

Instructional Materials Needs Assessment of Pacific Land Grant Institutions



A D A P
PROJECT

Agricultural Development in the American Pacific
Pacific Land Grant Programs

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**Instructional Material Needs Assessment
of Pacific Land Grant Institutions**

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INSTRUCTIONAL MATERIALS NEEDS ASSESSMENT OF PACIFIC LAND GRAND INSTITUTIONS

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PREFACE

The primary objective of the Agriculture Instructional Materials Service (AIMS) is to coordinate the production, packaging for multiple uses, and distribution of targeted instructional materials for Pacific Land Grant institutions.

The ADAP Strategic Plan for 1993 through 1998 is committed to develop at least 5 sets of materials per year for classroom and/or extension use. These products will address the broad categories of agriculture, home economics, and human resources. This report provides initial information needed to accomplishment the task.

The first issue confronting AIMS at the start of its plan of work was how to determine the instructional materials topics and subtopics of greatest need in the ADAP region. Second was the identification of detailed characteristics for these materials including; goals, learning outcomes, types of media, and end users of the product. The research reported here examines the regional responses from a two part methodology implemented to clarify these points.

H. Michael Harrington
AIMS Principal Investigator

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INTRODUCTION

The five Land Grant institutions in the Pacific basin; American Samoa Community College (ASCC), College of Micronesia (COM), Northern Marianas College (NMC), University of Guam (UOG), and University of Hawai'i (UH); have collaborated together under the Agricultural Development of the American Pacific (ADAP) initiative since 1988. Leadership and foresight was demonstrated in establishing the ADAP Strategic Plan, to provide goals and objectives for the next five year.

Within the strategic plan, Goal #5 and it's subsequent objectives (provided below), led to the proposal and approval of a plan of work to establish the Agriculture Instructional Materials Service (AIMS) within ADAP. The resulting objectives for AIMS are also provided here.

ADAP GOAL #5 AND OBJECTIVES 5a and 5b:

- Goal #5:** To develop appropriate extension and academic projects to enhance the impact of the 5 Land Grant institutions on agriculture and communities.
- Objective 5a:** Develop or consolidate, and package at least 5 sets of agriculture and/or human resources materials per year for classroom/extension use.
- Objective 5b:** Articulate at least 10 agriculture and/or human resources courses by 1999.

AIMS OBJECTIVES FOR ADAP YEAR 6:

1. Establish the Agriculture Instructional Materials Service within ADAP to coordinate the development, packaging and distribution of targeted materials for Pacific Land Grant programs.
2. Compile and distribute to ADAP institutions, an inventory of region-specific instructional materials which are currently used by Pacific Land Grant programs, University of the South Pacific at Alafua, and South Pacific Commission, with comments from the current users on the strengths and weaknesses of the material.
3. Based on an assessment of currently utilized materials and the needs of Pacific Land Grant programs, the AIM Service will develop or consolidate, and package at least 5 sets of agriculture and/or human resources materials per year for use in academic and/or extension programs.
4. Establish by April 1995, the institutional arrangements for an on-going Agriculture Instructional Materials Service with professional staff and shared responsibilities among ADAP units for developing new material, updating current material, maintaining supplies of ADAP-produced instructional material, and providing future access to materials.

This study, Instructional Materials Needs Assessment of Pacific Land Grant Institutions, was initiated immediately after the establishment of AIMS. It was conducted for two purposes:

1. To identify the topics and subtopics of instructional materials of highest priority need to ADAP educators and extensionists.
2. To collect detailed information to assure that each product is appropriately developed for its specific intention.

The results and recommendations reported here create a basis for the accomplishment of AIMS objective 3. The initial survey (Appendix A) also gathered information to support objective 2, resulting in the 1994 AIMS Catalog. The implementation of the method described below has been time consuming for the investigator and contributing colleagues. However, the outcome provides a strong foundation for ADAP to build its Agriculture Instructional Materials Service upon.

METHOD

To accomplish the purposes of this study it was determined that a two phase method of data collection would be required. This "Delphi" approach gathered both quantitative and qualitative data. Self administered surveys and focus group interviews were used to obtain information from respondents.

The "1993 Instructional Materials Survey" (Appendix A) was drafted for review by the AIMS Advisory Panel. The Advisory Panel is composed of members identified by the ADAP Directors as individuals with primary responsibilities in extension and instruction at each institution. A final survey was developed based upon review comments. It was sent to ADAP colleagues at each campus who agreed to reproduce, distribute and collect it.

The results of this survey gave a broad picture of the types of materials, and the topics and subtopics of greatest need in the region. The data was sufficient to rank the eight (8) instructional material topics of greatest regional priority. These expressed needs, combined with the existing regional materials which people reported having to share, allowed the AIMS Coordinator to identify initial development projects. However, the data could not generate prioritized subtopics nor the details to match the specific content to the clients and the educators.

A qualitative approach was selected as the most reliable way of obtaining this type of information. It permitted the study to individualize data collection, to leave it more open-ended. Each respondent could account for their unique situation and give their best understanding of their needs and goals. Consequently, a focus group methodology was used to gain these insights.

A three step process of data collection was employed in this phase. It consisted of:

- Respondent review of survey results, and individual selection of a highest priority subtopic in their area(s) of expertise;
- Focus group selection of highest priority subtopics based upon the individual selections, and
- Focus group analysis and reporting of the detailed information needed, to assure that each product is developed to match the intended outcomes of specific learning events.

The "AIMS Focus Group Facilitator's Handbook" (Appendix B) was produced to assist the individuals who would oversee this process at each site. It provides guidelines for conducting focus group interviews and key interview questions. In addition, it contains the data collection instruments for individual and group reporting.

The Pacific Land Grant institutions were contacted and facilitators identified for each site. A number of people in the region have participated in ADAP sponsored facilitator training and other studies utilizing focus groups. The facilitators returned the data collected on priority subtopics and focus group analyses to the AIMS Coordinator.

The data on priority subtopics was tallied to identify regional subtopics of greatest need. The focus group analyses for these subtopics were consolidated to produce a regional description of the characteristics for each needed AIMS product.

THE RESPONDENT POPULATION

A total of one hundred and three (103) responses to the "1993 Instructional Materials Survey" were collected from across all of the ADAP institutions. The number of responses per institution is reported in Table 1. The "AIMS Focus Group" reports were also collected from each of the ADAP institutions.

Given the diversity, size and dispersion of the ADAP population this was not intended to be a statistical sample. Rather, it was an availability sample to gather information from as many individuals in the population as could be obtained. Furthermore, it is certain that the sample of the survey is not identical to those comprising the focus groups.

Therefore, it must be stated that the findings describe the situation of those faculty and staff who participated and responded. This study is not intended to be interpreted as statistical generalizations.

Table 1.
Respondents to the 1993
Instructional Materials Survey

Total number of respondents.....103

Percentage of respondents with expressed needs.....70%

Number of responses per ADAP institution:

ASCC.....	18
COM.....	13
NMC.....	06
UOG.....	07
UH.....	<u>59</u>
TOTAL.....	103

Responses with expressed needs per ADAP institution:

ASCC.....	17
COM.....	12
NMC.....	06
UOG.....	06
UH.....	<u>30</u>
TOTAL.....	72

FINDINGS

The number of respondents to the 1993 Instructional Material Survey who expressed a need for instructional materials is reported in Table 1. This data is shown per institution as well as for the entire sample. In the entire sample, seventy percent (70%) of respondents expressed a need for at least one topic and subtopic of instructional materials. Although the remaining thirty percent (30%) of the respondents did not express any instructional needs, each reported material available to share.

Further analysis of the survey sample is shown in Figure 1 and Figure 2. These data were calculated using weighted percentages described below each figure. The results in Figure 1 show that work responsibilities of respondents are greatest in "Extension" (53%), followed by equal percentages in "Instruction" (19%), and "Research" (19%). The remainder (9%) reported "Other". Most respondents reported in at least two areas of responsibility.

Figure 2 shows the percentage of instructional materials needs reported by the total sample in the three primary categories of the survey. The category of greatest need is Agricultural Production (60%). The remaining two categories show equal need in Home Economics (20%), and Human Resources (20%).

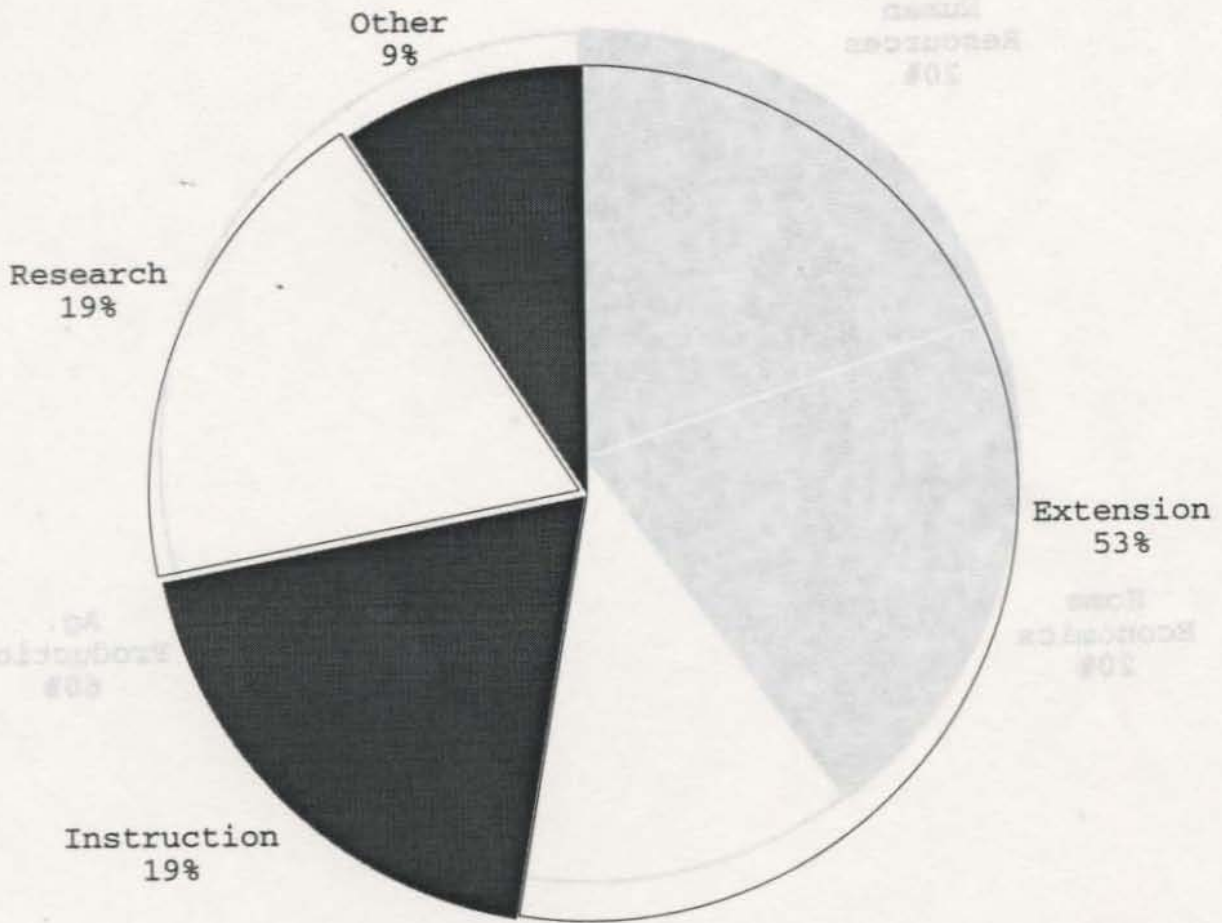
The last quantified finding of the 1993 Instructional Materials Survey is the list of instructional material topics of greatest need, as reported by the total sample. Table 2 shows the eight most needed topics ranked from largest to smallest quantity of response; Pest Management, Agroforestry, Agricultural and Resource Economics, Animal Science, Human Nutrition, Clothing and Textiles, 4-H Youth Programs, and Parenting.

Table 3 shows these same priority ranked topics, and the subtopics associated with each topic. These subtopics are not prioritized. They were in some cases formulated by the investigator from groups of similar but not identical responses to the survey. Priority of these subtopics is accomplished by the second phase of this study in the "AIMS Focus Group" reports.

Each AIMS focus group reported their highest priority subtopic for all of the eight most needed topics. These responses were compiled for each ADAP institution and are shown in Table 4. The tally of the five institutions' responses were used to rank the priority of subtopics for the region.

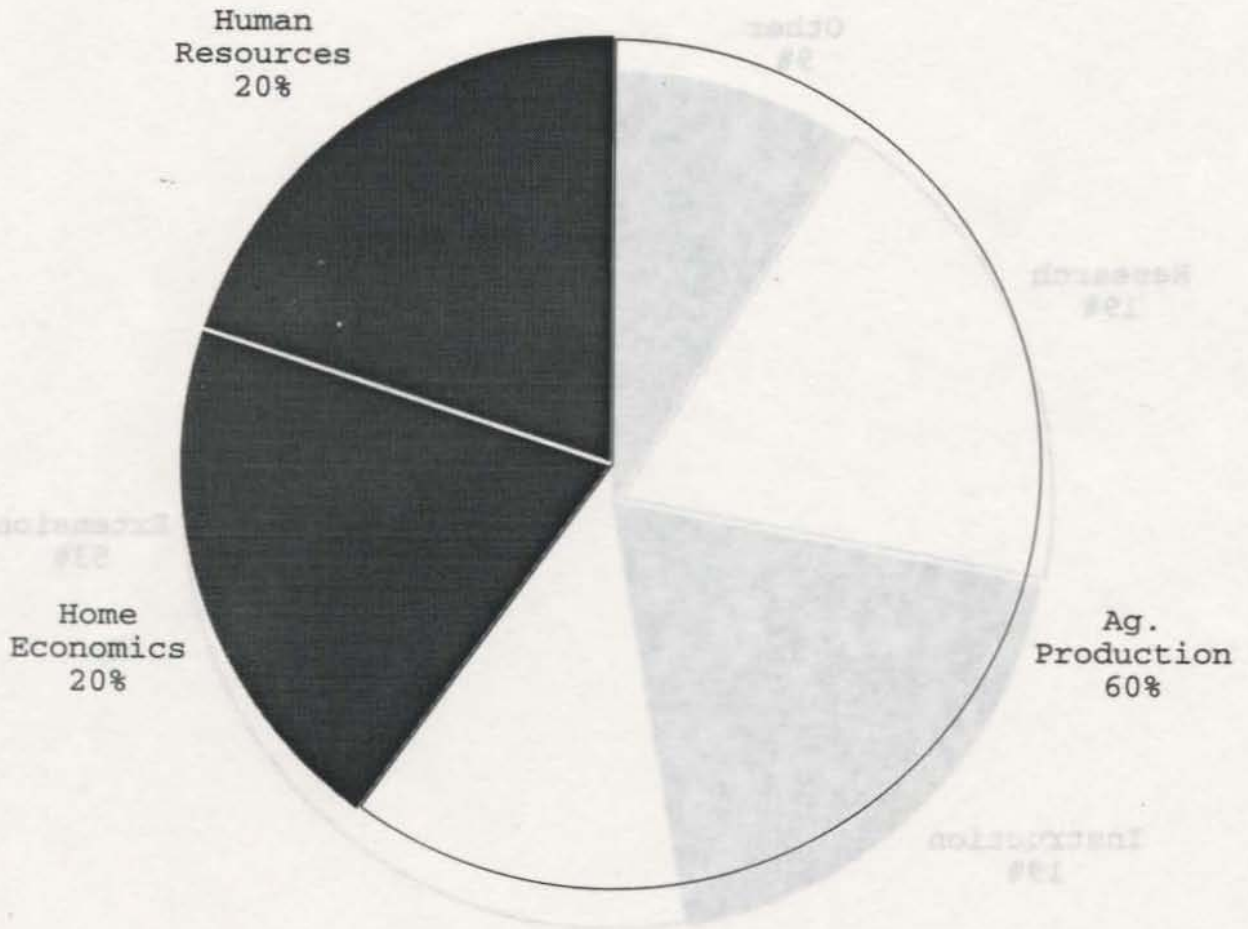
The priority ranking of regional subtopics was done for each of the categories; Production Agriculture, Home Economics, and Human Resources. Table 5 through Table 14 report each discrete subtopic in its priority ranking. These tables also show the characteristics of each subtopic compiled from the focus group reports.

Figure 1. Percentage of Work Responsibilities in Primary Category for Respondents to the 1993 Instructional Materials Survey



Data in Figure 1 were determined by calculating the percentage of response from each separate ADAP institution. These percentages were then added together in each category. The sum was divided by five, the total number of institutions. This method was employed to give equal weight to all institutions irrespective of the different numbers of staff and responses per institution.

Figure 2. Percentage of Responses with Needs in Each of the Primary Categories



Data in Figure 2 were determined by calculating the percentage of response from each separate ADAP institution. These percentages were then added together in each category. The sum was divided by five, the total number of institutions. This method was employed to give equal weight to all institutions irrespective of the different numbers of staff and responses per institution.

Table 2.
Instructional Materials Topics of Greatest Need
Ranked by Greatest Quantity of Response

Pest Management	1. Pest Management - Insecticide Application Training - Biological Controls - IPM - Entomology - Pathology
Agroforestry	2. Agroforestry - System Design - Fruit Trees/Croppers
Agricultural and Resource Economics	3. Agricultural and Resource Economics - Farm Management - Marketing - Recordkeeping - Ag. Economics
Animal Science	4. Animal Science - Poultry - Animal Health
Human Nutrition	5. Human Nutrition
Clothing and Textiles	6. Clothing and Textiles - Sewing - Community Activities - Sanitation/Food Safety - Value of local foods
4-H Youth Programs	7. 4-H Youth Programs - Sewing and Construction - Merchandising and Marketing - Dyeing and Printing
Parenting	8. Parenting - Parenting - Teen Parents - Child Development

Table 3.
Instructional Materials Subtopics Reported in
1993 Instructional Materials Survey
(Subtopics not in priority rank order)

A. Agricultural Production

1. Pest Management
 - Pesticide Applicator Training
 - Biological Controls
 - IPM
 - Entomology
 - Pathology
2. Agroforestry
 - Systems/Design
 - Fruit Trees/Orchards
 - Propagation/Nursery
3. Agricultural and Resource Economics
 - Farm Management
 - Marketing
 - Recordkeeping
 - Ag. Economics
4. Animal Science
 - Poultry
 - Animal Health

B. Home Economics

1. Human Nutrition
 - Breastfeeding
 - Community Nutrition
 - Sanitation/Food Safety
 - Value of local foods
2. Clothing and Textiles
 - Patterns and Construction
 - Merchandising and Marketing
 - Dyeing and Printing

C. Human Resources

1. 4-H Youth Programs
 - Training Leaders and Volunteers
 - Environmental Education
 - Agricultural Projects
2. Parenting
 - Teen Parents
 - Child Development

Table 4.
Highest Priority Subtopics for AIMS from each ADAP institution

Agricultural Production					
Topics	UOG	ASCC	UH	COM	NMC
Pest Management	IPM/ Pathology	IPM	IPM	IPM	IPM
Agroforestry	Propaga- tion and Nursery	Systems/ Design	Systems/ Design	Systems/ Design	Propaga- tion and Nursery
Agricultural and Resources Economics	Marketing	Farm Manage- ment	Marketing	Farm Manage- ment	Marketing
Animal Science	Animal Health	Animal Health	Animal Health	Animal Health	Animal Health
Home Economics					
Topics	UOG	ASCC	UH	COM	NMC
Human Nutrition	Value of Local Foods	Breast- feeding	Value of Local Foods	Value of Local Foods	Sanita- tion/Food Safety
Clothing and Textile	Merchan- dising	Patterns and Con- struction	Patterns and Con- struction	Patterns and Con- struction	Patterns & Con- struction
Human Resources					
Topics	UOG	ASCC	UH	COM	NMC
4-H Youth Program	Environ- mental Programs	Training Leaders & Volun- teers	Training Leaders & Volun- teers	Agricul- tural Projects	Training Leaders & Volun- teers
Parenting	Teen Parents	Child Develop- ment	Child Develop- ment	Teen Parents	Child Develop- ment

Table 5.
1st Priority Subtopic in Agricultural Production

Topic: Animal Science Sub-topic: Animal Health

What type of learning events to be conducted on this subject?

- Workshop ****
- Classroom ****
- Field Demonstrations
- Agent/Client interactions

Who are the participants?

- Farmers ***
- College students ***
- Extension agents **

What are the learning event goals and objectives?

- Teach improved ways of raising poultry and swine.
- Increase knowledge of local animal health problems, diseases, and management practices.
- Enable farmers to self-diagnose problems and address them in a timely manner.
- Improve animal health and production methods for marketing aspects.
- Raise awareness of public health problems related to animal health.
- Emphasis on nutrition, prevention and eradication

What types of instructional materials and types of media?

- Video ****
- Slides ****
- Data & fact sheets **
- Newsletters and leaflets **
- Audio
- Charts

What are the learning goals/objectives of this new material?

- Increase knowledge of local animal health problems, diseases, and management practices.
- Enable farmers to self-diagnose problems and address them in a timely manner.
- Improve animal health and production methods for marketing aspects.

When is it needed?

- As soon as possible - October 1994

Who will be the end user of the material to be developed?

- Farmers *****
- Students **
- Faculty **
- Extension agents **
- 4-H participants

Note: ** = two responses; *** = three responses; **** = four responses

Table 6.
2nd Priority Subtopic in Agricultural Production

Topic: Pest Management Sub-topics: IPM

What type of learning events to be conducted on this subject?

- Workshops ***
- Classroom **
- Field demonstration
- Agent/Client interactions

Who are the participants?

- Farmers ***
- Students of all ages ***
- Policy makers **
- Extension agents

What are the learning event goals and objectives?

- The use of an IPM system to raise crops economically.
- Learn and adopt different pest control strategies such as cultural, mechanical, biological, and chemical means.

What types of instructional materials and types of media?

- Data & fact sheets ****
- Video ***
- Slides ***
- Leaflets
- Charts
- Audio

When is it needed?

- As soon as possible
- October 1994

What are the learning goals/objectives of this new media?

- To understand the basics of an IPM program.
- Learn and adopt different pest control strategies such as cultural, mechanical, biological, and chemical means.

Who will be the end user of the material to be developed?

- Farmers ***
- Faculty
- Extension agents

Note: ** = two responses
*** = three responses
**** = four responses

Table 7.
3rd Priority Subtopic in Agricultural Production

Topic: Agroforestry **Sub-topics:** Systems and Designs

What type of learning events to be conducted on this subject?

- Workshops **
- Classroom **
- Field demonstrations
- Agent/Client interactions

Who are the participants?

- Farmers **
- College students
- Extension agents

What are the learning event goals and objectives?

- To understand, develop, and use appropriate agroforestry systems/designs.

What types of instructional materials and types of media?

- Video **
- Slides **
- Data and Fact sheets
- Audio
- Models

When is it needed?

- As soon as possible
- October 1994

What are the learning goals/objectives of this new materials?

- To develop and use appropriate agroforestry systems and designs

Who will be the end user of the material to be developed?

- Extension agents **
- Farmers **
- Faculty

Note: ** = two responses

Table 8.
4th Priority Subtopic in Agricultural Production

Topic: Ag. and Resource Economics

Sub-topic: Marketing

What type of learning events to be conducted on this subject?

- Workshops ***
- Noncredit and credit courses **
- News media
- Field demonstration
- Agent/client interactions

Who are the participants?

- Farmers ***
- Students **
- Policy makers **
- Consumers
- Retailers
- Restaurants
- Extension agents

What are the learning event goals and objectives?

- Enable farmers to more effectively market their products.
- To increase awareness of local marketing systems in order to expand local produce substitution for imports.
- Make farmers more aware of value added to post-harvest practices.

What types of instructional materials and types of media?

- Flyers
- Data & fact sheets
- Booklets (1-8 pages)
- Newsletter
- Public service announcements (print and audio)
- Video

When is it needed?

- Ten years ago

What are the learning goals/objectives of this new material?

- Enable farmers to more effectively market their products.
- To increase awareness of local marketing systems in order to expand local produce substitution for imports.
- Make farmers more aware of value added to post-harvest practices.

Who will be the end user of the specific material to be developed?

- Same as "participants" above.

Note: ** = two responses
*** = three responses

Table 9.
5th Priority Subtopic in Agricultural Production

Topic: Ag. and Resource Economics Sub-topic: Farm Management

What type of learning events to be conducted on this subject?

- Workshops
- Classroom
- Short courses
- Agent/Client interactions

Who are the participants?

- Farmers
- Extension agents
- Students
- Program leaders

What are the learning event goals and objectives?

- To be able to manage a farm in general
- To learn and be able to apply sound management principles in the operation of a farm enterprise.

What types of instructional materials and types of media?

- Leaflets
- Fact sheets
- Charts, overhead transparencies
- Audio
- Computer software programs
- Livestock materials for poultry and swine farmers

When is it needed?

- As soon as possible
- October 1994

What are the learning goals/objectives of this new materials?

- To learn and be able to apply sound management principles in the operation of a farm enterprise.

Who will be the user of the material to be developed?

- Extension agents **
- Farmers **
- Faculty
- Students

Note: ** = two responses

Table 10.
6th Priority Subtopic in Agricultural Production

Topic :	Agroforestry	Sub-topic:	Propagation and Nursery
What type of learning events to be conducted on this subject?			
<ul style="list-style-type: none"> - Workshops ** - Classroom ** - Demonstration Plots - Agent/Client interactions 			
Who are the participants?			
<ul style="list-style-type: none"> - Farmers ** - Students ** - Home growers - Nursery businesses - Government workers 			
What are the learning event goals and objectives?			
<ul style="list-style-type: none"> - Increase knowledge of plant propagation methods. - Increase knowledge of nursery management. 			
What types of instructional materials and types of media?			
<ul style="list-style-type: none"> - Manual - Flyers - Handouts - Tropical and subtropical diagrams and photos. - Video - Slides 			
What are the learning goals/objectives of this new material?			
<ul style="list-style-type: none"> - Increase knowledge of plant propagation methods. - Increase knowledge of nursery management. - Establish and maintain ornamental and fruit plants. 			
Who will be the end user of the specific material to be developed?			
<ul style="list-style-type: none"> - Extension agents - Teaching faculty 			

Note: ** = two responses

Table 11.
1st Priority Subtopic in Home Economics

Topic: Clothing and Textile Subtopic: **Patterns and Construction**

What type of learning events to be conducted on this subject?

- Workshops ***
- Classroom ***
- Home education training
- Agent/Client interactions
- 4-H youth

Who are the participants?

- Homemakers **
- Students
- Extension agents
- Program leaders

What are the learning event goals and objectives?

- Learning how to read patterns and use them. **
- Family resource management.
- Saving clothing dollars.
- To help homemakers understand the basics of sewing.
- Introduction to textiles and how to recognize different textiles.
- Equipment use.
- Use of leisure time.
- To be able to repeat lesson plan for different groups.

What types of instructional materials and types of media?

- Visual ***
- Audio **
- Fact sheets

When is it needed?

- As soon as possible
- At the time of presentation

What are the learning goals/objectives of this new materials?

- Learning how to read patterns and use them **
- To help homemakers understand the basics of sewing
- Introduction to textiles and how to recognize different textiles.

Who will be the end user of the material to be developed?

- Homemakers ***
- Extension agents **
- Students
- Consumers

Note: ** = two responses
*** = three responses

Table 12.
2nd Priority Subtopic in Home Economics

Topic: Human Nutrition Sub-topic: Value of Local Foods

What type of learning events to be conducted on this subject?

- Workshops **
- Classroom **
- Agent/Client interactions

Who are the participants?

- Homemakers including family & community education members
- Members of other public organizations
- Program leaders
- Extension agents

What are the learning event goals and objectives?

- To understand that better nutrition leads to a better life.
- To appreciate the nutritional value of local foods.
- Nutrition information.
- Consumer information (marketing, purchasing).
- To learn food safety and food handling practices.
- To be able to repeat presentations to different organizations.

What types of instructional materials and types of media?

- Visual **
- Fact sheets **
- Leaflets
- Audio

When is it needed?

- As soon as possible

What are the learning goals/objectives of this new materials?

- To understand that better nutrition leads to a better life.
- To appreciate the nutritional value of local foods.
- Nutrition information

Who will be the end use of the material to be developed?

- Homemakers **
- Classroom teachers **
- Consumer
- Extension agents

Note: ** = two responses

Table 13.
1st Priority Subtopic in Human Resources

Topic: Parenting Sub-topic: **Child Development**

What type of learning events to be conducted on this subject?

- Workshops **
- Classroom **
- Agent/Client interaction

Who are the participants?

- Volunteers who work with youth programs
- Students
- Parents
- Teens
- 4-H agents

What are the learning event goals and objectives?

- Participants to understand development stages of childhood.
- Participants to understand their role in the development stages of childhood.

What types of instructional materials and types of media?

- Lessons with activities
- Data & fact sheets
- Video

When is it needed?

- As soon as possible

What are the learning goals/objectives of this new materials?

- Participants to understand development stages of childhood.
- Participants to understand their role in the development stages of childhood.

Who will be the end user of the material to be developed?

- 4-H agents and volunteers **
- Students
- Parents
- Teens

Table 14.
2nd Priority Subtopic in Human Resources

Topic: 4-H Youth Program Sub-topic: Training Leaders and Volunteers

What type of learning events to be conducted on this subject?

- Workshop
- Self study
- Video

Who are the participants?

- Leaders - adult & teen
- Other volunteers
- 4-H agents

What are the learning event goals and objectives?

- leaders/volunteers to gain basic skills in working with youth

What types of instructional materials and types of media?

- Workshop lessons
- Self study materials
- Video
- SPACES
- Project Learning Tree

When is it needed?

- Immediately

What are the learning goals/objectives of this new materials?

- Leaders - adult & teen
- Other volunteers
- 4-H agents

Who will be the end user of the material to be developed?

- Key volunteers (middle management 4-H volunteers)
- 4-H agents

Table 15.
3rd Priority Subtopic in Human Resources

Topic: Parenting Sub-topic: Teen Parents

What type of learning events to be conducted on this subject?

- Extension
- Classroom
- Agent/Client interaction

Who are the participants?

- Extension agents
- Program leaders

What are the learning event goals and objectives?

- To teach teen parents better child health care practices.

What types of instructional materials and types of media?

- Leaflets
- Fact sheets
- Audio
- Visual

When is it needed?

- As soon as possible

What are the learning goals/objectives of this new material?

- To teach teen parents better child health care practices.

Who will be the end user of the material to be developed?

- Teen parents
- Extension agents

DISCUSSION

The descriptive information in this survey regarding the respondents from each ADAP institution (Table 1) and their work responsibilities (Figure 2) is self explanatory. This is also true of the percentage of responses to needs in the primary categories of Agricultural Production, Home Economics, and Human Resources (Figure 3). The weighting of calculated percentages in the latter sets of data provides a more accurate description of the region.

The identification of subtopics and their priority ranking are the data of greatest importance in this discussion. The results of the first phase of the assessment (Table 2 and Table 3) were further verified by the focus groups in the second phase. The compiled results of focus groups from each ADAP institution (Table 4) demonstrated that in many instances; topics ranked with greatest need in the first phase also had the most consistent selection of highest priority subtopics in phase two.

An exception to this assessment is that "Animal Health" (Table 5) as well as "IPM" (Table 6) were selected as highest priority subtopics, in their respective topics, by all institutions. The investigator's knowledge of IPM instructional materials, currently available or in development, resulted in the ranking of this subtopic as the 2nd regional priority, following "Animal Health" which is reported as the 1st priority subtopic.

Similarly, the subtopics of "Systems/Design" in Agroforestry (Table 7), and "Marketing" were equal, at three institutional responses each. It is the investigator's interpretation that the "Marketing" product needed will be supplemental to existing materials. This is based upon awareness of the existing ADAP Marketing Education Short Course, and review of the characteristics of materials detailed by the focus groups (Table 8). Therefore this project was ranked as the 4th Priority, following after the subtopic of "System/Design", ranked 3rd.

It was the investigator's decision that any subtopic selected as highest priority by two or more institutions should be ranked and detailed. Therefore "Farm Management" (Table 9) and "Propagation and Nursery" (Table 10), each selected by two institutions, are the last subtopics reported in the category of Agricultural Production. There is currently an ADAP plan of work in Year 6 that is committed to developing instructional materials on "Propagation and Nursery". Therefore it is ranked the 6th Priority, following after Farm Management ranked 5th.

In the category of Home Economics, the subtopic of "Patterns and Construction" was selected by four institution, over "Value of Local Foods" chosen by three. Furthermore, the local foods subtopic is currently under development by AIMS in conjunction with another Year 6 plan of work.

In the category of Human Resources the subtopics of "Child Development" (Table 13) and "Training Leaders and Volunteers" (Table 14) were equal at three institutional responses each. The 4-H subtopic is currently under development by AIMS in conjunction with the SPACES curriculum grant obtained by the Coordinator. Therefore, "Child Development" is ranked as the higher priority need of these two. "Teen Parents" (Table 15) is the last priority subtopic in this category, having been selected by two ADAP institutions.

The detailed characteristics provided for each subtopic provide valuable information to focus on in the materials development process. However in many cases additional information will be needed when two or more characteristics have been identified by the same number of responses. Examples of this situation are decisions as to whether "classroom" or "workshop" will be the primary use of the materials. Similarly whether the end-users of the materials will be extension agents, farmers or students. These questions will be resolved by the AIMS Advisory Panel and content specific development teams organized to address each subtopic in its priority order.

APPENDIX A.

Agriculture Instructional Materials Service (AIMS)
Agricultural Development in the American Pacific (ADAP) Project

1993 INSTRUCTIONAL MATERIALS SURVEY

Please Complete The Following RESPONDENT INFORMATION:

Your name _____ Home institution _____

B. Your area of specialization _____

C. What percent of your work time is spent in: Extension _____ Instruction _____ Research _____ Other _____

Directions

Please complete this survey to help us identify existing instructional materials that may be useful to you and others in the Pacific Land Grant programs. Your responses will also be used to determine the types of materials to be developed by the ADAP Agriculture Instructional Materials Service (AIMS).
Please return the completed survey by FAX before June 30, 1993 to:

Michael T. Harrington
Coordinator
Agriculture Instructional Materials Service (AIMS)
ADAP Project
Tropical Energy House, University of Hawai'i
Facsimile: (808) 956-6967

Thank you.

1. For each program area in which you have work responsibility, please indicate:

- A. A list of specific topics within the given program area.
- B. Whether you have materials to share that may be useful to others in the region.
- C. Whether you need materials to effectively teach or provide extension programs in each topic.
If materials are needed, what is the priority of your need for each (H) High, (M) medium, (L) low priority
 - If materials are needed complete sections D. and E. and possibly F.
 - If materials are not needed skip to section F.
- D. The primary audience for materials that you need:
(T) teacher, (S) student, (EA) extension agent, and/or (EC) extension client.
- E. The type of media best used to present the material:
(P) printed or (AV) audio visual.
- F. Any additional comments regarding needed or available materials within the topic area.

2. Here is an example of how to complete the survey:

A1. AGRICULTURE AND NATURAL RESOURCES Topics	B. I Have Good Materials To Share. (More space at bottom of page.)	C. Materials Needed ? (Yes/No) (H, M or L)	D. Audience (Check as needed)				E. Media (Check type needed)	F. Comments (More space at bottom of page.)	
			T	S	EA	EC	P	AV	
Pest Management 1. Entomology 2. Pesticide Applicator Training 3. _____	1. Slides	Yes - M Yes - H		X	X		X	X	2. Need References

A1. AGRICULTURE AND NATURAL RESOURCES Topics	B. I Have Good Materials To Share. (Additional space on next page)	C. Materials Needed? (Yes/No) (H, M or L)	D. Audience (Check as needed)				E. Media (Check type needed)		F. Comments (Additional space on next page)
			T	S	EA	EC	P	AV	
Agricultural Education 1. _____ 2. _____ 3. _____									
Agriculture and Resource Economics 1. _____ 2. _____ 3. _____									
Agricultural Engineering 1. _____ 2. _____ 3. _____									
Agroforestry 1. _____ 2. _____ 3. _____									
Animal Science 1. _____ 2. _____ 3. _____									
Aquaculture 1. _____ 2. _____ 3. _____									
Biotechnology 1. _____ 2. _____ 3. _____									
Crop Science (Agronomy) 1. _____ 2. _____ 3. _____									

A1. AGRICULTURE AND NATURAL RESOURCES (continued) Topics	B. I Have Good Materials To Share. (Additional space below.)	C. Materials Needed ? (Yes/No) (H, M or L)	D. Audience (Check as needed)				E. Media (Check type needed)		F. Comments (Additional space below.)
			T	S	EA	EC	P	AV	
Horticulture 1. _____ 2. _____ 3. _____									
Introduction to Agriculture 1. _____ 2. _____ 3. _____									
Natural Resources 1. _____ 2. _____ 3. _____									
Pest Management 1. _____ 2. _____ 3. _____									
Soil Science 1. _____ 2. _____ 3. _____									

Please list specific titles of materials you have that would be useful to others in the region.

Would you be willing to serve on a team to develop instructional materials? If yes list the topic areas of greatest interest.

Do you have any further comments or suggestions ?

A2. HOME ECONOMICS Topics	B. I Have Good Materials To Share. (Additional space below.)	C. Materials Needed ? (Yes/No) (H, M or L)	D. Audience (Check as needed)				E. Media (Check type needed)		F. Comments (Additional space below.)
			T	S	EA	EC	P	AV	
Clothing and Textiles 1. _____ 2. _____ 3. _____									
Food Science 1. _____ 2. _____ 3. _____									
Home Economics Education 1. _____ 2. _____ 3. _____									
Human Nutrition 1. _____ 2. _____ 3. _____									

Please list specific titles of materials you have that would be useful to others in the region.

Would you be willing to serve on a team to develop instructional materials? If yes list the topic areas of greatest interest.

Do you have any further comments or suggestions?

A3. HUMAN RESOURCES Topics	B. I Have Good Materials To Share. (Additional space below.)	C. Materials Needed ? (Yes/No) (H, M or L)	D. Audience (Check as needed)				E. Media (Check type needed)		F. Comments (Additional space below.)
			T	S	EA	EC	P	AV	
4-H Youth Programs 1. _____ 2. _____ 3. _____									
Community Resource Development 1. _____ 2. _____ 3. _____									
Family and Community Leadership 1. _____ 2. _____ 3. _____									
Family Financial Planning 1. _____ 2. _____ 3. _____									
Parenting 1. _____ 2. _____ 3. _____									

Please list specific titles of materials you have that would be useful to others in the region.

Would you be willing to serve on a team to develop instructional materials? If yes list the topic areas of greatest interest.

Do you have any further comments or suggestions?

APPENDIX B. AIMS FOCUS GROUP FACILITATOR'S HANDBOOK

This handbook outlines steps for conducting focus group interviews to obtain the second level of analysis for the instructional materials needed in the ADAP region. It provides Agricultural Development of the American Pacific (ADAP) background information and the AIMS Focus Group Interview Report Form. The AIMS Focus Group Interview Report Form is provided to help you prepare and execute the AIMS focus group interview.

Step 1: Review the "AIMS Survey Results" (Appendix A.)
AIMS FOCUS GROUP FACILITATOR'S HANDBOOK

Step 2: Review Facilitator's Skills (in this Handbook).

Step 3: Review the Key Interview Questions (Appendix C.)
Introduction

Step 4: Determine the number of focus group interviews needed at your site and establish meeting dates. Complete the "AIMS Focus Group Invitation" (Appendix D.) and distribute to all those who should attend. Prioritize forms to all those who should attend.

Step 5: Conduct the Group Interview (Appendix E.)
Appendix A: AIMS Survey Results

Step 6: Send the results on the "Focus Group Report" form to the AIMS office. Analysis. Findings will be done by the AIMS Coordinator.

Step 7: Review the "AIMS Survey Results" (Appendix A.)
Appendix C: Key Interview Questions

Step 8: Review the "AIMS Survey Results" (Appendix A.)
Appendix D: Focus Group Report Forms

Step 9: Review the "AIMS Survey Results" (Appendix A.)
Appendix E: Sample Invitation to Focus Group Interview

Subtopics within each topic were described by most respondents. These are not ranked within the survey results. Subtopics were identified by common themes from survey responses. Therefore these are the primary items which require further refinement in focus group interviews.

The "AIMS Priorities Form" found in Appendix B. will be distributed in advance to those who will participate in the focus group interviews. Each individual should complete the form by ranking the subtopics listed under each topic according to their own priority of need for instructional materials.

AIMS FOCUS GROUP FACILITATOR'S HANDBOOK

This handbook outlines steps for conducting focus group interviews to obtain the second level of analysis for the instructional materials needed in the ADAP region. It provides background information on the use of focus groups and additional points to consider before starting. Reading this manual will help you prepare and execute the AIMS focus group interview technique:

- Step 1: Review the "AIMS Survey Results" (Appendix A.) and the "AIMS Priorities" form (Appendix B.)
- Step 2: Review Facilitator's Skills (in this Handbook).
- Step 3: Review the Key Interview Questions (Appendix C.) and the "Focus Group Report" form (Appendix D.)
- Step 4: Determine the number of focus group interviews needed at your site and establish meeting dates. Complete the "AIMS Focus Group Invitation" (Appendix E.) Copy and distribute the; invitation, survey results, and priorities form to all whom should attend.
- Step 5: Conduct the Group Interviews (collect priorities forms and write notes)
- Step 6: Send the results on the "Focus Group Report" form to the AIMS office. Analysis and reporting of regional findings will be done by the AIMS Coordinator.

Step 1:

The "AIMS Survey Results" are reported in Appendix A. They are based on the arrangement of the survey into three categories of ADAP/Land Grant emphasis; Agricultural Production, Home Economics, and Human Resources. The survey listed a number of topics in each of these categories and respondents answered whether instructional materials were needed with a high, medium, or low priority. The topics of greatest need were identified by the largest quantity of responses from the region.

Subtopics within each topic were described by most respondents. These are not ranked within the survey results. Subtopics were identified by common themes from survey responses. Therefore these are the primary items which require further refinement in focus group interviews.

The "AIMS Priorities Form" found in Appendix B. will be distributed in advance to those whom will participate in the Focus Group interviews. Each individual should complete the form by ranking the subtopics listed under each topic according to their own priority of need for instructional materials.

Step 2:

FACILITATOR'S SKILLS*

PLANNING

Planning is critical for successful focus group interviews. It is the foundation for later steps in the process. Participants will learn from both the process and the product. Write down your own description of the need for instructional materials at your island office. You should include a discussion of what types of information are important, and for whom (who are the educators/who are the clients)?

It is important to put this information in writing in order to share the ideas with others and help the persons in your group understand what they are being asked to discuss.

Focus group interviewing is well suited for uncovering information on human perceptions, feelings, opinions and thoughts.

The ADAP AIMS has a mission to develop training and educational materials on a regional basis. These materials can be made more appropriate for your faculty and staff who conduct courses, workshops and training; if you involve them in your focus group interview. ADAP AIMS seeks to develop materials that are useful for training your clients-the youth, young adults, elderly, men and women of your Pacific Island. As you consider whom to involve in the focus groups, think about this structure:

I. Categories used in the survey:

- A. Agricultural Production
- B. Home Economics
- C. Human Resources

II. Employee Responsibilities:

- A. Faculty
- B. Extension
- C. Research
- D. Support and Clerical Staff

When you finish reading this handbook you will need to decide how the focus groups should be created at your site. You should establish at least two groups from either system I. or II., to isolate participant's areas of interest and need. This will make your interview meetings more efficient and productive.

* Adapted for the purpose of this study from

Focus Group Interviewing: Step By Step Instructions for Extension Workers, by Richard A. Krueger, 1985.

THE ART OF FACILITATING A GROUP INTERVIEW

Facilitating focus group interviews requires mental discipline, careful preparation, and group interaction skills.

A. Preparation: Facilitators must think quickly "on their feet". A group interview requires concentration and careful listening. Plan your schedule to minimize the risk of unexpected pressures that would limit your ability to concentrate. You must be able to give your full attention to the group.

Practice the discipline of listening to others. Focus your complete attention on a group conversation and attempt to remember the points and views expressed by various individuals. A number of people have never learned the self-discipline of keeping silent, and for them this exercise can be torment. Effective facilitation in a focus group demands that the leader avoid expressing their personal point of view.

Memorize the key points of the questioning route, found in Appendix C.. The key questions have been limited to seven (7) questions, with sub-points within some questions. The Facilitator will have a list of questions during the interview, but a mastery of all questions is valuable because the sequence of questions may sometimes change as the interview progresses.

B. The Facilitator and Assistant Facilitator Use a team composed of the facilitator and assistant facilitator. Each individual has certain tasks to perform. The facilitator is primarily concerned with directing the discussion, keeping the discussion flowing, and taking minimal notes. The notes of the facilitator are not so much to capture the total interview, but rather to identify future questions that need to be asked. The assistant takes comprehensive notes for completing the final report, operates the tape recorder (if needed) handles the environmental conditions and logistics (refreshments, lighting, seating, etc.) and responds to unexpected interruptions. In addition, the assistant observes the participants and occasionally will ask additional questions near the end of the discussion or even probe in more depth the response of a participant. The assistant is also extremely helpful in performing the post-meeting analysis of the session.

C. The Location of the Group Interview: Focus group interviews have been successfully conducted in a variety of locations such as restaurants, private homes, public buildings, etc. When selecting the location the following factors should be considered:

1. The location should be easy to find. Be certain that directions are clearly provided in the letter of invitation.

2. The room should be relatively free from outside distractions. Avoid meeting places that have visual or audio distractions. If at all possible "scout out" the location in advance and watch for factors that could interrupt or interfere with the group session.
3. Select a neutral environment. At times the location of the session will influence the type of responses provided by participants.
4. The room should have tables and chairs that can be arranged with participants facing each other. Eye contact between all participants is vital and having participants equally spaced around a table is strongly preferred.

D. Pre-session Strategy: Small talk is essential prior to beginning the group interview. Facilitators must be able to casually and comfortably talk about issues of minor importance. When participants arrive for a focus group session they are greeted by the facilitator or assistant and made to feel comfortable. The hosting role should be a friendly and warm environment. Avoid talking about the "Priorities" form responses and the key issues to be discussed later in the session. Most participants want to express their points of view only once, and if they explain their perceptions earlier in the informal part of the meeting, they may be reluctant to repeat the observations. Purposeful small talk avoids the focused issue and instead concentrates on common human experiences among the group such as weather, children, or sports. Avoid controversial topics (religion, politics or sensitive local issues) and topics that highlight differences within the group (e.g., income, education, political influence, etc).

Since participants arrive at different times, the small talk maintains the warm and friendly environment until a sufficient number of participants are present to begin the session. In most situations this small talk period will last only five to ten minutes, and the two person facilitating team should plan their welcoming strategy in advance. Often one person (facilitator or assistant) meets the participants at the door and brings them into the social gathering while the other person on the team visits with the group.

During this period, watch the interaction of the participants, and especially note individuals who tend to dominate the group, are excessively shy, or who consider themselves as experts. Individuals who tend to talk a lot and dominate the conversation should be seated at the facilitator's side if at all possible. Then, if necessary, the facilitator can turn his body away from the domineering individuals, thereby giving a nonverbal and diplomatic signal for others to talk. Shy and quiet participants are best placed immediately across from the facilitator in order to establish maximum eye contact.

E. Beginning the Focus Group Interview: The first few moments in focus group interviews are critical. In a very brief amount of time the facilitator must create a thoughtful atmosphere, provide the ground rules, develop a climate of sharing among participants, and set the tone of the interview. Excessive formality and rigidity can stifle the possibility of dynamic interaction among participants. In contrast, too much informality and humor can cause problems in that participants might not take the discussion seriously. Veteran facilitators testify that groups are unpredictable and one group may be exciting and free flowing while another group might be restrained, and reserved. Differences between groups are typical and should be expected; however, the facilitator should introduce the group interview in a consistent manner.

The recommended pattern for introducing the group interview includes:

1. The Welcome
2. The Overview and Topic
3. The Ground Rules
4. The First Question

F. Two Essential Techniques: The Pause and the Probe

Facilitators of group interviews should be familiar with two essential techniques: the five second pause and the probe. Both techniques are helpful in soliciting additional information from group participants.

The five second pause is most often used after a participant comment. This short pause often prompts additional points of view or agreement with the previously mentioned position. It is a tendency in novice facilitators to talk too much, to dominate the discussion with questions and to move too quickly from one topic to another. Often the pause will elicit additional points of view, especially when coupled with facilitator's eye contact.

The second technique is the probe, the request for additional information. In most conversations people make vague comments that could have multiple meanings. When this occurs, the probe is a technique to elicit additional information. Typically this involves such comments as:

"Would you explain further?"

"Would you give me an example of what you mean?"

"Would you say more?"

"Is there anything else?"

"Please describe what you mean?" or

"I don't understand."

Use these probes early in the interview to communicate the importance of precision in responses and then use it sparingly in later discussion. Excessive probes can be extremely time consuming and unnecessary.

G. Responding to Participant Comments Facilitators should be attentive to how they respond to comments from participants - both verbal and nonverbal. Often these responses are unconscious habits from past social interactions. Self discipline and practice is needed to overcome habits such as:

1. **Head Nodding.** Some facilitators will continually nod their head as comments are being made. Head nodding at times can be helpful if used sparingly and consciously, such as in eliciting additional comments from participants. Unfortunately, it is often an unconscious response which signals agreement, and as a result tends to elicit additional comments of the same type. Similarly, the negative nod with the head going side to side tends to signal the participant that the comment is not needed, not wanted, or wrong. As a rule of thumb, beginning facilitators should try to restrict their head nodding tendencies.
2. **Short Verbal Responses.** In typical social interactions we have become conditioned to provide short verbal responses which signal approval. Many of these are acceptable within the focus group environment such as "OK", or "yes", but others should be avoided if they communicate indications of accuracy or agreement. Examples to avoid include: "correct", "that's good", or "excellent" because they imply judgments about the quality of the comment.

Facilitators should become comfortable with "value neutral" gestures and comments.

H. The Expert, the Dominant Talker, and the Shy Participant Sometimes individual characteristics can present special problems for the moderator. These three types of participants--the expert, the dominant talker and the shy participant--regularly participate in focus groups, and each type presents special problems.

Self appointed "experts": What they say and how they say it can inhibit others in the group. Participants often defer to others who are perceived to have more education, affluence or political/social influence. Some people consider themselves experts because they have had considerable experience with the topic under discussion or they hold positions of influence in the community. The best way of handling experts is to underscore the fact that everyone is an expert and all participants have important perceptions that need to be expressed.

You can often spot the dominant talkers in pre-session small talk. When possible, attempt to seat him or her beside the facilitator. By shifting the body, the facilitator can then direct attention away from the dominant individual and towards others in the group.

When this strategy does not work, then the more frontal tactic of verbally shifting attention is required. For example: "Thank you, John. Are there any others who wish to comment on the question?" Other nonverbal techniques also can be used, such as avoiding eye contact with the talker and appearing bored with the comments. Most important, be tactful and kind because harsh and critical comments may curtail spontaneity from others in the group.

Shy respondents: Extra effort is required to get some participants to elaborate or feel their comments are wanted and appreciated. If possible, place them across the table directly opposite the facilitator to maximize eye contact. Eye contact often provides sufficient encouragement to speak, if it doesn't you can call on them by name.

BE READY FOR THE UNEXPECTED!

Consider your strategy if one of the following should occur:

1. Nobody shows up.
(Find out if they received the final reminder or had unexpected island obligations).
2. Only a few attend.
(Conduct the session anyway.)
3. The meeting place is inadequate.
(Improvise, but attempt to spot this in advance.)
4. The group just doesn't want to talk.
(Consider revising the questions to add more interest.)
5. The group gets so involved and doesn't want to leave.
(A delightful problem that does occasionally occur. Formally adjourn the meeting, pack up and leave.)
6. Hazardous weather occurs just hours before the meeting.
(Bring the list of participants and phone numbers with you to the session, and call each person to let them know it has been canceled.)
7. The early questions took too much time, leaving little time to ask the final questions.
(Pace the questions and watch the clock during the interview to allow enough time for the final questions. Often the last questions are the most focused and revealing. Before the interview, pretend that you've only asked half of the questions and only five minutes are left. Consider how you would ask the remaining questions.)

IMMEDIATELY AFTER THE SESSION

APPENDIX B

As soon as the session is ended, check notes to be sure you have adequately captured the group comments. The facilitator and assistant facilitator should then find a secluded spot to de-brief the session. Often it is helpful to make some short summary of written comments at this time.

Complete the "Focus Group Report" form provided in Appendix D.

Send your summary of comments and report forms to:

Michael T. Harrington, AIMS Coordinator
Agricultural Development of the American Pacific Project
Tropical Energy House
East-West Road
University of Hawai'i
Honolulu, HI 96822

or FAX them to: (808) 956-6967

IV. Percentage of needs in primary categories:

Human Resources..... 20%
Home Economics..... 20%
Ag. Production..... 60%

V. Topics of greatest need (largest quantity of responses):

Human Nutrition
Animal Science
Agricultural and Resource Economics
Agronomy
Pest Management

APPENDIX A:

ADAP INSTRUCTIONAL MATERIALS NEEDS - 1993/94
Survey Results

I. Total number of respondents..... 102

II. Percentage of work responsibilities for respondents*:

Extension.....	53%
Instruction.....	19%
Research.....	19%
Other.....	9%

III. Number of responses with expressed needs per institution:

ASCC.....	17
COM.....	13
NMC.....	06
UOG.....	06
UH.....	<u>30</u>
TOTAL.....	72

IV. Percentage of needs in primary categories*:

Ag. Production.....	60%
Home Economics.....	20%
Human Resources.....	20%

V. Topics of greatest need (largest quantity of responses):

- Pest Management
- Agroforestry
- Agricultural and Resource Economics
- Animal Science
- Human Nutrition
- Clothing and Textiles
- 4-H Youth Programs
- Parenting

*Items II. and IV. were calculated by analysing the percentage of response from each seperate ADAP institution. These percentages were then added together in each category. The sum was divided by five, the total number of institutions. This method was employed to give equal weight to all institutions irrespective of the different numbers of staff and responses per institution.

VI. Subtopics by quantity and high priority of respondents:

A. Agricultural Production

1. Pest Management

- IPM
- Entomology
- Pathology
- Pesticide Applicator Training
- Biological Controls

2. Agroforestry

- Systems/Design
- Fruit Trees/Orchards
- Propagation/Nursery

3. Agricultural and Resource Economics

- Farm Management
- Marketing
- Recordkeeping
- Ag. Economics

4. Animal Science

- Poultry
- Animal Health

B. Home Economics

1. Human Nutrition

- Breastfeeding
- Community Nutrition
- Sanitation/Food Safety
- Value of local foods

2. Clothing and Textiles

- Patterns and Construction
- Merchandising and Marketing
- Dyeing and Printing

C. Human Resources

1. 4-H Youth Programs

- Training Leaders and Volunteers
- Environmental Education
- Agricultural Projects

2. Parenting

- Teen Parents
- Child Development

APPENDIX B:

AIMS Priorities Form I.

Agriculture Instructional Materials Service (AIMS)
Agricultural Development of the American Pacific (ADAP)

Directions:

The following "Agricultural Production" topics (A, B, C, and D.) were identified as having the greatest need for instructional materials in the ADAP region. The subtopics within each topic were also identified although it is not known how they should be given priority. Please consider the subtopics listed here. Reorganize them on the lines to the side putting your highest priority first, second priority on the next lower line, and so on. This information will be discussed in our upcoming focus group meeting. Thank you.

I. Agricultural Production

A. Pest Management

- IPM 1 _____
- Entomology 2 _____
- Pathology 3 _____
- Pesticide Applicator Training 4 _____
- Biological Controls 5 _____

B. Agroforestry

- Systems/Design 1 _____
- Fruit Trees/Orchards 2 _____
- Propagation/Nursery 3 _____

C. Agricultural and Resource Economics

- Farm Management 1 _____
- Marketing 2 _____
- Recordkeeping 3 _____
- Ag. Economics 4 _____

D. Animal Science

- Poultry 1 _____
- Animal Health 2 _____

AIMS Priorities Form II.
Agriculture Instructional Materials Service (AIMS)
Agricultural Development of the American Pacific (ADAP)

Directions:

The following "Home Economics" topics (A. and B.) were identified as having the greatest need for instructional materials in the ADAP region. The subtopics within each topic were also identified although it is not known how they should be given priority. Please consider the subtopics listed here. Reorganize them on the lines to the side putting your highest priority first, second priority on the next lower line, and so on. This information will be discussed in our upcoming focus group meeting. Thank you.

II. Home Economics

A. Human Nutrition

- Breastfeeding
- Community Nutrition
- Sanitation/Food Safety
- Value of local foods

1 _____
2 _____
3 _____
4 _____

B. Clothing and Textiles

- Patterns and Construction
- Merchandising and Marketing
- Dyeing and Printing

1 _____
2 _____
3 _____

AIMS Priorities Form III.
Agriculture Instructional Materials Service (AIMS)
Agricultural Development of the American Pacific (ADAP)

Directions:

The following "Human Resources" topics (A. and B.) were identified as having the greatest need for instructional materials in the ADAP region. The subtopics within each topic were also identified although it is not known how they should be given priority. Please consider the subtopics listed here. Reorganize them on the lines to the side putting your highest priority first, second priority on the next lower line, and so on. This information will be discussed in our upcoming focus group meeting. Thank you.

III. Human Resources

A. 4-H Youth Programs

1 _____

- Training Leaders and Volunteers

2 _____

- Environmental Education

3 _____

- Agricultural Projects

2. Parenting

1 _____

- Teen Parents

2 _____

- Child Development

Key Interview Questions

Note: The focus session begins by tabulating and identifying the group's highest priority subtopic for each topic area. The highest priority will be identified by listing each set of subtopics on a blackboard or chart paper. The facilitator then counts the number of participants who gave top priority to each subtopic.

The following questions will be used by facilitator conducting the AIMS focus group interviews. The same series of questions should be asked in reference to each of the highest priority subtopics identified by the group of participants.

A. The group gives more detailed clarifications to subtopics:

1. What type of learning events to be conducted on this subject? (workshops/classroom/displays/TV spots/etc.)
2. Who are the participants? (describe ages, occupations, languages, education)
3. What are the learning event goals and objectives? (briefly outline examples of the content.)
4. What types of instructional materials and types of media aids do you use now? What do you want to have?

B. Priority ranking of needed instructional materials:

1. When is it needed?
Are the materials critical for conducting the learning event, compared to making an improvement on what is available.
2. What are the learning goals/objectives of this new material? (in relation to those achieved by materials already available)
3. Who will be the end user of the material to be developed? (extension agents, clients, faculty, students)

I. Agricultural Production

A. Pest Management - SUBTOPIC # 1

What type of learning events to be conducted on this subject?

Who are the participants?

What are the learning event goals and objectives?

What types of instructional materials and types of media

When is it needed?

What are the learning goals/objectives of this new material?

Who will be the end user of the material to be developed?

Other Comments

B. Agroforestry - SUBTOPIC # 1 _____

What type of learning events to be conducted on this subject?

Who are the participants?

What are the learning event goals and objectives?

What types of instructional materials and types of media

When is it needed?

What are the learning goals/objectives of this new material?

Who will be the end user of the material to be developed?

Other Comments

C. Ag. and Resource Econ. - SUBTOPIC #1 _____

What type of learning events to be conducted on this subject?

Who are the participants?

What are the learning event goals and objectives?

What types of instructional materials and types of media

When is it needed?

What are the learning goals/objectives of this new material?

Who will be the end user of the material to be developed?

Other Comments

D. Animal Science - SUBTOPIC #1 _____

What type of learning events to be conducted on this subject?

Who are the participants?

What are the learning event goals and objectives?

What types of instructional materials and types of media

When is it needed?

What are the learning goals/objectives of this new material?

Who will be the end user of the material to be developed?

Other Comments

II. Home Economics

A. Human Nutrition - SUBTOPIC # 1

What type of learning events to be conducted on this subject?

Who are the participants?

What are the learning event goals and objectives?

What types of instructional materials and types of media

When is it needed?

What are the learning goals/objectives of this new material?

Who will be the end user of the material to be developed?

Other Comments

B. Clothing and Textiles - SUBTOPIC #1 III. Human Resources

What type of learning events to be conducted on this subject?

Who are the participants?

What are the learning event goals and objectives?

What types of instructional materials and types of media

When is it needed?

What are the learning goals/objectives of this new material?

Who will be the end user of the material to be developed?

Other Comments

III. Human Resources

A. 4-H Youth Programs - SUBTOPIC #1

What type of learning events to be conducted on this subject?

Who are the participants?

What are the learning event goals and objectives?

What types of instructional materials and types of media

When is it needed?

What are the learning goals/objectives of this new material?

Who will be the end user of the material to be developed?

Other Comments

2. Parenting - SUBTOPIC #1 _____

What type of learning events to be conducted on this subject?

Who are the participants?

What are the learning event goals and objectives?

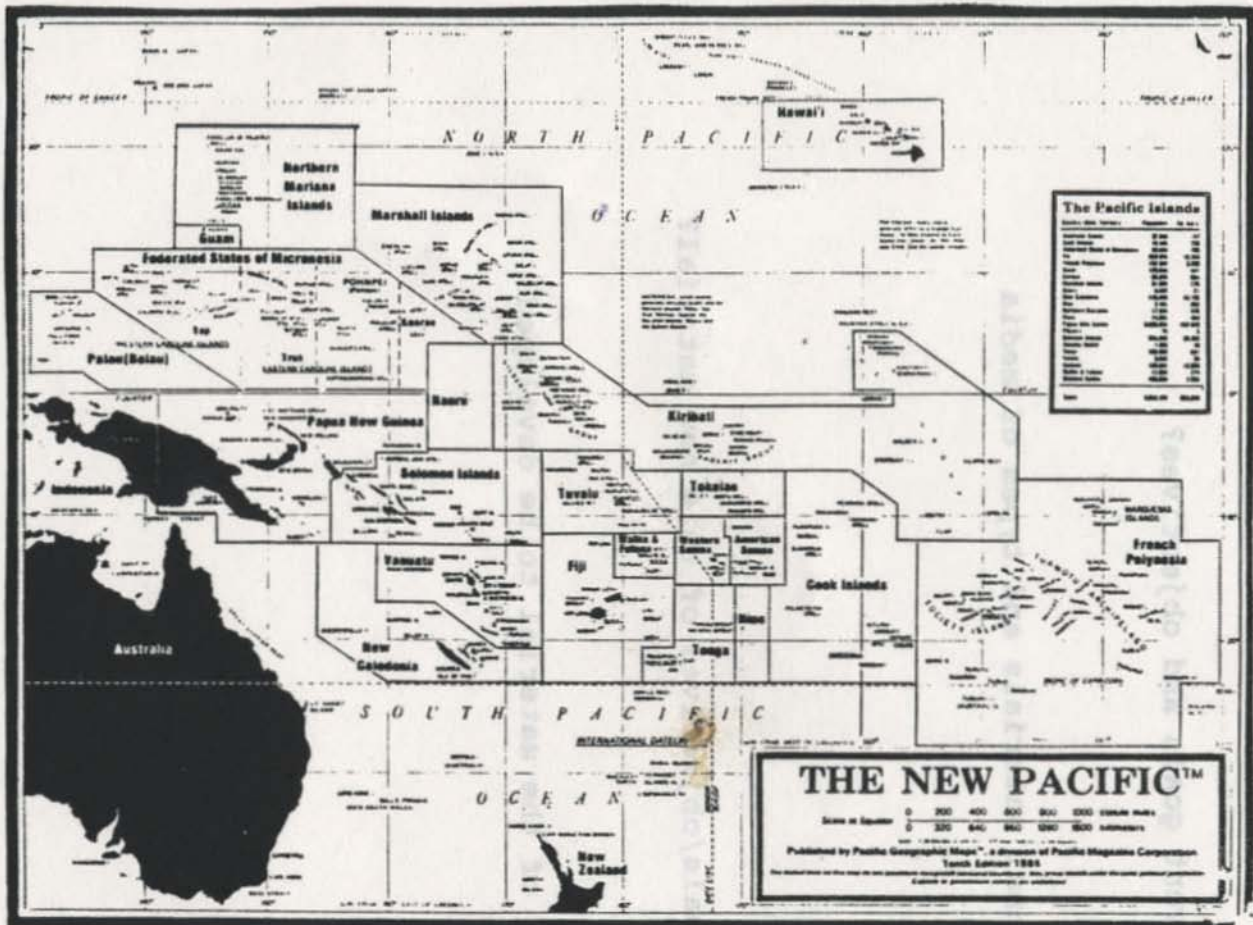
What types of instructional materials and types of media

When is it needed?

What are the learning goals/objectives of this new material?

Who will be the end user of the material to be developed?

Other Comments



The Pacific Islands

Island	Area (sq. miles)	Population
American Samoa	199	150,000
Antigua	176	100,000
Aruba	180	100,000
Barbados	166	250,000
Belize	22,966	250,000
Bermuda	53	100,000
Bhutan	38,394	2,000,000
Bolivia	483,859	6,000,000
Brazil	3,284,857	150,000,000
Canada	9,970,610	25,000,000
Chad	1,267,000	10,000,000
China	9,572,946	1,000,000,000
Colombia	443,956	20,000,000
Costa Rica	51,113	2,000,000
Cuba	110,863	10,000,000
Dominican Republic	76,192	5,000,000
Ecuador	283,561	4,000,000
El Salvador	21,709	3,000,000
France	643,801	50,000,000
Germany	357,021	50,000,000
Ghana	238,381	10,000,000
Greece	113,512	10,000,000
Haiti	77,816	5,000,000
Honduras	111,888	3,000,000
Hungary	93,030	10,000,000
India	1,929,914	1,000,000,000
Indonesia	1,904,569	150,000,000
Italy	301,330	50,000,000
Jamaica	10,991	2,000,000
Japan	377,915	120,000,000
Kenya	224,961	15,000,000
Laos	236,800	5,000,000
Lebanon	10,424	3,000,000
Libya	1,759,540	3,000,000
Luxembourg	999	300,000
Mexico	757,611	25,000,000
Morocco	446,560	25,000,000
Netherlands	162,765	15,000,000
Nicaragua	130,370	3,000,000
Norway	385,203	3,000,000
Peru	1,285,197	20,000,000
Philippines	343,340	60,000,000
Poland	125,068	30,000,000
Portugal	75,687	10,000,000
Romania	231,501	20,000,000
Russia	17,098,242	200,000,000
Saudi Arabia	850,667	10,000,000
Spain	505,992	40,000,000
Sweden	449,964	8,000,000
Switzerland	41,284	6,000,000
Taiwan	36,192	20,000,000
Tanzania	802,796	30,000,000
Texas	695,621	15,000,000
Thailand	513,120	50,000,000
Turkey	783,562	50,000,000
U.S.A.	3,796,742	250,000,000
U.S.S.R.	17,098,242	200,000,000
Uganda	240,769	15,000,000
Ukraine	603,628	20,000,000
U.K.	244,818	50,000,000
U.S. Virgin Islands	199	100,000
Venezuela	916,445	20,000,000
Yemen	527,970	10,000,000
Zambia	294,370	5,000,000
Zimbabwe	390,757	10,000,000