An Exploration of Participatory Design Games as a Co-design Tool with Children

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Thesis Information

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Abstract

Children aged 10-12 years old are less interested in reading in their free time and this has been the case for the last 20 years at least. Slagelse Libraries were interested in building a stronger reading culture for the children and were also the collaborating organization in the project. This thesis was an exploration of what service Slagelse Libraries could offer to promote a stronger reading culture for the children. This was through the use of participatory design games, which were used for co-designing with children. Two different design games were developed for this thesis and used in workshops where children aged 10-12 years old were the participants. The purpose of the first design game was to gain user insights and the second for ideation on services. The workshops lead to multiple ideas, and three ideas were chosen by the collaborators from Slagelse Libraries'. One of the ideas was developed further as the main service for building a strong reading culture.

The results indicate that participatory design game as a co-design tool is an appropriate tool with children as the participants. The design games must be developed with the children in mind as the participants.

Keywords

Acknowledgements

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Chapter 1
Introduction

This chapter gives an introduction to the thesis and will present how the project began, why there is a need for this thesis, the official and personal learning objectives, and a reading guide presenting the chapters of this thesis to give an overview of the overall structure and design process.

This chapter contains the following subchapters:

1.1 Introduction

1.2 Learning Objectives

1.3 Reading Guide

1.1 Introduction

Before this thesis began, I was an intern at Slagelse Biblioteker og Borgerservice, which will be referred to as Slagelse Libraries, in the third semester of this master's program. Here I discussed with my co-workers the coming thesis project I was beginning and found that user involvement is not used a lot in the organization by the employees. My co-workers also highlighted that children's desire to read is something they are interested in improving and working with at the library. I found these two areas interesting especially since co-design was an area that I was interested in working with. On top of this, which became the case of this thesis, one topic from the previous lectures stuck in my mind as an interesting and fun tool, design games. I saw the potential of using design games as a co-design tool with children, in this case with Slagelse libraries' and children's reading. As will be explained in the literature review, this thesis began to research children's desire to read, but it was found that it is an outdated way of thinking about children's reading, and therefore it was changed later in the design process, to children's reading culture.

This thesis project has been carried out to show my service systems design capabilities, where different service design tools will be used throughout the design process. In the end, this is a part of the final step of this master.

1.1.1 Thesis Project

Service design is about participatory design, involving stakeholders and users in the design process. This thesis will be co-designing with stakeholders and users through multiple co-design sessions. Slagelse Libraries usually do not develop service offers with the users or other stakeholders; therefore, this topic is interesting. It is interesting to go deep to understand and to listen to the users and potential users of the library, to hear their opinions and point of view. In this case, to understand and hear the children.

Children's interest in reading has fallen for the last many years (Hansen et al., 2022). One point, where the children seem to lose interest in reading, is between fourth and fifth grade (appendix A.3.). Through the last 20 years, there has been a great focus on children's desire to read from a national point of view in Denmark, from both the Ministry of Culture, library associations, and school associations (Balling & Vestergaard, 2022). Through my internship, I got a backstage understanding of Slagelse Libraries' work and interests, which also included an interest in supporting children's interest in reading and exposure to literature. This thesis will seek to support this interest, by looking at the case from a service design perspective. The case has three overall interest areas, children, Slagelse Libraries', and Reading Culture (figure 1).

One way of co-designing with users is through design games. As will be further explained in the literature review, most of the literature found about design games, are literature about design games is conducted with adults. Therefore, it is interesting to explore how design games can be conducted with children and what this can provide to the co-design process.
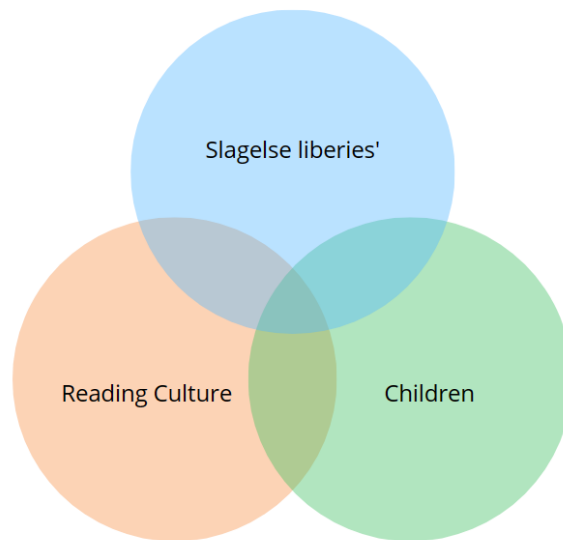
Figure 1: Representation of the three core topics of the thesis case.

1.1.2 Problem Statement

Through the knowledge at the beginning of the project, the initial problem statement for this thesis was created:

"How might Slagelse Libraries propose a service to promote children's desire to read?"

1.2 Learning Objectives

For this thesis project, there have been both learning objectives set by the master and also some personal learning goals created by me. The personal learning goals are created for me and are based on the experiences and capabilities learned so far in this master, to create goals and skills that I hope and wish to learn and develop, through this thesis project process.

1.2.1 Official Learning Objectives

The official learning objectives of the Service Systems Design Master are the following (Aalborg Universitet, 2017):

Knowledge

- Has knowledge about the fundamental elements of programming, how and when those are relevant and should be used in the development of services
- Understands user–oriented methods and the way this knowledge can be used to approach, segment and profile users in order to define value and business proposition in a design project
- Understands issues related to interaction in relation to given products, context of use and characteristic of users
- Understands the characteristics of services and the way they are organised, developed and represented

- Can understand, reflect upon, and explain the properties of complex distributed systems and the concepts of modularisation and product/service architectures
- Has knowledge about methodological approaches to the analysis and interpretation of users, as well as about methods and tools to support users' participation
- Has knowledge about multimodal methods to represent non-functional and non-material characteristics of services in order to support users' involvement and participation in services
- Can understand and reflect upon the main theoretical issues related to the construction of a service organisation
- Understands and is able to critically reflect upon theories on innovation and business models
- Has knowledge about relevant issues in research or practice of service design

Skills

- Can design users' interface to services, with focus on technological, human and context related aspects (synthesis)
- Is able to **apply** user and market research and segmentation methods to establish specifications and success criteria
- Is expert in conceptualising and sketching a product or service, emphasising the values and including principles of aesthetics, experience, use, technology and organisation (**synthesis**)
- Has high capability to **analyse** and address relevant conditions for the interaction between users and the service, taking into account technologies, users and context of use
- Excels in the **application** of design tools and representation techniques to the development of new services and the organisation of the interactions in a service
- Masters user centred service development and can identify modular elements in service system (**synthesis**)
- Has high capabilities to engage with users and support their participation and involvement in service systems (**synthesis**)
- **Understands** and **applies** experience-related aspects of services that can support users' participation and co-creation of a service
- Masters and **applies** appropriate methods and tools to support innovation and change in organisations
- Must be able to **interpret, understand** and properly address (**synthesis**) the need and the opportunities for design driven change within organisation.

Competencies

- **Understands** the development and organization of aspects related to programming, interaction, design and user participation and co-creation in a service
- **Understands** and **applies** appropriate methods for organising functional as well as experiential aspects of design
- Masters the organisation of complex service architectures, defining roles, rules, organisation and user-related aspects (**synthesis**)
- **Understands** strategic issues related to change and innovation in organisations, and is able to **evaluate** the opportunities offered by a design-driven approach

1.2.2 Personal Learning Goals

My personal learning goals are the following:

- Gain collaborating experience and learn from the collaborators about their work with children in a public organization.
- Experiment with the concept of using design games in co-design.
- Explore if design games can make the co-design process fun for the participants, while knowledge for the project is also gained.
- Increase theoretical and practical knowledge and skills in the facilitation of workshops/sessions.
- Improve skills in visual presentation.
- Gain experience and additional knowledge about co-design with users through practical experiments with users.

1.3 Reading Guide

This reading guide presents a short introduction for all of the main chapters in this thesis.

Chapter 2, Literature Review

This chapter contains the literature review and sets the foundation for this thesis. It begins with understanding service design and co-design which leads to the design games and how they can be used in the co-design process. Hereafter children's desire to read is explored and this leads to the formation of the research question for this thesis.

Chapter 3, Methodology

In this chapter, the design methodology and the research methodology for this thesis will be presented. The design methodology of the double diamond is used to guide the design process from start to finish of this project. The double diamond contains four phases of discover, define, develop, and deliver and this begins from research on the topic to delivering an outcome. The research methodology of this thesis is the design game workshops. In these workshops, the design games were played by children, and in this way, it was explored how design games could be used in the co-design process with children.

Chapter 4, The Case

In this chapter, the case for this thesis will be presented. The case of Slagelse Libraries' began as an issue and a wonder from the employees at the library. Then this wondering was taken further and combined with service design thinking. This resulted in an initial problem statement, which will be presented at the end of this chapter. The thesis will work to answer this problem statement through the design process. The case is about Slagelse Libraries' and therefore this chapter will first present libraries in general. Then it will zoom in on Slagelse Libraries specifically and then this chapter zooms in on children's reading culture.

Chapter 5, Case Study

In this chapter, the design process will be presented with all of the methods and tools conducted. As explained in chapter 3 the design process follows the double diamond structure with the four phases of discover, define, develop and deliver and each of these phases will be presented in separate subchapters.

This chapter will also present the design game workshops conducted. Four design game workshops were facilitated, two workshops in the define phase and two workshops in the develop phase.

Chapter 6, Discussion

This chapter discusses and reflects on the design process of the thesis and the design game workshops. The design process was guided by the methodology of the double diamond. During the phases of the double diamond tools and methods were used. Key areas will be reflected on, including the use of participatory design games for co-designing with children.

Chapter 7, Conclusion

This chapter concludes on the design process and presents the key findings related to the service for building a strong reading culture for children. It further concludes on the use of participatory design games when co-designing with children.

Chapter 2
Literature Review

This chapter contains the literature review and sets the foundation for this thesis. It begins with understanding service design and co-design which leads to the design games and how they can be used in the co-design process. Hereafter children's desire to read is explored and this leads to the formation of the research question for this thesis.

This chapter contains the following subchapters:

2.1 Service Design

2.2 Co-Design

2.3 Design Games

2.4 Children's Desire to Read

2.5 Research Question

2.1 Service Design

2.1.1 Design

Design is a way of thinking and it is a term that has become broadly used by many people beyond the design community (Manzini, 2015, p. 29). Manzini (2015) has looked at multiple different views on design and explains that in design's origin, design was seen as a problem solver on all levels. To this Manzini adds that he believes that design is also a way of making sense of things. He highlights that these two ways of looking at design are not the same point of view but they coexist. He concludes further that design is a culture and a practice that regards how things ought to be. He also explains that the process of design includes co-design, where the designer supports the participants in their contribution with their knowledge to projects. With this, he leads to the field of service design. "Service design is a design field that conceives and develops solution ideas that take into account the equality of the interactions involved" (Manzini, 2015, p. 59).

2.1.2 Services

Through time, there has first been goods dominant logic where goods were the focus. In recent times this focus is shifting to a service dominant logic. In service dominant logic products and services are not distinct from each other and where intangibility, exchange processes, and relationships are central (Vargo & Lusch, 2004). Vargo and Lusch (2004) argue further that with this shift, the focus is also changing from the producer to the consumer. With this change, they mean that the consumer is also a part of the development.

Polaine et al. (2013) explain that a service experience is made up of multiple touchpoints which the customer is interacting with. The user's interactions with the service, are also where the users co-produce the service. They further elaborate that this is a way of putting the people at the heart of the service, and therefore it is important to try to understand them through insights. This, they explain, is where service design draws upon user- and human centered design. To gain these insights the focus should be on the individual and not the masses, which also emphasizes qualitative methods over quantitative methods.

2.1.3 Service Design

There are different views and directions on working with service design: "*The first direction derives from the tradition of product and interaction design, which focuses on the front stage, on user experience and on the interface between service providers and customers, the second direction derives from management and marketing studies, where it focuses on services as processes and analyses the organisational aspects in the back stage.*" (Morelli et al., 2021, p. 10).

Service design seeks to create or improve the value an organization generates (Stickdorn et al., 2018). This value that the service generates, is the value the user receives when using the service. The service quality of a service is defined by how the touchpoints work together (Polaine et al., 2013). Marc Stickdorn et. al (2018) explain service design as a mindset that works with the design process in an iterative way combined with the use of tools. Service design also uses research methods to understand needs instead of assuming how they might be. They further explain that in the design process, experiments and prototypes are used to test and gain new insights and ideas.

The research carried out in service design projects, needs to involve all the stakeholders including the end users (Polaine et al., 2013).

A focus on the product service systems was presented by Morelli and Tollestrup (2007), where the design of solutions, called Product Service Systems, is the new focus they argue. This includes the collaboration between different stakeholders and the end users. They present this paradigm shift to the operative paradigm, which is a methodological toolbox, that supports the designers in the reach for solutions. These representation techniques should be used in all the design phases, by involving all the actors and in different scales. In the paper, the authors present the work of the designers, not specifically only service designers but, though it is also service designers who can take part in this paradigm shift.

It is also important to mention that the designer behind a project can determine the project. This is related to their work process and their past experiences. This refers to the resources and the capabilities of the designer which is what guides and determines the process of a project, since resources and service design capabilities are connected. (Morelli et al., 2021). Morelli et al. (2021) elaborate resources as something the organization and the designer have access to, and the designer's capabilities determine how these resources are used. The designers' capabilities are both personal and professional capabilities.

2.2 Co-design

Since the 1970s, the user's perspective has been of interest in the designer's work, and this is when participatory design started evolving (Sanders & Stappers, 2008,). Before the 1970s, the users were involved but the designers were still the experts and this approach is the user-centred design approach. Sanders and Stappers (2008) explain that co-creation and co-design each come from participatory design. Co-creation, they argue, is any form of collective creativity and is a very broad term. Co-design, they argue, is also the process of collective creativity between both designers and non-designers and expands the whole design process. The big difference between the two approaches is the involvement of users and other relevant entities in a one-time co-creation session for example, or many times throughout the span of the design approach when co-designing. Jørgensen et al. (20122) explain co-design as a process where different designers collaborate or it could be designers and actors who collaborate in the design of products or services. They explain that user centred design began in the 1950s, where the user was studied. Later in the 1970s, the user was involved in the process although the designer was still the expert and this was the beginning of participatory design. From participatory design, Jørgensen et al. (2011) also explain, that co-design was formed from where the designer collaborates with the user.

Designing with people and not just for people as Polaine et al. (2013) underline is important in participatory design. These people, who should be involved, are not just the users but also, for example, the front-line staff who should also be involved and heard. Involving users and other stakeholders who are non-designers in co-design is a way to see them as experts, meaning their experiences are equally important (Steen et al., 2011).

Manzini (2015) describe aco-design processes as highly dynamic, creative and with proactive activities. It is where the designer is the mediator and facilitator of complex design activities. In these co-design processes both experts and non-experts design. Manzini further, explains that the co-design process is complex and along in the process, multiple design initiatives take place to cope with complex issues. Munthe-Kaas (2015) agrees and explain that in this process, where others are involved including users and stakeholders, the designer becomes the facilitator. In the facilitated interventions the participants can imagine possible futures together. Munthe-Kaas further argue that co-design interventions are possible to create agonistic debates

between the participants. These debates with participants are both between users and other stakeholders throughout the whole design process.

Steen et al. (2011) say that service design's goal is to improve the quality of the service, the interaction between the service provider and consumer and the customer experience. To do this they have found that co-design is critical to service design because of the different perspectives they can give. Through cases, the authors found, that co-design has multiple benefits for service design projects, these being both for the project itself, the users and the organization involved. Steen et al. (2011) also highlight that before the co-design activities are carried out, some clear goals should be set for the project, so the co-design activities can support the project.

2.2.1 Co-design with Children

When co-designing with children it is equally as important to involve the children directly, as it is with adults. This means that it is not sufficient to ask their parents or other adults in their surroundings but the children should be asked and involved directly (Druin, 2002). Often research is done for and about children but not with them. In this way, they are not seen as important informants that can be a part of the design process (Darbyshire et al., 2005). Children can be a part of the co-design process with their opinions and viewpoints just as adults can Druin (2002) explains. She further elaborates that children can be involved on different levels; as user, tester, informant and design partner. The partner level is where the children are involved in all of the processes and throughout the entire project and the children are seen as team members. The term co-design is not used in Druin's article, but her use of design partners is described as participatory design, where it is important to hear the children's opinions directly from the children, and therefore it must be seen as co-designing with children.

When co-designing with children the exact same methods and procedures used with adults cannot just be used with children (Druin, 2002). Children think and act in a different way than adults. Druin (2002) gives an example where they needed to adapt how participants made observation notes. She writes that in her lab it was found that adults took notes with short paragraphs, while children liked to take notes with drawings and a few words.

2.2.2 Co-design Challenges

Even though co-design is an important activity in the process where stakeholders and users are involved, it is not an easy task to get them interested and thereafter mobilise them in the co-design activities (Jørgensen et al., 2011). To do successful co-design, preliminary research is important to understand the actors who will be involved and to get an idea of how the co-design activities should be created for them (IBID). Jørgensen et al. (2011) also found, from their project, that they were not able to be neutral as designers, but with this, they also question if the designer can ever be neutral in a project.

Co-design with children can also be challenging. For the designer or the design team, it can be challenging to work with children because their mindset is very different from adults. Children speak their minds and can be, as Druin states, "brutally honest" (Druin, 2002, p. 26). Another challenge Druin (2002) explains is for the designer to know when to bring children into the process since it is time-consuming working with children and there might be restrictions on the project. Druin further explains that co-designing with children can also be a challenge for the children's teachers, who provide class hours for the design team, which is time the teacher could have used for teaching curriculum instead. Challenges for the children as participants, maybe

that the adults are in charge of the project, and the children may not be interested in the activities (Druin, 2002). Depending on how much the children are involved, there may be times in the design process, where it is the designers who take the final decisions (IBID).

2.3 Design Games

2.3.1 Play and Games

To understand what design games are based on, first the concepts of 'play' and 'games' will be elaborated. Play and games are two complex words and the relationship between the terms is equal as complex (Salen & Zimmerman, 2004). Children play, and this is also developing their cognitive mind (Plass et al., 2015). They begin to play around the age of three, and play is a social and symbolic activity (Plass et al., 2015). Schechner (2020) explains that play is a lifelong activity. Schechner further argues that games are structured play and further defines games as having rules, definite outcomes, engaging players and take place in designated settings.

Salen and Zimmerman (2004) see also explain play as a part of games. They elaborate further that play is a component in games. They define play as "free movement within a more rigid structure" and they further define games as "a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome" (Salen & Zimmerman, 2004,p. 72). By quantifiable outcome, they elaborate, that this means there is a winner of the game, or someone received a score from the game. It is argued by Plass et al. (2015) that games are a perfect medium for learning, although their paper is about digital games, they reflect on basic game functions, which are deemed as relevant for games in general. They state that some of the most important aspects of games in learning are motivation, player engagement, and adaptivity and that they allow for failure.

Plass et. Al (2015) argues that games follow a simple structure called the magic circle. This describes the connection and the coherence between challenge, response and feedback which are connected in a loop. In the very centre of the model, the game features are placed. Salen and Zimmerman (2004) also discuss a magic circle of games. In their version, when playing a game, one enters the magic circle where the circle symbolises the space, visible or non-visible, where the game takes place. The word "magic" is a reference to the magical feeling of being a part of a game which can be seen as a new reality. Vaajakallio and Mattelmäki (2014) explain play as temporary spheres where activity happens, and the laws of ordinary life do not count. These temporary spheres, they argue, can be referred to as the magic circle. They further see the magic circles as a part of design games as well as games. They explain that design games also have the ability to take the players into this magic circle, as well as games.

2.3.2 Design Games

In games, according to Brandt (2006) the participants often play with props, and they also often compete with each other in a specific setting with rules as a framework. In exploratory design games she argues, the participants most often do not compete to win but the purpose is to bring the participants together and this could for example be users, stakeholders and designers. The participant's different kinds of knowledge can be used to explore different design possibilities in a game setting (Brandt, 2006). This game setting Brandt explains, creates an informal setting for all the participants, which is favourable for being creative. The value

of design games, Brandt further explain is that these games can be designed in many ways, so the game fits the project.

Brandt & Messter (2004) explains that the rules, game pieces and the game setting provide a guide for the participants. This also creates a common ground for the participants and connects them despite their different interests and power relations outside of the game. The shared goal of the game for all the participants underlines this and can encourage dialogue (Hannula & Harviainen, 2016).

Exploratory design games have been formed from Concept Design Games, and these games were used to understand design actions in a restricted environment and not in a real design process (Brandt et al., 2008). Exploratory design games are further developed, and these design games are used in the design process, which is the approach Brandt et al. (2008) argue for. Design games can be used to stage exploratory design dialogues which are used to envision the possible futures. They further present participatory design games as games with rules, set roles, and game pieces which seek to explore present future possibilities.

Design games are not about winning which also means that they have no elements of competition (Iversen & Buur, 2002). Iversen & Buur (2002) explain that design games have a board, game pieces, roles and rules. The authors suggest the use of design games to build competencies for their students and for practitioners. The frame of games, they discuss, encourages the participants to pay attention to the social communicative process. Their view on the purpose of design games is a bit different than most of the other articles since they see them as a way to build competencies whereas Brandt (2006) for example sees them as a tool to gain insights from the participants. They do see design games as a social activity, which is a common view of all articles.

Vaajakallio & Mattelmäki (2014) have explored the term design games and what it is defined as in the general literature available: "Most of these descriptions agree that design games are about staging participation, that there is seldom competition over who wins the game, and that there are rules and tangible game pieces that guide the design moves" (Vaajakallio & Mattelmäki, 2014, p. 64). They further elaborate, that they have found four purposes where design games are often used. First: for research, second: for building design competence, third: for empowering users and fourth: for engaging multiple stakeholders. They also argue that design games' four core functions are: "First: for creating a common design language; second: for promoting a creative and explorative attitude; third: for facilitating the players in envisioning and enacting 'what could be'; and fourth: helping to define the roles of participants in the interaction during a session (Vaajakallio & Mattelmäki, 2014, p. 66). They further explain the opportunity of developing the design game from purpose to purpose. In the end, Vaajakallio & Mattelmäki sum up the design games, as being a tool for the designer, a mindset for the player and a structure for the design game designer.

What design games are defined as, based on the findings in the literature, can be seen in figure 2.

Design Games:	Definition
Have tangible game pieces	For example a die, cards or a game board
Have rules	Guiding the player through the game
Have roles	For the players to take on
Have no competition but a shared goal	The goal is not to win, but to discuss or solve tasks together
Are used for staging participation	The design game is used to bring stakeholders together
Are used to explore design possibilities on a common ground	The game format is a neutral ground for the participants where they follow the rules of the game to discuss and solve tasks
Can be designed for each purpose	The design game should be developed and designed taking into consideration the purpose of the game, the goal with the game and the participants.
Have four purposes for using them	1. For research 2. For building design competence 3. For empowering users 4. For engaging multiple stakeholders
Take players into the magic circle	They enter the magic circle where the circle symbolises the space. The word "magic" is a reference to the magical feeling of being a part of a game

Figure 2: Design game definition.

2.3.3 Design Games for Children

All of the design games found in the literature were designed for adult participants except for one case. This raises the question if design games are a co-design tool that is appropriate when designing with children. Only one case was found to explore design games with children. Vaajakillio (2012) facilitated two design game sessions with the same children between the ages of 7-8 years old. At first, the children were more focused on the building activity than reflecting on the topic of interest for the designer. The tables used for them to sit around were too big for them to really reflect together, and reflecting was also something that seemed new to them. A third issue was the classroom environment which Vaajakillio describe seemed to keep the children's mindset in the normal school boundaries of not moving around freely. In the second design game session, most children seemed to be actively playing the game, but in some groups, some children were very dominant, and this made other children not really participate in the activity. Based on these two co-design sessions Vaajakillio concludes that it seems that designing for children is not so different from designing for adults. With children, though she explains there seem to be bigger risks in the group dynamics going wrong.

2.3.4 Game Based Learning and Gamification

Two other fields where games are the centre activity are game based learning and gamification. In game based learning games are used to teach the player something, based on a set of learning outcomes (Plass et

al., 2015). What is meant by gamification Plass et al. (2015) explain, varies a lot, but some core definitions of gamification include the use of game elements that will motivate the participants to do a task they otherwise would not do (Plass et al., 2015). They further explain that gamification is when game elements are put on an existing task that may be seen as boring.

These two other fields are different from design games in the purpose of them. In game based learning it is the player who is supposed to learn something from playing the game and it seems that it can be also for just one player. In gamification, the game is supposed to encourage the player in performing a task. This is so the task that before was not a game-related task, is transformed into a game. It also seems that in gamification it is possible to be just one player, whereas in design games one of the purposes is to bring multiple players together.

2.4 Children's Desire to Read and Reading Culture

The term "Læselyst" which translates to desire to read, is often used when talking about reading in Denmark. Desire to read was written into the purpose clause for the subject Danish in 1984 (Hansen et al., 2022). The reason the focus is not as great on reading joy for example is that the desire to read comes first. Here it is argued that if you can evoke children's desire to read, it can evolve into reading joy (IBID). It further states in the book "Børn og unges læsning 2021" that desire to read is referred to as the children's interest in reading, which relates to their motivation and forming of opinions (Hansen et al., 2022, p. 20).

Another researched based view on desire to read is Hannibal and Lund (2020), who present desire to read as when you read because you have the desire to do so. They argue that there are three prerequisites for this desire: First: that the child can read the text or have it read aloud. Second: that the child has a positive attitude towards reading. third: That the child has positive expectations for the content. It is summed up that there is a before, during and an after the reading. They explain that this ability to read, the positive attitude and the positive expectations are taking place before reading. The positive experience is happening during the reading which can lead to the desire to read again later after the reading.

Lund and Skyggebjerg (2021) agree that the desire to read comes from the desire you have inside. They further explain that the desire to read comes from reading of enjoyment, and the understanding of the text. This they argue is based on the ability to read and having access to something to read. In their article, they enhance that outside of Scandinavia other terms for reading are used, but they keep referring and using to the term desire to read since it is widely used in the Danish literature and in the public of Denmark.

This view is somewhat supported by Balling and Vestergaard (2022), who explain desire to read, as when you want to read from your desire. They further argue that it is a voluntary decision, the reader has a positive attitude towards reading and that reading gives satisfaction for the reader. They further explain that this desire may not just appear by itself but must be rehearsed, stimulated, and motivated. The authors though are critical of how used or misused the term desire to read is. They suggest using reading culture more since desire to read is a subjective and changing thought, whereas reading culture references something social and being part of a community.

Hansen et al. (2022) write as some of their final thoughts in the book, that they suggest that the desire to read is part of a greater coherence when talking about reading. They emphasise this by explaining that the

desire to read is closely connected to reading joy and reading interest. They also suggest the term reading culture, which shifts the focus to outside influences instead of only on the inner desire of the reader. Vestergaard (2021) comes with four recommendations for future work with children and young people's desire to read. First, activate multiple professional skills. Second, find multiple views on the subject with the target group. Third, let communities be the bearing element. Fourth, change focus from desire to read to reading culture (Vestergaard, 2021, p. 63).

The literature enhances that the desire to read comes from a personal and positive attitude towards reading, and this is the basis of the desire from the reader towards the act of reading. The term desire to read is widely used in Denmark but as the literature enhances it is a subjective opinion, and therefore it can be argued how well outside influences can affect the individual child's desire to read. Therefore, this paper will work with children's reading through the term reading culture, which the articles and papers suggest to do. "Reading culture: A context-oriented term, which shifts the focus from the individual to values, preferences and resources in the home, social circle, institutions and society (for example reading aloud and conversations about literature)." (Hansen et al., 2022, p. 149). This term will be used because this thesis wants to explore what the library can do for children's reading, and the library is an outside influence on the children. This means that the term desire to read, as it has been found, is not an appropriate term to use, even though it is a term that is still used widely, also by the collaborators at the library.

2.5 The Research Question

2.5.1 Literature Summary

Through the literature review, it has been found that service design is a way to work with the design process and can improve the value an organization provides, through iterative thinking and with the use of tools. Co-design is used to involve users and stakeholders through this design process. This is to understand the opinions and ideas from these participants, which is seen as valuable and important to involve them in the process. Children can be a part of the co-design process as well as adults can, the designer should though be aware that children act differently.

It has been found that design games have game pieces, props, rules, no winner, can be specially developed for each purpose and bring the participants into the magic circle, which is a playful atmosphere. Design games also have the ability to engage participants, both professional and non-professional, in exploring a topic together and encourage the imagination of what could be in the future. The game setting creates a neutral ground for the participants, which encourages dialogue among the participants and decrease the power differences.

Children's desire to read has been focused on in many organisations in Denmark for many years. When talking about children's reading, it is often referred to as children's desire to read. There is although an increased focus on how different terms should be used about reading depending on what lies behind. This leads to the term children's reading culture, which will be used in this thesis, to underline the fact that the library is an outside organization that wants to encourage children's interest in reading.

2.5.2 The Research Question

This summary leads to the research question for this thesis:

"How could participatory design games contribute to the co-design process with children aged 10-12 years old?"

Chapter 3
Methodology

In this chapter, the design methodology and the research methodology for this thesis will be presented. The design methodology of the double diamond is used to guide the design process from start to finish of this project. The double diamond contains four phases of discover, define, develop, and deliver and this begins from research on the topic to delivering an outcome. The research methodology of this thesis is the design game workshops. In these workshops, the design games were played by children, and in this way, it was explored how design games could be used in the co-design process with children.

This chapter contains the following subchapters:

3.1 Design Methodology

3.2 Research Methodology

3.1 Design Methodology

This thesis project process will follow the double diamond methodology (Design Council, 2007), to design a service for Slagelse Libraries which can build a strong reading culture for children. This model divides the design process into two diamonds (figure 3). In the beginning of each diamond divergent thinking is used to be open and explorative, while convergent thinking is used in the second half of the two diamonds to narrow in and go deeper (Ball, 2019). Divergent thinking is where opportunities are explored and convergent thinking is where decisions are made (Stickdorn et al., 2018). While the thinking is converging and diverging, iterative thinking is also used in the phases, to explore processes (Design Council, 2007). For each project, the time spent in each phase is different, since the phases can be stretched or shortened depending on the needs of each project (IBID). Ball (2019), who was a part of the development of the model, presents the phases as the discover phase where the problem needs to be found, explored and understood. Here Research is carried out and data is gathered. In the define phase, the insights gathered from the discover phase are synthesised and the challenge can be defined based on the findings. In the develop phase, multiple ideas are developed and tested and they are based on all the findings from the first diamond. In the deliver phase one idea that has been tested in the develop phase is chosen as the final solution. The first diamond can be seen as being about 'designing the right thing' while the second diamond is about 'designing the thing right' (Ball, 2019).
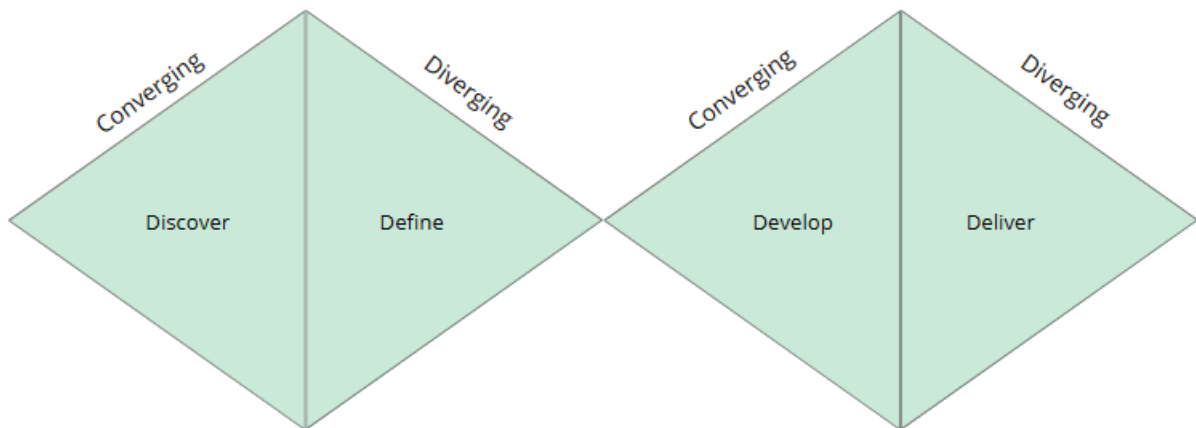
Figure 3: The double diamond.

3.1.1 Double Diamond Challenges

Many design processes have been created over the years, but most of them follow the same core design process (Stickdorn et al., 2018). Therefore the different design processes are mostly differentiated from each other in the tools and methods the designers use In the process (IBID). The structure of the design process may visually seem linear, but it should always be iterative, allowing the designer to go back in the process (Stickdorn & Schneider, 2011). Even though this is said, to remember to be iterative, it might be different when the designer is carrying out the design process since it takes time to be iterative. There may also be other dilemmas in the design process, for example considering the budget, resources, and client views for the project (IBID).

The double diamond has been chosen for this thesis' design process to answer the problem statement, de-spite the challenges with the design process methodology. The double diamond is used to guide the process

and give it structure throughout the process span. This is supported by how the double diamond is visualised through steps that use convergent and divergent thinking.

3.1.2 The Double Diamond Phases

In the discover phase, the topic of children's reading culture is researched and explored in connection with the library's role in this area. This will be done by doing both primary and secondary research. In this phase, multiple meetings with the collaborating organisation were also held to discuss both this project and the current work at the library with children and their reading culture. Multiple iterations were carried out since new data and information lead to new questions which lead to further research.

In the define phase, the data collected from the first phase will be synthesised and clustered to find common areas about Slagelse Libraries' and children's reading. Based on the research found in the discover phase the users were further defined. The first two design game workshops were held with two groups of children to hear their points of view on the library and what they are interested in. This led to an iteration of the problem statement.

In the develop phase the next two design game workshops were held with two other groups of children, to ideate on possible ideas for a service for the library. After this, an idea was chosen and a prototype was developed and tested.

In the deliver phase the idea will be further explored and then presented.

3.1.3 The Thesis Timeline

In figure 4 the timeline for this thesis project can be seen.
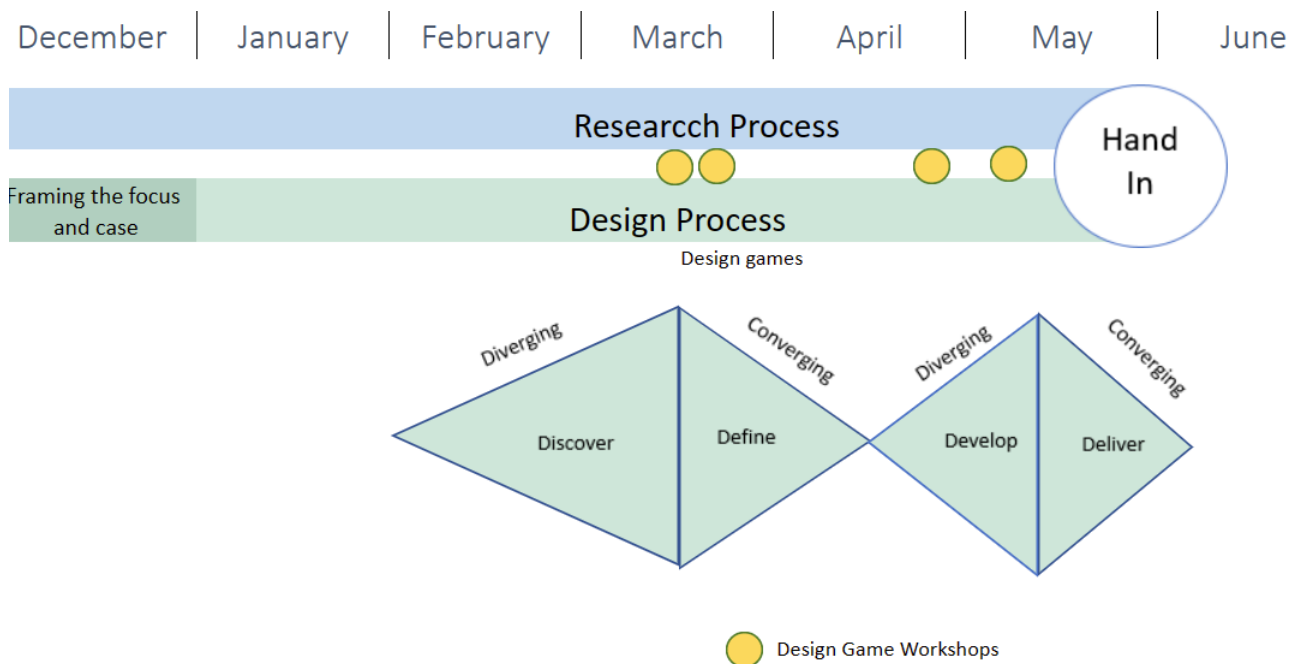
Figure 4: Thesis project timeline.

3.2 Research Methodology

The research question for this thesis is about design games with children. To answer the research question, design games will be used as a co-design tool and the participants in these design games will be children aged 10-12 years old. The design games will be conducted through workshops, which serve to explore and understand the use of design games as a co-design tool where children are the participants.

Workshops are planned sessions where relevant participants are invited to take part in activities planned by the facilitator. The role of the facilitator is complex and means guiding the process and the participants (Stickdorn et al., 2018). Before the workshop is facilitated preparations need to be done. This can be preparations about how to get consent from the participants, defining the facilitator's role, inviting participants, defining the purpose and goal of the workshop and preparing the activities (Stickdorn et al., 2018). During the workshop, the planned activities need to be carried out, which for example can begin with a pre-phase, a main phase and the final reflection phase (IBID).

The workshops will be facilitated by me, and work is done before, during and after the workshops. Before the design games needed to be created and prepared. Then the workshop structure needed to be created. During the workshop, the children should be introduced to the design games and their purpose, then play the game and the workshop should be rounded off. After the workshop, the results will be analysed for further work.

3.2.1 Challenges when Facilitating Workshops

The facilitator should attempt to be as neutral as possible, so the participants feel they can say what they are thinking (Stickdorn et al., 2018). This is also a part of creating a safe space for the participants, where they feel they can participate fully in the activities (IBID). This might not be easy for everyone, and it is assumed it also takes practice and experience to become better at this.

When the workshop takes place the facilitator cannot in advance know how the workshop will progress, and therefore the facilitator needs to be able to adjust to what happens and this could be done by having a backup plan (Stickdorn et al., 2018). Another challenge as a facilitator is to find your own style and way to be the facilitator, since what works for others might not work for you, and therefore it might take time and practice to become a better facilitator (IBID).

3.2.2 The Design Game Workshops

During this thesis, two design game workshops will be facilitated to co-design with children. The first design game's purpose was to explore the children's opinions further, and the games were based on the research done so far. Two workshops will be held with 11 children. The second design game's purpose is to explore the children's ideas on services for Slagelse Libraries. Two workshops will be held with this game, and with 35 children. In preparation for the workshops, the two different design games were developed and an approximate plan for the workshops was created (Appendix A.6.) as a guideline during the workshops. In the pre-phase, the children were introduced to the design games, and the rules were explained. In the main phase, they played the games. In the reflection phase, they presented their design game outcomes. After the workshops, the results and the workshops themselves will be analyzed and reflected upon, to answer the research question.

Chapter 4
'The Case

In this chapter, the case for this thesis will be presented. The case of Slagelse Libraries' began as an issue and a wonder from the employees at the library. Then this wondering was taken further and combined with service design thinking. This resulted in an initial problem statement, which will be presented at the end of this chapter. The thesis will work to answer this problem statement through the design process. The case is about Slagelse Libraries' and therefore this chapter will first present libraries in general. Then it will zoom in on Slagelse Libraries specifically and then this chapter zooms in on children's reading culture.

This chapter contains the following subchapters:

4.1 What is the Libraries' Role in Denmark?

4.2 Slagelse Libraries and Citizen Service

4.3 Children's Reading Culture

4.4 Children and Ethics

4.1 What is the Libraries' Role in Denmark

In Denmark, there is a library law for public libraries and paragraph 1 states what the libraries' purpose is: "The purpose of the public libraries is to promote information, education and cultural activity by giving access to books, journals, audiobooks and other suited materials like music bearing materials and electronic information resources, including internet and multimedia." (Jelved, 2013). The library law further states that it is the municipal council's job to run these public libraries. The libraries need to be for both adults and children (IBID). The library law was created and is maintained by the culture ministry of Denmark.

It is important to maintain the physical library while also embracing the new media that keep evolving (Kultur Ministeriet, n.d.). Today the users of the libraries can sit at home while using online materials and therefore the physical library space is used for multiple other activities than just a place for the books and seats to sit and read in. For example, the libraries host events and often have a play area for the children as well. The public library is a place where everyone has equal and free access to physical and digital offers (Hansen et al., 2022). Today it has evolved so it is not only books and other materials that are the focus, but also on societal issues such as loneliness, mental issues, digital competencies, and health (Appendix A.1.).

4.2 Slagelse Libraries & Citizen Service

Slagelse Biblioteker & Borgerservice or Slagelse Libraries & Citizen Service has three physical locations in the municipality of Slagelse and they are in the cities of Slagelse, Korsør and Skælskør. The organization's official name is "Slagelse Libraries' & Citizen Service" because the organisation consists of both the libraries and citizen service. Even though they are connected in the same organization, they have separate employees and tasks. Citizen service helps citizens with services like passports, driver's licenses, MitID and more (Slagelse Borgerservice, n.d.). While the library, as stated in the library law, offers users to borrow books and materials, cultural activities, and information (Jelved, 2013). This is not just a clear distinction in their core activities, it also shows the core reason for why people use them. Users use citizen service because they have to do it, for example, if they need a passport. Users use the library because they want to, for example, read a book in their free time. This thesis will only work with the library services of the organization, therefore citizen service will not be focused on.

The library is working with four overall areas and these are cultural experiences, learning, community and children (Slagelse Bibliotekerne, 2022). Slagelse Libraries' have a special focus on children and this can be seen in their strategy which is titled "Children are V.I.P." and was effective from the year 2022 (Slagelse Bibliotekerne, 2022). Their vision is to be current, attractive and surprising for all citizens (IBID). In the strategy, there is a special focus on children and it can also be seen in the strategy title. The goal of Slagelse Libraries' is to have user driven content, be culturally inspiring and have a focus on current and democratic events (IBID). Services that Slagelse Libraries offers for children regarding reading can be seen in figure 5. These services are the services the collaborators at the library explained are there for children now. Reading competitions are for example one called "the winter book" which is one that the school classes can participate in. The library tour is where institutions can come to the library and get a tour, and book talks are where the librarians go out to the institutions. Clubs are for example "Bogæderne" which is for children aged 10-12, who read books and talk about them at the club meetings. Online on the homepage, there are reading recommendations and at the physical library, some sacks with books, boardgames and an overall theme can be

borrowed. In the library space, there is a big space only for children, with all the books for their ages and a play area. The children can also ask a librarian for help, go to events, and borrow books and other materials.

As it was introduced in the introduction, through my internship and meetings with a few employees from Slagelse Libraries', the case for this thesis developed. The employees at the library will act as collaborators throughout this thesis. This means they will, if possible, be happy to participate in activities I invite them to, give their feedback and provide knowledge, for example about how Slagelse Libraries functions, what have they done previously and what they wish to do in the future.

Figure 5: Service offers for children regarding reading at Slagelse Libraries'.
The images in the figure are from their homepage (Slagelse Bibliotekerne, 2023) and facebook page (Slagelse Biblioteker & Borgerservice, 2023).

4.3 Children's Reading Culture

As it was found in the literature review, children's desire to read is not always the right term to use, even though it is used a lot. Children's desire to read comes from the inside so a new view on reading is forming, which is talking about reading should be more nuanced (Appendix A.1.). Other terms for reading could be reading joy, reading interest, reading culture and reading motivation (Hansen et al., 2022). This paper will work with children's reading culture, which the articles and papers suggest doing which was found in the literature review.

The big interest in children's reading, in general, started from the research that led to the book called "Børn og Unges Læsning 2017" (Hansen et al., 2017). The interest started because it was found that the children don't read much in their free time (Appendix A.2.)(Appendix A.1.). From 2014 to 2019 the government in Denmark spent 42.2 million DKK on projects and work revolving around children and young people's reading (Vestergaard, 2021). This shows that it is a relevant area to investigate and it has been found, there are still new projects in process about children's reading (Appendix A.3.).

4.4 Children and Ethics

Children have been involved in this project in four design game workshops and two interviews. In the interviews and in the workshops, an adult responsible for them has approved their involvement. The children themselves have also approved their involvement and the use of their interviews and their participation in the design game workshops, in this thesis. All children and adults have been informed why their knowledge was needed and they were informed what this thesis project was for. None of the children's names will be mentioned in this thesis. When their participation and knowledge will be mentioned in this thesis, they will be mentioned anonymously.

Chapter 5
Case Study

In this chapter, the design process will be presented with all of the methods and tools conducted. As explained in chapter 3 the design process follows the double diamond structure with the four phases of discover, define, develop and deliver and each of these phases will be presented in separate subchapters.

This chapter will also present the design game workshops conducted. Four design game workshops were facilitated, two workshops in the define phase and two workshops in the develop phase.

This chapter contains the following subchapters:

5.1 Discover

5.2 Define

5.3 Develop

5.4 Deliver

Chapter 5.1
Discover

In the discover phase, the topic of children's reading culture is researched and explored in connection with the library's role in this area. This will be done by doing both primary and secondary research. In this phase, multiple meetings with the collaborating organisation were also held to discuss both this project and the current work at the library with children and their reading culture. Multiple iterations were carried out since new data and information lead to new questions which lead to further research.

This chapter contains the following subchapters:

5.1.1 Collaboration with Slagelse Libraries'

5.1.2 Desk Research

5.1.3 Interviews

5.1.4 Survey

5.1.5 Chapter Reflection

5.1.1 Collaboration with Slagelse Libraries

At the very beginning of this thesis process, a couple of meetings were held with employees at the library and in the second meeting the department manager from the library also participated. Here it was discussed what they were interested in knowing from the library's point of. They were interested in involving their users more, and in knowing more about children and their desire to read. At the time, the library where not really involving users actively in any form so they were interested in knowing more about user involvement. Another area of interest for them was to learn if there is anything the library can do to improve or encourage children's desire to read more. As explained earlier, even though their interest was children's desire to read, it was changed to children's reading culture. They are especially interested in children aged 10-12 years old, since to their knowledge, this is the age when children's interest in reading falls. This will be the target group for this thesis project, based on the collaborator's interest, and since the literature in the area of children's reading, agrees that at this age their interest does fall. Children are different depending on the age they have, the gender they are and who they are as individuals (Bjørner, 2015). For this reason, when defining a target group, it is best to only include a couple of years in the definition (IBID). Therefore, the age of the target group is narrow.

A few weeks later a new meeting was facilitated by me, to collaborate and discuss, first: what the library offer currently for children regarding reading (figure 5), second: What has been achieved so far in the "Library Managers Handshake to Improve Children's Desire to Read" (Bibliotekschefforeningen, 2020) which will be introduced next.

The Handshake

The managers of the libraries in Denmark have made an agreement which they call "The Handshake" (Bibliotekschefforeningen, 2020) and here they have all agreed that they think that children's reading and desire to read is important:

> "*Denmark's library managers agree that desire to read is a life skill that is crucial for information, education, and cultural activity. It is therefore the library managers' opinion that libraries have and should have a key position and the core task in working with desire to read*" (Bibliotekschefforeningen, 2020, p. 1).

This is why all the managers of the Danish public libraries have agreed to create a strategy for each of their libraries to improve children's desire to read. This includes the manager of Slagelse Libraries. They have all pledged to do this through 10 criteria which range from guidelines about the physical and digital library offers, and to involve children actively, strengthen local partnerships and to have a focus on families with vision- and reading handicaps (Bibliotekschefforeningen, 2020).

During a meeting with the two collaborators at the library, I asked them about this handshake to understand what Slagelse Libraries have done to accomplish these ten steps or some of them. The answer from them was that there has not been done anything actively from their knowledge. This is interesting since the handshake was agreed upon in 2020, and the agreement was to improve children's desire to read in a four-year period (IBID). This means that children's desire to read should have been improved or focused on actively by Slagelse Libraries based on the handshake by 2024. This information further strengthened the need for this case to be studied.

5.1.2 Desk Research

Desk research was conducted to get a deeper understanding of the Danish libraries, Slagelse Libraries and children's interest in reading in general. It was found that there were loads of research and projects already done on the two topics: children's reading and children's desire to read. This means that some research has been prioritized in the desk research through limitations. These limitations have been the age of the children researched. Children, even though they are often just mentioned as children, they are very different from age to age. Children who are 6 are learning or just about to learn how to read (Appendix A.5.), while older children are increasing their interest in social media (Hansen et al., 2022). Therefore, the focus of the desk research has been on children aged 10-12 years old and as close to this age as possible. Another limitation was to focus on the public libraries and not on school libraries or schools in general. This is because it was found through an interview that how the schools and public libraries view reading is different (Appendix A.1.). Schools view reading as a competence the children need to have and the libraries are focused on what drives their interest in reading. These limitations were set along the way in the desk research and in the define phase. This was because it was realized that with the time limit this thesis was under, it was an impossible task to read all relevant texts, articles, projects and more. This does not mean that they were not relevant, but the amount of texts was just too great.

This leads to another limitation being that the research done was focused on the Danish children's reading culture. This limitation was created because Slagelse Libraries are located in Denmark. This again does not mean that relevant research has not been done abroad, but there was just not time enough to investigate this in this thesis time span.

In the following subchapters, some of the key desk research will be presented.

Børn og Unges Læsning 2021

The interest in children and young people's reading is great amongst Danish schools, libraries, the government and many more associated organizations. Therefore Hansen et al. (2022), have gathered quantitative, and qualitative data in collaboration with the Thinktank Fremtidens Biblioteker and Center for Anvendt Skoleforskning to gain knowledge about children's reading and interest in reading. 8.542 pupils from 5th to 8th grade have participated.

> *"The agreement across disciplines and sectors is still pronounced: Reading is a basic skill that both stimulates the imagination and the critical sense. It sharpens the ability to focus, immerse oneself and acquire knowledge. At the same time, reading also constitutes a cultural asset with a world of experiences that people deserve to know about. But special efforts are needed to do this, and one of the means in this context is an updated knowledge base to act from."* (Hansen et al., 2022, p. 6)

Some of the key data findings from the book will be presented here:

The older the children are, they read less for fun. 68 % of the children in 5th grade read for fun 1-2 times per week (Hansen et al., 2022,p. 22). In 6th grade it is 62 %, in 7th grade it is 53 % and in 8th grade, it is 45 % (IBID). When it comes to reading to learn something the data is more stable. In 5th it is 54 % and in 6th grade 53 % read to learn something 1-2 times or more per week (Hansen et al., 2022, p. 21). In 7th grade, it is 48 % and in 8th grade, it is 54 % (IBID). The enjoyment of reading is also different between girls and boys. In 5th grade,

72 % of the girls and 52 % of the boys enjoy reading and in 8th grade, it is 60 % of the girls and 38 % of the boys (Hansen et al., 2022, p. 27).

The children were also asked what could lead to them reading more, and they could choose multiple answers (Hansen et al., 2022, p. 32). The top five answers were 52 % "If it was topics I was interested in", 42 % "I liked reading more", 41 % "If my school day were shorter", 37 % "If I knew what I should read" and 35 % "I had more time" (IBID). Two questions regarding the public library are interesting: 10 % answered: "If the public library were closer" and 7 % answered "If the public library were better" (IBID).

The children were asked "The purpose of going to the public library outside of school hours". One of the answers they could choose was: I don't go to the public library and here 43 % of the 5th graders, 45 % of the 6th graders, 51 % of the 7th graders and 59 % of the 8th graders chose this answer (Hansen et al., 2022, p. 134-135).

Childrens Reading Interest

In the article "Børns Læselyst" the authors Lund & Skyggebjerg (2021) have gathered what they found as relevant research about children's desire to read from 2005 to 2020. Some key findings in the literature are that children's interest is not very big and becomes lower with age. The literature also shows that girls read more than boys. Lund & Skyggebjerg explains that central to children's desire to read, is their outside and inside motivation for reading. The inner motivation is when they read because they want to and because they enjoy reading. Outside motivation is when they read to gain something like a grade or recognition. The authors also explain that a general finding in the literature is the connection between children's falling interest in reading and the increased use of digital technologies. Another finding is that there is a split opinion if the way schools demand children to read promotes their desire to read or if it does not.

Thomsen (2020) writes that both schools and parents are responsible for children's desire to read. In this connection, he also states that the school library has a big role, for example being an inviting place for the children to be, which would then increase the chance of them picking up a book. In the article, it is also recommended that parents take children to the public library to get them interested in reading in a neutral environment for the children. The head of the Danish teachers association explains in the article that reading is a prerequisite to be able to navigate and be a part of society (Thomsen, 2020). A challenge that is highlighted is also that there is much competition for children's attention, meaning especially through streaming, computers and smartphones (IBID).

The project "Lyst til Læsebånd" wanted to connect teachers and public librarians to strengthen children's desire to read (Lund et al., 2020). Lund et al. (2020) explain that only 20 % of Danish children in 4th grade enjoy reading, while it is 43 % internationally. One factor is that Danish children see reading as an obligated task because they connect reading with school activities. One of the recommendations that came from this project was that schools and librarians should work together since the librarians are inspiring outside partners, who can give access to books (Lund et al., 2020).

The project called "En Generation af Stærke Læsere: Greb til Læselyst" resulted in five pieces of advice for people working with children and reading (National Videnscenter for Læsning et al., n.d.). First, collaborate with the schools. Second, show your enthusiasm. Third, inspire and guide the parents. Fourth, make reading social. Fifth, keep seeking knowledge about children's interests and media habits (IBID).

The focus on children's reading and desire to read has been a great focus from a political aspect in the last 20 years (Balling & Vestergaard, 2022). Balling and Vestergaard (2022) discuss that there have been three overall issues with the many campaigns and initiatives: first, children and young people are attempted to be reached at the same time. The two groups should be separated since their interests are different from each other. Second, there is a need for a new term than desire to read. Desire to read is a subjective and changing thought, where reading culture references something social and being part of a community. Third, the way the different actors work with the initiatives and work together is a challenge. Sometimes initiatives are started from a national perspective that works well locally other times they are not continued locally and sometimes initiatives are started locally and transferred to a national level.

Public Libraries in Denmark

The project "Folkets Bibliotek" seeks to explore what libraries are and what they could and should be in the future, the library's role in society and its relation to users and non-users (Andersen et al., 2014). The project resulted in five recommendations for the libraries (IBID). First, involve the user in the development of offers. Second, work towards making the library a social place where users can be and interact. Third, be present and active, both inside and outside of the library. By this, they mean engaging in the local community so both current users and non-users can see you. Fourth, communicate actively with the outside world. Fifth: collaborate and share knowledge with other libraries.

5.1.3 Interviews

To gain further insights into children's reading and public libraries in Denmark, some in-depth interviews were done (Bjørner, 2015), and some were with selected experts. These experts were selected to gain deeper knowledge and to learn about some projects that are not made public yet. The experts were contacted through e-mail.

To gain user insights two interviews were done with two children and their parents. These participants were found through non-probability samples and hereunder, convenience sampling (Bjørner, 2015). Two posts were posted in each of the three facebook groups for the cities of Slagelse, Korsør and Skælskør. The posts were directed to parents of children, asking if they and their children would be willing to be interviewed for this thesis. The first post resulted in one interview. Since only just one interview was agreed upon, a new post was posted offering, that it could be just the parent being interviewed and it could be possible in a phone call. This did not lead to further participants. Therefore it was attempted to go physically to the Slagelse Library, to interview parents and children. This led to one interview.

Some ethical considerations were taken into account for the user interviews since children should be considered a sensitive group (Bjørner, 2015). The children were not contacted directly but were invited to participate through their parents and also with their parents. Both of the two children and their parents were asked for consent, for the interviews to be used in this thesis. The participants' names will not be mentioned in this thesis to keep them anonymous. Before the interview, the participants were introduced to what this thesis is about and why the interviews were conducted and needed in the project.

Interview with Lisbet Vestergaard

Who: Lisbet Vestergaard. Project manager from the Thinktank Fremtidens Biblioteker.

Purpose: To better understand the purpose of the organization and how/and what they want to contribute with to the public libraries in regards of children.

Preparation: In advance, it has been researched what the organization has done in the past and what they state they want to do (Fremtidens Biblioteker, n.d.).

How: Semi-structured interview (Bjørner, 2015), in a phone call.

An interview was conducted with Lisbet Vestergaard who is one of the project leaders at the Thinktank Fremtidens Biblioteker. Before the interview, an interview guide was created for the semi-structured interview (Appendix A.1). The purpose of the interview was to understand the purpose of the Thinktank Fremtidens Biblioteker and how they work and what they seek to contribute with for libraries and children. The interview was conducted through a phone call and can be heard in appendix A.1.

> *"Desire is subjective. It is something that comes and goes. Whereas it you talk about reading joy, reading interest and reading motivation, then you get other perspectives on it. You can also talk about reading culture, which is more about what something we share. Attitudes, and common behaviour and the frames, where desire to read is very much about the individual."* (Appendix A.1).

Through analysis of the interview, some key information was found (Appendix A.1). The key information from the interview will be highlighted here:

Desire to read is something that comes and goes. Therefore, other terms when talking about reading could be reading joy, reading motivation, reading interest and reading culture. These other words describe something that people share and something that can last over time opposite a desire. Even though there is now an increased focus on using differentiated terms, these other terms have still been used, but under the term desire to read. So when working with for example reading joy, it was called desire to read. In 2010 a report came out from The Agency for Libraries and Meta, which purpose was to define the libraries, at the time, added purposes. It was decided that libraries should also have a bigger role in society and address issues like loneliness, health, mental health, and digital competencies. Lisbet also addresses the different views on children's reading. The schools view reading as a competence and the public libraries is more focused on the desire to read and what drives the reading. If the Thinktank can get money to do a follow-up on "Børn og unges læsning", then they would like to do this. They would also like to do a separate data collection about the older children.

Interview with Marion Tirsgaard

Who: Marion Tirsgaard. An employee from Kolding Bibliotekerne working with desire to read offers and project leader of the project "Læselyst og Læserum".

Purpose: To better understand the purpose of the project Læselyst og Læserum and what the two-year project has resulted in since the results are not public yet.

Preparation: In advance, it has been researched what the libraries of Kolding have written online

on their homepage about the project Læserum og læselyst (Tirsgaard, 2021).

How: Semi-structured interview (Bjørner, 2015), via teams video call.

An interview was conducted with Marion, who works at Kolding Bibliotekerne as a children's librarian. She is also the project leader of the project "Læselyst og Læserum " which is a project that should explore how school libraries and public libraries can be arranged and designed to encourage children to read (Tirsgaard, 2021). Many institutions and professionals have been involved like Designskolen Kolding, Designers, children, and test libraries in the municipality of Kolding (IBID). The purpose of the interview was to understand why this project was started and if any outcomes of the project could be shared. This was interesting because the project was completed at the time of the interview but the results would first be published at the end of May 2023. The interview guide for the interview can be found in appendix A.2, of the semi-structured interview. The interview was conducted through a Teams video call.

> *"… This idea began in this network of PLCs around if you could do something about the interior design of reading spaces and it should be with the children's perspectives.*" (Appendix A.2).

Through analysis of the interview, some key information was found. The analysis of the interview can be viewed, and the interview can be heard in appendix A.2. The key information from the interview will be highlighted here:

The Project 'Læselyst og Læserum' began because there was an interest from school libraries and public libraries in the municipality of Kolding, to find out if the library space could be more inviting for the children to read. It also began after the publication of "Børn og unges læsning 2017" and "The Handshake" which both highlight the need to address children's interest in reading because it is decreasing. Since the project, Læselyst og Læserum began, they have internally discussed the term 'desire to read' and how the term is limiting, since reading I much more than just reading a book. The project has been a collaboration between Kolding Design Skole who collected user insights, designers and students who developed prototypes, SDU who developed evaluation materials and will gather all results, school libraries and between the public libraries in the municipality of Kolding. The project has resulted in 10 prototypes being chosen and tested. Marion highlights two of them: the first is a giant soft octopus, which children can play and lay in and the second is a board game built up around the narrator model and is a storytelling game. All of the results of the project will be published at the end of May 2023.

Interview with Mette Nissen

Who: Mette Nissen. She works at Aalborg Bibliotekerne as a library consultant. Other than this she is also the project leader of the project "Det starter med børnene".

Purpose: To better understand the purpose of the project "Det starter med børnene" and how this project was started. What do they think is missing, since they have seen the need for this project?

Preparation: In advance, I talked to my collaborators at the library, and they explained and introduced me to the project.

How: Semi-structured interview (Bjørner, 2015), via Teams video call.

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An interview was conducted with Mette Nissen from Aalborg Bibliotekerne and she is also the project leader on the project "Det starter med børnene". This project started in 2022 and is running until 2024 (Appendix A.3). The purpose of the project is to explore how children can be involved in the development of initiatives at public libraries. The purpose of the interview was to better understand why there is a need for this project and why the librarians should involve the children more. The interview guide for the semi-structured interview is in appendix A.3 and here the interview can be heard. The interview was conducted through a Team's call.

> *"What are the barriers that we might put up for the children, which are not conscious or on purpose and we cannot think like a 12-year-old. So let's try to put ourselves in their place."* (Appendix A.3).

Through analysis of the interview, some key information was found. In appendix A.3 the analysis of the interview can be seen and the interview can be heard. The key information from the interview will be highlighted here:

Through Mette's prior work, she found that children are not involved in decisions very often and she was inspired by how much other organisations involve children, for example, Danmarks Radio. The book 'Børns Læsning 2017' was also a big inspiration, because it showed the falling interest in reading from children. The hope of the project, "Det starter med børnene" is that children will be involved more by the public libraries in Denmark. This is because adults don't think like children, so children's knowledge and input might be able to improve the libraries so that children will use them more. The participants in the project are employees from 48 public libraries and the target group for the user involvement is children in 4th to 6th grade. This age group was chosen because the research shows that children's interest in reading falls a lot here. The public libraries in the project are supposed to explore user involvement through experiments, which they afterwards will report back to the project. In the end, the project will hopefully deliver some tested user involvement tools and activities for others to use. These tools will later be gathered and made public in the spring of 2024.

Interview A with Child and Mother

Who: A mother and her 11-year-old child

Purpose: To understand how the child and the family use the library as it is now, and if the child reads in their free time and why/why not.

Goal: To interview 6 children and their parents

Preparation: In advance, the interview questions were made based on the knowledge found through the desk research and from the knowledge gained from the collaborators.

How: Semi-structured interview (Bjørner, 2015), through a Physical meeting at Slagelse Library.

An interview was conducted with an 11-year-old child and her mother. The girl and her mother were found in a facebook group through a facebook post seeking for participants. Two posts were made in three separate facebook groups, one for each of the cities: Slagelse, Skælskør and Korsør. The posts were made in these three groups since locals' opinions on Slagelse Libraries were needed, and therefore it was parents in these three cities that would be interesting to interview. Only one mother reacted to the post. One week later a new post in the groups was posted, but this time only parents were sought for because it was assumed that the families were too busy for an interview with their child. It was also added in the post that the interview could be online or via a phone call. Interview A with the child and her mother can be found in (Appendix A.4). It is best to do qualitative research with children because they here can use their own words and it can be on their terms (Bjørner, 2015).

> *"I think it is good and a lot of things happens in it and things you did not expect to happen in it. And there are written many things in it that I like."* (Appendix A.4).

Through analysis of the interview, some key areas of information were found. In appendix A.4 the analysis of the interview can be found and the interview heard. The key information from the interview will be highlighted here:

The child has always found reading interesting but the club "Bogæderne" has increased this interest and made the child read a wider variety of books than just the same book again and again. When the child finds books to read, this is done by physically looking for books at the school- and public library. The child likes to read in the bedroom and at the public library, where there is quiet. The child uses the library to borrow books and participate in competitions and events. The mother has always been focused on trying to take her children to the public library and she also reads in her free time sometimes.

Interview B with Child and Mother

Who: A mother and her 6-year-old child

Purpose: To understand how the child and the family use the library as it is now, and if the child reads in their free time and why/why not.

Goal: To interview 6 children and their parents.

What: In advance the interview questions were made based on the knowledge found through the desk research and from the knowledge gained from the collaborators.

How: Semi-structured interview (Bjørner, 2015), through a Physical meeting at Slagelse Library

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Since only one parent and child were found and interviewed through the first outreach, this second attempt was attempted to interview more parents and children. This time parents of children, in general, were of interest, without the age limitation. It was thought that maybe the first search for participants was too narrow although the first search kept within the age range of the target group. The goal of the next search was to do interviews with 5 sets of parents and children, but only one was achieved in the end.

> *"There are not so many different books and I have borrowed many and found out they are really boring." (Appendix A.5).*

Through analysis of the interview, some key information was found. In appendix A.5 the analysis of the interview can be seen and the interview can be heard. The key information from the interview will be highlighted here:

The child and mother come to the library every Monday to play, read and borrow books. They do this because, in school, the child explains that the child has read most of the books for the appropriate reading level. Other than this there are not many books to choose from, and the child thinks they are boring. The child picks out books based on the front page and likes to spend time at the public library. At home, the child likes to read on the couch or the bed. The mother says that she enjoys how the library changes the decorations according to the season, and also the activities offered. The mother gives the example of "fastelavn" where the library was decorated with a barrel and they had put clothes forth for dressing up.

Interview Challenges

Interviews with children are very different depending on their age (Bjørner, 2015). Therefore when children and parents were searched for only children the age of 10-12 and their parents were searched for. This narrow search probably played a part in only one interview being completed. Afterwards, the second interview at the library was with a child at the age of six. If the search had still focused on only being for the 10–12-year-olds, then no interview would have been done this second time. Reflecting upon the process, since the target group were 10–12-year-olds, it was their opinions that were interesting for the project. On the other hand, since it was difficult to find children to interview, the age group was widened to be able to conduct any interviews. But is the opinion of a six-year-old relevant or is there too big of a difference between them? In theory, they are too different, and if possible, only children the age of the target group should have been interviewed. The children's age relates to the goal of the number of interviews with users wanted to be conducted. 6 Interviews were the goal, but only two were conducted. Reflecting on this, it could have been

the method the parents were contacted in. Maybe they should have been searched for on multiple days both at the library, and a grocery store or maybe other public places in the municipality of Slagelse, but the search was also limited by the time of this thesis. In the end, the design process needed to go forward, and it was decided to do a survey, which will be introduced next.

5.1.4 Survey

Reflecting on the fact that it was more difficult to find parents for the user interviews, it was decided to also try to get data through an online survey.

About the Survey

Who: Parents of children under the age of 15

Purpose: To better understand how and why families use the library, and if they don't use it, then why is that?

Preparation: The survey questions were made based on the knowledge found through desk research and interviews.

Description: Survey (Boolsen, 2008), send out through four facebook posts, in four different places on Facebook.

31 participants completed the survey. Before answering the survey, they were informed of the purpose of the survey, who created the survey and in what context their answers would be used. They were also informed that they would be anonymous. The respondents were chosen through cluster selection (Boolsen, 2008). The clusters were the members of those particular facebook groups, which were the only people to see the invitation to the survey.

The survey was answered by 31 respondents found through Facebook. This could have been more respondents and because it was sent out through facebook, if the survey would have been repeated the answers could possibly be very different. Therefore the reliability of the survey is not high. Through the answers, it was found that the participants answered the questions as intended, so the validity is measured to be high.

Key Survey Results

The parents' children were: 61 % were under six years old, 32 % were 6-8 years old, 19 % were 9-11 years old and 25 % were 12-14 years old (figure 6).
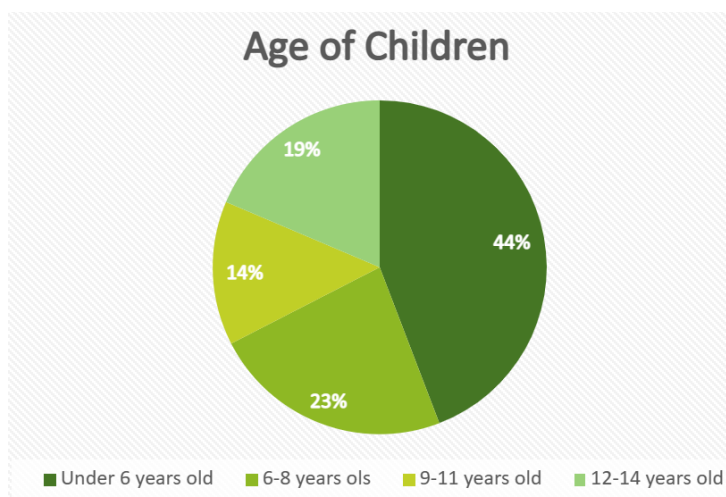
Figure 6: The answer about the children's age in the survey.

77,4 % of the participants live in the municipality of Slagelse. Through analysis of the survey answers, some key topic areas and information were found. In appendix A.8 the survey answers can be seen. Here is some key information that is to be highlighted from the participant's answers:
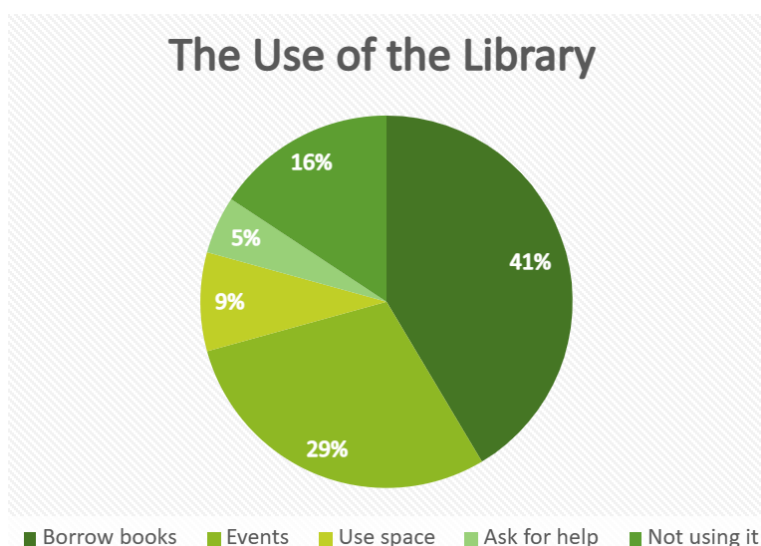
Figure 7: The answers about the use of library offers in the survey.

58 % of the participants use the library to borrow books and other materials, 41 % use it to participate in events, 12 % use the physical library space, 7 % use it to ask the librarian for help and 22 % don't use it at all (figure 7). 90 % say their child reads/looks in books in their free time. 77 % reads out loud together with their children. 41 % say their child finds books to read at the library, 32 % finds them on the internet, 22 % finds them through recommendations from others and 16 % finds them on social media. The parents were also asked, "What should be present when the child reads or they read together?". Here the most mentioned things were: quiet space, comfortable place to sit and calm surroundings. They were asked what kind of club

the library could start for children and many answered a club where reading out loud was the main activity and many side activities were suggested like play, drawing, theatre and a treasure hunt. The parents were asked what they miss at or about the library. Some suggested more "spaces" inside the children's library space which could be reading spaces, playing spaces, escape room space. Some parents miss more activities or events for their children. Some miss more cosy and soft places to sit and read in. A couple suggests that it is difficult finding the right literature for their child's reading level.

Survey Reflection

As it was found, 90 % of the parents say their child reads or looks in books in their free time. The question asks if they read in their free time, but it does not ask specifically how much. It should have asked, for example, is it every day, every week, every other week and so on. The children, which the parents are talking about, are also a wider age range than the target group of this thesis. The children are aged from 0-14 years old in the survey. This means that the answers are not representable for the target group, but compared to the research in the book "Børn og unges læsning 2021" the children were asked "Do you read for fun?", and this it was around 80 % of the fifth and sixth graders who read for fun sometimes (Hansen et al., 2022, p. 21). Compared to this finding it is a bit similar.

Another important point to reflect on is the fact that these answers were from parents. They were not written or told by the children themselves, which means it is what the parents think about their children. Their answers could be true, but there is also the possibility that if the child was asked the same questions, they would answer something completely else. Therefore it would have been best to ask the children themselves, but to be sensitive to children they were not contacted, since an appropriate adult should consent for them to participate as well as they should themselves. Therefore because of the time constraint, this survey was directed to parents.

5.1.5 Chapter Reflection

Through the meetings with the collaborators at the library and the desk research, children's reading and the public libraries' role were explored and researched. As it was found during the desk research, there are many projects, articles and more out there about children's reading. This resulted in the desk research process having to end at one point, even though more relevant knowledge was available. Looking back more limitations for the desk research maybe could have helped narrow the search in sooner. On the other hand, before beginning the desk research, it was not known that there was so much knowledge available, and therefore it was not possible to create limitations before the process was underway. It was found in the literature that reading culture is the correct term to use, but this opens the question of what terms they use about children's reading in foreign countries. If there had been more time, this would have been interesting to explore.

The experts found for the interviews, were found to be interesting for this thesis through the desk research and from conversations with the collaborators - But were there others who could have been interviewed? Since there is more literature out there not researched, it is assumed that there are just as many people with knowledge about children's reading and therefore the answer is yes, there must be many more relevant experts to interview. At the end of the design process, it was also thought of to do interviews with experts with knowledge and experience in design games. It could especially have been interesting to ask experts about design games with children since it was found in the literature review, that not much knowledge in

this area was found. This thought remained at the wondering since the project kept going forward, and design games were already designed at the time.

From the discover phase, a clearer view was gained about the children, public libraries and projects carried out by others in these topic areas. As it has already been explained, the desk research was cut short and more time could also have been spent on trying to find children and parents for the interviews. Summing up the discover phase could have lasted much longer, but the project needed to go forward.

Chapter 5.2
Define

In the define phase, the data collected from the discover phase will be used to create empathy maps of the users and then personas afterwards. The first two design game workshops will also be facilitated with two groups of children to understand their points of view of Slagelse Libraries and what they are interested in about reading. Then all the knowledge found from both the discover and the define phases will be synthesised and clustered to find common focus areas about children's reading culture. This will lead to an iteration of the problem statement.

This chapter contains the following subchapters:

5.2.1 Stakeholdermap

5.2.2 Empathy Maps

5.2.3 Personas

5.2.4 Design Game for User Insights

5.2.5 Synthesis of Data

5.2.6 Chapter Reflection

5.2.1 Stakeholdermap

To understand and visualize who is involved in the system of services offered by the library for children regarding reading, a stakeholder map has been created. The stakeholder map illustrates the most important people and organizations who are involved (Stickdorn et al., 2018). The stakeholder map created consists of three circles. In the centre the users are placed, in the middle circle the internal stakeholders are placed and in the outer circle, the external stakeholders are placed.

The stakeholdermap can also visualize the relationships, and it can also be used for conversation in the design process and to identify issues or challenges (Giordano et al., 2018). This is also the way it has been used in this thesis, as a conversation tool with the collaborators at the library. In a meeting with the collaborators, the stakeholdermap was discussed and the stakeholders involved. In this way, the map was created together with them and they could share their insider knowledge from working at the library.
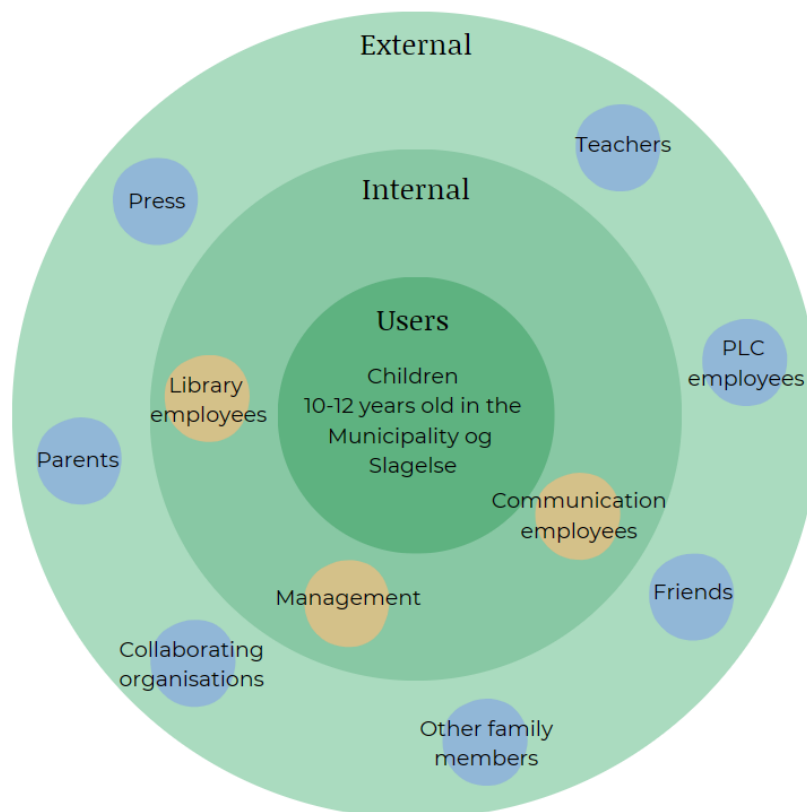
Figure 8: Stakeholdermap

5.2.2 Empathy Maps

The empathy map is used to visualize the users' perspective and to gain empathy with the user (Ferreira et al., 2015). It seeks to make the stakeholders see from the user's perspective, and it has guiding questions on the map which helps the persons when they are filling out the empathy map (IBID). When filling out the empathy map, a better understanding is gained of the users' surroundings, behaviour, worries and dreams (Osterwalder et al., 2012). For these empathy maps in Figures 9, 10, 11 and 12, first, it was found who the

users could be (IBID) and this resulted in two users; Children aged 10-12 years old who read for fun in their free time and children aged 10-12 years old who never or rarely reads for fun in their free time. As has been discussed in Chapter 5.1.1, the target group of the children was selected from the very beginning in collaboration with Slagelse Libraries, and it was later found in the desk research, that at this age many children lose interest in reading.

Since the users are children, it was found relevant to also gain empathy with their parents so therefore two parents were chosen for two empathy maps; parents of children who like to read for fun in their free time, and parents of children who never or rarely read for fun in their free time.
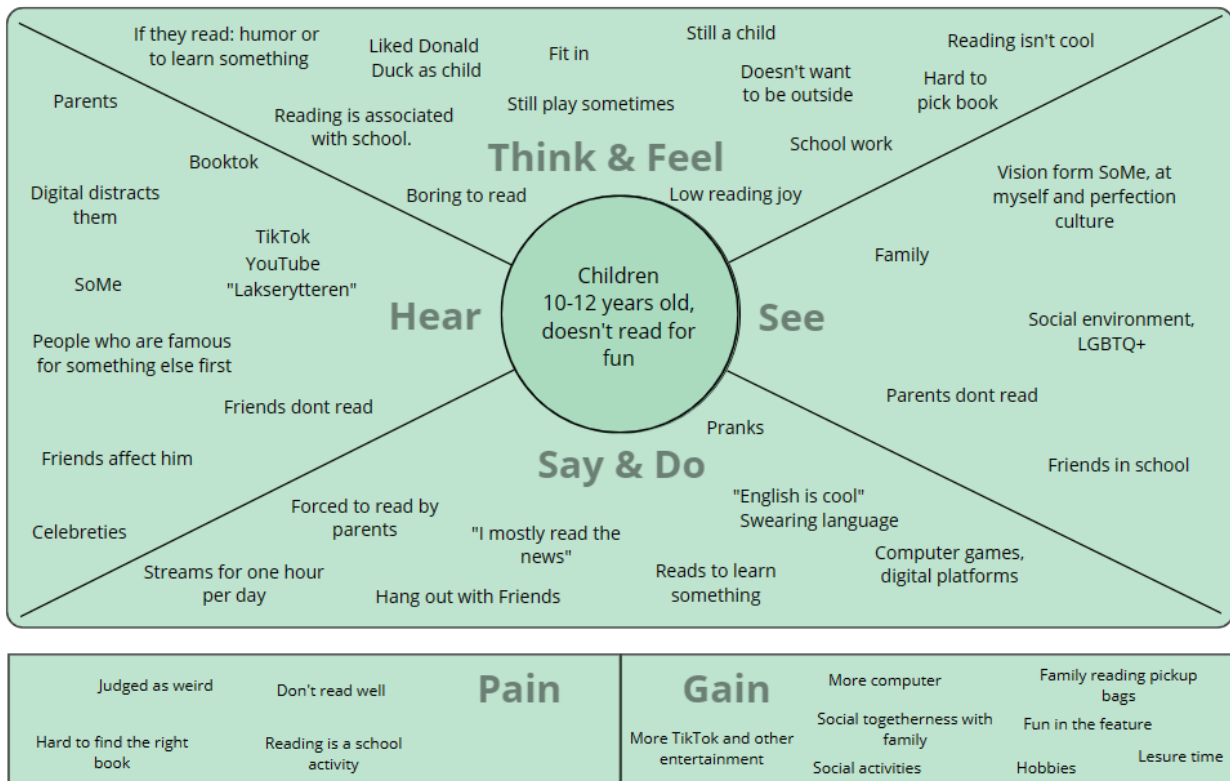
Figure 9: Empathy map A of a child who does not read in their free time.
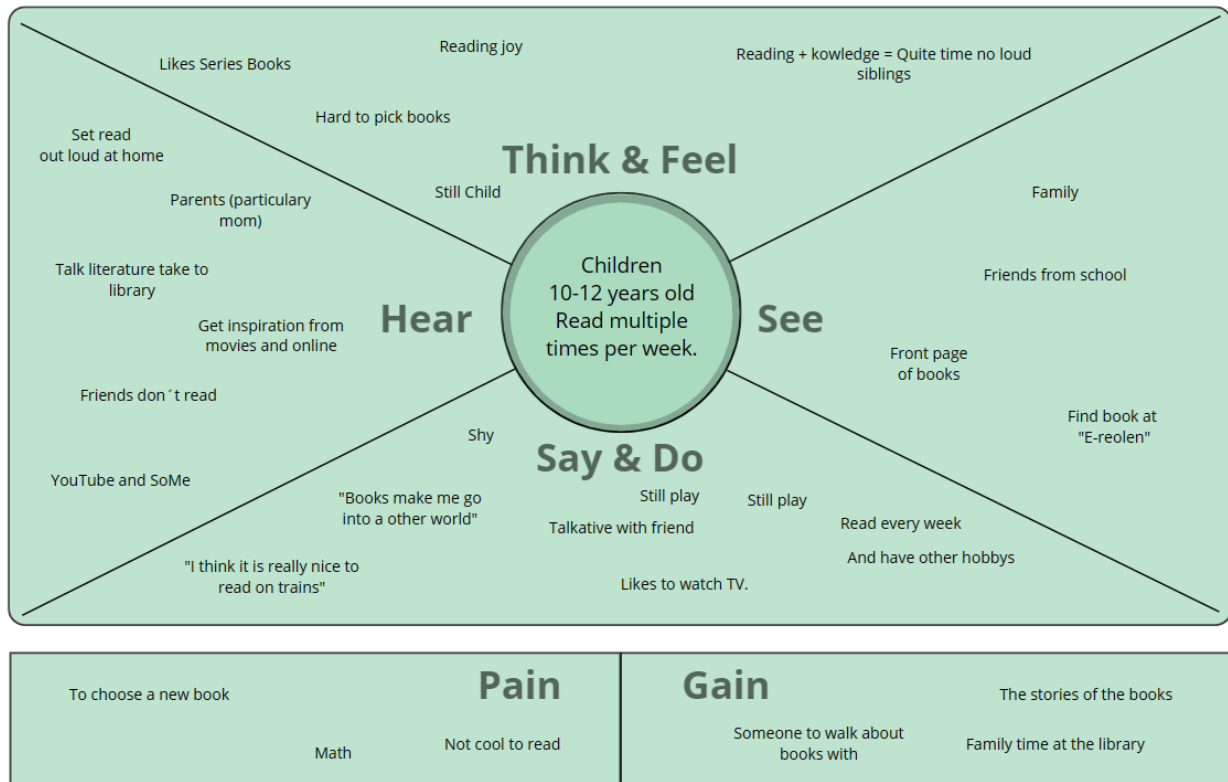
Figure 10: Empathy map B of a child who likes to read in their free time.
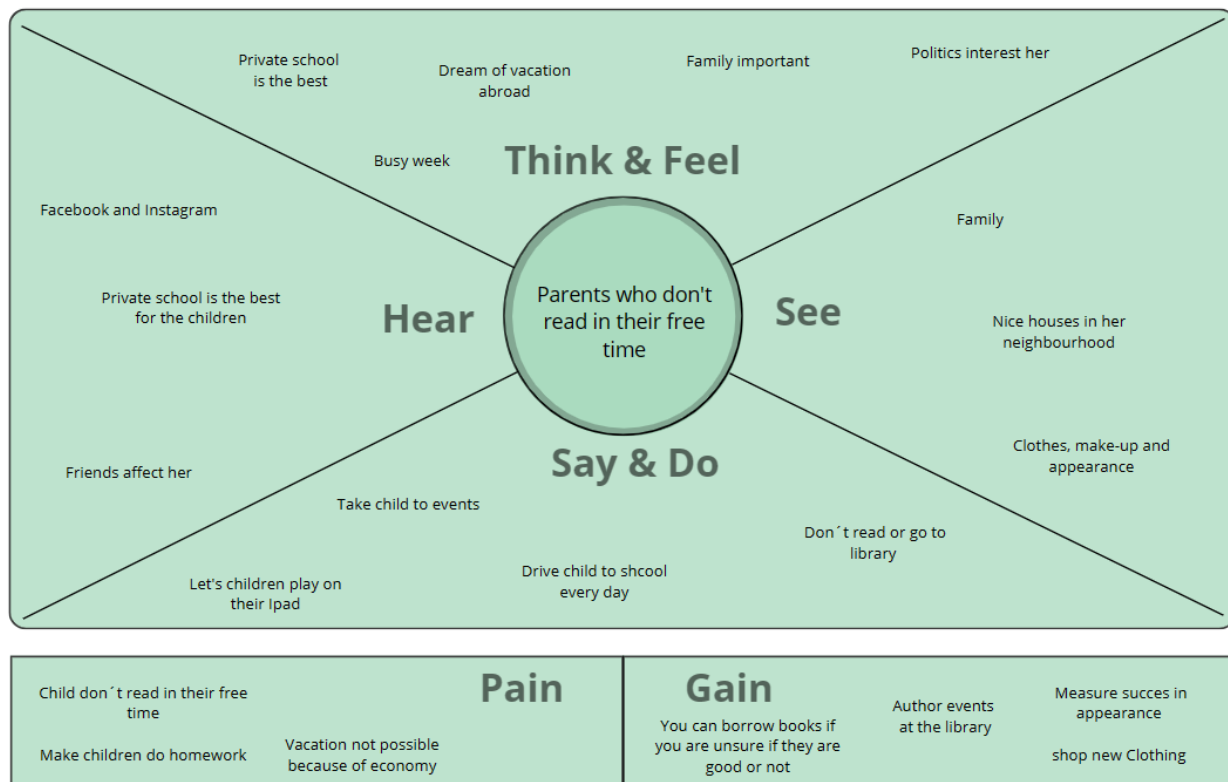
Figure 11: Empathy map C of a parent with a child who does not read in their free time
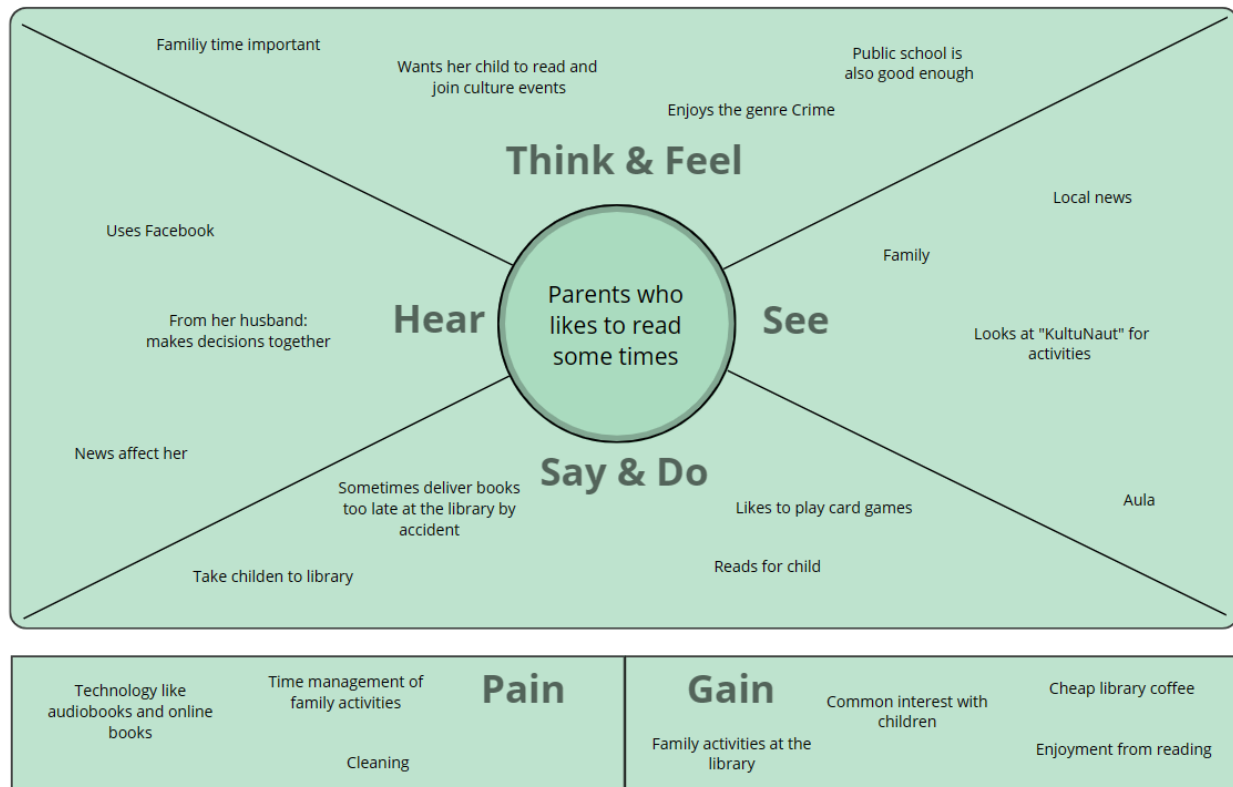
Figure 12: Empathy map D of a parent with a child who likes to read in their free time

5.2.3 Personas

Personas are used to represent users and can be used in the design process for the team to get a shared understanding of the user (Stickdorn et al., 2018). Pruitt et al. (2003) Underline that this ability of Personas is the most important function of them. This understanding, they say, can be used both inside the design team and also with stakeholders and project participants who are involved in the project, to share with them who the users are. Personas are based on research, but the persona itself is fictional (Stickdorn et al., 2018). Cooper (2004) argues for the personas to be developed with a goal in mind. Cooper stresses that the personas should be specific, and the more specific they are, the more effective they are for the design process. He finds personas as an important tool and explains that it is more important to have a detailed persona than it is to have the correct persona. Cooper also sees personas as a way to communicate, which he stresses is "extremely" important (Cooper, 2004, p. 132). Personas are also used by the designers to create empathy with the user (Ferreira et al., 2015). When creating the persons they can for example be based on empathy maps (Stickdorn et al., 2018), which is the case for the personas created for this project. The personas created (figure 13)(figure 14)(figure 15)(figure 16) are based on the four empathy maps from the previous subchapter, and therefore they are based on research. Further, the personas are goal directed, focusing on the goal of the personas (Cooper, 2004).

Noah Nielsen

Age: 11 years old, 5th grade at "Friskole" (private school)
Sex: Male
Freetime: Minecraft, handball practise ones a week

Noah thinks reading is a boring school task and does not read for fun or go voluntarily to the library. A good reading memory of his has been when he was younger he liked to read Donald Duck magazines. He has played handball for four years and enjoys it very much. He also enjoys viewing handball matches on TV with his parents and older sister and playing Minecraft online with his friends. Sometimes he misses spending time with his parents.

Quote: "Reading is boring"
Reading goals: When he is forced to read, he wants to read football books
Frustrations: School homework that also includes reading

Figure 13: Persona, Noah. Image (Freepik Company, 2023).

Diana Nielsen

Age: 46 years old, Marketing employee
Sex: Female
Lives in: Slagelse
Freetime: Cooking, watch handball in TV

Katrine is married, mother to Noah and a 11 years old she works as a fulltime. In her freetime she spends time with her family, but the week is busy and she wishes there were more hours in the day. When she gets the opportunity she reads Berlingske online, spend time on facebook and sometimes meets with her girlfriends.

Quote: "I don't have time to read"
Reading goals: That her children does well in school, and become good at reading and spelling
Frustrations: Every week is very busy in the family and she does not feel there is enough time
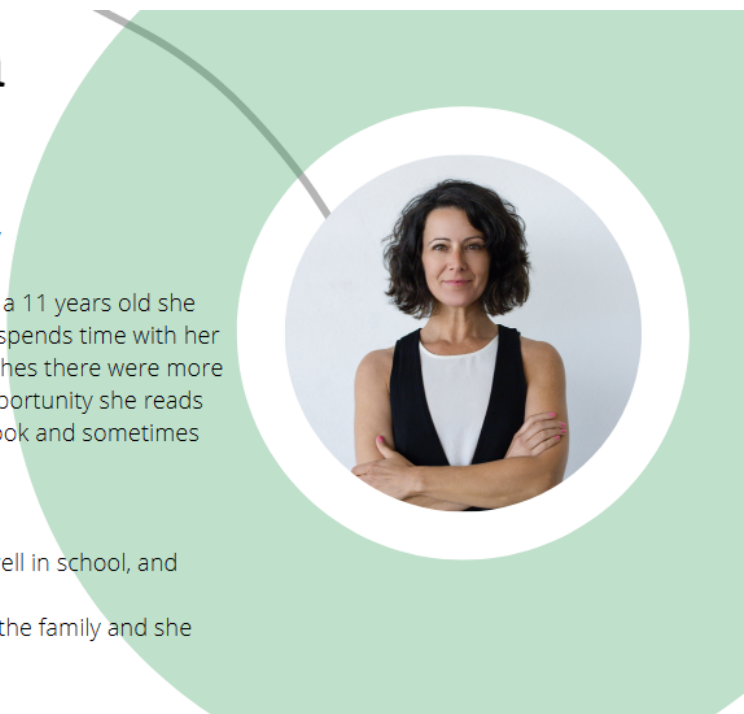
Figure 14: Persona, Diana. Image (Freepik Company, 2023).

Helle Thorsen

Age: 41 years old, receptionist in a doctors office
Sex: Female
Lives in: Just outside of Slagelse
Freetime: Puzzle, reading, family-time

Helle is married, has two children (12, Amanda, and 8 years old) and works fulltime. In her freetime, she likes to spend time with her family, and she often looks actively for places to go with them or activities and events to attend as a family. She also enjoys reading in her free time, and she reads around one book per month. She would like to read more, but family life is busy and she is also interested in gardening.

Quote: "The library is a nice place for us to spend time as a family"
Reading goals: Be actively involved in her children's club-activities and bring them to the library two times per month
Frustrations: Technology

Figure 15: Persona, Helle. Image (Freepik Company, 2023).

Amanda Thorsen

Age: 12 years old, 6th grade.
Sex: Female
Freetime: Reads for fun, Tiktok, dance

Amanda likes to read for fun where it is quiet, often in her bedroom. She finds books to read at both the school library and the public library. Sometimes she also gets inspired by Ereolen Go. her mom takes her and her little brother to the public library a couple of times per month. Other than reading she likes to be on Tiktok and share this interest with some girlfriends in her class.

Quote: "Reading takes me into another world"
Reading goals: That it was easier to choose books to read
Frustrations: Picking out the next good book to read. She is tired of reading seven pages just to realize it seems like a boring story

Figure 16: Persona, Amanda. Image (Freepik Company, 2023).

Persona reflection

Some difficulties with personas are that they could be that the characters are not believable, they are not communicated well, and there may be confusion about how to really use the personas within the project (Pruitt & Grudin, 2003). Pruitt & Grudin (2003) describe that these are just some of the issues there can be when using the personas.

The personas created and the empathy maps were created by me. The empathy maps and the personas could have benefitted from being created by both me and the collaborators from the library. In the end, they were not involved because of the time constraint. If the collaborators would have been involved they must also have been informed of all the research done so far since the empathy maps and the personas were based on research, and this would have added to the time needed to involve them.

5.2.4 Design Game for Additional User Insights

To experiment with design games while also co-designing with children through multiple phases of the double diamond, schools were contacted to find children in the 4th to 6th grades. 8 schools in the municipality of Slagelse were contacted and two agreements with two teachers were made. Because of the classes' busy schedules, these two classes were only able to participate later in the design process. Therefore for the first design game, it was agreed with the collaborators at the library, to involve children from a club they have called 'Bogæderne'. The intention at the beginning was to facilitate the design games with children in schools, but it was not possible this early in the design process.

First, some limitations were needed to take into consideration when the game was designed. First, the children's age was 10-12 years old. Second, the game should not be too complicated for them to understand as it has been found in the literature review is important. Third, there was also a limitation in the timeframe available with the children. I was welcome at their two club meetings in March, one with the children in the Skælskør Bogæderne and one with the children in Slagelse Bogæderne. They only meet for an hour in total, so therefore it was agreed beforehand, that this design game should only take 15 minutes, so they could still proceed with their normal club content the rest of the time.

Roll & Draw

Name: Roll & Draw

Purpose: To understand the children's opinions about reading and the libraries and to give them a space and frame to discuss and debate with each other.

Goal: To have 4 groups complete the game.

Success criteria: The children were able to play the game, meaning they would understand the rules and complete the game.

Rules: Die game with six questions. The players answer the questions and get signed one question by the die toss. Lastly, they have to draw their answer to the one assigned question.

Participants: First workshop: 3 children, second workshop: 8 children. All were the age of 10-12 years old.

To test the use of design games with children while also involving users in the co-design process, a design game was developed. The title of this first design game is Roll & Draw. The purpose of Roll & Draw is to understand the children's opinions and to give them a space and frame to discuss and debate with each other about the questions asked in the game. The goal was that four groups were able to complete the game. The success criteria for the game were that the children were able to play the game, meaning they would understand the rules and complete the game. This would be visible if they handed over a filled-out game "paper" at the end, which then would give insights into their thoughts and opinions.
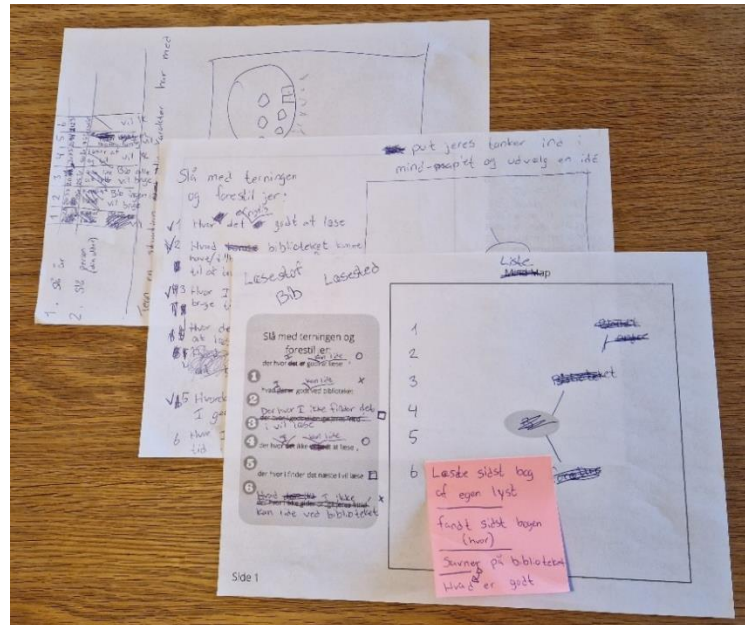
Figure 17: First iterations in the development of Roll & Draw.
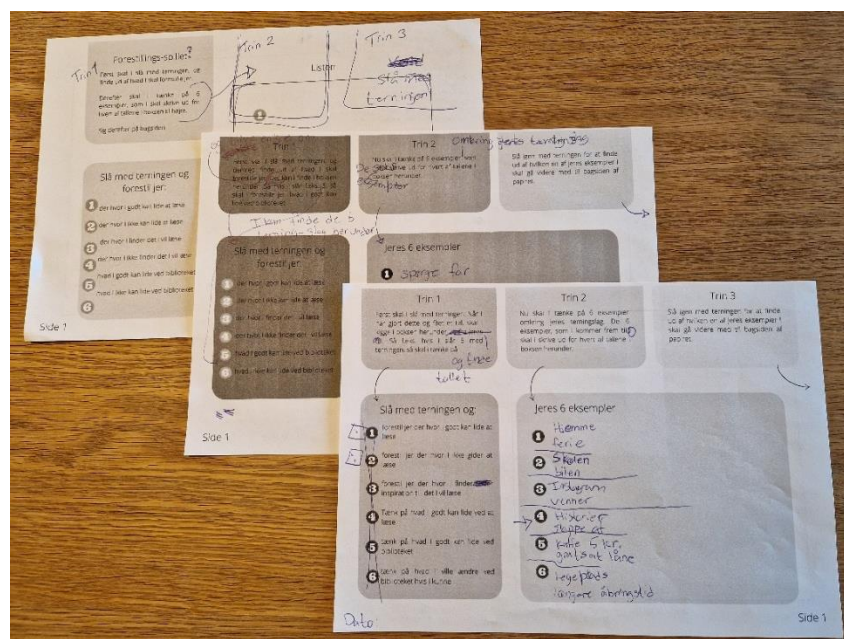
Figure 18: Second iteration in the development of Roll & Draw.

The design game was created through several iterations (figure 17)(figure 18) and inspiration was drawn from my experience playing games, and based on the literature about play, games and design games found. First, a brainstorm was done, to explore possibilities for this design game. From this, one idea was continued. A prototype was created and tested by me and another adult. Some alterations were done, and the game was finalized. This game was shown to my collaborators at the library, and they had some input, especially for the questions asked. This led to further brainstorming, quick prototyping and several rounds of testing and iteration. In the end, the final design game was created (figure 19) and brought to Bogæderne for them to play.
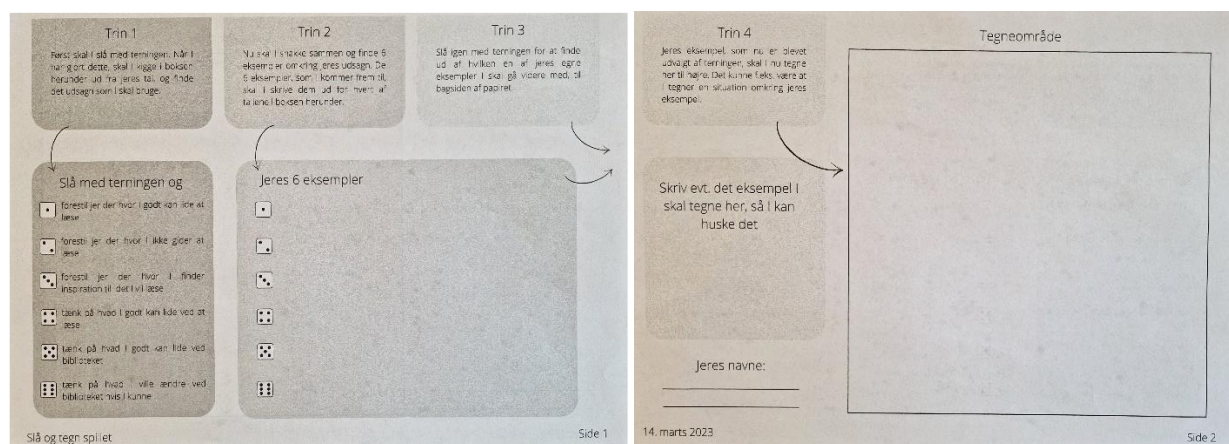
Figure 19: The design game, Roll & Draw.

Since I was going to be the facilitator, a guide was created for the workshop, for me to use. This included for example a schedule, the props needed and keywords for what to say (Appendix A.5).

The Workshops

The first workshop was with Bogæderne in Skælskør. Here three children and a librarian were present and agreed to participate in the design game. All three children were in a group together, so only one game was played in Skælskør. The second game was two days later with the children from Bogæderne in Slagelse. Here 8 children agreed to participate and there were two librarians present. Since in Slagelse, there were so many children they were paired in groups of two and played the game two and two together. Overall, the participation went well. The design game's purpose and goal were met, and the children participated in an agonistic debate with each other and at least four groups completed the game. In figure 20 and figure 21, the played games can be seen.

The key outcomes from the children at the first workshops were: That reading can take you into another world, they like the different genres of books which gives options, they like reading good books, and you can discuss with others about the books you read. A key insight from their debate was for example as child A said: "There is so much to choose from" and child B added to the librarians' notion about it being quiet when reading "and there are no annoying siblings who are fighting".

The key outcomes from the children at the second workshops were: They like reading where there is quiet, it would be fun to win prices, there could be more seating spots with power outlets, nicer interior design, books can give you other perspectives, the library could give free hot chocolate, they miss the café there were at the library some time ago.

Figure 20: The played Roll & Draw games, page 1.
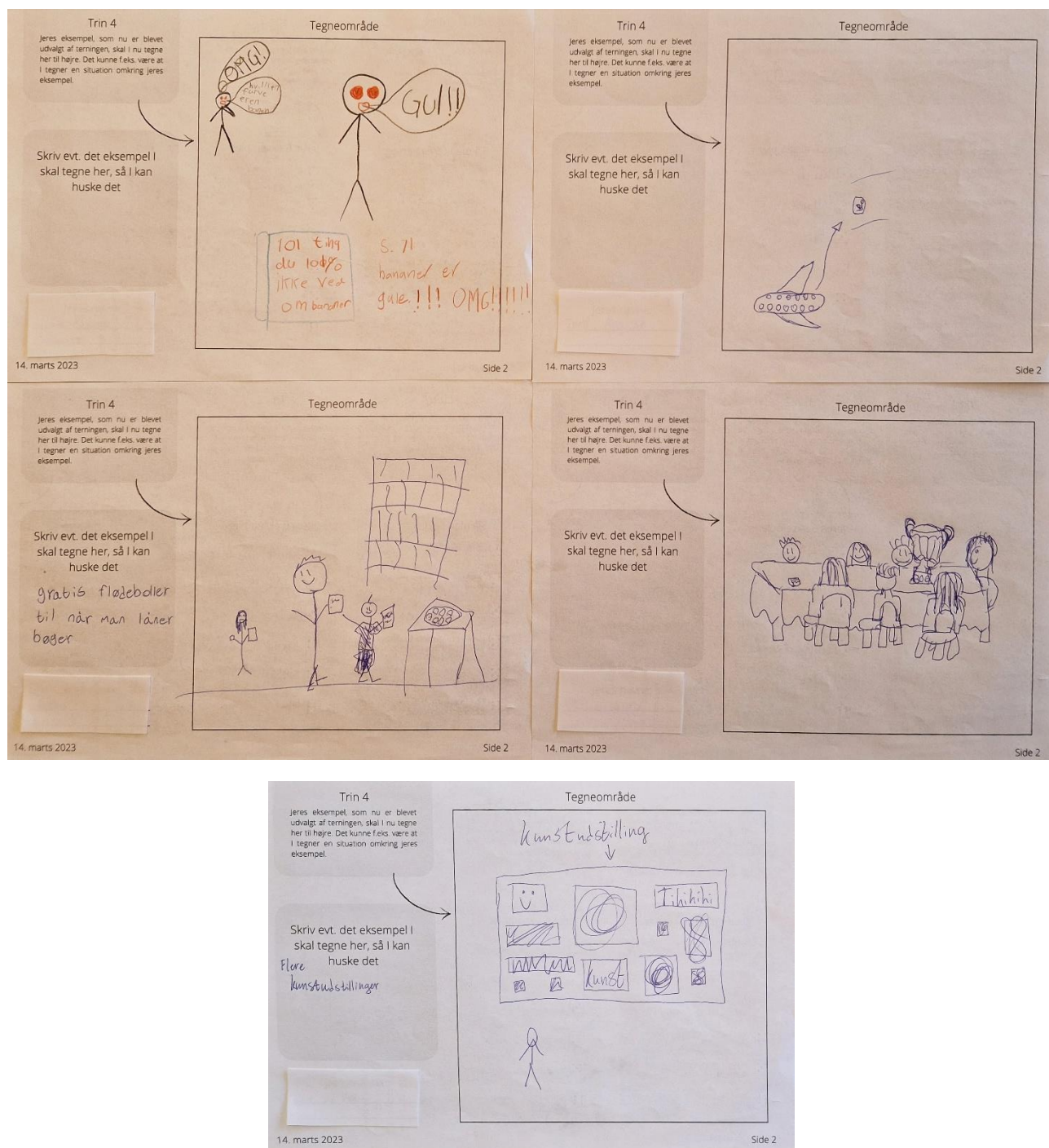
Figure 21: The played Roll & Draw games, page 2.

Reflections on the Workshops

Some discoveries were found during the workshops. It was good that they were not more children in each of the groups. This was because all of the children in the groups seemed to be able to contribute actively to the discussions, even though some children were more outspoken than others. The good thing about the limited time frame was that their focus was sometimes all over the place, so a short game seems to be able to keep their focus better. It was also good that the adult librarians were present since they were able to help the children when they got stuck. They helped at the right times maybe because they knew the children and

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knew how to communicate with them. Further evaluation of the design game is, that there could be fewer questions than the 6 there is, maybe down to three. This might be better if a more specific area was interested in from the designer's point of view. In this game played the chance of the die is what decides what question the game will be about. This is also a limitation of the game since chance decides what the children will reflect upon. If there had been more time, it would be interesting to let the children play the game one more time, so they could reflect on another topic in the second round. Of cause it there had been more time, it would also have been a possibility to design the design game in another way which could have given deeper insights and more reflection time for the children.

5.2.5 Synthesis of Data

All of the data found in the discover phase and in the develop phase has been gathered and synthesised in clusters (figure 22) and this concludes the divergent thinking of the define phase. First, all of the data was written on posted notes. Afterwards, patterns were discovered and three key areas about the library and children's reading culture were: First, The library as a social place, second, the physical library space and third, confusion for the children in figuring out what to read. In these clusters, the data showed that there were issues and potential for improvement. These three clusters will be used as the foundation in the following design process.

Figure 22: Clustering of data.

Problem Statement Review

Based on the synthesis found in the first two phases of the double diamond, the problem statement has been iterated on, to be more specific. The initial problem statement was: "How might Slagelse Libraries propose a service to promote children's desire to read?". The problem statement is now:

"How might Slagelse Libraries use participatory design games to develop a service for promoting a strong reading culture for children?".

5.2.6 Chapter Reflection

In the define phase converging thinking was used to narrow the scope of the design process, following the divergent discover phase. First, a stakeholder map was created to understand who the stakeholders are. Afterwards, empathy was gained through empathy maps and used further in the creation of the personas. These were made to deepen the understanding of whom this design process is designing services for.

Afterwards, the first participatory design game was created, to gain a deeper understanding of the children, and what their focus is regarding the libraries and reading. All the research was gathered and written on posted notes and used for the creation of clusters. This resulted in the iteration of the problem statement, based on the knowledge gained. This concludes the design process in the first diamond in the double diamond methodology.

Chapter 5.3
Develop

In the develop phase the next design game workshops were held with two other groups of children, to ideate on possible ideas for a service for the library. After this, prototypes were developed and thereafter tested.

This chapter contains the following subchapters:

5.3.1 Design Game for Ideation

5.3.2 Idea Selection

5.3.3 Prototype and Test

5.3.1 Design Game for Ideation

This second design game was specifically designed for ideation in the develop phase. As described earlier the agreement with the two participating classes was created early in this design process, but since the classes were busy they only had time available at the end of this design process, which fit perfectly for inviting them to ideate on possible service ideas.

First, some limitations were set before the design game was developed. The first was the children's age which was around 10-12 years old. Because of their age, the game should not be too complicated for them to understand, which is also because of the time limitation, since a complicated game with many rules takes time to learn. Second, the time together with the children was also set in advance. The first class of children were fifth graders from a school in Slagelse. It was agreed with their teacher, that this design game should only take 1 hour since the time frame they had available was for 1 hour and 15 minutes. The second class of children were sixth graders, from a school near Skælskør. They had 1 hour available in all.

For this second design game, it was decided to create a boardgame like design game. Some inspiration was needed other than all the board games personally played. This was done through additional desk research (Castle, 2021). Some elements ended up being re-used from the first design game, which were the use of a die, the explanation of each step in the game, and the part where the children should draw.

Name: Roll, Emoji, Draw

Purpose: For the children to brainstorm on possible service ideas for the library, which could build a strong reading culture.

Goal: To get 6 specific service ideas developed by the children themselves from both workshops (6 ideas they have chosen in each group as the best one of all the ideas they came up with).

Success criteria: The children were able to play the game, meaning they would understand the rules and complete the game.

Rules: The game has three steps. First, to play the board game, moving game pieces by the die toss. During the game, ideas will be ideated. Second, The players collectively chose one idea out of all ideas. This they write about in a short presentation/invitation with emojis. Third, the idea is to be drawn

Participants: First gameplay: 23 children, second gameplay: 12 children. All were the age of 10-12 years old.

The title of this second design game is 'Roll, Emoji, Draw'. The purpose of Roll, Emoji, Draw is to let the children themselves come up with ideas for services which the Slagelse Libraries could offer to build a strong reading culture for children. The goal was to get 6 specific service ideas developed by the children themselves. The success criteria for the game were that the children were able to play the game, meaning they would understand the rules and complete the game. This would be visible if they handed over filled-out game papers at the end, which then would give insights into their thoughts and opinions.

Figure 23: First iterations of Roll, Emoji, Draw.

The design game was, like the first design game, created through several iterations (figure 23). This time the design game also drew inspiration from the first design game created. The brainstorm was therefore done based on the first design game and on how some elements from the previous game could be used in a board game format. The first playable draft (figure 24) was drawn in hand and tested with another adult, who had no relation to the project. From this test, the next draft was created (figure 25), printed and tested with yet another adult who also did not have a relation otherwise with this project. This provided feedback on the general function of the game, how long it could take and things that needed further iteration. The final design game created can be seen in figure 26 and is the game that was brought to the workshop to co-design with the children. The design game consists of three steps. The first step is the board game where they develop many ideas. In the second step, they agree on the best idea that was developed and presented it with emojis. In the third step, they then draw the chosen idea.
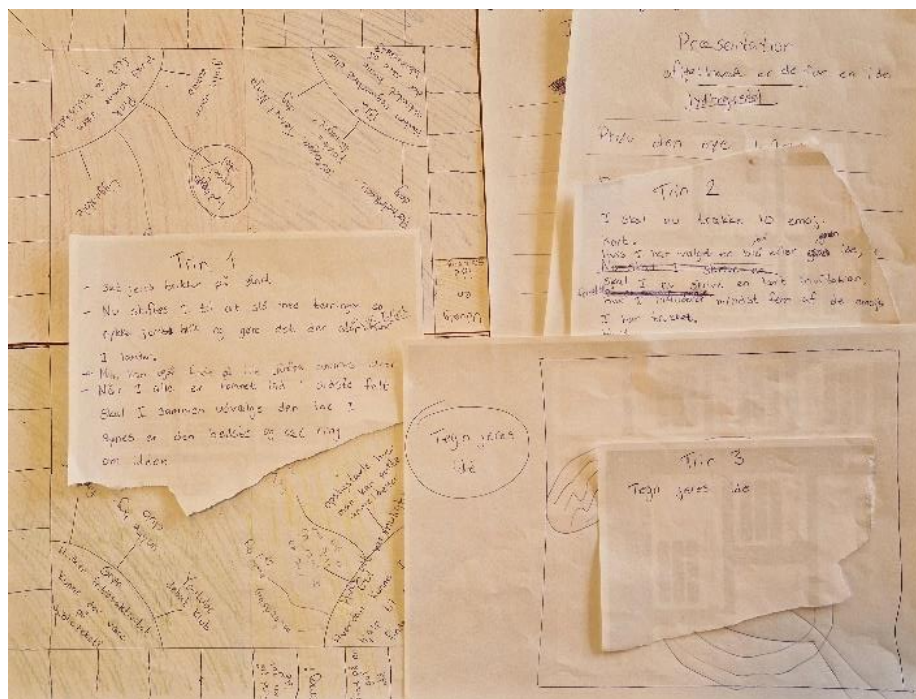
Figure 24: First playable draft of Roll, Emoji, Draw.

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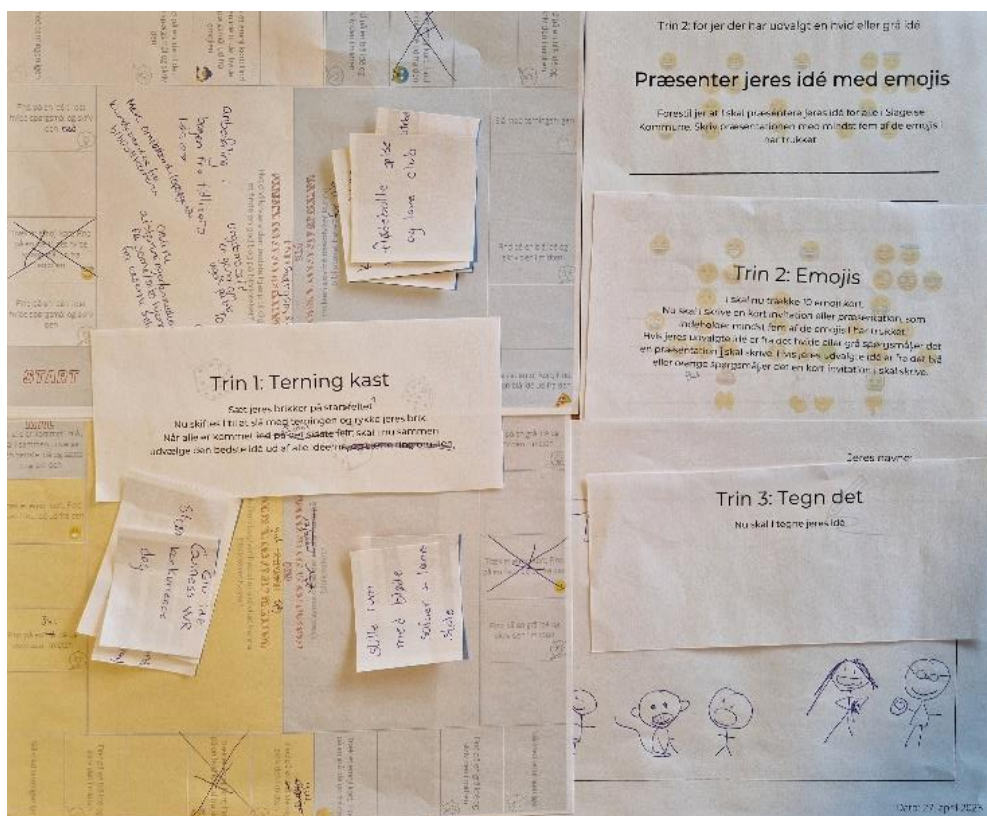
Figure 25: Second playable draft of Roll, Emoji, Draw.
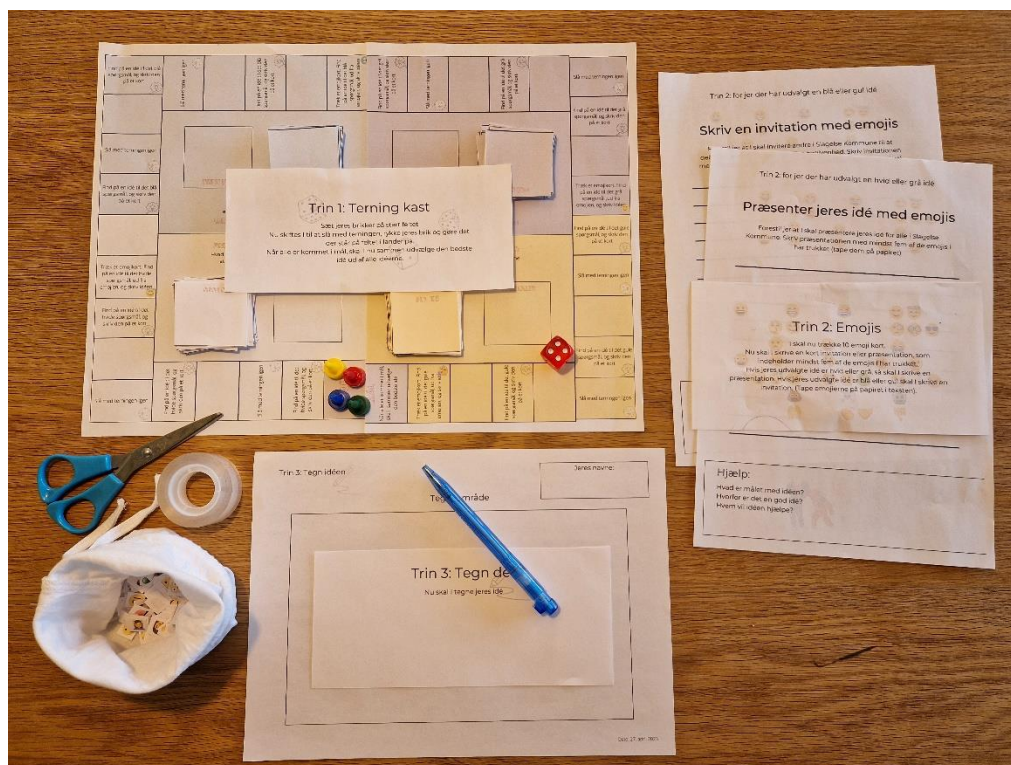
Figure 26: The design game Roll, Emoji, Draw.

Like with the first design game developed, a guide was created for me as the facilitator of the workshop. This guide included for example the schedule, the list of props needed and keywords for what to say (Appendix A.7).

The First Design Game Workshop:

The first workshop with Roll, Emoji, Draw, was facilitated at the end of April with a 5th-grade class with 23 pupils. They were split into 5 groups with 4-5 pupils in each. This meant that there were five games played at the same time. They played for around 50 minutes and afterwards, they presented their final ideas to each other shortly. The purpose of the game "was to for the children to come up with ideas for services the library could offer, which could be built a strong reading culture for children". This has been successful which can be seen in figure 27 and figure 28 where these ideas can be seen. The goal of the workshops, to get 6 specific ideas developed by the children, was almost already fulfilled during the first workshop, since the 5 groups came up with 5 ideas. The success criteria were not completely fulfilled as can be seen in figure 27, one group did not complete all three steps of the game. They are missing the final drawing step.

Figure 27: The final 5 ideas chosen and presented by the 5 groups.
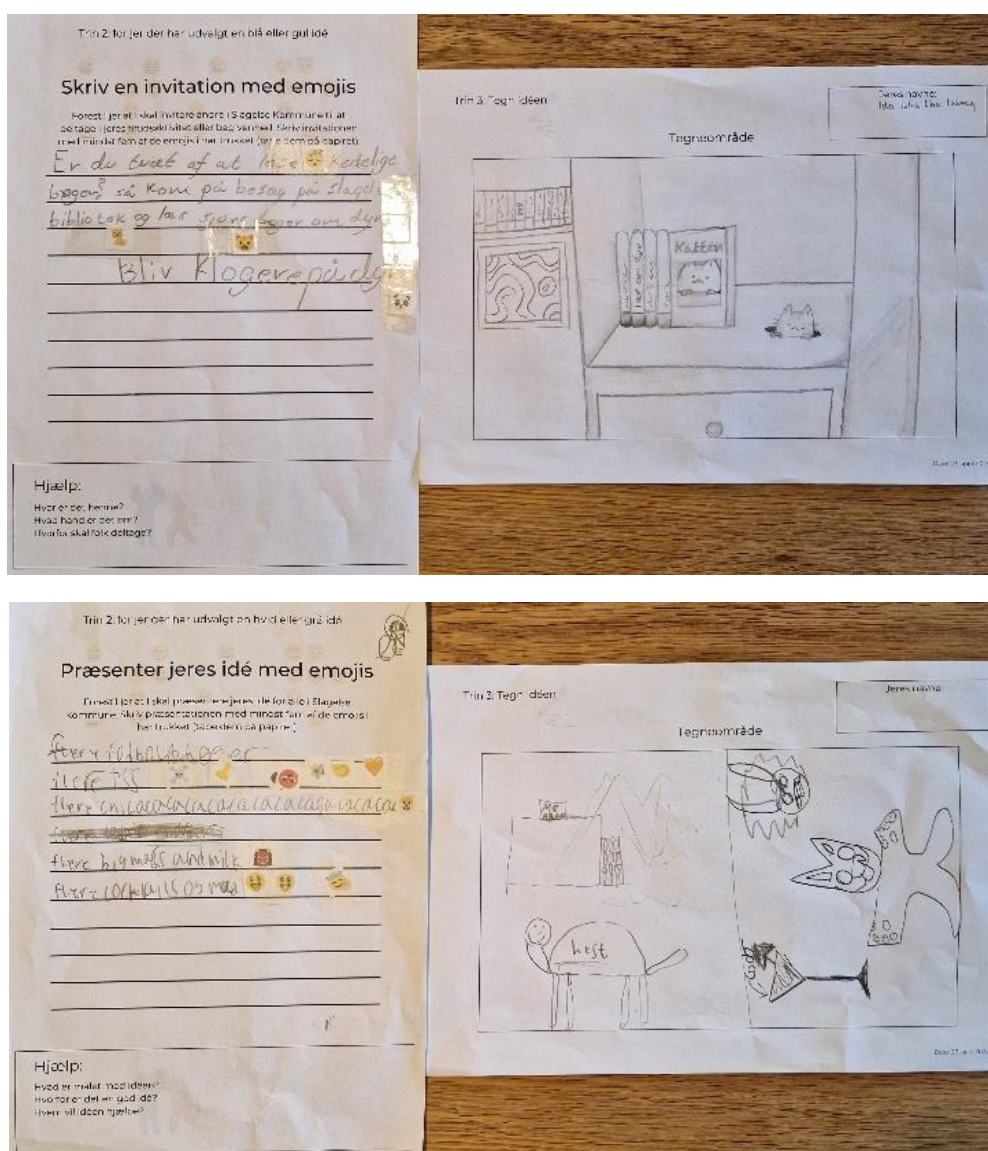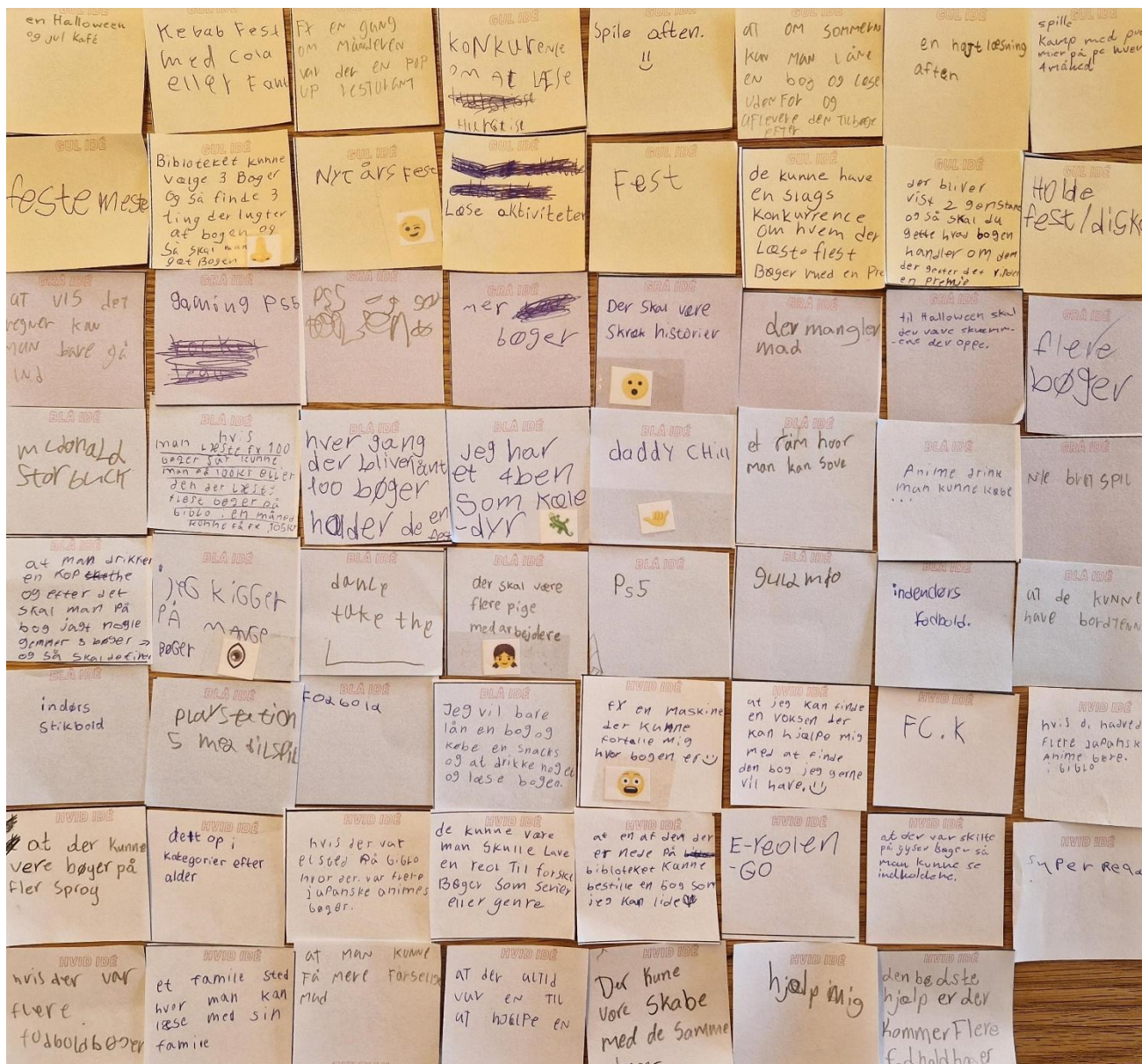
Figure 28: All the children's ideas created in the first workshop, while playing Roll, Emoji Draw.

The five ideas that the five groups selected as their best ideas were: 1: more books about animals. 2: More books about football 3: Kebab party at the library. 4: Competition Party where the children can compete in reading, quiz and eat food. 5: A guessing competition where you should guess a book from items laying on a table and then you can put your guess in a box and the library will then find a winner. From all of the ideas, everyone came up with in the first workshop, some overall themes that the children suggested were: competitions including a treasure-book hunt and prices when winning. More books in the genres of football, anime and in different languages than Danish. Indoor activities like football, "stikbold", table tennis, board games and PlayStation. Many ideas also included food for example the ability to buy snacks at the library and food in general. Some also suggested events like reading out loud, game nights, and seasonal parties for example Halloween, new year's and Christmas. Summing up many of their ideas were about food, parties, activities, and more books.

The Second Workshop

The second workshop with the design game for ideation, was facilitated at the beginning of May with a 6th grade class with 11 pupils present. This was at a different school than the first workshop. For this workshop, one hour was available, which was 15 minutes less than the first workshop. For this reason, the second step of the original game was taken out, to make sure there was enough time. They were split into 3 groups with 3-4 pupils in each. This meant that there were three games played at the same time. They played for around 45 minutes and afterwards, they presented their final ideas to each other shortly. The purpose of the game was for the children to come up with ideas for services the library could offer, which could build a strong reading culture for the children. This has been successful, and their ideas can be seen in figure 29 and figure 30. The goal of both workshops was to get 6 specific ideas developed by the children, and this has been accomplished since 8 ideas have been developed in total. The success criteria were to play the game from start to finish. This was reached in the second workshop where all groups completed the games.
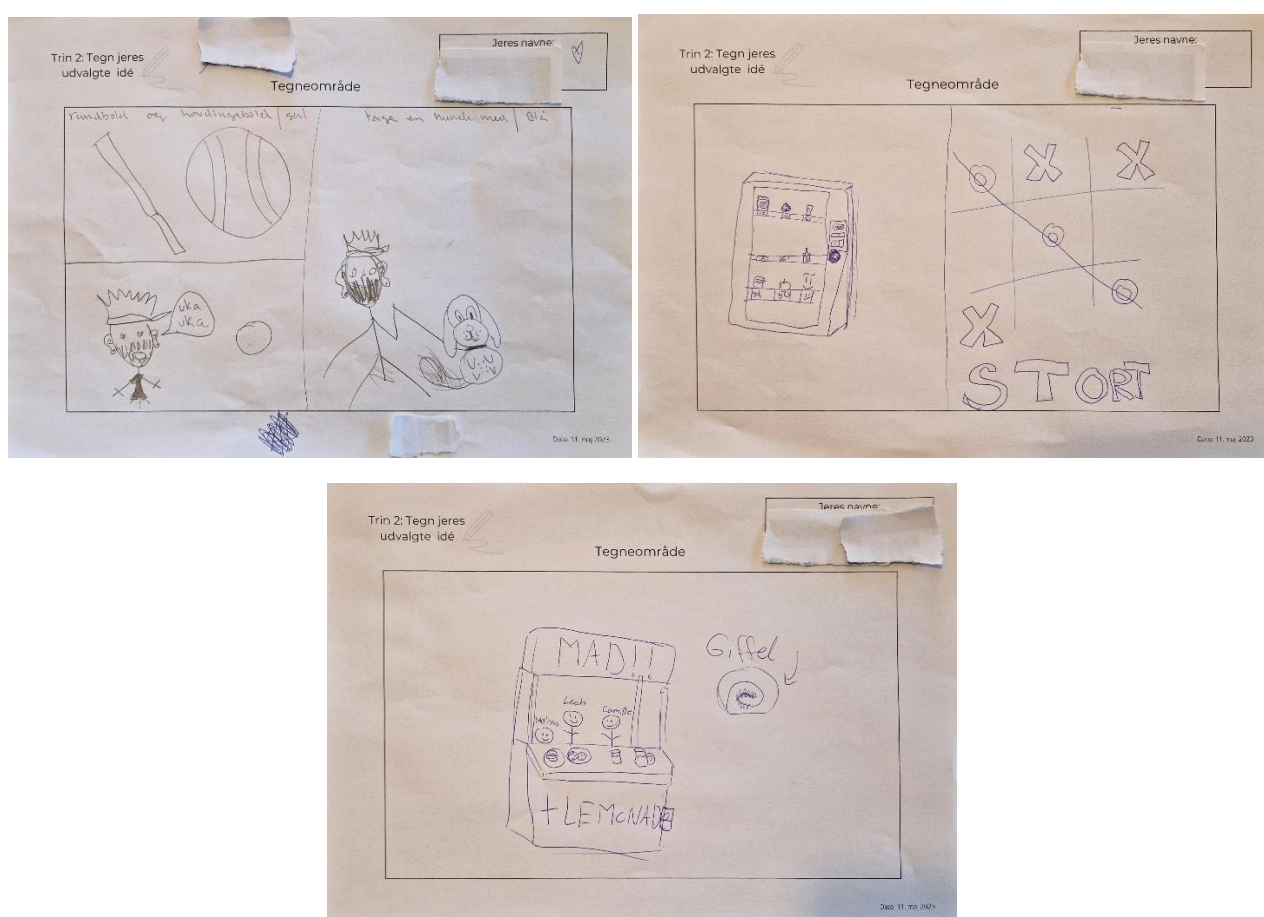
Figure 29: The final three ideas chosen and presented by the three groups from the second workshop.
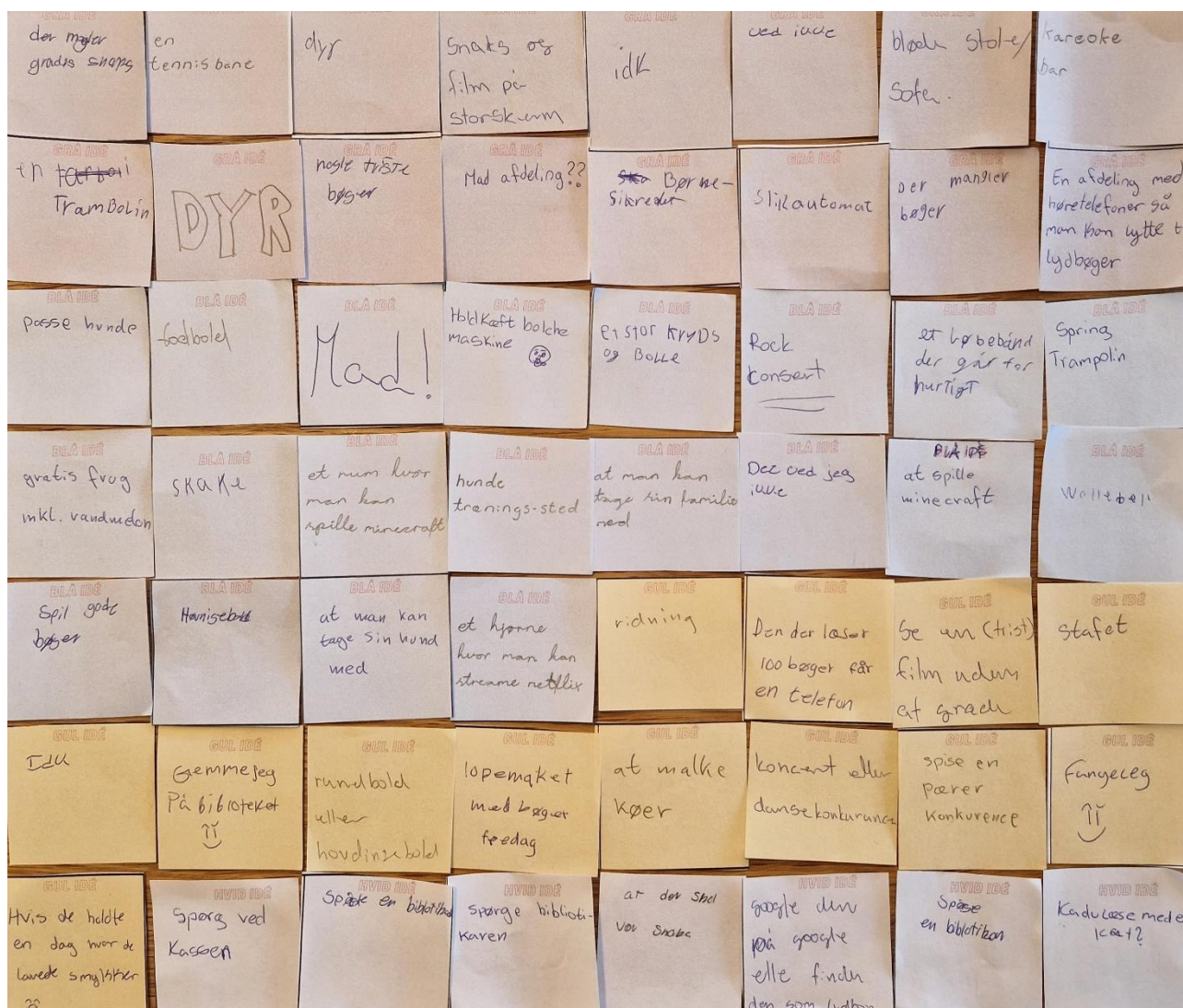
Figure 30: All the children's ideas created in the second workshop, while playing Roll, Emoji Draw.

The three ideas that the three groups selected as their best ideas were: 1: "Rundbold" and the ability to bring your dog into the library. 2 A snack vending machine and A big tic tac toe game on the floor. 3: A food stand selling food and drinks. Groups 1 and 2 could not decide so their best idea is actually two ideas. From all of the ideas everyone came up with in the second workshop, some overall themes were: There could be more snacks, food and drinks. There could be activities like tennis, movies, karaoke, a trampoline, a kick scooter, football, a concert, chess, a computer for games like Minecraft, volleyball, "Høvdingebold", competitions and hide and seek. Some other ideas were soft places to sit, headphones to listen to audiobooks, the ability to stream Netflix, prices for reading, a flea market, and reading aloud for a cat. Summing up many of their ideas seem to be about activities and food.

Reflection on the Two Workshops

Working with children is unpredictable. At the first workshop, 23 children attended. Children in fifth grade can lose their concentration quickly it was obvious during the workshop. Along the way in the workshop, some of the boys were not focusing on the design game and often some of them walked over to ´boys in other groups to chat with them or show them something. When this happened their teacher and I attempted to guide them back to their group and the design game. This is though not that surprising and as their teacher told me from her experience: "After 50 minutes, they lose their concentration and need a break". This seemed to be very true since when all the groups were beginning to complete the last step, it was obvious that some students, were not really contributing anymore. Two groups with mostly girls in them, were though still very focused and still discussing the final points of the game.

In the second workshop, the game was shortened by taking "step 2" out of the game. This worked very well since the groups still came up with a final idea. What was missing, was the more detailed description of the idea, that step 2 allows for but overall, it worked well to shorten the game in this way. In this workshop, the children were focused from start to finish. They were one year older than the children in the first workshop, maybe this is a factor. Another factor for them being focused could also be the shortening of the game or the fact that there were only 11 students present, which made the classroom quieter.

5.3.2 Idea Selection

From the first workshop, the chosen ideas were 1: more books about animals. 2: More books about football 3: Kebab party at the library**.** 4**:** Competition Party where the children can compete in reading, participate in a quiz, eat pizza and dance**.** 5: A guessing competition where you should guess a book from items laying on a table and then you can put your guess in a box and the library will find a winner. From the second workshop they were 1: "Rundbold" and the ability to bring your dog into the library. 2: A snack vending machine and a big tic tac toe game on the floor. 3: A food stand selling food and drinks.

The case of this thesis is to find a service that can build a strong reading culture for children. Therefore some of the ideas, as they are now, need to be more focused on reading and literature. Some of the ideas will be selected and prototyped. A couple of ideas were selected in collaboration with the collaborators from the library. This was done at a meeting where they were presented with the ideas of the children and the personas. Based on all the ideas the following three were chosen by them:

Idea 1, Competition Party

The first chosen idea is A competition party where the children can compete in reading, participate in a quiz, eat pizza and dance. This idea, they said is plausible, and during the meeting, they remembered an event they had in mind to end a big summer reading competition. They said that the children's ideas were great and probably could be used this summer. Besides prototyping the idea and testing it, we elaborated on what needed to happen before it could become a reality. Before the party, the planning of the party should take place including planning the activities, who it is for, where should the food come from, and which employees could participate. Before the event it should also be communicated out, the children should be invited, and decorations should be put up. During the party, the children should be welcomed, activities held and at the end, the party should be ended. After the party, the space needs to be cleaned and the party should be evaluated.

Idea 2, Guess the Book

The second chosen idea is: A guessing competition where you should guess a book from items laying on a table and then you can put your guess in a box and the library they will find a winner. This idea where also very plausible the collaborators said. Before this competition, it should be planned for all three libraries, who it is for if it should be physical or digital, when should it be and then it should be set up. During the competition, employees need to make sure the items to guess don't disappear and the competition should be communicated to the users. After the competition, it should be taken down, a winner should be found and the winner should get the prize. This competition they explained could be altered end reused. This idea is about literature and reading, which means the idea has the possibility to be a part of building a strong reading culture for the children.

Idea 3, Tic Tac Toe

The third idea is a big tic tac toe game on the floor. This idea they explained is also very good and is similar to a game there were once at the library. Many years ago, there was a big Ludo game, which the children loved to play. Therefore this idea was great and they wanted to implement it which they said does not take much time. Before it is implemented it should be created, which they can do themselves. Then it should be set up. After it is set up the game pieces need to be kept an eye on, so they don't disappear. If this service idea could help build a strong reading culture is also more debatable since it does not have anything to do with reading, but it does have the ability to make the children's overall experience at the Libraries better if they have fun while playing the game there.

Reflection of the Idea Selection

During the meeting with the collaborators, they ended up choosing three of the children's ideas, which they saw as plausible for them to offer at the library after some work on them is done. The problem statement seeks to explore just one service for Slagelse Libraries to offer, but if three ideas seem interesting to the collaborators, this would just be even better. Further in the develop and deliver phase, the focus will be on the service "Competition Party" since this is a more complex service which needs deeper planning. This is based on what the collaborators said, that ideas 2 and 3 are more simple, and these ideas could almost be implemented as they are with just a little work done.

One question following the design game workshops was: what ideas should be brought further in the project? Ideally, when co-designing with children, the next steps of selecting an idea, making prototypes and testing them, should also be done with the children. This will not be done within the timeframe for this thesis, there is not enough time. On the other hand, this service offer is supposed to be what Slagelse Libraries offers, therefore they should be involved in the process at some point. This is to relate the children's ideas with the employees at the library to understand from their perspective: what is a possibility in reality? It is though important to try to bridge the children's ideas with the library employees since the users' ideas might seem unrealistic to them. Then the question is to try to relate the two goals. The employees' goal is to promote reading culture to the children, while the children's goal might be to have fun and be social.

5.3.3 Prototyping and Testing

Polaine et al. (2013) explain experience prototyping for testing out the interaction with multiple touchpoints. Service prototypes can be seen as a theatre with a stage, props, actors, a script and goals, and the service can be acted out and the insights from the prototyping can be analyzed (IBID). Experience prototypes are used for the participants to experience how the service would be (Stickdorn et al., 2018). Prototypes are also used to explore, identify important aspects of the service, create a shared understanding and evaluate solutions (Stickdorn et al., 2018). Prototypes can be used as quick ways to test ideas without going too far into the implementation process, before it is too late, and then realize that something needs to be changed (IBID).

Desktop Walkthrough

Description: Desktop walkthrough (Stickdorn et al., 2018), created from paper to play out different possible scenarios, low-fidelity.

Idea prototyped: Competition Party

How: In advance, the paper prototype was created for the session and extra materials were ready like paper, scissors and a pen.

Purpose: To test the idea of a competition party. This testing should explore the feasibility of the idea and how and what value it can bring to the user.

Goal: To decide if the idea should go forward (for example to high-fidelity prototyping) or if further iteration is needed on the idea itself, followed by another low-fidelity prototype session.

The prototypes were made out of paper, and this was mostly from a finance and time aspect to make a low-fidelity prototype (Stickdorn et al., 2018). Making them out of paper made sure they were cheap and also quick to create. The paper prototypes were used to do walkthroughs of the service ideas and act out many different scenarios. The final prototype can be seen in figure 31. The elements were the floor plan of the library and the office across the street. The props were for example drawings of the competition materials, pizza and decorations. The people were the persona Noah and his mother Diana, some children, the host employees and a communications employee.
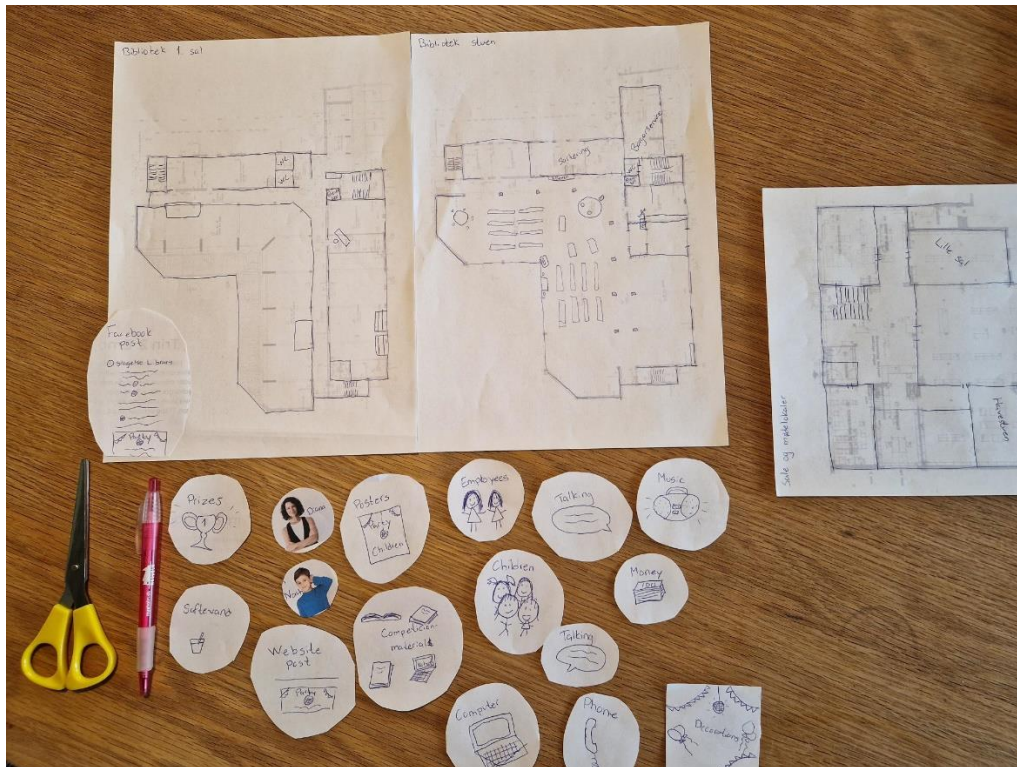
Figure 31: Desktop walkthrough of the idea, Competition Party.

The Prototyping Session

During the prototyping, a couple of scenarios were played (figure 32). As a low-fidelity prototype, it worked as intended. During the session, some elements were needed, and then they were just drawn quickly and ready to use. From the session, some insights were reflected: first, should the event be free or should it cost money? Second, a date needs to be set for the party to be planned and communicated to the participants. Third, Besides communication through the webpage and facebook page, maybe it could also be communicated to schools and teachers directly. Fourth, Are the event for parents as well or where should they go in the meantime if it is not? Fifth, a bonus for this service, would be if Noah for example gets a closer bond with the library. As his persona states, he is not interested in reading for fun, but maybe if he would go to a social event like this competition party with his friends, he might also borrow some books. So the party could lead to him using some of the library's other services like borrowing books or hanging out at the library in the future with his friends. Sixth, this leads to the thought about the content of the competition party. The goal here is not to just host a fun event for the children, the event should also have some literature content which can increase the children's interest in literature and reading. Since it is a competition party the competitions should be based on literature and reading.

Figure 32: A snapshot during the prototyping session.

Reflection of the Prototyping Session

This prototyping session was not done with children or employees from the library. This would be the next step to involve either part or maybe even both to make sure the service is designed so the children would be interested in participating and the library would find it realistic for them to offer.

Another reflection this session spurred was: How can it be measured if this service is building a strong reading culture for children? The literature found does not specify how it can be measured if children's reading culture is strong or if their reading interest is big. Hansen et al. (2022) point to how it can be measured if the children are frequent readers. This is measured by how often they read and if they read for fun 1-2 times per week, this is seen as being a frequent reader. Another way they measure reading is to measure if they enjoy reading. When looking at reading culture, is about how the people and the organisations surrounding the children are talking with them about reading and exposing them to reading values (Hansen et al., 2022).

For Slagelse Libraries to measure reading, it is assumed possible through different measuring initiatives over a set period of time. It could be by counting how many children and youth books there are borrowed, how many participants there are in the clubs, for the reading competitions, at events, and their library tours and book talks. They can also measure how many new children sign up to become loaners.

The question of how to measure reading culture also leads to reflecting on, if these three single services are enough for building a stronger reading culture. Before they are implemented it might not be possible to say, but it could be that the three services can't stand alone. Maybe the services proposed by the children should be offered frequently and not just as a one-time offer.

5.3.4 Chapter Reflection

To co-design with children a design game was developed to explore ideas proposed by the children for a service Slagelse Libraries could offer. The design game was created for the children to first develop many ideas and then narrow in on one idea per played game. From the design game workshops, the children proposed 8 ideas for Slagelse Libraries'. These ideas were then presented to the collaborators from the library, and they chose 3 of their ideas for further work. These ideas were then prototyped and tested with the desktop walkthrough method to explore service scenarios. Different scenarios were imagined during the prototype and gave insights about how the service could function and how it can be measured if this service is building a strong reading culture for the children.

Chapter 5.4
Deliver

In the deliver phase the insights from the project will be gathered and presented. The service to build a strong reading culture for children will be presented as well as the product report created for Slagelse Libraries.

This chapter contains the following subchapters:

5.4.1 User Journey

5.4.2 Blueprint

5.4.3 Idea Presentation

5.4.4 Product Report

5.4.1 User Journey

A user journey was created based on the prototyping, and desktop walkthrough. This user journey was developed to gain a deeper understanding of the user Noah. User journey maps are used to visualize a person's experience over time (Stickdorn et al., 2018). It is important and interesting to understand how each touchpoint works together, including looking at touchpoints that might be missing (Polaine et al., 2013). The user journey is also used to show the overall service from end to end, and it can be used to zoom in on particular parts of the service in more detail (Stickdorn et al., 2018).

Description: User Journey (Stickdorn et al., 2018) shows the entire service from end to end, created based on the persona Noah.

How: The user journey was created based on one scenario from the desktop walkthrough prototype session.

Purpose: To further explore the overall touchpoints of the service and Noah's actions and feelings. This user journey is an overall view of the service, it does not zoom in on each touchpoint.

Goal: To explore if this service would be interesting for Noah, and how it might help build a stronger reading culture for him.

The User Journey shows the time, touchpoints, Noah's actions, channels of communication, and his feelings and pains and gains. It can be seen in figure 33.
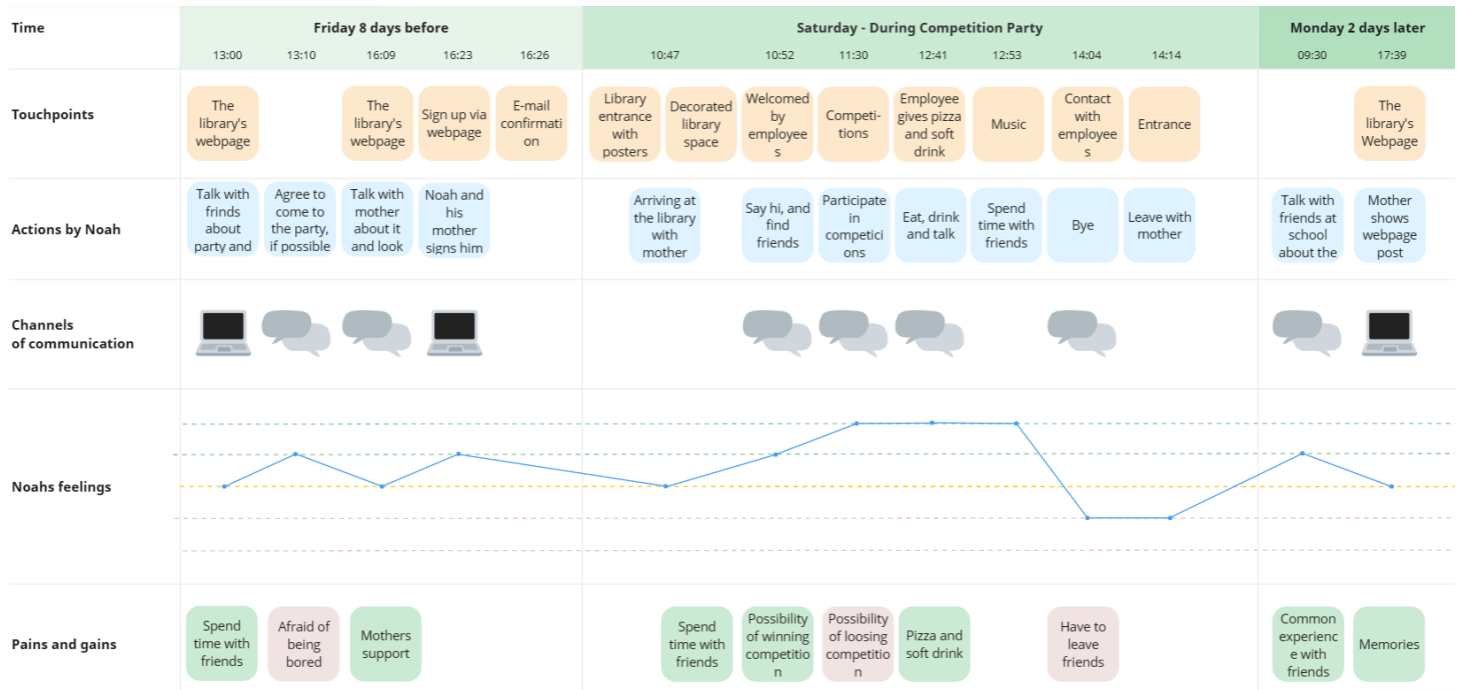
Figure 33: The user journey of the persona Noah.

User Journey Reflections

During the creation of the user journey, the channels that Noah uses were explored. It was discovered that because he is 11 years old, he supposedly does not use or have access to social media. Therefore it might be limited in how much he sees the library's communication. In the scenario, it is imagined that Noah hears about the Competition party through his friends. In other scenarios, it might have been his mother who has seen the event on facebook and told him about it. This shows that the way the event is communicated should probably be through parents or schools.

Pains and gains were also explored for Noah. He does not want to be bored and as his persona shows, he associates reading with a boring school task. Therefore even though this event should be about literature, for Noah it is important that It does not feel like being at school, but is a fun event for him where he can spend time with his friends. This makes it a balancing act for the library, to make it fun while also showing that literature and reading can be fun and interesting.

5.4.2 Blueprint

A touchpoint is an individual moment of interaction in a channel which is the overall medium (Polaine et al., 2013). The service blueprint is a map of the user journey, the touchpoints and the backstage processes (IBID). When innovating new services, the blueprint can help invasion all the elements interlink and also over time and the blueprint can also discover areas in the service that has not been thought of before (IBID). The service blueprint builds further on the customer journey map (Stickdorn et al., 2018).

A blueprint was developed based on the user journey. This was created to gain a deeper understanding of the connections between the front-stage processes of the service and the back-stage processes.

Description: Blueprint (Stickdorn et al., 2018) is based on the persona of Noah showing the service from end to end.

How: The Blueprint was created based on the user journey of Noah.

Purpose: To explore the frontstage and the backstage actions of the service of the Competition Party and their connections.

Goal: To explore if the service is realistic as a new service offer

The blueprint can be seen in figure 34 which shows time, touchpoints, Noah's actions, frontstage actions, backstage actions and support processes.

Time	Friday 8 days before					Saturday - Dur		
	13:00	13:10	16:09	16:23	16:26	10:47	10:52	11:30
Touchpoints	The library's webpage		The library's webpage	Sign up via webpage	E-mail confirmation	Library entrance with posters	Decorated library space	Welcomed by employees	Competitions
User Actions Noah	Talk with friends & look at webpage	Agree to come to the party, if possible	Talk with mother about it and look	Noah and mother signs him up		Arriving at the library with mother	Say hi, and find friends	Participate in competitions
The line of interaction								
Front stage actions Employee A hosting the party							Welcome	Host competitions
Front stage actions Employee B hosting the party							Welcome	Take pictures
Front stage actions Slagelse Libraires' Webpage	"About the event" webpage		"About the party" webpage	"Sign up" webpage	"Thanks for signing up" webpage			
The line of visibility								
Backstage actions Employee A		Give information to communic	Finalise competicions	Order pizza	Set up before the party			Pick up and pay for pizzas
Backstage actions Communications employee		Put information on homepage	Post information on facebook	Create posters and set them up				
The line of internal interaction								
Support processes	Api event, webpage	Api information post, facebook	Api event webpage	Phone service	Api sign up system	Api sends response to signing up		Payment system

Time	Saturday - During Competition Party					Monday 2 days later	
	11:30	12:41	12:53	14:04	14:14	09:30	17:39
Touchpoints	Competitions	Employee gives pizza and soft drink	Music	Contact with employees	Entrance		The library's Webpage
User Actions Noah	Participate in competitions	Eat, drink and talk	Spend time with friends	Say goodbye	Leave with mother	Talk with friends about the party	Mother shows webpage post
The line of interaction							
Front stage actions Employee A hosting the party	Host competitions	Serve pizza and soda	Put music on	Thank you for today and bye	Clean up library space		
Front stage actions Employee B hosting the party	Take pictures	Serve pizza and soda	Talk with children	Thank you for today and bye	Clean up library space		
Front stage actions Slagelse Libraires' Webpage							"Party update" on webpage
The line of visibility							
Backstage actions Employee A	Pick up and pay for pizzas					Provide information of party	Host evaluation meeting
Backstage actions Communications employee						Make update post on webpage	
The line of internal interaction							
Support processes	Payment system		Loud speakers			Api event webpage	

Figure 34: A blueprint of the service idea, Competition Party.

Blueprint Reflections

Creating the blueprint shows the complexity of this proposed service and how many actions are involved both frontstage and backstage before, during and after the service is hosted. This blueprint is an overall picture of the service and is not used to zoom in on each touchpoint. This should be the next step, for example, the "competitions" touchpoint is a very important one since this is the main touchpoint of the service, competition party. Creating a blueprint zooming in on especially the competition touchpoint could have been done with the employees of the library to co-create with them since they are the experts and the ones who could offer this service. This should be done to bridge the children's idea with Slagelse Libraries strategy and goal of building a strong reading culture for the children.

5.4.3 Idea Presentation

The main idea selected from the co-design process with children is the competition party. Two other ideas were also chosen, but since the employees at the library said they could almost use them directly as they were proposed by the children, it was decided to go further with the exploration of the competition party idea. The competition party will be presented in the following.

Idea: Competition Party

Description: The competition party is a service Slagelse Library could offer. It is an event for children aged 10-12 years old on a Saturday. It takes place between 11-14 o'clock at Slagelse Library and is hosted by two employees. The event's overall theme is about literature and reading, and this does mainly show through the competitions for the children. Other than the competitions the children will participate in, the event will also include pizza, soft drinks, music and time to be social with the other participants at the party.

Purpose: To build a strong reading culture for children through an event where the children can be social, eat food and have fun.

Goal: That 30 children will participate

Success criteria: The event will be held and the children will participate in the main activity of the competitions.

A mood board has been created to show the service which can be seen in figure 35. The competition party is a service Slagelse Libraries could offer. It is an event for children aged 10-12 years old on a Saturday. It takes place between 11-14 o'clock at Slagelse Libraries' and is hosted by two employees. The event's overall theme is about literature and reading, and this does mainly show through the competitions for the children. Other than the competitions, the event will also include pizza, soft drinks, music and time to be social with the other participants at the party. The purpose of the event is to build a strong reading culture for the children. The goal is for 30 children to participate in the event. The success criteria are for the event to be held and for the children to participate in the competitions.

Figure 35: Moodboard of the service Competition Party. Images (Slagelse Biblioteker & Borgerservice, 2023)(Slagelse Bibliotekerne, 2023)(Unsplash, n.d.).

5.4.4. Product Report

The details of the service are not planned in detail, so the next step would be to present the idea, the user journey, the blueprint and the mood board to the collaborators at the library. This would be to present the service that can build a strong reading culture for children aged 10-12 years old and get feedback. This will be done through a product report which also includes key insights into this thesis project and key outcomes (figure 36).
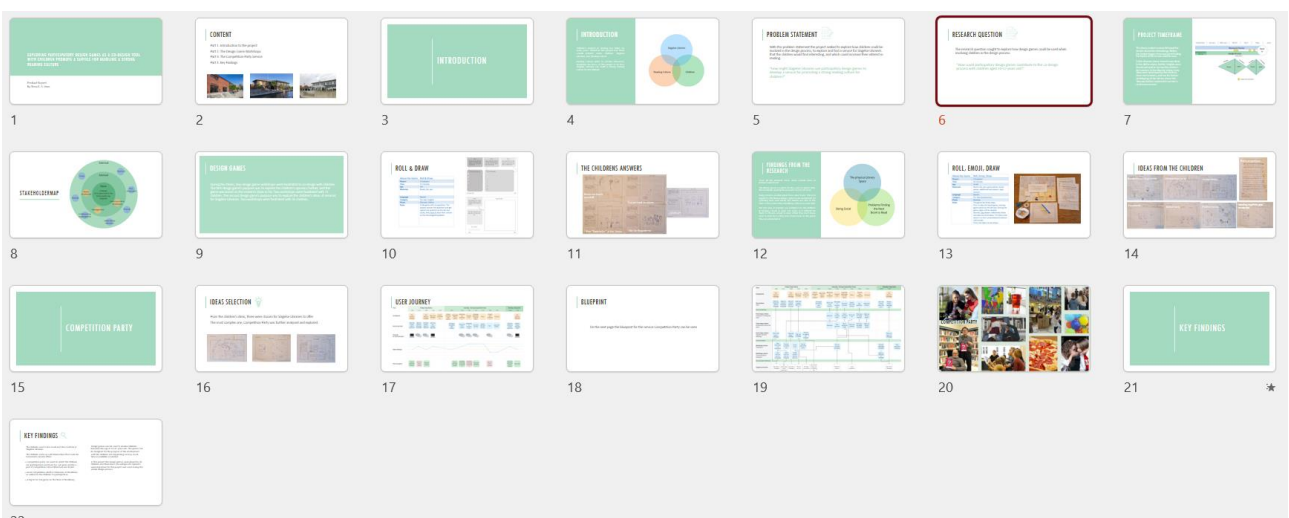
Figure: 36: overview of the product report.

5.4.5 Chapter Reflection

In the deliver phase the idea of a competition party was explored through the user journey and the blueprint. Through the user journey of Noah, it was found that because of his age, there are steps and actions where he is dependent on a parent or other responsible adult. This is for example for signing up for the service and paying for it if it costs money. It could also be if he wants to go, he has to have permission from his parents because he is not old enough to make that decision on his own. The pains and gains also made it clear that for Noah the event must be fun, for him to want to participate or use other services offered by the library.

The blueprint was used to explore the frontstage and backstage actions of the service. This resulted in an overall view of how the service could be, and there is now a further need to zoom in on the touchpoints for example the competitions. The competitions are an important step of the service to spread an interest in literature and reading since the competitions should have literature as their topic.

To present the idea a mood board was created to show the competition party service. A product report was also created for Slagelse Libraries'.

Chapter 6
Discussion

This chapter discusses and reflects on the design process of the thesis and the design game workshops. The design process was guided by the methodology of the double diamond. During the phases of the double diamond tools and methods were used. Key areas will be reflected on, including the use of participatory design games for co-designing with children.

This chapter contains the following subchapters:

6.1 Discussion of the Design Process

6.2 Discussion of the Design Game Workshops

6.3 Discussion of the Learning Objectives

6.1 Discussion of the Design Process

The methodological approach of the double diamond was used to guide the design process in the exploration of the problem statement. During the design process, it was found first, that the term desire to read is widely used. The literature and experts in the area are now promoting new terms and a wider language when talking about reading in general. Therefore, in the converging thinking of the first diamond, the problem statement was iterated on. This resulted in a change of focus from desire to read, to reading culture. Another change here was to focus more on design games, and how Slagelse Libraries could use this tool to co-design with children.

Overall the methodology of the double diamond helped guide the overall design process. It was also helpful because, at some times, goals were set during the process, based on the double diamond. This pushed the process forward and did help to not get stuck in a phase. Although this also meant that the visualisation of the double diamond could have affected my thinking of the iterative process. The double diamond shows that there is a beginning and at the end a result. In theory, the model says that you should be iterative during the design process between the beginning and the end. But with a time frame set for this thesis project and a wish to end up with a service in the end, may have pushed the project forward at times, when it would have been beneficial to think more iterative.

6.1.1 Children as Participants

Finding the children as participants in both the interviews and the design games workshops was not easy. The children were not contacted directly, and for both purposes, it was adults who were contacted first for their approval and the planning. When searching for children and their parents for interviews, it was attempted to reach them through both facebook and in person. Reflecting on the fact that only two interviews were conducted with children and their parents, it is assumed that this could also be a time issue. The interviews were with both a child and their parent therefore two time schedules needs to line up. Other than this it is assumed that families live busy lives. This could be supported by the fact that 35 children participated in the design games and only two children in interviews. And the children for the design games were found through school and the club, places they were already supposed to be.

From interviewing the children, it seemed that they gave short answers and are not capable (yet) of always giving deep and explanatory answers. Reflecting on this, maybe some other research methods could have been done with the children and their parents. Maybe spending more time with the children could make them trust me the interviewer better. Maybe the interview format should have been attempted in a more informal context. The interviews were done sitting around a table. Maybe it should have been conducted while they were doing something they are used to and that can distract them from being the main focus. This could be by walking around, or while they are drawing something or maybe doing some other activity where it is possible to also talk meanwhile.

The children participating in the design games were during this during their club meeting and a class at school. This meant that the children had to be present anyways, so they did not show up just to be a part of the design games but rather for another purpose. This raises the question, if it was not a part of the club meeting or the class would they then have wanted to participate? The club Bogæderne is a free time activity for the children and school is something they have to participate in. Maybe they would not have participated if it was not for the circumstances. For the project having a school class participating is assumingly really great because, in a school class, there are many different types of children in the class. This is assumed because they have to be in the class regardless of their interests. It is not just for those who read a lot or those who

like football, it is for everyone. From the perspective of the workshop, this was great because the service created for the library wants to build a strong reading culture for as many children aged 10-12 as possible.

6.1.2 The Three Ideas

From the children's ideas, the collaborators chose three of their ideas, which they meant could be relevant for them to implement. As it has been stated earlier only Competition Party was developed further in the design process. This does not mean the idea of Guess the Book and Tic Tac Toe are not relevant for further work, but the collaborators stated that these two ideas could be implemented almost as they were. Therefore the focus was kept on Competition Party to explore its complexity and possibilities. All three of the services could be offered still by Slagelse Libraries to increase the children's interest in reading. Only the idea of Tic Tac Toe does not have anything to do with reading and literature, but it may have the possibility to increase the children's overall service experience when they use the Libraries'.

6.1.3 Personas

The personas created were attempted to be used throughout the design process. They were helpful for me as the designer, to keep having them in mind during the design process and to keep thinking "What would they like or want?". The Personas were also brought to the meeting with the collaborators, where they chose ideas to go further with. The meeting began with the personas, but it is unclear how much they were thought of. They could have been used more actively during this meeting, for example by asking direct questions like for example: "Would Amanda use this service" or "How would Noah know of this service, when he does not use the library?".

6.2 Discussion of the Design Game Workshops

Overall, it has been found through the design game workshops, that design games are a tool that works well with children as the participants. Through the literature, it was found that in most contexts, design games have been explored previously mostly with adults. With this thesis, it was found that design games with children is a suitable co-design tool. There are though some considerations to make. This is about the children's age when designing the game, for example how well they read or write, that drawing sometimes makes it easier for them to express their idea and the complexity of the game designed. The time the children are capable of keeping their attention during the game is also important to have in mind, which is about 50 minutes and then they probably need a break.

It will now be discussed how the design games fulfil the definition of being design games. A scheme has been created to highlight this which can be seen in figure 36.

Design Games:	Roll & Draw	Roll, Emoji, Draw
Have tangible game pieces	✅ Board, die, pen	✅ Board, die, pen, game pieces, emoji pieces, additional task papers, tape, scissors
Have rules	✅	✅
Have roles	❌	❌
Have no competition but a shared goal	✅	✅
Are used for staging participation	✅	✅
Are used to explore design possibilities on a common ground	✅	✅
Can be designed for each purpose	✅	✅
Have four overall different purposes for using them	✅ For research For empowering users	✅ For research For empowering users
The ability to take players into the magic circle	❌✅	✅

Figure 37: Design game definitions.

The two design games fulfil almost all of the found definitions of a design game found in the literature. The two design games created in this thesis do not include the players having any specific roles. The players should play the games as who they are, and not attempt to view the tasks from others' perspectives. The only role you might say that they have is the role of a player or participant in the game, but it is interpreted that it is not this role some of the articles in the literature are referring to.

The design game Roll, Emoji, Draw does have the ability to take the player into the magic circle. This is concluded based on one question from one group of participants. They asked at the end of their game: "What should we do when we are done? Can we play it again?". Their interest in playing the game again is seen as a success of the game has brought them into the magic circle. If the other design game, Roll & Draw, were able to bring participants into the magic circle is more unclear. The children seemed to have fun and laughed while playing the game and they were focused from start to finish. This could be signs that they were brought into the magic circle, but nothing they said made this clear, therefore it Is marked with both a cross and a checkmark. To better answer this, the children could have been asked after they had played the design games.

6.2.1. Developing the Design Games

Some of the main differences between the two types of design games can be seen in figure 37. Other than it being two different types of games, the big differences are in the time, amount of materials needed and the purpose of the games. The amount of time with the participants and the purpose of the game dictated mostly how the game could be developed. Only 15 minutes were available in the first workshop, so the game needed to be simple and with few materials. In the second workshop, much more time was available so the game could be more complicated.

During this thesis, all the agreements made to co-design with the children had a time limit before the games were created. These time limits were set, not by me, but by the collaborating adults responsible for the children and their club meetings and classes. If there had been more time with the children the design games designed, would probably have looked completely different. On the other hand, it was found the children lose their attention after about 50 minutes. With this fact, the design games worked well, since they kept to no longer than 60 minutes, even though I did not realise or take this attention span into account when designing the design games. If more time is available with children, it would be possible to develop design games that take longer time, but breaks should be included for the children during the design game workshop.

About the Game	Roll & Draw	Roll, Emoji, Draw
Players	2-4 players	2-6 players
Time	15 minutes	60 minutes
Age	10+	10-60
Materials	Board, die, pen	Board, die, pen, game pieces, emoji pieces, additional task papers, tape, scissors
Language	Danish	Danish
Category	For user insights	For idea development
Phase	Discover, Define	Develop
Rules	A die-game with six questions. The players answer the questions and get signed one question by the die toss. Lastly, they have to draw their answer to the one assigned question.	The game has three steps. First, to play the board game, moving game pieces by the die toss. During the game, ideas will be ideated. Second, The players collectively chose one idea out of all ideas. This they write about in a short presentation/invitation with emojis. Third, the idea is to be drawn

Figure 38: Design game descriptions.

Design games were a new tool for me to use and develop. As it was found in the literature, design games were only used with children a couple of times, and this meant there was not much knowledge or guidance to develop them for children. This led to the development being guided mostly by past experiences with earlier games played. Since these design games' purpose was also to co-design, inspiration was also drawn from methods like brainstorming. This developing process has led to the reflection, of whether design games are a tool for every facilitator or not. You can in theory learn skills, but would everyone think it is fun spending so much time developing a game? Other than the benefit of having an interest in games, it does also take a while to develop the design game, and it might take longer if more game research were needed to be done.

It is supposedly not all designers or facilitators that have so much time either that they can develop a design game for each workshop they are facilitating. Maybe design games can be reused, but they might have to be altered to fit the purpose and goal of each workshop still. This includes testing and ideating on the design game developed, because even though one design game works with the children, maybe the next one that is designed does not. This does possibly make design games an unstable tool.

6.2.2. Design Games for Ideating, Prototyping and Testing

One question following the second workshop was: what ideas should be brought further in the project? In this design process, the ideas were chosen by the collaborators at a meeting with them. Ideally, when co-designing with children, the next steps of selecting an idea, making prototypes and testing them could also have been done with the children. This was not possible within the timeframe of this thesis though. On the other hand, this service offer is developed for Slagelse Libraries', therefore they should be involved in the process at some point. This is to relate the children's ideas with the libraries' strategy and demands. The children's ideas might seem unrealistic to the employees, so the challenge is to find the balance between both of their ideas of what services the libraries should offer. The employees' goal is to promote reading culture to the children, while the children's goal might be to have fun and be social.

In the design process co-design was used for two purposes with the children. First, to explore user insights and second for ideation of ideas. Because of time constraints, it was not explored how they could have been used further in the selection of ideas, for prototyping and testing. Since the project was about co-designing with children their opinions are important in these phases too, but in this project, I chose to go further without co-designing with them. This was chosen because of the time constraint of the project, and realising how much time it took to find participants for the first two workshops. It would also have meant more time needed to create one or more design games for the new purposes.

If several more design games would have been created, the collaborators from the library would still have needed to be involved at some point to bridge the children's ideas with the expectations of the libraries for their service offers.

6.2.3. Co-designing with Children

The question from before, about the children being brought into the magic circle or not, leads to the reflection of which tool or tools might be the best to use when co-designing with children. It might be that some tools are better for some purposes, and some are better for others. A personal thought is that design games might be more fun for children than other types of co-design tools. For further research, it could be interesting to explore if and when design games are a better tool than others. It is also interesting to explore this magic circle further. Is this magic circle unique to games and design games, or do other tools have the ability to bring the participants into a magic circle?

This thesis has explored co-designing with children aged 10-12 years old. It would also be interesting to explore how participatory design games can be used with other children in different age groups. How young might be too young to play design games?

6.3 Reflecting on the Learning Objectives

6.3.1 Official learning goals

This thesis allowed me to explore and practise service design capabilities in the methodological approach and through methods and tools in the case of Slagelse Libraries' and children's reading culture. The focus of the case was to co-design with children to give them a space to voice and discuss their opinions about reading, the library and their interests. Further, this thesis explored the use of design games with children through workshops. Design games with children have not been explored much, so through the case, this was explored. It was found that design games is a tool that works well with children. In this thesis I have practised both methods and tools I have previously worked with, but also new methods and ways of thinking have been explored. Particularly in this thesis, I have focused on co-designing with others and not making the decisions as the designer which would make me the expert. At times this was a new way of thinking personally since it is usually quicker to make decisions on your own, and it takes time to involve both users and stakeholders in the process. But involving both employees from the library and the children proved that their knowledge, opinions and discussions were key in developing a service tailored for the library to offer for the children.

6.3.2 Personal learning goals

Through this project, I have gained experience in collaborating with an external organisation. From this collaboration with the employees at the library, I also learned from their experiences and inside knowledge. Most interesting personally, through the collaboration I was able to show them how the design games were used to co-design with the children, which they gave great feedback on. I think they saw benefits in involving users to learn from them and their opinions. Other than this the collaborators asked if they were allowed to use the design games I created, which is a big acknowledgement for me, and they were given access. I also learned from the collaboration with the teachers of the children, which showed their interest and passion for the children.

I also facilitated workshops during the thesis and developed two design games which overall worked well with the children. I like design games as a co-design tool and enjoyed both watching the games being played and the development of them. From watching the children, it seemed like most enjoyed playing the games and of cause being asked "Can we play it again" is a huge acknowledgement from the children. I cannot though be sure that every single child thought it was fun to play.

I did have some time to experiment and think about visualisations throughout this thesis, although I would have liked to spend even more time on this. The time available for this thesis project did not allow me to spend hours and hours on them, but by having this as a personal goal I did think much more about this aspect than in any previous projects.

Chapter 7
Conclusion

This chapter concludes on the design process and presents the key findings related to the service for building a strong reading culture for children. It further concludes on the use of participatory design games when co-designing with children.

7.1 Conclusion of the Problem Statement

7.2 Conclusion of the Research Question

7.3 Limitations and Future Research

7.1. Conclusion of the Research Question

In this thesis, two different participatory design games were developed with two different purposes. The first, Roll & Draw, was used to gain user insights and the second, Roll, Emoji, Draw, was used for ideating on ideas. Through the workshops, it has been found that participatory design games can be used with children in the discover and define phase to explore insights from the children and in the develop phase for ideation.

The design games were played by 46 children in all, during four workshops. Two workshops were dedicated to each design game. Through the workshops, it was found that the children were able to play the games, and thereby contribute with their knowledge and opinions to the design process. The way the games were designed also allowed the children to discuss and debate with each other during the design games since the goal of the games was not to find a winner but to solve tasks as a team.

From the first design game, Roll & Draw, insights were gathered and together with the other research three main areas were of interest about the libraries. The children enjoy being social and this can be at the libraries. They also often have issues with figuring out what book to read next. Lastly the physical space of the libraries is interesting to work with since it is very important and offers a lot for the children and has great opportunities. From the second design game, Roll, Emoji, Draw, the children ideated on possible ideas for Slagelse Libraries'. This ended up with 8 services the children think the libraries could offer. These ideas were about competitions, food and drinks, social events and games. The findings from the participatory design games were used in the further development of a service for Slagelse Libraries.

7.2. Conclusion of the Problem Statement

In this thesis project, the design process has followed the double diamond methodology. In the discover phase, childrens interest in reading, Slagelse Libraries and design games were researched. In the define phase, further insights were found to narrow the problem formulation in. In the develop phase many ideas were developed by the children, three were chosen, and one for further prototyping. In the deliver phase this idea was further explored to narrow in on one service touchpoints and actions. Through this design process, it was found that Slagelse Libraries could offer the service Competition Party. Competition Party is a social event for children around the age of 10-12 years old. The service includes competitions about literature and reading where the winners will receive prizes. At the party, they will also have time to be social, eat pizza, drink soft drinks and enjoy music. The purpose of the service is to build a strong reading culture for the children, by being a fun event for the children where literature is an important element. This event would benefit from being held more than one time. Two other services could also be offered by the library to increase children's interest in reading and to improve the overall experience of going to the Libraries. These two other ideas are "Guess the Book" a competition, and "Tic Tac Toe" a big game on the floor.

7.3. Limitations and Future Research

In this project, some limitations were discovered. When designing with children, it is important to have a narrow target group, since they are very different from each other. This is also important when the design games are developed, so they are developed specifically for the target group. When co-designing with children it is also important that the workshops don't take too long, or alternatively that there are breaks put in for the children. Otherwise, they will have a hard time concentrating.

For future research, it would be interesting to explore the use of participatory design games with children of different ages, for example, what is the youngest age the children can be? It is also interesting to compare participatory design games with other co-design tools with children in the age of 10-12 years old, to explore if participatory design games are a better tool or in what circumstances.

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In this chapter, the list of references can be found.

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Appendix

A.1. Interview with Lisbet Vestergaard

Interview Audio

The interview can be heard in the following link: [Interview with Lisbet](#)

Interview Guide

- o When – March 15, 1 o'clock. Phone
- o Purpose: To better understand the purpose of the Thinktank Fremtidens Biblioteker and how/and what they want to contribute, to libraries and children.
- o What: In advance, it has been researched what the organisation has done in the past, and read about them – what they say themselves.
- o How: Semi-structured interview

Theme	Notes	Questions
Opstart Briefing/intro-duktion Samtykke Optage lyd	Formalia	- Hej og tak - Må jeg optage og bruge dette interview i mit speci-ale? - Skriver om læselyst og Slagelse bib
Begyndelsen	Hvorfor denne organisa-tion, hvorfor er der brug for den? Din position og stilling (Fra 2012)	Kan du fortælle hvad det er du laver i din stilling eller rolle hos tænketanken? Hvad er det denne tænketank kan? hvorfor er der brug for den? Det ligger i navnet (Er det for at hjælpe biberne med at følge med tiden?) ???
Fremtidigt ar-bejde Så meget re-search og pro-jekter er lavet om børn og læ-selyst	Informations overload For organisationen	Givet mit speciale, har jeg kigget meget målrettet børns læsning, og bare inden for det er der meget viden og mange retninger man måske kunne gå – Hvordan udvælger I hvad det næste er? (ikke kun i for-hold til børn) Er der lige nu noget som er særligt interessant i forhold til børn og læsning? (er der et projekt undervejs?) Kommer bibliotekerne og andre samarbejdspartnere med forslag/idéer f.eks.? til hvad de synes er interessant Læselyst eller læsekultur? Eller noget helt tredje?

Bibliotekerne	...står i repræsenterer nogle biblioteker) - Undersøge fremtiden for bibliotekerne i samfundet	(Hvad er det biberne gerne vil gøre for børn, tilbyde børn?) Hvordan kommunikerer I jeres viden ud f.eks. til bibliotekerne? -> F.eks., når et projekt er færdigt, hvordan kommunikeres resultaterne eller rådene videre til bibliotekerne?
		Børn og unges læsning – kommer der en 2025 udgave?? (synes I det er så interessant at den skal fortsætte?)
Facts and in the end		• Navn
Debriefing	-	• Tak

A.2. Interview with Marion Tirsgaard

Interview Audio

The interview can be heard in the following link: [Interview with Marion](#)

Interview Guide

Theme	Notes	Question
Opstart	Briefing/introduktion Samtykke Optage lyd	Hej og tak Må jeg optage og bruge dette interview i mit speciale? Speciale om Slagelse bib og børns læsning
Stilling	Børneformidler	Hvad er din stilling og hvad er det du arbejder med til dagligt Hvad er din relation til projektet / stilling i projekt læserum og læselyst
Begyndelsen	Projektet	Hvordan startede denne undren sig, som har ført hele vejen til sådan et stort projekt? Og af hvem?
Processen	Børnene	Hvornår blev det bestemt at det var læserum, projektet skulle handle om? Var det noget børnene fortalte om og var det ud fra den research der blev gjort i starten af projektet?

Theme	Notes	Question
		Var der andet som også blev overvejet skulle være projektets fokus?
Resultater	Inspirationskatalog	Jeg er som sagt meget spændt på inspirationskataloget der kommer: Jeg ved ikke hvor meget du har med kataloget at gøre, men er det noget du ved allerede vil fremhæve fra projektet? Ved du på nuværende tidspunkt om der er noget I gerne vil ændre eller indføre hos Kolding Bibliotekerne?
Facts and in the end		Navn
Debriefing	-	Tak

A.3. Interview with Mette Nissen

Interview Audio

The interview can be heard in the following link: Interview with Mette

Interview Guide

Theme	Notes	Question
Opstart Briefing/introduktion Samtykke Optage lyd	Formalia	Hej og tak Må jeg optage og bruge dette interview i mit speciale? Skriver om læselyst og Slagelse bib
Begyndelsen	Hvorfor dette projekt, hvorfor er der brug for det? Din position og stilling	(jeg har kendskab igennem de to medarbjedere på Slagelse bib, som jeg samarbejder med) Kan du fortælle hvad du arbejder med og hvor (Aalborg bibliotekerne – biblotekskonsulent?) og din rolle i projektet? Hvorfor er der brug for dette projekt? Hvem har set en mangel på brugerindragelse? Hvorfor handler projektet lige om mellemtrinnet? (mangler de på bib?/bruger de det ikke?)

		børneinddragelse er nøgle til ny læsekultur – er det det projektet handler om?? Men biberne kan selv vælge tema/område?? Eller skal det bredes ud?
Projektet	Processen Bibliotekerne i projektet	Projektejer: Tina Bang Jakobsen hvad betyder det? – Deltager bibliotekerne er med til at udvikle metoder: Hvorfor ikke bare sætte nogle eksperter til det f.eks.??? Processen i udviklingen af metoder: er det for også at vise dem brugerinddragelse?? Hvilken fase er projektet i nu?? Fase 2 test??
Efter projektet	Udbredelse, metodekit, konference	Hvad er håbet efter projektet? At biblioteksmedarbejderne anvender brugerindragelse? At andre kan finde metoderne på læsesporet?? Er der også nogle andre der er i tankerne? Konference for hvem???
Facts and in the end		• Navn
Debriefing	-	• Tak

A.4. Interview A

Interview Audio

The interview can be heard in the following link: Interview A with users

Interview Guide

Tema	Område	Interviewspørgsmål/eksempel
Opstart Briefing/introduktion	Samtykke Optage lyd	Hej og tak Må jeg optage og bruge dette interview til mit speciale? Speciale om slagelse bib og børns læsning
Interessen	Læse	Interessen for at læse, har I begge den eller hvordan? Hvad er I ved at læse nu? Hvordan kan det være det lige blev valgt?

		Hvor finder I inspiration til det I skal læse/læse sammen?
		Snakker I sammen hjemme hos jer om det I læser?
		(Hvor længe har du været interesseret i at læse Iben?)
		Hvor kan I lide at læse? Omgivelser?
		Nu ved jeg du er med i bogæderne, hvad fik dig til at starte til det?
		Hvad kan du ellers lide at lave i din fritid?
Biblioteket	Brugen af	Hvad bruger I biblioteket til eller hvilke tilbud fra biblioteket bruger I?
		Er der noget I savner ved biblioteket eller kan I måske huske om der har været en situation hvor I tænkte, det mangler der eller det kunne være fedt hvis der var det her?
Fritid	konkurrence	
Facts and in the end	Name	• Alder på pige A?
Debriefing	-	• Tak

A.5. Interview B

Interview Audio

The interview can be heard in the following link: [Interview B with Users](#)

Interview Guide

Tema	Område	Interviewspørgsmål/eksempel
Opstart Briefing/introduktion Samtykke Optage lyd	•	• Hej og tak • Må jeg optage og bruge dette interview til mit speciale? • Speciale om Slagelse bib og børns læsning
Interessen	Læse	Læser dit bare i fritiden, ikke skole relateret?

		(hvis ja) Hvor kan barnet lide at læse? Omgivelser?
		Hvis I skulle finde en god bog nu til barn, hvordan ville I så finde den? (spørge, kigge, søge på nettet, sociale medier, nogen har anbefalet?)
		Hvis I fandt en bog nu at læse sammen, hvor tror du så I ville sætte jer hen og læse den?
		Hvis du nu forestillede dig at alt var muligt, du kunne indrette et læse-sted - hvor og hvordan ville et rigtigt godt sted at læse være her på biblioteket. (f.eks. skal der være stille, et lukket rum, en hule, en sofa, skulle det være her oppe,
Biblioteket	Bib fritid	Hvilke tilbud fra biblioteket bruger I, både barn og familie
Facts and in the end	• Name	• Alder på børn
Debriefing	-	• Tak

A.6. Workshop Guide, first Design Game

Hvor foregår det: Skælskør og Slagelse bibliotek
Hvornår foregår det: 14. og 16.marts 2023
Hvem deltager: Bogæderne

Tid - 15 min. I alt	Emne & Indhold - Slå og tegn spillet Forestil, diskuter og tegn	Rekvisitter Ud printede spil Eksempel spil Terninger Kuglepenne Timer
3 min.	**Hej med jer, jeg hedder…** I skal spille slå og tegn. Det handler om biblioteket og læsning. Der er 4 trin som I skal følge og der står ved hver hvad I skal gøre. 1, slå med terningen. 2, find på 6 eksempler omkring det udsagn I har fået. 3, Slå igen med terningen. 4, Tegn det/f.eks. en situation omkring det eksempel der nu er blevet udvalgt til jer. I har maks. 5 min. til første side Derefter har I maks. 5 min. til side 2.	Deltagerne sidder ved borde De ud printede spil er klar til uddeling, samt terninger og kuglepenne Eksempel spillet er klar + kug-lepen

	Del ud i grupper 2 eller 3 personer Del spil-, terninger- og kuglepenne ud. Er der nogle spørgsmål?	
5 min.	**Sæt i gang** Sæt timer til 5 min. Gå rundt blandt grupperne til evt. spørgsmål Efter 5 min. siges det højt: Nu skal I vende papiret.	Timer på 5 min.
5 min.	**Vend papiret (senest nu)** Sæt timer til 5 min. Gå rundt igen og vejled Når tiden er gået, siges det højt.	Timer på 5 min.
2 min.	**Tak** Er der nogen der vil fortælle om hvordan det var/hvad I har tegnet?	Indsamle spillene

A.7 Workshop Guide, Second Design Game

Hvor foregår det: Nymarkskolen og Kirkeskovskolen
Hvornår foregår det: 27. april og 11. maj 2023
Hvem deltager: 5. klasse og 6. klasse

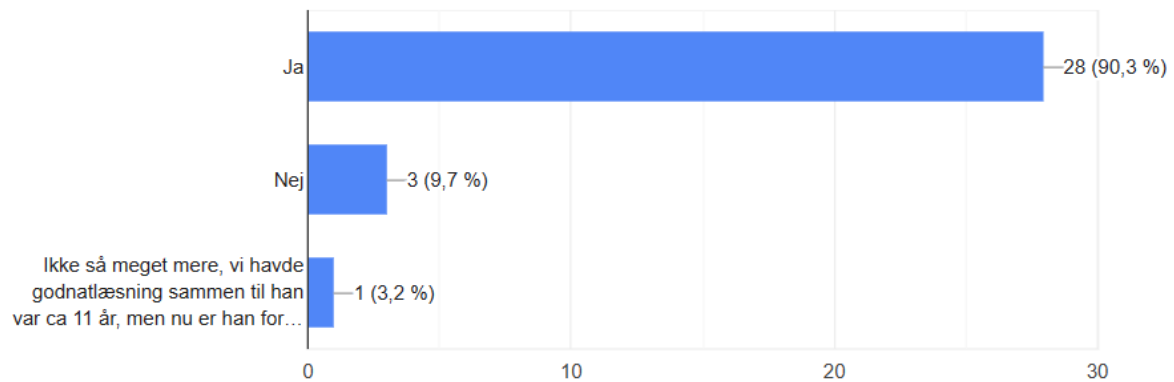| Tid - 15 min. I alt	Emne & Indhold - idéernes spil Slå, emoji, tegn Husk tid	Rekvisitter Ud printede spil, Eksempel spil Terninger, Kuglepenne, tape, saks, brikker, emojis, bokse, lapper,
3 min.	**Hej med jer, jeg hedder… fra Aalborg Universitet… Jeg undersøger hvad biblioteket…..** I skal spille et spil, der består af tre dele. Det handler om biblioteket og idéer til at forbedre biblioteket. Spillet består af tre trin/3 dele. Der er tekst som fortæller jer præcis hvad I skal gøre, og ellers går jeg rundt også og hjælper. Det handler om at finde på idéer i det første trin – så hjælp endelig hinanden hvis I skulle gå i stå Det hele tager nok mellem 40 min. og 60 min. og til sidst tager jeg spillene med igen, som I har udfyldt – og så bliver de brugt i min opgave: er det okay med jer at jeg bruger jeres spil og idéer i min opgave?? Del ud i grupper 3-4 personer Del spil-, terninger- og kuglepenne ud.	Deltagerne sidder ved borde i grupper De ud printede spil er klar til uddeling, samt materialer Eksempel spillet er klar + kuglepen

	Er der nogle spørgsmål?	
30 min. Trin 1	**Sæt i gang trin 1** Gå rundt blandt grupperne til evt. spørgsmål	
10 min Trin 2	**Trin 2 og 3** Gå rundt igen og vejled Når tiden er gået, siges det højt og alle samles i klassen	
10 min Trin 3	**Tak** Så skal I hurtigt præsentere jeres udvalgte idé. Tak for deltagelse, jeg vil præsentere jeres idéer for bib-lioteket ogjeg vil sende en opfølgning til Claire når jeg har afleveret min opgave.	Indsamle spillene

A.8. Survey Answers

Læser eller kigger dit barn/dine børn i bøger, i fritiden? (ikke skole relateret)

31 svar

Kopiér

Ja	28 (90,3 %)
Nej	3 (9,7 %)
Ikke så meget mere, vi havde godnatlæsning sammen til han var ca 11 år, men nu er han for...	1 (3,2 %)

Læser I højt sammen?

31 svar

Kopiér

Ja	24 (77,4 %)
Nej	7 (22,6 %)
Ikke mere	1 (3,2 %)
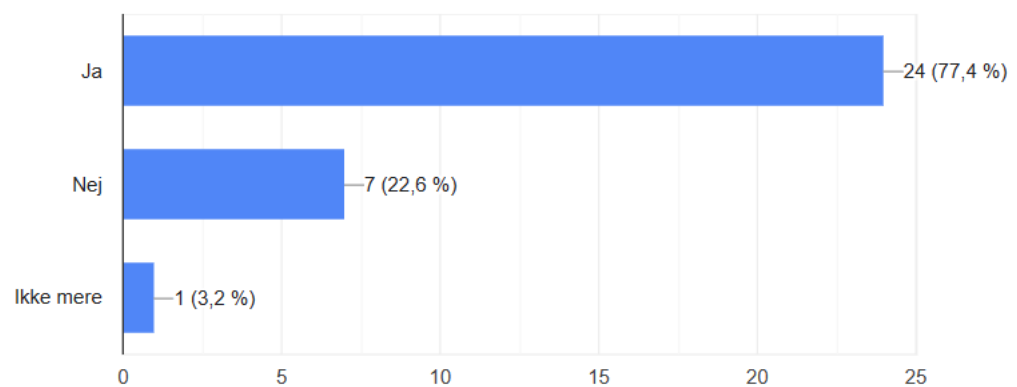
Hvordan finder dit barn/dine børn bøger de gerne vil læse eller kigge i?

31 svar

Kategori	Antal
På skolebiblioteket	11 (35,5 %)
Ved hjælp fra PLC-medarbej…	0 (0 %)
På biblioteket	13 (41,9 %)
Ved hjælp fra bibliotekaren	1 (3,2 %)
På internettet	10 (32,3 %)
Via de sociale medier	4 (12,9 %)
Via anbefalinger fra andre	7 (22,6 %)
Ved ikke	3 (9,7 %)
Køber fysiske bøger	1 (3,2 %)
Hun læser ikke for hyggens…	1 (3,2 %)
Skole og egne bøger hjemm…	1 (3,2 %)
Vi køber dem og har fra min…	1 (3,2 %)
Hun er 2 år, så det er de bør…	1 (3,2 %)
Børneloppen	1 (3,2 %)
Vi har rigtig mange børnebø…	1 (3,2 %)
Han er kun 3 så dem vi købe…	1 (3,2 %)
Hjemme	1 (3,2 %)
Jeg er uddannet indenfor det…	1 (3,2 %)
Køber bøger i gave	1 (3,2 %)
På TikTok	1 (3,2 %)

Hvis du skulle hjælpe dit barn/dine børn til at finde en god bog, hvordan ville I så finde den?

31 svar

Kopiér

Kategori	Antal
På biblioteket	19 (61,3 %)
Ved hjælp fra bibliotekaren	6 (19,4 %)
På internettet	13 (41,9 %)
Via de sociale medier	4 (12,9 %)
Via anbefalinger fra andre	12 (38,7 %)
Ved ikke	3 (9,7 %)
Købe den	1 (3,2 %)
Ville starte med at se på bøger…	1 (3,2 %)
Ved at gå i børneloppen, genbr…	1 (3,2 %)
TikTok	1 (3,2 %)
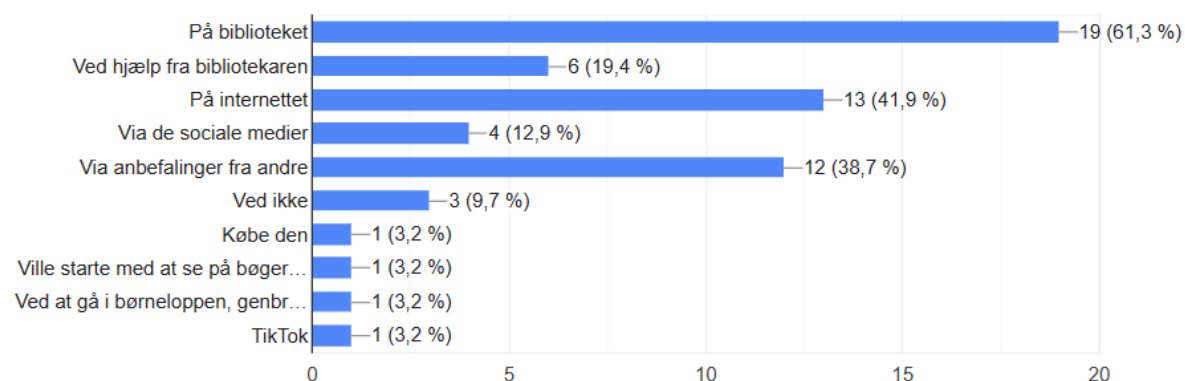
Hvad skal der være til stede, for at et sted er rigtig godt at læse for dit barn/dine børn, eller hvis I skulle læse højt sammen?

31 svar

Ro

Ro, ingen forstyrrelser.

Interessen fra hendes side og farens

Læser ikke for mine børn

Ingen forstyrrelser som mobil tlf. At man giver sig tid og rummelighed. Andet behøves der ikke

Ro og hyggelig omgivelser

Nemt

Sut og nusseklud

Rolige rammer

Ro, det bedste sted at læse er i sengen, men ofte læser vi også bare i sofaen

Bløde sidde steder

Afslappende omgivelser og ro

Ro, hygge, varme, god belysning

Ro og gode sidde faciliteter

Hyggelige omgivelser

Gode behagelige sidse muligheder, rolige omgivelser

Ro, et behageligt sted at sidde, plads til tosomheden

Ro og rolige omgivelser så man kan holde koncentrationen

En kan godt lide hule og flyder miljøet, Den anden kan godt lide at være i nærheden af hvor ting sker men at kunne gemme sig bag eks. Anders And bladet, så han ikke behøver at finde på underholdning selv, Fælles fungere det godt at vi kan sidde i samme "stol"

Dyner, vi kan putte med.

Hygge, et sted hvor vi kunne sidde/ligge sammen

Ro og ikke alle mulige forstyrrelser

Vigtigst er lyst, så er omgivelser lige meget...

Helt ro

Ro og hyggeligt

Kan læse alle steder

Hyggelige kroge med gode lænestole

Interessen for bogen/historien.

Frygt

Ikke aktuelt mere. Men da mine børn var mindre, tog vi turen til biblio sammen, og de anvendte 'puderum', pc'er, legeafdeling, sad og læste, og valgte hvilke godnat læsningsbøger de ville have med hjem.

Hvis biblioteket skulle oprette en fritidsaktivitet (ligesom f.eks. at gå til fodbold) hvad kunne så oprettes, der ville være interessant for dit barn/dine børn? (Det kunne også være en familie-aktivitet)

Kopiér

31 svar

102
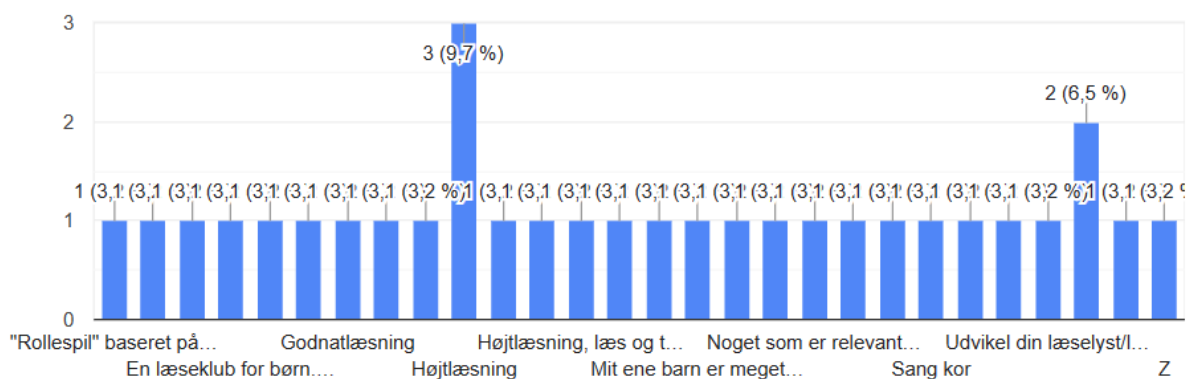
Forestil dig at alt er muligt: Hvad savner I som familie ved biblioteket, eller hvad kunne der gøres, for at I ville bruge biblioteket mere?

31 svar

Intet

Det ville være et kæmpe hit, hvis nogle af forfatterne kom forbi og fortalte lidt/ viste noget om de enmer de brænder for og skriver om. Som f.eks. Sebastian Klein.

Lettere adgang uden for arbejdstiden

Film visinig

Synes det er lidt forældet. Ikke så mange teenage bøger

Vi bruger ikke biblioteket

Jeg tror ikke jeg ville komme til at bruge det mere uanset

Højtlæsning og lidt teater lignende

Aktiviteter for mindre børn

Hmmm... et bedre lege område. Måske nogle aktiviteter for 2 årige. Men ærligt, så holder jeg ikke så godt øje med, hvad de tilbyder

Bløde sofaer at sidde sammen og læse i.

Ved ikke

At det er nemmere at navigere i bøgerne ift lix osv.

At det lå tættere på vores hjem

Ved ikke.

Legerum til børn, kaffe/te, babyområde med højstol så baby kan få mad

Et stort legeområde, hvor der er små nicher i nærheden man kan gemme sig i og fordybe sig i bøger, små nicherum man kan løse gåder som en form for escaperoom men baseret på børnebøger.

Flere aktiviteter så man bliver mindet om hvor hyggeligt biblioteket er.

Mere info om bøger for den aldersgruppe

At vi formåede at trække børnenes kammerater med der ned

Synes faktisk at vores bibliotek er alletiders for børn

Et sted vi kunne sidde/ligge 3 personer, nærhed og ro

Det ved jeg ikke

Flere legeindelte zoner, mere legetøj, rum i rum.

Z

Ingen ting

Pas.

Bedre kommunikation

Der er mest børnenes far der låner en masse litteratur på biblio, ellers er meget e bøger. Ungerne er nået en alder hvor de er ved at løsrive sig lidt, og får ikke godnatlæsning mere, de har deres venner mere og mere, vi fordyber os i spil og madlavning når vi er sammen. Måske der skulle være mere mulighed for leje af brætspil? Og tager ikke så tit op i byen, andet end hvis vi skal shoppe lidt tøj.

Savner ikke noget.

Hvilket postnummer bor du i?

Kopiér

31 svar