Think, Hope, Change: assessing effectiveness of ocean literacy tools

January 17th 2019 - 14-15 CET

Webinar focused around the following 3 questions:

- Question 1 – What is the right level of ocean literacy?
- Question 2 – How should we measure the effectiveness of ocean literacy initiatives?
- Question 3 – What do we need to consider when measuring effectiveness of an ocean literacy initiative?

The webinar's panellists:

Matthew Ashley
University of Plymouth

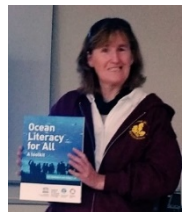**Sabine Pahl**
University of Plymouth

Gillian Glegg
University of Plymouth

Louise Ras
Océanopolis, Aquarium de Brest

Owen Molloy
National University of Ireland, Galway

Fiona Crouch
European Marine Science Educators Association

Main messages from the webinar discussions

- Ocean Literacy is a collective process that changes social norms!
- Level of ocean literacy depends on an individual understanding the system –so that they can reflect on how their decisions and actions affect marine environment. Ocean literacy should focus on training for 'systems thinking' , which needs to happen from a young age ;
- Ocean literacy tools need to provide knowledge of actions that can be taken (or avoided) to aid behaviour change;
- Need to be more specific in what do we want to target with specific Ocean literacy tool – knowledge, attitude or behaviour?
- Behaviour change is driven by many factors – attitude e.g. emotion and environmental connectedness were recognised to be important driving factors, in reality behaviour change is based on many factors working together ;
- Assessing effectiveness of ocean literacy benefits from collecting perceptions and frequency of self –reported behaviours before and after interaction with a tool;
- Following up with a group that has interacted with a tool is often overlooked beyond an immediate 'after' survey but it is important to understand if new behaviours have become established;
- Surveys design and the language used in questionnaires needs to be tested and adapted to make it understandable to the respondents (especially younger children).
- Collecting data on self reported behaviour and intentions is a start but researchers and practitioners also need to think about quantitative – objective data metrics that can be used as indicators ;
- The ideal data set would also have a control group that hasn't interacted with the tool.