outcomes-in-ithaca-ny/>
9. <http://www.conservationsbridge.org/research/sustainable-alpine-rangeland-management/>
10. <http://www.conservationsbridge.org/concepts/precision-irrigation/>
11. <http://www.conservationsbridge.org/concepts/ecoagriculture/>
12. <http://www.conservationsbridge.org/casestudy/farming-for-wildlife-in-skagit-county-washington/>
13. http://www.conservationsbridge.org/wpcontent/media/2013/03/ARC_CaseStudy_Full.pdf
14. <http://www.conservationsbridge.org/casestudy/human-wildlife-conflicts-in-bhutan/>

Changes/Problems

{Nothing to report}