Resource Development Guide

Thematic Area

Learning and Design

Learning Design
and Delivery

Purpose

Guidance to ensure consistency in
the development of learning
materials.

Audience

Any Rare staff or partner that needs
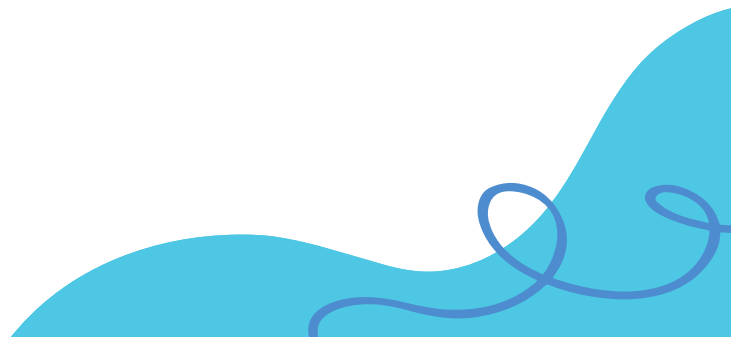to develop a resource.

Introduction

At Fish Forever's Hub, we believe in the power of sharing knowledge and expertise to inspire change for people and nature to thrive. It takes resources for committed and empowered individuals to create ripples of change in their homes, communities and organizations. And in our teams, we constantly develop resources that would make planning, interactions, or implementation consistent, clear and fun. For that reason, as Hub we have hubsterized the Design Thinking model into a workflow that would help design and develop resources, taking into consideration an approach to problem-solving and innovation that's both user-centered and solutions-based, focusing on finding solutions instead of problems.

The guidelines are just that—guidelines; they are not a rigid set of rules, nor are they intended to inhibit your work or your creativity in designing specific resources. But to lead you to a final product that best suits a specific need and replies to the audience's purposes.

What can be considered a resource?

A resource is any piece of information that helps a person to understand more about a topic or issue. Different types of resources can be develop taking into consideration different aspects that will produce a resource to be consistent, clear and fun.

Resources or learning materials can be presented in different forms to meet the needs of different target groups and can also be designed to suit different learning styles and delivery modes.

Resource Development Workflow

Clarify

Brainstorm

Draft and Prototype

Test

Finish

**Release**

Feedback

Modify

Clarify

The Creative Problem Solving (CPS) model establishes that clarifying is a space where we can explore the terrain of our goals, wishes, and challenges, before we move forward into generating ideas. Sometimes it feels like heavy lifting because there's a natural tendency to want to rush ahead and start generating ideas.

The more time we spend upfront figuring out what the real (or the most important, or the most interesting) problem is, the better the ideas and solutions that follow. As philosopher John Dewey famously said: *a problem well-stated is half-solved.*

While getting clarity of the process you are about to follow, you can **empathize**, which is Design Thinking's first stage for a reason. It's the first step on the road to thoughtfully design products (resources) that prove the designers built with a compassionate eye for their users or audiences.

The two component when clarifying are:

identifying a purpose or need

setting a specific audience to direct information to
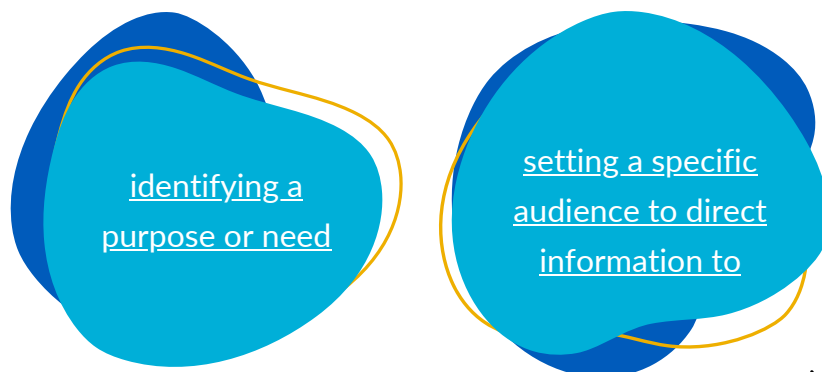
Identify the purpose or need

Set a clear goal from the outset will assist in the planning stages.

Neil Francis, the author of 'Positive Thinking', identifies that the clarity of identifying a purpose provides you with a stable foundation and a sense of direction, both of which are integral to a positive outlook when designing.

What questions do we need to answer?
- What problem can I solve with this resource?
- Why produce this resource?
- What do you wish to achieve?
- What will the audience use it for?
- Why is it important?

Audience

Before you even begin the process of generating ideas, take some time to consider who your audience is and what they want or need from you or the resource you are designing.

Keeping your audience in mind while you develop your resource can help you make good decisions about what material to include, how to organize your ideas, and how best to support your argument. Different audiences require different levels of information. Identifying your audience will help you determine the level of detail that you need to include in the process of designing a resource.

To illustrate the impact of audience, imagine you're writing a letter to your grandmother to tell her about your first day in a new job. What details and stories might you include? What might you leave out? Now imagine that you're writing on the same, topic but your audience is your best friend. Unless you have an extremely cool grandma to whom you're very close, it's likely that your two letters would look quite different in terms of content, structure, and even tone.

It is always beneficial to engage your target audience in the production of your resources. If you can involve a representative group of potential users early in the process to help shape, plan, comment on, or test out ideas and activities, it will strengthen the resource and encourage wider use.

Use the following questions to help you identify your audience and what you can do to address their wants and needs.

- For whom is this resource intended?
- Might you have more than one audience? If so, how many audiences do you have? List them
- Why is the resource relevant to the target audience?
- Do you identify the specific characteristic of the audience as a learner?
- What does your audience need? What do they value? What is most important to them?

Keeping in mind your answers to these core questions while developing the resource will help maintain focus and adherence to your original plan; will help balance the content and ideas with the context you work in and will keep the needs and interests of the intended user group firmly in mind.

To help you identify an specific audience you can check the Hub Audience Profile that set audiences in three different groups listed below. If the audience is other than listed in the profile feel free to adapt.

Hub Audience Segmentation Profile

AUDIENCE 1 Site-level Stakeholders	**Role/Function**	An individual or group that must consistently adopt and demonstrate a behavior for the FF approach to be succesful. *(most often community level audiences)*
	Examples	Fishers, Fish Buyers, Heads of Households, Leaders of Community-Based Organizations, i.e. Management Bodies, Fishers Associations, Community Councils
AUDIENCE 2 Direct or Indirect Implementers	**Role/Function**	An individual or group responsible for executing site implemen-tation activities *(regardless of whether it is Rare Direct, or Service Providers/ third-party implemen-ters under the Supported or Influenced model)*
	Examples	Rare Program Implemen-tation Managers and Coordina-tors Imple-menting Partner (Govern-ment, NGOs, University) exten-sionists, coordina-tors, resear-chers Indepen-dent Contra-ctors Academic Partners
AUDIENCE 3 Decision-Makers	**Role/Function**	An individual or group making decisions that impact the direction of a program *(this decision-making ranges from progra-mmatic to resource allocation, or operations)*
	Examples	Executive or Program Director of Implemen-ting Partner Organiza-tions Regional or Department Director of Ministry, Provincial and/or Municipal Offices Heads of Ministry, Provinces and/or Munici-palities Donors

Complete Hub Segmentation profile

Menu

Brainstorm

Brainstorming is a creative-thinking technique for coming up with new ideas and solving problems. Teams use this ideation method to encourage new ways of thinking and collectively generate solutions. Brainstorming encourages free thinking and allows for all ideas to be voiced without judgment, fostering an open and innovative environment. This process typically involves a group of people, although it can be done individually as well.

When designing resources, the process of brainstorming may answer many questions and generate all the possible options for a specific purpose.

You may want to consider answering the following questions:

- What are the most feasible solutions?
- What are the audience and end user preferences to use/interact with the tool, material or experience?
- What are the difficulties and assets of the intended users?
- What type of resource and media should be developed?
- Do I have a specific budget to work with?

PRO TIP
We recommend that prior to designing a new resource you can review existing materials in the Implementers resources library or within de local repository. Decide whether they are appropriate to your purpose, or you can repurpose them by adapting (with permission).

Implementers resources library

If there is no resource you can adapt or repurpose you can develop a new resource and continue using this workflow. While answering the questions above you can check the following resources to help identify what type of resource fits more to the purpose established prior. Taking into considerations other elements as production requirements and budget as well as the diffent mode of delivery intended for the resource.

Learning resources options

**Menu**

Draft and Prototype

Develop a basic plan of the resource, one that will help guide the process, keep you on track and avoid unnecessary detours. It can be modified as you proceed (say, based on feedback from a test phase or 'test group' if using).

A draft needs to be done to filter brainstorm ideas into a skeleton of a solution to guide the creation of a prototype. And at the same type you can identify if any other professional needs to be considered to work as part of a production team.

Images, photographs or infographics

Choosing to use appropriate and quality images and graphics is now vital to the "look and feel" of a resource. It can make it more accessible and immediately useable; it appeals to the different dimensions and intelligences through which people learn and it can highlight your resource over others.

It is relevant to consider if the resource is to be use digital or in a printed version. In that sense it is necessary to think about sufficient resolution for print quality. The **standard resolution size for print is 300 dpi whereas for online use is 72 dpi.**
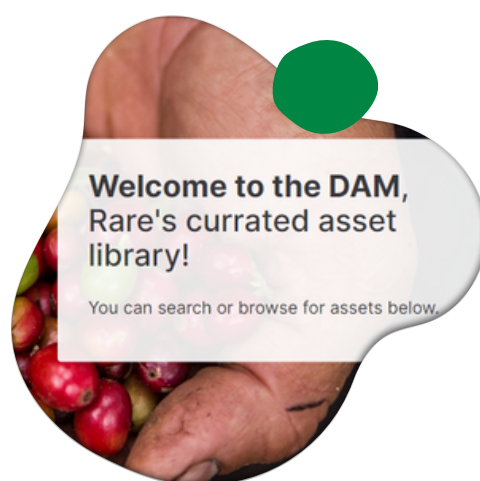
Asset Bank

Content

Content refers to what goes into the learning material. A well-balanced content must be:
- interactive by keeping the target audience engaged
- simple but yet challenging to the learner in order to sustain their interest;
- sufficient in parameters – not too much and not too shallow

TIPS ON LANGUAGE!
- Try hard to avoid using clichés
- Ensure the perspectives that others have a place in your resource
- Make your language as accessible as possible for audience. Try to ensure the language is accurate but yet plain and simple – it will help achieve your goal.

What questions do we need to answer?

- Do we have enough content/information to make a prototype?
- What content should be considered as part of the resource to fit the audiences needs?
- Are the materials needed to deliver the solution accessible to the audiences and end users?
- Will the audience/end user understand how to use/interact with it on their own?

As you are done with the draft yo might need to ask to join the production team some other professionals depending on the type of resource you decided to develop based on your budget and team you are working with. For example a Graphic Designer or Illustrator to enhance a text or info graphic resource, or you might need a audiovisual producer in case you decided to create a video, animation or a digital game.

It is really important you are sure of the content included in the draft as the artistic profesional is only going to work with what ever you previously stated.

Test

Testing is done to determine the strengths and weaknesses of the developed material in order to take necessary remedial actions prior to its full implementation. Testing your materials is important because it allows you to learn early on and to evaluate which materials and messages are most effective with the intended audiences. Knowing this will save you time and money by ensuring that you do not go through the entire development process with an ineffective message or unsupportive content.

Also consider when to test the resource (time of year, availability of users to try it out, length of piloting phase), the range of participants from the intended target audience to try it out and a strategy to encourage and collect feedback.

In the process of testing make sure to consider the following elements:

1. **Assess comprehensibility –** does the intended audience understand the message?
2. **Identify strong and weak points –** what parts of the materials are doing their job best—for example, attract attention, inform, or motivate to act? What parts are not doing their jobs?
3. **Determine personal relevance –** does the intended audience identify with the materials?
4. **Gauge confusing, sensitive, or controversial elements –** does the treatment of particular topics unintentionally make the audience uncomfortable?
5. **General feedback-** strong reactions , ideas, suggestions (and even complaints) so that these can be used to measure and evaluate the impact/outcomes success and shape future editions or additional resources.

Remember every resource is intended to bring a Fish Forever approach to life with consistency, clarity, and fun! **Use the following table to assess the incorporation of this elements into de resource.**

Criteria	To what degree do you consider this resource:	Absolutely 😊😊	Enough 😊	A little bit ☹️	Not really ☹️☹️	Thoughts you'd like to share!
Consistency (marked by regularity)	Enables you to consistently apply FF concepts in diverse contexts (i.e., a different community, for a different audience)?					
	Enables other implementers (i.e., Rare Staff, Partners) to apply FF concepts in their own context?					
Clarity (easily understood)	Helps me apply FF concepts and guidelines in my work?					
	Helps surface connections between different parts of the FF program?					
	Conveys information clearly and appropriately in all forms used (i.e., writing, graphics, audio)?					
Fun (provides amusement or enjoyment)	Keeps you engaged?					
	Feels "relaxed"?					
	Sparks positive feelings or curiosity?					

Menu

✓ Finish

Once the material has been tested, the developer needs to amend or polish the final product, as necessary, in accordance with feedback from those involved in the trial run to meet the needs of the target audience, based on data gathered during the testing process.

Any remark that shows lack of understanding of key concepts should receive careful attention. If one person did not grasp a point, others may have problems as well. Idiosyncratic comments about a product's appeal or personal relevance are less of a concern.

? What questions do we need to answer?

- Are all components of the solution complete and relevant feedback incorporated? Has it been proofread?
- Do we have appropriate citations and credits?
- Do we have the needed source files for implementing teams to adapt? Are they accessible?
- Are instructions to use/adapt the materials finished and clear?

↑ Release

Resource is ready to be shared to the audience in any of the delivery modalities proposed in the strategy. Make sure to motivated the users to interact with the resource as much as posible.

Feedback

Mantain fluid comunication with users to make sure they share any specific feedback that can be helpfull to improve the resource in the future.

Modify

In case of receiving any feedback from users, evaluate if it is required imediated action to modifify or can be applied to the next update of the resource in the future.

A Global Hub Resource