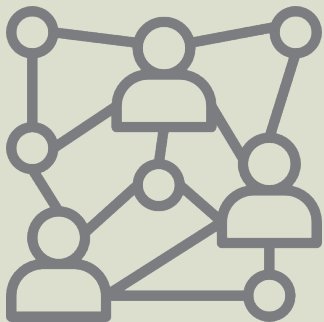


Using Service Design to enhance collaboration between primary schools and locally based external learning environments in the perspectives of 'Åben Skole'

- A case study on motivating outer Østerbro's local construction and craft resources to co-create Ø10's external learning environments.



PROCESS REPORT

Master thesis by Christine Brasch

0.1 Practical information

Title: Using Service Design to enhance collaboration between primary schools and locally based external learning environments under the auspices of 'Åben Skole' - *A case study on motivating outer Østerbro's local construction and craft resources to co-create Ø10's external learning environments.*

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Keywords: Service Design, Åben Skole, Scoping, Collaboration, Local communities, Primary School, External learning environments, Public services, co-creation.

0.2 Abstract & Acknowledgement

This thesis provides a suggestion of how service design as practice can be used in the public sector to enhance collaboration between primary schools and local communities. The project has been executed in collaborations with Innovationshuset (Innovationshuset på ét minut, 2018)

The thesis has revolved around a case study on a public 10th grade school (Ø10) addressing a problem of local residents complaining about the students' behaviour in the public spaces of the community. The research showed that a meeting between the students and locals was needed in order to break down prejudice and unrealistic expectations towards one another. An investigation of the teachers and students needs pointed towards an inclusion of more practical projects in the teaching and especially the subjects of craft and constructions were highly desired. In the perspectives of this insight it was found that primary schools as a part of the primary school law are subjects to a requirement of collaborating with the local community, which through skoletjenesten.dk already provides them with offers on educational collaboration. However a lack of local offers and offers within the craft and construction areas caused that the school did not fulfil their needs.

Thus, this thesis has been exploring how service design can be used to enhance collaboration between primary schools and locally based learning environments. The design process has involved several iterations of scoping the challenge, in-depth user research

and development of a concept suggesting a new infrastructure to solve the challenge.

The service development was divided into 3 areas of research, which is being reflected upon in the last sections of this thesis. It reflects upon and discuss the role and tasks of the service designer according to the value-creation process in three areas.

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- Kultur Ø for their contribution of valuable knowledge about aims, goals and experiences.
- Nationalt Netværk af Skoletjenester for showing an interest in the project and providing expert data to the project.
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0.4 Learning goals and interests:

Official learning goals:

Objectives:

In the Master's thesis the student has to demonstrate the acquisition of competences, skills and knowledge that allow him/her to master the profession of service design. The student will work on a theme chosen together with the supervisor and possibly an external company or organisation.

Students who complete the module will obtain the following qualifications:

Knowledge:

- *Must have **knowledge** about the possibilities to apply appropriate methodological approaches to specific study areas*
- *Must have **knowledge** about design theories and methods that focus on the design of advanced and complex product-service systems*

Skills:

- *Must be able to work independently, to identify major problem areas (**analysis**) and adequately address problems and opportunities (**synthesis**)*
- *Must demonstrate the capability of **analysing**, designing and representing innovative solutions*

- *Must demonstrate the ability to **evaluate** and address (**synthesis**) major organisational and business issues emerging in the design of a product-service system*

Competencies:

- *Must be able to master design and development work in situations that are complex, unpredictable and require new solutions (**synthesis**)*
- *Must be able to independently initiate and implement discipline-specific and interdisciplinary cooperation and assume professional responsibility (**synthesis**)*
- *Must have the capability to independently take responsibility for own professional development and specialisation (**synthesis**)*
(Curriculum for the Master's Program in Service Systems Design, 2017)

Personal learning goals:

- Identify and scope organisational challenges to be suitable to be solved with service design approaches
- Design a new service that creates real value for the users
- Go through the whole service design process
- Become more comfortable in choosing and applying suitable service design tools in a specific context.
- Work more independently on the service design process
- Develop and improve my skills within the two last phases of the 'double diamond framework'; develop and deliver.

0.5 Introduction

As a part of the primary school law that was declared in 2016, primary schools were obliged to opening up to its surrounding community ("Folkeskoleloven, 2018).

This meant that primary schools got subject to a requirement of involving the local community in the education by collaborating with local associations, businesses and private persons. This concept is called "Åben Skole" (Open School)

The collaborations have the aim to support the students education by presenting a practical dimension of the theoretical teaching and moreover enhancing the cohesion of the local area by presenting the possibilities the local communities contains ("Den åbne skole", 2018). The ministry of education states that the collaborations should provide value for both the educational part and the external learning environment ("Den åbne skole", 2018). However, the exploration of this case showed that there is a lack of focus on the motivation of the external collaboration part and furthermore a lack of offers from external learning environments that are local based, this calls for an enhancement of the collaboration between the school and local.

Therefore this thesis aims at exploring how service design can be used to enhance collaboration between primary schools and locally based learning environments grounded in a case study of a 10th grader school at outer Østerbro in Copenhagen ('Ø10'). The project has been executed in collaboration with Innovationshuset who is a part of the municipality of Copenhagen.

The project started as as an exploration of how better service services for the students in the 10th grade could be made in order to enable a satisfying environment for both students, the school and the residents of the area. The challenge of the project has since been through 3 scoping phases in order to narrow down the problem area.

The next sections will provide a description of how the design process of this case evolved and lastly provide a suggestion for a solution.

0.6 Starting point

The starting point of this thesis project began by identifying my interest areas within the service systems design education. My initial strategy was to look into the curriculum of the whole master and here from choose interesting theories and practices to work with and subsequently find a real-life case or companies that dealt with these specific subjects.

Nevertheless, the phase of carrying out the strategy in practice did not succeed the way that I initially expected. Having an idea in mind that I wanted to work with 'Social Innovation' and 'Urban planning', I found an online post stating that "Innovationshuset" were looking for students to write their thesis in collaboration with them. The project revolved around a case of a public 10th grade school called "Ø10" addressing the problem of the students leaving the school in the breaks and spreading insecurity among the residents of area. Due to my student job working with socially vulnerable people, I have a great interest within the field of social services, and especially the ones that involves young people. Furthermore, I was inspired by 'Innovationshuset's way of working with innovation in the public sector (Innovationshuset, 2018). Primarily I saw a potential in applying the theories of "social innovation" and "urban planning" to this case.

Due to my attraction towards the field and the fact that I could see it as a case potential I applied for it.

Innovationshuset accepted me for their project as they also saw a potential in solving the case using service design approaches.

The starting phase of the case was very unclear, due to the fact that I had already defined theoretical topics that I wanted to work with. I found it difficult to understand how to apply the theories of "Social Innovation" and "Urban planning" to the case and to understand how this case could be used in a service design context.

Furthermore, I wanted to define a research question, but I found it nearly impossible to define how the theoretical framework of the research would be for this specific case, therefore enabling me in defining a precise research question. It felt like I had to "predict" the outcomes in order to find the correlations between the case and the theories that I had learned during the master.

Reflecting upon this initial strategy, it is now clear to see that it was too early in the process to apply specific service design methods or theories to the case. This meant that the challenge of the case was not yet defined or scoped in order to be solved in a specific way that determines what service design methods or tools to be used.

This means that even though Ø10 and Innovationshuset had already defined a problem, it was only scoped according to what is valued in a social and societal context. It can be argued that the field of design, hence also service design, is a highly solution-oriented practice, that strives to design solutions to problems or making sense of things in order to compose new understandings of situations/process/things (Manzini, 2015).

This means that we need a specific problem to solve.

The problem defined by Innovationshuset was rather broad, which made it complicated to solve.

In order to understand how to solve it, it was first necessary to dig deeper into the existing challenge, to understand the perspectives of it and hereby scope¹ into a more manageable service design challenge. To do so, the first part of this thesis will elaborate on how the case study of Ø10 was approached and present the design process. Continuously it will reflect upon these phases based on the research question and lastly it will hold a discussion on the design case and how it might have been approached differently and how these differences would affect the value of the outcome.

The following section will elaborate on how practitioners within the field of design operate and what underlying methodology the process is built upon.

¹ Approach to narrow down a challenge into a more manageable level
(Both, 2016)

0.6.1 Terminology

Åben Skole

Åben Skole (Open School) is a concept developed by the ministry of education. The concept revolves around the school opening up to its surroundings by collaborating with external actors; local organisations and associations, music- and art schools, youth educations and businesses etc. The aim is to create new types of learning processes for the students. The collaboration with the school surroundings also has the aim to strengthen the quality of the education and promote the students learning and well-being ("Den åbne skole", 2018").

External Learning environments

An external learning environment is a physical environment placed outside the school, where the students can learn. An external learning environment includes many types of visitor places. These places might be museums, art galleries, castles, fortresses, archives, nature center, gardens, theatres, movie houses, culture environments, organisation and much more ("Eksterne læringsmiljøer | Skoletjenesten", 2018).

The external learning environment in this thesis relates to both the physical places outside the school, where the students of Ø10 are able to learn new things. But furthermore, it relates to stakeholders that are not employed within educational field, but contributes to the teaching with other competencies than the teachers.

Local (Person)

A person that has a close relation to the area around Ø10 (outer Østerbro). Either by living, working or being member in an association in the area.

Construction and craft resources

A person, company or association that has skills and expertise within crafts or construction.

Scoping

Selecting, framing, and communicating the intentions of a design project (Both, 2016).

0.6.2 Methodological approach

Due to the undefined design scope of the case my initial approach was very open, aiming towards exploring the extend and depth of the challenge in order to define the right problem to be solved.

According to Yin (2003) this type of case study approach is categorized as an “Exploratory case study” where the intervention that are being explored has no clear outcome. This type of case study is initiated through explorative field research to collect data, that determines the definition of the research question. (Yin, 2003 / Bjørner, 2015). To understand and manage the design process the double diamond process model (Design Council, 2007) was chosen a methodological framework. The double diamond helps determine the paths of the design process by visualising how the design process can be divided into four phases: Discover, Define, Develop and Deliver (figure 1). What is characteristic about the double diamond is its way of graphically showing the different modes of thinking in the different phases of the design process; two divergent stages² and two convergent³ stages (Design Council, 2007).

The undefined challenge of the exploratory case study forced me as a designer to initiate the design process as a divergent thinker and later on as convergent thinker in order to scope the right

problem to solve. For this reason, I found the Double Diamond the most suitable to guide the design process.

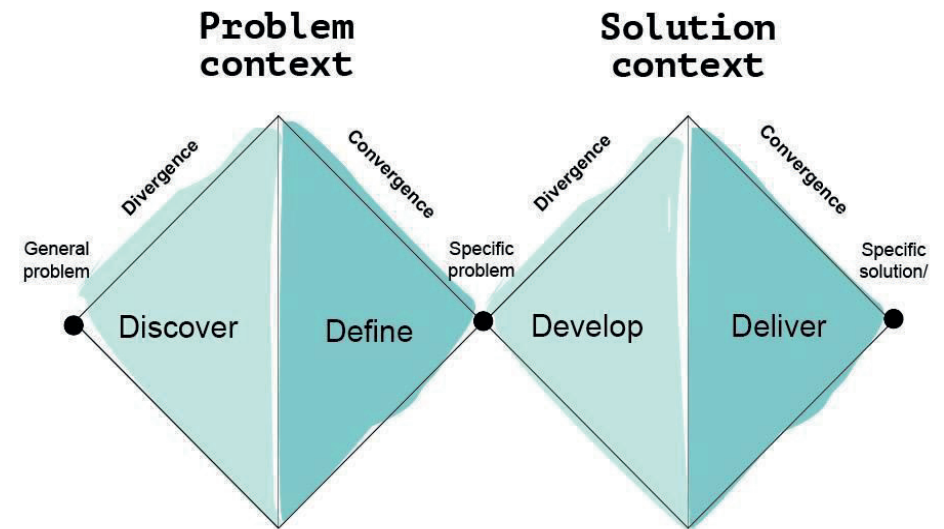


Figure 1: The Double Diamond Framework (Design Council, 2007)

² Divergent: A way of thinking and working that enables the designer to explore possible outcomes and solutions.

³ Convergent: A way of thinking and working that focuses on specific solutions and outcomes.

0.6.3 Introduction to case / challenge

As explained earlier, the topic of this thesis revolves around a case on a public 10th grade school at Østerbro in Copenhagen. To understand the development of this thesis' conceptual and theoretical framework it is necessary to explain and elaborate on the design process of the case. The next section will explain the background for the addressed challenge by presenting the roles of the stakeholders and whom the case was solved in collaboration with.

Collaborating stakeholders

The case was done in collaboration with two main stakeholders 'Innovationshuset' (Innovationshuset på ét minut, 2018) as the facilitator of the project and the 10th grade school 'Ø10' (Ø10, 2018) as the provider of the case challenge (see figure 2).

Innovationshuset

The case of this thesis was established through my collaboration with Innovationshuset, who initially had been contacted by "Ø10" to solve a proposed problem (will be described later on in the thesis). 'Innovationshuset' is a house of competences that through organization of networks connects employees, companies and citizens around the work of developing better solutions to the municipality of Copenhagen. The goal for all activities in Innovationshuset is to create growth for the companies, efficiency for the municipality and deliver quality to the citizens. They work with a human centered approach by creating and developing

solutions together with the users in order to create real value for the people using it (Innovationshuset, 2018).

During my first meeting with 'Innovationshuset' my contact person Kirsten Lynge told that all public administrations and institutions that wants Innovationshuset to create solutions for them are imposed to pay Innovationshuset for their services. Since Ø10 did not have the financial resources to pay Innovationshuset, Innovationshuset had to reject Ø10's inquiry of Innovationshusets employees solving their problem. However, as a result of this failed inquiry Innovationshuset hereby facilitated the contact between me as students and "Ø10".

By "hiring" a student for this project the pay is not money, however the currency is experience and access to field research. The facilitation between me and Ø10 thus had the aim to exploit resources, present new possibilities for collaborations and to build better connections between companies and students to encourage sustainable innovation.

Innovationshuset's role thus started out as being the facilitator of the collaboration between me as a student and Ø10. When the contact was initiated, Innovationshuset's role in the project became more invisible. For a period, it was solely up to me how to use the resources of Innovationshuset. This led to an initial phase, where Innovationshuset did not have any particular role in the project. After a couple of months working with the project I started seeing the potential in using Innovationshuset for coaching and knowledge exchange of the design process. They advised me on how to proceed in difficult situations and provided me with suggestions on methods to use to investigate and define specific situations.

Ø10

'Ø10' is the name of a 10th grade center located at outer Østerbro in Copenhagen. Ø10 is a part of the municipality of Copenhagen's "Ungdomsskole" (Københavns Kommunes Ungdomsskole, 2018). A school for young people between the age of 13 and 18. 'Ø10' is targeted towards young persons who have graduated from the elementary school but needs clarification of educational goals, and personal and educational development (Københavns Kommunes Ungdomsskole, 2018, 2).

The main role of Ø10 in this project was to provide the challenge thus a case. The challenge was experienced and identified by the leader of Ø10 but was also a challenge that they did not know how to solve themselves.

The challenge

Ø10 addressed the challenge of the 10th grade students leaving the school in the breaks thus hanging out in nearby areas e.g. parks and shops. Ø10 has experiencing complains from the residents of the area around the school because they feel harassed and insecure when staying in the same place as the students. Furthermore, Ø10 experiences a lack of attractive facilities to offer the students at the school.

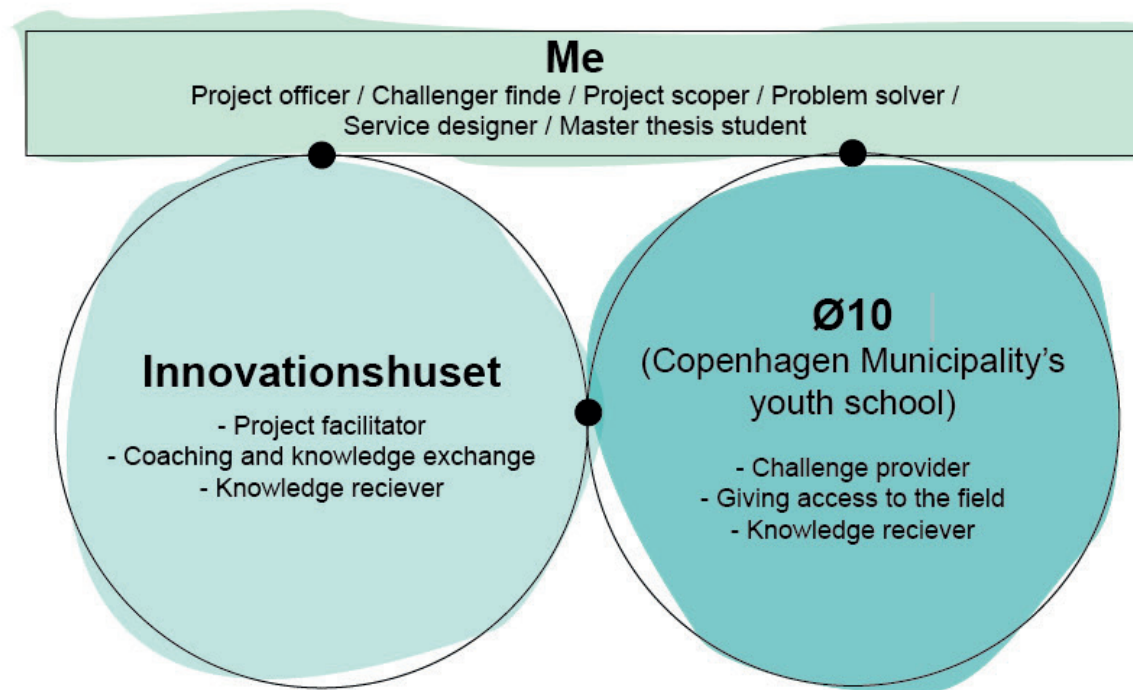


Figure 2: Visualisation of stakeholders and their roles in this project

Based on this challenge an initial problem statement was phrased:

0.6.4 Initial problem statement:

How might I help 'Ø10' provide and develop better (usable/useful/desirable) services for the students of the 10th grade during the breaks in order to enable a satisfying environment for both students, the school and residents of the area?

Due to the fact that this problem statement was based on a broad explorative challenge and not a scoped design challenge with a specific process to improve or change, the research question was rather generic in its form. To become more specific on what problem or process to apply service design to, a scoping phase of the project was needed.

Throughout the whole project process, I went through several iterations of the double diamond's phases and a sort of “meta” design thinking approach. To more easily explain this procedure, I defined the iterations as the “Scoping phase”, the “Research phase” and a the “Developing phase”. Within each working phase, some phases of the double diamond were reviewed.

Figure 3 shows how this project process was designed:

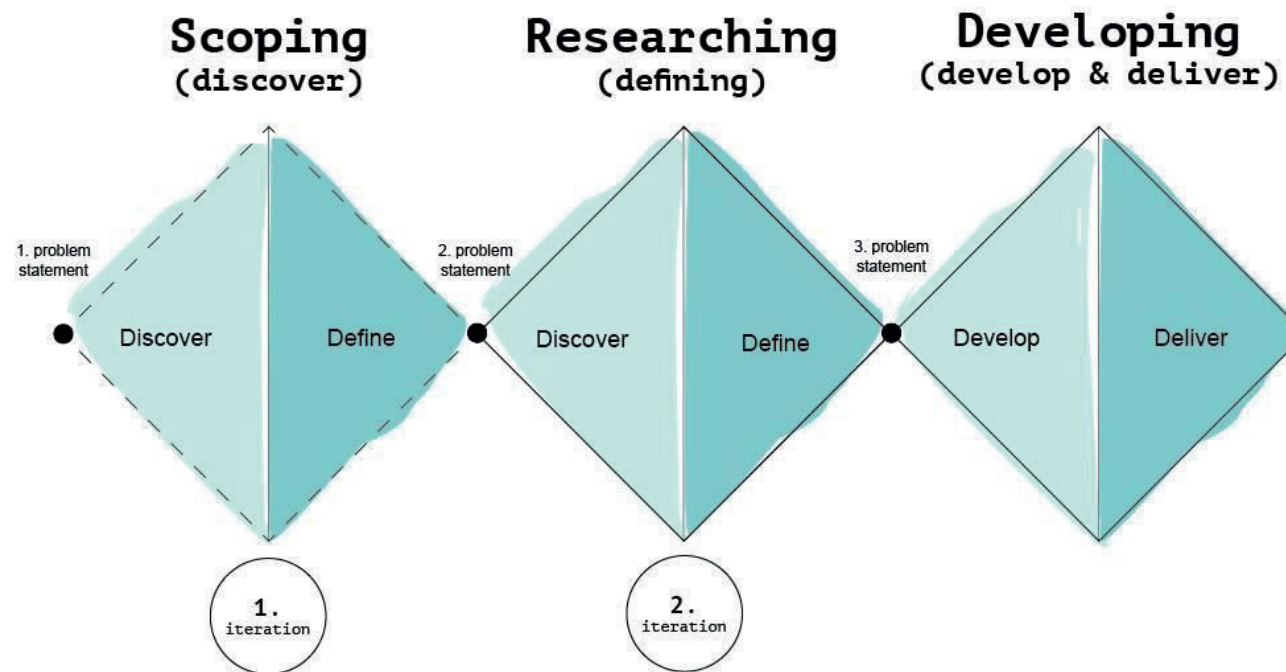


Figure 3: Project process design

1. SCOPING

1.1. Discover 1

This section will present how the field of the challenge was explored and what and how certain methods were used during the field research.

Research activities

To examine the addressed challenge and understand the true nature of it several field research activities was conducted:

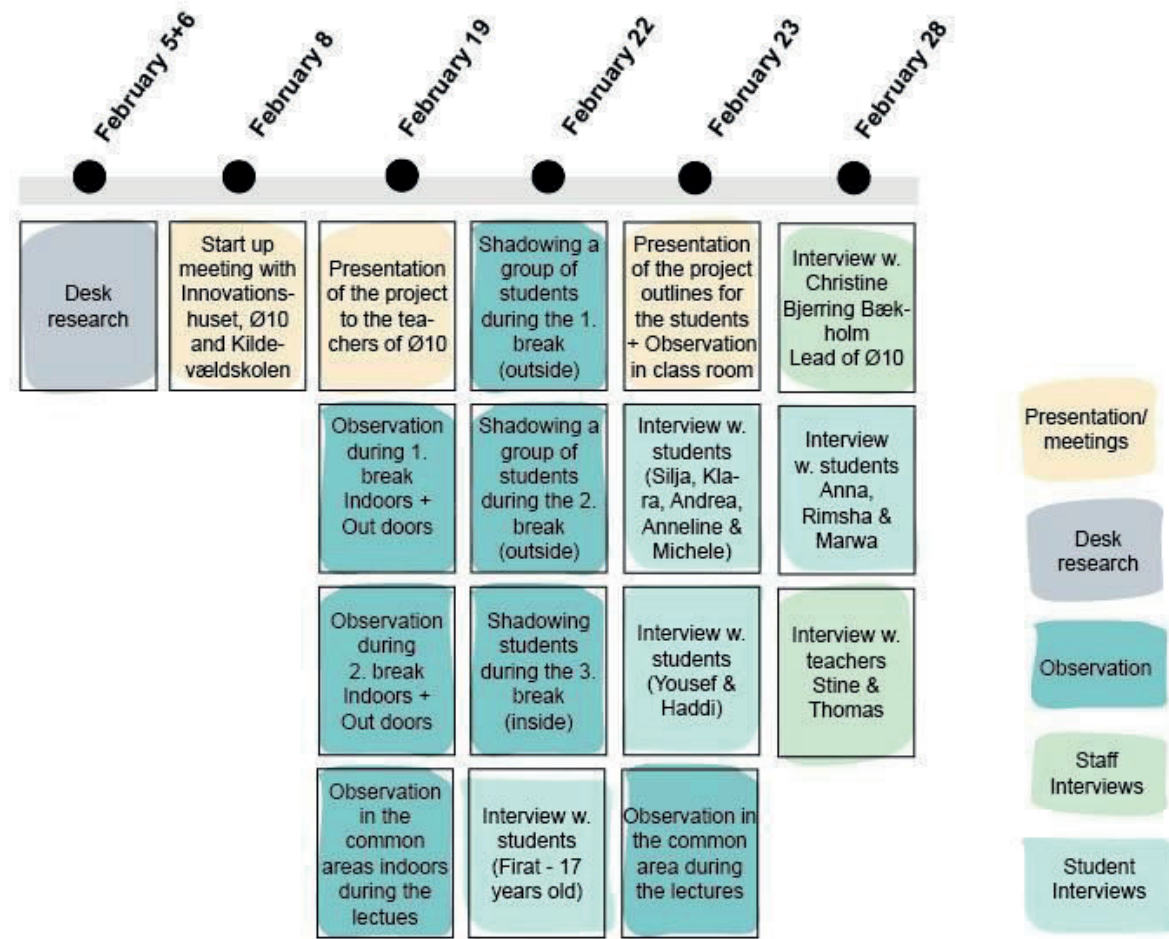


Figure 4: Overview of research activities in Discovery phase 1

Desk research

As a starting point for the discovery phase desk research was conducted to understand how the education and organization of Ø10 was structured. Furthermore, it revealed what group of students the school is targeted towards, what visions and values they have for their work and what rules they are subject to.

Start-up meetings and presentation of project

To start up the project Ø10, Kirsten from Innovationshuset and I held a kick off meeting, where we agreed on deadlines and expectations for the project. Furthermore, the meeting was held to elaborate on what I was able to contribute with and define our mutual roles in the project.

Observation

The 'discover' phase was initially carried out by observing the students thus trying to map the students behavior when leaving the school and identifying pain points or specific problems in the breaks.

In depths interviews (students + staff)

Furthermore, the landscape around the breaks was examined in order to understand why the students would go out and act out this certain behaviour during the breaks. Moreover, it was explored how the residents of the area experienced the students' behaviour, in order to understand if the problem stated by the school really was a problem for the residents or if it was only an interpretation made by the school or Innovationshuset.

To do so interviews with students and teachers was made. Furthermore, in depth interviews with the lead of the school, Christine Bjerring Bækholm was made in order to understand the depths of the problem.



Figure 5: Pictures from the observation of the physical facilities at and around the school

1.2 Define 1

The 'discover' phase resulted in a big amount of data that was mapped and defined in the "define phase 1".

The method called 'Affinity mapping' (Martin and Hanington, 2012) was used to extract all insights from the field research and analyse them by mapping and clustering it into meaningful and valuable findings. Furthermore, these findings were interpreted and contextualized into 12 key insights that became the foundation of the further process:

12 key insights from the field research:

1.

The students typically have a distrust in people and places they don't know. Their attitude towards these people reflects that they "don't care". They are disrespectful and go into defence if they are confronted with their behaviour. As soon as they have a relation to a person or place, they start trust and respect the person/place and take more ownership. (Appendix 18; Bjerring Bækholm, 2018 1; Stine & Thomas, 2018)

2.

The challenge is not that the students deliberately want to spread insecurity or harass people when going out into the public space. It is the areas perception of and expectations towards the young people's behaviour in public spaces versus how they actually behave that are conflicting (Appendix 18-19; Bjerring Bækholm, 2018).

3.

"Københavns Ungdomsskole" (Copenhagen youth school) only houses tree 10th grade centres in Copenhagen, which results in students that comes from all over the greater Copenhagen area. This means that the students are not geographically attached to the

local area (2018 Information om 10. klasse i Københavns Kommune, 2018).

4.

The physical facilities at the school is very limited. The students and teachers all together have one big shared room to reside in besides the classrooms that is usually locked during the breaks. The teachers do not have a staffroom, which mean that they are staying in the same room as the students, however they are having their lunch in one of the classrooms. Furthermore the 10th grade students do not have any physical facilities or places to use outside. The outside area is reserved for the students of Kildevældsskolen whom they share the ground with. This means that the students must completely leave the schools area if they want to stay outdoors. (Appendix 18; Bjerring Bækholm, 2018; Stine & Thomas, 2018)

5.

According to the students the most common reason why they leave the school in the breaks is because they need to buy lunch. The school does not offer any kind of food services and very few of the students bring their own lunch, this typically forces the students to

buy their food in the local pizzeria or bagel shop. (Anna, Rimsha & Marwa, 2018; Yousef & Haddi, 2018; Silja, Klara, Andrea, Anneline & Michelle, 2018; Malou, Sandra, Melissa & Amalie, 2018; appendix 18)

6.

The students have three breaks during the day: A morning break: 9.45-10.05, a lunch break from 11.35-12.20 and an afternoon break from 13.50 - 14.05. (Bjerring Bækholm, 2018; appendix 18).

7.

The level of the noise in the big room is very loud during the breaks, partly because of the acoustics of the architecture and partly because of the student's energy level, which leads to raising their voices and being physically active by running around and fighting. The teacher's advices the students to go outside, to lower the voice level and to help them "get rid of their energy" outside. Therefore, inevitably making them leave schools grounds cf. Insight 4. (Appendix 18-19; Stine & Thomas, 2018)

8.

10th grade is targeted towards students that do not yet feel ready for a youth education and needs a clarification process of their educational future. Furthermore, it is for those who want to develop themselves socially and academically (2018 Information om 10. klasse i Københavns Kommune, 2018 p. 3).

9.

A lot of the students have difficulties concentrating and sitting still during the lectures. Furthermore, several teachers explains that the students bring a lot of negative educational experiences with them to the 10th grade. (Appendix 18-19; Stine & Thomas, 2018; Bjerring Bækholm, 2018)

10.

The teachers talk very positively about their experiences with "Uddannelseskaravanen" (KarriereTanken, 2018) and vocationally oriented activities. The teachers also express that they wish they had the facilities to do more practical activities as a workshop, a kitchen, sports facilities and more. Several times they mention that they want the students to do activities to "work off their energy". (Stine & Thomas, 2018).

11.

The lead of the school has a wish to integrate the school into the local area in constructive and positive way. However, they lack tools to navigate in the landscape outside of the school. Furthermore, they do not have the knowledge to understand the patterns of the public spaces (Bjerring Bækholm, 2018).

12.

The schools wish for this project to give the students a voice in the public space. They experience that young people is not given space or heard enough when it comes to planning and social expectations of public spaces (Bjerring Bækholm, 2018).

These 12 insights gave a more clear idea about the true nature of the problem and in which direction the project might evolve. To understand how to use these findings they were interpreted into some criterias for the further work:

These findings pointed towards a solution that meets the following criterias:

- Facilitates the meetings between the local stakeholders and the students. These meetings have the aim to create relationships between the two parts in order to break down prejudices and thus create trust and respect towards each other. (Insight 1, 2)
- Supports the students feel of attachment to the local area in order make them take ownership. (insight 1, 3)
- Provides the students with access to more physical facilities that matches their needs (insight 4, 5, 7, 8)
- Integrates the school into the local area in a positive and constructive way. (insight 11)
- Supports more facilities for the learning environment, especially towards vocationally oriented activities. (insight 4, 7, 8, 9, 10)
- Helps the teachers navigate in the landscape outside the school. (insight 11)
- Give the students a voice in the public space (insight 12)

Based on these criteria's I decided to formulate a new problem statement, that was more specific and less generic than the previous one:

1.3 Second problem statement

How might I create a service that helps Ø10 facilitating meetings between the students and locals of the area in order to create a positive relationship and thus break down prejudices and build up the students respect towards the area and its residents?

2. RESEARCHING

2.1. Discover 2

After formulating a new problem statement another iteration of the 'discover' phase was initiated to gain insights into the new perspective of the problem. In this second discover phase three research areas were defined in order to secure that all aspects of the inquiry were explored. This ensured that the needs of all implicated stakeholders were taken into consideration in order to develop the service frames in that it would create value for users.

2.1.1. Tree research areas:

1. *How might the meeting between the students and the residents of the area take place? What are the needs of the implicated parts?*
2. *How might the meetings be facilitated?*
3. *How might the service system be designed to help the facilitators facilitate these meetings?*

Figure 6 shows the correlations between the three research areas and which stakeholders they might involve.

The first circle (research area 1) of figure 6 represents the interaction, a meeting, that needs to be designed. At this point of the process it is also known which stakeholders need to interact; students and locals, which also appears in the figure. The second circle (research area 2) represents the design to support the interaction. The means that to make the meeting happen it needs to be facilitated by someone, research area 2 aims at finding out who will support and facilitate the meetings. Lastly the third circle (research area 3) defines the infrastructure of the system that the facilitators needs in order

support the interaction. It aims at investigating how the system and its architecture needs to be designed to fulfil the facilitators needs.

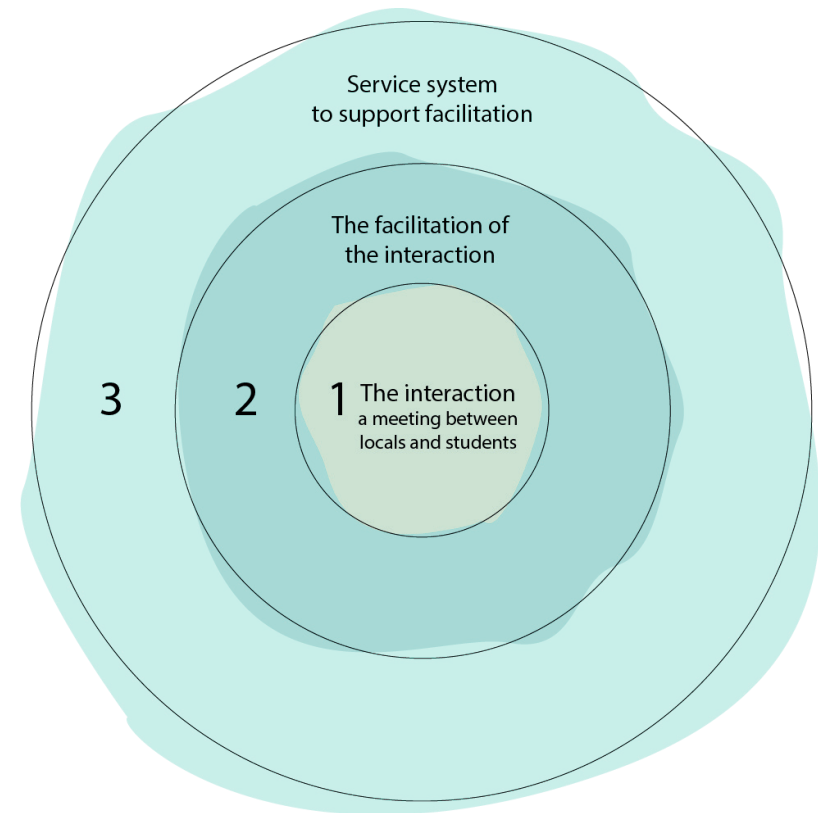


Figure 6: Map of research areas (service map)

2.1.2. The research question:

These three areas of designing a service opens up to a reflection about the role of the service designers in the three levels. Is the service designer the designer of all the levels? What is the role of the service designer in the different levels? And how is the service designer able to provide value to the system? To investigate the perspectives the research of the this is:

“How might service designers contribute to and support the value co-creation process between primary schools and locally based external environments?”

Stakeholders map

To map the stakeholders that were identified at this stage of the project a stakeholder map (Stickdorn and Schneider, 2011) was made. The stakeholder map helped visualize and understand their role in the project and their relevance to it.

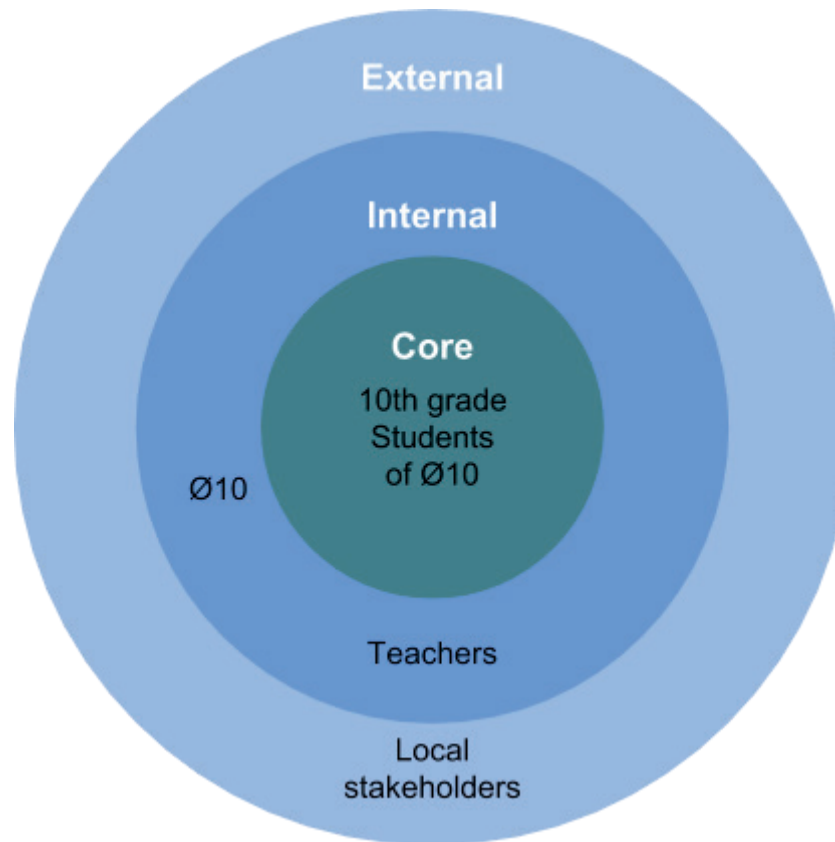


Figure 7: *Showing Initial stakeholder map*

As seen in the stakeholders map the only stakeholders that are determinately defined are the students of Ø10. The reason that they are the main focus is because the challenge in particular concerns and revolves around them and their effect on the local surroundings, as also showed in the figure 6. This emphasizes the importance of developing a service that supports the needs of the student, even though they might not be the direct users of it. To define who the rest of

the stakeholders specifically might be and who the primary users are, it is necessary to investigate the needs of the core to match it with the right internal and external stakeholders.

To look into these needs a number of research activities was conducted. Figure 8 shows an overview of all conducted research activities done throughout discovery phase 2:

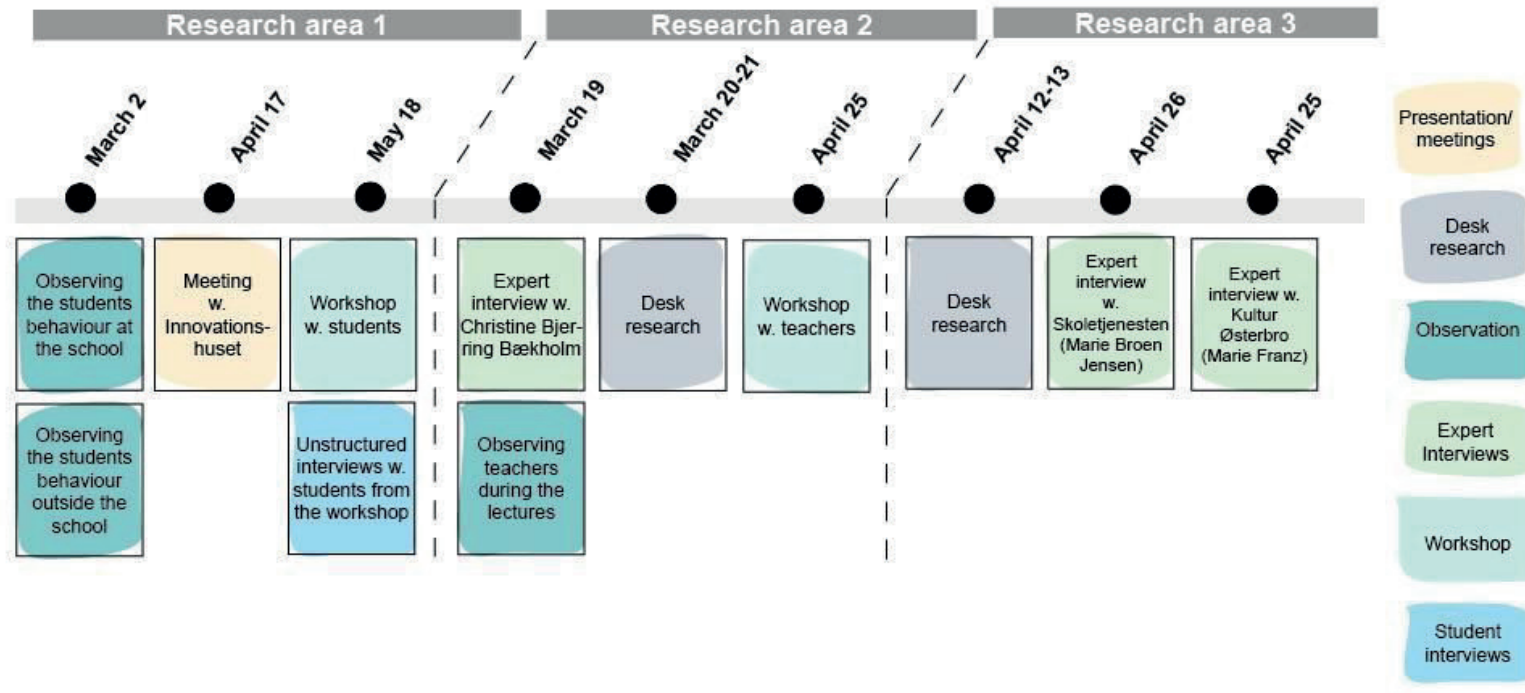


Figure 8: Overview of all research activities in the Discover phase 2

Research catalogue

Furthermore, to explore the three research areas in depth, they were all broken down into several questions that were relevant to investigate. To get a clear overview of these exploration questions and the methods used to answer it, a research catalogue for all research areas was made (see appendix 1+2).

2.1.3 Research area 1:

Figure 9 points out the area of exploration that were being examined in research area one. Furthermore, which perspective it was being examined from.

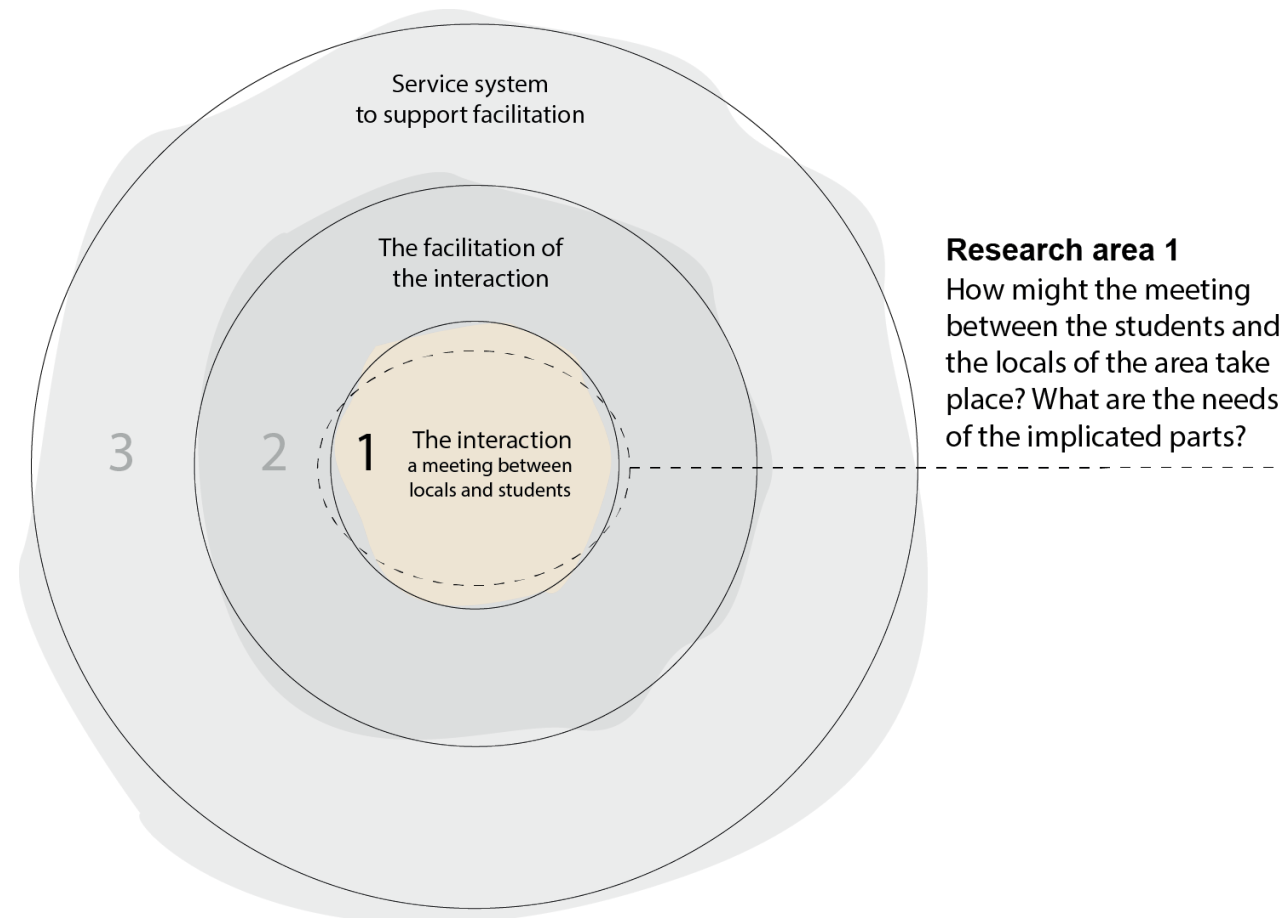


Figure 9: Service map showing research area 1

2.1.4 Research activities

The examination of research area 1 involved several research activities. Figure 10 sums up these activities:

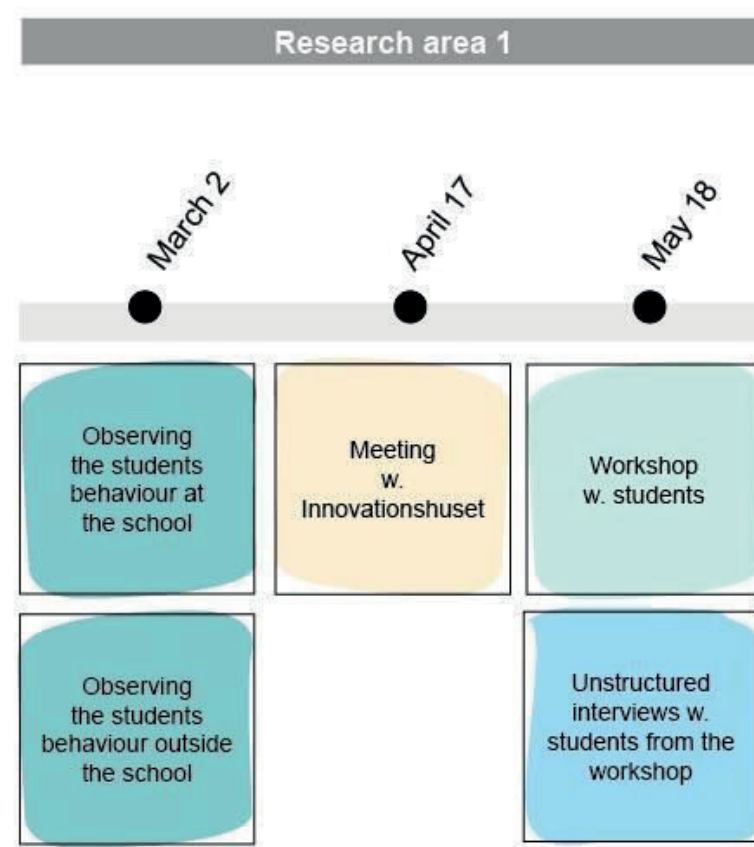


Figure 10: Overview of research activities in Discover phase 2 - research area 1

As a part of the second discover phase I went observing at Ø10 again.

This time to observe what the students typically would do during the breaks, and to observe how they would behave when interacting with people they don't know versus interacting with people they know. To observe these perspectives of the inquiry, observations was made in the local pizzeria, in 'Kildevældsparken', a park right next to school, and in the classrooms during the lectures. These observations gave an idea about how they would typically behave towards the teachers and people that they meet outside the school.

Workshop with students of Ø10

One of primary activities in this research phase was a workshop with the students consisting of several small exercises developed based on the theory of design ethnography (Segelström, Raijmakers & Holmlid, 2009). The workshop both had the aim to explore some of the questions from the research catalog but furthermore to observe how the students react to other educational activities than the traditional ones as well as how they experience, behave and interact during a workshop with a person whom they don't have a specific relation to. This helped gain an understanding of how the students reaction would be when meeting potential unfamiliar locals. The key findings from this workshop will be

presented in the 'key findings' section. All results of these exercises can be found in appendix 2.

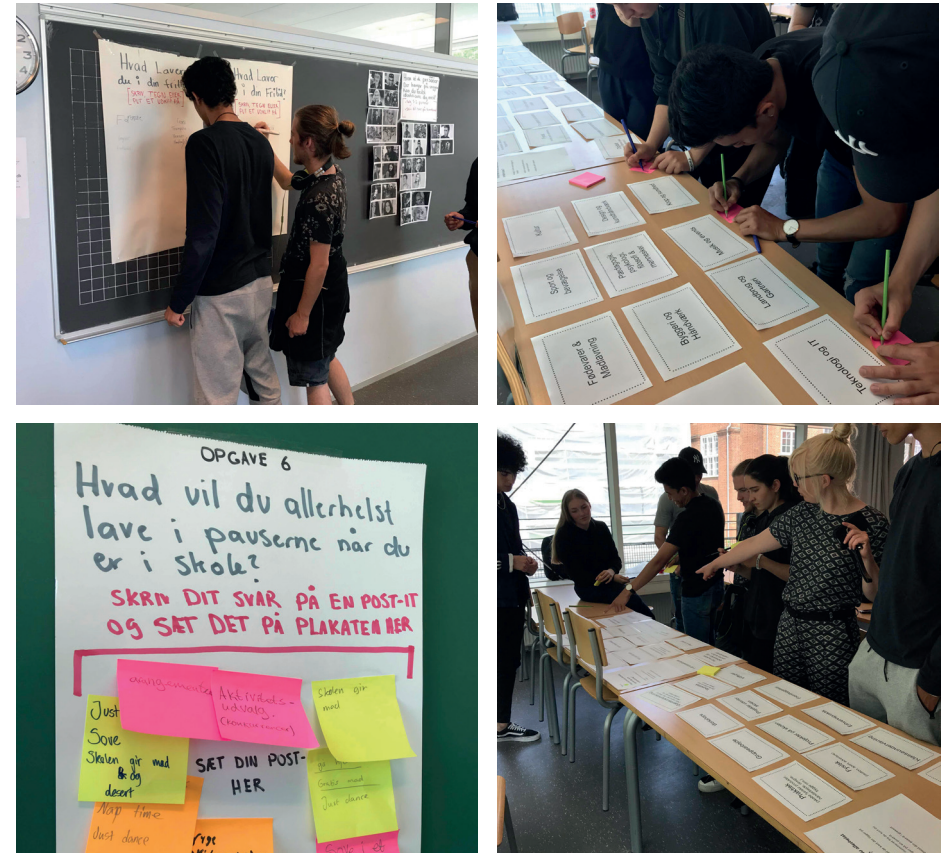


Figure 11: Pictures from the workshop with student

Unstructured Interviews

After the workshop unstructured interviews were done with some of the students that participated in the workshop. The interviews helped gaining more in-depth information about the students experience of the workshop and their perception of taking the 10th grade in general thus also in what way they feel that they learn the best.

2.1.5 KEY FINDINGS - RESEARCH AREA 1

The workshop with the students resulted in a lot of insights into the students' behaviour, interests, learning preference and motivation for participating in specific activities. To more clearly present these insights they are divided into different categories "students mindset", "student interest", "Interaction with familiar vs. unfamiliar persons", "preferred activities during breaks", "learnings preferences" and "students self-image":

Students mindset

What turned out to be very obvious during this workshop was that the students in general are very chaotic, unstructured and have a hard time concentrating. The workshop started out having approximately 15 students participating. During the workshop several students left without informing me or the teachers who helped facilitate in terms of controlling the students. In the end of the workshop only 8 students were left and still participating. Furthermore, the students said that they saw the workshop as a "relaxation class" because they did not feel that it had something to do with their current subjects or projects. I was frequently asked why they needed to do the workshop/tasks and what the purpose was.

However, the students were very active and interested in especially two exercises, the directed storytelling exercise (Appendix 5, exercise 2) and the interview exercise (Appendix

5, exercise 5). This might show that visual representations and physical activities somehow trigger their motivation. Lastly the beginning of the session was experienced as slightly chaotic and at times hard to control and motivate the students. It was obvious that they were there because they were told to by the teachers. Some of the students told me that they were participating because they had to, and also because they felt sympathy for me if no one participated. Furthermore, I also experienced the teachers' workflows as slightly unstructured since they left and came back several times. Despite the chaotic atmosphere, the students after a while started to listen to what I had to say and without complaints completed most of the exercises.

Students interests in their spare time

The purpose of investigating the students interest was to find out what activities motivate them and how they might be adapted to the 'meeting' with local stakeholders. Through observation, interviews (Anna, Rimsha & Marwa, 2018) (Yousef & Haddi, 2018) (Silja, Klara, Andrea, Anneline & Michelle, 2018) (Malou, Sandra, Melissa & Amalie, 2018) and an exercise in the workshop (Appendix 5 - exercise 1) it was found that they as expected have many different interest, depending on their individual personality. Even so, it was possible to see some patterns in their interest. In general

sport activities were a common interest, furthermore e-sport games and hanging out with friends were also common mentioned as an interest in their spare time (Appendix 5, exercise 1).

Interaction with familiar vs. unfamiliar persons

Through both exercise 5 in the workshop and the workshop itself it was found that students react differently to persons they have a relation to, then persons they don't. This became clear in the way they responded to me, whom they did not know, in comparison to the teachers, whom they know. To outline this differentiation, it was seen in their motivation to listen and participating, their way of showing respect and lastly their way of interacting with each other.

However, what was found to be different than in the first discovery phase, was the students behaviour towards persons they don't. When explaining something the students actually were listening to me and acting very polite.

As stated earlier it was in the first discovery phase found that the students were disrespectful towards people they don't know (see insight 1, page 16). But during the workshop I experienced politeness and willingness from most of the students. Furthermore, I experienced a higher level of negative attitude towards the teachers than towards me. The student's that did not stay, did not leave because of me, but because they did not see a purpose in participating.

This might be explained by the fact that I was "approved/accepted" into their "territory" through the teachers, and that they cared, because the teachers were also there to keep an eye on them. Reflecting upon this shows that I as designer were able to simulate or prototype the facilitation of the real meetings with the local. The fact that I did not have a relation to students, gave me the same criteria's as the locals would have, meaning that the reactions of the student most likely would be the same. This 'prototyping' exercise provided me with important insights for the decision making of would facilitate.

Furthermore exercise 5 (see appendix 5) showed that they do not find it difficult to approach people if there is a specific aim with it. The context of the exercises hence interviewing a person, also showed that locals from the street did not find it difficult or felt insecure interacting with the students if the frames and aim for their approximation were defined.

Preferred activities during the breaks

Based on observations (appendix 18+19), interviews (Anna, Rimsha & Marwa, 2018) (Yousef & Haddi, 2018) (Silja, Klara, Andrea, Anneline & Michelle, 2018) (Malou, Sandra, Melissa & Amalie, 2018) and workshop it was found that the activities the students prefer during the breaks was eating their breakfast, smoking and relaxing with their friends (appendix 5, exercise 6). Most importantly these activities needed to be things that is based on their interest to trigger their motivation,

and not things they are forced to do, as this is their time to relax and do what they want (Anna, Rimsha & Marwa, 2018).

Learning preferences

During the workshop it was furthermore examined what, how and where the students mainly prefer to be taught. The exercise shows that the most participant of the workshop mainly preferred subjects that involves sport and movement (see appendix 2, exercise 4). They also preferred to get taught in a physical and practical way and furthermore group work was also popular among the participants (see appendix 5, exercise 4). The students were also told to choose where they most wanted to get tuition, the results showed that the theatre or cinema and gardens were popular choices among the participants (Appendix 5, exercise 4).

After the workshop I had a conversation with the students asking them when they felt that they learned the most (Appendix 12). The conversation was proceeded with approximately 5-6 students. The main insights were that the students felt they had learned something when they were able to tell it to someone else. Furthermore, if they could 'do' something and not only 'know' something, they felt it was an indicator of having learned something.

What especially was found interesting was the students perception of the teaching and their experience of going to the 10th grade: "It is the same every day, which makes it boring" (Appendix 12) one of the students tell. They tell that they rarely have projects outside the school and the few excursions they have are boring.

Lastly the students express their need for more 'movement' during the lectures, they tell that in primary school they were used to the first 10 minutes of the classes involving some kind of physical movement.

To identify which local stakeholders that should take part in the meeting with the school, it was besides the students needs necessary to find the needs of those who were going to facilitate these meetings. The next research area strives to investigate who might be the facilitators as well as how and when the meetings should be facilitated.

2.2.1 Research area 2

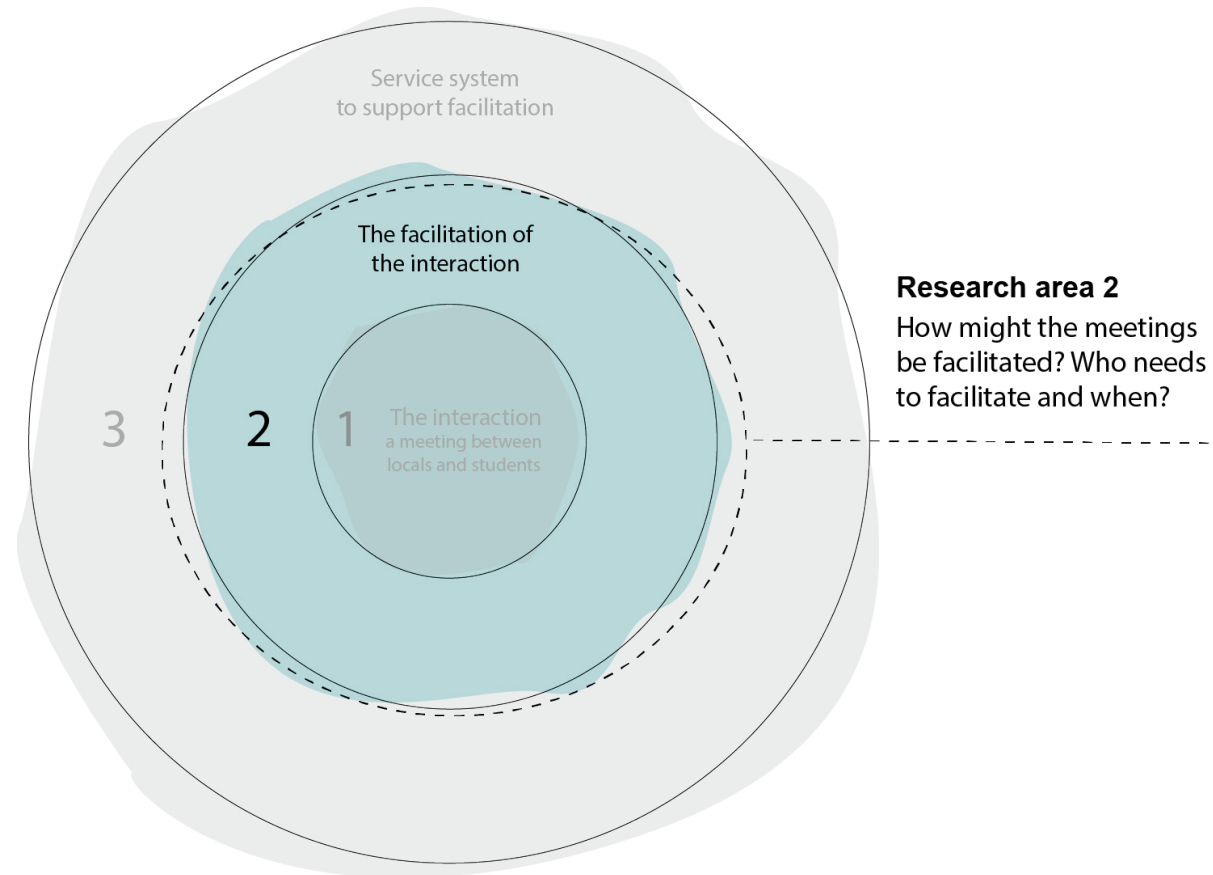


Figure 12: Service map showing research area 2

Throughout the first exploration phase it was found that if the meeting had to take place during the breaks the interaction between the stakeholders would be very limited due to the length of the breaks⁴ (p. 23 insight 6). Furthermore, the students' motivation for interacting with others during the break is very low, due to the fact that their motivation is aimed towards having breakfast, smoking and relaxing with their friends (Appendix 5 exercise 6). The students also had a hard time concentrating and needed someone to provide a structure and organize, which they are not able to provide themselves (Appendix 5)

Based on these findings it was found that the meeting needed to take place in a setting where someone can provide and manage the frames for the meetings in order to activate the students. This facilitator needs to provide an agenda for the meeting as well as being able to set guidelines and facilitate a meeting structure. Furthermore, the findings from research area 1, stresses the fact that students need to see a clear purpose for participating in the meeting in order to be motivated. This should also be the task of the facilitator who needs to be able to convey the aim to the students as well as being able to create frames that support their needs. Lastly the 'prototyping' perspective of the workshop using myself as a person they don't know, should that it was crucial that the facilitator can gain the students' accept, if the facilitator doesn't

know the students, this accept is gained by being "approved" through the teachers. Based on these findings, 5 criteria for the skills of the facilitator was outlined:

Criteria for the facilitator's skills:

- Provide a structure and set guidelines for the meeting
- Be able to convey the purpose of the meeting to the students
- Understand the students' needs in order to facilitate a meeting that triggers the student's motivation
- Be able to gain the students' accept, trust and respect
- Have knowledge within the topic of the meeting.

These findings pointed towards a mapping of which facilitators might match these criteria. Based on the stakeholder map (See figure 5) three potential facilitators were identified; 'the teachers', 'the lead of Ø10' and the 'locals'.

To find out which group were most suitable to meet the criteria for the facilitator, a stakeholder analysis matrix (Stakeholder Analysis Matrix Template, 2018) was made. The analysis highlights their motivation towards facilitating, their primary knowledge and competencies within their position, their lack of knowledge and skills and at last relevant prerequisites that might influence their role as facilitators.

⁴ morning break: 9:45-10:05

lunch break: 11:35-12:20 (Bjerring Bækholm, 2018a)

Figure 13: Stakeholder Analysis Matrix

	Potential 'meeting' facilitators		
	Teachers	Lead of Ø10	Locals
Motivation	<p>Getting more physical facilities to use during the teaching</p> <p>Planning more practical and vocationally oriented activities. (p. 22-23 insight 4 + 10).</p> <p>Focus on and motivated to help the students develop personally and professionally during the 10th grade (Stine & Thomas, 2018)</p>	<p>Integrating the school into the local area in a positive and constructive way (p. 23, insight 11).</p> <p>Creating relations between the students and locals in order to break down prejudices thus create more indulgence in the public space around the school. Give the students a voice in the public space</p>	
Knowledge and skills	<p>Didactic skills</p> <p>Knowledge about the educational goals for the students</p> <p>Insight into the students' needs and interests</p>	<p>Didactic skills</p> <p>Knowledge about the strategic goals for the school on a higher level</p> <p>Knowledge about administration, finances, rules, regulations and policy for the school</p> <p>Tools to navigate in the educational area.</p>	<p>Competences within the specific field that they work/participate in.</p> <p>Knowledge about the local area and what exists.</p> <p>Tools to navigate in the local area.</p>
Lack of knowledge and skills	<p>Structural</p> <p>Tools to navigate in and identify themes in the local area.</p> <p>Difficulties thinking in other contexts than educational and didactic contexts.</p>	<p>Skills to navigate in the landscape outside the school.</p>	<p>No didactic skills</p> <p>Knowledge about educational goals for the students</p>
Prerequisites	<p>Relation to the students</p>	<p>Relation to the students</p> <p>Lack of time</p> <p>Other task than planning the teaching for the students</p>	<p>Don't have a relation to students</p>

2.2.1.1 Matching the criterias of the facilitator with potential facilitators skills

A matrix was made to find out which stakeholder would match the ideal facilitators skills the best. The matrix is based on the qualitative evaluation made in figure 13 and their levels of expertise/skills is defined according to one another's skills. This means that for example the teachers will be defined as those with the highest level of didactic skills due to the fact they might teach more than leader do, because of other tasks, like administrative work, relying on the leaders. The matrix tries to provide a visual overview of the stakeholders' skills mentioned in figure 13. However, it is not based on quantitative data, why it should only be used as an estimate of who will match the perfect facilitator.

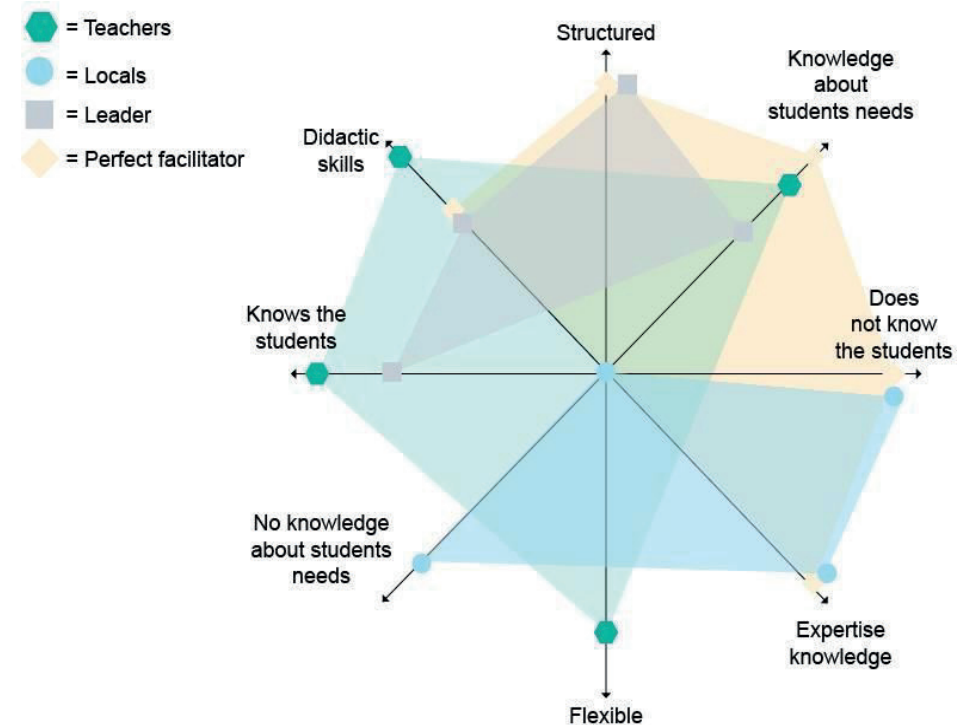


Figure 14: Showing the map identifying the most suitable facilitator

This mapping showed that they all possess relevant skills in relation to the criterias. But it also shows that all of the stakeholders' lack skills and knowledge in order to match the criterias. However, two stakeholders might be more relevant to process the role; the teachers and the locals. The crucial reason for excluding the lead of Ø10 are their primary focus area and their lack of time. Since the leaders task also involves work, they might not focus on the teaching of the students as much as the teachers. Furthermore, the teachers also have more direct contact with the student than the lead, and thereby a closer relationship. In this case of Ø10 the leader also operate as a teacher, which means that under these circumstances the lead might also be involved, but in the role as a teacher.

What was found to be valuable choosing the teachers as facilitators was the fact that they have skills to facilitate the meeting in a learning context and hereby provide the frames and an aim for the meeting. Their didactic' skills can be a useful tool when facilitating the meeting in a learning context and also set the agenda for meeting. Furthermore, they have a relation to students, meaning that they know and understand their needs and interests. They are motivated to develop the students and give them more learning experiences in other physical facilities than they are used to. In the role as the facilitators this wish might be fulfilled. What

they lack is their ability to structure and organize. It is clear that they are focused on the students and their social and psychological development, which causes that they often operate in the reality of the students, which is chaotic and unstructured. During the workshop with the students it was also found that they trust the teachers, but they do not respect them the same way as a person they don't know (see section 2.1.1.4, page 37). This shows that they need the teachers to tell them what they need and make them initiate it, but when it comes to being presented for an activity, they need another person to facilitate. The workshop showed that they are listening and respecting this unknown person more, because they don't know this person well enough to misbehave.

So, who might this unknown person be? And what skills might they be able to contribute with?

The Locals. The locals don't have a relationship to the students, which might make the students behave towards these persons, as the workshop also showed. Furthermore, the locals can contribute with knowledge and acquaintance with the area and what exist. Furthermore, they might contribute with expert competences and knowledge that the teachers don't have, depending on which local stakeholders the school might collaborate with.

2.2.1.2 Subconclusion

The research points towards a meeting that takes place during the lectures, in order to set the frames and aim for the meeting. These frames are teaching that includes and exploits local resources in order to develop the students by giving them more practical and diverse dimension of the teaching.

Furthermore, the mapping and analysis of the facilitators pointed towards both the teachers and locals as the facilitators. In collaboration they will be able to compensate each other's lack of skills. The teachers might be the ones who initiates the collaboration based on the students' needs by planning it into the teaching. They might use their didactic skills to set the frames for the meeting and make sure that it meets the educational goals and that it provides learning for the students. However, the locals might be the ones that carry out the meetings in practice, for instance by showing and helping the students with specific subjects that they have an expertise in. The locals can contribute with individual expertise knowledge and resources that the teachers lack and by being a new face to the students their focus might not be social and educational development of the students, but to a greater extent to use them as resources in their own agenda. This way the locals provide another agenda and structure to the meeting. However, the teachers need to help the locals set the frames for a learning context since they have no didactic skills. They need to guide what and how the local might facilitate.

As seen in the stakeholder analysis matrix the locals' motivation for possessing this role is not identified yet.

To do so, it was necessary to find out who these locals specifically are. This should be done by finding out what learning areas the teachers see are relevant to teach, which thereby provide a starting point for who the teachers might reach out to and collaborate with.

To investigate the teachers needs in order to identify the characters of the locals several field research activities were conducted, figure 15 gives overview of these activities. Like in the first research area a research catalogue was made to keep an overview of what the activities aimed at exploring (see appendix 2).

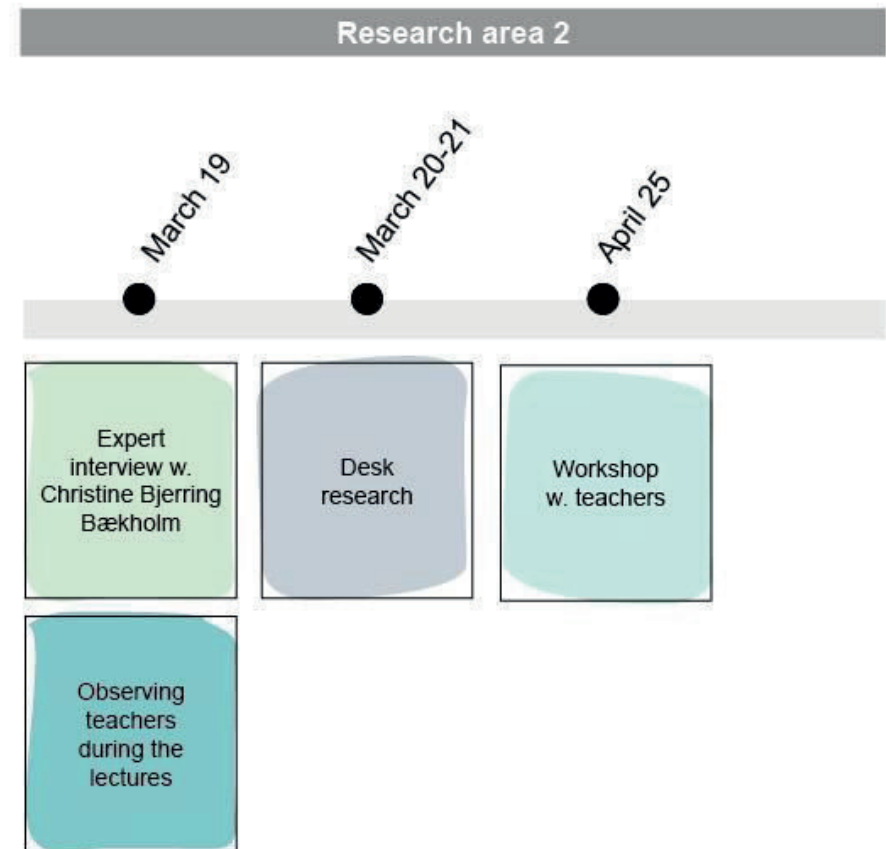


Figure 15: Overview of research activities in Discover phase 2 - research area 2

2.2.1.3 Workshop with teachers

A workshop with teachers from Ø10 was designed and executed in order to understand which areas/subjects the teachers would find interesting and relevant to include in their teaching. The workshop also had the aim to investigate the mindset of the teachers in relation to what they focus on when occupying as teachers and how they in practice plan and execute their goals for the teaching. See workshop material in in appendix 10.

2.2.1.4 Expert interview with lead of Ø10

An expert interview with the leader of Ø10, Christine Bjerring Bækholm was held in order to look into if the school had any current interactions with external stakeholders outside the school and what the experiences were from these interactions (Bjerring Bækholm, 2018 2).

2.2.1.5 Desk research

Desk research helped gain an insight into how the teachers plan their teaching. By looking into the teachers schedule (appendix 20) and the educational goals of the 10th grade and each subject ("Folkeskoleloven - Bekendtgørelse af lov om folkeskolen - retsinformation.dk", 2018) it revealed which rules and frames the teachers teaching needed to be in compliance with. This pointed out the criterias for the collaboration with the locals in a learning context and which educational goals it needed to reach.

The desk research also made it possible to look deeper into

the existing collaborations that the leader mentioned in the interviews. It revealed what the existing external stakeholders gained from the collaboration and if they were mounted in the local area or not.



Figure 16: Pictures from the workshop with the teachers of Ø10

2.2.2. KEY FINDINGS RESEARCH AREA 2

This section divides the key findings from the workshop, desk research and expert interview into 5 categories:

- Teaching preferences
- Educational rules and regulations
- Teachers mindset
- Planning of the teaching
- Experiences from existing interactions

Teaching preferences

During the workshop with the teachers they were told to choose a subject that they mostly wanted to be a part of their teaching. 10 subjects were predefined for them to choose from (see appendix 10, exercise 1). The one subject that were found to be the most desirable for the teachers were: **“Construction and crafts”**.

Furthermore:

- **“Sport and movement”**
- **“Food and Cooking”**
- **“Technology and IT”**
- **“Body and Health”**

were also found to be desired subjects among the teachers (see appendix 5). The teachers typically chose the subjects that were closest related to and that they already taught and are specialized in. It was clear to see that these choices were based on their own interest and learning focus (see appendix 10, exercise 2) rather than what the students needs, and interests are. However, it was found that they all somehow wished for a more practical and physical dimension of the subjects, no matter which subject they choose (appendix 5). Many of the teachers wished to integrate more practical projects into the education and hereby combine theory with practical competencies. For instance, did Stine in appendix 5, exercise 2 propose implementing performance theater in her danish classes and Christine and Thomas proposed building a table and bench set during their math classes.

Educational rules and regulations

The desk research revealed why the teachers have such a big desire for integrating more practical activities in the teaching. When looking into the ministry of educations description and purpose of the 10th (10. klasse, EMU Danmarks læringsportal, 2018) it states that *“the 10th grade is an*

opportunity to improve within the subjects and get clarification of which secondary education to choose.” Furthermore the 10th grade announcements from the ministry of education (10. klassebekendtgørelsen, 2014) states that the education needs to make the students aware of concrete occupations that the subjects must relate to. Throughout the education the students need to obtain knowledge about practice by dealing with methods, tools and materials that characterizes the subject area. The education needs to contain educational and professional clarification in order to make the student ready for a higher education. Moreover, it states that the management is responsible for ensuring that the education meets the regulations that are established in the agreement (10. klassebekendtgørelsen, 2014). This shows that the teachers are subject to a requirement of teaching and guiding the students in relation to finding their educational path and presenting different educational and professional possibilities for them. This requirement is also reflected in their motivation as teachers since it was found during the field research with the teachers that what motivates them is to see that the students develops. This development relates to both the students’ academic skills, but also their personal development that many of the teachers especially find rewarding (Stine & Thomas, 2018).

Teachers’ mindset

What was found to be one of the key findings during the second research area was the mindset of the teachers. In the results from the workshop it is clear to see that teacher contributed with very didactic considerations (see appendix 10). Many of the teachers found it difficult to come up with new and creative ideas, when they were told to realize their wishes (appendix 10, exercise 3+4). Many of the teachers suggested resources that they already knew and where a part of the educational world that they operate in, such as *“borrow the workshop at Kildevældsskolen”* and *“Collaboration with KTAS⁵”*. When trying to realise their desired activity this mindset limited the teachers in relation to limited practical resources within the school. Resources such as time, money and competencies. This meant that many of the teachers did not find their wishes realistic.

This shows that the teachers have the skills to think about the content of the subjects more than the frames for it. The nature of the teachers is didactic and focus on content that will make the students learn and develop. However, the interview with Christine Bjerring Bækholm showed that the leads’ knowledge and competencies to a greater extent are suited to consider and develop the frames and strategies for the educational activities (Bjerring Bækholm, 2018 2).

⁵ Københavns Tekniske Skole

Planning of the teaching

It was found that the lead and teachers in collaboration makes a yearly calendar (see appendix 13) in the beginning of the school year. This plan contains the frames for all activities that needs to take place during the year. The plan is made by the lead in collaboration with the teachers and states both staff meetings and events for both teachers and students.

Furthermore, the teachers have a weekly scheme (appendix 20) representing when and which lessons they have to teach. The teachers have to follow the guidelines and curriculum from the ministry of education within each subject ("Obligatoriske fag 10.klasse | EMU Danmarks læringsportal", 2018). Within these frames it is up to each teacher how to reach these goals. This means, as Christine also states (Bjerring Bækholm, 2018b, 09.30-09.55) that each teacher doesn't have flexibility within the curriculum, but they do have a lot of methodical freedom. This means that they have possibilities within the teaching and that it is possible to take a day or two out of the calendar to do projects.

Besides the calendar and schemes and educational restrictions, they also have some internal structures at the school. The education is divided into 4 theme lines: "Soccer", "Culture", "Design and art" and "Sport" ("Ø10", 2018). Furthermore, the education is structured according to the individual students' educational level. This means that the student is tested in the beginning of each year in order to

understand each students' educational needs. These needs form each student's personalized schedule. Furthermore, they are divided into the low, medium and high classes in the mandatory subjects ("Ø10", 2018). These levels also influence how the teachers plan the didactic contents of the subjects.

The research showed that teachers plan on different times. The beginning and end of the school year involves a lot of planning. These are the overall frames (yearly plan, teachers and students schedules), but also evaluation and planning for next year in the end. All staff members are involved in these planning processes. The didactic content of each subjects is planned during the year by the individual teacher. They decide themselves where and how to plan. Some plan during the school day, in the hours where they don't teach. Others plan at night and others meet at the school early in the morning to plan. They don't have a preparation room, which means that they plan in the shared room, in the spare classrooms and at home (Bjerring Bækholm, 2018 1).

During the year the staff have several types of meetings:

- Subject meetings
- Team meetings
- Student meetings

The subject meetings focus on exchanging knowledge and professional discussions. The team meetings focus on

planning and coordinating, didactic content and practical considerations. Lastly the student meetings provide the frames for the discussion about the students and their progress and challenges.

Lastly, the teachers also plan in teams. This means that they make projects across the subjects, but also that they sometimes are two teachers planning a class. This mostly happens in the low subjects.

One of the most relevant findings was that primary school law states that the school is subject to a requirement of opening up the surrounding society ("Den åbne skole", 2018⁶). This means that the school has to collaborate with cultural institutions, sport clubs, art schools and more in the local society. A mutual obligation has also been subject to these local stakeholders that is supported by the government. However, there are no obligation on collaborating for companies, cultural institutions or other local stakeholders that are not supported by the government ("Hvad siger lovgivningen? | EMU Danmarks læringsportal", 2018).

Experiences from existing interactions

During the interviews with the school leader Christine (Bjerring Bækholm, 2018 2) it was found that the school already have had several interactions with external stakeholders. These interactions are educational collaborations with both local and non-local stakeholders. Currently their primary collaborations are regional and not locally based. One of these

collaborations are with the Danish Design Center as a part of their participation in the ministry of education's concept "Åben Skole"⁶ ("Den åbne skole", 2018⁶).

Furthermore, both the teachers and Christine talk very positively about the job- and education fair "Uddannelseskaravanen" were companies and educational institutions visits the school to show the many educational and professional possibilities the students have after graduating the 10th grade ("UddannelsesKaravanen", 2018). What they especially emphasize on is the students' possibility to try out practical exercise that relates to handcrafted subjects. But also, the offers within this area is not locally based in the area of outer Østerbro.

Ø10 also sometimes try collaborating with local stakeholders, for instance they have tried collaborating with "Kultur Ø" which is a unit in The Culture- and Leisure administration, working with cultural activities in the local area of Østerbro ("Kultur Ø er", 2018). Christine tells that the only project that has been specifically planned and completed are an art project for

⁶ Åben Skole (Open School) is a concept developed by the ministry of education. The concept revolves around the school opening up to its surroundings by collaborating with external actors; local organisations and associations, music- and art schools, youth educations and businesses etc. This to create new types of learning processes for the students. The collaboration with the school surroundings has the aim to strengthen the quality of the education and promote the students learning and well-being ("Den åbne skole", 2018 – My translation from Danish)

young people with an artist that applied for funding from Kultur Østerbro. The artist was the initiator of the project and he invited the school to participate. This project was one of the more successful ones since they were able to benefit from each other's resources. For the artist it was difficult to find and recruit young people, which the school were able to contribute with and for the school the artist provided his expert

knowledge, the ideas and frames for the projects and at last the economy.

But despite this successful collaboration the school does not have many collaborations within the local area. Christine explains that they have tried reaching out to the local football club for a collaboration. But the football club required the school to pay for their services and these financial circumstances restricted the collaboration.

Furthermore, they have had a minor interaction with the local shops and pizzerias that sponsored some of the students' project. Moreover, the sports line on a regular basis invites external sport instructors to teach during the lectures.

Despite these diverse experiences with external stakeholder collaborations it turned out that there were much more unsuccessful projects and unfulfilled ideas that were never executed, than there were successful ones at Ø10. But what circumstances restricts these ideas or lead the projects to fail before they are even begun?

Throughout the interview with Christine she tells that ideas often are not completed if the school have to reach out to external stakeholders themselves, this is caused by the fact that they don't know what is "out there" and they do not have an overview to turn to (Bjerring Bækholm, 2018b).

Furthermore, it is hard to understand how to reach and use the external resources that the area contains (Bjerring Bækholm, 2018b). When collaborations are initiated it is often established by using the contacts and resources that the school already knows. As Christine states: *"It is really difficult for us to set the frames for what these collaborations might be. I mean, what can we use the Jaguar store for? Or what can we use the supermarkets for? There are a lot of shops and businesses located in the area, but it is hard to navigate in. Who should we contact and how to reach them? And as said before what is our need? How can we use them? Opposite to when we get an offer from 'Åben Skole' it is very simple and concrete and then we just have to say that this sounds interesting and yes, we want to participate"* (Bjerring Bækholm, 2018b, 16:47-17:17).

This knowledge about what school thought would be interesting to teach, their rules and regulations and their experiences from existing collaborations, provided valuable insights to be used for further direction of the projects. The next section will explain and define the value of these insights and describe how they were used to provide a project direction.

2.3 Define 2: Analysing data and results

Defining the 2 research areas:

- *How might the meeting between the students and the residents of the area take place? What is the needs of the implicated parts?*
- *How might the meetings be facilitated? Who needs to facilitate and when?*

Throughout the second discover phase a great amount of insights about the needs and realities of students, teachers and Ø10 was gained. In this define section all this data will be analysed and mapped into meaningful and relevant insights. These insights will define the direction of the project and give a clear idea about what specific problem to solve. Furthermore, it will provide an understanding of how the problem needs to be solved in order to meet the users' needs.

In order to capture and define the needs from the field research the "Elito Method" (Martin & Hannington, 2012 p. 70-71) was used. The Elito Method bridges the "fuzzy" gap between the research results, the articulation and development of new design ideas. It helps anchoring all design decisions in the research data while providing a clear overview of considerations about the collected key insights from the field research. It keeps the designer grounded in the

users' needs while also focusing on the business directives of whom they are designing for. This is done by capturing the non-linear thinking of the research phase and make the research insights more tangible and concrete by systemizing data in a spreadsheet (Martin & Hannington, 2012 p. 70-71). The Elito method can be found in appendix 3.

The method divides the insight into 'observation' what has been explored. 'Judgement' what is the opinion about that observation. 'Value' what value does it have for the project. 'Concept/sketch' ideas on what can be done to solves this problem and 'Key metaphor' how can the insight be referred to. Due to the fact that the field research provided me with many insights about many perspectives of the problem from both the students, teachers and external stakeholders perspective. This made it extremely difficult to navigate in and keep an overview of. By using the Elito Method as a framework it gave an overview to turn to and helped a reflection upon which insights were relevant and valuable for the project and which were not. Furthermore, it provided a reflection about how the insight could be turned into specific solutions by suggesting a solution to every insight.

2.3.1 Results of the research area 1 and 2.

The Elito method provided a valuable analyse of how the insights from the field research could be the foundation for the further design decisions. The “concept/sketch” column in the Elito Method defines the criterias (appendix 3) for the development of the service:

Design criterias:

- Both the leader, the teachers and the locals need to facilitate the meeting providing different skills.
- The teachers need to be a part of the meeting because they know what and how to communicate what the students find relevant.
- The meetings can be projects that enable building and designing physical products, painting houses and more practical activities.
- Meetings needs to be arranged as a part of the lectures. The content of the meetings should be facilitated by the local, but the meeting should be accompanied by the teachers to set the pedagogic frames.
- Meetings need to take place during the lectures. The meeting can be an educational collaboration between the school and locals' resources.
- The meetings should combine educational activities with dimensions of 'sport and movement' and incorporate other locations than the classroom.
- The students should be able to produce something.
- The meetings should be a positive sidekick to the everyday school life - Should have diverse contents and agendas.
- The school needs to collaborate with resources that has an expertise in crafts and construction
- The meetings should be arranged within different varieties.
+ Teachers should be responsible for projects that relates to their subjects.
- External projects outside the school with a practical agenda. e.g. building a shed or renovating etc.
- External practical projects in collaboration with different professions e.g. painter, mason, construction work etc. To try it out.
- Evaluation on the project before and after
- The lead or the service should provide the frames for the meeting. While the teachers can contribute with the didactic content of the meetings.
- Needs to communicate in the local language what they need in specific periods of the education according to the curriculum. For example, “Want to build something in wood”.
- A calendar that shows when the school is available for collaborations.
- Meetings should be locally based
- Practical project involving handcrafted subject will be valuable for the students.

Grounded in these criterias was decided how the meetings between the students and the residents of the area should take place and who needed to be involved. Furthermore, by whom the meetings needed to be facilitated. Figure 17 in the next page maps out these design decisions.

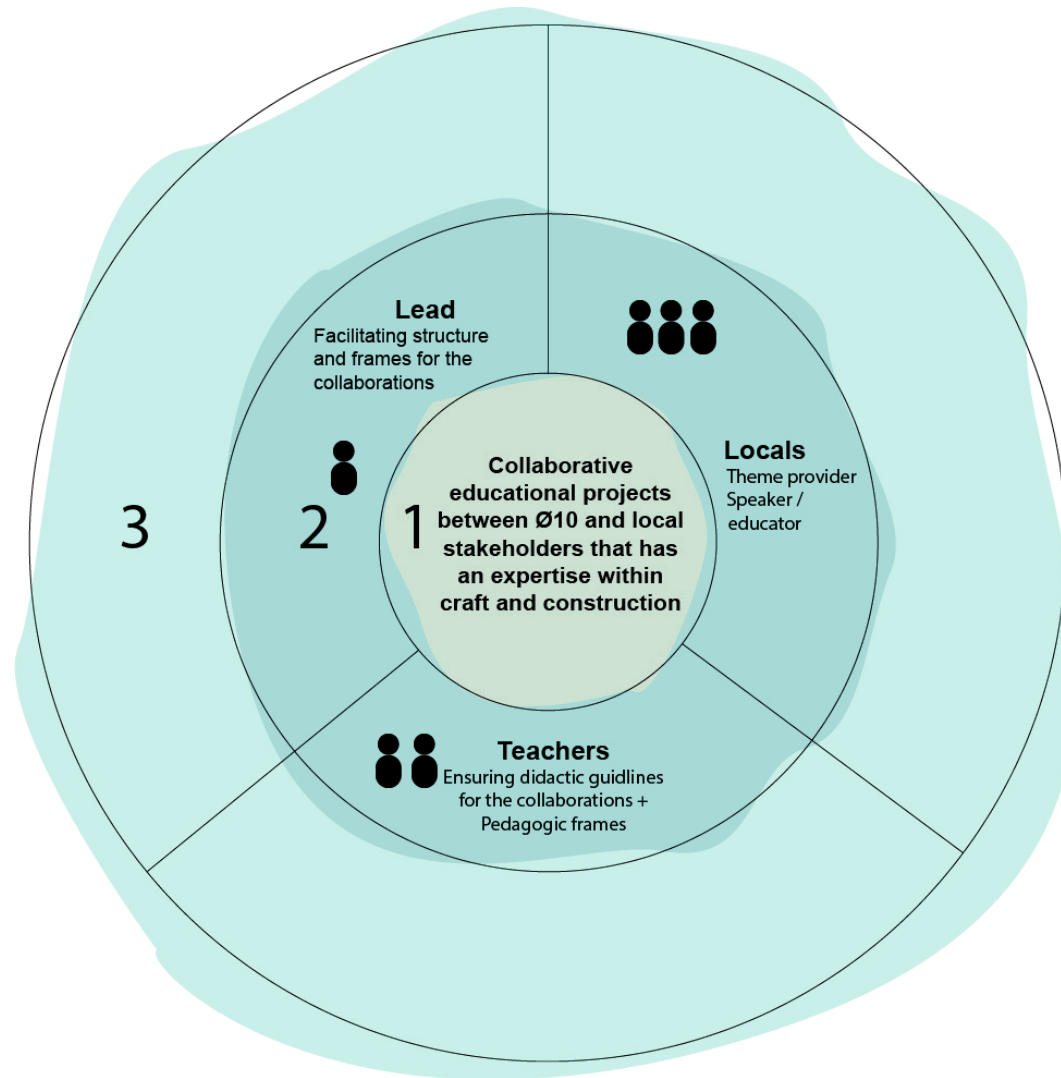


Figure 17: Design decisions based on research area 1+2 visualized in the service map

2.3.2 Actor network mapping 1

To define the mutual relations between these stakeholders when collaborating in the existing system, an actor network map (Morelli & Tollestrup, 2007) was created. This helped identify what value the stakeholders provide to each other and hereby pointed out gaps in the value flow:

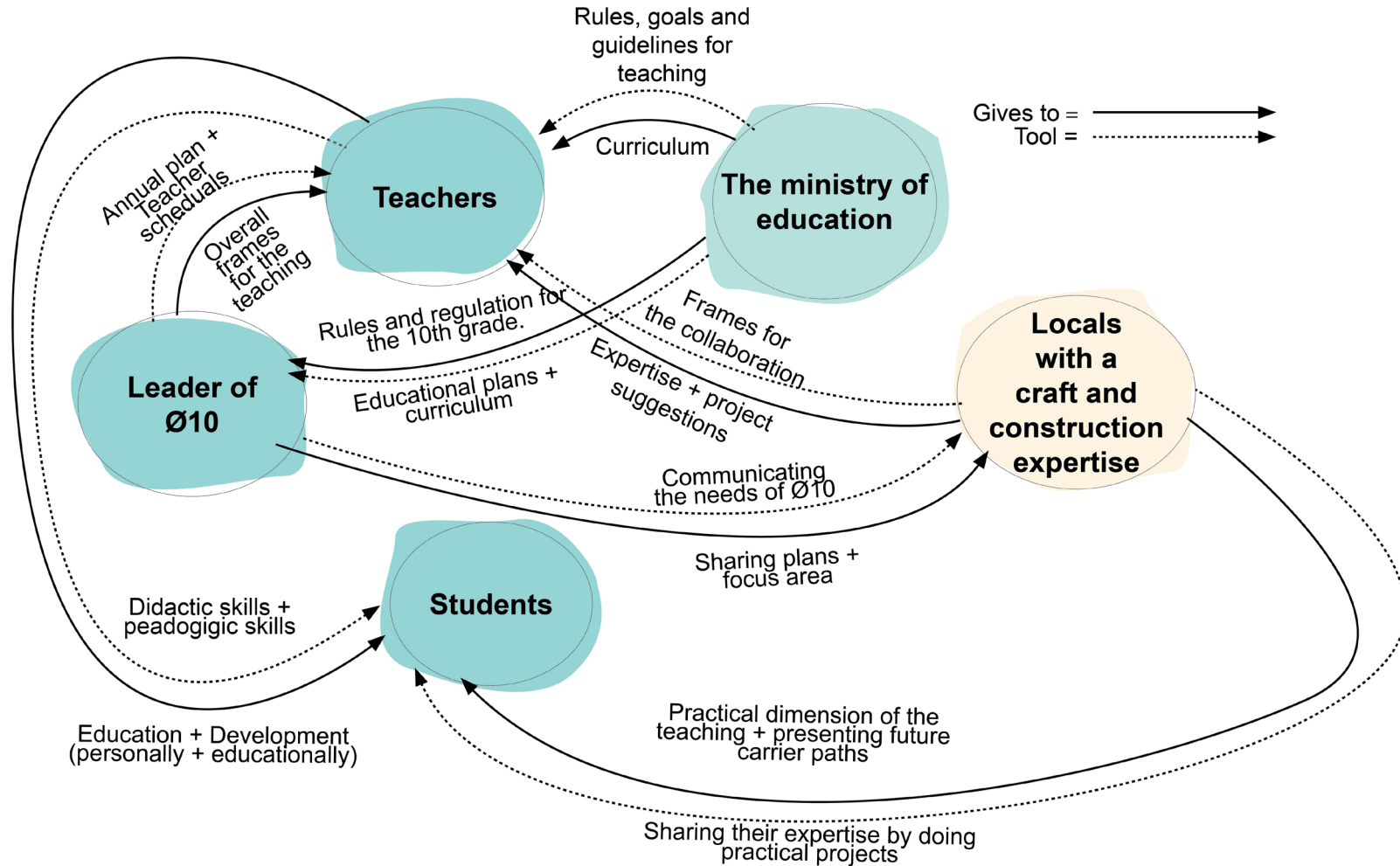


Figure 18: Actor network map representing the actors' roles and relations in the existing system of collaborations

The actor network map showed that all the stakeholders are mutually related to one another and are depended on each other's resources. However, it was found that the locals at this point do not gain any resources from the school. This indicates that the locals as project providers do not have a motivation to collaborate and participate in the ecosystem. This also provides an understanding of why it can be hard for the school to find these local resources and understand what they can be used for. To investigate how to motivate them to participate in the collaboration, locals within crafts and constructions needed to be identified. To do so a scouting/collection of the areas resources were executed, and a new stakeholders map of current and potential new collaborations was made:

2.2.3 New stakeholders map:

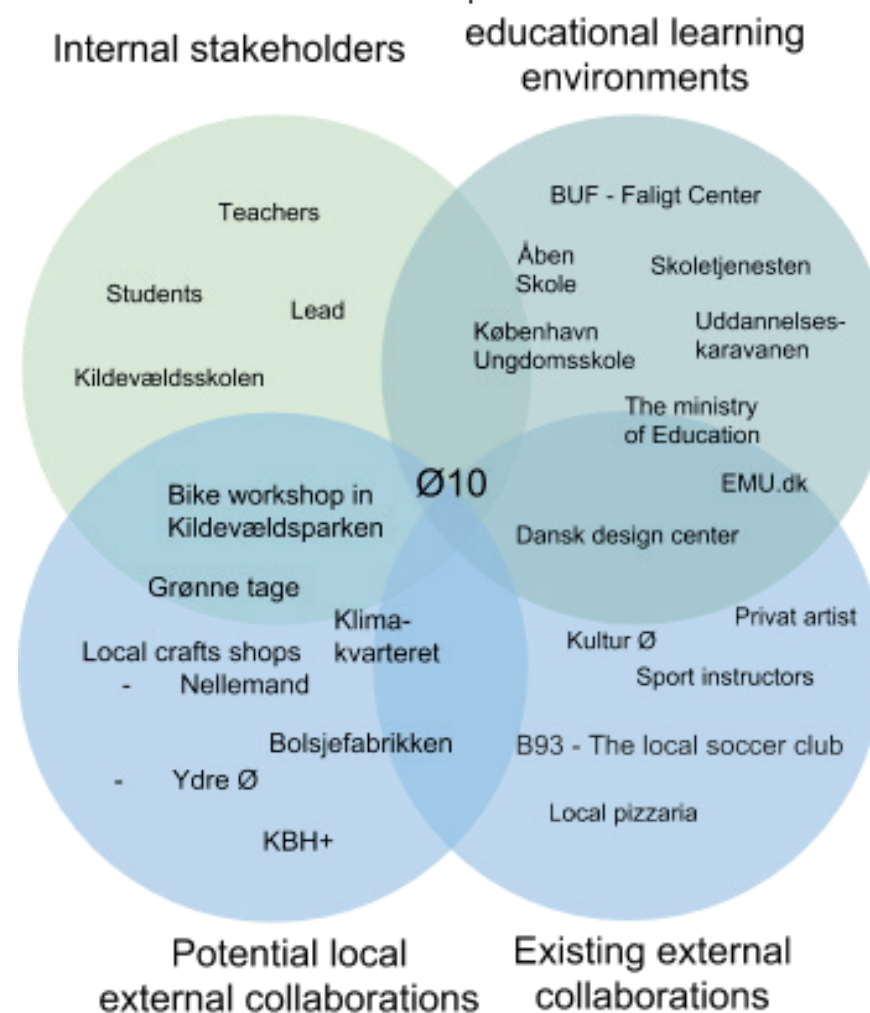


Figure 19: Showing map of current and potential new collaborations

Trying to identify new potential external collaborations it became clear that they were harder to find than expected. The resources that was found were mainly shops and stores that were physically visible in the townscape or bigger projects that were communicated on websites. What restricted these stakeholders' motivation were, as described in the 'discover' phase, the fact that they are private companies and institutions, that is not financially supported by the governments. This means that they are not subject to collaboration with the school ("Hvad siger lovgivningen? | EMU Danmarks læringsportal", 2018), which leads to time and economy being their primary motivator. Since they are dependent on an economic income, they need a direct or indirect economic gain from the collaboration. Since the school have limited economic resources to offer it can be hard to finance collaborations with businesses (Bjerring Bækholm, 2018b). Furthermore, the school expressed that they find it hard to understand how to use the locals' expertise in an educational environment (Bjerring Bækholm, 2018b, 16:47). Trying to ideate on how the identified locals' resources could collaborate with the school, I experienced the same problem. The main cause of this problem was the fact that it was hard to understand which expertise the local stakeholders had and how they operate within the small business. In regard to this these questions occurred; how many resources do they have? How much time do they have? What are their routines and daily processes? How can this expertise be put into a learning context?

This problem statement encourages a reflection upon if the area possesses more resources than what is directly visible? Maybe

private residents, housing associations or other local stakeholders that are not economically restricted the same way as businesses, also possess resources or projects within craft and construction? Resources that are not expressed or communicated because they don't know that their skills or knowledge are wanted.

In the paper "Challenges in Designing and Scaling-up Community Services" (Morelli, 2015) describing the development of two community-based services, Life 2.0 and MyNeighborhood, it is emphasized how important relevance is to the users. It states that relevance will be the main catalyst for user attention and that this attention is the internal currency in the exchange of information (Morelli, 2015 p. 17-20).

This means that if there is no relevance for those who needs to exchange the information, the information might not be communicated. This also relates to this case; if the local do not see a relevance in communicating their expertise, the resource will never be exchanged to exploited by the school. The school might create this relevance for the locals by requesting an expertise that some locals might possess and thereby understand how their expertise can be used.

Furthermore, focusing on the private persons also meets the initial aim of establishing meetings between the students and the locals of the area. By focusing on private and non-organisational resources within the local community there might be a bigger possibility that they are residents in the area.

Based on these findings a new and more specific problem statement was formulated:

2.3.3 3rd problem statement:

How might I create a service that activates the hidden or latent resources in the local area by encouraging/motivating the locals to co-create the external learning environments?

3. DEVELOPING

3.1 Develop

As a part of the 'Develop' phase in the double diamond the 3rd research area was explored. Research area 3 aimed at exploring how the infrastructure of the service might be designed for the locals to co-create the external learning environments.

3.2 Research area 3:

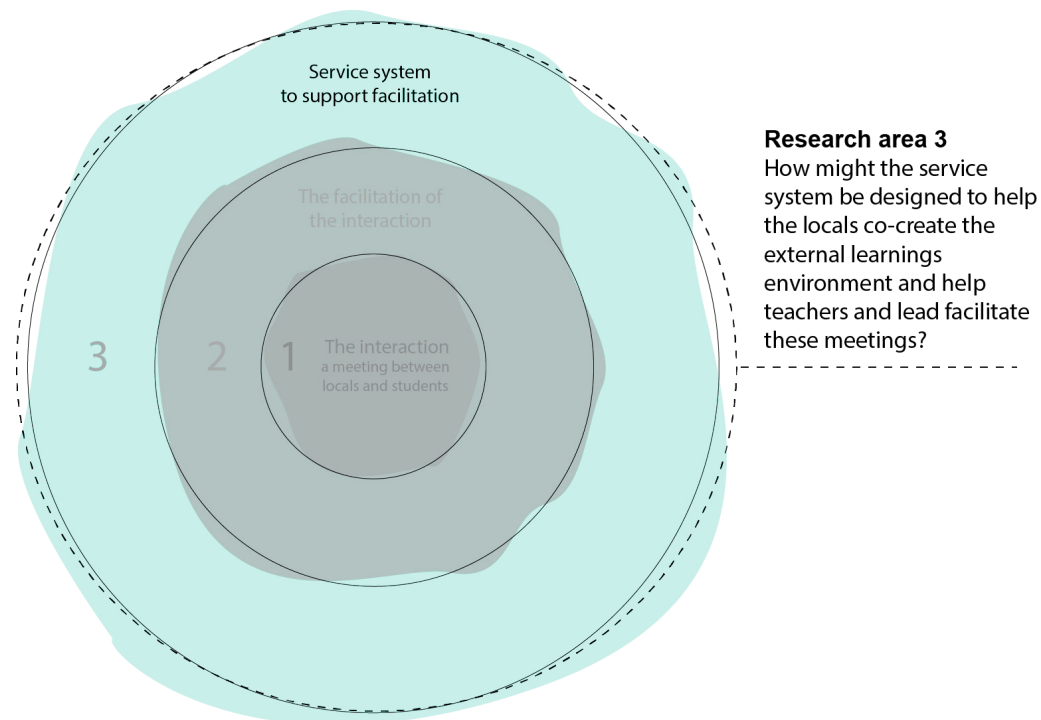


Figure 20: Service map showing research area 3

As a part of this investigation three research activities was held:

3.2.1 Research activities

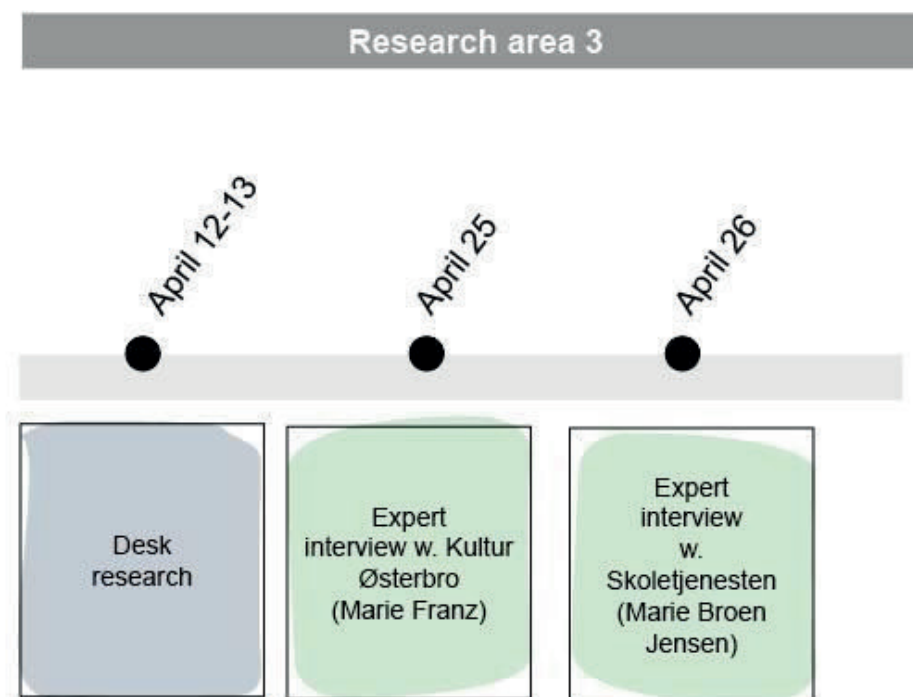


Figure 21: *Overview of research activities - research area 3*

3.2.1.1 Examination of existing services

To understand how current collaborators, experience the collaboration an interview with a current collaborator were held. One stakeholder within the educational area, 'Nationalt netværk af Skoletjenester' (Om os – Nationalt netværk af skoletjenester, 2018) and one stakeholder within the local community 'Kultur Ø' (Kultur Ø, 2018). By choosing these two types of stakeholders, it was possible to explore the different perspectives and focus areas of the two parts. This also revealed how it influence their experience of collaborating with the school. Furthermore, it helped identify some gain- and pain points from both types of collaborations that might be considering in and transferred to the development of the new service.

Interview w. Kultur Ø

Kultur Ø (Culture Ø) is a part the municipality of Copenhagen's Culture and Leisure administration. The unit operates in many different locations on Østerbro, among them in Kulturcenter Kildevæld, which is under construction and is located right next to Ø10. Their vision is to offer culture- and leisure experiences and service offerings of high quality, including as many types of citizens as possible, by creating easy access to offerings. All in order to create sustainable solutions and economy. Their strategy is to involve citizens and users in the development of the experiences by closely collaborating and co-creating with the users (Kultur Ø, 2018). Culture Centre Kildevæld opens up in august 2018, and Kultur Ø is tasked to determine what facilities and activities it has to

contain (Franz, 2018: 01.20-02.20). The person representing Ø10 in the interview are Maria Franz who is working as culture coordinator in Kultur Ø.

Maria has several times tried collaborating with Ø10 and Kildevældsskolen with the aim to gain insight into needs and interests of the potential future users of the culture house; the students. However, she expresses that it is hard to motivate the school to accept their offers because of their busy everyday life. She wishes for more efficient and continuous collaborations with the school (Franz, 2018: 00.00-00.12).

It hereby shows that Kultur Ø have a strong motivation and will to collaborate with Ø10 and furthermore they have resources that school normally would not gain access to (Franz, 2018: 00.27-00.58). This might be interesting to investigate how these resources could be exploited by the school.

3.2.1.2 Motivational matrix

To extract what existing collaborators gain from collaborating with the school a motivational matrix (Morelli & Tollestrup, 2007) was made. This motivation might also be adapted by new collaborators which makes it possible to understand how the new service system should be designed to appeal to new civil collaborators. The existing collaborators was found through the interview with the leader of Ø (Bjerring Bækholm, 2018b) and the teachers (Stine & Thomas, 2018).

Motivational Matrix:

Gives to ↑	Ø10	Åben Skole	Dansk Design Center	Uddannelses karavanen / Karrieretanken	Kultur Ø	Artist	Local stores	B93	Sport instructors	BUF - faglig center	Skoletjenesten	Engineer the future
Ø10	Gets more interesting education. Opens up to new dimension of the education that supports the students motivation.	Signs up to be an open school and helps Åben skole fulfill their mission	Provides the young people to meet their requirement of informing young people, that they funded from the government to fulfil. I	Provides the young people to help them reach their mission.	Provides users to co-create the new culture center right next to the school, in order to design it to fit the users.	Provides participants/ young people for his project	CSR - Social investments. Branding of their store.	Possibility of Recruiting new members for their club.	Money	Requests educational help that supports their mission	Provides teachers as users of Skoletjenesten	
Åben skole	Matches the school with external learning environments	Helps Schools fulfil governal requirement of opening up to the area. Mission: That the interaction between school and the surrounding society becomes a part of the school DNA.	Offers to help them match with a school in order meet their requirement of informing young people, that they funded from the government to fulfil.								Requires school to open up eksternal learnings environments which generates work and costumers/users to Skoletjenesten	
Dansk Design center	Other dimensions of the teaching + Facilities that the school lacks.	A cultural learning environment. Are a customer.	Recruiting young people to meet their requirement of informing young people. Gets funding from the government								A cultural external learning environments that they can offer the schools	

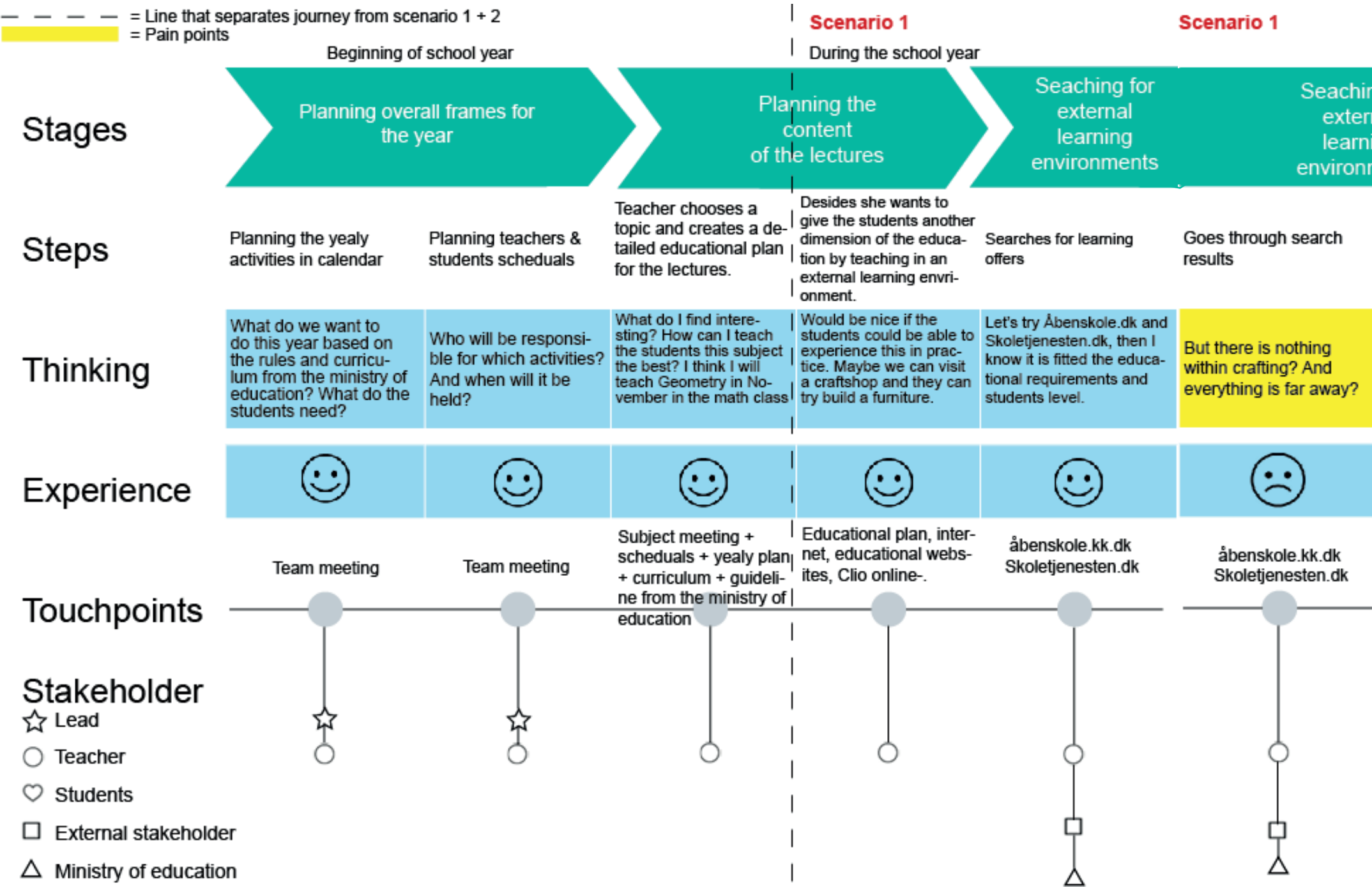
			to fulfil this goal.									
Uddannelses karavanen / Karrieretanke n	Expert skills and facilities within handcrafted subjects. A presentation of possible education and karriere paths = Help students clarify their future education path.			Facilitating direct meetings between companies/e ducational institution and students. Presenting different education and karriere paths to the students = Reaching their mission.					Possibility to promote the career path of becoming a sport instructor			
Kultur Ø	Knowledge about the local area. Contact to local stakeholders. Resources (facilities, economy, persons) and project that the school normally do not have access to.	Locally anchored activities that supports the mission of Åben skole.			Getting the future users (students/Ø10) to co-create and use the the new culture house next to the school, in order to make attractive and sustainable for the school to use.	Financially supports his projects and connect him with their local contacts. Provides physical facilities + tool	Helps them arrange, facilitate and finance events and project for the local area = promoting their business to local residents	Helps them arrange, facilitate and finance events and project for the local area = promoting their business to local residents				
Artist	Expert skills, facilities, and resources that the school normally do not have the resources to do.	Activities that supports the mission of Åben skole.			Ressource that volunteer initiates cultural activities in the local area.	Get to use his expertise. Projects for portfolio. Experience.	Inspiration for local stakeholders on how to collaborate with a school	Inspiration for local stakeholders on how to collaborate with a school				
Local stores	Economic resources and facilities.	Facilities and economic support for external learning environments . Expert skills.			Potential collaborator. Are a useful resource in the local area.	Potential collaborator.	Social investment. Local branding.	Shopping opportunity and sponsors.				
B93	Facilities and expert skills within soccer	A potential external learning environment			Potential collaborator		Branding and communicatin g their business. Fx. logo on sportswear.	Promotion of the soccer club = recruiting new members. Money from school.	Physical facilities for the sports instructors to instruct in.		A potential external learning environment to offer.	
Sport instructors	Expert skills that the teachers lacks			Potential 'customer'.				Potential employee/vol unteer.	Gets money from the school to teach their expertise.		Potential external learning environment to offer.	

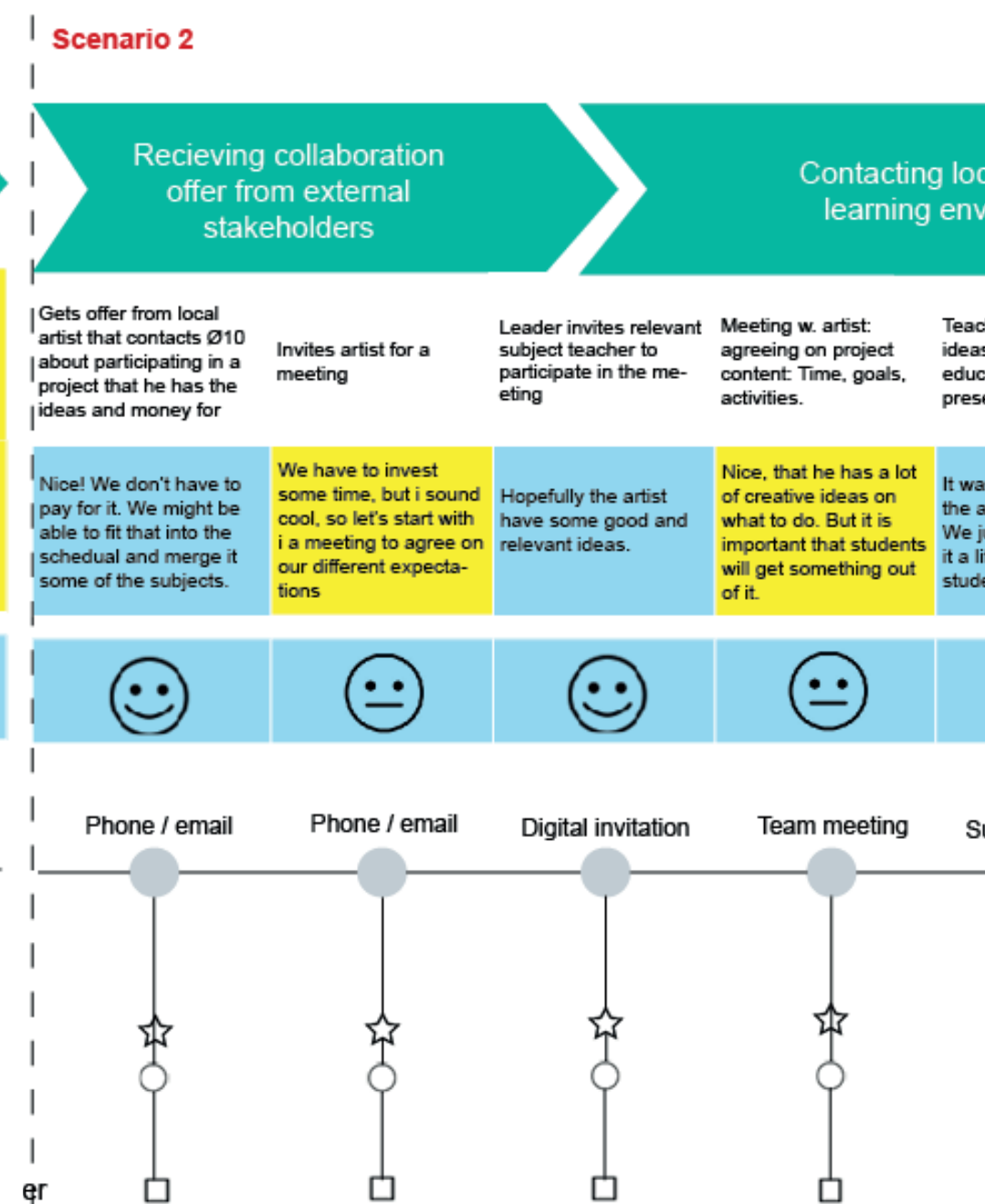
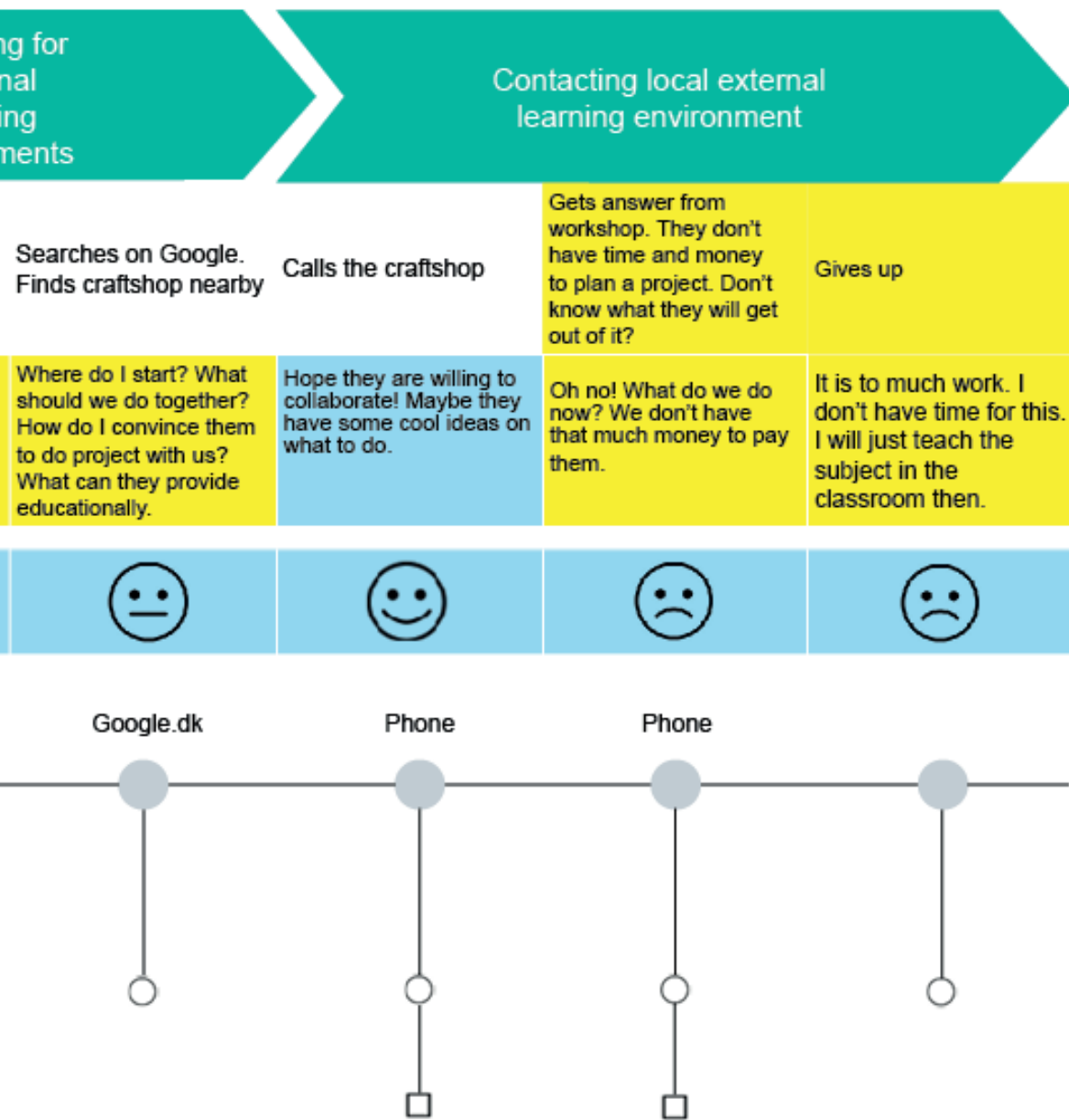
									Acknowledgement. Experience.			
BUF - fagligt center	Educational help for the teachers.											
Skoletjenesten	Offers concrete learning environments that is fitted to the educational goals.	Supports Åben Skoles mission by collecting all eksternal learnings environments all over Denmark.	Facilitates the contact between Dansk Design Center and school.	Potential collaborator.	Potential intermediary of Kultur Ø's projects.	Potential intermediary of locals projects.		Potential intermediary of locals projects.			Reaches their mission by collaborating with schools. Ability to understand their users and create more sustainable services for the schools.	

Figure 22: *Motivational matrix* (Morelli & Tollestrup, 2007)

To capture how both the Ø10 and external stakeholders experience the collaborations with one another two Users Journey maps (Trischler & Scott, 2015 p. 729) were made. By outlining the experience of each touch point it helped clarify the critical and successful points in the existing collaborations. The user journey are based on qualitative research from the field research (Bjerring Bækholm, 2018b; Franz, 2018; Broen Jensen, 2018).

3.2.1.3 User Journey map - Ø10's experiences with existing collaborations:





er
on

g local external environment

Teachers adjust some
ideas to meet the
educational goals and
present for artist

Executes the project

It was a good idea that
the artist came up with.
We just need to adjust
it a little to make the
students learn.

Nice that it succeeded!
But we used a lot of
time and effort on it. It
was an investment, but
I think the students got
a lot out of it.



Subject meeting

Event



Based on the user journey on how Ø10 experiences collaboration with external stakeholders 7 critical points was found:

Critical points

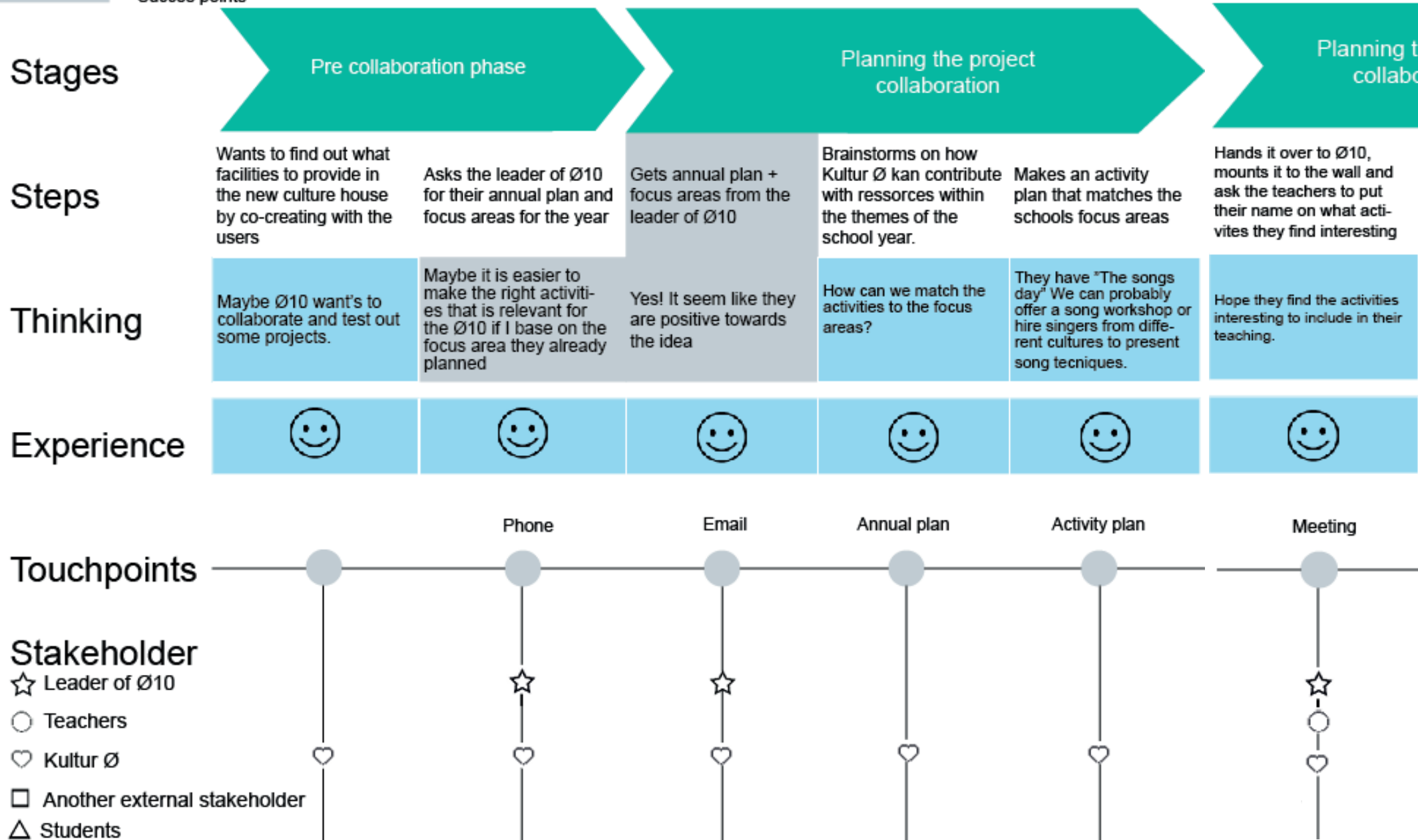
1. No offers within 'craft' and construction on the existing educational services 'skoletjenesten.dk' and 'aabenskole.ddk'.
2. Hard to find relevant craft and construction stakeholders outside the educational area.
3. Hard to find out what the framework for new collaborations have to be and what Ø10 can offer the new collaborators.
4. Ø10 does not have money to pay new collaborators.
5. If finding new collaborations is too complicated or time consuming Ø10 will give up.
6. When getting an offer on a project Ø10 needs to be sure that they will gain value from it to be willing to invest time in the project.
7. The external stakeholders have to come up with the creative ideas and carry the workload.

3.2.1.4 User Journey map - Kultur Ø's experience when collaborating with Ø10

Scenario 1:

- — — — = Line that separates journey from scenario 1 + 2
- = Critical points
- = Success points

Scenario 1





Explains the teachers that she will contact them if their name is on the list, to find out how they can contribute to lift the projects they already have.

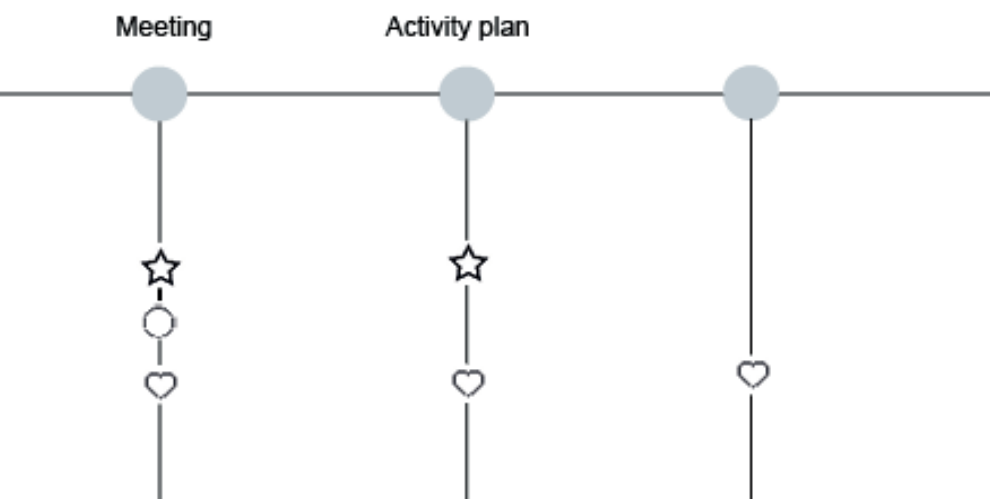
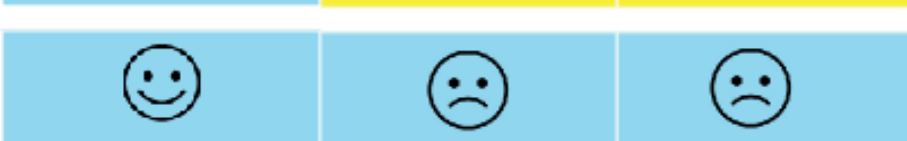
Gets the list after 1 month. 1 name is on it.

Decides to wait to do more before the new culture house is finished.

This way it will be really easy for them. The only thing they have to do is to put their name on the list.

I don't understand why they are not motivated to participate? It is so easy and they will gain so much from it. Why don't they want extra resources?

Oh well! Then we might have to wait to do more till the culture house is finished! Then we can invite them over to see the physical frames. Then it might be easier to imagine how to realize ideas.



— — — — = Line that separates journey from scenario 1 + 2
 = Critical points
 = Success points

Scenario 2

Stages

Planning the project collaboration

Executes project

Pre collaboration phase

Steps

Buys concept & hires instructors

Agrees on dates and places with teacher

Instructors from Strøm festival + coordinator meets with Ø10 and teaches them how to component music on ipads

Koordinator of Kultur Ø hears about an interesting music project that Strøm Festival has customized for school

Contacts Ø10 to find out which teacher teaches music.

Thinking

Okay, we are going to pay for this with the fundings that we gets from 'Kulturudvalget' (Ministry of Culture)

Great that they managed to find the time

Yes! Success this is going to be great!

This is a really cool project. Maybe it is something that we can do in the culture house as well. We just need users to test on.

I will try hear Ø10 if they want to participate. It might be really relevant for their students.

Experience



Touchpoints

Meeting

Meeting

Activity plan

Phone

Stakeholder

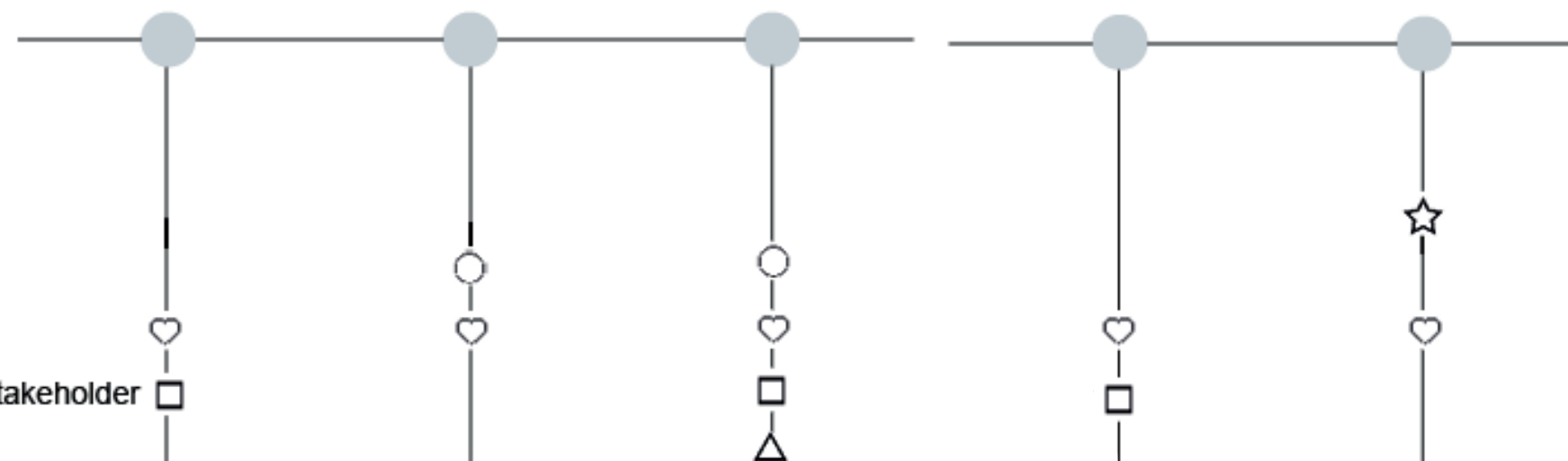
☆ Leader of Ø10

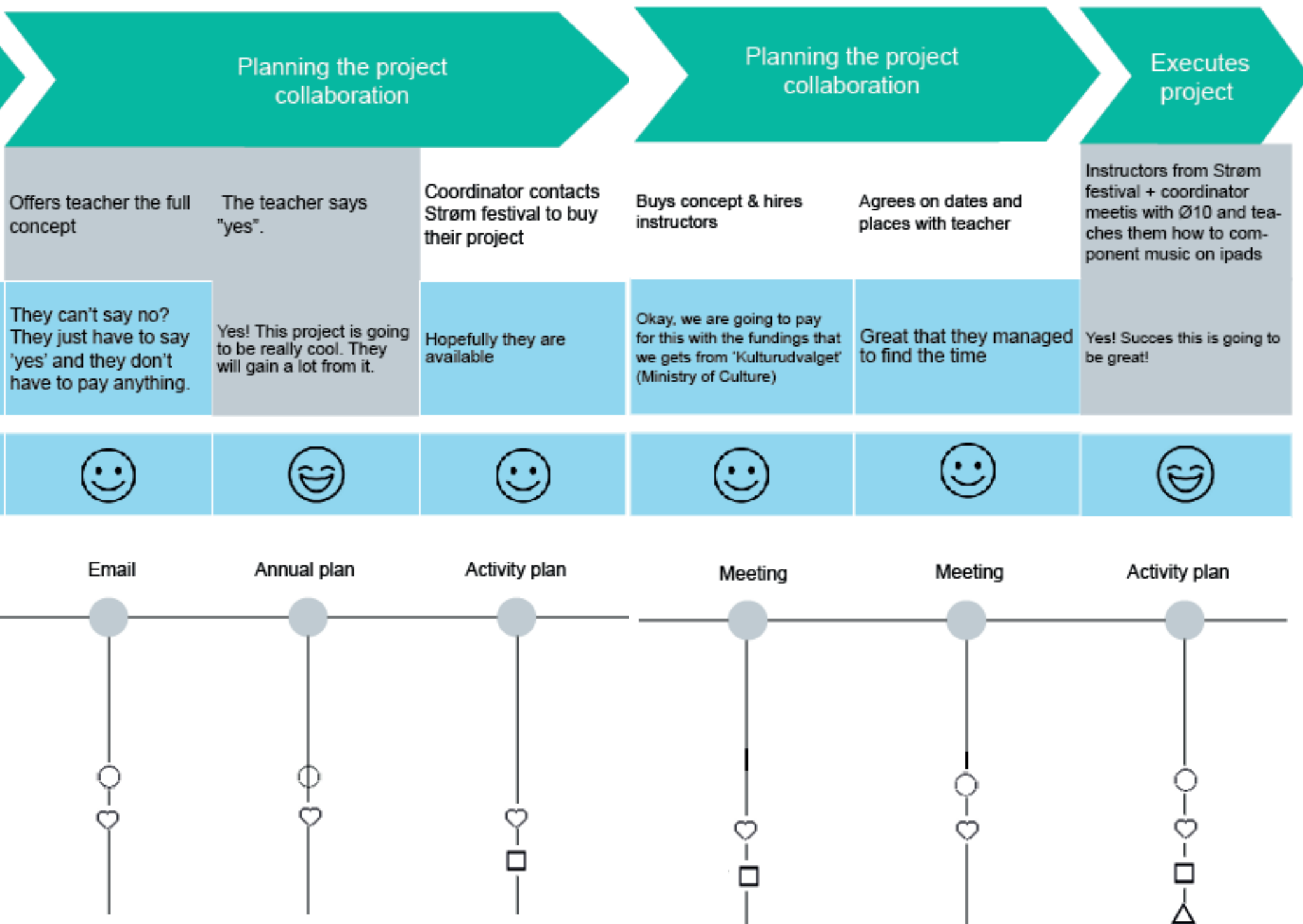
○ Teachers

♡ Kultur Ø

□ Another external stakeholder

△ Students





The user journey map on how Kultur Ø's experiences when collaboration with Ø10 identified 2 critical points and 4 successful points.



Critical points:

1. Even though the potential external collaborator sees it as a small task that requires very little effort from Ø10, it can still be hard for Ø10 to manage to accept/complete the task.
2. Unconcrete projects seems to be unmanageable for Ø10.



Successful points:

1. It is possible to gain insight into Ø10's plans and goals
2. There are relevant concepts for young people to find and Kultur Ø have the funds to buy them.
3. Ø10 is more likely to agree on collaborating if the project is concrete, for free, and they don't have to put any effort into it. Furthermore, if it matches the educational themes and requirements.
4. Kultur Ø are willing to invest time and effort into finding relevant project for Ø10

3.2.1.5 Subconclusion

The motivational matrix and the user journeys on the existing collaborations between the school and external stakeholders showed critical points and successful points for both Ø10 and external stakeholders. What was found was that the staff of Ø10 in general are very limited by time and resources. Especially the teachers lack time and do not have energy to do more than what is required of them. This causes that the teachers often turn down new projects if it's too time consuming and they don't immediately see a direct relevance to the project. Since many of the external stakeholders do not have direct insight into the school's processes and learning goals, they often approach the school with a rather open and unconcret idea, thus the school and external stakeholder in collaboration is able to set the frames for the projects. This is a time-consuming process and is therefore an investment for the teachers, which means that they have to be very sure that it is worth the time and effort. These criteria also lead Ø10 to expect that the external partner invests a lot of effort, ideas, time and money into collaboration, if they have to agree on collaboration.

These pain points lead to a lot of collaborations with local stakeholders to fail, due to the fact that the local external stakeholder does not have the motivation to carry that big a workload.

Furthermore, the user journeys on existing collaborations revealed how the school searches for projects themselves if they want to plan a practical project for the students. This journey showed that teachers often look for projects in educational platforms they already know, like "Åben skole" and "skoletjenesten.dk". What is valuable about these platforms is the fact that they provide fully planned projects that are fitted to the educational requirements and goals of the specific grade. However, these platforms rarely provide projects that revolve around 'crafts and constructions'

which is highly desired by Ø10. Furthermore, many of these projects are often for the lower grades and are locally based. (Eksterne læringsmiljøer – Skoletjenesten, 2018).

Looking at scenario 1 from the user journey on Kultur Ø's experiences, it shows that it can be hard to motivate the teachers to collaborate. It again reveals, that the collaborations do not succeed, if the school has to put too much effort in it. In this case, the effort was from the external stakeholders' perspective is perceived as a very small one thus putting their name on a list. However, they did not manage to motivate the teachers to cooperate, which means that if the teachers do not see a relevance and great output even the smallest effort is not delivered. Looking at scenario 2 in the user journey which reflects a successful collaboration. What is crucial about this success is the fact they are offered a fully planned concept, that matches the educational requirements as well as it matches directly into the music teachers' agenda (relevance). The only thing the teacher has to do is to say 'yes' and appear with his/her students. Kultur Ø carries the workload by coordinating, financing and planning the project. Nor the school or the external stakeholders from Strøm Festival has to do more than what is within their expertise.

These scenarios point to a service that provides a local coordinator to carry out the workload, since neither the school nor the external stakeholders has the motivation, competencies or time to carry out all practical aspects of such a collaboration. The local coordinator needs to coordinate and communicate the needs and agendas of the two parts and based on that define the shape and content of the collaboration to create value for both parts. This way the school and external stakeholders only have to

contribute with their expertise, respectively didactic skills for the teachers and crafts and construction expertise for locals.

To carry out this big a workload the coordinator has to have a strong motivation. Looking at the motivational matrix, the stakeholder that has the highest motivation to process this role is 'Kultur Ø'. Coordinating projects between the school and local stakeholders goes directly into Kultur Ø's agenda and goals. Kultur Ø has the aim to fill in the activities and facilities that should be offered in the newly build culture house right next to the school (Franz, 2018: 01.20-02.20) By being a primus motor on these collaborating projects, they are able to gain insight into the needs of the future users of the culture house. This way they will be able to co-create and determine the activities with the users and thereby create sustainable solutions that is valued by the people using it. Due to the fact that this goes into Kultur Ø's agenda, they gain access to economic resources from the ministry of culture (Franz, 2018: 00.27-00.58) that can be used for these types of projects. Furthermore, Kultur Ø becomes a great resource in this role, providing value to the eco-system by having the competencies and time to consider and plan out all practical aspects of the collaboration. Kultur Ø has a holistic knowledge about the area, which provides a rich value to for all implicated actors in the service.

3.3 DEVELOPMENT OF THE NEW SERVICE

3.3.1 New actor network map

The findings from the research area 3, resulted in a new idea on how the actors needs to interact with each other to create a more sustainable service system. To demonstrate how this new system of actors look like an actor network map was created (Morelli & Tollestrup, 2007). The map (figure 23) also shows the mutual relations between the stakeholders in the new system. The system map is seen from Ø10's points of view and what every actor provides to an educational collaboration system.

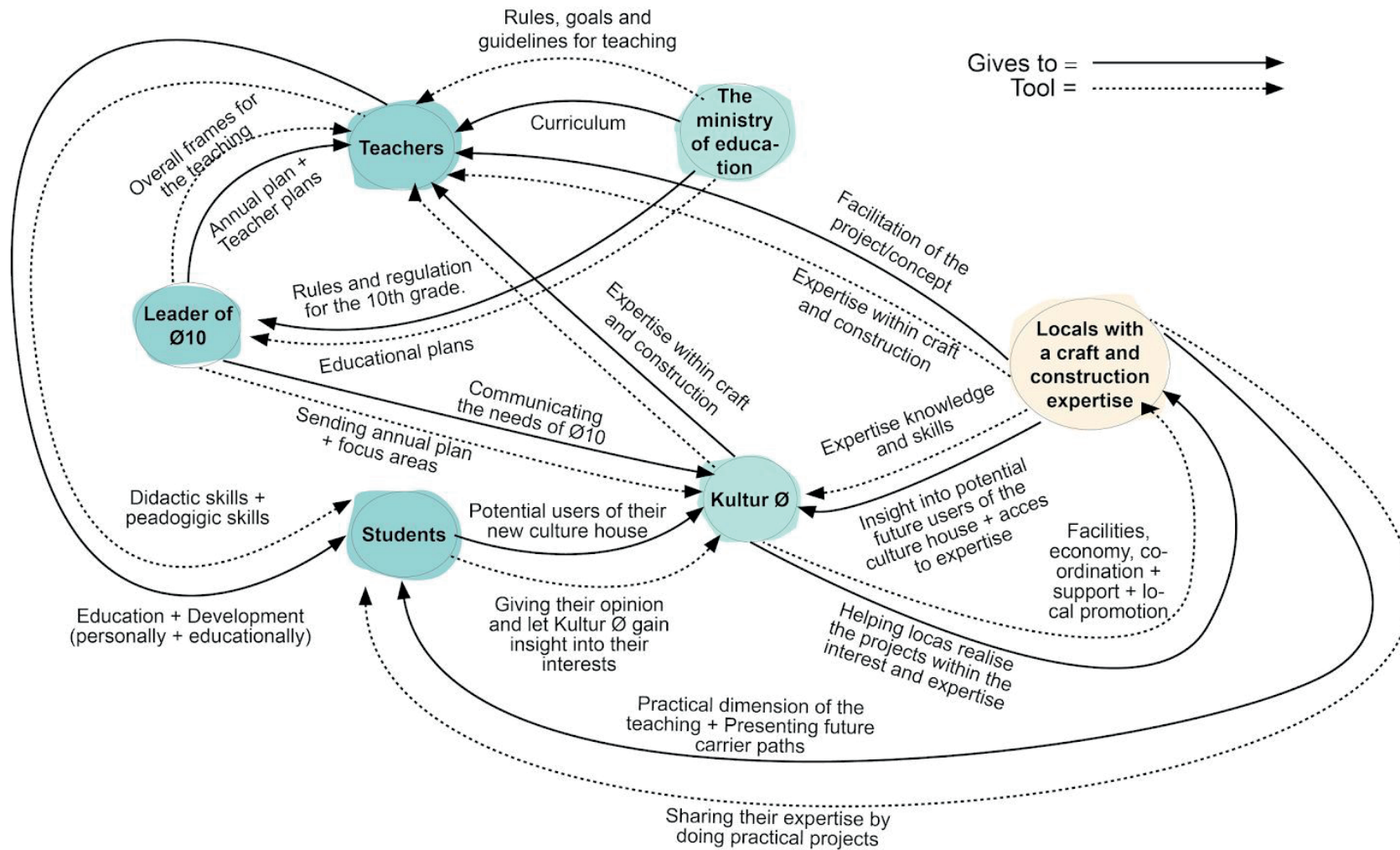


Figure 23: Actor network map showing the system of actors in the new educational collaboration system

3.3.2 Final results of research

After having executed the exploration of all three research areas and analysed the results a final version of the service map was made to map out all design decisions of the service based on the insights:

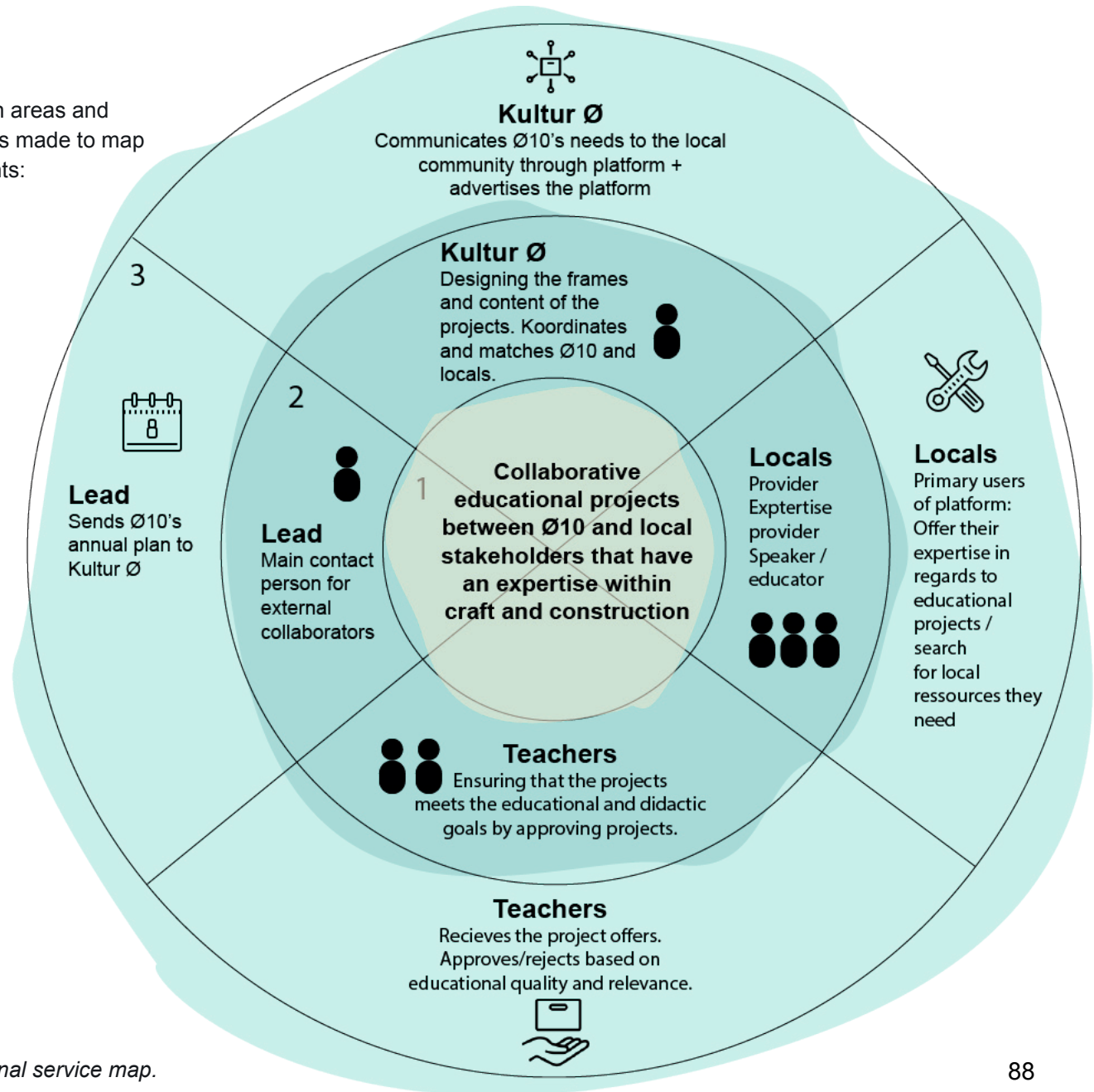


Figure 24: Final service map.

3.3.3 Concept idea



Based on the research results in the research map (figure 24) a concept idea was shaped. Due to the fact that Ø10 stresses that they don't know where to find external local collaborators (appendix 3) it was decided that the service system needed to be an easy accessible digital platform. The digital platform will be the place for intermediation of the Ø10's needs and the locals expertise. Since the teachers do not have time to implement or familiarize with new systems, a local coordinator from Kultur Ø will function as the curator of the platform and hereby match up the two parts according to how much value they can provide to each other. The platform needs to be designed to appeal to the motivation of the locals with a craft and construction expertise. Furthermore, it has to be easy for the coordinator to access and use thus provide a direct relevance to Ø10's current teaching.

This relevance is created by the coordinator getting the annual plan from the lead of the school. The coordinator will hereby design a plan of which activities might be relevant for the school. She then uses the platform to search for expertise among locals. The crucial thing is that it has to appeal to the locals' motivation. Based on the knowledge gained from current collaborations in the motivational matrix (figure 22) This motivation might be CSR, local promotion and awareness for companies, participants for projects that involves young people, facilities, finances and help to realize

projects for civil locals ect. It will also be the coordinators task to promote and communicate the needs of Ø10 to locals in way that is relevant and appeals to locals' motivation.



2 interactions

In order to motivate all users to use the platform, it consist of two primary interactions:

1. Coordinator searching for local resources for projects designed on behalfs of Ø10's.
2. Locals searching for ressources. fx. if they need resources to build something. They can hereby use the platform to search for tools and materials, and facilities against including the students in their projects.

The next section will look more into how the service system will be designed. Hereby a system map, two platform canvases, 4 personas/use cases and lastly a blueprint will be made. Looking at the service map (see figure 24) the platform canvases describes the new service develop of the interaction (the inner cicle), the system map explains the technical organization of the new facilitation (the second circle), the personas/use cases explain the users needs and

expectations for the user interface. This also dictates the design criterias for the third circle that aims to provide a tool to support facilitation. Lastly the blueprint sums up all aspects of the new service development and provides a detailed representation of all functionalities in the system (Morelli & Tollestrup, 2007).

3.3.4 System Map

The system map (figure 25) was made to represent the service technical organization. It helps visualize how the different actors in the new system are related and describes how they are mutually linked. Moreover, it shows what information they give to each other and how it is provided (Morelli & Tollestrup, 2007).

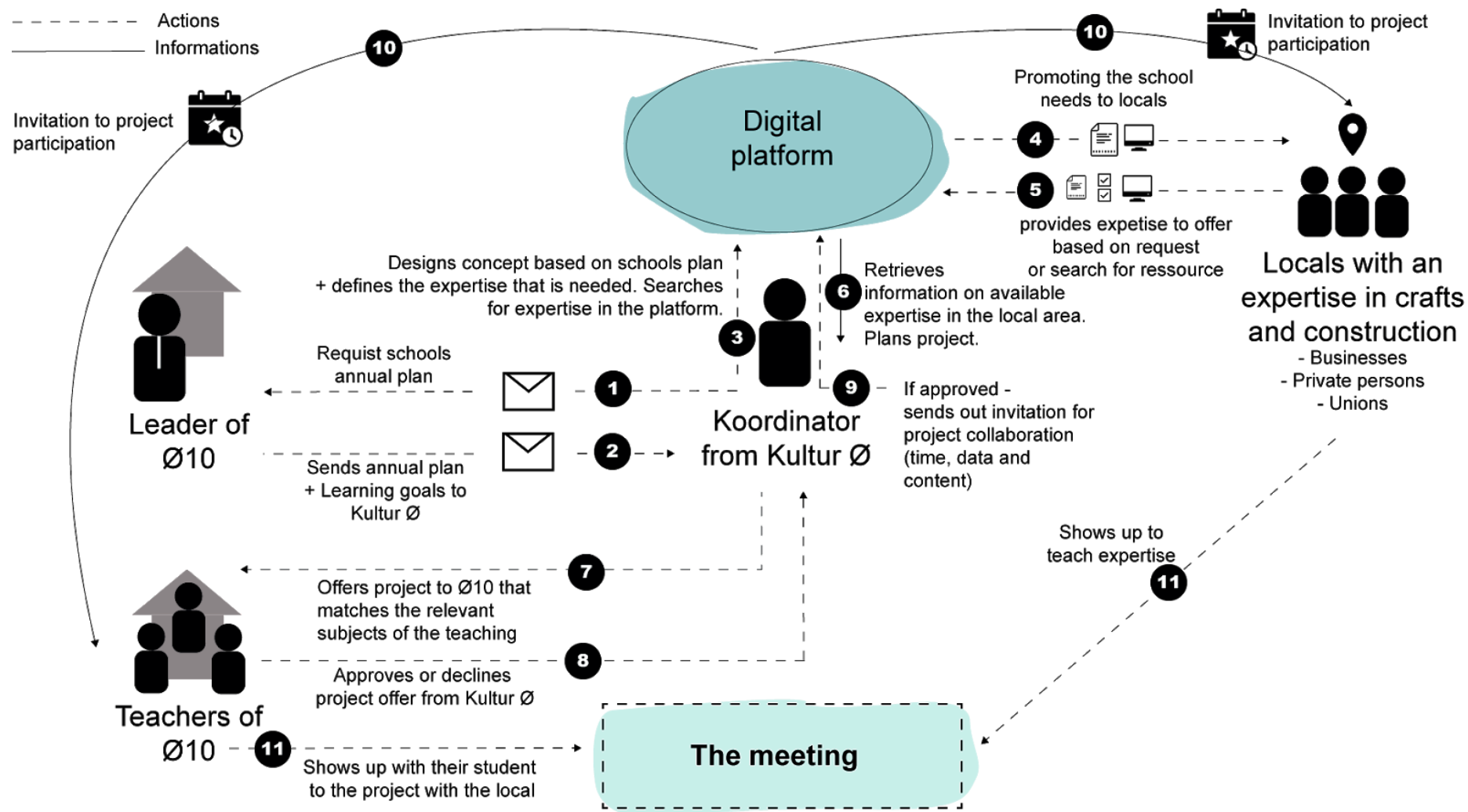


Figure 25: System map showing the new service technical organization

3.3.5 Platform canvas - the architecture of the platform

Besides a system map, that shows the mutual actors interactions with each other, it was also necessary to plan how the architecture of the platform needs to be designed. This was done using the platform canvas framework. The platform canvas framework ensures that the platform is designed in a way that encourages user participation and content creation, in order for all actors to gain value from using it. Furthermore, it helps ensure the quality of the data and since it is an open platform it might be open for abuse (Choudary et. al., 2015 p. 138). A platforms core goal is to enable interactions, by allowing producers and consumers co-create value by plugging into the platform (Choudary et. al., 2015 p. 137).

As described in the section on 'concept idea', the new service system enables two primary interactions. To describe and plan these two interactions it was necessary to make two platform canvases. The reason is that the the producer and consumer does not relate to specific stakeholders but is depended on their role in system. This means that the role of the 'producer' and 'consumer' varies based on which interaction is used (Choudary et. al., 2015 p. 139). The two platform canvases each represent the two main interactions and what values the producer and consumer captures.

Interaction 1 - Locals as the producer and Ø10 as the consumer

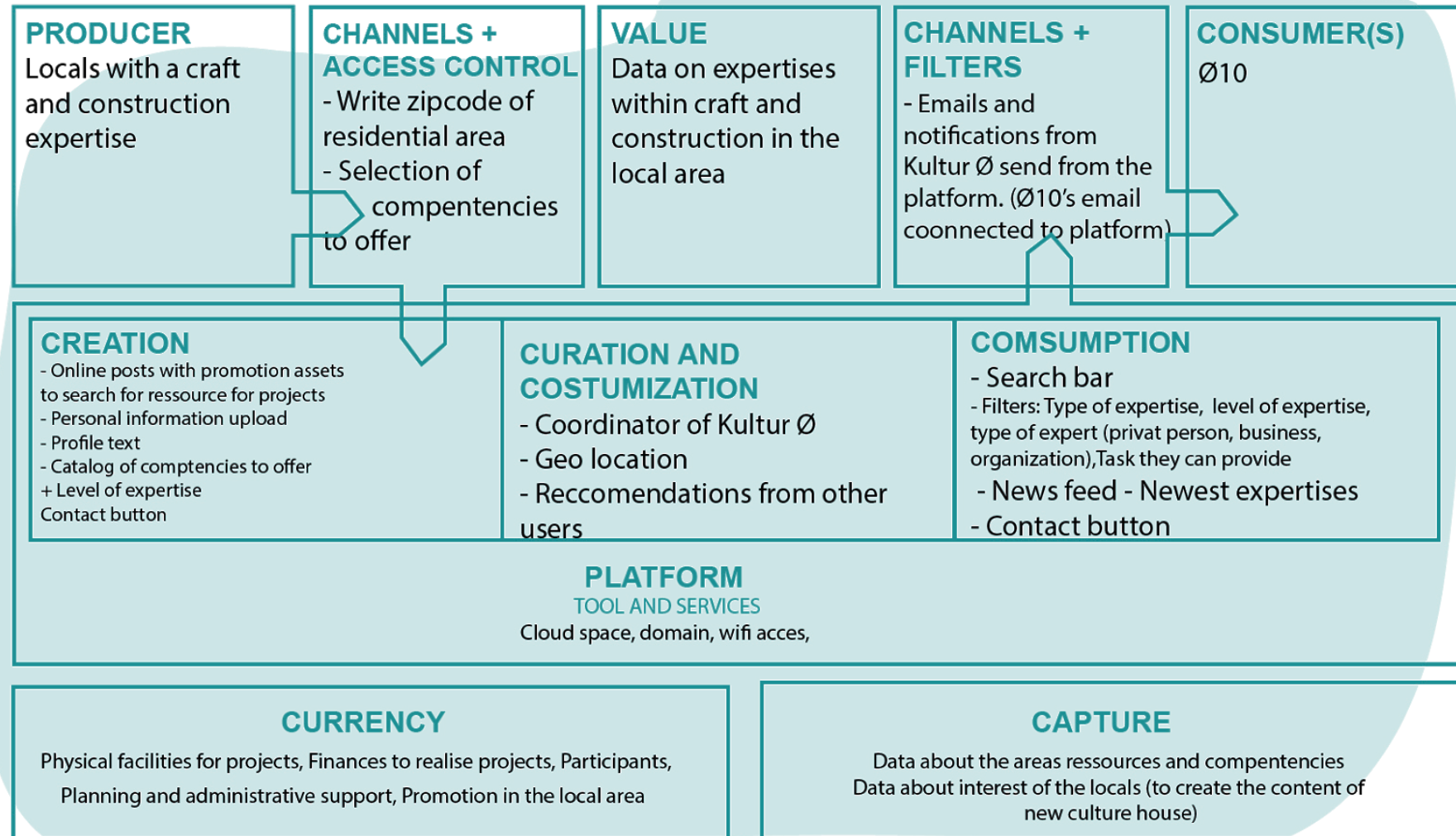


Figure 26: Platform canvas showing interaction 1 in the system

Interaction 2 – Ø10 as the producer and locals as the consumers

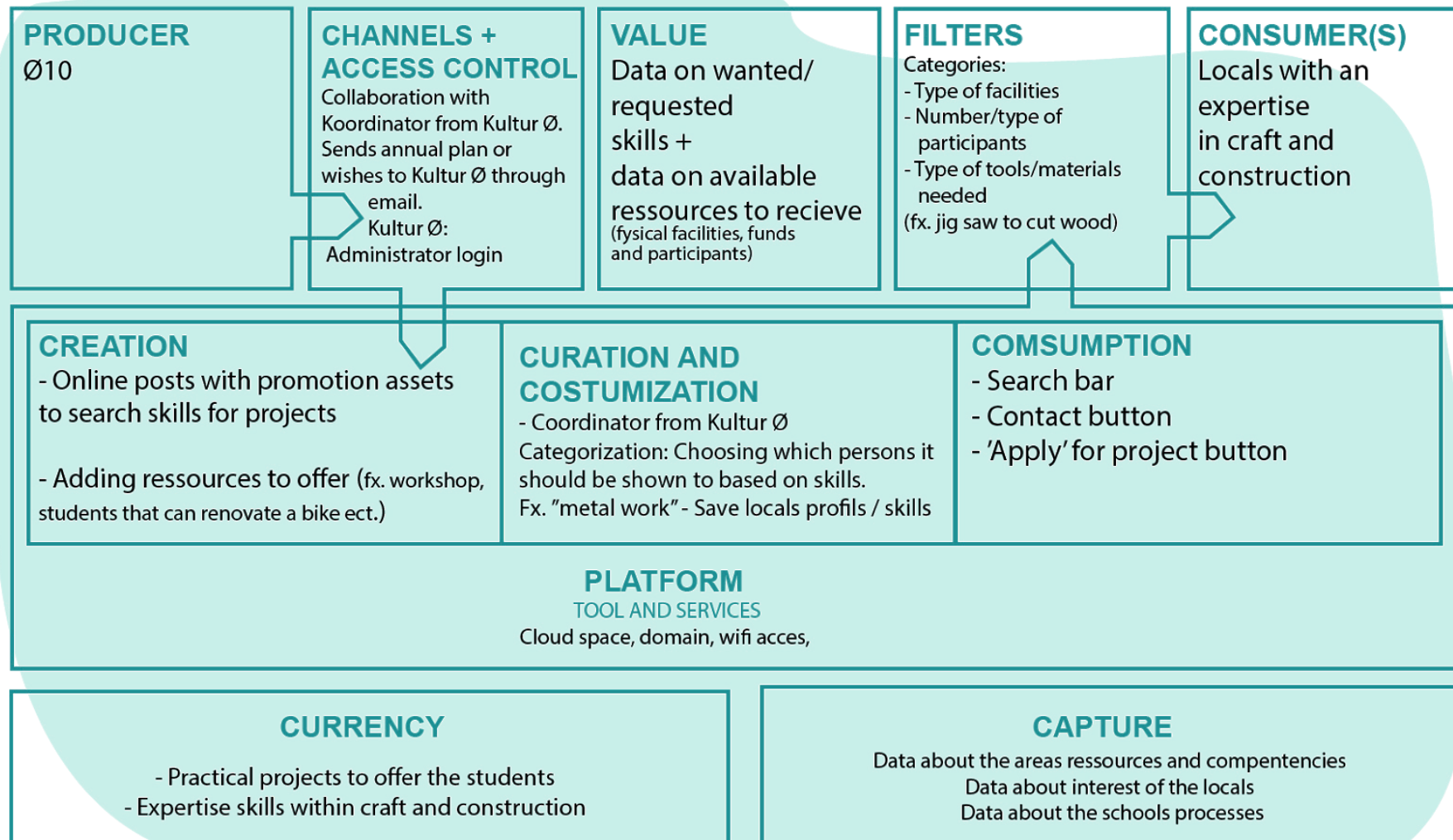


Figure 27: Platform canvas showing interaction 2 in the system

3.3.6 Personas

After having designed the actors' links and correlations in the system and the architecture of the platform, the next step was to understand how the user interface of the platform has to be designed and which functions it needs to enable to meet the users' needs. To so, it was necessary to look into the different users' needs and expectations for the service.

Based on the service technical organization that was visualized in system map (figure 25), four different users groups were defined. Three local users and one administrative user:

The locals are defined as:

- Private persons that possess craft or construction skills
- Associations
- Businesses that operates within the craft and construction area

These three types of users were chosen based on the motivational matrix and those who gained the biggest value from Ø10 and Kultur Ø (see figure 22). They all represents different types of motivation of the local stakeholders, which is a crucial aspect of why they will use the service thus what they expect from it.

The administrator is defined as:

- Local coordinator (Kultur Ø og other coordinators that works for the cohesion of the local area)

For all user groups a persona (Nielsen, 2004, p. 12) was developed. Nielsen (2004) describes personas as engaging personas that has no clear definition of what it encompasses and how it specifically benefits in the design process. which means that it can be used in various ways to create value. However, she defines it is as: "*The engaging persona is a description of the user in a scenario. This description is based on field studies. The engaging persona can be the user in one or more scenarios depending on goals and the situations of use. The objective of using the engaging persona is to enable the designers to engage in users that differ from the designers in terms of sex, culture and/or age.* (Nielsen, 2004, p. 12)"

In this design process the personas drew out a description of each user group based on the data from the field research, hence the knowledge gained from existing collaborating stakeholders and interviews (Franz, 2018). This helped me as designer emphasize with and understand their needs and motivation to use the service in a given context. It helped reveal how to design the platform in relation to how they expect to use and experience the system. The personas are designed based on what is relevant in situations of use. They aim to outline how their goals, motivation, frustrations and relationship to area can be an internal motivator to participate and use the service system. Furthermore these 'drivers' should be supported in the service.

3.3.6.1 Persona 1

Hans Jørgensen - Local residents

Goals

- Get the most out his pension
- Discover new skills, tools and software on the internet
- Help others by using his skills and knowledge
- To develop a large practical skillset
- Keep himself active and occupied mentally and physically

Frustrations

- Would like to do more projects and practice his hobbies & skills, however he does not have the facilities to do so.

Biography

Hans is an active senior that strives to get the full potential out of his retirement. He is very passionate about his hobbies and feels useful when he can use his skills to help other. He has been married to Carina in 37 year. 5 years ago they desided to sell their house in Gentofte and move into an apartment on Østerbro, in order to help their grown up daugthers financially and to have money to travel more. Hans misses his garage were he had a small workshop with tools and instrument to build and create practical project is house. He also thinks that there not enough practical project to do in the apartment. He often helps out his daughters and son in laws house.

Relationship to the local area

Hans and Carina values peaceful and need surroundings. They are very interested in contributing to the neighborhood beeing a nice place to live. However they sometimes experience genes from the students at Ø10 being noisy in the streets and throwing gabagge in front of street front door.

HANS JØRGENSEN



"It is very satisfying for me to work on projects where I can use and develop my practical skills and at the same time help others"

AGE: 67

Occupation: Retired electrician

Status: Married

Residence: Østerbro - just across Ø10

Archetype: The active senior

Technical

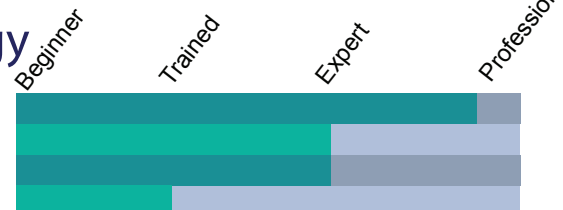
Practical

Realist

Logical

Technology

Craft
IT & internet
Mobile Apps
Social Networks



Motivations

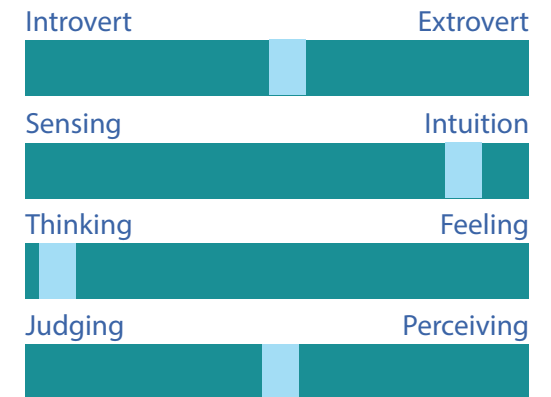
Helping others by 'fixing things'

Feeling useful (for others + society)

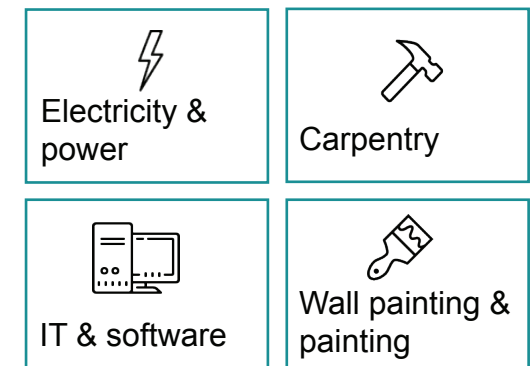
Feeling skillful

Development

Personality



Skills and expertise



3.3.6.2 Persona 2

John Christensen - Local business owner

Goals

- Success with his business and continuous growth of it
- Being an expert within his field
- Giving his customers the best service and buying experience
- Offer customers the quality in materials
- Satisfied, skilled and loyal employees

He has a lot of regular professional customers, but he wishes to expand to the customer segment of private persons that needs materials and counselling for building projects e.g. in their home.

Frustrations

- That private persons often support big retail store like 'Silvan' and 'Bauhaus' instead of supporting the small local carpenter shops.

Biography

John is the owner of "Østerbro Tømmerhandel" that sells building materials to both professionals and private persons. He is very passionate about the growth of the business, but also wished to maintain a great quality of his product and service. He uses most of his time driving the company and working in the store. He is married to Merete and has two children in the age of 22 and 26.

Relationship to the local area

John is very passionate about supporting the local businesses in the area. He thinks local businesses are better at maintaining a close relationship to customers and provide quality and a high service level.

JOHN CHRISTENSEN



"The ultimate success criteria for me is driving a successful business with products and services of high quality, happy returning customers and satisfied loyal employees."

AGE: 56

Occupation: Owner at Østerbro Tømmerhandel + previous carpenter

Status: Married

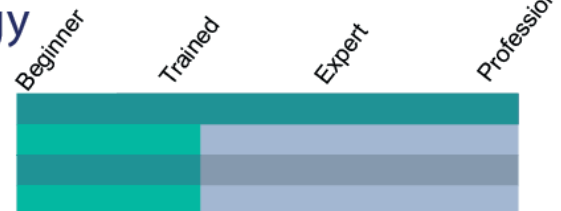
Residence: Østerbro

Archetype: The businessminded craftsman

Logical
Practical
Business minded
Innovative

Technology

Craft
IT & internet
Mobile Apps
Social Networks



Motivations

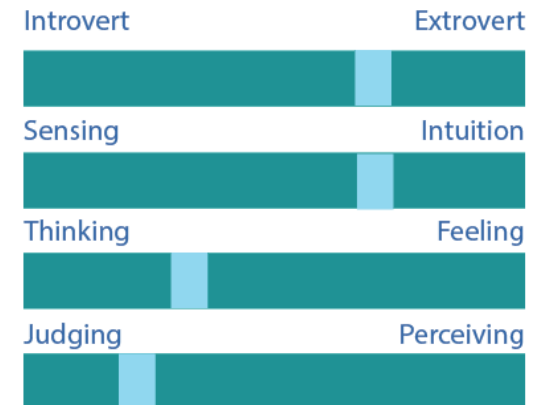
Success in his business

Happy customers

Happy employees

Feedback from customers

Personality



Skills and expertise



3.3.6.3 Persona 2

Peter Jespersen - Volunteer from
local association

Goals

- Doing a social difference for children and young people
- Have time and resources to
- practice all his diverse hobbies
- Keep developing personally
- Always let his passion lead/drive everything he does
- More social diversity in the Danish society.
- Be a good person

Frustrations

- Finding enough participants for the bike workshop - often he ends up helping a few persons that accidentally comes by, but would like to have more young people participate on a regular basis, to create a relationship to them and help them develop repairing skills.

Biography

Peter is a active young person, who is passionate about social work with kids and young people. He loves to see when they develop personally and practically during project that he arranges. To do so, he besides his job as a pedagogue does a lot of volunteer work. It motivates him to feel that he can do a difference and at the same time explore and develop his own competencies. He is very explorative and innovative and loves to try out new hobbies and practices. When he decides to learn a new things, he has great skill to become good at it. This means that most out his craft and construction competences are auto didact. In his spare time he travels and lot, skateboards and try out new practical hobbies.

Relationship to the local area

Peter volunteers in the same area as Ø10, however he lives in Nørrebro. He knows how important it is to make young people take ownership of their area and cohesion between the area stakeholders, in order to create a better local area for everyone. This is why he volunteer to support this goal.

PETER JESPERSEN



"It is important for me that there is a social aspect in everything I do. I am very passionate about learning new practices and teach them to kids and young people."

AGE: 34

Occupation: Pedagogue + Volunteering in 'DUI Leg og Virke's bike workshop in Kildevældsparken

Status: In a relationship

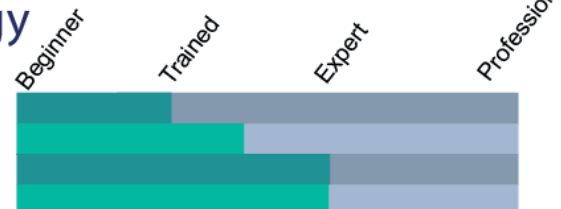
Residence: Østerbro

Archetype: The volunteer social worker

Social
Practical
creative
Adventurous
Innovative

Technology

Craft
IT & internet
Mobile Apps
Social Networks



Motivations

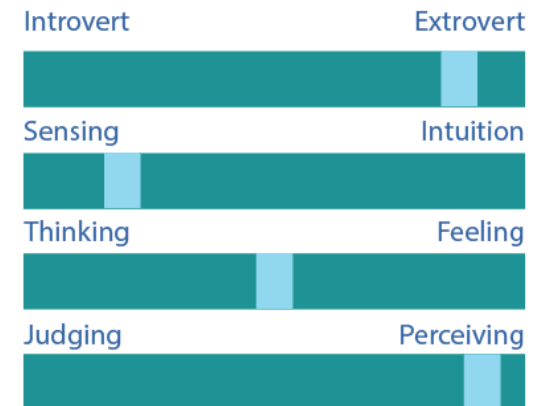
Create great experiences for children and young people

See children and young people develop in a positive way

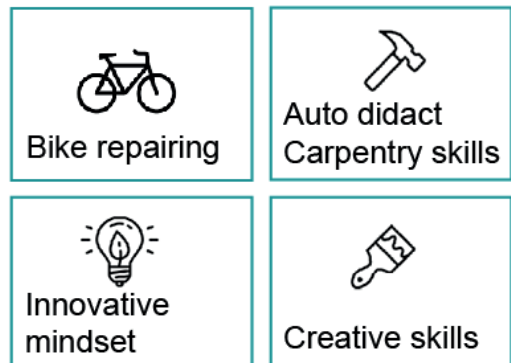
If his social projects are successful

Make a difference

Personality



Skills and expertise



3.3.6.4 Persona 3

Maria Hjelms - Local culture coordinator

Goals

- Offer culture- and leisure experiences and services of high quality
- Offer services that are sustainable and relevant for the users
- That her work creates value for most possible citizens of the area
- Offer services that enhances the coherence of local community and promotes the local area.
- Co-creating the activities with citizens and users.

Frustrations

- It is hard to motivate Ø10 and Kildevældsskolen to collaborate even though she tries to offer interesting to projects to them.

Biography

Maria is culture coordinator at Kultur Ø. She is very passionate about developing culture projects for the citizens of Østerbro that creates great value for a big amount of the people. To do so she aims at being an active part of the area and create many relations to the local residents. She tries going 'out' of the office as much as she can and explore the city and its possibilities. She has a great knowledge about what is happening in the area and loves innovating new and creative ideas and projects.

Relationship to the local area

Maria has a strong relationship to area. Not only she works here, but she also lives in Østerbro. She spends a lot of time on building relationship with its residents, organisations and businesses to create coherence of the area and promoting the local culture. "Local community" is a key word in her work. Often she also ends up bringing her work with her home.

MARIA HJELMS



"I am very passionate about giving people a great and different cultural experience. I think it is important that the users of the project are a part of developing it, to design it according to what and how they find culture interesting"

AGE: 34

Occupation: Culture Coordinator at Kultur Ø

Status: Boyfriend

Residence: Østerbro

Archetype: The local creative activist

Creative

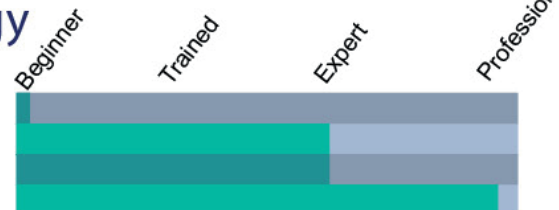
Untraditional

Enthusiast

Innovative

Technology

Craft
IT & internet
Mobile Apps
Social Networks



Motivations

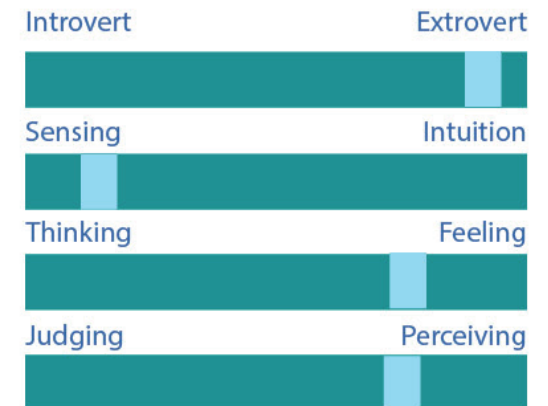
Existing cultural experiences

Seeing culture be used in all kinds of ways

Meeting new inspiring people

Seeing others gaining value from her projects

Personality



Skills and expertise

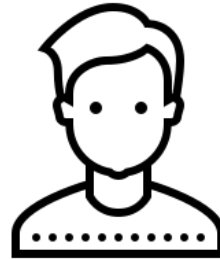


The personas clarified some main reasons for the 3 local user groups to use the service:



Businesses:

CSR, Local promotion and recruitment of future employees



Private persons:

- Physical facilities, materials, tools and financial support for the projects they want to create
- Support and help to start up new projects
- Maintain and develop competencies
- Put project participation on resumé
- Feel good about themselves doing something for others




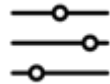
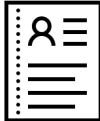










Associations:

- Recruitment of young people for their projects
- Enhancing the coherence in the area
- Using a schools ressources to strengthen their own goal

3.3.7 Platform functions

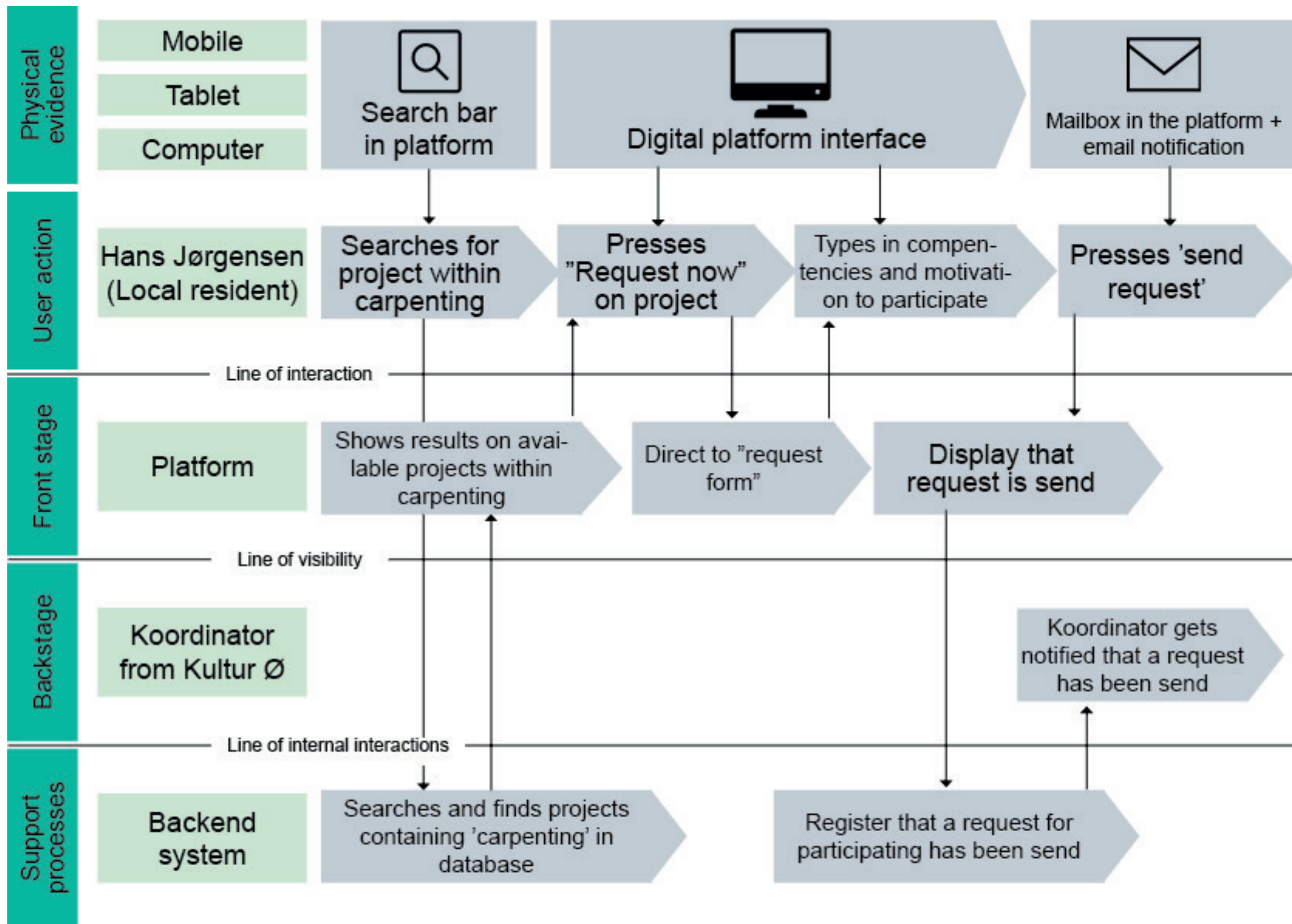
These motivations pointed out a need for certain functions that the service platform needs to enable:

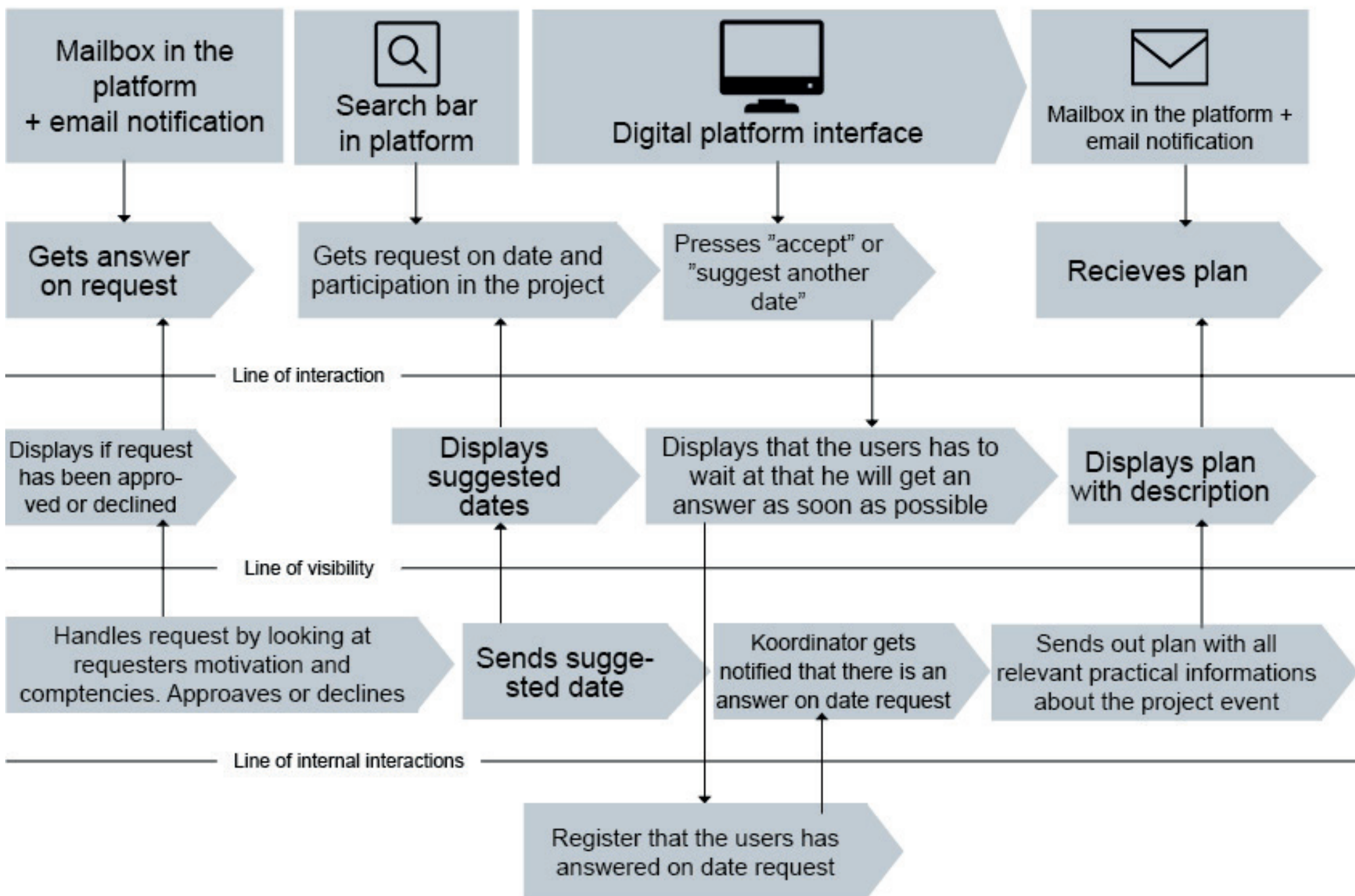
Login 	Required personal profile with customized information.  Competencies, skills and personal information	Search bar To search for relevant content 	Filters on what you are searching for  Projects, Facilities, Participants, Tools/materials, Expertise <ul style="list-style-type: none"> - Type - Level - Costs 	Promotion posts on available projects and what they can offer (like a jobpost) 
News feed showing newest relevant posts based on what you searched for 	'Request now' button - When requesting a project or an expertise 	Form on motivation to participate and resources to offer 	Contact button 	Acces through all units (mobile, computer, tablet) 

<p>Recommendations from other users - to ensure the quality of the collaboration</p> 	<p>Notifications to notify the provider when some request a ressource</p> 	<p>Calendar To plan projects</p> 		
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3.3.8 Service blueprint

To graphically represent how all the described systems, users, processes and functions comes together in the final service, a blueprint (Shostack, L. G, 1982) was made. The Service blueprint provides a holistic understanding of the service and its underlying resources and processes. This helped see the service in a strategic perspective, ensuring that all actors needs are taken into consideration in the final ecosystem ("Service Blueprints: Definition", 2018). Besides using the blueprint as a graphical representation of the service, the service blueprint also helped discovering weak links in the system.





As explained, the Blueprint was also used to discover weak links in the system. Since the support processes in the blueprint is defined as the backend system of the platform, a question emerged. Who needs to build, control, finance and maintain the backend system? This would most likely be task of a stakeholder that owns the service.

In the next section the weak links of the current service will be evaluated and discussed, including 'concept critique' based on feedback from experts and who the potential service owner might be.

3.3.9 Expert feedback:

To evaluate on the current concepts two expert interviews were made. An unstructured interview with a teacher and an expert interview with "Nationalt netværk af skoletjenester" (Broen Jensen, 2018) from now on called NNAS.

Nationalt netværk af Skoletjenester:

The reason to contact NNAS was to hear their opinion on the concept. NNAS operates within the same field as the service. They are funded by the ministry of culture and ministry of education and has since 2013 worked on implementing the concept "Åben Skole" nationally, regionally and locally. The network consists of four regional coordinators and a project management. Their goal is to ensure that external learning environments⁷, municipalities and educational institutions collaborates on making culture, nature and arts a basic element in children and young persons education. This

is done by supporting, qualifying and enhancing applications and collaborations with external learning environments. ("Om os – Nationalt netværk af skoletjenester", 2018). The network has not directly been collaborating with Ø10 but has a lot knowledge on how schools and external stakeholders can collaborate. The interview was used to get experts feedback on how they perceive the service and to understand how my service differs from their current services. Furthermore, hearing their experiences helped reflect upon the service from an educational perspective and what needed to be further developed.

NNAS told their experiences and stressed some important criterias and suggestions for the further development of the new service platform (Broen Jensen, 2018):

1. It is important to appeal to the teachers in a way that matches their tasks and mindsets
2. The teachers use the learning goals, when choosing a project for their teaching. They therefore underline the importance of describing what learning goals the offers meet, for the teachers to be willing to integrate new projects into their education. By describing the subject, the learning goals and the didactic way it proceeds, a teacher will be able to think it into a greater context.
3. Variable options is important in the concept, meaning that it has to offer both full established projects and projects that the external learning environment and the school can develop together over a longer period.

⁷ See explanation in page 12

4. An open meeting point between the schools and local external learning environments is needed. NNAS also confirms as found in the research of this project, that they often don't know where to find each other. They tell that it will be very interesting to work on an open meeting point that can match the two actors with each other like on a dating site.
5. NNAS claims that it would be interesting working on developing an open platform where they can meet. Right now, Skoletjenesten.dk is very heavy operation wise; they have to update, proofread, do quality assurance ect. This way the consumers creates the content and the system match up the parts.
6. Suggests that it can be updated once a year, and then external learning environments can indicate if they are still open for collaboration.
7. Suggests that students also become users of the service. This way the teachers can create projects where they tell the students to use the platform to find out what interests them and contact the external learning environment themselves. This way students or project groups can come out and helps fx. companies with certain tasks.

8. Confirms the value of a local actor like Kultur Ø, that has access to public funds also can be an actor in the system.
9. NNAS can help an external learning environment structure and develop a teaching program for students.

Informal interview with Anders Telling - teacher

To gain feedback from another perspective an informal interview with Anders Telling who works as a teacher was executed (Telling, 2018). Anders had the following considerations and feedback on the concept:

- The local resources might be able to give permission to let the school borrow and sportshall ect. But they have no clue how to teach and make sure that the children learn something.
- The frames of the project in the external learning environment should not be too established, due to the fact that it is necessary to adjust the teaching to the individual student. The students have different needs and not one class look like the other. The program needs to be flexible and adjustable. However, some frames are needed, since it is too comprehensive for the teachers to design themselves.

3.3.10 Concept critique / preliminary reflections

This section will reflect upon the current concept and the weak links that have already been discovered during the development of the service and expert feedback. Furthermore, it will reflect upon the next steps of the projects to enhance these weak links and how the further development will proceed.

Lack of a service owner

During the development phase, it became clear that there was a need for a service owner. At this point the stakeholders to use the service was identified, but who should own the service? Who has the motivation and resources to finance and maintain this service? Which stakeholders' agenda does the service match with?

My suggestion for service owner is "Nationalt Netværk af Skoletjenester". During my interview with them it became clear that the service operates in the same field as them and targets the same goals as their work (Broen Jensen, 2018). However, they do not have a similar service, that focuses local collaborations. They confirmed that a meeting place where external learning environments and the school can meet, would be an interesting approach to work with (Broen Jensen, 2018). NNAS is funded by both the Ministry of Education and Ministry of Culture (Om os – Nationalt netværk af skoletjenester, 2018), which means that they will be able to take care of both the schools and Kultur Ø's interest. Yet, this might also be a weak link, since the service not only focus The current version of the service is actually developed based on the needs of the locals. However, these needs were extracted from the stakeholders who currently collaborates or have collaborated with Ø10. These needs and motivation were hereby transferred to potential new collaborators, expecting them to have the same needs. To confirm or reject this hypothesis a new iteration of the

on the teachers, but also the locals within craft whom NNAS has no prerequisite to have relations to or knowledge about. But by including Kultur Ø as an actor, they will be able to gain insight into interests and motivations of the stakeholders in local area.

Furthermore, NNAS are able to support and guide Kultur Ø on how to develop a teaching program for the students and how she needs to appeal to the school in order to motivate them to participate. This way Ø10 is assured the quality and relevance of the collaborations, they are communicated to in a way that goes directly into their competences area and they are provided with locally anchored offers.

Shift in exploration perspective

This project was initiated based on a challenge identified by Ø10. This means that most of the exploration was focused on finding solutions that would solely benefit Ø10 and the students. However, the design process pointed towards a solution that would benefit several stakeholders, and actually these stakeholders (locals) would also become the primary users of the solution. Reflecting upon the design process from a post development perspective it became clear that a new iteration with a shift of perspective is needed in order to make sure that the service fulfill all users needs.

exploration is needed. This time the exploration needs to focus on the perspective of the locals within craft, rather than the perspective of the educational stakeholder. This also lead to a reflection on; is it the right thing to design seen from the locals' perspective? Is this the right solution to fit local users? Maybe a platform is not the best solution for locals as it is for the school? As Alberto Savoia (2011)

says “Make sure you are building the right *it* before you build it right”. Savoia (2011) stresses the importance of finding out if what you are designing are the *it*.

This relates to exploring if *it* matches the needs and interest of the recipients and market you are the designing for. Before spending amounts of time designing something perfectly, that might end going to wasted because the users don't need, uses, buys or reads *it*. Is it the right problem that are being solved? This can be tested with the approach of pretotyping. When shifting the perspective to investigate the locals, the question of solving the right *it* becomes very important to investigate. Because it is not known if the locals actually need are a service that can help them identify local resources? It solves a problem for the school, but does it also solve a problem for the locals? And is it solving the right problem? These reflections stress the importance of shifting the explorative perspective in the further process to find out if the service actually serves the needs of the locals as well.

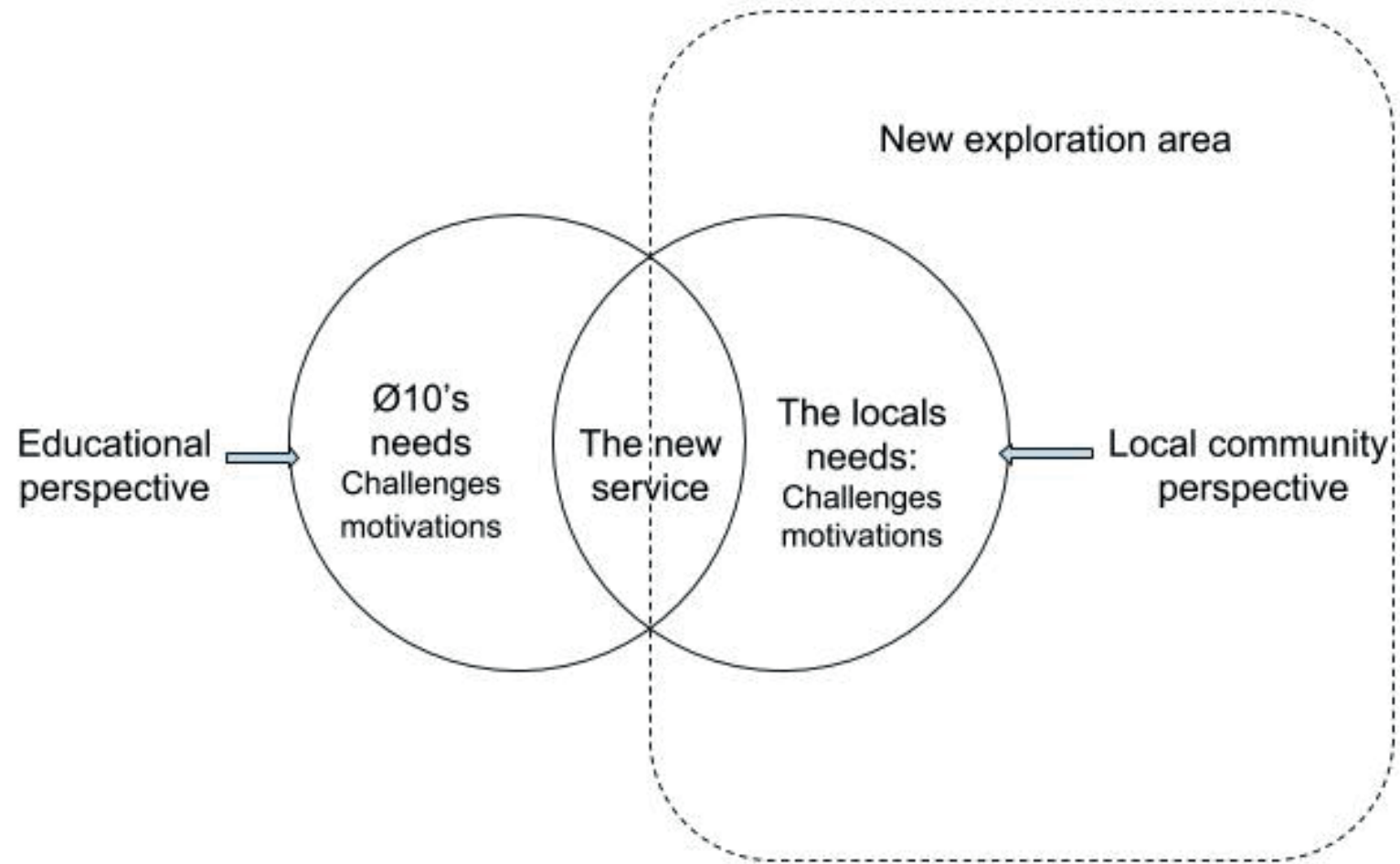


Figure 30: Showing the new perspective of the project that needs to be explored

Vulnerable system organisation

The system organisation of the collaborations relies on specific persons. For instance, does the coordinator of Kultur Ø have a crucial role in the system, due to the fact that if she is not there, no collaborations between Ø10 and the locals will happen. This organization make the system highly vulnerable. To stage a scenario of this vulnerability it might be if the local koordinator is ill for a longer period, if she is fired or if the coordinators task or focus area changes. To ensure less vulnerability, the service somehow needs to integrate precautions for these conditions. What these precautions might be and how they are found will be discussed in the section on 'next steps'.

3.3.11 Next steps

The preliminary reflections and discovery of the weak links in the current service lead to an understanding of what things needed to be developed further or changed. This section will discuss the next steps of the project and suggest how it might proceed. The tree research areas in the service map in figure 30 can hereby be used to give an overview of the different perspectives of testing in further work:

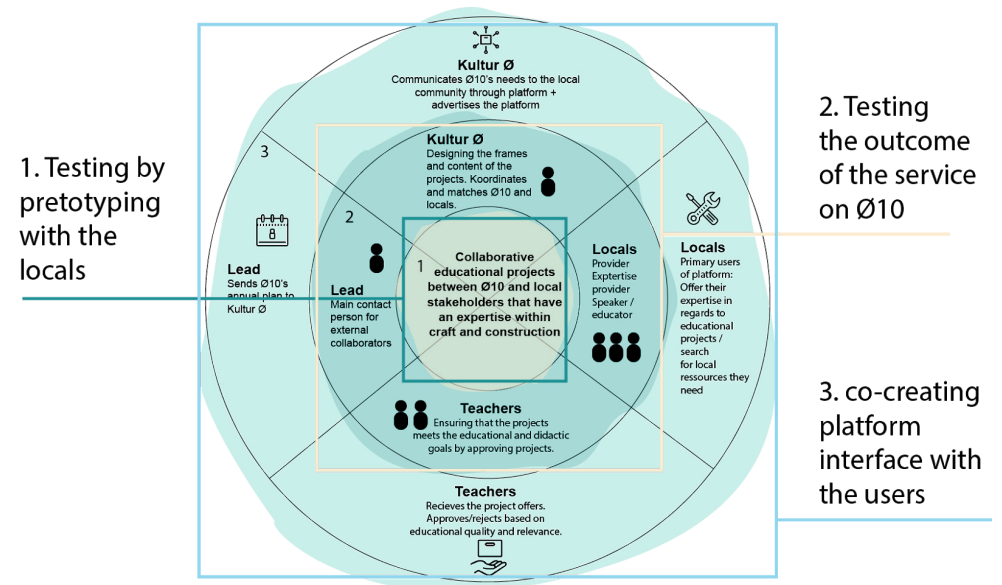


Figure 30: Service map showing areas that are being tested

Pretotyping with the locals (area 1)

As described in the section on concept critique, the frames for the new service are primarily build on the need of Ø10 and organized in relation to the perspective of the educational area. However, the new service aims to solve a problem for stakeholders within two fields: Schools in the educational area and locals within the craft and construction area. Therefor an exploration of the service solution from the locals' perspective is needed. In the next step of this project a pretotyping (Savoia, 2011) session would be done. The new exploration process might have proceeded the same way as the exploration of Ø10; a human-centered and open process. However, this procedure is rather time and resource consuming. By pretotyping what is already envisioned, it will quickly reveal how the users will receive the concept, before investing lots of time building it. As Savoia (2011 p. 25) also states: *"a key difference between prototypes and prototyping is that the cost and time-frame for prototyping is at the lowest end of the spectrum that is usually covered by proto-typing. For prototyping, spending several months or years of development and big amount of cost is an acceptable situation, whereas that long-time frame and cost is not acceptable for pretotyping"*.

Co-creating and testing

When having found the right *it* for the locals the next steps would be til build *it* right. This would ideally be done by focusing on two aspects of the service:

The outcome (area 2): Does the service fulfill its initial aim? Does it provide the wanted value to right actors? Is the system organized and designed the right way to satisfy Ø10's needs

as it initial aimed at? To find out, it needs to be tested on Ø10. Since they are not the direct users of the service, but the receivers of what the service produces, a simulation of the projects is needed, this can be done using a prototype. The test would help identify if the projects provided by Kultur Ø actually provides the right value for Ø10 and furthermore evaluate if the content of the projects are structured and designed the right way. Are the projects fx. as NNAS suggests available for variations to fit the students different needs?

The user interface (area 3): Alongside the testing on Ø10 the interface of the platform also needs to be build right. This procedure involves other actors since they users of the primary users of platform are Kultur Ø and the locals. To built it right a co-creation workshop could be initiated. This workshop would have the aim to explore have the users would use the platform, as well as if it enables the right functions.

Solutions to system vulnerability (overall service infrastructure)

As explained earlier some precautions that ensures less vulnerable in the system of actors is needed. These precautions might be that the specific tasks are related to roles rather specific persons or employees. However, to ensure that actors keeps having the competencies to possess these roles, the role still have to be anchored in the specific organizations that the roles belong to. This for example means that if a new coordinator of Kultur Ø is hired instead of the current one, the knowledge about the areas

ressources will not be wasted since her tasks and data about the area is stored in the system, and she will get access to this through an login.

3.4 Deliver

3.4.1 Product report

To communicate the most important findings and highlights from this project, a product report was conducted. The product report is created to be read by a broad audience of readers within different disciplines. This means that it focuses on communicating the key insights and final product in an easy understandable language that can also be understood by readers who don't have knowledge about the service design field. The product reports start by presenting the initial reason for initiating the project, subsequently it will present overall findings and challenges from the field research, then it will present how these challenges were solved and lastly it will present the recommendations for the further work with the project.

The product report can be found in appendix 21.

3.4.2 Presentation

At this point no presentations have been held yet but is planned as a part of the future steps. Since the project involves several stakeholders whom the final result is relevant to, four different presentations would be needed to present it to all of them. These stakeholders are:

- Københavns Kommunes Innovationshus
- Ø10

- Nationalt netværk af Skoletjenester (NNAS)
- Kultur Ø

They all contribute to the project in different ways and gain different value from the project. To sum up; Innovationshuset gains new ideas for innovations in the municipality, Ø10 gains solutions on integrating the school into the local area and how to collaborate with locals, NNAS gains ideas for improvement of integrating 'Åben Skole' locally and finally and Kultur Ø gains access to the future users of the culture house with the purpose of getting insights into the wants and needs of these.

Innovationshuset and Ø10 are already involved and are collaborating, while NNAS and Kultur Ø has to be offered being a part of the project. This means that two types of presentations need to be held. The first is an presentation for Innovationshuset and Ø10, handing over the final results of the project and a discussion of how they can use the findings. The second presentation might be more like a sales presentation, selling the concept to NNAS in order for them own and run the service. Furthermore, the concept should be sold to Kultur Ø, to make them possess the main role as the coordinator in the system. These sales presentations should emphasize on what Kultur Ø and NNAS gain from it.

3.5 CONCLUSION ON CASE

3.5 Conclusion on case

The case started out exploring how a meeting between the students and the local residents of outer Østerbro might take place in order to break down the prejudices about one another and build up the students respect towards the area. The research was divided into 3 research areas to ensure that all aspects of the enquiry was explored. They were hereby visualized in a 'service map' to map out all design decision made during the research. The research questions were:

1. How might the meeting between the students and the residents of the area take place? What is the needs of the implicated parts?
2. How might the meetings be facilitated?
3. How might the service system be designed to help the facilitators facilitate these meetings?

The research showed that the meetings needed to take place during the lectures in order to motivate the students to participate and set an agenda for the meeting. Furthermore, the teachers had a wish to present a more practical dimension of the education to the students, in order to make them learn better. Moreover, to present them for possible future educational paths. Especially the field of craft and construction was highly desired among both students and teachers. Nonetheless Ø10 does not have the facilities, nor the competencies to act out these types of projects and furthermore they do not know where to find external resources that might be able to execute the projects.

These findings combined with a desire to integrate the school into the local area, lead to a decision of exploring if the meeting could be educational collaborations with local external stakeholders within craft and construction.

Therefor an investigation of stakeholders in the local area that had ressources within craft and construction was initiated. Trying to locate these local stakeholders it was found to be rather difficult. The local stakeholders that were found were mainly shops and stores that were physically visible in the townscape or communicated through websites. These findings lead to a reflection about relevance; Will the locals communicate their expertise if there is no aim, fx. a request for their expertise? The answer was no.

This crucial insight led to a turning point in the approach of the project. From trying to investigate how Ø10 could collaborate with the local craft and construction ressources, it now lead to an investigation of how the locals could be encouraged and motivated to collaborate with Ø10. Ø10's current and former collaborations were identified and examined, to understand how current collaborators experience the collaborations with the school. Furthermore, it was examined how Ø10 experience the collaborations with locas in order to find out how the locals needed to approach Ø10 when offering a collaboration. The examination revealed several critical points but furthermore also successful experiences. The key crucial points that led the projects to fail was limited time and resources among the staff of Ø. This requires the projects to be of high and direct relevance for the teachers to agree

investing time in the projects. The projects that were offered by external stakeholders were often open and unconcrete, in order enable Ø10 to co-create it for their own needs. This is a too time consuming and difficult process for the teachers. This also leads Ø10 to expect that the external part invests a lot of resources into the project. The problem about this expectation was that most locals within craft and construction did not have the motivation to carry out that big workload.

On the contrary side, some crucial factors for the projects to succeed was found. The projects that often succeed is the ones that are fully designed and planned by an external stakeholder, matching the educational requirements as well as goes directly into the teachers' agenda.

The research showed that since nor Ø10 or the locals had the time or motivation to carry the workload of the project, an external local coordinator was needed to match up Ø10 and the locals, and furthermore plan the projects. This coordinator needs to have a strong motivation to carry out that big a workload. The stakeholder who was found suitable for this role was a former collaborator of Ø10 who works on promoting cultural experiences in the local area; Kultur Ø. Kultur Ø gains a great value in this role, by getting insights into their users needs. This goes directly into their agenda of designing the facilities in the newly build culture house right next to the school. By doing projects with and for the student they will get an understanding of what is relevant to build in the new culture house in order for the students to use it. Furthermore, Kultur Ø contributes with great value to the system since they have access to resources that Ø10 normally does not have.

After having identified the actors to participate in the system a representation of how they needed to be organized was made. The

systems representation shows how the coordinator has a crucial role in the system by obtaining the needs of Ø10, designing a project based on these needs and communicating the needs to locals by requesting the expertise needed in these projects. To make the locals motivated to participate in the system another interaction was designed. This interaction enabled the locals to search resources they lack to realize their projects. This could be participants, economy or facilities or tools.

The organization of actors hereby ended out requesting two processes; the coordinator searching for local expertise for projects designed based on Ø10's needs and locals searching for physical resources for their projects. The two interactions were decided to take place in a digital platform in order to enable easy access for both parts. Based on the stakeholders' map 3 local user groups and 1 administrative user was identified. Based on these needs of these user groups this thesis gives some suggestions on what functions the platform might enable. However, these suggestions might be reevaluated in the next steps of the project. The next steps of the project have to focus on the locals needs by seeing it from a new perspective, hence the local users. This report discusses the importance of testing if the right *it* has been designed yet. This means testing with users if a platform is the right solution and furthermore testing if the outcome the system produces fulfills the needs of Ø10. Lastly Nationalt Netværk af Skoletjenester is suggested as the owner of the service, this decision also needed further evaluation.

So, what has actually been designed during this project, if the next steps of the development aim to find out how to design the right service and design it right? The answer is that I have designed the

solution for an organization of actors in a system to provide value for Ø10 and kultur Ø, the architecture. This architecture activates the hidden local resources by offering a coordinator to match up Ø10 and locals by requesting expertise among the locals in exchange for physical resources.

Furthermore, a set of recommendations has been designed in order to show how the service would look like to support the needs of Ø10 and Kultur. The next steps of the project needs explore how it can provide value for the locals as well and how the service should be designed to support the needs and processes of the locals.

4. REFLECTIONS

4. Reflections

4.1 Reflections on the design process

Scoping

Reflecting upon the design process in this thesis, it is clear to see that one part of the process has been very dominant and has influenced how the rest of the project was solved and experienced. This was the process of scoping the project in order to find out what specific challenge to solve with service design. This part turned out to be a rather complex and time-consuming process. Even though I was delivered a case challenge by Innovationshuset, it came without a clear project scope or design brief that would make it suitable to apply service design to. On the positive side this enabled a high influence on the format of the solution because there were no expectations for a specific solution. On the other hand, the undefined project scope caused a lot of confusion about what to explore and furthermore it caused the exploration phase to be quite time consuming because everything within the field needed to be explored.

When Innovationshuset were looking for students to take on the project, they were not looking for any specific professions of master student to solve the challenge. This meant that the challenge was scoped in a way that was rather open, because it had to be suitable for all kind of professions to solve. This also meant that there were no clear expectations of the outcome, When I was accepted for the project I took on the “glasses” of a designer and tried to frame the

challenge to be suitable for the application of the service design approach. However, the frustrations that I had during my process lead to a reflection about if the challenge provided by Innovationshuset at all were suitable to be solved with service design? And if it was, did i scope it right?

This reflection section will focus on how I scoped the challenge in the project and how it has influenced the process and solution of the project.

To reflect upon if challenge were suitable and if I scoped it right, I turned to the “Design project scoping guide” written by Thomas Both. He gives a brief guide of how to choose, frame and communicate your design challenge. He suggests that design should be used for human subjective challenges: *“Use design for human, subjective challenges. A human-centered design approach helps you excel in understanding how people think and act and use that understanding to bring new clarity to the challenge by reframing it. The value of this is only relevant in problems that have to do with people. These problems are inherently subjective”* (Both, 2016).

Looking at the initial format of this challenge formulated by Innovationshuset, it revolved around the students’ behaviour and the way it was perceived by the local residents of the area. This means that the challenge had to do with people and how they experience a certain subject. This also means seeing it from Both’s

(2016) perspective that the challenge was suitable to be solved with a human centered approach, because this design approach was able to help me understand the true nature of peoples' experiences. This shows that service design was relevant to use on the initial challenge, but then how come did I experience these frustrations during the design process?

Both (2016) stresses that design projects have different levels of complexity. This complexity is determined based on the challenge that you try to solve. In general, it is easier to solve a project for optimization rather than exploration. This means that a project for optimization may be a part of a bigger project but has a narrower design focus that will more likely to also benefit larger project that it is a part of. A project for exploration often tend to operate on a system-level and have a high level of abstraction and complexity which often is more difficult to solve than projects for optimization. Furthermore, he stresses the importances of choosing a project that focuses on the end users. Designing "something for others to help other" often raises the complexity level. By focusing on the end users, even though your direct customer is not the end users, might make the design process less complex and make the project more manageable (Both, 2016).

Reflecting upon these advices it becomes clear why my challenge at times seemed rather complex, unmanageable and hard to navigate in. In the light of both (2016) analysis this project started out as a project for exploration, since it was not a part of a bigger project nor was the scope of the challenge narrow enough to be solved with a single event or service. The challenge demanded several methods, new strategy and complex representations to be

investigated, solved and communicated, which Both (2016) point to be a project for exploration.

This might also explain why it needed to be scoped 3 times, to match the projects feasibility to the timeframe. After the 3rd scope, hence the 3rd problem statement it can be argued, that the project was scoped into a 'project for optimization'. However, this optimization were for another end-users and project owner than in the first scope. After the 3rd scope the project tries to optimize the collaboration process between Ø10 and the stakeholders within craft and construction in the local community, by motivating the locals to create the projects. This process of the school collaborating with external stakeholders already exist but is now changed by trying out a new approach for collaboration. The project is scoped from having Ø10 as the end-users to having the locals as the end-users. This late shift in the perspective of the project, meant that end-users were not determined and focused on before the third scope, which cased that the end-users are not yet explored due to the limitations of the time frame.

This also meant that both the challenge and solution space during the first and second scope was quite open. The advantages of this were that it encouraged an open mindset towards exploring important insights and issues and allowed the project to go in many different directions. However, this broadly scoped design challenge made the boundaries for what to explore quite blurry. In the beginning it felt like I investigated 'everything' just in order to make sure, that I would not miss out on something. This also left me with a feeling of not knowing what to use the insights for and furthermore which were important for the project and which were not. This resulted in superficial knowledge about many aspects of the

problem, but not a deep on the understanding of one aspects of the problem.

Dividing the challenge into three research areas, helped provide structure to the complexible but also called for a great use of resources and time.

Both (2016) suggests the following when scoping your design challenge *“A narrow framing of the challenge space (the playing field) is usually desirable, if done without dictating the solution or need. A narrow framing makes the project actionable and allows the team to deeply understand one aspect of people’s lives. This may be counter-intuitive: powerful insights result from constraining the project space. The trick is to have an open mindset on that narrow area (and allow yourself to break the constraint if you find a fruitful opportunity outside of the original framing.”*

Even though he suggests that it might be fruitful to have a narrow framing and an open mind, it can be discussed whether the narrower design scope would have let on this adventure leading to design opportunities far away from the original design scope. From helping out students and local get a better relationship to making a service for better educational collaborations between Ø10 and locals. Would I have been able to think this much “out of the box” if I had scoped a narrower design challenge in the first iterations of the scoping? Maybe or maybe not. In this project it seemed like the continuous scoping of the challenge was necessary, in order to gain fruitful informations from the previous iteration and hereby guide the direction of the design process.

To answer what was asked earlier: Did I scope the challenge the right way? Objectively there might not be a ‘yes’ or ‘no’ answer to this question, since it depends on how trained a designer you are compared with the time frame of the project and what you want the project to focus on.

In general, a narrow scope enables better focus of the project and makes it easier to manage, however it might limit the exploration- and solution space, if the designer is not able to keep an open mind. A broader scope might enable a wider range of discoveries and project possibilities; however, it also leads to a high level of complexity in the project that can be time consuming and difficult to manage (Both, 2016 p. 6).

Taking Both’s (2016) guidance into consideration it might be understood that I did not scope the challenge right, at least in the sense that the project scope was not fitted to my ressources and time schedule; being one person having a time frame of initially only four months might not be enough for an explorative project. In order to limit both the fuzzy frames of the research and the time- and resource consumption I might have chosen a narrower scoping of the challenge in the initial stage and solely be open to other opportunities outside the project scope when researching. However, the broad design scope also provided the project with possibilities that I would never have been discovered if the challenge had not gone through an iterative scoping process.

Summarizing these considerations, they point towards ‘scoping’ as a process that should take time-, resources- and competencies of the project into consideration when selecting, framing and communicating the challenge of a design project.

A narrow scope of the challenge, will give bounds to the exploration area and make it more manageable and less time consuming to solve the problem. However, it is important to have an open solution space, in order to not dictate or assume what the right solution might be.

A broad scope makes room for exploration and is open towards many types of solution, nevertheless this can make it difficult to understand what to explore, making the exploration phase time consuming and complex when trying to explore and identify all types of processes.

4.2 Reflections on the collaborative process

The broad scoping of the design challenge did not only cause difficulties when exploring the field, they also occurred when collaborating with both Innovationshuset, Ø10 and furthermore when reaching out to new interesting stakeholders like Kultur Ø and Nationalt Netværk af Skoletjenester.

As described in the beginning of this thesis, Innovationshuset role besides facilitating the contact between me and Ø10, also was to contribute with guidance for the design process by providing suggestions for methods and tools. However, I found it really hard to use them and ask for advices. First of all because I was not physically located the same place as them, which created both a mental and physical barrier. Second of all I found it hard because I was so confused and unclear about the frames and content of my own project, that I found it hard to know what to approach them with. I was not able to ask anything concrete and show anything concrete, before very late in the project. This was during July, and Innovationshuset was closed all through July. The broad scope caused that I did not get to use all resources that were available and thereby get the full potential out of the collaboration with Innovationshuset.

The broad scope did not only affect the way I collaborated with Innovationshuset, but also the way I approached the case study of Ø10. As explained earlier I did not know especially what I was

investigating in the initial phase. This required the field research to consist of several iterations (visits), meaning that each visit at the school provided me with new insights to be explored in the next visit. However, this also caused that it was hard to plan the visits and furthermore I had to visit the school with a very short notice in order to fit it into my time schedule. Luckily this was manageable due to the fact that Ø10 operates in a very flexible everyday life and the students are easy available during the breaks. However, planning the workshops was critical, since I quite late found out that I also needed to do a workshop with the student. Luckily Ø10 also this time were flexible and managed to fit it in. However, this might be a problem, if the collaboration is done with a less flexible company or organization, then I would not have been able to gain the required insights within the certain time frame.

This reflection shows that working in iterations might be a valuable in order be open towards what and whom you are designing for. However, it restricts that planning of the investigation, because you do not know what to investigate before you have done previous iteration of the investigation.

The broad scope enabled exploration of stakeholders outside Ø10 whom the case initial revolved around. “Out there” especially two relevant stakeholders were found; Kultur Ø and NNAS. When reaching out to them it was quite blurry what the aim of interviewing them was besides the fact that it was in relation to my master thesis on enhancing Ø10’s collaboration with locals in the local community. Furthermore, that that they somehow were related. But specifically, how they were able to contribute to project, was not clear, neither for them nor for me. Find the email correspondences in appendix 15 and 16.

The interview with both Ø10 and Kultur Ø had a quite unstructured format, which lead them to dictate what to talk about more than me as the researcher taking the controle. The advantage of this approach was that in gave some insights into areas that I had not thought about asking, which lead to new perspectives that I had not seen being possible before. The disadvantage was that it was difficult for NNAS to understand what I wanted to gain from the interview and how they could contribute appropriately. The broad scope at this stage of the process also made it hard for me to be specific about how they could contribute and what the specific aim. Which might have looked like that I asked questions randomly.

When doing a kvalitative interview Kvale & Brinkmann (2014) outlines seven phases that the researcher must turn to in order to gain the best and most valid outcome of the interview. The first phase is called “thematization” and revolves around formulating the aim of doing the research as well as clarifying and understanding the theme you are exploring (Kvale & Brinkmann, 2014 p. 157). This is a crucial part of the research process because this is where you determine which methods is most suitable to be used to examine the specific subjects (Kvale & Brinkmann, 2014 p. 158).

Reflecting upon the interview situations it becomes clear that the broad scope disabled me to define a clear aim and theme for interviews, which resulted that I used the interviews for a rather explorative purpose to open up for new opportunities. According the to Kvale and Brinkmann (2014), it may be considered if the interview was the right format for this.

Seen from a co-creative design perspective a larger scope is needed in order to open up the opportunity space when designing

for people’s needs (Sanders & Stappers, 2008, p. 10). As Sanders & Stappers (2008) states: “*The opportunities are open-ended and are not necessarily directed towards product or service manifestations*” (Sanders and Stappers p. 11). Seen from this perspective having defined the aim and subject to explore, I might never have had the chance to explore new opportunities and challenges outside the research area.

4.3. Reflection upon the role of the service designer in this case

As explained earlier the development of this case was divided into 3 research areas (see figure 6). This section will reflect upon how these areas affects the role and tasks of the service designer in value-creation process. The first circle represents the design of the interaction, the second circle the design of the facilitation to support the interaction and lastly the third circle represent the design of the service system to support the facilitation of the interaction.

Looking at the first research area that describes the interaction. The interaction in this case is a meeting and is where the value proposed during the service are supposed to exploited.

This means that this is where the projects that are arranged by Kultur Ø through the platform and facilitated by the locals and teachers needs to take place. However, the 'value' (breaking down prejudice) of all of these processes will first be produced when the students and locals meet each other. This points towards that the 'users' becomes the ones who defines and co-create the value, which means that in this domain the designer has no control over how value is being produced.

Reflecting upon this, some questions emerged: 'But does it mean that a service designer cannot actually design an interaction? And what does it mean for the designer's role and activity in the project if it is not possible to actually design the interaction?

Looking at this in the perspective of the service dominant logic that was introduced by (Vargo and Lusch, 2004) it implies that development of services has shifted from a product-centric perspective to a perspective focusing on the interaction between consumers and the service context co-creating the value. Here they describe how designers do not possess the same level of control as they had with products, because the designer cannot deliver value, but only offer value propositions (Vargo and Lusch, 2008).

This means that the meeting in this case has not directly been designed by me as a service designer. I will have no control over what the outcome of the meetings will be because the students and the locals dictate this outcome. This means that the locals and students can be seen as "designers" of meetings and my task as a service designer was rather to design the condition to make these meetings happen.

But how can I as service designer design the conditions for the meeting? Looking at figure 6, research area 2 aims at exploring how the facilitation of the interaction might be designed. The stakeholders of the interaction were found to be the teachers and the locals, meaning that they can be seen as the 'designers of the framework for the meeting'. They are the ones to make sure that projects are facilitated in a way the enables the participants (student and locals) to create value. They become the 'expert designers' of their field, thus the teachers using didactic competencies to teach and the locals providing their expertise knowledge within craft and construction. This way they make sure that the surrounding for the meetings are facilitated to motivate the student and locals and thereby make them meet and get to know each other in order to break down prejudice against one another.

But what role does the service designer have in this area then, if the locals and the teachers are the expert designers? The locals and teachers can only design the frameworks and provide the value to the diffuse design if they are able to find each other and coordinate the projects. This is where the service designer/I come in. The service designer will be able to create value for the facilitators by providing an overview and a tool/infrastructure to coordinate the meetings. This means that the service designer becomes the designer of the infrastructure that supports the teachers in designing the framework for the projects, that hereby supports the locals and students co-creating the best possible meeting. However, it was still needed for me as service designer to dig into the other areas in order to understand how the infrastructure/tool needed to be designed to support the other areas and hereby support the final value creation between the students and the locals will happen. As Morelli & de Götzen (2016) states: *“But infrastructuring is also including “a priori” infrastructure activities (selection, design, development and deployment) that generate the ground on which value creation rests. Such ground may consist of digital platforms, physical spaces, public innovation spaces, information and logistic services (Manzini 2015) that support an on-going alignment between contexts, cultures, attitudes and routines.”* This explains why all the research areas has been investigated by *me as the service designer, in order to know how to organize the stakeholder to create value and in order to develop a suitable tool to support these processes.*

Like in this case Manzini (2015) also suggests that the value-creating process can be divided into three levels “the interaction” or “value-in-use”, the “level of infrastructures and

support” and “level of governance”. He states that we should talk about “diffuse design” when pointing at the interaction where the value is being produced, in this case this would be the meeting between local and the students. He states that diffused design is created by “non experts” using their natural instinct to design. By contrast we should talk about expert design when talking about the infrastructure to support the co-creation process. This requires trained designers, who are able to operate professionally (Manzini, 2015 p. 37). Relating this case to the these three suggested levels, it can be understood that the meeting between the students and locals are the “diffuse design” and both the facilitation of the meeting and the infrastructure to support facilitation are the “expert design”. Because as explained earlier in this reflection, the teachers and locals become the experts of their own knowledge, and hereby the experts on designing the best outcome. However, the need to be supported to design the best outcome. To produce the best outcome, they need a tool to coordinate and co-create the meetings. However, they are not the experts in creating a collaboration tool, the service designer is, which make me the expert designer of the infrastructure to support facilitation. And the teachers and locals the expert designers of the facilitation. This means that according to Manzini (2015) this project only operates in the first two levels; the ‘diffuse design’ and ‘expert design’. Or does it? Reflecting upon the last part of the process adding Nationalt netværk af Skoletjenester as a service owner, the project might add a third level of governance. Nationalt Netværk af Skoletjenester are able to support the platform and the coordinator of the collaborations, Kultur Ø, in providing the school with access to qualitative projects according to what is required by the ministry of education. This way it creates potentials for scalability of the

platform, by creating guidelines and general requirements for the platform in order to add the concept to other schools and local communities.

5. CONCLUSION

5. Conclusion

Summarizing the considerations from the 'reflections section' scoping revolves around the practice of selecting, framing, and communicating the intentions of a design project (Both, 2016). The learnings from this thesis project points towards scoping as a process that should take time-, resources- and competencies of the specific design team into consideration when selecting, framing and communicating a challenge for a project.

A narrow scope of the challenge, will give bounds to the exploration area and make it more manageable and less time consuming to solve. However, it is important to have an open solution space, in order to not dictate or assume what the right solution might be. A broad scope makes room for exploration and is open towards many types of solution, nevertheless it can make it difficult for the design team to understand what to explore, which makes the exploration phase time consuming and complex when trying to explore and identify all types of processes.

Furthermore, the project of this thesis went through three scoping iterations, from having a broad scope to a narrower scope. Since the third more narrow scope came late in project according to the time frame of the project, there was not enough time to explore it, which means that the end users have not yet been explored. The initial broad scope did not only challenge me in terms of exploring it also disabled me to get the full potential out the collaborating stakeholders. Particularly because it created a barrier

not having a specific focus and hereby knowing what help I needed from the collaborating parts. Furthermore, having a broad scope is rather time- and resource consuming when doing field research, which requires continuous and spontaneous access to the field you are investigating. This might be difficult in cases that requires a company to set time aside when giving you access.

Furthermore, new stakeholders were contacted with a rather open-ended approach, that lead to uncertainty about how they were able to contribute to the project, both for me and them. Nonetheless these unstructured interviews opened up for new opportunities and insight which lead to a crucial direction of the project. It can be considered if qualitative interviews are the right method to use when looking for a new exploration.

Not only did the project reflect upon scoping of the challenge but also on the role of the service designer in this case. It was reflected upon was how the role of the designer in the 3 research areas affected the value creation and design activities. It was found that the primary value is first created when the meeting between students and the locals that place, make them the designers of the meetings, leaving the service designer in a position where it has no control of the outcome. This questioned what the service designer actually was the designer of? It was found that the service designer cannot design the meetings and hereby the value, this is the task of the two implicated part. However, the service designer can design

the circumstances and environments to make the meetings take in the best possible way to encourage value creation. In this case this was done by placing the locals and teachers as the designers of the framework for the facilitations and adding a local coordinator to design the coordination between the parts and furthermore a platform to support the coordination. This leaves the service designer in a position of becoming the designer of the infrastructure. Furthermore, the case was put into the perspective of Manzini's (2015) three levels. Here it was found that the case only operates in two of three levels, however the case moves towards the third level by presenting 'Nationalt netværk af Skoletjenester' as a service provider in the part. These service providers might push forward the realization of scalability in that sense that they can help implement general governmental requirements into the concept.

To answer the research question it is found that service designers cannot design interactions, unless they are part of the interaction themselves, however they can design the circumstances to support the interactions. This is done by designing the infrastructure of the value-creation processes.

This means that I as a service designer in this case were able to support the value-creation process between the locals and the locally based learning environments by designing how the teachers and locals support should be organized in order to create the best possible frames for the meetings. Furthermore I as a service designer were able to support the value co-creation process

between the locals, Kultur Ø and the teachers, by designing a platform tool for intermediation of needs.

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7. APPENDIX

Appendix 1: Research catalog for research area 1

Question			
Method			
What is the students interest? What do they do in their spare time?	How do the students want to be perceived by others?	What do the students want to achieve from taking the 10th grade?	How do they interact with each other? How do they interact with people they don't know?
Collage	Directed storytelling	Interview	Mobile ethnography
Which facilities do the student wish the school to have?	What are the needs for the breaks? What do they to do during the breaks?	How and where do the students prefer to do school work?	How do the students experience different types of teaching?
Event + Interview	Workshop exercise + Interview + Observation	Card Sorting + Generative research	Card sorting + observation of workshop
How do the students perceive the locals of the area? And what are their motivation for interacting with them?			
Semantic Differentials + Workshop exercise.			

Appendix 2: Research catalog for research area 2

Question	Method				
Why did the teachers choose to educate in the 10th grade?	Interviews	What motivates the teachers when teaching?	Interview	What mindset do the teachers have?	Workshop
What type of interactions are these current ones? How are they facilitated and planned?	User Journey map	What are the experiences from the current interactions with external stakeholders?	Interviews with lead + teachers	How do the teachers plan their teaching?	Desk research (teacher plans) & Workshop
Which external stakeholders do they see a potential in interacting with og how?	Workshop	What current interactions does the school have with external stakeholders? Any local?	Interviews		

Appendix 3: *Elito method*

(Martin & Hanington, 2012 p. 70-71)

Nr.	Observation	Judgement	Value	Concept/Sketch	Key metaphor
	Students needs				
1	The students are chaotic and unstructured and have a hard time concentrating (workshop with students)	The students need controlled and structured activities and needs help til stay focused during the school activities	The facilitator of the meeting should be able to set a structure for the activity as well as controlling and motivating the students to stay focused	Both the lead, the teachers and the locals needs to facilitate the meeting providing different skills.	Students reality
2	The students frequently asks why they need to do the workshop/tasks and what the purpose it	The students needs to see a relevans in the activities they are doing	Facilitator that is able to communicate the relevans to the students Insight into the what the students find relevant	The teachers needs to be a part of the meeting because they know what and how to communicate what the students find relevant.	Student relevans
3	The students were very active and motivated during the directed storytelling exercise and the interview exercise.	Shows that visual representations and physical activities somehow trigger their motivation.	The content of the meetings can appeal to students motivation by containing visual and physical elements	The meetings can be projects that enable building and designing physical products, painting houses and more practical activities.	Students motivation

4	The students participated in the workshop because “they had to”.	The students feel obligated to be there because it is a part of the lectures.	They need to feel obligated to go.	Meetings needs to be arranged as a part of the lectures.	Students preferred ‘meeting’ time
5	The students acted very polite towards me (who they don’t know) during the workshop, when the teachers were around. Experience a rather negative attitude towards teachers.	Accept of unknown people if they provide and agenda and are accompanied by the teachers (accepted through them)	Understanding of the behaviour towards new people; when and who do they accept and respect people.	The content of the meetings should be facilitated by the local, but the meeting should be accompanied by the teachers to set the pedagogic frames.	Meeting facilitators
6	The students do not find it difficult to approach people if they have a specific aim or goal	The student might in general not mind interacting with locals	“approval” that the students can and will interact with locals		Ability to meet new people
7	The students preferred activities during the break are eating, smoking and relaxing	They might be occupied by doing other things than meeting with locals during the breaks	Meetings should not take place during the breaks	Meetings need to take place during the lectures. The meeting can be an educational collaboration between the school and locals resources.	Students preferred ‘meeting’ time 2
8	The students prefer to get taught in the subjects ‘ sport and movement ’, they want to be taught in ‘ physical and practical way ’ and they wish to have the education in the ‘ theatre/cinema ’ and in ‘ gardens ’.	Provides an understanding of what subjects, types of teaching motivates the students and where they would be motivated to be taught.	The students needs for education are is an a physical and practical way and is located other placed and facilitated other places than in traditional classroom	The meetings should combine educational activities with dimensions of ‘sport and movement’ and incorporate other locations than the classroom.	Students learning preferences

9	The students feel that they have learned something if they can 'do' something and not only 'know' something.	The students need more practical activities during the lectures to learn better	The meetings should support the implementation of more practical activities in the education	The students should be able to produce something.	Learnings methods
10	The students perception of going to school is that it is boring because it is the same everyday.	The students needs more diversity during the school days.	Understanding of what the meetings might provide of value.	The meetings should be a positive sidekick to the everyday school life - Should have diverse contents and agendas.	Students perception of going to school
	Teachers needs				
11	The one subject that were found to be the most desirable for the teachers were " Construction and Crafts ".	The teachers see a relevance for the students learning to be taught within the subjects "construction and crafts".	The themes for the meetings should support activities within 'crafts and construction'	The school needs to collaborate with ressources that has an expertise in crafts and construction	Themes for the meetings
12	The teachers typically chose the subjects that teach and are specialized in.			The meetings should be arranged within different varieties. + Teachers should be responsible for projects that relates to their subjects.	
13	All the teachers wished for a more practical and physical dimension of the subjects,	The teachers see a didactic and educational need for the students to learn through practical activities.	Approval that if the meetings will revolve around practical activities it will also support the students educational goals.	External projects outside the school with a practical agenda. Fx. building a shed or renovating ect.	Educational dimensions

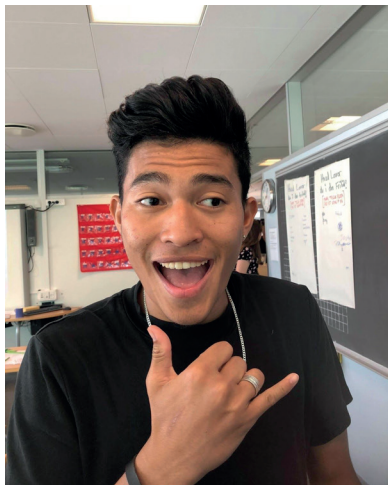
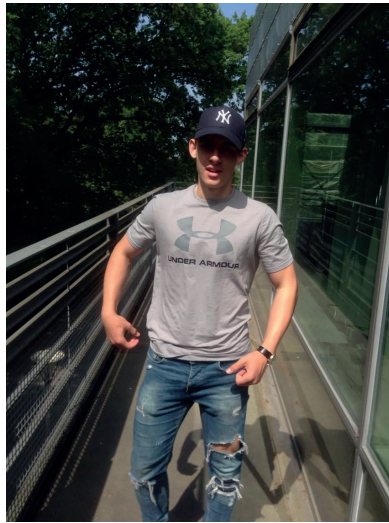
	3. research area				
14	The teachers are subject to a requirement of teaching and guiding the students in relation to finding their educational path and presenting different educational and processional possibilities for them.		The meetings should present the students for educational and career paths. Teachers makes sure that it reach the educational goals.	External practical projects in collaboration with different professions fx. painter, mason, construction work ect. To try it out.	Educational criterias
15	what motivates them is to see that the students develops.	If they can see the students develop during the meeting, it highly motivates the teachers to facilitate the meetings.	The meetings should support the students educational development by presenting them for different practical career path.	Evaluation on the project before and after	Teachers motivation
16	The teachers have the skills to think about the content of the subjects more than the frames for it. The nature of the teachers are didactic and focus on content that will make the students learn and develop. The leads' knowledge and competences to a greater extend are suited to consider and develop the frames			The lead or the service should provide the frames for the meeting. While the teachers can contribute with the didactic content of the meetings.	Teachers mindset and skills
17	The teachers have to follow the guidelines and curriculum from the ministry of education within each subject. Within these frames it is up to		The content of the meetings has to follow the guidelines and curriculum from the ministry of education.	The teachers have to set the frames for the content of the meeting. Needs to communicate in the local language	

	each teacher how to reach these goals.			what they need in specific periods of the education according to the curriculum. For example "Want to build something in wood".	
18	The beginning and end of the school year involves a lot of planning. These are the overall frames (yearly plan, teachers and students schedules), but also evaluation and planning for next year in the end. These planning process all staff members are involved in. The didactic content of each subjects is planned during the year by the individual teacher.		The planning of the frames/ unspecific meetings should be done in the beginning of the school year. The contents of the meetings can be planned throughout the school year.	A calendar that shows when the school is available for collaborations.	
	Existing interactions				
19	The primary school reform states that the school is subject to a requirement of opening up to the local community by collaborating with external stakeholders				
20	Currently their primary collaborations are regional and not locally based.		The meetings create value and differentiate if it is locally based.	Meetings should be locally based	
21	Teachers talk positively about the education fair "Uddannelseskaravanen". What			Practical project involving handcrafted subject	

	they especially emphasize on is the students possibility to try out practical exercise that relates to handcrafted subjects			will be valuable for the students.	
	One of the more succesful collaboration was with the artist funded by Kultur Ø, due to the fact that he was the initiator of the project and he invited the school to participate. Furthermore they were able to benefit from each others ressources.				
22	t idéas often are not completed if the school have to reach out to external stakeholders themselves, this i caused by the fact that they don't know what is "out there" and they do not have an overview to turn to (REFERENCE, tid og sted i lydfil). Furthermore it is hard to understand how to reach and use the external resources that the area contains				
23	It is hard for the school to set the frames for what the collaborations might be. And understand how they can use the local stakeholders:				

	<ul style="list-style-type: none"> - How to reach them - What is our need? - How can use them? 				
	The school explain the collaboration offered by 'Åben Skole' as easy, since it is very simple and concrete and is initiated by someone else and they just have to say 'Yes'.				

Appendix 4: Workshop with student: Results from experiment 3 - Student interaction.



APPENDIX 5: Results from research area 1: The students needs

Question

Answer

Research methods catalog

STUDENTS NEEDS

Exercise 1 What is the students interests? What do they do in their spare time?	Exercise 2 How do the students want to be perceived by others?
<p>Collage</p> <p>The students were told to write and draw on poster answering the question: "What do you do in your spare time?"</p> <p>Results:</p> <ul style="list-style-type: none">- Fortnite- Drawing- Soccer- FitnessDK- Playstation	<p>Directed storytelling</p> <p>32 pictures of different archetypes (famous and unfamous) were mounted on the wall (see appendix 3). (see appendix They were now told to choose 1-2 persons of those they could identify themselves the most with and explain why.</p> <p>Student answers:</p> <ul style="list-style-type: none">- 21 + 22 ("Jeg er selv en fodboldspiller og jeg kan godt lide at træne")- 29 ("Hvordi jeg kan mere reletere til den person")

- Fitness
- Scout
- Trampolin
- Friends
- Handball/netflix
- Soccer
- Weightlifting/fitness
- Sleeping
- Soccer
- Soccer
- Fitness
- Penis

- 21 - 29 ("Jeg ser mig selv som en sarkasisk person og så kan jeg lide at spille fodbold")
- 17 (han er AWESOME)
- 12 + 6 (Fordi jeg kan relatere mig til hans sange (6) jeg synes selv jeg tænker ud af boksen (12)).
- 12 + 18 (12 = 112 IQ, IQ=han ligner mig)
- 26 + 32 (fordi minder om mig selv)
- 21 + 22 + 29 (21 fordi jeg elsker fodbold. 22 fordi jeg træner meget i fitness. 29 fordi jeg elsker jokes).
- 26 + 19 (fordi jeg vil leve min drøm ud og blive pro trampolinespringer)
- 6 + 10 (fordi de personer beskriver mig bedst)
- 12 + 8 + 22 (12, because I like to think I'm smart. 8 because 150 rock block gang gang on the block. 22. Swole is the Goal!!!)
- 3 (Medier og dreng).

Results:

Archetype 1:

Archetype 2:

Archetype 3: 1

Archetype 4:

Archetype 5:

Archetype 6: 1

Archetype 7:

Archetype 8: 2

Archetype 9:

Archetype 10: 1

Archetype 11:

	Archetype 12: 3 Archetype 13: Archetype 14: Archetype 15: Archetype 16: Archetype 17: 1 Archetype 18: Archetype 19: Archetype 20: Archetype 21: 3 Archetype 22: 5 Archetype 23: Archetype 24: Archetype 25: Archetype 26: 2 Archetype 27: Archetype 28: Archetype 29: 4 Archetype 30: Archetype 31: Archetype 32: 1
What do the students want to get out of taking the 10th grade?	Exercise 3 How do they interact with each other? How do they interact with people they don't know?
Interview	Mobile/Design ethnography

Results:

Silje, Klara, Andrea, Anneline, Michelle:

- Extra year to focus on interest
- Needed an extra year to think about things and the future
- Was always the youngest in my class and I think I am also the youngest in this school, so I did not feel ready to take the gymnasium and also I had some troubles with exam anxiety so I thought it might be nice with a year with less pressure.
- At my old school it often experienced people competing about their grades, and if you did not get 12 as a grade, everyone was thinking that it was not good enough. And now I just wanted to try a school where I can get a grade without it too much focused on.
- At my old school the educational level was really high, which meant that I did not get the grades I wanted, making me feel like I was not good enough. At this school I have good a lot of grades of 10 and 12, making me like I am smart enough and that I can do it.
- The 10th grades has a rumour that people who joins the 10th grades is only those who were not ready for an education and has a low grade point average from the primary school. People often ask me what I am doing here when I tell them my grades from primary school. But there are other reasons to join the 10th grade.
- I often say that I am in the 10th grade but not because of the grades.

Results:

The students were told to go in groups of 2-3 persons and take a picture of each other. It was up to them how they would pose in the picture, where it was taken and which background it had. This showed how they would interact and collaborate with each other when being given a task in a group (appendix ???).

Yousef, Haddi:	
Malou, Sandra, Melissa og Amalie:	
Anna, Rimsha, Marwa:	

Which facilities would the student wish the school to have?	Exercise 6 What are their needs for breaks? What do they want to do during the breaks?
Event + Interview	Workshop exercise + Interview + Observation Results: Workshop exercise: The students told to answer the question: "What do you prefer to do during the breaks? It does not have to be realistic?" and write their answers on a post-it: <ul style="list-style-type: none"> - Just Dance, Sleeping, The school gives food and water for the students - Everyone plays fortnite, naptime, just dance

	<ul style="list-style-type: none"> - Activity committee (competitions) - Events - The school gives food - Trampoline and a pool near the school - Go home, free food, Just dance - Sleep in a sleeping in school - Cantine - Relax - Smoke <p>Interview</p> <p>Observation</p>
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Exercise 4 How og where do the students prefer to do school work?	How do the students experience different types of teaching?
Card Sorting / Generative research The students were told to answer 3 questions during the workshop. <ul style="list-style-type: none"> - Which subjects do you prefer to get teached in? - How do you most like to get tuition? - Where would most want to get tuition? 	Observation during workshop: Results: To explore the needs and wants of the students a workshop with small experiments was initiated. The workshop both had the aim to explore the questions in this research catalog but also to observe how the students react to other educational activities than they

<p>They were now told to choose 1-2 answers from 10 predefined subjects (which), 10 predefined medias (how) and 10 predefined places (where). And write it on a post-it.</p> <p>Results Subjects (Pink): Nutrition and cooking: 1 Sport and movement: 5 Technology and IT: 1 Body and health: 1 Design and crafts: 2 Psychology, pedagogy, philosophy and people: 2 Construction and crafts: 1 Agriculture and gardening: 0 Culture: 0 Music and events: 0</p> <p><i>The number indicates how many recipients choose that specific option.</i></p> <p>Results: How do you most like to get tuition? (orange)</p> <p>The students answers:</p> <ul style="list-style-type: none"> - Physically + Classroom lectures - Practical internship (Erhvervspraktik) + Practical - Practically + Group work - Physically + Group work - Physically - Digitally 	<p>are used to as well as how they experience, interact and behave during a workshop performed by a person they don't.</p> <p>The main insights that was found during the workshop was that students needed structure, control and purpose of the workshop. A lot of the students disappeared/left during the workshop. Some of the students sad that they saw it as a "relaxation class" because they did not feel that it had something to do their currents subjects. Even so the students did not refuse to do the exercises and managed to complete all exercises (except for the ones who left).</p> <p>The students were very active and interested in especially two exercises, the directed storytelling exercise and they interview exercise. This might show that visual representations and physical activities somehow trigger their motivation.</p> <p>Lastly I as facilitator experienced the session a little chaotic and at times hard to control and motivate the students, even so the workshop was succeeded and produced a lot of data, which also shows that this is just the reality to work in and might not be seen as a failure.</p>
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- Practically + Physically
- Digitally + Group work

Count results:

Digitally: 2

Physically: 4

Practically: 3

Classroom lectures: 1

Projects outside the school: 0

Guest lectures: 0

Group work: 3

Presentations: 0

Projects on the school: 0

Practical internship (Erhvervspraktik): 1

Theoretically: 0

Workshop: 0

Excursions: 0

Where would you most want to get tuition? (yellow):

Students answers:

- Museums
- In a classroom
- In a garden + Sports hall
- In the cinema or theatre + Sports hall
- In a garden + Cinema or theatre
- In bed + Cinema
- In a classroom

- On the street + in a garden

Count results:

- Outside: 0
- Here at the school: 0
- In museums, libraries and other cultural institutions: 1
- in other schools: 0
- In shops and restaurants: 0
- on construction sites or workshops: 0
- in streets and public spaces: 1
- In a company: 0
- **In the cinema or theatre: 3**
- in your home: 0
- **in a garden: 3**
- in public transport: 0
- in your bed: 0
- in a classroom: 2
- in a sports hall: 2
- in a factory: 0
- in a hotel: 0
- other places: 0

Exercise 5

How do the students perceive the locals of the area? And what are their motivation for interacting with them? How do they feel about

How does locals of the area perceive the students?

interacting with strangers?	
<p>Semantic Differentials</p> <p>Workshop eksperiment:</p> <p>Results:</p> <p>The students were told to go interview a person on the street outside of the school. First they had to formulate a question they wanted to ask and write it on a paper, subsequently they had to write down the persons answer and how they experienced the task.</p> <p>Results:</p> <p>Group 1:</p> <p>1) "What is your dream?" pedagogue</p> <p>2) "Are you fasting?" No</p> <p>3) How many times daily do you eat? 4 times</p> <p>4) What do you do in your spare time? Friends</p> <p>Group 2:</p> <p>1) Do you prefer blondes or brunettes?</p> <p>2) Do you prefer hot or cold?</p>	<p>Interview + showing pictures of students from mobile ethnography (find ud af hvad metoden hedder?)</p> <p>Survey</p>

Answers person 1:	
-------------------	--

- | | |
|---|--|
| <ul style="list-style-type: none">- Blonde- In between | |
|---|--|

Answers person 2:	
-------------------	--

- | | |
|--|--|
| <ul style="list-style-type: none">- Brunette- Hot | |
|--|--|

Appendix 6: Script made for workshop with the students

Dregebog:

Varighed: 1,5 timer

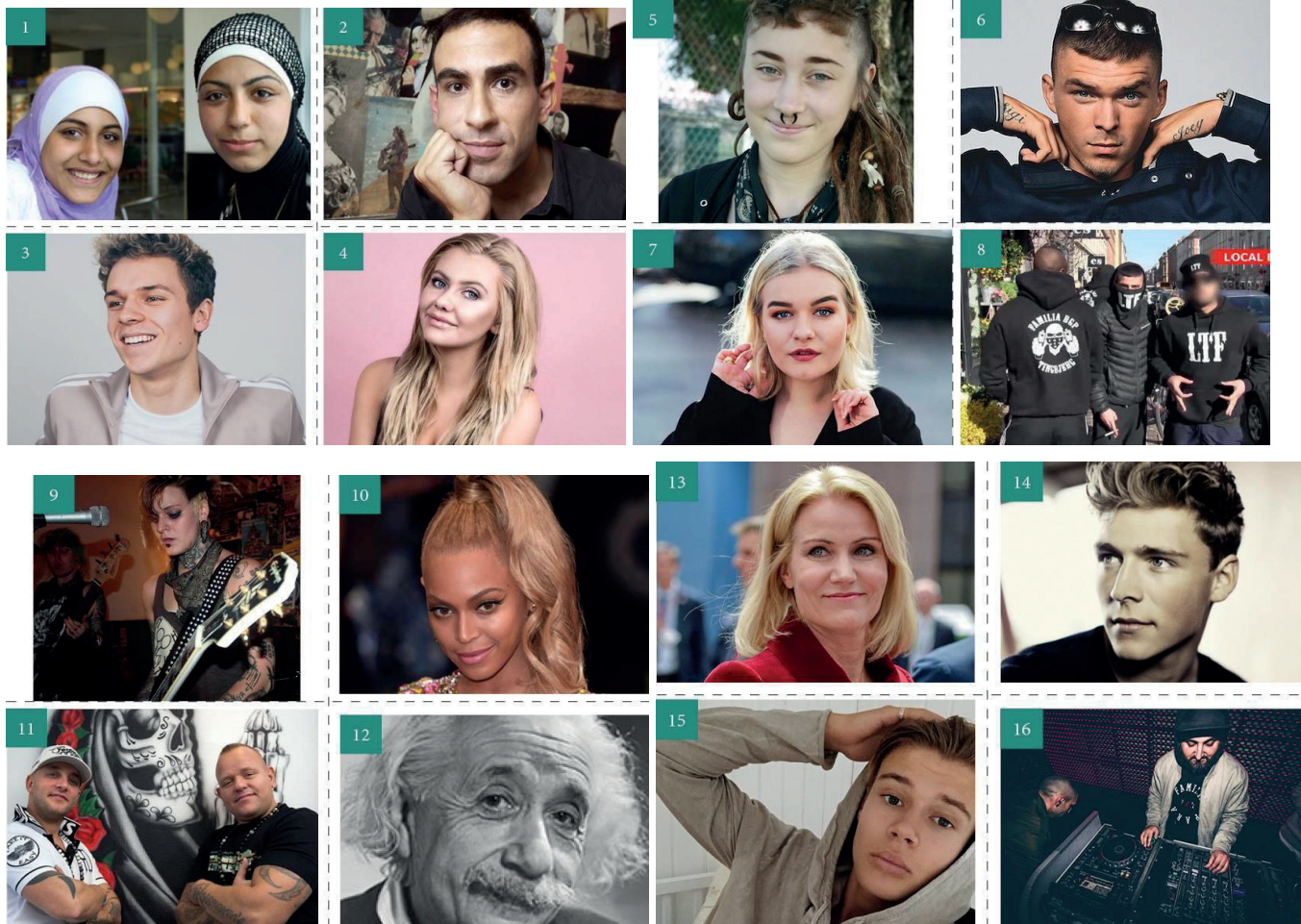
Workshoppen fungerer således at der er 6 forskellige opgaver som eleverne skal gennemføre. Jeg forestiller mig, at der kunne være forskellige "stationer" hvor materialerne til opgaverne er klargjort. Herefter går vi fra station til station og gennemgår opgaverne.

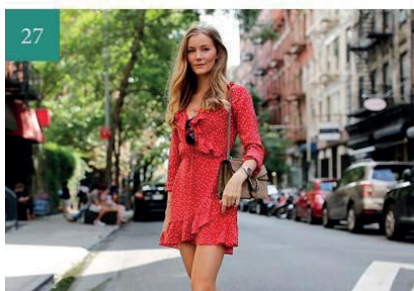
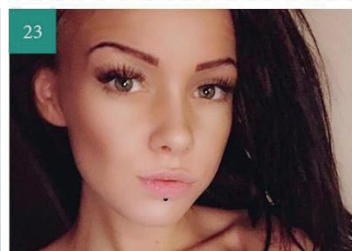
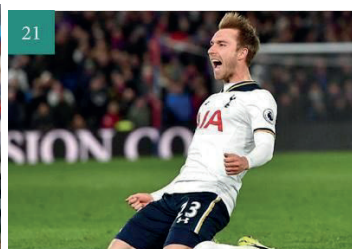
Aktivitet	Materialer	Tid
Opgave 1: Elevernes interesser //Eleverne får spørgsmålet: <i>Hvad laver du i din fritid?</i> //Eleverne: Tegner, skriver eller klister udklip på de 2 ophængte plancher.	2 plancher skriveredskaber udklip m. forskellige hobbyer og aktiviteter	5-10. min.
Opgave 2: Elevernes opfattelse af sig selv // Eleverne får spørgsmålet: <i>Hvem af de personer der hænger på væggen kan du bedst identificere dig med? (Hvem synes du selv at du minder mest om?)</i> // Eleverne udvælger 1-2 personer fra billederne på væggen.	Planche m. spørgsmål Billeder af forskellige arketyper X antal svarark	10 min.

// Eleverne udfylder svararket.		
Opgave 3: Elev interaktion // Eleverne får stille opgaven: <i>Tag et billede af hinanden. Der skal være et billede af hver person. I må selv bestemme hvad i laver på billedet, hvor det bliver taget og hvilken baggrund der skal være.</i> // Elever går sammen i grupper af 2-3 personer og tager et billede og sender til min mail.		10 min.
Opgave 4: Opgave 4 er inddelt i runde A, B og C. I hver runde får de stillet et spørgsmål: A: Hvilke fag ville du allerhelst have undervisning i? B: Hvordan vil du allerhelst undervises? C: Hvor kunne du allerhelst tænke dig at få undervisning? Procedure: // Eleverne får stillet et spørgsmål. // eleverne vælger 1-2 af de kort der ligger på bordet med forskellige undervisningsfag. // eleverne skriver nummeret fra det kort de	3 Plancher med spørgsmål A, B og C. Post-its i Pink, Gul og Orange. Skriveredskaber 10 x Kort m. steder 10 x Kort m. medier 10 x Kort m. fag 3 x glas/krukker	20. min

<p>vælger på en post-it</p> <p>//eleverne smider post-it i et glas/krukke.</p> <p>Samme procedure gentages i runde B og C.</p>		
<p>Opgave 5: Interaktion m. fremmede</p> <p>// Eleverne får stillet opgaven: <i>Interview en person på gaden.</i></p> <p><i>//Eleverne går sammen i grupper af 2-3 personer.</i></p> <p><i>//Eleverne finder 1-2 spørgsmål som de gerne vil interviewe en person på gaden om.</i></p> <p><i>//Eleverne går udenfor og finder en person, de kan interviewe. Derefter udfylder de arket med deres spørgsmål og personernes svar.</i></p>	<p>Planche med spørgsmål X antal svarark</p>	<p>15-20 min.</p>
<p>Opgave 6: Præferencer for pausen</p> <p>// Eleverne får stillet spørgsmålet: Hvad vil du allerhelst lave i pauserne når du er i skole?</p> <p><i>//Eleverne skriver deres svar på en post-it og sætter på plakaten.</i></p>	<p>Planche Post-its Skriveredskaber</p>	<p>10 min.</p>
<p>Andet</p>	<p>Timer til at styre tiden Smartboard</p>	

Appendix 7: Pictures from exercise 2 in the workshop with students. The students were told to choose 1-2 persons from the pictures that they were able to identify themselves the most with.








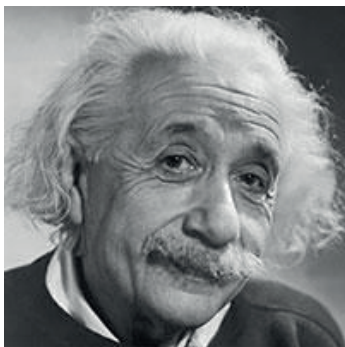

Appendix 8: Results from exercise 2

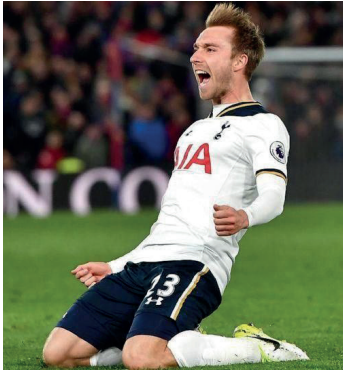



The students self image

To understand the students image of themselves exercise 2 were initiated (see description in appendix 2, exercise 2). The exercise had the aim to show how the students perceive themselves and how they would like to be perceived by others. This perception might also be reflected in their behaviour and thereby give an idea about how the facilitators of the meeting might cope with and appeal to the students.

The students ended out having chosen different 10 archetypes, some of them were chosen several times by different students (see results in appendix 2, exercise 2).

The archetypes that they choose where:

				
Archetype 3: Rasmus Brohave, Youtuber	Archetype 8: Members of the gang "Loyal to familia"	Archetype 10: Beyonce, musician.	Archetype 12: Albert Einstein, theoretical physicist	Archetype 17: "Gulddreng" - Fictive music figure

				
<p>Archetype 21: Christian Eriksen - Professional soccer player</p>	<p>Archetype 22: Reality participant</p>	<p>Archetype 26: Jennifer Lawrence, Actress</p>	<p>Archetype 29: Tobias Dyrholm, Comedian</p>	<p>Archetype 32: Bella Swan, Figure from the movie "Twilight".</p>

Appendix 9 : Script for workshop with teachers

Drejebog:

Varighed: 2 timer

Aktivitet	Materialer	Tid
Runde 1. Identificering af behov		
Kort præsentation af specialet og workshoppen.	Projektor og powerpoint show	5 min.
Opgave 1: //Facilitator stiller følgende spørgsmål: <i>Hvilke af følgende områder/praksisser kunne du godt tænke dig blev en del af din undervisning indenfor de eksisterende fag?</i> // Deltagere: Udvælger hver især de 2 områder, det allerhelst vil undervise indenfor.	Projektor til powerpoint Kort med forskellige undervisningsområder fx. håndværk, kunst, sport osv.	10. min.
Opgave 2: // Facilitator stiller opgave: <i>Skriv hvert udvalgte undervisningsområde på "Ønske arket" og udfyld spørgsmålene.</i> // Deltagere udfylder individuelt spørgsmålene på arket.	"Ønske ark" med felt til udvalgte undervisningsområder og følgende spørgsmål: <ul style="list-style-type: none"> - <i>Hvorfor valgte du dette undervisningsområde?</i> - <i>Hvordan kunne undervisningsområdet</i> 	15 min.

	<p><i>blive en del af din undervisning?</i></p> <ul style="list-style-type: none"> - <i>Hvilke aktiviteter kunne du forestille dig at man kan undervise i på området?</i> - <i>Hvad ville din drømmeaktivitet inden for undervisningsområdet være?</i> <p>Blyanter</p>	
Runde 2. Realisering		
<p>Opgave 3: // Facilitator forklarer: Gå sammen i grupper af 3-4 personer, præsenter jeres svar fra behovsarket og diskutér følgende: <i>"Hvad skal der til for at din drømmeaktivitet kan realiseres?"</i></p> <p><i>// Deltagerne deler sig op i 2 grupper</i></p> <p><i>// De præsenterer hver især deres svar på behovsarket.</i></p> <p><i>// De skal nu diskutere hvad der skal til for at for at realiserer den drømmeaktivitet de har skrevet? Diskutér én aktivitet af gangen, til at i har diskuteret alles.</i></p> <p><i>// Notér jeres 3 vigtigste pointer i er kommet frem til på "realiseringsarket". Et ark pr.</i></p>	<p>"Realiseringsark" m. 4. punkter til svar på hvad deres skal til for at realisere idéen.</p>	<p>15 min.</p>

drømmeaktivitet		
Runde 3. Design af løsning (Co-creation)		
<p>Opgave 4: // Facilitator spørger: Hvad ville du helt konkret gøre for at aktiviteten rent faktisk kunne blive en del af din undervisning?</p> <p>Hvad ville du gøre inden for:</p> <ul style="list-style-type: none"> • Den næste uge? • Den næste måned? • Det næste år? <p>// Hver deltager udfylder "løsningsarket" og noterer hvad de vil gøre for lade at aktiviteten blive en del af den reelle undervisning.</p>	<p>Løsningsark med felter med til at udfylde</p> <ul style="list-style-type: none"> - Den næste uge - Den næste måned - Det næste år 	15. min
<p>Afrunding og feedback //facilitator runder af. Er der spørgsmål eller feedback?</p>	Projektor + Powerpoint	10 min.

Appendix 10: *Results from workshop with teachers*

Exercise 1:

7 participants:

Kultur: 1

Design og kunsthåndværk: 0

Pædagogik, psykologi og mennesker: 1

Byggeri og håndværk: 3

Landbrug og gartneri: 0

Krop og sundhed: 2

Musik og events: 1

Teknologi og IT: 2

Fødevarer og madlavning: 2

Sport og bevægelse: 2

Exercise 2

Participants:

Heidi Føhns (HF), Teaches Danish, French, Psychology and Sport

Christine Bjerring Bek (CB), Teaches art and design, english and danish + Leader of Ø10

Stine (S): Dansk, engelsk, kultur

Rasmus (R): Fodboldlinje + matematik

Kristian (K): Matematik, Engelsk, Kunst, IT og samfundsfag.

Thomas (T): Engelsk, dansk, hjemkundskab, kultur tema

Nikolaj (N): Matematik, Fysik/kemi, sport (dansk)



Ønske ark

Skriv dine udvalgte undervisningsområder her:

1. Heidi Føhns: Pedagogy, psychology and people Christine Bjerring Bæk: Byggeri og Håndværk Stine: Kultur Rasmus: Sport/Bevægelse Kristian: Byggeri og håndværk Thomas: Byggeri og håndværk Nikolaj: Teknologi og IT	2. Heidi Føhns: Sport and Movement Christine Bjerring Bæk: Teknologi og IT Stine: Fødevarer og madlavning Rasmus: Krop og sundhed Kristian: Musik og Events Thomas: Fødevarer og madlavning Nikolaj: Krop og sundhed
---	---

Hvorfor valgte du dette undervisningsområde?

Skriv dit svar:

HF: Da den psykologiske dimension har stor relevans ift. elevers selvforståelse og forståelse for andre. Alt i alt kan det styrke deres handlekompetencer og almen dannelse efter 10. klasse.

CB: Der er et stigende behov for at give eleverne en forståelse af deres egne kompetencer, som ligger ud over de klassisk faglige.

S: Kultur: Det dækker over utroligt mange ting og jeg tænkte straks på teater som område jeg gerne ville inddrage i min undervisning.

R: Da jeg har linjeuddannelse i idræt og underviser på fodboldlinjen. Sport og bevægelse har altid fyldt meget personligt og er meget identitetsskabende.

K: Fordi jeg mangler en praktisk, rummelig og fysisk dimension i undervisningen.

T: 1) Eleverne kan godt lide at bruge hænderne (de fleste af dem) 2) Godt afbræk fra det tunge faglige

N: Det er en personlig interesse. Jeg tror at det er kommet til at præge undervisningen i fremtiden mere end er klar over.

Hvordan kunne undervisningsområdet blive en del af din undervisning?

Skriv dit svar:

HF: I danskfaget ville det konkret kunne bruges ift. en ekstra dimension i de forskellige genrer. Dette sammen med praktiske-musiske øvelser: Hvem er jeg? Og hvem er jeg i forhold til fællesskabet?

CB: Booke værkstedsfaciliteter, sende elever i lokalpraktik f.eks. en dag hos den lokale cykelsmed. Bruge cases fra erhvervslivet i pensum i fagene dansk + engelsk.

S: I dansk kunne man arbejde med genren teater. Læse et skuespil, skrive små scener selv. Gå ind og se en forestilling, diskutere og analysere forestillingen efterfølgende fx. ift. sprog og tema.

R: Som sagt giver det sig selv med mine fag.

K: (Matematik) Timerne kunne sagtens foregå i et sløjde eller kontorlokale, hvor de matematiske principper kunne overføres til noget konkret.

T: 1) Timer i sløjdelokalet på Kildevæld! 2) Besøg på KTS med særligt udvalgte elever. 3) Virksomhedsbesøg 4) Praktisk lokal vedligeholdelse.

N: I faget matematik. Jeg ville gerne se at alt undervisning ville blive IT-baseret (afleveringer, teori, opgaver osv.) Bruge de nyeste IT værktøjer. Alle skulle have deres egen computer.

Hvilke aktiviteter kunne du forestille dig, at man kan undervise i på området?

Skriv dit svar:

HF: Franskfaget: De store franske tænkere. Eksistentialisme ect. Sportsfaget samt dansk.

CB: Tematisk fagdag, hvor man f.eks. får en teoretisk introduktion kombineret med en praktisk øvelse.

S: Selv spille skuespil/øve oplæsning/fremførelse/se teater.

R: Igen et utal af fodboldøvelser. Bevægelse kunne også inddrages i boglige fag, for at skabe andre læringsformer hvor bevægelse indgår.

K: Der kunne bygge geometriske figurer, arbejdes med rum og flade, målestoksforhold (tegning vs. virkelighed) osv.

T: Basale byggeprojekter i sløjde. Basale byggeprojekter på KTS.

N: Fx. geometri og brug af VR.

Hvad ville din drømmeaktivitet inden for undervisningsområdet være?

Skriv dit svar:

HF: Øvelser udenfor Ø10, søen, parken etc.

CB: At vi kunne være på et stort værksted, hvor eleverne ville kunne få lov selv at bygge samt designe et eller flere objekter med råd og vejledning fra en eller flere fagexperter.

S: Se et teaterstykke samt få undervisning af professionel skuespiller eller instruktør i forbindelse med det stykke vi ser. Workshop med skuespiller i Ø10.

R: Sport/bevægelse kan skabe høj grad af flow, så en situation hvor alle har en social oplevelse med høj intensitet og god portion glæde og humør.

K: At bygge et hus

T: At bygge noget konkret & anvendeligt til eget brug - et bord/bænkesæt til vores terrasse.

N: At udvikle programmer, der ville gøre IT i undervisningen til noget naturligt. Så alle lærer på hver sin egen måde. VR.

Exercise 3

Exercise description:

“Hvad skal der til for at din drømmeaktivitet kan realiseres?”

// Deltagerne deler sig op i 2 grupper

// De præsenterer hver især deres svar på behovsarket.

// De skal nu diskutere hvad der skal til for at for at realiserer den drømmeaktivitet de har skrevet? Diskutér én aktivitet af gangen, til at i har diskuteret alles.

// Notér jeres 3 vigtigste pointer i er kommet frem til på “realiseringsarket”. Et ark pr. drømmeaktivitet

Answers:



Realiserings ark

1.

HF: Udvidelse af franskfaget ift. kultur/Interkulturel kommunikation

CB: Bygge et borde-bænke sæt. Terrasse sæt: Adgang til sløjdlokale/værksted/KTS

S: Økonomi - dyrt at gå i “rigtigt” teater. - Koster også penge at få en skuespiller ud.

R: Super motiverede elever, der er i god form og er åbne for nye måder at bevæge sig på.

K: Adgang til et sløjd/kunstlokale

N: Mangler 5-10 års IT-udvikling

2.

HF: Temadage

CB + Thomas : Fastlagt undervisningsforløb fx. en uge. Færdig tegning i skole - brug af matematik.

S: Temadag med dansk - den normale tidsbegrænsning med 90 min. skal “nedbrydes”

R: En kontinuitet i fremmødet, så der kan være en udvikling fra gang til gang.

K: Penge til materialer

T: Se CB’s ark

N: Penge til VR (virtual reality) udstyr og computer til alle elever.

3.

HF: Større forståelse for den praktisk-musiske dimension og dens vigtighed.

CB + Thomas: Konstruktiv/dialog med KTAS og faglærer input!

S: Motivere eleverne - også til at møde op v. teater én aften.

K: Flere timer til faget.

N: Elever kommer til 10. klasse med endnu mere IT-Kundskab

Exercise 4



Løsningsark

Den næste uge:

HF:

CB + T: Ingenting

S: - Undersøge hvilke skuespil som der kunne læses i undervisningen.

- Undersøge hvad en skuespiller koster at få ud til en workshop.

R: Min "Case" er umiddelbart meget nem at gå i gang med, da det ikke kræver tilførsel af økonomi. I princippet er det udgangspunktet for alle timer at opnå mit drømmescenarie.

K: Ringe til Tue (Pengemanden) (CFO)

N: Om fem år nor VR er udviklet godt nok: Skaffe udstyret selv og leje rundt med det.

Den næste måned:

HF: - Indtænke og finde materiale ift. at integrere den psykologiske dimension i franskfaget.

- En temadag med fransk ift. psyk + praktiske musiske dimension.

CB + T: - Begynde med at indtænke KTAS.

- Inkorporerer det i årskalenderen for næste år

S: - Se på om teatrene har annonceret, hvilke stykker de vil sætte op og udvælge ét. Undersøge pris og diskutere på fagmøde om andre dansklærere vil være med, og udregne samlet pris.

K: Forsøge at finde plads i skemaet for kommende skoleår. ... Vente på svar/penge fra Tue.

N: Undersøge om der findes undervisningsmateriale. Opfinde mit eget.

Det næste år:

HF: Større inddragelse af psyk (1. prioritet) i flere fag: sport og bevægelse, samt i andre fag.

CB + T: Sætte projektet i gang og afholde en workshop et ugeforløb. + Evaluering og evt. gentagelse med et nyt elever samme skoleår.

S: Planlægge og gennemføre uv-forløb/temadag om skuespil i danskundervisning.

K: Hvis midlerne kan findes, så vil jeg planlægge et forløb. Hvis ikke, så ville jeg prøve at finde en alternativ måde at implementere mine idéer i undervisningen, omend på et mindre ambitiøst og økonomisk niveau.

N: Start med at bruge i et enkelt emne. Fx. geometri. Evaluere på det efterfølgende.

Appendix 11: *Reflections upon workshop with teachers*

Reflections upon workshop with teachers:

- Mange af lærerne havde svært ved ikke at tænke realistisk når de ønskede noget. Havde svært ved ikke at tænke hvad der kunne lade sig gøre, at tænke ud af boksen og finde ud af hvad de virkeligt ønskede.
- Mange af lærerne ville til at starte med gerne vælge det område, der lå tættest på deres fagområde.
- Det var tydeligt at se at mange af lærerne tænkte i didaktiske overvejelser og ikke så meget i kreative og nye sammenhænge. Det ligger nok i deres natur. Tænkte måske mere i indhold end i rammerne?
- Hvordan kan lærerne nemmere få indblik i elevernes behov og omsætte det til konkret læringsindhold og sætte rammerne for det.
- Det var interessant at på løsningsarket, havde de svært ved at omsætte deres ønske til konkrete praktiske overvejelser ift. til at planlægge det. Mange sagde at de ikke ville gøre noget den første uge eller måned pga. tidspunktet på skoleåret og nok først i næste skoleår ville de gøre noget. De havde også lidt svært ved se hvad der skulle til.
- Mange af lærernes synes at workshoppen var en interessant tilgang og kunne godt lide at blive involveret i stedet for bare at lytte. "Måske kunne man overføre det til undervisningen" var der en der sagde. Igen didaktiske overvejelser.
- Kan lærernes måde at tænke på være en forhindring ift. at tænke innovativt/kreativt?
- Det var tydeligt at se at de helt klart havde et interesseområde, som de selv brænder for fx. "IT og teknologi" og "Pædagogik, psykologi og mennesker".
- Kunne mærke entusiasmen for det område de havde, da de diskuterede.

- Mange af mændene valgte fag som havde noget med fysisk aktivitet at gøre (sport, sundhed, byggeri og håndværk, musik og events).
- Kvinder valgte i højere grad fag som var mere "tænkende" (pædagogik, kultur, teknologi og it) dog blev der også valgt sport og byggeri her.

Appendix 12 - Notes from conversations with students after workshop with the students

- Hvornår føler du at du har lært noget?
 - Når jeg kan fortælle det til andre
 - Når jeg KAN noget og ikke bare siger at jeg ved noget .. skabe noget.
- En af eleverne foreslår at det er holdningen til at gå i skole, der skal ændres så det er sjovt at gå i skole.
- Eleverne fortæller at de savner variation i undervisningen. "Det er det samme hver dag"
- Det er kedeligt.
- Har sjældent projekter udenfor skolen
- "Ture er kedelige" siger eleverne.
- Mere bevægelse i timen. I folkeskolen var de første 10 min. til bevægelse fortæller de.

Appendix 13: Ø10 yearly calendar for 2017-2018

Kalender for 01-08-2017 - 31-07-2018											
August	September	Oktober	November	December	Januar	Februar	Marts	April	Maj	Juni	Juli
1	1	1	1 deadline katalag	1 Skensfri	1 Nytdr	1	1	1 Påske	1 Uv-Fri	1 rundtipe prøver	1
2	2	2 uge40	2	2	2 Uv-Fri	2	2 netværks Glorup	2 2.Påskedag	2 dansk 13-30-17.30	2	2 skensfri
3 Uv-Fri	3	3	3	3	3 Uv-Fri	3	3 10-14 medarbejder	3 Ths, elevsede	3 matematik 14-18	3	3 skensfri
4 Uv-Fri	4 uge36	4 NiWE/teammade	4	4 uge49	4 KBE ferie	4	4	4 Ths	4 tysk 12-15	4 rundtipe prøver	4 skensfri, skensfri
5	5 elevsede	5	5	5 KATALOG UU	5 2. stand KBE ferie	5 OGD-uge	5 uge30	5 Ths	5	5 rundtipe prøver	5 skensfri
6	6 teammade	6	6 Uv-Fri 17.00	6 teammade	6	6 OGD-uge	6	6 Ths	6	6 rundtipe prøver	6 skensfri
7 Uv-Fri	7	7	7 Uv-Fri	7	7 OGD-uge	7	7	7	7	7 rundtipe prøver	7
8 Uv-Fri	8 HF 6 ferieuge	8	8 skole-hjem	8 reng. kultur	8 14-16 sk	8 OGD-uge	8	8	8 Frank 13-16	8 skensfri	8
9 Uv-Fri	9	9 13-16 Ksude	9	9	9 udvik. TH, HF, CB	9 OGD-uge	9	9 uge15	9	9	9 Uv-Fri
10 1 skoledag	10	10 Ks, CB, koordin	10 Pti frivilligstund	10	10 Team kl. 17 (Uv-Fri)	10	10	10 Teammade	10 Kr. Henssedat	10	10 Uv-Fri
11	11 HF 6 ferieuge	11 Team	11	11 uge50	11	11	11	11 fodbold	11 skensfri	11	11 Uv-Fri
12	12	12 1 standpunkt	12	12	12 rengørings sport	12 Uv-Fri	12 uge31	12 fodbold	12	12 skensfri	12 Uv-Fri
13	13	13 Mortenadag	13 Brobygning	13 Fagmade	13	13 Uv-Fri	13 elevsede	13 fodbold	13	13 skensfri	13 Uv-Fri
14 uge33	14 CB kursus	14	14 Brobygning	14	14	14 Uv-Fri	14 teammade	14	14 uge20	14 skensfri	14
15	15 Ths ferieuge	15	15 Uv-Fri	15	15 udelag Uv-Fri	15 Uv-Fri	15	15	15 teammade	15 skensfri	15
16	16	16 Uv-Fri	16 Brobygning SVSP	16	16 skole-hjem	16 Uv-Fri	16 gæstfri	16 uge16 fodbold	16	16	16 Uv-Fri
17	17	17 Uv-Fri	17 Brobygning SVSP	17	17 team	17	17	17 elevsede	17	17	17 Uv-Fri
18	18 uge38	18 Uv-Fri	18	18 uge51	18 HF/Fri	18	18	18 Teammade	18	18 skensfri	18 Uv-Fri
19	19 elev	19 Uv-Fri	19	19	19 HF/Fri	19 uge1	19 uge32	19	19	19 skensfri	19 Uv-Fri
20	20 teammade	20 Uv-Fri	20 uge17 Fri/Fri	20 juleafslutning	20	20 teammade	20 Teammade	20	20 Foredag	20 skensfri	20 Uv-Fri
21 uge34	21	21	21	21 Uv-Fri	21	21 Ks, CB, KB	21 prøveeksamen	21	21 2. påskedag	21 skensfri	21
22	22	22	22 teammade	22 Uv-Fri	22 uge4	22 Påften	22 prøveeksamen	22	22	22 skensfri	22
23	23 medarbejderdag	23 uge43	23	23	23 10. klasse bazar	23 reng. fod	23 H, Henssedat Ths 6	23 uge17	23	23	23 Uv-Fri
24	24	24 teammade	24	24	24 Fagmade	24	24	24 Fagmade	24 teammade	24	24 Uv-Fri
25	25 uge39	25 evt skolefagmade	25	25 Juledag	25	25	25 Foredag	25	25	25 skensfri	25 Uv-Fri
26	26 H-afsn, elev	26	26 Lejndole	26 2. Juledag	26	26 uge8	26 Uv-Fri	26 optilling ths/afsn	26	26 skensfri	26 Uv-Fri
27	27 Fagmade kl. 17.00	27	27 Lejndole	27 Uv-Fri	27	27 elevsede	27 Uv-Fri	27 Skoledag	27	27 skensfri	27 Uv-Fri
28 uge35	28	28	28 Lejndole	28 Uv-Fri	28	28 teammade	28 Uv-Fri	28	28 uge22	28 skensfri	28
29	29 udvik HF, CB, Th	29	29 Lejndole	29 Uv-Fri	29 uge5		29 Skærtorsdag	29	29 Skole skoledag	29 skensfri	29
30	30	30 uge11	30 Lejndole	30	30 teammade, inform		30 Langfredag	30 skensfri	30 pløvedagringdag	30	30 Uv-Fri
31		31 team		31	31		31		31 pløvedagringdag	31	31 Uv-Fri
Ths							Lørdag kl. 197	Weekend 104	Uv-Fri 35	Novredskensdag 162	Søndag kl. 197
										Skensfri 35	

Appendix 14 - Interview with Maria Franz - Kultur Ø

(Can also be found in soundfile: "Maria Franz")

Interview m. Maria Franz

- Mangel på tid og ressourcer i en hektisk lærer hverdag gør at det virker uoverskuelig når der kommer for mange tilbud udefra
- Det vi prøver at gøre nu er at lave et årshjul som vi kan samkøre med skolen, så vi har nogle aktiviteter vi kan byde ind på
- Formålet med det her kulturcenter er at vi kommer ind med nogle kræfter og ressourcer som skolen normalt ikke har adgang til fx. vi måske søge støtte til at få en fed workshop om bæredygtighed op og køre, lave nogle lokaler der egnet til at give eleverne et frisk pust i deres dagligdag.
- Vi har godt kunne mærke at området omkring Kildevældsskolen er et lidt belastet område og det der er min agenda er at inddrage de her unge i kulturcenteret på en fornuftig møde. Lad os nu sige at vi havde en café og ville have den op og køre et par aftener om ugen. Jeg vil gerne prøve at få de unge på banen ift. hvordan de vil kunne bruge et kulturhus. Skal der være øve lokalefaciliteter, skal der være musikkurser.
- Der skal være noget velvilje fra lærerne side til at gå ind i samarbejde.
- Vi har lavet et robotkursus fx. og det var meget tæt samarbejde med én af lærerne som havde gået længe og tænkt på det her. Der brugte vi nogle af vores midler på udstyr og på at få stablet et forløb på benene.
- Vi lavede en elektronisk musik workshop, hvor vi fik fat på Strøm Festival, som har et hold af undervisere, der har lavet skræddersyet oplæg til skolerne, hvor børn lærer at komponere musik på ipads. Igen, købte vi et forløb og hyrte nogle instruktører som kom ind og lavede nogle aftaler med 3 eller 4 klasser, hvor de lærte at bruge de her ipads til at komponere musik og så kulminerede det så i en koncert, hvor de spillede for forældre og elever.
- Hvordan startede projektet med musik på ipads op?
 - Det var mig der fandt ud af hvem der havde noget med musik at gøre af lærerne og rakte en hånd ud og sagde jeg har det her fede koncept, vil i være med? Og det ville de heldigvis gerne.
 - Den måde at det går ind Kultur Ø's agenda er at se hvilke projekter vi så kunne fylde ind i kulturcenteret når det står færdigt til august. Så er det vi skal til at se hvad er det der spændende snitflader at arbejde omkring.
 - Vi har haft de her midler. Men det kommer vi ikke til at have når kulturcenteret står færdigt, der skal vi ud og søge de her midler og det kommer også til at kræve lidt mere af lærerne. Så der er meget spændende og se hvordan den process kommer til at fungerer. For som du siger det har været let nok når jeg bare har haft en færdigkøbt pakke og serveret, men hvis vi skal gå ud og søge penge så kræver det at de forpligter sig på en måde til projektet.
 - Vi har også prøvet at tilbyde, i min verden, et ret nemt forløb med et årshjul. Hvor vi så har fået fokuspunkterne for skolen fra skolebestyreren og så har vi lavet et årshjul der matcher det og når vi så ser i har "sangens dag" i april, der kunne vi godt tænke os at lave noget med

sangeworkshop, sangteknikker fra forskellige kulturer, prøve at få noget multietnisk ind i det. Og så har vi så haft et årshjul hængene på kildevældsskolen, en lang liste i en måned, hvor vi var med på et møde og præsenterede her er vores punkter. Alt i skal gøre er at sætte jeres navn på de her punkter og så hiver vi fat i jer og finder ud af hvordan vi kan byde ind og hjælpe med at løfte de projekter i allerede har. Der var ét navn på listen efter en måned.

- Jeg mener bare de skal jo alligevel lave sangens dag, og nu er der et kulturcenter der kan byde ind med noget de måske ikke ellers ville kunne få.
- Men det falder jo lidt til jorden, hvis ikke de vil være med, og der er det jo at vi må tænkte at det bliver bedre når vi ligesom får landet i det. For det er klart at vi skal sidde og snakke om alle de ting vi gerne vil når vi ikke har nogen fysiske rammer endnu.
- Da der ikke var nogle der bød på den pakke, så er det jo nu vi skal til kigge på andre muligheder.
- Vi afventer lidt at huset bliver færdig og det kan være at vi også bare lige skal gives os selv tid til at lande i de nye rammer og se hvad der er af faciliteter.
- Og så er der lærere der har sagt at det kunne da være fedt, hvis der var et rum hvor de kunne se film på storskærm i stedet for at de skulle sidde og kigge på en lille skærm i klasserummet, og grafisk værksted arbejder vi med at få op og køre. Har været i kontakt med en lærer der har været oppe og kigge på vores 3D printer og måske vil lave noget med det. Men alt det her afhænger jo af at vi har det her fysiske sted.
- Eleverne synes altid at det er mega fedt - robotværksted og bollywood dans. Så eleverne "fejler" ikke noget, men jeg har ikke haft sindsygt meget gøre med 10. klasse. Men det er som sagt den målgruppe vi skal til at inddrage.
- Men med 10. klasserne er det helt essentielt med et fysisk rum, for at kunne se om der overhovedet er et sted de ville kunne føles sig tilpas
- Vi prøver så vidt muligt at det ikke kun er vores idéer der får lige, men også borgernes idéer, og derfor går vi 'all in'.
- Kulturhusets indhold strækker sig ud over borgere, institutioner, skoler, fritidklubber osv. og så er det også virksomheder og kommercielle butikker og hvordan man ligesom kan arbejde sammen for at få noget til at ske.
- Værktøjer: vi prøver at have en bred PR profil på både hjemmeside, facebook, plakater, skilt på døren, har du en idé, få en kop kaffe.
- Hernede (ny Nordhavn) har det været meget nemt at arbejde med samskabelse fordi det er så nyt et område og folk er nysgerrige. Det bliver spændende med Kildevæld for det er et helt andet område og folk er meget mere etablerede.
- Vi har nogle private ildsjæle, der virkelig gør noget for området. Fx. Babara.
- Vi har prøvet noget der hedder kulturpanel, vi startede det for 2 år siden for at finde ud af hvad der skal være i kulturhuset.
- Jeg er også blevet kontaktet af en anden nabo, der gerne vil lave noget open mike scene og ham skal mødes for at konkretisere den idé, for han har en masse musiker venner og vi har noget anlæg og så stiller vi en scene op og så får han lov til at curate den scene.
- Hvordan ved de at de skal kontakte jer? Facebook, hjemmeside osv, man kan bare kontakte kulturcenter Kildevæld og så kommer der masser af kontaktoplysninger.
- Har i andre samarbejdspartnere: Den bemandede legeplads, DUI (cykelreparationsværksted), Lidt i kontakt med Kirken, lfb. m. bollywood går jeg altid ud snakker med lokale kiosker og restauranter og lægger flyers og plakater og informere om hvad jeg har gang.
- Hvordan finder du ud af hvad der er i området? Gå rundt, se hvad der er, banke på døren, sige hej, det er meget foderarbejde, det kan nok ikke gøres andersledes.

- Vi lavede en musikfestival for alle klubber

Appendix 15: Expert interview with National netværk af skoletjenester

(The full interview can be found in sound file "Skoletjenesten")

Ift. the lærerne. Vi har jo opbygge det sådan at man kan se sig selv inden for de forskellige fag for lærerne. Fordi at lærerne tænker jo i fag og fagområder. Så det er en vigtig indgang og det er lige meget om det er lokalt eller om det nationalt. Det er en vigtigt indgang at tage fat i lærernes.. det som er deres opgaver og hverdag. For de tænker jo at nu skal jeg op og have min matematik i to timer, hvad skal jeg lave med dem.

Har i testet hvordan lærerne bruger skoletjenesten og hvordan de bruger den? Og om det bruger dem?

Den er jo blevet udviklet hvor de har haft, det er så ikke os, men vores kommunikationsafdeling der står for det, hvor de har haft afprøvet den med lærerne, der har siddet og prøvet den og givet feedback på hvordan søgefunktionen er sat op og alle de her ting. Og det ved jeg desværre ikke så meget om.

Men får de et udbytte af det?

De bruger det! Udover vores site så laver vi jo også forskellige kortlægninger. Skoletjenesten her vært for noget der hedder national netværk af skoletjenester. Der lavede vi kortlægninger over hvordan lærerne integrerede de her besøg som de har ude i det eksterne i den her undervisning der eller foregår hjemme på skolen og der bruger det "læringsmål", **altså mål for undervisningen skal stå når man beskriver et tilbud inde på skoletjenesten. De kan se hvilke mål de kommer omkring med den her undervisning, og så selvfølgelig en beskrivelse af hvad er emnet og også en beskrivelse af hvad er de didaktiske måder at gå frem på og den pædagogiske måde.** Så hele det ligger beskrevet derinde. Det kan du set når du klikker dig ind på et tilbud, så vil der ligge nogle kompetencemål på forløbet, så en lærer kan tænke det ind i større sammenhæng. Og det er det som Dorte kalder skoletjenesten klassik. Så har vi også nogle projekter hvor man formidler til at samskabe noget, altså hvor et eksternt læringsmiljø vælger at sige, vi vil gerne udvikle noget sammen med nogle lærerne. Det vil sige at man sammen med lærere sætter sig ned og udvikler et forløb, og lærerne kan der så bidrage med deres viden omkring læringsmål.

Vi har tilrettelagt det sådan at lærerne kan se sig selv ift. fag og kompetenceområder - for lærere tænker i fag og fagområder. Så det er en vigtig indgangsvinkel ligemeget om det er lokalt eller nationalt. Det er en vigtig indgang at tage fat i dét der er deres opgave.

Skoletjenesten.dk er blevet udviklet hvor de har haft afprøvet den med lærere, der har siddet og hjulpet med at give feedback på hvordan søgefunktionen er sat op og alt sådan noget. Lærerne bruger det!

Udover vores site laver vi også forskellige kortlægninger.

Skoletjenesten her er vært for noget der hedder nationalt netværk af skoletjenester, og det skal jeg ikke trætte dig med, men for at sige at vi laver nogle kortlægninger. B.la. har vi lavet kortlægninger over hvordan lærerne integrere de her besøg, de har ude i det eksterne, i det miljø der eller foregår hjemme på skolen. Og der bruger de **læringsmål, Så derfor at det vigtigt at det står når man beskriver et tilbud, fx. inde på**

skoletjenesten, så man kan se hvilke mål vi kommer omkring. Og så selvfølgelig en beskrivelse af hvad er emnet, og hvad er den didaktiske måde at gå frem på, så det hele ligger beskrevet.

- Og det kan du se når du klikker ind på et tilbud, så vil der ligge beskrivelser og kompetencemål på forløbet, så en lærer kan tænke det ind i større sammenhæng. Og det er det som Dorte kalder skoletjenesten classic.
- så er der alle mulige projekter hvor man formidler til at samskabe noget, altså hvor et eksternt læringsmiljø vælger at sige at vi vil gerne udvikle noget sammen med nogle lærere. Det vil sige at man sammen med lærere sætter sig ned og udvikler et forløb og lærerne kan så der bidrage med deres viden omkring læringsmål og hjælpe de eksterne med det.
- Det jeg tror der er vigtigt i sådan et redskab, det er også at der er nogle variations muligheder. At det ikke er ét fast produkt, et sted der køber du ligesom sådan en "hyldevare" og andre gange har du noget længerevarende ressourcekrævende.
- Når man er ny i det her, sidder man som lærer at tænker hmm.. eller som eksternt læringsmiljø: Hvordan får vi fat i lærerne? Og lærerne tænker hvordan får vi fat i det eksterne læringsmiljø? Er der nogle der vil lege med os?
- Så det der med at begge parter sidder og ikke ved hvem de skal ringe til. Skal man ringe til lærerværelset eller? Den er svær den første kontakt, så derfor **det der mødested hvor man formidler muligheder og kontakter. Altså det er jo også en eller anden form for dating portal i virkeligheder. Det er måske også det man skal kigge på og lade os inspirere af. Passer vi sammen? Hvad er det for nogle logikker når folk bliver matchet.**
- Så kunne man selvfølgelig også bare lave sådan en Tinder, hvor man bare swiper. Sådan en lokal Tinder. Så kan de lokale stille op og så kan lærerne bare sidde med en Tinder.
- **Jeg tror bare at det er vigtigt at forstå at der forskel på det der kaldes hyldevarer, hvor man går ind og kigger og siger jeg skal bruge et forløb omkring Romantikken, jeg kigger på bakkehuset og booker et forløb derude omkring H.C Andersen og Øhlenslagers brevskrivning. Og så har Bakkehuset sådan set beskrevet for mig hvad vi skal læse inden, for der skal vi læse de to breve og under skal vi rundt og se alle mulige ting og efter skal eleverne selv skrive brev. Bum, det er et færdigt koncept, der er læringsmål på og det hele og det spiller, men så er der noget andet der hedder, de eksterne vil tit i kontakt med de her lærere. De vil gerne udvikle noget, så de er sikre på, som med 10. klasse eleverne, at det taler ind i skolens behov og taler ind i noget motivation hos eleverne. Og dér handler det om at få kontakten op at køre og det er dér, at de eksterne altid siger; hvordan får vi fat i de der lærere, for de er så travle, og lærerne siger det også, hvem skal vi tage fat og hvor skal jeg gå hen. Vi kan jo ikke bare gå ned i Aldi. Vi skal have fat i dem, der ligesom kan hjælpe os. Og det er den formidling og den kontakt, som kunne være vigtigt dér.**
- Men jeg synes da at det kunne være **rigtigt interessant at prøve at arbejde med at udvikle sådan et mere åbent mødested**, end de der, sådan meget... De er jo meget tunge i drift for os. De skal jo opdateres og driftes og læses korrektur. Og det er os der drifter hele skoletjenesten.dk.
- Så det er et ekstremt stort arbejde. **Ej, men jeg tror at man skal gå efter sådan en "Tinder/dating site".** Et eller andet der kan matche og som så bliver opdateret en gang om året, og hvor de eksterne så tilkendegiver at de vil gerne kontaktes af lærerne, eller af de unge. Altså er villige til at gå ind og lave nogle projekter inde i en undervisning.
- For hvis læreren arbejder med at, altså i 10. klasse laver man projekter, **det er store elever, der skal de selv ud og lave noget og der kunne man jo godt sige til eleverne, start med at gå ind på den hele portal eller site og find ud af hvor er det at jeres interesser ligger henne og kontakt**

nogle. Altså det kunne man godt arbejde med at det så var projektgrupper, der kommer ud på virksomheder og hjælper med en eller anden opgave.

- Og så ligger der jo også et eller andet lidt sjovt ved at lave sin profil ligesom en dating profil, der vil man jo gerne, se lækker ud. Så det skal ligesom sørge for at holde sig selv lækre derinde, men lærerne skal også være der.
- Hvem skal eje og drifte platformen?
- De lokale midler (Lokaludvalget) kan jo også være en aktør på platformen, altså der findes jo også et eller andet lokaludvalg ude på Østerbro og de har nogle penge. Altså man kan søge nogle penge om at lave et eller andet lokalt initiativ. Det kunne også være en spiller i de game.
- Jeg skal lige høre, nu har du måske fået lidt et indblik i hvad det er vi ved noget om, og så er du velkommen til at kontakte os igen, hvis det er. Det er jo det her felt vi opererer i. Den der research du har gang i, er jo bred, fordi det rummer så meget.
- Dorte: Faglig leder på pædagogisk udvikling i skoletjenesten. Jeg arbejder med alt det pædagogiske udviklingsarbejder på tværs af skolerne.
- ???: Regional koordinator for sjælland og for hovedstaden. Og jeg arbejder med netop at gå ind og understøtte de processer, der er rundt omkring i kommunerne med Åben Skole, **men også sådan mere konkrete udviklingsopgaver, når et eksternt læringsmiljø, vil udvikle et undervisningsforløb, så kan trække på sådan én som mig og få hjælp til at strukturere og udvikle sådan et projekt.** Så det er sådan på flere forskellige niveauer, og derudover sidder jeg også bare og prøver at danne mig et overblik over hvad der foregår i de forskellige kommuner og der skal rigtigt mange forskellige ting. De har taget Åben Skole til sig på mange forskellige måder. OG jeg har så kollegaer i Hjørring, Viborg og Fredericia. Så vi sidder 4 koordinatore fordelt over hele landet.
- Men de der Åben Skole folk der er her i kommunen, altså ambassadører og sådan, tænker jeg også er relevante.
- Og så sad jeg også og tænkte på om du måske kunne få griblet frem, sådan noget med, der må være nogle her i kommunen, der arbejder med alle de der 10. classes centre. Der må være nogle der har nogle planer for hvordan de arbejder i de der 10. classes centre. Det kunne måske bare være interessant for dig at høre om det er de samme udfordringer. Er der flere der har den udfordring, som den her skole har. Og hvordan arbejder de med det der? Er der andre tiltag.

Appendix 16 - Email correspondence with Maria Franz from Kultur Ø, when first reaching out to her





Maria Franz <ZB2P@kff.kk.dk>

13. apr. 2018 09.35



til mig ▾

Hej Christine, tak for din mail,
Kulturcenter Kildevæld er jo ikke etableret endnu og det har vist sig svært at påbegynde samskabelses aktiviteterne uden de fysiske rammer, men
hvis du tænker jeg kan bidrage med noget så lad os endelig mødes.
Har du et par forslag til dato og tid?

Venlig hilsen Maria

Med venlig hilsen

Maria Franz
Specialist
Kultur Østerbro Sekretariat

KØBENHAVNS KOMMUNE
Kultur- og Fritidsforvaltningen
Kultur Østerbro

Jagtvej 227
2100 København Ø

Mobil [4028 5005](tel:40285005)

E-



Maria Franz <ZB2P@kff.kk.dk>

13. apr. 2018 09.35



til mig ▾

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hvis du tænker jeg kan bidrage med noget så lad os endelig mødes.
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Venlig hilsen Maria

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Maria Franz
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Kultur Østerbro Sekretariat

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Christine Brasch <christinemichala@gmail.com>

til Maria ▾

13. apr. 2018 09.50



Hej Maria

Mange tak for dit svar!

Jeg tænker at du alligevel sagtens kan bidrage med noget, da det egentlig ikke skal handle så meget om konkrete samskabelsesaktiviteter endnu, men i højere grad om **Kultur Østerbro** motivation for generelt set at samarbejde med skoler, og hvad der ideelt skal til. Samtidig er det også for at lære lidt om jeres nuværende arbejdsgange, da det ikke er noget jeg har så stort kendskab til.

Hvis du stadig har lyst kunne vi evt. mødes torsdag d. 19 eller fredag d. 20 på et tidspunkt der passer dig?

Mange hilsner



Maria Franz <ZB2P@kff.kk.dk>

til mig ▾

16. apr. 2018 11.52



Hej Christine, lige torsdag og fredag i denne uge er jeg ude og rejse, hvordan ser din uge 17 ud?

Venlig hilsen Maria

Med venlig hilsen

Appendix 17 - Email correspondence with Marie Broen Jensen from Nationalt Netværk af Skoletjenester, when first reaching out to them

Potentielt samarbejde ifb. med projekt om at indtænke eksterne miljøer i undervisningen



Indbakke x



Christine Brasch <christinemichala@gmail.com>

tor. 12. apr. 14.32



til mbj ▾

Hej Marie

Jeg skriver til dig fordi jeg er meget interesseret i jeres arbejde, og muligvis kan se et grundlag for at samarbejde.

Jeg er specialestuderende på Aalborg Universitet i København og arbejder på et projekt i samarbejde med en skole på Østerbro i København og Københavns Kommunes Innovationshus. Projektet går ud på hvordan skolen kan samarbejde med lokale ressourcer og indtænke eksterne læringsmiljøet når de planlægger deres undervisning. I den forbindelse faldt jeg over Skoletjenesten og jer som netop har til formål at understøtte dette.

Jeg læser Service System Design, som kort fortalt går ud på at designe services ud fra et brugercentreret perspektiv. Derfor skal mit speciale ende ud i en eller anden form for konkret serviceløsning, fx. it platform eller andet alt efter hvad der passer brugerne. I dette tilfælde vil det højst sandsynligt blive til lærerne.

Min ambition er som det ser ud lige nu at designe en løsning, der kan styrke det lokale samarbejde mellem skoler og eksterne miljøer ved at hjælpe lærerne samt de eksterne miljøer med at identificere hinanden og skabe nogle rammer for samarbejdet. Hvad jeg især ønsker at undersøge er hvordan privatpersoner og private virksomheder kan motiveres til at indgå i et sådan samarbejde med en skole.

Hvad får I ud af det?

Da jeg arbejder innovativt og løsningsorienteret, kan jeg se en fordel i at arbejde ud fra de undersøgelser i allerede har lavet i forbindelse med Åben Skole og derved designe et løsningsforslag, der tilpasses og testes på brugerne.

Fordelen ved at indgå et samarbejde med jer er at jeg få tilgang til den viden i har på området, derimod kan i få de resultater og løsningsforslag jeg kommer frem til og som er blevet testet på målgruppen.

Rent ressourcemæssigt, drejer det sig for jer bare om et par telefonsamtaler/mails og måske et interview eller to.

Hvis det er noget du kunne være interesseret er du meget velkommen til at skrive her eller ringe til mig på 22920763.

Mange hilsner

Christine Michala Juul Brasch

Studerende på Aalborg Universitet København



Marie Broen Jensen <HH0K@kk.dk>

13. apr. 2018 10.38



til Dorte, mig ▾

Kære Christine,

Tak for din mail.

Det lyder som et spændende projekt, som vi gerne vil høre mere om. Har du mulighed for at mødes i København? Vi bor på Gyldenløvesgade 15, 3. sal, Kbh. V.

Du må meget gerne foreslå 2-3 datoer, så vi kan finde sammenfald 😊

Med venlig hilsen

Marie Broen

Regional koordinator Region Hovedstaden og Sjælland
Skoletjenesten og Nationalt netværk af skoletjenester
www.skoletjenestenetvaerk.dk & www.skoletjenesten.dk

KØBENHAVNS KOMMUNE
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Fagligt Center

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1600 København V

E-mail: mbj@skoletjenestenetvaerk.dk
Tlf.: 2169 3214



**NATIONALT NETVÆRK AF
SKOLETJENESTER**

Appendix 18 - Observation February 22 at Ø10 (in danish)

Observation den 22. Februar - Ø10

Fakta om Ø10:

Kildevældsskolen og Ø10 er særskilte skoler, men ligger bare på samme grund. Der er ikke klasser

Alle har forskellige og personligt skema

Lokalerne er ikke klasseinddelt, men eleverne går ind i de lokaler der tilhører det fag de skal have. (Tilhører lokalet altid et bestemt fag?)

Skolen har ikke nogen kantine eller noget mad at give dem. Mange har ikke madpakker med.

Der er 10.klasse centre, ikke en årgang på hver skole

Eleverne har skabe

Der lommer hvor eleverne skal lægge deres telefoner i undervisningen

Der er en skoleklokke

Ø10 er en af ungdomsskolens 10. Klasse centre

Observation omkring skolen i det lille fritkvarter:

Enkelte elever står foran skolen

Nogle går i parken, oplevede ikke at det var så mange i det lille fritkvarter.

Nogle af eleverne gik i kiosken på vennemindevej

Nogle af eleverne blev på skolen

Nogle sad i klasser

Nogle nede ved bænkene foran idrætssalen

Observation indendørs i det store fritkvarter

Nogle spiller bordfodbold indendørs - meget højroset

Observation indenfor i Ø10s bygning:

Generelt meget støj mellem de forskellige timer og i timerne

Mange går også ud fra timen og render rundt

En gruppe har sat sig ud for at i fællesrummet, men bliver hele tiden forstyrret af andre der elever der snakker til dem. Læreren beder dem om at komme ind. Eleverne taler ikke særligt pænt til læreren.

Ét stort rum med meget larm.

Interview med Firat 17 år

Sad ved et af bordene foran idrætshallen. Han havde fri, men ventede på sin kæreste der havde tysk.

Bor i Vanløse med sine forældre.

Han startede på foldbold linjen på Ø10 fordi han kæreste også gik der, sagde han.

Har svært ved at komme op om morgenen og kom ofte 2 timer for sent.

Hans linjefag var fodbold, da han havde spillet fodbold og boet i Spanien hvor han også var blevet tilbudt en kontrakt, men han havde ikke lyst til at være væk fra sin familie fordi han var så ung.

Han havde svært ved at koncentrere sig i skolen og havde en specialaftale om at han kunne gå ud og ryge når han fik "trip".

I fritkvartererne gik han for det meste over og købte en bagel eller en pizza. Gjorde det hverdag "jeg er jo blevet lidt for gammel til at have madpakke med".

Ryger. Går i parken og ryger eller på vejen til at købe mad. Synes ikke at der mangler noget på skolen. alligevel bliver han der aldrig i fritkvartererne.

Har i nogensinde oplevet at være blevet smidt væk fra de steder i er udenfor skolen? Næ, det er vi ikke.

I fritiden hjalp han nogle gange sin far med at gøre rent i hans rengøringsfirma.

Ellers hænger han bare ud med vennerne op ved Vanløse station. Synes at de mangler en klub. Når han er hjemme spiller han FIFA.

Efter 10. Klasse vil han gerne gå på HF, men derefter ved han ikke.

Appendix 19: Observations February 23

Præsentation af mig selv for klasserne:

- Mange af eleverne er uopmærksomme, sidder med deres telefoner og headset. Lytter dog lidt da jeg snakker.
- En af lærerne fortæller om at de har talt om at åbne idrætssalen i pauserne, men der er ikke mandetimer til det.
- "Må jeg få dit nummer?" Spørger en af eleverne i klasserne.

Den lille pause

09.45 pause:

Eleverne står omkring fodboldbord.

Mange i fællesrummet - Ikke så mange ude.

Eleverne er lang tid om at komme på plads.

Interview af 3 elever. (Sad nede bagerst ved vinduet, kun piger, i en lille gruppe)

Eleverne er inddelt i niveauer: høj, midt, lav.

I timerne

Dørene til nogle af klasselokalerne er åbne.

Lærerne er irettesætter eleverne en del. Nogle gange kan det virke som de gør det lidt for meget og skaber et problem der ikke er. Men jeg kender selvfølgelig heller det foregående.

Lærer-elev konflikt. Opdager ikke hvad der udløste konflikten. Eleven bliver så sur at hun ender med at udvandre. (Lærer siger til mig: "tsh.. den tid på måneden".

Eleverne bliver smidt ud, hvis de forstyrre i timen.

Én lærer har to klasser - I den ene klasse udvandre eleverne.

I det store frikvarter

Fortsat interview med pigerne i hjørnet.

Interview med 2 af drengene, der sidder i midten af rummet.

Observationer: drengene er gode til at sige hvad de tror jeg gerne vil høre. Kan gennemskue mig, at jeg er "nem" at narre.

Præsentation af mig selv for klasserne:

- Mange af eleverne er uopmærksomme, sidder med deres telefoner og headset. Lytter dog lidt da jeg snakker.
- En af lærerne fortæller om at de har talt om at åbne idrætssalen i pauserne, men der er ikke mandetimer til det.
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Mange i fællesrummet - Ikke så mange ude.

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Eleverne er inddelt i niveauer: høj, midt, lav.

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Lærerne er irrettesætter eleverne en del. Nogle gange kan det virke som de gør det lidt for meget og skaber et problem der ikke er. Men jeg kender selvfølgelig heller det foregående.

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En lærer har to klasser - I den ene klasse udvandre eleverne.

I det store frikvarter

Fortsat interview med pigerne i hjørnet.

Interview med 2 af drengene, der sidder i midten af rummet.

Observationer: drengene er gode til at sige hvad de tror jeg gerne vil høre. Kan gennemskue mig, at jeg er "nem" at narre.

Appendix 20: An example of a teacher's schedule

19/3/2018

Content Management System for Ø10 - Kildevældsskolen - KKU by Apptcore.com

Lærerskema

Christine Bjerring Bækholm (CBB)

Skemaerne, der vises her, er de aktuelle skemaer. Ændres et skema f.eks. i uge 43, vil skemaet for tidligere uger også afspejle denne ændring selvom der på det tidspunkt blev undervist efter 'det gamle' skema. Skemaer, der vises her, er altså ikke historisk korrekte.

Uge 12

August	September	Oktober	November	December	Januar	Februar	Marts	April	Maj	Juni
--------	-----------	----------------	----------	----------	--------	---------	-------	-------	-----	------

Uge 12

	Mandag 19.03.2018	Tirsdag 20.03.2018	Onsdag 21.03.2018	Torsdag 22.03.2018	Fredag 23.03.2018
Kl. 08:15				Backspinn Mathias kunst 08:15-09:0	Dansk CBB Dansk 2-3 lokale 2-3 08:15-09:0
Kl. 09:00				Backspinn Mathias kunst 09:00-09:45	Dansk CBB Dansk 2-3 lokale 2-3 09:00-09:45
Kl. 10:05	Dansk CBB Dansk 2-3 lokale 2-3 10:05-10:50	Engelsk CBB tirs-fre engelsk 1 Lokale 1 10:05-10:50	Dansk CBB Dansk 2-3 lokale 2-3 10:05-10:50		Engelsk CBB tirs-fre engelsk 1 Lokale 1 10:05-10:50
Kl. 10:50	Dansk CBB Dansk 2-3 lokale 2-3 10:50-11:35	Engelsk CBB tirs-fre engelsk 1 Lokale 1 10:50-11:35	Dansk CBB Dansk 2-3 lokale 2-3 10:50-11:35		Engelsk CBB tirs-fre engelsk 1 Lokale 1 10:50-11:35
Kl. 12:20		Kunst CBB CBB kunst Ø10 12:20-13:5	Kunst CBB CBB kunst Ø10 12:20-13:5		Kunst CBB CBB kunst Ø10 12:20-13:5
Kl. 13:05		Kunst CBB CBB kunst Ø10 13:05-13:50	Kunst CBB CBB kunst Ø10 13:05-13:50		Kunst CBB CBB kunst Ø10 13:05-13:50
Kl. 13:50		Kunst CBB CBB kunst Ø10 13:50-14:35	Kunst CBB CBB kunst Ø10 13:50-14:35		

Printet 19.03.2018 kl. 14.53

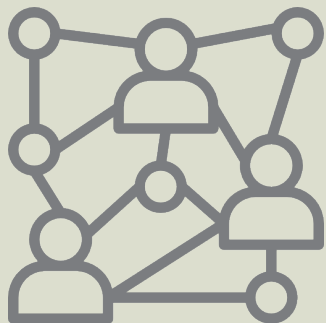
https://oe10.eprotokol.dk/update/popup.php?mode=protokol&submode=protokol_show_teacher_scheme&schoolyear_id=17&teacher_id=7

1/2

Appendix 21: Product report

Using Service Design to enhance collaboration between primary schools and locally based external learning environments

- A case study on motivating outer Østerbro's local construction and craft resources to co-create Ø10's external learning environments.



PRODUCT REPORT

Master thesis by Christine Brasch

1. PRACTICAL INFORMATION

Title: Using Service Design to enhance collaboration between primary schools and locally based external learning environments in perspectives of 'Åben Skole' - *A case study on motivating outer Østerbro's local construction and craft resources to co-create Ø10's external learning environments.*

Report context: Master thesis - product report

Education: Master of Science in Service System Design

Student: Christine Michala Juul Brasch

Student no. 20161732

Supervisor: Nicola Morelli, nmor@create.aau.dk

Semester: 10th

Project period: February 2018 - August 2018

Aalborg University Copenhagen
A.C. Meyers Vænge
2450 København SV
Denmark

Keywords: Service Design, Scoping, Collaboration, Local communities, Primary School, External learning environments

Collaborations:

Innovationshuset

Københavns Kommune

Halmtorvet 27, 1700 København V

innovationshuset@okf.kk.dk

Contact person: Sidsel Christel Bach

Phone: 23638982

Ø10

Københavns Kommunes Ungdomsskole

Bellmansgade 5, 2100 København Ø

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Email: GL1X@buf.kk.dk

Copies: 1

Pages: 49

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3. INTRODUCTION TO THE PROJECT

This is a report presenting the highlights and results of a service design project executed for a master thesis on the education Service Systems Design at Aalborg University Copenhagen. The project was executed using a human centered design approach and uses design thinking as methodology.

The project's subject revolves around a case study of the 10th grade center "Ø10" located at Østerbro in Copenhagen. It has investigated how Ø10 can enhance educational collaborations with craft and construction resources¹ in the local area in order to enable more practical projects for the students.

It was done in collaboration with the municipality of Copenhagen's "Innovationshuset", who has facilitated the contact between me as the designer and Ø10 as the customers. Furthermore they have assisted with coaching for the development process. Along the process 'Nationalt Netværk af Skoletjenester' and 'Kultur Ø' was identified and involved as potential key actors in the solution, however they were not directly collaborators.

The project was initiated due to Ø10 requesting a solution for a problem they had identified. Ø10 addressed the challenge of the 10th grade students leaving the school in the breaks

thus hanging out in nearby areas e.g. parks and shops. Ø10 has experienced complaints from the residents of the area around the school because they felt harassed and insecure when staying in the same place as the students. Furthermore, Ø10 experienced a lack of attractive facilities to offer the students at the school.

To investigate this challenge several field research activities, e.g. interviews, observations and workshops were conducted. The results of these research activities showed that a meeting between the locals and the students needed to be facilitated, in order to break down prejudices and build up the students' respect towards the area and its residents. To understand how this would be done another research phase was initiated exploring 3 different areas of the inquiry:

- 1. How would the meetings take place?
- 2. Who needed to arrange and facilitate the meetings?
- 3. how would a potential system to support the facilitation of the meetings be built?

The next sections of this report will present and elaborate on the outcomes of this investigation. Furthermore it will present the idea that was designed based on these outcomes and lastly it will suggest who these findings might be relevant for and how they ought to be used in future practices.

¹ Local resources should be understood as: Residents, businesses and associations that is geographically located the area around Ø10.

4. RESEARCH ACTIVITIES

Figure 1 gives a brief overview of research activities that has been done during the exploration of three research areas.

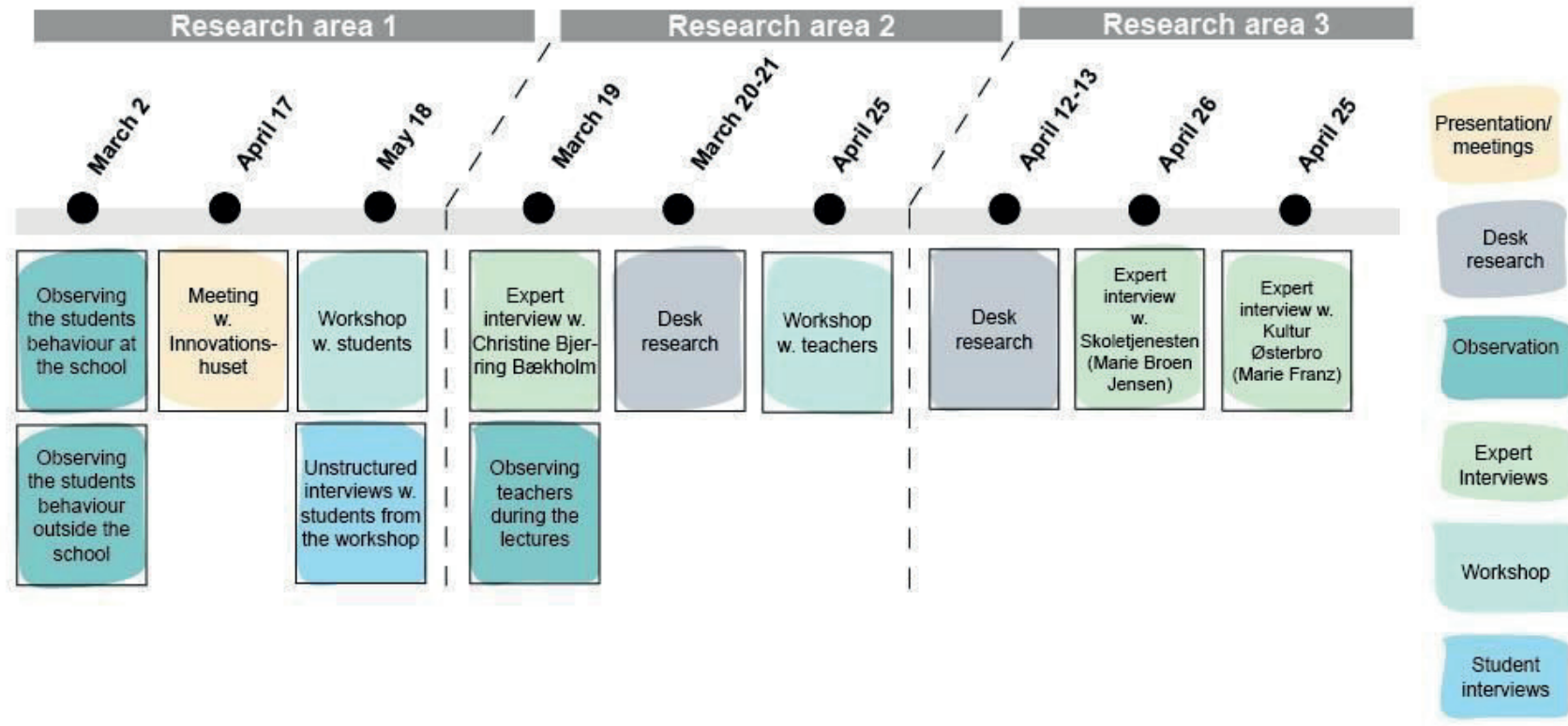


Figure 1: Overview of research activities

5. KEY RESULTS FROM THE RESEARCH

5.1 The students' needs

Research area 1 aimed at exploring how the meetings between the students and locals needed to take place. This way done by uncovering the needs of the student in order to understand how to facilitate and design frames for meetings that in particular would suit their needs and motivate them to participate. The following presents 9 key insights that influenced how the service was later designed:



1. The students' needs controlled and structured activities, that helps them stay focused during the school activities



2. The students' needs to see a relevance in the activities they are doing



3. Visual representations and physical activities trigger the students motivation



4. The students only participate in the activities during the school day that they are obligated to participate in



5. The students preferred activities during the breaks are eating, smoking and relaxing



6. The students accept people they don't know if they provide an agenda and are accompanied by the teachers



7. The students' perception of going to school is that it is boring because it is the same everyday



8. The students feel that they have learned something if they can 'do' something and not only 'know' something.



9. Students prefer to get taught in the subjects: 'sport and movement', they want to be taught in a 'physical and practical way' and they wish the education

to be held in 'theatre/cinema' and in 'gardens'.

5.2 Design decision 1

Research area 1 showed that if the meetings had to take place during the breaks, as initially stated by Ø10, the interaction between the stakeholders would be very limited due to the length of the breaks². Furthermore, the students' motivation for interacting with others during the break is very low, due to the fact that their motivation is aimed towards having breakfast, smoking and relaxing with their friends. The students also have a hard time concentrating and need someone to provide a structure and organize, which they are not able to provide themselves.

Based on these findings it was found that the meeting needed to take place in a setting where someone can provide and manage the frames for the meetings in order to activate the students. This pointed toward the meeting taking place during the lectures. This design decision meant that the teachers needed to be involved, since they are the ones facilitating the lectures.

²

morning break: 9:45-10.05
lunch break: 11.35-12.20

Design decision 1

*“A meeting between locals and students
needs to take place during the lectures”*



5.3 The teachers and leaders need

As the meeting needed to take place during the lectures, the research automatically involved the teachers as important actors. To find out what the format of the meetings would be, the needs of the teachers was examined through interviews and a workshop. The research showed:



10. The teacher's wish for a more practical and physical dimension of the subjects.



11. The teachers would like to provide more teaching within the area of "craft and construction".



12. The teachers are subject to a requirement of teaching and guiding the students in relation to finding their educational path and present different educational and professional possibilities for them.



13. Seeing the students develop motivates the teachers



14. The teachers have a didactic mindset which means that they focus on the content rather than the format.



15. The teachers have to follow the guidelines, goals and curriculum from the ministry of education. However, they have a lot of methodological freedom within the subjects.



16. The overall framework for the education is planned in the beginning of every school year by the leader and teachers in collaboration. (An annual plan + teachers and student schedules). The didactic content of each subject is planned during the year by the individual teaching.



17. The primary school reform states that all primary schools are subject to requirement of opening up to the local community by collaborating with external stakeholders. Also called "Åben Skole" (open school).

5.4 Design decisions 2

The teachers need pointed towards a solution that would help the teachers provide a more physical dimension of the subjects. Especially more projects within the subject of “craft and construction” was desired. This combined with a requirement of collaborating with the local community and guiding the students towards their future educational path, resulted in following design decision:

Design decision 2

“The meeting between the students and locals needs to be facilitated as collaborative educational projects between Ø10 and local stakeholders that have an expertise within crafts and construction”



5.5 How will they collaborate?

These design decisions lead to an investigation of who would participate in the collaborations and how they would participate and contribute to the collaborations. Figure 2 points out the different actors' participation in the system and what to provide to each other.

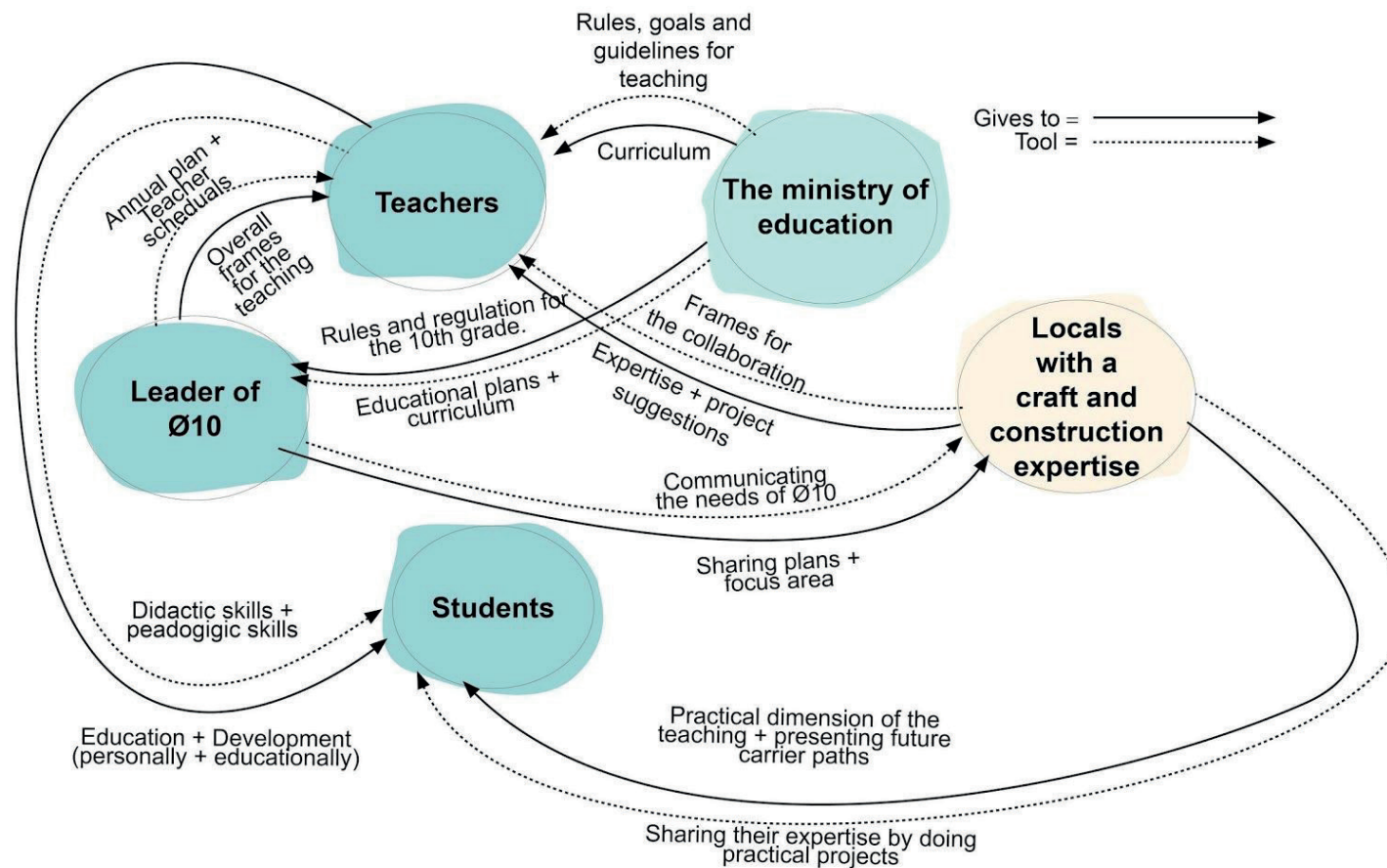


Figure 2: Actor network map representing the actors' roles and relations in the system of collaborations

5.6 Critical points in the existing system of collaborations

By mapping out the correlations between the actors when collaborating (figure 2) it became clear to see that the locals within craft and construction do not gain anything from collaborating with Ø10. To investigate what would motivate them to participate in the collaborations, the locals within crafts and constructions needed to be identified. To do so an investigation of the areas resources and potential new collaborators for the school were executed. However, they were really hard to find and mainly stores that were physically visible in the townscape or bigger projects that were communicated on websites, was found.

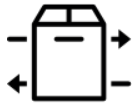
A hypothesis was created, saying that there might be more craft and construction resources in the area than what is directly visible. However, these resources might be hidden due to the fact that there is no reason for the locals to distribute these resources'. The reason might be a demand for expertise or facilities.



- External local resources³ have no motivation to participate in collaborations with Ø10



- Hard to find the craft and construction resources in the local area



- No reason for the local resources to the distribute their expertise or knowledge.

Figure 2A: *Points out the critical points in the existing system of collaborators.*

³ Persons, Companies or organisations in the local area that has expertise, knowledge or facilities that relates to the craft and construction subject.

5.7 Design decision 3

Design decision 3

“The solution needs to create benefits for locals to make them participate in the collaborations and hereby provide a reason for them to distribute their expertise”



It should be investigated how the locals can be motivated to participate in collaborations with Ø10 in order to motivate the hidden and latent craft and construction resources in the local area.

6. DEVELOPMENT OF THE SERVICE

6.1 Examination of existing collaborations

To understand how to motivate the locals to collaborate with Ø10, an exploration of how existing collaborators experience the collaborations with the school was executed. The exploration showed that Ø10 has several existing collaborations with stakeholders outside the school. However, these stakeholders are not locally based and mainly they are stakeholders that operates within the educational system, like Skoletjenesten.dk, Åben Skole and youth educations. This means that their motivation for participating in the collaboration mainly are focused on educating the students. Since the local stakeholders does not operate in the educational environment, they have another agenda and hereby another motivation.

However, they have been collaborating with one local stakeholder before called Kultur Ø⁴. By exploring Kultur Ø and Ø10's experience of collaborating with one another it made it possible to identify some pain points and success points of how the collaborations might be enhanced:

⁴ <https://kulturoesterbro.kk.dk/vi-er>

Experiences from collaborations between Ø10 and local external stakeholders:

Ø10's point of view	External stakeholders point of view
<p data-bbox="208 395 432 427">Critical points:</p> <ul data-bbox="253 467 1104 1185" style="list-style-type: none"><li data-bbox="253 467 1104 539">• No offers within 'craft' and construction on the existing educational services skoletjenesten.dk and aabenskole.dk<li data-bbox="253 571 1104 643">• Hard to find relevant craft and construction stakeholders outside the educational area.<li data-bbox="253 675 1104 746">• Hard to find out what the format for new collaborations have to be and what they can offer new collaborators<li data-bbox="253 778 1104 818">• Ø10 does not have money to pay new collaborators<li data-bbox="253 850 1104 922">• If finding new collaborations is too complicated or time consuming Ø10 tend to give up<li data-bbox="253 954 1104 1026">• When getting an offer on a project Ø10 needs to be sure that they will gain value from it to be willing to invest time in the project.<li data-bbox="253 1058 1104 1185">• The external stakeholders has to come up with the creative ideas and provide most of the workload when planning and executing the project	<p data-bbox="1135 343 1249 375">(Kultur Ø)</p> <p data-bbox="1135 427 1359 459">Critical points:</p> <ul data-bbox="1180 467 2000 643" style="list-style-type: none"><li data-bbox="1180 467 2000 571">• Even though the potential external collaborator sees it as a small task that requires very little effort from Ø10, it can still be hard for Ø10 to manage to accept/complete the task.<li data-bbox="1180 603 2000 643">• Unconcreted projects seems to be unmanageable for Ø10. <p data-bbox="1135 683 1417 715">Successful points:</p> <ul data-bbox="1180 722 2031 1153" style="list-style-type: none"><li data-bbox="1180 722 2031 754">• It is possible to gain insight into Ø10's plans and goals<li data-bbox="1180 786 2031 858">• There are relevant concepts for young people to find and Kultur Ø have the funds to buy them.<li data-bbox="1180 890 2031 1042">• Ø10 is more likely to agree on collaborating if the project is concrete, for free, and they don't have to put any effort into it. Furthermore, if it matches the educational requirements and current themes of the subjects.<li data-bbox="1180 1074 2031 1153">• Kultur Ø are willing to invest time and effort into finding relevant project for Ø10.

6.2 Design decision 4

Design decision 4

“The solution needs a local coordinator to carry out the workload and pair up Ø10 with suitable local craft and construction resources”



The critical points and successful points from the existing collaboration points towards a solution that provides a local coordinator to carry out the workload, since neither the school nor the external stakeholders has the motivation, competencies or time to carry out all practical aspects of such a collaboration. The local coordinator needs to coordinate and communicate the needs and agendas of the two parts and based on that define the shape and content of the collaboration to create value for both parts. This way the school and external

stakeholders only have to contribute with their expertise, respectively didactic skills for the teachers and crafts and construction expertise for locals.

7. PRESENTING THE NEW SERVICE

7.1 Concept idea

Based on the four the design decisions an idea for a new service was envisioned. The next section describes the idea for the new concept:

7.1.1 The service



Digital online platform for intermediation of Ø10's needs and locals expertise

Due to the fact that the Ø10 stresses that they don't know where to find external local collaborators, it was decided that the solution needed to be an easy accessible digital platform. The digital platform will be the place for intermediation of the Ø10's needs and the locals expertise. In here a local coordinator can match up the two parts according to how much value they can provide to each other.

The platform needs to be designed to appeal to the motivation of the locals with a craft and construction expertise. Furthermore, it has to be easy for the

coordinator to access and use thus provide a direct relevance to Ø10's current teaching. This relevance is created by the coordinator getting the annual plan from the lead of the school. The coordinator will hereby design a plan of which activities might be relevant for the school. She then uses the platform to search for expertise among locals. The crucial thing is that it has to appeal to the locals' motivation in order to make them use it and hereby distribute their expertise.

Based on the knowledge gained from current collaborations this motivation might be CSR, local promotion and awareness for companies, participants for projects that involves young people, facilities, finances and help to realize projects for civil locals etc.



2 interactions

In order to motivate all users to use the platform, it consist of two primary interactions:

1. Coordinator searching for local resources for projects designed based on Ø10's needs.
2. Locals searching for resources. E.g if they need resources to build something. They can hereby use the platform to search for tools and materials, and facilities against including the students in their projects.

7.1.2 Key actors in the service



A local coordinator

To carry out the workload that relies on the role of the coordinator. The person who is going to process the role has to have a strong motivation. During the research some potential coordinators was identified, however one stakeholder was found to be highly suitable: “Kultur Ø” whom Ø10 has been collaborating with before. The main reason for Kultur Ø to possess this role is because they will be able to gain insight into locals of the area. Kultur Ø has the task fill in the activities and facilities that needs be offered in the newly build culture house right next to Ø10 (Franz, 2018). By being a primus motor on these collaborating projects, they are able to gain valuable insight into the needs of the future users of the culture house. This way they will be able to co-create and determine the activities with the

users and thereby create sustainable solutions that is valued by the people using it. Due to the fact that this goes into Kultur Ø’s agenda, they gain access to economic resources from the ministry of culture (Franz, 2018) that can be used for these types of projects. Furthermore, Kultur Ø becomes a great resource in this role, providing value to the ecosystem by having the competencies and time to consider and plan out all practical aspects of the collaboration. Kultur Ø has a holistic knowledge about the area, which provides a rich value to for all implicated actors in the service.



A service provider

A service owner is needed to maintain and finance the service. My suggestion for a service owner is “Nationalt Netværk af Skoletjenester”. The reason is that the concept operates in the same field as them and targets the same goals as their work (Om os – Nationalt netværk af skoletjenester, 2018).

Furthermore, they already administrate skoletjenesten.dk, that offers primary school project collaborations with external learning environments. However, it was during field research of these projects are not locally based in the area and are mainly collaborations with public culture and leisure- institutions. Furthermore, there are a lack of projects within craft- and constructions.

This shows that Skoletjenesten.dk does not fully accommodate the needs of the school and that there might be need for a new type of service that focuses local collaborations and furthermore collaborations with businesses and private persons as external learning environment. This new service can be solutions for this, providing a new approach to how they normally work.

In a meeting with Nationalt Netværk af Skoletjenester they confirmed that a meeting place where local external learning environments and the school can meet, would be an interesting approach to work with (Broen Jensen, 2018). Nationalt Netværk af Skoletjenester is funded by both the

ministry of education and ministry of culture (Om os – Nationalt netværk af skoletjenester, 2018), which means that they will be able to take care of both Ø10 and Kultur Ø's interest in the service. Even though National Netværk af Skoletjenester has no prerequisites to know about users, thus the locals within craft and construction, they are still relevant as service owners, since this can be solved by including Kultur Ø as an actor. They will be able to gain insight into interests and motivations of the local users and provide valuable knowledge about how the system should be built for the users. Furthermore, Nationalt Netværk af Skoletjenester are able to support and guide Kultur Ø on how to develop a teaching program for the students and how they need to appeal to the school in order to motivate them to participate. This way Ø10 is assured the quality and relevance of the collaborations, they are communicated to in a way that matches their competencies and they are provided with local anchored offers.



The Users

The users of the platform have two users primary users: The locals within craft and construction and the coordinator. Section 7.6 will clarify who these users specifically are, what their needs are and how they would use the system. This is done by creating some archetypes of the potential users, called personas.



The leader of Ø10

Even though the staff of Ø10 are not the direct users of the platform, they still have a key role in the system, to gain value from it. The leaders have the roles to communicate the needs of Ø10 to the coordinator, by sending the annual plan and teachers schedules.



The teachers

As for the leader, the teachers are not direct users of the platform. However, they have a crucial role by accepting or denying the projects they are being offered. This way they also provide valuable knowledge to Kultur Ø on what to offer.

7.1.3 What value will the actors gain from the service?

Figure 3 visually represents what and how the different actors contribute to each other in the new collaboration system. The black line indicates what value they give to each other whereas the dotted line indicates who the value is given.

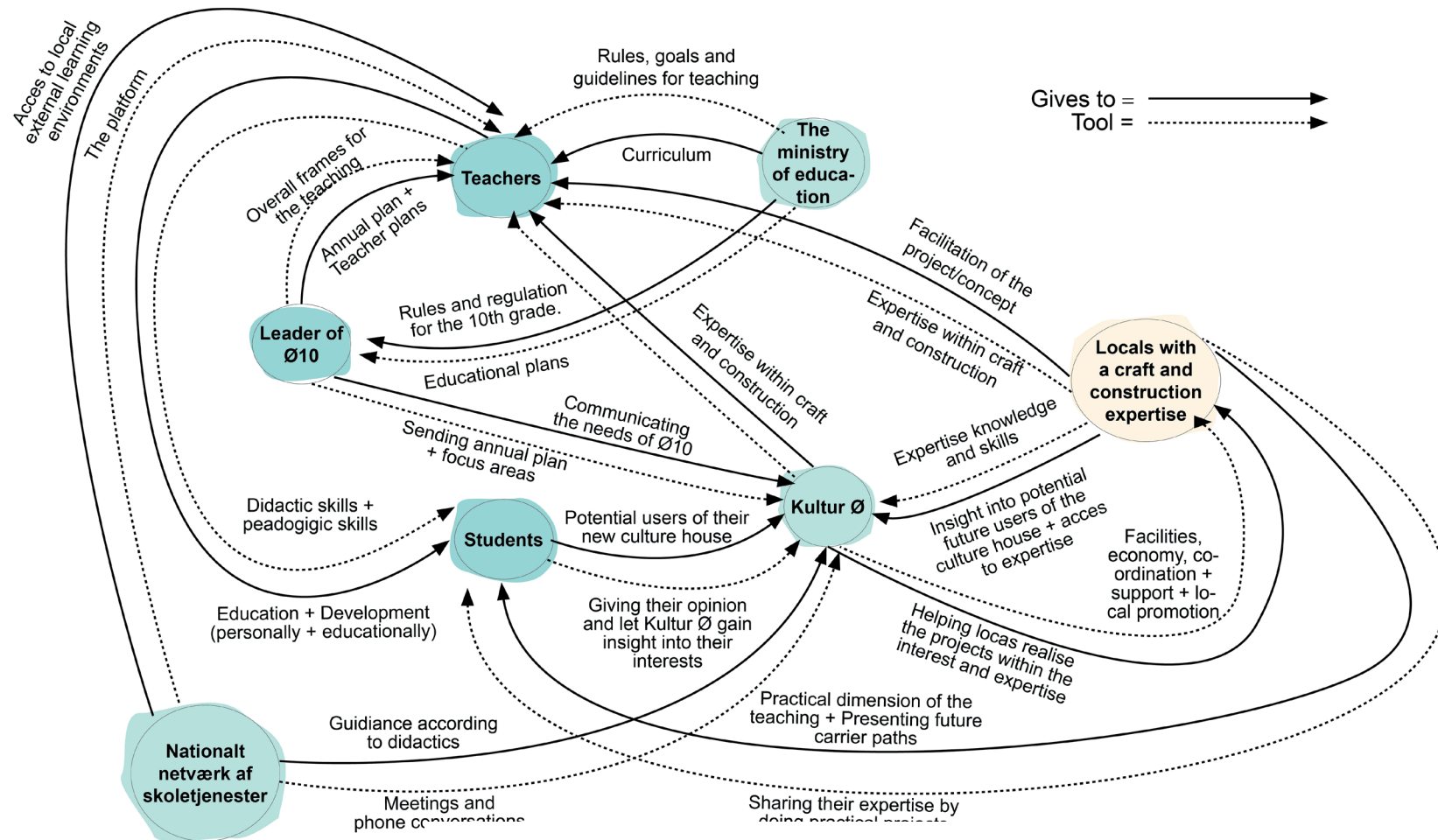


Figure 3: New actor network map

It shows how the actors in the collaboration system has been reorganized. By adding Kultur Ø as an actor to coordinate and carry the workload of planning the collaboration, that before relied solely on Ø10 and the locals, it releases value to actors that before gained little or no value. For example in the first actors network map (see figure 2) the critical points where the locals not having motivation to collaborate with Ø10 (participation), because they did not see a reason for participating (request). By adding Kultur Ø as an actor in the system a motivation for participating is now added. Kultur Ø has access to funds to create cultural experiences for local citizens, these funds can also be used by the locals to create culture experiences for the community. This can be used as a motivation for the locals to create projects, since they now have access to resources for activities that they might not have themselves e.g. physical facilities, economy, promotion of projects and assistance when creating a project. Furthermore the locals do not solely have to create the projects themselves, they are now able to contribute with their expertise, since Kultur Ø can request a certain expertise in the platform. This way it activates the resources in the area, because there is suddenly a reason for the locals to distribute information about the expertise they possess. Furthermore Kultur Ø gains valuable knowledge about the users that they are creating cultural experiences for, who they are, what their interest are, how they want to experience and much more. This knowledge helps Kultur Ø create more valuable and sustainable experiences for the users, which goes directly into the vision of their work. See figure 3 to see how all actors gain value from the new system.

7.2 THE SERVICES ARCHITECTURE AND TECHNICAL ORGANIZATION

7.2.1 System map

The system map in figure 4 represents how the system of actors will be organized in the new system. It visualizes who needs to do what, how it is needed to be done and in which order the actions have to be conducted. The system map clarifies what tasks the different actors in the new system should have. This also helps the potential actors understand and agree to possess this role.

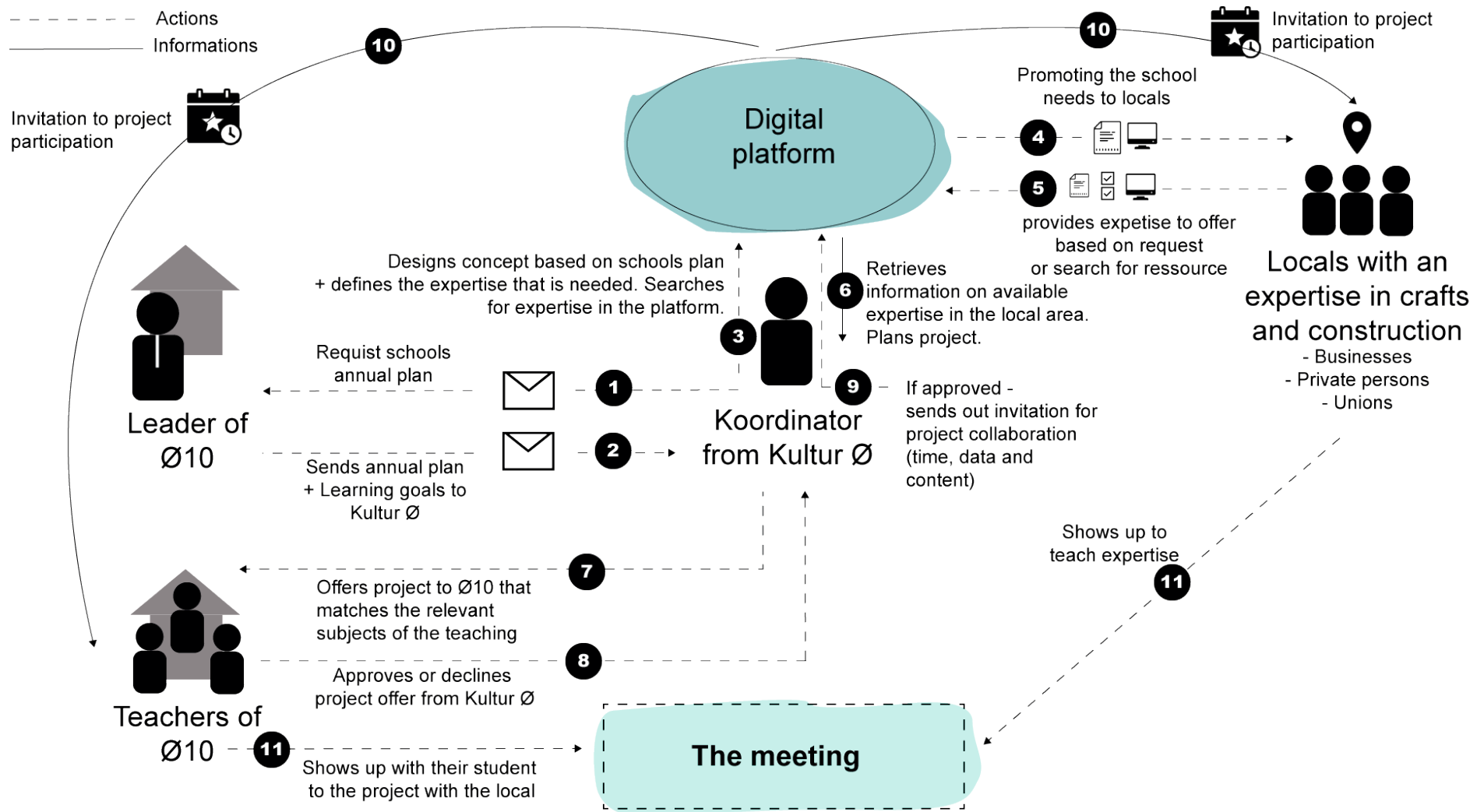


Figure 4: Showing the service technical organization

7.2.2 Platform canvas

The platform canvas (figure 5+6) shows how the platform should be designed to encourage the users, the locals and the coordinator, to use it and create content in it. This way it is ensured that all actors gain value from the platform.

Furthermore, it shows how to ensure that the quality of the data that are added to the platform are valid. For example, is it important to ensure that the local users, lives in the area, in order to keep the collaborations local. This can be done by making the producer of the certain content create an account stating where they live.

As explained in 7.1 concept idea, the platform should enable two interactions. One interaction where the coordinator is searching for local resources for projects on behalf of Ø10. And another interaction that enables locals to search for resources to build something. e.g. to search for tools and materials, and facilities against including the students in their projects.

The two platform canvases in figure 5 and 6 each represent an interaction. Figure 5 represents Ø10 as the producer, because they are providing offers on participating in projects, providing different tools and facilities to be consumed by the locals, which makes the locals the consumer. In figure 6 the locals become the producers because they provide an expertise to offer, e.g. Electricity competencies, that Ø10 can use for project about building lightning prototypes.

The platform canvases provide a clear overview of what components should be built in the platform to enable this interaction:

Interaction 1 – Ø10 as the producer and locals as the consumers

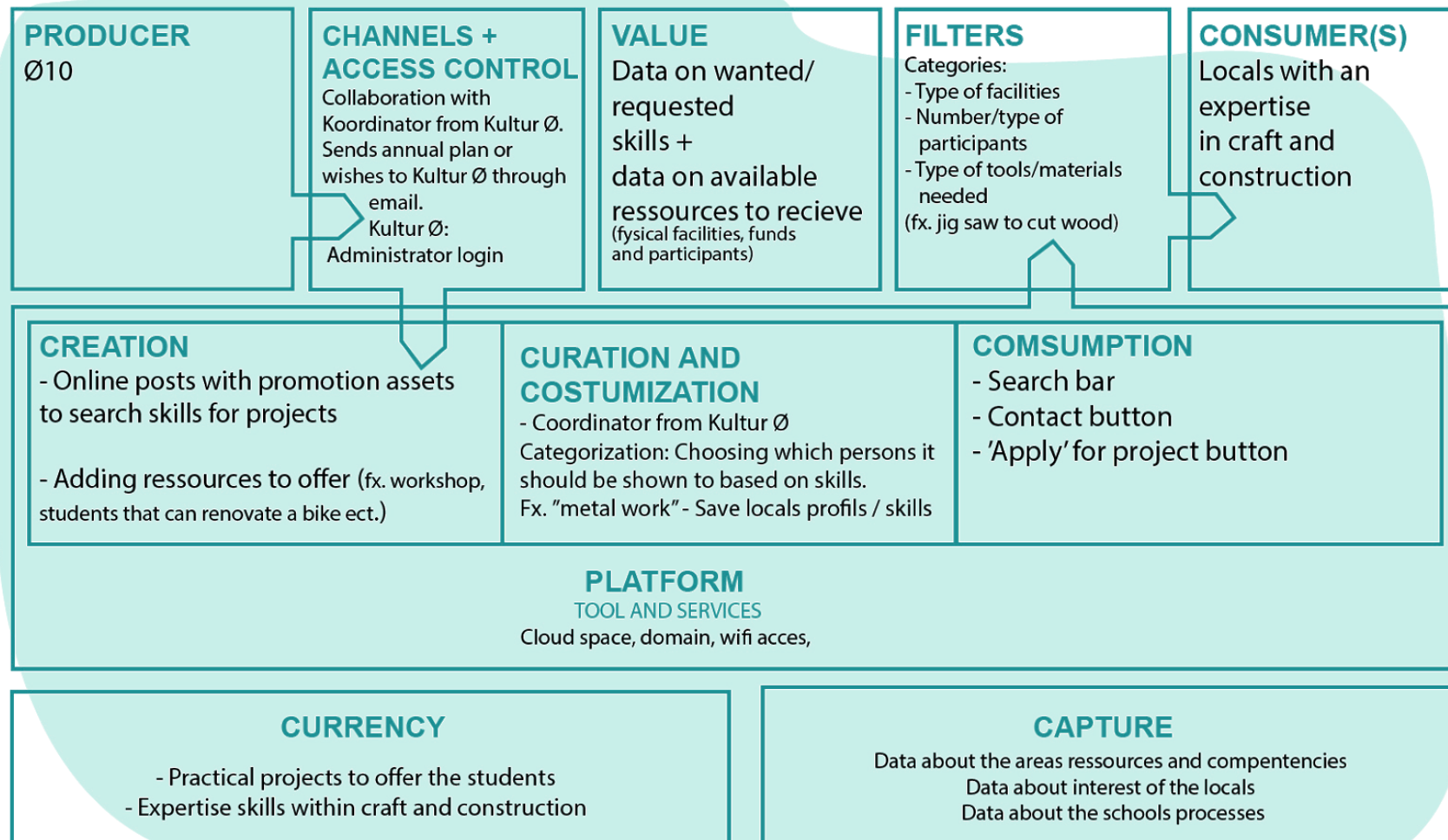


Figure 5: Platform canvas showing Ø10 as the producer and locals as the consumers

Interaction 2 - Locals as the producer and Ø10 as the consumer

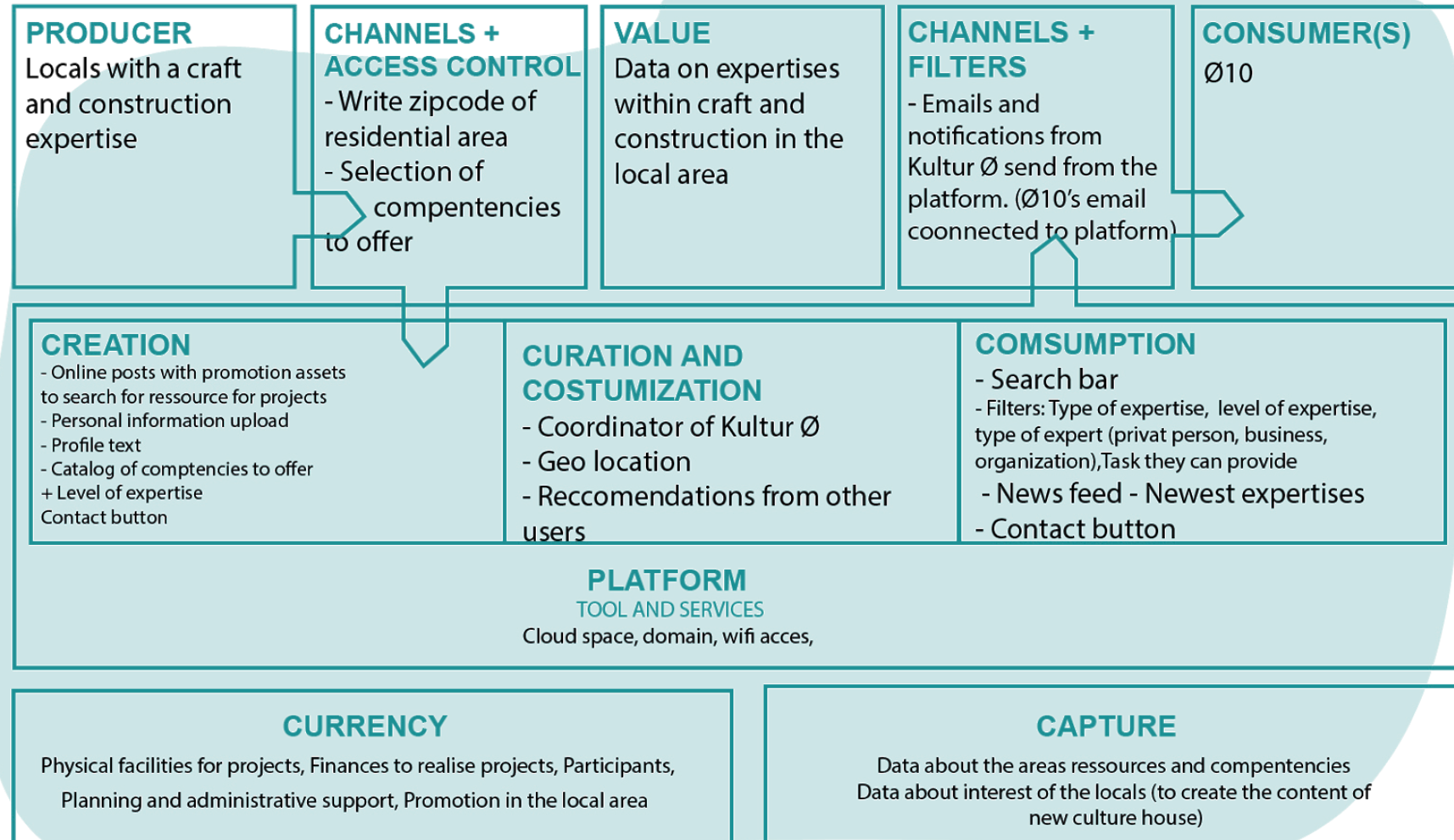


Figure 6: Platform canvas showing Locals as the producer and Ø10 as the consumer

7.2.3 Personas

As explained in the concept section this section tries to elaborate on the users of the platform, by looking into the needs and motivation towards using the platform. To communicate the needs of the users a representation technique called 'personas' are used. Personas are fictional characters that represent specific user types in order to make the designer emphasize with the characters and thereby take their needs into consideration when designing (Nielsen, 2004). The three persons are based on qualitative research on existing collaborators and interviews with Ø10 and Kultur Ø that are hereby transformed into three new user groups.

3.3.6.1 Persona 1

Hans Jørgensen - Local residents

Goals

- Get the most out his pension
- Discover new skills, tools and software on the internet
- Help others by using his skills and knowledge
- To develop a large practical skillset
- Keep himself active and occupied mentally and physically

Frustrations

- Would like to do more projects and practice his hobbies & skills, however he does not have the facilities to do so.

Biography

Hans is an active senior that strives to get the full potential out of his retirement. He is very passionate about his hobbies and feels useful when he can use his skills to help other. He has been married to Carina in 37 year. 5 years ago they decided to sell their house in Gentofte and move into an apartment on Østerbro, in order to help their grown up daughters financially and to have money to travel more. Hans misses his garage where he had a small workshop with tools and instrument to build and create practical project is house. He also thinks that there not enough practical project to do in the apartment. He often helps out his daughters and son in laws house.

Relationship to the local area

Hans and Carina values peaceful and need surroundings. They are very interested in contributing to the neighborhood being a nice place to live. However they sometimes experience issues from the students at Ø10 being noisy in the streets and throwing garbage in front of street front door.

HANS JØRGENSEN



"It is very satisfying for me to work on projects where I can use and develop my practical skills and at the same time help others"

AGE: 67

Occupation: Retired electrician

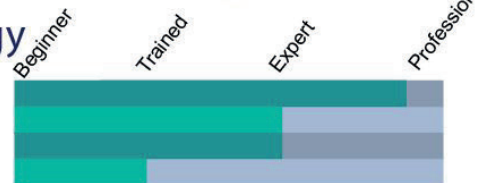
Status: Married

Residence: Østerbro - just across Ø10

Archetype: The active senior

Technology

Craft
IT & internet
Mobile Apps
Social Networks



Technical
Practical
Realist
Logical

Motivations

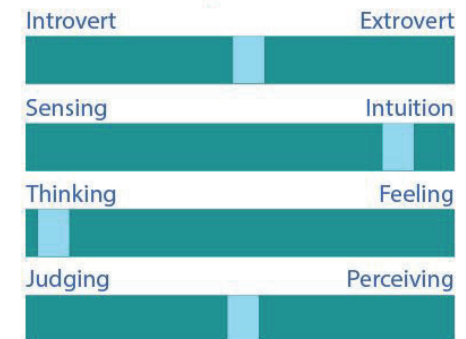
Helping others by 'fixing things'

Feeling useful (for others + society)

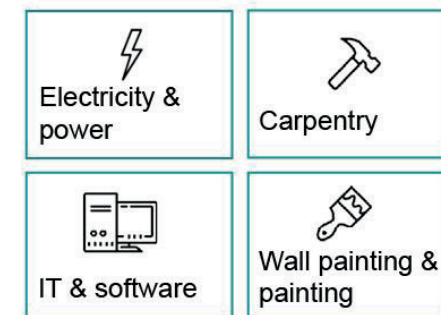
Feeling skillful

Development

Personality



Skills and expertise



3.3.6.2 Persona 2

John Christensen - Local business owner

Goals

- Success with his business and continuous growth of it
- Being an expert within his field
- Giving his customers the best service and buying experience
- Offer customers the quality in materials
- Satisfied, skilled and loyal employees

He has a lot of regular professional customers, but he wishes to expand to the customer segment of private persons that needs materials and counselling for building projects e.g. in their home.

Frustrations

- That private persons often support big retail store like 'Silvan' and 'Bauhaus' instead of supporting the small local carpenter shops.

Biography

John is the owner of "Østerbro Tømmerhandel" that sells building materials to both professionals and private persons. He is very passionate about the growth of the business, but also wished to maintain a great quality of his product and service. He uses most of his time driving the company and working in the store. He is married to Merete and has two children in the age of 22 and 26.

Relationship to the local area

John is very passionate about supporting the local businesses in the area. He thinks local businesses are better at maintaining a close relationship to customers and provide quality and a high service level.

JOHN CHRISTENSEN



"The ultimate success criteria for me is driving a successful business with products and services of high quality, happy returning customers and satisfied loyal employees."

AGE: 56

Occupation: Owner at Østerbro Tømmerhandel + previous carpenter

Status: Married

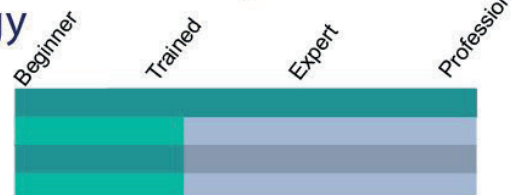
Residence: Østerbro

Archetype: The businessminded craftsman

Logical
Practical
Business minded
Innovative

Technology

Craft
IT & internet
Mobile Apps
Social Networks



Motivations

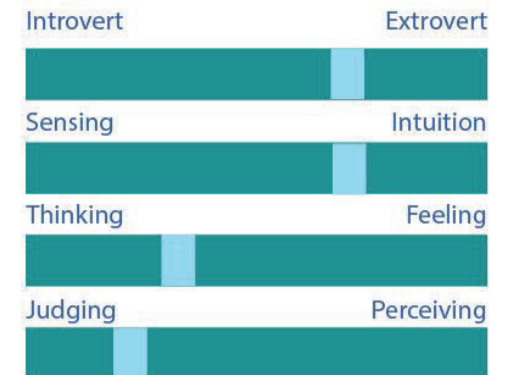
Success in his business

Happy customers

Happy employees

Feedback from customers

Personality



Skills and expertise



3.3.6.3 Persona 3

Peter Jespersen - Volunteer from
local association

Goals

- Doing a social difference for children and young people
- Have time and resources to practice all his diverse hobbies
- Keep developing personally
- Always let his passion lead/drive everything he does
- More social diversity in the danish society.
- Be a good person

Frustrations

- Finding enough participants for the bike workshop - often he ends up helping a few persons that accidently comes by, but would like to have more young people participate on a regular basis, to create a relationship to them and help them develop repairing skills.

Biography

Peter is a active young person, who is passionate about social work with kids and young people. He loves to see when they develop personally and practically during project that he arranges. To do so, he besides his job as a pedagogue does a lot of volunteer work. It motivates him to feel that he can do a difference and at the same time explore and develop his own competencies. He is very explorative and innovative and loves to try out new hobbies and practices. When he desides to learn a new things, he has great skill to become good at it. This means that most out his craft and construction comptences are auto didact. In his spare time he travels and lot, skateboards and try out new practical hobbies.

Relationship to the local area

Peter volunteers in the same area as Ø10, however he lives in Nørrebro. He knows how important it is to make young people take ownership of their area and cohesion between the area stakeholders, in order to create a better local area for everyone. This is why he volunteer to support this goal.

PETER JESPERSEN



"It is important for me that there is a social aspect in everything I do. I am very passionate about learning new practices and teach them to kids and young people."

AGE: 34

Occupation: Pedagogue + Volunteering in 'DUI Leg og Virke's bike workshop in Kildevældsparken

Status: In a relationship

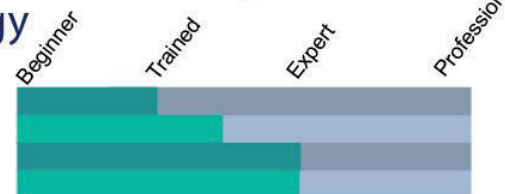
Residence: Østerbro

Archetype: The volunteer social worker

Social
Practical
creative
Adventurous
Innovative

Technology

Craft
IT & internet
Mobile Apps
Social Networks



Motivations

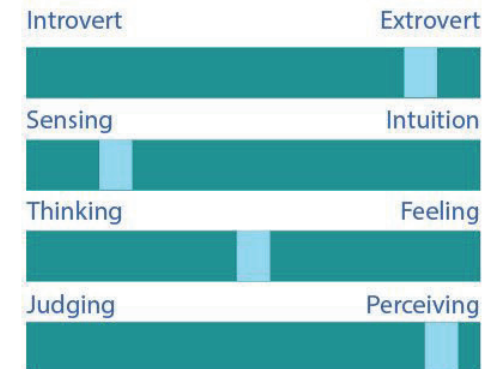
Create great experiences for children and young people

See children and young people develop in a positive way

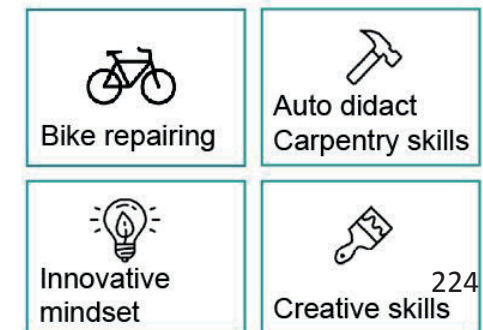
If his social projects are succesful

Make a difference

Personality



Skills and expertise



3.3.6.4 Persona 4

Maria Hjelms - Local culture coordinator

Goals

- Offer culture- and leisure experiences and services of high quality
- Offer services that are sustainable and relevant for the users
- That her work creates value for most possible citizens of the area
- Offer services that enhances the coherence of local community and promotes the local area.
- Co-creating the activities with citizens and users.

Frustrations

- It is hard to motivate Ø10 and Kildevældsskolen to collaborate even though she tries to offer interesting to projects to them.

Biography

Maria is culture coordinator at Kultur Ø. She is very passionate about developing culture projects for the citizens of Østerbro that creates great value for a big amount of the people. To do so she aims at being an active part of the area and create many relations to the local residents. She tries going 'out' of the office as much as she can and explore the city and it possibilities. She has a great knowledge about what is happening in the area and loves innovating new and creative ideas and projects.

Relationship to the local area

Maria has a strong relationship to area. Not only she works here, but she also lives in Østerbro. She spends a lot of time on building relationship with it's residents, organisations and businesses to create coherence of the area and promoting the local culture. "Local community" is a key word in her work. Often she also end up bringing her work with her home.

MARIA HJELMS



"I am very passionate about giving people a great and different cultural experience. I think it is important that the users of the project are a part of developing it, to design it according to what and how they find culture interesting"

AGE: 34

Occupation: Culture Coordinator at Kultur Ø

Status: Boyfriend

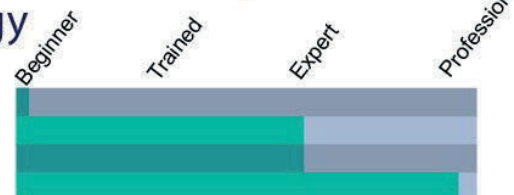
Residence: Østerbro

Archetype: The local creative activist

Creative
Untraditional
Entusiast
Innovative

Technology

Craft
IT & internet
Mobile Apps
Social Networks



Motivations

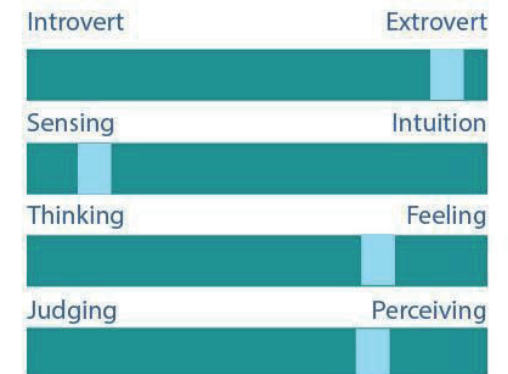
Existing cultural experiences

Seeing culture be used in all kinds of way ways

Meeting new inspiring people

Seeing other gaining value from her projects

Personality



Skills and expertise



7.2.4 Users motivation

The personas helped clarify some main reasons for the 3 local user groups to use the service. This motivation are valuable to understand, in order to build the right functions in the platform, that enables the users to get what they need from using the platform. E.g. a search bar to search for tools for your project, as one of the reasons is for the private persons.

The motivation of the 3 users groups:



Businesses:

CSR, Local promotion and recruitment of future employees



Private persons:

- Physical facilities, materials, tools and financial support for the projects they want to create
- Support and help to start up new projects
- Maintain and develop competencies
- Put project participation on resumé
- Feel good about themselves doing something for others




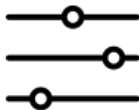
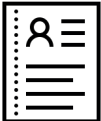







Associations:

- Recruitment of young people for their projects
- Enhancing the coherence in the area
- Using a schools resources' to strengthen their own goal

7.2.5 Functions the service needs to enable

Based on previous users' motivations, the technical organization showed the system and the architecture in the platform canvas some key functions are identified in order to meet the needs of the users and the criterias of the system:

Login 	Required personal profile with customized information.  Competencies, skills and personal information	Search bar To search for relevant content 	Filters on what you are searching for  Projects, Facilities, Participants, Tools/materials, Expertise - Type - Level - Costs	Promotion posts on available projects and what they can offer (like a jobpost) 
News feed showing newest relevant posts based on what you searched for 	Request now button - When requesting a project or an expertise 	Form on motivation to participate and resources to offer 	Contact button 	Acces through all units (mobile, computer, tablet) 
Recommendations from other users - to	Notifications to notify the provider	Calendar To plan projects		




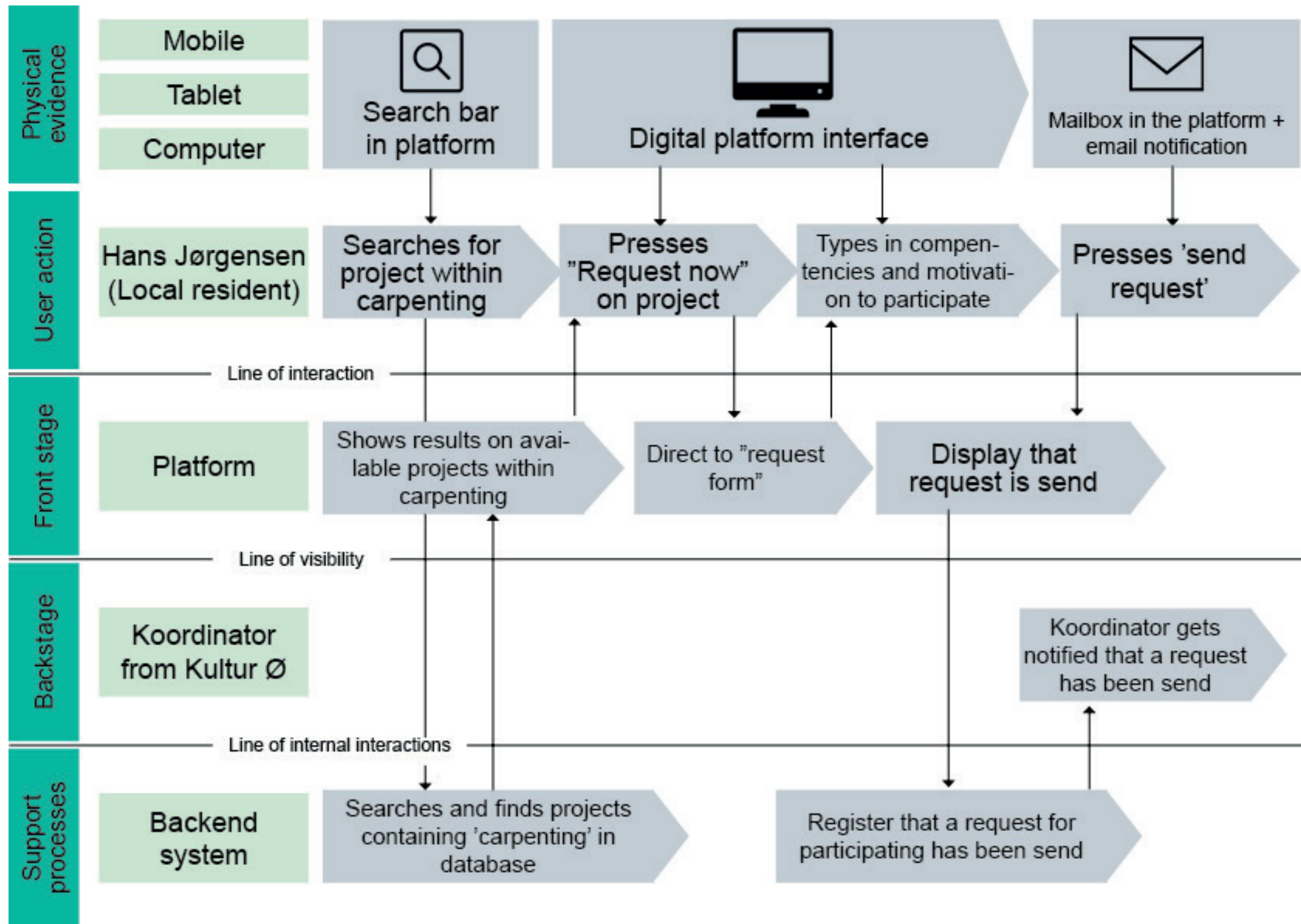
<p>ensure the quality of the collaboration</p> 	<p>when some request a ressource</p> 			
--	--	---	--	--

Figure 28: *Showing functions that the service platform needs to enable*

7.2.6 Service blueprint

The blueprint represents how all the described systems, users, processes and functions comes together in the final service (Lynn Shostack, 1982) The Service blueprint provides a holistic understanding of the service and its underlying resources and processes. This helps seeing the service in a strategic perspective, ensuring that all actors needs are taken into consideration in the final ecosystem ("Service Blueprints: Definition", 2018). Besides using the blueprint as a graphical representation of the service, the service blueprint also helped discovering weak links in the system.

The blueprint is meant as a help and guideline for the service owner to gain a holistic overview of the service, in order to create a good customer experience and match it with the company's internal processes. It can especially be used when implementing the service and when it is going to be used by the customers. It pinpoints the correlations between how the customers meeting with the service and how it affects the owners work with it. This makes it valuable to identify weak links in the processes or interactions, that needs to be changed or fixed ("Service Blueprints: Definition", 2018).



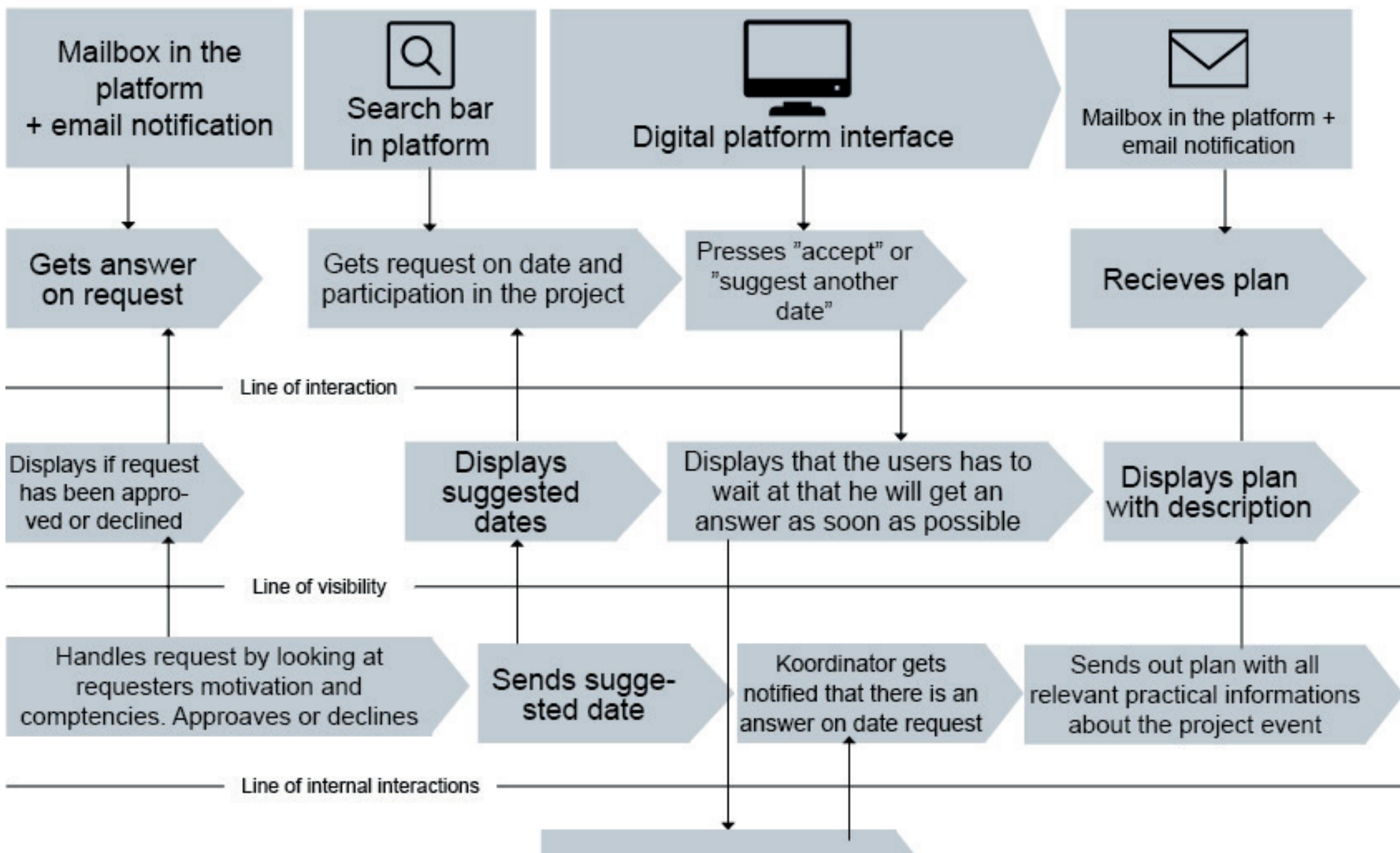


Figure 29: Blueprint showing local private person searching for a carpeting project

8. Who is this report relevant for? At what will they gain?

This report is especially relevant for future service owners and future coordinator of the collaboration. Furthermore, it might also be relevant for schools that wants to integrate more practical activities into the education.



The future service owners will gain an in-depth insight into the infrastructure, value of the system and guidelines on how to build the service.



The coordinator will get inspiration on how he/she can reach out to more stakeholders in the local community, in order to gain valuable insight about these stakeholders need and interests. This way he/she might be able to designer better cultural experiences for the right users.



Public primary schools will get inspiration on how it will be possible to integrate a more practical dimension of the teaching, by enable better collaboration with businesses, private persons and organizations in the local community. This way they will be able to present the students for future educational- and career paths.

9. Next steps

This section is especially relevant for the service owners of the platform. It addresses the further development of the service that needs to be done before implementing it. Furthermore, it explains how the next steps might proceed.

Exploring the locals needs

The infrastructure in the new service system is primarily build on the needs of Ø10 and organized in relation to the perspective of the educational area. However, the new service aims to solve a problem for stakeholders within two fields: Schools in the educational area and locals within the craft and construction area. Therefor it is suggested that an exploration of the service solution from the locals' perspective should executed. It suggested to use the method of "pretotyping"⁵ (Savoia, 2011) in order to quickly reveal how the users, hence the locals, will receive the concept, before investing lots of time building it. This can be done by "simulating" the service and its value and hereby test the outcome on the users. There are several ways of pretotyping (Savoia, 2011, p. 38-46) and each way enable testing of different perspectives. What pretotyping method to use should be chosen according the perspective the test needs to uncover.

Testing

The testing should uncover to perspectives of the service:

The outcome:

Meaning the projects that the service provides. Does the service fulfil its initial aim of creating meetings between locals and students? Does it provide the wanted value for the students and Ø10? Is the system organized and designed the right way to satisfy Ø10's way of working? To find out, it needs to be tested on Ø10. Since they are not the direct users of the service, but the receivers of what the service produces, a simulation of the projects is needed, this can be done using a prototype. The test would help identify if the projects provided by Kultur Ø actually provides the right value for Ø10 and furthermore evaluate

⁵ "**Pretotyping** [pree-tow-tie-ping], verb: Testing the initial appeal and actual usage of a potential new product by simulating its core experience with the smallest possible investment of time and money." (Savoia, 2011 p. 21)

if the content of the projects are structured and designed the right way. Are the service for example provides variations in the projects to fit the students different needs?

The user interface:

The interface of the platform also needs to be build right. To build it right a co-creation workshop might be initiated. This workshop would have the aim to explore how the users would use the platform, as well as if it enables the right functions.

Solutions to system vulnerability

As explained earlier some precautions that ensures less vulnerable in the system of actors is needed. These precautions might be that the specific tasks are related to roles rather specific persons or employees. However, to ensure that actors keeps having the competencies to possess these roles, the role still have to be anchored in the specific organizations that the role belong to. This for examples means that if a new coordinator of Kultur Ø is hired instead of the current one, the knowledge about the areas resources' will not be wasted since her tasks and data about the area is stored in the system.

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