

Talks



WHITEBARK PINE IN WESTERN CANADA:
a workshop on current research and management issues

August 21 - 24, 2007
Whistler, BC

The last several decades have seen the decline in whitebark pine, a sensitive species of high-elevation forest ecosystems in western North America. Introduced disease (white pine blister rust), and fire exclusion that has favoured its competitors, are important culprits.

Warming climates are also making whitebark pine more vulnerable to mountain pine beetle outbreaks. The current outbreak, which is more widespread than ever documented, has killed whitebark pine throughout its geographic range in Canada.

The cumulative and interacting effects of introduced disease, altered natural disturbance regimes, and climate change are precipitating a massive decline of whitebark pine that will have cascading ecosystem effects.

WORKSHOP GOALS

- Foster communication among those doing research and conservation work on whitebark pine in British Columbia and Alberta
- Maintain strong connections with the networks of researchers and land managers in the US
- Discuss ways to coordinate/co-ordinate whitebark pine work

WORKSHOP FORMAT

The workshop will include invited speakers, volunteer presentations, a field tour, and panel discussion. Each of the volunteer presentations may address a broad array of topics, including status reports, general ecology, ecosystem restoration, population structure and genetics, physiology and reproduction, blister rust, mountain pine beetle, wildlife interactions with whitebark pine, and conservation challenges associated with mitigating the decline of whitebark pine.

Presentations will be Wednesday, August 22, and the morning of Thursday, August 23 followed by a field trip that afternoon.

Friday, August 24, we will meet in the morning for additional presentations followed by a panel discussion.

CONFIRMED SPEAKER

Diane Tomback, Ph. D.
Professor Biology, Colorado University, Denver CO and
Director, Whitebark Pine Ecosystem Foundation
<http://www.whitebarkfound.org/index.html>

Last day, Fr, 4:30pm ...



FINANCIAL POST

On average, expected climate change will equal a seven-degree shift north.

... does well today in Prince George; the heart of B.C.'s best north of the Yukon border is 80 years.

BRITISH COLUMBIANS SHIFTLING TREES



It will extend into the far north-eastern corner of the province; Coastal Douglas-fir will see a 7% growth in its area, Western red cedar 10%.

Still, the news is not good. It's especially bad for Mr. Curtis-McLane's whitebark pine, which according to the model will see only 18% of its area disappear.

Whitebark pine has already served as a kind of early warning system for climate change problems. In recent years, some of its B.C. populations have been at least partially wiped out in a scenario that could be replicated among other species in a warming climate.

In the climate reports, trees lose their ability to repel attacks as they were already being hit by the whitebark, which has been decimated by bark beetles and a destructive fungus.

For Ms. Curtis-McLane, then, the challenge is to replant whitebark trees in areas in which it does not exist today, but is expected to thrive in the future. The odd job is designed to protect limbs and trees from wind and bark as the climate warms to harvest species. She said a team of associates will extract seeds from those areas, starting at the northernmost extent of the current whitebark range, near Southern B.C., and then at sites 100, 200 and 300 kilometres north, which will take three to five years.

The idea is less to save the species — the 200 seeds in each test plot are barely enough for that — than to see if this kind of planting can save a species.

A key question is, can you grow a tree today in an area in which it is supposed to prosper nearly a century from now? Or are the

in areas where they grow well in both the current climate and the forecast for the future.

A 2006 ministry report recommends studying "alternative systems for species selection" — i.e. planting species based on the climate model — but set expectations low, giving the "target scale" of the program's success.

"The majority of forest plants and animals will adjust on their own," the report says.

One change expected in the next 12 months is to seedling rules. Currently, trees can be planted either two to three metres apart, or in rows.

That could change to three or more metres north and south. For industry, the question of whether to plant when in one of markets than of keeping the forest growing quickly.

"We want to grow the appropriate species of trees to produce the same kinds of volumes and

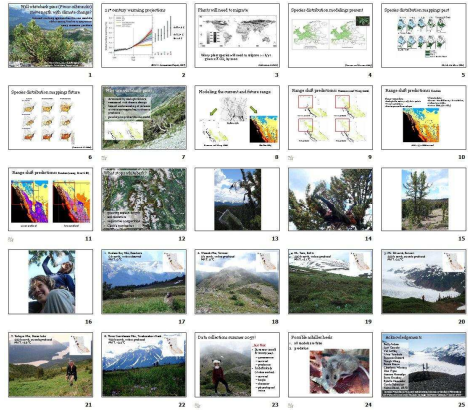
Personal note to start out



Allow 1-2 minutes for people to focus

- Many people miss the title slide ... they don't even know what you are talking about
- Sing a chanson ... well, maybe not – but some creative "hook", something personal
- Then, establish a context to your research

25 Slides - No bullets



No bullets

Original "cognitive load theory" article posted on course website

Official: Powerpoint bad for brains

Menace of slideware

By John Oates -- [More by this author](#)
Published Wednesday, 4th Apr 2007 11:00 GMT
Jobsite - find your next IT job quickly & easily

Anyone who's been a victim of "death by PowerPoint" - that glazed and distant feeling that overwhelms you when some sales droid starts their presentation - will be reassured by Aussie researchers who've discovered biological reasons for the feeling.

Humans just don't like absorbing information verbally and visually at the same time - one or the other is fine but not both simultaneously.

Researchers at the University of New South Wales in Australia found the brain is limited in the amount of information it can absorb - and presenting the same information in visual and verbal form - like reading from a typical PowerPoint slide - overloads this part of memory and makes absorbing information more difficult.

Professor Sweller said: "The use of the PowerPoint presentation has been a disaster. It should be ditched. "It is effective to speak to a diagram, because it presents information in a different form. But it is not effective to speak the same words that are written, because it is putting too much load on the mind and decreases your ability to understand what is being presented."

Stagecraft



Stagecraft

- Balance between too low-key and excessive self importance
- Appear knowledgeable (or curious to learn) – you can be humble, but don't apologize for anything
- People listen to speakers that are confident, engaged, humorous
- With limited time, focus on the ideas, not the outline of your talk, collaborators, funding, etc.
- Please your audience, don't beat them into submission with formulas, photos of expensive equipment, "professional" looking slides, etc.
- Make people feel good by explaining them something that they understand already (e.g. their own work)
- All the above can be practiced – even jokes. At a minimum "say out loud" the beginning and end of your talk

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- Reserve "professional" looking slides for presentations to laymen
- All the above can be practiced – even jokes. At a minimum "say out loud" the beginning and end of your talk

Ending the presentation

Acknowledgements

Sally Aitken
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Guido Schmelzer
Robin Shoal, USFS



A set of conclusions not always ideal
Some other ways to engage the audience:
- thought provoking idea, speculation
- request for comments/help
- an open question
No need to read out acknowledgements
No need to thank the audience

Papers

<http://isiknowledge.com>

Papers

- 10. **Hamann A**
Utilization and management of red alder genetic resources in British Columbia
FORESTRY CHRONICLE 77 (4): 705-712 JUL-AUG 2001
Times Cited: 0
[Get It!](#)
- 9. **Hamann A, Namkoong G, Koshiy MP**
Improving precision of breeding values by removing spatially autocorrelated variation in forestry field experiments
SILVAE GENETICA 51 (5-6): 210-215 2002
Times Cited: 4
[Get It!](#)
- 13. **Hamann A, Curio E**
Interactions among frugivores and fleshy fruit trees in a Philippine submontane rainforest
CONSERVATION BIOLOGY 13 (4): 766-773 AUG 1999
Times Cited: 24
[Get It!](#)

Reviewer comment: "The research by the authors was apparently not guided by any prior knowledge of the topic"
... what did we do right ???

Compelling Papers

<http://www.rr.ualberta.ca/people/hamann/teaching/renr603/>

- Naivety can sometimes help you ask the right questions
- Naivety can sometimes lead to creativity and novelty
- Excessive expert knowledge and excessive literature review can have unintended side effects

Websites

The screenshot shows a website page with a header for the University of Alberta Department of Renewable Resources. The main title is "Climate Change in Western Canada". Below the title is a navigation menu with links like Home, Introduction, Climate data, Methods, Interpolation Evaluation, Climate Change Trends, Ecosystem Characterization, Supplementary Information, and Summary. The main content area features a map of Western Canada with weather station locations marked. A sidebar on the right contains a quote: "Climate is what we expect, weather is what we get" by Mark Twain (1835-1910). At the bottom, there is a small pie chart and a copyright notice for 2008.

Engage External Collaborators

The screenshot shows a website page titled "Coastal Douglas Fir: Images & Species". It features a navigation menu with links like Home, People, Research, Outreach, and Contact Us. The main content area includes a 3D image of a forest and a pie chart titled "CDF (1 way) - CDF 95%". A text box on the right contains the text: "Preliminary results based on partial data".

Support your job application

The screenshot shows a Mozilla Firefox browser window displaying a resume for Nancy Bray. The resume is titled "Media Spokesperson" and lists her current position as "Communications Officer with Public Works and Government Services Canada in Edmonton". It includes a list of skills such as "Media relations and media analysis", "Strategic communications planning", "Crisis communications planning", "Management of VIP visits and special events planning", "Web design and site management", "Writing for the web", and "Evaluation skills such as survey and focus group design".

Dangers of web publishing

- Posting half-baked stuff that you regret later
- Inadvertent copyright violations
- Inadvertent publication of restricted data and results
- Generation of controversy over results
- Somebody might steal your unpublished ideas