Appendix C
General Logic Model for Resource Education Programs

**Purposes**
- Mission
- Aims
- Goals
- Objectives

**Tool Box**
- Print resources
- AV/media resources
- Computer resources

**Support for Tool Use**
- Manuals (e.g., teacher guides)
- Training and prof. development (e.g., workshops, courses, conferences)
- Technical support (e.g., websites, phone, e-mail, follow-up visits)
- User events (e.g., meetings)
- Recognition (e.g., certificates, awards)

**Delivery Systems and Target Audiences**
- School groups in school programs (formal)
- School groups in non-formal school programs
- Other groups/visitors in non-formal programs
- Community-based programs
- Media-based programs

**Delivery Approaches**
- Program mode: disciplinary, cross-disciplinary (multiple subjects), interdisciplinary (integrated)
- Organization of instructors: self-contained, teams, departmentalized
- Organization of learners: whole class, cooperative teams/groups, individualized
- Roles of instructors: instructor/presenter, project guide/manager, facilitator of learning/co-learner
- Instructional settings: class, lab, field, community
- Teaching methods: inductive/discovery, guided discovery, deductive/verbal learning
- Activity emphasis: explore, acquire, practice, apply
- Assessment approach(es): informal, traditional, alternative/authentic

**Program Outlets**
Examples include:
- Number of sessions or distribution points
- Participant counts (e.g., teachers)
- Diffusion counts (e.g., students)
- Other counts during/after a program
- Feedback (e.g., on program activities, staff, facilities, etc.)

**Participant Outcomes**
- Cognitive Awareness and Knowledge: (e.g., Ecological and Socio-Political Foundations; Problems and Issues; Alt. Solutions and Action Strategies)
- Affective Traits (e.g., Sensitivity, Attitudes, Values, Ethics)
- Thinking Skills and Processes (e.g., Bloom’s Taxonomy; Problem/Issue Skills; Service/Action Skills)
- Determinants of Behavior (e.g., Locus of Control, Personal Responsibility, Commitment/Intention)
- Individual and Group Behavior (e.g., Home, School, Community, etc.)

**Program Impacts and Benefits**
- Longer-Term Changes in Participant Behavior (e.g., on Teachers)
- Longer-Term Effects of Diffusion (e.g., on Students)
- Effects on Educational Programs (e.g., Institutional Commitments and Changes; Scope/Sequence Plans)
- Public Relations Benefits to Providers and (Co-)Sponsors
- Maintenance and Improvement of the Resource