PARTICITIZEN

-A digital platform for citizen-driven urban development

_____

INFORMATION STUDIES 10. SEMESTER

Aalborg University
2016

Authors
Benny M. Pedersen & Mahendra Khadka

Supervisor
Rikke Magnussen
Associate Professor
Department of Communication
Aalborg University

Word count
332.739 characters incl. spaces
138,6 standard pages
_____

Abstract

In southern Copenhagen, Cities at Play have engaged with public school students, to educate them about structural factors for their welfare. Cities at Play is scheduled for three iterations and expands in numbers of participants involved with the project for each iteration. The purpose for this research was to develop a digital platform to supports Cities at play and the participants, during the third and final planed iteration as well as for the potential future. The two previous iteration of Cities at Play did not make use of central storage facility, for the material produced. This resulted in the material was lost or scattered in many different places, and did not offer opportunity to build on previous knowledge. It was becoming important to develop a unified place for knowledge produced during Cities at Play as the scheduled iteration to expand to new network of schools to offer community and learning.

In order to build the digital platform and design features, an understanding of the participants practice and participation in Cities at Play would provide useful knowledge for the development. It led to the problem statement of how the participants' insights and visions could guide a design process for the development of a digital platform to supports learning and creation of community for Cities at Play. A participatory design framework would provide the participants opportunity to collectively engage in designing suggestions and solutions for the digital platform. Participatory design approach was implemented with User Innovation Management (UIM) methodology, which led the research into concrete tools and techniques for planning and implementing a participatory design approach. Grounded theory was applied to the participants' insights, which led to four central themes that would structure the research, and the development of features for the platform. The four themes were; Area, Learning, Language, and Real world.

The grounded analysis provided the thesis with for four central elements of importance for the participants. From the workshop the participants' insights and visions for the digital platform created basis for the development of design features for the platform. The framework secured that the designs principles was grounded in the participants' statements and vision. A total of 16 central features were designed to support the individual themes. One of the features developed was the support of map. The map would allow an array of other features such as; plotting communities, locate instructional video, and show social positive indicators.

Through the development of a digital platform, it was experienced that the selected framework allowed for participatory design, and grounded the design of the feature for the digital platform, in the participant statements and vision. The thesis has created 16 central feature for the support of Cities at Play and developed Unified Modeling Language diagrams visualize the thesis design.

1 Table of Contents

2   Introduction

Working with citizen for conducting research is not new and over the past decades' multiple citizen science projects have emerged. Citizen science is referring to volunteers who participate as field assistants in scientific studies, which gives the researchers opportunity to gather data, that is not possible to get in any other way (Cohn, 2008). The researcher is given opportunity to gather data in far greater amount then more traditional scientific research (Cohn, 2008).

In recent years there have been a focus on citizen science and an example is *Foldit*. Foldit is an online puzzle game where players are presented with a primary protein sequence or partially folded structure. The players task is to find the lowest-energy three-dimensional structure interactively manipulate the protein structure by pulling and twisting the protein into various conformations. The players are given feedback on their folding based on the Rosetta free energy function (Good & Su, 2011). Foldit is an example on how citizen science have been able to create a game, where the participants help researcher develop valuable knowledge for their research. Foldit is structured as a social platform where players can share their partially solved puzzles and folding strategies and contribute to the community through the wiki or in chats (Good & Su, 2011).

Citizen science is a divers field, and one approach explored is the use of educational games for teaching students about real scientific work. Citizen science helps fostering self reflective learning, compared to more traditional content focused curriculum (Brown, 1992). Different authors have dedicated them self to engineer interventions to take learning out of the traditional classroom and give the individual students more responsibility for their own learning (Brown, 1992).

An example of citizen science gaming is an educational platform called Quantum Moves, which lets players solve authentic scientific challenges by solving physics problems and develop a quantum computer (Magnussen, Hansen, Planke, & Sherson, 2015).

The use of games for learning have seen may different configurations, and in Valby, a community driven science game process have been developed for students to engage with urban development issues (Magnussen & Elming, 2015). In collaboration with urban planners and youth project workers from the City of Copenhagen, the students have been engaged in a project called *Cities at Play*. Cities at Play was a community driven science game that used Minecraft for letting students generate solutions and redesign problems in the area (Magnussen & Elming, 2015). The students gained first hand experience for creating new technical knowledge within the field professional architecture. Cities at Play approached the knowledge developed during the project as something constantly evolving, grounded in real world experience. Cities at Play enables the students to engage in educational challenges generating new scientific knowledge and participate in real research (Magnussen & Elming, 2015).

2.1 Cities at Play background

Cities at Play was a citizen driven science game for involving young people in deprived areas. Cities at Play was created in close collaboration with the Copenhagen City Council's Social Services Department and ResearchLab: ICT and Design for Learning, Aalborg University, in Copenhagen. The aim for Cities at Play was to generated authentic contributions to the City Council's urban development and planning department (Magnussen & Elming, 2015). Cities at Play involved young people from deprived areas in Southern Copenhagen to contribute with their perspective on local issues. The approach of Cities at Play relied on the young people as experts in their own living environment. The young people involved in Cities at Play should be taught different influences of structural factors on their welfare and wellbeing (Magnussen & Elming, 2015). The young people was to be taught how to apply their knowledge, ideas and recreate and strengthen their neighborhoods. Cities at Play was initiated with the purpose of developing structural change in the neighborhoods but focusing on social and structural objectives (Magnussen & Elming, 2015). Cities at Play was divided into three steps. Each step was to incorporate more schools and department in the Copenhagen City Council. Cities at Play would employ science game for the exchange of challenges, ideas and explicit redesign for the deprived areas (Magnussen & Elming, 2015).

The area for Cities at Play to work with was identified by youth workers from the Copenhagen City Council. The youth workers had selected a particular area in the Southern Copenhagen region that experienced two different types of problems associated to gang-related crime (Magnussen & Elming, 2015). Two overall questions were articulated for the students' redesign of their neighborhoods *"How can you redesign your neighborhood to create more social activity and social life?"* and *"How can you rebuild the area to create coherence within the neighborhood and connections to the surrounding city?"*. Before the four-day- development process was initiated five super users was selected for a field trip to the Northern Copenhagen. This area had a history of the same type of problems, but Northern Copenhagen developed in a direction affording high level of cultural diversity, high degree of social street activities, and a divers café and outdoor life (Magnussen & Elming, 2015).

Three iterations of Cities at Play was planned (Magnussen & Elming, 2015). First iteration of Cities at Play included teachers and one 8th grade class with 25 students in ages of 13-15. The first iteration employed 5 phases for the the students redesign of a safer neighborhood, and was conducted between August and December, 2015. First phase, the super users toke pictures of the successful development of Northern Copenhagen. At the same time, the rest of the students were taught core concepts in

urban planning. Second phase, the students defined the core strengths and weakness in their local area. Third phase, the students developed ideas for solving local problems, with the potential for strengthening the community. Phase 4, the students build models in Minecraft and Lego. The final phase, the students presented their model of their redesign for the head of the department for Transport, Technology and Environment as well as urban planners of the Copenhagen City Council.

Second iteration was planed from April 2015 to April 2016, where specific goals for the iteration was planed, aiming at issues related to urban planning (Magnussen & Elming, 2015) and creating a network of schools. The structure of the project was 2 x 4 days for redesigning the neighborhood, and the students was to use Minecraft and Lego for their visualization of their redesign. The departments involved from in Copenhagen City Council would be: Social Services Department and Department of Transport, Technology and Environment.

Third iteration for Cities at Play is planned to be in August 2016 to August 2018. The plan is to incorporate more departments form the Copenhagen City Council, as well as more schools. The focus for Cities at Play is likewise being broaden, to include the department of health and department for education.
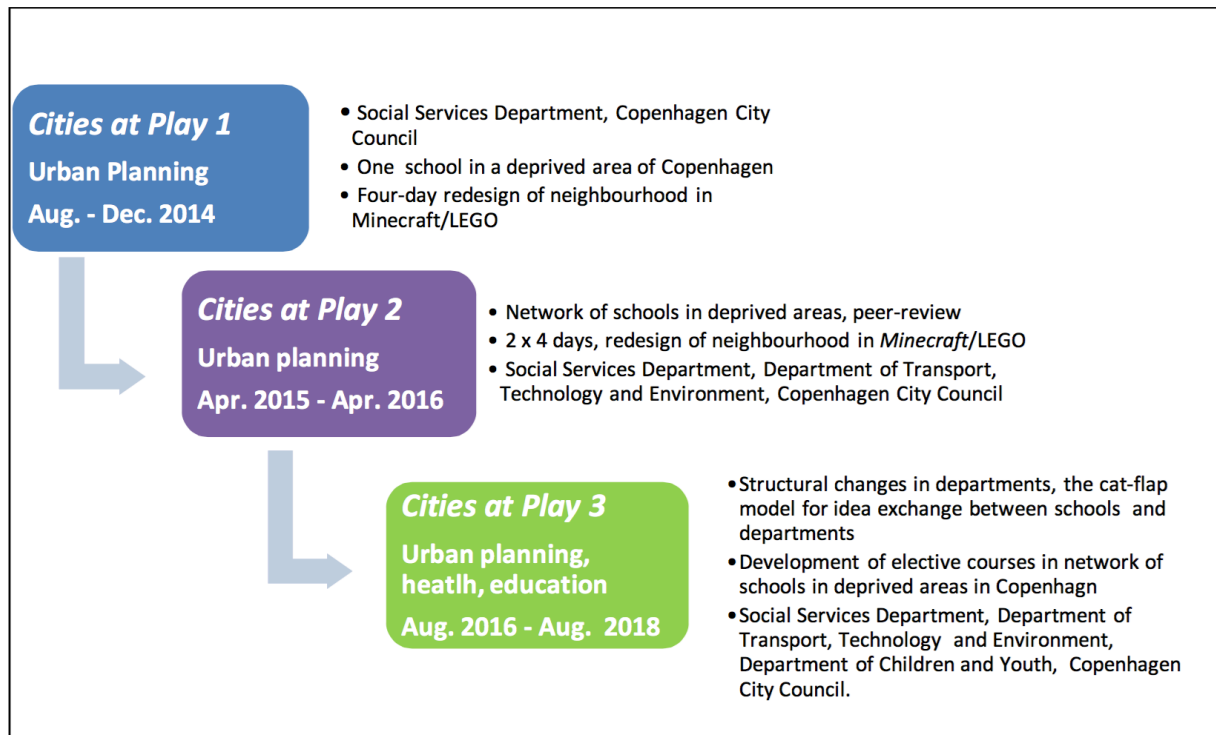
Figure 1: Figure showing the different iterations of Cities at Play. Captured from: Cities at Play: Children's Redesign of Deprived Neighbourhoods in Minecraft by Magnussen & Elming, 2015.

2.2   Problem area

The thesis rational was the third iteration of Cities at Play focused on involving multiple schools, students and departments of the Copenhagen City Council. The purpose of the study was to develop a design for a digital platform that rendered a potential digital platform to support the third iteration of Cities at Play. The individual participants could benefit from having a digital platform in multiple ways. A digital platform would enable the different schools and officials to collaborate and share material relevant to the individual projects, developed during Cities at Play. Third iteration of Cities at Play should support educational objectives, letting the students articulate issues related to the urban development, just as the social objectives of getting inspired from others projects. In order to understand the participants needs and requirements for a digital platform, a study of the participants' insight and vision was necessary.

The platform should support the participants' development of their projects. The digital platform should support creation of collaboration or common community practices, by sharing knowledge between the participants. The problem field the thesis worked from was; the information produced during Cities at Play was lost from iteration to iteration, as there was no central storage place for the knowledge. Each time Cities at Play was initiated, the same questions emerges as the participants had nothing to compare with or learn from. The current iteration depended on the project managers for delivering an introduction of Cities at Play, while working as an integrated part during Cities at Play.

The digital platform has the potential of working as the binding element between participants and the City of Copenhagen. Creating citizenship as the participants get a tool to express their sentiment about their local areas. The Copenhagen City Council likewise gets a tool where they are in close contact with citizens, who can provide them with very particular knowledge on local issues. The thesis may develop knowledge on how a digital platform can assist participants to explore, articulate and develop solutions on local issues.

During Cities at Play a vast amount of data was produced. Each of the Students projects produced text documents and videos, and pictures which would take up storage space. It was experienced that there was a need for a central storage place during Cities at Play and for further iterations. The amount of data was already almost overwhelming for some of the teachers, and adding additional classes to the project would increased the amount of storage needed. It was therefore experienced that a need for a central system to storage the material presented to the participants in a useful manner would be necessary.

2.3   Problem statement

During the thesis research different questions emerged, such as theoretical positions and the level of user involvement in the design process. The thesis problem statement was to guide and act as a reference point for the research. The research question is specific questions that guided the process of understanding the important element of the research and state the goals of the research.

2.3.1   Problem statement

With a focus on the contextual knowledge created during Cities at Play, how can the participants' insights and visions guide a design process for the development of a digital platform, that supports learning and the creation of community for Cities at Play?

Research questions

1. *What structural elements of Cities at Play are important for the participants?*

    a. *A significant element for Cities at Play was the approach to learning and project work. The thesis worked from the exploration of the structural elements, such as the students working with professional people in the fields of architecture and urban development.*

2. *How can the participants' contextual knowledge guide a design for a digital platform?*

    a. *The creation Students projects was created in close cooperation between the participants. The creation of the digital platform therefore adopted the same approach, in order to understand the participants' knowledge and let their knowledge guide a design for a digital platform.*

3. *How can a digital platform contain features that supports significant elements identified in? Cities at Play?*

    a. *The thesis was to act as a product for design specifications and act as a starting point for the further development of the digital platform. The thesis therefore developed essential features for the platform and created visualization of these.*

2.4   Thesis scope

For the development of a digital platform various scopes was applied. The first scope applied the focus on second iteration of Cities at Play for providing knowledge for the digital platform. The reason for focusing on the second iteration of Cities at Play was, first of all, due to the participants' potential lack of memory about previous iterations. This would lead to a lack of clarity about Cities at Play and the interventions that was previously made.

Second scope applied for the development of the thesis was the focus on the 9th graders involvement in Cities at Play. Second iteration of Cities at Play was carried out on both 7th graders and 9th graders, but with small variations regarding the structure and goals for the students. The focus for the development of the digital platform was on the 9th graders as they where more reflective about Cities at Play and the different issues they experienced.

Third scope regards the subject for research. The problem statement indicates a focus on the digital platform it self as the subject for research. This scope was chosen as the platform was not to help only one of the participants, but support all the different participants, as they were interrelated for the creation of the projects.

The final scope for the thesis was an aim, that the final product should act as manual for the development of a digital platform to support Cities at Play and the participants. The writing style chosen strived for a common language, and the tone of voice kept neutral as the focus was on the development of the platform and not the procedure of the thesis.

2.5   Definitions

The thesis applies different self defined names and terms in order to anonymize some of the participants' names. The following presents the most frequently used names and terms. A short description will be give in order to give the reader an understanding of the use.

2.5.1   Cities at Play

Cities at Play references to the project by the name Cities at Play with the scope applied earlier. The focus for the thesis empirical evidence was the second iteration of while the design for the digital platform was aimed at the third iteration of Cities at play.

Participants

Participants is being referred to as the group of participants that have been involved with the development of the digital platform for this thesis. The group of participants were six persons in total.

Project Manager

The Project Manager of Cities at Play is from the City of Copenhagen, Social and Leisure department (SOF) and Rikke Magnussen, associate professor at Aalborg University in Copenhagen. The project manager of Cities at Play worked as project coordinator with focus on co-creation and innovative process for involving disadvantaged young people in political corporations. Rikke Magnussen focus was the disadvantaged young people and their achievements during Cities at Play. For the development of the thesis, the insights and vision was provided by the project managers.

Schoolteacher

The Schoolteacher refers to the schoolteacher who taught the 9th grade class during the specified Cities at Play project.

Students

The students refer to the two students participating, for development of the thesis. Both students had been involved in a previous iterations of Cities at Play. They therefore had opportunity for comparing the different iterations.

Architect

The Architect refers to the architect student from The Royal Danish Academy involved in Cities at Play. The architect student worked as a volunteer during Cities at Play and acted as architectural professional providing lectures and critique during Cities at Play.

Librarian

The Librarian; Sonny Hansen, was serving a facilitating role during Cities at Play, both due to his technical skills but also due to the facilities of the library. He provided Cities at Play with technical skills and storing the material produced.

Digital platform

Digital platform refers to the end product of the thesis. By using the word "*digital platform*" was a particular tool not prioritized over another, as this was not the focus of the thesis, but describes the nature of the product.

2.6 Thesis structure

The study was created based on two frameworks; User Innovation Management (UIM) that offers a step-by-step guidance for creating participant insights and visions, in order to develop intervention. Second framework used was grounded theory, in order to make meaning of the participants' insights. The thesis was qualitative founded and made use of interviews and workshop for the creation of insights. Through grounded theory it was possible to categorize statements for the creation of meaning. The categorization of the statement made it possible to create design principles which made it possible to develop on features for the platform. The results have been visualized using Unified Modeling Language (UML) and wireframes. The results of the thesis were a design guide for the creation of a digital platform. The digital platform should support Cities at Play and the participants, by offering guides, inspiration, and disseminating of knowledge. The knowledge created during Cities at Play was to be used in the City of Copenhagen and act as material for the development of urban areas.

2.7 Chapters

The chapters in the thesis follow the same structure in order to ease the reading experience. Each chapter starts with an introduction to the chapter. A description of the content follows, explaining what the chapter will cover. In each chapter there is sub-heading. The sub-heading is used when a subject is comprehensive and when an explanation on the particular subject is important for the thesis. The sub-headings act as the content for the chapter and in each sub-heading different level of headings can be found from the same argument as above. The chapter end with a summary of the understanding of the subject that have been created. The summary also acts as a short discretion of the important elements that have been mentioned and are to be used later in the thesis.

2.7.1 Chapter 1: Introduction

The introduction section describes the research field the thesis is structured from. The section presents different issues related to the iterations of Cities at Play. The introduction describes the overall theme for the thesis, and describes the problem statement with research questions that lays the foundation for the research to be conducted.

2.7.2 Chapter 2: Background

The chapter consist of two sections for providing the thesis will background knowledge. First section reviews literature and explores the use of different digital platforms, for facilitating the community with knowledge. Second section, is two questionnaires developed for Cities at Play; a pre- and post-questionnaire. The questionnaire explores the students' sentiment regarding Cities at Play.

2.7.3 Chapter 3: Methodology

The methodology chapter described the thesis approach to obtaining knowledge. A participatory design framework assisted the thesis, to developed insights and vision for the digital platform. Two different frameworks provide the thesis with a structure for conducting the research. The structure, as suggested by User Innovation Management, provided the overall framework, while grounded theory enabled to create four central and substantial themes, that would structure the thesis.

2.7.4 Chapter 4: Methods

The method chapter covers the specific methods used to gain empirical evidence for the thesis. The chapter described the participants involved, how they were contacted, and ethical considerations. Each of the methods applied in the thesis is described and the data evaluation is introduced to secure quality in the data produced.

2.7.5 Chapter 5: Theory

For providing theoretical perspective on the thesis problem statement different theories have been applied. The theory chapter is dived in to two section. First section provides analytical theories to understand the themes created from the grounded analysis. Second section provided design theory as the thesis aims at creating a design product. The two design theories provide clear points for the development of affinity space and evaluating the interface of a digital platform.

2.7.6 Chapter 6: Grounded analysis

The grounded analysis created four central themes of important for the participants. Thus being; Area, Language, Learning, and Real World. The four themes structured the thesis and provided provided structure for the features developed to Cities at Play.

2.7.7 Chapter 7: Design

The design chapter explore the different features created by creating visual representation of the features as they are described. The design chapter offers concreate perspective to the different feature developed to support Cities at Play.

2.7.8 Chapter 8: Discussion and conclusion

The chapter discuss the four themes and the features to support the theme. The section evaluates the three research questions, in regards to their usefulness of developing the digital platform. In the conclusion the problems statement will be answered before limitations and research reflection evaluates the the thesis research. The thesis ends with perspectives for further iterations, developing a digital platform to support Cities at play creating learning and community.

3   Background

This chapter is constructed on the bases of to main sections; literature review and the description of quantitative data regarding Cities at Play. The literature review provides an overview of different platforms and how they are used. The literature has three main interest area; Community, knowledge repository and knowledge sharing. The three area are interrelated and provides insight to the most used digital platforms. The section section describes survey data regarding Cities at play. The questionnaires present both pre-questionnaires and post-questionnaires. By matching the two questionnaires it is possible to see the participants' attitude shift. The section presents four most relevant questions for the purpose of providing information to answer the problem statement. The section consists related literature and thus providing information for the further exploration of information regarding the development for a digital platform supporting Cities at Play just as the survey provide information about the participants' attitude towards the goals of Cities at Play and how the students attitude has evolved.

3.1   Literature review

The literature review is divided into three main interest areas; community, repository and sharing. The three selected interest areas were chosen as they are broad terms and providing opportunity for understanding the fundaments structure and design for the different digital platforms.

For the digital platform to support the participants and their knowledge creation during Cities at Play, the search term *repository* was chosen. The thesis problem statement focus on knowledge generated during Cities to support learning by making the knowledge available for the participant. The last search term; sharing, was chosen to support active participation for generating knowledge about the area. It would therefore be central to understand the opportunities for sharing material in a meaningful way for a digital platform. The three terms are interrelated as the success in one of the terms depends on the success of the other terms.

The three interrelated areas for the literature review provided background on important aspects for the development of a digital platform. The literature review provided an overall understanding of the functions and mechanisms of other digital platforms. Understanding the overall mechanisms for the interaction of the digital platform enabled a qualified selection interactions and features for the digital platform for Cities at Play.

The literature review follows a methodological approach for the search of literature and categorizing of articles. The search was conducted on the databases Web of Science and Scopus. The search terms were combined into a search string, with the use of the search operators 'AND' and 'OR'. The search generated a pool of 176 articles. The abstracts determined the relevance, which generated a pool of 91 articles. The articles were assessed through reading the whole article and was then categorized in relation to the three interest areas, if the article was relevant. Knowledge sharing contained 28 articles, Community 41 articles, and Knowledge repository a total of 22 articles. The search strategy with the different steps applied to locate the literature can be found in **Appendix 3.**

The reading of the articles focused on design and interactions relevant to the problem statement. The focus for the literature review was the design and interactions of the different digital platforms, for providing a general understanding of the different digital platforms. The focus would offer important aspects for reflection when designing and developing a digital platform, to support community and learning.

The following sections are structured so the presented interest area is being described in broad terms in relevance to the problem statement. The section presents the most important factors relevant to the

interest area. Each section is being recapped in a summary, which covers the main arguments of the section at the end of the section. At the end of the chapter a final summary highlights the most relevant aspects.

3.1.1 Community

First aspect for the literature review is to understand the different definitions of community.

A review of the literature regarding community and the different constructions applied to digital platform would provide valuable information. The understanding of community would help understanding of community and interaction of a digital platform for Cities at Play. The creation of community is a central aspect in the thesis problem statement. The creation of community enables the students and professionals to learn form each others experiences.

Authors such as Muhlhaus, Weiber, Kim, and Hyun (2012) describes different communities such as 'Online Communities of Practice', 'Communities of Interest', and 'Brand Communities'. However, it is commonly agreed that, regardless of its categorization, that digital or online community is formed on the basis of the participants' interest, shared purpose, and goals (Seung Ik Baek & Young Min Kim, 2015). The Theory section provides a more thoroughly description of Community of Practice and the relevance for the thesis.

Online community is often viewed as a social network where users of similar interests share information or knowledge within a knowledge domain. In social networks, members of the community engage in continuous online social exchanges with diverse motivations (L. Wang, Bruce, & Hughes, 2011).

Similar to online or digital community is *Virtual Community* (VC) a social network of individuals. The users of virtual communities interact through social media. Virtual communities have the potential of crossing geographical boundaries when the users is pursuing mutual interests or goals, e.g., sharing interests, building relationships and exchanging knowledge (Kim, Miller, Herbert, Pedersen, & Loving, 2012; Zhao & Bishop, 2011). Lai and Chen (2014), present two motivational factors for sharing knowledge; *reputation* and *reciprocity*. Intrinsic motivation factors as *enjoyment* in helping others and *knowledge self-efficacy* affects the intention to share knowledge in a community.

Communities and social interaction

In order to better understand the interplay between social interaction, the context of communication, and technical features, social construction, preservation, and organization of online communities has to be understood. It is considered that the actual practice has to be inline with discourse of practices. Hung & Chen (2002) concluded that many online Communities of Practices fail because the online community can only share discourse of practice (reification) instead of actual practice (Zhao & Bishop, 2011). Thus, Zhao and Bishop (2011) argues that in order to build a successful online learning community, it is necessary to design a technical environment that enables both learning activities and a reification of the learning outcomes to coexist.

With the rise of web 2.0, online Communities of Practice increased its potential to interact and most importantly, to share *explicit knowledge* as well as *tacit knowledge*. Hamel, Benyoucef, and Kuziemsky (2012), writes that, knowledge can be either *hard knowledge* also known as *know what* and soft knowledge known as *know how*. Hamel et al. (2012), defines *explicit knowledge* as easy to capture, codify and transfer, such as; writing, drawing, and pictures. *Tacit knowledge*, however, is more challenging to capture as it consists of internalized personal experience and work knowledge where narration and storytelling are typically used for sharing *tacit knowledge* (Hamel et al. (2012). For the listeners to understand the story, they need to have their own *tacit knowledge*. Community of Practice is a method developed to share tacit knowledge which differs from other communities in three main ways.

1. Focus on a domain or topic of shared interest and knowledge. The domain defines a set of issues, creates a common ground for all members of the community, and creates a sense of common identity. To be a member of the community implies a level of knowledge of that domain that distinguishes community members from other people.

2. Interact and learn together by engaging in joint activities and discussions, helping each other, and sharing information and knowledge. In addition, this community builds relationships based on respect and trust, which can lead to better discussions and sharing.

3. Develop a shared collection of experiences, stories, best practices, documents, and ways of solving problems and providing support for one another. (Hamel et al., 2012).

Synchronous and asynchronous communication

Jones and Kucker (2001) argue that both on- and offline contexts should be considered when studying online communities as the nature of the virtual community under scrutiny. Baker and Ward confirms that online communities often it is inexorably tied to a corresponding physical counterpart (Waldron, 2013). The strength of an interpersonal tie is defined as the *''combination of amount of time, emotional intensity, intimacy, and the reciprocal services''* (Park, Gu, Leung, & Konana, 2014). Weak ties refer to people who have few familial or occupational connections. Most online communities can be described as weak-tie networks, in which members are less emotionally attached and have little or no face-to-face contact (Park et al., 2014). Many existing *Online Community of Practice* (OCoP) have low level of participation from their members, due to issues such as; lack of time, technological factors, and environment or culture that does not encourage knowledge sharing. The design of the platform is important and often does the design of *Online Communities of Practice* not encouraging the members to participation in community (Baek & Schwen, 2006).

Types of Online Community Members

Seung Ik Baek and Young Min Kim (2015) study the dynamics of the community and points out *social loafing* and *information overload* influence number of members in a community and exchange a message between them. Social loafing in an online community occurs where a small number of members tend to post a large portion of messages while a large number of members simply read the messages without posting any messages. Second factor is information overload. Members that have to search, filter, or process large amounts of information in a large online community, have a tendency to experience information load, resulting in fewer active members and interactions" (S. I. Baek & Y. M. Kim, 2015). In order to initiate interactive communication within an online community, there must be a minimum number of dedicated contributors (S. I. Baek & Y. M. Kim, 2015).

Thus, the authors states a need to identify active members who post many messages and receive attention from other members. Similarly, Lai and Chen (2014), investigates the behavior of community members by grouping them as posters and lurkers. they states that even though there are difference parameters to define *posters* and *lurkers*, they agrees that a majority of the community members are lurkers. (Hansen, 2006) estimates the lurkers to count for 90% of the community. Lai and Chen (2014) present lurkers as potential contributors of the community and thus present research on the difference between motivating factors (Intrinsic, extrinsic and intra-community factors) of the *knowledge-sharing* intention between posters and lurkers in an online community. Moser, Ganley, and Groenewegen (2013) investigated 830 participants of Dutch online community of cake decorators. The authors categorized 4 different clusters of active participants according to their types of contributed content (message) and engagement pattern (Moser et al., 2013).

3.1.2 Summary

Community can be described in many ways but most agree that it is formed on the basis of the participants' interest, shared purpose, and goals. A problem many online Communities of Practice experience is they often fail because they can only share reification and not actual practice. The thesis had an interested in understanding how a digital platform supports the actual practice. Most Online Community of Practices is weak tied networks and therefor are less emotionally attached to the

community. In order to build a successful online learning community, it is necessary to design a technical environment that enables both learning activities, reification of the learning, and create an environment that encourage knowledge sharing. The literature has led to understand it is crucial to develop technical environment that supports online and offline activities.

3.2 Knowledge repository

A central element for the development of the digital platform for Cities at Play is the use of the digital platform as knowledge repository. The digital platform should be able to contain the knowledge generated during Cities at Play. The knowledge repository should be able to contain different kind of information, as the Students worked with both Minecraft video, pictures for inspiration, and text files they had written about the redesign. Different understandings can according to Addleson (2013) be applied to the understanding of knowledge. In Knowledge management, knowledge has to do with capturing, analyzing, storing, combining and transferring knowledge. The data and information should make the organization more productive, by getting the right information to the right person. But there can be different difficulties when trying to locate the right person or information.

Addleson (2013) puts Peer-to-peer collaboration in opposition to knowledge management, away from the standard management practice (Addleson, 2013). Knowledge and its accessibility can regarded as either; synchronous interaction –which happens instantaneous, or asynchronous –which offers opportunity to the user to access the knowledge at more convenient time (Davis, 2015). Both ways support knowledge sharing and Boh (2014) highlights the utility the individual gain from knowledge seeking when having a problem at hand. Baxter and Haycock (2014) direct the attention towards the number of researches that investigates online forums as community of practice. The interpretation of the participants shifts from understanding the participant as novice user to give them expert status. Spagnoletti, Resca, and Lee (2015) argues that little understanding of how organizations can effectively design digital platforms supporting online communities. The authors points towards a digital platform with layered modular architecture as it offers generic functionalities and supports the growing user communities (Spagnoletti et al., 2015).

3.2.1 Definition of knowledge repository

There are different ways to define knowledge repository, depending on the size, structure, and engagement. One way to define knowledge repository is to understand it as Information Technology. The knowledge is stored as codified knowledge enables for search and retrieval of the knowledge for reuse (Boh, 2014). Another way knowledge repository can work is as an online forum, which enables the users to store inquires and responses in a threaded conversation (Boh, 2014). Hansen (2006) further explores the term and describes *Community repository* and how it differentiates from organizational knowledge or knowledge repository. Community repository can be understood as a description of the organization's collective stored knowledge. Hansen (2006) argues that the term serves a different setting and supports online community with different requirements.

Other authors are such as G. A. Wang, Jiao, Abrahams, Fan, and Zhang (2013) differentiates between *traditional knowledge repositories* and *community knowledge repositories,* such as forums and social media. The authors describes *knowledge community* (KC) as not having a universal knowledge structure. The authors instead describes how knowledge is created when the community engages in online discussion with each other to solve problems (G. A. Wang et al., 2013). Likewise, Hansen (2006) argue that online support communities are adding some forms of repository to the exiting threaded conversation in the shape of FAQ's (Frequently Asked Questions) or Wiki repository. Hansen (2006) defines online support communities as *"... distributed, computer-mediated communities of practice focused on supporting the needs of individuals who are trying to make sense of, and deal with, a particular situation or knowledge domain."* Hansen (2006).

3.2.2   Platforms

Spagnoletti et al. (2015) highlights three knowledge repositories, Twitter, Wikipedia, and Liquidfeedback as three different and widely used platforms. Wikipedia is probably the most dominant example of user-generated content which leads to the notion of *Wisdom of crowds* (Rafaeli & Ariel, 2008). Twitter on the contrary supports synchronous and asynchronous communication and Davis (2015) discuss how Twitter provide users with resources to engage in reflective thinking and be part of a community there spans globally. The author agues how the use of Twitter may be cost efficient for the school leaders as it supports life-long learning in professional development forums for teachers (Davis, 2015). Havakhor and Sabherwal (2013) argues that decentralized platforms can overcome the problems more centralized knowledge sharing networks experiences, such as lack of ability to share tacit knowledge. Decentralized platforms such as; peer-to-peer networks, weblogs, wikis and discussion forums, enables an place for contact and interaction (Havakhor & Sabherwal, 2013). A blog can facilitate a learning situation superior to face-to-face communication as it can make use of graphic, video, web-links and slideshows (Byington, 2011). Other authors such as Nambiar and Thang (2016) argues that the use of blogs as a platform for teaching, stimulates the teachers reflective skills and enables them to engage in personal reflection there facilitates teacher practice and pedagogy. Nambiar and Thang (2016) conclude that blogs are not suitable for short term, such as training program and in-depth professional development. Another platform that supports online learning is MOOC (Massive Online Open Courses). Here Baxter and Haycock (2014) finds recent repots that suggest, not only students and MOOC-universities profits for distant learning programs but traditional campus can transform learning journeys by applying online pedagogies for own advantage (Baxter & Haycock, 2014).

3.2.3   Factors for knowledge repository

Both knowledge repository and online discussion forum creates opportunity for knowledge seekers to approach the knowledge provider for more information. Boh (2014) explains how the user found the usage of ICT (Information Communication Technology) more useful in creating linkage between the knowledge- seeker and provider, as sharing complex knowledge is possible. Creating content for the knowledge repository demands extra work for the knowledge creator, and it is not instantly satisfying (Hansen, 2006). It is therefore important that the creation of knowledge, to the knowledge repository, satisfy the creator. Mobile services can facilitate timely exchange of contextual information and ensuring the flow of information in the community (Spagnoletti et al., 2015). Spagnoletti et al. (2015) found a knowledge repository needed ensuring the creation of new content and the validation old content while acquire transparency in the decision making process.

Other constrains such as the lack of necessary ICT skills are by Nambiar and Thang (2016) being mentioned as factor that hinder the creation of a knowledge repository. Nambiar and Thang (2016) described how the teachers kept forgetting the web-address for the blog-site. Boh (2014) found that several studies have highlighted the cogitative difficulties experienced when using a knowledge repository. Boh (2014) described the non-trivial process of matching users to the right documents. The author descried the difficulties of matching a documents with the users, and how these difficulties increases in the absences of a near-perfect search engine (Boh, 2014). Hansen (2006) described how different usability issues may obstruct the adoption of certain type of community repositories. Spagnoletti et al. (2015) provides seven propositions there can be combined to create and guide the design of digital platform for supporting online communities.

3.2.4   Summary

Different definitions for knowledge repository have been applied according to sized and shape but *Community Repository* can serve as a definition, as it supports online community like weblogs, wikis and discussion forums. Cogitative difficulties can hinder the use of a knowledge repository. The mobile phone supports exchange of contextual information and ensuring a flow of information. From the reading of the literature it is experienced that little knowledge exist about how organizations can effectively design digital platforms supporting online communities.

3.3   Knowledge sharing

In Cities at Play there are many levels of sharing knowledge such as between the student to inspire each other or when the people from the the City of Copenhagen are to use the Students project in their urban development of the areas. Knowledge sharing is a fluffy size, and the facilitation of sharing knowledge has undergone thorough study, and voluminous literature has been written on organizational learning (Ho & Kuo, 2013).

Knowledge sharing is said to be an experience between the members of a community of practice and how these evaluations affect their decision to continue sharing knowledge (Cheung, Lee, & Lee, 2013). Ho and Kuo (2013) further argues that the association between individual motivations and knowledge sharing still largely are unexplored and poorly understood, but the literature indicates that technology is an important aspect in information and knowledge exchange (Ho & Kuo, 2013). Sulaiman and Burke (2012) highlights the limited existing literature about knowledge management in the education sector, and make remarks on the even less literature about knowledge management in (Sulaiman & Burke, 2012). The ideas about learning through participation has been accepted as a productive perspective for understanding how knowledge and skills are communicated in institutions and in society at large (Ramsten & Saljo, 2012) and with the rise of social networks has research focused on whether the integration of social networks supports the knowledge exchange and the pros and of this (Pan et al., 2015).

3.3.1   How is knowledge defined?

Some authors defines knowledge sharing as *"a means that allows transmission of information among people"* (Ho & Kuo, 2013) while others studies adapts the definition of knowledge as a *"justified belief which can enhance an entity's ability to act and improve"* (Sulaiman & Burke, 2012). Nambiar and Thang (2016) argues that knowledge mainly consists of explicit knowledge and tacit knowledge, where explicit knowledge is the documented knowledge while tacit knowledge is known as non-documented knowledge. Iskoujina and Roberts (2015) further elaborates on the two terms importance in relation to the ease of sharing the knowledge. They authors' states that tacit knowledge is often referred to as *know-how*. Explicit knowledge can be transferred across time and space through tangible forms as training, manuals software and patents (Iskoujina & Roberts, 2015).

3.3.2   Factors for sharing knowledge

Platforms for knowledge sharing can be structured in different ways and (G. A. Wang et al., 2013) argues that online communities often are designed as a discussion forum and finds a similarity with traditional question and answer forums. Other platforms for knowledge sharing have emerged such as Wikipedia (Jadin, Gnambs, & Batinic, 2013) or social networks (Casimir, Ng, & Cheng, 2012). Studies regarding knowledge sharing have focused the acceptance of self-efficacy in technology, implementation and use, which also have been applied in knowledge management literature (Cheung et al., 2013). In social cognitive theory, self- efficacy is a form where self-evaluation on ones own capability in performing specific behaviors in order to achieve certain goals. It represents people's beliefs in what they can do with the skills they possess, not the skills they actually have (Jin, Zhou, Lee, & Cheung, 2013). One of the major aspect for sharing knowledge is breaking down hierarchical barriers and formalities in order to foster open communication and information sharing (Ramsten & Saljo, 2012). Some of the factors for sharing knowledge can be regarded as double edged (Ho & Kuo, 2013). Factors as motivation, attitude and the nature of knowledge all can affect the knowledge sharing. Iskoujina and Roberts (2015) finds that, passion, time, ambiguous social identity, social disembodiment of ideas and temporary convergence affects the knowledge sharing

3.3.3   Trust and power

An important aspect in knowledge sharing is trust and power. Ramsten & Saljo (2012) finds levels of social interaction and free flow of information to have a direct impact on the willingness to share their knowledge. Rathnappulige and Daniel (2013) identifies conducive culture and infrastructure as important determinant for the level of social interaction and free flow of knowledge sharing. Other factors Rathnappulige and Daniel (2013) finds there have an impact on knowledge sharing is the trust, power dynamics relation, levels of internal politics. Other research are able to group factors for knowledge

sharing into four categories: knowledge sharing through social interactions, key relationships and power dynamics, knowledge sharing as a cause of innovation, organizational agendas and bureaucracies (Rathnappulige & Daniel, 2013). Another obstacle for knowledge sharing is the power of knowledge mentality (Sulaiman & Burke, 2012) where the level of trust between two parties determines what and how much they share (Ramsten & Saljo, 2012).

3.3.4   Reward

The motivations for sharing knowledge can be divided into internal and external factors, which may influence a person's motivation to share knowledge (Ho & Kuo, 2013). Internal factors include one's perceived power associated with knowledge sharing and reciprocity. External factors include the relationship between recipients and the rewards arising from sharing knowledge (Iskoujina & Roberts, 2015). The value the knowledge constitutes to the individual and to the organization affects the internal and external factors (ibid.). Although both extrinsic and intrinsic benefits are important enablers of knowledge sharing, their respective roles can be complicated (Jin et al., 2013). Some of the attributes ascribed to extrinsic reward are reputation enhancement and reciprocity (Jin et al., 2013). Others reports that extrinsically motivated behavior are performed in order to gain a benefit and not just form the task itself. But in intrinsic reward it is learned learn that the enjoyment in helping others is one of the most important factors in answering questions in a Q&A community (Jin et al., 2013) but other factors such as fun and enjoyment are ascribed intrinsic reward, which then again points back at different motivations in the given context (Jadin et al., 2013). There has been much debate on whether monitory reward and recognition mechanisms (or not) are the most fruitful mechanism to motivate people to share knowledge. Some have argued that it does not contribute to a long-term knowledge sharing (Ho & Kuo, 2013). Studies have been done there explores the use of monitory rewards, and finds a growing number of studies there argues for non-financial rewards in knowledge sharing (Ho & Kuo, 2013). They found that the most recent literature addresses self-achievement, personal growth or enjoyment of sharing knowledge as preference for rewards (Ho & Kuo, 2013).

3.3.5   Summary

The research in Information Technology has shifted from an overemphasis on IT to incorporate factors as motivation, creativity and organizational culture. Some of the factors for sharing knowledge can be double edged and affect the knowledge sharing, such as motivation, attitude, and the nature of knowledge. Knowledge sharing can be categorized according to extrinsic and intrinsic benefits, which describes whether the knowledge sharing is motivated by factors as; reputation enhancement or the enjoyment in helping others.

3.4   Results from previous quantitative studies of Cities at Play

This section presents survey data generated during Cities at Play. The questionnaire was made to create understanding for the students' position based on the of Cities at Play by asking questions to understand the students' knowledge of the area. By doing a pre-post questionnaire would it be possible to compare the students' attitude to the objectives they have worked with during Cities at Play.

They questionnaire was given to the class of 9th Graders who were participating in Cities at Play. The participants had the option of skipping each question and to fill out a detailed answer with their own words. The pre-questionnaire consisted of 40 participants with a response count varying between 26 as the lowest and 39 as the highest count for participation. The students chose the option of adding own comment or in-depth answers which resulted in an array of answers varying between 14-39 answers. The post-questionnaire was given to a total of 37 participants. The questionnaire resulted response count spanning between 34-36 responses per questions with no less then 19 in-depth answers.

The questionnaire contains 21 question and 4 questions was selected from the pre-questionnaire and matched them with the same four questions from the post-questionnaire.

For the following reporting on the results of the questionnaires have central questions been selected so that they could help develop understanding and background information about Cities at Play. The question was selected based on interview with the participants which reviled the most relevant questions. The following presentation is both pre- and post-questionnaires being reported. This help the process of developing understanding of, to what extend Cities at Play have been a factor for the students to develop their skills and knowledge useful in Cities at Play. The complete survey for both the pre- and post-questionnaire can be found in **Appendix 6.**

3.4.1   Where do you live
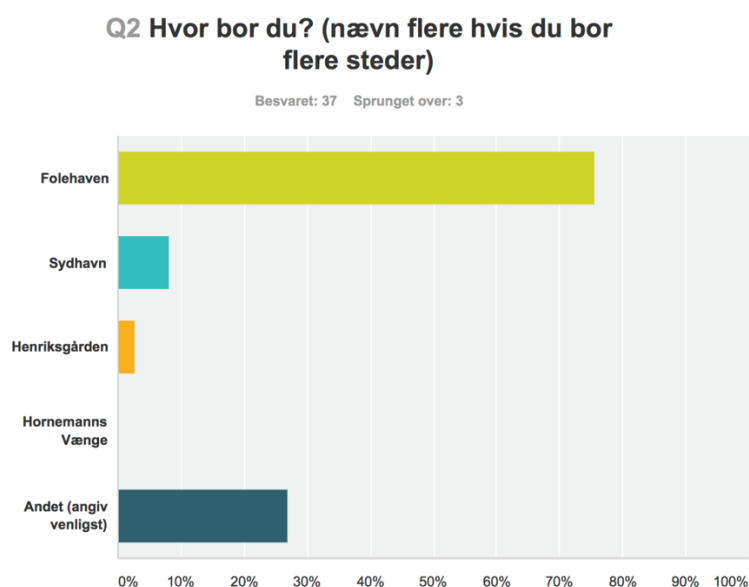
Figure 2: Question no 2 from pre-questionnaire where participant identifies in which area they live.

The question was asked to the students: "Where do you live?" (*Figure 2*). The questionnaire had five options; four with the name of the local areas along with "other" option. The questionnaire resulted in response rate at 75% of the participant identifying with living in Folehaven, while 27% identified with living more than one place. The sum resulted more than 100% because the students could fill more than 1 option if they live more than one place.

In the post-questionnaire the question was altered so there was no option of choosing a predefined area instead they could write the area they live. The pre-questionnaire generated 13 responses identifying them self with living in Folehaven, while 11 identified with living in Valby. Administratively, Folehaven is the part of Valby. From the 35 responses, 5 of them specified the address, and 2 responses that they lived more than one area.

This question helps the understanding of what the Students define as their local area. Given that the most of the Students identified with living in Folehaven, it helps to understand in what extend do they define themselves that they belong to the area. The demographics information also gives an option to compare other questionnaire data.

3.4.2 How good is Henriksgården to be in
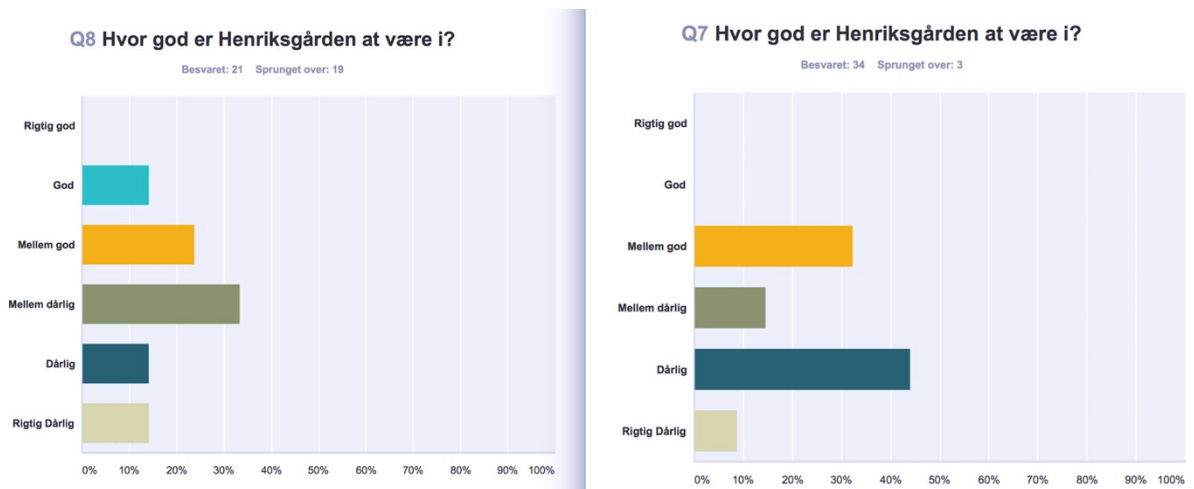
Figure 3: Pre-questionnaire on the left and post-questionnaire on the right.

The question (*Figure 3*) above relates to the area the students were supposed to redesign during Cities at Play. The question was, "How good Henriksgården to be in?" (*Table 1*). The question relates to the area the students were supposed to redesign during Cities at Play. The question was to identify their knowledge about Henriksgården. In the pre questionnaire, 21 have answered the question while 19 skipped. But in the post questionnaire 34 have answered the question while only 3 have skipped the question. It indicates that the students have got to know about Henriksgården.

Table 1: Pre and post-questionnaire response on "How good Henriksgården to be in?"

	Really Good	Good	Average Good	Medium Bad	Bad	Really Bad	Total	Unanswered
Pre-questionnaire	0% (0)	14.29% (3)	23.81% (5)	33.33% (7)	14.29% (3)	14.29% (3)	100% (21)	19
Post-questionnaire	0% (0)	0.00% (0)	32.35% (11)	14.75% (5)	44.12% (15)	8.82% (3)	100% (34)	3

In the post-questionnaire none of the respondents expressed Henriksgården to be *"Good"* or *"Really Good"*. Instead in *"Average Good"* option, it increased from 23,81% to 32,35%. The overall differences between pre and post data shows interesting shift from Henriksgården being categorized "Good", to being categorized "bad" after they have worked in Henriksgården. When dividing the data into positive and negative attitude, it is found that in the pre-questionnaire the positive attitude accounted for 38,10%. In the post-questionnaire the total positive attitude counted for 32,35%, which shows the students positive attitude towards Henriksgården decreased with 5,75% after taking part in Cities at Play.

In pre-questionnaire, many of the students expressed that they did not know Henriksgården, but believed it must be a bad place, as they were to develop on the area. Only few of the students knew somebody who live in Henriksgården or have lived there. In the post-questionnaire, participants' qualitative data shows that most of them ascribed Henriksgården as a boring, desolate area. Some of the participant described the area as a gated prison, others said that the place is dead and lifeless while others noted the lack of light and described Henriksgården as grey.

3.4.3 Henriksgården is good as it is and does not need any change
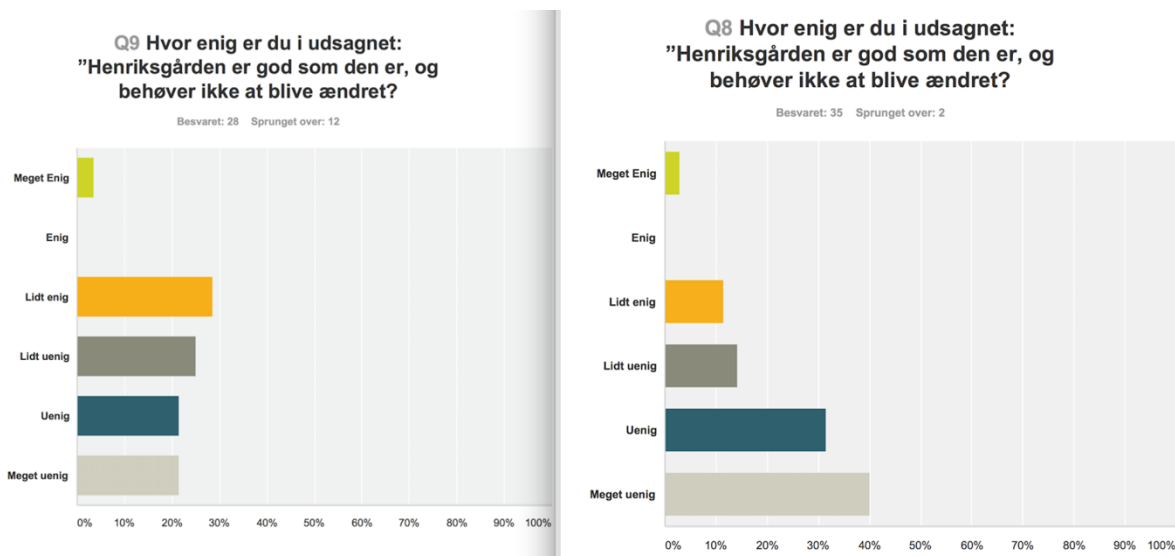
Figure 4: Pre and Post-questionnaire responses on whether they agree with the statement: "Henriksgården is good as it is and does not need to be changes."

The purpose of the question was to see how does the students responds before and after they have worked in Henriksgården. The question was asked: *"How much do you agree in the statement: 'Henriksgården is good as it is and does not need any change'" (Figure 4)*.

Confirmation of the result can be seen in the question: *"How much do you agree in the statement: 'Henriksgården is good as it is and does not need any change'" (Table 2)*. In the graph above, the change in the response can be seen visually. The response gradually changed from "agree" towards "disagree". The total response in the post-questionnaire was also increased from 28 to 35 respondents.

Table 2: How much do you agree in the statement: 'Henriksgården is good as it is and does not need any change'.

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	Total answered	Unanswered
Pre-questionnaire	3,57 % (1)	0.00% (0)	28,57% (8)	25,00 % (7)	21,43 % (6)	21,43 % (6)	100% (28)	12
Post-questionnaire	2,86 % (1)	0.00% (0)	11,43% (4)	14,29 % (5)	31,43 % (11)	40,00 % (14)	100% (35)	2

The table and the figure shows that The respondents have changed their mind after they have worked in the chosen area that the Henrikgården is good and does not need any change. But instead the post-questionnaire data shows that the area Henriksgården has to be changed and it is not good good enough.

3.4.4 Things could be better in Henriksgården
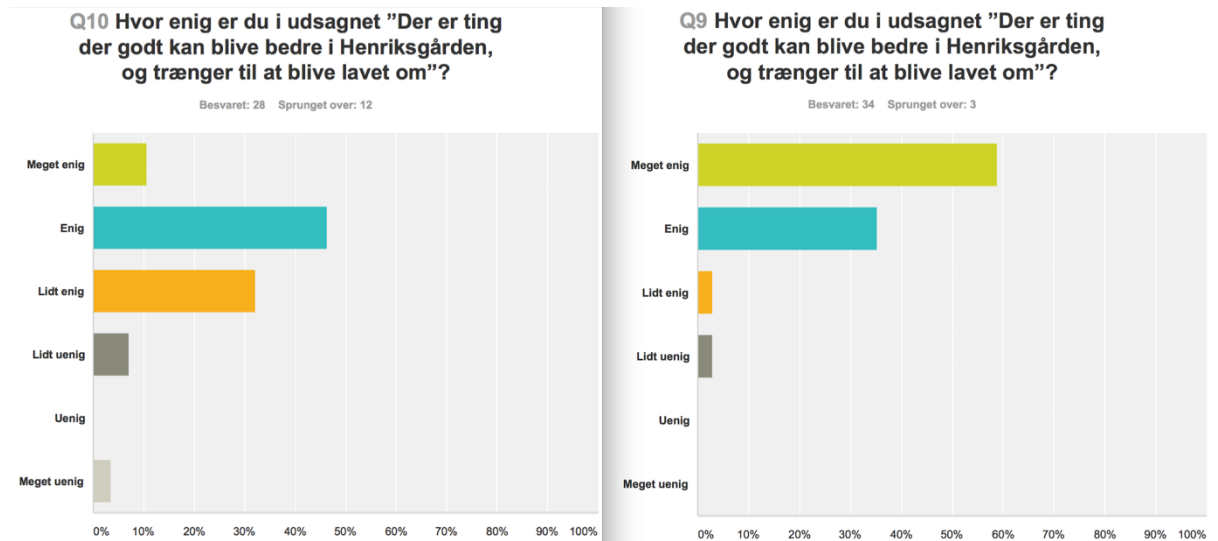
Figure 5: Pre(left) and Post(right) survey: The participants expressing whether Henriksgården needs to be developed.

The question is selected for providing insights about the Students attitude towards Cities at Play. The question for both pre and post-questionnaire was: *"To what extent do you agree with the statement: 'There are thing that could be better in Henriksgården, and needs to be changed?" (Figure 5)*. This question and the responses adds knowledge about the student's attitude towards the condition of the area selected for Cities at Play and can be seen in the figure above. The number of responses also increased from 28 to 34 in pre and post-questionnaire respectively.

Table 3: Pre and post-questionnaire on: 'There are thing that could be better in Henriksgården, and needs to be changed?".

	Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree	Total answered	Unanswered
Pre-questionnaire	10,71% (3)	46,43% (19)	28,57% (9)	32,14% (2)	7,14% (0)	3,57% (1)	100% (28)	12
Post-questionnaire	58,82% (20)	35,29% (12)	2,94% (1)	2,94% (1)	0,00% (0)	0,00% (0)	100% (34)	3

The above table (*Table 3*) shows that there is a significant change in the opinion before and after the students took part in Cities at Play. The general attitude among the participant in the questionnaire is that there is a need of life in Henriksgården. In the textbox answers, 27 responses had been given with suggestion on want they could imagine would create more life in Henriksgården.

3.4.5 Learning to see architecture
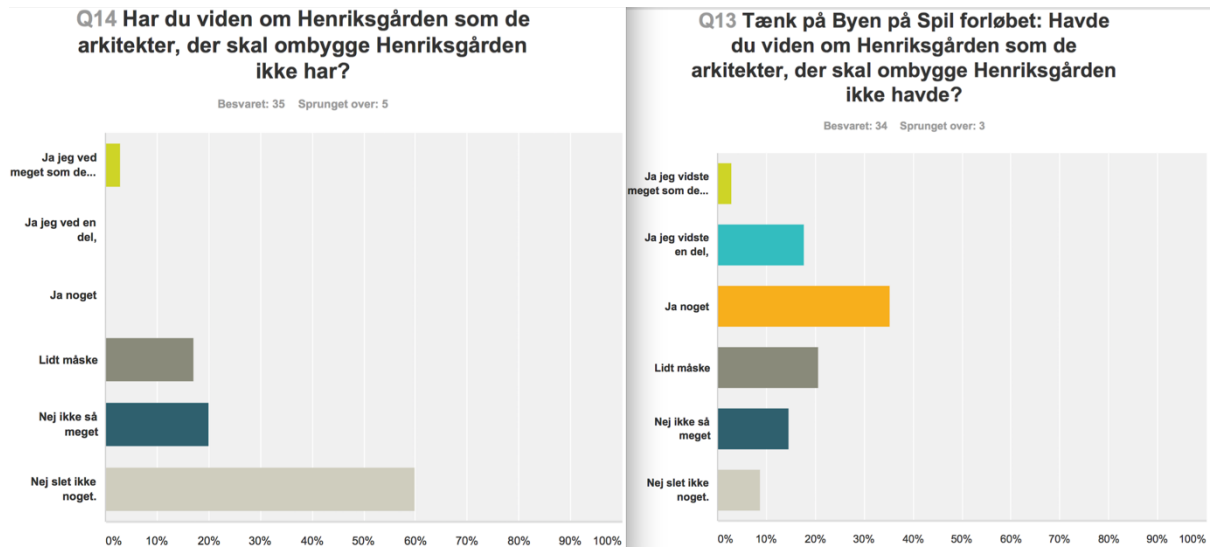
Figure 6: Pre-Questionnaire: The participants expressing if the felt they had knowledge about Henriksgården that the urban planners did not have. Post-Questionnaire: The participants expressing if the felt they had knowledge about Henriksgården that the urban planner have.

An important aspect of Cities at Play was the student's knowledge about the area they were working with. This question would map If the students have knowledge about the area the urban planners do not have. This is valuable as it was said to be difficult for them to obtain. The question: *"Do you have knowledge about Henriksgården, which the architect who are developing Henriksgården does not have?" (Figure 6)*. The question therefore addressed this question and in the pre-questionnaire 60% of the 35 responses, expressed that they did not possess any knowledge at all valuable to the architects. 20% expressed that they do not have that much knowledge about Henriksgården while 17,14% identified with having little knowledge useful for the architects. Only 2,86% said that they had a lot of knowledge about Henriksgården that the architects did not have.

When the same question was asked in the post-questionnaire (*Table 1*) that if they had knowledge about the area that architecture did not had to redesign Henriksgården. The remarkable change was that in the pre-questionnaire 60% of students have respondent "No, not at all" while in the post-questionnaire the number decreased to 8.82. The students who expressed that "I know something" "I know some" has changed from 0% to 17,65% and 35,29% respectively.

The response rate, in the option expressing that they did not have any knowledge at all, dropped to 8,82%. The highest score in the post-questionnaire was the option declaring: "Yes, I have some knowledge" which was assigned for 35,29% of the responses. The options; "Yes, I knew quite a lot" and "Yes, maybe" respectively received 17,65% and 20,59% of responses. The option: "No not that much" dropped to 14,71% while the option "Yes, quite a lot" remained in the post-questionnaire at just less the 3%.

Table 4: Post-questionnaire regarding if the participants had that knowledge the architecture did not have about Henriksgården

Q: Do you have knowledge of Henriksgården as the architects to redevelop Henriksgården that they do not have?		Q: Think of Cities at Play in progress: if you had knowledge of Henriksgården as the architects did not had to redevelop Henriksgården?

Pre-questionnaire response	No of Response per cent and respondents (35)	Differences in percentages	No of Response per cent and respondents (34)	Post-questionnaire response
Yes, I know a lot then they know	**2,86% (1)**	-0,08	**2,94% (1)**	Yes, I knew much then them
Yes, I have some knowledge	**0,00% (0)**	+17,65	**17,65% (6)**	Yes, I had some knowledge
Yes, something	**0,00% (0)**	+35,29	**35,29% (12)**	Yes, something
A little maybe	**17,14% (6)**	+3.45	**20,59% (6)**	A little maybe
No, not so much	**20,00% (7)**	-5.29	**14,71% (5)**	No, not so much
No, nothing at all.	**60,00%(7)**	-51.18	**8,82% (3)**	No, nothing at all.

The following question addressed the participants' usefulness of their knowledge. The question asked: *"Do you feel that you have knowledge so you can help the urban planners with changing Henriksgården?"(Figure 6)*. The pre-questionnaire generated 35 responses and of them had 28,57% chosen the option of not possessing "*No knowledge at all*". Just as many (28,57%) had chosen the option expressing that they had "*Not thought about it*". 20% of the responses answered "*No*" to the question, while the options; "*Yes, some time*", and "*Yes*" both was assigned for 11,43% of the responses.

In the post-questionnaire there was a general move of the responses towards possessing knowledge there could help the city planners making changes at Henriksgården. There was no longer any of the 36 despondences that did not believe they "*Did not possess knowledge useful to the city planners*" (*Figure 6*). On the contrary did 19,44% of the respondents marked that they felt they had useful knowledge for the urban planners. The aggregated result (*Table 4*) of respondents saying they have "*Little*" to "*None*" knowledge in post-questionnaire is 72,22%, while in the pre-questionnaire they aggregation counted for 22,86% the knowledge the participant felt they possessed after Cities at Play experienced an increased positive responses rate with over three time.

3.4.6 Did you solve problem for others
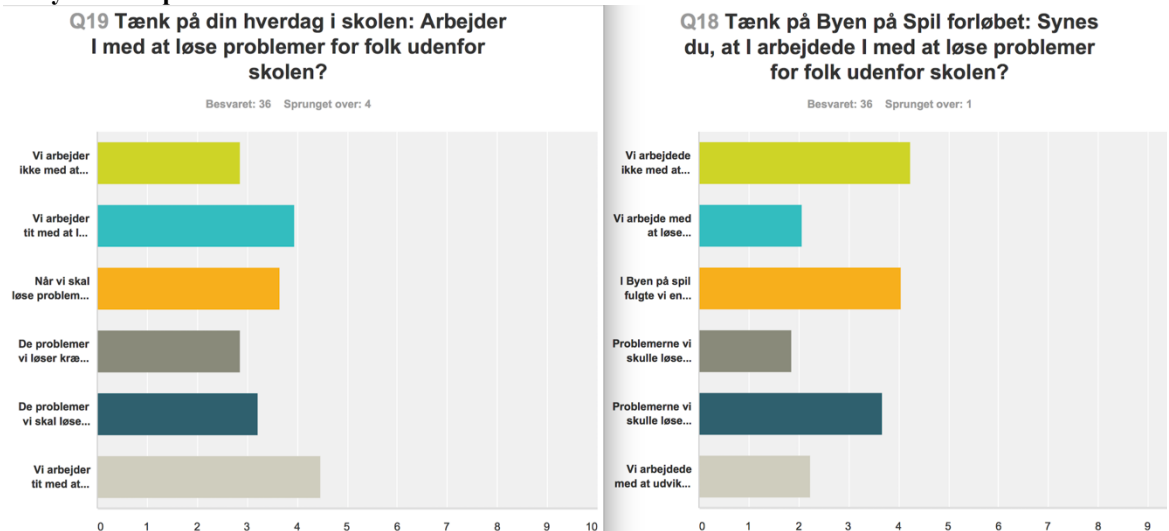
Figure 7: Pre and Post-questionnaire asking the participants whether the solve they solve real problems

The participants were given a series of six questions where they in the pre-questionnaire evaluated their regular school assignments in regards to if it solved problems for people outside of school (*Figure 7*). In the post-questionnaire the Students evaluated Cities at Play in regards to solving problems outside of school. The following will only describe the questions from the option Strongly agree to illustrate the general swift there have acquired from the pre- to post questionnaire (*Figure 8*).

QUESTIONNAIRE	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE	Total No of Response
We do not work to solve problems for people in the real world outside school	19,44% 7	19,44% 7	27,78% 10	22,22% 8	11,11% 4	0,00% 0	36
We often work to solve problems for people in the real world outside school	0,00% 0	11,43% 4	37,14% 13	14,29% 5	20,00% 7	17,14% 6	35
When we solve problems, we follow usually a recipe with steps on how we can solve the problems	0,00% 0	17,65% 6	35,29% 12	20,59% 7	17,65% 6	8,82% 3	34
The problems we solve requires that we find on our own new ideas	5,71% 2	42,86% 15	31,43% 11	5,71% 2	8,57% 3	5,71% 2	35
The problems we have to solve requires that we follow the steps our teacher has given us	5,88% 2	29,41% 10	38,24% 13	0,00% 0	17,65% 6	8,82% 3	34
We often work to develop new ideas we present to people who Use them outside school	0,00% 0	5,71% 2	22,86% 8	17,14% 6	28,57% 10	25,71% 9	35

Figure 8:Pre-Questionnaire: The participants expressing if the felt that they had help develop solutions to problems outside of school. (Translated into English)

First statement in the series of five, 19,44% of participants in the pre-questionnaire Strongly agreed with the statement: "*We do not solve problems for people in the real world*". This this statement counted for 5,71% in the post-questionnaire. The next statement did 0,00% agreed with the statement: "*We often solve problems for people in the real world*", while in the post-questionnaire the same statement counted for 42,85%. The statement: "*When we are to solve problems we usually follow a template with steps to how we are solving the questions*" saw a 0,00% interest in the pre-questionnaire, and in the post-questionnaire the statement was assigned for 2,94% of the responses. The next statement: "*The problems we solve demands we our new ideas*", in the pre-questionnaire 5,71% identified with this while in the post-questionnaire this had gone up to 38,24%. The statement: "*The problems we solve demands we follow the steps our teacher have given us*" show no change from the pre-questionnaire to post-questionnaire, as both was assigned for 5,88% of the responses. The last statement of the pre-questionnaire none of the participants identified with the statement: "*We often work with developing new ideas we present for people who needs them outside of school*". In the post-questionnaire (*Figure 9*), 37,14% of the participants identified with this statement during Cities at Play.

QUESTIONNAIRE	STRONGLY AGREE	AGREE	SLIGHTLY AGREE	SLIGHTLY DISAGREE	DISAGREE	STRONGLY DISAGREE	Total No of Response
We do not work to solve problems for people in the real world outside school	5,71% 2	14,29% 5	17,14% 6	5,71% 2	28,57% 10	28,57% 10	35
We often work to solve problems for people in the real world outside school	42,86% 15	37,14% 13	5,71% 2	2,86% 1	8,57% 3	2,86% 1	35
When we solve problems, we follow usually a recipe with steps on how we can solve the problems	2,94% 1	17,65% 6	20,59% 7	17,65% 6	11,76% 4	29,41% 10	34
The problems we solve requires that we find on our own new ideas	38,24% 13	47,06% 16	5,88% 2	8,82% 3	0,00% 0	0,00% 0	34
The problems we have to solve requires that we follow the steps our teacher has given us	5,88% 2	20,59% 7	23,53% 8	14,71% 5	20,59% 7	14,71% 5	34
We often work to develop new ideas we present to people who use them outside school	37,14% 13	31,43% 11	14,29% 5	8,57% 3	5,71% 2	2,86% 1	35

Figure 9: Post-Questionnaire: The participants expressing if the felt that they had help develop solutions' to problems outside of school. (Translated into English)

In the post-questionnaire (*Figure 9*), the participants were given an option to explain what differences they experienced with Cities at Play compared to a regular school and teaching. This resulted 36 entries of responses. Not all of the answers was positive and some of the negative such as: "It was boring and all the same". The greatest part of the responses was positive such as: "In the normal school I do something educational useful". They have expressed positive responses Cities at Play such as they got more responsibility, it was challenging, and it was like working with a project unlike school with no grading system, which made it more fun to work with and made the some of the participants to work harder.

3.5   Summary

From the literature review conducted it is experienced the three interest areas; community, Knowledge repository and knowledge sharing, can be regarded as interchangeable for the development of a digital platform. It was experienced how the three terms; community, repository offered different mechanisms sharing and storing knowledge for the creation of community. It was found that the term *Community repository* could serve as a wide definition of digital platforms such as wiki's and discussion forums to support community. In order for the community to be successful it was experienced that the community should enable and support actual practice as it would create close ties between the members and encourage learning. The use of mobile phones could support the exchange of contextual knowledge but the factors for sharing could be double edged. The sharing would depend on the users' assessment of the extrinsic and intrinsic benefits, such as; reputation enhancement or the enjoyment in helping others.

From the survey conducted with the students involved in Cities at Play it is found that the students' attitude towards the area the where redesigning made a shift so from being categorized "Good" the students instead found the area to be a bad place. This show the students sentiment of the area shifted to the worse. The same can be understood as the students after Cities at Play thought the area need change and described the area as a boring place. The students were in similar way staring to trust their own know and thought that had valuable knowledge for architects and urban planners.

This chapter have provided background knowledge about different digital platforms and how they are used. This gives an overall understanding of the most common was of structure digital platform and how the support their community. It has furthermore experienced how Cities at Play can transform students and their articulation about their local soundings. The chapter provided background information for the further exploration on creating a digital platform that can support Cities at Play in further iterations.

4   Methodology

Deciding on a framework can help the process of framing the research question, and help the decision process of choosing relevant methods for obtaining empirical data (Lazar, Feng, & Hochheiser, 2010). The field of Human Computer Interaction offers a variety of different frameworks, to structure the process of conducting research and design. The different frameworks have their strengths depended on the scope of the project (cms.gov.com, 2008). Certain frameworks focus on structure, plan and control the process of developing an information system. One framework for conducting research is participatory design. In participatory design the end user is an active part of the design process, based on the argument that the users are the experts (Alan Dix, J Finlay, G Abowd, & R Beale, 2004a). The participatory design framework aims at refine system requirements through an iterative design process where the users are activity involved. Participatory design has three specific characteristics (Dix et al., 2004a). First, participatory design aims at improving work environment by focusing on context rather then system. Second, participatory design is a collaborative process, incorporating users, who can contribute in every step of the design process. Third, participatory design is an iterative framework, that enables the the participants to co-design and evaluate on each step of the design.

The context of the methodological framework is to let the observations, data and insights guide the development of theory. The thesis approach for developing knowledge comes from contextual knowledge, and the development of theory is to put perspective on the contextual knowledge. The framework will guide the design process of developing tangible features for the digital platform. The focus of this chapter is a description of the methodical approach selected for facilitating the process of data collection. The aim of the chapter is to develop a framework that will guide the overall process of selecting empirical methods for data collection. The goal is to understand the existing practices in order to develop useful knowledge of the design for future practices. There will be made a short description of different frameworks strengths and weakness in relation to the thesis scope. This section will present the frameworks selected and finally show how they marge together in the thesis order to develop solutions to the thesis problem statement.

4.1   User Innovation Management

One of the carrying pillars of the thesis was the close involvement of the users. The reasons for incorporation of participants was due to two arguments. First, Cities at Play was context specific and therefore no digital platform supporting the project. The focus of the thesis was therefore on developing a digital platform for Cities at Play to support the participants. Second argument; the close connection with the users minimize the risk of failure by securing the platforms requirements and the users accept (Kanstrup & Bertelsen, 2011).

The thesis have adopted the process of User innovation management as described by Kanstrup and Bertelsen (2011). The goal of the UIM process is to start an innovation process for the development of digital platforms (Kanstrup & Bertelsen, 2011). The innovation process in UIM is defined as insights and motivations there is driven by needs. Realizing ideas, best practices and screening criteria, UIM is a qualitative process that focus on depth instead of width. The framework of User Innovation Management (UIM) enables the researcher to co-operate with the users in the design process. The design is therefore grounded in the innovation with the users needs and values. Appling UIM give the thesis a perspective for understanding user-driven innovation by organizing and conducting the user-driven innovation by making use of different techniques for developing knowledge in each step of the process.

4.1.1 UIM steps

The following describes the steps of the UIM process and how the individual steps have been applied in the thesis.
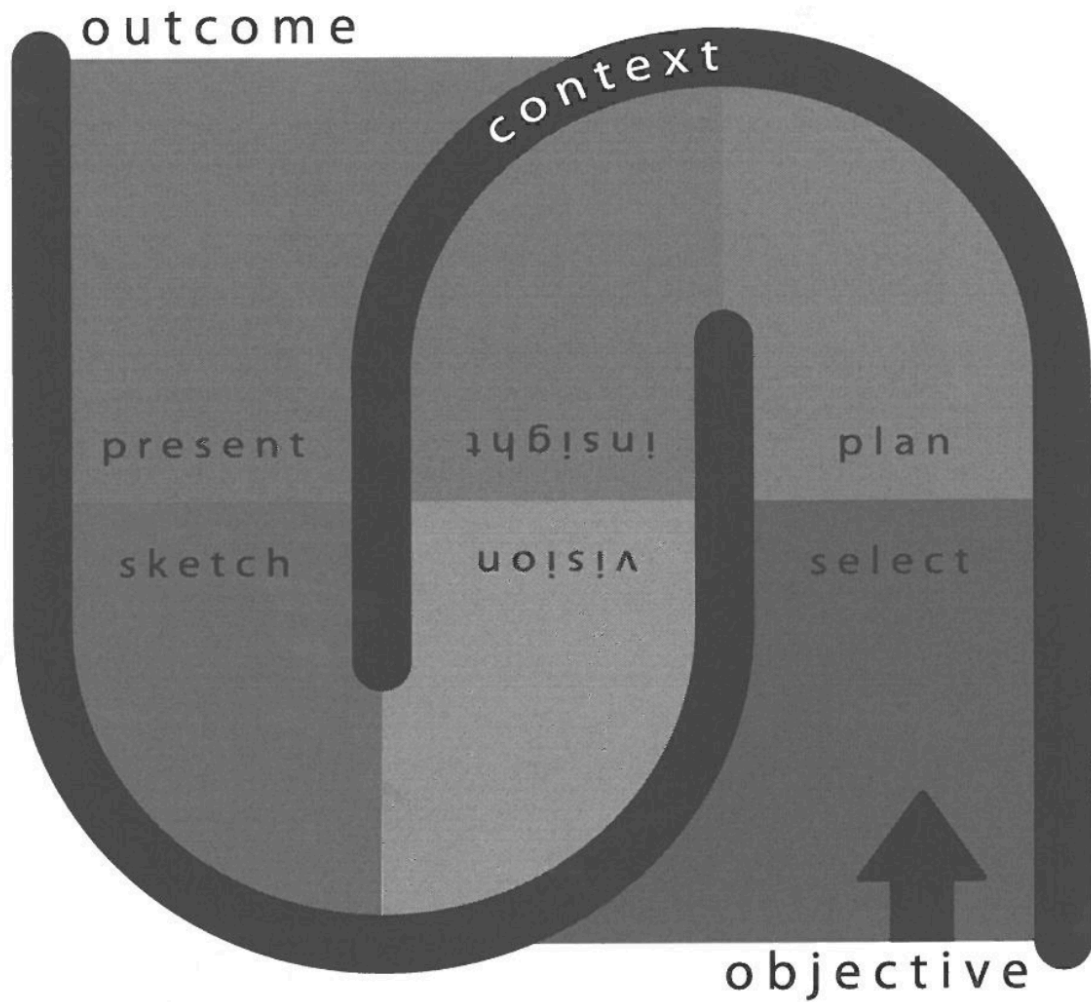
Figure 10: User Innovation Model as described by Kanstrup & Bertelsen, 2011. The model shows the different steps of the framework for developing an innovation process.

Co-operate

The first step of the UIM process is a two step process. First, define the right innovators to co-operate with, and second, to plan the process. But before that can happen a *solutions space* has to be defined. A solutions space can in UIM either be defined small or large. For this thesis a large solution space has been chosen as it allows user to redefine basic components and the creation of new ones. By choosing a large solution space it is possible for the participants to open up the design process. This allows the participants to define fundamental architecture and functionalities for the digital platform. The large solution space offers opportunity to define overall directions for the platform. The solution space was defined for the participant before the workshop start. The participants were introduced to the workshop procedure, where the scope of the thesis was explained. The participants was explained how their how their visions for a digital platform would provide useful knowledge for the thesis.

Select users

When the solution space has been defined, the next step of the UIM process is selecting users. Defining the digital platform for Cities at Play as a *large solution space* is the choice of participants given between frontrunners and/or newcomers. When selecting users, it can either be a group that makes it easy to define users and non-users, this specific group is called *high excludability*. For the digital platform it has been easy to define users and non-users for Cities at Play, giving the scope of the thesis *high excludability*. The groups of users have been defined narrow to help the innovation process. It is the UIM recommendation to use eight participants, as more enhances the risk of repetition while less may not support tracking patterns, and therefor risking ending up with individual opinions. This step of the process was guided by the suggested technics in UIM of asking the users to identify users. The selection of users was narrowed to focus on participants involved with the daily execution of Cities at Play.

Plan

The process of planning the UIM process should be made with realistic goals for the interactive learning process. The plan should focus on resources of both the users and the project team. A plan can be made by answering questions such as; how many activities is there planed with the users, where is the setup of the activities, and what is the expected outcome? The questions offer an opportunity to understand the process from the users' perspective, thereby evaluating the procedure interacting with the users. The planning process for interacting with the participant was made with careful consideration as two of the participants was attending public school, while the teacher can not work after 17.00 o'clock due to regulations. The workshop was planned from those two considerations by planning the time and date for the workshop in co-operation with the participants. In order to minimize the disturbance, the workshop was planned with all the participants attending together.

Context

Second step of the UIM process is to collect contextual knowledge grounded in innovations. The purpose of the step is to understand the users needs and motivations to create design concepts. The context step is dived into two main activities; insights and visions. The challenge of this process is to get the users to articulate what may seem trivial to them. Often users hold contextual knowledge that can be brought into new contexts. Bringing contextual knowledge into new contexts can alter the users' perception and bring new meaning into their knowledge. The context-deepened knowledge is the heart of UIM and users are the specialist with their context knowledge. To drive the process innovation, it is suggested to use physical materials in order to create visual tangible artifacts. The advantages of visual tangible artifacts gives the users freedom to reflect on conversations, trigger memory and imagination. To facilitate this different pens in shapes, size and color where available just as there was different types of paper. Furthermore, aerial photos of the area were printed for the participants to use and provide them with context and overview of the area.

Insights

Insights are rooted in the contextual knowledge. Insights are focused on the present, focusing on the current understanding of the context in which the insights are manifested (Kanstrup & Bertelsen, 2011). The insight phase creates open questions for shaping the product. The development of insights is

constantly framing and reframing the context between the previous section of selecting the users, and the forthcoming process of creating visions for the digital platform. The process of developing insights on the participants needs and motivations relies on certain questions. The question defines the gaps in knowledge, select techniques that supports participation, and the participants own use of language. The questions the project team must ask themselves before starting the process of developing insights is; what insights are important to generate the innovation, whose insights are interesting, how can the process of innovation be facilitated and what is the expected outcome? For the workshop different questions was selected for the participants based on the insights they already had provided. The questions were divvied into four themes there would help structured the process of creating insight.

Vision

Vision is the move from insights towards the concepts of a design. The visions are still rooted in the participants' contextual knowledge, but is focused on the future and are exploring the idea of how things could be. Creating visions, the design is starting to define boundaries for how the design could look (Kanstrup & Bertelsen, 2011). The vision step creates soft hypotheses that bridges the insights with the concepts of vision. The steps of creating vision implies the project team to consider four questions. First, prioritizing directions to explore, as it is rarely possible to explore all the insights. Second, whose visions are interesting, and which visions are being favored. Next, which technics will support the vision, as some participant finds it easy to brainstorm while others do not. Final question, the project team were to reflect and evaluate what they expected as outcome for the activities. During the workshop the participants was given post-it notes, where they could write their visions for the digital platform and stick them to a shared piece of paper.

<u>Concept</u>

The focus of the last step in the UIM process is to synthesize the insights and visons in order to create a framework for the design process. The purpose of this step is to ensure the results contribute to a strategy, implementation or a production. This marks the creation of concepts and thereby also a new process. The step can be an iterative process providing information and new knowledge to the UIM process. The central point of Concept step is to create a framework that will guide the design process.

There are two different ways the data material can be structured (Kanstrup & Bertelsen, 2011). Either by creating a model for visualization, such as a X-Y schema of the insights. Another way is to create a framework by developing design principles, which is made by summing up insights, the soft hypotheses explored, and design principles synthesizing these results. A framework creates a level of order and explains the dimensions of the problems while helping navigating the developing of sketches. The creation of concepts design principles was written based on the workshop. The design principles were furthermore based on the analysis of the participants' insights.

Sketch

Sketches of the design are meant as a maps, helping positioning the design and guide the discovery of new positions. The sketch helps rethinking what the design communicates. This helps the understanding of the intended use of the design and helps thinking of related ideas. The sketching phase is manifesting ideas, where descriptions and understandings transforms into tangible designs (Kanstrup & Bertelsen, 2011). When creating sketches, the project team must make two things clear. First, sketches are not finished products, but are to be discussed, explored, and changed. Second, sketching is to filter design ideas and to communicate a concept. Sketches is acting as vehicles for communicating and learning. For making the participant discussion as relevant as possible, the sketch must be as realistic as possible. During the workshop the participants was asked to draw sketches of their visions, but they did not feel comfortable about their drawing skills and asked for the design team to do their sketching based on their comments. These drawings laid the initial ground for creating features for the digital platform.

Present

The final step of the UIM process is to present the innovation. Innovation is in UIM defined as; a change of thoughts, or implementation of inventions, making a change outside of the circle of the participants (Kanstrup & Bertelsen, 2011). The goal for the presentation step is to present the innovation process that have made a change either in thought or in practice. This step relies, just as the previous step, on four questions to be answered. First, it is to be decided what to products present. The innovation process often results in multiple innovation, and it is therefore important to selected the results that have most value in terms of competition, opportunity space, and how the innovation matches the company profile. The following three questions for the presentation step is; how will the innovations be presented, and finally what is the expected outcome? For the participants' insights, the project team have developed a selected few of the visions for the digital platform. The visualizations for the features relied on technics such as Unified Model Language diagrams.

UIM applied

The UIM process gives a step-by-step guidance on how to structure an innovation process. The framework enables the researcher to investigate the participants' insights and build context based innovations. The framework furthermore enables the researcher to create innovations, by creating a large solution space where both usage and functionalities are explored. This enables the creation of a digital platform based on the participants' insights and thereby raise the chance success when implementing.

UIM describes different methods in the various steps of the process, to help the researcher successfully fulfilling the goals of the steps. The UIM furthermore gives a visual representation of the framework that shows the process of the innovation in broad terms. In this theses a second framework have been applied, in order to structure and analysis the participants' insights. The framework applied is called Grounded Theory, and will be presented in the next section. By applying grounded theory an iterative process is added to the UIM framework.

4.2   Grounded theory

The second framework applied for the development of the thesis was, grounded theory. The thesis qualitative data analysis was based on observations for developing theory through identification of analytical categories from the data and the relationship between them (Ritchie, Lewis, Nicholls, & Ormston, 2013). The framework of ground theory helped providing analytical reasoning to the observations. The observations were part of a continuous refinement of the thesis problems and concepts. The observations were divided into meaning units and label units (Barbour, 2013). This was done by defining particular types of comments or arguments that could be categorized within the same theme. The labeled units were being combined in larger descriptive categories and provided material for analysis (Barbour, 2013). The descriptive categories would provide knowledge to create information regarding design principles for the digital platform.

In practices, grounded theory is sensitive to the individual settings and there by offers opportunity to explain the actions of people. Grounded theory offers a systematic guide for analyzing data, which enables the researcher to gain directions for the analysis of the next data sets (Creswell, 2011). In the book The Discovery of Grounded Theory, the authors Barney G. Glaser and Anselm L. Strauss laid the ground for grounded theory (Glaser & Strauss, 2009). They took the position that current sociology was overly stressed on verifying and testing theories, rather then discovering concepts and hypotheses based on the actual field data from the participants (Corbin & Strauss, 2014). They instead emphasized listing closely to the participants' individual ideas. The unique thing for this approach is that the analysis starts as soon as there are data, and start the coding of the data immediately after the the data is available (Clarke, 2003).

Over time different authors have redefined grounded theory in order to be more appointed for different research approaches. Three different theories have come to surface; the systematic approach described by Strauss and Corbin, the emerging design associated with Glaser, and finally, the constructive approach

defined by Charmaz (Creswell, 2011). Each of the approaches emphasis different ways of analyzing the data, but the overall approaches are the same. The following section is the fundamental steps of grounded theory as described by Creswell, and the steps that have been applied in the thesis with different considerations.

4.2.1   Steps of grounded theory

Process approach

Grounded theory is a systematic approach to the data, where the research can isolate and identify actions and interaction between people. The researcher identifies themes of basic information to understand the context. When themes have been identified, coding of the information is done to label the information with meaningful titles. The process is an open coding phase where the meaning of the data slowly emerges. For the thesis the coding of the participants' statements was done based on the transcription from the interviews. Each interview was coded separately as not all the interviews were held after each other.

Theoretical sampling

In the step of theoretical sampling, the researcher is using an approach of simultaneous and sequential collection and analysis of the data meaning that the analysis is done when the material obtained. The researcher selects the data that will yield a meaningful result. This makes the sample selected intentional and focuses on generating theory. The other process in this step is the emerging coding, where the researcher collects data, analyze it immediately after, and then starts collecting data again. This process can continue an infinitive amount of time until the data material is meaningful. The different transcription with the participants coded statements were put together in one document for providing a overview of the total coded statements.

Constant comparative data analysis

The inductive step of constant comparing the data, involves the small data set and pieces of information to be categorized in to larger categories The step of constant comparing data gives the researcher opportunity to merging data and information of form indicators that come from the various sources over time. The document with the total coded statements were merged into larger coding categories.

Core category

The basis for the researchers writing of theory, is grounded on the selection of core categories. The selection of core categories is founded on factors, such as relationship to other categories and frequencies of occurrence. Core categories identifies central categories, based on specific concepts such as; the category must be central and appear frequently, meaning that all the data and indicators must point at the same case. This step allows to create core categories from the document with all the coded statements. It was found that the participant's statements could be divided into four interconnected themes.

Theory generation

The previous categorization of the different data sets has generated a middle ranged theory that does not have wide application. The theory has a firm understanding of the process and can explain it. There are different theoretical propositions for conveying the theory, such as axial coding, but the main point is to identify the relationships between the statements among the categories. The four themes that had emerged from the previous steps provided a clear understanding of the theoretical perspective and guide the design process.

<u>**Memos**</u>

Memos is notes the researcher have written down during the grounded theory procedure. The notes give the researcher a tool to elaborate on ideas and data there have been coded, by offering opportunity to engage in a discussion based on the material. The memos helps the researcher to acquire new perspectives on the data material, and help a further development of the studies. The memos created during the process of coding and analyzing the data, have provided context to the individual steps for the further process of refining the coding.

4.2.2 Criteria for evaluating

There are different approaches for evaluating the material derived from the grounded theory. Corbin have come to the conclusion that quality and validity is not the same, as quality offers innovative, thoughtful, and creative components. The same way she is confronting the use of the terms; validity and reliability. According to her, there are two terms too closely associated with quantitative implications such as bias. Instead she uses the terms credibility.

"'credibility' indicates that findings are trustworthy and believable in that they reflect participants', researchers', and readers' experiences with a phenomenon but at the same time the explanation is only one of many possible 'plausible' interpretations possible from data." (Corbin & Strauss, 2014).

Other authors engage in the same discussion. Silverman (2005) states that validity is another word for *truth* (p. 224) and introduces five strategies for increasing the validity of the findings. Silverman (2005) describes how reliability can be achieved by arranging categories of all the transcribed material (pp. 209–226). Other authors such as Creswell (1998) offers eight different procedures to counter *credibility* and *trustworthiness* in findings.

Corbin (2014) offers 10 conditions for judging the quality of the research, addressing questions such as, how the findings resonates with the professionals for whom the research was intended. Other questions addresses if the findings led to new explanations or insights, is there a logic in the flow of ideas, and does the categorization provide descriptive details for depth varied discussion, while other questions address the evidence of memos.

4.3 Thesis framework

The two frameworks described was used interchangeable in the thesis. The UIM framework was applied as an overall framework for the thesis. The UIM framework structured the approach for developing a digital platform with in the field of participatory design. The UIM framework provided the overall steps for the thesis to follow, and suggested technics for the specific steps. The use of grounded theory was applied in the UIM step Context. The context step of the UIM process is focused on creating knowledge and vision for the digital platform. Grounded theory was applied to the interviews conducted with the participants, before the workshop. Grounded theory was used to label and categorize the participants statement, and create perspective to their contextual knowledge about Cities at Play. The perspectives developed during the steps of the grounded theory was used to facilitate the workshop, and give perspective to the participants' insight and visions. The categorization from the grounded theory made basis for the participants' creation of vision for the digital platform, which later was used to create design principle for the digital platform's features.

Overview of Research Design

Problem statement

Background Information

Literature Review

Survey Data

Grounded Analysis

Interview Data

Theory

User Innovation management

Insights

Participatory Design Workshop

Visions

Sketches

Present Visualization
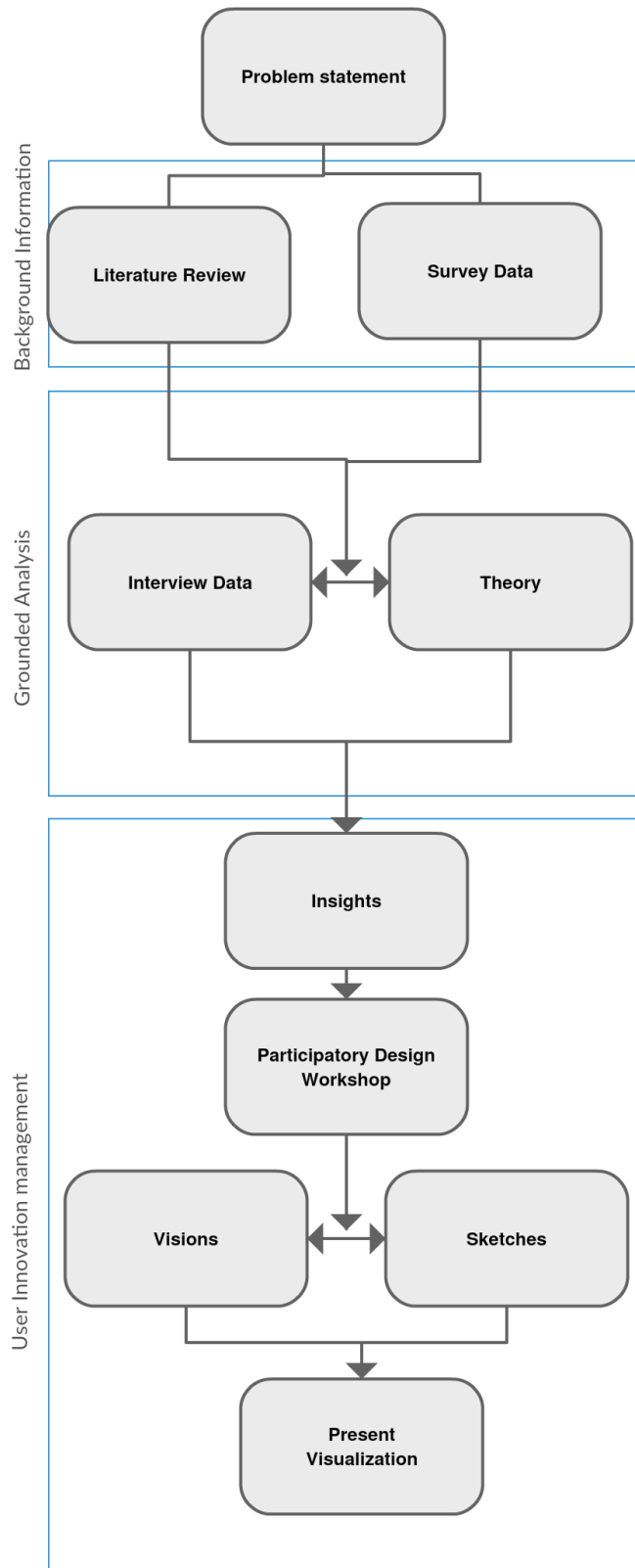
Figure 11: Illustration of research design

5 Methods

It is crucial to choose the right methods in order to address the issue under scrutiny, as it guides the research and leads to important decisions made during the research. The thesis aims to research City at Play through its participants in order to develop and iterate digital platform. The research questions emphasize the needs to find out what are the elements of City at Play. It demands the research that it has to enquire the participant's experiences, approach of working and perception of City at Play. The thesis leverages its research not only enquiries the City at Play on its own right but also expect to develop visions, sketches and prototype of the digital platform. In both cases, user participation is required in both phases. Thus, it becomes inevitable to choose an appropriate and empirical method to approach the participants of City at Play.

To understand and investigate City at Play, the empirical method has to implement and it has to be planned beforehand. In the first phase of the thesis, interview method is employed. It is because the experiences of the participants can be obtained only with interaction with them. The availability of the participants played an important role in choosing interview as one of the methods in the research. The city at play by its definition involves multiple actors. The interrelations between them and their common interest over City at Play could be aimed to investigate by an individual interview in the first phase of the research.

The second and yet significant empirical method implemented in the research is focus group as a form of a workshop. The focused group is aimed to justify the results gained by analysis of interview data as well as to develop visions and sketches for the digital platform for City at Play. It is expected that it develops the common understanding of the issues and findings gained from grounded analysis.

Interview and focus group is aimed to complement each other as well as develop a further design suggestion and solution of a digital platform. Focus group complements the data obtained by the interview in a sense that the interview is taken in individual level but focus group is designed in a way that it is expected to negotiate the meaning of elements of grounded data from the interview. The two primary research methods are operated so that they complement each other by providing rationality to the finding and results obtained. The chronological application of the methods justifies that the findings and results from the interview would be the source of discussion and inspiration for their creativity to envision their ideas, suggestive features and sketches for the digital platform in focus group workshop.

The process of validating the data from different sources, different research methods and different data analysis techniques is called "Triangulation". "*Triangulation is the process of using two or more independent sources of data or data collection methods to corroborate research findings within a study" (Lewis, Thornhill, & Saunders, 2007).* The triangulation of the process in the thesis yet rigid to claim according to the definition, but it was considered in the thesis by the research in such a way that interview findings and results are to be presented and validate in a focus group workshop. The production of knowledge through different method when designed accordingly, is considered to be valid and reliable results. Qualitative methods are used in thesis and dialectic process of data collection was used. It is expected that new questions and information gathered in the process of interview shape the questions and as the research takes place. It is anticipated and aimed at accuracy i.e. to get into everyday realities of the phenomenon of City at Play and to study important questions as City at Play as it has been practiced.

5.1   Interview

Interview is discussed in this section to reflect about what it is, what different forms of interview are in practice, and why interview method is used in this thesis. The argument focuses on the qualitative interview, defined as "*the purpose of which is to gather descriptions of the life-world of the interviewee with the intention of interpreting the meaning of the described phenomena (Kvale, 1994; 1996, p. 149).* The meaning of described phenomena is very unique, so context is important and unique to the practice. (Seidman, 2006) says, "Interviewing allows us to put behavior in context and provides access to understanding their action" (p. 10). By the above two definitions it is understood that context is important in order to have an access on understanding of certain phenomena and by considering the interviewee describes the meaning of certain actions or phenomena it is easy to get what role that certain phenomenon plays in the interviewee.

In order to gather description of the life-world of the interviewee of City at Play, semi structured interview with open ended questionnaire is used with the intention that the participants would explain the meaning and practice of City at Play. There is different approach of categorization of interview such as structured, unstructured and semi structured. The definitions however, are different from one to another. According to Pickard (2012), the type of interview is divided into two types i.e. structured and unstructured interview. Structured interview is defined as "*it refers to a situation in which an interviewer asks each respondent a series of pre-established questions with a limited set of response categories*" while unstructured interviews "*are used to gain a holistic understanding of the thoughts and feelings of the interviewee: you are there to learn about their point of view*" (Pickard, 2012, p. 199). Similar to the definition, unstructured interviews are used in Cities at Play as a form of "guided interview" in the thesis where questionnaire guide is developed beforehand the interview takes place which is used as a checklist of relevant areas of topics are covered.

Even though, interview method is highly accepted and widely used in research, it is not free of criticism and it consolidate debate about whether interview is an empirical method. Kvale (1994) has reviewed the criticism over interview method and attempt to establish why interview is an empirical method. Some of the objections needs to be discussed in the thesis are the method being biased, heavily subjective, different interpretation of words and different meaning, and issues of generalizability because of too few subject (Kvale, 1994, p. 147-148). The issues regarding the criticism are discussed in data analysis section below.

5.2   Focus Group workshop

Focused group is defined in this section as one of the research methods of data collection techniques. According to Pickard (2012), focus group is a group of individuals selected and gathered by researchers to discourse and comment on, from personal experience, the topics that is the subject of research. The role of the investigator in focus group is to moderate the group of people to be focused on topics of research because there might be strong characteristics leads to unnecessary topics of investigation. There might be multiple reasons where focus group technique could be useful. Pickard (2012) have listed 7 points regarding purpose of focus group; among them focus group is conducted in order to first, "interpreting previously obtained qualitative results" and to "stimulating new ideas and creative concepts" regarding features and design solution for the digital platform (p. 244).

Focus group is considered in the thesis as it provides some quality controls on data collections in that participants tend to provide checks and balances on each other which weed out false, non-contextual or extreme views while there is also risk of some participants expressing their views to please other participants (Pickard, 2012). One of the advantage of focus group is that it gives broader discussion over the subject of research. The focus group creates the interaction between the participants and trigger people to put their perspective over the discussion or trigger their memory which is called group effect. It happens when participants in a group engage in "*a kind of 'chaining' or 'cascading' effect; talk links to, or tumbles out of, the topics and expressions preceding it*" (Lindlof & Taylor, 2002, p. 182). However, Pickard (2012) suggests researcher or moderator has to ease people and make them talking while respecting if they do not want to express themselves. It is also suggested in the literatures that people might express their views to please other participants rather than expressing their own views.

5.3   Participants and data collection

The purpose of the interview was to explore the participants' experience of participating in City at Play. Six participants were chosen for the interview. The criteria for choosing the participants were that each of the participants is the representative of each disciplines and they were participated in City at Play at least once. It is because different people from different disciplines were involved in City at Play so it was expected that the variety of different experiences and different reasons of participation in City at Play may have arisen. The list of interview participants along with their profession are; 2 students who participate in City at Play when they were is 8th grade and 9th grade, one school teacher, one participants as project manager and representative of municipality of Copenhagen, the architecture, and the librarian. The interview was taken as one to one in-depth interview.

For the focus group workshop same participants were chosen because as discussed earlier as a part of triangulation, the themes and elements obtained from the interview has to be the base for creative idea and visions for digital platform. Participants were invited 3 weeks earlier the workshop given a week time of their preferences. It is realized that it is a hard job to manage appropriate time that match for every participant. As a result, the librarian was not able to participate in the workshop. Choosing the number of participants depends upon the purpose of the study. According to (Kvale, 1994), if the purpose of the study is to explore, or to understand certain behavior or phenomenon, research can extend until the law of diminishing returns applies. That means no further result can be obtained from the research or valid result is obtained. But in case of hypothesis testing the significant difference between two populations i.e. whole population and research participants, has to be at least at a 0.05 level (Kvale, 1994, p. 165). Further details about focus group is discussed in Workshop and design section.

5.4   Variables and measures

Due to the nature of research there was not any variables that has to be tested. Some of the measured were applied such as criteria for choosing the research participants. The questionnaire was designed in open ended manner and not to influence the participants for their view but rather designed in such a way that explore their experience and contextual knowledge at City at Play. Grounded theory was applied for the data analysis. The interview was transcribed soon the data collection was done. It is because the meaning might have lost if done after long period of time. It is experienced that the verbal language is tricky to transcribe it into the text on its full sprit because verbal language contains many cues, contextual wording, and meaning of something participants have said. (Kvale, 1996; Pickard, 2012)

The language was considered beforehand the research. It was considered that the interview might be conducted in Danish because the participants' native language is Danish. But because one of the researcher is not familiar with complex Danish language it would have been very inflexible situation for another researcher with conducting, transcribing and analysis of the data obtained. As a result of the consideration, the participants were asked to speak the language they prefer and could switch when necessary.

Measures have been taken while designing the guidelines for the participants. The questionnaire was developed before each interview so that interviews with each new participant could be focused according to the developed knowledge and context of City at Play. Unintentional bias as described by (Kvale, 1994), is the risk of influence and expectations that researcher puts to the participants (p. 155). The influences and expectations could be laden to interview participants with prejudice and hypothesis by the researcher during the interview and interpretations of the answers during analysis. It could be done with putting emphasis on certain words or concepts. This methodological bias was reduced in the research by formulating the interview questions that is not influenced with any pre-existing hypothesis but designed to generate knowledge of City at Play. It was ensured by semi structured questionnaire developed beforehand only to capture and intriguing participants thought process and to ease the interview to cover relevant aspects of the research. It was also ensured that the questionnaire was

developed in an open ended manner so that the interview could reflect their understanding of City at Play with open ended reflections. Leading questions were also used during the interview to make them reflect on what they have said and to make their answers reliable throughout the conversation.

Similar consideration is suggested by (Abbott & Bordens, 2011) that the research has to be designed to minimize biased by the interviewer. When having face-to-face interview, researcher have to be conscious about the issues that might affect the result of the research (p. 272). The issues are the research has to be free from interviewer bias i.e. interview has to be done in a similar manner to all the participants and has to be conscious of choosing words. The researcher has to be neutral when asking questions and be careful when putting emphasis on any word or sentences. The author suggests that when investigating issues which is socially taboo and might affect the result when conducting interviews in presence of others. Choosing the place of interview and setting of it is important to consider when conducting interviews and focus group. It was decided to run the workshop in the familiar place for the participants i.e. the local library.

5.5   Population and setting

The first iteration of city at Play was conducted between august and December 2015 which included teachers and one of the 8 grade class with 25 students on the age of 13-15. The students were from Henrikskolen. The second iteration of the City at Play was scheduled conducted from April 2015 to April 2016 included teachers from different professions and students 7th graders and 9th graders of same school. The structure of City at Play was 2 X 4 days for redesigning of neighborhood using Minecraft and Lego for the visualization of the neighborhood. In both iterations local library was used for the project setting. Third iteration for Cities at Play is planned to incorporate more departments of municipality of city of Copenhagen and more schools. The project is scheduled from August 2016 to August 2018. It is planned to include 2 classes of 7th graders and 2 classes of 9th graders. The project is likely to expand its program to more schools and more fields.

5.6   Data collection

Data collection tools and obtained data has some similarities and differences in both data collection methods implied. In the interview method, the data was collected as a form of speech. The interview was recorded in an iPhone recorder as well as notes were written. The recorded audio was later transcribed by the thesis researchers. The collected data was saved in a laptop and Dropbox with password protection.

The focus group workshop data was collected by using different tools. The audio was recorded during the interview. The video was also recorded using camera and laptop because audio is not always efficient tools to collect data especially when many people is talking at the same time. Beside the audio and video recording, participants (including researchers) generated sketches and notes also collected during the workshop. The audio and video was transcribed into text format by the researchers. It is recommended by Corbin and Strauss (2014) that data transcription has to be done as soon as possible because the meaning of the words and sentences might change when it is done after an interval of time.

5.7   Materials

The material used in the research is considered very crucial in research. It differs the way of collection and analysis of data. In some fields such as natural science materials used in the research has high probability of affecting the result of the research. Social science is also not exception on it. In ethnographical studies, material used to collect data is considered as it has significant role in a research. Gulløv, Palludan, and Winther (2014), has explained as the materials used in the empirical methods are set of "field bodies" and how they are intertwined elements of the research. Materials used in the research plays important role in order to capture and to produce a set of what author called "knowledge production" (p. 114).

1. The materials used for focus group workshop is described in the visualizing the platform chapter. The materials used for interview are as follows:

2. Questionnaire for each participant. Questionnaire was used as checklist for interviewer (**Appendix 4**)

3. iPhone Voice recorder.

4. Notes

5. Microsoft word for transcribing data.

6. Microsoft word for coding process.

5.8   Procedure

The procedure for workshop is discussed in Design section below to give contextual structure of the report. The procedure for Interview is discussed here. The participants were contacted by using mobile phones and email according to the availability. The time, date and venue was chosen by the participants in according to their desires or their working place. The students were interviewed in their own school. The setting was face-to-face with one interviewee and two interviewers. The participants were informed about the estimated time for the interview in advance. In the beginning of the interview purpose of the research and interview was disclosed. The participants were informed and asked that the audio is recorded but also ensured that it will not be disclosed for public or private benefits. They were also informed that the name would be anonymized to keep their secrecy. They were informed that they could leave at any time if they feel anything inappropriate. The interview was taken in the range of 40 minutes to 2 hours. The variety of time was expected because some people express themselves in short conversation and some in a long conversation. When the interview was finished they were appreciated for their interview and their contribution for the research. They were also informed that the research findings would be presented for City at play.

5.9   Ethics

Ethical consideration has been made during the thesis. The research protocol for review of ethical issues was conducted *before* as a part of Methodology Course. Ethical consideration was made in order to make sure that the participants safety, well-being, dignity and the rights of the participants are protected and not breached (Abbott & Bordens, 2011, p. 199). Informed consent and privacy and confidentiality issue is considered as important ethical issue in the research. The following consideration has been made. According to Abbott and Bordens (2011), "Ethical Principles of Psychologists and Code of Conduct 2002" is a comprehensive document specifying the ethical responsibilities of psychologists and researchers (p. 204). The following informed consent has been attained in the thesis.

The purpose and benefit of the research, expected duration, and procedures was explained to the participants.

The participants were informed that they have right to decline to participate and to withdraw from the research once participation has begun.

Confidentiality of the research participants would be appreciated in the thesis, or any other documents produced during the research. The names would be anonymized or changed from the actual names.

In this research, the participants were known to each other and have involved in City at Play so there were not any trust issues to consider.

The students were according to the definition (Abbott & Bordens, 2011) are minors. Special rules apply such as informed consent with the parents. Because the interviews and workshop were done in the school settings, the consent was taken from the subject teacher from the respective school. The students were also informed about it.

The participants were informed about the video and audio tapes used in the research and ensured that it would be used for City at Play and thesis.

Informed consent form was prepared during the interview and sample form can be found in Appendices 2.

5.10   Data Analysis and evaluation

Analysis of the data was guided from grounded theory analysis. It means the analysis is based in the data and the perspective of research question asked to the data. The following topics would be considered to discussed the analysis of qualitative data in the light of criteria for judging qualitative research. The "criteria for judging research" in qualitative data is through establishing trustworthiness (Pickard, 2012, p. 21). The four consideration of establishing trustworthiness are credibility, transferability, dependability and conformability which will be discussed in data analysis and evaluation section.

5.10.1   Credibility

According to Pickard (2012), credibility is achieved in qualitative analysis by prolonged engagement with the research participants, triangulation of the techniques used to study those participants and their contexts and members check. According to Pickard (2012), triangulation is a means to ensure credibility not only by techniques used but it includes researchers, theory and sources of data. The conscious choice of participants for the sake of objectivity according to the purpose of the research. Trustworthiness was ensured by choosing the interview participants for interview who were involved in City at Play and who have live experience regarding the topics of investigation. Technique of data collection is different in both interview and focus group workshop.

UIM guidelines and methodology was used for the focus group where the purpose is not only to ensure the quality control of data obtained from grounded analysis but also to develop a possible solution for digital platform as a form of visions, insights and sketches. Another point is that awareness of subjective nature of the qualitative research also ensures the credibility of the research (Pickard, 2012, p. 21). Researchers have to be aware that because "*we are part of the social world we are studying we cannot detach ourselves from it, or for that matter avoid relying on our common sense knowledge and life experiences when we try to interpret it*" (Lewis et al., 2007, P. 297).

5.10.2 Transferability

According to Pickard (2012), goal of qualitative research is to allow for transferability but not wholesale generalization of the findings (p. 21). Generalization of the findings and results obtained from the analysis is considered important in quantitative research. It means how much the findings can be generalized so that the findings can be imitate to other fields. But, Kvale (1994) speculate between positivist approach of generalization and qualitative approach. It is argued that by specifying the supporting verification and making the arguments clear and explicit, the researcher can allow readers to judge the soundness of the speculations and generalization claim. It means the generalization in qualitative research can be made by making the arguments explicit that is by taking an inference to the data collected (Kvale, 1994). As discussed in the methodology section, "context" is specific and unique in each practice thus the question shifts from universal knowledge to historical and social context of knowledge. The data obtained in the thesis is unique in the practice of City at Play, so the knowledge produced by the discourse is highly applicable in the historical and social context of Cities at Play. According to Kvale, "In social constructivism, the focus is on the historical and social context of knowledge; In a postmodern culture, the quest for universal knowledge is replaced by a focus on local knowledge, thus shifting from generalization to contextualization" (Kvale, 1994, p.166)

5.10.3 Dependability

"*Dependability is established by an "inquiry audit" where an external auditor examines the research process***"** (Pickard, 2012, p.21). Pickard (2012) relates dependability is terms of accuracy by checking data produced in terms of transcript and level of saturation of documentation. It means the analysis has to be audited by references made into the core data obtained in the process as a form of evidences. In the research inquiry audit was done by the supervisor of the thesis and because grounded analysis is done which requires the analysis is grounded into the data as a form of the evidences.

5.10.4 Conformability

The notion of conformability is vital to limit researcher bias (Pickard, 2012, p. 22). Pickard (2012) has infer the notion of conformability with validity and objectivity of the research. According to Kvale (1994), validity refers to the truth and accuracy of a statement. A valid argument is well grounded, justifiable, strong, and convincing (p. 166). According to Corbin and Strauss (2014), "*When we use the term "validate," we don't mean to imply that we are testing hypotheses in a quantitative sense. Validating here refers more to a checking out of interpretations with participants and against data as the research moves along*" (p.48). Similar definition of the validation is discussed by Kvale (1994) but stresses on either on what extend method (data collection technique) employed purports to investigates to the extent to which observations reflect the phenomena of interest (p. 167). Validation is here not some final product control or verification; verification is built into the research process with continual checks of the credibility, plausibility, and trustworthiness of the findings. (168)

One of the criticism of qualitative analysis is that the variety of interpretations over the statements or data thus the research is not objective and have multiple interpretation of same text. Pickard (2012) argues that the investigator brings knowledge, training, and perspectives. Kvale (1994) thus claims that "*Data collection and analysis have traditionally called for objectivity. But today we all know that objectivity in qualitative research is a myth.*" but argues that in qualitative research, objectivity is aimed through the intentional acts of consciousness and is an expression of fidelity to the phenomena investigated. Interview method asserts the researchers to make sure that the interviewer and interview participants make a connection of trustworthiness between them. (Kvale, 1994, p. 151). Regarding the nature of qualitative research analysis Kvale (1994) asserts that multiple interpretation of the same text is not a drawback for the objectivity rather a richness and a strength of interview research method (p. 157).

6 Theory

The following chapter will introduce the theoretical perspectives applied to the thesis empirical evidence. The thesis applies the structure of grounded theory that describes, if follow carefully, that the researcher develops own theory based on the knowledge gained through the grounded theory processes. The thesis is not developing own theory but instead make use of well-defined theories to enable an analysis of the material provided the data for the grounded theory.

The theory is used in the thesis for the following reasons:

- Theoretical perspective and interpret the core concepts derived from the grounded analysis.

- Theoretical perspective on the grounded data and phenomena of Cities at Play.

- Theoretical perspective on the new meaning of themes derived from grounded analysis.

- To evaluate the design solutions, obtain from the co-design or participatory design.

First theory is Strategy and Tactics, and Space and Place as described is Practice of Everyday Life by De Certeau (1984). The theory provides a tool to analyze the interrelated differences between space and place and how meaning of a place or space can transform over time. The concepts of strategy and tactic is introduced, which establish the interrelation between how cities are planned by authorities and how it is consumed by the people living there. Second theory applied is social definition of learning as described by (Lave & Wenger, 1991). The theory offers an understanding of how community can be fostered, by designing it as learning system (Wenger, 2000).
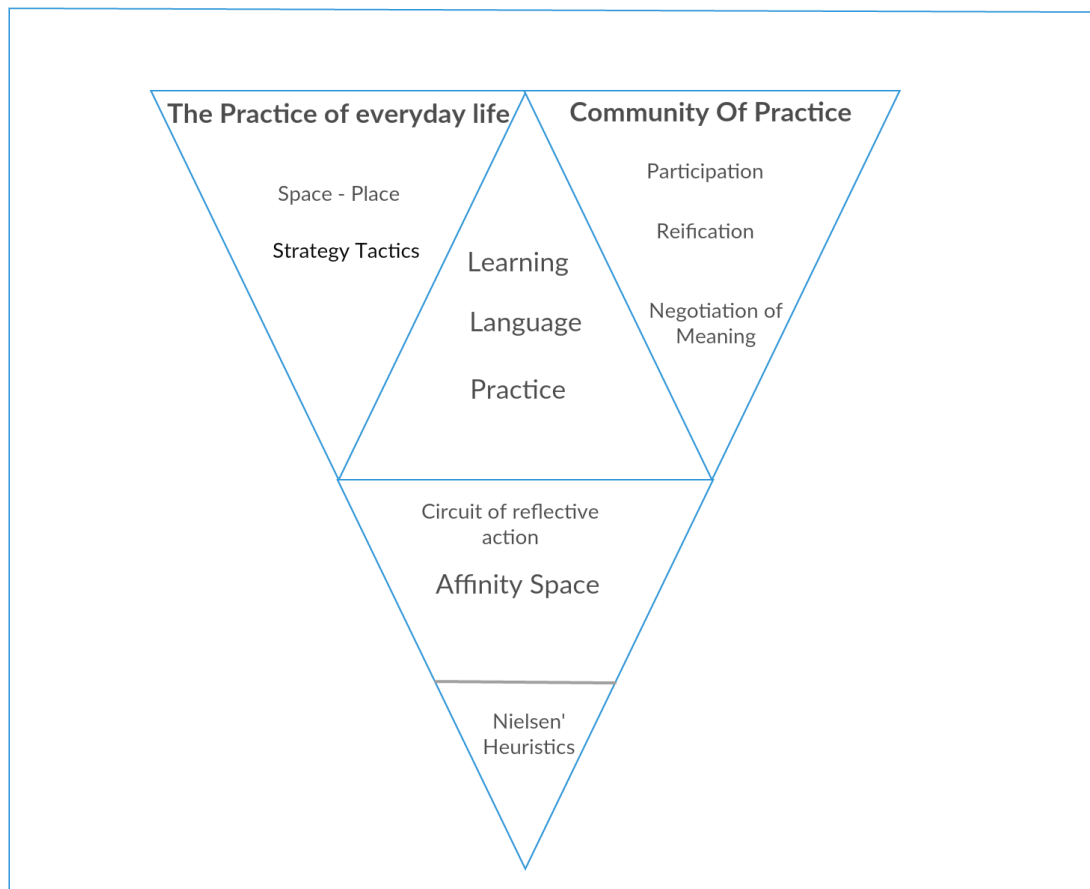
Figure 12: Illustration of theoretical framework

6.1 The Practice of Everyday Life

First theoretical perspective provides opportunity to understand how everyday mechanisms works. This offers two central elements for perspective. First of all, to understand the power structures between provider and receiver of a product. This leads to the second element, the understanding of the product. An important element for Cities at Play was the physical surroundings the students and the structural factors (Magnussen & Elming, 2015). Introducing the concepts of Place and Space it is possible to understand the underlying mechanisms that transforms a Place to a Space. De Certeau (1984) investigates what he calls: *"ways in which users-commonly assumed to be passive and guided by established rules-operate"* and introduces the concept of users. Users are by his definition a large group of people passively consumes. The term *producers* can be understood as institutions, maps and plans, as they provide the consumer with a *product* to consume. By his understanding the provider of the *product* to be consumed, shapes the consumer rules and how they operate –meaning that the consumer is subjected to underlying rules. About this he writes:

"The purpose of this work is to make explicit the systems of operational combination (Ies combinatoires d'operations) which also compose a "culture," and to bring to light the models of action characteristic of users whose status as the dominated element in society (a status that does not mean that they are either passive or docile) is concealed by the euphemistic term 'consumers.'" (De Certeau, 1984, pp. xi-xii)

From this definition it is given that the product inherits rules for interaction the consumer must apply to. The aim with using the theories of from The Practice of Everyday is to understand the ways the product operates so the inherit mechanisms no longer appear as obscure background activities (De Certeau, 1984, p. xi). The introduced concepts offer perspective to understand the mechanisms and penetrating the obscurity by making it possible to articulate them.

With his investigation he is exploring the underlying mechanisms there, by his definition, makes up the actions of a person, area or other products. With his investigation of practices De Certeau (1984) describes how the examination of the practices do not imply a return to individuality. De defines his scope by focusing on the masses interaction with the individual. According to him do the everyday life invent itself as it interacts with the individual (De Certeau 1984, p. xi). This give the researcher opportunity to analyze the underlying mechanisms and dynamics of an area. This does not imply a focus on the individual but the dynamics the collective groups make in the area.

The sections explore the notion of users to be consumers, and how the underlying mechanisms can shape the usage of a place. Two concepts will be presented; *strategy-tactics* and *place-space*. First, strategy and tactics will be introduced by giving two different examples of the consumer's adoption of *strategy*. The section will elaborate on the terms strategy and tactics, before moving on to the notion of *place* and *space*. This part will introduce two ways of understanding an area, depended on the perspective.

6.1.1 Strategy and tactics

There are two different ways the users can make use of the product. First thing to understand is the two different applications of the term *use*. The user's *usage* of the *product* is also called *making* or *do*. De Certeau defines the users' *making* as a common language where the underlying actions of the users is to be understood as the language (De Certeau, 1984). De Certeau gives an examples of two different *making*.

The first example of the two different understanding of *making*. A person watching television. When a person watches television the watcher is transformed to a cultural consumer, not being able to alter or engage with the content provided.

"The television viewer cannot write anything on the screen of his set. He has been dislodged from the product; he plays no role in its apparition. He loses his author's rights and becomes, or so it seems, a pure receiver, the mirror of a multiform and narcissistic actor" (De Certeau 1984, p. 29).

In this example is De Certeau defines two terms. First, the images the television provides the viewer with is called, *representation*, while the time spend watching television is called *behavior*. The definitions describe the *making* and *product,* which is closely related to strategy and tactics. An example of this is the paved pathways in the park while the trails through the grass is the users' language

Second understanding of *making*, the users adoption of the elites rules (De Certeau, 1984). The example given is the Spanish inquisition of the Indians. In this example the users are having an active role in the *making.* The Indians appropriated the Spanish rituals, representations, and laws by using the Spanish's rituals and tradition in an assimilation *(De Certeau, 1984)*. By doing so the Indians subverted their conquers goals, not by rejecting, altering the rules, or representations, but by using them with respect (De Certeau 1984, p. 31). The Indians assimilated with their conquer, and by doing so deflected their conquers power, escaped the challenge without leaving it (De Certeau 1984, p. xiii). De Certeau argues that the strength of this deflection lay in the difference of consumption. By being an active consumer it is De Certeau's argument that the ambiguity creep into the society, as the consumer uses *elite's* language (De Certeau 1984, p. xiii).

Tactic

The use of the *elite's language* can, according to De Certeau, be seen as a *tactic* as many everyday practices such as talking, reading, cocking, shopping (De Certeau, 1984, p. xix). He defines tactic as *"a calculated action determined by the absence of proper locus".* According to De Certeau, is the space of tactics owned and defined by others and therefore must the space of tactic impose itself on the space of others.

"In our society as local stabilities are breaking it is as if, no longer fixed by a circumscribed community, tactics to wander out of orbit and thereby transforms the consumer into a migrant in a system to vast to be on its own and tightly woven for the consumer to escape from it" (De Certeau, 1984, p. xx).

Tactics are therefore to be understood as an action opposed to something, as it orbits around it, but no matter how much the tactic differs will it always to be part of something else. Tactics functions as individual actions (De Certeau, 1984, p. 37) and can be understood as the weak victory over the strong. This can be understood as the tactics does not have plan to overcome the strategy of the provider. The victory over the strong come from the individuals collected mass and repetitive actions. The tactics are elusive in its nature, which gives tactic a mobility there must accept the chances of the moment and seize the opportunity given in the moment (De Certeau, 1984). Tactic does not own its own space but belongs to the others. Tactic therefore operates within an environment imposed on it by the space's rules. In short, tactic is an art of the weak (De Certeau, 1984, 37). Tactics is the weak tools to make their own space with their use of everyday practices.

Strategy

The contrast to tactics is strategy. It is the strong force on the weak. Strategy is the sum of action created by the elites or authorities. De Certeau calls: *"'strategy' the calculus of force-relationships which becomes possible when a subject of will and power (a proprietor, an enterprise, a city, a scientific institution) can be isolated from an 'environment'"* (De Certeau, 1984, p. xix). Strategy can be understood as the planed action from a power (a proprietor, an enterprise, a city, a scientific institution)*,* which the consumers are to follow. This can be understood in the following example. The towns square have carefully been designed and crafted, so there are benches to enjoy the flowers, the life at the square where children are playing ball. By having the town square designed are the urban architect planning a strategy with the place. It could be designed to make people stop and enjoy the scenery or it could be

designed to keep certain people out. According to De Certeau are: *"Strategies, in contrast, conceal beneath objective calculations their connection with the power that sustains them from within the stronghold of its own proper place* or *institution"* (De Certeau, 1984, p. xx).

Strategy can be understood as the production of a product to the consumer but with the slightest unintended use of the product, the user *makes* use of tactics, just as the residents in Henriksgården make use of tactics for making their area more comfortable. This leaves the understanding that the consumers use of an area alters the intended use, for better or for worse. De Certeau (1984)example is to see Manhattan from 110.th. floor where the small details on the street no longer are visible, only larger patterns and tracks. He describes how he sees the walkers writing a *text*, they, themselves, not are able to read them self but the story, nevertheless, is being written, shaped out of the consumers fragments of trajectories and alterations of spaces (De Certeau, 1984, p. 91-93).

6.1.2   Place and space

The second dichotomies term De Certeau defines is concept of *place* and *space*. According to De Certeau place is: *"... the order (of whatever kind) in accord with which elements are distributed in relationships of coexistence"* (De Certeau, 1984, p. 117). De Certeau describes how two things cannot be in the same location (place) and the elements of the place have an order. Place is to be understood as where proper rules. This gives an understanding of place there implies an indication of stability (De Certeau, 1984, p. 117). The interpretation of place can be understood as; when a stager looks at an unfamiliar place, the viewer will see seemingly stable exteriors such as building and can determine the intended use of the building or an area.

Space on the contrary, is composed of intersections of mobile elements. Space exists when one takes in the consideration of vectors of direction, velocities, and time variables: *"Space occurs as the effect produced by the operations that orient it, situate it, temporalize it, and make it function in a polyvalent unity of conflictual programs or contractual proximities"* (De Certeau, 1984, p. 117).

Space can be understood as the life that unfolds at the place. When people are the area then the place transforms it to a space, where the usage can be observed. Space consists of elements such as unintended pathways in the town square or bike cyclist taking a shortcut through the park. In short, space is a practiced place where the users create a space that is useful or pleasurable for them self (De Certeau, 1984, p. 117).

When describing either space or place has it a relation to world through experience. According to De Certeau is the perspective of experience determined by a "phenomenology" of existing in the world (De Certeau, 1984, p. 118). De Certeau argues that there is a contract relationship between place and space where place is seen as a cold dead thing, while space in the life and movement. He does not necessarily see space and place a something of its own but as there is an interconnection between place and space. It then comes down to stories can transform either a place to a space or vice versa (De Certeau, 1984, p. 118).

6.2   Community of Practice and Social Learning Systems

Community of Practice is the collection of practitioners who share a craft or an passion (Lave & Wenger, 1991). The community of practice exist as the the members share and engage in a particular domain with the goal of gaining knowledge. From the literature review it was experienced how their different kind of communities related to the digital communication. The theory of Community of Practice addresses how the practices forms and shapes the practitioner collective learning in the shared domain (Smith, 2003, 2009). Wenger (2000) describes how the success of the organization depends on the ability to design social learning systems.

According to Wenger (2000), learning is not isolated thing but rather it is defined as a tensions and interplay between social competences and ongoing personal experience (p. 227). The growth of social

learning system is based on their capabilities of designing themselves as learning systems. In order to establish and sustain any community of practices it is important to deliver competence as well as let the experience to shape those competences. When the members of community of practice align their experiences in order to fulfil the competences provided by the institutions of those community of practice, learning takes place. However, learning is not one way, but dynamic in a sense that it is two-way relationship between people and social learning systems which they participate.

6.2.1   Communities of practice

Communities of practice are formed by people who are engage in a process of shared learning in a shared domain of common human interest (Wenger, 1999). According to Wenger, Community of Practice is when: *"groups of people who share a concern or a passion for something they do, and learning how to do it better as they interact regularly"* (Wenger, 2000). By its definition, participating in *Communities of Practice* is essential for our learning as well as learning could be an outcome of its members' interaction. *Communities of Practices* are important because they are the building blocks of a social learning system because they are the social *containers* of the competences that make up such a system. Competences is defined to each other by the members by participating in those communities of Practices.

Communities of practice define competence by combining three elements (Lave & Wenger, 1998; Wenger, 2000). First, joint enterprise; it is understood as how the members bounds together to form the collective understanding of what their community is about. It also demands the concern about how much the community keep learning at the center of its enterprise. Second being mutual engagement; the members interact with each other to build their community and establish norms and relationship of mutuality. The members develop the relationship overtime to whom they can trust and be trusted and could ask help when needed. Third being shared repertoire; The Community of practice produce shared repertoire of communal resources such as language, routines, artifacts, stories, structures, and styles. In order to design Cities at Play as successful Community of Practice the competences have to be defined overtime by considering joint enterprise, mutual engagement and repertoire. While designing digital platform for Cities at Play, it has to be considered that it enhances the elements of competences.

By its sole definition, it is important to understand that Community of Practice (Wenger, 1999, 2000, 2010) only happens when people interact with each other in any domain. It has to be understood in its entirety because when missing one of its characteristics it diverts from its definition. For example; people claiming for insurances with the insurances company are not considered as members of same community of practice although they share the same domain, and have common interest. Thus Community of Practice is the combination of domain, community and practice and in order to cultivate community these three elements have to be develop concurrently (Lave & Wenger, 1998).

Community of practice inherits two different aspects relevant for communities of practices. First, the Modes of belonging will describe how participation drives a community. Second, Practices will describe the different meanings and how negotiation of meaning recreates the community.

6.2.2   Modes of Belongings

Community of practice stresses our participation on the learning systems depends on different forms of belongings. Our belonging to social learning systems takes different forms of participations such as local interaction and global participation. Those participations are not only limited to physical engagement but the modes of belongings stresses 'imagination' and 'alignment'. The different modes of belongings are engagement, imagination and alignment. Conversely, (Wenger, 2010) reconstruct the term as 'Modes of identification' in his later work regarding 'Community of Practice' (p, 4-5). A community of practice rely on the the members' active participation such as contribution with either money or time for the community to flourish. In any organization there is a leadership and if that fails then there is a likelihood that the community will brake up or drive a new engagement into the community (Wenger, McDermott, & Snyder, 2002). They are as follows:

Engagement: Doing things together, talking, and producing artefacts. The ways in which people engage with others and with the world profoundly shape the experiences of who they are are (Wenger, 2000, p. 227).

Imagination: Imagination is a process of construction an image of us, of our communities and even the world, in order to position ourselves, to reflect on our situation and to explore possibilities, drawing a map and or telling a story. The image of the community is essential to our sense of self and to our interpretation of our participation in the social world.

Alignment: Alignment is a process of making sure that our local activities sufficiently aligned with each other process so that can be effective beyond our own engagement. The concept of the alignment is multi-dimensional process of submitting to external authority, mutual process of coordinating perspectives and actions so they realize higher goals (Wenger, 2000, p. 228).

6.2.3   Practices

Communities of Practices are social learnings building building blocks as the contain the competences of the community (Wenger, 2000). Wenger have used work of art to illustrate that Practice is not something that is mechanical. It is not only set of action taken or something is done in-group or individually. But it is rather a process by which one can experience the world and our engagement with it as meaningful. The action or practice matters only when a meaning of that practice is experienced. Wenger illustrate this interrelation by using an instance of painting art. Wenger has proposed social constructivism point of view as opposed to positivism, says, mechanically, painting or image is merely more than veneer, but for the painter and the viewer, it is the painting as an experience of meaning and most importantly which counts or matters for us.

An author that have reshaped Communities of practices is James Paul Gee by introducing the theory of Affinity Space (Gee, 2005), which will be introduced in **Design theory**. There is a similarity between Gee (2005) and Lave and Wenger (1998) interpretation of *meaning*. Gee has defined meaning in a social context and it is a result of interaction, likewise Wenger defined the meaning as a result of *shared practice* and thus *experience*. Practice is about meaning as an experience of everyday life (Lave & Wenger, 1998)Wenger (1998) discuss three arguments regarding what and how meaning is assigned to certain practice. They are:

1. Meaning is located in the process of negotiation of meaning.

2. Negotiation of meaning involves the interaction of two constituent processes; i.e. participation and reification.

3. The duality between participation and reification is fundamental to human experience and meaning.

According to Wenger, meaning is created through "negotiation of meaning" which is changed as one experience different patterns of words, concepts, or facts (Wenger, E. 1998, p.52-53). Wenger (1988) defines engagement in practice may have patterns. Production of such patterns give rise to an experience of meaning. Thus meaning is not static but it is ever changing phenomenon of negotiation the meaning of new experiences i.e. "… we produce meanings that extend, redirect, dismiss, reinterpret, modify or conform..." (Wenger, E. 1998, p.52-53). Thus in order to negotiate the meaning one should constantly engage in an interaction directly or indirectly through the modes of participation.

Participation as described by Wenger (1998), it refers to a process of taking part and also to the relations with others that reflect this process usually refers to informal or tacit. It suggests both action and connection. (Wenger, E. 1998, p.55). Reification according to Wenger (1998), is the process of

organizing or producing object of the experiences usually refers to formal or conscious i.e. the negotiation of meaning into "thingness" although it is not limited to physical things but rather also idea or concept or, for example writing down a law, creating a procedure, or producing a tool (p. 58).

Wenger defines the duality between Reification and Participation shapes and reshapes our experiences. Participation not just translates the description into embodied experience, but renegotiates its meaning in a new context. While reification not only gives expression to existing meanings, but creates the condition for new meaning.

The duality between reification and participation leads into the question of what is tacit knowledge and what is explicit knowledge. Since Wenger the duality between them do not make them opposite but makes them complement to each other. According to Wenger, likewise dualism between reification and participation there is also dualism between tacit knowledge and explicit knowledge.

Participation is not just tacit or knowing how, informal, or unconscious, because our participation includes actions like having conversation, teaching a formalized curriculum, or reflecting on our motives; Reification is not just explicit or knowing what, because there are many ways of reifying that are not simply putting things into words (Wenger, E. 1998, p. 69). Wenger illustrate an example of painting; there is no clear distinction between tacit or explicit because the reification and participation complement the process or practice of what is the meaning of painting and how it is made of.

6.2.4   Summary

In this chapter two different theoretical perspectives have been introduced. first by introducing the concepts of strategy and tactics it it introduced how an elite produce a strategy for a product for the consumer. This gives two ways for the consumer to adopt the strategy, either by assimilation of as passive consumer. The inevitably is the consumer make use of tactics to ease the strategy to for their own usage. Second concepts introduced is the understanding of space and place that described contextual knowledge as the more knowledge a person holds the place transcend to a living space with traces of humans. Second theoretical perspective introduces modes of belong, which describes three factors for membership in a community; engagement, imagination, alignment. These three factors describe how social learning systems takes different forms when describing participation. Second concept is that of practices. Here meaning is described as an experience everyday life from three arguments. The negation of meaning creates shapes the experience as something dynamic.

6.3   Design theory

The focus of the thesis was to develop tangible solutions to the thesis problem statement. The pervious chapter described two different theories that applies to provide analytical perspective the the knowledge generated. In similar terms will the thesis make use of design theory there will provide perspective the development of a tangible product for the thesis. Two theoretical perspective will be presented. First; The theory of Circuit of Reflective action and Affinity spaces as described by James Paul Gee. The Circuit of reflective action is the concept to describe how learning can be made meaningful whereas Affinity Space is the analytical tool to design learning systems that is both digital space and physical space. Second; the design heuristics as described by Nielsen (1995). Nielsen have created a list of ten heuristics for evaluating interface design, which can be applied in an active manner when design the thesis final product.

6.3.1   Circuit of Reflective Action and Affinity Space

The following section describes the two concepts; *The Circuit of Reflective Actions* and *Affinity Spaces,* as described by Gee (2013). Circuit of Reflective Action is related to the thesis as it explains the current practice of education system based on the list of arguments for successful learning. *Affinity space* is the way of arranging people and digital tools collectively to resolve problems, construct knowledge, and acknowledge people to consider and contribute (Gee, 2005). The following sections the concepts of

affinity space are described. The section then elaborates on different factors regarding current schools and learning practices, in relation to Circuit of reflective action.

6.3.2   Affinity spaces

Gee (2013) how *affinity space* empowers learning by providing learners to independent, collective and meaningful learning. Affinity Spaces is by its definition, the space to include learning through virtual worlds. Affinity space thus enables collective intelligence, where people contribute as experts for solving difficult problems. The importance, when creating affinity space for digital learning, is to engage students in a meaningful experience. Affinity space is defined in the light of *Synchronized intelligence* which is the ability to connect, collaborate and create collective intelligence (Gee, 2013)

The concept of affinity space differentiates from Community of Practice, as described by Wenger et al (2000), by focusing on space instead of membership (Gee, 2005). Gee describes three points where affinity space distinguishes from Community of practice. Gee (2005) acknowledge that Community of Practice is effective, suitable, and have given a rise to several problems. The three points Gee (2005) emphasizes as where affinity space distinguish from community of Practice is;

1. The possibility of "group" can convey meanings of "belongingness" and affectionate individual ties among individuals which do not always fit classrooms, working environments, or different locales where the idea of a group of practice has been utilized.

2. The concept of "community" appears to carry with it the thought of people being "members". However, "member" means such diverse things across various sorts of communities of practice and there are such a variety of ways and degrees of being a part in some community of practice that it is not clear that participation is a genuinely supportive idea.

3. While Wenger has attempted to be cautious in portraying exactly what is and what is not a group of work on, recognizing it from different sorts of affiliations, the idea has been utilized by others to cover such a wide range of social structures that one might be feeling the loss of the trees for the woods (Gee, 2005).

The concept of affinity space puts emphasis on the spaces rather than members where people from various range can come, interact and leave the space. It does not require notion of membership, level of participation and belongings, but solely on space. (Gee, 2005, p. 215). The place or space can be an Internet site, a physical place, or a combination of both of them. Gee envision how schools and colleges in the future is a network of well-designed affinity spaces for synchronized intelligence.

Affinity spaces is described as paradigmatic and structural framework to evaluate current practice of schooling and learning practices by offering a checklist for affinity space. It is advised that the check list for affinity spaces should not be seen as all-or-nothing. It is instead advised to be used to evaluate the features of the current practice to what extend it fulfill the guidelines of affinity space, or it might simply be 'paradigmatic affinity space' (Gee, J. P, 2005, p. 225). The complete list contains 15 features that defines affinity space (Gee, 2005; Gee, 2013) and offers very specific guide to the creation of an affinity space.

Circuit of reflective action

Circuit of Reflective action address how humans have the capacity to be reflective and embark on good actions (Gee, 2013). Gee describes Circuit of Reflective action as; "*evolution of higher intelligence was the development of the ability to think and plan both before after taking an action*" (Gee, 2013). According to the concept, the condition of smart actions or *Reflective action* can take place effectively when following conditions are met;

1. Initial mentorship so one can learn from people and experience in specific areas/domains

2. Lots of prior experience;

3. Clear goals;

4. The actions and goals must matter to us emotionally;

5. There is an opportunity to act in a way that elicits a meaningful response from our community (local/global) (Gee, 2013)

Given these five points, initial mentorship is as a process of *scaffolding*, where one initially act with the mentor collaboratively and learn how to think about a situation and how to proceed towards a goal in a new area and Gee considers this paradox resolved socially. Second, human tends to learn from previous experience and use it to engage in a simulation that prepares them for action. Third, Prior experience is interrelated with a goal in terms of the action *"One must have a clear goal in terms of which one can assess our actions and plan new and better ones on the path toward our goal"* (Gee, 2013, Chapter 2, para. 9). Fourth condition for smart actions is that the action and goals must matter to us emotionally because "emotion is crucial to thinking and simulation because it helps us to manage attention, persist past failure, and assess outcomes in terms of what one care about" (Gee, 2013). Last but not least, there should be an opportunity to act in a way that the community elicits a meaningful response because those responses help us to decide what to do next. (Gee, 2013)

Comparing to above mentioned conditions, it is argued that much of formal school does not meet the condition for reflective actions and are being passive in a sense that they are *"devoted to listening to and reading language, not to taking actions in the world that are relevant to that language (say in history, civics, or physics). (Gee, 2013)"*

Comparing "Reflective Action" with current practice of schooling it is argued that students cannot see clear and compelling goal for learning in formal classrooms beyond grades and graduation so they do not care about the materials for deep learning. As a result, students fails to solve real life problems even though the students doing well in school in terms of grades and tests. Regarding prior experience students have very little or no prior experiences of required actions relevant to the technical language they hear or read. As a result, the students fails to learn the technical subjects such as math and science. (Gee, 2013)

In order to establish the condition for smart human actions, as a "practical knowledge", lot of prior experience has to be gained in order to be able to learn; *"Human memory is, like the circuit of reflective action, "practical."* It is not a disinterested search for truth, but a search for effective action in the world." (Gee, 2013), and thus, function of human memory as it is better with "mental associations". Mental associations can only be done when one have lot of experiences related to the field. (Gee, 2013) In Cities at Play, engaging students to redesign their local neighborhood could build their experiences with practical knowledge and they could learn technical language by applying it practically in real life situation.

Synchronized Intelligence and Affinity Spaces

According to Gee (2013) synchronized Intelligence is the concept which advocates learning is a result of collaboration and sharing between the people. It is largely influenced by the notion of actor network theory, that notion of shared mind where biggest mind is not human but it is a mix of tools and minds (Gee, 2013).

"The real unit of human intelligence at work in the world is this: humans as reciprocal tools for each other + nonhuman tools (artifacts and technologies) all networked and integrated together" (Gee, 2013)

The combination of tools and human, even though integrated, might not give us a positive result, yet has potential to be less constructive if it is not integrated intentionally. It is explained by using the example of customization of tools (In App integration of Photoshop-like tool) in the game 'The Sims'. The tradeoff between advantages of more people being creative while the loss is less hard work, status, deep learning and transferable skills. It is yet important to consider that that the tradeoff of human desire to optimize holds a genuine danger for societal deeper division by creating different classes of people with different classes of knowledge. In order to counter the problem, it is suggested to consider what kind of tools supports deep learning. Only after considering the relationship between tools and deep

learning, tools and technologies such as videos, face-to-face talk, social media, books, simulations or games and multimedia could come into play. The tools that support best to solve that particular problem and facilitate learning by collaborative and shared manner (Gee, 2013).

Gee asserts that the ability of replaces the "experts" is to ability to make connections, making connections between people and tools. The importance of synchronized intelligence as a form of crowd sourcing where students and everyday people engage in a problem solving according to their common interest are competing with the people with credentials such as scientist. "Everyday people" can engage in thinking and acting empirically. The concept of affinity spaces, when they are at their best are key examples of synchronized intelligence which is discussed in the following section.

6.3.3   Usability Heuristics

Usability heuristics are considered as broad rules of thumbs because they are widely accepted and considered as an important aspect to draw the close connection between the website and the users (Alan Dix, Janet Finlay, Gregory Abowd, & Russell Beale, 2004b). To design an interface, following consideration has been made in order to develop wireframe as a first prototype of the platform. Different people have written different heuristics there are more and less general and can be applied in different process of the design phase. Three well-known heuristic guideline are; Norman's Seven Principles for Transforming Difficult Tasks into Simple Ones, Shneiderman's Eight Golden Rules of Interface Design and Nielsen's ten heuristics. The latter will be used as it provides a heuristic tool for evaluating the features there have been created and guide the wireframe design of the platform. These 10 heuristics is said by Nielsen, to provide coverage of the most common usability problems. In Cities at Play, the usability heuristics by Nielsen (1995) act as a guideline in the phase of designing the interface for the digital platform.

1. Visibility of System status: Visibility of the system stresses about representation of what system can perform. The functions have to be visible so that the users could see what and how they can perform in order to execute a task. It means the features should be visible to the users in such a way that it can give an impression that what they can do. The system has to be designed in such a way that it represents important features visible so that the users could get a sense that what they could do in the system. In City at Platform, features such as maps, videos, and different profiles should be representing in such a manner that the users could get sense of what is important and what they can do by using the system.

2. Match between the system and the real world: As discussed in theory section, Gee place an importance about how human brain works. Human memory is good with "mental association" and real world is the source of inspiration and centered on learning. User can be able to see and resemble the system connected to the real world. The use of representation related to the users and use real world pictures, videos and icons could influence them to understand what the system is about and it could also give them an impression of connectedness. Real world videos created by the users and pictures could be use in order to create an impression of that holds the meaning for them.

3. User Control and Freedom: Users often choose system functions by mistake and need a clearly marked 'emergency exit' to leave the unwanted state without having to go through an extended dialog. Support undo and redo. Undo and redo button be use in the system so the users could get back in no time and reduces their stress of making mistakes.

4. Consistency and Standard: Colors, shapes, texts and grouping of contents creates the system looks consistence. The visual difference between the content shows difference between them but in the same time consistency in visual appearance such as text, color and grouping of the content helps to express and establish visual identity of the system. For instance, text, color and visual appearance of the system should remain same in entire system so the users can have a same visual impression of the system.

5. Error prevention: The system has to be design in such a way that it guides the users to perform their tasks by preventing the errors done by the users. The system has to guide the users to minimize the errors. Some of the examples can be tracked using icons such as exit, return and backward. When filling the form, such as login and signup forms, the users be notified if they missed to fill any required field. It can be done in two ways: first, including the text information about what the field demands to be filled; second, if users failed to filled all the required field, notification messages could be displayed where exactly they have made a mistake by indicating using different color schemes that is visually different than normal text or appearance of the system.

6. Recognition rather than recall: Recognition is the way human tends to identify certain things by associating it to similar things or objects.*"For example, it is often suggested that this means that lists, menus and other groups of items should be designed to be no more than 7 items long. But use of menus and lists of course has little to do with short-term memory – they are available in the environment as cues and so do not need to be remembered."*(Dix et al., 2004b, p. 32). There is a discussion about whether human brain works better with recognition or recall in terms of their memory capability. This debate comprises for example the number of menu items in navigation section; some argues that human memory is good for remembering plus or minus 2 out of 7 things in a row so argues to limit number of items in same manner. While others disagree that people tends not to remember the things what is in the navigation but they tend to recognition, meantime they visit the platform. The heuristic suggests the memory load of the users could be minimized by making their actions, images and option visible and by providing cues. Some of applicable examples in a platform are: use of breadcrumbs; appropriate use of visual icons in menus and texts; Use user forms visible and responsive.

7. Flexibility and efficiency of use: This heuristics stresses for importance of design for both experienced and inexperienced users. Frequent actions can be used as accelerators which is unseen by the novice users, may often speed up the interaction for the expert users. It is needed to identify what are frequent actions in order to make them available for efficiency of use. In this context, maps, uploading videos and log in to the personal page features could be managed in flexible use for experienced users as well as inexperienced users.

8. Aesthetic and minimalist design: An aesthetic rich and minimalist design which is also called sign vehicles. According to Goffman theory, sign vehicles are the components of appearances and impressions to provide and perform as a front stage. The color, links, menu color, fonts, images, management of contents gives are the examples of sign vehicles of a platform. The heuristic suggests the system has to be aesthetically balanced and minimalist design.

9. Flexibility and efficiency of use: The heuristic suggests customization of the features and content of the system so the users be able to use features like logo, search form, content, footer, and navigation will be placed logically. It decreases the task execution time and makes it easier to find the desired content.

10. Help and documentation: The system has to be documented and provide the help to the users. The help can be provided to the users through the system itself by providing questions such as frequently asked question and let them be able to search the desired information. Some documentation be list of concrete steps to be carried out regarding the user's tasks to be executed.

6.3.4   Summary

In this chapter two design theories have been introduced to provide a perspective for creating a tangible design for the digital platform. The theories provide structured points for developing a product. The affinity space provides an understanding of the digital platform could create a space for community. By creating community, it is said by Gee (2013), the the community ability to think and plan both before after taking an action. The community shares knowledge which creates synchronized intelligence, which may replace the experts. In synchronized intelligence a crowd sourced intelligence emerge where everyday people can engage in problem solving according to their interest and credentials.

7   Grounded Analysis

The purpose of the grounded analysis was to identify the important elements of Cities at Play that has to be considered when designing and developing the digital platform. The grounded elements of the Platform thus form the basis of insight and vision of the digital platform that supports Cities at Play. In order to build the digital platform, it becomes important to understand the practice of Cities at Play with its contest and how the practice could be transformed in digital platform. The grounded analysis expected to generate the insights (Kanstrup & Bertelsen, 2011) which would be later presented to the workshop in order to develop visions and sketches for the digital platform.

The analysis begun with the coding process of the transcribed data obtained from interviews. According to Corbin and Strauss (2008), coding "*involves interacting with data, making the comparisons between data, and so on, and in doing so, deriving concepts to stand for those data, then developing those concepts in terms of their properties and dimensions*" (p. 66). The second coding process followed by the categorization of the coding data which is called *selective coding*. Since the coders of the data was 2 persons, and there were no fixed questions to ask or to look into the data, there was the risk of diverting the focus of the research as well as it had a risk that could transcend the scope of the research. Thus the following section is the result of multiple iteration of the coding process because one of the considered drawback that the qualitative method produce a lot of unnecessary data (Corbin & Strauss, 2014). As discussed in the method section, the evaluation technique was attained by continuously checking the emerging coding process with the external auditor i.e. supervisor of the thesis. The result of the grounded analysis might be seen as the data could be interpreted differently and could be given multiple meaning of the same text and citations. But as suggested by Kvale (1994), it is not demerit of the qualitative analysis but it add up the knowledge construction and could add new knowledge and insight of the problem being researched..

The grounded process identified 4 crucial elements or the themes of Cities at Play. They are area, language, learning and real world-real problems. "Area -local space" theme or core category is grounded in the categories gained by the *selective coding (Corbin & Strauss, 2014)*. The categories are *Local knowledge, Use of knowledge, Knowledge adoption, and Elite –students*. Language theme is grounded in the categories; *providing a language, exchange a language, seeing with new eyes, and representational language*. Learning is grounded into 4 categories and they are; *different learning than school, own ideas and inspiration, passing on ideas and create dialogue,* and *learning goal*. The final theme gained from the analysis is Real world-Real problems. The theme is grounded in the categories called *real assignments, real problems, Real people and conflicts* with *real world experts*. The coding process was done in different ways such as picking "*in vivo codes*", interpreting the whole paragraphs, writing memos. Since grounded data analysis was obtained and having no prefixed scheme to look into the data, *researcher detonated* terms are also used in the grounded analysis. *In vivo* codes is the process of coding exact words or concepts that is said by the participants (Lazar et al., 2010, p. 291) . The categories and the themes could be seen in the transcribed and cited text fx. language, area, learning, seeing with new eyes.

"Data source triangulation" is also used in each theme to support the interpretation of the data and get the meaning out of it. Data source triangulation is the process of using multiple data sources or using multiple participants in interview participants to support the interpretation of the data (Lazar et al., 2010, p. 295).

The two theoretical concepts are used to analysis the data and give the broader meaning of the themes generated by the grounded analysis. The concepts of De Certeau (1984) such as strategy and tactics, and place and space are used in the themes area-local space and real world-real people. Community of Practice (Lave & Wenger, 1991; Wenger, 1998) is used to analyze the themes such as sanguage, learning and real world-real people. The concept and definition of Community of Practice are used such as modes of belongings, practice, participation, and learning.
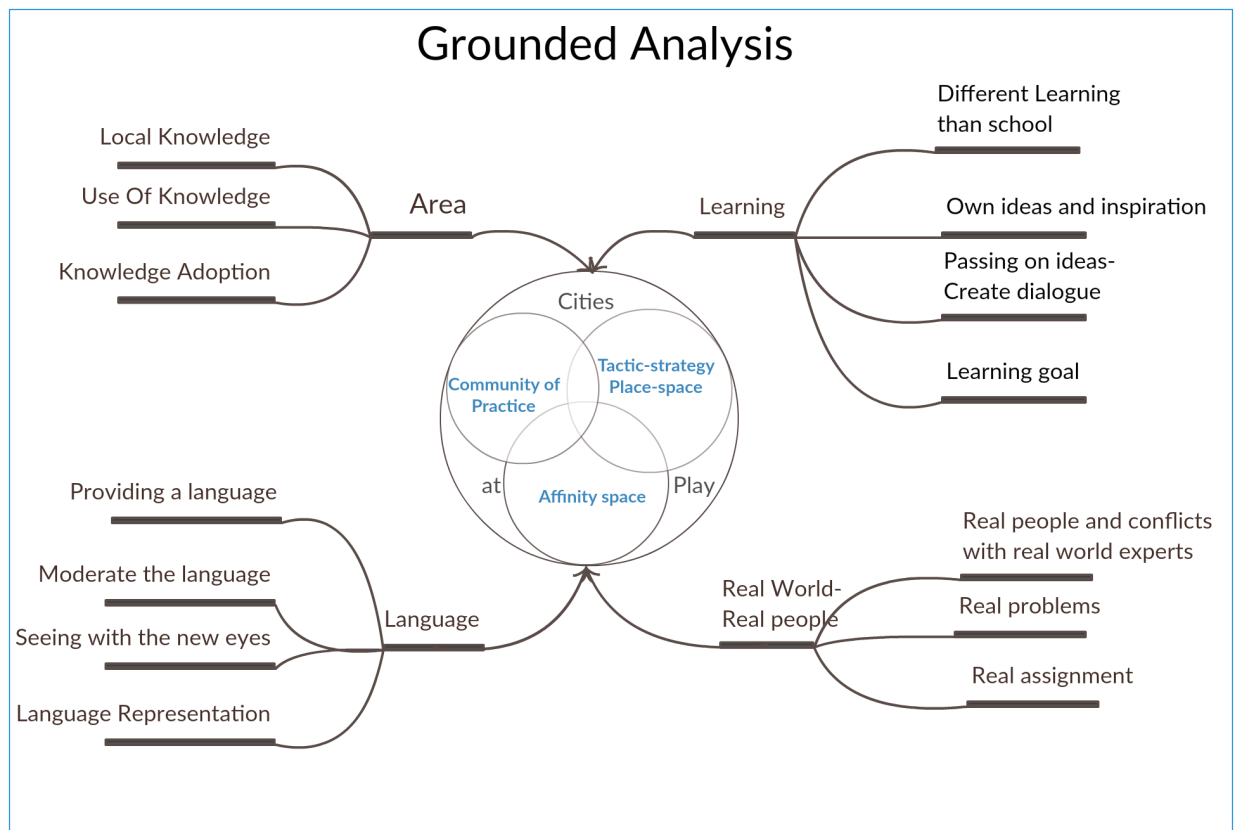
Figure 13: Illustration of coding and themes for grounded analysis

7.1   Area –local space

The section explores the participants' sentiment about the physical area the students were to redesign during Cities at Play. The approach of Cities at Play was that the students was the experts about their area. The concept of area was expressed by all of the interviewed participants, but with variation. The architect expressed how he hoped that the students would to apply their knowledge in similar situations. The Project Manager was a focus on using the local knowledge in the municipality.

The section builds on three sections that explores different perspectives of the area. First section describes how the local knowledge was to make the students to the experts in the area. Second section describes how the particular knowledge the students possessed was to to be used a reused. The students expressed how the where more knowledge in the second iteration of Cities a t play, while the Project Manager aimed at using the local knowledge in Copenhagen City Council.

Third section focus on the students' perspective and how they experienced the methodical progress of Cities at Play, by being the experts with particular knowledge about the area, which according to De Certeau (1984), implies a shift in knowledge authority as the locals have particular knowledge about the area in order to create better area for the further. The analysis part focus on three aspects; strategy and passing on knowledge, place and students concept of local space, and how the Cities at Play challenge the concept the students as experts.

7.1.1   Local knowledge

In Cities at Play the approach to the students was that they students possessed local knowledge about the area they live in, which to some extend determines the students' movement and use of the area by not wanting to go certain parts of the city, as they feel unsafe (Project Manager, Interview, p. 1). The local knowledge makes, according to the project manager, the students to the experts, as they know the

problems. The Project Manager described Cities at Play by saying: *"One have something called, community-driven, it is about having citizens to go on their own environment and know how to change their social lives"* (Project Manager, Interview, p. 3). The objective for Cities at Play was to create knowledge about selected areas, by letting the students provide the insights to the area.

The architect said about the approach: *"They were the experts, one of the goals were to teach us something about it, so maybe they had some insight about it, I as an outsider looking in, could not as easily see"* (Architect, Interview, p. 22).

The architect described how the local knowledge the students' possessed was hard to obtain for an outsider, by letting the student provide the issues they thought important, they would get different perspectives then they could have come up with them self.

The students were to develop deeper understanding of the area and to find reasons for their redesign. In the following statement the student expressed how they were told what the problems. Some of the students were wondering about the choice of area as they did not feel they could contribute in a meaningful way as they did not live the area.

"I think one knew what it was all about and one had made the brainstorm before about the problems so one knew what the problems were in that area and one were told that the problems were the same, because one didn't live there so didn't know the exact problem where." (Student 1, Interview, p.39).

The quote shows that the students did not understand the reasons why that area was chosen and that they did not define it as their own area. By having the students unfamiliar with the area was the concept of area being developed even further by the students had to put themselves in other resident's position in order to develop their redesign but also the notion of understanding the area gave the students reason to reflect on the area's arrangement and presentation.

7.1.2   Use of knowledge

Several of the participants described how they were focused on the use of the knowledge. Some of the concerns regards how they used previous knowledge and experiences to generate a deeper meaning, but also the concerns about the further use of the knowledge for purposeful matter.

Cities at Play worked from an approach that the student's opinions and knowledge was to be passed on to the relevant authorities in Copenhagen municipality (Project Manager, Interview, p. 3). This gives validity to the student's knowledge about aspects of the area, and the Project Manager described how departments in the municipality had an interest in the student's knowledge (Project Manager, Interview, p. 3). The project manager could see the usefulness of the specific knowledge about an area in many different departments. The first objective for the project manager was to understand the students' life by letting them provide insights to what they saw as important issues.

One of the students expressed how they knew, they possessed useful knowledge. She further elaborated how she felt that the students there had been involved with previous iterations of Cities at Play were more knowledge about the project's and said: *"I could feel that I had more knowledge then other class. Because weren't in it the first time. It was only our class there were in both time"* (Student 2, Interview, p. 39).

This citation leads to the understanding; Knowledge is something the students possesses by being local residents, and Cities at Play enables the students with technics for developing their knowledge as the 9th grader did not have the same knowledge as those being involved in previous iterations.

In similar terms are the architect expressing how he hopes the students continuous to use their knowledge. The architect student expressed how he hoped Cities at Play gave the students' knowledge that could empower them to change their local community, by using the knowledge they have obtained through the Cities at Play.

"...just given them some kind of general knowledge about how to see their day-to-day environment in a different way or given them a sense of, maybe not hope but at least some kind of possibility to maybe change, maybe just a little bit of their local environment which is for me a big deal" (Architect, Interview, p. 24).

The uses of knowledge is a central element for the participants as the students reuse their knowledge from previous projects to create deeper meaning for their next project. The knowledge created is to be used in active manner, and the Project manager described how the knowledge should be used in the city of Copenhagen for creating development in the area. From the point-of-view of the architect is he expressing his hope for the students use of their knowledge for further development of their area.

7.1.3   Knowledge adoption

The students showed great deal of acquisition for Cities at Play and the students understood the usefulness of their ideas, and that the perspectives were valued in in municipality. One of the students said about this: *"They knew how useful our ideas actually could be, if they could be a real thing"* (Student 1, Interview, p. 41) which show how the students started to believe they could change their area and likewise understood that their perspectives and redesign of the area's issues was valued in the municipality.

A student explains this by saying: *"one live in this area -so one know the problems that are here, so my parents also knew the problems. They knew how useful our ideas actually could be, if they could be a real thing."* (Student 1, Interview, p. 41). From this quote it is experience how the students understood them self as experts on the issues, but also understood that other people may just as well have valuable knowledge and ideas to redesigning of their area. The students are adopting the approach of Cities at Play by understanding the core concept of local experts and understands that their parents could be regarded as local expects, as well.

The students' concept of local area got challenged as they were to work with an area they did not used in their daily life or called would call their own. The fact that the students did not use the area was known and the schoolteacher addresses this by saying: *"I think most of the kids they don't use the area. They comment that don't play or run in that area"* (Teacher, Interview, p. 31).

One of the students, there previously had been involved in a similar project, described the difference she experienced about the areas: *"The area one work on in 7th Grade there was no line, but over there, there was a really clear line. Like a circle and inside of that circle there the area was"* (Student 1, Interview, p. 44). By having an area the students was not familiar with, made the student more observant about the area.

This is also the reason why it is interesting to find why the students chose not to use the area and create knowledge about this and develop reasons for the students to use the area. The school teacher said that: *"We're trying to figure out why you don't spend time there, even though, it's five hundred or eight hundred meters from here"* (School Teacher, Interview, p. 31). The concepts of having an area the student was not familiar with, even though neighboring neighborhood created opportunity for the students to use their knowledge they were thought. In same manner expressed the teacher an interest in the knowledge created.

7.1.4 Elite -students

Cities at Play approached the students as experts of area –since they live there and know how the area works. In The Practice of Everyday Life, Michel De Certeau (1984)explores the concept of area and the underlying mechanisms this constitutes. In the book two concepts are being introduced, Strategies - Tactics and Space - Place. These two concepts are to help develop an understanding of an area by understanding the use of the area (De Certeau, 1984). According to De Certeau (1984), is the elite forcing the consumer to consume with their strategy, while the consumer altering the strategy with their use of tactics. These two parties are in constant movement defining each other, and the undelaying mechanisms of a product and in our case, the area.

In the context of Cities at Play, the Project Manager could be regarded as elite as the provide the overall strategy for Cities at Play. In the same way could the the Architect and Schoolteacher be regarded as the elite –as they provided a day-to day strategy for the student to follow. There are a number of other groups that be the scope for the thesis, such as the urban planners. The urban planners can be regarded as an elite as they provide the the strategy for the area Cities at Play are addressing, by letting the students create solutions to the local issues. The elite is driven by a creation of knowledge about the area and an understanding for the reasons why there have been no use or acquisition of the area.

The elite is creating strategy and that is the urban planners that have created a strategy for the area of focus in Cities at Play. A strategy for Cities at Play can be regarded as the focus on switching the role of the elite to the consumer, with the argument; they (students) possesses valuable knowledge –which makes them to the experts. The *new* elite can according to the *old* elite provide them with insights about the area. The notion of Cities at Play giving the responsibility to the students, is according to De Certeau (1984) still a strategy from the elite. The elite are setting the preconditions for the students to work in. This was done by selecting the areas the students could work with, and creating a strategy there are to get the students create a strategy for their consumption. The students were to create a redesign of the area so they would use the area. The students made acquisition of the elite's strategy and representations by using the tools there have been provided them. During the course of Cities at Play the students was taught some of the elite's choice of representations, such as Minecraft and Lego, which the students made use of. This can according to (De Certeau, 1984) be regarded as the students taking in the elite's rules and representations, and thereby making the Cities at Play their own as they are subverting the rules and representations.

In contrast to strategy, De Certeau (1984) is describing how tactics as the consumer's *weapon* on strategy. This happens when the consumer makes use of the tactics, so the strategy becomes most convenient for them self. When understanding Cities at Play as a strategy, then the process of the student's development of their redesigns can be regarded as the students' tactic. The students followed the strategy of Cities at Play and used the elite's language and representations to derive at a product.

The strategy for Cities at Play was to get insights on the area. The students were to follow the strategy of Cities at Play and used the representations to derive at a product for their presentations at the end of Cities at Play. The tactics of the consumer can be regarded as the work process the students followed during Cities at Play. In Cities at Play the students were to choose their own process for derive at their redesign. During Cities at Play the students was taught different architectural representations for creating the redesign of the area. According to De Certeau (1984) would this enable them with the power to strike blows at the authorities in regards to their urban environment. Letting the students learn the representation of the elite would the students be able to create their own tactics on the municipality's strategy.

7.1.5   Place and students' concept of local space

The approach for Cities at Play was shaped by the choosing of an area to work on. By choosing the area is the understanding of the place, that things are fixed, such as the place being a deprived area. According to De Certeau (1984), *place* implies an order for the understanding of the area. The interpretations of *place* are not a fixed definition. It is possible for an area to change character from Place to Space and vice versa. Cities at Play worked with the area from a defined understanding of the Place saying to the students: this is a deprived area, this area needs development, this area is very close to you which creates a fixed understanding of the area, in what De Certeau (1984) calls; Place. Letting the students work on developing the area, were Cities at Play opening up for possible reinterpretation and understanding of the area. The Students was able to use their knowledge about the area at different times of the day. Being able to understand the life at the different times of the day opens up for a transforms of the place, by understanding life of the area. The architect student described how he hoped the students would provide them with insights in the different life in the area. In the light of De Certeau (1984), Cities at Play can be regarded an attempt to break down the binary understanding of the area. Letting the students provide redesign of the area with the Students understanding of the area, would develop understanding of the life in the area. This may provide the knowledge for altering the understanding of the area from a still and doll Place to a Space with life. One way to understand the transformation is from the questionnaire where the students have answered questions about how good they found Henriksgården to be in. There are two point from the questionnaire that are central. First, that there are more respondents in the post-questionnaire and second, that the question regarding the re-development of Henriksgården.

The dramatic change in numbers of respondents in the post-questionnaire is the theory of space and place offering opportunity to analyze the phenomenon. From the pre-questionnaire the the respondents wrote that they did not know the area and therefore did not answer the question. This is very much in line with the theory of space and place, as it states that the more understanding there are of an area, the more it transforms to a space by seeing behind the physical design. An example of this can be seen in the second question (Appendix) where the students express their concern for re-development in Henriksgården. In the post-questionnaire the students expressed how Henriksgården was grey, lifeless and it lacked lights. The students' responses can be understood as they are interpreting the area as a place. The students understanding of the area as a place gives them opportunity to redesign for the purpose of creating a space out of the place.

7.1.6   Strategy and Passing on knowledge

From the perspective of De Certeau (1984) is a relevant is an aspect to what extend the students are willing use the strategy they have been taught during Cities at Play on an area they did not define as their own. An important notion is that the students did not find the chosen area interesting and did not define it as their own. This will, according to De Certeau imply that that the students' engagement for creating a strategy for the area stops after Cities at Play stops, and the area will experience change as described by tactics. This creates interesting aspect for a digital platform if it provides the students with the option of choosing an area they defined and could apply the strategy learned during Cities at Play.

From the perspective of (De Certeau, 1984) is an important themes distinction of Place and Space as the first only physical manifestations in the area while the second creates understanding for the life and interactions in the area. An important aspect for a digital platform is then to create understanding for the different life in the area. By letting the students create their own product and redesign of the area and teaching them the language of the elite was Cities at Play creating a possibility for the students to work with the redevelopment of the area in a meaningful way there could be used in the municipality. A digital platform could therefore help to develop understanding and meaning of the area by providing the possibility of expressing the sentiment about the area.

7.2   Language

In the process of grounded analysis, *Language* theme immersed from the data. Language theme is grounded in three categories i.e. *Providing a language*, *moderate the language*, *seeing with the new eyes*, and *representational language*. *Providing a language* formed in the data that how the participants provide a language to other participants and how does it interplay in Cities at Play. The next category *moderate the language* consists how the participants moderate the language to each other and what are the factors associated during the exchange of those language to each other. One of the category *seeing with new eyes* of the theme language immersed from the data that the participants' expression of how the language provided to the students was expected that enables them to reflect their thinking process and to put their perspectives differently than they normally do in their schools. The participants have expressed that one of the goal of Cities at Play is to make the students able to see with new eyes. Last but not the least, *language representation* discoursed by the participants that what different tools and techniques were used in Cities at Play in order to ease and transfer the language. Language is analyzed in the light of Community of Practice (Wenger, 1998) by analyzing different forms of participation and reification resulted negotiation of meanings took place during the practice of Cities at Play.

7.2.1   Providing a language

The role of different professionals such as architecture, project manager, school teacher has expressed that their job was to give the students language about how to see in terms of redesign the city space. Architect students was to provide the students with knowledge useful in the field of architecture whereas project managers and teachers were there to provide language to the students in order the students to be able to see their area from different perspective. The architect was to teach the students an architectural language. The understood the responsibility to the students, as he was their teacher.

He expressed this by saying: *"you could say I was a teacher for the kids. My main task was to give them a language. In architecture one have this problem that the citizens and the architects sometime talk two different languages"* (Architect, Interview, p. 22). It was expressed how the main object for him was to open the students' eyes. About this it was said: *"It wasn't so much about building and planning the city, it was to open up their eyes to the city. Like every day you walk about in the same streets in the same neighborhoods but often you don't see"* (Architect, Interview, p. 22). From this quote the architect express what it means to have a language about architecture. In the statement, it is expressed how the subjective feelings of a place and how to look into it is what language is about. It was conveyed by understanding and articulating about a space with the language Cities at Play supposed to give to the students. One of Cities at Plays' initial goals was to create a space where the students would get opportunity to talk about architecture and open their eyes about the local issues (Architect, Interview, p. 22). This would create a common understanding of the language where they could address the day-to-day life in their area. The project manager has affirmed the definition about the architecture role to provide the students the language in order for them to reflect their local area and issues:

"That is the language that he (the architecture) wanted to provide to the children about how to do the architecture thing. 'What it is to feel good' for instances. If you see 'what is the life between the houses', 'how can you think about these things', giving feedback to their ideas." (Project manager, Interview, p. 7).

The course focused on the language, and used the local area to introduce the students to city planning and forms of representation by letting them discuss the things the students would improve. One of the objectives for the course, according to project manager, was to teach the students a language and provide the students with knowledge about architecture so they would get the ability to reflect on the question in the form of language associated with it. The project manager has said that to lead the students in their language development and redesign by asking different questions. By developing the student's language, it was possible for the students to go beyond the descriptions such as what but also by reflecting on why certain things has to don and how it should be done. By letting the students answer these questions would they be able to articulate the problems the saw, from their own perspective.

"That's their idea that they build them they draw them and one were providing them with the language what is necessary to do what actually these children did. You have to learn in a specific way; you cannot

(think or) say it is nice or cozy but you have to explain "why" for instances. "What you want to change?". "Why do you want to change?" and everything." (Project manager, Interview, p. 2)

During "Cities at Play" were an objective to let the students use their own knowledge about their local area and the language they have been taught, in order to articulate the issues in the area. By letting the student discuss the different issues they saw would this propel a series of questions there would push their language into becoming more and more concrete.

"*Well it is a kind of part of the process; they start out with rigid dream the area; what sucks and what does not in their area. What does it look like and what does pavement look like; what does the lighting look like? And there they are kind of reflecting on stuff; they register things. And when they come up with some solutions then you can come up and ask questions; then you can have a thought about doing this this and this.*" (Librarian, Interview, p. 15)

7.2.2   Moderate the language

During the course it was not only the students there learned that language. Language is an important factor, when talking about subjective matter, such as when reflecting an area. The architect described how the discussion with other architect students can be *"flowery"* and use many adjectives to describe the area says: *"Sometimes it can be a bit flowery language and maybe not clearly understood by regular folks who haven't been deep down in the books…"* (Architect, Interview, p 25). What the architect learned from the course was to moderate the language, as it was to abstract for the students to understand. The architect experienced the complication of language, and therefore had to moderate the language, to make it more understandable and clear to the students.

The lesson the architect learned, was that the language used by the students was more everyday speaking language when comparing to their professional circles. The architect was therefore also to learn the language, and to get a feeling about teaching and lectures should be presented, in order to make sense to the students, as they have different language. The objective of providing the students with a language, was to give them general knowledge and how to see their day-to-day environment.

"Yes, perhaps but that would be for the teaching I guess. Get a feeling for how it is to teach and to talk about this kind of things in a different language there is more down to earth. Where in the class one would talk about in a different way and maybe on a higher level and more abstract way. (I have) learn to moderate the language in a way." (Architect, Interview, p. 27)

The architect described that the language would then help to see the area in a different way, by having enabled the students with ways to understand the issues and how to articulate the issues. The architecture hopes that the language would give them the possibility not only to articulate but also to change a little bit of their local area.

"… given them some kind of general knowledge about how to see their day-to-day environment in a different way or given them a sense of, maybe not hope but at least some kind of possibility to maybe change, maybe just a little bit of their local environment which is for me a big deal." (Architect, Interview, p 24).

7.2.3   Seeing with new eyes

In the beginning of the project, teachers have experienced that the students had less knowledge about their local area. They also realized that the students were not aware of areas and place outside of their own.

"*one have a lot of young people that I talk with here are very very limited in their mindset. For them the world ends at the big road out here and everything out here is unsafe; it's out of their comfort Zone*" (Librarian, Interview, p. 15).

But later it was realized that the students were capable not only to explore their own area but they were able to expand their thinking process to the other part of the city space *"kids who are very limited in their mindset actually started to think about other stuff and think about things that relate to other part*

of the world than their own." (Librarian, Interview, p. 16). It is claimed that the students were exposed to the possibility to be part of bigger cause and claimed that this phenomenon has broaden the perspective on how to see things they have seen, *"They also have to be heard the 50 years old but combination I think you can create something bigger (better) because you have a broader perspective on things. That's also, what the project has delivered."* (Librarian, Interview, p. 18).

Cities at Play project aimed to offer not only the perspective that includes the students in learning but also to open the possibility to develop their thinking process. *"you create the mindset that (you) kind of broaden the perspectives, you broaden their world; broaden their thoughts about the area they live in"* (Librarian, Interview, p. 15). It might be difficult to speculate either the student's mindset has become broader or congested but one can say that the students has to be exposed to the possibility to learn how to dream and having their ambition enlarged: *"You need to learn them how; they need to be taught how to dream; how to have their ambitions enlarged"* (Librarian, Interview, p. 15).

The architecture has said that the project directed its teaching so that the students would get the language of architecture and city planning which enables to get into the local area and to see with new eyes.

"For me the interesting part was more the teaching and the project in itself where the students could get a feel for them self and working with city planning or architecture and getting a feeling for the local environments and seeing with new eyes" (, Architect, Interview, p. 27).

The student has expressed that they have learn the language not only to see the local situated problems but also possible opportunity to change their local area.

"I think one have learned to see as the problems there can be fixed and not just a problem that can't discuss and hate the place one live. So one have learned that one can do something about it, because sometimes you just complain about the place but you don't think you have an opportunity to do something about it." (Student2, Interview, p. 43).

7.2.4 Language Representation

In Cities at Play, it was realized that the language is different from disciplines to disciplines and recognized that the involved party such as architectures, teachers, city planners of 'City of Copenhagen' and students has different ways and abilities of expressing their ideas. The part goal of Cities at Play was for the students to open the possibility to change their local area through games and the evolvement of ideas and developed product that the students were creating. The students were given language that they can speak or express in game as Minecraft and building physical model of Lego and expected to gain the local knowledge. *'They not only consume but they actually bring new knowledge into the world by playing computer games"* (Project manager, Interview, p.2).

Language, in this project has been originated mainly in two ways. First, the tools have been provided to the students such as Lego and Minecraft as a means to express their language. Secondly, the participants expressed that they were interested to 'give students the voice' where 'citizen can be seen and heard and at the same time can learn new things'.

The school teacher expressed that the students who had experience with Minecraft and Lego were able to represent in a better way, the ideas developed in the first week of Cities at Play. The language attached with the tools such as Minecraft and Lego also facilitated the students to convey their language effectively.

"I guess some of the students that had work with Minecraft before, they obviously took a lot of that knowledge because some of the students were too ahead than other students regarding their building their ideas in Minecraft." (Teacher, Interview, p. 30)

The participants have found that the tools used for expressing the language has its limitation and not all the students were able to build the models successfully. It was realized that the different tools have to be included to express the concept of redesigning the area. The teacher said, "Obviously they're fed up with building stuff. Could one tell this group already, *"Ok, stop doing any things that does not work! Let's try and draw it on a paper and then build on Minecraft."* (Teacher, Interview, p. 35)

7.2.5   Analysis- Language and meaning

In the following section, language is analyzed from theoretical stands points of Community of Practice (Lave & Wenger, 1991; Wenger, 2000). The participants have expressed that language is something they have experienced hard to communicate. Language in this sense is not only understood as verbal or sign language but also technical language. How language influence communication between the members and how the negotiation takes place while exchanging meaning. In order to understand difficulties Cities at Play participants experienced regarding communicating language, to understand each other, and making it understandable to others, one need to understand how meaning is assigned to words or concepts and how the practice shapes the language in social context such of Cities at Play. Language is not analyzed as sole linguistic definition of it but as how language is assign to construct shared meaning between a members of community of practice by means of shared practice.

In Cities at Play, different professionals were involved with their participation. School teachers were there to assist students in the process of redesigning. The architecture was to give the students the language needed for them to defining the city space and to provide redesign the solution according to the architectural stand point. The municipality was participating in Cities at Play to receive the concept or ideas of redesign of the local area and issues the student and teachers were working on. In Cities at Play involvement of its members were centered on participation while process of reification was not done. The dual nature of participation and reification, according to Wenger, shapes and reshapes our experience. In Cities at Play, Reification was limited because the content or it can be said that knowledge produced in Cities at Play was not saved and made no available for the further participation after certain period. It could benefit not only the current members of Cities at Play but it has a potential for the future members of Cities at Play and different organization of the municipality of City of Copenhagen could be benefited by the products if reified in proper manner.

Regarding the category, students were able to see their neighborhood with a new eye after participating in Cities at Play. As documented and analyzed in the background section, the questionnaire was asked to the students that if they know the area better than architecture. The result was drastically changed from "no, not at all" to "yes, something" or Yes, I knew partly" in the post survey. It indicates that the questionnaire was asked to understand how the students respond about how much they have knowledge about themselves regarding redesign the area. The pre and post questionnaire result shows that the students were able to recognize themselves as being able to see the area as an architecture. The questionnaire results indicate that the students were able to see the area with the new eyes after they being introduced to Cities at Play. They questionnaire also suggest that the students got the language of how to see the area with an architectural eyes and expertise.

While talking about dual nature of participation and reification in Cities at Play, it is also important to understand the dual nature of tacit and explicit knowledge (see literature review about different knowledge). Tacit knowledge about how to do or produce exchange with explicit knowledge students possessed through book or everyday life. The "language" teachers were mentioning can be viewed as that they wanted to provide a language to the students as they wanted the students to exchange explicit (reified) knowledge from books, and tacit (participation) knowledge of how to use it in different context of use. In contrast, the teacher (architecture) were experiencing during Cities at Play was that they had to use "flowery language" but the students who were not deep down the book could not understand what does language means to them.

The purpose of the "participation" of the architectures and city planners in Cities at Play was to convey the language associated in the architecture field as well as to learn the language that the non-professionals

and local citizens speaks. Wenger (1998) has defined "Participation" is the process by which one can experience the world and our engagement with it as meaningful.

One of the task for the teachers was to give the students a "language". Community of Practice defines the meaning as a result of "shared practice" and thus "experience". The second point regarding how meaning is assigned to certain practice us that the "Negotiation of meaning involves the interaction of two constituent processes; i.e. participation and reification (Wenger, 1998). The participation in students project the architecture and students gathered into a shared practice. The negotiation of meaning about how to perceive or get meaning related to participation and reification of architecture language happens when the students and the architectures involve in a shared practice which is meaningful for parties involved in that practice. Thus the shared practice is the key to understand each other languages and assigning the shared meaning out of it.

It was seen in the practice that architects have to learn to talk two different languages i.e. the professional language and the language nonprofessional such as students talk. It reflects the condition of lack of negotiation of meaning between what is in the architecture domain and what common people understand what architecture is and how to draw the meaning out of it. According to (Wenger, 1998), participation is a process of taking part and also to make relations with others. It suggests both action and connection. When the architecture and city planners take part in Cities at Play, learning is likely to be happen for them because according to (Wenger, 1998), when the members aligns their experiences in order to fulfil the competences provided by the institutions of those community of practice, learning takes place. The use of architecture language and exchange of the language to the students and local residence creates learning for both sides. Thus, participation is the key to learn each other language in the shared practice of Cities at Play.

In terms of "participation", the students had to participate in Cities at Play in many different phases The process of participation in Cities at Play was field visit. The participation in the local environment lead them into form of thought or concept as a form of ideas and concept development. The another participation was the students to represent their concepts in Minecraft and Lego and final participation was the presentation to the city planners from municipality of City of Copenhagen. Regarding interrelation between participation and reification, students experienced the transformation of 'negotiation of meaning'. Each step of the participation led them into reification of the product and their ideas and concepts into something concrete. Thus the nature of their participation and process of reification of their ideas and concept created the opportunity for them to participate into shared practice with different professionals. The whole process could be seen as the dual nature of "participation" and "reification" (Wenger, 1998) and during the process the Negotiation of meaning took place between different professionals and students. It is the process of creating shared meaning and common understanding of the language they speaks. Thus, during the interconnection and exchange between characteristics of negotiation of meaning, the process of thought attached. In this context, it could be determined that the 'language' is 'form of thought' was given to the students in the process of "negotiation of meaning".

In Cities at Play, participants are from different disciplines and professions. That means they represents different communities and they are from different types of practices. The use of words and concept are different according to the practices and disciplines. For example, architecture technical language is different from math technical language in school. Even though mathematical theorems and concept are same as a scientific proof, one cannot be assuring that the use of those technical language is same for everybody because of people have different level of experience related to that language. In Cities at Play, Magnussen and Elming (2015) writes that:

"The architects were not experienced with Minecraft and explained how it was difficult to follow the demonstrations in the game format. During the development process, and in the Interview, after the completion of the project, students described how Minecraft was an easy tool to use for them. One student noted that, "the tools were easy but the thoughts and problems were difficult." (Magnussen & Elming, 2015)

The above statement explains that level of difficulties was experienced by both students and teachers during Cities at Play. The issue could be understood as it is related to both course of the participants. It was experienced in Cities at Play that the language used by students and teachers (especially technical)

could be moderated and made accessible for each other. But in order to do that shared practice, mutual participations and reification of the product and the concepts are essential for effective learning and shared language to be developed.

One of the resolution regarding moderation of language- both game format and thoughts and problems assigned to students, used in Cities at Play could be use of common practice and experience as suggested by both Community of Practice (Wenger, 1998). That is not always possible specially when Cities at Play have a possibility to extend into new area and schools. Indeed, it is still more challenging to exchange language that everybody understands by the same level of expertise in a potential digital platform.

7.3 Learning

In the section it is discussed about how Cities at Play offer learning environment to the students. Learning theme is discoursed into three categories i.e. *Different learning than school*, *own ideas and inspirations*, *passing on ideas – create dialogue* and followed by the theoretical analysis. Learning theme immersed from categorized and analyzed in accordance to how learning in Cities at Play is different than normal school, how the students learn from each other and how they were inspired to create their own ideas as well as share their ideas at Cities at Play. The first category is *different learning than school* is to comprehend how the participants have experienced that the Cities at Play provides an opportunity in learning that transcend the learning paradigm of school. *Own ideas and inspiration* category derived from the data that how the students were to create their own ideas and inspire each other in a group or in individual during Cities at Play. *Passing on ideas – create dialogue category* is derived from the data that how the ideas students developed were to pass to each other and how it creates dialogue between the participants of Cities at Play. The categories and themes are discussed not only to current practice of Cities at Play but considering that how learning could be made effective in digital platform and how learning could be optimized in the platform. Learning is analyzed with Community of Practice (Lave & Wenger, 1991; Wenger, 2000) by analyze different types of practices, competences and experiences and thereby needs for learning there are in Cities of play.

7.3.1 Different learning than school

The students were to create videos that relate their redesign related to real life problems they have experienced themselves or issues they have been introduced to. The librarian described how some of the students got excited about creating great videos for their presentation to the municipality. According to the librarian the students were motivated because it was not school assignment.

"So the motivation; we had a lot of kids they were building stuff, they continued after school here at Library and they would never do that in their math's or science assignment as homework but here they just did it. They were motivated to make it look good in Minecraft and they were motivated to make some brilliant videos from Minecraft so that they could present it to architectures and the people from the areas." (Librarian, Interview, p. 15).

One of the concerns for the architect student was how the students could incorporate their regular classes and teaching into their project in order to create more ways of representing the architecture and he provides examples by saying:

"They could use math or they could use Danish. You could maybe make them sit down and write about architecture, write about "how does a regular day take place in Folehaven" for instance. Where is it good, where is it bad. Maybe write a story about how your project could improve it." (Architect, Interview, p. 26).

In the same way is school teacher stressing the usefulness of integrating school subjects into the project. The school teachers gave an emphasis that they have realized that using school subjects in the

project to something useful. differences between using school subjects in and learning and teaching school subject such as math. He is described the scenario by saying:

"I would tell them: "Well, to get better a math" and they would say: "Okay, so it is not a real area. It is not a real thing" and I would say "Not, it is not, but we get better a math", "Okay so we are just doing math" then I would lose some kids" (Teacher, Interview, p. 34).

The librarian further elaborates on this point and speculates that learning has become too abstract for the students. He questions why it is learning cannot be connected to the real world where the students can use in their life situations. He said:

"And lots of them loose the motivations because learning somehow in public schools become more and more abstract. Become more and more far from reality. Why does the math have to be thumbing something in a book or in a board when you can use it in a real life?" (Librarian, Interview, p. 14).

Most notably, students have realized that the project explores the potential of integrating school subject into Cities at Play.

"we realized that we could use math to something useful. We could use it in real life. I think many in our class realized that. Because sometime you just complain that math is something you have to do in school and cannot use, and this was an architects that used this. So yes I think many realized that is was good to know." (Student2, Interview, p. 44).

But the student said that the student compare school subject and Cities at Play and said many of the students said they were engaged because it was not just school subject but rather it is local problem that they could solve:

I think many was engaged in this project because they knew it wasn't just some math that, for some, could just be thrown out of the window. You could actually use this and it is in our area and it is problem many things are worth fighting for there is many problems that could be good to fix. (Student2, Interview, p. 41)

The students also have pointed out that the learning during the project was rich. It was emphasized that they have learned more on that particular week than they did in whole December. The student said:

"yes, I think it was really great week. Really rich on learning. Even thought, you weren't in a real school I think you learned more that week then we did the whole of December. It was another kind of learning than school." (Student2, Interview, p. 43).

Teachers have described how students were concerned about creating learning goals of the course related to the school course. The teacher said: *"They wanted to know; every single time we do something at school they want to know 'what can I use it for my exam?"* (Teacher, Interview, p. 29). The teachers therefore addressed this concern and tried to let the students understand that objectives for Cities at Play was not something they directly can used in their exams, but the goals of the course as part of the student's growth to become a better person or for a better community (Teacher, Interview, p. 29) where they can provide expert knowledge to the municipality.

The school teacher has different opinion about defining project in more objective way and learning goals had to be clear so the teachers could tell the students, l about the project. School teacher said:

"...we need to visualize for our leaders, for kids and the parents. You tell them what exactly from the ministerial paragraphs (Trinmål) and goals about where do the project lie. Basically what we need is;

in a perfect world, we would get a package says this, this, and this from the paragraph and this is what we do in the Cities at Play". (Teacher, Interview, p. 29)

On the other hand, when asking students about what could be done better in the project, one of the student replied:

"I think that one of the problems is that sometimes we didn't know what to do. In the mornings they told us what we had to do through the day, but sometimes you didn't have made the first thing done, before you felt like go on with the next one. So maybe (if) we knew a little bit more about what exactly to do." (Student1, Interview, p. 41).

Another student stresses about having no concrete learning module during the project and expressed discomfort by saying:

"I think they had everyone a bit irritated and annoyed because they just suddenly told us that we should go four steps back, because we hadn't finished the step. So many was really angry about that. It is not cool to be told that you have to. fx. if you are making your Lego model and you have to go back a do your brainstorm. That is a big step going back." (Student2, Interview, p.41)

The project managers have realized that the students and especially for school teachers concern and said:
"My aim this time is that we need to give them a plan. Like we will do this in this week and they will learn this so that they can make a plan. They are very system oriented. I thought we are more loose and go with whatever happens but they do not like that approach of working. They want more structure work and us to do differently." (Project manager, Interview, p. 6).

7.3.2 Own ideas and inspiration

During Cities at Play had the students' different opportunities to learn and inspire from each other. This worked by students and the teacher all had a meeting where the students could present their redesign and concerns. This was according to the school teacher to let other students get inspired from the other students making them believe that their redesign was not as bad as they might had thought so (Teacher, Interview, p. 31). The teachers job during the project was to inspire the students and to keep them focused on the project and said: *"I would say that ninety-nine percent was to inspire the kids to keep focused"* (Teacher, Interview, p. 35). On the flip side, the students had to consider their redesign from the competitive lenses. The student was not interested in sharing their experiences among other the groups of students, as one of the students expressed it:

"I think it was they wanted us not to do what the others were doing. They wanted us to come up with our own ideas. And of course we could get inspired by the other groups but they wanted us to have our own ideas." (Student2, Interview, p. 42).

Meanwhile, the students wanted to create a more unique and excellent project than the other groups. About this Julie said: *"I think also the groups was proud of their own ideas and didn't want anybody else to steal them. So we wouldn't tell the others what we were doing, because it should be a secret"* (Student1, Interview, p. 42). Thus, the students were inspired to help and share their experiences and knowledge between them but concurrently they also wished to create a unique project as a competitive factor of the project.

The participants have mentioned about the academic level of the students and how the project has given them an opportunity to sharpen their knowledge and skills. School teacher have mentioned that the

differences on digital literacy between the students and said "*Others used their phones and to create something or open document on the computers is like going to the moon for some of the kids. So there is a big difference definitely*" (Teacher, Interview, p. 31). Librarian also pointed out that there is a gap between the students regarding their skills about searching information by saying *"There is a different level of technological and search wise levels (capabilities) in the classes. Some of the 7th graders; I was shocked (surprised) about how little knowledge about the Internet and how things work in the Internet"* (Librarian. Interview, p. 17). It was further stated that "*In their world, if they can't find something in Facebook then it does not exist. Some of them do not know how to save a file in USB stick.*" (Librarian. Interview, p. 17).

Librarian has articulated at least in conceptual level about how important it is to provide recognition to the students and specially students with poor academic background and stated that:

"*All kids need that recognition. They need to be seen that they are good at. The entire history in school is just bunch of failures because you get teach in very specific way. Then you don't see the whole person. Than the person will think that is just a failure in the schools*" (Librarian. Interview, p. 18).

It was further pointed out that that students might have different proficiency that project has exposed to the opportunities for students with different skills:

"*you are an excellent photographer who takes all the registration pictures and be good at editing videos, you can be grater at building Lego, and sometimes be great at building on ideas and not saying 'No' to the others without it reflecting it to normal education.*" (Librarian, Interview, p. 17).

Notably, school teacher stressed that some students were good at computers comparing with other students. "*because some of the students were too ahead than other students regarding their building their ideas in Minecraft. It is either because of they are IT or computer geeks*" (Teacher, Interview, p. 30) while there are students who are very good at picking up ideas.

7.3.3   Passing on ideas – create dialogue

The central point of Cities at Play was that knowledge is not only to be developed –it is also to be passed on. Others can then make use of the knowledge, such as the different departments of Copenhagen municipality. Knowledge is not only to be passed on, it is also to create dialog.

This is an example of very particular knowledge one party holds, which also suggests a dialog for optimizing the planned activities. The dialog is important, as the alternative is that the knowledge would be bottled, meaning that the knowledge will be collected, stored and never used. The Project Manager elaborated on bottling the knowledge by saying: *"To bottle it not enough, somebody has to read it. And somebody has to find interesting so is in not just a person in an office there has to read it because it is his job"* (Project Manager, Interview, p. 12). This suggests that the knowledge created is meant to be used in an active manner and create dialog that should work on multiple levels, internally and externally by making the knowledge available.

The examples mentioned shows how knowledge was passed around locally and the success of this, but passing on knowledge internally is still not sufficient according to the Project Manager as she said: *"... we also have succeeded on passing the students ideas; they may have a lot of different ideas about lot of other different things to the Mayor of one department but not yet succeeded to pass it to other departments"* (Project Manager, Interview, p. 6). The quote puts perspective on the usefulness of the knowledge there have be created during Cities at Play, but the quote also shows that the knowledge created have not been able to be passed around in the different departments of the municipality, even though the knowledge could be useful for them. An important aspect of the knowledge created during Cities at Play is that passing of the knowledge should works both between involved parties during the

course, but also to the municipality and the departments. It would therefore be possible for the knowledge to be used in different departments of the municipality where they can make use of the knowledge.

7.3.4   Learning goal

The students were assigned to brainstorm and find their own subject or problem, which was expressed as frustration, but in fact, the frustration in fact was not negative but their effort to make the good assignment. School teacher stated that the students had to set their own goal "*I think in this project; the biggest frustration was that they had to decide their own goal.*" (Teacher, Interview, p. 28). He further exemplifies that the frustration was in a positive way rather than in a negative was and sees the frustration as eagerness to make the project better than others by saying that;

"*I think some of the students were at some point very very frustrated with the project. I have said this in a good way because when students are frustrated, it means that they are eager to make the project good...*" (Teacher, Interview, p. 28).

Similarly, students have expressed their feeling about they were the one who has to decide their own goal. Student says that:

"*it could be a little stressful because you felt like it was only and your group there could do it, but at the same time it was nice to really go down in your project and only think about that without another telling you what to do. So you could really focus on what you wanted to do.*" (Student1, Interview, p. 41).

The feeling of ownership over the area the students live also pioneered their involvement and empower them in the project:

"*I think many was engaged in this project because they knew it wasn't just some math that, for some, could just be thrown out of the window….it is problem many thinks are worth fighting for (and) there is many problems that could be good to fix.*" (Student2, Interview, p. 41).

One of the student express that they have learned to see the problems as it can be fixed rather than only discuss about that "*I think we have learned to see them as problems there can be fixed and not just a problem that can be discuss and hate the place we live.*" (Student2, Interview, p. 43).

7.3.5   Analysis

In this section, learning is defined in the light of different practices of what participants of City have explained. Communities of Practice (Wenger, 1998, 2000) define what does learning means and how it is socially defined. According to Wenger (2000), learning is a result of interplay between competences and experience of community of Practice that one participates in. When the members associate their experiences in order to fulfil the competences provided by the institutions of those community of practice, learning takes place. However, learning is not one way that the members align their experiences to, but dynamic in a sense that it is two-way relationship between members and social learning systems which they participate. By its definition, participating in 'Communities of Practice' is essential for our learning as well as learning could be an outcome of its members' interaction(Wenger, 2000).

Communities of practice define "competence" by combining three elements (Wenger, 2000; Wenger, 1998). They are 'joint enterprise', mutual engagement and shared repertoire. Joint enterprise in Cities at Play, is that the members bounds together to form the collective understanding of what the community of practice is about. In Cities at Play the members are from very diverse profession so they tend to have very different understanding about the community they take part. In community of practice the members

interact each other in order to develop relationship between each other and as a result they built the trust with each other that they could get help when it is necessary. In Cities at Play, the students could get help by the teachers and their fellow students when needed regarding the project. The students produce the materials such as Minecraft videos, redesigning concept of the local area like communal resources where the urban planners and different sections of municipality aims to get insight of the local issues and redesign ideas produced by the students and other members of Cities at Play.

In the description above, it is found that the competences have to be defined in accordance to what the community is about by its members collectively. The students and other participants has to be taking part of deciding the collective competences of Cities at Play.

Cities at Play was perceived different than normal school and the students expressed that they think that it was rich on learning but teachers has expressed that was not the feeling for all the students. Some students have shown their disregard as they think they could not use it for their exams. The can be seen as if they want to associate to be engaged and align their experiences to the competences that is defined by the school and exams and some of the students could see what the competences of Cities at Play holds the competences of normal school and school subjects.

The change that Cities at Play has brought to the students by their reaction that they admire that they have learned more by participating in Cities at Play than they have learned during the school. Competences has to be more clear and practice has to be compelling for the students in order for them to see what their experience have and what they have to aim for their experiences in order to fulfill the competences that is given to them.

The teachers have expressed that they have seen academically poor students progress well in Cities at Play. They have spoken about the students that there were students with different capabilities and skills. Besides the computer literacy and academic qualification, teachers in Cities at Play have expressed that students with different potential has to be seen and heard as well as they have to know what they are good at. Teachers have expressed that students with less academic success also needs recognition about what they are good at. The students had imbalance between the experiences they have in computer technology and information searching as well as use of Minecraft and Lego. So it is important to create an opportunity to sharing the ideas and inspiration between the students makes the students interact in a group thus learning can happen in a collective effort so that they can align their collective experience which could enhance the collective learning. It is a social interplay between the students that the students learn in a group where the members help each other to learn the competences that is defined by the community and they can experience in a group format.

The Competences set by their fellow members of community is what the students wanted to align their experiences. In Cities at Play students could share their knowledge and ideas thus inspire others to follow or learn from others. It could be understood that the students were able to see effective activity or set of roll model examples is set by the community but not by privileged few in advance.

The school teacher also concerned about providing clear learning goal in Cities at Play. The school teacher has expressed their concern regarding administrative point of view about procedure and set of rules to be followed by ministerial passage. The project manager has realized that they are thinking about providing clear learning goal for school teacher. Students have also expressed their dissatisfaction regarding their learning goal. The students were not happy that they were told that they had to go 4 step back during the process in Cities at Play. The students did not find clear goal and compelling examples that could guide them for successful action during Cities at Play.

According to Community of Practice (Wenger, 2000), the interplay between competences and the experiences are dynamic in a sense that if the competence is not clear enough the members cannot align their competences and experiences in order to complete their goal and meaningful learning to be happen.

73

On the other hand, the students expressed that they had to set their own goal at Cities at Play. The students collectively chose on what issues they were redesigning their area. It could be understood that the students were able to set their goal of certain phases but the students were not able to see what they were expected to accomplished. So it become important for the students that they could see or get the information what competent the students were expected to be during Cities at Play.

7.4   Real world –Real problems

This section explores the participant's attitude and meanings which have been categorized as *real world* subjects. The section explores the participants understanding and interpretation of the *real world* and *real problems* in four sections. First section explores the participants understanding of the involvement of people with authority to develop the area and thereby giving the Students and other participants a notion of their work is valued and useful. Second section describes what the participant understand when they are describing that Cities at Play solved real problems. One of the mentioned differences from Cities at Play and a regular project the Students do, is the usefulness of the solutions the develop, which then created motivation among the Students. Third section elaborates on the notion of bringing different participants into Cities at Play. For the Students presentation different people came to hear their ideas but during the the execution of Cities at Play is it discussed how other participant could add value the redesign of the area. The last section discus how local residents have an interest in Cities at Play to give their perspective on issues in the area, which may differentiate from the Students. In the end of the section will the categorized statements be analyzed first from a Strategy-Tactics perspective, which will lead to the understanding of the meaning and value for the Students, that they felt they were doing valued tasks. Secondly will the section be analyzed from the three points from a Community of Practice which will lead to the understanding of what brings participants together for a shared action which provides valuable perspective to a definition of community for a creation of a digital platform for Cities at Play.

7.4.1   Real assignments

One of the central aspects the students mentioned, was that Cities at Play was bound to the real world and the fact that the assignments were connected to problems in the area. The librarian described it by saying:

"In general, a lot of motivation comes from it being real assignment. Real people in the end that come and review the projects they have made. Makes it real for the people and it is not that the teachers have to read or it is not just another assignment. It is for real. There are some actual people who want to hear them." (Librarian, Interview, p. 17).

This makes Cities at Play real to the Students by offering them something concrete to work on, when exploring the problems. Letting the students solve real issues created a motivation for the students to solve the issues and take the Cities at Play serious. The real aspect was also a central theme mentioned by the students:

"we love to be creative so we thought it was really exciting and a really different way to go to school. So yeah I think it was really exiting. That was really a big part of the project because we made something there was useful and also we were excited about it." (Student 2, Interview, p. 41).

This shows the students motivations for Cities at Play, that active participation and that the project is seen as tangible, based on problem in *real life* where authorities are present; who has actual capacity to change the physical and social issues identified.

The librarian experienced the students had motivation because of the responsibility they were introduced to and being responsible for creating redesigns of the area there were to solve the problems:

"It does not work for all of the groups and it is not all the groups there are motivated, but for some groups it's kind of motivational factor to have a responsibility to making this work and to solving the problems that lies ahead of them." (Librarian, Interview p. 17)

The Schoolteacher described how it was easier for him for to convince the Students about the usefulness of the Cities at Play, due to they would solved real problem and *real people* would listen to them. The Schoolteacher said: *"it is definitely a drive for the kids knowing that this is actually the real*

world. There is people coming form from outside, from the real world. Real people are going to come here and listen to your ideas" (Schoolteacher, Interview p. 34).

The school teacher described how they have worked with projects before but never with a project there was so serious as Cities at Play. He further elaborates that the Students took Cities at Play more serious than the project they work with normally. He ascribed this to the fact that *real people* would come and listen to their presentations, such as the Mayor of Technical and Environmental Affairs. The focus for Cities at Play on local issues made it easier for the teacher to explain the students how it is to work in the real world by saying: *"we have done projects like this. But it doesn't get as serious as this project is. I could sell this project to the kids. "This is the real world. You don't get closer to the real world before you are there'"* (Schoolteacher, Interview, p. 34). Being able to directly apply the Cities at Play structure to *"how it is working in a company"* were the Students more motivated to do their projects, as some of their concerns about the usefulness of the objectives were eliminated. (Librarian, Interview, p. 17).

7.4.2 Real problems

The teacher described how he experienced how it was important for the Students that the Cities at Play solved something real. The fact of being heard was also the reason why Students there had not been involved in the similar project toke Cities at Play serious. The Students could see that the people from the *real world* took the Students' ideas serious which they could see that in the pathway. The Schoolteacher described how the Students remembered their redesigns usefulness for other people in the municipality, and he said:

"They knew, and they could tell all the other kids: "There is actually coming real people. Thee are coming architects; they take us serious. We come up with the ideas and they try to make it". We would (not?) be able to do that on our own" (Teacher, Interview, p. 34)

The Students therefore ascribed Cities at Play more authority, due to the involvement of people from the outside there can make the changes a reality such as Mayor of Technical and Environmental Affairs in Copenhagen. The project was seen as a real project as it represented a different approach then the Students do in regular project where much of the responsibility for the Students learning is depended on the Schoolteacher. An example of this is when the schoolteacher expressed that: *"They found out that the whole responsibility was lined on them and not on us and that's kind of the vice versa than what we do in normal schools."* (Schoolteacher, Interview, p. 28).

7.4.3 Real people and conflicts with real world experts

The involvement of real people was crucial, in order to integrate the students with the scope of Cities at Play. During Cities at Play the Students were asked to Interview, a local resident which initiated a dialogue between the citizen and the students. One of the Students described the process of gaining local knowledge about the area:

"Yes, in the first week we used a lot of time in the area and we talked to a woman who lived there and then we walked around and took pictures of things we liked and just trees and ground, everything so that we had pictures of what it was like there." (Student 1, Interview, p. 40).

The interaction with real people was one of the central elements in Cities at Play. The students experienced how people from the real world are demanding more of the students' projects. The project managers noticed how the the students started to find Cities at Play very tough and demanding. One of the reason they found it tough was because of the critic from the architect. The Project Manager described this by saying: *"They think he was very tough, that's because he is from the reality"* (Project manager, Interview, p. 7) and explained the Students, how he is from the real world and he is bringing reality into the projects. The influence of the real people demanding more of the students affected them in many ways. The students described how they work in groups and and had to figure out, how to work together. The students had to cooperate in and agree on the directions for their development of the project. One students described how they experienced challenges when working together with others students.

"...that was a big problem in our group because we didn't agree with each other and some people pretty angry because some people just choose to do something without asking the other. So there was a bit of conflict but I think that was part of learning, to work together while doing something useful for

other people. So yeah it was hard but I think we had a great solution in the end. Where every ones' ideas were in it." (Student 1, Interview, p. 41).

The involvement of real people affected the students to work serious with the project. From the quote it is experienced how decisions were made while not all of the members was part of the decision or agreed with the decision. The students experienced how working with other people posed a challenged they did not foresee but in the end made a product they were proud of.

7.4.4 Analysis

The Students highlighted the fact that Cities at Play incorporated, what they defined as, real people. In the light of strategy-tactics, *real world-real problems* can be understood as the students were given the power of the elite by being enabled to create a strategy for the area and a product for the professional urban planners. This can be understood as the students adopted the elite's strategy and make use of it. The students assimilated with the architects and urban planners coming to hear their presentations. By identifying them self with real people, or the elite –as De Certeau calls them, are the Students given a way to produce a Strategy with their redesign of the area. This makes the Students producer of a product for the residents to consume. Cities at Play thereby distinguish itself from regular project where the Students not are given the option of being part of creating the strategy. The regular projects would therefore be categorized as, what De Certeau calls tactics, as the project lack the ability to determine the consumers use of their strategy. De Certeau (1984) writes: *"It must constantly manipulate events in order to turn them into 'opportunities.'"*(De Certeau, 1984, p. xix)*.* The students project will therefore be a reaction in an attempt to alter the area for the better instead of a strategy with the power to change.

The incorporation of students can be understood as a strategy from the Project Manager. Cities at Play has its own strategy and goals, such as teach them about structural factors for their welfare. The knowledge would give the students a chance to work from the perspective of the elite are the students being given a way to change their area. The students understanding of them creating a strategy will last as long as they can identify with the product, which in this case is the development of the area. (De Certeau, 1984) writes about tactics that: *"It does not, therefore, have the options of planning general strategy and viewing the adversary as a whole within a district, visible, and objectifiable space.".* When the Students no longer believe they are part of the strategy, will they be reduced to make us of their tactics, which not necessarily is in line with the strategy.

Second aspect for analysis comes from the participants' statements on how strategy-tactics can be understood in regard to Cities at Play as the notion of them solving real problems. From the Project Manager's perspective Cities at Play was to bring reality to the Students by educate them on the influence of structural factors on their welfare and wellbeing (Magnussen & Elming, 2015).

The concept of place-space opens up for an understanding on how the Students plays an active role in defining the area they are working with during Cities at Play. De Certeau (1984)describes how Place is only regarded for the physical manifestations while space goes beyond that by understanding the life and movement of the place, thereby transforming place into a space. From the questionnaire, it is experienced how Cities at Play transformed the area the Students were working with from a Place to a Space. A transformation in the understanding of the area is possible by letting the Students see past buildings and physical manifestations to create understanding for the life and movement in the area. This can be understood as a strategy from the Project Manager as they would not be able to produce the same kind of insight to the area.

Another theoretical perspective to analyze the statements categorized as Real World –Real People, is by understand Cities at Play as way to engage people. Cities at Play enables the participants to collectively solve problems, construct knowledge and an opportunity to contribute with knowledge to a common understanding, in what Wenger calls, Synchronized Intelligence. Engaging everyday people with problem solving based on their problems are the everyday people given opportunity to compete with experts on the field and thereby engaging in real problem solving.

In Communality of Practices a community or group can convey meanings of belongingness which affects the ties between people. Belonging in Cities at Play can be understood as the the problems are real problems the area experience and by incorporating different participant in Cities at Play, such as the local housing association or local residents is a belongingness created where individuals are depended on each other. The Students belongingness was further developed during City at Pay as the Students were creating knowledge about the area and thereby also affection for the area, by making personal ties with the residents in the area. The Students also felt a belongingness with the participants listening to their presentations, as they were the ones making the project real to the Students.

Community of Practice is by the definition of community defined by its practice. A Community of Practice as defined by Wenger (1998) states, in broad terms, that a person is either in a community or not, depended on the participation. This gives the understanding that the area the participant worked with during Cities at Play is what defines the community.

Community of Practice is by the notion of membership is what defines community. In Cities at Playas different participants was engaged with Cities at Play at different levels, as some spend more time than others during Cities at Play. During Cities at Play different participants was involved providing the students with knowledge on both practical experience and physical tasks to their projects. Defining Cities at Play as an Community of Practice focus on the membership and thereby gives the different members the task of defining what the member should work with.

In this section, the understanding of the meaning of real-world and real problems have been analyzed from a perspective of Strategy-Tactics which gave an understanding of the reasons for the Students engagement in Cities at Play. From the perspective of Strategy-Tactics it is understood that the Students was given means to create a Strategy by redesigning the area. The Students' belief in Cities at Play can be understood as the Students associated with the other participants involved in Cities at Play. By letting the Students create a strategy for the area an option opened for the students for transforming the understanding of the area, resulting the transformation of meaning from *place* to *space*.

7.4.5   Summary

The reason of the grounded analysis is to analyze the practice of Cities at Play as well as to build up the understanding of what is important for its participants that should be considered when designing the digital platform. The following summary consists of the key findings from the grounded analysis. The findings would be presented in the workshop for two reasons: first, to validate the findings and results from the grounded analysis; second, to initiate the workshop process and discussion. The summary of the findings are as follows:

7.4.6   Area

The theme Area gives an important insight about how the participants have values their local area during Cities at Play. The students were considered as experts who know about the local area in Cities at Play. It was found that the students were confused about why and how the area was chosen for them to redesign. There was a different understanding between the participants about what is their local area and what is not. The participants have expressed that the students did not use their area even though some of the area chosen for Cities at Play project were very near to the school or Folehaven where most of the students' lives. During Cities at Play the students were taken to other places such as Nørrebro where they could learn and inspire from there for the redesign of their areas.

7.4.7   Language

In the analysis, it is found that the language of different practice and profession are different so it is hard to understand each other's language regardless of educational or age differences. In the grounded data, it is found that architecture speaks their own professional language so does the students. One of the objective of the teachers was to provide the language to the students so that they could express the issues in the area. The changing role of the experts also seen in Cities at Play. In general, the professional speaks expert language when it comes to the disciplines related subject while students speak expert language when it comes to their local area. The city planner and architecture found it difficult to understand the language of the students' presentation, Minecraft videos and Lego models and it was hard for them to switch abstract language of architecture into everyday language that the students understand. So it was important to ease the language between the participant and to create language which they understand each other's language.

7.4.8   learning

Learning is one of the central theme found in the practice of Cities at Play that it provides the participants an opportunity to learn collectively. Cities at Play creates a learning environment for the students to learn outside of their schools. The students have said that Cities at Play was rich on learning. The students could learn from each other while they prefer to create unique projects than other groups. An important aspect of the knowledge produced was that it was supposed to be passed on and used by others thus learning could be socially constructed and pass it to others. The participants have expressed that the ideas created by the participants has to be made available for others and it could be a source of inspiration. The learning goal of the Cities at Play regarded important by the school teachers and expressed that the learning goal should be set from the very beginning of the project.

The knowledge produced during Cities at Play was to be used in different departments of the municipality but they did not know how to make use the knowledge produced. The students have expressed that they should be able to set their own learning goal in the project and the learning goal has to be very clear from the beginning so they could see what they were expected to accomplished. So they could try to accompany themselves with the competences they required in order to execute tasks.

7.4.9   Real world –Real problems

The themes come into the play that the participants have described Cities at Play was unique in a way that it represents real people and real issues in the area the students work with. It was a motivation that there was real people from from the municipality were involved in creating and to receive their models and presentations. It was important for the students that the project worked with real problems and social issues in their area. The students were excited that they were participating in the project not the sake of participation but it was inspiring for the students that their projects could beneficial to the municipality and the feeling that not only to talk about but actually to address the issues they experience in the area. Another important finding in the data is that by being a real project and the students could work independently made the project more inspiring.

By analyzing the grounded data and summary, list was made of the findings so it could be taken to the workshop. It was used in the workshop to initiate the discussion on the different topics. It was designed that the use of key findings also gives a validity to the data by the workshop. The research question was also designed so that the design suggestions could be developed based on the findings of the grounded analysis. For doing so, research questions were developed according to the UIM which is called soft hypothesis. The research questions were used in the workshop in order to inspire the participants as well as it was expected to produce the creative thinking process. The list of soft hypothesis can be found in Appendix 7.

8 Visualizing the Platform

In this chapter the knowledge developed in the previous chapter grounds the development of the features in the participants' statements and visions. The knowledge creates the foundation for the development of the digital platform, that should support further iterations of Cities at Play. The chapter will present concrete designs for features supporting the participants vision for a digital platform. The chapter is structured in accordance to the process of the design phase. The presentation of the features is structured consistent with the themes created in Grounded analysis. The first section in the chapter presents the workshop with the participants. During the workshop the participants articulated their vision for the digital platform. The design principles describe tangible features for the development of the digital platform. The following section present tools for visualizing the individual design principles. The individual features in the then presented in accordance with the theme they support. In the summary, the knowledge created from this chapter will be described in short terms.

8.1 Workshop

According to User Innovation Management, there are five different steps of innovation in order to involve users in the co-design process. The co-design process was then expected to explore the participants' visions and sketches in the workshop.

The participants were selected on the basis of their involvement in Cities at Play. The participants from the interviews invited for the workshop. The workshop was undertaken in the library where the participants used to take part in Cities at Play. The reason for choosing the library was that they were familiar with the surroundings, as well as it was convenient to get the room and other services. The motivation of the participants to join the workshop was that they were already part of Cities at Play. The ideal number of participants included in UIM process is eight. Six participants were contacted, because of the user community was selected based on the scope of the thesis, and the participants were selected according to their profession. Out of them only five were able to take part in the workshop. The participants, or player according to UIM, were a teacher, a project manager, an architecture, two school students of 9th grade, and two students of the thesis as facilitator and rapporteur. The role of the facilitators was to assist a meaningful and constructive discussion in the workshop, while the rapporteurs' role was to write the minute of the process.

The participants were contacted 3-weeks in advance. The time and date was fixed by mutual agreement of the participants, though it was one of the hard aspect to manage suitable time for all the participants. The workshop was planned from 10:00 to 13:00 o'clock. The participants were invited into the room and welcomed. The room was managed with adequate space and materials for workshop in advance. The participants were seated around a round table so they could reach the materials and could see each other. The purpose of the workshop, the expected procedure, and the participants' involvement was presented to the participants. They were presented verbally as well as written material of key findings were provided to them. The main "Insights" and the key findings were the themes from grounded analysis i.e. Area, Language, Learning, and real world. It was expected that the presentation of the key findings and insights would open up the discussion among the participants. Another material provided to them was the research questions and hypothesis regarding the visions of what and how the digital platform should be designed. The workshop was designed in a way, so that the first phase of the project created discussion and interaction about the themes presented, as well as it created visions for the platform.

1. The second phase of the workshop was expected to follow up on the visions provided by the participants and to create the sketches of the platform.
2. The materials for inspiration for vision and sketch presented in the workshop are as follows:
3. Paper cut of statements from the interview.
4. Key findings of the themes i.e. area, language, learning and real world.
5. Research questions (soft hypothesis (UIM) as research hypothesis for inspiration and development of digital platform
6. iPhone Voice recorder.

7. A3 size maps of the local area
8. Paper cuts of pictures from Cities at Play.
9. Sticky notes, marker pen, paper.
10. Blank white paper in the wall for providing tool for co-sketch for the participants. But the participants choose to sketch not on the wall but in the a4 paper.
11. Laptop for alternative video recordings.
12. Microsoft word for transcribing data.

8.2 Design principles

Design principles are usually referred to as heuristics when they are being used in practice

(Rogers, 2010). The term *heuristics* emphasis that an action has to be applied in order to solve the problem in the given context (Rogers, 2010). The guideline for the design process can be divided in to two categorize; Design principles and Heuristics (Rogers, 2010). Design principles are often more prescriptive in the description and focus on informing the design which gives the overall framework for the design. Heuristics are often used in the evaluation process of existing system or prototypes (Dix et al., 2004b).

The following design principles is the synthesize of the insight and vision created from both the Grounded Analysis and the workshop with the participants (UIM). The Grounded Analysis provided the categorization of the themes for the Design Principles, so there are four different themes for the design principles. This step is the last of the UIM process and thus creating a framework for sketching the design process.

8.2.1 Analytical Design principles

The analytical design principles derive from the Grounded Analysis from the previous section. Statements were categorized and analyzed from different theoretical perspectives. This section will describe and make a brief description of the theme and the design principles.

Area

The theme Area have been analyzed from two perspectives, both provided by De Certeau. These perspective created understanding of the power relationship in the area. The following is the analytical design principles for the theme Area:

1. Provides the students with the option of choosing area

   o The students expressed their lack of knowledge about the area they where to work with during Cities at Play. Even though the Students developed deep knowledge about the area, it does not necessary mean that the Students are willing to engage in a redesign of the area chosen for Cities at Play. By letting the Students choose an area they want to work with, opens up for an acquisition of the area and thereby transform the area form a lifeless place to living space.

2. Create understanding for the different life in the area

   o An important aspect for the transformation of an area is to understand and create life in the area. As the Students was not familiar with the chosen area for them to work with during Cities at Play, they were not able to contribute with contextual knowledge about the area. By creating understanding of the area is it possible to convey the Students, or other participants' sentiment about the area.

3. Work with the relevant issues for the redevelopment of the area

   o One of the main factors for the students, was that they could engage with meaningful redesign of the area. It was important for the students that the problems they were trying to solve had relevance for the municipality. Being able to work with the problems of their area engaged the students in active participation. It was further found

that the students had relevant knowledge about the area, that the architect or urban planner did not have, which opened up for a dialog.

Language

The definition of language is to be understood as multiple concepts incorporating different tools. The design principles regarding language refers both to practical tools there have been used during Cities at Play, as well as bridging meaning and understandings. The following design principles are based on the Grounded Analysis:

1. Content and knowledge for further usage

    o   The material the students made during Cities at Play was not saved or made available for further usage. By making the material available for further usage, it would be possible for the Students to develop a common language about their projects.

2. Providing practical and theoretical knowledge

    o   The language the architect was providing the students with, can be understood as both theoretical knowledge and practical knowledge. The architects task was to make the students aware about both type of knowledge, in order to create a language that supported different people. The architect introduced the students to concrete projects, that had reshaped similar areas, and was taught an architectural language. This can respectively be regarded as practical and theoretical knowledge.

3. Building physical objects for presentation

    o   An important aspect for creating a common language was the different representation, such as Minecraft videos, Lego models, and written assignments during Cities at Play. These representations made it possible for the students to convey their meaning, and to visualize their ideas for a redesign.

4. Create understanding of each other's language

    o   The students and the architect experienced different difficulties of understanding each other language, and experienced language hard to communicate. The Architect was used to a more flowery language, while communicating with the Students he was forced to moderate his language. The Students experienced that it could be difficult to understand the words and meaning of the Architect.

Learning

The statements categorized as learning in the grounded analysis have developed design principles, there do not only focus on different learning outputs, but also on learning structure. It was a wish for both the Students and the Teacher, that there was a clearer presentation of the learning goals in Cities at Play.

1. Use what they have learned

    o   During Cities at Play the Students made use of their knowledge as residents in the area, which gave them a tool for engaging in further action. Providing the students with tools that they were familiar with, such as Minecraft and Lego, it was possible to create learning based on those tools. One argument for the tools creating learning for the Students, is that it becomes practical in a real life.

2. Use it for their exams

    a.   The students expressed that they thought Cities at Play was rich on learning, but that Cities at Play did not support their exam. An important aspect for the students, was that they could use what they have learned during Cities at Play in their exams. Deep learning happens when the participants are having clear goals and reason for learning. When the students are not engaged, they are less likely to adopt the rules and procedure set by the authorities. Cities at Play can thus incorporate schools competences and curriculum to give students deep learning.

81

3. Share knowledge and have own ideas

   a. During Cities at Play the Students could share knowledge and ideas to inspire each other. The sharing of knowledge happed through presentation. The knowledge sharing was to inspire other students, so they could be inspired to broaden their perspectives. By sharing knowledge, they would create a community there would be open for new approaches.

4. Providing clear learning goals for Cities at Play

   a. Both the students and the teacher expressed that they would like to have some clear learning goals for Cities at Play. The teacher's concern was that Cities at Play would satisfy the administrative rule and guidelines. The Students was likewise focused on their learning goals and how they could use it in their exams. Another way the students expressed a wish for clear learning goals, was as they experienced that they had to go back in the process as they missed step and therefore asked for a structure to rely on.

Real world-real problems

The design principles connected to Real world-real problems express how Cities at Play differenced from project the Students usually makes in school. The design principles are based on the Grounded Analysis and focus on creating meaning for the students and adding value for others.

1. Include experts

   a. One of the main strength expressed by the Students was the participation of people from outside their school. The Students was more intrigued with the assignments, as there were people with contextual knowledge listening to their presentation. Creating a space where the Students could interact with experts made them aware, that they were creating a valuable knowledge for Copenhagen City Council.

2. Identifying with the product

The analysis points at the students need to be able to identify with the product they are making. If the students do not identify with the product they are redesigning, they will not create any significant change to the area they are working with. As long as the Students identifies with the issues they are working with, and feel valued, they will continue redeveloping the area.

3. Solve real world problems

   b. The aspect of the students engaging in real problem solving, is the second main aspect of importance for the Students. Introducing the Students to problems the area experiences, the students were able to associate with elite, transforming the area by creating strategy to solve the local issues. The students were presented with different material showing the issues, and where to develop solutions for creating a safer neighbourhood

4. Community for participation

   c. The development and the students redesign of the area, was one of the goals for Cities at Play. The importance for Cities at Play was therefore not to facilities the different participants in order for them to interact with Cities at Play. The focus was instead to create community based on the space. Creating a community around the space would according to Affinity Space enable an interaction between the participants. The space would therefore be the driver for participation.

8.3   Design suggestion and visualization

This section present the insights created during the workshop with the participants. This step of the User Innovation Management is focused on exploring the participants' insights by creating understanding of how it could be (Kanstrup & Bertelsen, 2011). This step will create directions for the development of a digital platform for Cities at Play. The following section is a selected list with the most relevant aspect, there will be developed further on. The list is reduced because some of the visions are similar in character, while others have been omitted as they were beyond the scope of this thesis, such as involvement of parents and other stakeholders, are not included in the thesis. The transcription of the workshop and participants' visions can be found in **Appendix 5**. The list has been rearranged so it matches the themes created in the Grounded Analysis. The following section is structured according to the analytical design principles, which includes the co-design suggestion created by the workshop. UML diagrams are used visualize the process developing features and assist the iterative design process, developing a design for a digital platform.

8.3.1   Visualization tools

The iteration of the sketches made by participants is visualized by using Unified Modeling Language (UML) diagrams. It is used as an initial representation to establish the system requirement. It is based according to the participant's verbal sketching. UML diagrams would not only be represented as the participants have expressed, but it is also used to brainstorm on the process. It is used to compare different visions of participants, as well as it is used to represent iteration of the process by using logical reasoning of the process included.

Whitten, Barlow, and Bentley (1997) have presented the importance of using UML diagrams in system development for modeling system requirement (p. 244-267). It is defined as "*a diagram that depicts the interaction between the system and external systems and users. It graphically describes who will use the system and what ways the user expects to interact the system*" (Whitten et al., 1997, p. 246). Use case diagrams can be used for different aims, but always defines the different actors, system as use case, and the relationship between them. Beside the use case diagram activity diagram and flow char diagram is used to develop an interaction considering the platform. The diagrams are used as visual results of the visions developed in the platform, as well as to iterate the visions in tuned with iteration of the proposed platform.

In this thesis, diagrams are used for following reasons:

9   It is used for visualizing the visions for the digital platform.

10   It is used to brainstorm on the process and activity, and to refine the use case of the platform

11   It establishes a relationship between the system, users and their activity.

11.1   Area

The following describes the development of features relevant to what have been categorized in relation to area. The section explores the development of features from four perspectives; use of local knowledge, ability to make reflections about the area, statistics from the municipality and finally the support of mobile phones.

11.1.1   Use of local knowledge

Discussion was raised regarding, either the students should practice Cities at Play in their own recognized area, or they should be exposed to redesign other areas. The students have shown their concern regarding their feeling about why they should redesign the area that is not theirs. The Architect and the Teacher saw this issue with different perspective. The Architect said, that it is important to see the things by standing in someone else's shoes. He expressed that it is important to use the knowledge in another area, but keeping ones' own agenda.

"But also the fact that you are going in someone else's shoes, from an architectural pinot-of-view. That would be how we work. I don't make something in my own backyard, so I would have to, again, put myself in their shoes, but still have my own agenda. You know the place, so you have the knowledge. It is not exactly where you live, so I find that an interesting point." (Architect, Interview p. 2).

The teacher emphasized learning, rather than students had to work in their own areas. The areas the students could work with could be defined by them self. According to the teacher, learning is important, and learning can be effective when the students use their knowledge outside of their comfort zone, by using their knowledge not only in their area, but also for the real people outside their own area.

"some of the girls actually said "why are we doing this project when it is not for us?". I think that is the point right there. For me as a teacher; "Yes, perfect –spot on." Because it is not for you, that is what you have to learn." (Teacher, Workshop p. 2)

On the other side, it is important for the students, that they have ability to choose the project area for their redesign, or at least be able to see the particular project area and issue that has been chosen. One student said:

"I also think that it makes it easier to understand why this place is chosen, because when we ask to find out, we can assess there. We can also see how many there is and like discover it ourselves. I also think that it is necessary that it is not just you who decide." (Student 2, Workshop p. 21)

11.1.2   Making reflections about the area

A vision was expressed about how reflections was important for the Students projects. It was expressed how reflections such the Students sentiment about an area would help them think of solution to the issues.

Get and use statistics and data from Copenhagen Municipality

Both the Teachers and the Students were seeking more use of quantitative data in Cities at Play. The Project Manager said that the municipality have great amounts of different statics. The teacher described during the workshop it would interesting to know the number of cars driving by at Folehaven.

The participants have envisioned that the platform can use data, that is mostly statistic related to the area. Those kind of data can be integrated in the platform, and can be provided by the municipality of Copenhagen. On the other hand, the participants have visions about local data, that can be used, such as how many people are overweight, how many people drink too much and so on. Based on the data that is available in the platform, the theme for Cities at Play could be developed as a part of the solution, such as *"what would happen if we put a swimming pool in there?". How many would stop being fat. Some sort of machine there could calculate that."* (Project manager, workshop p. 8)

The participants have envisioned that the statistics about local area, such as Folehaven and Henriksgården could be used in Cities at Play, but was not applied. The statistical data such as unemployment level, educational level and other demographics data are expressed important to use in the platform. It is important to make the students aware of what does that data mean, and what does it mean to live in deprived areas. It also gives an opportunity to compare, how it is different to grow up in areas like this, compared to other areas. (Workshop p. 9). The participants also presented some examples of local data, which enables to compare different real time data within the local area. They presented instances such as, "how many cars pass through this road?", "It would be interesting to see how many Burgers McDonalds is selling a day for instances." (Workshop, p, 10)

The respondent has reasoned that the statistical data is helpful in a notion to justify a scheme of the project. It means the real statistical data could be used in the "inspiration" and "problem definition" phase of the project. It could also be used in social studies, like subjects in tuned with learning goals of the project. The statistical data presented during the workshop that could be used in the platform, are as follows:

1. Demographic data
2. Unemployment
3. Overweight
4. Sports activities places
5. Social problems

The activity diagram of using such data in the platform is developed according to the activity explained by the participants.

"*That could again be for a digital platform. Say that you want to bring it out to another place. They could go in and say: "we live in this area" click, get all the information about this area. This is the statistic for overweightness, this is the statistics for unemployment rate. Then you would have all these statistics and you could for instance, a lot of people would like to make a parkour track, maybe there is big overweight problem in this area, then you could justify such a scheme. Whereas the burger joint, maybe was a bad idea to put in. Then you could use social studies and all these goals connected with the project.*" (Architect, Workshop, p.9)

The activity diagram is as followed:
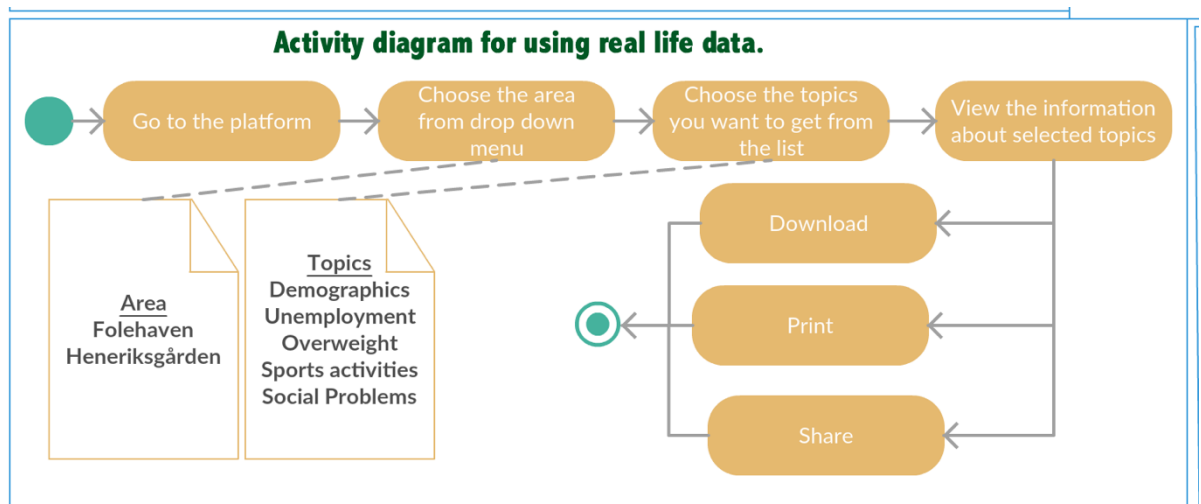
Figure 14: Activity diagram for using data from participants

Using Mobile devices in the local area

It was realized that the platform has to be available in the mobile platform. The students could use their mobile phones during the different phases of the assignments. The project manager has said:

"*I think when lining up these assignments, the students could use their phones to documentation and upload it directly instead of time taking printing out, like last time, and may be combined with it. Because you could just upload directly; these are the places that I would like to be and in these places I am scared of.*" (Project manager, workshop p. 14).
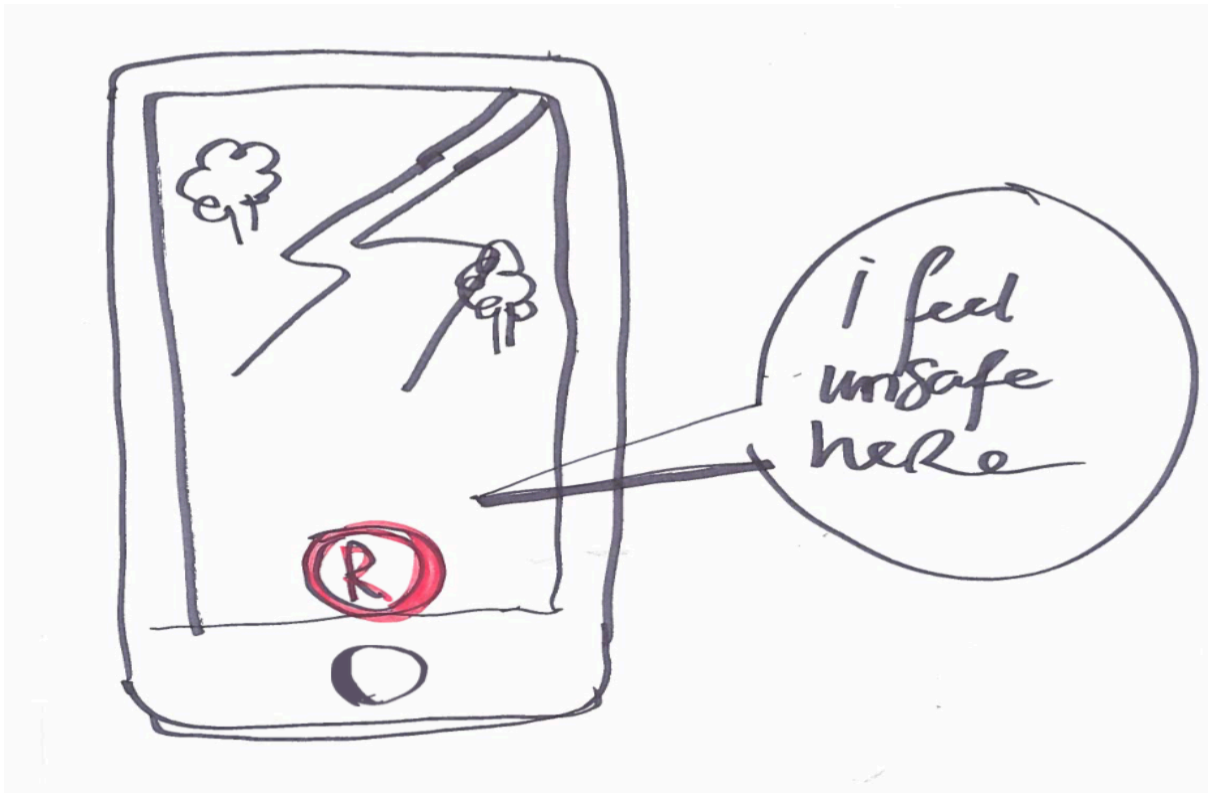
Figure 15: The sketch drawn in the workshop to express the use of mobile phone

The participants have expressed that one of the activities of Cities at Play could be digitalized. The use of mobile phones in Cities at Play could assist the students to pinpoint which areas that are problematic and which areas are safe. This could be expressed using the platform. The user generated data, such as embedding videos, picture, written sticky notes, would generate patterns in the map of the area in the platform. Because of the contents are divided into red and green, the area of the map would be visually clustered. The Teacher has said, "*We really need to work with this corner of Folehaven, and may be somewhere, may be school, may be one big one big green ring.*" (Teacher, workshop, p. 15). The sketch drawn by the participants is as followed:
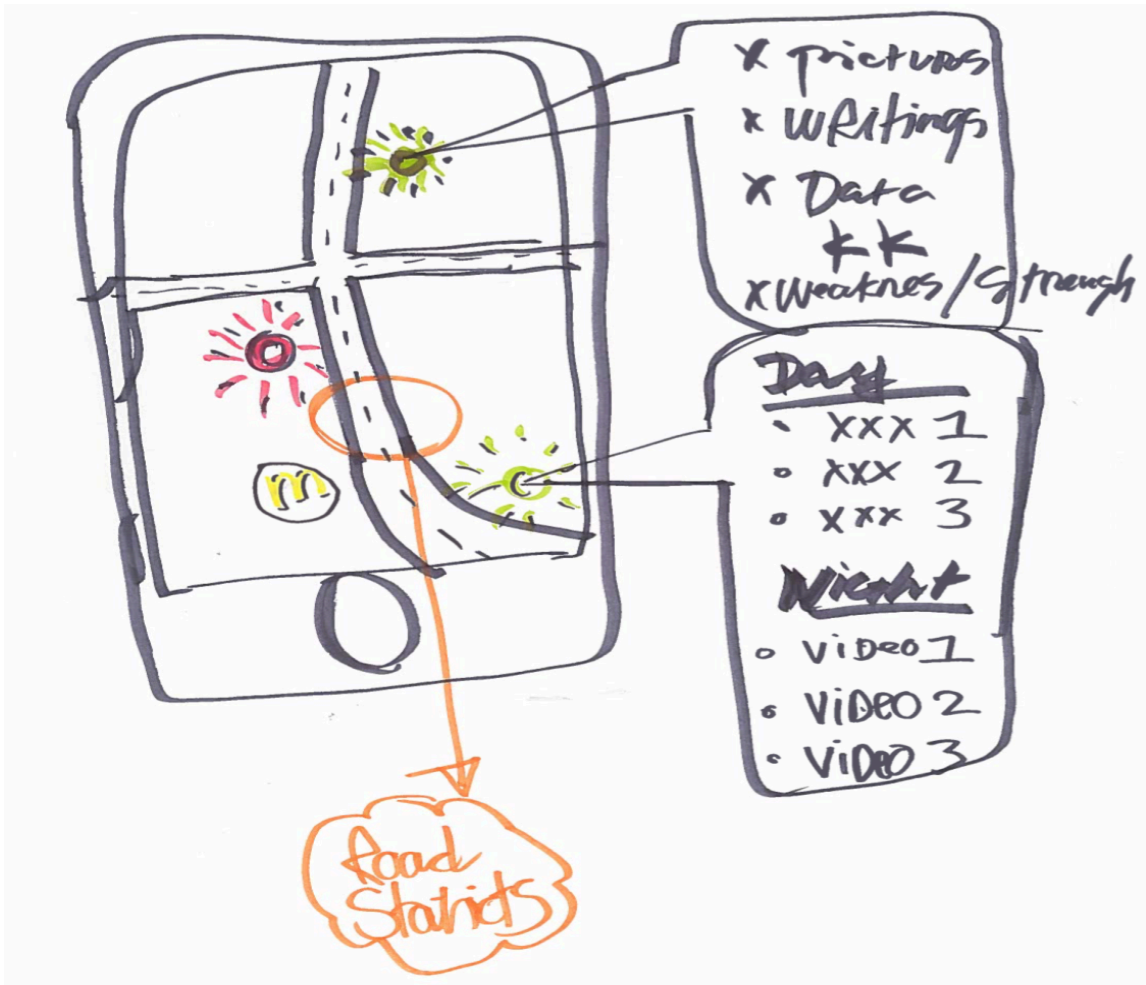
Figure 16: drawing of the participants vision for a digital platform incorporating different sources of data, such as: text, video statistics.

The students versioned being able to use videos to articulate what they like and they do not like about the area. The students could upload the videos in the map function, in the platform. The platform should support written forms in the map functions as a form of sticky notes. The Architect has said, *"...they could visualize the area with small sticky notes but instead of the being in the physical world where you could just print out the map and add a sticker, it would be in a google map sticker."* (Architect, workshop p.16).

The students have stressed that, if the platform have different videos that represents positive and negative characteristics of the places, then it is possible to compare the videos. For instances, the one student said, *"you could compare the videos where there is a light and without light. I think that is interesting and I don't think the area is as scary as it is when is it dark."* (Student 2, workshop, p.16)

When visualizing the map function, with the user generated content, pictures, and written assignments, could included different assignments. It is because the students have a tendency to be scared to express their thoughts regarding social problems. They are scared to point out some of the problems related to specific types of problems, such as drugs and gangs, and videos might not be the only possible option. One of the students said:

"*maybe just pictures would be great. I don't if it has to be a long film of all about the places. If there are some places you really don't like, maybe you don't have to go and filming it, but instead take a*

87

picture. Because I understand if people do not want to go filming in a place where they are scared."
(Student 1, Workshop, p. 17)

In response to the question regarding written assignment, The Project Manager said:

"...for instance, when the tape recorder is turned on, and when there is an interview, they don't say that because they are scared. People are scared, that the people would come after them. So there is also a tendency that they do not tell." (Project Manager, workshop, p. 17)

The flow chart diagram below is presented in order to display how mobile phones could be used, and what actions to include in order to execute the task. The activity was envisioned by the Architect and the Teacher (Architect, workshop, p. 15; Teacher, workshop, p. 15), and is as followed:
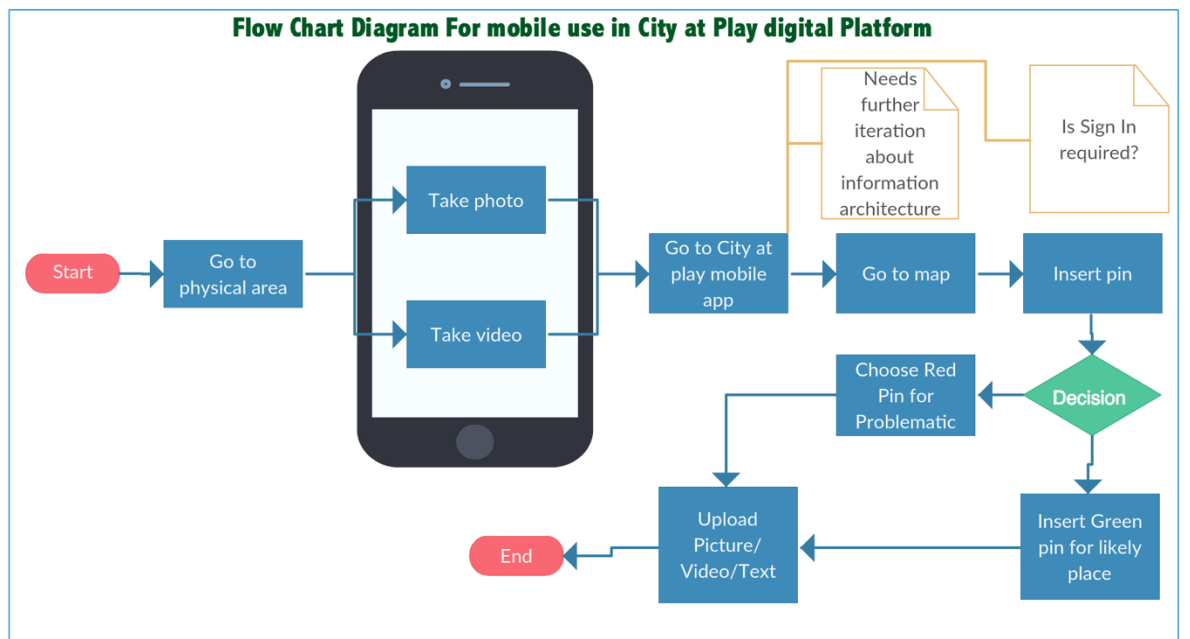
Figure 17: Flowchart describing the use of mobile phone for the vision of a digital platform

11.2 Language

This section is the collection of four different forms of representation, for the students to express, and present their redesigns for the area. The section describes four different features that will support the students creation and articulation of their solutions for the area.

11.2.1 Map

One of the visions developed by the participants, was to use a map in the platform. The map contains different forms of representation such as videos, pictures, text, community feeling and so on. During the workshop, the participants have discussed the themes i.e. area, learning, real world and language, to develop visions and sketching. The participants envisioned videos as a feature for the digital platform, and sketched their vision during the workshop. The map feature was included in most of the visions and sketches developed during the workshop. The map sketched by the teacher is as below.
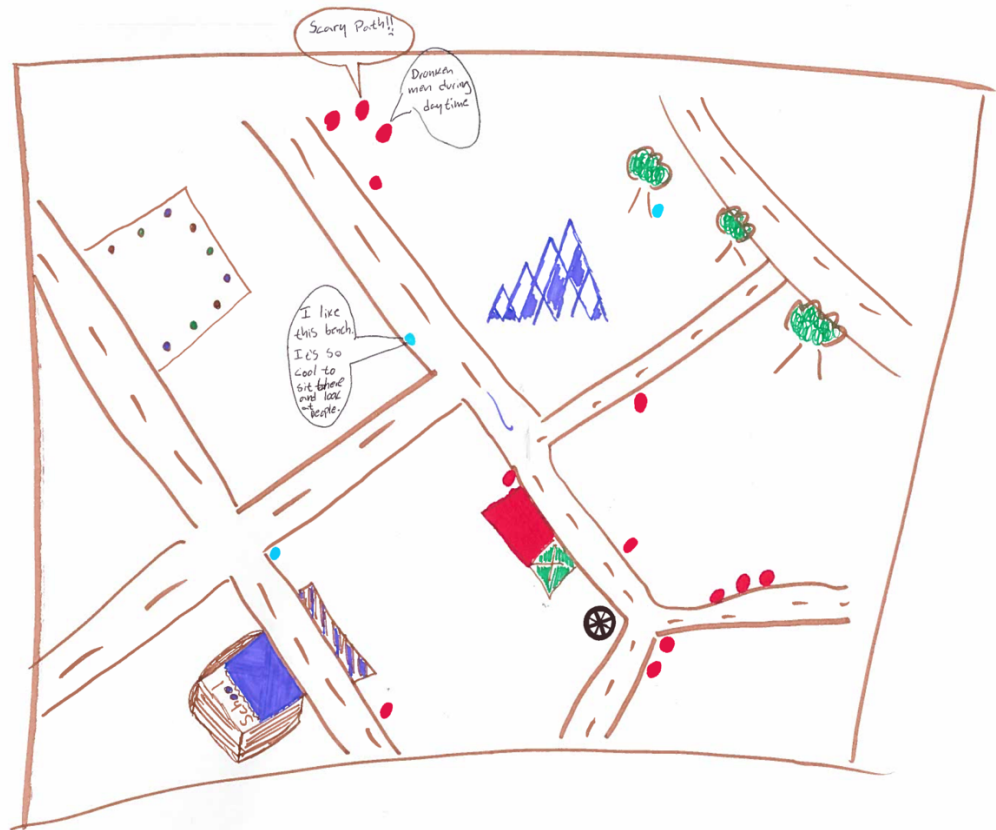
Figure 18: Drawing from one participant, envisioning features for a digital platform for Cities at Play

11.2.2 Videos

During the workshop it was considered that videos and written text is an important aspect for the platform. During Cities at Play, most of the ideas presented to the students got lost or disintegrated. The ideas presented to the students by the architects were lost, because of the structural way of the proceedings in Cities at Play. It was realized that those ideas which was abandoned also had a potential, to provide useful information for other projects.

"I also felt sometimes that I was rushed or I said something that you did not understand at the moment, or we threw up a lot of ideas, and then grab only one of them and then 10 others felt to the grounds. If it was filmed or it was written down or made with a little more structure, then you might get a bit more out of it." (Architect, Workshop p. 26)

In reference to the problem identified, the participants have envisioned that videos and written text is the solution to store the ideas the teachers have presented. Participants have envisioned that the videos is not only a source of storing ideas and knowledge, but it also helps the students to get adequate information about the project and issues during different phases.

Videos can be used as instruction in the beginning of the project or in each phase.

Verbal instruction was considered not efficient in Cities at Play, because only the chosen ideas presented by teachers were saved and the rest disappeared. In order to solve the problem, the participants envisioned instructional videos in each phase of the project. The teacher imagined the use of instructional

videos in current educational platform such as (EDUCA) and said, *"That's how the modern educational platforms are being used. You have a lot of texts but you also have instructional videos, because that's how most of the kids like to get the knowledge."* (Teacher, workshop, p. 24) The Architect has compared the videos with the video sharing platform YouTube and said, that the students can watch the videos and learn the language associated to the project.

Milestone and student's presentation videos

Mile stone videos can be used in between the project or in different phases. The Teacher has said that the students can be assigned a homework to create a video, as an assignment with a deadline. That in mind, that not all students from different grades are capable of submitting the assignment videos as a deadline. The video as a form of student's presentation can be presented to the students for providing feedback to each other, and the workshop has envisioned that it could be done in a systematic manner, for example to assign each group to provide feedback to each other's presentation videos.

11.2.3 Write stories

The workshop participants have discussed the importance of written assignment in Cities at Play. In light of the platform, the written assignment was considered as one of the important forms of representation, along with videos and map features. The workshop participants have envisioned that written assignment can be used in Cities at Play as part of creation of ideas, and submission to the judges and to other students, which they have not done much before. The Project Manager has compared use of written assignment with previous experience of Cities at Play and said:

"The first time we did it, there was no writing at all – okay there was some. I was very happy about that, because when you present you could actually deliver something to the judges, a piece of paper with your ideas. That was a good idea. That was writing, but not a lot." (Project Manager, workshop, p.12)

A vision the Architect and the Students agreed on, was the use of different ways of representing the Students ideas. In Cities at Play the Students visualization were made based on Minecraft and Lego. This did not seem sufficient and a vision was to write description and scenarios about the Students ideas for the area.

11.3 Learning

The learning section developed features aimed at facilitating the learning process. This is done by introducing how structured work and management of learning goals may help structure the learning process. A feature developed for the ease of the students was the ability see the expectations of each process. The third feature presented in this section is the digital platform, that should work as an inspirational bank for storages ideas and knowledge.

11.3.1 Structured Work and Management of learning goals

The participants have expressed their visions regarding the need of structured work throughout the project period. One of the visions the participants discussed, is that the platform should support structured work, along with clear goals of the project.

Both the Teacher and Students were envisioning a platform, there would provide the Students with learning goals for Cities at Play. The Teacher was seeking to incorporate the learning goals set in the curriculum, while the students were looking for learning goals for Cities at Play divided in to steps on sequential manner.

Along with the discussion the participants have visions for a concept of putting deadline for submission of projects. The workshop participants have considered that the deadline for submission might not work for all the classes, because of their competences regarding ability to do the project on their own or in group. Though it might not work for all the classes, it can be helpful for the classes who can work with deadlines and independently. The visualization of different phases of Cities at Play is included, along with deadline for projects using flow chart diagram in order to build design for a structured work. The different phases of Cities at Play were as follow.

PHASE	TITLE	PROCESS
Phase 1 (day 0, 1, 2 & 3)	Inspiration	Field trips, introduction to core concepts in urban planning
Phase 2 (day 1)	Problem definition	Definition of core strengths and challenges in their local area
Phase 3 (day 1)	Ideation	Development of ideas for solving local problems and strengthening potentials
Phase 4 (day 2 & 3)	Modelling	Building models in *Minecraft* and LEGO
Phase 5 (day 4)	Presentation	Presentation of models for the head of the Department of Transport, Technology and Environment and urban planners of the Copenhagen City Council.

There is a possibility that the processes might be changed or altered because of the project could be eased by the platform. Above mentioned process of Cities at Play is expended to visualize structured work along with using UML diagram which is as follows.
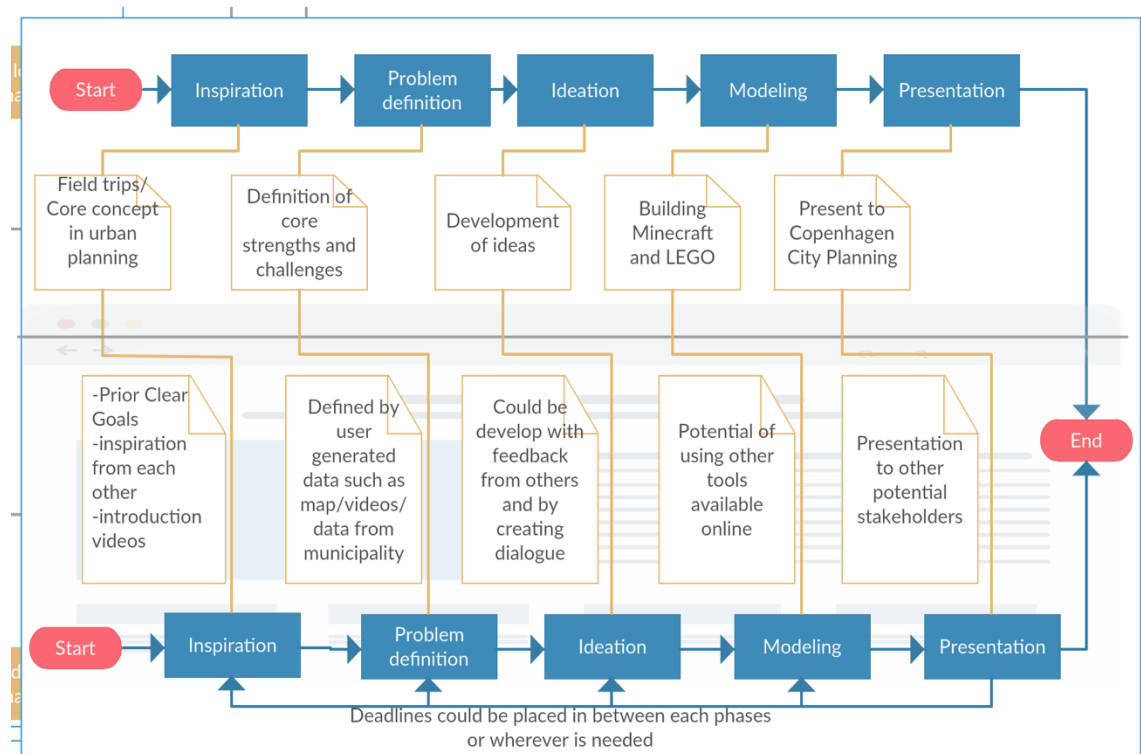
Figure 19: Flowchart for structured work with clear goals and for Cities at Play.

The students have said, that because of the lack of structure work and predefined project goals, the students were confused during the process. One student said, *"...lot of people don't really remember what we have to do, and then you have to move 2 steps over and you have to go back. So if you could go in and could look at the plan."* The students not only stresses that learning goal is important for them to determine what to do next, but also for their own self-evaluation during the project. Self-evaluation is perceived important for the students in order for them to be engaged during the project. The students said, that it is hard to evaluate if they have no goals defined during the project. They mentioned that they have to be able to set overall project goal as well as part goals themselves.

"I think you need learning goals to evaluate what you have just done. So the evaluation would actually need the learning goals. So I think it's a really really big part of a project that you have some goals that you need to receive."

There was an argument about whether the students have to be able to set their own goals and whether the platform has to support that. The Teacher has identified 3 different learning goals for Cities at Play. One is the goals from ministerial passage, while other goals are for specific theme and the goal for the students or groups. The Teachers said, that they could publish overall goal of the project that is provided by the ministerial passage. But local goals, such as details of the specific subject and goals for specific students, can't be made public. The use case diagram of learning goals is as follows, considering the need for different goals, and who can have permission to set learning goals.
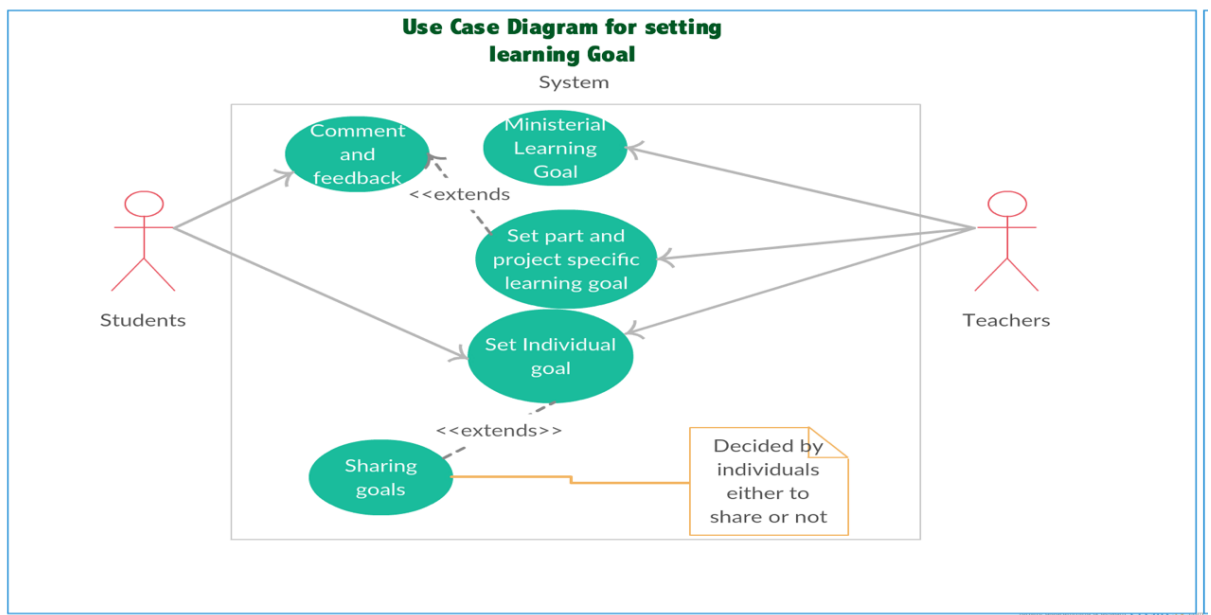
Figure 20: Use Case diagram for the feature of setting learning goals in the digital platform

The Architect presented that there should be an individual space in the platform, where teachers and students can communicate for sharing things, such as learning goals, personal aims for Cities at Play, and evaluations on performances. The personal learning goals are specific goals of the projects, such as how can two fields or statistics be connected, because students might work in different issues. So it is important to have a space where they can set their goals based on these issues. When asking how important it is to have a space which is private and made non public, the students said, *"no, of course it should be personal, these goals. Maybe it should not be something you didn't write down, but you could write it down."* (Student 2, Workshop p. 34)

The system should have a space to set the students goal, as well as the teacher's goals for Cities at Play, with option of making the goals public or not. The proposed solution of this issue is that both students and teachers should have a space for their own private goals, and then they can decide whether to make it available for the public or not. By evaluating the requirement while setting the goals, further

requirements is iterated and added in the process, such as Sign-In requirement. The specific type of activity diagram called swimming lane is used to demonstrate the individual activity and interaction by different actors. The activity diagram for setting the learning goal activity is as below:
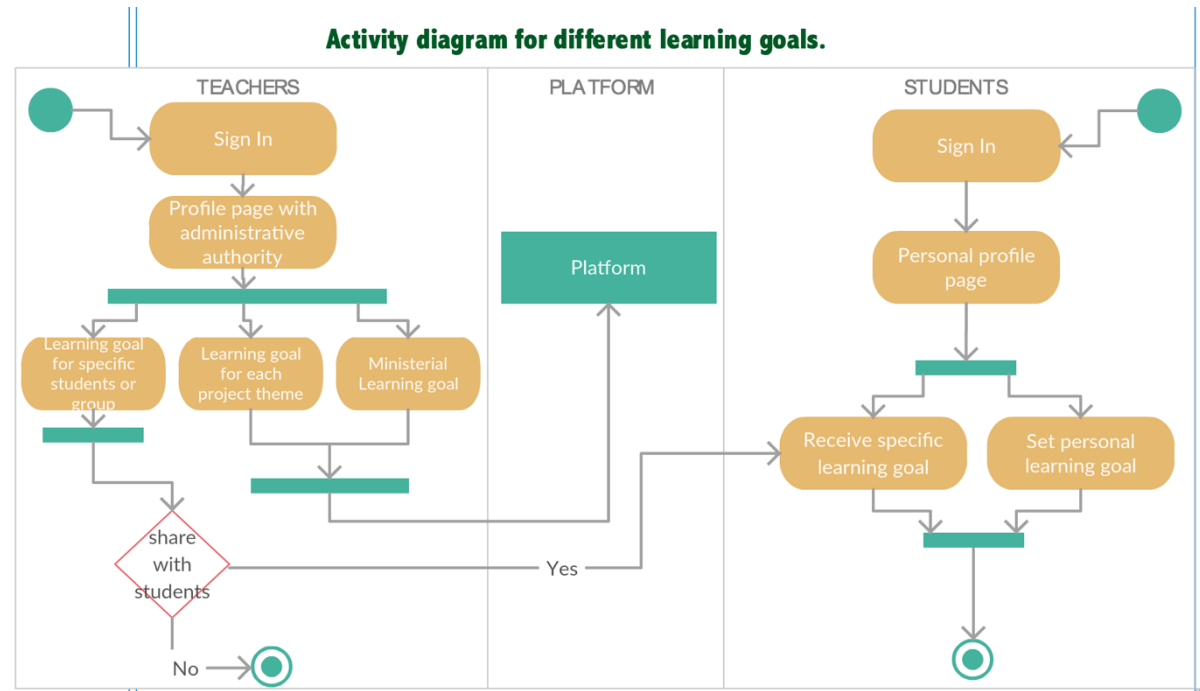
Figure 21: Activity diagram visualizing different learning goals for different participants

In the activity diagram above, some of the techniques are used such as swimming lane, fork and joint, and decision. "Swimming lane" is used to demonstrate different activities done by different actors and systems (platforms). "Fork and joint" is used to visualize two different activities that can happen simultaneously. "Decision" is used to visualize where the actors have to decide which further actions that have to be taken.

11.3.2 Able to see what to expect

The Students were seeking previous projects or very particular description of the end-result in order for them to see what the expectation were for them and their work. The students had very little knowledge about what the end-result would be, and therefore also curtain difficulties focusing their work. In order for the students to be able to see what to expect, the participants have envisioned the platform that contains the previous projects and products. The platform could work as an inspiration for the students by providing context of the structure in Cities at Play.

11.3.3 Platform has to work as an inspirational bank

The workshop participants have shown common concerns about the information and knowledge produced, were not gathered in a proper manner. They were concerned about not only the physical models build by the students, but also other types of interaction and ideas, that could be saved and used as a think-tank or inspirational bank for Cities at Play. One of the visions shown by the participants was that the platform should contribute to store information and serve as integrated knowledge. The vision about an inspirational bank was further explored by the workshop participants, is that they share ideas in the platform. The participants said, that it could not only serves as storage of ideas, but it could also help to explore ideas as well as the information could be retrieved when needed before, after, and during Cities at Play. One of the possible use case explained by the participants is shown below using UML use

case diagram in the middle of the diagram. The activity diagram is further developed on the basis of participant's visions about the platform.
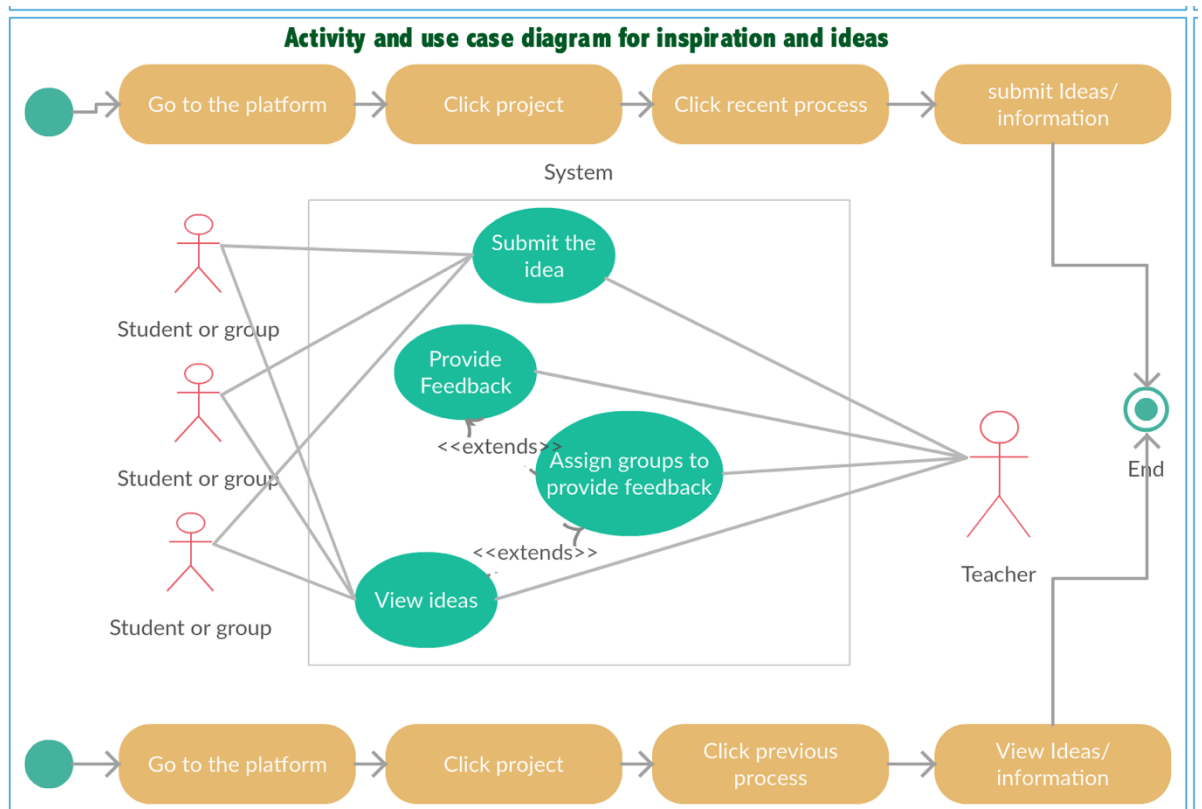
Figure 22: Activity diagram and Use case diagram of the digital platform feature that works as an inspirational bank with the participants ideas

11.3.4 The platform has to support discussion and create interaction between the students

The workshop participants have envisioned that the platform has to support discussion and create interaction between the students. The participants have experienced that there is a tendency between the students not to be critical over the products and content created during Cities at Play produced by other groups or students. The Teacher said, that some of the students are very good at giving critiques and suggestion while others are not. The example was that the 9th graders are good on providing critiques and discussion, while others have a feeling that they (students) would look bad if they criticized others students' products (Workshop, p. 25). Discussion and interaction among the students were considered as it helped their growth, and to innovate ideas. So it is important to make room for critique and discussions in the platform (Workshop design principles). Due to the fact that the students were hesitating to criticize others, it was envisioned that it could be addressed by blending activities of criticism in an assignment. The Teacher said, *"You need to come up with at least five critique points for their presentations. That is your assignment for tomorrow, besides making it your own. I think they would do it."* (Teacher, workshop, p. 25) The activity diagram below is developed to create the interaction pattern between students to provide feedback.

Activity partition diagram of students providing feedback

Student or group — Student or group

Go to the platform

Log In

Submit your assignment

View the Feedback or Critique

Refine the original content/ideas

Go to platform

Log In

View the assignment

Provide a Feedback or Critique
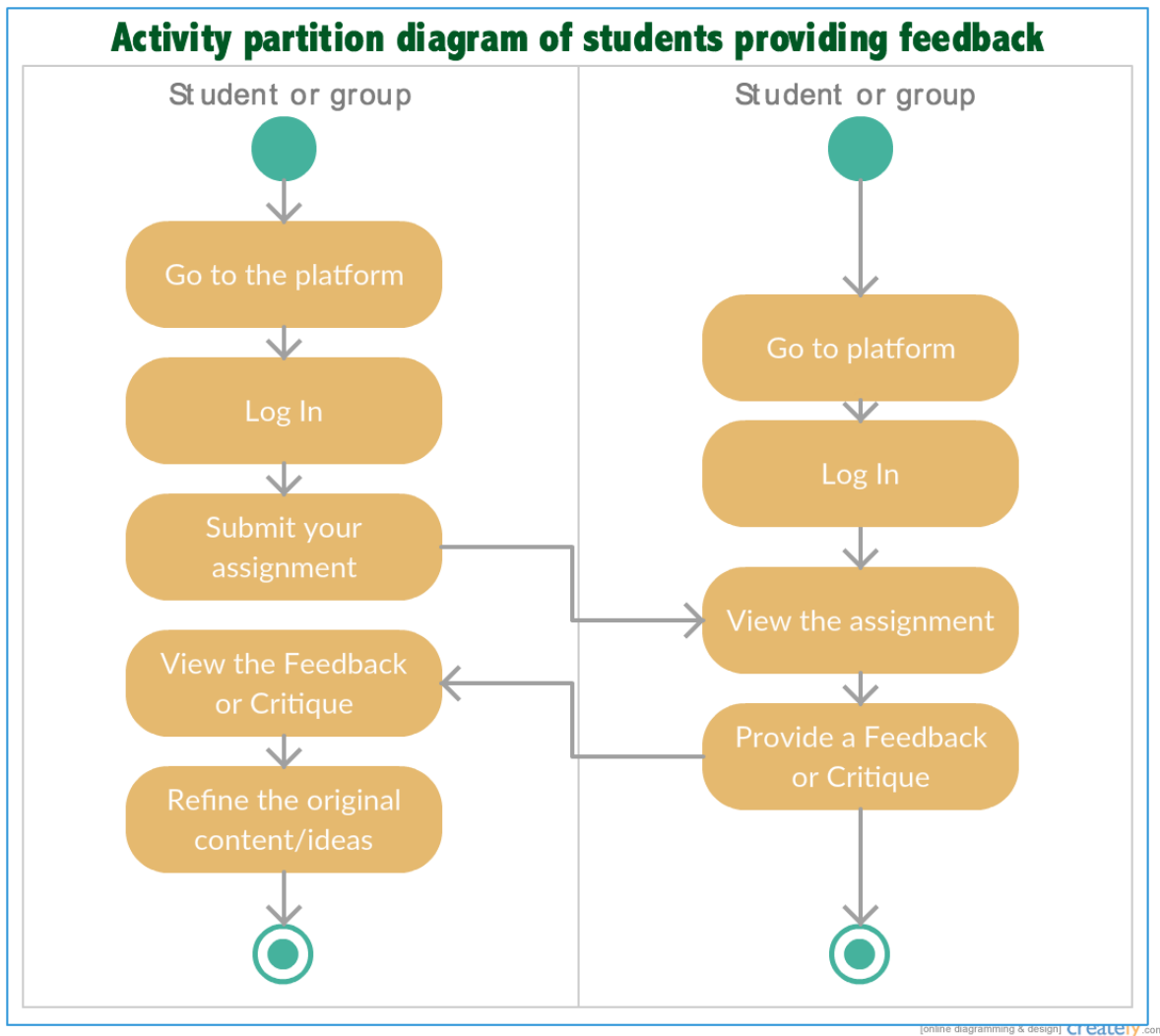
Figure 23: Activity partition diagram showing the student's providing feedback to each others projects

11.3.5 Including school subjects in Cities at Play

The workshop participants have not only seen written assignment as a form of representation. But they have also seen written assignment as it could be blended with learning school subjects, such as Danish, and written assignment might be the alternative for LEGO and Minecraft. The participants have expressed that learning subject specific language could be a part of the assignment. The Architect said:

"*if you want to include Danish then, sit down and write a story. Put yourself in the shoes of Henriette, 50 years old, living in Henriksgården. How is her day. Write a story. That could be a way of representation. Then when they come, you tell her story and you tell what your suggestion would improve in Henriksgården.*" (Architect, workshop, p. 12)

As it is discussed in Grounded analysis, and also seen in the workshop, Minecraft and LEGO models have limitations in terms of expression and interest of different groups of students. Written assignment has been seen as one of the alternatives, that can be used in the platform.

"I also think that some of the kids lost interest because of the methods. If they didn't liked Minecraft or they didn't like Lego, then they were screwed. And Lego and Minecraft were pretty much a boy thing. So in that progress in the second week, I saw girls there just went on doing almost nothing." (Teacher, workshop p.12)

11.4 Real world- real problem

The notions of real world-real problems have lead to four central features, which will be presented in the following sections. The ability to understand the project in a real context, by visualizing previous project. The notion of the real led to the feature of creating community statistics and interviews. Something that was experienced real, was other communities relevant for their own creation of projects. The final feature presented is that it would help if the project could be driven by positive indicators to give a sensation of success.

11.4.1 Pick out real projects that have been done

A vision for a digital platform for Cities at Play would be to have the possibility to see where and how the students projects have been used in the development of the area. The visions were expressed in relation to the visualization of physical development of the area into the platform. It is not something that can be done in the short run, but it could be visualized in the long run.

11.4.2 Create community statistics and interviews

It was envisioned that the projects the Students were doing could create statistics or other empirical data, such as interviews and questionnaire survey for the later use in the projects. The different empirical data entries could then create a community report about the area. In Cities at Play, the assignment was to interview a local residence about the area. The workshop participants have envisioned that it could be done by using a digital platform. The architect said:

"In relation to making a platform where you could put the material and say, 'now we interview you' then they could maybe have practiced even more. The camera could be part of the exercise, that could be a goal, it could cover something. The people from the municipality could go in and "click" there see the presentation again. Having it saved for posterity. Maybe that would look nicer then –yeah, I don't know." (Architect, workshop, p.11)

The Use case diagram of the vision explained by the architecture is as follows:
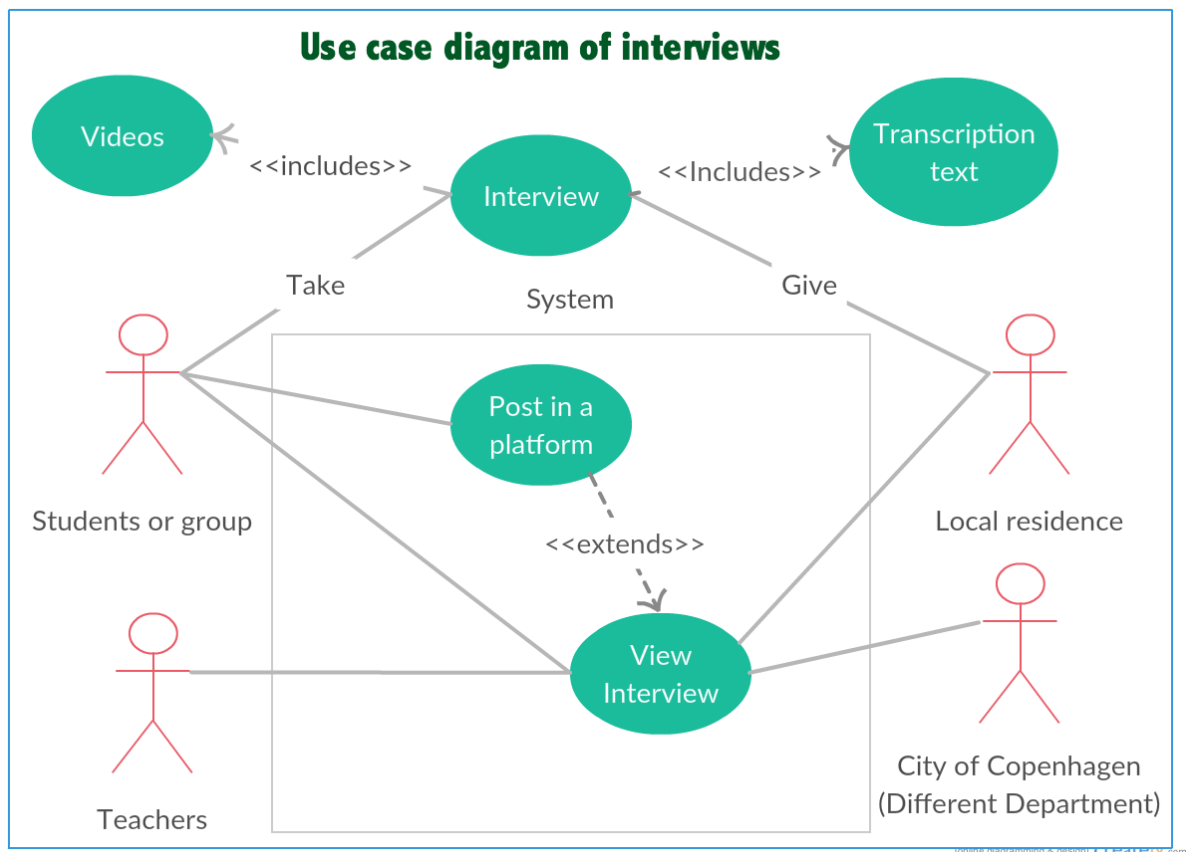
Figure 24: Use case diagram showing the digital platform feature of containing participants interviews

The workshop participants have pointed out that not only the one to one interview could be done through the use of the platform, in which the students could create a questionnaire and post it to the platform, where the local residence could response or fill out the form. The participants have said, that in this manner large number of people can be reached in the same time, and can be helpful for bigger understanding of the area. The platform can act unlike the physical way of working with mailboxes and interviewing one or few local residences. The workshop has envisioned that it could help the platform to include people from diverse cultural, economic and living background (workshop, p, 21-22). The sketch produced in the workshop is as followed:
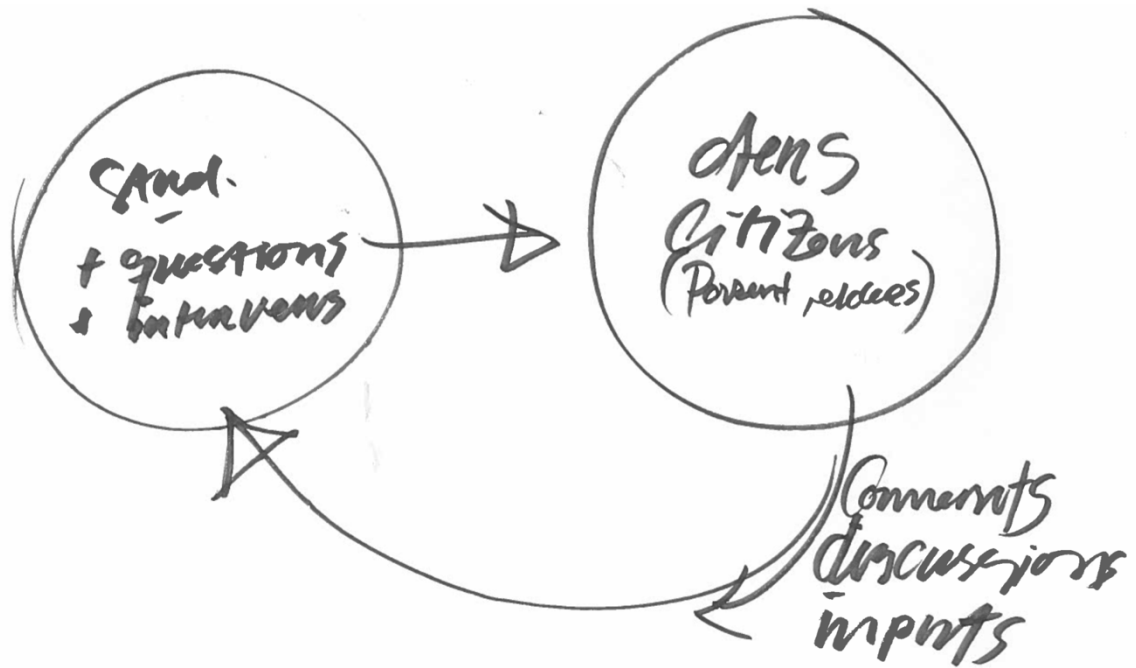
Figure 25: Sketch showing how different organizations and residents could provide comments, discussion and input to the students projects.

Besides the questionnaire, the workshop participants have envisioned that the platform should have space for real people from outside the school in terms of creating discussion and brainstorming ideas. They have said that it could activate the whole community and create a broader discussion over the project and Cities at Play in total (Workshop, p. 22).

11.4.3 Plot communities; libraries, sports clubs

One vision all the participants thought was interesting was the idea of creating projects there would have wider perspectives and embrace the surroundings. A vision was by plotting different communities on a map, that could be part of the project strategy. The participants have developed a concept, that the platform should be able to digitalize different communities in the areas in order to promote different communities as well as track a sense of community. The platform could visualize different communities that is either with positive or negative characteristics. Because the representation of communities can be helpful for the city planners to identify their further projects and helps them to focused on them. The platform has to support communities such as sports club, elders club as well as roger gang and so on. The Architect explained how the community has to be visualize in the platform.

"*you could go into this area, that we are going to track, then pull out all the data from the municipality, plot in where the school is, this is where the elder home, this is where the sports field is – that is communities, "This is where we hang out and smoke", that is all the communities. So you could easily get a sense of what the area is.*" (, Architect, workshop, p. 11)

The vision of how community has to be developed and accessed in the platform, is sketched as activity diagram below:
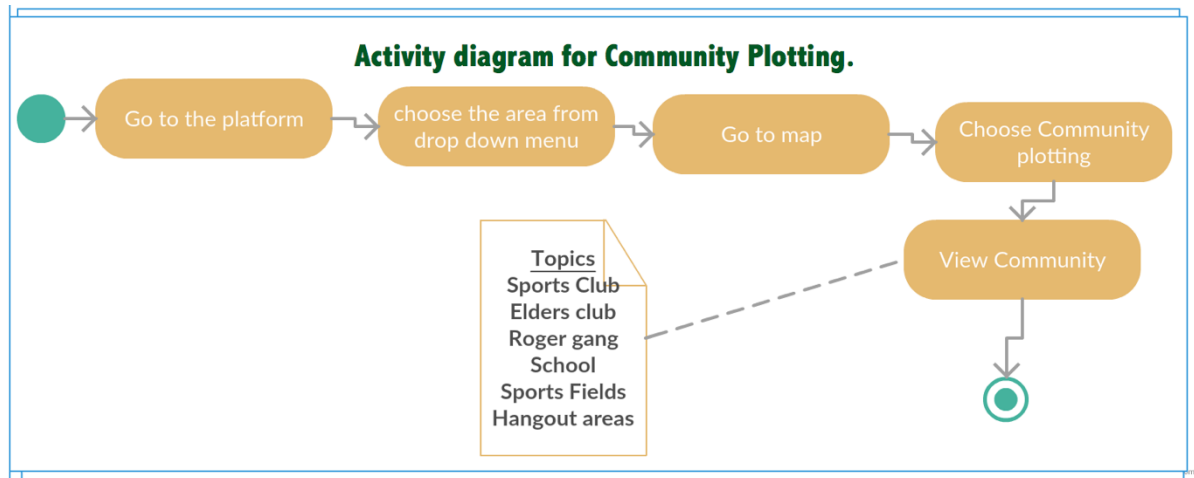
Figure 26: Activity diagram showing the feature for plotting communities in the area

The questions raised regarding plotting communities offered the participant to reflect that not all communities are positive for the society. The participants had similar consideration about plotting positive and negative communities. It was discussed how plotting both kinds of community of confuse the understanding of the area, and not offer opportunity to improve those communities. The Teacher said:

"*You focus on the bad stories of this. It is part of the story selling it. Now we are working with the good stories and all the good stories there came out of it. It wasn't our goal, but that was what happened with this project.*" (Teacher, workshop p. 11).

During the workshop, it is found that it is as important to plot all kinds of communities in an area as to plot positive communities. Plotting different communities considered important because negative content could be inspiration for ideas and solutions for the students, and gives a cause to work with. The Project Manager had similar consideration about plotting different communities and said:

"*It could be on the good side and it could be inspiring to see, that we have like 10 red dots over there, and how could we change that? We could form the assignments that we would like to work with. How could the square be made less scary? It is a bit scary out there. We could be working on that, cause then, it would not be negative anymore, and it could be a source of many ideas and solutions.*" (Project manager, workshop, p. 15).

The participants have said, that the community plotting not only visualize different communities, but also provides a tool to connect different communities and their activities. A map function is included in this vision as well. The Teacher has envisioned how different practices in the area can be shown and utilized, which could cross the physical boundaries. He said, "*…then you can pull a thread out, and how can we make a connection to these areas instead of just being fenced in?, in Folehaven.*" (Teacher, workshop, p. 19).

11.4.4 Social positive indicators

A vision for the digital platform was to create new statistics, there would be founded on social positive indicators. The Project Manager mentioned examples, such as the community were buying more organic food or eating healthier. The positive indicators would in her mind help stimulate a positive reform and have the possibility of making the community proud.

The participants have vision about the platform, that visualize the changes in the area. The digital platform could visualize the changes happening in the area, as real data mentioned above, such as unemployment, social problems, overweight and so on. The Project Manager said, that there is a tendency to focus on the negative aspect, but it is better to have a platform which supports to visualize the changes from negative to positive. Some of the ideas expressed was to have some project, such as sports and eating contest with recipes in order to make awareness about the overweight problem in the area. The Project manager has envisioned that it could be done by the indicator shifting from red to green. There needs to be further iteration regarding how to visualize, nevertheless following diagram would visualize the vision. It will serve as an inspiration and brainstorming tool for the further design and development of the vision expressed.

11.4.5 Summary

In this chapter the visualization of the digital platform was presented. The features of the design for digital platform came from the design principles. The design principles scoped specific elements to design features. The presented features are a selected list of all the potential features, that could be developed for the digital platform. This chapter have given concrete examples on how different feature can support further iterations of Cities at Play. The design process has focused on the participants' vision for generation features, just as it was the participants' insights that generated initial knowledge for the development of the digital platform. The features developed in this process can either be incorporated in further iteration, such as physical development of the features, or there could be user experienced test to understand the short comings of the developed features. It has not been the focus for this thesis to incorporate these steps, instead the focus has been on creating a sustainable product based on participatory design to initiate these step.

12 Discussion

The discussion section will describe the four theme created during the grounded analysis, and have structured the development for the thesis. The four themes will be presented, and lead to a short descripting of the features developed to support the themes. Second section will be based on the evaluation criteria from Corbin and Strauss (2014) while describing the process of developing a digital platform to support Cities at Play. The section will show how the participants insights created insight and vision for the development of design principles and the final features supporting the themes. This will lead to the conclusions of the thesis, answering the problem statement. The chapter will end with a reflection on the research conducted, and which limitations the research experienced. The chapter, and the thesis will end with some perspective notes regarding further iteration for the development of the digital platform.

12.1 Research findings

This section describes the research findings. The findings are the product based on interviews with the participants, with the use of grounded theory. The participants' statements were categorized into four themes, and the results of these will be presented in the following sections.

12.1.1 Area

The finding, *area,* emerged out of the data as an important element based on the interview and the workshop with the participants. The locals' knowledge about the area was a main focus for Cities at Play. The students experienced how they started to trust their own knowledge about the area. The theme was analyzed from the perspective of De Certeau (1984)and how the elite creates strategies for a product to the consumer. It could easy be regarded that the professionals working with Cities at Play could be regarded as the elite, while the students were the consumers. The structure of Cities at Play enabled the students to engage with relevant urban issues for the Copenhagen City Council. Cities at Play enabled the students to create redesigns for the area, and provide the Copenhagen municipality with products regarding the redevelopment of the area. Cities at Play can thus be regarded as a project transcending the dichotomies power relationship provided by De Certeau (1984). This can be understood by letting the students interact in meaningful relationship with the elite, transforming the students from consumers to be part of the elite. For the design of features related to the *area* four features was developed to support of Cities at Play. One of the features was the use of statistical data from Copenhagen City Council. The participants expressed how that would help them explore issues related to the area, such as the level of traffic in the area.

12.1.2 Language

Second central element in the thesis was the use of language. The aim of Cities at Play was to educate the students in articulating structural problems in their local area. Much of the language was bound to the area, but experienced from different perspectives. The exemplification of this is the Architects' flowery language about architecture, while the students did not understand it, as they did not have the same knowledge. The language during Cities at Play was instead contacted to the tactic knowledge about practices. The reification of language was limited as the knowledge produced was not saved for further usage. It was instead experienced that a shared language emerged, where negotiation of meaning related to the practice of redesigning the area, which to some extend created a meaningful practice for transferring language and meaning between the participants. The students' projects were expressed through language representations, and in Cities at Play this was Minecraft and Lego. For supporting the participants' mutual language three features was developed. The participants expressed how a map would help them create context of the area, and how it could support them pointing out relevant areas. Is was suggested how video could be connected to the area by adding them to the map. It was furthermore expressed how writing stories and text would enable a varied language, as not all students where equally skilled in the chosen language representations.

12.1.3 Learning

The third central element, for the development of a digital platform for Cities at Play, was learning. A central element in Cities at Play was the education of the students to understand the structural factors for their welfare in their area. Learning should enable the students to articulate the problems in a meaningful way. The learning was not considering mono-relationship, but more in a dynamic manner. An aim for Cities at Play was that the students' products should provide useful knowledge for the City of Copenhagen. Introducing the students to game-based learning opened an opportunity for other students with other competences to contribute to the development of a redesign for the area. An example of this, was the value of students with competences in Minecraft. A second element connected to learning was the participants' statements regarding learning goals. It was experienced that the different participants expressed how they would like to set goals for the learning. One way this was expressed, was by creating visual structures for the different steps of Cities at Play. Having articulated the different steps enable a deep learning, as the steps would provide context for the individual steps and the goals for Cities at Play. The total of five features was developed to support the learning. One of the aspect expressed, was the wish for the digital platform to work as an inspirational bank by proving examples of completed projects by storing the knowledge generated during the project.

12.1.4 Real world

One of the central element for the participant involved with Cities at Play, was the involvement of professional people in the field of architecture and urban planning. The involvement of professionals, meant for the students that they believed in the project solving real question with value for the City of Copenhagen. The students expressed how the found the structure of Cities at Play motivating, as they experienced how it is to work in, what they defined as, the real world. The students expressed their overall satisfaction with Cities at Play and the involvement of real people from the real world. The concepts of real people and real world sneaked into the students' groups by letting them manage their own deadline for their product. Some of the students' experienced how this challenged them in unforeseen ways, such as incorporating all of the students' opinions in the design. The approach of the students as experts make them to real people, while the involvement of professionals made it real to the students. The collection of real people offered an opportunity for engage in a synchronized intelligence, where all the members are adding valuable knowledge to a shared common knowledge. To support the concept of real world four themes was developed. A big part of the respondents' wish was to see existing communities and create community data related to the area. The features developed therefore focused on incorporating aspects to enable a community, with relation to the area.

12.2 Research evaluation

For the evaluation of the thesis three research questions were made, the 10 evaluation criteria suggested by Corbin will be applied to eventuate the quality of the research questions, and the process of developing a digital platform for supporting Cities at Play.

The first research question was to understand the structural elements of Cities at Play, and how they were important for the participant. The structural elements of Cities at Play was the approach that the students were the experts on their living environments, and introducing the students to game-based methodological solutions for developing structural change. The thesis speculates that the structure of Cities at Play had an impact on the participants social and educational objectives. The research question set to explore the involvement of professional people from the fields of architecture and urban development, was a motivational factor for the students, as they could contribute with knowledge in a collaborative process. To understand to structural elements of Cities at Play, interviews was conducted with six participants involved with the second iteration of Cities at Play. Grounded theory enabled coding and categorization of the participants' statements, which led to four central themes for Cities at Play. In the grounded analysis it was found that four interacting concepts would provide valuable understanding for the structure of Cities at Play, and to the development of a digital platform.

Second research question was to explore the ways of letting the participants' contextual knowledge guide the development and design of the digital platform. The thesis expected the participants to carry

contextual knowledge which would provide useful guidance for developing a digital platform to support Cities at Play.

The thesis made use of participatory design and User Innovation Management for the development of the digital platform. This framework allowed to set up a workshop with the focus of developing visions for the digital platform based on the participants' statements. The workshop was based on the four central themes, which helped structure the workshop and creating a logic and a flow of ideas for the participants' insights and visions. Providing the participants with the four themes for the workshop, a common language was established for the discussion. The structure of the interactions with the participants' concepts got more rich in variation as the research progressed.

The participants' visions for a digital platform resulted in design principles. The design principles were to guide the tangible design of the digital platform. For the construction of the design principles variation was secured by creating a wide variety of design principles in relation to the four themes.

The final research question was to develop features for the digital platform. It was therefore important to develop an analysis that build on as many different insights and visions as possible, in order to get as rich and varied understanding of the insights as possible. The research framework secured that the participants insights and visions could be incorporated in an iterative manner, providing information to the next process. The iterative process helped the development of concepts, which was later used to develop features for the digital platform. In the development of visions for the digital platform, it was not possible to get all of the insights alignment with the visions generated. The visions chosen for further development all supported the same features for the digital platform in different ways. The concepts from the grounded analysis was interrelated concepts and supported each other on different levels. The features designed supports the interrelation of the themes, by providing multifunctional tools in a creative and interactive way. The creativity of the digital platform was secured by creating tools that opens up for different kinds of usage, such as maps supporting more than one functionality. Likewise, one platform was not chosen for the development, but instead used the different strengths of different media.

The three research questions helped develop knowledge to answer the thesis problem statement. The research question addressed the question of the participants' contextual knowledge and the value attributed. An important element in Cities at Play showed to be the participants contextual knowledge, and the development of creating a language for the participants to articulate the issues in the area. The problem statement focused on the participants' contextual knowledge for the development of the digital platform. The focus helped the process of creating a common understanding of the thesis problem statement, as the participants could easily relate to the focus. One of the arguments for choosing participants involvement in the development of the digital platform was due to the resemblance of the structure in Cities at Play. Having the same structure helped the participants' understanding of development process for the design of the digital platform. The participants' showed to be very aware of their own visions for a potential system. The participants' insights and visions expressed very particular whishes for the system. The participants' visions for the system regarded goals for learning on both academic and personal level. The participants furthermore showed an interest in creating innovative features such as social positive indicators which would help the development of a sense of community.

12.3 Conclusion

The two methodological frameworks have applied to conduct the thesis; User Innovation Management (UIM) and Grounded theory enabled an approach for conducting the research from a participatory design approach, involving the the participant at different step of the research. The thesis applied the framework of UIM, which structured the overall development for the thesis. The steps as descried by grounded theory enables the incorporate the participants statement in an iterative manner developing substantial themes providing insights about Cities at Play and the element important to the participants. A workshop was setup for providing opportunity for generating participants vision for a potential digital platform. the workshop provided the participant an opportunity to envision how a digital platform could support them in a further iteration. The workshop generated different kind of visions and produced visualization of the participants' visions.

The scope for the development of the theses have been the development of a digital platform supporting further iteration of Cities at Play. The insights and visions generated in cooperation with the participants provided valuable knowledge to the development of the digital platform. From the participants' insights and vision design principles was developed. The design principles were created for defining the scope of concrete feature to support the participants' engagement in Cities at Play. The design principles were developed grounded in the participants' insights and visions, and aimed at providing concrete guidance for the further design. The design principles were categorized in accordance with the four features developed from the grounded analysis. This was done in order to secure the grounding of the design design principles as they would act as guidelines for the tangible design. It was therefore a central element to secure the participants insight and vision in the design principles.

An important element for Cities at Play was the ability to learn. For the students is was the structural factors relevant for the students' welfare. For the urban planner and architect, is was to learn contextual knowledge about the area where the students would redesign the visions for the area. The thesis research statement proposed to create community as and element for strengthen the students' neighborhoods. One of the features developed was the integration of maps. Maps would support the participant in multiple ways, such as creating context for the local issues, provide overview of related project, and supporting the plotting of other communities in the area, such as football clubs or other interest organizations. Another vision for the digital platform was the ability of supporting learning. The participants developed vision about the creation of instructional videos. The videos should help the participant ease the burden of understanding each other language and provide inspiration and vision for the students' project.

It was experienced during the development of the thesis that the participatory approach given by using User innovation management (UIM) and grounded theory offered opportunity to create insight about central element Cities at Play for the participant. UIM offered a structured approach and guidance for the development of the participants' vision. The grounded theory gave opportunity to engage with the participants' insights in an iteration fashion. The framework provided a solid foundation for the development of design principles. The design principles would act as guidelines for the development of features for a digital platform, providing the participant with opportunity of engage in learning through the platform and create a sense of community.

12.4 Limitation and research reflections

Conducting the thesis research, some limitations were experienced. One aspect is, not exploring existing digital platforms. By during research on similar digital platforms or digital platforms that would support Cities at Play would have provided useful information in regards of previous experience of features. The focus of the thesis was not to develop knowledge on existing platform or create an implementation plan. Instead a literature review was done to develop an overall understanding of the digital platforms difference and how they support connection and communication.

Another limitation there may have occurred, regards to the shared understanding of the digital platform to be developed. The thesis framework develops knowledge from a bottom-up approach. The

knowledge developed during the interactions with the participants all adds knowledge to the development of the digital platform. It was therefore not possible to have a final idea of a product as the participants' insights would guide the development of the digital platform. By not having a fixed goal for the digital platform, made it difficulty for the participants to understand the scope of the digital platform. It was experienced that the participants at times found it difficult to understand what the visions could be for the development of the digital platform. By not having a fixed goal for the digital platform made it difficult to secure the common understanding and the development and visions between the participants.

The methodological approach of using grounded theory as an analytical tool, gave strong evidences that the findings are unique to Cities at Play. The workshop was demonstrated by its practice, that the participant's insights are important and the results as a design are more grounded and fits the practice of Cities at Play. It means that the role of "experts" is changed. Normally, designers design some artifacts according to the needs of the users or costumers and test it back to them. Participatory design has been used in this thesis and the results or design tends to be more valid to the participants. Participatory design has demonstrated that the users are in focus of the design, the designer is the facilitator in the process. It is important to note the significance of participatory design in the development of the digital platform for Cities at Play. However, it is realized that the degree of how productive participatory design could be, relied on how it is constructed or designed. It is discussed in the following section about methodological reflection in the thesis.

As discussed in the methodological section, the choosing of participants for both interview and workshop was based on their involvement in Cities at Play. It was crucial that the participants have live experience in Cities at Play. The sampling of the participants was based on the role they have played in Cities at Play. However, it was hard to find the research participants for the thesis. The contact was provided to us by The Project Manager, but it was the thesis researchers job to contact each participants for interviews. Some of the contact given to us were cancelled by the participants even after contacted them 2-3 weeks in advanced. It was also because Cities at Play only runs for certain period of time, and the participants, specially the students, who were contacted did not show much of enthusiasm to take part in the first part of the research.

For the workshop, it was relatively easy to contact the participants, because the participants were the same as in the interviews. But the management of time that fits all the participants was relatively hard to find, even though the participants were called 3 weeks in advanced. As a result, one of the participants from the interview was missing for the workshop session. It is realized that the management of time for the workshop has to be planned as early as possible, in order to find appropriate time that fits all the participants. The participants were not from same field or profession, so they did not have the same working schedule.

The use of materials had a central role while doing the empirical study, such as ethnographical and phenomenological study. The workshop was part of a co-design with the participants, so it is crucial to use materials in an appropriate way, so that it influence them to recall their memory from past experience as well as enable them to think creatively. The material plays an important role to change abstract themes and concepts into something tangible and doable in the real life. In the workshop materials, such as real pictures from Cities at Play, printed maps of the area, list of findings from the grounded analysis and hypothesis questions related to the design were used. However, pictures and maps were less used during the workshop, and it was realized that it is hard to sketch a concrete design solution in the light of abstract questions. It is suggested in the future design and iteration that the workshop may yield better result and adds more playability if the materials are used properly. The materials if mobilized correctly could change the workshop into a playful and sound experience by translating the abstract themes and concepts tangible and ease their way of expression.

12.5 Iterations and perspectives

The thesis research applied certain scopes for the research. Cities at Play's further iterations opens for new directions to explore the potentials of a digital platform. This section will introduce the potential participants in a new iteration of the development of the digital platform.

The scope of the thesis scope did not imply the architects and urban planners from the City of Copenhagen. The architects and urban planners received of the students' project, and is to use the students' ideas for redesigning the areas. The digital platform would benefit form having the ability to contain the students' projects in a form that fits the architects and urban planners.

Another group of people that have been mentioned previously in the thesis, is the involvement of the Students parents. In the thesis it was mentioned, how the Students discussed the areas issues with their parents and thus developed knowledge. The iteration of including the parents in the digital platform could focus on the parents as an active participant for discussing the areas issues. A second way of including the parents could be of creating communication between the teacher and the parents sharing information.

In a further iteration, it could be interesting to explore the boundaries of the platform, by introduce Cities at Play to other citizens that are not included in Cities at Play, such as local residence. Providing the local residents with the opportunity to provide knowledge about the issues they experience, would maybe provide interesting perspectives for the students to investigate and take the knowledge into their projects. Opening up for residents to provide knowledge for the digital platform, would provide an array of new perspectives to take in consideration for the development of projects.

For the further expansion of the digital platform, it would be interesting to explore the possibilities of the digital platform to support other organizations besides schools. It would provide useful knowledge to understand if the digital platform would support other organizations, as this would help to generalize the digital platforms context. Being able to generalize the use of the digital platform, it would ease the implementation in new contexts and still provide the participants with intended use.

13 Appendices

Table of Contents

14 References

Addleson, M. (2013). Will the real story of collaboration please stand up so we can see it properly? *Knowledge Management Research & Practice, 11*(1), 32-40. doi:10.1057/kmrp.2012.41

Baek, S. I., & Kim, Y. M. (2015). Longitudinal analysis of online community dynamics. *Industrial Management and Data Systems, 115*(4), 661-677. doi:10.1108/IMDS-09-2014-0266

Barbour, R. S. (2013). Quality of Data Analysis. In U. Flick (Ed.), *The SAGE handbook of qualitative data analysis* (pp. 664): SAGE Publications Ltd.

Baxter, J. A., & Haycock, J. (2014). Roles and Student Identities in Online Large Course Forums: Implications for Practice. *International Review of Research in Open and Distance Learning, 15*(1), 21.

Boh, W. F. (2014). Knowledge Sharing in Communities of Practice: Examining Usefulness of Knowledge from Discussion Forums versus Repositories. *Data Base for Advances in Information Systems, 45*(2), 8-31.

Brown, A. L. (1992). Design experiments: Theoretical and methodological challenges in creating complex interventions in classroom settings. *The journal of the learning sciences, 2*(2), 141-178.

Byington, T. A. (2011). Communities of Practice: Using Blogs to Increase Collaboration. *Intervention in School and Clinic, 46*(5), 280-291. doi:10.1177/1053451210395384

Casimir, G., Ng, Y. N. K., & Cheng, C. L. P. (2012). Using IT to share knowledge and the TRA. *Journal of Knowledge Management, 16*(3), 461-479. doi:10.1108/13673271211238779

Cheung, C. M. K., Lee, M. K. O., & Lee, Z. W. Y. (2013). Understanding the continuance intention of knowledge sharing in online communities of practice through the post-knowledge-sharing evaluation processes. *Journal of the American Society for Information Science and Technology, 64*(7), 1357-1374. doi:10.1002/asi.22854

Clarke, A. E. (2003). Situational analyses: Grounded theory mapping after the postmodern turn. *Symbolic interaction, 26*(4), 553-576.

cms.gov.com. (2008). Selcting a development approach *Office of Information Services*. Retrieved from https://www.cms.gov/research-statistics-data-and-systems/cms-information-technology/xlc/downloads/selectingdevelopmentapproach.pdf

Cohn, J. P. (2008). Citizen science: Can volunteers do real research? *Bioscience, 58*(3), 192-197.

Corbin, J., & Strauss, A. (2014). *Basics of qualitative research: Techniques and procedures for developing grounded theory*: Sage publications.

Creswell, J. W. (2011). Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research. *4th Edition*.

Davis, K. (2015). Teachers' perceptions of Twitter for professional development. *Disability and Rehabilitation, 37*(16-17), 1551-1558. doi:10.3109/09638288.2015.1052576

De Certeau, M. (1984). *The Practice of Everyday Life* University of California Press.

Dix, A., Finlay, J., Abowd, G., & Beale, R. (2004). Human-computer interaction. *Pearson Education Limited*.

Gee, J. P. (2005). Semiotic social spaces and affinity spaces. *Beyond communities of practice language power and social context*, 214-232.

Gee, J. P. (2013). *The anti-education era: Creating smarter students through digital learning*: Macmillan.

Glaser, B. G., & Strauss, A. L. (2009). *The discovery of grounded theory: Strategies for qualitative research*: Transaction Publishers.

Good, B. M., & Su, A. I. (2011). Games with a scientific purpose. *Genome Biol, 12*(12), 135.

Hamel, C., Benyoucef, M., & Kuziemsky, C. (2012). Determinants of participation in an Inuit online community of practice. *Knowledge Management Research & Practice, 10*(1), 41-54. doi:10.1057/kmrp.2011.15

Hansen, D. L. (2006). *Knowledge sharing, maintenance, and use in online support communities.* Paper presented at the Conference on Human Factors in Computing Systems - Proceedings.

Havakhor, T., & Sabherwal, R. (2013). *Knowledge sharing in peer-to-peer online communities: The effects of recommendation agents and community characteristics.* Paper presented at the Proceedings of the Annual Hawaii International Conference on System Sciences.

Ho, L. A., & Kuo, T. H. (2013). How system quality and incentive affect knowledge sharing. *Industrial Management & Data Systems, 113*(7), 1048-1063. doi:10.1108/imds-01-2013-0015

Iskoujina, Z., & Roberts, J. (2015). Knowledge sharing in open source software communities: Motivations and management. *Journal of Knowledge Management, 19*(4), 791-813. doi:10.1108/JKM-10-2014-0446

Jadin, T., Gnambs, T., & Batinic, B. (2013). Personality traits and knowledge sharing in online communities. *Computers in Human Behavior, 29*(1), 210-216. doi:10.1016/j.chb.2012.08.007

Jin, X. L., Zhou, Z., Lee, M. K. O., & Cheung, C. M. K. (2013). Why users keep answering questions in online question answering communities: A theoretical and empirical investigation. *International Journal of Information Management, 33*(1), 93-104. doi:10.1016/j.ijinfomgt.2012.07.007

Jones, S., & Kucker, S. (2001). *Computers, the Internet, and virtual cultures*: na.

Kanstrup, A. M., & Bertelsen, P. (2011). *User Innovation Management*: Aalborg Universitetsforlag.

Lai, H. M., & Chen, T. T. (2014). Knowledge sharing in interest online communities: A comparison of posters and lurkers. *Computers in Human Behavior, 35*, 295-306. doi:10.1016/j.chb.2014.02.004

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*: Cambridge university press.

Lave, J., & Wenger, E. (1998). Communities of practice. *Retrieved June, 9*, 2008.

Lazar, J., Feng, J. H., & Hochheiser, H. (2010). *Research methods in human-computer interaction*: John Wiley & Sons.

Magnussen, R., & Elming, A. L. (2015). *Cities at Play: Children's Redesign of Deprived Neighbourhoods in Minecraft.* Paper presented at the European Conference on Games Based Learning.

Magnussen, R., Hansen, S. D., Planke, T., & Sherson, J. F. (2015). Games as a platform for student participation in authentic scientific research. *arXiv preprint arXiv:1511.01653*.

Moser, C., Ganley, D., & Groenewegen, P. (2013). Communicative genres as organising structures in online communities - of team players and storytellers. *Information Systems Journal, 23*(6), 551-567. doi:10.1111/isj.12022; 10.1111/j.1365-2575.2011.00384.x)

Muhlhaus, D., Weiber, R., Kim, J. S., & Hyun, J. H. (2012). A conceptual approach to modelling the success of communities of innovation. *Total Quality Management & Business Excellence, 23*(9-10), 1013-1034. doi:10.1080/14783363.2012.669543

Nambiar, R. M. K., & Thang, S. M. (2016). Examining Malaysian teachers' online blogs for reflective practices: towards teacher professional development. *Language and Education, 30*(1), 43-57. doi:10.1080/09500782.2015.1071386

Nielsen, J. (1995). 10 usability heuristics for user interface design. *Fremont: Nielsen Norman Group.[Consult. 20 maio 2014]. Disponível na Internet*.

Pan, Y. G., Xu, Y. J., Wang, X. L., Zhang, C. H., Ling, H., & Lin, J. (2015). Integrating social networking support for dyadic knowledge exchange: A study in a virtual community of practice. *Information & Management, 52*(1), 61-70. doi:10.1016/j.im.2014.10.001

Pickard, A. (2012). *Research methods in information*: Facet publishing.

Rafaeli, S., & Ariel, Y. (2008). Online motivational factors: Incentives for participation and contribution in wikipedia *Psychological Aspects of Cyberspace: Theory, Research, Applications* (pp. 243-267).

Ramsten, A. C., & Saljo, R. (2012). Communities, boundary practices and incentives for knowledge sharing? A study of the deployment of a digital. control system in a process industry as a learning activity. *Learning Culture and Social Interaction, 1*(1), 33-44. doi:10.1016/j.lcsi.2012.04.001

Rathnappulige, S., & Daniel, L. (2013). Creating value through social processes: an exploration of knowledge dynamics in expert communities of practice. *International Journal of Technology Management, 63*(3-4), 169-184. doi:10.1504/ijtm.2013.056897

Ritchie, J., Lewis, J., Nicholls, C. M., & Ormston, R. (2013). *Qualitative research practice: A guide for social science students and researchers*: Sage.

Rogers, E. M. (2010). *Diffusion of innovations*: Simon and Schuster.

Smith, M. K. (2003, 2009). Jean Lave, Etienne Wenger and communities of practice', the encyclopedia of informal education*2016*. Retrieved from http://infed.org/ website: http://infed.org/mobi/jean-lave-etienne-wenger-and-communities-of-practice/

Spagnoletti, P., Resca, A., & Lee, G. (2015). A design theory for digital platforms supporting online communities: A multiple case study. *Journal of Information Technology, 30*(4), 364-380. doi:10.1057/jit.2014.37

Sulaiman, N. I. S., & Burke, M. E. (2012). Global perspectives on knowledge sharing: Investigating Malaysian online community behaviour. *International Journal of Knowledge, Culture and Change Management, 11*(4), 45-55.

Waldron, J. (2013). YouTube, fanvids, forums, vlogs and blogs: Informal music learning in a convergent on- and offline music community. *International Journal of Music Education, 31*(1), 91-105. doi:10.1177/0255761411434861

Wang, G. A., Jiao, J., Abrahams, A. S., Fan, W., & Zhang, Z. (2013). ExpertRank: A topic-aware expert finding algorithm for online knowledge communities. *Decision Support Systems, 54*(3), 1442-1451. doi:10.1016/j.dss.2012.12.020

Wang, L., Bruce, C., & Hughes, H. (2011). SOCIOCULTURAL THEORIES AND THEIR APPLICATION IN INFORMATION LITERACY RESEARCH AND EDUCATION. *Australian Academic & Research Libraries, 42*(4), 296-308.

Wenger, E. (1999). *Communities of practice: Learning, meaning, and identity*: Cambridge university press.

Wenger, E. (2000). Communities of practice and social learning systems. *Organization, 7*(2), 225-246.

Wenger, E. (2010). Communities of practice and social learning systems: the career of a concept *Social learning systems and communities of practice* (pp. 179-198): Springer.

Wenger, E., McDermott, R. A., & Snyder, W. (2002). *Cultivating communities of practice: A guide to managing knowledge*: Harvard Business Press.

Whitten, J. L., Barlow, V. M., & Bentley, L. (1997). *Systems analysis and design methods*: McGraw-Hill Professional.

Table of Contents

Appendices 1: Interview Transcription

Transcription of interview 1
RESPONDENT
PROJEKTKOORDINATOR
KØBENHAVNS KOMMUNE
SOCIALFORVALTNINGEN (BORGERCENTER BØRN & UNGE, VALBY/ VESTERBRO)

How the project started
The project started around 4-5 years ago before I teamed up with (Project manager:2). I had a project in Folehaven (area in Valby). It is also deprived area (not ghetto). I was working with 10-15 students where they were assigned to take a picture where "they feel safe" and the area where "they feel unsafe in". They were given Polaroid camera where they could only take 1 picture of each area. It was very difficult for them because they used to take a lot of pictures. They had to decide before they took the picture and discuss it and so on. They drew the Card regarding the place (environment) they live in. (it was interesting that the card was this big than the real place). They put in the pictures in the map that they took in. All this did not exist. Which meant that all the offices we have made for them did not exists for example the free excess football ground did not exists, it is interesting in terms of what local environment can offer for them. The worst picture was the small path with no light where they have to walk in the darkness, with all the bushes, in the night. That was the worst and most unsafe picture that they decided. Then I asked if anyone wants to change any of that. I did not know how to change that. I did not know how to work politically, with it or who to contact. I would like to try to do something about it and two of them decided to team up with me as a project. We decided to work splendid year on that project and see what we can do. And we started that. We had a meetings and it turned out that the path was owned by 4 or five different parts of the commune of Copenhagen. It was owned by many different organizations. It was owned by many different organization and nobody want to pay for that. It was awful. The boys invited them all and showed them how it feels to walk in there. And then they found out that what the obstacles was. And came out with the suggestion of solution with them. It was training with the political diplomacy. And lot other of them. I was very impressed from them (students). And we had volunteer, a student of from art school of Copenhagen.

05.00
We had them to put all the ideas together like (a shape that we can touch) – small sample piece of architectural design. We went to the Mayer of city and environment and presented him, he decided to make it happen, and he did it. It is finished 2 or 3 weeks ago. That was a beginning and I can see that that was very power full in many different ways. In ways, to learn how our system works. It is interesting to see as becoming democratic citizen it is very important to know that you know that you can do that (change). You can change the country really. As I can see that the knowledge not only benefit the children that were involved in the project but also the environment that they live in because everyone knew about it. We can actually change things and people actually listen to us. That is important in those kinds of area like deprived area.
During the project, while we walked in the areas, the students was whispering about their feelings about the area and the people around; "that's the guy who sells Hash", that physical feeling of being scared that they live with every single day. That was not something that they made themselves but there actually were gang related guys standing over there.

And there was guy who put fire on everything. I can understand why they (students) reacted in that way. I had a concept like we had a computer game back in the day that was something about running or hopping. So, I kind of saw it as those computer games in the area.

In the beginning, we thought that we could do something where we had a little telephone apps where you can see where people sell Hash. And there was a problem, the police would probably follow them and there was a conflict. That's where (Project manager:2) came into the picture because she knows something about gaming and she knows how people learn from the games. And not only that but also how the create knowledge from it. They not only consume but they actually bring new knowledge into the world by playing computer games. That's why she was interested and also that's the one reason that I was in contact with (Project manager:2). Then we contacted local librarian. That's the only place to hang out and use by everyone where all the people meet up; local people, gang member, students, old people, children and all. That is very important local place. And the guy involved in this (library) also involved. His name is Librarian and he is very sweet. The library and the school are in the same building. We had the school involved and for me that was very important that we actually have different groups of professionals lifting together. We call it as "together creation" or something. The different professionals are the different units of Copenhagen commune departments. But not all of them, since all of them are not interested on participating in this project. We have seven unit's in City of Copenhagen commune. I am from social part of the commune who looks after children and families in trouble in the deprived area.

10.00

Among them, five of the units were involved. We had "Lego" on board also. They provide us playing equipment because we find out that the children create. In these areas, what we wanted was, these children to build dream version of their own community being as they are experts in the area because they live there. They know everything about there. The only reason how I feel that is only I worked with them. They know the area and that knowledge we wanted to bring into the city and the different departments might have that knowledge. TMF, which is technique and environment department that builds new building and bridges in the cities, they were actively involved. The Mayer office of that department was very cooperative partner. That is what it is all about; they build it using LEGO and mine craft. And we would like to have added more method of building because it is not enough. That's their idea that they build them they draw them and we were providing them with the language what is necessary to do what actually these children did. You have to learn in a specific way; you cannot (think or) say it is nice or cozy but you have to explain "why" for instances. "What you want to change?". "Why do you want to change?" and everything. It is about democracy; and also about someone wants to listen to you and it is most important part of the project with the contact with the real world people. I was interested to hear from TMF, since they are responsible to change the area; and specific areas they need to change more than others because the areas are expensive than other because of the problems that exists.

15.00

How was it possible to assure the students that the authorities might not implement their ideas? Was it hard?
Not really! It was not the case, the TMF insured us that they might not be able to implement all the ideas or everybody's specific ideas but that knowledge was important for TMF. That kind of knowledge goes into the entire TMF department and unit's. And their ideas are important for TMF in order to find out that what is going on out there. It took me a while to find the people and it was bit difficult to make some people understand that the project is not only for the school children and we are not doing this to be nice to the children; it was hard to find people who want to take the children' idea. But we found somebody and she is responsible to work for the public part of the deprived part of the city.
The commune has 40% right to settle the people who have no place to live to move in this area. That means we have created a part of the city where a lot of people that are not feeling good put together in one place.
Actually (Project manager:2) has got one idea from the student that it could be build the common housing that is "Andel" (rental) and "Ejer" (privately owned). That was a very good idea that the different types of people would mix up. "I would not own the house there if I don't know who would pick the rental." That is interesting that even they are only in the 8th grade they know that. Where the Mayer (TMF) said to me when they (students) presented their ideas, "that's what my people are working on!". He was very impressed by it about how they (students) know about it. They know it because they have lived in a rental area and they know what does that means. It means they are only poor people. None of a rich people would live in "Folehaven" ever.
The thing is, what (Project manager:2) and I have been trying to do is give them the language; it is also about how can you can learn a language; the important part of it is to give these children a language. It's also to have their opinion and knowledge affectively processed into the commune. And that is also my part of the work primarily is that the people from different areas working together; private as well as public to lift these areas. The best of all is they (students) end up doing their projects themselves. We have something called, community-driven, it is about to have citizens to have going on to their own environment and know how to change their social lives.
20.00
The primary stakeholders are, city of Copenhagen (SOF, BUF, TMF, KFF, SUF). LEGO, volunteers (student),
student did not know where to stand in this project as being citizen driven and development of the city. They said that they (students) do not know anything but they do know things. In one assignment, the students have proposed that (Hendrickson- Valby); there is train track that passes through the middle of two deprived areas as a tunnel but there is nothing in the middle. One part is modernized and another part is still the same, which looks like Eastern Europe. One of the assignments was let the students to do something about each part individually and the whole area. There was a need of a solution before the place fall apart and turned into a bad place. The (volunteer) had presented the idea about building activity place for old people and young people by utilizing the empty space between two parts. The children expressed their feeling about they do not want to sit (involved in activities) with old people. They said, "they (old people) are boring and little bit disgusting"; "I do not

hangout with somebody who is 80 and that is not funny". As much as it is not that sympathetic but it is true.
25.00
The idea was to involve old people and young people but it does not work all the time. Probably we have to listen to them (students) and we could build the area in such a way that the old people do not hesitate and scared with young people and vice versa; and it is a nice assignment. It normally does not work that old people want to sit with young people and play chess. But that does not mean that they cannot get to know each other. Some of this debate was actually good in terms of what we can do with the knowledge. May be he is also right that we don't know about but we know about life and how the area actually works.
What kind of communication?
The assignment was given to them as they live near that place but they are not from same exact place. They were assigned to brainstorm a place where they actually do not live. We had 2 groups, 7 grades, and 9 grades. The same assignment that was given to 9 graders last year was given to 7 graders this year. The students were assigned to take an interview with the woman who live in that area, they were assigned in such a way that as how the would be do to make the citizen involved who lived there. That was interesting that the citizen would involve other citizens and that is none other than them having a dialog. It would be very ideal that they could have done it frequently that they could ask the women about how does she feels now about the change made in the area, but the students have done it only once. We will try to do that and learn from it.
Teachers Involvement
We have done this last year with 8th graders so we knew some of the teachers and we contacted them. For the first time we contacted them, it was hard to take them on board specially because I did not know them. But the second time it was easy enough to go there and ask them if they were interested to be a part of it. Also, the students have talked about the project. The head of the school has known about the project. So, it is about the networking and knowing them.
30.00
For the next time, it would be good to involve the students who actually lived in the same area but because of the school reform, I could not get into the local school. The original plan was to involve the local students as well as to take them out of their own area. They do not get the offer to get out of their own area so we wanted to give them an opportunity to get out of their own area get to know other areas as well, to apply their previous experiences to the next areas. The next plan is to take the students to other areas such as Vanløse, Brønshøj, and Husum. We haven't concluded it yet but the idea is that the students from different school and different graders work together, peer to peer and teach each other things or maybe we go to next area without the previous students. The idea is that the knowledge will be passed from who already has involved in the projects to the new students. As well as the authorities would purify the solutions evolved. The student has knowledge about their local environment. But it should not work that way because we

were too few people work together and actually have them do peer-to-peer has been great to have them exchange ideas in the development of the city but part of having peer-to-peer, that we haven't done yet. It was the original idea and we are in a process of learning from the project we have just finished before Christmas. And we ((Project manager:2) and her) will have to discuss is that possible to work in your project and have somebody at the same time or it has to work only in one project. (Project manager:2) and me have to talk about 7-class take the local environment and something about it and 9 classes took another environment. It went really well that they have done very good project but the connection whether 9 graders goes to new class and present their idea or not. And probably next time when they go to eight grades, they will go to next school.

(35) I have talked to my colleague from my own department (SOF) and asked her whether we have reported other areas that are not doing well, we all know that "Tingbjerg" is not doing well, or we have other area that started to bubble. This is not that we have talked through but I want to go in somewhere new and see if we can engage the people live in there; that would be interesting but also the school. We have to have school also because we also need the base and it is about developing knowledge. It is perfect for the new reform actually in terms of bringing reality into the society through the classes and the children. Some of the teachers here actually asked if we could bring this project as a subject in the school.

Teacher and schools (38)

(BUF) a department in city of Copenhagen is in charge for the schools. Schools, teachers, and leaders are part of BUF. When I have to approach in new schools, I try to go there in their recess (break) time. Once they know you it hard for them not to talk to you. All teachers are very busy. I tried to come from top-down (getting permission from department) but when someone tells them that they have to work with you; they don't want to work with you. But coming from knowing the teachers and I asked them and the leaders directly, that is better.

It's a constant work in progress. You have to find out how can we make things that make sense for them. If it was only extra pilot work, they don't want to talk to you. So, it should be least stress instead of giving them new stress.

Housing association

(40) There is another housing association that owns rental buildings; they had their sort of own source of force. And we should I think in the future, work more with them because most of them have insight about what goes on locally. And there are a people out there that we should work more with them. It is not that they have anything against us but they did not really bite it (not attracted). We did not really like them (their attitude). So I need to think that what I should do to make them attractive into the project in order for them to participate next time.

It is hard to make people convinced in terms of money time and project. I am working on it to make it easier to make them convinced into the project. We basically trying to pass the knowledge that students produced to all the departments (actors and stakeholders). It is kind of political as well.

Communication between actors and medium

(How did the communication took place between the actors? Not only student to student but also teacher to teacher?)

This year we have them not necessarily to exchange but developing of the idea this time also we want them (students) to write so that we have something in every project. But

as I said we did not really succeed on the exchange between them because, we had so much work with our own projects. That is also a challenge in the project.
Communication between teacher-student and vice versa and setting learning goal
It was something that they really; we learning all the time. We are not schoolteachers. My aim this time is that we need to give them (teachers) a plan (learning goal). Like we will do this in this week and they will learn this so that they can make a plan. They are very system (systematic way of working) oriented. I thought they we more loose and go with whatever happens but they do not like that approach of working. They want more structure work and us to do differently. I think we need to be better with that, I think.
(45) (Project manager:2) and I love chaos (doing things differently and experimentally) and that's where a lot of interesting things happen but the teachers do not like that way of working and they get scared quickly. We need to have something to lean back all the time. (Project manager:2) is very good at it to approach the teachers and the students and give them a time whenever they ask for it. She off course know something about teaching but the whole thing about they whinnying about it is surprise at least for me.
Now we have succeeded about 'how the knowledge goes on' at least with the children side. I think now we have succeeded about the children idea about architectural development. And we also have succeeded on passing the students ideas; they may have a lot of different ideas about lot of other different things to the Mayor of one department but not yet succeeded to pass it to other departments. That's not this project since this project is a part of bigger problem. Transparency and how can the idea and knowledge passes across in the city and that is part of the project.
Mine craft and LEGO are similar, it is boxes, and sometimes you have an idea that does not present themselves very well in the boxes. For example, if you want to make a circle. Drawing programs are very difficult, so we looking for something and it is frustrating, if you cannot draw well and beautiful as it is inside your head. So we looking for some kind of equipment but we don't know what it is yet. We will find out what it is.
If the representation of the ideas, if you use the representation of the ideas, that the teacher could have something similar to them. They could only be ordinary writing. It's a kind of funny that they could have their knowledge in a bag as well.
(52) Motivation of different actors involved
That is my job, my job is to keep them thinking it is interesting. For example, I called LEGO, and it is hard to convince people and make them understand the project and ask a favor with them. People have different motivation and it is hard to make them motivated into the project but we could always try to take aid or help from them. LEGO has also provided some professional advices from their innovation and development department. Sometimes company of that size are not interested in local environment or very small projects.
(56) student was involved through the advertisement that was put in a website. And luckily, he was good on his own subject and also cooperative. In order for him to be happy (motivated) in the project, it has to be something that is strictly related project. He would have left if it were not field of his study. We had a project in a way that we spend 1 week

with the children and another week as a planning. We were there for six weeks and he was there in student session. That was a big present (contribution to the project) to give it to somebody.   If I asked him prior to the project, what he could contribute to the project but we could have got less than if we were not making it interesting to him. What we did is have him do several presentations and speeches about the things that he is interested in. It is not only because we want to make him interest in it but also great opportunity for us to have something that contributes to the language we want to provide to the students. That is the language that he wanted to provide to the children about how to do the thing. 'What it is to feel good' for instances. If you see 'what is the life between the houses', 'how can you think about these things', giving feedback to their ideas. They think he was very tough, that's because he is from the reality (related field).

1.00.

It was also interesting for him. I could feel when he thought one of the projects was weak. When he thought one of the projects was weak he got even more frustrated then I did, because I also see learning. He didn't give a shit about that. If the product was bad, it was a shit project. You have to nurse that especially because all the other parts are paid their normal salary –not extra money. He didn't get a cent. So, the volunteers have to be nursed extra. I would for instant, everyday buy him lunch –stuff like that, that is the least you can do when someone works for free for you. So it is different from person to person. Then (The librarian), you remember the librarian. He is very busy in his normal job. I had him find this important. That is important to us that he finds it important since we need him. He is a very central person to the project when he was out there because he was at the library and the project was there, and then he knows a lot about gaming because he is a gaming person, all the technical things. He had to be there. When all the computers, and the do crash when you need them, we just needed him so bad. That was something we planned before we even asked the school if we could use the children, when could (The librarian) do this. I actually think that we stated with that. So that is logistics for you. You need to know if the persons are available when you need to work with them. I had my boss to talk to his boss to see if (The librarian) could have some time of his regular tasks. I didn't go so well with that –but I tried. I spend a lot of time during this. At the school, there is a leader and under her there is another leader and under her there is a leader of all the school classes, his name is Lasse. So I had to have, first hat leader to the project had to give money so that he can buy all the teachers off in these classes we are using. I can have them leave me in the middle of the day and it almost went well, we lost some teachers to sickness and so on. That was the first thing I had to check if all the teachers are available and I do that we almost all the people I work with. Then I try to make make it interesting to all the teachers. You have to listen to what they are interested in.

1.06.

One of the teachers who teaches geography besides Danish, she said

it is about listing, is structural and relational and it is also about money and my department have paid more than all the others. My boss has been annoyed about this, so I have been

working political as well. We tried to do from my department have been to see if we give a lot, then maybe the other will lift as well. First time they didn't but this time they exactly did. They came through for us. If you keep on doing things and keep on being generous that work political as well. It is about lifting together and that is what we are saying we are about to do. So structural and political and relational, and there is a lot of logistics as well.

It is about not forgetting people. To remember the favors, they gave to you, and get back to them.

Q: Did the project restructure arrangement between people and create new communities? We did that exactly there was two classes working together across class boarders. And the fact that we used the library, they were not in their (class)rooms.

1.10.

Q: Did the redesign of their local community create new community or engagements between students were students would share knowledge?

A: We could hope for that but the project has just ended three weeks ago. Something we noticed in the first project and also in this one that the children that are academically poor, and very often the children I am looking out for, the social challenged children actually did pretty well. It happened that last time as well –it is amazing what they actually can do if someone new comes in to the class and believe they can. It is also something about expectations as well and (Project manager:2) pushes them, I always feel like I am the good cop. She pushes them and believes that they can do much more than the teacher does. Actually (Project manager:2) asked them before, for instead one of the questions are "Do you think you know stuff about your local community that politicians they need to know?", or "Do you believe in our self?" and they have so little faith in them self. Then she sends what they think now "do you now believe in yourself and that you can do something?" and you can see the change and that is moving. You can actually change the way they see them self, and that is not a little thing.

I was wondering if I could ask you a thing because I was at a meeting yesterday and there was a fundraiser. In fundraising there is a thing called segmentation and geo-tagging. What they do is, they want to know what kind of newspaper do you read, are you unemployed, what car do you drive or do you have a driving license, how old are you –is the first thing. Ældresagen is one of them.

1.15.

So my sister-in-law –Susanne, and apparently Susanne is an old person name. So they offered her that she could come and meet other old people in the local area, so they were a little bit off there but it is funny that they try to monitor. I would be interesting in something... normally what we do in deprived neighborhoods description is; large part of unemployment, may people there is or have been to jail, lots of crime, drugs, loneliness.

I am saying all the things we are looking for. That is my department that is what we are looking for, that is my department. Alcoholism, violence –it is depressing isn't it. If we take this geo-tagging thing, then we have an environment, fx Folehaven and that would properly light up in all of the areas. Say violence was blue, unemployment was yellow and blah blah. Were Hellerup will have some alcoholism maybe and maybe a little bit violence, I don't

know. And all of these things are being passed on to their children, so it is an expensive problem because they go to the hospital and the children very often have to be removed –if they hit them for instants, I am just saying the worst scenarios. So I thought, what if we had the opposite. Now they are starting to eat a lot of vegetables, all the things we what them to do. Now they are starting to do sports in the same area, now they create local activities. How can we monitor that? All the things we want to monitor –that could be interesting. How can we monitor positive things? And how can we do it in a way that the people there live there actually follow it. If that was my area, I would properly by an extra vegetable to have a chance... maybe they could compete a little bit. Then we have another area over here and they didn't buy more vegetables so what happened here. You could maybe look into that, if we know that it happens. How can we use that good change, how can we spread that?

1.19.40

You can say that the reason this is interesting is that, in social work you normally go out and say "you have to stop hitting your children. It is illegal, you cannot do that anymore and if you continue we will take your children". So we threaten them and force them. "you have to eat six vegetables a day", "you have to do sports", "you cannot smoke" "will you stop this instant.". What the health department now is doing, "when do you feel good" they are working with quality of life. That is what we do in our project, "when do you feel good?", "when do you feel safe?" that is a new way working social, instead of saying "you can not !! –hit the other children". When do we feel good? That is a different perspective and a new way of working with it and that is why I think this picture is more interesting to look at then this. When do we feel good? My sister said, and she also works in fundraising. She said, "It could be fun to monitor what is being sold in the supermarkets, just in the beginning. And she says that no one monitors the supermarkets so this could be very valuable. I don't think you should do it because of that but there is money in this. Some people could sell normal merchandise but also ideas, like fx. All the NGO's they would love to get accesses to such a tool. I am more interested in to know when do we start to make a change. To have that knowledge that is interesting, because that means that we are doing better. I thought, vegetables, sports and something with books. You could monitor that. That is monitor able.

1.24.20

The next time a want to go to Bellahøj. Bellahøj is not a problem yet but it will be because we have referred a lot of people to primarily refugees from Somalia, I think. A lot of people at the same place with tremors. So this time I think we should do something before it becomes a problem. That would be interesting. The don't know anything about how to create, and these little things you can do fx. organizations and associations life. They don't know these meeting so they don't meet up. You could develop with them maybe and I am interested in what you said before, community responsibility. To have feeling over ownership and being empowered enough to empower other people to do things.

How do you convey the knowledge is a very good question! Not only how do you collect it but also pass it on –so to speak. You don't just want to pass on knowledge but pass on a

dialog. To be quiet honest it is for me more interesting (communication between the departments of Copenhagen) so will we learn this.

1.40.13

Can you tell me a little bit about the frame of your project?

Can I maybe confuse you a little bit more? (Project manager:2) she has send you the project description, right.

If we are taking the drawing from the description, there are seven departments and then the children's knowledge, down here –going up there right now, I have four other projects going on. Can I just very briefly try to describe them? This is the big project, this is the biggest project that we have, but I have some other smaller projects that all have possibility for growing. For instants, what we try to do is... What (Project manager:2) and I have tried to connect two of the children with two students from here, to see if the together could create a tool for abuse (misuse), a technological tool. There were 60 people signing up for the project, so that was massive. What the dis was that in cooperation with the children came up with ideas, and now I am presenting their ideas –co-worked between users and students to a panel who knows something about abuse.

1.44.45

What I can see is, when the children are contacted this way about drugs, that is so different for when you sit around a table were everybody is looking at you and saying "you need to stop smoking now" because again this empowering. You have knowledge we need! Especially one of the kids he was struggling, he couldn't quiet. The one struggling I am so proud of because that is so difficult. I think he was very brave and he grew so much from that experience that after I said "I don't have any more time, so if you want to continue the project you have to do it wroth the kids" and the I thought I would properly never go to see them again but they didn't and the guy smoking was the one they kept on seeing and develop the solution. So you can see how the project has may similarities –structurally. That is what they have in common. You take in people there knows something and you use that knowledge. I have done the same thing with another project about Muslim women, young women there have sex. If you are under 18 you cannot have an abortion without your parents knowing it –they cannot have their parents knowing that. What I could see from my work was that we have some children that came through something there is called Abortankenævnet which is council there provides abortions without your parents knowing it. What happen after they had these secret abortions they went out and had unprotected sex –again. So I think that it is important that we have contraceptives information, specifically made for that target group because apparently we failed. So that is another project. It is difficult because I don't know how to find them. Obviously they are not telling a lot of people.

Then I have a project about food, we have a lot of fat kids in Sydhavnen and the reason they are fat are that their parents feed them (can't hear the word). So my idea is that we get a food-school. A food school is a big professional kitchen where you have a chef there will teach you to cook. My idea is that you can activate unemployed parents in that kitchen

so they too can bring home the good habit's and they can get a cantina certificate so they can apply for jobs in a kitchen. That is another project we haven't started on.

And then I have a project about violence, in Sydhavnen. I would like to engage parents there have been accused for being violent against their children, in a debate on how we talk about violence. Because what happens is that the always say they didn't –of course the say that. So how do we talk about it. So that was to mention the project we are currently working on, and in terms of the same challenges of knowledge capture. I think you could call it anti draw projects.

1.51.10

What I really was trying to say is, the projects (Project manager:2) and I do have in common, what is essential for us is that the people whose life we want to change are involved. And that it is not a school exercise –that it is reality. It is so respect less to ask someone to participate in a democratic thing and then put it in a drawer. So it is important for us that it is real, and that the people are involved.

Q: what are the next step for making 'Byen På Spil' self-sustaining. –and is it a goal.

It is a funny period you ask me because if you have asked me 3-4 weeks ago I would have been in the middle of something, but right now we are in thinking-phase. That is why there is lot of things that I don't know the moment. But I was hoping to talk (Project manager:2) into (you cannot play this for her until have talked to her about this) ...to do Bellahøj, because that is not just a school project. That is an area that needs new. It is not just the children what to engage it is all the children. How do you build a community, if that does not work when we leave then we didn't succeed? They would have to be able to do something after we leave, for the projects to succeed. I also hope to raise some money for the project so that I could buy some people from the project, as muscle for things we can't do our self.

1.55.00

My mission is, not only to make it children this time but also all their parents, or whoever live there. (Project manager:2) and I have a meeting tomorrow. I haven't presented to her but I have talked about the area. We would like all the people in area and not just the children that would be interesting. Fx. people from Somalia properly have a whole another view on when they feel safe. I don't know the Somalis that well but I have work with some Somalis mothers and many of them have left their alcoholic, drug abusing husband. And I think the husbands act that way properly due to war trauma in a kind of self-medication. I don't know I am just guessing. But I think that we will see a lot of single women out there.

Q: Are you saying that you will leave more responsibility to the community?

A: We would very much like to. I think that we still should involve the schools –do the same project but also their parents. If we have an area there is sinking, so do it just before it sinks. That is very interesting and I want to talk to (Project manager:2) about it tomorrow. I think that could be interesting in terms of developing a method that can be carried by the people there work there and then carry on and not just end when we leave.

You caught me on a day where I think a lot of things, I like that –potentially everything can happen.
2.00.20
The thing is that Bellahøj, it is apparently very high quality buildings and it is built on a hill so you have very nice view. The houses are being modernized for a very large amount of money. So I think this time the project would be between the houses. What can we do here? That is a different assignment. It is similar –but it is also different. It opens up for how can we meet each other. What we can enjoy the company of one and another, and not be scared of each other –as I am sure some of them are. That is also something that would be very brave and interesting if we have the guts to talk about the ethnic problems, that is old lady being scared of the other old lady because she is brown or something. So what can be done about that, where can they meet, how can they meet. So there is a lot of things you can do out there, there could activate people there lives out there. I think there are a lot of unemployed people out there; people there don't go to work every day. That is also an option for people to do something that I couldn't do. I wouldn't be home. I would be home at six o clock at night. They can have life together and maybe also take responsibility there is taking care of by professionals; you know all kinds of things. There is a lot of opportunity that I see.
2.04.00
Q: How is knowledge passed on the next project?
I think it is very interesting and (Project manager:2) is writing it out right now where the knowledge is actually available to be passed on, she bottles it, so to speak. To bottle it not enough, somebody have to read it. And somebody has to find interesting so is in not just a person in an office there has to read it because it is his job.
The question is, how do you keep it interesting and relevant to the people. You what them to run with the knowledge, that would be the best. Eventually they said, we don't need you any more- we can do this ourselves. I know somebody who lives there in Bellahøj. That would be a take I could use which is not the normal procedure. I would do that, I would go out and talk to her and hear what is like to live there and use that information in the process of starting it up. Also because I think she would have some interesting points-of-view, being Jewish in an area there is turning into a Muslim area that could be important. That is one of the perspective you could have. And the it could be as I mentioned before, are they men or are the women, how old are they. Is it old people –all kinds of things we need to know before we start.
Transcription: Librarian Profession: Librarian (Librarian)

It would be the platform for developing the project as well as just storing the knowledge; sounds like a good idea.
Do you need to create a whole new platform or do you have an opportunity on built on an existing platform?
We could use Facebook as well as we use www.slack.com; it is also a communication tool, and it can communicate with team and there are a lot of tools out there that can be used for purposes don't always get used optimally. But it is always built a new one. You just need to build a new one that works as intended.
Q: What kind of knowledge is produced as a form of text, videos pictures…?
Naturally, we produce a lot of knowledge during the project and both before development of the project, which are more (Project manager:2) and Project manager:1 who are aspiring partners. It's their ideas, I have been trying to build on knowledge of library services, and I have a lot of knowledge about video games, lot of knowledge about technology. So, I have been more of a technological partner. But during the project, also there is a lot of production from the people at the schools. There is a whole idea of being them an architect and register the areas they have been working on. I think they take thousand pictures for each grades. 7 grades take 1000s of pictures as well as 9 graders. It tacked up whole of a library up here. All of those are digital files and in principle, they could have been stored somehow but we have not done that. It could be fun to make them also aware of the value of having them a file structure so that you can go back and see the documentation of each group without them being…. It can't take too much focus on if documentation is good so that it can't take a focus of the people from their main tasks and projects. If there is an easy way just to upload pictures from each group for example; file case, they can upload straight on when they take pictures; that would be really cool. They also made a text assignment which could be saved as documents and they all of a groups made a Minecraft videos, where they build all of the solutions in the Minecraft and there is off course all the pictures, the adults take all the pictures and we took their creations of their LEGO they could also be stored somehow. So, it could be a complete portfolio, or something like that. Actually, I only have the videos on USBs at the moments and rest kind of lost. Some of the teachers have their written assignments. (Project manager:2) and Project manager:1 may be having some of their pictures and things around. There is also (Project manager:2) has a video filmed of the entire process which she has I don't know, 3 weeks of videos from eight in the morning till three in the morning. That's a lot of video and you need a huge database and also a system for her research too so that you could structure the research. For example, have a file per day which you could upload entire video. All of the video is right now on my desk in an external hard drive, which you can borrow from me. The amount of data is quite huge in this project.
All of the data is kind of scattered. It is a project in development. The first year we run the project a kind of pilot, we had only one class. At that stage, we could have had made file structure for each group in advanced. So, they did not have to think about making it if they had just a place to gather all the stuff, all the documentation that would be really cool. But second year we had 4th different classes in last December (2015). That could help a lot because the amount of data was overwhelming almost. And the next stage of the project is to broaden to other school as well so we will have an insane amount of pictures, videos, research, and written assignment and stuff like that. Also because if we had to deliver this on what's to politicians, managements and municipalities to make these changes in this citizen areas. Than they need a kind of structure project and they need documentation as

to how they get their ideas and why did they want to make a Parkaur, Pyramids, Bridge, or whatever in this area. Why did they want to do that? They have to be able to go back and see.

Q. It could be also inspiring to the people who live in other areas and how did the areas build and what was the process? How did the initiation come from? How the citizen or the students were involved kind of in order to a real thing not just for community purpose and not just for community purposes. (Let's say to make a world better place.)

It could be really cool also if the platform had the opportunity to view from external users. So they could not upload stuff but review the documentation in some sort.

What about the politician, they need structured documentation?

It is not the politician, but it is s and the planners who decide what to build and when to build.

10:00

What would be your goal with this project?

My goal is to; the library has been kind of whole democratic place where citizen can be seen and can be heard and can learn about new stuff. One of the goals is to make younger citizen to participate in the community around. That's kind of the good goal to have. When you develop cities you call into a hearing of some sort and the people who show up in that hearing are 50+ years old, they have grey hair and they usually come and ask questions about the worries about the noise and whatever. My interest in the project is to be a part of create a new way young people heard in the development because young people have just as many ideas, may be have different ideas but they have as many ideas as older people have. How things work or what makes this area special or is these areas shit or is these areas not work; why there is so much crime in this areas; why is it boring to be a young person in this area. So, they have just as much right to be heard as other citizen in this area or the people who are 50+. So that is one of my goals. The other one is to; we talk about 3D printers and coding part here and I have a goal of creating a new ways of learning.

The public schools do a lot of things but especially when we work at a library in an area like this, you also talk to lot of young people and you hear about why they are hanging out in the library instead of being at the classrooms with the teachers. And lots of them loose the motivations because learning somehow in public schools become more and more abstract. Become more and more far from reality. Why does the Math have to be thumbing something in a book or in a board when you can use it in a real life? There is so many ways (a learning can happen). I know the teachers are pressed hard because it all based on tests and stuff like that but there is so many ways to create learning and create a flow and learning environment and I think (Project manager:2) and Project manager:1's projects has lot of that (alternative learning) because it's bound assignments that it is bound to something a problem in real life and that's makes the people; not all of them; it does not solve all of the problems; there is a lot of people who are not motivated in a projects like this but lot of peoples really take this tasks seriously. A lot more seriously than they have to do 2+2 or bra…. curves on the board in the classrooms. So I think the project represents a really nice opportunity to also create something that we don't much of in Denmark.

There is a lot of politician who thinks that the learning is isolated to only happen only in schools. Library have always been place of informal learning where you come because you just want to read a book or you just want to learn new things about particular area

(interest); you can come and learn about space or making toilets or whatever you want, you can come and borrow a book about that. In this area about formal learning in schools and informal learning in libraries or in the spare time institution and the cultural institutions, there is lot of motivations to be found there. We use Minecraft as an example in the project (15 minutes) to make them build stuff, it's not the best design program, but is a computer program that everyone knows. All kids between 4-18 years old have played Minecraft in this generation at some point. And use that (Minecraft) as a design program creates some sorts of motivation and some sorts of in between what's learned in schools and what's they do sometimes in their spare times. So the motivation; we had a lot of kids they were building stuff, they continued after school here at Library and they would never do that in their math's or science assignment as homework but here they just did it. They were motivated to make it look good in Minecraft and they were motivated to make some brilliant videos from Minecraft so that they could present it to s and the people from the areas.

Library is a place of learning and creating new ways of learning; and to create some sorts of areas where that type of informal learning in the libraries and the formal learning in schools can met and become better type of learning and there is also when you are a librarian in this areas we are the only cultural institution in this areas at all and it is an area populated with lot of immigrants and also second generation and third generation immigrations so we have a lot of crimes in this areas. And we have a lot of young people that I talk with here are very very limited in their mindset. For them the world ends at the big road out here and everything out here is unsafe; it's out of their comfort Zone. And when they ask about what could make this area better and they just want, they want new nets in the soccer goals; we just wanted some more places to play soccer. I think that's a bit unambitious compared to children that they grow in different areas. If you want to make maybe it's bit socialistic but if you want to make the chances more equal for kids that they grow up in this areas. You need to learn them how; they need to be taught how to dream; how to have their ambitions enlarged.

How have you approached that in the project?

Well it is a kind of part of the process; they start out with rigid dream the area; what sucks and what does not in their area. What does it look like and what does pavement look like; what does the lighting look like? And there they are kind of reflecting on stuff; they register things. And when they come up with some solutions then you can come up and ask questions; then you can have a thought about doing this this and this. How does it solve this this and this? Then you create the mindset that kind of broaden the perspectives, you broaden their world; broaden their thoughts about the area they live in. So, the approach is to create something. I think Vogeosty (WRITER) talks about nearest learning. Your' enter point is something they know; something they can be relate to; something they think about their own area or the nearest area they know. And then you can build on that and you can create this thought process. I don't know if there is transfer on to other processes, but this processes I have seen kids who are very limited in their mindset actually started to think about other stuff and think about things that relate to other part of the world than their own.

20 minutes (question)

Would it be better to have another soccer field to have in this area, would it be better to have a bridge that binds an area with some, or would it be better to have something that brings the rest of the world to this area so they can see how this area is or would it be

better to! Yes, you can just continue to ask questions to their groups or to the work they have done. It is a kind of a prototyping process, in fact. They built something and you comment and ask some questions, and you come up with some suggestions; could you make it better this or this (to the students)? Then they kind of evolve both a project and the thought process around the project.

Q. Who ask these questions?

Both me, (Project manager:2) and Project manager:1, and sometimes teachers, so it's kinds of all the adults are kind of guidance or 'vejleder'-supervisor. Also a bit of whip because sometimes the groups are not doing anything (Sorry if I am swearing) some of the groups, sometimes there is a drama in some of the groups and you can talk to them about 'keep your focus on the assignment and drop the drama just like when you are in the classroom'. It's for keeping them in track.

Q. There is other department from Copenhagen municipality and how do they communicate with each other's?

Project manager:1 is from social department and I am from culture and leisure department. Then we have children department that is school. Then there is 'teknik and miljo' – Technic and environment. We all have a different role. Have you seen the documentation (Overview of a project) from (Project manager:2)? I think different roles are described there. 'teknik and miljo forvaldning' put up the assignment in the start and they take the product. Their role is kind of order and delivery focus they have. And the communication during the process, I think would not make much sense with them. Could be in the development of the project to make the project even better the communication could be there. So, it's kind of the stages of the project. And all the communication during the project happens between me (culture and leisure), Project manager:1 (social), children and school departments. It goes on here (library) between teachers and me, so I think it's mainly in the development process you need communication platform because we are doing it together. So, we are here together. Else, we use Facebook (laughing).

Q. Did you actually use Facebook or text messages or any other tools?

We use text messages. We can't find each other, it's kind of a project that broadens out over the librarian or school or in a room over here. So, we use text messages mostly. It's kind of 'Where are you?', 'I am here.' kind of communication.

25 Minutes.

If you had a database, with a build on communication platform or if it is not 2 different systems then it could work better than text messages or Facebook during the processes. Then you could put a note about what did you ask these groups or what did you do with this groups or how do we make this group work or how do we' or whatever the messages are. You could make a Log outfit, so other adults with other agendas could agree on that.

Trying to return to the librarian involvement in this project, I have 3rd or fourths points regarding that. There is off course also how to search for information, that's kind of a librarian role or that's a part of being a librarian. That's also a part of bringing when it's necessity, it's not all the groups they need it but some of the groups they need information like how do you search stuff on Google. There is a different level of technological and

search wise levels (capabilities) in the classes. Some of the 7th graders, I was shocked (surprised) about how little knowledge about the Internet and how things work in the Internet. In their world, if can't find something in Facebook then it does not exist. Some of them do not know how to save a file in USB stick. I was completely shocked. (Q: these generations grow up with technology) Some of the research shows that, this generation necessarily digitally natives. Some people think the generation from 90s would be digitally natives but they are not. (Indeed), there is also digital literacy agenda in this towards the information searching or digital literacy or information literacy in this project.

Q: how librarians could be motivated in such kind of projects? Is it natural for all librarians or it is because you are more interested in this filed?

In general, a lot of motivation comes from it being real assignment. Real people in the end that come and review the projects they have made. Makes it real for the people and it's not that the teachers have to read (assessment) or it is not just another assignment. It's for real. There are some actual people who want to hear them. But off course, the passion that Project manager:1, (Project manager:2), and I show for the project and the well to make it work will also reflect on the students 'I think'. There is also news (being new) interest of the project. It is something that has not been done in any other schools. They know that it is an alternative to borrowing (I didn't say that) to bring Novel education in the schools. More and more schools have (would) Minecraft but how many schools make projects like this? So, some of them feel proud to be part of the project and that is also motivational factor for the project. Most people (students) have a good relation with the library and they like to be here. It's kind of their place, their library because we (library) at the schools and they used to coming here. So, that is also a motivational factor for the project as well.

30 minutes

Their kind of very independent assignment and it is not a control process like some of the assignments in schools. I think some of the people (students) like that. It does not work for all of the groups and it is not all the groups are motivated but for some groups it's kind of motivational factor to have a responsibility to making this work (project) and to solving the problems that lies ahead of them.

Q: responsibility! Is it for usual suspect or for all the groups?

The usual suspects are there but in the project like this you also see that people have different kinds of role in regular or normal education that can shine in some ways because the project holds so many aspects. Perhaps you are not the brightest student but perhaps you are the brighter than the other students at building stuffs in Minecraft. For example, you are an excellent photographer who takes all the registration pictures and be good at editing videos, you can be grater at building LEGOs, and sometimes be great at building on ideas and not saying 'No' to the others without it reflecting it to normal education. And all these things you can see in the project like this. And again, we are not saving the entire world by doing this, or entire education system. I have done other projects as well and you can see, I have mini lab with 3D printers with it so we had students that actually not very popular in class and bored in class and they just need else to make them shine. All kids need that recognition. They need to be seen that they are good at. The entire history in

school is just bunch of failures because you get teach in very specific way. Then you don't see the whole person. Than the person will think that is just a failure in the schools.
Q: To what extend do the students are ensured that they are part of the changes in their areas through the project?
To change a physical environment, it is a kind of the long process in a municipality in a citizen area. They are kind of explaining from the start. This is an idea generation with real people in the end. They also said they return the projects, the judge panel are seeing all the projects, they were also told that we want to take this with us. But you have to know that this takes time. It's not tomorrow that we start to build Parkaur level over here or soccer field or bridge or whatever when it comes to tear all buildings down. Or it's not that could be done just tomorrow but this would be the part of the bigger picture. Off course it could be optimal to have a feedback right away. So, you kind of standing construction team on the ready, you could choose a project and say let's do it but it does not work like that. I think the people (students) kind of understanding of that. It is the process of being heard and being able to pitch your ideas to build people who actually can make it work.
Q:
I don't know how long this project going to stay with them but it could be cool if they come in 2
Years and say 'Hay! That was my idea right there or else they forgot that I don't know.
35 minutes
We haven't done any research about that whether it stays with them or not. But the idea is to make it work. But off course you can't, the s, municipality they have to make a big picture than this is just ideas just as the ideas from 50 years old. They also have to be heart the 50 years old but combination I think you can create something bigger (better) because you have A BROADER perspective on things. That's also, what the project has delivered.
Q: it is only library as only cultural institution in this specific area such as church might be interested in similar projects?
There are football clubs. I just need a time to think a good example but off course, they could. Usually we work with different departments of Copenhagen. We make cultural projects; the school makes educational projects, social services make social projects. You already there have groundbreaking construction where 4 different departments come together on a common goal. I think if you took some private companies, I think some of them will be interested on what this is all about. I think may be private s be interested in to how to some kind of new ways to think about the area. Usually one of the problems about the is that they don't live in the area that they have to reconstruct or to do something with it. You have to go and talk with people when they go and talk to specific type of people where in this project of all kind of people from all social levels at a school like this. That could be a possible development of the project to have also a private interested organization involve in the project as well.
Q: Project manager:1 also mentioned that they were trying to cooperate with local housing company but they were not interested! And we are looking for what could be the motivational factor for them to be involved in the project.
The project contrary to the first year pilot project is that this year involvement of The who is student that made all of the registration process and it made totally different than the

first year because he had some experience about how to register stuff in a correct manner. But you could do that with lot of other aspects of the project as well. We can involve someone who can edit videos for example; How to make Minecraft videos even better than this year. Some of the groups made really brilliant videos; one group made a complete sales videos. They showed entire areas how shithy is now and then they say BOOM! This is our idea. We going to do this, we going to do this, we going to do this and then it is going to be a fantastic area. It was a kind of complete change in a three-minute video. Well it is a great video. (40 minute) Others group can learn a lot from this. Some of them made good videos but they forgot to put some text in for example which shows what are you looking right now. Those aspects you could also involve a people from movie industries or cinematic or whatever to make it even better. You could also involve engineers. I have some knowledge about 3D printers and 3D design programs. If you had Engineers to help develop the constructions, only a few groups actually got around the 3D printers and objects that relates to the projects. There could be also a part where you could involve someone who could make the project or the product even better.

Q: Again back to the previous questions about how did the communication happened between different departments.

A lot of communication happened here (library) or when I go to the schools. The same with Project manager:1 and (Project manager:2), we use analog communication; good old fashioned talking with each other. Sometimes Project manager:1 just pop-by and talk about if we do this, this and other things. Than we use outlook Emails which works to some extents really well but not always. And I am friend with both Project manager:1 and (Project manager:2) on Facebook. And there is the phone call and film and that's also parts of the talking as formal talking where have some meetings. Project manager:1 and (Project manager:2) have had a meeting with school management and teachers without my participation and I have meeting with Project manager:1 and (Project manager:2) as well about what do we do about the project. So, It's kinds of traditional way in today's terms to communicate. We do not use hand written letters.

Q: How do you communicate with the teachers?

In this project I am communicate more with Project manager:1 and (Project manager:2). I also talk with the teachers but not towards the development of the project. I talk with school management; they made me an aspiring partner on how to make this project work. How do we deal with the others projects we have? Which teachers to involve? I know most of the teachers also; I know most of the people in the schools. So, I don't plan the goal of the projects with the teachers but with the Project manager:1 and (Project manager:2). I talk with the school management about how to do different things but also lot of practical things because the projects have been run in the Library. Projects in both times, how many tables do we have? That's the thing that needs to work. Can't start up the project and rooms are not booked for example or tables are not set or items for the project are not unpacked, about the Internet, we do the project this week and they are doing maintenance for example. That's lot of work I would say, also we have to clean the library every day; we have a LEGO all over the floor and we need some structure around so the teachers have the responsibilities to make sure that all of the LEGOs have to be put back on the boxes so someone could and clean the library. Coffee, Tea, sandwiches, what are we going to have for them. How do we place the tables and it can't be near to each other, is like this in a practical level?

46 minutes
Q: how did you find the involvement of the teachers in the project besides monitoring the students?
It's different from teachers to teachers to teacher how much involve they are. We also had some illness among the teachers at some point. We had some substitute and something like that. It's a bit disturbing for the project. You can't stop being ill but it's disturbing for the project. It's disturbing when it is me when all of a sudden I have some pedagogical responsibilities. But when you have a substitute then you have some of the crazy people.
I think (Project manager:2) and Project manager:1, as I said they have more meetings with the teachers and I was not part of that. I can say only my experience during the project. I would say they were pretty well involved and they took their responsibilities. Beside the illness, some teachers can control the class and some does not. In general, they had good reflections during the projects and after the project. They were motivated and happy after project. They could see the learning potential of the project. You also have school reform in Denmark, which they have worked for entire year. And lot of that (school reform) is about creating new ways of learning in principle. On top principle of school reform in Denmark has this aspect of creating new ways of learning and making the schools part of real life outside of the schools cant's run in itself so you have to work with other institutions in the area of the schools. In that matter, this project also represented an example to them of actually how to do it. An example of how you could implement some of the goals of the school reforms. So, in that matter the motivation was good.
50 minutes
There is also the fact that this school is a kind of a focus school; it has a kind of bad reputation. So ones that belongs to the schools; lot of the students do not want to go to the school. The department of schools has allocated for the school to try and break the curves. Has also the part of some strategy from the school management to make it an attractive schools for also kids from higher social level than from here represented (students) in the school. There is a mix now and balance is always hard to find between the people in the school.
Q: how does teacher getting sick and other problems disturb the project?
It's kinds of utopia but optimal would be instead having substitute teachers who the kids does not know than the teacher who the kids knows. Then again, you have a problem that only some of the teachers are involved in the planning of the project. And some of the disturbances causes because the substitute teacher does not know exactly what it is. It's kind of wired for them to be teaching in this way. I think partly, some of it may be the problem could be solved with the broader communication about what is this project, what is expected of you if you come down here as substitute. You need this, this and this, and that are of course easier with the teachers than with no idea about the project or haven't heard about the project. And you call the substitute in the morning and do not come and does not know the peoples and does not know anything about the project. But as I said it's hard to plan because those teachers (substitute) are teaching other classes. That could be the solution to send substitute to other classes and send a familiar teacher for the project. It's not me to say what's possible and what's not possible, it's school management and logistic issue could be causing this. Not make it worst, some student work responsibly and independent way, it does not take more than 3 students who running around and crawling

around, yelling at others and beating to create a disturbance and lot of conflict and things like that.
Just to wrap up, what is your roll and common day in the project?
It is kind of hard to give me 1 role in the project because (Project manager:2) and Project manager:1 is the Project manager:and I am in the work detail. I am librarian, and it's representative so I have more practical role in this project. I help with making practical work in the project. But I have also been aspiring partner specially when it comes to technology and Minecraft and how to make things in different ways. Work details like can we do it in 3D printing and which order do we do this. All the plans written by (Project manager:2), I read those through and come up with some idea to make things to work, and technical details.
If you go from the start of this project, I also have been a link between Project manager:1 from social services and other related groups. And there is a librarian role of file structures and information seeking, digital literacy, democratic libraries. And after the project is done, we also have a Facebook page, all the cultural institution of Valby has common Facebook page, since we a same management so kind of mediating some of the results such as good videos of the students groups, putting them out in Facebook to show people. This can also be how to make schools.
What does your colleague say about this?
My colleague says it is really cool. They also think, when I am involved in this kind of project, I spend lot of times in the end of the library meaning there is a lot of assignment down here so my colleague need to be here. When I am not here (library) they takes my shift and I do the same for them because Library has to work like a factory (show must go on!). It is really cool to have a project down here, it is a bit noisy sometimes to have a 7 graders in the library. Besides that, there is also publicity and PR value for the library like this. This kind of project is not just about the library but it's really cool to have projects in the library. Also as you know most of the libraries are being cut back in most municipalities in Denmark and the values is being diminishing. Some people can't see the idea of it to create modern libraries like this and make a project like this where you can find classic libraries values in new kinds of project and that's what is needed. Taking new media seriously and using games as a facilitator, things like searching for information.
Do you also involve in other kinds projects such with citizen?
We have a festival once in a year in this area and I am one of the main facilitator for that. It is Folehaven festival with 2000 people with flee market and stage performances. I am also part of planning 'geek fest' – (geek festival), it is a con held in Valby 'Kulturhuse'. It has been running since 4 years with cost play and roleplaying games. I am also planning that with lot of volunteers. I do games events in this library and we had Board game here in this Library last year and we going to do it again in February. I involve with Kids in library. I have series of Youtubers and they come to the library and talks how to be a Youtuber. What it is like to have millions of views every months and stuff like this also a part of taking new media seriously. I do lot of other projects also with this school. I do 3D printing project with the school. I also work to make lot of spaces with 'Kobenhavn Fablab', it's in Valby Kulturhus. I have been a part of this to make open shop for the citizen of Copenhagen. I do

a lot of things that is not part of being classical librarian but as a modern librarian. Libraries are the places to democratize technology.

Would you be interested in Prototyping test when we test it so far?

Yes, of course. But please give me an appointment time in advance.

Thank you very much for your time and valuable reflection about the project.

TRANSCRIPTION // The

Student: B.Arch.

Q: How did you get involved in "Byen På Spil"

A: I saw an advert that Project manager:1 had put up on our intranet and it said that they needed some kind of architect student to help them out. And that was how I got involved in the project.

Q: What was your role in the project?

A: you could say I was a teacher for the kids. My main task was to give them a language. In we have this problem that the citizens and the architects sometime talk two different languages and also the Administration. My role was to give them an insight to the field of , and specific city planning – because that was the main objective. It wasn't so much about building planning the city, to open up their eyes to the city. Like every day you walk about in the same streets in the same neighborhoods but often you don't see. So, to open their eyes and make them speak about and make them speak their day-to-day life in this area. Yeah –just discuss how you could improve these kinds of things with them. So teaching them forms of representation. We did Lego model. We did Minecraft models, and with the older students we also did, we tried to build some kind cardboard structure.

Q: did the project also worked between the houses

A: that was the main objectively. It wasn't so much about the houses. To change house is a big deal but you can always in, between the houses and do some kind of work between. The main work of the seven graders was this playground, because that was something they could easily talk about.

How did you choose the projects to work with?

A: that was chosen by Project manager:1 and (Project manager:2), I had nothing to… that was total them. Because we were in this neighborhood Folehaven and it was supposed to be. I think the main object that was that seeing how they lived there. They were the experts, one of the goals was for them was to learn us something about it so, maybe that had some insight about as I as an outsider, coming from the outside looking in could not as easily see. Also they see it from a 7.graderrs perspective and I see is from much older . so maybe they could teach me something. But Folehaven was chosen –but not by me.

Q: And the project done in Folehaven was chosen between Project manager:1 and (Project manager:2)
A: yeah – that is what I think.
Q: could we describe a regular day where
A: a regular day was very much like a normal school day. We meet at 8am and we brief them about something and then they started up. I was like sitting down with Lego' and later in the project it was Minecraft models and they would come up these questions "what could be done differently" or "what could be improved?" They had to find out what was wrong first of all in Folehaven.
05.00
Maybe something they thought should be done in a different way or something there could be improved and then they sat down to come up with ideas, like brainstorming. Then started to model it in Lego and in Minecraft so that they could be presented for they architect coming. So every day was very straight ahead. Just sit down, think about the problems, what could be done differently, what could be done better and then work with the models and the technics taught them.
Q: and you were there to guide them
A: I was there to guide them or to question them. Sometime it wasn't such a great idea they had or maybe. Just to question them. Why did you choose to do it this way, by not this way? How is this going to help, just question them? –Keep the ball rolling.
Q: could you say your primary, secondary, tertiary tasks?
A: primary, would be to supervise, I guess. Much like (Project manager:2) and Project manager:1. Secondary was maybe to. We also had these field days where we went out. We f.x. went and saw Superkilen where I would hold a lecture. I would give some information about the things we were looking at and how to perceive things. That could be a secondary thing. And then in the mornings we would hold, maybe weekly where we talked about Ørestaden I gave them a small lecture on that. So that could be a secondary task I guess. I don't think there where a tertiary, no –it was kind of simple.
Q: where there a task you did more than others.
A: that would be to give advice and to question them. Just to be a wall they could play up against, if that makes sense.
Q: how did you communicate with the other actors during the project?
A: every day we went back and forth between the students but also between us as a group and discuss how should we tackle this problem differently, was this smart way, should we correct something in the plan. In the start I think (Project manager:2) and Project manager:1 had one way to see things but as the project evolved we had to go about things a different way. So we would always go back and forth saying, "I thought you should do this but now I think you should this instead". Instead of going to do this but now we are going to something different today, so there are always this back and forth.
Q: so this was a discussion there went on a regular basis between all the stakeholders?

A: maybe not so much (The librarian) but between the teachers. We had two teachers there where regulars with the seven graders and two with the nine graders and of course how they understood the project. But also sometimes the teachers could say.. Let's say I was going to have a small lecture for them and I thought it would be nine am, but then they would say "no, wait after lunch. When they have just eaten they are more relaxed and susceptible towards what you have to say. So, those kind of small adjustments.

10.00

Q: Do you think there is other actors there could benefit from being in the project?

A: (The librarian) was some kind of facilitator and he was great with Minecraft and all the technical facilities. They had the computer rooms. Sometime they (students) need help to setup they Internet connection, all these things. Kind of minor things there just need to be there.

Q: Do you think there could be others involved

A: I already think there where a lot involved and also in the end of the project they presented it. They presented it for architects from TMF (Teknik og Miljø Forvaltningen), they presented it for architects from the local housing administration (LejerBo) and also to people from Project manager:1's department. So all in all I think it came out pretty broadly. I don't think I can think of any there should have been involved.

Q: So, have you experienced a need for a place to facilitate a community, during and after the project?

A: to my knowledge we only used face-to-face communication, and of course emails, I don't think there was a place where we facilitate communication. I don't know if there was a place where photo was uploaded or been a place where all this data have been collected. I think mostly it was through presentation and through word-of-mouth between each other. So year, I don't know exactly who is going to pick up this data there have been put forth.

Q: do you think this interaction you have had through this project can have some interest for your peers and colleagues.

A: I think the project as whole has been. Yes, talking with my peers they would find it interesting and also just because there is not a need but a there is a feeling of wanting to discuss to broaden they knowledge about . I have also been involved in other projects where we were teaching them , but the result could maybe have seen a bit lackluster. But the project as whole and just given them some kind of general knowledge about how to see their day-to-day environment in a different way or given them a sense of, maybe not hope but at least some kind of possibility to maybe change, maybe just a little bit of their local environment which is for me a big deal. As for the result they maybe could be discussed.

16.33

I far as I am concerned, I am… well my own way of talking about has improved. Sometimes it can be a bit flowery language and maybe not clearly understood by regular folks who

haven't been deep down in the books so to moderate my language and learn to say what is abstract and complicated sometimes but to say it in a clearer and understandable way. But also having this feeling for the kids and the teachers.

Q: In how close cooperation did you work the teachers, to what extend did you exchange information and communication and would be able to work as you did without them.

I guess I could, but their role was also to put a leash on the children. Sometime they would not listen or sometime they would be full of energy and they would have to tell "listen up!". Also just to the fact that they would give me hints and say "maybe you should try to do it this way" their role was more like a caretaker between them and us. I didn't have that close contact with the teachers that were more for (Project manager:2) and Project manager:1.

Q: So your closest contact was to the students and of cause (Project manager:2) and Project manager:1.

Q: What was your main concern for the communication

A: that would be day-to-day tasks, or something to do differently or maybe (Project manager:2) how owned the project would say to the kids "try to do it this way". I am not quite sure what her research was about but she would give me pointer to open up this conversation or try to go into that. It was very down to earth.

Q: your daily tasks, have you experienced that you were missing a tool there could take this to the next step.

A: for the briefings in the mornings we would have prepared, or in-between classes so all these things was already available at the library. So no. It was pretty much me talking, or if I was showing them something is was on the smart-board with the computers. So all these things were there.

21.10

Q: To what extend do you think the projects there have been done are ready to be used as learning material for the next project.

A: well I am not sure … it is not something you can measure; it is not like math class. Where you could say "they have become so much better a math" so it is kind of hard to say but I think their ability to work together as the projects was done in-group. So yes, I think a lot of people would benefit from the project. Even when it is the abstract theme as and local environment but o think it opened their eyes a bit. And there are some further architects out there could benefit's form this kind of work. But maybe you would benefit more from speaking with (Project manager:2) because she did these kinds of studies where she checked before on different parameters.

Q: where you giving them task they should work with

A: there were not many smaller tasks but maybe I would give them pointers,. For instead if somebody were stuck I would say "try to look at it this way" or "maybe sit down try to see it from a plan" we would look at maps. It was not like "sit down now you are going to draw

a house" it was not like that. The main objective was to find ways to improve their environment and maybe look in between the houses. So it was this bigger tasks which to place. There were not day-to-day tasks like, now you are going to do this and now you are going to do this. It was not like that.

We had something where they had to learn how to draw, just the basic. Now you are going to draw in section or now you are going to draw in plan, these kinds of things. It was more about the environment. It wasn't a part maybe it could be incorporated. Actually, one of the day they had to, but it was also part of their math class. There they had to draw in scale and they had to sit down and be more focused about it an measure up if there was room their ideas because somebody might wanted to make to soccer fields but there is only X-room available, so these kind of things. And I think that might be a way to improve it. You have this abstract field but there is great possibility to improve like they could use math or if you want to be… if you had a Danish teach there was in. maybe you could make them sit down and write about , how does a regular day take place in Folehaven. Where is it good, where is it bad. Maybe write a story about your project could influence it. So you could include these kinds of tasks in the more abstract field of .

25:45

of course there is room for a guy like (The librarian), who was the IT-guy. I think some of the kids had already been thought by him to use some the programs. Of course Minecraft isn't such a complicated program but there was also an important program called "Sketch Up" if they would teach them that, then they would do a better project. This is maybe more your side of the IT spectrum. I think there is a great possibility to bring the facilities of the schools and the teacher and learning goals there is so important. You could hang up on these learning goals.

Q: I don't have that many questions left. Do you think there is something there is something we should discuss that we haven't discussed?

A: maybe I am not the best to talk to. I was more on a day-to-day basis. Coming in trying to talk about it and facilitate the knowledge whereas Project manager:1 and (Project manager:2) have been in from the start and have talking to all the people there needs to facilitates the project.

Q: you as an architect student to what extend are there for other student for taking part in this project, maybe through online communication. And could your communication with the student be online.

A: I am not sure. I think it is import to be there and to have a feeling with the project which through computer screens are seems kind of … I don't think it sounds like a …

Q: would there be a motivation for other architect student to participate in this kind of project

A: Yes, perhaps but that would be for the teaching I guess. Get a feeling for how it is to teach and to talk about this kind of things in a different language there is more down to earth. Where in the class we would talk about in a different way and maybe on a higher level and more abstract way. learn to moderate the language in a way. When it come to the results maybe the where a bit lackluster.

Q: what do you mean with that because they are not as good as an architect student.

A: well maybe sometime they were thinking I another way where I should take a step back and they would give me new insights but as a whole I think it .. if we only look at the results in an architectural way then I think you could put two architect students together and they would find the same results. Maybe the kids were a bit too young to see all the potential or maybe they had a different way of looking at it. There were some interesting results also. Their presentation where at least different.
31.00
Q: How have you communicated with the city planners and other departments of Copenhagen?
A: that haven't been facilitated by me that have been Project manager:1 and (Project manager:2) there have contacted them.
Q: there are a lot of contents there have been produced by the students like pictures or other forms. Do you know if it haven been documented those products, and how do you think the material can be a source of inspiration for the next class?
A: that is properly where we could have improved because I am not sure if the results where documented in a systematic way and maybe the student could have written there projects down, taking a picture and out it in a folder somewhere and could have facilitated some kind of insight for the next students. But I think the results are more relevant for city planners at TMF and the administrators where they would get in and get a boost of inspiration. As far as collection and storing the material then there were nothing like that. Of course I went around and took pictures and (Project manager:2) she filmed it all, so some were, but not stored and stacked. For me the interesting part was more the teaching and the project in itself where the students could get a feel for them self and working with city planning or and getting a feeling for the local environments and seeing with new eyes.
Q: How interesting did you find the project.
A: well I think it was fun. It is always interesting to talk to others in our field of interest and not only talk with your peers. Yes, I think it was a great project.
35.00
Q: how relevant do you think it is for you
A: it was a short period it have made a major impact on me but in the long run I find it very interesting and to get into a crowd talk about my passion to them
Q: To what extend are this similar to an architect's job
A: it is becoming increasingly important to have hearings and have the public to participate so you can facilitate the knowledge to the local residents so in that way it could be seen as a user interaction. I think it is becoming more and more important.

Interview Transcript (Teacher at Krisebærhavens skolen)
I am School teacher. I am a teacher at Krisebærhavens skolen. I usually teach 9 graders students. I teach Danish, geography and religion. I also teach music and drama.
This is my first time I have been involved in the second session of the project. Half of the 9 graders did a kind of workshop a year back but I haven't taken part of that but my class has taken part both 2 times.
Q: Can you describe your tasks and involvement in the project?
Although all my involvement was to keep the kids quiet basically because we had all the other guys … teaching the students. I was mainly there to keep the kids focused on the job. But obviously, when we try to get everything together I was part of the structure (team). I did not do any of the teaching in that period, Project manager:1 might say it differently. Obviously, I teach the kids something but they were mainly in charge of the whole things. I was mainly there to keep the kids focused. I goal was to; the kids listen to the other teachers than me because they listen to me all the time, everyday. It is the part of the whole things that we have the teachers from outside and that is one of the WOW effect on the whole thing. It seems or appeared like that.
Q: How were the reactions of the students?
Very mixed I would say. First of all, for couple of day they loved it. Because it was something new, something exciting, and different than what they normally do in school. But after couple of day, they found out that the whole responsibility was lined on them and not on us and that's kind of the vice versa than what we do in normal schools. Basically we teachers say you do the entire job, while we trying to give you as many input and as many things we could give you but it is up to you. We also do that in schools but for them it was like 'what's the plan (reason) for doing that?' 'What's our goal?' We said the goal is here. The goal is 10 days in the future from now. You need to tell the people from the commune and lot of other people you need to tell them about your project but when your project ends is up to you not up to me. This project is up to you not up to me and how far you want to take this project is up to you. I think some of the students were at some point very very frustrated with the project. I have said this in a good way(positive) because when students are frustrated, it means that they are eager to make the project good and we spend a lot of time to explain to the students that it is totally normal to be frustrated in this kind of big project. When I do a big project, also probably I think you guys, when we do a big project; you get frustrated at some point. I think in this project; the biggest frustration was that they had to decide their own goal. We did not tell them that they need to end here but we tell them that your deadline is 10 days from now and where you end is up to you. Obviously some of them ended with really really really good project and some were ended with decent project. That is how it is.
Q: you mean did students feel more responsible in order to finish it or
Again I have a mixed feeling with it because some of the students had issues regarding they wanted to find out since they are 9 graders; they wanted to know; every single time we do something at school they want to know 'what can I use it for my exam? And we were like you cannot use it in your Mathematics or science exams but this is the part of your growth to become a better person or for a better community. We told them it is about getting red line and red dots. That is also a biggest frustration for some of them but some had really really big responsibility since there were people from outside. That always help but again some of the students said they could not see what's the purpose if this for their exams.

There is nothing (not much) regarding the exams individually but there are a lot of things you could use. When you go to the real world (I don't want to say it a 'real world' but that's what it is) or if you go to the companies, you have to work in a similar project where you create your own project. I think that's new for the kids from every school to work at bigger project. Obviously, we do (school) projects all the time but not as serious as people from outside and big.

Q: Did school teachers were more focused in a curriculum output from the project?

Every time we make the (even tiny) projects, we need to visualize for our leaders, for kids and the parents. You tell them what exactly from the ministerial paragraphs (Trinmål) and goals about where do the project lie. Basically what we need is; in a perfect world, we would get a package says this, this, and this from the paragraph and this is what we do in the 'Byen på Spill'. I think most teachers would say; I can write this to the parents this is exactly what we work at? But some project does not work and works between the lines. I think this project is also like it but you can definitely find some of the paragraphs (Trinmål). It is basic goals that we are getting from the ministry telling that kid in 7 or 9 graders. They need to have a goal during the project. You need to visualize document where you work around this goal. I cannot do any project without saying this is our goal and I can't come up with my own goal. I need to find the goal that is in line with what the ministerial are telling us basically. Every time when people come from outside our first question is what goal is there for us in this project. What can I write to the parents that what are we working with and what is the goal is (Trinmål).

Q: What did you write in your goal?

I don't think we ever write directly down that I should. But I wrote to the parents that this is basic education (basis uddanelse) about how you going to coop with the projects like this in the real world. I would never ever give a project and I would never ever spend a time in a project like this as a teacher in a 5th grade. It is because, there is too much responsibility for the kids. I would do a project like this but I would reform it in some way. The great thing about the project is definitely high responsibility for the kids. The kids in the 9th grade needs to know 'there in the real world, the Project manager:or the boss who hand in the project where you create the assignment or the project yourself and I will give my help but you have to make it work. That is basically, what we did. We just lifted it; we basically sat there and watch the kids drinking coffee until the kids approached us. Off course some days we have set right margin and said you need to step up and you are not doing right but our goal was basically lay off a bit and (leave them) cope with their own project.

Q: How often did you discussed with other teachers?

We had a startup meeting right before the summer holiday and this project was in November. We again had a startup meeting in September a week before the project started. We did not do much, we just attended the meeting and Project manager:1 told what was the plan and we were saying what was good and what was not good otherwise that we can't tell their (student) parents about what the project is about. They basically did the job and we just said yes or no which was very very nice.

Q: Was this project running during or after school time?

It was during the school time. We have worked first and last week of December (I think week 49 and 51). When the project started the first week we went to different location,

have them inspired, and make them look playground and such. And we have 1 week off so the students were in a regular school. And second part was after that week. That was pretty good way to do that. We have talked about having 3 weeks but having 3 weeks without having a break in the middle would have been wrong because they could not have focused that much for the project.
How was the project schedule?
We started in a Monday and told the kids we are having this project and our goal of the project is to create some sort of idea for Hendrickson ground and told them we have some coming from outside who would tell them, how big it was and what is important to look for. And we had a day or two where we had a tour around the city to inspire them. And we told them here is a pen and paper and go starting. Obviously, we have told them you could set hard goal so for today can you come up with brainstorming and ideas. We would try to get these ideas into 1, 2, or 3 main ideas. That was basically how we stared it and that was first week. So first week was to get all the ideas and have 1 idea create tiny sheet of sketches of as many of them.
And in the second week, they built the ideas into Lego and they did some Minecraft in the computer. Second week was to make all the models in Lego and Minecraft. So, First week was to get the inspiration and second week was to get the ideas into the model, basically.
Q: Did you experience the students has drawn in their experience from the previous project?
I was not part of the first project but I guess some of the students that had work with Minecraft before, they obviously took a lot of that knowledge because some of the students were too ahead than other students regarding their building their ideas in Minecraft. It is either because of they are IT or computer geeks. Most of the guys, I am saying guys because the first project was mainly boys, I think. They were quick on picking up ideas and getting these ideas into paper. I can say that some of the students I normally say very very good at picking up ideas and getting the project started. Some of them had a harder time doing this than some of the boys who has done it previously. There was a difference but I can't say, what exact difference is that.
Q: Can you tell us about student's digital literacy?
Yes, I can say that there is a big difference on how good they are with computer. Some picked it up really really easy and having 3 or 4 different programs on building models and some have hard time just pedaling walls in the Minecraft. That's how it is because we have students that are from every single layer of the society. And some student sits with their parents and the parents teach them how to do their stuffs on the computer and some just don't. We have some families that do not have a computer at all so they are not used to using the computer at all. Others used their phones and to create something or open document on the computers is like going to the moon for some of the kids. So there is a big difference definitely.
20 minutes
Definitely. But when we see when we created these groups, which was we. That created the groups of kids into different groups. We looked at it the things that kids could do. Obviously, they have individual skills. So, we looked at not having one group where we had all the best IT & computer geeks. We try to divide them into different groups. And I guess I

think that works. In total, some group didn't work as good as we hoped but good enough though.

Q: How does that work for them? Do they like to teach each other?

Yeah that's pretty normal, they are quite good at when one or two students can break the Code kind of thing. The rest of the students are not. Well they're good at just asking for help before they ask us. We've worked with these kids the last three years to get there. To say right you can get help from others than us (teachers). When it comes to computers, there are a lot of students in these classes there are way better than us. So yeah, they did help each other a lot. And they were, I think, it was good at getting ideas from the others, and getting inspiration from the others as well because we did like a round up every single day like the last fifteen maybe thirty minutes. I would say OK let's just let's have a meeting with everyone here. And then people would tell the rest of the group where they were in the project, what ideas that they come up with so everyone can get inspired from that. They kind of taught each other every single day. And they did basically tell them (each other) what they've been working with, what they've been dealing with, and what kind of problems. I think that helped a lot of the kids. There are other groups and asked there are not as far as us. And there still haven't had issues with this and that as we had. So I guess, our product is not as bad as we think it was. So, that helped a lot. They got a lot of inspiration from each other. Definitely.

Q: To what extent do you think that working for the local community and issues of the local community was a driving factor?

I think was help that they knew this area. I think most of the kids they don't use the area. They comment that don't play or run in that area. We had some kids saying that 'Why are we creating an area that is not in our local area?". That's pretty local. "It's like eight hundred meters from here but we never we never come there", "we never spent time there". We're trying to figure out why you don't spend time there, even though, it's five hundred or eight hundred meters from here. It's been a place, which is like a kilometer from here. You spend your entire time up there shopping and whatever. Could we in any way or any possible way create an area that is close to here that you don't use now but you're going to use in the future. That's what you're going to help us with.

So, I thought yeah it definitely helped. Because we could always have connected to their local society, which is area which is here right. And so you're right but there's a lot of local interest in this area. And we want to move that interest to this area as well. So, all the stuff that you like with this area, all the stuff that you don't like with this area can be try to put that in the new area and maybe make it even better in this area. I think it's helped a lot that I wasn't in Aarhus or Skagen or whatever but they could have to go up there and take pictures. We had a lot of groups saying they really want to create this water slide or whatever. It would have worked with the trees around, or wall and because you're not going to tear them, all down right now. we don't know yet that. But it is ok to go out there and take pictures of it because, when we can draw on the pictures and stuff" and we said

OK to the students. And we will I guess. they wouldn't be able to do that if it was outside Copenhagen. It definitely helped.

Q: Did you try to put some learning goals?

Yeah again, because we have to set the learning goal but it definitely was different to Picking out a specific learning goal, with bigger projects. But obviously, like learning goals as working together, learning goals as setting your own goals was also learning. That was what we were working around. We told all the parents that we're working with Danish, mathematics, and geography because we always have to tell them about why we do stuff while we use and and spending an entire week in the project. Some parents would say "But that means the day won't have math for a week. And we like "No, they're still math in it, don't worry there's math in it. I can tell you that there is no 2 or 10 hours math but there's definitely some in it. But we told the parents about the learning goal that "How to how to work in a group and so on. We also told them that this is a project where we try and take all the stuff that they have learned that the last couple of years on math or in Danish but now we're going to use in the real world. I didn't get any negative response from any parent so I guess that's good. There was no big interest all the parents. We have some parents who said OK but did not show any big interest.

We do a lot of projects and this is obviously bigger ones but. we sent out a letter to the parents and say this is what we're going to work out next week. That's where they start. Parents say OK that's fine, that's perfect then we can talk to our kids at home. But they don't address student or the teachers of the projects.

I would expect some of the responses like "the project sounds nice and what can we do to help?" "I have got 2 hours on Tuesday and I can come there for inspiration". I know the parents are at work and other things but a lot of the parents are not at work. Sometimes I write them that they are more than welcome for their participation in the projects. For example, we have two-hour session where we tell people from the commune and outside the school and you are more than welcome on that. But they don't show up and I think there's many reasons for that. I could hope to do that they would show up.

Q: How do you find that students who are not good at academic skills but not in that project and vice versa?

Some did. Some definitely work hard and work more focused and got a lot more out of it than they usually do in classroom and some do not. That's pretty normal. I would say we had some of the really really good students with great skills. Just more focused then they usually do and some just don't. Some of the students who always asking about the exam or asking what they can use this knowledge for were like "OK if it's not about exam I'm just going to spend my time reading about the subject for the exam". But we tried to convince them this is part of the whole thing. But we also have boys (I'm saying boys because there was mainly boys that are into computer) who normally are not focused in School but obviously are more focused in a project like this because it was about computer and creating games at computer. But I wouldn't say that this project is better for non-skilled students then other projects are. But obviously, that there's. That always there always happens something when you do projects those are not as normal work in school. And

that's obviously that's one of the goals of the project that I wouldn't do project to school if it weren't addressed to some of the kids who doesn't work as focused normally.

So, I wouldn't say that we have more of the less skilled students working under this project than normal school projects. But obviously, some kids that are not focused in school are more focused on a product of the project like this. But we also have some of the more focused and skilled students that were not.

Q: You said that there is a different layer (economic and other status of people) of people living in this area and how does the participants of students from these different layers.

I don't know specific numbers but we have around fifty percent who spoke second language kids and who has Parents with a different background than Danish. Typically, these kids are and families have lower incomes. We have a lot of kids coming from the ghetto area with higher buildings where the lower income families are. But if you look around in the area around the school, there are pretty neat houses. Obviously, also have kids from middle class. We don't have like the high class at all here but we have a higher-middle class.

Yeah. And I think that's about fifty/fifty, it's one big mix of both. We spend a lot of time on the lower income families at the school because obviously, that's where we need to focus. Because, they normally need more help.

Q: How do you difference the students from different background?

Well, it's very different. I always try to mix of different kind of projects all the time. So, we don't have this kind of project with seven weeks in a row because obviously this project relates to the kids. I'm saying boys again who likes computer but also the ones that are that like to work with creative ideas. And obviously, we have kids who don't like projects like this so next time I would deal with a different kind of project. So yeah, we try to differentiate as much as possible but it is different from teacher to teacher. I would differentiate between projects and in that way differentiate my teaching. But some would do it in every single class. They would say like "now we have Danish, you're working on this level, you're working on this level, and you're working on this level. I don't do that much. I would rather differentiate between the projects and obviously, in this project; you could create whatever you wanted. We had some groups of their skill level is way up there and they made a really good project. And we had some who didn't have the biggest skills in school and they created a decent project. But, for these kids the lower skilled I would say the some of them progressed more than the higher skilled kids. Not all the way around but some definitely gotten more out of it than the higher skilled and vice versa.

      I think that's the way to deal and differentiating teaching in school, in general. We do it in every project we work with. You will always have kids who say "this is enough for me". "I don't like this". We all know that. We all know how that feeling when you get across and you say, "my height is not really into this project and it's never going to be". And obviously, we get kids who say that as well. I don't want to tell them that that's bad that's wrong (way of thinking) and you need to work, you need to focus. If they do five projects in a row like this I would address it. But, when we have kids to say, "it doesn't really catch me, it doesn't really I'm not really there". I would obviously try and inspire them to work with the project. But sometimes to just say well it's not. "It's not real for me and that's OK too".

Do you think this project could work without the involvement of the municipality? Could it?
No, I don't think so, we could definitely create, and we've done projects like this. But it doesn't get as serious as this project is. I could sell this project to the kids. And that's the way I sold this, "This is the real world. You don't get closer to the real world before you are there. That holds a lot because if I told them "We need to complete this on Monday morning this idea for this area up here they would say OK". What for? And I told them to get better at math. And that was OK. But. So, it's not a real area, I would say "it's not. It's not the real thing (mathematics) but we get better at math. It was OK so we just do some math and then I would lose some kids.
But it's definitely a drive for the kids knowing that this is actually the real world. There is people coming from outside, from the real world. Real people are going to come here and listen to what ideas you have. Some of the kids who are in the first "Byen på Spill" project, which is about biking lane or something to do. And I've forgotten here. There's like a lane or path over here that they wanted to create and they could tell all the other kids that there are actually real people. Real people coming from outside and architects are coming and they did take it serious. We come up with ideas and they try to make it. And that's we wouldn't be able to do that on our own. Obviously, we need people from outside to inspire them and I knew it because otherwise it would just be yet another school projects that doesn't connect to the real world. I mean they know it's to get into the real world. But when you get to ninth grade they would all say OK how does that disconnect to the real world. If you can tell them, "Well this is the real world". That's the perfect. You know I mean if they were in fifth grade, they wouldn't care. You can tell everything you can do and it was done in a doctor's going tomorrow. And we're making this and this. And it was OK that's fine. And they would. They would play along. But to get to the ninth graders to play along you need to either focus on the real world or the exams. And this wasn't part of the exams. So, we need to focus on "OK this is a real world here".
Q: Through the project you communicated with all the parties. What were the subjects you were discussing with?
We spend a lot of time on how to inspire them. That I would say that was ninety percent of time. I spend a lot of time because that's my job with a project like this. I spend a lot of time trying to keep the kids focus. Project manager:1 and some of the others would come to me and say, "OK we've got this group, and I can kind of tell that they're not as focused as we want them to be. And then I would address that to the kids, "OK what's going on or we would talk about how can we inspire them? Obviously, they're fed up with building stuff in LEGO. Could we tell this group already to stop doing any activity that doesn't work and say stop doing LEGO that is not working? Let's try and draw it on a paper and then build on Minecraft afterwards. I would say that was ninety percent of what we discussed.

We always did a round up every single day at the end of the day. We would say, "OK, how did this day work". "How are we going to address it tomorrow?", What is the program for tomorrow? I hardly knew the program every single day because I wasn't paying attention to the program that much to be honest (don't tell anyone else) But because I knew my job was to just be part of the students and then figure out what's not working with students and why this is not working. I would say that ninety-nine percent of the time my job was to inspire the kids to keep focused. That was what we did i.e. issue regarding the focus for of the kids. There's most of it.

Q: So, that's really your dialogue based communication be talking about the issues.

Yeah. During the project, we didn't spend much time on emailing and stuff like that because we were basically together every single day. But obviously, we wrote a lot of e-mails and text before or after the project. But mostly, we were having a dialogue. I think that's how we worked the best.

Q: How do you find the parents where you send consent later or something the information about this project? How was the reaction of the parents and if they actually come and see how does it work?

As I said earlier, I think there was not much reaction. We had a few who just wrote as they always do when we write about a new project. They write one line saying "oh! That sounds nice, and that sounds a cool" And that was basically it.

And obviously none of the parents showed up on the day that Friday. I think we could have and we always need to look at our part in it that we could probably have done more P.R (public relation) around the project than we did. I got to be honest at this point. I was working with another teacher and we both definitely had our heads at different places than at the project all the time. Project manager:1 basically told us that, we don't need to do much. We just need to show up and help us do this project with. But don't you do it. You don't have to sit and do anything writing or planning. We basically use most of our time with newer projects for the forthcoming weeks. But we definitely could have spent more time telling the parents about this project and I would love that we would have had more time to communicate with the parents. But to answer your question shortly, there were not be much reaction from parents. No was just. Again. Not enough that it doesn't have anything to do but the project. That's just how it is basically.

Q: Is it you feel the same if any of your other project, so the reaction was same from the parents?

Only time I've had more than two people reacting on a project is when we're having a school trip to Berlin. Most people (parents) said, "How much money do they (students) have to take with them?" or is there a limit or do they need to do a toothbrush or whatever. Basic stuff right but what if I write to them we have this project next week and you're more than welcome to show up and see an exhibition, I would have parents saying "I might be there". That's a picture of it. It's not the most responsive parents we had. They all good parents and if I tell them that you have to show up and most of them would show up. I don't want to tell them to show up every single time. I just told them "You have the opportunity to show up" it's up to them. I want to tell you have to because then they would say, "I didn't have to do. It was nice being here but didn't have to show up, if you're not much responsible.

You were talking about round-ups but when did you used to schedule it?

Well we had a round of every single day. Maybe two or three times a day actually with the kids. We try to give them part goals or we try to tell them to make their own part goals. Instead of just working towards the one goal, we all work toward one goal, this is like two weeks from now. But you also need to have part goals and you need to set them yourself.

That was perfect for us because that's basically how they work with the project assignment which we're doing in this January like a month after. There was a good way to work in the same way. But we had like couple of rounds-up every single day saying, "OK how far we are? What's our next call? How did you work with this idea? And how did you work with this assignment?". We were trying to help to have them inspire each other and then every single day we would have like ten fifteen minutes' roundup between the teachers but Librarian were not there because he was not big part of the running the project. He was like behind the scene kind of things every time. The kids had product or problems with Computer or Mine craft, we would send them to him. But, I didn't talk much with (The librarian) during that week but with the rest of the teachers really made up like ten fifteen minutes. Every single day just to round up the day and focus on what to do next and what's our goal for tomorrow, what I called more what do we need to change. And we changed a lot I guess from the original idea. Not a lot, but we changed to some bigger things like building in LEGO and stuff. We found out pretty quickly that this is nine graders. They're not into LEGO anymore and they don't find that amazing any more. We also had the seventh graders and they loved LEGO but couldn't really focus on doing sketches on sheets and couldn't focus that much on the Minecraft stuff so they build a lot of stuff in LEGO. And we quickly found out that we probably need to step it up a bit and make it more serious because for them LEGO is just a toy. And obviously, you can use that toy but we also found out that it's probably not the best toy to use and there's a reason why architects don't use LEGO that much because it has it's limit's. So, we would quickly skip that and step up straight to the to the Mine craft kind of thing.

Q: Also the seventh graders were included in a Mine craft afterwards?

I wasn't part of that project. Only that I was like basically part of both projects to figure out what are they doing? But I wasn't with the seven graders. We had other teachers doing that. But there was basically the same project but the focus for the seventh grade was just a little bit different from nine graders. And I think they (9 graders) got to create their own project more than they did in seven grade obviously because they could deal with it. They are more mature (in nine grade).

Q: To what extent are the present a project learning material to be used for others. If you have to do the project again? Like they have produce a lot of a Mine craft videos, lot of writings. For example, to take it to other students. How much do you think that it could be used as learning material for others?

Do you mean the project those guys (Project manager:1 and others) came with or the product the students created?

Q: The materials that student produce can be used to inspire others?

I think it's pretty close. Definitely as an inspiration to others and to say, "We've got this kind of project, we created this LEGO figure and we've created this Mine craft." That's a way to do it. I definitely think that would be useful.

It's not perfect. It should probably be developed a little bit but overall I think it's pretty close. It's where they're got after two weeks and they put a lot of effort into it and. With pretty much all the projects, it was very clear to see the idea of some LEGO figures or Minecraft models. Some of them were not that perfect but you you could with every single project you could definitely see what kind of main idea is here. So, that we would be pretty useful for other classes or students as well.

If you have to use it again do you have access to those materials?

We have with the Mine craft stuff but not the LEGO. I think LEGO are spread out. Put the digital stuff. I think we still have, I would assume that the kid still have or librarian still have that and I would definitely use that again.

Q: Is there something we haven't talked about or there are interesting things that should be mentioned.

One was made clear for us teachers during this project. Is that it's hard for us to get time to meet with the rest of the guys. Because they always say "well we've got plenty of time. You just name a time and a place and we'll be there. And we were like OK. And just to trying to coordinate, it between two or three teachers and that was hard. And I guess that's how it is nowadays at other schools. I'm not going to go into one big complaining speech but if I put it down one, that was the biggest frustration for me. Obviously, because I was sat down like I want to meet these guys but it's so hard to find a time where we can all meet.

I don't know how to deal with it besides giving me more time, which we don't have. I don't know how to deal with it but that was definitely one of the frustrations for us. Otherwise, I think it was a great project. As we talked about it with Project manager:1 and I was told after the project finished another time I would probably instead of having two weeks I would Probably spread it out even more and say OK we work one or two days in September, and then we leave it. And then we go back to it later a month after. Obviously there was a good thing about having like two weeks pretty close to the other. That was keeping the kids focused on it. But it's also hard with the project like this to keep them focused all the time for that longer period. They lose interest and stuff. Obviously, as I said earlier we used a lot of time to try and inspire them all the time. So I think another time I would try and spread it out even more and see if that works better. It might not but it was just hard to keep them focused. Not saying there was harder than a normally is but it was hard. If it was possible to spread it, out I think I would try and do that.

I think we've basically covered most of it.

Interview // Students
Names
-       Student 1
-       Student 2

How was the second time compared to the second time?
A:
student 1: I think the second time was harder because it wasn't where we lived. So We had to think how the people there lived there would think it would be best.
Student 2: we had more knowledge then the first time, so I think that helped us and I think that the groups where made a lot better because it was improvised the first time, and the second time it was thought about the groups. Yes, it was harder as Student 1 said, because it was not our area.
Q: Where was the second time, how far was it away?
Student 1: 1km, I think.
Student 2: it was kind of the same.
Q: what did you learn that you could use the second time?
Student 2: I think we knew what it was all about and we had made the brainstorm before about the problems so we knew what the problems were in that area and we were told that the problems were the same, because we didn't live there so didn't know the exact problem where. I could feel that I had more knowledge then other class. Because weren't in it the first time. It was only our class there where in both time.
Student 1: I think we had experience with the first (project)so we could so we could build up on that, and think what worked the last time and what didn't work and then go on with that.
Q: So you were familiar with the experience. You are 9. Graders and when you were introduced to the project you were 7. Graders.
Q: Could you try to describe a regular day during the project.
Student 1: I think we, all the days we talked about what we would do better and we made a plan for what we would do through the day. Then we did different kind of things. She could do one thing and I could do another but we also through the day, first we maybe talked about it and then we tried it out.
Student 2: we had two weeks the second time, so the first week we we experienced what it is like to live the place where we were evolving and then we made brainstorms about weakness and so we knew the problems the second week we made Lego model and Minecraft and was making a big sketch
Q: did you use to play Minecraft before you used it here
Student 1: yes, we both did. I think that actually helped.
Q: did you use computer for making plans, chat with each other
Student 1: we used the computer the most of the time
Student 2: mostly in our class we only use computers so we are familiar with using computers in everything, actually.
Student 1; we also made big brainstorm on the wall. It was like real project where we had our ideas evolve around our idea.
06:15
Q: how did you use the computer to help you
Student 2: for example, with the Minecraft, and we search for information and I found my notes from the last time so we could make a brainstorm on the problems for the last time.
Student 1: we could also search for pictures of other places where there already had been a project like this, and maybe get some ideas.
Q: and then you had to make some presentations, how did you do that.

Student 1: we build Lego models and then just talked about the different parts and thought about we would like to do better at the place and what we had done to make it batter.
Student 2: we also made a movie with the Minecraft, were we sort of sold our idea to the one there could actually make it a real thing. So yeah we have film in Minecraft
Student 1: it was like an advertisement of our product.
Q: doing did you write through Facebook or did you use any chat massages
Student 1: I think we used Facebook, a little bit
Student 2: mostly we were just sitting in our room alone and talked about ideas. I don't think we brought it home.
Q: what was the project
A: it was an area where we could choose four different places in the area so there was a playground, there was a place where it was just grass and there was the place with the building people lived in. so we could where we would like to make it.
Q: how did you approach your area and how did you developed your project.
Student 2: it deepened on the area you choose, there were different problems the different areas. For example, you choose the area with the building there could be the color or there could be more life between the building. You could also choose the whole area, the whole of Valby actually to make a connection between Valby and the area. That was what we choose, to make a connection. The we made things that pull people to that place so it would be an attraction for other people so there would be more life and not just the people there but also from all of Valby, Copenhagen actually. That was how we developed it.
11.25
Q: did you take pictures
Student 1: yes, in the first week we used a lot of time in the area and we talked to a woman who lived there and then we walked around and took pictures of things we liked and just trees and ground, everything so that we had pictures of what it was like there.
Student 2. Also, at Nørrebro there is… they have developed in the same way that we wanted to develop the place. We took pictures from there for inspiration to our project. There was the colors and themes
Q: you took pictures and you put them in the computer
Student 1: actually printed them out and sat them on the wall and then we could se the different groups pictures
Q: and then you, you only printed out the best pictures.
A: yes of course
Q: how many picture, more than 10
A: yeah more than 10
Student 1: we could take pictures of the plants there and the people. We would only take picture of that so didn't end up with 20 pictures of plants.
Q: what else did you put up on the wall
Student 2: I think it was good inspiration because it was good remember they things we saw because we had so much else. So they were just hanging there. Sometime you just looked at them and they were kind of reminding you of what you what is was in the area and what had worked, the things they have made.
Student 1: and we made some big papers where we wrote what we would like to change. So we looked at the picture and the things we didn't like and then we thought about a way to make another option.
Q: was it a big challenge to build in Minecraft

Student 2: we love to be creative so we thought it was really exciting and a really different way to go to school. So yeah I think it was really exiting. That was really a big part of the project because we made something there was useful and also we were excited about it.
STUDENT 1: it was really hard, I think, because we ended up using four tables just to make our Lego model. Because it was so big and we would like to make our thing in Lego. So it was a bit hard to make it.
16.00
Q: how did you conclude that it had to be like that.
Student 2: that was a big problem in our group because we didn't agree with each other and some people pretty angry because some people just choose to do something without asking the other. So there was a bit of conflict but I think that was part of learning, to work together while doing something useful for other people. So yeah it was hard but I think we had a great solution in the end. Where every one's ideas were in it.
Q: have you also talked to your parents about this project.
Student 1: yes, a little bit.
Q: how was their reaction
Student 1:I think my parents thought it was cool and nice that we could work with that in the school
Student 1: we live in this area so we know the problems that is here, so my parents also knew the problems. They knew how useful our ideas actually could be, if they could be a real thing.
Student 1: I also think that they thought we were lucky that we had this option to learn a lot of things from just doing that.
Q: how does it influence you, that the project could be implemented by the commune.
Student 2: I think many was engaged in this project because they knew it wasn't just some math that, for some, could just be thrown out of the window. You could actually use this and it is in our area and it is problem many thinks is worth fighting for there is many problems that could be good to fix.
19.00
Q: what could they have done better
Student 1: I think that one of the problems is that sometimes we didn't know what to do. In the mornings they told us what we had to do through the day, but sometimes you didn't have made the first thing done, before you felt like go on with the next one. So maybe we knew a little bit more about what exactly what to do.
Student 2: yes, I think there were everyone a bit irritated and annoyed because they just suddenly told us that we should go four steps back, because we hadn't finished the step. So many was really angry about that. It is not cool to be told that you have to.. fx if you are making your Lego model and you have to go back a do your brainstorm. That is a big step going back.
Q: what about that you could choose yourself what you wanted to do, and how much, was that scary?
Student 1: I think it was both scary because it could be a little stressful because you felt like it was only and you group there could do it, but at the same time it was nice to really go down in your project and only think about that without another telling you what to do. So you could really focus on what you wanted to.

Student 2: yes, that was actually our teachers telling us that it was a great learning project week in January so it was also really good for our school work have this week and be independent like we had to be in our project week.

Q: did you have any class or exams preparation during that time.

Student 1: not actually. It was one week and then one week with just normal school and then one week with the project again.

Q: so it was only this project this week

A: yes

Q: you talked about they asked you to do a brainstorm. Where there other thing they asked you to do.

Student 1: they told us to do the papers of what we wanted to change and what we could do to change them, and also they model. There were a few things we had to make especially for the presentation where we then could tell about it

Student 2: yes, and that was actually the thing they haven't made really clear, that was why people was annoyed because they hadn't made it clear that we had to make both the brainstorm and a sketch before you sketch Minecraft. So we had to make sketches, brainstorms, Minecraft's and Lego models. And yes pictures and ..

Student 1: and you had to write down exactly what you wanted to do. We had a lot of things we had to do. It was a little confusing what to do when.

Q: did you also print that out. So you could hear what the others would do.

Student 1: we printed it out but it was not for they others, but it was for the people that come and saw our presentations, they got the papers.

Student 2: I think it was they wanted us not to do what the others were doing. They wanted us to come up with our own ideas. And of course we could get inspired by the other groups but they wanted us to have our own ideas.

Q: have you actually look at the others a got inspired.

Student 2: not by the other groups but another playground in Østerbro where there is a playground made of towers of Copenhagen. I think it is called The Tower playground, or something. So these thing we got inspired from.

Student 1: I think also the groups was proud of their own ideas and didn't what anybody else to steal them. So we wouldn't tell the others what we were doing, because it should be a secret.

Q: you would like it to be more explicit what you should do.

Student 2: yes, and in which order, because they used two hours to tell us what we had to do, but the order wasn't really exact.

Student 1: and maybe make a list for us so we didn't had to remember in our head what we had to do and in which order, so we could look at that maybe and make our planes with that.

Q: how did you get the information. They just told you in the mornings and then you could take your notes or ?

Student 1: I think the first days was just information. So we sad and the showed us some pictures and sketches and told us which things we could choose to work with and they also told us about the presentation and what problems there where and what we had to make. We had to make sketches. But it was only the first day we followed that and then the next days they kind of told us what to do. Today it could be nice if you had made you sketch. It was not well organized.

Student 2 maybe we as teenagers got really impatient about it because we didn't want to make sketches about it we wanted to work in Minecraft and the Lego models and the presentation. We wanted to finish that in the first week but the plan was that we should start that in the second week. We weren't told that we couldn't start we that in the first week. I think people got really impatient with it. So it wasn't only their fault but also ours.
Q: what do you think you have learned
Student 1: I think I have learned a lot. Both about our self and group work. Just how it is to work and not do school project, because it was like a real project.
Q: what about being able to address issues in your area, have this project learned you about describing things you think is wrong or should be better
Student 2: yes, I think so. I think we have learned to see the as problems there can be fixed and not just a problem that can't discuss and hate the place we live. So we have learned that we can do something about it, because sometimes you just complain about the place but you don't think you have an opportunity to do something about it.
Q: do you think there is something we haven't talked about there is interesting.
A: no not something a can think of.
Q: who many boys and how many girls are you in your class
Student 2: we are 12 boys and 12 girls, and I don't know about the other classes.
Student 1: but in our group we were only girls. So it was different who many boys and girls you were in a group.
Student 2: and we were mixed. Not only persons from our own class we were mixed. Actually we were 4 from our own class and one from the other class.
Q: because you are friends or where you put together
Student 1: before the project we made like a test, answer a survey where they made the group how they thought we would work.
Student 2: it was about the last time we did they project, in 7. Grade. And about the area and how much we knew about the area.
Q: how did you get feedback from the city planners?
Student 1: after the presentation they told us the things they really liked and what ideas the thought where really great. But they didn't tell us what wasn't good. They just told us what the like about it.
Q: did you like the project, overall
Student 2: yes, I think it was really great week. Really rich on learning. Even thought, you weren't in a real school I think you learned more that week then we did the whole of December. I was another kind of learning then school.
Student 1. It was fun at the same time, as we learned.
Student 2: I think if you want to do something you can learn much more from that then school that can be really boring some times
Q: I heard that one of the teachers tried to put math classes into it, and did some scale drawing.
Student 2: that was for the four table we had. That was because we were told that we should make it the exact scale and because Lego is so big, we had to make it really really big. That was because our teacher told us that we had to do it the exact scale. We could choose the scale our self.
Q: did that resembles math class, in a new way
Student 1: I think it made a little more interesting because we got something out of it and we could work on with it. Instead of another (assignment) that you don't really care about.

Student 2:and we realized that we could use math to something useful. We could use it in real life. I think many in our class realized that. Because sometime you just complain that math is something you have to do in school and cannot use, and this was an architects that used this. So yes I think many realized that is was good to know.
Q: you said that you design something that was a bit far from here, how do you define you area, or the boundary.
Student 1: actually we haven't had a line because we wanted to make it accurate to Copenhagen
Student 2: now there is a really clear line, there is a fence that is showing where the area is. The area we work on in 7. Grade there was no line, but over there, there was a really clear line. Like a circle and inside of that circle there the area was.
Thank you for your time

Appendices 2: Informed Consent

Informed Consent: We have adopted the following consent by Dr. Cara Zaskow at Capilano University (Zaskow). In order to provide accurate information related to this research some adjustment and editing has been done.

Sample Verbal or Written Introduction

We are Mr. Benny Pederson and Mr. Mahendra Khadka, students of Aalborg University Copenhagen. We are doing a research about _____. It is a part of our master thesis. If you agree to participate, it would involve _____ (e.g. filling out a questionnaire, interview etc.) that would take about _____ minutes of your time. There are no risks associated with the study. You are under no requirement to participate in this study and should feel free to decline. Even if you decide to participate, you may withdraw from the study at any time. You will not be penalized for not participating or for withdrawing. No information that identifies you personally will be collected. Your participation will be anonymous and all information will be kept confidential. The _____ (scores or questionnaires, etc.) will be shredded by the instructor at the end of the study to ensure the confidentiality of your responses. If you have any questions or concerns about the study, please contact the course instructor, Dr. _____, email address: _____. If you are interested in the findings of this study, please feel free to _____ (e.g. attend the poster/power point presentation or contact the researcher).

Sample Signed Consent Form (if a signature is required)

I agree to take part in this study, which has been explained to me. I have been given an opportunity to ask questions about the study. I understand that any questions I answer will be anonymous, and that my identity will not be disclosed at any point. I also understand that my participation is completely voluntary, and I may withdraw from the study at any time. I am 18 years old or over, and am legally able to provide consent.

_____ _____ Signature of participant & date

Appendices 3: Document Search strategy

Search Strategy

What: With a focus on the contextual knowledge created during Cities at Play, how can the participants' insights and visions guide a design process for the development of a digital platform, that supports learning and the creation of community for Cities at Play?
How: to create a knowledge repository
Article on how online communities share knowledge between the stakeholders
Where: Web of Science, Scopus
Word:

Online community	Knowledge sharing
"Online communit*"	Share knowledge
"Digital communit*"	Information sharing
Online knowledge communit*	

Search:
"online communit*" OR "digital communit*"
AND
"Knowledge sharing" OR "share knowledge" OR "sharing knowledge" OR "information sharing" OR
 "knowledge sharing"

WOW:

	Database	Search	Result
Changes	Web of science	"online communit*" OR "digital communit*" AND "Knowledge sharing" OR "share knowledge" OR "sharing knowledge" OR "information sharing"	169
Adding online knowledge communit* in block 1			

Change	Database	Search string	Results
	Scopus	"online communit*" OR "digital communit*" AND "Knowledge sharing" OR "share knowledge" OR "sharing knowledge" OR "information sharing" OR "knowledge sharing"	304
Refined by year: 2011-2016		"online communit*" OR "digital communit*" AND "Knowledge sharing" OR "share knowledge" OR "sharing knowledge" OR "information sharing" OR "knowledge sharing"	177
Document type: Article		"online communit*" OR "digital communit*" AND "Knowledge sharing" OR "share knowledge" OR "sharing knowledge" OR "information sharing" OR "knowledge sharing"	76

Change	Database	Search string	Results
	Web of Science	"online communit*" OR "digital communit*" AND "Knowledge sharing" OR "share knowledge" OR "sharing knowledge" OR "information sharing"	11591
Refine by year: 2011-2016		"online communit*" OR "digital communit*" AND "Knowledge sharing" OR "share knowledge" OR "sharing knowledge" OR "information sharing"	5325
Refine by document type: Article		"online communit*" OR "digital communit*" AND "Knowledge sharing" OR "share knowledge" OR "sharing knowledge" OR "information sharing"	3362
Refine results: "communit* of practice*"		You searched for: TOPIC: ("online communit*") OR TOPIC: ("digital communit*") AND TOPIC: ("Knowledge sharing") OR TOPIC: ("share knowledge") OR TOPIC: ("sharing knowledge") OR TOPIC:	87

		("information sharing") Refined by: PUBLICATION YEARS: (2014 OR 2013 OR 2012 OR 2015 OR 2011 OR 2016) AND DOCUMENT TYPES: (ARTICLE) AND TOPIC: ("communit* of practice*") timespan: All years. Indexes: SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH, ESCI.	
Refine results: "communit* building"		You searched for: TOPIC: ("online communit*") OR TOPIC: ("digital communit*") AND TOPIC: ("Knowledge sharing") OR TOPIC: ("share knowledge") OR TOPIC: ("sharing knowledge") OR TOPIC: ("information sharing") Refined by: PUBLICATION YEARS: (2014 OR 2013 OR 2012 OR 2015 OR 2011 OR 2016) AND DOCUMENT TYPES: (ARTICLE) AND TOPIC: ("communit* building") timespan: All years. Indexes: SCI-EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH, ESCI.	20

Refine results: "communit* based learn*"		"online communit*" OR "digital communit*" AND "Knowledge sharing" OR "share knowledge" OR "sharing knowledge" OR "information sharing"	0
Refine results: " affinity space"		"online communit*" OR "digital communit*" AND "Knowledge sharing" OR "share knowledge" OR "sharing knowledge" OR "information sharing"	0

50

Appendices 4: Questionnaire for Interviews

1.1 Interview guide: The project manager

1. What is your job title and do you work with?

Pre project questions -context
1. Can you give a short description of what "Byen På Spil" is?
2. How was "Byen På Spil" initiated?
3. How did you get involved in it?
4. What was the arguments from your employer to initiate "Byen På Spil"?
5. What was the primary goals for the project?
6. Are there similar projects the City of Copenhagen working with?
7. Who are the primary actors related to the project and please give a short description of their importance?
8. What are primary stakeholder's motivations for participating in the project

During (Byen på Spil)
9. How do you describe << insert answer from Q:7-8 >> motivation in the project?
10. please describe the workgroups in the project? students-teachers, teachers-researcher, researcher-urban planner?
11. Please describe how the communication between stakeholders worked in practice.
12. How did you communicate with the other stakeholders during the project?
13. How do you share information between the stakeholders?
14. How do you design the project so it does not affect the the school schedule and teacher workload?
15. What have the main benefits gained by doing the project (for students, teachers, researchers, urban planners)
16. What kinds of skills do you expect to be develop for < insert answer from Q:7>?

Post question -needs/requirements (our projects)
17. What have been the lessons learned?
18. To what extent have the project reached the initial goals
19. What are the next steps of the project?
20. How do the primary stakeholders learn the projects possibilities and boundaries?
21. What kind of communities arose from the projects?
22. To what extend do you think the stakeholder can continue the project without your involvement
a. What are the main concerns?
23. Have you experienced a need to share the knowledge after you finished the project?
24. Have you experienced a need for a place to facilitate a community during and after "Byen på Spil" phases?

1.2   Interview guide - The Librarian

Background

1.   How did you get involved in 'Byen på spill' project?
2.   What was your role in the project?
3.   What was your motivation to be involved in the project?
4.   How did you manage your schedule for the project?
5.   Are you involved in any other similar project like 'spill på Byen'?

Tasks

6.   Describe a common day in the project?
7.   What was your tasks during the project? (stud.,teacher, preparing)
8.   what was your primary, secondary and tertiary tasks?
9.   what was the tasks you did the most times?
10.   what was the worst and what was the best tasks?
11.   which task did you like the most?

Communication /interaction

12.   How did you communicate with other actors during the project?
13.   Who did you communicate with?
14.   was there people you discussed the project process with on a regular basis?
15.   Did you after project session had a need to discuss with the people involved in the project?
16.   Could you discuss about the findings, experiences and after project assessment?
17.   Have you experienced a need for a place to facilitate a structure the knowledge during and after "Byen på Spill" phases.

Results

18.   How have you document the process and the materials produced by the students?
19.   what kind of product did they produce?
20.   What would make your job easier during the process?
21.   what are the main concerns about making the project working digital?
22.   what are the main features that would help you in the daily interaction during the project?
23.   To what extend are the projects being done here ready as learning material to be used for others and how?
24.   how can we capture the processes of 'Byen på Spill' in a digital platform?

1.3 Interview guide – The Architect

1. What is your job title and do you work with?
2. how would he provide professional advising the students?

Background
3. How did you get involved in 'Spill på Byen' project?
4. What was your role in the project?
5. What was your motivation to be involved in the project?

Tasks
6. Describe a common day in the project
7. What was your tasks during the project? (stud.,teacher, preparing)
a. what was your primary, secondary and tertiary tasks?
b. what was the tasks you did the most times?
c. what was the worst and what was the best tasks?

Communication /interaction
8. How did you communicate with other actors during the project?
a. Who did you communicate with?
b. was there people you discussed the project process with on a regular basis?
9. Are there others actors you can think of there would benefit for being involved in this project?
10. Have you experienced a need for a place to facilitate a community during and after "Byen på Spil" phases?
11. Did you have after project session to discuss with the people involved in the project?
12. discuss about the findings, experiences and after project assessment?
13. What have you learned from the project?
Results
14. How have you documented the process and the materials produced by the students?
15. what kind of product did they produce and how did you assess to the materials?
16. do you think this kind of interaction and involvement have interest for your colleges and peers?
17. Beside your involvement in the project would you be interested in participating in digital interaction and provide your professional feedback, opinion, and assessment?
18. Would you think of if there was any digital platform that would assist you on retrieving, uploading, and documenting the information you need during and after the project?
19. To what extend are the projects being done here ready as learning material to be used for others?
20. Would you be interested in doing a test of a prototype system there supports this project through digital interaction?

1.4   Interview Guide: The School teacher

Background
1.   How many times have you been involved with "Byen på Spil" ?
2.   if he was involved both times?
3.   What was the differences from first to second project?
4.   What difference did you experience from the students?
5.   What did the teacher do, doing the project?
a.   Tasks, before, during and after the project?
b.   Describe a regular work day during the project?

Learning curriculum / learning goals
6.   how to applied learning goals in the project?
7.   the project and problem based learning?
8.   Students' academic level in regular classes versus in the project?
9.   How do you compare learning goal/outcome of this project and in-school curricular activities?
10.   Do you think there is an adequate digital literacy?
11.   Beside your involvement in the project would you be interested in participating in digital interaction and provide your professional feedback, opinion, and assessment?
12.   Would you think of if there was any digital platform that would assist you on retrieving, uploading, and documenting the information you need during and after the project?
13.   To what extend are the projects being done here ready as learning material to be used for others?
14.   Is there something we haven't discussed you think there should be mentioned?

Appendices 5: Workshop Transcription

Workshop facilitators:
Benny M. Petersen
Mahendra Khadka

Participants:
Project manager:
Student 1
Student 2
School teacher

Benny: I would like us to have a quick talk about the themes we have selected. Would you start (schoolteacher)?

(schoolteacher): yes, definitely. I don't know what to say about the exact themes. I mean, I didn't pick the area –you guys did, right. And I don't know what to say about the area. I don't know exactly what you want me to say about the area, to be honest. I can say that, for us, as we talked about in the evaluation that it was good that it was an area close to where the kids are but it is not an area the kids use ever single day. We talked about the project you did before, that path and building lights, and that was kind of to close. It is good that it is an area they all know about but the don't use every single day. But it is still a part of Folehaven. Does that make sense. So they now had to create an area which is in their comfort zone but not in their every day life. I think that was a good thing.

Project manager: I forgot. Were you in both projects?

Student 1 and Student 2: yes. And that was really good.

Project manager: so last year you did the project locally and then as an attempt to see what this project could do, moved it over to somewhere close to here, but not your neighborhood.

Student 1 and Student 2: yes.

Project manager: what different did you find there. Was it more difficult to work in an area there was not your own?

Student 2: I think, we thought about ideas there could actually solve the problems because, I think part of us, just wanted really nice things when it was in Folehaven because we knew we were going to use it really. So, having to do it in an another place made it more... it solved more problems I think because we were focused on the problems.

(schoolteacher): that is a valid point. It did not just become a wish list, we want this basket goal and whatever. But these people are looking in to Henriksgården, what do they need. It is just not me and what I need. Real people actually need ...
Project manager: and that would mean other groups, not just young kid.

Student 1 and Student 2: yeah.

Student 1: I think that it was kind of the same problems but because it was like here but we had to think what they wanted and not just what we wanted.

Project manager: there is also something else. I talked to (architecture) about it

Folehaven is actually kind of difficult area to work on, because it is neat, it is nice.

Were Henriksgården –not so much. So how did you think. Was there more room for

creativity over there?

Student 1 and Student 2: yeah.

Project manager: it it actually a challenge to think of something in an area there in many ways is not deprived. It is relative new and taking care of, so the problems here are between the houses. It is a different task really.

Project manager: what did you think (architecture) as an architect, with the difference between the areas?

(architecture): I think you are right because, like you said maybe it was also because it was the 7. graders but their suggestions were much more rooted in a new playground or a new swing. Theirs was much smaller intervention were, at the other place, maybe the schemes were bigger. But also the fact that you are going in someone else's shoes, from an architectural pinot-of-view. That would be how we work. I don't make something in my own backyard so I would have to, again, put myself in their shoes but still have my own agenda. You know the place so you have the knowledge. It is not exactly where you live, so I find that an interesting point.

(schoolteacher): some of the kind, some of the girls actually said "why are we doing this project when it is not for us". I think that is the point right there. For me as a teacher; "Yes, perfect –spot on." Because it is not for you, that is what you have to learn.

Min: 00.08.15

(architecture): I am not sure, is this what you wanted us to do. You don't want us to take "question 1! Then "question 2".

Benny: what we have tried with these it to create some questions there are to work with very concrete problems when creating a digital platform. We could maybe

start to talk about visions about the project and how we would like this platform to be and maybe use these question as guidance to how we could work with.

(architecture): maybe you could explain a little bit more, what it is and what it is supposed to do. I am not sure what the project is?

Benny: we are working from this scenario; "this project is to be used by others". To expand this project must others learn from this. There need to be a digital platform were we can store the knowledge so it can be used by others and these processes of "City at Play" are to be encapsulated in a digital platform. So other can learn from the experiences there have been done, what can we achieve with this project. And most of all learn from others.

Project manager: so it a knowledge-bank.

Mahendra: we have these 4 themes were we found and out of these four theme we found these question important in order to makes a platform. These themes are not concreating themes but have to be explained. What we are going to do. We are going to talk about these themes there are different aspect of themes. Then we are creating some visions. For example; "How can local area be important for a new area" or "how can we make the language easier for everybody to understand". These kind of questions we will try to implement. We will try to create some kind of vision of how we want to implement this in a new platform. So, we have three process. Number 1; we are going to discuss. We are going to develop some kind of vision of how things could be. Then we certain vision about the themes. Then we are going to sketch. A sketch a be a scenario. A sketch a be a word we can write on a sticky note or a picture. We are going to visualize what we have created in "vision". That is kind of the overall process we are going to do to day. So, we are putting a big job on you because we think you are the experts. So it is nor going to be a whole technical thing, it could be features, it could be a scenario about how you think this could to to the next level.

Benny: maybe we could start to sketch some vision about what we liked and what could be better for next time. We can work for "area". Would it be better if somebody else choose the area?

(schoolteacher): I think there a pros and cons about it. I think the pros were that easier for me as a teacher going to the kids and say "other people form outside of our pond is asking us to do this real project. There is actually a place right over there we need to restore, in so many ways. I think it was easier for us selling the whole project. When you are I 5. Grade –they don't ask questions about why they have to do it they basically just do it. Because it is fun. 8. Or 9. Graders they want to now "way are we doing this –exactly?". Then we could tell them "well part of it you are going to use in the exam. Part of it is just about real life" basically. I was hard to sell the idea based on specify knowledge. All were asking for it, "what do we learn?", specifically in this project.

Project manager: so that could be clearer, in a way?

Min: 00.15.00

(schoolteacher): it could be, but for me it is not for the politicians' goals. Every time we do something we need to tell exactly what the goal is and so on. The goal here wasn't to give specific knowledge. Our goal here was to teach how this project was like in the real world. I can't out that in a goal made by the politicians. That is somewere in-between. So, we could sell the project based on knowledge. These three knowledge points you are getting better at. But we can sell it the saying: "when you are going out of school in half a year, this is what you are going to see. This is everyday life when you are finished with high-school. This is how it looks. There is going to be complication, there is going to be tears and crying –which there were. It is your responsibility to make it growth. I think that was the best thing about the project for me, teaching them something about everyday life. The real world kind of thing.

Project manager: how was that for you, the connection to the real world. That TMF actually was exited and was waiting for your results.

Student 1: I think it made it more exiting for us to work with. Because it was actually something there could be used in the real world. It was not every day task were you just make something the teacher will look at and then out of the world. It would actually go on.
Student 2: I also think it was a great experience but really difficult task because it was not an everyday thing, so for 10 years we have been doing school work and gotten jugged, but this was a new step and I think many also saw that as a really difficult task. And maybe was a bit sceptic about it because it was different

(schoolteacher): but it is a gift for us as teachers. It is a gift for the whole school society with the new school reform. I am pretty sure that some of my colleagues disagree when I say "our goal is to give the kids a problem they have to solve". That is pretty much basically what is in the school reform. The open school thing. We take interest from the outside and put into our world. That is were this fits in perfectly. I think teacher would disagree because that last 20 years we had task saying "do this". There is no real goal into it, besides from like "I need to get better at comma or grammar" and that is what teacher look at. But now you actually got projects that your look at in 10 years and say "I was part of staring this project". I think that fits perfectly into the school reform.

Project manager: Områdefornyelse, the two judges from TMF. They are city planners. They are actually going to do Henriksgården now in collaboration with Lykkebo school. What I intend to do is, use all he experience and suggestions that you have as an inspiration from those kids. What you have done is not only to enter TMF twice. It is also going to inspire the children there are going to work with it next time. After being out here TMF decided to put a person on to this project. That is because you were so good at it.

Min: 00.20.30

4

Student 2: I think that people should actually know that. they know that it actually worked what they did for two weeks.

Project manager: you think I should come over and tell you?
Student 2: yes, maybe because somebody would maybe say that it was a waste of time because they thought it was like, now we do this and then people are going to forget it. So, then knowing it had …

Project manager: so, that is important actually. To pass on the experience on and what happed next and report what happen after.
Student 1: also because then it is not just something we did but it actually went on and did something.
Student 2: yes, and that is exactly what we miss. I think some miss in school because they always ask in for example in math "were are we going to use this in real life". I think it has become real life, which is also really good for them to know.

Project manager: what you said before leads me to believe the difficult thing to work with in this project. It is the openness of it. That it is defined by your own creativity and skills. So, if you get stuck you are very depended on your own skill, in a way. Hat you get an idea were you normally have a task to do. So is it the creativity there makes it more difficult you think?

Student 1: I think for some. It is nor what you do normally in the school, but I also think that it is one of the things that makes it important. We need more of this kind in the school. It is important to work with your creativity.

(schoolteacher): I also think, like you started off by saying, that it is part of the structure. You got a task and it is right here. You finish it in 45 min and then you can leave. Here you get a task right here, right now and the project end in three weeks from now. That is a big task. You need to be structured and mostly they don't do that. That is everyday life. It totally opened my mind for, "I want to do project now" expanding from a couple of days to mounts. That is when they learn to be independent.

Project manager: and all the pain there is in the project is also a source to knowledge.
(schoolteacher): yes, that is energy that you can use to learn even more. I was happy when they had frustrations. That is our goal as teacher hoping they get so frustrated that they at some point so I know I have pushed them. So I think the whole structure of it is very import even though we spoke about having certain individual goals. Having a goal for each day. I think that we should do that, but the important thing, for me, is that there is a goal and it is right out there. If you get frustrated and it doesn't work –do something else. Tuff life, but that is how it is.
Project manager: that is frustrating for everybody, no matter how old you get.

Min: 00.25.00

Mahendra: how do you feel about that. You have been working for two days and then you feel you have to start again. How does it work for you?

Student 2: well yes, that was frustrating for us. All that you have thrown away. It is tuff for everyone. Maybe we just tasted a bit of the real world.

Student 1: I think that a lot of people, feel that that tit has changed the way we look at school. It is a lot easier to make tasks we get in school then this project. It is easier for us to look at the tasks in a new way.

Benny: are we there were we can write down what we liked about it and what could have been better.

Mahendra: maybe we can take a little bit about langue before we move on. (architecture) is like, when is my turn going to come.

(architecture): no, no I am just sure were a can contribute. But like you said. One of the things we didn't like about the project was that the end, what I felt flat was; we gathered all this information, we made project but in the end were did it all go. Yes, some from the municipality come and saw it, but as for you to create a platform it would be nice to have some place were you could evaluate the projects so it could be more stored. Like you would have this think-tank were these ideas could be stores and used for later. Now, all the project is destroyed –the physical model, but were are all this information. I don't know this. In the end of the day, when the project was done were was the use of it. As for you to create a platform, that would be nice if you could put it for later use, an information-bank or inspiration for others.

Benny: about inspiration, how did that work? You had the model. How much did you talk about the model and the inspiration and go into the different solution the project had done. How much did you discuss each other projects between the groups?

(architecture): a lot, but then again not really. They made a presentation for us, but in between, I I don't know if you know, but di you know what your classmates did and how they did what they did, or if that could have inspired your projects.

Student 2: I think to remember that you told us that we should have our own ideas, but maybe it was something I just told my self because I wanted my own ideas and not make the same as the others projects. I didn't know much about the others projects.

Project manager: in the beginning of the project we went out to see different kind of locations. That was good and bad to. At one hand inspiring and the way you could describe they thoughts behind it was very interesting. But you could also tell by the project they either, not seen enough or they should have seen more.

(schoolteacher): yes, some of the project ended up being the exact same project they had already seen. And we were like "that is Nørrebro, that is different". But we

did spend a little bit of time each day having a brainstorm period. Were every single group stood up a told, were they were and what kind of ideas they had to inspire each others. We didn't do that much in the second week.

Min: 00.30.20

(architecture): maybe for a platform that could also be done digitally to through these ideas up. Yes, we used the walls like we do in the artistic school but sometime people don't use that. So, maybe as an inspirational bank were you could through up the ideas. This group is doing that –throw it up. That group is doing this –through it up. Then a week later when everyone has forgotten about their inspiration then they go in the inspiration-bank and see, "they did that, maybe could done also something". If it is going to be digitalized then that could be something, it is not something we do much at the architect school. I find it much more easy to have it in the physical world. We have it all in the machine and then we go and put it up on the wall. But as for this environment it is kind of hard, because a week later it is all torn down and all the kids have destroyed the models. So, that would be a reason to do it digitally. As you don't have this secreted space, as we do in the architect school, were nobody is going to mess it up.

Benny: To what extend was there milestone where one idea was build on top of another, or was the whole process up for discussion.

(schoolteacher): I would say the first -it wasn't completely open. This how we work. We brainstorm, we do a sketch, you rebuild the sketch in Lego and then throw it away. All the time is was about innovating the things you just did. That is how how I felt it anyway. They were told, the first week is going to be brainstorm. The second week is going to be hand on. Then you work with your models. So, there weren't a lot of think in the second period as there was in the fist period. I think that was pretty structured. So then could say we want to ride an elephant instead. There was a pretty tight structure. A loss as it could be with 9. Graders.

(architecture): yes, it was much more tight with the 9. grader then the 7. Graders. Where some of the projects went haywire and then the last day the come up with an idea for presentation.

Project manager: so in your opinion there should be more control (tråd) the younger the children are.
(architecture): perhaps. Or maybe not. Maybe they need more structure.
(schoolteacher): I would normally use more structure with 7. graders. the younger they get the more structure they need.

Student 2: I also think that our second time was more structured then the first one. As you said t. grad wasn't as structured as in 9. Grade.

(architecture): again as a digital platform for the project, I felt that when I told you that you are going to deliver on Thursday at 12 this, this and this. Then you really worked hard because then it was like homework. "I have to finish this or else the

teacher is going to scream at me". So maybe if we were going to do that then this three week course were you first sketch the project, then you deliver digitally, and the second week you refine it and finally the last week you present the project. So you have these clear goals were in between this there is a lot of openness. The fact that you delivered it digitally or … I don't know it just felt different when your teacher told you "you have to come up with this sheet of questions and answers and the delivered it to us. It made something tricker I could feel.

Min: 00.36.00

(schoolteacher): that is what they are used to

(architecture): because they can see themselves in that, making a Lego model and come up in front of a panel, it is easier to be half-assed.
Project manager: so in terms of schooling or teaching, is it your opinion that it would be better if they could do without the deadline. If they could actually make their own success criteria.

(schoolteacher): not necessarily. I just think it is very important that the goal is out there. Or is important that it is so close to the real world as possible. I got deadline even thought my goal is in next year –exam next year. I got different goals anyway. So, I would say no. I don't think there necessary have to be any goal. I think it is important to keep them going because some groups will, as we saw, totally vanish basically if we didn't tell then the need to be here at 12 o'clock. They would be here basically. That is the problem with 9. grades.

Project manager: I you waiting for us to do something I don't know about.

Benny: yes, I would like us to write down what worked well and how we could envision it even further. I think some of the point we have talked about are very interesting. We talked about if there should be deadline or not. I would like us to envision how to make it better for the next time.

Project manager: yes. I feel like asking you about all that. For instants I was taking about this overview, but you have that. So I can ask you. If we said, we had more time. After a weeks work you had these ideas in the groups, but after a weeks work how would it be to go and see some real places again. In a way I think you can only really benefit from fieldtrips when you know what to look for. You don't look at that the first time, then you are just open. But would it have made sense to come out again, later in the process.

Min: 40.17

Student 1: I think it would have been interesting. Like you said. We could look for the solutions we could also take our own ideas and see what they would look like this place.

Student 2: yes, it could also maybe be, as you said somebody just exactly toke what the saw, so maybe it could also be or turn into, not a good thing. Because we would then just copy and take our growing ideas and get even more inspired but it depend on how much you take from those ideas. Because I can see what Student 1 I saying it will also inspire us in a good way.

Project manager: I think we need more forms of representation, others then Lego and Minecraft. You cannot draw and I am not saying that to put you down I can either. It is difficult to draw architectural, (architecture) he can do it. So if we could invent more and preferable more than one new way of presenting. I think for instants if you could make a program where you make a drawing and the the program makes it right with the proportions, I don't know if you can do that with a computer. that is one way I would love to have. Another thing I think could be fun is, that we had a lot of data in Copenhagen Municipality on areas like this –deprived areas. So we know how many people are overweight, how many people drink too much. Different things like that. I what I think there could be fun with that data is we could say "what would happen if we put a swimming pool in there". How many would stop being fat. Some sot of machine there could calculate that.

Benny: I think this is great, I think we are talking about visions for the project. Maybe write it down on one of these post-it's. I know it can be hard to write down... (architecture): wouldn't it be easier if you wrote the down. Then we can talk and you can write them down.

Benny: yes. I will do that.

: from my point-of-view Project manager, what I am hearing. One of the things I would have wanted more in this project was, we talked about it before, and we did it but we need even more to sell the project to the schools and the teachers. The German teacher would say "where is the German", "what is in it for my" that is basically how it works at a school. Every time I do a project I need to somehow verify it, every single time. They are like "okay, you do it in your hours" now I do it the whole time, so where it the German, where is the French. I and think that is the main challenge. Some would say that you take time from the normal class...

(architecture): that is also what we tried to with math and scale and tried to incorporate that in to it.

(schoolteacher): in a perfect world. The teachers would get a sheet; this is the exact goal of the project. That is our goal that we can check. That is what half the teachers need, what they are thinking about.

(architecture): like what Project manager:said, with all the big data the municipality has, that could be demography –like how is the overweight …

Project manager: something I was a little sad not to see happen. For instants the statistics we had about Folehaven and Henriksgården was never used and that is

actually a pity. We had presentation on unemployment level, education level. For instance, we had the educational level was something like 0,2 –that is really low. Really, in Henriksgården, that is the kind of information I would love to see because it is important. Also when we talked about what it meant to live in a deprived area, and a lot of children did not know what that meant. That other people would call Folehaven that. They could get a little bit offended by that. But it is interesting in terms of understanding one's own, hat other people have different environments to grow up in and different opportunities. So, all that information I would love to put into being used more.

(architecture): yes. That could again be for a digital platform. Say that you want to bring it out to another place. They could go in a say: "we live in this area" click, get all the information about this area. This is the statistic for overweightness, this is the statistics for unemployment rate. Then you would have all these statistics and you could for instance, a lot of people would like to make a parkour track, maybe there is big overweight problem in this area, then you could justify such a scheme. Where as the burger joint, maybe was a bad idea to put in. then you could use social studies and all these goals connected with the project.

Project manager: something I would like, I am from Social Department and we have a lot of focus on the negative aspect. I think it would be beautiful if we could make make some kind of digital thing there could show when something was changing into the better. "know we have less there are unemployed", "now we have less there no longer are fat" something there could light up when something good happen because we only have a focus on bad things. Where the good things are actually what give us energy. For instance, say we made awareness I Folehaven about you have a lot of overweight children and then we would try to see if we could change it, by sports and eating contest with recipes. I could see you do that actually. I could see Folehaven deliberately change bad numbers. You could use that in a digital form. You can make something go from red to green and you could work with the entire community around that. That is something we have done yet but it could be useful.

Mahendra: also when we are talking about local areas then taking inspiration for these goals and also there is not a plan for changing physical things. How can we show those local problems in a positive way? that could be a nice vision we could create.

Project manager: actually I am reading a report. The for PET chef is now has a private security company. He and Tryk-fonden made a report about anti-radicalization and he say that project like these there endorse community, they can actually do some about that problem. So it is also interesting. The more communities you are part of then less vulnerable are you in terms of, for instance, quitting school, being in crime, being radicalized. So I am very interested in how you can make that make room for community (fælleskaber). That is interesting for me.

(architecture): I also felt that was our main point. We really used a lot of time focusing on. Maybe again for the digital platform that could be something that could be quantified. Like, if we put in a sports club, how would that change the sense of

community, or how would elder elders improve … I don't know if you can quantify such things. I know that there is a lot of big data going around.

(architecture): Do you track a sense of community –you don't.

Project manager: we only track negative things, and that is a pity.

(architecture): I also found that, when you go you found a lot of children there find these place boring and dreadful but I think there is a lot of people there actually likes this place. I who just we a little bit of effort could put in some work to to improve it to the better.
Project manager: and that is what you talked about –right. How to make people work together?

Student 1 and Student 2: yes.

(architecture): there is a lot of potential there is not in the statistics, as you say, there is only the bad things and that is easy to measure. But maybe more about going round making quantitative and qualitative interviews like you did with that lady. She was kind of found of the place. Her voice is not cropping up in the statistics that is only the social problems.

Project manager: I read this Centerplan about another area in Copenhagen which was very interesting because it was different in they way the look. The looked at communities (fællekaber) and they would take a case. Then they would se how many communities you where part of. They would define the positive and the negative before hand. So, if you where in a Rocker gang, that is not good but at the same time you went to swimming those two communities equalized each other. But you were supposed to have five on the positive side. That I thought was funny. Looking at kids, out here, how may have negative communities. Then we haven't offered you enough. We need you to get hook on something else. So that could also, in the design, if you could have the local communities available. That could be interesting, I don't know if you could.

(architecture): maybe that could be one of the things. you could go into this area, that we are going to track then pull out all the data from the municipality plot in where the school is, this is where the elder home is this is where the sports field is – that is communities, "This is where where we hang out and smoke" that is all the communities. So you could easily get a sense of what the area is. When we did this 7. grade –thing we where too slow to get out the maps. It thinks we had them at the start of the 9. grade. it was a lot easier. Maybe we could have used that some more. Maybe it would be easier if it was digitalized.

(schoolteacher): just a side note to what you said before. It is all the good things. I think that is part of you selling the project as well. I mean when –if, in 5-10 years enough data and you have evaluated the projects enough. I think a good way to sell the project is to show them a video clip, "we did this project in Henriksgården. Some

kids loved it some didn't but this is what it ended up being. This is what the result was. A lot of this stuff is in 5-10 years from now. So, I when you are selling it to people they need to know what the result of it. Basically what it ended up being. You talked about all the good stories. You focused on the bad stories of this. It is part of the story selling it. Now we are working with the good stories and all the good stories there came out of it. It wasn't our goal but that was what happened with this project.

Project manager: you are talking about it in a retro perspective.

(schoolteacher): you can say that, but also a part of the whole sells story.

(architecture): we are taking about forms of representation. This is about selling is it, on the short track. We come, we use three weeks, come up with really good ideas but it falls to the ground because of our paper-models and drawings. There I am again, about making a platform. Then exquisiteness doing something when you have to sell it to somebody there haven't been involved, we all knew –us who have ben involved, but it just didn't look so cool some of it. In relation to making a platform where you could put the material and say, "now we interview you" then could maybe have practiced even more. The camera could be part of the exercise, that could be a goal, it could cover something. The people from the municipality could go in and "click" there see the presentation again. Having it saved for posterity. Maybe that would look nicer then –yeah, I don't know.

Project manager: (architecture) have made that inspirational wall you had, that looked like a mesh in reality but photographed it, it was actually really quite need. Sometime photos, videos make it a little easier to present it.

(architecture): But it is true. When you see it on the screen it is a different picture and the messiness can be an aesthetic in it self. Also the pictures of the ugly model can have an aesthetic. Again, to make a space where it could be saved, store and used later could maybe benefit the model later and selling it to the other teachers.

(schoolteacher): I also think that some of kids lost interest because of the methods. If they didn't liked Minecraft or they didn't like Lego, then they were screwed. And Lego and Minecraft was a pretty much a boy thing. So in that progress, in the second week I saw girls there just went on doing almost nothing.

(architecture): here, again, if you want to include Danish then, sit down and write a story. Put your self in the shoes of Henriette, 50 years old, living in Henriksgården. How is her day. Write a story. That could be a way of representation. Then when they come you tell her story and you tell what your suggestion would improve in Henriksgården.

Project manager: that could actually also add to the ideas of other ideas. I think one of the points she actually had was that there was a sort of ambivalence to where she grows up. It wasn't all bad, at all. But she had many things she would like to get improved.

Min: 01.00.00

Project manager: and that is properly some thing that is easy to do. You can write ideas about that. The first time we did it, there was no writing at all –okay there was some. I was very happy about that because when you presented you could actually deliver something to the judges, a piece of paper with your ideas. That was a good idea. That was writing, but not a lot.

(architecture): nut that could also have been filmed and explained and maybe you, if you added a 4. Week or made a tighter schedule, there could be more on the refinement part. Reflection on the presentations. Because I felt that one day and there was a lot of stress and maybe the presentation didn't go all that well. If you really... in the real world you really have to sell your own ideas and you don't sell it with one paper model.

(schoolteacher): I think in the perfect world we could show the student what another project looked like. What we expect from them in terms of showing people and visualizing. I saw a lot of different levels, not because the kid was at a different level but also because they didn't catch what we expended. Maybe it is just a drawing and you need to show it to other people, and okay –it is done. They need to see exactly what we expect.

Project manager: I think that is also a learning process, for me at least –I am not a teacher nor an architect, so when some of the children and the drew something and said "I am done" I did not know what to say to them, "no, you are not"

(architecture): that could again, as for an inspirational bank for the digital platform, where you could have this picking out models, life scenarios. And have these things to show them.

(schoolteacher): See other video of other projects and what they did.

Project manager: I think it was very good tat you toke them in mornings and showed them some real things and explained the thoughts behind them. That was very good. Also because there is a difference between what I can see and what I can see with some help. Just a little bit of help can actually help you see ideas behind it and what was the point of it, some details and stuff. That is something this could also have. And maybe also in levels of difficulty. Say we once did it with a 4. Graders, that would be different what we would expect them to understand.

Benny: How do we teach the language of the architect and enable them to see issues of importance.

(architecture): that is what I felt what I was doing. Trying to translate these abstract projects and scenarios and what we where out to see making them to see in a different way or making them understand it, because it can be abstract and maybe you go out and you see Superkilen and then you go and see a nice swing and you put

13

this swing in here. Or maybe you see the community the swing can make or these areas and what does it mean to have this hole in the ground. Having a sense of enclosure do for a community and that is abstract things and I was there to facilitate this translation.

Project manager: also picking people on the shoulder saying "try to notices that" something other people may not even notice. For instance, how does it feel to be between two houses there are close together and not that tall as apposed to a wide field with a lot of wind, how does it make you feel. So it is both an interiorization and an abstraction.

Min: 01.05.00

(schoolteacher): yes, I think that was a side result form the whole thing. It was funny for me too se because many of the kids is, this is our world. They hardly ever get out of these four roads. The are here. Id I ask them: Amalienborg, they answer "I don't know –Jutland", they have no clue. So, go to a field trip in Nørrebro and to see, and not just passing but actually stopping up and watching made them reflect on their own. In good and bad ways. Some of the kids before said Folehaven was the best place on earth, it was the only place on earth. It is a bit scrappy, it is not very nice. I think that it good. It made them reflect in so may levels on their own life's.
Project manager: Project manager 2 have some data I think that data should also have a place in the … She did an interview before and after and I don't remember I those was the same in the 7. Or the 9. Grades but one of the questions she asked was "do you feel good when you are in school" and there was a very big percentage there didn't. they felt stupid and professional incompetence. Social also kind of lonely. She asked "do you have opinions about your local environment" and they both said yes bit nobody wants to hear it. The after the project they had more confidence and they were more trust in somebody would actually listen to them that is important- that there is a listener.
Student 2: I also think that questioner was really good because you found it had done and we also maybe got informed of what it did. I remembered that I answered the questioner different the second time then the first time. Maybe I wasn't the one answering it really different but I think I made some different choices.

Benny: Alright, I think we should go to the next phase. And maybe we should take a little brake first.

Min: 01.08.30

Break

Min: 01:20:00

Benny: We have set some of the visions that we have discussed in the previous part of the workshop. Now we will try to discuss upon those visions. F.X we have found that the platform that supports where it is problematic to be and where it is wonderful to be. Can we sketch based on the vision we have identified? Can we

imagine which different tools could we use for example we could use pictures available?

Mahendra: Talking about the soft hypothesis, we can use these questions not to be answered but to be considered. We have already created some visions to work on. So these questions are to be kept in mind while sketching. We can now read these questions and let's sketch on the basis of those questions.
We can start by Local area.

Project manager: I think when lining up these assignments, the students could use their phones to documentation and upload it directly instead of time taking printing out like last time and may be combined with it. Because you could just upload directly; these are the places that I would like to be and in these places I am scared of. Then Filmed may be.

(schoolteacher): That's what you did in the First project, isn't it?

Project manager: We did it this time too.

(schoolteacher): Did we?

Project manager: yes. We took pictures and maybe that was only with the seven graders.

Student 1: Also we have done it.

(schoolteacher): Did you took the pictures of places you like and places you don't like?

Students: It is like we have we have taken the pictures of grounds.

Project manager: it was an assignment! tim: that's right.

Students: We did on the started –

[01:23:45] **Danish Language finished** [01:24:16]

(architecture): as for answering the first question, that it could be digitalized; you could just have where is problematic, go out snap a photo; maybe, make a film and tell why it is problematic and where is good to be and categorize this is problematic and this is where is good to be and you could just upload in there and you have this

Mahendra: you were also talking about map thing.

(architecture): You could also map it, maybe you could have a map of the area and then go and click problematic, and just a little note saying; Why is this are good and why is this area problematic. Then you would have big patterns in the area and you could see.

(schoolteacher): We really need to work as this corner of Folehaven, and may be somewhere may be school may be one big one big green ring.

Mahendra: How good it is to profile the place as bad for red and good for green? How would people think that?

Project manager: We have to agree on what is good or bad.

Mahendra: Red normally represents Negative and green represents positive things. How can we incorporate with a positive indicator? Maybe it is my presumption but isn't it by seeing red area people would think bad of those places, or how does it work?

Project manager: Do you mean? Do you mean stigmatization?

Mahendra: How does profiling some place as a bad place works?

(schoolteacher): I think it is also important to the point that we have discussed early on about focusing on the good thing right?

Project manager: It could be on the good side and it could be inspiring to see we have like 10 red dots over there and how could we change that? We could form the assignments that we would like to work with. How the square could be made less scary? it is a bit scary out there. We could be working on that cause then it would not be negative anymore and it could be a source of many ideas and solutions.

(schoolteacher): And I think we can't work on a project like this without looking at the negative things.

Project manager: you need to look at the negative things. and When I did the first project, I did it with some of the boys, in a Folehaven Football Club. and I was with ten of them and they show me the neighborhood, and physical experience of being in a neighborhood is like this. Prior to that experience, I have had children like; probably mean not that bad. When you are there with them. they were saying; Hi it's me. and you could feel all the energy they had to use on finding out where is that guy that always put things on fire. and where are the kids that sell hash. And all the energy they have used; I felt physical and I don't think how we could use that digitally. I think all the politician who works in this area they have to try that. Because that is not OK. It is not ok that you have to feel that way when you go to buy and so on. So maybe that could also be like a little film about it.

(architecture): Yes, you could just as a way to find problematic areas; just go out with your camera and take a short trip down Folehaven and verbalize as you go along. And maybe sometimes you could just go outside and you could say this is bad but if you do not verbalize as it is. when you are asked why this is bad then you ask them sometimes they don't really have a good reason.

Benny: Can we draw that? Imagine how do the platform look like?
start [01:29:33] Danish language [01:29:41]

Benny: Imagine it to be your phone. Project manager: to film or to watch? Benny: they would record this film.

Min: 01:30:18

Project manager: For example; one of the reasons that this place is scary is that practically have no light and that we could show. You could be just to walk in the dark, let's say to pick up a bottle of a milk or something and to show that it is like. that would give you almost a feeling of what is it like. and then you could just note to yourself, I think I am goProject manager:go to another way because over there you could see this group of people. [01:31:14] Danish [01:31:26]

Benny: Should we have a map where we could see it all?

(schoolteacher): that's what I am drawing over there. It is not very nice but it's what I am thinking. Is it like google map right?

(architecture): Yes, its like google map and you highlight some areas like the schools and you add the notes. just pin it and then say this is the area where we like lighting or this is the area where the people making the place making unsafe, hangout and this is the spring area and this we like and this would be the green spot. Then at the end of the day you could visualize the area with small sticky notes but instead of the being in the physical world where you could just print out the map and add a sticker, it would be in a google map sticker.

Project manager: What do you think about this?

Student: I think it would be great maybe could the place and if you have long film and it would be like you could be cut into small pieces and attach to the pin. If it is bad to go right here, you make a little film about that you can watch as you explain where you can watch the place where you like and where you don't like.

Project manager: I think some of the problems, that is some of the reason that why you would go to another way because there is where you get scared and maybe because they don't want you to see you film.

Students1: Maybe you could have a note.

Students2: also it is also you could compare the videos where there is a light and without light. and I think that is interesting and I don't think the area is as scary as it is when is it dark. so maybe compare.

Project manager: Do you remember when we went to Henrikskolen and there was a tunnel. That probably a dirty at night. During the day, it was not that scary. Would you go through it during 11:00 o clock at night?

Student: No!

Student 2: maybe if there would not be the people out there then I would. but if some people
standing there then I don't think I would.

Student 1: and the problem would be if you go and record at night. I think that would be also the problem that you don't.

Project manager: You could say go there at night to film it which is interesting, and maybe make it like the project being taken at night. Maybe I would meet you 9:00 clock at night and we could be an evening films at there.

(schoolteacher): I don't think it would be the problem that you don't like to do that but I am not allowed to work after 5:00 pm.

Project manager: but I am.

(schoolteacher): I would guess that if teachers are like me and Lene, most of the younger teachers are just like ok we just do it. It is not a reform on itself but is a working agreement. Work ethics.

Min 01:35:07

Project manager: Because it was actually a very good point and it was something within many cases, scarier at night than it is during the day and I think we have to document that too.

Student 2: But maybe just a few homework. You have to take a picture of it.

Student 2: may be just a pictures be great. I don't if it has to be a long film of all the places. If there are some places you really don't like maybe you don't have to go and filming it in that place but instead, take a picture. Because I understand if people do not want to go filming in a place where they are scared.

Mahendra: What about written texts? In the darkness there is another thing or there might be a lot of things in the daytime that we don't like.

Project manager: That is also very good idea because there is also another problem. I have experienced that when I have talked to the people (children), so to speak, off the record they have told me things about crime going on about specific places here and another place elsewhere. but, for instance, when the tape recorder in turned on, and when there is an interview, they don't say that because they are scared. People are scared that so the people would come after them. so there is also a tendency that they do not tell. Er, de rigtig?

Mahendra: I think in a platform normally can hide your identification and may be we can assign some kind of username. What do you think about assigning the username instead of real name?

(schoolteacher): I am not worried about that. When they don't snitch, it is the normally personal problem between two. This guy is a drug dealer or whatever. This project is not about that. It's about where do you feel safe. I think most of them still even though they know there is drug dealer up there and they want to say that his name is Thomas. They would still say, I don't feel safe in this area. They can just go in there and say that I don't feel safe even though they don't take a picture or anything and put the name in it but they would do it regardless of stories they know.

Project manager: They did it the first time but it took a little while also because it was boys. Seven graders boys. In the beginning, someone said, "I don't feel safe there", but after a little while it turned out they all was scared. so it was not an ashamed to say they were scared there but it took a little while. So it is more like that may be normal boys thing.

(schoolteacher): obviously they won't tell people who is the drug dealer and who is here just another guy. But we don't need that. We just need that where do you feel safe and where do you feel unsafe in.

Min: 01:40:08

Project manager: But instead of saying where is the bad thing going on. It is also the question of how we ask also.

: I think so too. And obviously like in this beautiful map (the map (schoolteacher) was drawing), you just like 3, 5 or 10 dots, red dots in this area and they all say "I don't feel safe" then we know something wrong is going on.

Project manager: We can go on and look. So I don't worry that much whether they tell us everything or not. Definitely going to tell whether they feel sick or not. I think my experience is that children tell us all that they can because they like to tell you.

Project manager: My experience is that children will tell you all that they can.
(schoolteacher): they will tell you what they can.

Project manager: Yes. And they want you to change things for them. So they will tell you what they can. So if they don't tell you something it's because it's really inconvenient for them.

Benny: Can we also use statistics from the municipality?

(schoolteacher): For example, how many cars pass through this road. I don't know if they have statistics for that.

Project manager: It would be interesting to see how many Burgers McDonalds is selling a day for instances. And do we have anything healthy?

(schoolteacher): But also just a more regular statistic like you say how many cars drive past this road. How many people live in the area? how many elders how many young people? how many schoolchildren? how many all these kind of statistics to get a sense of. Yeah. Who who just we are building for.

Project manager: If we know how many cars passed by.it would be interesting to hear how many of them have ever driven in here (showing inner road). They drive by every day and they never go in here.

(schoolteacher): 5000 driven by this road and 10 each day on this road.

Project manager: It would be interesting to see and compare between Folehaven and Krisebærhaven that how many cars pass by. Just in numbers in one day.

Project manager: One of (architecture) point that I never thought about before is that the areas like this have a tendency to close themselves so "they have a wall" he said. They have the back to the rest of the city.

(architecture): That's also because of noise. Because you have the large roads right outsides so you would not turn your windows out then you could never sleep. so that's just design parameters for the area.

(schoolteacher): And it is difficult to get to the other side of the road because either this section there or this section here, you have the huge road.

(architecture): So you have both have your back turned against the neighborhood but also kind of cut in or cut out because of the intersection and big roads.

Project manager: so you don't want to live next to that. When you built an assignment you try to open up regardless of what we have already. but if we building it up again we would do it differently.
Mahendra: Besides the physical building, some of the practices can be done with the inclusion of the activities that is going on the other sides if we can expose that one then it might be easier to cross that kind of physical boundaries.

(schoolteacher): If you knew what is going on outside. you have Valbyparken and you have other things.

Project manager: it is righting interesting and funny things going on in your neighborhood.

Mahendra: Can we sketch up how to show it on a platform?
(schoolteacher): wouldn't it be the map again just more zoomed out? but what we just did like. I don't what this map (showing the map he drew) is like but you can

really see the area and then you can just plot out like this is where you can play football and this is where you can shop and then you can pull thread out and how can we make a connection to these areas instead of just being fenced in, in Folehaven.

Min: 01:45:00

Mahendra: what about something like upcoming events where people can post. Like Ok next week, we have a football match. who want to join kind of notes? If it could be football event or could it be a social event, it could be meeting or it could be meeting in a clubs? Could it be the only map or could it be a section where we define what is going on around the area?

Benny: How about creating understanding about the project area? Don't we have that much knowledge about how do show for example why do you (project managers) choose this area for the project area? and you (students) don't understand why it has been chosen. Could we facilitate some kind of communication of this like why you have chosen this or your concerns about the area?

Project manager: Do you meant by project plan where you can ask the questions inside that?

Benny: What would help you understand why that specific area was chosen?

Student 1: I think about the data we talked about. Because you can really see that this is really nice place to work and maybe get the idea already when you see that and why this place needs some change.

Student 2: I also think that it makes us easier to understand that why this place is chosen because when we ask to find out which we can assess there. We can also see how many there is and like discover it ourselves. I also think that it is necessary that it is not just you who decide. It is also the data which tells us but also we are shown the data after we have discussed in our group about what we think we can assess.

Mahendra: Can we sketch what we have discussed?

Project manager: I don't get you because I can come up with ideas but I don't understand anything about how that works.

(architecture): I still think that it is kind of abstract for us actually. We can through ideas and tell how it was but as far as sitting down and drawing it up so we picture a site for it or what is it the platform?

[01:48:41] Danish Language [01:48:50]

(schoolteacher): I still can't really get my head around how big you want this project. When you talk about what is going on next week in Valby whatever. It is a different place what I was thinking about the project. I was thinking about the platform where

the kids always said about what is good or bad or whatever. And suddenly about a social event which is not a bad idea but it is a lot bigger than I expected.

(architecture): The way I see it is like it would be something to help us facilitate this project in a digital manner. So instead of having the walls in the physical object you would upload at the end of the day then you have big collections and you could go and see. And next day, I do this and for than for other group have made this and I can go in and click and see the video other groups have made about this area and oh! Ok! I can see this is problematic area and in over here another group did. So a big community around the work we did. Just a digital platform about what we did.

Min: 01:50:12

Benny: I still think we could cross the limits of it f.x. you have talked about involvement and talk about parents. Do they have inspiration that could be used? I think it opens the limits.
(architecture): that would also be like if you went home and talk with your parents and talk about it and next day you could tell what they told but if you have this digital platform then they could go in together a thing you did at home and type in so they could be a part of the project as well. Whereas they wouldn't come to the library and go out and print out a poster and put on the wall.

Student 1: And maybe it can collect every kind of person live here and could say what they like about the place and what they don't like so that it is not only like our places that come on the map but it could also be the parents.

(schoolteacher): that's what you do in the physical area in the project where you go and walk around with the questionnaire and you put in the mailbox and then you hope X number of answers but this could also be digitalized so you could put on a questionnaire and say go on this site and then click in what you think about the place. Do you have any suggestions? what could be better to have? which is the problematic area? So you would not have to go out and get all the quantitative data by interviewing but making it available on the internet by filling in a questionnaire so that you would have a bigger understanding of the area not just from the students but also from the elders at the elders' home and the gardener who is doing planting and who else.

Student 2: because those areas we have been working on is actually living many different people of many ages and in many cultures. so it just having students to give a lot because we are many cultures but we need the elders and the parents.

Benny: And there should be that they all plot their ideas on a map or something.

(schoolteacher)/(architecture): or just on a questionnaire. We could just define questions like we are a project group we sit in a library and we define some questions. What do you think good about Folehaven? what do you think is bad? What do you do? all this kind of questions and they would just plot in their answers then you would have a whole lot of that and it would be for inspiration. So maybe

people in an elder home see it in a different way. so instead of, it is time-consuming to go over and interview them yourselves it could just a way. But interviewing as getting other disciplines that could constitute Danish or so IT class. that would give you some information. I just feel like when we interviewed Michele, also just a feeling of putting yourself in somebody else's shoes. That would be the big boom for the project. That you are not just building for yourself but for others.

Benny: What should they provide? they off course provide answers to the questions but would they interaction only be doing while the student would be working with the project? Would they also provide their input when the project is not running; or should be they plot their ideas, stories, something on the map? or is it just one way, students to parents or elders?

(architecture): I don't think they would be contributing other that the project time.

(schoolteacher): I don't think either. it would be nice if they were. If they get as big as google maps is perfect. Obviously, it would be nice to have other people than students because of age or culture or whatever. May by PR. This would be the way to facilitate discussion in the Folehaven. The project we did is pretty much kept between ourselves. The students, the teachers and the people fr**om the municipality.**

Min: 01:56:00

(schoolteacher): If you could put it in the way then you could activate the whole community and have a broader discussion over this. Maybe they would not sit down and come up with direct suggestions and build models but their input could help. The students make the models and solutions. This is very much we do in an nowadays, we sit down before you start the project and you get a whole group of people from the community in, brainstorm, get ideas flooding and you take it all back home and set down. This would be a broader way of doing it than doing what we just did. It gets way more complicated when you get a lot of different age groups and culture and people involves than sitting on and focusing on the student opinion.

Benny: talking about Language, Language is on the intangible side but it is to be understood as fx. you ((architecture)) were talking about learning about terms that have been using in and that you learn how to say something or how do you feel about this. How can we put that in a digital platform that would help you to understand this?

Mahendra: This question also derived from what Project manager 2 wrote was for the city planners it was hard for them to understand what the student have created in their models and their presentations. Also, (architecture) said that you had to use flowery language to make them understand and you had to learn their language to make this abstract architectural language to their language. So how can we make that the transformation of language from this field to the language

everybody understands? What it could be? would it be explaining what is this about or it could be verbal or it could be some kind of a model. How could it be done?

(architecture): It would be very difficult to do that you sit down and read about it but let me take a ling time; I felt it was more useful walking around talking to students every day to verbalize these abstract problems and expressing in a way that they could understand. [02:00:08] I am not sure how you could make that translation for the digital platform.

(schoolteacher): I don't think it as a big obstacle. I don't think students had a hard time understanding you or your terms but I think.

(architecture): I think I would not be here and how could we do that?

(schoolteacher): I think it would be obvious that instructional videos like you walking around in Tilden and whatever and saying I am an and I am looking a specific area if you want to look at a more sports environment, what I am looking at is blah bla. Or When I see a fence like this or every time there is fence it divides and so on. And put like instructional videos into themes with the sports or whatever.

(architecture): yes, you can make instructional videos, that could be a good idea. and then you could also have an ability to go and replay so what does it says about community and sense of community or sporting areas or making connections between A and B.

(schoolteacher): Obviously, if we have you around we could use you but we could still be able to say right if you not able to catch the first time then go and watch this video. and then you get what he exactly means.

(architecture): Also when you stuck then you may be then spending 10 or 15 minutes watching this clips and get a sense, that would be done.

(schoolteacher): That's how the modern educational platforms are being used. You have a lot of texts but you also have instructional videos because that's how most of the kids like to get the knowledge.

(architecture): Like YouTube, going and watching videos and learning from it.
tim: I think it could also be instructional videos or just videos of this guy presenting their projects. So you have pin saying results from other projects. and you could see what these guys did.

(architecture): Then you also have a sense of goal what you are going for. Because at the first day nobody had a clue about where is this going. That can be nice sometimes but for others, it might be way too frustrating.

(schoolteacher): I think most of the students were looking at you guys and you guys saying you need to built model of this and this and so on. And I could just say that most of them like "How are we going to spend 2 weeks on this?" I am done in 15

minutes creating models. If you want me to make a LEGO model that doesn't take me more than 15 minutes. So I think that's the way to do it to show them this is what we would like you to do that is what we expect.
Student 2: By language do you mean a way to look on the things and not just how to say.

Benny: How you understand it and having a feeling for example between two buildings.

(architecture): That could be easily be translated into a movie clip.
also [02:03:52] Danish Language [02:04:30]

Benny: Should it also work not only instructional videos in the beginning of the project but could it work between the milestones of the projects where it facilitates discussion during the project.

Min: 02:05:24

(schoolteacher): Definitely, I mean you (students) did the presentations especially in the first week of the projects. You could do all of that digital. It all depends on how you want to go along with the project and how structured you want it to be. I can definitely see some class who benefit from us saying right this is your homework, by tomorrow at 12, you need to make a presentation that you put online so we can see it and rest of the guys can see it. You don't have to present to the schools but you need to do presentations. Some teachers would say, they have to be here all the time so I know where they are but for me that's also part of; they are 9 graders and they are on their own next year. So it is also part of the whole school system for us to let go, let go, let go and maybe that could be the way to do it. Say "your part goal for tomorrow is to make presentations about 4 goals and blah blah" and have maybe 2 groups that are what we did in project assignment and we said, " these 2 groups are looking at these groups project and their goal is to give them feedback". So each individual group look at some of the others, not all of the others groups because that's a lot. I think that's a way to do it. It would not work for all of them, but it would work for the schools in Hellerup but may be work for some of the classes, sorry girls, in Folehaven but not all of them. Take our eights graders this year, it would not work at all. They would have to sit and present here all the time and they (half) of them would not make those videos. Depends on the classes at all. But it could be a tool for the whole project.

Benny: So we could have steps of inspiration and then part goal presentations.

(architecture): One of the advantages having the project digitalized would be you could, sometimes I felt that we have done a lot of work and girls have written down a piece of papers with their ideas and solutions and next day it was gone. And we came back and asked what we supposed to do and "Oh I don't know". If you have it online or having inspirational bank, then you could go in click them saying it again to

remind themselves about it and also us. I don't where your papers go. it just vanished. You put them in the bag and then it is gone.

(schoolteacher): I don't know either.

Student 2: Also evaluate everything like you came and watch us do our presentations just for you to know what we were going to talk about and may be a film that evaluates and put in this places (platform) then we would remember what we were evaluating the day before or the week before.

(architecture): I also felt sometimes that I was rushed or I said something that you did not understand at the moment or we threw up a lot of ideas and then grab only one of them and then 10 others felt to the grounds. If it was filmed or it was written down or made a little more structure, then you might get a bit more out of it.

(schoolteacher): But most of the frustration for most of the groups came from was that 10 ideas falling to the ground, not the ideas they have grabbed. That was our goal as teachers to help them through that progress. But obviously you have 20 ideas and you use only 1 or 2 of them but they are not used to that. They used to have one or two ideas and grabbing that and then they find someone else, some other ideas as tears after a couple of hours and the go like "No no no, this is THE one idea.

Min: 02:10:04

Project manager: And that's all the innovation, that is part of the process that you have to kill some of it. That is simple. For some people, we also experience, they became kind of a battle of cry more than a good idea. Was it my ideas or was it yours? Find your own ideas instead of best ideas. This is also something you have to learn.

Benny: Could you work with direct inspiration so that you have not to say, "This is my own idea but turn it around and say, " I took this from you" as a good thing. Like you have showed where you get your inspiration from. Try to get inspired from or redesign some of the others.

Project manager: Are you talking about the method?

Benny: Yes, I am talking about inspiration and getting into a discussion.

[02:11:41] Danish Language [02:12:18]

(schoolteacher): But that's what I meant by those hard goals videos. saying we have 2 groups saying;
(architecture): then one group critique the another group. that's a really difficult thing also because you can really get into trouble with your classmates. Then you have to do the sandwich thing. two good things and one bad in between.

(schoolteacher): I think that really depends on upon how the teachers work with it. I would say both of the nine grades they are pretty used to giving critics. but if we go to other classes, some would say " No no We would not say anything after your presentations. We don't say anything because then you look bad. Especially you have to say that you are doing it to help these guys. I mean Giving critique is helped that's how we progress. But obviously, you would have some classed you would not get any critiques at all because critique is bad. Critique sounds like a bad word. But if it is an assignment or jobs for one of the groups to criticized the others I think they would do it. You need to AT LEAST COME UP WITH at least five critique points for their presentations. that's your assignment for tomorrow besides making it your own. I think they would do it.

Project manager: You could formulate it better by making it positive that, how could this idea be even better. Because the first time we had one session, the groups were to present their ideas that a year before. And there were pretty harsh comments. "That's stupid", "that's ridiculous" you remember. So we worked with that in terms of forcing people to think constructively about ideas. (architecture), obviously not been told that say something nice about other groups. (architecture) was cool about saying what could actually be, "What could grow from this?", "How could it be better?", and I think both things are important. Both, "you can say this I don't understand, why did you choose that but also how can it grow and see some potential here and I have an idea about how you can make it even better. So I think it is also for the teachers as well something you have to write down the assignment. A critic is not easy. That's why I am talking about formulation because that's what I learned from you (architecture) because You asked for something that helps sørt [02:15:32] that you don't understand. you would ask "What is the purpose of this", "What is it you want to happen?" that's actually good question to get. whereas what happened a year before that, I hate that, that's stupid, that was not very constructive.

(architecture): You have to verbalize a lot about-about what you do and also, a lot of times still in the ninth grade people would do something and when you ask them why are this solution and they say "it's cool! and that's not a reason you really could work with So both critiquing yourself but also critiquing others. I think that could be a good thing to be implemented. Also just thinking about what the others told you I don't know. When we all critique in a big room and you can just feel the head going off. A lot of people don't really listen but if you have to sit down and give constructive critiques to another group. You're going to be more focused on it.

Benny: How do we make that look that pretty side Platform?

(architecture): If they have all uploaded there; information there; videos about their ideas and may be their fine points.

Benny: Maybe just like YouTube comments, for example.

(schoolteacher): The easy way would be YouTube comments; may be divided into themes; you have 3 themes you need to address that which is handed out by the

teachers or that can be individual for each video right! If you have one group working in with "Do you know the unison in an area and how to open it up for the rest of the city. That could be two points like. But you have another view saying "Did they have a different focus". So it doesn't have to be the same questions about every single time.

(architecture): But then again and then in a critique, you wanted to be a discussion. You wanted to be face to face. I'm not sure if you really can digitalize this. Then you just sit down talk and have a discussion about it instead of going back and forth on a YouTube comment and it divide just a lot of hassle shorts.

Benny: Normally YouTube comment is 120 characters long, is that a when you define what you really want to say and missing some aspects so should the comments should be longer. Should they expect to be like half a page long or should we get more details in it?

(architecture): I am just seeing as like in our school, we also when I do projects I go up I present it and I get my critique. And thinking to get my critique as a comment that would not work. It has to be an open discussion between you and the teacher or you and your classmates and it would just be some really stiff.

Project manager: Because you want to have some answers to the questions.

(architecture): Yes, maybe there could see because isn't valid and you explain it oh that's because I didn't explain it correctly

Student 2: Maybe you want to ask the question to the critique. What do you think about that or yes this is the great answer because you can get more out of the discussion?

(architecture): And it's also we are in the class and we are together in this project so doing it; (in the platform) maybe this would be a weird thing to do on another platform.

Project manager: Do you have the opportunity of making it live; maybe it could be the right thing to do.

Min: 02:20:00

(architecture): But that means, I want to just turn around and ask the question instead of doing it to the screen. Maybe sometimes I can see the point; sometimes you can say other things as a critique if you are not used to critiquing it would be hard to say. I think it is a stupid project because you didn't think about the way it impacts the elders. Putting the screen in their house, making a lot of noise in their house, that is stupid. You can't say it face to face and that could be a point. Write it down or saying it in the video.

Project manager: But we also thinking about that this could be some experiences that you could pass on to other areas right? So if you had a presentation on this

project, it's going to be, if everything goes the way that we want and there will be more project maybe at the same time also. Then it could make sense.

(architecture)/(schoolteacher): then it could make sense.

[02:21:23] Danish Language [02:27:31]

Mahendra: the critic Could be like have received critic would just be a decision based on that video. So if we discuss and then we can actually point out what is what people these people don't think good about these themes that they're working. Then that could be the inspiration for the students to be inspired from that and then moderate their themes based on their discussion that is there.

(schoolteacher): But that's what we already did in the project. We could come up with new ideas and redefine out themes and then go and get them critique; hear them about it; discuss it; go evaluate themselves and work on it come back and discuss, critique, evaluate so it was an ongoing feedback loop we were doing. I don't know how it is going to be a platform. Maybe that part is a dead end.

Project manager: Maybe one thing I learned was that it was about language, we have the in a school and we have different discourses so that in school it is not valid to say it is something beautiful. That is not enough for it to be OK. That could actually be a valid argument that it is beautiful (laugh). It's not just standing alone but it is more valid than it is for instance in a mathematics it would not be a valid argument.

(architecture): There is a lot of subjectiveness but I could not stand and say to my teachers why did you choose that kind of penetration and I could not say " oh I just find it beautiful". Maybe because sometimes it is the reason but then you still "there must be more".

Project manager: But still that is different from school. That kind of information that you could actually argue with different sources of them especially
in an aesthetic matter. The matter that basis on how it makes us feel, matters how we function in it and that is interesting because it is different from what you used to. So was just thinking maybe instead of critic thing, maybe that's too strange. But maybe you could have like the school of words or something that is more like one to one. That doesn't have to be a debate where the architect's talks about valid arguments in his line of work. But you could learn from what's in it.

Min: 02:25:00

Benny: I am thinking about learning goal if that could be something we could talk in. Maybe we don't say critique but learning goals like other people describe how they think the learning goals have been achieved in this project. There's a person taking a video presentation that should come with some materials to generate something.

(schoolteacher): Related to the video?

Benny: Let's say they're doing a video or part evaluation video, maybe critique does not make that much sense. That doesn't make sense but. Talking about learning goals maybe are what they have tried to achieve with it.

(schoolteacher): So the students talk about their own learning goals and how they would achieve them?

Benny: yeah.

(schoolteacher): yes, that would be the good evaluation I guess.

Project manager: There could be the side for the teachers in the beginning.

(schoolteacher): regardless of how this ends you need to have overall learning goal. Because that's what the teachers want. If you come and say we have this project "we want to do this project." That's the first question you'll get from most teachers, not just me and Lene because that's what we need to tell students and our bosses.
Benny: How does the learning goal sounds?
(schoolteacher): To be said to be able to use Grammar in a newsletter.

Project manager: Danish Language we did put it in there actually.

(schoolteacher): we didn't focus on much on it but we put them in.

(schoolteacher): But maybe you could have a place for that kind of information. That is not very interactive but it is important.

(architecture): Yeah but you could make a site like if it was for the teachers liking the pitch. They could go in and see this learning goal to be better at grammar. Maybe it'll be tough to make to be better at math. Scale and I don't know what you teach in math but just like and then refer it to what we just did.   and say ok so this project could help us in defining this learning goal or making these movies or writing the stories about the people living in Folehaven and that's maybe a Danish learning goal, learning about statistics and demographics. That's could be like just as an explanatory page for an explanatory site so you could easily see.

(schoolteacher): Most schools are starting to use an educational platform. Not like that but evaluation platforms where they put in... We do as well not in the ninth grade but we will start using it next year where you basically put in a project and then you see that this is just for the five or ten learning goals for this project. individualize all of pretty much for all the kids. Right, JoProject manager:needs these two learning goals as her goal. And you need these two for you and for the entire class we need these three. She makes individual goals well. And then the kids doing the project goal in and say right "I learned this and this today", "I progressed so and so far". And then the teachers will go in and say right "I'm aware that she thinks that the she's this far but she's not or she's better over

there. If you in any way could interact, make a link to the platforms what did the schools use that would be....

Project manager: So the school has a platform about that?

(schoolteacher): But it is individual for each school. We have one called EDUCA. But there are also others called super workers things.

Min: 02:30:00

Project manager: that could be interesting in terms of also actually for the knowledge, gathering the knowledge if you would do the project. Let's say before you go home you have a question of what you thought you have learned that particular day. Because for instances let's say I ask you to go out and count the cars out there. But if you don't understand what it is trying to teach you it's kind of a problem and I need to know that. I mean that I would think that's math or demography but if you don't see the point when It's good for me to find out early so we can talk about it. So maybe we can have something. I don't like a test so much but something where we can see where you feel you are and What you feel you will learn that day. What do you think about that?

Student 2: I think you need learning goals to evaluate what you have just done. So the evaluation would actually need the learning goals. So I think it's a really really big part of a project that you have some goals said you need to receive. and then like not a test but ...

Project manager: Do you mean individual learning goal?

Student 2: Both I think. Yeah yeah yeah learning your project and I can't stop comparing it to our project week we had. When we actually made for the goal for next day and in the end of the day we did it and I just think it worked really well. And this project(platform) is actually almost like our project week.

Project manager: So yeah that would be a good development.

Benny: Describe the goals have been reached or not or what extent.
Student 2: I think you can tell yourself when it's reached. But I can see that it's hard to know if you have it finished this if you haven't improved a for example improved a grammar. I just compared to the project week but it is really hard to say when you really have received your goals.

Project manager: and that's where you are little insecure in this project. Students 2: yeah.

Student2: yeah and that was the frustrating was because then we thought we had to meet that goal for like two days ago and then you come and tell us "No you're not done" with it. So we moved to the next goal for the new day. Student 1: In the beginning of the project, like make a plan which goals you have and the teachers

31

could do the same so you could go in and check, Ok, what do the teacher think I should do now and what do I think. and then you could at the same time make goals for each day so that you actually have a plan.

Project manager: We did have a plan for like research and idea development, project building. And you're talking about more specific.
Student 1: Yeah you know like a lot of people don't really remember it what we have to do and then you have to move 2 steps over and you have to go back. So if you could go in and could look at the plan

Project manager: You have the plan and do you remember [02:35:39] Danish Language

(schoolteacher): As a teacher we work with two different kinds of goals. We work with the ministry goal, call them the overall goals which they all have to reach before they try and reach before they go out of ninth grade right. But we our self as teachers create learning goals which are not specifically made by ministerial. And that schools are one hundred percent valuable. So it would be like after this she has to be able to use commas in a sentence. That's a very easy goal but you know what I mean.   So there's a difference between the overall goals which we always should have on a project and learning goals which we also should have but the learning goals that we use are goals that are we can evaluate on. Because others are more like that's your goal out in the future yeah. I could say she is pretty ok but the learning goals, "you have to say yes or no" Can she do it or can she not.

Benny: Is that one that you create together or could it be public these learning goals?

(schoolteacher): They can't be public, "No". Not the learning goal but the overall goals are obviously public.

(architecture): But could a learning goal be. No, you can't tell but one of the students we had. What would be a learning goal for her or him be?

(schoolteacher): Let's see. For this project. I can remember which one we did actually. But it could be like, to use multiplication of three different levels or with three different letters or numbers. That could be a goal. It is as easy as that but it can be more complicated than that.

Project manager: Lene (teacher) has something with geography.

(schoolteacher): Yeah, can you describe an area out of two demographics statistic. that would be yes or no.

(architecture): Then has to be a platform those could be not made public. But you could have them on your own page and then you could refer to you (to teachers) and the teacher could refer back to it. And maybe that could define your role in the group. So let's say some people have some learning goals regarding math's so they

would sit down with a map, chart out the scale of it. and like for instance one of the big issues or could we fit two football field goals here. Surely that would be their role in the project whereas somebody else had to work on the statistics because that would define their learning goals.

(schoolteacher): And as long as the goals are not put to an individual student you can always publish them.

Project manager: Did you talk about, it sounds like that there should be a page for the individual project where the teachers and students can communicate that is not open.

Student 2: But could not a learning goal also be; it must be more than a learning goal but a goal like I would not take more than three breaks today. So you can just so no or yes to that. But I will try to do my best for today. That's a goal but not a learning goal but could not that be a goal too.

(schoolteacher): yes, we do that as well but there are educational goals now that are set to each and every single class. And then we have the social goals which would be, Project manager: "I will work with someone else than my best friend." (schoolteacher): "I'm not going to pee six times a day. I wouldn't put that in a project like this because it's not part of the project I would have that as a communication between the teacher and the student which that obviously is. But I wouldn't spend a space on it on the pitch.

Project manager: Do you think this is just school work?

(schoolteacher): Well it's an issue between me and my students' kind of things. It wouldn't make sense to put it on a website or platform. But the educational goals would make sense for me because that's what you're here for; you not here to make sure that your hand doesn't pee six times a day work with a different classmate. That's not your task, That's my task. That's how I think, but it could be different.

Project manager: Especially with the seventh graders, the teacher would ask us to have focused on specific areas that they thought that the students needed more knowledge and franchise. That could be social. (schoolteacher): that's right. Project manager: And I would always try to work that in but I am not sure it has to be.

(schoolteacher): Learning goal you have to like that's what the politicians are saying. So you need to have that in. The social goals you don't have to have in. That's why I wouldn't put it in but obviously yes we can do a project like this but I would actually focus on some of the social lights in as well. That's the big part of the whole thing.

Min: 02.42.39

Benny: I think it is interesting that you want o set goals for your own project. And not just yes/no, did I achieve this –goals

Student 2: it is like, in this week I will be good at listen to everyone and not just take my own ideas. That could be a goal.

Mahendra: it could for example be a profile where you have a personal space where you can set your own goals, so other people do not see it.

Benny: yes, to what extend do we think these goals should be public.

Student 2: no, of course it should be personal, these goals. Maybe it should not be something you didn't write down but you could write it down.

Benny: I am also think; in games you have achievements for example. They have a long list of achievements like; work with somebody you don't usually work with, or do this, and in the end of the day you get all these marks and achievements. How do you think that could work? Is that not personal enough?

Student 2: maybe you could do that with the learning goals. Like; from 1-100 how did I learn this to day. I don't know if you could tell your self if you have done it because, maybe you have done all you could but maybe that wasn't what your goal was. You are right, it could maybe be not personal enough, just give your self a number.

(schoolteacher): I think that would work in a 5. Grade but in a 9. Grade it is more, to what end. Why? Yeah, I get 10.000 points and so what. I think most of the student would think "who care how many points I get" they won't get anything out of it anyway. In 5. Grade they would go, "yes! I got 10.000 points"

Mahendra: I think the municipality need to set some money.

Project manager: that is a motivating factor actually. It is not a bad idea at all.

Min: 02.46.00

Benny: one question is: "how can a platform help you when you get stuck in the project or if you don't know what to do and how to move on?

(architecture): that could be the videos. Re-finding the inspiration, that you already have seen or backtrack to a different place in your progression so you maybe have a timeline. "we maybe passed this idea but maybe we should go back to it because it was kind of need". Or see this groups presentation and their work and go "oh, they figured something out, maybe I should look in to that". Just the fact that you have this big pile of information could make ..

Project manager: I agree. I remembered last time when kids was rehearsal, and one of the groups that had been a little bit lazy they saw another group present for us and then they could busy. I think that was the day before and they managed to get something for the next day. Maybe we should have done that a little bit earlier.

(schoolteacher): that is what I meant showing them videos of how others did it. They know the level of expectation so they instantly know. I also think that inspirational videos would or just obstacles in general, "or groups was so tried and lazy, we couldn't do anything and we didn't like the project". I think 20% of the student would say that at some point. "how did we get passed this?", "we went for a 10min walk and had an ice cream then we had a brainstorm and then we moved on". I know it is basic stuff here, but is the last 20% they need stuff like that. It is funny that we need to tell kids in that age that sometimes you should just go a get some air or what ever.

(architecture): just have I randomize button the could click and then it could tell them what to do.

(schoolteacher): I know it is basic stuff but the kids really needs it. They need to know they are not the first one sitting here complaining about this project.

Project manager: or when there is disagreement in the group.

(schoolteacher): I like my own ideas and I don't like the others ideas. What to do. We did this, we voted –democracy. There you go.

Project manager: So randomize the answers so the answers would be good.

Mahendra: maybe there could be some kind of session where you could ask questions for example: "how to insert pictures in Minecraft", subject specific that might help others. How could that work?

Project manager: I think that is a good idea.

Mahendra: so, would you actually answer if you saw some people there want some kind of specific help. Or would you ask the questions.

Min: 02.50.30

Student 2: we have those weakness, who could solve this question. There was a weakness that there weren't many girls.

Benny: I have only booked you to 1 o'clock so don't feel obligated, time has passed. It has been a lovely session with you. Thank you.

Min: 02.51.40

(schoolteacher): I am still blurry about what it is exactly what you are doing, and I can understand that you are to.

Benny: we don't want to define to narrow what it is and how it should look like. We want to keep it open and by having is discussion we are defining and starts to how it could look like in broader terms. Which principles the best principles to work by.

(architecture): that is interesting because that is exactly what we did in this project. That is my only concern. If you do it with a lot od schemes and a lot of questions and goals that measures then you confine your creativity, making it into a everyday schooldays, where you can open op the box and pull out ideas. You are trying to confine the project in a way, taking out the human part of it. Going around evaluating, critiquing and getting inspiration from other groups. You have to facilitate that with out defining it. Of course our project could be streamlined, but it was the first time we did it. Exactly what you are doing we did, the same way to work.

Benny: when it become digital digital, it demands for you to be varied in your speech, we have focused on critic and learning goals maybe it is because these thing will carry the process further making the project even better. Give reinsurance.

Mahendra: like you said. Architects nowadays go to the people and ask what could be better and then you translate it to your language. So, it is how it work in digital platform. People are into features and then the people there is going to use it. Now we are taking it like your project approach taking the opposite… way called bottom-up.

Min: 02.55.00

(schoolteacher): I think as long as you give instructional videos and opportunities and tool and not structure that is goof. But when you have one structure present it to people there where interested before, wont be interested. As we stared out talking about to day, I was glad that we dint have any structure- obviously there where structure, but we kept say "guys there aren't any structure". We start here and we finish here.

Project manager: the thing you said before, the fact that the students had to decide for them self what they need to spend their time on that won't come to them. So, that is the knowledge you have, about what is new here. We don't have that. That is something I would never guess there would be difficult. But that is you everyday. You are not used that you can do that –go up and take a break.

(architecture): a platform would also bring more security for whom this is a big, big change. They would have this structure to follow and to lean on. If the get stuck they can always go and watch a video so it would be an asset to the project. I think .as long it does not confine it too much.

(schoolteacher): as long it is not, first hour you do this, then you do this and take it or leave it kind of thing, that would not work for most teacher, I think.

Project manager: and properly not for the project either.

Benny: we are not there at all. It should work as a tool and not define the process.

(architecture): as a tool to catch up and to reflect on things.

Project manager: we have a plan, as I said before, to make it bigger and incorporate business and people there live there such as retired people. When we do that it could be a whole new thing. Also for instance with the data we talked about. If some of the restaurants around here tried to make them compete on the price. If we wanted to make Folehaven healthier for instance, it could be an idea, but we haven't started yet. That is a perspective. That means, not only they ideas you have for your local area does not only come in to TMF but also the people that stay here are involved so it could change even more things.

Thank you.

Appendices 6: Surveys
Pre-survey Byen på Spil E2015
9.klasser

SurveyMonkey

Q1 Hvad er dit UNI-login?

Besvaret: 36   Sprunget over: 4

Nr.	Besvarelser	Dato
1	ldax5520	26-11-2015
2	amal6721	26-11-2015
3	isab1937	26-11-2015
4	Moha1887	26-11-2015
5	Amir0266	26-11-2015
6	zahr0252	26-11-2015
7	grac0025	26-11-2015
8	zoya0002	26-11-2015
9	char7333	26-11-2015
10	caec0483	26-11-2015
11	juli395b	26-11-2015
12	ahme0614	26-11-2015
13	thea1169	26-11-2015
14	Tark0005	26-11-2015
15	math977d	26-11-2015
16	Moha5944	26-11-2015
17	oska0400	26-11-2015
18	kash0024	26-11-2015
19	rida0014	26-11-2015
20	kris298e	26-11-2015
21	hayat123habibi	26-11-2015
22	char7334	26-11-2015
23	rose0328	26-11-2015
24	Nico2000	26-11-2015
25	line317f	26-11-2015
26	mala0083	26-11-2015

27	joha4327	26-11-2015
28	juli394b	26-11-2015
29	maja3444	26-11-2015
30	thor1871	26-11-2015
31	Dwig0001	26-11-2015
32	deni1038	26-11-2015
33	Joha4329	26-11-2015
34	mira0238	26-11-2015
35	malo0381	26-11-2015

| 36 | oska0401 | 26-11-2015 08:14 |

Q2 Hvor bor du? (nævn flere hvis du bor flere steder)

Besvaret: 37   Sprunget over: 3
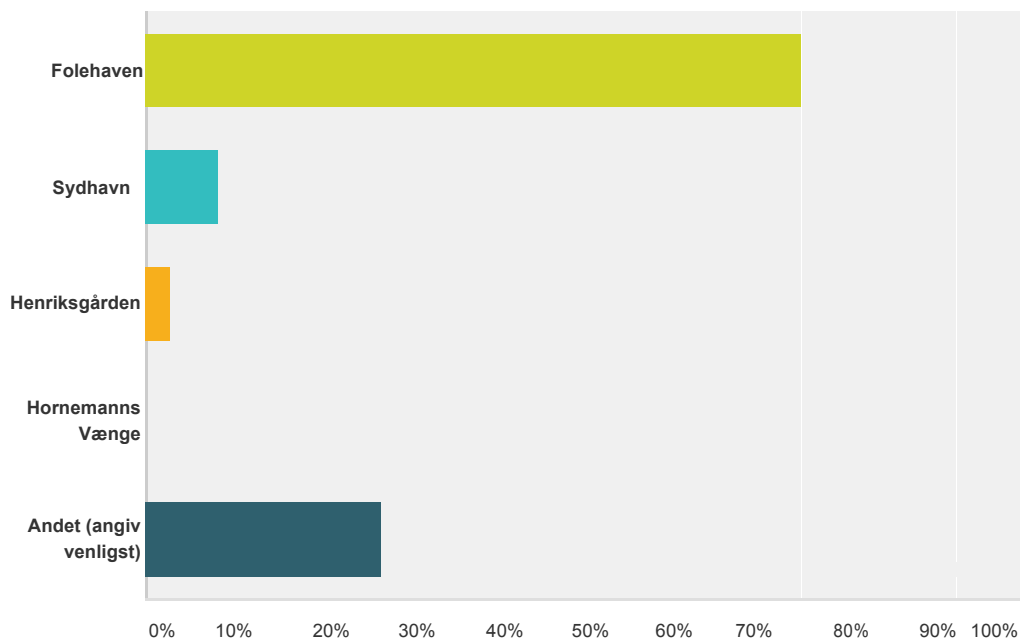
Svarvalg	Besvarelser	
Folehaven	**75,68%**	28
Sydhavn	**8,11%**	3
Henriksgården	**2,70%**	1
Hornemanns Vænge	**0,00%**	0
Andet (angiv venligst)	**27,03%**	10
Respondenter i alt: 37		

Nr.	Andet (angiv venligst)	Dato
1	Valby, mellem hornemans vænge og folehaven	26-11-2015 16:09
2	Ålholm	26-11-2015 08:58
3	ebbe rodes alle 4 3th	26-11-2015 08:26
4	brønshøj	26-11-2015 08:21
5	brønshøj, hornbæk.	26-11-2015 08:20
6	valby	26-11-2015 08:17
7	vigerslevvej	26-11-2015 08:16
8	valby	26-11-2015 08:15

| 9 | vesterbro | 26-11-2015 08:14 |
| 10 | Brønshøj | 26-11-2015 08:14 |

| 9 | vesterbro | 26-11-2015 08:14 |
| 10 | Brønshøj | 26-11-2015 08:14 |

Q3 Hvad arbejder dine forældre med?

Besvaret: 34 Sprunget over: 6

Nr.	Besvarelser	Dato
1	Læge og administrende Direktør	26-11-2015 16:09
2	Intet	26-11-2015 09:04
3	min far er vagt, min mor går i skole	26-11-2015 08:59
4	-	26-11-2015 08:58
5	Min mor har arbejdet som Sosu	26-11-2015 08:58
6	sosu assistent	26-11-2015 08:56
7	min far ejer en kiosk	26-11-2015 08:56
8	Min mor går i skole og min far er pensionist	26-11-2015 08:56
9	Min mor arbejder i en skobutik i Rødovre, og min far er postbud.	26-11-2015 08:56
10	min mor arbejder på PFA i IT- afdelingen og min far arbejder i DR fiktion	26-11-2015 08:56
11	Serviceassistent	26-11-2015 08:55
12	De er ingeniører og projektledere	26-11-2015 08:55
13	Elektriker	26-11-2015 08:55
14	pædagog og i Krüger	26-11-2015 08:55
15	Ikke noget	26-11-2015 08:54
16	Min far er projektleder og min mor er Afdelings leder på en fabrik.	26-11-2015 08:54
17	sosu-assistent	26-11-2015 08:27
18	Min mor er lærer og min far er handicap pensionist	26-11-2015 08:26
19	læger	26-11-2015 08:21
20	DSB og socialrådgiver	26-11-2015 08:20
21	min mor arbjeder på politiken	26-11-2015 08:17
22	Tømmer og Kontor	26-11-2015 08:17
23	Frisør, Mekanik	26-11-2015 08:16
24	førtidspensionist og pensionist	26-11-2015 08:16
25	Politi og Holbæk komunne	26-11-2015 08:15
26	min mor er sundhedsplejerske og min far er senior konsulent, men uddannet bygningskonstruktør.	26-11-2015 08:15
27	min far har ikke noget arbejde	26-11-2015 08:15
28	min far jord og beton arbejder. min mor arbejder med gamle mennesker.	26-11-2015 08:15
29	kok	26-11-2015 08:14
30	novo zymes og hjemmegående.	26-11-2015 08:14
31	Min mor er sundhedsplejerske og min far er filmdistributør for Angel films	26-11-2015 08:14
32	Min far er buschauffør og min mor er hjemgående	26-11-2015 08:14
33	Mine forældre arbejder som pedagog og elektrikker	26-11-2015 08:14
34	overmontør (far) pædagog (mor)	26-11-2015 08:14

Q4 Hvor godt er det område du bor i?

Besvaret: 39   Sprunget over: 1
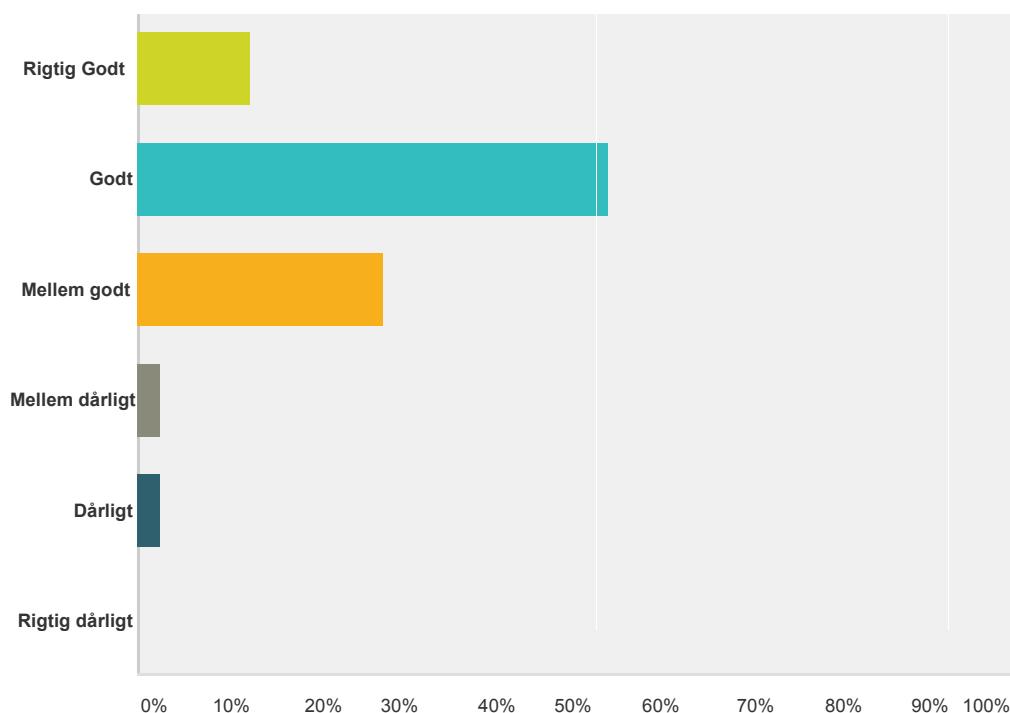
Svarvalg	Besvarelser	
Rigtig Godt	**12,82%**	5
Godt	**53,85%**	21
Mellem godt	**28,21%**	11
Mellem dårligt	**2,56%**	1
Dårligt	**2,56%**	1
Rigtig dårligt	**0,00%**	0
I alt		**39**

Nr.	Hvorfor er det godt eller dårligt?	Dato
1	Det er stille og roligt. Rare mennesker	26-11-2015 16:09
2	Det gode ved området er at der er så meget natur i området. Valbyparken, hvor man altid legede da man var mindre, Karensminde kulturhus, hvor jeg selv har haft kanin dernede siden jeg var 9 år gammel. Det er nogle steder som binder stedet sammen. Men bare den der hjemme følelse, når man går tur rundt i stedet, og har været væk længe er fantastisk. Noget af det dårlige er at man ikke får brugt de fantastiske ting man har, undtagen vis du måske går i børnehave. Der burde være et sted, hvor unge også kan være sammen. Et sted så folk ikke bare sidder hver for sig hjemme i deres stuer, en udvidet klub måske, en skaterpark, en forlystelsespark. Og over ved Fredriksholm kirke, er der en klatremur, men den bliver næsten aldrig brugt fordi at der er ingen som er udannede til at kunne stå for protjektet, til at være der. På Mozartsplads er der næsten ingenting, og mange mennesker kan godt lide at være der. Der burde være nogle bedre bænke, eller ting man kunne lave der. Flere aktiveteter. Nogle ting kunne godt gøres bedre. F.eks kirken, der sker ingenting. Der burde være flere ting. Bedre bænke, og den store græsplæne som er tæt	26-11-2015 09:14

47

	på cykelhandleren, og lige ved siden af den der hundepark. Der er ingenting, der burde bygges noget.	
3	Omgivelserne er ikke så hyggelige, men det er dejligt at alle bor tæt på hinanden.	26-11-2015 09:05

på cykelhandleren, og lige ved siden af den der hundepark. Der er ingenting, der burde bygges noget.

Omgivelserne er ikke så hyggelige, men det er dejligt at alle bor tæt på hinanden.

26-11-2015 09:05

4	det er ok, men det er fordi at der er mange invandrere der bor i mit område, og de larmer ret meget, så man kunne måske blande etnisk danske og invandrere så det ikke er sådan, at der kun bor invandrere i et område. bygningerne kunne måske også blive fornyet, fordi de virker lidt gamle. der er også begyndt at ske kriminalitet	26-11-2015 09:02
5	Vi har vores venner, som vi er sammen med efter skoletiden. Vi har bl. en klub hvor vi hygger osv. Men nogle godt kan det godt blive lidt for kedeligt, når ma laver det samme heletiden	26-11-2015 09:01
6	Jeg synes det er et godt område, fordi jeg har boet der i mange år og føler, at det er et hyggeligt område. Men det kan også være irriterende nogle gange, da der kan være larm om aften, fordi der nogle gange er personer der larmer med motorcykler og biler.	26-11-2015 09:00
7	Vi har det nogenlunde godt i området, vi har en fritidsklub, men vi kunne godt bruge nogle flere legepladser.	26-11-2015 09:00
8	det er et godt sted, fordi jeg kender mange i nærheden, mine venner og familie. dem jeg kender for mig til at føle mig trygt hvor jeg bor.	26-11-2015 08:59
9	Det er meget stille og roligt med masser af venlige beboer. Der er ellers nogen steder hvor der er ballade i folehaven	26-11-2015 08:59
10	Det er et normalt nabolag, det er tæt på transportmidler som er godt. Der mangler bare nogle møde steder, hvor man kan hænge ud med sine venner.	26-11-2015 08:58
11	der er ikke så meget udendørs-ting fx. nogen trænings ting eller lejepladser, der er mange græsplæner som ikke bliver brugt	26-11-2015 08:58
12	Det er godt sted at bo fordi der ligger en skole tæt på. Det et fredeligt område hvor der ikke sker mange indbrud osv.	26-11-2015 08:57
13	Området er meget fredeligt og de fleste mennesker kender til hinanden.	26-11-2015 08:57
14	det er godt, fordi næsten alle kender hinanden	26-11-2015 08:57
15	Fordi jeg elsker hvor jeg bor	26-11-2015 08:56
16	der er ikke uroligheder, hvilket er godt	26-11-2015 08:56
17	der er ikke så meget ballade på den side af folehaven jeg bor, og jeg kender mange der bor der så det er meget hyggeligt.	26-11-2015 08:56
18	Det godt fordi alle mine venner bor der og fordi jeg har gået i børnehave, fritidshjem og skole i folehaven	26-11-2015 08:28
19	det er ikke det bedste sted, fordi jeg føler det ikke er sikkert, jeg føler mig ikke så tryg at bo her	26-11-2015 08:24
20	det er godt fordi at der er alt derhenne kiosk skole bibliotek sharwarma park legepladser mcd og alt det der det dårlige er de unge på 17-20 som bor her de ødelægger alt for andre	26-11-2015 08:21
21	Vi har skole og fritidshjem/klubber tæt, men der sker også kriminalitet tæt på dem.	26-11-2015 08:20
22	det er et godt område folk er søde og der går ikke alle muglige creppy rundt	26-11-2015 08:20
23	(Sydhavn) det er ikke et godt område for børn da der tit er ballade og der hele tiden sidder folk på Mozarts plads og drikker men jeg er vokset op der så jeg ved hvordan man skal færdes der.	26-11-2015 08:20
24	fordi det er et godt miljø hvor der ikke sker alt muligt kriminelt. Også er der ro, ikke så meget ballade.	26-11-2015 08:19
25	Det er midt i mellem fordi at der er mange problemer og hermed også en masse politi i området.	26-11-2015 08:18
26	Jeg er meget tilfreds med mit område - jeg bor nede ved Harrestrup Alle - fordi jeg synes at i området lige ved mig er der et rigtig godt fællesskab med mange fælles arrangementer, men selvfølgelig er jeg godt klar over at Folehaven ikke har det bedste ry, og det kan sommetider om aftenen være en smule utrygt at gå rundt alene. Men overordnet er det godt og jeg ville ikke flytte andre steder hen, end her:-)	26-11-2015 08:17
27	Det godt fordi, der er en masse butikker rundt om og handle steder. Det ikke tørt.	26-11-2015 08:17
28	Jeg har det godt med at bo i Sydhavnen. Alle mine veninder bor i Folehaven, og skolen ligger også i Folehaven, så det ville være rart at bo der omkring, og lidt tættere på alting.	26-11-2015 08:17
29	Jeg kan rigtig godt lide at bo her, der er mange forskellige mennesker, og jeg syntes tit at der afholdes forskellige arrangementer. Man kan mærke at der er mennesker, som gerne vil skabe et fælleskab	26-11-2015 08:17
30	det er et godt sted jeg bor, fordi der er fredeligt også ligger der en stor park ved siden af, så man gå ud og få noget luft. Der skulle også snart komme en strand, så er det et rigtig godt sted at bo, bortset fra alle de mennesker der strømmer til.	26-11-2015 08:17
31	Før var det et dårligt område pga. de unge der skabte problemer, men det sker ikke så meget længere.	26-11-2015 08:16
32	Synes det er et godt sammenhold og folk kender hinanden i folehaven, men der er meget kriminalitet, så man måske	26-11-2015 08:16

33	alle kender hinanden, så når man går ud hilser man på nogle søde mennesker	26-11-2015 08:16
34	altid ligger tæt, skole, byen, venner	26-11-2015 08:15
35	Vi holder ud.	26-11-2015 08:14
36	fordi at man ikke kan være sig selv.	26-11-2015 08:14

Q5 Hvor enig er du i udsagnet: "Det område jeg bor i er godt som det er, og behøver ikke at blive ændret?

Besvaret: 39   Sprunget over: 1
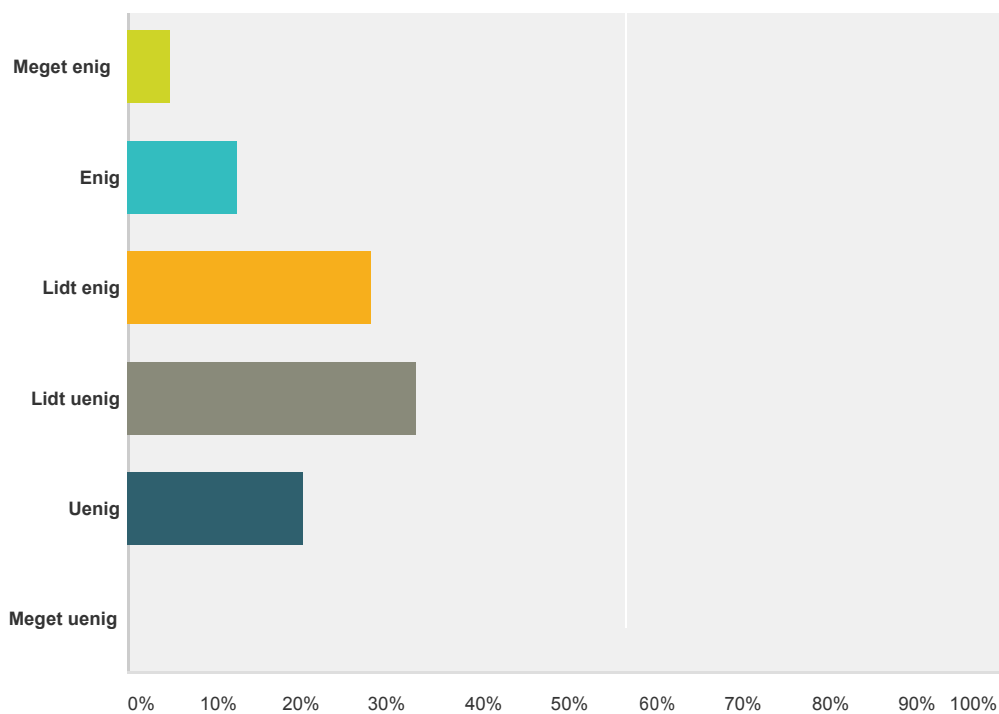
Svarvalg	Besvarelser	
Meget enig	**5,13%**	2
Enig	**12,82%**	5
Lidt enig	**28,21%**	11
Lidt uenig	**33,33%**	13
Uenig	**20,51%**	8
Meget uenig	**0,00%**	0
I alt		**39**

Q6 Hvor enig er du i udsagnet "Der er ting der godt kan blive bedre i det område jeg bor i, og trænger til at blive lavet om"?

Besvaret: 39   Sprunget over: 1

Svarvalg	Besvarelser	
Meget enig	**17,95%**	7
Enig	**41,03%**	16
Lidt enig	**25,64%**	10
Lidt uenig	**5,13%**	2
Uenig	**7,69%**	3
Meget uenig	**2,56%**	1
I alt		39

Nr.	Hvad trænger til at blive lavet om?		Dato
1	Vejene og lygterne		26-11-2015 16:10
2	Steder som bare er dødt, og flere ting man kan lave sammen. Noget til unge, flere agrenmanger i kirken. Men som ikke bare er for små børn. Flere arenmanger, som ikke bare er for små børn. Bedre bænke, især på Mozartsplads. Sjove ting man kan lave, som ikke ser så kedelige ud. Et sted hvor alle har lyst til at være.		26-11-2015 09:17
3	Flere bænke på legepladserne, flere blomster må gerne plantes og give lidt farve og stemning til kvarteret.		26-11-2015 09:09
4	søndervangs allé, kunne godt trænge til noget udendørs fitness blandet med noget parkour. og området ved		26-11-2015 09:07

55

Hestehaven som ligger ud mod folehaven kunne også bruge en kærlig hånd og en legeplads. og en masse skraldespande og gratis hundeposer.

56

5	at der skal blive blandet rundt, så der er mange forskellige kulture i en bygning, sådan at der ikke kun er invandrere i et område, og kun etnisk danske i et andet område, men at der skal blive lidt blandet.	26-11-2015 09:05
6	Legepladserne kan godt blive ændret, da de er blevet en del kedelige, ved alle de ændringer og renoveringer der er blevet foretaget. Så man kan måske ændre på de sociale ting i området, så det er hyggeligere at tage ud, når det bl.a. er sommer.	26-11-2015 09:03
7	Legepladserne, fodboldbanerne osv. kunne man evt. godt få lavet om	26-11-2015 09:03
8	vi trænger til en mere aktivt sted med flere måder at være aktiv på, måske får renoveret vores fodboldbane ved fritidsklubben	26-11-2015 09:03
9	græsplænerne på søndervangs allé kunne fx få nogle trænings ting eller legepladser	26-11-2015 09:02
10	Flere aktiviteter og legepladser Som vil få folehaven til at blive et mere socialt sted	26-11-2015 09:02
11	der er ikke nogen steder, hvor man kan hænge ud.	26-11-2015 09:01
12	Der er ikke nogle "hæng ud" steder	26-11-2015 09:00
13	Der mangler ikke rigtig noget til mig, mest af alt fordi jeg bruger mange timer inde for på min pc, så jeg laver ikke så meget uden for.	26-11-2015 08:59
14	En del ting burde blive lavet om. Bygningerne kan godt se lidt kedelige ud og burde måske blive lavet lidt mere om.	26-11-2015 08:59
15	der kunne komme skraldespande rundt omkring	26-11-2015 08:59
16	nogle bedre stier, forbedret gågader. flere farver da det er lidt negativt på grund af farverne er det samme fra blok til blok	26-11-2015 08:58
17	Lejelighederne-bygningerne og især torvet	26-11-2015 08:30
18	jeg ved ikke helt hvad der kan laves om, men et eller andet med sikkerheden og fællesskabet	26-11-2015 08:25
19	større parkeringspladser.	26-11-2015 08:22
20	gaden, det er ikke så bred, så man kan se hen til dem der bor overfor mig.	26-11-2015 08:22
21	Mozarts plads. der er ganske vist jævnligt ombygninger så folk kan benytte pladsen men den er totalt overtaget af grønlændere, så den bliver ikke brugt til dens oprindelige formål	26-11-2015 08:22
22	Jeg er tit i Folehaven selvom jeg bor i Sydhavnen, da alle mine venner bor i Folehaven. Jeg synes ikke der mangler noget i Sydhavnen eller at der er noget der skal laves om.	26-11-2015 08:21
23	smid de unge ud af deres lejligheder de ødelægger smukke folehaven	26-11-2015 08:21
24	Aktiviteterne Stederne at mådes	26-11-2015 08:20
25	Jeg synes at der helt klart skal ske noget med området omkring mig. Blandt andet kunne jeg godt tænke mig nogle flere ordenlige cafeer i nærheden til alle aldre for også at skabe et bedre fællesskab i Folehaven.	26-11-2015 08:19
26	mere lys i folehaven og lave noget om ved torvet så det bliver større og ikke ser så kedeligt og ensartede ud	26-11-2015 08:18
27	Der er nogle steder, som ser lidt kedelige ud, og der er også et problem med de store veje, når børn skal til og fra skolen.	26-11-2015 08:18
28	ikke så meget kriminalitet	26-11-2015 08:16
29	alt næsten	26-11-2015 08:15

Q7 Kender du Henriksgården i Valby? (tæt på ungdomsskolen, UIV)

Besvaret: 39   Sprunget over: 1
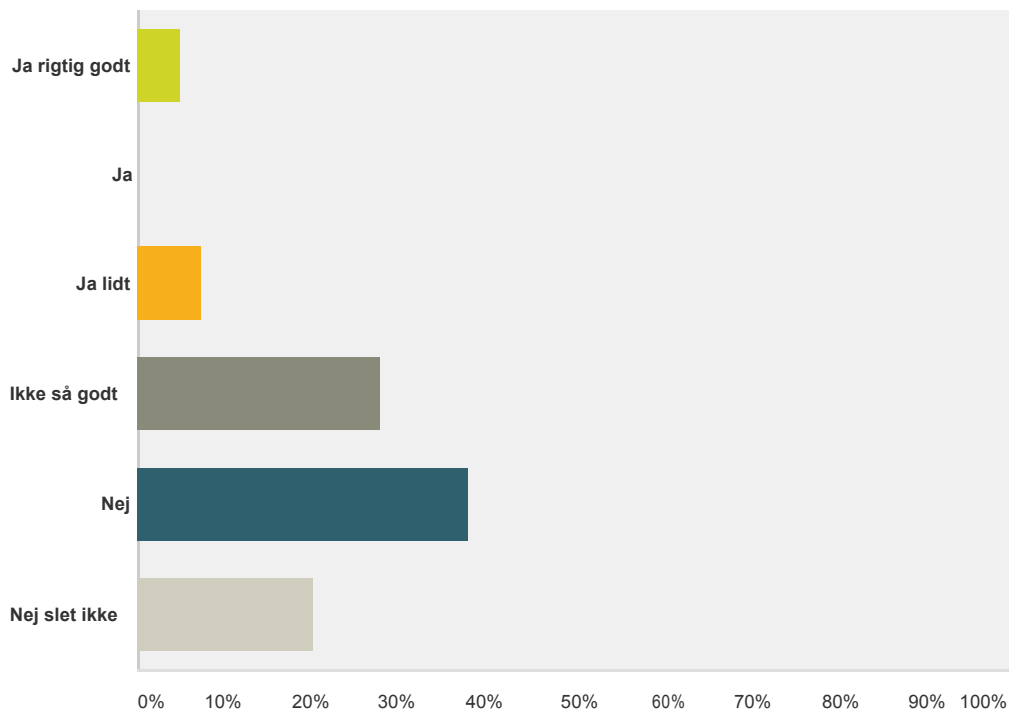
Svarvalg	Besvarelser	
Ja rigtig godt	**5,13%**	2
Ja	**0,00%**	0
Ja lidt	**7,69%**	3
Ikke så godt	**28,21%**	11
Nej	**38,46%**	15
Nej slet ikke	**20,51%**	8
I alt		**39**

Q8 Hvor god er Henriksgården at være i?

Besvaret: 21   Sprunget over: 19
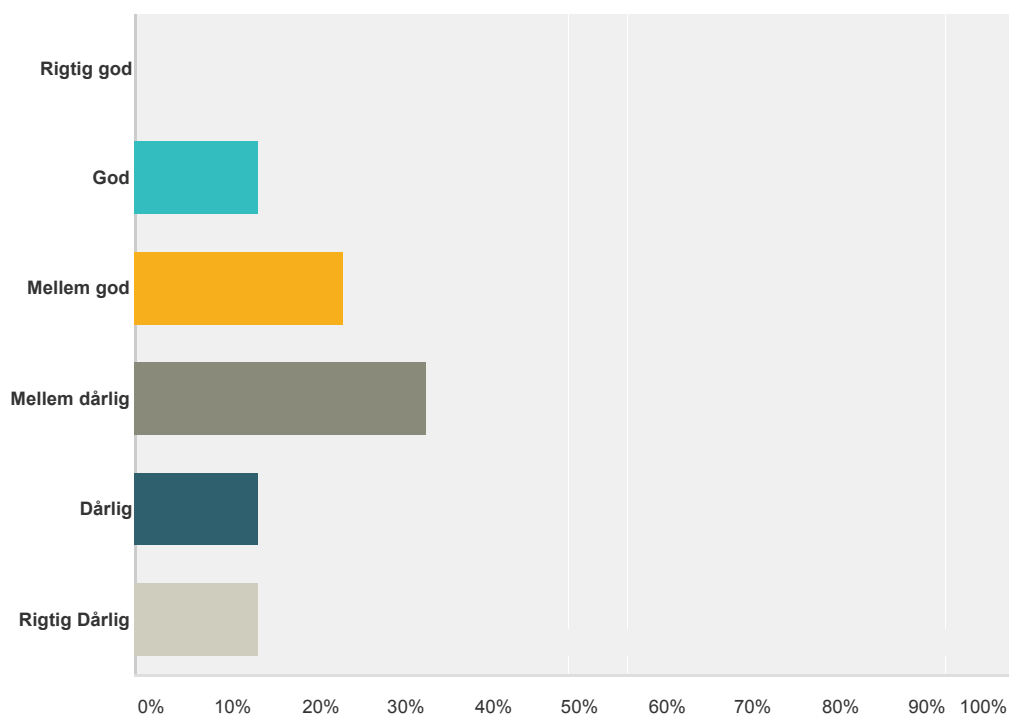
Svarvalg	Besvarelser	
Rigtig god	**0,00%**	0
God	**14,29%**	3
Mellem god	**23,81%**	5
Mellem dårlig	**33,33%**	7
Dårlig	**14,29%**	3
Rigtig Dårlig	**14,29%**	3
I alt		21

Nr.	Hvorfor er Henriksgården god eller dårlig?	Dato
1	Ikke hørt godt om den	26-11-2015 16:10
2	Jeg har aldrig været der før.	26-11-2015 09:19
3	Det er et trist kvarter at se på, der mangler liv og blomster.	26-11-2015 09:11
4	jeg kender ikke Henriksgården særlig godt.	26-11-2015 09:07
5	Jeg har ikke været der før, men kender godt lidt området.	26-11-2015 09:05
6	har ikke været der før, så det kan jeg ikke tage stilling til før jeg ser området.	26-11-2015 09:05
7	jeg ved det ikke da jeg ikke er der.	26-11-2015 09:03

61

| 8 | Jeg ved ikke lige hvor henriksgården ligger så jeg svar blankt | 26-11-2015 09:03 |
| 9 | der er meget fredeligt, men dog er der bare ikke så mange mennesker der er udenfor. der er ikke et særlig stort fælleskab | 26-11-2015 09:02 |

10	jeg kender ikke stedet, så jeg kan ikke sige noget	26-11-2015 09:02
11	Kender ikke rigtig hvad der ligger i Henriksgården, så ved ikke om den er god eller dårlig.	26-11-2015 09:01
12	Jeg ved det ikke	26-11-2015 09:01
13	jeg har ikke været der, men jeg går ud fra at det er lidt dårligt, siden i vil lave om på det	26-11-2015 09:01
14	Stedet er godt, men mest af alt pga. beboerne der er der.	26-11-2015 09:00
15	har ikke hørt noget om den så pass	26-11-2015 08:33
16	Kender ikke stedet ?	26-11-2015 08:32
17	jeg kender ikke til Henriksgården så meget	26-11-2015 08:25
18	kender den ikke så godt. kan ikke bedømme	26-11-2015 08:25
19	Jeg har ikke været der, så det kan jeg ikke svare på. Min mor er godt nok opvokset derude, og synes det var fint at bo der, men det er efterhånden lang tid siden, og det kan have ændret sig. Jeg har rigtig svært ved at svare på disse spørgsmål, men jeg prøver så godt jeg kan.	26-11-2015 08:24
20	ved det ikke, kender ikke Henriksgården	26-11-2015 08:24
21	har aldrig været der men antager den ikke er noget specielt eftersom folk aldrig snakker om den	26-11-2015 08:24
22	Jeg har ikke været i Henriks gården før.	26-11-2015 08:22
23	fordi at jones g bor i v-blok	26-11-2015 08:22
24	Ved ikke kender ikke stedet. Og spørgsmålene for neden har jeg ikke svaret på fordi jeg ikke kender stedet.	26-11-2015 08:22
25	Ved ikke.	26-11-2015 08:21
26	Det kan jeg ikke svare på	26-11-2015 08:21
27	Jeg kender den ikke, men den må have nogle ulemper siden vi skal udvikle den videre.	26-11-2015 08:20
28	Har ikke rigtig været der, har bare lige kørt forbi nogle gange, men ved godt hvor det ligger	26-11-2015 08:19
29	Det ved jeg ikke. har ikke været der før.	26-11-2015 08:19
30	jeg ved det ikke, fordi jeg har ikke set Henriksgården	26-11-2015 08:19
31	jeg har ikke været der	26-11-2015 08:17
32	Jeg kender ikke stedet din mal	26-11-2015 08:15
33	ved det ik.	26-11-2015 08:15

Q9 Hvor enig er du i udsagnet: "Henriksgården er god som den er, og behøver ikke at blive ændret?

Besvaret: 28 Sprunget over: 12
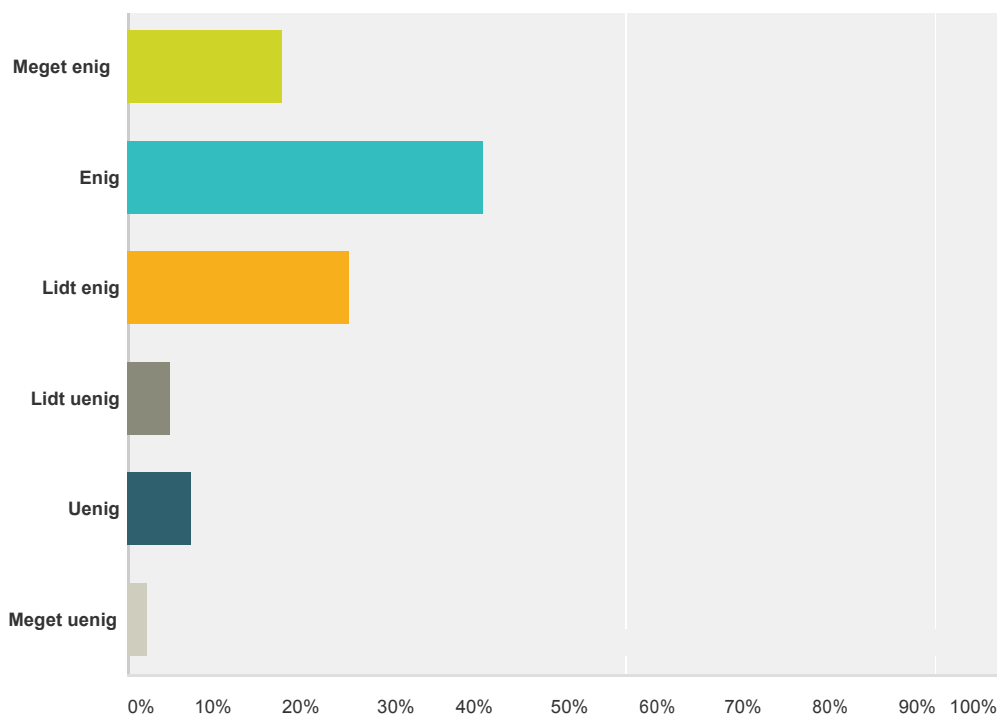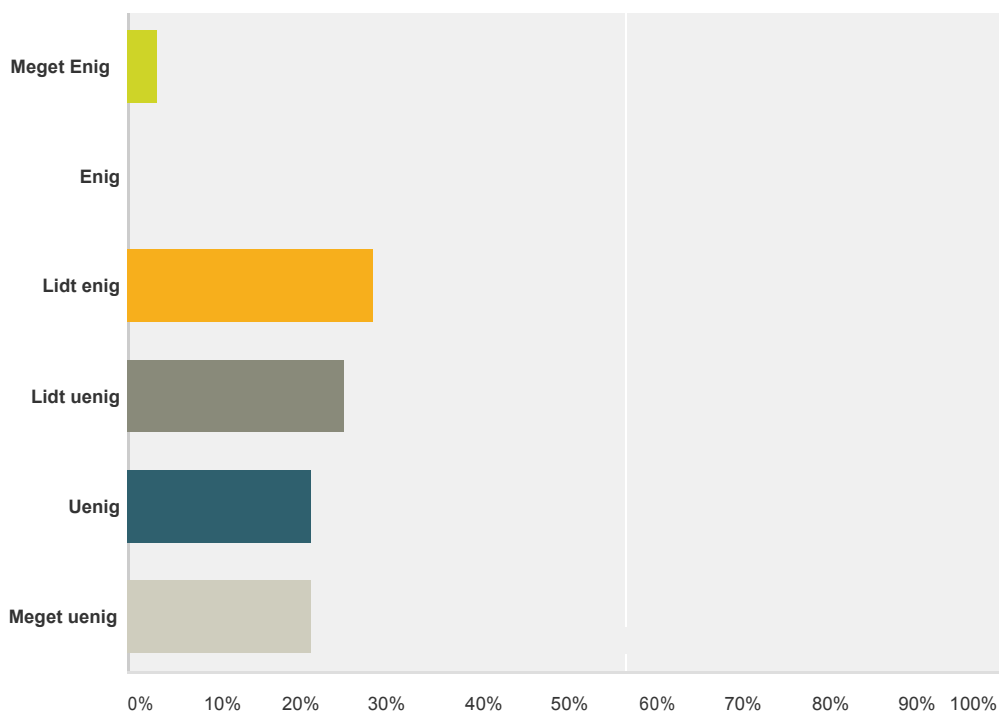
Svarvalg	Besvarelser	
Meget Enig	3,57%	1
Enig	0,00%	0
Lidt enig	28,57%	8
Lidt uenig	25,00%	7
Uenig	21,43%	6
Meget uenig	21,43%	6
I alt		28

Q10 Hvor enig er du i udsagnet "Der er ting der godt kan blive bedre i Henriksgården, og trænger til at blive lavet om"?

Besvaret: 28 Sprunget over: 12
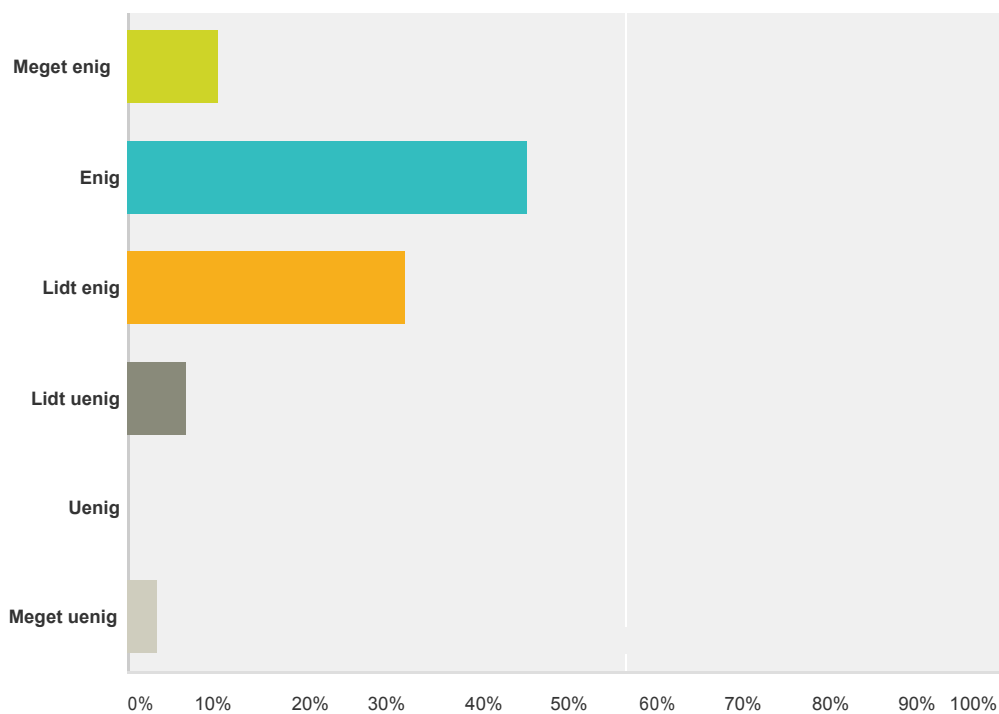
Svarvalg	Besvarelser	
Meget enig	10,71%	3
Enig	46,43%	13
Lidt enig	32,14%	9
Lidt uenig	7,14%	2
Uenig	0,00%	0
Meget uenig	3,57%	1
I alt		28

Q11 Hvor enig er du i udsagnet: "Der er behov for at skabe mere liv i Henriksgården"?

Besvaret: 26   Sprunget over: 14
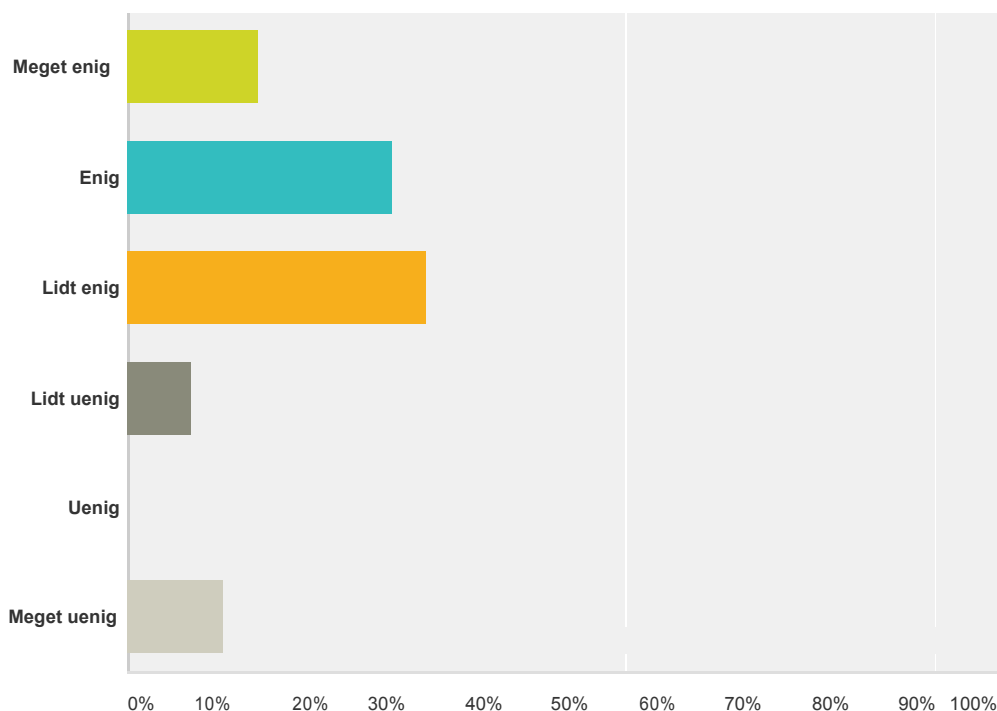
Svarvalg	Besvarelser	
Meget enig	**15,38%**	4
Enig	**30,77%**	8
Lidt enig	**34,62%**	9
Lidt uenig	**7,69%**	2
Uenig	**0,00%**	0
Meget uenig	**11,54%**	3
I alt		26

Nr.	Hvilke ideer har du til hvordan man kan skabe mere liv?		Dato
1	Godt omdømme		26-11-2015 16:11
2	Jeg har aldrig været der før, men man kan altid skabe mere liv. Nogle flottere omgivelser, ting man kan lave. Det kunne være en lille mini forlystelsespark. Med radiobiler, rutsjebane og karosel eventuelt. En slags junglelegeplads, flere blomster og træer. Hængesofaer, og små hyggelige butikker hvor man kan købe is om sommeren, og kakao om vinteren. Der er skøjtebane, en sjov legeplads.		26-11-2015 09:29
3	Plant nogen blosmter, lav nogen mere farverige legepladser.		26-11-2015 09:15

| 4 | man kunne måske sætte flere kulture derover, og lave noget atraktiv derover, så der kommer flere mennesker dertil, feks. butikker, eller et center. | 26-11-2015 09:11 |
| 5 | oprette nogle idrætsforeninger. oprette nogle fritidsklubber hvor man så kan forsamles i hverdagene | 26-11-2015 09:10 |

6	Man kan lave en legeplads med sjove ting, så det ikke bare er det sædvanlige, som nogle gynger og en rutschebane. Man kunne lave en slags lille forlystelsespark, så der skabes mere live i området.	26-11-2015 09:08
7	man kan lave arrangementer eller måske en klub	26-11-2015 09:08
8	legepladser, bænke, skraldespande	26-11-2015 09:07
9	har ikke været der før så det ved jeg ikke.	26-11-2015 09:07
10	Renovering burde laves mere af. Flere dekorationer udenfor som blomstrer osv.	26-11-2015 09:06
11	Naturen, Legepladser, og måske fritids aktiviteter fx Fodbold klub og Svømme klub.	26-11-2015 09:06
12	man kunne have flere ting, som folk er interesseret i, som f.eks. svævebaner og måske en trænings legeplads	26-11-2015 09:05
13	jeg ved det ikke, for jeg har aldrig været der, men man kunne lave nogen legepladser	26-11-2015 09:05
14	Jeg ved det ikke, da jeg ikke har været der. Men man kunne lave en slags legeplads hvor både børn, unge og ældre kunne være.	26-11-2015 09:04
15	Man kunne lave en plads, eller noget hvor man har et møde sted, hvor man kan være med sine venner. Måske hvor der er nogle aktiviteter	26-11-2015 09:03
16	Pass	26-11-2015 08:35
17	Kender ikke stedet?	26-11-2015 08:33
18	Nu ved jeg ikke om der er behov for at skabe mere liv, men man kunne lave flere fælles ting i området. Man kunne lave ting, som virker attraktive for folk, så de kommer der.	26-11-2015 08:27
19	Ved at man fx renovere bygningen og gøre den mere spænde at se på.	26-11-2015 08:27
20	ved ikke om der er liv i Henriksgården. men hvis de mange kan man vel altid lave en legeplads og flere udendørs områder	26-11-2015 08:26
21	aner det ikke. har stadig aldrig været der.	26-11-2015 08:26
22	da jeg ikke kender til det, tænker jeg, at hvilken som helst by har vel brug for noget nyt.	26-11-2015 08:25
23	Jeg er ikke helt klar over hvordan den ser ud nu, men jeg kunne forestille mig at nogle legepladser eller nogle små cafeer ville gøre en stor forskel.	26-11-2015 08:24
24	Jeg kender ikke til livet i Henriksgården, men jeg tænker at der altid kan komme mere liv og at det altid kan blive bedre.	26-11-2015 08:24
25	fuck jer LTF=LOVE TO FOLEHAVEN	26-11-2015 08:23
26	Har ingen for så vidt jeg ved harjeg aldrig været der og set det.	26-11-2015 08:23
27	jeg kender stadig ikke Henriksgården	26-11-2015 08:20
28	jeg kender ikke Henriksgården	26-11-2015 08:20

Q12 Hvor enig er du i udsagnet: "Der skal være bedre forbindelse mellem Henriksgården og resten af Valby?"

Besvaret: 31   Sprunget over: 9
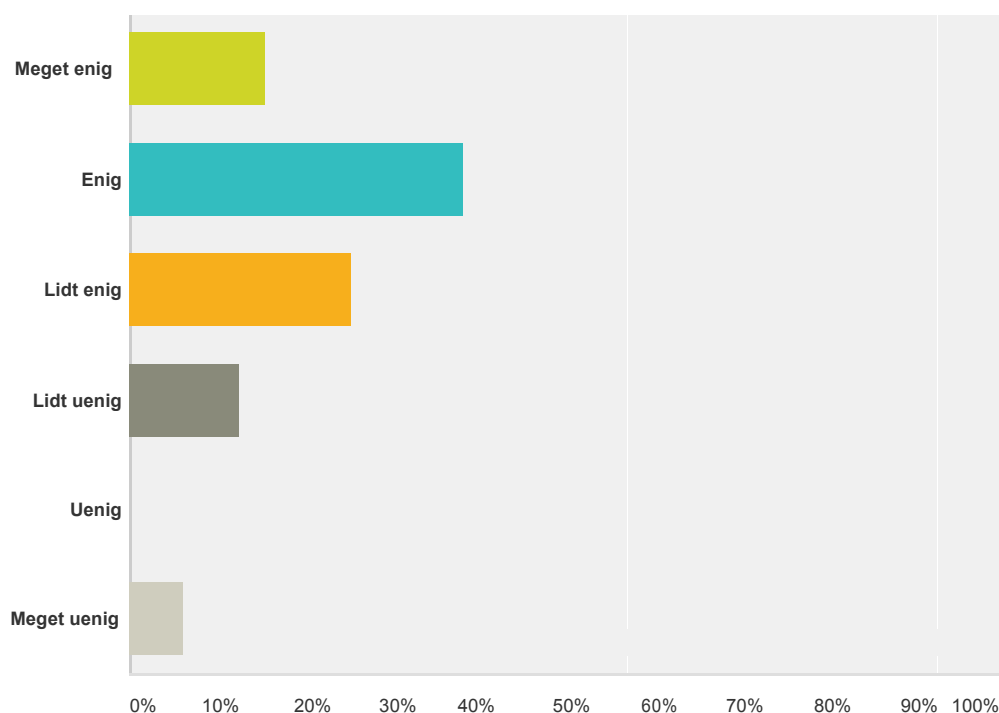
Svarvalg	Besvarelser	
Meget enig	**16,13%**	5
Enig	**38,71%**	12
Lidt enig	**25,81%**	8
Lidt uenig	**12,90%**	4
Uenig	**0,00%**	0
Meget uenig	**6,45%**	2
I alt		31

Nr.	Hvilke ideer har du til at skabe bedre forbindelse mellem Folehaven og resten af Valby?	Dato
1	Ingen	26-11-2015 16:11
2	I stedet for at ting er delt op, så skal der være mere forbindelse som f.eks vis der blev bygget noget dejligt i folehaven hvor folk ville tage til, kunne man sammen komme der over. Det kunne være sådan at man udnytter de gode ting som stedet har Man kunne lave en skaterbane. eller en udendørs iskøjterbane. Det kunne være så fantastisk, vis man byggede en skøjtebane.	26-11-2015 09:29
3	Lav nogen aktiviteter i klubberne, hvor man besøger de forskellige klubber og lærer flere personer at kende.	26-11-2015 09:15

73

| 4 | boligforeninger kunne samarbejde og oprette noget sammen. de kunne begge investere i f.eks bedre gågader | 26-11-2015 09:10 |
| 5 | Man kan lave en forlystelses park, og på den måde kan det være at folk fra Folehaven ville tag der hen, med deres børn, familie og venner. | 26-11-2015 09:08 |

| 4 | boligforeninger kunne samarbejde og oprette noget sammen. de kunne begge investere i f.eks bedre gågader | 26-11-2015 09:10 |
| 5 | Man kan lave en forlystelses park, og på den måde kan det være at folk fra Folehaven ville tag der hen, med deres børn, familie og venner. | 26-11-2015 09:08 |

6	hvis man har et projekt kan man reklamere for det og man kan lave udendørs idræts-plads eller plads til hunde træning	26-11-2015 09:08
7	sørge for at det ser åbent ud så man kan gå forbi og tænke hov der skal vi hen	26-11-2015 09:07
8	en tunnel, eller en enorm stor legeplads i et moderne design	26-11-2015 09:07
9	Flere arrangementer som samler de unge fra Valby.	26-11-2015 09:06
10	Sæt plakater op i resten af Valby som vil få folk til at komme	26-11-2015 09:06
11	jeg ved det ikke	26-11-2015 09:05
12	måske kan man lave en svømmehal	26-11-2015 09:05
13	Måske en svømmehal	26-11-2015 09:04
14	Har ikke været der før, så kan ikke svare på spørgesmålene	26-11-2015 09:04
15	Jeg synes der er rigtig god forbindelse mellem Folehaven og Valby. Fordi der køre mange busser ind, eller man kan bare cykle ind i Valby. Så ved ikke hvordan man skal lave en bedre forbindelse.	26-11-2015 09:03
16	Pass	26-11-2015 08:35
17	Man kunne måske åbne lidt mere op, så der ikke virker lukket	26-11-2015 08:27
18	har ikke nogle ideer	26-11-2015 08:27
19	jo så vi også kender til dem, det kunne vi gøre ved fælles engermenter	26-11-2015 08:26
20	indtil videre har vi klaret os uden så kan ikke se formålet med det	26-11-2015 08:26
21	jeg kender ikke byen, men alle byer skal vel have en form for forbindelse sammen. Så jeg tænker en form for klub bliver dannet som alle unge kan melde sig til.	26-11-2015 08:25
22	Med erfaring fra sidste år, synes jeg at vi kunne prøve at gøre folehaven mere attraktiv, bl.a. med legepladser og cafeer og vi snakkede også om en cykel/løbebane der gik gennem hele folehaven og ud i resten af Valby, for at skabe en linje der rummede alle dele af Valby og flere ville opdage det attraktive ved Folehaven.	26-11-2015 08:24
23	Jeg tror at det ville skabe en god forbindelse med en cykelsti, lidt afskærmet fra vejen, så det ville være nemmere og hurtigere at komme fra folehaven til resten af Valby og omvendt.	26-11-2015 08:24
24	LTF	26-11-2015 08:23
25	Har ingen fordi kender stadig ikke stedet	26-11-2015 08:23
26	nemmere transport og flere butikker i folehaven	26-11-2015 08:21
27	....	26-11-2015 08:20
28	kender ikke henriksgården	26-11-2015 08:20

Q13 Vil du gerne hjælpe beboerne i Henriksgården med at forbedre det sted de bor?

Besvaret: 35   Sprunget over: 5
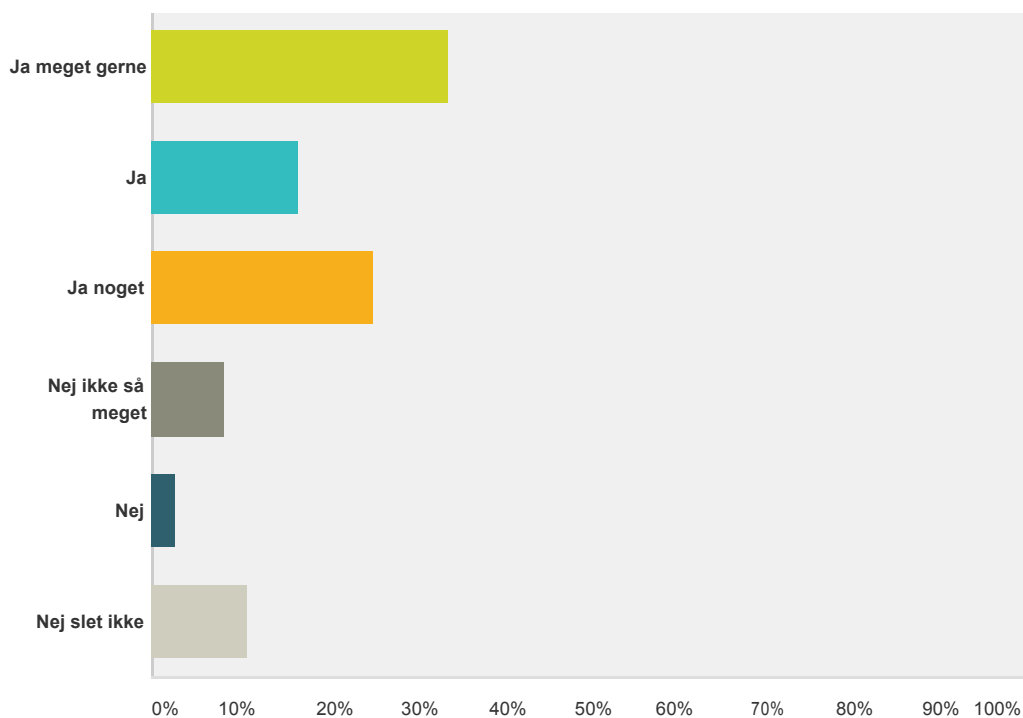
Svarvalg	Besvarelser	
Ja meget gerne	34,29%	12
Ja	17,14%	6
Ja noget	25,71%	9
Nej ikke så meget	8,57%	3
Nej	2,86%	1
Nej slet ikke	11,43%	4
I alt		35

Q14 Har du viden om Henriksgården som de arkitekter, der skal ombygge Henriksgården ikke har?

Besvaret: 35   Sprunget over: 5
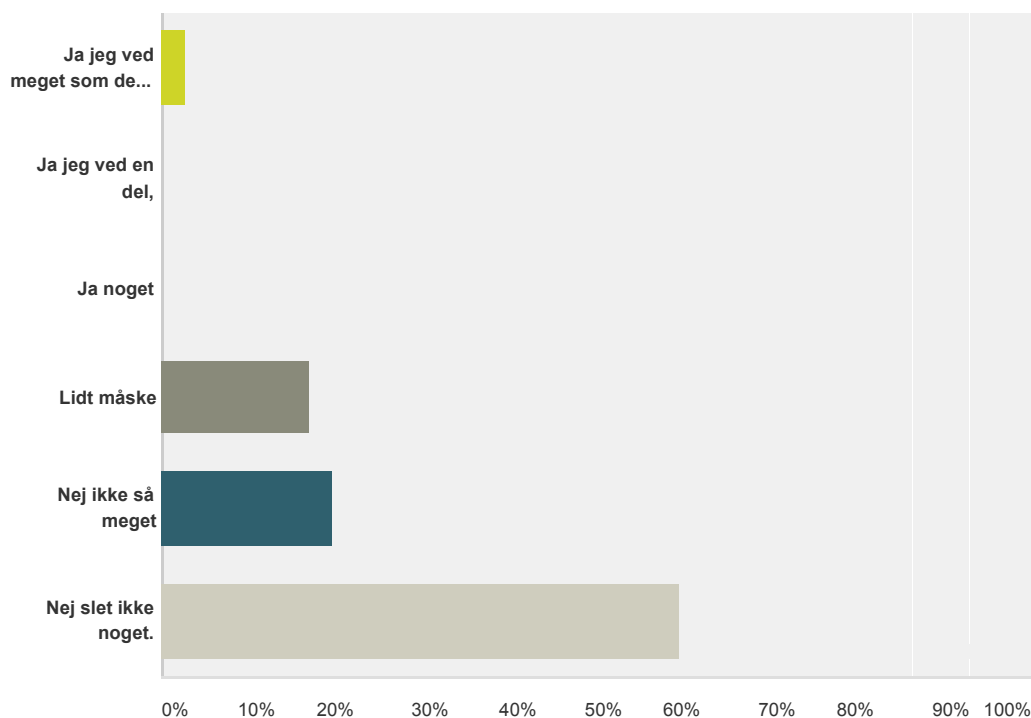
Svarvalg	Besvarelser	
Ja jeg ved meget som de ikke ved,	2,86%	1
Ja jeg ved en del,	0,00%	0
Ja noget	0,00%	0
Lidt måske	17,14%	6
Nej ikke så meget	20,00%	7
Nej slet ikke noget.	60,00%	21
I alt		35

Nr.	Hvor har du din viden fra?	Dato
1	Et billede fra google maps som vores lærer viste os.	26-11-2015 09:32
2	bor ikke så langt væk derfra, og kender nogle folk der bor derhenne. venner og min families venner	26-11-2015 09:14
3	Jeg bor i Henriksgården / Vigerslev Vænge	26-11-2015 09:10
4	har været der et par gange i forskellige forbindelser	26-11-2015 09:10
5	jeg ved ikke noget	26-11-2015 09:10

| 6 | Kender kun at der ligger en del lejeligheder lige overfor, der kunne bruge et sted at hvor de kan mødes. | 26-11-2015 09:08 |
| 7 | jeg ved det ikke | 26-11-2015 09:08 |

| 6 | Kender kun at der ligger en del lejeligheder lige overfor, der kunne bruge et sted at hvor de kan mødes. | 26-11-2015 09:08 |
| 7 | jeg ved det ikke | 26-11-2015 09:08 |

8	Min lærer, Tim.	26-11-2015 09:08
9	Jeg ved ikke så meget om Henriksgården, men det jeg ved har jeg fået fra min mor og rygter.	26-11-2015 08:31
10	Jeg bor ikke så tæt på Henriksgården så generelt har jeg ikke spekuleret så meget på den.	26-11-2015 08:27
11	Jeg bor nok tættere på, og jeg tænker derfor at det ikke er så meget anderledes, og kan derfor måske hurtigere danne mig et billede af det.	26-11-2015 08:27
12	har ingen	26-11-2015 08:27
13	jeg har ikke viden om Henriksgården	26-11-2015 08:26
14	FUCK JER	26-11-2015 08:24
15	?	26-11-2015 08:24
16	har ikke noget	26-11-2015 08:23
17	kender ikke henriksgården!	26-11-2015 08:22

Q15 Føler du, at du har viden så du kan hjæpe byplanlæggerne med at ændre Henriksgården?

Besvaret: 35   Sprunget over: 5
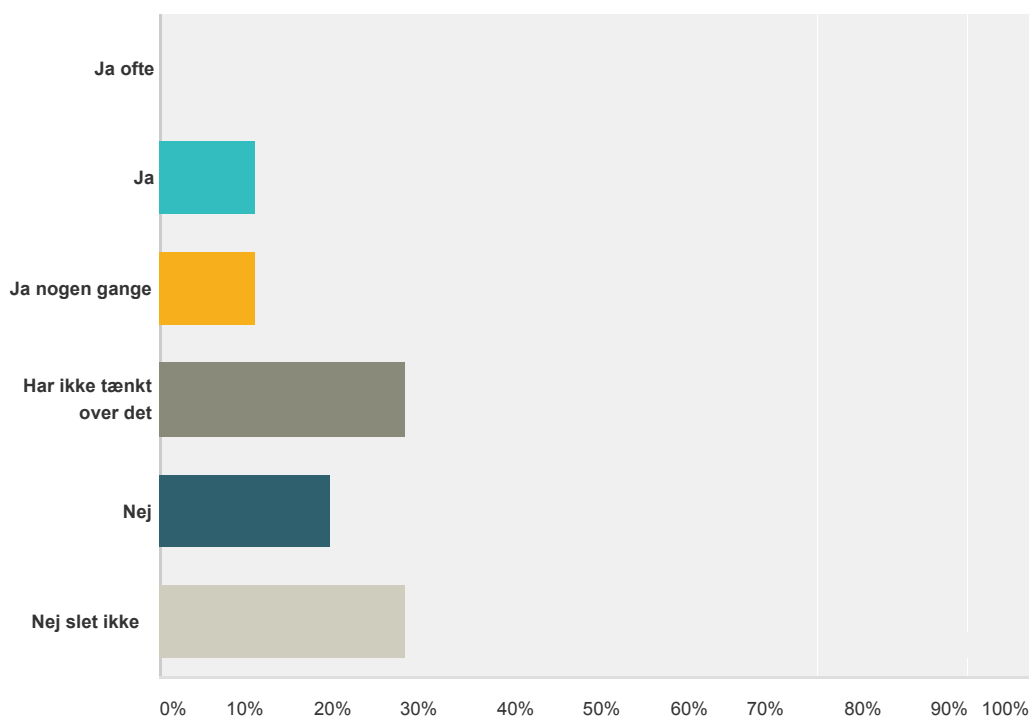
Svarvalg	Besvarelser	
Ja ofte	0,00%	0
Ja	11,43%	4
Ja nogen gange	11,43%	4
Har ikke tænkt over det	28,57%	10
Nej	20,00%	7
Nej slet ikke	28,57%	10
I alt		35

Nr.	Hvad har du viden om?	Dato
1	området ser lidt kedeligt ud, og der virker ikke så mange kulture, så man kunne blande flere kulture derover, og der kunne godt være nogle butikker derover, så der bliver mere liv	26-11-2015 09:15
2	jeg har viden om hvor meget folk er udenfor for at lege	26-11-2015 09:14
3	Jeg har viden om, hvad folk kan finde interessant. Da det er meget vigtigt at man har nogle sociale ting udenfor, for at gøre området hyggeligere.	26-11-2015 09:11
4	Jeg har viden omkring hvordan det føltes at være i området og hvordan man kan få det til at være bedre at bo der.	26-11-2015 09:10

5	ikke noget.	26-11-2015 09:08
6	Jeg kan hjælpe med nogen ideer ellers kan jeg prøve at designe noget.	26-11-2015 09:08

5	ikke noget.	26-11-2015 09:08
6	Jeg kan hjælpe med nogen ideer ellers kan jeg prøve at designe noget.	26-11-2015 09:08

7	Jeg føler ikke på nuværende tidspunkt at jeg ved nok, men når vi kommer i gang med projektet så håber at jeg får en meget større viden om det	26-11-2015 08:31
8	Jeg har erfaring fra sidste års projekt. Med at gøre stedet attraktivt og med en løbebane der går gennem hele Valby og ind i Henriksgården.	26-11-2015 08:27
9	ingen	26-11-2015 08:27
10	hvor det ca. er placeret på kortet	26-11-2015 08:26
11	Om hvordan det er at bo i et område som ung.	26-11-2015 08:26
12	?	26-11-2015 08:24
13	kender ikke henriksgården!	26-11-2015 08:22
14	hvordan noget skal være, så man kan lide at være der.	26-11-2015 08:21

Q16 Hvor enig er du i udsagnet: "Jeg kan bruge det, jeg ved om mit eget område til at hjælpe med at gøre Henriksgården bedre"?

Besvaret: 35   Sprunget over: 5
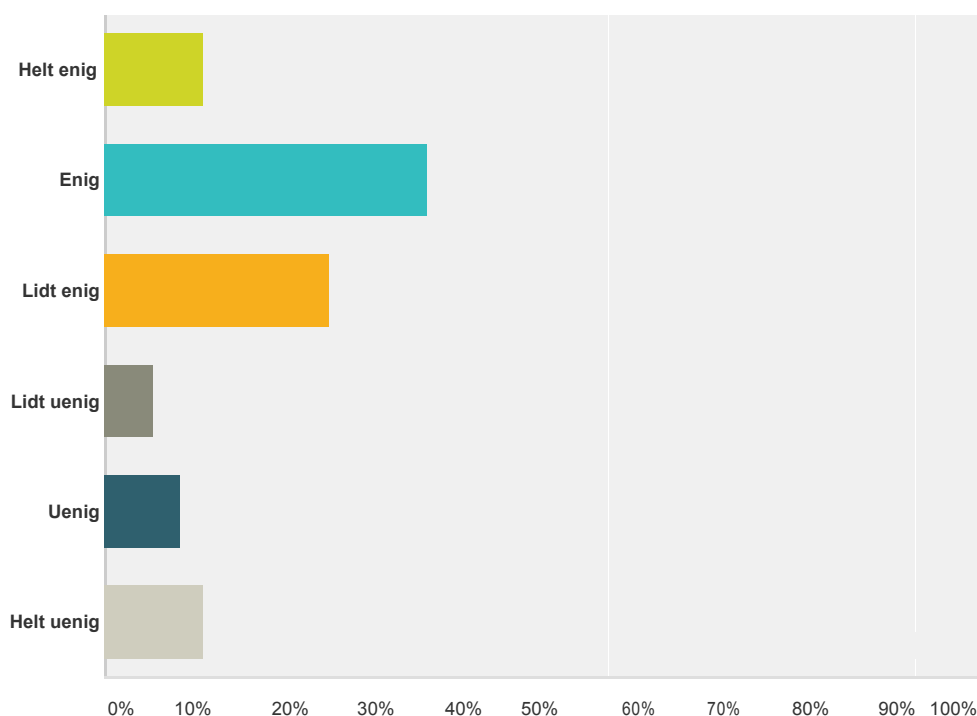
Svarvalg	Besvarelser	
Helt enig	**11,43%**	4
Enig	**37,14%**	13
Lidt enig	**25,71%**	9
Lidt uenig	**5,71%**	2
Uenig	**8,57%**	3
Helt uenig	**11,43%**	4
I alt		35

Nr.	Hvad ved du om dit eget område som du kan bruge til at forbedre Henriksgården?	Dato
1	Dyrene! Geder, høns, kaniner som løber rundt. Det har vi i sydhavnen, og det holder. Også mere ungdoms mere venlige milijø, det kunne vi også trænge i sydhavnen. Men flere ting man kan lave som ung.	26-11-2015 09:32
2	Man har brug for nogen flere bænke (som de bænke der er oppe på butikstorvet i folehaven) og nogen flere blomster og andre farverige ting. Når bygningerne er så kedelige skal man jo have noget hyggeligt at se på.	26-11-2015 09:19
3	man sætte flere kulture derover, og sætte nogle butikker, så det ikke er så kedeligt. man kunne også bygge flere lejligheder, så der kommer flere mennesker, og bor derover	26-11-2015 09:15

| 4 | vi har fritidsklubber, et bibliotek. man kan tage mange ideer fra Folehaven såsom fælleskabet og bruge det i henriksgården. | 26-11-2015 09:14 |

5	Jeg ved at en god legeplads kan give et tættere forhold mellem de forskellige kulturer, da man mødes og dermed kan tale sammen.	26-11-2015 09:11
6	Jeg bor allerede i Henriksgården	26-11-2015 09:10
7	jeg ved at der er lidt dødt i forhold til det med at børn kan gå ud og lege sammen og danne et fællesskab	26-11-2015 09:10
8	jeg ved at der er forlidt skaldespande og der er meget ubrugt græs areal	26-11-2015 09:10
9	Jeg ved at det kan være godt at have et møde sted i det område man bor i.	26-11-2015 09:08
10	ingen ting	26-11-2015 09:08
11	Der er en ungdomsklub som har hjulpet mig når jeg kedet mig.	26-11-2015 09:08
12	Jeg ved at der er mange unge som er ude om aften, så man kunne lave en slags aften park	26-11-2015 09:07
13	mange unge kan godt lide at være ude og aften, så man kunne lave en slags park	26-11-2015 09:07
14	jeg har for eksempel selv været med til at renovere stien ved byggelegepladsen i folehaven	26-11-2015 09:00
15	Jeg kan bruge al den viden jeg har fra mit eget område og fra projektet om Folehaven til at forbedre Henriksgården.	26-11-2015 08:31
16	ved ikke hvad de mangler men sikkerhed?	26-11-2015 08:28
17	Jeg ved at Folehaven ikke er så attraktivt endnu, men den er i fuld udvikling og det samme vil vi kunne gøre i Henriksgården.	26-11-2015 08:27
18	Jeg kender til miljøet, og har en klar fornemmelse af hvad der er behov for her i folehaven	26-11-2015 08:27
19	hvordan skulle jeg kunne hjælpe dem når jeg ikke ved hvordan der er	26-11-2015 08:27
20	sikkerheden og fællesskabet	26-11-2015 08:26
21	Skabe større fællesskab. Lave arrangementer for hele området som f.eks. Folehave festivalen.	26-11-2015 08:26
22	fuck v-blok	26-11-2015 08:24
23	?	26-11-2015 08:24
24	måske lave et sted hvor man kan hænge ud og slappe af ligesom ungdomsklubben i folehaven	26-11-2015 08:23
25	jeg ved at der er stor park omkring der hvor jeg bor, så man kan gå ud og trække noget luft,men jeg ved ikke om der er det ved henriksgården.	26-11-2015 08:22
26	sammenhold	26-11-2015 08:21

Q17 Tænk på din hverdag i skolen: Hvordan er det at gå i skole?

Besvaret: 38 Sprunget over: 2
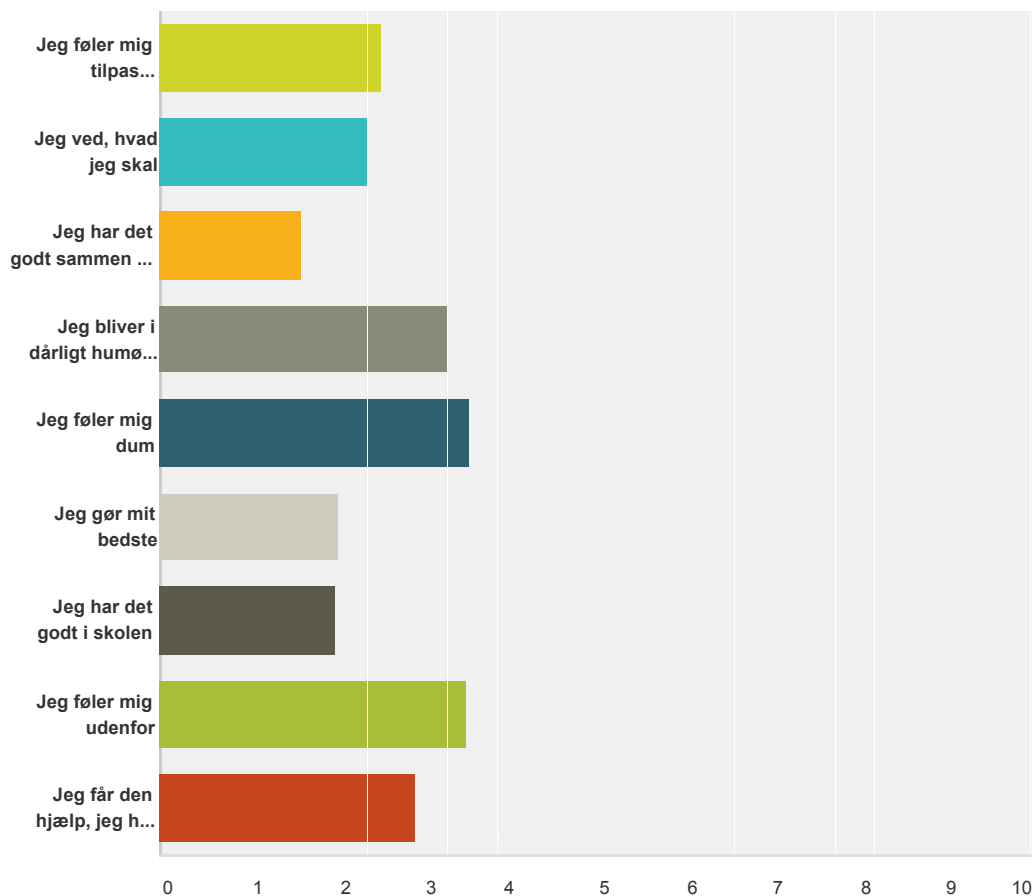
	Meget enig	Enig	Lidt enig	Lidt uenig	Uenig	Meget uenig	I alt	Vægtet gennemsnit
Jeg føler mig tilpas udfordret	13,16% 5	34,21% 13	42,11% 16	5,26% 2	5,26% 2	0,00% 0	38	2,55
Jeg ved, hvad jeg skal	18,42% 7	47,37% 18	13,16% 5	13,16% 5	5,26% 2	2,63% 1	38	2,38
Jeg har det godt sammen med de andre	48,65% 18	45,95% 17	0,00% 0	5,41% 2	0,00% 0	0,00% 0	37	1,62
Jeg bliver i dårligt humør, uden at jeg kan forklare hvorfor	7,89% 3	18,42% 7	21,05% 8	10,53% 4	23,68% 9	18,42% 7	38	3,29
Jeg føler mig dum	5,26% 2	7,89% 3	23,68% 9	13,16% 5	21,05% 8	28,95% 11	38	3,52
Jeg gør mit bedste	31,58% 12	39,47% 15	26,32% 10	0,00% 0	2,63% 1	0,00% 0	38	2,03
Jeg har det godt i skolen	36,84% 14	42,11% 16	7,89% 3	10,53% 4	2,63% 1	0,00% 0	38	2,00

	2,63%	7,89%	10,53%	7,89%	13,16%	57,89%	38	3,50
Jeg føler mig udenfor	1	3	4	3	5	22		

Jeg får den hjælp, jeg har brug for	7,89%	26,32%	34,21%	23,68%	5,26%	2,63%	38	2,92
	3	10	13	9	2	1		

Q18 Tænk på din hverdag i skolen: Hvordan fungerer samarbejdet når I arbejder i grupper i klassen?

Besvaret: 37   Sprunget over: 3
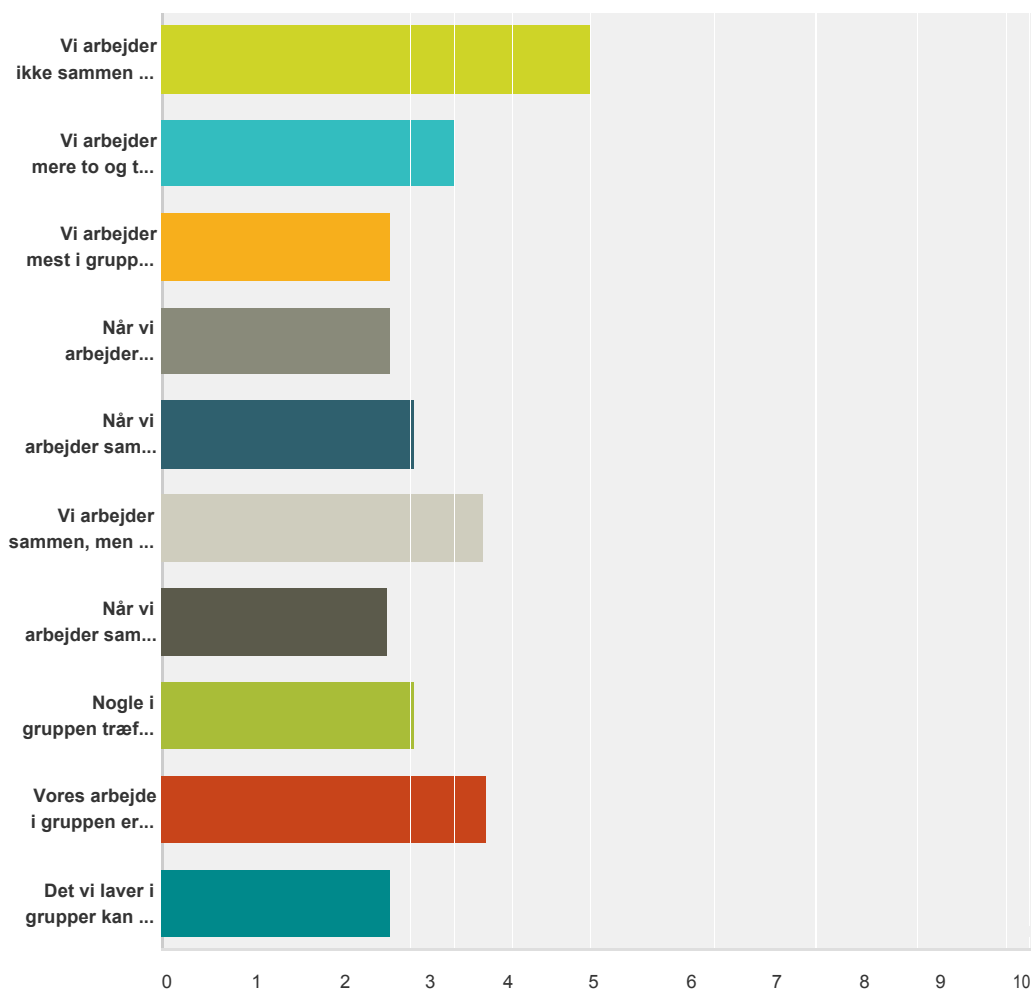
	Meget enig	Enig	Lidt enig	Lidt uenig	Uenig	Meget uenig	I alt	Vægtet gennemsnit
Vi arbejder ikke sammen i grupper, men kun enkeltvis.	2,70% 1	0,00% 0	8,11% 3	10,81% 4	43,24% 16	35,14% 13	37	4,97
Vi arbejder mere to og to, end i grupper	5,41% 2	13,51% 5	29,73% 11	37,84% 14	13,51% 5	0,00% 0	37	3,41
Vi arbejder mest i grupper over 2	13,51% 5	27,03% 10	43,24% 16	13,51% 5	2,70% 1	0,00% 0	37	2,65
Når vi arbejder sammen, og afleverer noget vi har lavet i fællesskab	8,82% 3	52,94% 18	17,65% 6	8,82% 3	8,82% 3	2,94% 1	34	2,65
Når vi arbejder sammen uddeler vi opgaverne og laver hver vores opgaver.	2,70% 1	43,24% 16	27,03% 10	18,92% 7	5,41% 2	2,70% 1	37	2,89
Vi arbejder sammen, men har ikke allesammen ansvar for det vi	8,11%	13,51%	35,14%	8,11%	13,51%	21,62%	37	3,70

| laver | | 3 | 5 | 13 | 3 | 5 | 8 | | |

	27,03%	21,62%	27,03%	16,22%	8,11%	0,00%	37	2,57
Når vi arbejder sammen træffer vi de vigtige beslutninger sammen	10	8	10	6	3	0		
Nogle i gruppen træffer beslutningerne, ikke alle	18,92%	24,32%	27,03%	10,81%	13,51%	5,41%	37	2,92
	7	9	10	4	5	2		
Vores arbejde i gruppen er ikke afhængigt af hvad de andre i gruppen laver	2,78%	19,44%	25,00%	16,67%	25,00%	11,11%	36	3,75
	1	7	9	6	9	4		
Det vi laver i grupper kan kun blive færdigt hvis det alle i gruppen laver bliver færdigt	18,92%	37,84%	16,22%	16,22%	8,11%	2,70%	37	2,65
	7	14	6	6	3	1		

Nr.	Hvordan fungerer samarbejde i grupper generelt i din klasse?	Dato
1	Dårligt	26-11-2015 16:12
2	Vi er meget typisk med de samme, også er der typisk en som bestemmer, og er lederen. Også deler man typisk opgaven op.	26-11-2015 09:37
3	det går det ikke så godt, fordi at vi deler opgaverne op, og arbejder ikke fælles sammen i det vi skal lave. Nogle gange er det ikke alle personer der træffer beslutningerne, men måske kun 1 person, og alle går bare med. Når vi skal fremlægge, og nogle er syge, kan man ikke fremlægge deres ting, eller kan måske bare ikke fremlægge, fordi den syge person havde det hele.	26-11-2015 09:29
4	Godt, vi påtager os alle sammen et ansvar for at få styr på hver vores del af opgaven.	26-11-2015 09:23
5	vi har et godt samarbejde med hinanden - vi forstår hinanden, og accepterer alles holdninger	26-11-2015 09:19
6	Det er meget forskelligt, det kommer meget and på hvem man er i gruppe med. Folk har forskellige arbejds morale osv. så det kan være svært at lave det samme gruppe arbejde være gang.	26-11-2015 09:18
7	vi bliver delt op i grupper, og så deler vi i gruppen, nogle opgaver til hver person, og til sidst sætter vi det hele sammen, så fremlægger vi om det vi hver har skrevet om. altså efter vi har sat det sammen, og rettet det til.	26-11-2015 09:17
8	Grundlæggende sammenarbejder vi fint i klassen, men nogle melder sig ud af fællesskabet /Gruppen, Så er der nogle der bliver nød til at tage ansvar for opgaven vi skal løse.	26-11-2015 09:17
9	det er okay men der nogle som har svært ved det at tage ansvar for tingene og ikke kan sige noget	26-11-2015 09:16
10	Jeg vil sige at der sker fremskridt, men der er stadig plads til forbedringer. I de fleste tilfælde er der en eller to personer der lavere hele arbejdet, mens de andre bare sidder og laver ingenting, men jeg vil sige det er blevet bedre i forhold til de andre år.	26-11-2015 09:16
11	generelt er det meget godt men der er enkelte der ikke kan tage ansvar og ikke laver noget og ikke for at være selvglad, men det ender tit med at det så er mig der skal tage hele ansvaret.	26-11-2015 09:16
12	samarbejde i vores klasse er forskelligt, fordi du skal tænke på hvem du arbejder med, men når vi arbejder i grupper så deler vi det op og diskutere hvis vi er i tvivl om noget, og vi frygter ikke at spørger	26-11-2015 09:15
13	Hvis gruppen er blevet sat sammen godt, så kan samarbejdet være virkeligt godt. Men mest af alt, afhænger meget af samarbejdet omkring hvordan gruppen er lavet.	26-11-2015 09:14
14	For det meste bliver det delt op i opgaver, hvis vi skal lave en fremlæggelse. Men hvis vi skal lave en analyse er vi alle sammen om det i gruppen.	26-11-2015 09:13
15	Det går fint alle sammen får lavet noget	26-11-2015 09:12
16	Jeg er ikke så godt hvis jeg arbejder med en gruppe	26-11-2015 09:10
17	Samarbejdet fungerer nogenlunde godt, men af og til er der nogle der dovne og ikke laver så meget som os andre	26-11-2015 09:08
18	godt, der er ikke altid alle bliver færdige, man kan også selv være lidt bag ud men det er ofte en lektie. hvis man ikke bliver færdig.	26-11-2015 09:06
19	rigtigt godt. men sommetider kan det også gå lidt skidt	26-11-2015 08:36

20	Det kommer an på hvem man er sammen med i gruppe, men jeg synes for det meste, at det går godt,	26-11-2015 08:35
21	Godt.	26-11-2015 08:34
22	kun godt hvis man er med sin bedste ven. spørgsmål nr 4 giver ikke mening, så mit svar er ikke gældene da jeg ik forstår spørgsmålet. (flere fra klassen forstod ikke dette spørgsmål)	26-11-2015 08:34
23	Det er meget forskelligt. Det går ud over hvem man er sammen med.	26-11-2015 08:33

24	fint nok, vi har næsten alle gået i klasse i 10 år så vi kender hinandens arbejdsmåder okay godt	26-11-2015 08:32
25	Det kommer meget an på hvem man arbejder sammen med.	26-11-2015 08:31
26	Det er meget forskelligt, nogle gange fungerer det godt og andre gange er der lidt problemer, men oftest går det ok.	26-11-2015 08:30
27	det er virkelig godt, synes jeg	26-11-2015 08:29
28	are you stupid seriously what do you use your mine to play with your cock or what	26-11-2015 08:28
29	fint nok	26-11-2015 08:27
30	Det fungerer godt	26-11-2015 08:27
31	jeg synes at det fungere godt,altså ihvertfald hvad jeg har prøvet. Selvom det selvfølgelig er nogle få gange hvor man kan være lidt presset.	26-11-2015 08:27
32	nogle grupper klarer det bedre end andre, nogle kan ikke tage ansvar for det de laver og andre vil bestemme det hele	26-11-2015 08:25
33	fint	26-11-2015 08:23

Q19 Tænk på din hverdag i skolen: Arbejder I med at løse problemer for folk udenfor skolen?
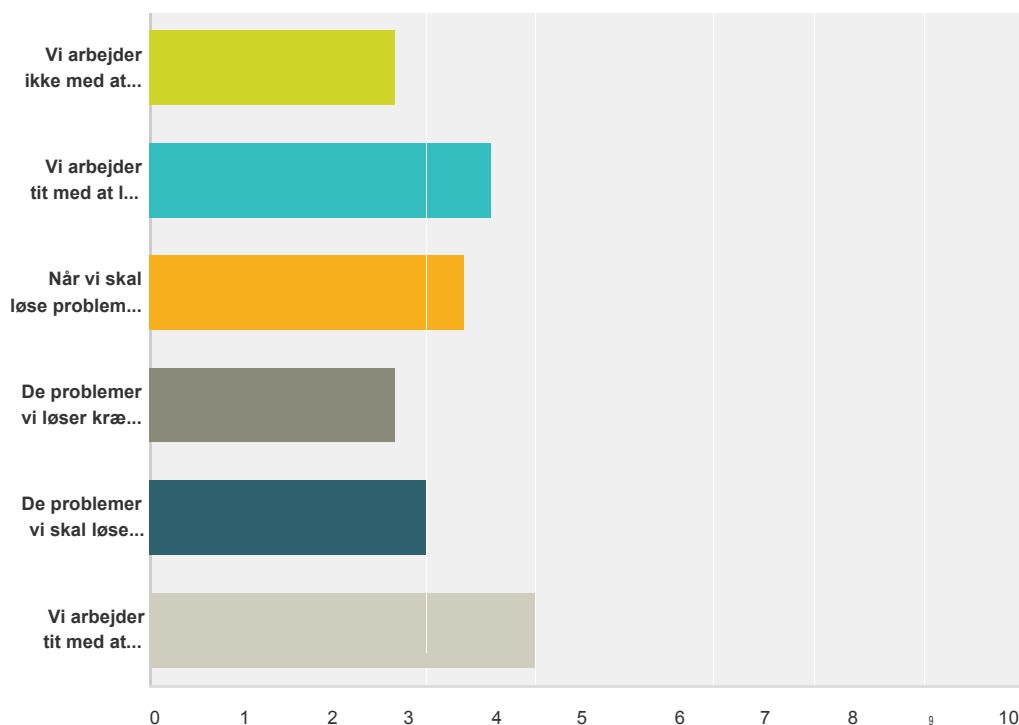
Besvaret: 36   Sprunget over: 4

	Meget enig	Enig	Lidt enig	Lidt uenig	Uenig	Meget Uenig	I alt	Vægtet gennemsnit
Vi arbejder ikke med at løse problemer for folk i den virkelige verden udenfor skolen	19,44% 7	19,44% 7	27,78% 10	22,22% 8	11,11% 4	0,00% 0	36	2,86
Vi arbejder tit med at løse problemer for folk i den virkelige verden udenfor skolen	0,00% 0	11,43% 4	37,14% 13	14,29% 5	20,00% 7	17,14% 6	35	3,94
Når vi skal løse problemer følger vi som regel en opskrift med trin til hvordan vi kan løse problemerne	0,00% 0	17,65% 6	35,29% 12	20,59% 7	17,65% 6	8,82% 3	34	3,65
De problemer vi løser kræver at vi finder på vores egne nye ideer	5,71% 2	42,86% 15	31,43% 11	5,71% 2	8,57% 3	5,71% 2	35	2,86
De problemer vi skal løse kræver at vi følger de trin vores lærer har givet os	5,88% 2	29,41% 10	38,24% 13	0,00% 0	17,65% 6	8,82% 3	34	3,21
Vi arbejder tit med at udvikle nye ideer vi præsenterer for folk som har brug for dem udenfor skolen	0,00% 0	5,71% 2	22,86% 8	17,14% 6	28,57% 10	25,71% 9	35	4,46

Nr.	Hvilke projekter har I arbejdet med, som løser problemer for folk udenfor skolen?			Dato	
1	Ingen			26-11-2015 16:13	
2	Vi løser ikke problemerne for folk udenfor som sådan. Vi taler om det forskellige problemer der sker i det danske samfund og snakker om hvad der kan gøres ved dem.			26-11-2015 09:27	

| 3 | ikke som sådan lavet projekter, men vi har snakket, om nogle ting man kunne gøre i samfundsfag. hvor vi har fundet dilemmaer, og så skulle vi finde løsninger på dem. | 26-11-2015 09:24 |
| 4 | Vi har arbejdet med en organisation der hedder MOT | 26-11-2015 09:21 |

5	Vi har aldrig lavet sådan et projekt.	26-11-2015 09:20
6	det ved jeg ikke men vi skal lave noget der hedder mod-til-glæde-dag i december	26-11-2015 09:19
7	Nogle drenge i klassen (Ink. mig) har valgfaget 3D-Design og engang imellem får vi projekter for som vi skal lave, som f.eks kunne være noget nyttigt man kunne bruge til et fag i skolen eller andet.	26-11-2015 09:18
8	Vi har ikke rigtig arbejdet med nogle projekter, som løser problemer for folk udenfor skolen. Men om et par dage er der en mot-dag, hvor vi skal hjælpe andre.	26-11-2015 09:18
9	ikke rigtigt noget.	26-11-2015 09:18
10	ingen	26-11-2015 09:17
11	Ingen, men jeg ville personlig rigtig gerne arbejde med sådan noget	26-11-2015 09:15
12	Fx min fremlæggelse om FDF som er en ting for drenge og piger	26-11-2015 09:14
13	Jeg arbejdede med at hjælpe folk til at stoppe med ryge	26-11-2015 09:12
14	MOT	26-11-2015 09:10
15	vi har noget der hedder MOT som, giver meget viden om, hvordan man for eksempel stopper nogen der er i gang med at drille en anden og sådan nogle ting	26-11-2015 09:09
16	fx flygtning problemet	26-11-2015 08:37
17	Det tidligere minecraft projekt	26-11-2015 08:36
18	vi har som sådan ikke hjulpet nogen kun snakket om det	26-11-2015 08:36
19	Kan ikke husssske	26-11-2015 08:34
20	Sidste år lavede vi projektet om at udvikle folehaven, og lige i øjeblikket er vi også ved at finde løsninger på flygtninge problematikken.	26-11-2015 08:33
21	løsning på asylansøger	26-11-2015 08:33
22	Minecraftprojektet - udvikling af Folehaven	26-11-2015 08:32
23	kun det her	26-11-2015 08:30
24	vi har arbejdet med flygtninge, om hvordan vi kan gøre en forskel for dem og sådan.	26-11-2015 08:29
25	minecraft sidste år	26-11-2015 08:27
26	vi har arbejdet med folehaven i 8. klasse	26-11-2015 08:26

Byen på Spil post-survey 9.klasser
E2015

SurveyMonkey

Q1 Hvad er dit UNI-login?

Besvaret: 35   Sprunget over: 2

Nr.	Besvarelser		Dato
1	Thor1872		17-12-2015
2	Mira0238		17-12-2015
3	Rose0328		17-12-2015
4	Oska0401		17-12-2015
5	caec0483		17-12-2015
6	mala0083		17-12-2015
7	thor1871		17-12-2015
8	rida0014		17-12-2015
9	char7334		17-12-2015
10	chlo0010		17-12-2015
11	kimx4356		17-12-2015
12	Kris298e		17-12-2015
13	dery0085		17-12-2015
14	juli394b		17-12-2015
15	zahr0252		17-12-2015
16	joha4327		17-12-2015
17	Maja4333		17-12-2015
18	malo0381		17-12-2015
19	char7333		17-12-2015
20	Math977d		17-12-2015
21	zoya0002		17-12-2015
22	Nicosej2000		17-12-2015
23	Must0488		17-12-2015
24	juli395b		17-12-2015
25	Idax5520		17-12-2015
26	Moha1887		17-12-2015
27	kash0024		17-12-2015

28	Oska0400	17-12-2015
29	amir0266	17-12-2015
30	Isab1937	17-12-2015
31	tark0005	17-12-2015
32	Thea1169	17-12-2015
33	grac0025	17-12-2015
34	ahme0614	17-12-2015
35	Moha5944	17-12-2015

Q2 Hvor bor du?

Besvaret: 35   Sprunget over: 2

Nr.	Besvarelser	Dato
1	Hvidovre	17-12-2015 13:40
2	Brønshøj	17-12-2015 13:39
3	Valby	17-12-2015 13:37
4	Søndervangs allé 25	17-12-2015 13:36
5	I Sydhavnen, tæt på Mozartsplads	17-12-2015 13:35
6	vigerslevvej 306	17-12-2015 13:35
7	valby	17-12-2015 13:35
8	Folehaven	17-12-2015 13:35
9	sydhavn	17-12-2015 13:35
10	Folehaven	17-12-2015 13:35
11	sydhavnen	17-12-2015 13:34
12	Folehaven	17-12-2015 13:34
13	Folehaven	17-12-2015 13:34
14	Folehaven	17-12-2015 13:33
15	folehaven 29 1. tv	17-12-2015 13:33
16	valby	17-12-2015 13:33
17	Valby	17-12-2015 13:33
18	Sydhavnen	17-12-2015 13:33
19	Valby	17-12-2015 13:32
20	Valby	17-12-2015 13:32
21	Valby	17-12-2015 13:32
22	Vinhaven	17-12-2015 13:32
23	Kobbelvænget	17-12-2015 13:31
24	Folehaven	17-12-2015 13:30
25	Valby	17-12-2015 13:30
26	Valby, Ålholm	17-12-2015 13:30
27	folehaven 74	17-12-2015 13:29
28	Folehaven (Det område med huse)	17-12-2015 13:29
29	folehaven	17-12-2015 13:29
30	Folehaven	17-12-2015 13:29

31	folehaven, Valby	17-12-2015 13:28
32	Folehaven/Valby	17-12-2015 13:27
33	gammel køge landevej	17-12-2015 13:27
34	Vigerslev Vænge	17-12-2015 13:25
35	Folehævn	17-12-2015 13:24

Q3 Hvor godt er det område du bor i?

Besvaret: 36   Sprunget over: 1
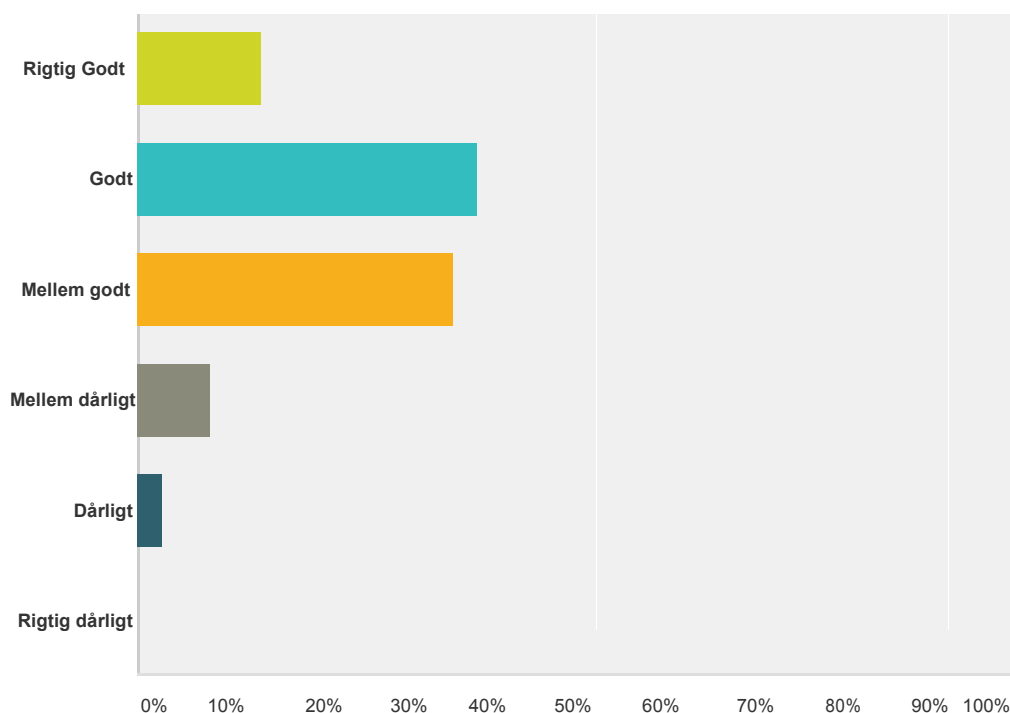
Svarvalg	Besvarelser	
Rigtig Godt	**13,89%**	5
Godt	**38,89%**	14
Mellem godt	**36,11%**	13
Mellem dårligt	**8,33%**	3
Dårligt	**2,78%**	1
Rigtig dårligt	**0,00%**	0
I alt		36

Nr.	Hvorfor er det godt eller dårligt?	Dato
1	Har butikker	17-12-2015 13:47
2	Det er fredeligt og ikke så by agtigt	17-12-2015 13:40
3	Der fred	17-12-2015 13:36
4	Fordi der er så meget natur, og bare at der er så hyggeligt at gå rundt. Der er Karensminde, hvor jeg nærmest er vokset op ved. Der er Valbyparken, hvor jeg kommer, og hvor der også er så mange minder. Det er bare så...Velkendt, og ikke så meget larm, og kriminalitet. Men der kunne godt være lidt flere ting til unge.	17-12-2015 13:35
5	der er et par svagheder. Og det er allermest parkingen der er mest træls, da den er rigtig lille. så er der også legepladsen som kun er for små. de gode ting er at det er et meget roligt sted at være/bo.	17-12-2015 13:35

| 6 | det godt fordi, der er et godt fællesskab osv... | 17-12-2015 13:35 |
| 7 | området der er tænkt til børn bliver kun brugt af folk der sidder og rikker. man føler sig ikke særlig tryk om aftnen | 17-12-2015 13:35 |

| 6 | det godt fordi, der er et godt fællesskab osv... | 17-12-2015 13:35 |
| 7 | området der er tænkt til børn bliver kun brugt af folk der sidder og rikker. man føler sig ikke særlig tryk om aftnen | 17-12-2015 13:35 |

8	jeg føler mig ikke så tryg, fordi at Folehaven er et udsatområde	17-12-2015 13:35
9	der er stille og roligt og ikke så meget kriminalitet	17-12-2015 13:34
10	Alle kender hinanden, folk har det meget godt med at omgås sammen, hvor man føler sig tryg. Personligt har min familie altid, haft en god relation med folehaven da vi har boet her i 19 år.	17-12-2015 13:34
11	der er et godt naboskab, hvor man snakker med alle. Jeg syntes også at det er rigtig dejligt med vigerslevparken i nærheden.	17-12-2015 13:33
12	det er fordi, at sammenholdet ikke er så godt, og lejlighederne også er gamle, og er ikke lydtætte	17-12-2015 13:33
13	Der er muligheder for at være sammen med vennerne i klubben	17-12-2015 13:33
14	fordi der er sammenhold	17-12-2015 13:33
15	Fordi vi hilser på hinanden, men ellers snakker vi ikke sammen	17-12-2015 13:33
16	Jeg synes det er godt, fordi jeg er vokset op der. Andre folk vil nok føle sig utrygge, fordi der er så mange fordomme om at det er et sted med masser af problemer. Det var der lidt i en periode. Der var nogle personer, der stod og larmede om natten, men ellers synes jeg at det er et område, hvor man kan føle sig tryg.	17-12-2015 13:32
17	Der er lidt uhyggeligt om aftenen og der er ikke særligt meget aktivitet	17-12-2015 13:32
18	Fordi der ikke er så meget at lave tæt på, der er nogen klubber, men hvis man ville hænge lidt ud, er der ikke rigtige nogen steder man kan være. Vi unge ville gerne have lidt privat liv hvor vi kan være lidt alene.	17-12-2015 13:32
19	Der er mange problemer men det ser hayat ud	17-12-2015 13:31
20	det meste af de ting der er der er ikke så spændende og der er ikke så meget	17-12-2015 13:30
21	Der er stille og roligt og så er det et rigt kvarter	17-12-2015 13:30
22	Det et ældreområde, så der mange gamle mennesker. Ingen børn og unge, så det er lidt kedeligt	17-12-2015 13:30
23	Det er stille. Det er godt siden at jeg ikke rigtig bruge så meget tid udenfor.	17-12-2015 13:29
24	Det er meget roligt	17-12-2015 13:29
25	Fordi jeg er vant til det område, men området kan godt piftes lidt op, ved flere aktiviteter og flere legepladse.	17-12-2015 13:29
26	Der er meget liv	17-12-2015 13:28
27	Det er stille og ikke særlig meget ballade	17-12-2015 13:27
28	der er ikk for langt til noget	17-12-2015 13:27
29	Der er meget fredeligt, men nogen gange kan det være kedeligt.	17-12-2015 13:25
30	Fordi det er en stor lejlighed	17-12-2015 13:24

Q4 Hvor enig er du i udsagnet: "Det område jeg bor i er godt som det er, og behøver ikke at blive ændret?

Besvaret: 35 Sprunget over: 2
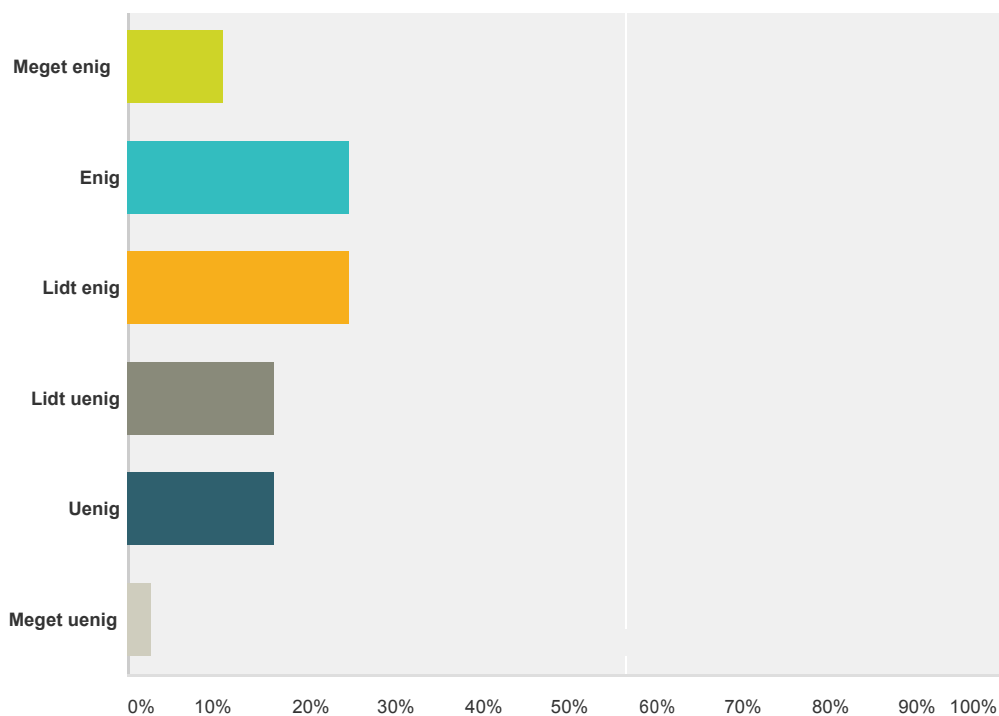
Svarvalg	Besvarelser	
Meget enig	**11,43%**	4
Enig	**25,71%**	9
Lidt enig	**25,71%**	9
Lidt uenig	**17,14%**	6
Uenig	**17,14%**	6
Meget uenig	**2,86%**	1
I alt		35

Q5 Hvor enig er du i udsagnet "Der er ting der godt kan blive bedre i det område jeg bor i, og trænger til at blive lavet om"?

Besvaret: 36   Sprunget over: 1
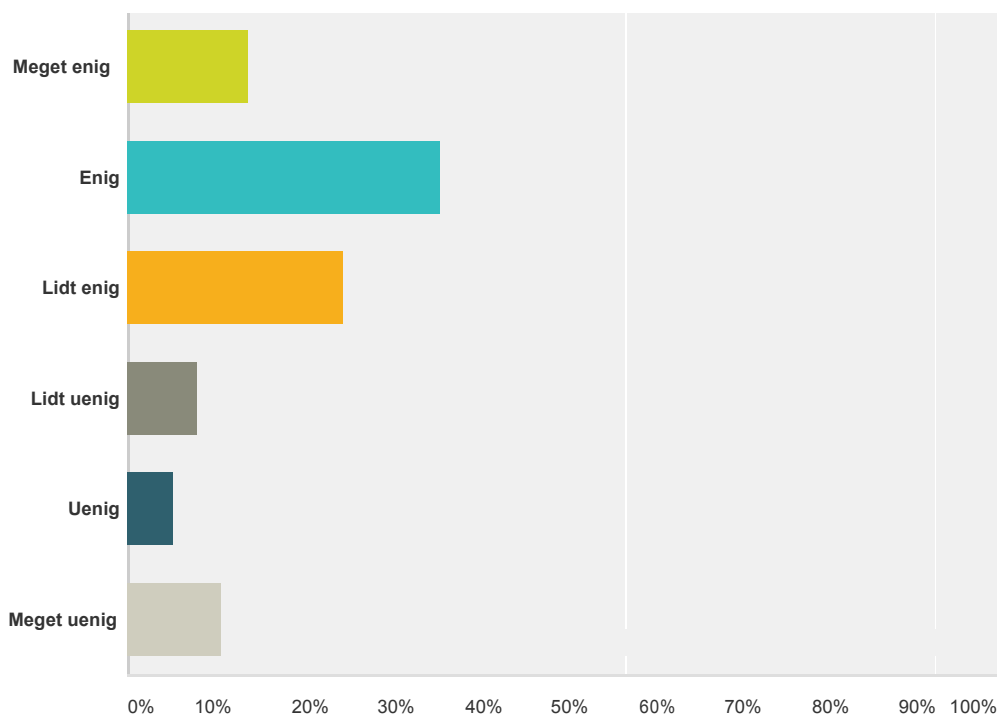
Svarvalg	Besvarelser	
Meget enig	**13,89%**	5
Enig	**36,11%**	13
Lidt enig	**25,00%**	9
Lidt uenig	**8,33%**	3
Uenig	**5,56%**	2
Meget uenig	**11,11%**	4
I alt		36

Nr.	Hvad trænger til at blive lavet om?		Dato
1	der er ikke særlige mange legepladser, som mine søskende gider og lege i, fordi dem der er der, er rigtige tome og kedelig og de er ikke beregnet til deres alder		17-12-2015 13:37
2	Ikke rigtig noget		17-12-2015 13:37
3	At der er ikke så meget til unge, der er aldrig nogen agenmanger, selvom der er så mange muligheder. Der burde være nogle flere ting, især til unge.		17-12-2015 13:36
4	selve de gule lejligheder, ku godt bruge en anden nuance. Folehaven er et meget indelukket sted, da man ikke vil vide		17-12-2015 13:36

	at der er et sted som hedder folehaven, indtil man kommer ind!	
5	internet	17-12-2015 13:36
6	gårdene der høre til lejlighedskomplekserne	17-12-2015 13:36

	at der er et sted som hedder folehaven, indtil man kommer ind!	
5	internet	17-12-2015 13:36
6	gårdene der høre til lejlighedskomplekserne	17-12-2015 13:36

7	at de unge kan forholde sig et andet sted end på gåstierne	17-12-2015 13:36
8	f.eks. kunne man gøre noget med lejlighederne, fordi de er ret gamle.	17-12-2015 13:35
9	der kunne godt komme nye ting i Valbyparken.	17-12-2015 13:35
10	legepladsen og parkingen	17-12-2015 13:35
11	måske mere bump på vejene, så bilerne køre langsommere. det kan måske være med til at bilerne ikke køre så hurtigt	17-12-2015 13:34
12	Legepladserne kunne godt fornyes. Ikke dem der er udenfor lejligheden, men omkring. f.eks. er det byggeren, som legepladsen hedder. Den ligge lige udenfor Kirsebærhavens Skole. Jeg synes der skal se noget nyt, og derfor kunne man lave nogle sjove ting, end det der er nu.	17-12-2015 13:34
13	mere lys	17-12-2015 13:34
14	Der mangler måske nogle ting til unge og piger. Jeg har i hvert fald ikke noget at lave i det område jeg bor i	17-12-2015 13:34
15	det er der ikke rigtig noget der gør syntes jeg.	17-12-2015 13:33
16	intet	17-12-2015 13:33
17	Fælleskabet	17-12-2015 13:32
18	Ikke så meget. måske lidt udseendet i området. man kunne godt lave flere legepladser eller fodboldbaner	17-12-2015 13:32
19	Søndervangs allé, og området ved hestehaven	17-12-2015 13:32
20	Jeg bruge meget tid på at spille computer, og det er en stor interesse. Så det med at komme udenfor er noget jeg ikke rigtig gør. Så jeg ved ikke hvad der mangler. Fordi at det jeg skal bruge er der.	17-12-2015 13:31
21	Vi mangler lepepladse i Folehaven. Og flere organisationer for unge	17-12-2015 13:31
22	legepladserne	17-12-2015 13:31
23	Mere fællesskab	17-12-2015 13:31
24	der tit mange søer efter det har regnet, så måske kunne man gøre vejene lige eller noget med kloarker	17-12-2015 13:30
25	Bygningerne, buskene og planterne, Legepladserne og områder hvor der er meget mellemrum	17-12-2015 13:28
26	Nymalet blokke, flere positive farver	17-12-2015 13:28
27	Flere aktiviteter	17-12-2015 13:28

Q6 Kender du
Henriksgården/Kulbanekvarteret i Valby?
(tæt på ungdomsskolen, UIV)

Besvaret: 35   Sprunget over: 2
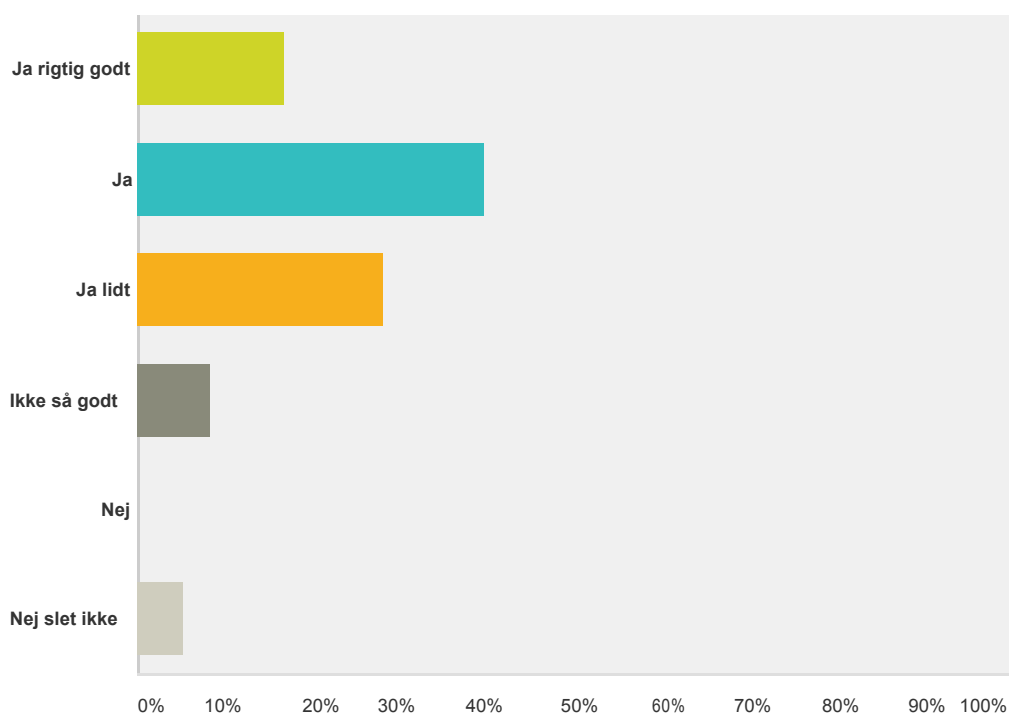
Svarvalg	Besvarelser	
Ja rigtig godt	**17,14%**	6
Ja	**40,00%**	14
Ja lidt	**28,57%**	10
Ikke så godt	**8,57%**	3
Nej	**0,00%**	0
Nej slet ikke	**5,71%**	2
I alt		**35**

Q7 Hvor god er Henriksgården at være i?

Besvaret: 34   Sprunget over: 3
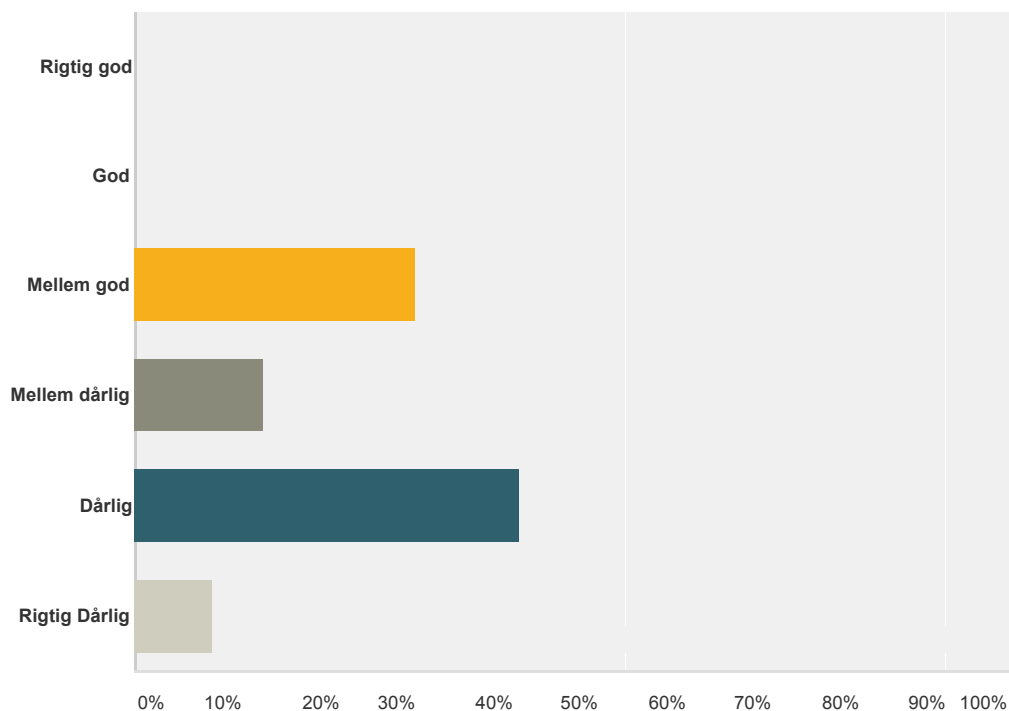
Svarvalg	Besvarelser	
Rigtig god	**0,00%**	0
God	**0,00%**	0
Mellem god	**32,35%**	11
Mellem dårlig	**14,71%**	5
Dårlig	**44,12%**	15
Rigtig Dårlig	**8,82%**	3
I alt		34

Nr.	Hvorfor er Henriksgården god eller dårlig?		Dato
1	Der er dødt		17-12-2015 13:41
2	fordi der er meget indelukket og man ligger ikke mærke til den, bygningerne er meget kedelig at se på. legepladserne derover går meget igen og det er til helt små børn og der er meget tømt og masser af natur men det blokkere lidt for ud sigtet.		17-12-2015 13:40
3	Der er intet liv og der er ikke rigtig nogen sammenhæng med hverken hornemannsvænge eller resten af valby		17-12-2015 13:38
4	Fordi der er intet at lave, men nu vi har haft projekt om at gøre det mere spændende, må man håbe at det bliver ændret, og mere spændende.		17-12-2015 13:38
5	Der er ikke så pænt og meget kedeligt		17-12-2015 13:38

| 6 | Der er kedeligt | 17-12-2015 13:37 |
| 7 | bygningerne virker gode nok, og der er også legepladser til vær bygning, men alligevel virker der ret kedeligt, fordi legepladserne er ens, og folk går aldrig udenfor, eller taler med hinanden, så der virker ret øde. | 17-12-2015 13:37 |

8	Har været der 2-3 gange, så det er ikke til at vurdere.	17-12-2015 13:37
9	der er kedeligt og det indhegnet som et fængsel, også er der heller ikke trygt	17-12-2015 13:37
10	kender den ikke	17-12-2015 13:37
11	den er mellem god fordi der ser fredfuldt ud, men samtidig ser der ekstrem ødet og kedeligt	17-12-2015 13:37
12	det er meget indlukket, ikke så mange mennesker der smiler til hindanden	17-12-2015 13:36
13	Det er utrygt om aften	17-12-2015 13:36
14	Den er mellem god, fordi det er et smukt område, med masser af natur, men der er ikke særlig meget, som de unge kan lave.	17-12-2015 13:36
15	fordi man føler sig virkelig utryg og der er virkelig kedeligt.	17-12-2015 13:36
16	det gode er også at det er roligt. men det dårlige er at facaderne er meget kedelige.	17-12-2015 13:36
17	lidt lys og meget ensartet	17-12-2015 13:35
18	Det er et meget ødet og kedeligt sted, hvor der ikke rigtig er så mange aktiviteter	17-12-2015 13:35
19	fordi der er utrygt og fuld af uopdragene udlændinge	17-12-2015 13:34
20	Det er meget kedeligt sted at se på og et kedeligt sted at være. Der er ikke noget mna kan lave der i min alder. Det er meget indelukket.	17-12-2015 13:33
21	der er meget kedeligt, tom og gråt	17-12-2015 13:32
22	Fordi det er kedeligt, da der ikke er så meget at lave der	17-12-2015 13:32
23	der er meget ødet	17-12-2015 13:31
24	Ved ikke har ikke været der	17-12-2015 13:31
25	Den er fin nok, men meget kedelig	17-12-2015 13:31
26	Det er mørk, indelukket, det samme og kedeligt	17-12-2015 13:30
27	Der er fredeligt, men kedeligt.	17-12-2015 13:28
28	Der ikke særligt meget liv	17-12-2015 13:28

Q8 Hvor enig er du i udsagnet: "Henriksgården er god som den er, og behøver ikke at blive ændret?

Besvaret: 35 Sprunget over: 2
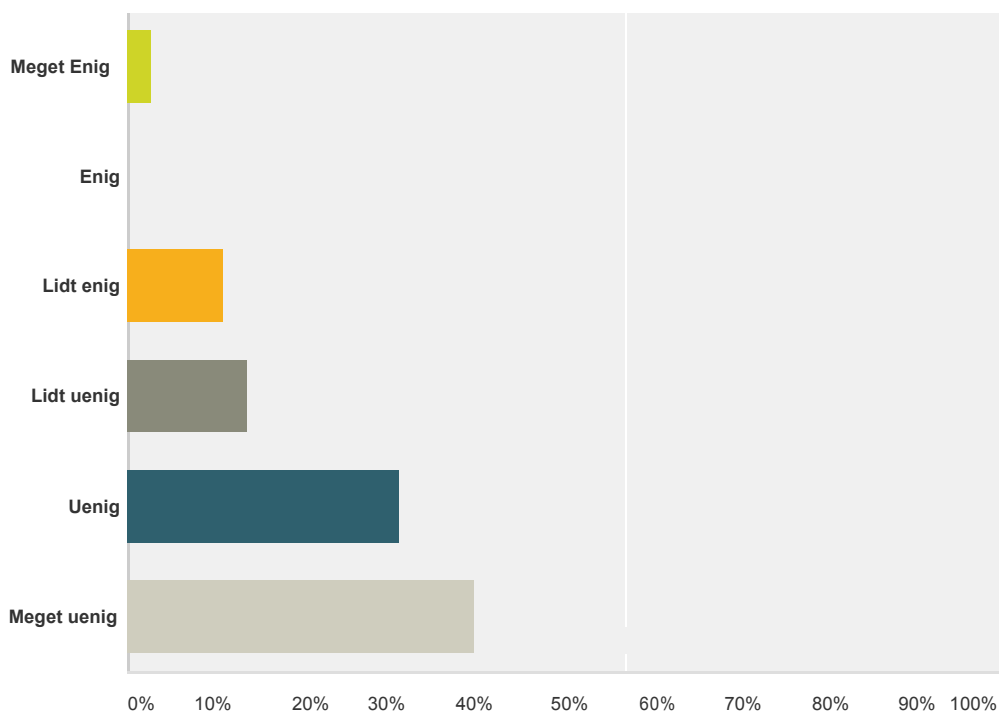
Svarvalg	Besvarelser	
Meget Enig	2,86%	1
Enig	0,00%	0
Lidt enig	11,43%	4
Lidt uenig	14,29%	5
Uenig	31,43%	11
Meget uenig	40,00%	14
I alt		35

Q9 Hvor enig er du i udsagnet "Der er ting der godt kan blive bedre i Henriksgården, og trænger til at blive lavet om"?

Besvaret: 34   Sprunget over: 3
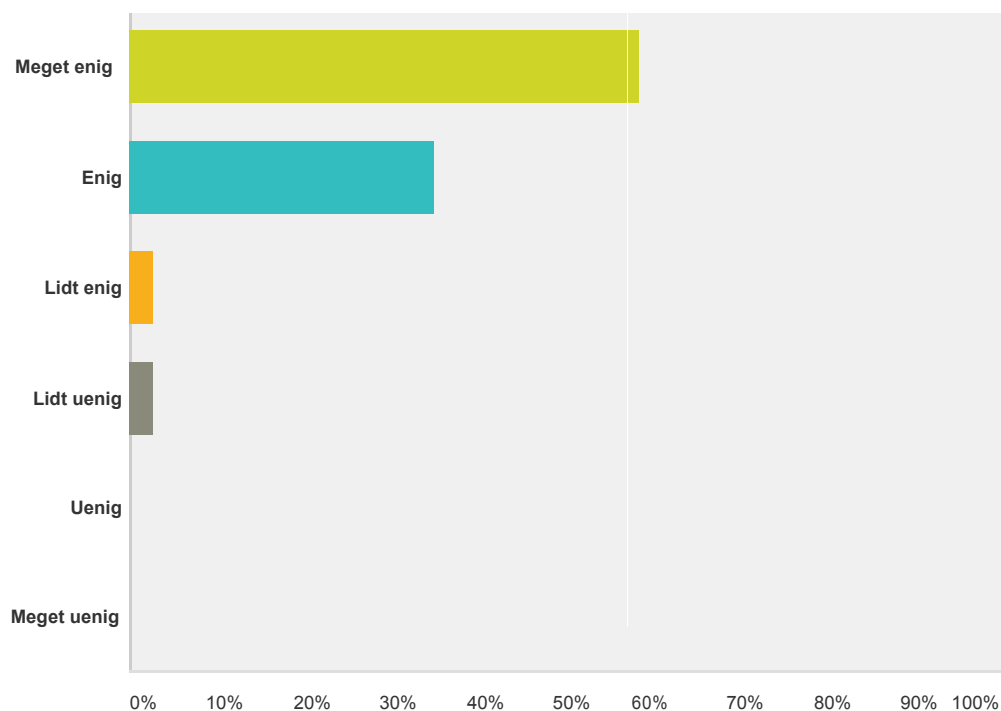
Svarvalg	Besvarelser	
Meget enig	58,82%	20
Enig	35,29%	12
Lidt enig	2,94%	1
Lidt uenig	2,94%	1
Uenig	0,00%	0
Meget uenig	0,00%	0
I alt		34

Q10 Hvor enig er du i udsagnet: "Der er behov for at skabe mere liv i Henriksgården"?

Besvaret: 35　Sprunget over: 2
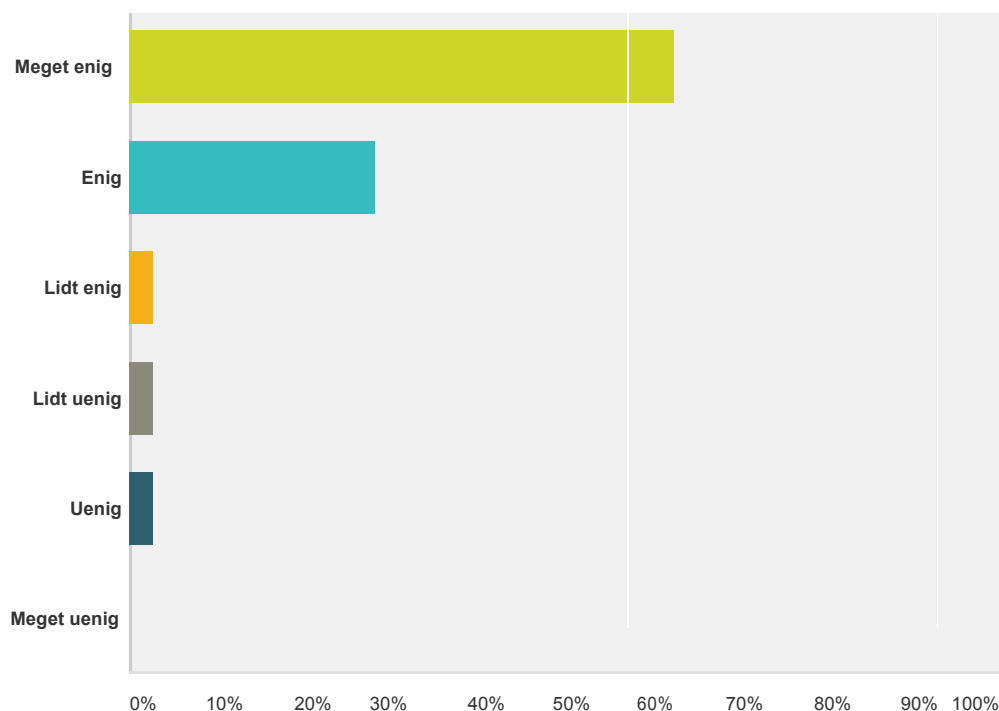
Svarvalg	Besvarelser	
Meget enig	**62,86%**	22
Enig	**28,57%**	10
Lidt enig	**2,86%**	1
Lidt uenig	**2,86%**	1
Uenig	**2,86%**	1
Meget uenig	**0,00%**	0
I alt		35

Nr.	Hvilke ideer har du til hvordan man kan skabe mere liv?	Dato
1	skabe nogle ting for alle, som både for ældre og unge ud af døren - som multifunktionelle bænke. Også at lokke folk udefra ind, ved at give nogle nye og specielle ting som fx: en minecraft legeplads, en fed parkourbane og historier gemt rundt omkring som kan få folk ud og lede i området.	17-12-2015 13:45
2	Man kan lave nogen aktiviteter og man kunne fylde de tomme steder op med nogen lege steder med alle aldersgrupper.	17-12-2015 13:45
3	Bænke	17-12-2015 13:43
4	man kunne lave arrangementer, der for folk til at komme og være med, eller måske lave bedre legepladser, eller	17-12-2015 13:41

26

	forbinde Henriksgården med en sti, der forbinder med resten af Valby	
5	at lave forskellige legepladser hvor det er til alle aldersgrupper.	17-12-2015 13:41
6	Lave flere ting der får folk til at være sammen	17-12-2015 13:41

7	Det har jeg sagt, og lavet i vores projekt. Men flere udendørs ting til unge, og flere agenmanger.	17-12-2015 13:40
8	Belysning, knudepunkter/samlingspunkter. Alle skal omgås ordenligt med hinanden, så man kan være tryg i sin egen. Flere arrangementer vil helt klart, kunne styre fællesskabet	17-12-2015 13:40
9	at der måske går stier igennem Henriskgården, mere farverige legepladser og unikke anderledes legerpladser	17-12-2015 13:40
10	Masser aktiviteter	17-12-2015 13:39
11	Man kan lave et food Court som får folk fra København. Man kan lave flere aktiviteter for alle aldre, for eksempel pakourbane og fodboldbane til de unge, nye og spændende legepladser til børn, køkkenhaver til de ældre.	17-12-2015 13:39
12	nogle knudepunkter, mere lys og sådan, også samle alle legepladserne til en, som kan bruges af både store og små, lave bænke hvor forældre kan side og se på	17-12-2015 13:39
13	at der måske kommer nye legepladser, så det ikke er de samme lejepladser hver gang.	17-12-2015 13:38
14	Man kunne lave en stor legeplads inspireret af en forlystelsespark. I nærheden af centrum skal der være et klubhus for de unge, så de kan have et sted at være og hygge sig.	17-12-2015 13:38
15	Rigtig mange	17-12-2015 13:38
16	man kan lave andre farver på facaderne og lave legepladserne om så det ikke er så kedeligt og ensartet	17-12-2015 13:38
17	Man kan lave nye butikker i det nye mellem stykke på kulbanevej. Man kan åbne op ved at fjerne træerne der er op til Vigerslevallé	17-12-2015 13:37
18	flere aktiviteter	17-12-2015 13:37
19	man kan lave cykelbaner, fodboldbaner og familie steder for at skabe mere liv	17-12-2015 13:35
20	Arrangementer og flere aktiviteter for de unge	17-12-2015 13:35
21	flere samlingspunkter	17-12-2015 13:35
22	Har ikke været der	17-12-2015 13:33
23	Man kan lave en Klatreskov og en cykelsti	17-12-2015 13:32
24	lave om på det	17-12-2015 13:32
25	Flere fælles arrangementer.	17-12-2015 13:32
26	Gøre stedet mere åben og få tiltrækket flere beboer til stedet.	17-12-2015 13:30
27	Svævebane fodboldbane Xenon lys på jorden træningsanlæg cykelbane grilområde	17-12-2015 13:30

Q11 Hvor enig er du i udsagnet: "Der skal være bedre forbindelse mellem Henriksgården og resten af Valby?"

Besvaret: 34   Sprunget over: 3
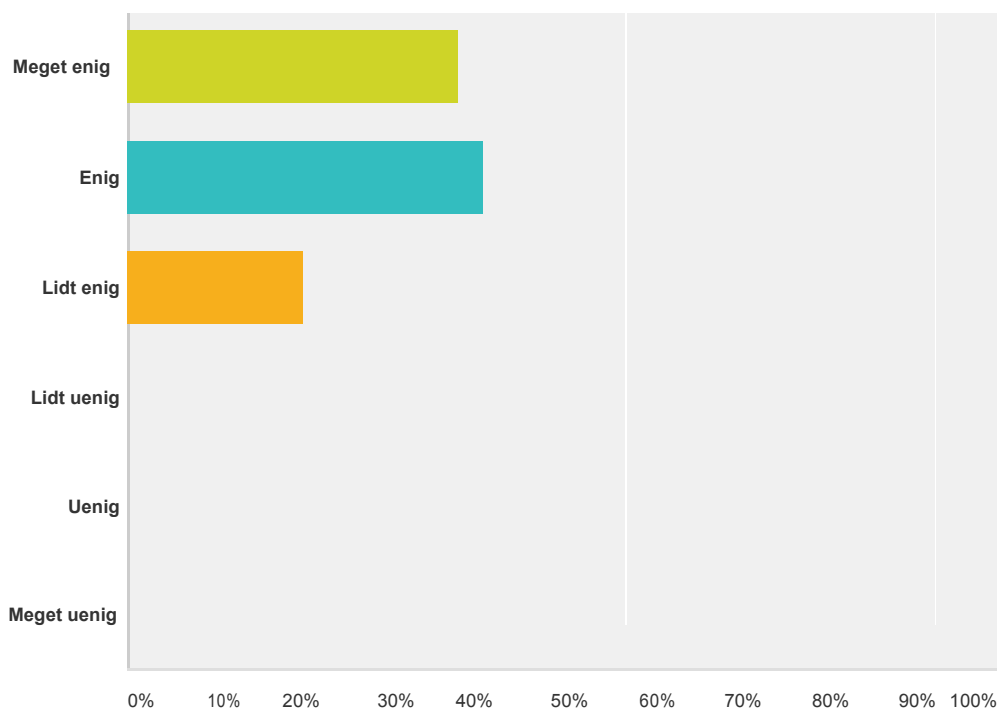
Svarvalg	Besvarelser	
Meget enig	**38,24%**	13
Enig	**41,18%**	14
Lidt enig	**20,59%**	7
Lidt uenig	**0,00%**	0
Uenig	**0,00%**	0
Meget uenig	**0,00%**	0
I alt		34

Nr.	Hvilke ideer har du til at skabe bedre forbindelse mellem Folehaven og resten af Valby?	Dato
1	man kan skabe en løbe/cykelsti der kan binde det sammen. Man kunne også lave det dragehoved, om ikke længere er på folehavens "bygger," i henriksgården, for at skabe en sjov og meget billedlig sammenhæng	17-12-2015 13:45
2	man kunne få lavet noget på kulbanevej, hvor alle aldersgrupper bliver samlet i et sted	17-12-2015 13:45
3	man kunne lave en sti, der forbinder med Valby, eller lave et tog, der forbinder med Valbystation.	17-12-2015 13:41
4	en cykelsti der fører hele valby rundt	17-12-2015 13:41
5	Lave en speciel ting som Henriksgården og Folehaven har sammen	17-12-2015 13:41

| 6 | Der skal være flere indgange, så det er nemmere at komme ind og ud af områderne. Lave nogle fede ting der, måske en fed legeplads, eller et fedt agenmange. | 17-12-2015 13:40 |

| 6 | Der skal være flere indgange, så det er nemmere at komme ind og ud af områderne. Lave nogle fede ting der, måske en fed legeplads, eller et fedt agenmange. | 17-12-2015 13:40 |

7	sikre sig, at folk i folehaven kender henriksgården og omvendt	17-12-2015 13:40
8	der kan blive bygget et food court, så folk ude fra kan samles ;)	17-12-2015 13:40
9	Lav masser af events	17-12-2015 13:39
10	man kan gøre Henriksgården til et mere atraktivt sted, så der kommer mennesker til. Man kan åbne Henriksgården mere op	17-12-2015 13:39
11	nogle cykelstier gennem henriksgården, og åbne mere. man kunne rive hegnet/træerne ned, og plante en hæk i stedet som ikke er særlig høj så man også er privat men man kan også se ind	17-12-2015 13:39
12	tænker det er en god ide så kommer der måske også flere mennesker rundt i Valby.	17-12-2015 13:38
13	Man kunne lave nogle anderledes legepladser, så det bliver mere attraktivt. Man kan også lave en park med springvand og masser af blomster.	17-12-2015 13:38
14	Rigtig meget	17-12-2015 13:38
15	altså man kunne lave en lang cykelstig som går igennem henriksgården og valby	17-12-2015 13:38
16	Man kan lave nogle farvet gå stier rundt i Valby der føre til Henriksgården. Eller en stor cykel sti rundt i Valby.	17-12-2015 13:37
17	en cykelsti	17-12-2015 13:37
18	man kan lave fx nogle bestemte lygtepæle i hele valby eller nogle bestemte streger på vejen	17-12-2015 13:35
19	Lave en fodboldbane, som der engang var i henriksgården(rikken fc), hvor alle ude fra Valby plejede at komme	17-12-2015 13:35
20	en cykelsti igennem det hele	17-12-2015 13:35
21	At lave ligheder imellem Folehaven og henriksgården, fx ligheder på legepladser osv..	17-12-2015 13:33
22	Cykelsti som går hele vejen igennem	17-12-2015 13:32
23	stier	17-12-2015 13:32
24	Det skal åbnes mere op	17-12-2015 13:32
25	Forskellige cykelstier rundt omkring og arrangementer der er åbent for valby's beboere	17-12-2015 13:30
26	Svævebane fodboldbane på kulbanevej Flere fælles aktiviteter	17-12-2015 13:30

Q12 Tænk på Byen på Spil forløbet: Ville du gerne hjælpe beboerne i Henriksgården med at forbedre det sted de bor?

Besvaret: 33 Sprunget over: 4
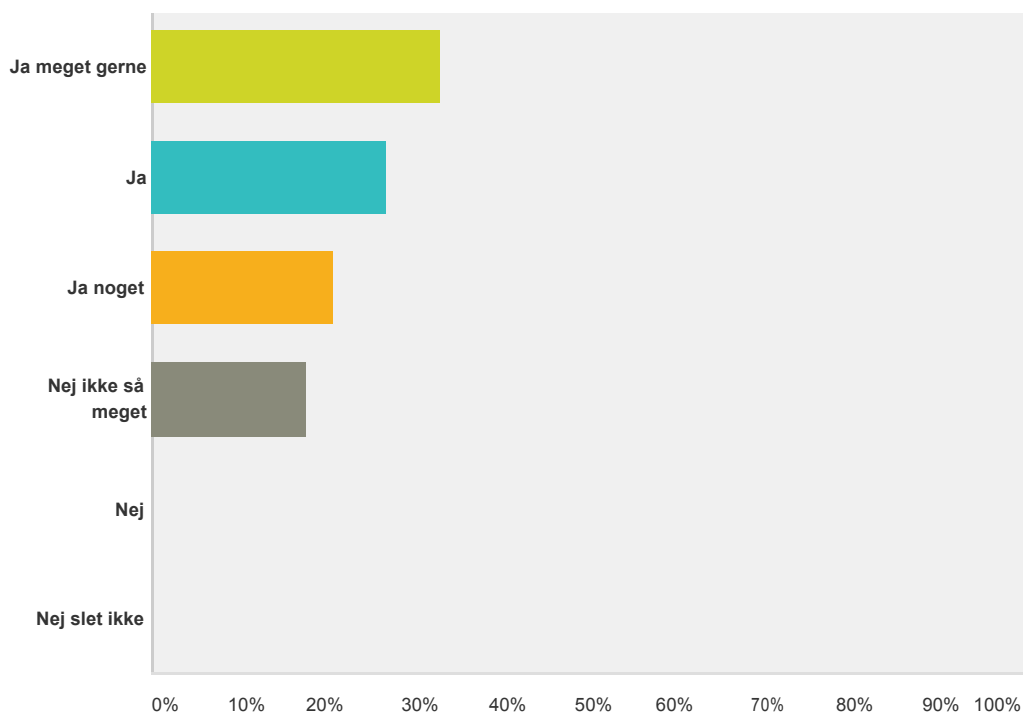
Svarvalg	Besvarelser	
Ja meget gerne	33,33%	11
Ja	27,27%	9
Ja noget	21,21%	7
Nej ikke så meget	18,18%	6
Nej	0,00%	0
Nej slet ikke	0,00%	0
I alt		33

Q13 Tænk på Byen på Spil forløbet: Havde du viden om Henriksgården som de arkitekter, der skal ombygge Henriksgården ikke havde?

Besvaret: 34 Sprunget over: 3
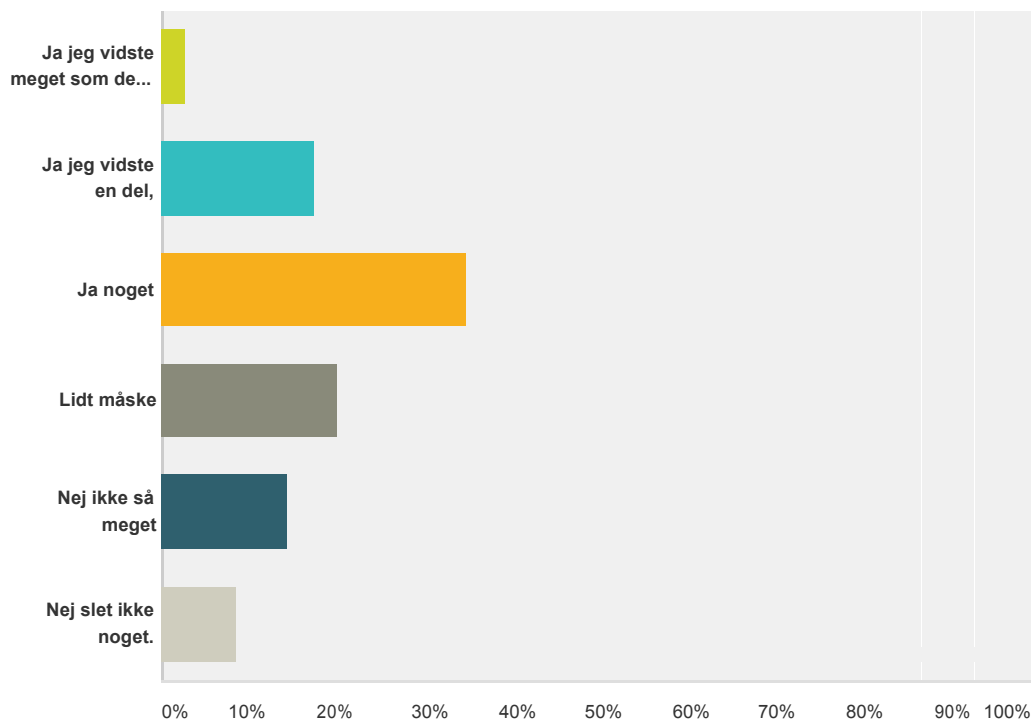
Svarvalg	Besvarelser	
Ja jeg vidste meget som de ikke vidste,	**2,94%**	1
Ja jeg vidste en del,	**17,65%**	6
Ja noget	**35,29%**	12
Lidt måske	**20,59%**	7
Nej ikke så meget	**14,71%**	5
Nej slet ikke noget.	**8,82%**	3
I alt		34

Nr.	Hvor havde du din viden fra?	Dato
1	fordi jeg selv besøgte stedet, og så hvordan der var, og så ud, og vi interviewede også en beboer, der fortalte hvordan det var at bo der.	18-12-2015 17:23
2	Jeg kendte en af beboerne, som er min veninde.	17-12-2015 13:49
3	Da jeg selv er beboer i folehaven, har jeg et godt indblik i hvordan det er at bo et lignende sted.	17-12-2015 13:47
4	Jeg har den viden fra mig selv, da jeg er ung og ved hvad bl.a de unge og de lidt mindre kan lide og ville synes om.	17-12-2015 13:46

| 5 | Profeten Ahmed | 17-12-2015 13:46 |
| 6 | Der hvor jeg selv bor, det at hvordan det er at bo, i sådan et udsat område. Det kender jeg til. | 17-12-2015 13:45 |

7	Beboerne	17-12-2015 13:44
8	Jeg kendte nogen der boet i området. Og jeg er ung så jeg ser på problemet med en anden synes vinkel.	17-12-2015 13:43
9	Af michelle som vi interviewet	17-12-2015 13:43
10	Jeg havde min viden fra det sidste byen i spil	17-12-2015 13:43
11	beboerne	17-12-2015 13:43
12	Mine venner som bor derude	17-12-2015 13:41
13	jeg vidste ikke noget	17-12-2015 13:40
14	de tænkte f.eks. ikke på en lysene sti	17-12-2015 13:37
15	folk der boede henriksgården	17-12-2015 13:37
16	Fra min ven Ahmed eftersom han har boet der i hele sit liv	17-12-2015 13:36
17	Jeg har en veninde som bor der	17-12-2015 13:34
18	Hvad unge gerne vil have/lave	17-12-2015 13:33
19	Jeg bor der allerede.	17-12-2015 13:32

Q14 Tænk på Byen på Spil: Følte du, at du havde viden så du kunne hjæpe byplanlæggerne med at ændre Henriksgården?

Besvaret: 36   Sprunget over: 1
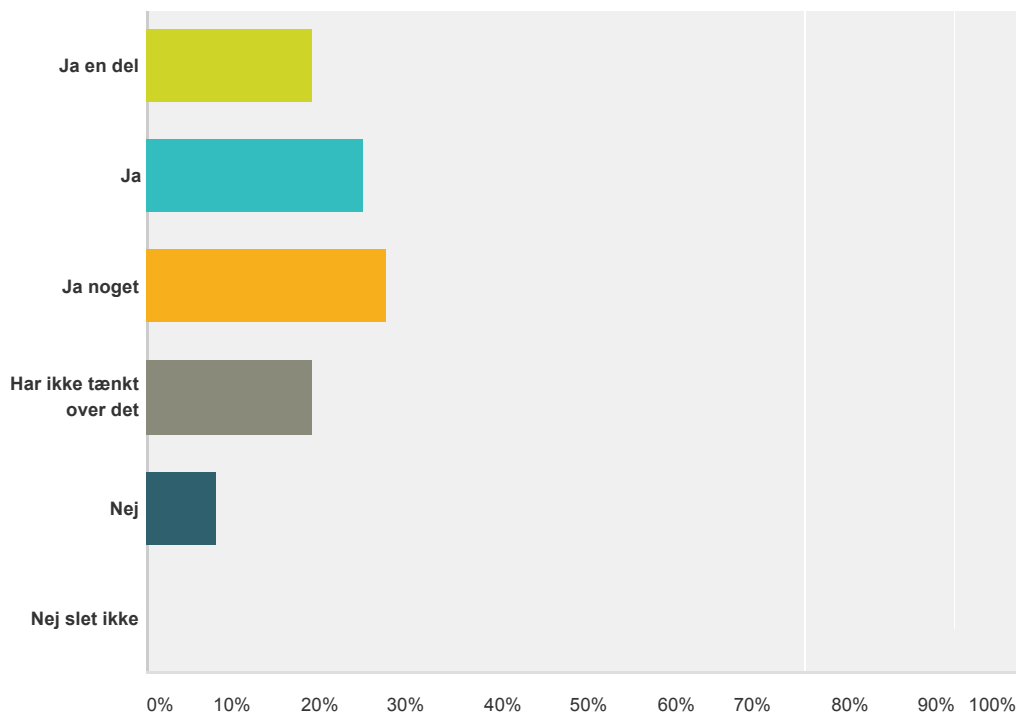
Svarvalg	Besvarelser	
Ja en del	19,44%	7
Ja	25,00%	9
Ja noget	27,78%	10
Har ikke tænkt over det	19,44%	7
Nej	8,33%	3
Nej slet ikke	0,00%	0
I alt		36

Nr.	Hvad havde du viden om?	Dato
1	at stedet virkede ret mørkt, for der var ikke nok lys, og legepladserne var også dårlige, og sammenholdet er heller ikke så godt.	18-12-2015 17:23
2	Jeg kunne relatere mig til de unges tanker og hvad de ville have og har brug for	17-12-2015 13:49
3	hvordan det er at bo sådan et sted, og hvordan det er at være ung sådan et sted	17-12-2015 13:47
4	Jeg havde viden om at de unge unge godt ville være alene, men synes også det er sjovt hvis man kan være sammen	17-12-2015 13:46

| 5 | Det samme som jeg sagde før, og fordi at jeg er ung. Jeg ved hvad de fleste unge, måske kunne interessere sig for. | 17-12-2015 13:45 |

med nogle af de andre aldersgrupper.

6	ja, vi har lavet masser af aktiviteter	17-12-2015 13:43
7	Jeg kendte ikke Henriksgården særlig godt til at starte med, men jeg har brugt min viden fra Folehaven og det tidligere projekt til at lave det her projekt	17-12-2015 13:43
8	Når man bor i selve gården, ser man blind på at der mangler liv. ligeså snart man udefra kommer ind, indser man hvor tomt der endelig er.	17-12-2015 13:43
9	Om hvordan miljøet var derude.	17-12-2015 13:41
10	ikke noget	17-12-2015 13:40
11	ik noget	17-12-2015 13:39
12	jeg havde viden fra mit eget område og vidste hvad der er godt og dårligt	17-12-2015 13:38
13	der var det med stien.	17-12-2015 13:37
14	om bygningerne og hvad de unge vil have	17-12-2015 13:37
15	Om mange forskellige ændringer	17-12-2015 13:37
16	Om tryghded, forbindelser og fælleskabet	17-12-2015 13:36
17	Hvordan det var at leve der.	17-12-2015 13:34
18	Det samme som før	17-12-2015 13:33
19	Hvordan det var at bo der, hvordan det føltes derhenne.	17-12-2015 13:32

Q15 Hvor enig er du i udsagnet: "I Byen på Spil forløbet kunne jeg kan bruge det, jeg vidste om mit eget område til at hjælpe med at gøre Henriksgården bedre"?

Besvaret: 36   Sprunget over: 1
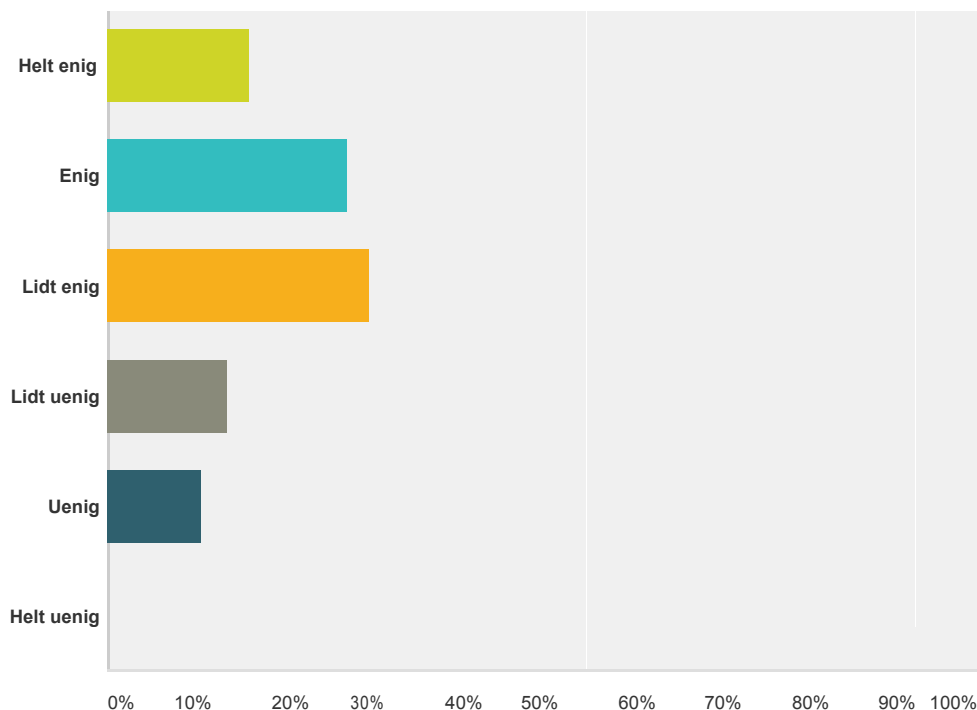
Svarvalg	Besvarelser	
Helt enig	16,67%	6
Enig	27,78%	10
Lidt enig	30,56%	11
Lidt uenig	13,89%	5
Uenig	11,11%	4
Helt uenig	0,00%	0
I alt		36

Nr.	Hvad vidste du fra dit eget område som du kunne bruge til at forbedre Henriksgården?	Dato
1	jeg tænkte på legepladserne herfra, som også kunne bruges der, og der er også sat flere lys i mit område, så der er ikke så mørkt, og det kunne man bruge til Henriksgården.	18-12-2015 17:23
2	Hvordan man kunne åbne lidt mere op for folk, så de ikke følte at det er et lukket område	17-12-2015 13:49
3	hvad der skaber trykhed, sammenhæng og sammenhold	17-12-2015 13:47
4	Jeg vidste at folk ville blive glade hvis der var et sted de kunne være med deres familie, men samtidigt hvor man kan	17-12-2015 13:46

44

	lege og hygge sig med nogle aktiviteter.	
5	Valbyparken, og Karensminde, og bare forbindelserne i Sydhavnen inspireret mig meget.	17-12-2015 13:45

6	Der er roligt	17-12-2015 13:44
7	Jeg vidste noget om det med at der skal være aktiviteter til de unge, så de ikke skaber problemer. Og aat man gerne vil havde det åbnet op, så man ikke føler sig inde lukket.	17-12-2015 13:43
8	Måske en bedre klub	17-12-2015 13:43
9	Jeg vidste hvad der skaber tryghed, åbenhed og liv	17-12-2015 13:43
10	utrygheden	17-12-2015 13:43
11	At det er lidt kedeligt, så det kunne man gøre noget ved	17-12-2015 13:41
12	der var ikke noget	17-12-2015 13:40
13	jeg ved at man har mere lyst til at være et sted vis der er lys og mennesker	17-12-2015 13:38
14	der var vidst ikke noget tror jeg	17-12-2015 13:37
15	ved det ikke	17-12-2015 13:37
16	Flere positive farver, trygheden, fælleskabet og forbindelsen mellem de udsatte områder.	17-12-2015 13:36
17	Folehaven minder meget om henriksgården der ikke så meget liv	17-12-2015 13:34
18	Ikke ret meget for mit et mere velhavene og råd til flere ting	17-12-2015 13:34
19	Hvor kedeligt området var osv.	17-12-2015 13:32

Q16 Tænk på din hverdag i skolen: Hvordan er det at gå i skole?

Besvaret: 36　Sprunget over: 1
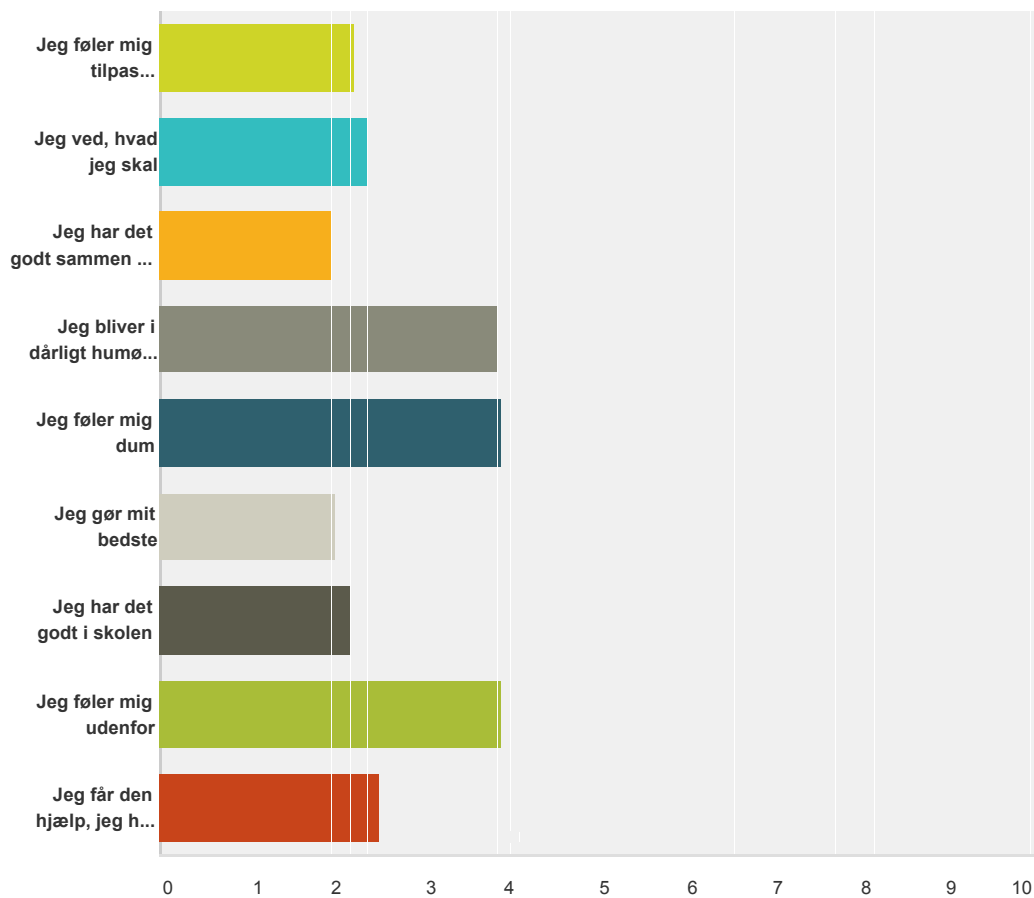
	Meget enig	Enig	Lidt enig	Lidt uenig	Uenig	Meget uenig	I alt	Vægtet gennemsnit
Jeg føler mig tilpas udfordret	11,11% 4	63,89% 23	19,44% 7	2,78% 1	2,78% 1	0,00% 0	36	2,22
Jeg ved, hvad jeg skal	17,14% 6	45,71% 16	22,86% 8	11,43% 4	2,86% 1	0,00% 0	35	2,37
Jeg har det godt sammen med de andre	42,86% 15	37,14% 13	8,57% 3	5,71% 2	5,71% 2	0,00% 0	35	1,94
Jeg bliver i dårligt humør, uden at jeg kan forklare hvorfor	5,56% 2	5,56% 2	25,00% 9	19,44% 7	27,78% 10	16,67% 6	36	3,70
Jeg føler mig dum	2,78% 1	11,11% 4	16,67% 6	8,33% 3	27,78% 10	33,33% 12	36	3,71
Jeg gør mit bedste	30,56% 11	47,22% 17	16,67% 6	2,78% 1	2,78% 1	0,00% 0	36	2,00
Jeg har det godt i skolen	33,33% 12	36,11% 13	19,44% 7	8,33% 3	2,78% 1	0,00% 0	36	2,11

	0,00%	5,56%	22,22%	2,78%	22,22%	47,22%	36	3,79
Jeg føler mig udenfor	0	2	8	1	8	17		

Jeg får den hjælp, jeg har brug for	**5,56%** 2	**47,22%** 17	**30,56%** 11	**8,33%** 3	**2,78%** 1	**5,56%** 2	36	2,53

Nr.	Hvordan var det at lave Byen på Spil i forhold til hvordan du normalt har det med at gå i skole? Hvad var dårligere/bedre?	Dato
1	jeg synes det var sjovt, og anderledes end det vi laver i skolen. Når vi lavede spil i byen, så var det stressende på en anden måde, end skolen, fordi f.eks. fik man et mål, og prøver at nå sig frem til det, men skal pludselig lave det hele om igen, fordi det måske var en dårlig ide. Det var spændende at finde ud af hvordan man arbejder i virkeligheden, end hvordan det er bare ar være i skole, og lave opgaver.	18-12-2015 17:31
2	det var sjovt at hjælpe og bruge sin kreativitet på noget, men der var lidt stress på	17-12-2015 13:51
3	Jeg syntes at det på nogle måder var bedre, fx med at det udfordrede og at man virkelig skulle tænke ud af boksen, men det var også lidt dårligere nogle gange, når det blev for meget det samme.	17-12-2015 13:49
4	Det var virkelig stressede, og de voksne kommanderet meget med en. Det var ret ubehageligt. Men det endte heldigvis godt, også selvom det var en meget svær start.	17-12-2015 13:49
5	Det har været ok. I staten var det stressende, fordi lærerne hele tiden skiftede retning og vi havde ikke en hel klar arbejdsplan, hvor vi kunne se hvad vi skulle lave i løbet af dagen, så det var ikke særlig godt. Men generalt ville jeg sige at det har været ok.	17-12-2015 13:48
6	Det var meget anderledes og sjovere	17-12-2015 13:47
7	Det mener lidt om projekt opgaven. Med at man skal løse en slags problemformuering. Man skal ud og snakke med nogle der ved noget om det. Komme med sine ideer. Lave et produkt og en fremlæggelse. Men det minder ikke om noget af det vi normalt laver.¨	17-12-2015 13:45
8	Det var rigtig godt man arbejdede rigtig godt	17-12-2015 13:45
9	Jeg synes det var et andeledes projekt end hvad vi normalt laver i skolen. Det var lidt stressende, især fordi lærerne blev stresset på vores vegne. Men det var også sjovt og udfordrende at lave noget jeg ikke var vandt til.	17-12-2015 13:45
10	det er bedre, fordi det er anderledes	17-12-2015 13:45
11	Jeg synes ikke at det var varieret, det munde også ud i, at man blev træt og frustreret. ellers kunne jeg godt lide, at vi var på egen hånd og skulle præsterer vores bedste!! Anna og Rikke, var også sindsyge flinke og imødekommende.	17-12-2015 13:44
12	det var okay men med tiden blev det lidt kedeligt	17-12-2015 13:43
13	Jeg lærte ihvertfald meget om virkeligheden	17-12-2015 13:42
14	det var sjovt men efterhånden blev det kedeligt fordi der blev sagt det samme hele tiden	17-12-2015 13:42
15	det var en anderledes og sjovere måde at lære det på.	17-12-2015 13:41
16	det var meget kedeligt	17-12-2015 13:41
17	Det var virkelig fedt at prøve noget nyt eftersom at være arkitet er noget jeg godt kunne være. Det var virkelig spændene og der var fyldt med sjov og underholdning	17-12-2015 13:40
18	det var sjovt at prøve at lave noget som man måske også kommer til at lave i virkeligheden jeg syntes at det var sjovt	17-12-2015 13:40
19	Det var lidt stressende og anderledes men det var spændene at prøve en ny måde at arbejde på	17-12-2015 13:38
20	bedre fordi det var mere udfordrende	17-12-2015 13:38
21	Fint	17-12-2015 13:38
22	Det var dejligt at vi havde en anden form for undervisning, men det manglede et bedre skema, så man helt præcist ved hvad vi skal gør	17-12-2015 13:37
23	Kunne virkelig ikke lide at vi ikke vidste hvornår vi skulle lave nogle ting. Synes ikke der var struktur over det	17-12-2015 13:35
24	Selve forløbet var meget sjovt og det var virkeligt noget som fangede min opmærksomhed.	17-12-2015 13:34

Q17 Tænk på Byen på Spil forløbet: Hvordan fungerede samarbejdet I jeres gruppe?

Besvaret: 36　Sprunget over: 1
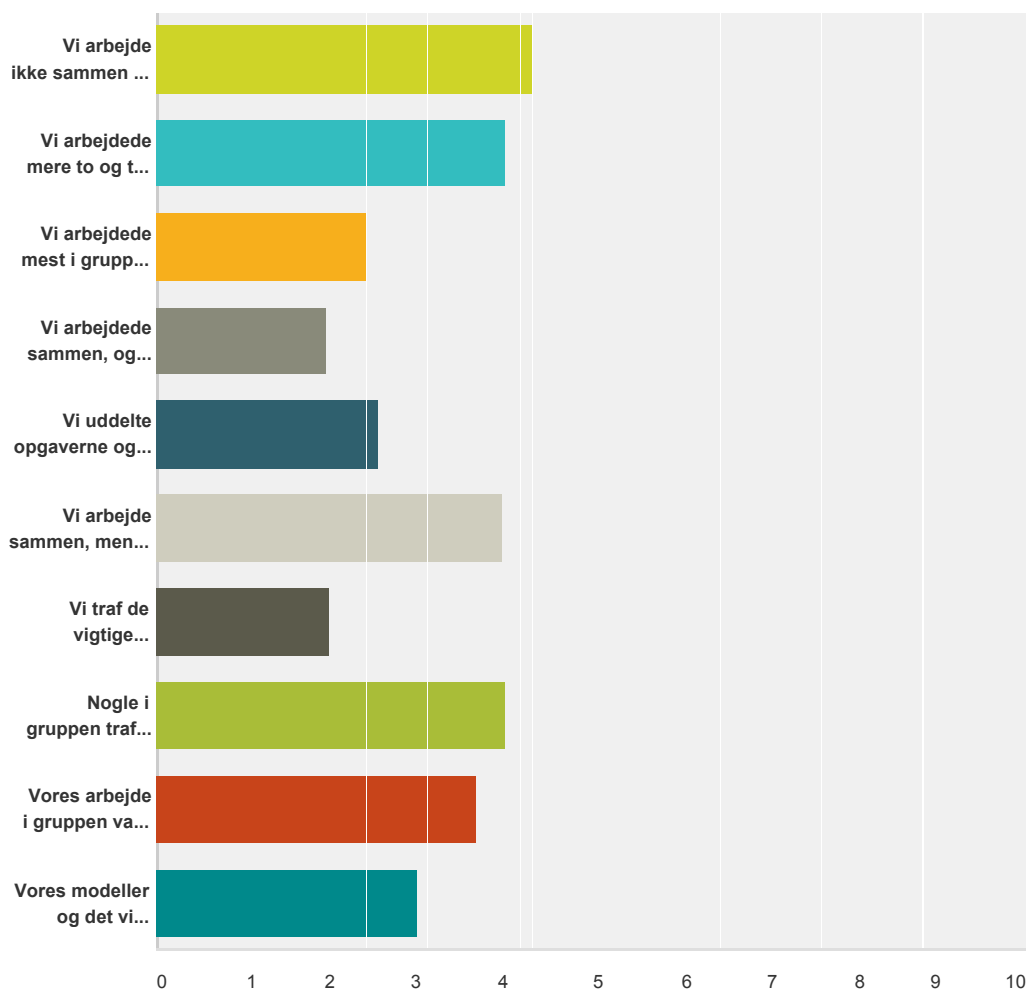
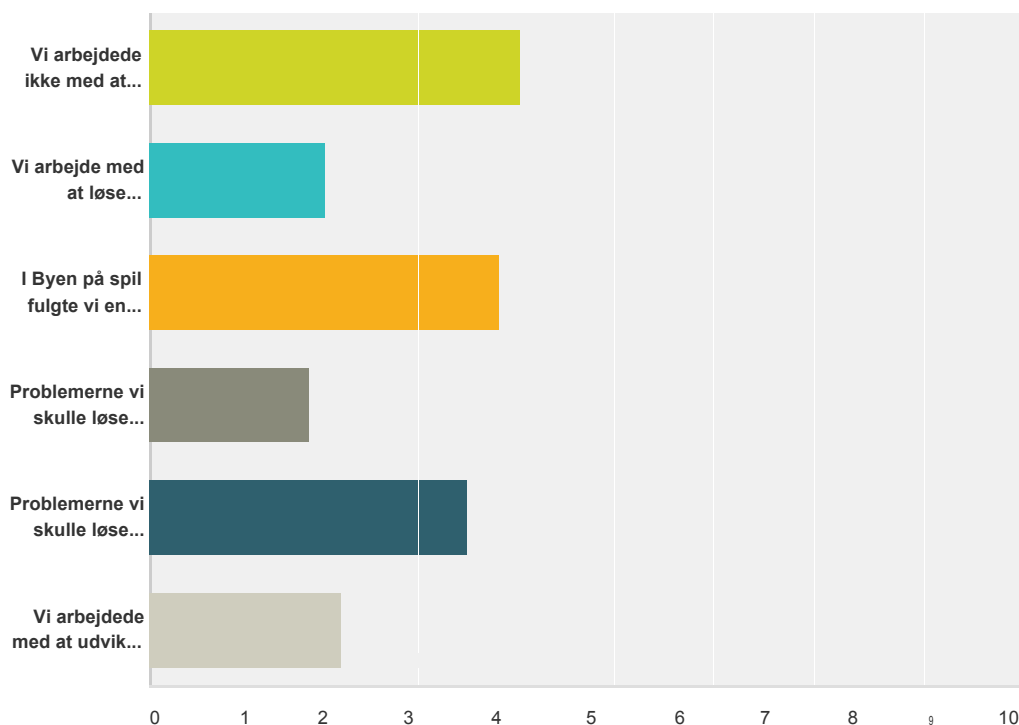|	Meget enig	Enig	Lidt enig	Lidt uenig	Uenig	Meget uenig	I alt	Vægtet gennemsnit
Vi arbejde ikke sammen i gruppen, men kun enkeltvis.	5,71% 2	5,71% 2	20,00% 7	11,43% 4	28,57% 10	28,57% 10	35	4,37
Vi arbejdede mere to og to, end i grupper	5,71% 2	11,43% 4	20,00% 7	25,71% 9	17,14% 6	20,00% 7	35	3,97
Vi arbejdede mest i grupper over 2	28,57% 10	28,57% 10	22,86% 8	11,43% 4	5,71% 2	2,86% 1	35	2,46
Vi arbejdede sammen, og afleverede noget vi havde lavet i fællesskab	41,18% 14	41,18% 14	5,88% 2	5,88% 2	2,94% 1	2,94% 1	34	1,97
Vi uddelte opgaverne og lavede hver vores opgaver.	20,59% 7	29,41% 10	35,29% 12	5,88% 2	2,94% 1	5,88% 2	34	2,59
Vi arbejde sammen, men havde ikke allesammen ansvar for det vi	12,12%	9,09%	18,18%	24,24%	12,12%	24,24%	33	3,88

| lavede | | 4 | 3 | 6 | 8 | 4 | 8 | | |

53

Vi traf de vigtige beslutninger sammen	**38,24%** 13	**35,29%** 12	**20,59%** 7	**2,94%** 1	**0,00%** 0	**2,94%** 1	34	2,00
Nogle i gruppen traf beslutningerne, ikke alle	**5,88%** 2	**14,71%** 5	**17,65%** 6	**17,65%** 6	**20,59%** 7	**23,53%** 8	34	4,03
Vores arbejde i gruppen var ikke afhængigt af hvad de andre i gruppen lavede	**8,57%** 3	**20,00%** 7	**17,14%** 6	**17,14%** 6	**20,00%** 7	**17,14%** 6	35	3,71
Vores modeller og det vi lavede i gruppen kunne kun blive færdigt hvis det alle i gruppen lavede blev færdigt	**17,65%** 6	**32,35%** 11	**17,65%** 6	**11,76%** 4	**5,88%** 2	**14,71%** 5	34	3,00

Nr.	Var den måde I samarbejdede på i Byen på spil anderledes end når I normalt arbejder i grupper i klassen? Hvordan?	Dato		
1	det var anderledes fra hvordan vi arbejdede i skolen, fordi i skolen deler vi opgaverne op, og her arbejdede i fællesskab om næsten alting.	18-12-2015 17:40		
2	Ja, her var der mere alvor, og stres	17-12-2015 13:55		
3	ja fordi der var meget at diskutere	17-12-2015 13:53		
4	ja, det var nye udfordringer og nye måder at arbejde på.	17-12-2015 13:51		
5	Nej, ikke specielt	17-12-2015 13:51		
6	På en måde. Vi arbejdede i grupper, men i grupper som vi normalt ikke selv ville have vælget.	17-12-2015 13:50		
7	Det er ligesom en projekt opgave. Så man deler sig lidt ind hvad er folk gode til. Man laver en brainstorm sammen, og så finder man ud hvad man vil man lave. når man så har gjort det, så laver man det man er god til. Normalt når vi laver gruppe arbejde, så er det til opgave vi bliver stillet, ikke en vi skal "Finde på".	17-12-2015 13:48		
8	Jeg synes at den måde vi samarbejde på i Byen på spil minder meget om den måde vi normalt arbejder. Vi deler os op og laver en del af projektet hver	17-12-2015 13:48		
9	sidste spørgsmål, vi bliver selvfølgelig færdig, hvis vi blev færdige.	17-12-2015 13:46		
10	Ja meget	17-12-2015 13:46		
11	det er meget normal, at vi mixer piger og drenge og på kryds og tværs af klasserne	17-12-2015 13:46		
12	Ja, vi er ikke vant til at arbejde i ren pige grupper"!!!	17-12-2015 13:45		
13	nej ikke rigtigt	17-12-2015 13:45		
14	nej vi traf de vigtige beslutninger i fællesskab og lavede så hver vores ting det minder meget om det vi gør normalt	17-12-2015 13:44		
15	(Jeg var kun med på turene, så har ikke rigtig været med andet end at går rundt, observerer og give gode råd til grupperne)	17-12-2015 13:44		
16	ja fordi her bruger man meget mere sin fantasi	17-12-2015 13:43		
17	Ja fordi vi skulle tænke ud af boksen	17-12-2015 13:41		
18	Nope	17-12-2015 13:39		
19	ja, mere spænende	17-12-2015 13:39		
20	SINDSYGTT	17-12-2015 13:39		
21	Ja, meget. Tror nok fordi det er noget som vi ikke prøver så meget og som var jo noget der var virkeligt interessant.	17-12-2015 13:38		
22	Ja for vi havde ikke et mål der	17-12-2015 13:36		

Q18 Tænk på Byen på Spil forløbet: Synes du, at I arbejdede I med at løse problemer for folk udenfor skolen?

Besvaret: 36   Sprunget over: 1

	Meget enig	Enig	Lidt enig	Lidt uenig	Uenig	Meget Uenig	I alt	Vægtet gennemsnit
Vi arbejdede ikke med at løse problemer for folk i den virkelige verden udenfor skolen	5,71% 2	14,29% 5	17,14% 6	5,71% 2	28,57% 10	28,57% 10	35	4,23
Vi arbejde med at løse problemer for folk i den virkelige verden udenfor skolen	42,86% 15	37,14% 13	5,71% 2	2,86% 1	8,57% 3	2,86% 1	35	2,06
I Byen på spil fulgte vi en opskrift med trin til hvordan vi kunne øse problemerne	2,94% 1	17,65% 6	20,59% 7	17,65% 6	11,76% 4	29,41% 10	34	4,06
Problemerne vi skulle løse krævede at vi skulle finde på vores egne nye ideer	38,24% 13	47,06% 16	5,88% 2	8,82% 3	0,00% 0	0,00% 0	34	1,85
Problemerne vi skulle løse krævede at vi fulgt de trin vores lærer og andre gav os	5,88% 2	20,59% 7	23,53% 8	14,71% 5	20,59% 7	14,71% 5	34	3,68
Vi arbejdede med at udvikle nye ideer vi præsenterede for folk som har brug for dem udenfor skolen	37,14% 13	31,43% 11	14,29% 5	8,57% 3	5,71% 2	2,86% 1	35	2,23

Nr.	Var problemerne I skulle løse i Byen på Spil andreledes end de problemer I normalt arbejder med i skolen? Hvordan?.	Dato	
1	ja, fordi her var det svære, fordi da man fik et mål, og arbejdede sig op til det, indså man det var dårligt, og lavede det hele om igen, mens i skolen, så er det bare noget man nemt løser.	18-12-2015 17:46	
2	Ja, det betyd noget for nogen.	17-12-2015 13:57	

| 3 | ja, det handlede ikke så meget om os selv, men mere om andre | 17-12-2015 13:55 |
| 4 | Ja, for vi skulle tænke mere selv | 17-12-2015 13:55 |

| 3 | ja, det handlede ikke så meget om os selv, men mere om andre | 17-12-2015 13:55 |
| 4 | Ja, for vi skulle tænke mere selv | 17-12-2015 13:55 |

5	ja, fordi vi arbejde for virkelig folk	17-12-2015 13:54
6	Ja. Den her gang var det for folk i virkeligheden og ikke bare en dansk eller matematikopgave.	17-12-2015 13:51
7	ja, vi har ikke skulle lave om på noget i et sted.	17-12-2015 13:49
8	Vi skulle selv "finde på" hvad for nogle opgaver vi skulle løse. Hvor vi normalt får en opgave vi skal lave.	17-12-2015 13:49
9	Ja, for vi arbejdede mere med virkelighedens problemer end vi plejer	17-12-2015 13:49
10	Ja	17-12-2015 13:48
11	ja, for vi skulle hjælpe med at bygge noget som skulle ud i den virkelige verden	17-12-2015 13:48
12	det var meget andeledes end de vi plejede at løse i klassen, fordi vi plejer at arbejde på en afbejds plan, men den her gang var det mere personligt	17-12-2015 13:48
13	ja her skulle vi hjælpe andre det gør vi kun fiktivt i skolen normalt	17-12-2015 13:46
14	ja fordi vi laver slet ikke sådan noget i skolen	17-12-2015 13:46
15	Ja lidt, da det er virkeligheden, så man skal tage stilling til andre menneskers meninger	17-12-2015 13:45
16	Ja, fordi denne gang var vi skulle løse problemer for folk vi ikke rigtigt kendte.	17-12-2015 13:42
17	Ja fordi det kan blive realistisk det kan være vores ideer bliver hørt	17-12-2015 13:42
18	Det var anderledes fordi at det var noget man skal bruge i virkeligheden	17-12-2015 13:41
19	ja, mere komplicerede	17-12-2015 13:40
20	Ja, for de her var mere relevante	17-12-2015 13:37

Q19 Hvad synes du om Byen på Spil forløbet? (begge uger)

Besvaret: 36   Sprunget over: 1
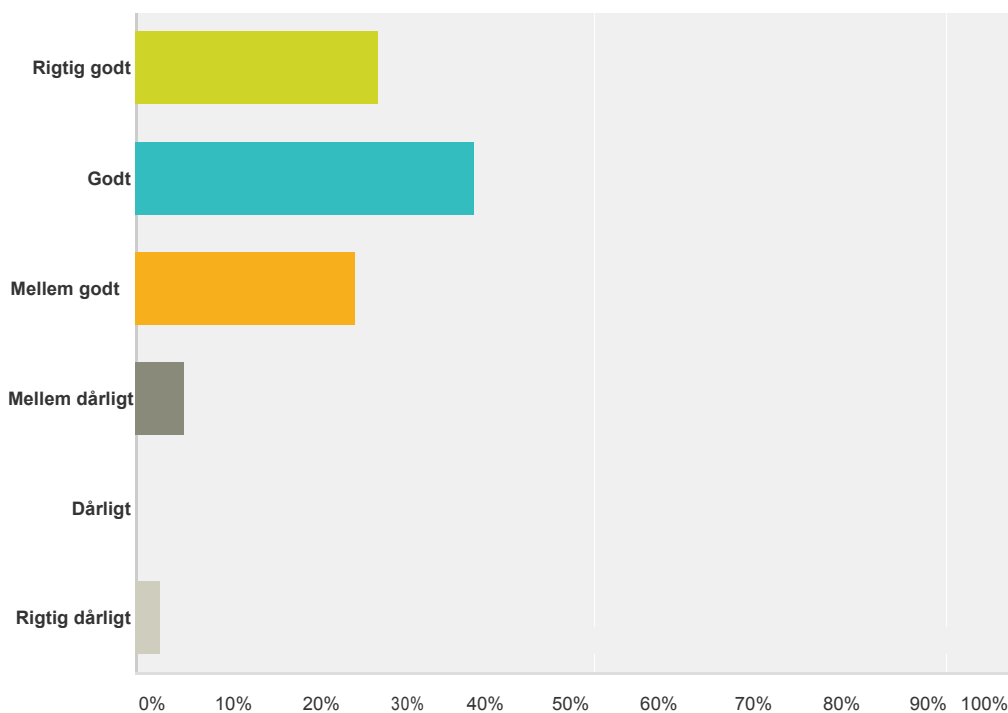
Svarvalg	Besvarelser	
Rigtig godt	**27,78%**	10
Godt	**38,89%**	14
Mellem godt	**25,00%**	9
Mellem dårligt	**5,56%**	2
Dårligt	**0,00%**	0
Rigtig dårligt	**2,78%**	1
I alt		**36**

Nr.	Hvad var godt/dårligt ved forløbet?	Dato
1	det gode var, og vi fik noget ud af det, både til at fremlægge, til at se hvad vores styrker og svagheder er og vi oplever hvordan man arbejder i den virkelige verden. det dårlige var at vi altid blev forstyrret mens vi arbejdede.	18-12-2015 17:52
2	det var nogle gange lidt forviirende men det var også sjovt og spændende	17-12-2015 13:57
3	Stressende	17-12-2015 13:57
4	det dårlige var nok at man skulle lave det samme hele dagen	17-12-2015 13:56
5	Det var sjovt og det var en anderledes måde at arbejde på	17-12-2015 13:56

6	Det var godt	17-12-2015 13:55
7	En lar arbejdsplan manglede	17-12-2015 13:52
8	jeg syntes virkelig godt om det, fordi jeg var meget interreset i arkitektur, men det var ret stressende til sidst	17-12-2015 13:52

9	vi forstod hvad vi mente	17-12-2015 13:51
10	Det var godt fordi det var en anden måde at lave gruppe arbejde.	17-12-2015 13:51
11	Jeg synes forløbet var sjovt, anderledes og udfordrende. Jeg synes det var stressende, og jeg var meget træt i slutningen af hver uge.	17-12-2015 13:51
12	det blev for langt	17-12-2015 13:50
13	Meget godt	17-12-2015 13:49
14	Hjælpen vi fik var rigtig god. Forløbet var virkeligt godt.	17-12-2015 13:48
15	Nogen i gruppen lavede ikke særligt meget og det gik udover andre.	17-12-2015 13:48
16	det var godt at prøve noget nyt men det var MEGET svært at blive enige i gruppen	17-12-2015 13:48
17	Jeg er personligt ikke type, som foretrækker minecraft og lego, men hvis man ser bort fra det, var det en udfordrende uge!!	17-12-2015 13:48
18	Det var godt at vi kunne bruge vores egne tanker og ideer. Måske skulle vi have haft bedre ting at arbejde med end lego og minecraft eller var det godt	17-12-2015 13:47
19	det dårlige at der blev sagt de samme ting hver gang alle var samlet	17-12-2015 13:47
20	Jeg synes det var lidt spild af tid da det snart er eksamer og vi føler os lidt presset.	17-12-2015 13:44
21	det virkede ikke så gennemtænkt. det var lidt slavearbejde	17-12-2015 13:43
22	Det manglede lidt mere struktur	17-12-2015 13:42
23	godt med frihed til at arbejde	17-12-2015 13:41
24	Der var ingen struktur over det. Men bagels ig materialer var fine.	17-12-2015 13:38

Q20 Hvad var anderledes i Byen på Spil i forhold til den normale undervisning?

Besvaret: 36   Sprunget over: 1

Nr.	Besvarelser	Dato
1	at vi skulle løse opgaverne på en anderledes måde, end det vi gør i skolen.	18-12-2015 17:52
2	Vi skulle arbejde med et helt projekt og vi kunne selv vælge vores egne arbejdsmetoder	17-12-2015 13:57
3	Vi arbejde på fuld blæs hele tiden, og lavet det samme.	17-12-2015 13:57
4	man skulle ikke kun høre på læren men også selv gøre noget	17-12-2015 13:56
5	Man arbejder på en anden måde	17-12-2015 13:56
6	Alt	17-12-2015 13:55
7	MAn gik for eksempel to skridt frem og ti tilbage.	17-12-2015 13:52
8	Byen i spil var et meget seriøst projekt og jeg følte at jeg virkelig vil gøre alt mit bedste fordi jeg vidste at det er nogen der kunne bruge min idé til noget	17-12-2015 13:52
9	vi arbejde på en sjovere måde, fysisk.	17-12-2015 13:51
10	vi fik mere ansvar	17-12-2015 13:51
11	Det var som en projekt opgave.	17-12-2015 13:51
12	vi plejer ikke at lave modeller i lego og minecraft	17-12-2015 13:51
13	Mere frihed	17-12-2015 13:51
14	at det var det samme vi gjorde i 2 uger og vi udviklede et område	17-12-2015 13:50
15	man samarbejder meget	17-12-2015 13:49
16	At vi skulle designe.	17-12-2015 13:48
17	fælleskabet og kreativiteten	17-12-2015 13:48
18	vi brugte andre materialer og havde ikke noget klasse undervisning	17-12-2015 13:48
19	fastholde aftaler og problemer	17-12-2015 13:48
20	Det var sjovere at lave noget med livligt end at sidde i en klasse og lave gramatik	17-12-2015 13:47
21	vi brugte vores fantasi meget mere	17-12-2015 13:47
22	At man ikke skulle sidde med sin flade røv en heldag	17-12-2015 13:46
23	Det var mere udfordrerne, for man skulle hele tiden vare på	17-12-2015 13:44
24	.	17-12-2015 13:43
25	det var kedeligt og alt for ens	17-12-2015 13:43
26	Man koncentreret sig kun om et emne	17-12-2015 13:43
27	Det var som en projektopgave	17-12-2015 13:42
28	I den normalle undervisning laver jeg noget fagligt jeg kan bruge	17-12-2015 13:42
29	mere frihed til at arbejde	17-12-2015 13:41
30	I den normale undervisning lavede vi noget relevant for skolen	17-12-2015 13:41
31	det var kedeligt	17-12-2015 13:40
32	Man fik lov til at være sammen med parallelklassen	17-12-2015 13:40
33	Der var ingen facit til det	17-12-2015 13:38

| 35 | Timerne | 17-12-2015 13:33 |
| 36 | Nej | 17-12-2015 13:32 |

Q21 Har du nogle forslag til hvad der kan gøre Byen på Spil bedre?

Besvaret: 32   Sprunget over: 5

Nr.	Besvarelser	Dato
1	nej	17-12-2015 13:57
2	Ikke lave det samme hele tiden.	17-12-2015 13:57
3	nej	17-12-2015 13:56
4	Nej jeg synes det var godt	17-12-2015 13:56
5	Nej	17-12-2015 13:55
6	Klar arbejdsplan.	17-12-2015 13:52
7	nej	17-12-2015 13:52
8	gøre det mere fysisk.	17-12-2015 13:51
9	frit spil hvis man kan sige det sådan	17-12-2015 13:51
10	Dem der gav feedback skulle lave mere konkret feedback, fordi hver gang man spurgte om feedback, fik man bare svar på hvad man ikke lave. ikke feedback til havd man lave og hvordan man kunne lave det bedre.	17-12-2015 13:51
11	Stole på at vi nok skal blive færdige	17-12-2015 13:51
12	Nej	17-12-2015 13:51
13	ikke rigtig	17-12-2015 13:50
14	nej alt har været godt	17-12-2015 13:49
15	hvis m´vi fik et helt klart pogram for hvad vi skulle.	17-12-2015 13:48
16	tydeligere læringsmål	17-12-2015 13:48
17	Nej, ikke rigtigt.	17-12-2015 13:47
18	at der ikke blev sagt det samme hele tiden	17-12-2015 13:47
19	Nej	17-12-2015 13:46
20	Måske mere tid til at fordybe os istedet for de hele tiden kommer og ser hvordan det går og hvor langt vi er nået	17-12-2015 13:44
21	.	17-12-2015 13:43
22	nej	17-12-2015 13:43
23	Et skema, så man ved hvad man skal og det ikke er tilfældigt hvad man skal	17-12-2015 13:42
24	At komme med flere eksempler der kan hjælpe os med vores projekt	17-12-2015 13:42
25	flere redskaber	17-12-2015 13:41
26	Nej	17-12-2015 13:41
27	Gratis bagel	17-12-2015 13:40
28	NOPPPPEEEE	17-12-2015 13:40
29	Mere struktur og en ordentligt plan over forløbet	17-12-2015 13:38
30	Ucuvu	17-12-2015 13:37
31	Nej	17-12-2015 13:33
32	Mere aktiviteter	17-12-2015 13:32

Appendices 7: Soft hypotheses (UIM)

Local Area

1. How can a platform show where you find it problematic to be and where you find it wonderful to be?

2. How can a platform help projects become a real thing?

3. How can a platform involve other citizens such as parents to get their knowledge about the area?

4. How can a platform create understanding for similar areas as the one in "City at Play"?

5. How can a platform create reason for you to use other areas similar to the one in "City at play"?

Language

6. How can a platform contain your knowledge and feelings gained through "City at Play"?

7. How can a platform describe day-to-day life in the area?

8. How can a platform contain your understanding of the area?

9. How can a platform teach and provide knowledge about architectural language?

10. How can a platform support you in describing your ideas for the project?

11. How can a platform support exchange of ideas between students?

12. How can a platform facilitate continuous development of ideas and redesign?

13. How can a platform support discussion about the ideas?

14. How can a platform support presentation of "City at Play" projects?

15. How can a platform support inspiration for "City at Play" projects?

16. How can a platform teach peers (students to students) about your role in "City at Play"?

Knowledge/learning

17. How can a platform contain students' opinions and knowledge so it can be shared?

18. How can a platform share knowledge learned in "City at Play"?

19. How can a platform let others use you project for inspiration to create their own projects?

20. How can a platform let participants exchange knowledge during the course?

21. How can a platform help people to understand the concept of "City at Play"?

22. How can a platform help students when they need help and guidance with their project?

23. How can a platform describe the learning goals of the course?

Real World –Real people

24. How can a platform let you choose the issues you want to work with?

25. How can a platform support contact with people so they can see your project presentation?

26. How can a platform make it possible for you to solve issues you think there is important?

27. How a platform shows your achievements of your projects?

28. How can a platform let you can work together on evolving ideas?

29. How can a platform enable you with knowledge about the democratic power of the project?

30. How can a platform show the change and redesigns of the areas?

31. How can a platform confirm which knowledge there have been used?

32. How can a platform let you work with problems other people have described?