



The focus of ResponSEable has been on innovative, interactive, mutual learning and computer-based Ocean Literacy products that are expected to complement effectively more traditional ways of engaging citizens.

OL tools must be capable of influencing behaviour, therefore it is vital that we understand the target audience's motivations and behavioural models, in order to inspire changes in attitudes and behaviour. Understanding of the problems in overcoming cognitive dissonance, where our behaviour is in conflict with our values and beliefs will be important. Some of our design principles are:

- Our focus is on the development of innovative, interactive, mutual learning and computer-based ocean literacy products capable of changing or influencing behaviour in human-ocean relationship.
- Where possible we will create an open environment for innovation and collaboration which provides a realistic setting for innovation and testing.
- We will recruit and involve users as collaborators in the innovation, design, development and test of Ocean Literacy products and services.
- We will design indicators that measure the impact of the products on the knowledge and behaviour of the users.
- Our design and development process will be iterative and interactive.

LIVING LAB APPROACH TO LITERACY?

As part of the project, we developed and applied, under real-life conditions where possible, a process for the development and

testing of Ocean Literacy tools. In this approach we recruit and assemble a core design team and a user group to help collaboratively design, develop and test the tool. We use techniques such as brainstorming workshops to generate and refine ideas. These ideas are then iteratively refined and tested as a joint team effort. At least one prototype tool is produced and tested with the user group before we perform testing under real-life (controlled) conditions.

Any remaining issues and enhancements are sorted out before we finalise the tool and associated communication material.

MONITORING AND ASSESSMENT

In order to properly assess the tool and its effectiveness, we must deploy the tool as widely as possible, but also perform a well-designed measurement of the tool's effectiveness. In the ResponSEable project we develop a 'Theory Of Change' model of behaviour change for each target group where we identify the predictors of behaviour change (e.g. attitudes) that we expect to affect via the tool. We then perform controlled testing of the tool with selected groups of users, and use pre-test and pos-test evaluations to establish whether the tool has had the expected effect.

THE PROCESS STEP-BY-STEP

DEFINE

Know your audience - What are their motivations, behaviours? How do they communicate? What is the objective of the tool? Are we seeking changes in awareness, knowledge, attitude, behaviour? - Can you recruit a focus group to collaborate on the design, development and test process using Living Lab principles?



DESIGN-DEVELOP-TEST

The living lab approach

If possible you need to recruit a user group that is willing to work with you from early idea generation (using brainstorming workshops for example) right through to final testing of prototypes.

IMPLEMENT

Can you try out the tool in real-life situations? Schools and Colleges are great places to access large groups of people who might be willing to give you feedback. Working with schools requires plenty of advance planning, however, as their schedule is often over-crowded and teachers work to teaching plans. Places where there is a regular stream of potential users are good opportunities for trialling the tool, such as science fairs, exhibitions, aquaria etc.

Monitoring and Assessment

Design and implement testing to monitor changes in understanding, behaviour, etc. in target group samples. Assess the outcome of the monitoring, leading to proposals for improvement / refinement of the tool or recommendations for use.



Evaluation of Effectiveness

Assessment of effectiveness focuses on behaviour change objectives of Ocean Literacy initiatives designed for specific actors within each key story. If actors adopt behaviours and lifestyle choices that support sustainable use of the marine and coastal environment, the Ocean Literacy initiatives can be proven to provide tools that aid the concept of 'ocean (or marine) citizenship'.

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Qualitative feedback is also very important, for example, from teachers and users, in the form of comments on what is good or can be improved.