

EDS. JOHANNA TARVAINEN AND SUSANNA VANHAMÄKI

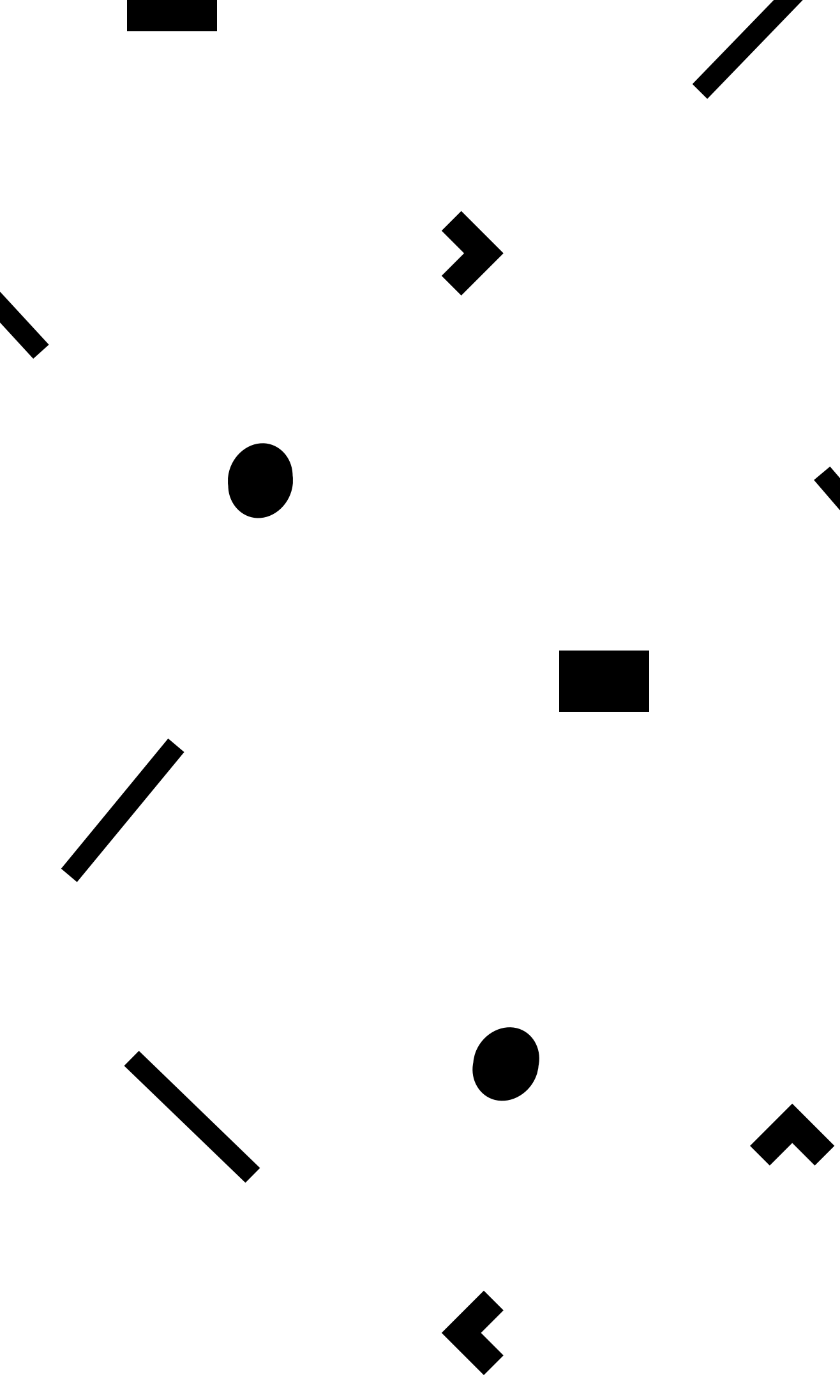
Midnight Sun Summer School 2015: Co-designing Better Urban Living and Wellbeing

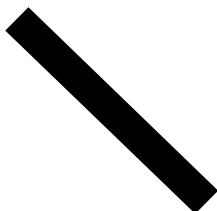
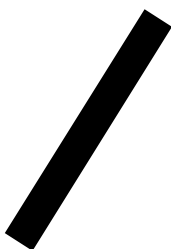
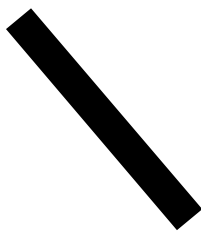


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EDS. JOHANNA TARVAINEN AND SUSANNA VANHAMÄKI

Midnight Sun Summer School 2015:
**Co-designing Better Urban
Living and Wellbeing**

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Feedback and Development Ideas after the First Midnight Sun Summer School

Dear Reader

The first summer school ever organized by Lahti University of Applied Sciences: Midnight Sun Summer School: Co-designing Better Urban Living and Wellbeing was held in Lahti 1.-12.6.2015. The articles in this publication describe the organization of the summer school and the project-based student projects, which were carried out during the two intensive weeks. You will also be able to read about the working life partner's views of the project work, internationalisation and about the feedback of the intensive course.

We would like to thank all working life partners, students, teachers and other staff members for the successful cooperation, and for their contributions to this publication.

Lahti, 23. October 2015

Johanna Tarvainen and Susanna Vanhamäki

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Preface: Project-based Learning and the Summer School

Why project-based learning?

The basic objective for universities of applied sciences is to provide students with opportunities to achieve a high level of professional skills and expertise (Polytechnics Act 2003). To make this possible there is a need for active pedagogy, where the goal is to integrate theory and practice by problem solving and by bringing working life problems closer to students (Vesterinen 2001, 74; Meredith & Burkle 2008, 204). Moreover, the strategy of Lahti University of Applied Sciences (2015) emphasizes on regional development and co-operation with industry. A strong focus is put on enabling students to learn in genuine development projects and networks together with working life. In the Midnight Sun Summer School these objectives merged in a successful implementation as it was based on the concept of project-based learning.

Research done by Meredith and Burkle (2008, 212) shows that students' learning is considerably improved if they have a chance to combine theory and practice. Most of the students participating in problem solving tasks learn more effectively than through attending traditional lectures (e.g. Dahal et al. 2011, 12). Turner's (2012, 24) research also shows that students' motivation and interest in learning increases when they have a chance to work with a real-world context. At the same time, the message from our society is that university students need very different abilities than the ones required from previous generations. Many skills learned through project-based learning are required by today's employers. The ability to work well with others, apply knowledge to new problems, as well as make thoughtful decisions are skills that you have to use in working life. (Turner 2012, 24.) To meet these challenges, to combine studies and working life, project-based learning has become a key issue especially in universities of applied sciences.

What is project-based learning?

In project-based learning students explore real-world challenges and seek solutions together in teams with the support of their teacher and the working life partner. It is an active approach to teaching where the teacher encourages engaged learning. (Fernandez-Samanca & Ramirez 2010 6; Walker et al. 2015, 10.) The goal of project-based learning is, though, not only to teach the substance in a different way. Turner (2012, 24) states, that the goal is also to teach the working method, group work and scheduling as well as communication and co-operation skills.

The key features of project-based learning are the presence of a working life problem and the aim of the project culminating in a final product, which answers the problem. The setting enables many situations where students present their solutions to the working life partner, but also to other students and the teacher. The method increases the knowledge, skills and the self-confidence of the students. (Helle et al. 2006, 295, 303, 308.)

In making project-based learning a successful experience, it is important that the project has a clear objective, which is modified together with the working life partner. The students should be well informed not only about the main objective but also about the other goals in learning the project-based work method. Furthermore, students should get to know the practicalities beforehand, such as the exact timetable, monitoring, reporting and evaluation of the project-studies. (Jänis 2014.)

Experiences of project-based learning

University students prefer project-based learning (e.g. Yavuz Kapsuz & Can 2014, 4191). They also show better learning performances if they are given the chance to take an active role in their own learning (Helle et al. 2006, 308; Meredith & Burkle 2008, 212; Dahal et al. 2011, 12). There are some examples from previous studies (Fernandez-Samanca & Ramirez 2010, 6; Dahal et al. 2011, 12) of teaching experiments with university students, where half of a group attended a project or experimental based implementation and the other half traditional lectures on the same topic. The studies resulted in the conclusion that active learning and problem solving gave better results.

Project-based learning means both challenges and opportunities for the students. Project work develops the student's skills in analyzing the needs of a client and in presenting alternative solutions for the working life partner. In addition, students learn the importance of scheduling their work and arranging meetings as well as contacting experts by themselves. (Fernandez-Samanca & Ramirez 2010, 6.) On the other hand, students can choose their working methods and they have more possibilities to gain deeper knowledge (Vesterinen 2001, 73). Today, information and knowledge are easy to access, but integrating knowledge to practice is something students have to practice, and which they also find important and interesting (Yavuz Kapsuz & Can 2014, 4188).

The teacher's role in project-based learning is different from traditional teaching. According to Walker (2015, 10) the teacher is like an instructor. The teacher guides the students especially in the beginning, oversees each step of the process and supports the decision making. The support is given through discussions or suggestions, but the teacher should not make the decisions for the students. As the students' knowledge increases and they get more confidence, the teacher's role decreases. (Vesterinen 2001, 63-65.)

According to Helle et al (2006, 304) the organization and administration of project-based courses create challenges for the teacher. At the same time the teacher has to accept the fact that unexpected things can happen in project-based learning. The teacher has to be able to learn during the process together with the students. (Schultz 2012, 141.)

In project-based learning the role of the working life partner is crucial since it creates the base of the setting. As Meredith & Burkle (2008, 209-210) state, when the working life partner is committed to the project it will most likely turn into a rewarding learning experience for the students. The working life partner should have time for discussing the task, giving advice and listening to presentations. The feedback and guidance from the working life partner is important for encouraging the students. The benefits for the working life partner in this kind of co-operation especially lie in getting fresh and different ideas and proposals on the project case. During the process, the working life partner will also develop his/her mentoring skills and get to know potential employees.

The co-operation model in project-based learning is shown in Figure 1. Students, teacher and working life all play an important part in the overall picture and they all gain benefits from the successful co-operation. Feedback is important between all parties. Guidance is essential for the student's professional development.

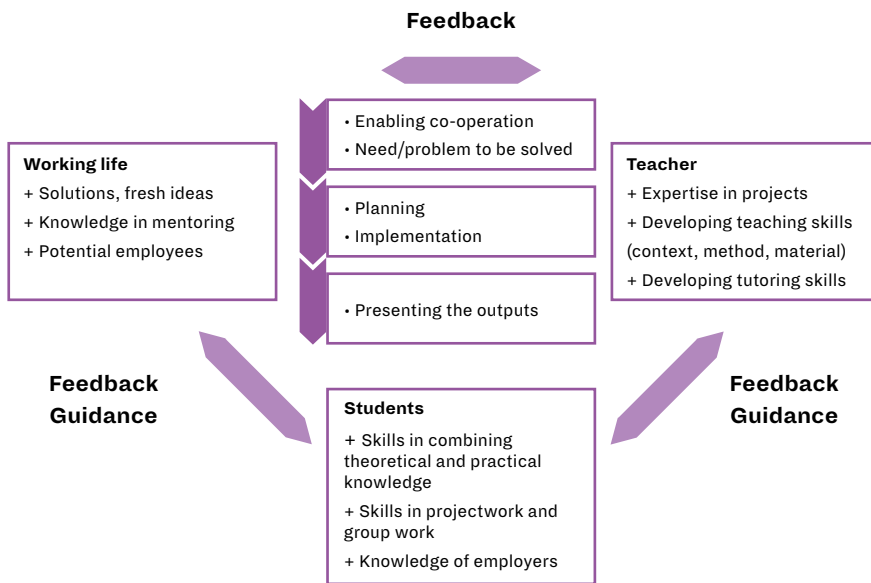


Figure 1. Project-based learning is a co-operation between working life, students and teachers (modified based on Vesterinen 2001 and Jänis 2014, also published in Vanhamäki & Hyytiäinen 2015).

This preface is aimed to give the reader an overall picture of project-based learning, the working method of the Midnight Sun Summer School: Co-designing Better Urban Living and Wellbeing. The following articles will describe the background and the project-based student projects carried out during the Summer School.

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Sari Horn and Johanna Tarvainen

Why Summer School?

What on earth is a Summer School? Why would a Higher Education Institution (HEI) be interested and willing to organize studies during the summer outside the semesters? Who on earth would be willing to study during the summer outside the semesters not to mention the teaching staff's motivation to participate?

Summer school is a concept which started in the USA. The early summer school tradition started in Harvard in 1871. Nowadays it is a very common and popular model also in European universities and the trend is growing. Most European universities offer summer programmes, courses and schools to their own students but they also attract a growing group of international students. The potential of getting benefits – such as spending some time studying in another country, but not too long in view of the financial implications and commitments at home, have been recognized widely. Summer schools can be courses which are offered outside of the “normal” academic year, during summer or - they can be a wide selection of courses from many different subject areas. Summer schools can also focus on one subject only. In addition to international summer schools, they can be local too. In that case it is a selection of courses offered to university's own students by their own teachers and in their own mother tongue. (Torenbeek & Meurs 2012.)

There are many reasons why universities are arranging summer schools. One main reason for universities to provide summer schools is simply to increase their level of internationalization. Another important issue is that summer schools help to enhance the university's profile and reputation by forming a window in which the institution's study programmes can be displayed. Furthermore, a summer school can be a means to kick-start co-operation with other universities. This is seen as an easy and inviting way to give opportunities for university's own students and a wide group of international students. One additional benefit of summer schools is that they often offer the students educational experiences which are not available to them within their normal academic year. Most summer schools have small tuition fees for the participants to cover the housing-, social programme- and academic programme costs. Profit is, however, not the main motive to organize summer programmes but the project should cover its own costs.

The idea to implement the summer school concept in Lahti UAS had been discussed already for some years. June 2015 was a suitable time to implement the first two-week programme: **“Midnight Sun Summer School – Co-designing Better Urban living and Wellbeing”**. Implementing the first summer school was a strategic choice fitting perfectly the university's focus areas: [wellbeing and regenerative growth, design and smart industry](#). With its innovative and new pedagogical approaches such as co-designing and project learning, the Summer School also responded to Lahti UAS profiles: [experiments, Protos and Demos, Transformative Learning and Entrepreneurship](#) and [Clean and Dynamic Environment](#). (Lahti UAS 2015). Furthermore, there was a growing need to increase multi-professional, international English-taught courses and multiply the study possibilities for both exchange- and degree students during the summer. The first Lahti UAS summer school's target group were the degree students, exchange students and students from partner universities. More than 20 participants from six countries and various different degree programmes attended the first Summer School.

In addition to the academic part of the course, rich and diverse regional social programme is considered to be an essential part of summer schools. It is an interesting way to provide a memorable time for the students in a new country and offer its participants an unforgettable stay, help them to get to know each other, the university and the hosting city and country. Even though the academic content was in the center at Lahti UAS Summer School, it was not only about serious studying. For Lahti UAS Summer School organizers, it was clear from the beginning that the social programme should be as attractive to the participants as the academic one. Therefore, to provide its participants an unforgettable stay in Lahti and Finland a wide selection of social programme such as a cruise on lake Vesijärvi, cycling, camping weekend in Kukkonotko, Heinola (Figure 1) by the lake and introducing the Finnish way of life and the white nights of summer were included in the programme.



Figure 1. Camping weekend activities in Kukkonotko, Heinola.

Based on the good experiences and feedback of the first summer school, it has been agreed that the summer school concept will be permanently implemented into Lahti UAS summer studies and the selection of courses available will be increased in the next years. More international participants – both students and teaching staff will be invited to co-create the common learning experiences. The Summer School will also be widely marketed and advertised to new potential partners also outside Europe.

Why Summer School? As stated, there are many good reasons to organize such learning experiences. One of them is that according to the participants of the first programme, the best things about being involved was that work and pleasure were very closely linked. What would be a better and more interesting way to learn!

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Katri Kämäräinen and Juha Hyytiäinen

Pedagogical Planning Process of Midnight Sun Summer School: Co-designing, Better Urban Living and Wellbeing

Abstract

The main motivation for the Midnight Sun Summer School: Co-designing, Better Urban Living and Wellbeing was to establish a practice of international intensive Summer School in Lahti UAS, which would increase the number of English courses and summer study courses available to the Lahti UAS international partners and own students. The other key motivation was to increase collaboration between the participating teachers from different Lahti UAS faculties.

The goal of the planning process was to create a course where there is a possibility for interprofessional project-based learning environment, which combines high-impact activities. The decisions concerning the planning of the Midnight Sun Summer School were made together in meetings with all Lahti UAS faculty and staff participants. There were two teachers responsible for coordinating the overall planning process. Different meeting tools were used during the meetings for visualization of the subjects and also for saving time. The planning process produced a timetable for the two weeks intensive program, which included four development projects from different work life partners and the activities of the course.

The activities included project team work supervised by the teachers and work life partners, lessons and workshops, and also the activities for increasing the team spirit. The planning process enabled the execution of intensive weeks in a manner, which supported the principles of project-based learning and the use of high-impact activities in a multicultural and interprofessional environment. The key factors for such good results were the collaboration with work life partners, goal oriented collaboration with faculty and staff members as well as investment in the team spirit among all the participants.

Keywords: course planning process, interprofessional learning, project-based learning, high-impact activities

Introduction

International intensive summer schools are an excellent possibility for the students and also for the teachers to have learning experiences in interprofessional and international teams working on real life problems. The main strategy of the Lahti University of Applied Sciences' Midnight Sun Summer School: Co-designing, Better Urban Living and Wellbeing, was to collaborate together with faculties of business and administration, design and fine arts, social and health care, and technology. This collaboration consisted of faculty's own and exchange students and teachers as well as the work life partners of each faculty.

The objective was to find solutions to the development needs and questions of the work life partners in international and interprofessional student project teams, which were supervised and coached by the teachers and representative persons from the work life partners.

Background and theory

One of the main goals set for the Midnight Sun Summer School: Co-designing, Better Urban Living and Wellbeing was to establish a practice of intensive Summer School in Lahti UAS, which would increase the number of English courses available to the Lahti UAS international partners and own students. The seed for planning in pedagogical sense was that project-based learning tends to motivate students and participants demonstrate better teamwork and communication skills. These students also demonstrate better understanding of the application of the knowledge they have. (Mills & Treagust 2003, 12.) The other approach to an international and interprofessional intensive summer school is the high-impact activities for student engagement and success it combines. These teaching and learning practices have been extensively tested and have been demonstrating beneficial impacts on college students from different backgrounds. Kuh (2008) lists some of Midnight Sun Summer School related high-impact activities for student engagement and success:

- **Collaborative assignments and projects** develop one's own understanding when you listen to the viewpoints of others that come from different backgrounds and fields of experience. The approach combines two main goals: learning to work and solve problems with others. Team based assignments are one form of this approach.
- **Diversity / Global learning** concentrates on courses that give students possibilities to explore cultures, life experiences, and world views that differ from their own
- **Service learning, community based learning** concentrates on "experiential learning" with community partners. The core idea is to provide students with direct experience with topics they are studying combined with the ongoing efforts to analyze and solve problems in surrounding community

In a project-based learning the learning process advances through setting of goals, choosing of methods, acting and assessment of learning, skills achieved and the realization of goals (Vesterinen 2001, 165). This process corresponds well to the work flow in present day work life where projects are the norm in the specialist's field of work. This way work life projects teach the students a central method in specialist work and open the customer perspective to students with its real customers from the surrounding community.

In project-based learning teachers act in an instructor's role, where he or she provides knowledge in substance at hand, gives feedback, facilitates team work, recognizes problems and takes actions if this is needed (Vesterinen 2001, 180). In the planning process it was important to recognize the key points in the teacher's multidimensional responsibilities in a project-based learning for an interdisciplinary, international and intensive project course. From earlier experience it was known that project timetable is a critical issue where students need support. This was assumed to be even more critical since the duration of the Midnight Sun Summer School was two weeks. The ensuring of adequate meetings and communication with all parties was recognized as a second key role for the instructing teachers. One of the project's desired results was an article from each project team. This was recognized as a third key point where the support of teachers would be essential. Allocating teachers with adequate professional knowledge

to each project team is always a challenge. The ideology that teachers have to accept that they don't have all the answers as mind set for coming courses was one of the principles of the planning process.

The intensive course formats can have both pedagogical and logistical benefits for both students and instructors alike. These advantages are increased motivation, commitment, and concentration, diversity of teaching methods, stimulation and enthusiasm, stronger relations among students, and flexibility (Davies 2006, 9). Davies (2006, 8) lists some disadvantages that must be dealt with in course design and planning:

- In more discursive academic subjects more time for discussion is needed
- The risk of cramming by students
- Possibility for superficial content coverage
- Short and convenient courses cater for student satisfaction instead of the intrinsic learning needs of students

Method

The Midnight Sun Summer School was pedagogically planned in collaboration with the participating teachers from the faculties of business and administration, design and fine arts, social and health care, and technology. There were two teachers from two different faculties who were responsible for preparing and organizing the meetings. This involved evaluating what needs to be done next and by whom before the next meeting. These two teachers were also responsible for supervising the overall planning process. The decisions concerning the planning of the Midnight Sun Summer School were made together in meetings with all participants present at that time. Different meeting tools were used during the meetings, for visualization of the subjects and also for saving time. The meetings were the place where all the important issues were decided. The key decisions or choices made during the planning process were the following:

- Project-based learning was chosen as a pedagogical approach
- The content and the method of evaluation done by the students, staff members, and work life partners in the end of the intensive weeks
- There would be a team building weekend
- Each faculty will would find a work life partner with whom the faculty already had good cooperation and who had a suitable development project for the theme of Co-designing Better Urban Living and Wellbeing
- The faculty would provide a teacher or teachers as instructors for each project team
- There would be a tutoring student to guide and help participating students
- The composition of the project teams was set in a way that there would be a high mix of different nationalities and fields of expertise
- Each faculty would make one lesson and two workshops, to support the theme of the project works.
- The Lahti UAS' Moodle would be used as a working platform for the course. Teachers uploaded the abstracts of the lessons and workshops, the timetable as well as the ABC guide for the duration of the intensive weeks.
- The ABC would include the explanation of studying and evaluation methods used during the intensive weeks, an introduction to the weekend program, and information on living and traveling in Lahti.

During the latter part of planning meetings also notes about how things should be done or what could be added were documented for use in the future. During the




duration of the Midnight Summer School there were teacher meetings for updating the program and supporting each other in supervising the project groups and in finalizing the workshop themes and methods. The results of evaluation of the Midnight Summer School and the development ideas for next year were discussed in a review meeting afterwards and through e-mails.

Results

The timetable of two weeks intensive program was built on four development projects from different work life partners. The activities of the course included project groups work supervised by the teachers and work life partners, lessons and workshops, and also the activities for improving the team spirit. The timing of these activities is shown in Table 1.

Table 1. The activities of study course

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1st week	Project work, Lessons and workshops, Activities for improving team spirit	Project work, Lessons and workshops	Project work, Lessons and workshops	Project work, Lessons and workshops, Activities for improving team spirit	Project work, Lessons and workshops	Project work, Activities for improving team spirit	Activities for improving team spirit
2nd week	Project work	Project work, Lessons and workshops	Project work	Project work	Project work, Activities for improving team spirit	Project work	Project work

 = project work  = lessons and workshops  = activities for improving team spirit

The students were divided into four project teams so that there were representatives of different professional fields and different countries in each project team. Project teams were supervised by the teachers from the faculty who provided the development project. The outcome of the project teams was presented in the form of articles in the end of the intensive weeks. The project themes are shown in Table 2.

Table 2. Project themes

Faculty	Project theme	Work life partner
Business	The objective was to improve Café Oskari's business by creating a marketing communication plan and finding ways to promote the café in a more attractive and inviting way.	Café Oskari
Design and Fine Arts	How Sport Park Kisapuisto area in Lahti would serve citizens better in the future and people visiting Lahti as a valuable cultural and entertainment area, without decaying from its old glory?	City of Lahti
Social and Health Care	Ideas of how to make good use of nature and environment in welfare services and welfare business.	KESY-project, Lahti UAS
Technology	An interactive game for participating citizens in urban planning.	City of Lahti

Each project team had time to meet and greet in the project team orientation during the first day. Students presented themselves and their possible input and role using the framework of pre assignments. The pre assignment consisted of reading all the abstracts of lessons and workshops and the intensive program ABC,

which presented the key concepts for the coming two intensive weeks. During the intensive weeks students met the work life partner three times. The first time was in the morning of the second day where the objectives of the development project were focused, the second time was in the middle of the project where the progress and the plans were reviewed, the third time was during the last day of the intensive weeks when the results were presented. During the two intensive weeks students worked independently and with the supervising teachers in their designated teams.

The lessons and workshops arranged during the two intensive weeks (Table 3) gave tools and ideas for the project work. Each faculty arranged one lesson and two workshops. After each lesson, the students went to the project team groups. They discussed, what they learned from the lesson and how they could benefit from the lesson in their own project work. The teacher of the lesson was with the students during this discussion part. In addition to these faculty lessons, students received guidance in finding sources for their articles and in writing them.

Table 3. The themes of the lessons and workshops.

Faculty	Lesson themes	Workshop themes
Business	Customer insight and value creation	Positioning, differentiation, competitive edge; Work related empowerment and employee wellbeing
Design and Fine Arts	Green design and sustainable design	Conceptual design, quick prototyping and testing 1 and 2
Social and Health Care	Accessibility in the built environment	Mindfulness skills, environment and wellbeing 1 and 2
Technology	Participatory geographic information systems and technologies	Interactive planning; Data gathering / capturing video or images with quadrotor drone
FUAS partner Laurea	Sustainable community scenarios	

Each student could choose two workshops from eight possible ones. Students were assigned to participate in different lessons so that only one member from each team was present at the same time in the particular workshop. Workshop topics covered practical skills and knowledge, which related to the project themes. After each workshop, the students went back to their project teams. They shared the information and discussed what they had learned and how they could utilize the lessons learned in their own project work.

A very important aspect of an intensive program is the team spirit of all participants, both students and staff members. During the Lahti UAS Midnight Sun Summer School good team spirit was built in different ways. The students had their own tutor student taking care of the students' arrival in Lahti, arranging free time program in the evenings, and helping in many practical issues. During the first day the students had a lesson on Finnish culture following with get-together games and a dinner together with staff members in the beautiful Mikkola Manor House. Each project team had their designated time to organize an energizer event to all participants in the middle of the day. The weekend program was organized in the summer camp area in Heinola. The weekend program consisted of project work but also of games, rowing, paddling, campfire, swimming, sauna, and making sausages and pancakes by the fire. The project teams had to work in whole new

roles when they survived from the Finnish bushcraft track. The Finnish midnight sun was appreciated by all participants. The intensive program ended as it began with a dinner together. To commemorate the end of the project the second last evening there was a dinner cruise at Lake Vesijärvi. After the last day's presentation of results there was coffee and cakes. The feeling was good after two very intensive weeks with good outcomes.

Discussion of results

International intensive programme increased the number of English courses available to the Lahti UAS international partners and own students. It enhanced the possibility to have internationalisation at home in Lahti UAS. There will be a new international intensive programme next summer so the number of English courses is complete. The students gave positive feedback on the multicultural collaboration.

One of the key tasks of pedagogical planning was to assure project teams with a mix of skills, fields of experience and cultures. It was felt that these practices materialized well through a set where students from different faculties and countries worked in mixed project teams solving problems given by the work life partners during the international intensive programme.

Because of the project work setting the students had collaborative assignments, which made them to set the goals and methods, argue for their own views and solve problems with others. In international and interprofessional teams students and teachers did not only learn from different professions but also from different cultural perspectives. The projects carried out from the needs of the work life partners motivated students and teachers to do their best. The students also saw what kind of effect they can have on the surrounding community by collaboration.

The schedule gave enough discussion time for enhancing learning. The time for project work on teams' own increased towards the end of the two weeks. All the lessons and workshops with the tools for planning were in the beginning of the two weeks.

The timetable, which included not only the content but also what would the results be and who would be responsible for each result helped all participants to reach the goals in time. Although most of the goals were reached in time the articles of the project work caused some cramming by students in the end. Due to this the supervision of article writing must be started in a very early phase next year. There is room for improvement in the ready templates and instructions for the article writing process. The connection between the article writing process and the concrete development of the project goals should be better clarified to the students in the very beginning of the intensive weeks. The supervision and instruction from teachers and work life partners helped to deepen the learning.

The early decision that each faculty's involved teachers would bring a project from their own work life partners helped in the problem of allocating teachers with adequate professional knowledge to each project team. The improvement needed concerns the themes of the lessons and the workshops, which should be decided after the themes of the projects are decided.

High motivation and commitment among the students and the faculty and staff members was seen during the whole process. The intrinsic learning needs of students were the main issue during the course not the goal of getting the best feedback. The intensive course consisted of a lot work according to the student

feedback. So it was not only easy and convenient. Due to the pedagogical and collaborative approach both students and faculty and staff members felt a stronger relation between all participants.

Discussion of collaboration during the course planning process

Overall the collaboration between the teachers and the work life partners went well. Teachers felt that they had the possibility to have an effect on the content and methods used during the intensive programme. The planning process was well scheduled and the agenda of each meeting was delivered to everyone in advance. All planning materials were uploaded to the e-learning platform. When there are many participants and limited time in use it was good to have two teachers who were specifically responsible for the overall planning and preparation work for each meeting. The contribution of and collaboration with the international coordinators of the faculties was very important during the planning process.

The development idea for next year is to have the work life partners involved in the planning process in an earlier phase. During this first year they were informed about the ready course plan by their contact teachers from different faculties. The work life partners and tutor student would certainly have been able to give more to the whole process if they'd been involved earlier on.

During the planning process and especially during the intensive weeks the flow of information between all participants was very important. The plans must be checked and changed when the need arises. The scheduled official and not-scheduled unofficial teachers' meetings during both weeks were important because not all teachers were supposed to participate into all activities, not even every day. Despite the fact that teachers, international coordinators, work life partners and tutor student were participating with different activity level in different phases of the planning process, the enthusiastic and collaborative feeling was maintained during the whole process. The atmosphere was open for learning from each other with a strong "do together" -feeling.

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Project Café Oskari

Abstract

This article is created to demonstrate our Midnight sun summer school project working with Café Oskari, a small vintage café in Lahti. Our objective was to improve Café Oskari's business by creating a marketing communication plan and finding ways to promote the café in a more attractive and inviting way. The methods used in the project were interviewing, brainstorming, discussions, benchmarking and studying scientific sources. In the beginning we learned about the café's brand, service design and advertising. We had lectures and workshops to support us with the project. We had also many conversations with other students concerning our project. After the discussion with the café management we decided to focus on interviews to explore the customers' experiences, tell the many background stories behind their special products and accessories, search for potential partners for using the premises outside opening hours, and widen the social media marketing.

Keywords: service design, customer experience, marketing communication, urban living, historical architecture

Introduction

This article describes our project to develop the business of Café Oskari, a small vintage café in Lahti city center where it is located in an old wooden house built in 1900 (Figure 1). The building has a café since 1994 and the interior was renovated in 2014 enhancing the history. The café's competitive advantages are good-quality and healthy food, warmth and unique local service. The focus is on creating an authentic link between the memorabilia of the location and the products. Café Oskari also sells Finnish handicrafts and paintings.

The objective of the project was to produce a marketing communication plan and help in adjusting the services of the café to attract new customers, improve the customer experience and create efficient marketing communication.



Figure 1. Café Oskari

Background and theory

We started with meeting the management of Café Oskari. They told us about the history of the building and their business. The manager has been an entrepreneur since she was 18. They had dreamt of Café Oskari for years and had a clear vision what the cafe should be like. Many items in the café have their own backstory: food and drink, decoration, pieces of furniture (Moreno 2015, Heimala 2015A).

It is possible to analyze the business idea and marketing of Café Oskari by using the 7P marketing mix model of service marketing. The traditional 4P model consists of product, price, place and promotion and offers a base for analyzing the marketing activities. The three extra 3 P:s - people, physical evidence and process - are important for the service companies. Service buyers look for evidence not only of the product offering, price, place and promotion, but also equipment, communication material, name and symbols (Kotler & Keller 2012, 389). Friendly service is also a must.

The product in the marketing mix covers everything that a business offers to fill a customer's need (Rautakorpi 2015, 10). For Café Oskari the core issue of product offering is their vendible coffee products, the overall atmosphere of a peaceful grandma's house and the personal service. Café Oskari offers a surprising variety of food that can be considered special as they are local, fresh and suitable for special diets. There is a selection of gluten-free, dairy-free, lactose-free and also complete vegan products. Most products are homemade or from a small confectionary in Lahti. Normal coffee is organic, and the special coffees organic and fair-trade.

The price is a combination of the costs required to make, display and offer the product and what the customer has to pay to get the product (Rautakorpi 2015, 11). We do not consider the cafe's price level to stand out as neither high nor low. In a special atmosphere and environment that the customer has knowingly approached, the price of the products plays a minor role.

The place means where and how the products are available for the customers (Rautakorpi 2015, 11). Café Oskari is not in immediate vicinity of competing businesses, but this is also a problem as the location is not competitively visible enough for potential customers. However the location is also a part of the historic touch in the café's atmosphere.

Promotion consists of everything the business does to communicate with and reach current and potential customers (Rautakorpi 2015, 12). Café Oskari communicates with customers within the café using information signs, billboards around the entrance, by interacting on Facebook and via occasional articles in local newspapers and magazines.

People as a marketing factor in this case means the knowledge, friendliness and communication skills of the personnel. In a service company the way customers are treated by the personnel plays a big role for the customer experience and therefore the competitiveness as well. The service consists of what the customer gets in form of interacting with the personnel as well as operating in the cafe. Service can therefore be linked with the customer experience. Customer experience is the cumulative impact of multiple touchpoints over time, which result in a real relationship feeling, or lack of it (Zwilling 2014).

Physical evidence or equipment means what the customers can see during their service path. This also covers the accessories and artifacts in the café and things to supplement the ordered food and drink. Process means the service path from

the entrance, via the service counter to consuming in the premises. For a small café in an old house the process is also affected by the ground plan and atmosphere. The atmosphere is created by both the exterior and interior design as well as the products themselves.

Social media offers new opportunities and challenges for marketing communication and promotion (Zhu & Chen 2015, 335-345). Even though social media marketing requires investing time, it is cheap and it reaches a lot of potential customers. Social media helps to increase brand awareness for products and services, build relationship with the customers, listen to customers' voice and process feedback. (Yang 2014, 11). Internet allows companies to empower customers, build strong online communities through which they can listen and integrate thousands of customers from all over the world (Fuchs & Schreier 2011, 17).

The lecture 'Customer Insight and Value Creation' (Laiho 2015) offered ideas about service design and customer experience. The customer insight theory brought clarity and helped us decide further research steps. When improving the service for the café the creating, delivering and communicating a special value to potential customers should be considered as the main challenge.

Methods

Brainstorming

After the brief observing of the whole café and a conversation with the owner we did the first brainstorming (Figure 2). We also performed fast sketching and prototyping during a workshop. We created many ideas and chose and conceptualized the best of them.

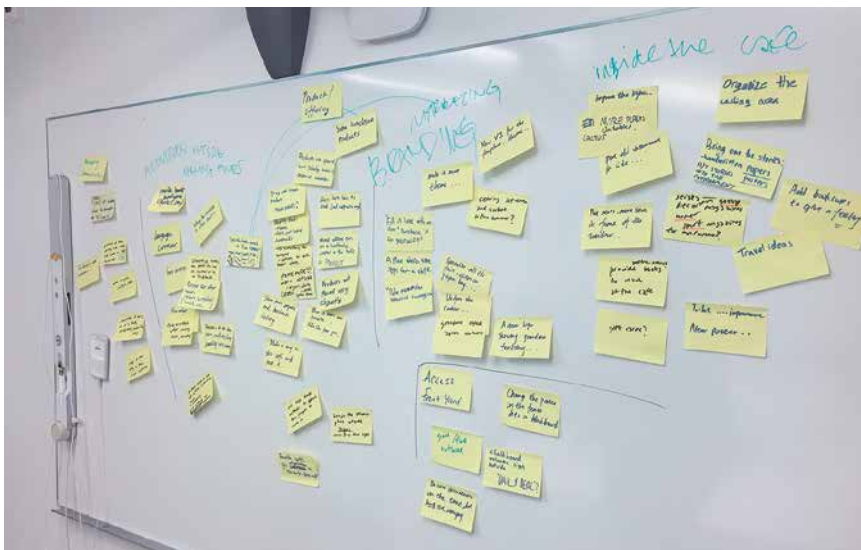


Figure 2. Brainstorming

Interviews

For inquiries, a questionnaire is a good instrument for collecting self-report information from participants (Martin & Hanington 2012, 140). We used an inquiry in preliminary research. The questionnaire was on an online platform Google Forms and was presented to the participating café visitors directly using tablets.

Andres (2012, 56-57) tells that the benefits of face-to-face interviews are many as they allow deeper insight in a humane conversation. The possibility to use open conversation to proceed to the interview goals while acknowledging the context gives face-to-face interviewing flexibility. We used this method for a deeper understanding of the customers' experiences.

We observed age and gender and asked questions related to the following themes: atmosphere, finding the café, the products, the service and improvement ideas. Two of us performed the interview. One was focusing on the discussion and the other one was taking notes to eliminate distractions between the interviewer and interviewee. We analyzed the content using schematization.

We also interviewed students from other project groups and worked together sharing ideas and introduced them directly to the café to simulate a routine customer process. Benchmarking was used during the second meeting with a work life partner to show what is the project group's vision, what kind of feeling or atmosphere they could follow or produce (Figure 3).



Figure 3. Benchmarking street views: potential and current

Results

From the ideation within the group and the other students we got the following ideas:

Small changes

- divide the customer and cashier area (changing the order of plates and cups)
- fix unsteadiness of some tables
- improve the display of the cakes with better lighting and stands
- welcome sign on the door
- improve the design of the signs outside Café Oskari, to show the atmosphere of the cafe
- show the menu outside
- put magazines and books available for different client groups (design, fashion, sports and travel)
- add flowers or lights in the outside area as well as a stand to make the café stand out more
- make changes to the fence and the gate to make the café more inviting

Space usage outside normal opening hours, an opportunity of renting the place for

- private events brought out in the media and in the cafe
- art gallery
- cooking or baking events, wine tastings
- game nights (board games)
- flea markets

Marketing communication

- pop-up-stores at the market place
- flyers at billboards, stores, flea markets, bus and train stations, tourist information
- social media advertising, be more active on Facebook
- create an Instagram account, there are already 57 pictures with #kahvilaoskari using social media for branding
- give people rewards for checking in and by that advertising to their friends
- the deal of the day also displayed on Facebook, advertise the changing soup and other products as the day's deal

We also had a lot of ideas for the interior and exterior design, for which we used benchmarking. We found pictures and compiled them in a presentation to show the cafe owner. We wanted to show different pictures with different moods and solutions on how to enhance the historical side of the Café and how to make the entrance look more inviting.

Interviews

We conducted the first interviews using a questionnaire on a Friday afternoon, when there were only five people in the café (Figure 4). All of them participated and shared their thoughts on Café Oskari. We discovered that the quantitative research method did not suit well. Customers preferred open conversation, not using an online questionnaire on tablets. The older female participants were locals who had been going to the café for as long as they could remember. They also said that Cafe Oskari was their primary place to meet their friends. The male participant had started going there after a visit with his wife. They were happy with the atmosphere, food and drinks. They also enjoyed the historical aspect of the café. The location was also considered pleasant. The participants considered renting the café for private events a good option.



Figure 4. Interviewing café customers

For the second interview we had open ended questions to allow the customers to speak freely in order to gain more accurate and deeper results. This time we selected younger participants. Half of them under 30, and the rest over 30-years-old. There were four female and four male customers who participated in the interviews.

All participants liked the atmosphere of the café. It was described as cozy, beautiful, soulful, historic, peaceful and well located. The renovation was considered successful and one customer even mentioned coming there to find ideas for decorating her own home. The background music in the café was also well accepted. Some local customers had been going there for a long time. Some had recommendations by their friends and two had seen articles of the café on magazines. One customer said she had found the café interesting for long but had only now visited it. All customers found the products to be of good quality and the selection satisfying. One customer had come in particular for the good selection of gluten-free products and she was positively surprised by their quality and display.

Most customers found the service personnel friendly, helpful and considerate. Some thought that the service was only average and one customer considered the service impolite and unprofessional, however this did not ruin the customer experience. Most customers hoped for better advertising. Some found that the special character and features of the products were not brought out enough. One customer wished the café to open earlier at 8 am so that he could have his morning coffee there. Two customers hoped for the personnel to have more knowledge about the products being served or to be willing to help and find out what the customer really wants. Some also wished for events organized in the café and said it might bring good publicity for the café.

Stories

A memorable experience has to have something different from the norm (Zwilling 2014). To enhance customer experience the stories related to the special products and unique equipment should be visualized. We designed a template to present different stories and items to the customers during their visit (Figure 5). This has long lasting potential as the stories and items can be changed regularly to create new value even for regular customers.



Figure 5. Template for telling stories

Premises

One of the topics was to find use for the café premises outside the normal opening hours. We searched organizations and associations, which could use the café for an art gallery, reading, recipe changing and lectures or playing chess or bridge and found a number of new potential customers: Lahden Kansainvälinen Kirjailijakokous ry, Lahden Runomaraton ry, Salpausselän kirjailijat ry, Lahden ammatikorkeakoulu, Muotoilu- ja taideinstituutti, Koulutuskeskus Salpaus kultasepän-, hopeasepän- ja kaiverrusala, Lahden bridgekerho, Lahden Shakki, Lahti-seura, Päijät-Hämeen keliakiayhdistys, Lahden Antroposofinen työryhmä, Lahden kaupunkikulttuuriseura ry.

Social media marketing

Café Oskari's customers use Facebook and Instagram actively, hence the advertising should be brought there. The biggest drawback in traditional marketing is lack of community. When targeting new customer groups, Facebook can deal with this problem effectively without paying a high cost in terms of both time or money.

(Yang 2014, 16). The café's Facebook page is good with many attractive pictures but offers insufficient communication with customers. We also found that their Facebook page did not properly bring out the exceptional selection of organic and healthy food. They could regularly promote daily deals and future activities on the Facebook page. They could also have more interaction with customers on Facebook as it would benefit both the customers and business.

Café Oskari should also have an Instagram account where they could show their brand and products. They could add pictures, get followers and thereby get visibility and show their speciality using different hashtags like #organic and #vegan to photos. When customers post pictures with #kahvilaoskari, all their friends, followers and other Instagram users can see it. Pictures of people visiting Cafe Oskari and enjoying their time there is a good and welcoming way of marketing.

Discussion of results

From the workshops and discussions with other students we gained a lot of ideas on how to improve Café Oskari's marketing, customer experience and service design. The customer interviews confirmed these ideas. Customers would be happy to have events at Café Oskari and to rent it for private events, too. They were very pleased with the selection and variety of products Café Oskari was offering. They thought that it was a bit too hidden and that they should advertise more, especially in social media. Café Oskari can benefit from the research results by gaining customer insight and better recognizing customer's needs. This information allows them to develop their business to enhance their service quality and customer experience.

Discussion of collaboration

As a work life partner the café management was very cooperative. They were open, gave all information, listened to our ideas and already implemented some of them. We consider the collaboration work a success. All project group members used their area of knowledge and ability with huge endeavor. We were students from business, design and social services. With the business student's effort we could suggest marketing ideas for the café. With the social services member's input we learned how to communicate better with customers. The visualization and design is mainly the expertise of our design student member. We can conclude that the key to successful collaboration is to share workload and tasks for higher efficiency and to work with enthusiasm.

We learned to utilize and combine our own expertise to work towards a mutual goal. Different lectures and workshops gave us ideas for our project. This all was an exceptional learning experience about different research and study methods. Working and studying in a multicultural environment in English for two weeks improved our language proficiency and conversation skills.

The Café Oskari management reported: "With this project we got an excellent opportunity to get development ideas. It was also important to recognize things that are already on a good level. The students' deep analysis of the café Oskari concept, its strengths and weaknesses, was impressive and many of their ideas have now been put into practice. The customer experience is the most important indicator for us in developing the operation and activities. Thank you for the opportunity, we believe that analyzing a real business case is the most efficient learning and this model of concrete learning project benefits both parties." (Heimala 2015B.)

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Bay City Play: Designing an Interactive Game to Encourage Public Participation in Urban Planning

Abstract

In the future, the city of Lahti has to find solutions for raising the awareness and participation of its own citizens concerning urban planning. Therefore, the planners of the city encouraged a group of multi-cultural students from Midnight Sun Summer School to give their insights and employ their user centric design, gamification, conceptual planning, and sociology-related skills into practice.

The aim of this article is to use gamification as a strategy to encourage public participation in urban planning. Based on public participatory geographical information systems (PP GISs), play and games, with a special focus on serious games, the team was able to come up with the design concept “New view city”. This interactive game is a combination of a sandbox and city builder games at its core, accompanied by mini games and outdoor recreational activity. The game will be able to collect the data needed for town planning while entertaining the player at the same time.

The student group worked efficiently during the two-week period of the summer school. The tutoring teachers and other stakeholders were pleased to discuss with the group members and comment on their work. The working process also served as an illustration of the challenges in finding a totally new approach to increase participation by gamification.

Keywords: gamification, co-design, interactivity, playful public participation, urban planning, data collection

Introduction

The goal of the project was to solve the task introduced by architect Johanna Palomäki, responsible for master planning in Lahti. This co-design project aims to gamify the public participation process by collecting the perceptions of local citizens in their urban environment. The project was part of the intensive course of Midnight Sun Summer School at Lahti University of Applied Sciences (Lahti UAS). Project manager Sami Makkula from Lahti UAS acted as a connective person between the city planners and the group.

A team of multicultural and interdisciplinary students aimed to gamify data collection for city planning at the conception phase. The project aims to develop a concept of a game that is fun, interactive, and collects valuable information from public participants. The created game should have the potential to be used in different projects and settings for these same purposes.

Focus questions

- How can we use games as an interesting interaction channel between city and citizens?
- How to get individual opinions and ideas expressed?
- How to make individuals aware of their power to influence their environment and decisions that affect their everyday life?

Literature review

In the later stage of the project work, the group located one piece of similar research done by the students of Hamburg University in 2011, in which an effort was made to encourage students in the campus to voice out their opinions. The project developed a prototype for an online public participatory game NextCampus, which was based on public participation into Geographical Information System (PPGIS) (Poplin 2011, 2, 7). On the basis of the test experiments, the project group concluded that serious online games are “new ways of motivating people to participate and to learn about the environment and current projects that might impact them and their communities” (Poplin 2011, 11). For the future works, the research group had plans to develop and test the concepts with a selected focus group, and later on, to continue with “the playfulness integrated in the serious processes of public participation in urban planning”. The quantitative measurement of the players’ responses and emotions as well as the usability of the results for urban planners is also viewed as an important line of future research. (Poplin 2011, 11).

Scope of the study

The main vision implemented during the project was to enhance the versatility, in which the outcome of the works should serve other cities in improving public participation in the planning process. The city of Lahti was used as a pilot study for the development of the game concept as it is the city of project origin.

The project had a time limit of two weeks in accordance with the duration of the Midnight Sun Summer School. Due to the time limit the created concept could not be prototyped and get real user tested, therefore, the research will be tailored in order to provide recommendations for future development.

Objectives

In collaboration with the work life partners, an outline of a specific design criteria for the Bay City Play project was developed together with the project manager Sami Makkula. The criteria acted as a check list for the group to make informed design decisions by fulfilling the five major areas: high level of fun, collection of valuable research information, high level of interactivity in the game, all-inclusiveness and applicability to different projects.

Fun

According to Ms. Johanna Palomäki, a Master Planning Architect at the city of Lahti, there is little sign of young adults or teenagers showing interest in contributing to town planning workshops. It is believed that through gamifying the data collection process, it would arise more interest in these age groups.

Collecting research data

Throughout the group discussions, it was observed that there was a need for the game play to maintain a balance between the elements of entertainment and collecting usable research data. Careful consideration of implementations and rules of the game will be able to collect more credible data for analysis.

Interactive

There is to be different levels of interaction throughout the game, for example player-to-player interaction, player to city planner interaction and in-game instant feedback.

All-inclusive

It is hoped that the game will be able to gather a large audience of different ages. The game has to be simple enough for children and senior citizens to understand and learn. Accessibility issues will also have to be considered.

Applicable to other projects and city

The work life partners have also suggested that the game concept should be feasible for other cities and similar projects.

Methods

Different methods and tools were used to generate, integrate and illustrate ideas. As the design process is dynamic and fluid, the methods and tools are usually used in a mixed and adapted manner. Several important tools that helped progressing the discussions were rapid visualizations (drawings, sketches), card sorting (identify, sort and categorize problems for divide-and-conquer) and user process mapping (create personas and scenarios for problem identification and fine-tuning).

Schedule of the design process

DAY 1-4: BRAINSTORMING, ADAPTED FORM OF MINDMAPPING, CARD SORTING, DISCUSSION

- usable data for city planners
- fun for players to engage themselves in city planning
- the players/users
- the participant outcome
- the themes/attraction (entrypoint)
- type of the game
- the format/genre of the game

DAY 5: RAPID VISUALIZATION AND PROTOTYPING, DISCUSSION, COLLECTING FEEDBACK

- test run 1
- workplace feedback about focusing on the simple version, attracting the player, paying attention to the different ages, requirements to the administrator

DAY 6, 7: VISUALIZATION, COLLECTING FEEDBACK, USER PROCESS, NARROWING THE IDEAS,

- accessible map area
- collecting useful information

DAY 8, 9: VISUALIZATION, ADAPTED PROTOTYPING, USER PROCESS, FILTERING THE IDEAS

- test run 2
- scoring and commenting on players` designs
- limits for objects
- documentation of the project

DAY 10: DOCUMENTATION,

- documentation of the process based on previous notes, test runs, results

Gamification as a method to cover data collection process

Gamification as a method of co-design process was viewed through the example of Lahti, the 9th biggest city of Finland with approximately 100 000 inhabitants. Gamifying as a comparatively new method beyond legal public hearings, e-feedback and workshops would make the interaction channel in sustainable town planning processes more lively, engaging the younger age groups and strengthening the sense of community and wellbeing among citizens (City of Lahti 2013). According to Gutwin, Brownell and Goodfellow age groups and groups of different game playing experience respond similarly and positively to gamification (Jared, Carl, Briana & Larry 2013).

Before starting to gamify the city planning data collection process, the project team discussed and did benchmarking on existing city planning games and concluded that they did not meet the co-design needs. Games like SimCity, Rising Cities, Tropico and so on did not contribute to local innovative development, or responsible involvement to creation.

Design solution

The game will be known as “New view city” because the aim of collecting data and gaining a new perception is based on the idea what the public sees as the ideal city. The game will be playable on all mobile devices (smart phones and tablets). The game will be a combination of a semi-sandboxes game in the form of a city builder and additional mini games that can unlock additional sandbox items, as well as additional items that players can use to edit their avatars (see Fig. 1). Each player will be represented by a customizable avatar. The player will be able to change the items, hair styles and clothing, but they will not be able to directly affect the character, mood and emotions of the avatar. These aspects will be determined by the comments of the players and will be portrayed in a comical manner. After finishing a new design, the player will be unable to change it for a period of 5 - 7 days. During this time other players will be able to comment on the ideas and layouts. Each project, or scan point, will be open for a specified time where players are able to enter ideas. After this longer period of time the top design will be declared as the winner and be rewarded.



Figure 1. The game will be a combination of a semi-sandboxes game in the form of a city builder and additional mini games that can unlock additional sandbox items, as well as additional items that players can use to edit their avatars.

The top design for each project will be virtually created on the site for a set amount of time so all players can go and see it through an augmented reality view on their tablets or smartphones. Take note that if the augmented reality proves too challenging, the top design will be rewarded in a different manner that is deemed fit. This could include a real item in the project area with a name tag as an example. This will motivate players and participants to participate in this form of research and help the planners to gain valuable data concerning the perceptions, ideas and views of the public.

Game play

Unlocking map/ Getting to know the game

Materials like posts, posters, stickers will be attached and set up in areas where the data is to be collected (see Fig. 2). These materials will provide necessary information to build trust and credibility. To start the game, the player will discover the poster with the QR code attached to unlock the area map.



Figure 2. An example of a post set up in the area where the data is collected.

The user will need to scan the code and get the devices navigating to the information and downloading the page for the game (Fig. 3).



Figure 3. Scanning the code to start the play.

Navigating to the webpage, the player can learn more about the game, all the latest updates concerning the usage of the game, as well as the works of other players on the sites, and all the available projects. It is also a channel for interaction between the town planners and citizens (Fig. 4).



Figure 4. The game is also a channel for interaction between the town planners and citizens.

Register/ create an avatar

The user will have to input some of the personal information for research purposes. At this point, the player will also create and customize the avatar that represents him or her during the game (Fig. 5). Some custom options are locked until the player finishes certain task to unlock the special items (e.g. Santa's hat for Christmas Special). It is suggested that the town planners will also create their account and avatar that users can interact with directly.

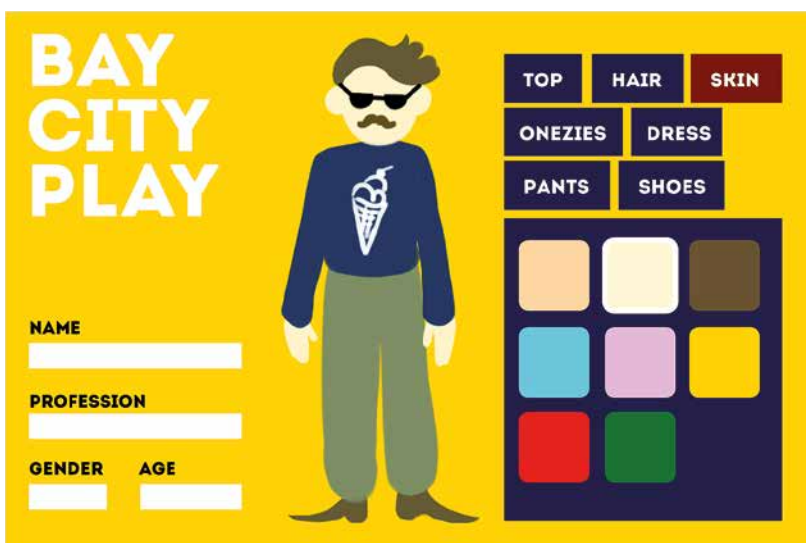


Figure 5. Creating an avatar offers several possible choices.

Building the “ideal” city

The game will only unlock areas that had been scanned by the player. To unlock more areas, the player will have to travel to the location himself or herself and scan the specific code. Once the player entered the building mode, the area of the project will be highlighted, which contains some basic information that indicate the entry points, flow of people, and buildings or objects that are not available to be customized (Fig. 6). These limitations and information will be based on real life situations so that the town planners will be able to collect more precise and usable data.

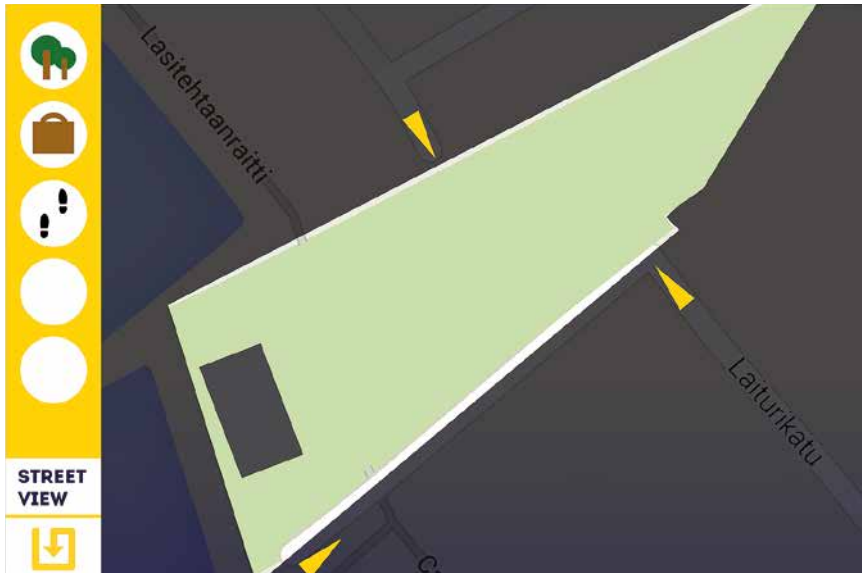


Figure 6. Once the player entered the building mode, the area of the project will be highlighted, which contains some basic information.

Players will be able to build pathways connecting the entries and freely arrange the zoning plan. Certain items that are related to the project or the nature of the area type will be open to users for placing into the map, following the provided instructions and limitations. Instead of having the users placing every single item they want to achieve a certain zoning, users will input the size and variations for a certain zone and the programme shall be able to automatically produce a street view for that zone (Fig. 7-8).



Figure 7-8. Examples of free zoning on the map.

Unlocking special items

During the process of the play, one can unlock some extra content through responding to mini questionnaires. These questions are relatively short and close ended so that users will have more initiative to answer them (Fig.9).



Figure 9. The game contains mini questionnaires.

Street view

Throughout the building process, the player will be able to access the street view of his or her own creation. Items placed in the map view will be rendered into the street view, a 3D perspective representation of the design. Players will not be able to edit while in the street view but it will be possible to capture and share the view online (Fig.10).



Figure 10. The game provides also street views.

Commenting and sharing

After finishing their design, users will be able to upload the map to the website and share with the online community. Other users will get access to the map and be able to comment the items and the design. Certain voting or scoring system can also be implemented, depending on the data that needs to be collected. The player's avatar will be able to "walk" inside the map and interact with different items. For example, if the map does not have enough bins around the area, the avatar shall be able to litter around the place. Since the user has a choice of performing good or bad actions, the face of the avatar will change responding to the choice (Fig. 11). If the player performs multiple undesirable actions in others maps, then the avatar will show a grumpy face or triggers some hidden "Easter eggs".



Figure 11. The face of the avatar will change responding to good or bad actions in the game.

Rewards

For every month, the submitted design with the highest positive votes will be implemented into an augmented reality programme where citizens can "visit" using the device in their hand. The mobile devices will then become the lenses for visitors to browse around the area. It is also suggested that the administrator of the game give out prizes such as discounts or coupons as a gift.

Data collection in game components

Collecting the data and opinions of the users are the main purposes of gamifying the concept to involve more public participation. The components of the game for collecting the data start at the first stage of the game, when the user creates his/her own avatar or scanning the checkpoint. The flow of collecting the data has different stages and in every stage the user activity gives information on:

Table 1. User input versus data collection of the game.

User input	Data collected
Registration & creation of avatar	Demography • dynamic living population
Answering mini questionnaires	Precise views and responses • Potentially information from a large portion of a group • quick way to collect information
Unlocking new map	Confirm users' lives in the target area
Building and designing the area	Town planning ideas, citizens' ideal city
Voting, comments & scoring	Identify valuable data & collect public views for analysis

Registration and the creation of avatar

The collection of demography when user creates his/her own avatar and inputs personal information can be used to analyse any kind of dynamic living population when compared to the GIS database.

Mini questionnaires

As the responses are gathered in a standardized way, they tend to be more objective than interviews when designed carefully. It is relatively quick to collect information using a questionnaire. However in some situations they can take a long time not only to design but also to apply and analyse. Information can be collected from a large population but this potential is not often realized, as returns from questionnaires are usually low. However return rates can be dramatically improved if the questionnaire is delivered and responded to in class time. Short and quick questions will also increase the willingness to respond to such questions.

Unlocking a new map

Ideally speaking, the user can only unlock the map by visiting the location personally, which also means that most players should be living around that area or have been to that specific area. It is discussed that there are means that people from the other side of the globe unlocking the map without scanning it on the spot, but such technical problems are not in the scope of discussion of this article. Other technology solutions might be needed to implement this concept in real life.

Building and designing the area

Completed maps that are sent to the website or saved in the database will help town planners to analyse the ideal city of citizens. It is also possible that such data would help town planners to make informed decisions on zoning and rezoning. There shall be carefully considered rules and limitations for the game depending on the real life situation, as it might affect the validity of the data collected.

Voting, comments and scoring

Voting and scoring designs provides a quantitative indicator of interesting designs. The town planners will be able to analyse which designs are generally accepted by citizens, and designs with unusual ratings (highly positive/negative) might be insightful to look at.

Touch points

Touch points are places where the users meet and experience a brand (Wheeler 2012). By utilizing different media in both real life and the virtual world, it is able to create a holistic and innovative game experience to the users and thus increase the amount of users (Fig. 12).



Figure 12. Touch points are places where the users meet and experience a brand.

Discussion on collaboration

In the current era of intense competition and uncertain economic conditions the success and competitiveness of an organization depend on its ability to embrace diversity and realize the benefits. Today the success of many big companies depend on workers' diversity, which creates dynamic multiracial and multicultural organizations. Such diversity brings in many differences in skills, abilities and experiences.

The major advantages of our team were the diversity of knowledge, ideas and tools contributed by the members, and the camaraderie among members, which benefitted working life partner to get a variety of viewpoints and more effective execution to have better solution for the finished product. Our cohesive and united team became a cooperative and effective in achieving the common goal and successfully overcoming the challenges of the project.

From the point of view of the tutoring teachers, the team was working with enthusiasm and it was noticeable that the team members with different backgrounds and experiences really gained a lot from the cooperation. It was also evident that most of the participants had a long personal experience of games, which improved their competence to face this kind of task. The project work provided material for the continuing process of developing BayCityPlay, which has also been a topic on another summer course. The aim is to make a prototype of the game based on this experimental approach in the near future.

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The Kisapuisto Improvement Project: Returning Kisapuisto to its Former Glory

Abstract

Kisapuisto sport and recreation stadium has significant historical value due to the 1952 Olympic Games. The park consequently forms part of a vital Urban Green Space area throughout the city of Lahti. It is thus important to improve and renovate the park in order to retain the historical value associated to it. Currently, Kisapuisto area fails to serve Lahti residents properly and the aim of this co-design research project is to find why and how to improve the situation. Therefore, this research utilised a multi-method research design, utilising social surveys coupled with a Public Participation Geographical Information systems in order to obtain the local users' input for proposed improvements. The findings identified a low sense of pride due to the lack of knowledge regarding the historical value of the park and areas where usage did not meet the needs of residents. In addition, various elements such as a new skate park were identified. Recommendations for re-designing the park keeping feasibility in mind were made according to the final findings of the research methods used.

Keywords: 1952 Olympic Games, Historical value, Mixed-method research design, Public Participation Geographical Information Systems, Urban Green Space (UGS).

Introduction

The following article is a product resulting from the Midnight Sun Summer School: Co-Designing Better Urban Living and Wellbeing, hosted by the Lahti University of Applied Sciences. In order to find feasible recommendations or possible solutions for identified problem areas from a variety of perspectives and professional backgrounds, the two-week intensive course consisted of various lessons, workshops and project teamwork between interdisciplinary professions and nationalities. Thus, the main objective of this article is to identify and provide feasible solutions for improving the Kisapuisto Sport Stadium from different perspectives and professional backgrounds. In consequence, the article aims to answer the following primary research question: How can Kisapuisto be improved as to provide higher quality, multi-functional urban green space, whilst obtaining the current cultural and heritage value of the park?

Contextualisation of Kisapuisto project goals

Kisapuisto sport and recreation stadium is located within the City of Lahti, Finland (see Figure 1). According to the Official Report of The Organising Committee for The Games of The XV Olympiad Helsinki 1952, Kisapuisto was one of the hosting football stadiums for the 1952 Olympic Games (XV Olympiad Helsinki 1952 1955, 656). Figure 2 illustrates a moment between France and Poland from the preliminary football match, held on Kisapuisto's main football field, on the 15th of June

1952. In addition to Figure 2, Figure 3 shows the iconic Olympic Symbols on the main entrance of Kisapuisto. One can thus note that Kisapuisto has significant historical and cultural value and therefore forms part of a vital Urban Green Space (UGS) area throughout the city.

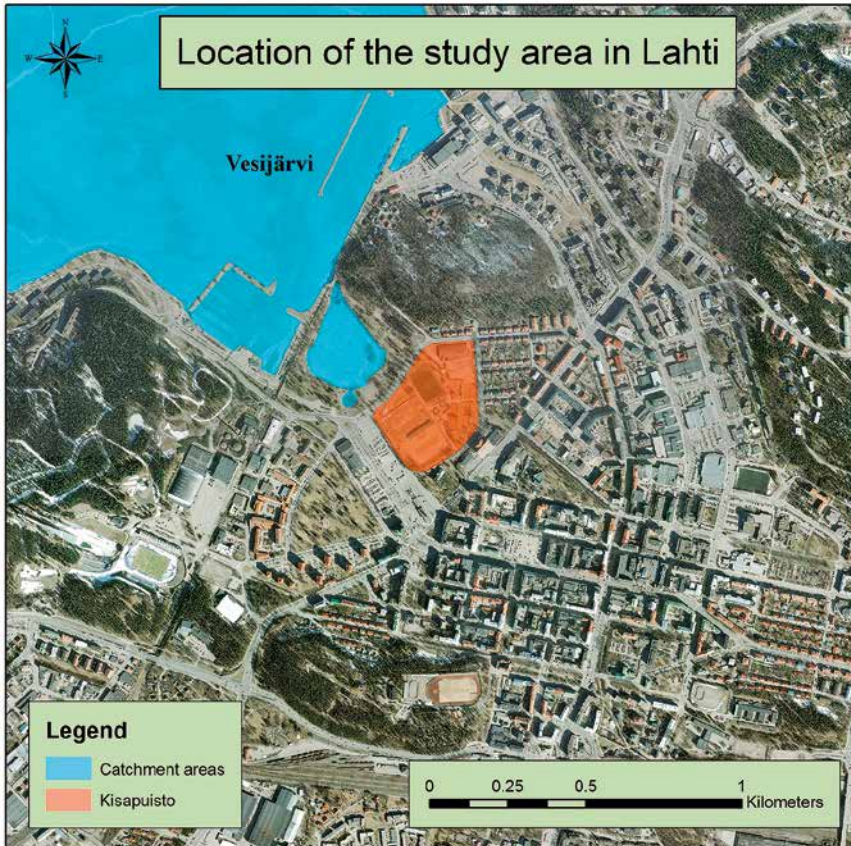


Figure 1. Location of the study area in Lahti, Finland (Baltà, R.; Brasó, E. & Maritz, J., 2015).

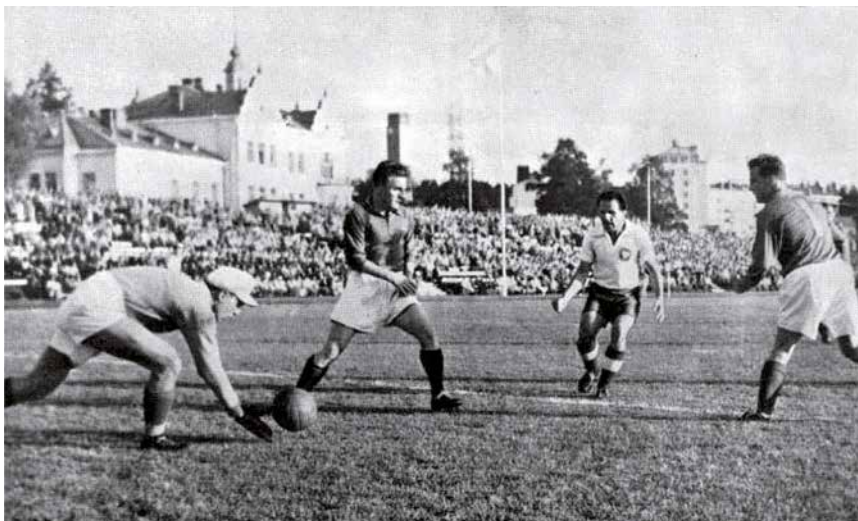


Figure 2. Preliminary football match between France and Poland on the 15th of June 1952 (XV Olympiad Helsinki 1952, 1952, 663).



Figure 3. Olympic rings on the main entrance of Kisapuisto (Baltà, R.; Brasó, E. & Maritz, J., 2015).

Recently there has been resident activism raising awareness about renovating and improving the Kisapuisto park area. For instance, “Kisapuisto kuntoon” project gathered Lahti residents to come and help cleaning the park area via social media. According to representatives of Lahti event managing and sports and culture services the renovation needs of Kisapuisto area are acknowledged and the area will change in the near future in many ways. Even if knowing the current situation and to gain new perspective, the client wished the project team to take their own approach in finding development goals as well as to keep feasibility in mind when suggesting improvements.

Background for Urban Green Space planning

The term UGS has no widely accepted definition. As a result, authors and relevant planning authorities tend to define the term according to their own needs and specific circumstances. Nevertheless, Kabisch & Haase (2014, 130) augment the argument by stating that UGS are more commonly referred to as areas such as parks, sport fields, street trees, agricultural land and, to some extent, green roofs. Moreover, several scientific studies have been conducted to demonstrate the social- (Kaźmierczak 2013), environmental- (see Bowler et al. 2010) and economic (Noor et al. 2015) benefits that these spaces have to offer to residents. By accentuating the social benefits that UGS has to offer, Wright et al. (2012, 273) extend the argument by adding that urban residents depend on public UGS for leisure and various recreational activities in order to escape the stressful city life. Nevertheless, while numerous benefits are associated with UGS, various negative perceptions of these spaces can develop if they are neglected, poorly maintained, vandalised or linked with crime. Evidently, it is important to provide and maintain accessible, high quality public UGS for social use by citizens. Currently, two main approaches exist for the successful supply of UGS, namely the demand and supply approach. In summary, the demand approach fulfils the population’s needs through providing UGS in terms of what residents want. To the contrary, the supply approach focuses on UGS provision as means of a strategy for nature conservation. The following Table is a summary of the two approaches, coupled with site design strategies and activities.

Table 1. Approaches towards Urban Green Space Provision
(Adapted from Maruani and Amit-Cohen, 2007, 4-6).

Planning Aspect	Guiding Planning Principles	
	Demand Approach	Supply Approach
Types of Activities	<ul style="list-style-type: none"> • Variety of recreational activities for different age groups • Suitability to special needs and preferences such as specific sport fields or recreational areas 	<ul style="list-style-type: none"> • Hiking • Activities linked to nature conservation
Site Design	<ul style="list-style-type: none"> • Design should be planned intensively in accordance with the possible user's needs • Maintenance should be high • High selection of a variety of facilities 	<ul style="list-style-type: none"> • Intervention should be limited • Few facilities • Low to no maintenance

Thus, from Table 1 it is important to note that design concepts and linked activities for Kisapuisto should be made according to the demand approach.

Multi method research to find user data

This study utilized a multi-method research design. Consequently, the research methodology used will be explained according to Figure 4.

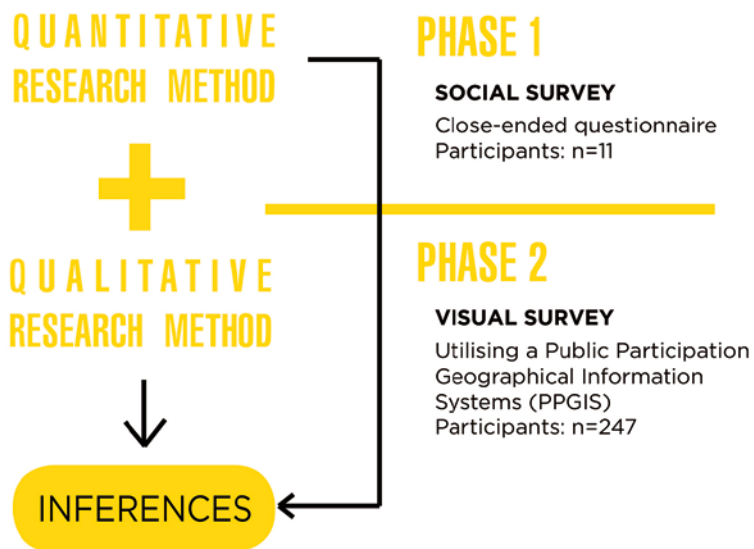


Figure 4. Process of the Multi Method research used in this study (Baltà, R.; Brasó, E. & Maritz, J., 2015).

From Figure 4, one can note that the study conducted a quantitative survey prior to the utilization of a qualitative research method. The social survey was conducted at the project site to ensure that participants are familiar with the project area. In order to be as inclusive as possible, participants included all age groups, genders and professional backgrounds. Lastly, descriptive statistics were used to group the findings of the social survey into percentage groups.

The second, qualitative phase of research utilized a Public Participation Geographical Information Systems (PPGIS), named Maptionnaire. The exploitation of a PPGIS allowed the study to geographically identify the following three areas within Kisapuisto:

1. Anything new that residents would like to see in Kisapuisto
2. What would they like to preserve within Kisapuisto
3. What would they like to change within Kisapuisto

The significant value of utilizing PPGIS stretches far beyond this specific study as the data can be stored and used for future purposes. In order to increase the chance of feedback from Lahti residents, electronic links were shared on various local social media sites. Data from the PPGIS were exported into shape files. Consequently, the geographical locations coupled with qualitative information could be analyzed via GIS and used to create three final maps. Feedback from local residents created geographical clusters within the park. Thus, due to time limitations, only the main data (data clusters) for each geographical location were analyzed, alphabetically grouped and discussed within this article.

Results from quantitative and qualitative surveys

Due to the nature of the research methods used, the results will be discussed according to the two phases.

Quantitative findings with a close-end questionnaire

High percentage (90.9%) of the sampling group felt that the main gate should be improved or refurbished (particularly the iconic Olympic Symbols). Further, mixed feelings regarding the sense of pride of Kisapuisto exist. We found that this could be due to the regular fights and vandalism occurring coupled with the lack of knowledge regarding the history of the park. Therefore, lack of pride exists among the local residents. In addition, very few residents make use of the online reservation system. Furthermore, all residents who utilized the aforementioned system found that it had low functional usability. Lastly, the survey found that more than 90% of the residents felt that Kisapuisto should provide a few more basic services such as benches (or seats for visitors or non-sport users), public restrooms and cafeterias.

It is important to note that Figure 5 should be analysed alongside Table 2. Figure 5 is a diagram illustrating the findings of the quantitative research phase. Table 2 consist of the analysed data obtained from the quantitative research method.

Table 2. Findings from the quantitative phase (Baltà, R.; Brasó, E. & Maritz, J., 2015).

Question	Answer		Percentage	
	Yes	No	Yes	No
1) Do you know the history of Kisapuisto? (1952- Olympic Games)	8	3	72.73%	27.27%
2) Do you think that the main entrance and specifically the Olympic symbols should be improved or refurbished?	10	1	90.91%	9.09%
3) Do you feel a sense of pride with Kisapuisto?	6	5	54.55%	45.45%
4) Do you feel comfortable / safe in Kisapuisto?	10	1	90.91%	9.09%
5) Do you use the online reservation system? (If yes, please answer question 6. If no, move to question 7)	4	7	36.36%	63.64%
6) Do you think that it offers decent usability? (only answer if answered yes in the previous question)	0	4	0.00%	100.00%
7) Would you like to add some additional recreational areas or items in the park (benches, pavilions, picnic tables, heated fields etc.)?	10	1	90.91%	9.09%
Population size	11			

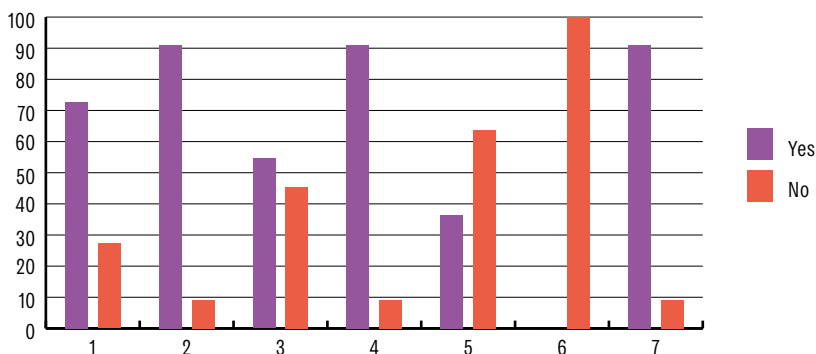


Figure 5. Diagram indicating the results from the quantitative research method (Baltà, R.; Brasó, E. & Maritz, J., 2015)

Qualitative findings by public participation

As mentioned earlier, a PPGIS was used to gather geographical locations of certain elements. Thus, each of the following sub-sections will focus on the relevant elements being identified. The following tables should be analysed alongside with the figures.

New developments identified by residents

Table 3. Summary of the new proposed developments identified by users (Baltà, R.; Brasó, E. & Maritz, J., 2015).

Code	Main Development Proposals
A	<ul style="list-style-type: none"> • Possible recreational area for kids • Picnic tables for non-sport users • Development of a small skate park • Area with outdoor gym equipment
B	<ul style="list-style-type: none"> • New numbering system for the pavilion • More restrooms below the pavilion • Pathways should be made clearer
C	<ul style="list-style-type: none"> • More commercial activities during sport seasons
D	<ul style="list-style-type: none"> • Public lockers for sport users • Bar or beer sales point • Improved recycling systems throughout the area

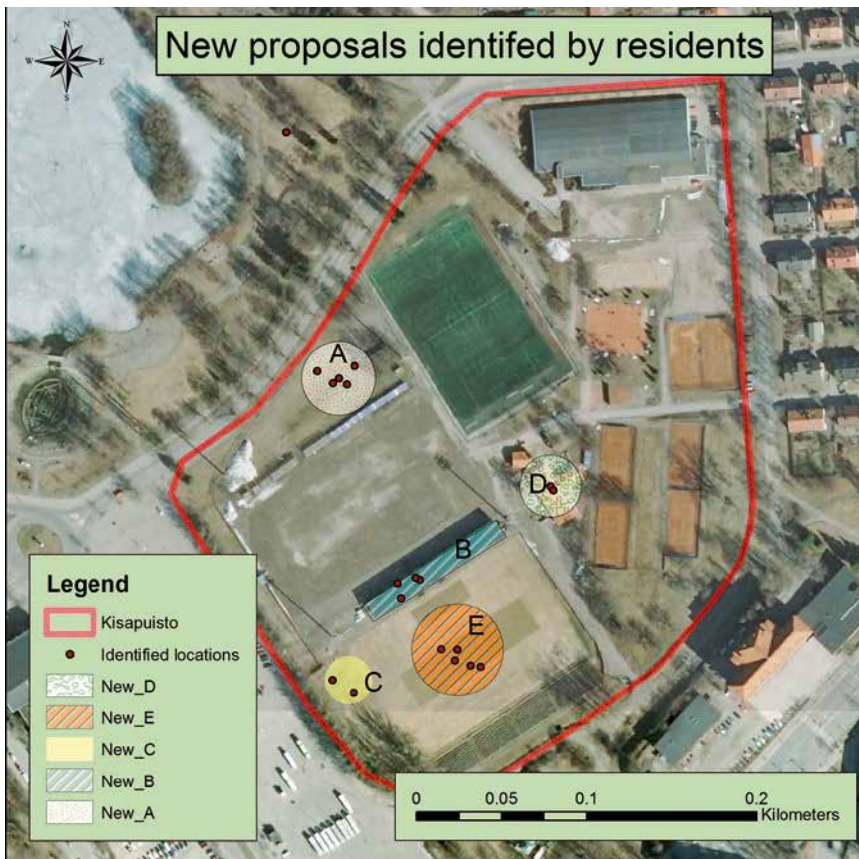


Figure 6. New development areas identified by users construction via ArcGIS (Baltà, R.; Brasó, E. & Maritz, J., 2015).

Elements residents would like to change

Table 4. Elements residents would like to change
(Baltà, R.; Brasó, E. & Maritz, J., 2015).

Code	Proposed elements to be changed
A	• Dull grass or open area should be changed in Kariniemenkatu
B	• Backside of the pavilion • Upgrade of the main pavilion
C	• The main gate needs to be upgraded to fit the “modern” architecture • Olympic symbols should be advertised and improved
D	• Locker rooms and buildings should be upgraded or at least be painted
E	• Heated football field • Artificial grass

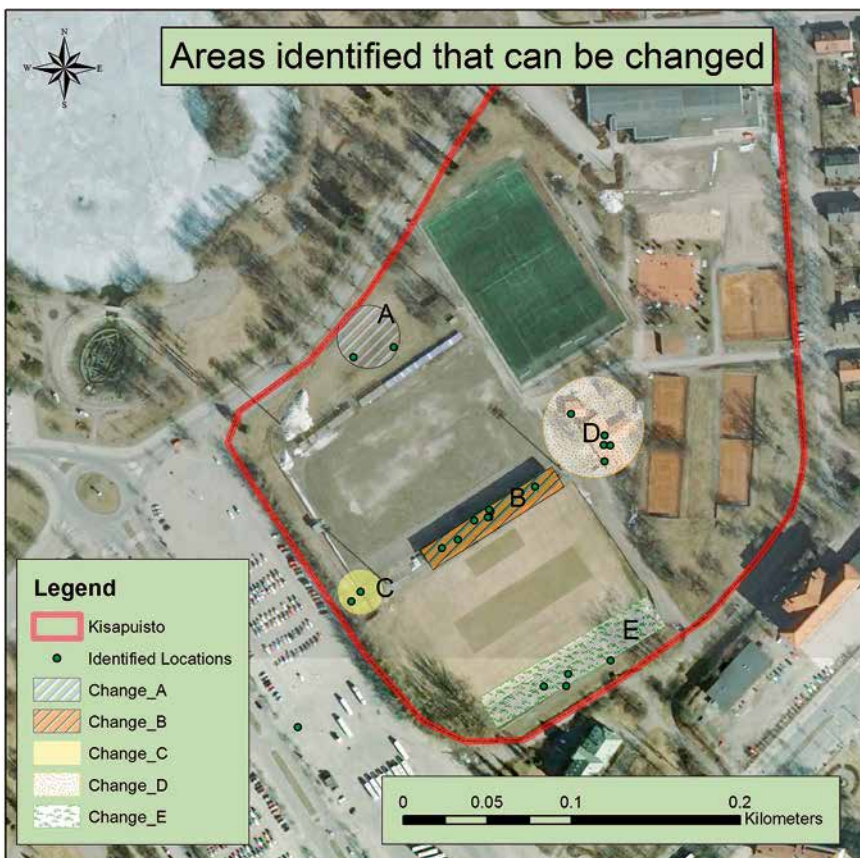


Figure 7. Identified areas to be changed construction via ArcGIS
(Baltà, R.; Brasó, E. & Maritz, J., 2015).

Elements residents would like to preserve

Table 5. Elements residents would like to preserve (Baltà, R.; Brasó, E. & Maritz, J., 2015).

Code	Proposed elements to be changed
A	• Historical Olympic rings must be kept but refurbished
B	• Artificial grass and heated sport field
C	• Statue of Jari Litmanen should be kept in the stadium but should be moved to create a focus point
D	• Tennis and basketball courts should be kept, but maintenance should be increased

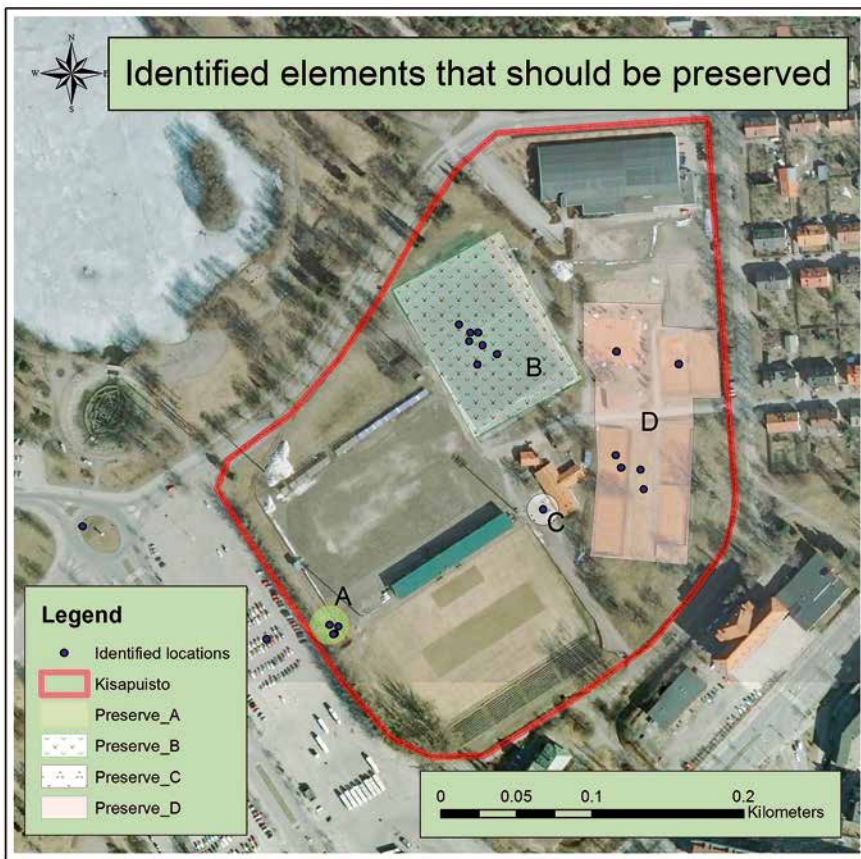


Figure 8. Areas identified to be preserved construction via ArcGIS (Baltà, R.; Brasó, E. & Maritz, J., 2015).

Design solutions and improvement recommendations

It is important to take financial limitations into consideration. Thus, the results and recommendations will be made to find the most economical solutions to the identified problems. From the results obtained, it is clear that residents felt that the main entrance, with special reference to the Olympic rings should be preserved and refurbished. Additionally, residents showed a low sense of pride with the park. Hence, recommendations in terms of upgrading or refurbishing the main

entrance are given according to Figure 9. Furthermore, we believe it would be of great interest to add the name of the park, which currently there is no reference of, and add pictures of the Olympic games of 1952. As a result, residents will be more aware of the historical value of the park, leading to an increase of pride and a decrease in vandalism.



Figure 9. Visual illustration of the proposed upgrade of the main entrance (Baltà, R.; Brasó, E. & Maritz, J., 2015).

Figure 10 illustrates the proposed developments according to the findings of the study. The backside of the pavilion was identified as a problem area. Thus, we propose a neighbourhood mural (via graffiti from local residents). Residents are consequently allowed to spray paint a section of the pavilion according to designated themes. Local users will therefore create their own sense of pride, whilst limiting financial repercussions for the client. Furthermore, we suggest that the extra space below the pavilion could be turned into public restrooms. In addition, we suggest a row of trees dividing the football fields and the back pavilion in order to create a sense of direction for park users.

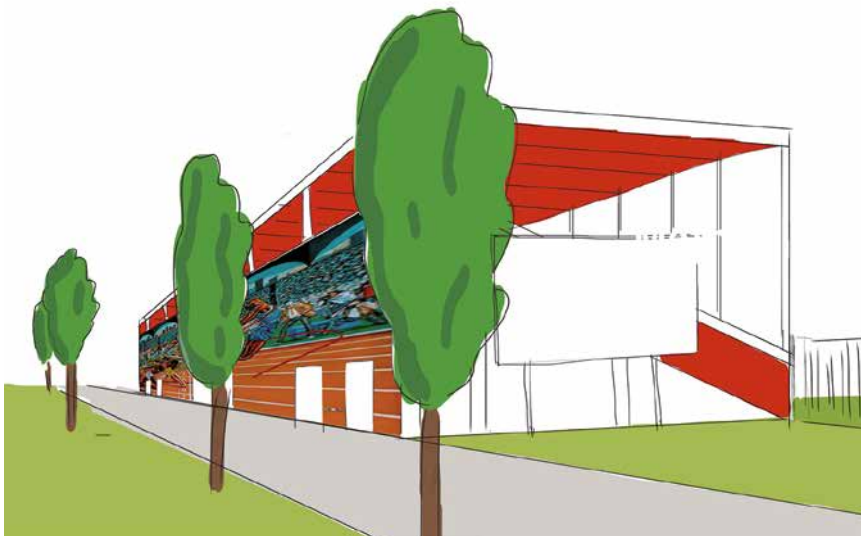


Figure 10. Visual illustration of the proposed upgrade of the pavilion (Baltà, R.; Brasó, E. & Maritz, J., 2015).

Figure 11 is a visual illustration of the proposed future developments that the client could consider. It is important to note that the statue of Jari Litmanen should be moved to create a focus point within the park. Lastly, Figure 12 is a visual illustration of a proposed skate park identified by local users. Figure 13, on the other hand, shows a feasible idea of timber bleachers for creating more seating options for audience on different locations around Kisapuisto.

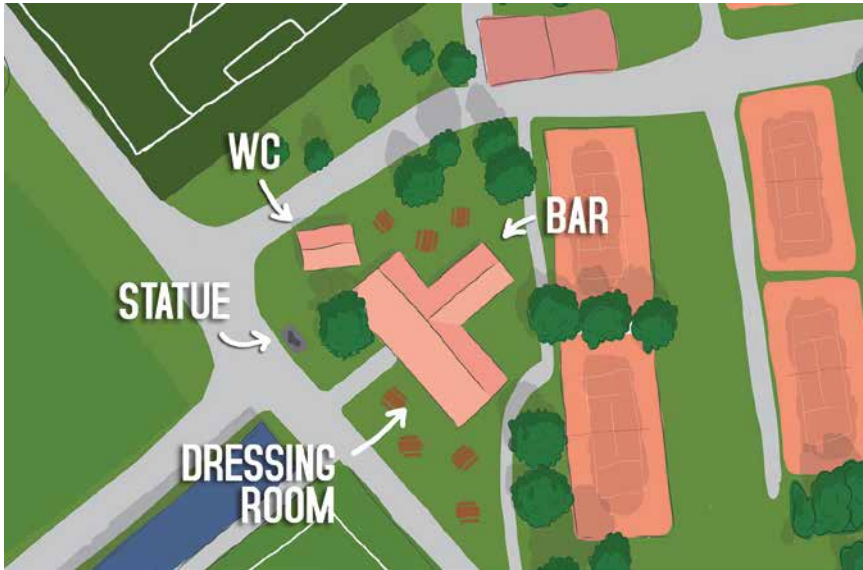


Figure 11. Proposed future developments (Baltà, R.; Brasó, E. & Maritz, J., 2015).

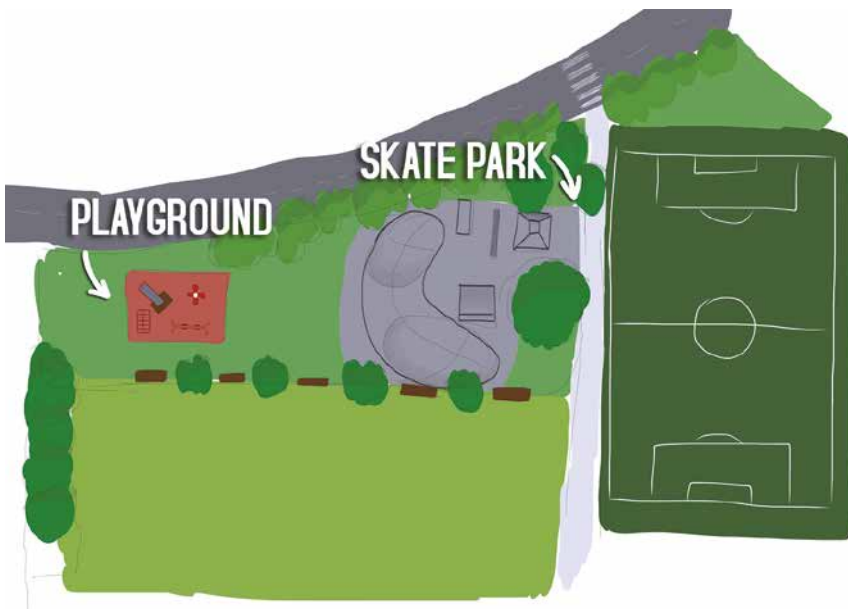


Figure 12. Proposed Skate park area (Baltà, R.; Brasó, E. & Maritz, J., 2015).

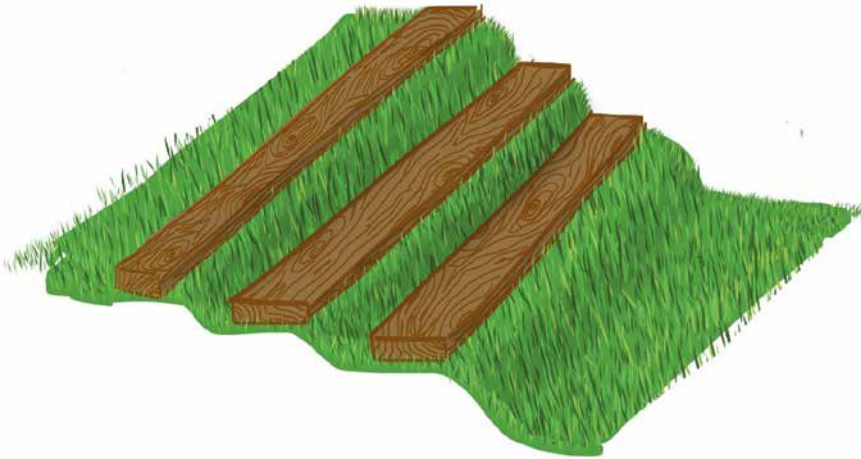


Figure 13. Timber bleachers on grass areas (Baltà, R.; Brasó, E. & Maritz, J., 2015).

Other elements, such as maps and camera systems throughout the park were also suggested. Lastly, the social survey used, identified low usability regarding the online reservation system. We therefore recommend that the aforementioned system should be upgraded to improve usability.

Collaboration and conclusions

The Midnight Sun Summer School has been a very rewarding experience for all team members. Due to the program, we have worked together with colleagues from other nationalities and academic disciplines with a common goal.

We would like to emphasize the fact of developing a real project for the city of Lahti, which has given us a lot of motivation and made us believe in what we were doing. We should also mention the involvement of the local residents of the city, from the owner of Kisapuisto to the city council members as the urban planner who helped us a lot. The workshops and classes that were taught during the summer school were very interesting and helpful for our projects. Finally, we would also like to mention the organization and the social activities carried out in the program, from the impressive weekend in the countryside, to the bowling and the dinner on the boat.

As a conclusion the project team managed to gather information about Lahti residents' point of view using different public participation methods. Working with different academic disciplines on the other hand created good variation of data gathering, design thinking as well as visualisations of the preliminary plans. The value to co-design a project with people of different professions as well as users comes from using each other's strengths and flow of thoughts. Public participation creates possibilities for all users to affect their UGS planning. Thus, also in the case of Kisapuisto, the pride and value to maintain city areas increases when people take part and feel places their own.

Annexures

Link to Maptionnaire: <http://maptionnaire.com/en/758/>

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Children's Nature Tour

Abstract

The main goal of the Nature, Environment & Wellbeing project is to research the effects of Finnish nature on children and how to use forests and green areas as resources in improving their overall health. The team in charge of it hypothetically developed a service with solid fundamentals for its practical application consisting of a series of hiking trips and nature tours for children in the surrounding forested region of the city of Lahti, which would theoretically take place once a month during the three seasons (spring, summer and autumn) and basically offer a varied and wide range of activities specifically designed for kids to enjoy and learn at the same time.

The Nature, Environment & Wellbeing project made by students was commissioned by the main project carried out by Lappeenranta University of Technology Lahti School of Innovation (LUT), partly in collaboration with Lahti University of Applied Sciences (Lahti UAS). In its strategy LUT focuses on green energy and technology, and sustainable value creation with an increasingly strong emphasis on entrepreneurship, and these elements are also dominant in this project. The project consists of four work packages: 1) regional development platforms, 2) novel value networks, 3) lock-ups related to company growth, and 4) support and facilitation of start-up companies and student entrepreneurship.

With the purpose of succeeding in the attainment of this conceptual project, the project group performed researching, discussing and information-evaluating tasks, as well as questionnaires, interviews and other means of collecting data from the actual population, reviewed previous studies and utilized each participant's particular set of skills to come up with the best approach to stimulate children's practical and emotional appreciation of nature.

Keywords: green care, nature, health, children, activities

Introduction

The main objective of the project itself could be defined as an open-minded and substantial wish to develop a concept that succeeds in providing a platform or service for Lahti's citizens to connect, appreciate and make the most, both practically and emotionally, out of their natural environment.

The project team has carried out a specially conceived proposal that will try to bring nature closer to children. The idea consists of a service of hiking trips and nature tours for children between the grades of 1 to 3 that should take place in the Salpausselkä's forest, located in the surrounding areas of the city of Lahti, and be arranged every first Saturday of the spring, summer and autumn months. These nature-friendly educational trips would bring a wide range of activities, games and lessons specially designed for kids to both enjoy and learn.

Marketing and business facets of the project have also been taken into consideration, as Finland offers multiple suitable areas for such activities. The rise of well-being tourism in the recent years could provide a base for the project in a

modified form. By focusing on children's need of having a close and fluent relationship with forests and other green areas since a very early age, this project aims to solve such a cultural deficiency and reverting the current tendency to disconnect everyday life from nature.

Background

Finland's Tourism Strategy 2020 mentions that Finland is not very well known as a tourism destination compared to other Scandinavian countries with the main reason being that Finnish government does not invest that much money into promoting tourism (Finnish Ministry of Employment and Economy 2015). At the same time, those children who take the tour through the Children's Nature Camp project are classified as excursionists. World Tourism Organization (UNWTO) defines an excursionist as a person whose trip does not include an overnight stay and those tourists form a significant part of domestic tourism. So basically, it has been proven that even a project based camp (like the Children's Nature Tour) has its effect on economy. (World Tourism Organization 2015.)

According to worldwide tourism trends the interest in well-being tourism has significantly increased in recent years. Finland is considered to have the best possible conditions for offering tourists well-being products and services related to clean nature, tranquility, and sauna. Nature is one of the most important attractive factors in the tourism sector. According to studies by Visit Finland, the summer activities are nature tourism at its best. Summer activities selected for development are cycling, hiking, canoeing, fishing, equestrian tourism, and wildlife (Figure 1). (The Official Travel Guide of Finland 2015.)



Figure 1. Activities by the lake have a lot of development potential (Linh Tran 2015).

In 2010 a survey named "The Trends and Influential Factors of Children's Use of Outdoor Environments" was carried out. It professed that "children need to have the environment that addresses them, challenges them, and provides something for them to observe, to think about, to make choices, to attract their attention,

to engage in their favorite activities and to give them the opportunity to meet friends." It was also mentioned that children need some time alone to enjoy the freedom "to explore and to satisfy their curiosity about the world." (Aziz& Said 2012.)

The aim of Children's Nature Tour project is to teach Finnish children nature knowledge so they will start appreciating the nature itself. It seems that Finnish parents are being very protective and they do not let their children to gather nature skills by themselves.

The project group held an interview with Anne Timonen (work life partner) on Tuesday 2.6.2015 and concluded the following: the aim of the project is to help create business ideas for sustainable development regarding Green Care. More specifically, connecting people to nature and using nature's resources as an advantage and stress relief while being educated. (Timonen 2015.)

Finnish Ministry of Education and Culture (2015) supports several sport activities with annual government grants. Among others, funds will be directed to local sport provisions and other sport activities. Those funds will be guided to support children's and young people's sports as well as any health-enhancing activities. On concerning more financial support for the project work, the project group contacted KKI (Kunnossa Kaiken Ikää) institute which distributes monetary support for private sports.

With modern life and all the technological developments, people start to stay away from the nature. Especially children spend their time indoors instead of walking, running and playing outdoors and this situation steadily diminishes (Parsons 2011, 13). It brings a number of diseases. Studies show that obesity among young children gets higher.

Greenleaf, Bryant and Pollock (2013) found that there is a strong connection between nature and welfare and therefore people must be much closer and connected to nature. To make this connection, childhood is the best time of human life (Marcdante, Kliegman, Behrman & Jenson 2010, 20). A child's cognitive development is most active around the age of seven (7) and by increasing their independent activity, results show an increase in memory functions, self-image and sensory development.

According to Piaget, children from 7 to 11 years old are able to make connections and start to think logically (Taylor, Lillis, Lemone & Lynn 2011, 365). These children are active, open to learn and their age is suitable to develop attitudes. So the education needs to be given between early and middle childhood (Parsons 2011, 16).

Researchers all over the world try to find out how the nature affects human health. For example, linkage between stress and nature is one of the most studied topics. A research from Corraliza, Collado and Bethelmy (2010, 262) is done with 172 children who are 10 - 13 years old. This research is concluded in the following way: "Those children who have more access to natural areas are able to cope better with stress and therefore their stress level is lower than it would be expected if nature was not acting as a protective factor."

In a study performed by the UKK institute in Finland, it was concluded that children from ages 7-12 should have at least one and a half (1½) to two (2) hours of activity each day in order to promote health and well-being (UKK 2008). Nature and outdoor activities develop children's attention and focusing skills, activity level, motor skills, social skills and protect them from obesity (Parsons 2011, 25). Parsons (2011, 12) mentioned that natural playscapes develop children's higher sensory stimulation and higher level of diversity.

Methods

The planning of the project started on 1st June when the team had its first meeting. The goal of that meeting was to get to know each other and form some questions that needed to be asked of the work life partner. After the interview with the work life partner, the project group started brainstorming and planning. All project group members shared ideas on paper, whiteboard and by using social media. Major decisions regarding the project were taken by voting and negotiating. Each member of the group brought their own professional and personal point of view into planning. The project team run some test games in a classroom to see if those activities could actually work with the real target group (1 - 3 grade children) in outdoor environment. As the project team spent a weekend in Kukkonotko camp area then they were given a chance to get some new ideas from nature environment and observe what kind of activities are interesting for people. There was also a brainstorming game, where all the Summer School students had to generate new ideas for other's projects. The Children's Nature Tour project received three new ideas that could be doable during tours. After the camp all the games and activities were analysed and the team put together an example of a tour's timetable.

Phone call was made to Lahti's health sport activity coordinator Hanna Heikkinen (2015) regarding the use of Salpausselkä forest as a location for the project. The project group decided to visit Salpausselkä forest and observe possible locations. This was performed on 4th of June. Also, during a lecture held by Sirpa Silaste (2015), a special wheelchair for trekking into the nature was presented. Since financial aspects were also a focus for the project, KKI (Kunnossa Kaiken Ikää) institute was contacted (Tarkiainen 2015.)

The project group was also in contact with the work life partner Anne Timonen via email. Participants for the questionnaire were chosen randomly by sending it to some of the teachers and project supervisors who forwarded it to someone fitting the target group's parents. The following questions were asked - whether they would bring their child to the tour, how much they would be willing to pay for it and questions of their own values in relation to nature. The received data was analysed into charts.

Results

During the first stages of the working procedure, the outcome of the interview with the work life partner gave the project group a general direction on how to develop the project. Children from grades 1 - 3 were chosen as the target group for the nature tour. The length of the tour would be approximately 3 - 4 hours, held monthly on Saturdays during spring, summer and autumn. It would include a group of 15 children, 1 teacher and 1 supervisor. Children would be allowed to play games in the nature, bond and learn basic nature skills (see Appendix 1).

Lecture by Sirpa Silaste (2015) revealed that there is a special type of wheelchair that would allow a handicapped person to enter the forest for nature activities such as a Children's Nature Tour. According to Lahti's health sport activity coordinator Hanna Heikkinen, there hasn't been a similar activity arranged in the Salpausselkä forest before. Heikkinen was interested in the concept of the tour and suggested that she could be contacted for possible permits and such if the project would become reality at some point (Heikkinen 2015).

In regards to financial issues, unfortunately, the project manager for the KKI, Elina Tarkiainen, replied that the KKI institute only supports adult sports (Tarkiainen 2015).

As a Lahti general public opinion testing method, a survey was prepared and shared among parents of children in the target group age range, between 5th and 10th June 2015 to gather information on the wishes and needs concerning nature awareness for kids (link to the online survey: <http://goo.gl/forms/LYWaVrZ8SP>).

Twelve survey respondents in total answered the 14 question inquiry. Therefore, it must be taken into account, particularly considering the short space of time available to ideally accomplish the main objectives of this article, that the amount of respondents will be looked upon as a quantity worth analyzing although, in fact, it is obvious that it cannot be considered an actual representative sample of the population of Lahti.

Almost 100% of the survey respondents agreed that they would either bring their own sons and daughters to this Children's Nature Tours or, at least, recommend others to do so. In addition, 75% of them think that a lack of activities for children to connect and learn about their natural environment exists in Lahti.

Most parents ranked as high (33.3%) or very high (58.3%) the importance of nature for children, as well as the value of survival skills (63.6% considered them important) (figure 2 and 3). This piece of information reveals the potential appeal a service like the one concerning this article could have on citizens with children living in Lahti.

How do you value the importance of knowledge about nature for children?

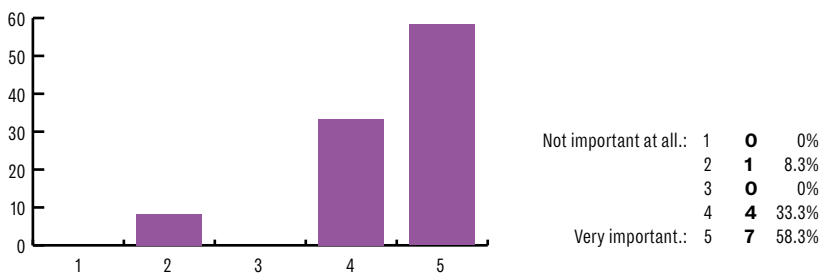


Figure 2. Importance of knowledge about nature.

How do you value the importance of knowledge about surviving in the nature for children?

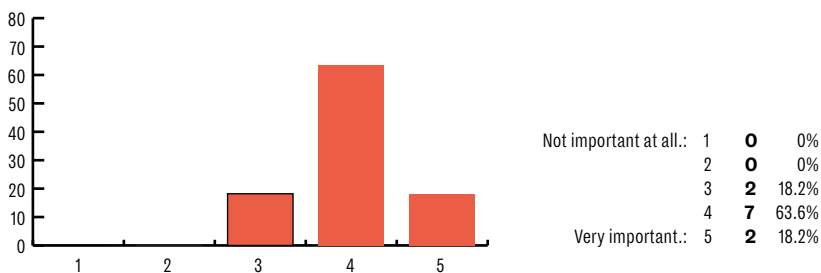


Figure 3. Importance of knowledge about survival skills.

Pondering the financial aspects needed to hypothetically keep the service working and developing, it has been observed that more than half of the respondents would be willing to pay an approximate amount of 19 € in order to enjoy such kind of hiking trips and nature tours in the nearest natural areas of Lahti, a quantity far above the price ideally set before knowing the results of this survey (not more than 20 €).

It was also revealed (figure 4) that the vast majority of parents would not mind having to pay any sort of enrollment fee to get access to this service (72.7%). However, and contrary to what it was expected to be observed among the results of this questionnaire, there is no correlation between the parents having to pay for a membership and the fact that they would prefer the meals to be provided by the programme to their sons and daughters, as 80% of the ones polled who did not mind paying and enrollment fee would also be fine with preparing the meals for their children (figure 5).

What's your opinion on having to pay an enrollment fee for this tours?

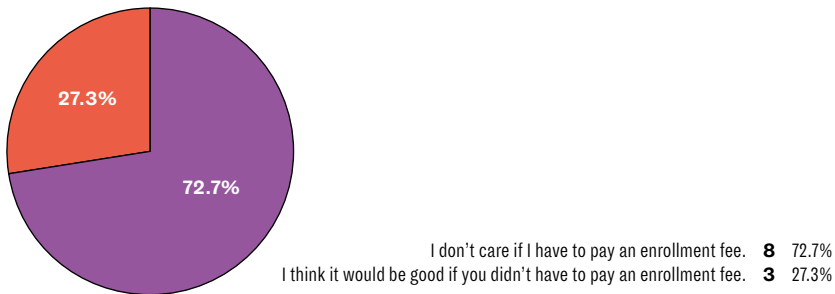


Figure 4. Opinion on payment for enrollment fee

Which one of these options would be more convenient to you?

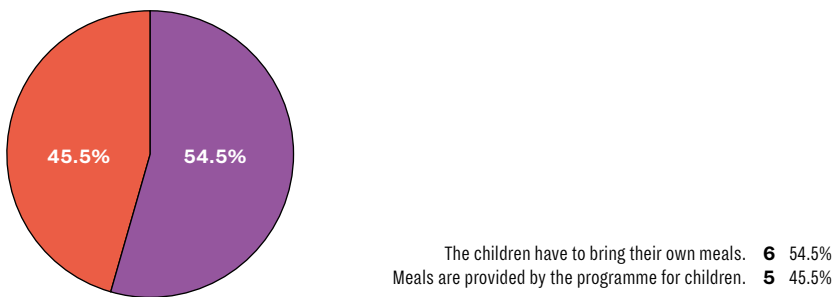


Figure 5. Meals brought by children or provided by the programme

Coinciding with the opinion of the work team, 75% of the respondents would like the tours to be held once a month (figure 6).

How often would you like the tours to be held?

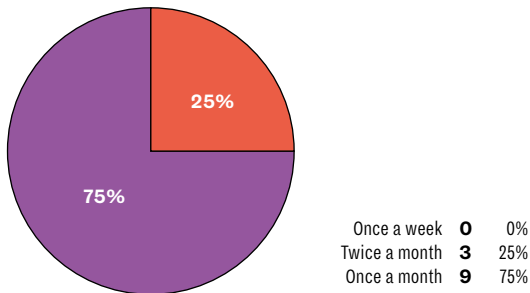


Figure 6. Frequency of the tours

Again agreeing with the vision of the work team, 91% of them would not mind an age gap of 3 years between attendants to this tours, which was the maximum age difference set by the organizers (figure 7).

Which tour attendants' maximum age gap would you consider the most proper?

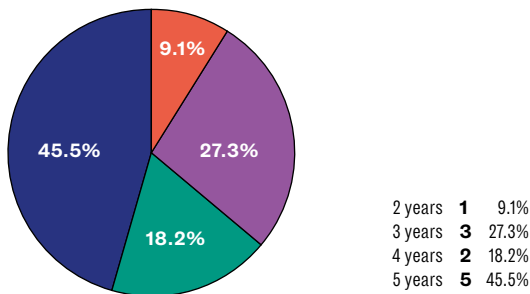


Figure 7. Maximum age gap between tour attendants

Other questions from the survey helped to surface a tendency for overprotection among parents, since a considerable percentage of them (36.4%) admitted to prefer attending the tours with their sons and daughters and wanting at least 1 adult for every 5 children to control the touring group (figure 8).

How many teachers and supervisors for every 15 children would you consider to be a proper quantity?

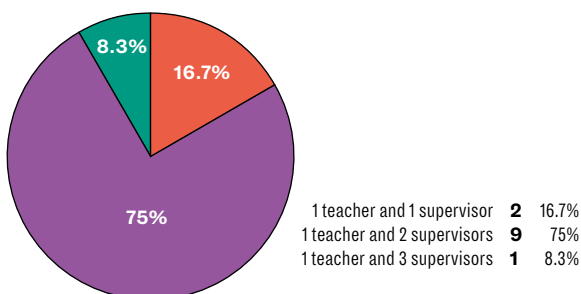


Figure 8. Teachers and supervisors per 15 children

An enormous majority of respondents (83.3%) would also consider as indispensable a first aid service to look after the participants in case any sort of accident occurred, although it finally won't be considered as completely necessary, since most Finnish children already enjoy different kinds of medical and emergency insurances.

As open suggestions from the respondents, they advised the hypothetical organizers to implement basic first aid lessons and more frequent tour dates during the summer season, among other issues.

Discussion of collaboration

The collaboration between students worked very well. As everyone had a different background and professional view, the project group managed to gather a lot of new and innovative ideas. At the end, it was even difficult to make the final decision out of all those possible versions. All the project team members believe that a good collaboration is based on a common target.

Each team member had something new and interesting to bring to the table and all the students understood that every idea is valuable and helps to develop the project. Team members were interdependent from each other and they had to realize that the shared purpose cannot be met without each one's contribution. The project team had a lot of discussions and brainstorming to generate new ideas and find answers to problems.

Furthermore, the team was international including one student from each of these countries: Estonia, Finland, Spain and Turkey. The language of communication was English, but as some of the materials, researches and conversations with potential partners were in Finnish, then the team asked Petteri Väisänen to translate. All the team members agreed that they obtained a new and interesting experiences and skills from that project work and also an opportunity to develop their language skills.

The multidisciplinary project team consisted of four students who all had different study fields (Industrial Design and Product Development Engineering, Nature Tourism Management, Nursing and Urban Planning). Among all different study fields, it can be said that Nature Tourism Management is directly related to the theme of the project. Nature tourism management involves the subjects which are good bases for organizing children's nature camp, for example survival skills, nature protection, methods of interpreting nature, flora and fauna. The project was interesting and gave students an opportunity to turn the knowledge that has been gathered during studies, into real life.

From an urban planner's point of view, the project was interesting; although not really requiring urban planner's essential skills. Learning more about the importance of green areas and their impact on health was useful. By focusing more on these issues during further studies and aiming to improve those will be beneficial. Many of the lectures proved to be quite useful and informative, although not always directly connected to this particular project.

Nursing is a profession that aims to protect from diseases, promote and restore health. Nurses are the corner stones in public health. In this project, the nursing knowledge about pediatric development, the effects of project components on human health, theoretical researching about nature and well-being are used.

Industrial Design and Product Development Engineering could be considered not just an intellectual mechanism for specifically giving response to very practical and conceptually limited issues, usually in the form of a physical object, but also a generalist methodology for problem solving. From that perspective, this study field has been able to provide the project group with mind tools and procedures to come up with creative and efficient ideas to figure out any sort of challenges, whether it be definite or abstract concepts.

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Attachment 1. Suggestions for activities in the nature:

GAMES

FIND THE TREE. The children should have to put a scarf around their heads and on their eyes so they can't see. Next, they will have to approach a tree and touch it and sense it as much as they need or want, so they would be able to make a mental description of it through the textures, dimensions and perceptions they got from it. When they are done, they can remove the scarfs off their heads and describe the tree just from that experience, in order to be able to go and find it afterwards.

NATURE PHOTOGRAPHY. Two players are involved in this game: one plays a camera owner or photographer, and the other has to play the camera itself. The participant playing the photographer has to guide the one playing the camera to a certain position and angle that they think deserves to be photographed, one of a close-up picture and the other one of a landscape or wide view. It's crucial for this game that the two players trust each other completely.

ART SHOW: the participants should choose one or more specific pieces of nature (leaves, branches, flowers, fruits...) and put an improvised frame around it. Then, they will have to explain why the thing they chose to frame is worth to be called 'art' or why it should be compared to art.

TREE LUNGING: it refers to another timeless activity; climbing trees. Children may also be allowed to build little cottages, cabins or spaces to stay up the tree.

FLOWER PICKING: the traditional activity of collecting flowers by pulling them off the soil. It could possibly be extra stimulated by organising flower picking competitions (who gets the highest number of flowers, who is able to find a specific kind of flower the first...).

MYSTERY BAGS: there will be available bags filled with different items, which in this case will have been previously picked up from the forest, and children will have to put their hands inside each bag and guess what's inside just from touching them.

RELAY RACE: two separate teams will have to run through a previously established circuit with a short stick in their hands. Each member of the group will have to complete the circuit in order to pass the stick on to the next member of the group. The team that manages to get the stick back to the first person who completed the circuit wins.

FEEL AND GUESS: it would consist of the process of identifying different kinds of objects taken directly from the forest (plants, flowers, tree trunks...) without being able to see them before or while the game is being held, so every participant will have to guess what exactly is the item they are manipulating.

GETTING TO KNOW EACH OTHER: basic games to mix and mingle and to introduce every child to the rest of the group.

LESSONS

- First aid
- Trees
- Plants
- Bugs
- Birds
- Edible items
- Footprints
- Berries
- Footprints
- Tea making

GENERAL CHARACTERISTICS

- Held the first Saturday of every month throughout spring, summer and autumn (once a month).
- 3 to 4 hour tour.
- The groups of participants (maximum 15 children per group) will have kids with ages between 6 to 9 years old (I to III graders).
- No parents will be allowed to join the tours.
- Every child has to provide their own meals and drinks.
- Every child is given a free cup of tea made by themselves with leaves or flowers taken directly from the woods.
- Teachers and supervisors will be required to hold the tours (1 teacher and 1 supervisor for every 15 children).
- Fee range: 10–20 €
- Once a month payment.
- No membership is needed.
- Different plans for every season.

Anne Timonen

How Business Meets Nature

Sustainable entrepreneur innovations project

In order to get new business and better future services the regions will need new solutions for their strengths and specialization. These solutions are built on new configurations based on place, innovativeness, networks and entrepreneurship. The existing regional strengths largely originate from the competencies of companies already in the region. When choosing how to direct development processes it is essential to support these companies to ensure the efficient usability of these strengths in the developing networks, innovations and start-up companies. This is studied in a project lead by Lappeenranta University of Technology (2014).

Directing the existing regional networks into greater value-adding processes sometimes calls for unanticipated configurations and learning how to co-create. This evidently requires various and long term processes that demand network aggregators, facilitators and bridging projects. Entrepreneurship in the region has so far had a marginal connection to the strength factors in the development platforms. Entrepreneurship with novelty and growth potential is in an increasing amount linked to international teams generated in student communities as well as company projects combining development platforms and academia. (Lappeenranta University of Technology 2014.)

The project is carried out by Lappeenranta University of Technology Lahti School of Innovation (LUT) in collaboration with Lahti University of Applied Sciences (Lahti UAS). In its strategy Lahti UAS (2015) is focused on facilitating and supporting student entrepreneurship and start-up companies cooperating with project partners and local enterprises by providing the number of activities during the project. The project consist of regional development platforms, new value networks and lock-ups related to company growth.

Sustainable business in Green Care entrepreneurship

A sustainable business is any organization that produces environmentally friendly green activities and services ensuring that all processes and manufacturing activities are included in environmental matters. Successful sustainable businesses are focused on developing new products, services and practices in which business and profit meet environmental and social views in new ways. For businesses it is important to understand customers' needs by creating products and taking into account the current environmental situation and how well products and processes will meet with renewable resources. In other words, the main consideration is how to create economic value, healthy ecosystems and strong communities. (United Nations General Assembly 1987.)

Business practices are changing along with an increasing attention to environmental, social and health concerns. More and more positive effects of nature are known in health and wellbeing. According to entrepreneurs in business today, the signs of interest and demand in well-being combined with nature is an increasing

trend. Finland provides the best possible conditions in offering well-being products and services related to clean, peaceful and silent nature, the forests and a number of lakes for several target groups. (Green Care Finland 2015.)

Children's nature tour project

The main aim of the student team assignment was to develop new business opportunities and ideas utilizing two projects in which Lahti UAS acts as a partner: Sustainable entrepreneurship innovations (Lappeenranta University of Technology 2014) and Green Care – Nature, Environment & Wellbeing and creative new services for both public service authors and entrepreneurs in the field (Työteho-seura 2013).

In this assignment the team was free to innovate new nature based services or activities for hypothetical companies or other service providers. The frame of real business opportunities as well as an urban environment in which the plan is possible to put into practice was defined together with the project author. The baseline to this task was to follow common law, regulations and rules of the proper business and society.

The student team targeted at Finnish nature's effects on children concerned to solve how to connect urban city environment forests and green areas as resources in improving their overall health. They developed a service with a practical application consisting of a series of hiking trips and nature tours for children in the surrounding forested region of the city of Lahti during the three seasons offering a wide range of activities designed for day care children. The content of Children's Nature Tour idea was to teach Finnish children knowledge and appreciation of nature. The idea shaped their studies and reports on how nature impacts our wellbeing and factors such as stress and heart rate. From children's point of view it was relevant how outdoor activities were possible to provide in urban environment and how they affected their mind in a calmer and more balanced way.

Results and evaluation

The team studied and evaluated implementations and collected data from the actual population as well as reviewed previous studies and utilized each participant's experience and skills. The team prepared and carried out a customer survey at a very short notice. Their intensive and enthusiastic work led to a final output, which would have been usable in proper business or a public day care service in which the background and risk factors were taken into consideration. The idea with a concept and its structured programs of nature-related activities could be suitable not only for children's day care but also for elderly care or as an added value in a number of services. Figure 1 shows the Green Care team presenting the results of the project.



Figure 1. Summer School final presentations 12th June 2015. The Green Care team; Olivia Cara Gamero (Universitat Politècnica de Catalunya. BarcelonaTech, Spain), Petteri Väisänen (Lahti University of Applied Sciences Finland), Marys Toomse (Eesti Maaülikool, Estonia), Seyda Nur Tapirdamaz (Üsküdar Üniversitesi, Turkey).

From the point of view of the project the Summer School participation fulfilled the KESY- project objective in facilitating students' knowledge and skills in entrepreneurship, product development and current information of the business opportunities. Due to the international team members the project gained important multicultural perspective. Visits to tourism- and nature-based enterprises located in Orimattila city increased participating students' and entrepreneurs' innovation in developing services.

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Caroline Gallagher and Sari Horn

Building Bridges through Summer School

Introduction

The ethos of any university should be to prepare students to become global citizens and internationalisation of the curriculum would appear to be an obvious starting point in achieving this goal. However internationalisation needs to encompass far more than counting just the number of students coming and going, as can be the case in many UK universities, to be one that fosters and encourages innovation, entrepreneurship and creativity in a multicultural environment.

The opportunity to attend Lahti University of Applied Science's first summer school was an ideal example of how internationalisation can be a lot more than just counting students. The two week school held at the beginning of June 2015 gave students and staff an educational and memorable experience of the importance of learning in a cross discipline and multi-cultural setting, working on real life projects.

Background

Now, more than ever we are living in a global multicultural society where traditional geographical boundaries have been broken down. It is therefore essential that traditional education boundaries are also broken or expanded on to reflect the changes in today's society.

Traditional educational approaches are based on discipline specific topics and projects which are often not a reflection on how the real world operates. A professional very rarely works solely within their own subject area, and are more often part of a team which includes a variety of different specialists who often can have different cultural backgrounds. An ability to work as part of such a team and develop respect and appreciation of different views is therefore a key life skill which should be developed at university.

The summer school provided an excellent opportunity to develop these skills where students with different academic backgrounds as well as being from different countries came together to work on real life projects that necessitated cross disciplinary working to create sustainable solutions. The topic of the school, Co-designing better urban living and wellbeing, is central to achieving a sustainable future and key to this is highlighting the importance and need for cross disciplinary working. Given that more than half the world's population (UNFPA 2007) and 75% of Europeans (European Environment Agency 2010) now live in urban areas, creating innovative and sustainable solutions to solving the problems that this concentration of people causes is of importance at a local, European and International level.

Format

There were four distinctly different projects, ranging from interactive planning to increasing the footfall at a local coffee used as real life scenarios that showcased the variety of different problems that can be encountered when working to create a sustainable urban environment. The students were assigned to a project in such a way to ensure a mix of both academic and cultural backgrounds. To each group an industrial mentor and academic supervisor were also assigned. These supervisors were there to help guide the group and overcome any problems encountered, but the emphasis was very firmly on a student centred management approach where they were put in charge of their own work.

There were a series of academic lectures interspaced throughout the first week where the students were given insight into topics that may help when they were designing a solution to their urban problem. These lectures were given from both home and visiting lecturers which helped enrich the international flavour of the experience.

Although lectures were given and guidance always available, a key aspect of the school was on the students working together to create ideas, listen to different viewpoints and prioritise what were seen to be the key elements of their individual projects. This necessitated the development and enhancement of key life skills: time management, delegation, problems when dealing with a lack of participation – all problems that are experienced in a real work setting. Students were assigned to their projects on the first day of the course (Monday) and had to the last day of week 2 (Friday) to develop a solution to the problem they were set, prepare a presentation and write an article on their experience. The outputs were essential for completion and allocation of credit points for their study.

Reflection

It was obvious that significant prior planning had went into organising and running the summer school. Sourcing four very different urban projects was central to its success and emphasised three important issues. Firstly developing and establishing firm international relationships with other academic institutions enriches not only the student experience, but also the staff one. Experience from the UK shows that there is less participation in creating innovative teaching practices that involve both cross disciplinary and multi-cultural groups than there is on continental Europe. The good practice that has been developed in Lahti can be shared to other partners and lead to further collaboration from both a teaching and research point of view. This in turn will enrich the student learning experience and aid in the development of the global citizens that universities aim to achieve.

Secondly Lahti has shown the importance of having industrial partners that help ensure that the learning experience of the students is based on real life projects, thus aiding in equipping the students with both transferable and key life skills that aids in their employability. The projects the students were working on were really interesting and all involved the need to work 'outside the box' to develop creative solutions to these urban problems. The solutions that they developed after two weeks were truly inspiring and clearly emphasised the importance of such a learning environment that the summer school offered.

Finally the student experience itself was one that was beneficial on so many different levels. The School offered a move away from traditional text book learning to one which was more 'learning in action'. The development of the student skills from day one (a look of horror and thoughts of how am I going to do that) through to covering the walls with post it notes to creating mind maps and finally having to develop, present and write about their solution was insightful for all concerned. The life skills of time management, delegation and dealing with problems in participation have already been mentioned, but what is perhaps the most important aspect was how the students could learn from each other, take on board different ideas and build confidence in their own ability. This was a key output from the school which ensures that the students have a memorable and educational international experience.

Conclusion

The Lahti Midnight Sun Summer School was a fantastic way to promote internationalisation from both a student and staff point of view. The good practice developed can be shared amongst the educational community, helping to strengthen international cooperation. The importance of cross disciplinary and multi-cultural learning has been fully recognised here and serves as a template for good practice that can be shared and built upon with international partners.

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Juha Hyytiäinen, Katri Kämäräinen and Linh Tran

Feedback and Development Ideas after the First Midnight Sun Summer School

Abstract

The collection of feedback and its analysis give guidelines how to develop this intensive programme in the future. This was the first time when all faculties in Lahti University of Applied Sciences organized an intensive programme together. The feedback was given by the students, academic and staff members as well as work life partners. The feedback was gathered by paper and electronic questionnaires as well as by student interviews. The feedback revealed the strong points of the intensive programme, which are the chosen pedagogical approach, the used activities, and investment in the get together and good team spirit during the two weeks of intensive contact learning. In the next year's implementation, the work life partners and student tutors should be involved in the planning process in its early phase.

Keywords: intensive program, inter-professional work, work life study project

Introduction

This article covers the feedback given by the students, staff members and the work life partners. They all were involved with the 2 weeks international intensive programme, called Midnight Sun Summer School. This intensive programme was international, interprofessional and students represented the study years 1-6. The staff members were from 4 different faculties of Lahti University of Applied Sciences, one teacher was an Erasmus exchange teacher from Glasgow Caledonian University, Scotland. The main pedagogical method was to use real work life development projects. Students worked in mixed project teams. The teams were supervised by teachers and work life partners. There were lessons and workshops to support the project work. According to the received feedback some development ideas for the next implementation of the international intensive summer school will be given.

Background

Lahti University of Applied Sciences' strategy 2020 includes values, focus areas, and profiles. Values are the joy of exploring together, insightful learning experiences, valuable work, expertise and success. The focus areas are Design, Smart industry, Well-being and Regenerative Growth, and Clean and Dynamic Environment. Profiles are Experiments, Prototyping and Demos, Transformative Learning and Entrepreneurship. (Lahti University of Applied Sciences 2015, 2-4.) The strategy gave the guidelines for planning the intensive programme.

According to the Finnish higher education institutions intensive courses should be offered only then, when something new is designed and researched. It is typical for the intensive courses to be very well planned. The reason for this is the short

active time together during the course. Intensive courses are perfect places for enlarging the view to the common theme. The prerequisites for the successful international intensive course are well known partners, a theme that is valuable for all participants, commitment, communication, sharing the responsibilities, a programme planned together and good facilities. (Martin & Mäntylä 2012, 36-37, 51.)

So called intensive modes of delivery (IMD) formats consist of compressed or accelerated teaching, which may involve weekend and evening classes, and in some cases workplace programs (Davies 2006, 3). The style and format varies from subject to subject or institution to institution. These programs are widely used around the globe (Davies 2006, 4). The research on intensive formats of teaching is not extensive and while intensive modes of teaching can be more flexible on varying student demands it doesn't automatically mean better learning outcomes (Davies 2006, 4, 7). Criticism related to intensive formats of teaching state that they are not so well suited for topics that need more discursive approach such as management and literature. Support for IMD formats comes mainly from fields where skill acquisition is important. (Davies 2006, 8.) The critical issue that arises here is how the time is spent during the intensive course. If the quality control on the following issues is taken care of, the time-taken should not be a critical issue. (Davies 2006, 9.)

- Departmental guidelines are followed
- Faculty endorsement is received
- Lectures are appointed
- Good teaching practices are adopted

One should keep in mind a few topics of relevance when reviewing the feedback from the intensive programs, which tend to be typical for such programs. The first is the problem of distinguishing students' preferences for intensive formats from their estimation of the programs themselves. The second is that students usually self-selected these programs and tend to be better equipped for learning. (Daniel 2006, 6, 7) This adds a challenge to the interpretation of feedback results especially when it relates to learning results.

Method

The feedback of the Midnight Sun Summer School was collected from the participant students, staff members as well as the work life partners during the last day of the intensive weeks. Most of the questions were open questions. The data was collected in a table. The most frequent answers were presented. There was also a questionnaire where each item was scored in a 1-5 scale where number 5 was the best.

A total of 15 students completed the Midnight Sun Summer School. Students represented 7 higher education institutions each from a different country (Table 1.) The participants' study fields varied a lot as well as the number of study years. Most of the students were undergraduates, but there were also graduate students. The local organizing higher education institution was represented by 5 of all 15 students. The rest 10 students were exchange students, of whom 3 did a longer exchange, and 7 came only for this intensive programme.

Table 1. Students of the intensive programme.

Home Institution	Degree programme	Study years done in the degree programme actively?
Estonian University of Life Sciences, Estonia	Nature tourism management	1
Estonian University of Nature Sciences, Estonia	Nature tourism management	2
Hong Kong Polytechnic University, Hong Kong	Scheme in design – Communication Design	3
Jiangnan University, China	Integrated & innovated design	3
Lahti University of Applied Sciences, Finland	Business	1
Lahti University of Applied Sciences, Finland	Social services	1
Lahti University of Applied Sciences, Finland	International Business	3.5
Lahti University of Applied Sciences, Finland	Information Technology	3
Lahti University of Applied Sciences, Finland	Urban Planning	1
North West University of Potchefstroom, South Africa	Urban and Regional Planning	6
North West University of Potchefstroom, South Africa	Urban and Regional Planning	5
Universitat Politècnica de Catalunya. BarcelonaTech, Spain	Industrial design engineering and product development	4
Universitat Politècnica de Catalunya. BarcelonaTech, Spain	Industrial design engineering and product development	4
Universitat Politècnica de Catalunya. BarcelonaTech, Spain	Industrial Design and Product Development Engineering	3
Uskudar University, Turkey	Nursing	3

Students answered webropol survey questions. The survey included 14 questions. In addition to this, an interview consisting of open questions was conducted with 4 students.

The supervising members of the intensive programme were: 10 teachers, 2 international coordinators, 1 manager of international relations, 2 project workers and 1 tutor student who proved to be a key person. The teachers represented the faculties of Business, Designs, Social and Health Care, and Technology. One of the teachers was an Erasmus exchange teacher from Glasgow Caledonian University, Scotland. The role and the amount of work varied between the faculty and staff members during the whole intensive programme process. Feedback from the faculty and staff members was collected by a webropol survey. It included 6 questions. There was also a group review discussion in which 5 teachers took part.

Work life partner feedback was collected by written questionnaires. It included 3 questions. The respondents represented the 4 different work places which gave the project work to the students. Each work place had some concrete questions or problems to be solved. There were 5 respondents of whom 2 answered together.

Results

Students' feedback

Cultural experience and academic program were the main factors that motivated the students to join the course (average points of 4.42 and 4.25 respectively). 11 out of 12 students will gain recognition for the Summer School and the situation of the remaining one is not known yet.

The learning outcomes were rated very positively by all the students (7 out of 8 criteria received an average score of above 4). Firstly what many students learnt most from the program was how to work in a multicultural and multi-disciplinary team and how to integrate the differences into work together effectively. Secondly most students learnt to apply the theoretical knowledge to the real life situations and problems which may or may not be strictly related to their field of expertise. Language skills, Finnish culture and service design were some of the other common aspects mentioned by the students.

The social activities in general received quite positive feedback from the students. Most of them thought that the activities were well planned and organized with sufficient amount of chance to interact and be around different people. However, some stated that "students felt that they were too tired sometimes to participate in these activities" and they would have expected to have more free time to spend on their own. Fun, interesting, fantastic, nice and enjoyable were some of the other commonly used words. One student could not join any social activities at all due to personal reasons.

The weekend camp in Kukkonotko was mentioned most frequently by the students when they were asked about what they enjoyed the most. Team dynamics and the project planning process were also valued highly by the students as they got the chance to work together, have fun and learn from each other.

What should be done differently? Most of the feedback was related to the balance between workload and free time. Some students indicated that the workload was too intensive (and there was some imbalance between different groups) for the period of 2 weeks. Some thought that they had to spend too much time on the project and would expect to have more time to spend on their own. This applied especially to those students who came from abroad and who did not have so many chances to experience Finland. One suggestion is to have a "rest" day during the program.

The accommodation in Mukkula received an average score of 4. One of the students stated that the internet in Mukkula was not working properly. When asked if they would recommend Midnight Sun Summer School 2016 to others, 7 out of 12 students chose "definitely yes" and the average score was 9/10.

In open the feedback all comments expressed the student's high satisfaction with the programme, especially with the project-based learning with great team dynamics. They also thought that the summer school was an excellent event not only to increase knowledge but also to have fun and interact with people from a variety of cultures and ethnical backgrounds.



Stehan Coetzee (South Africa):

I truly enjoy everything in this program. The real life project was very interesting and the approach was very different from what we've been used to. Our perspectives have changed a lot as we learnt to come up with new and informal approaches to something that was very formal, and also to have a lot of fun out of what we were doing.

The group dynamic was amazing since we got people coming not only from different cultures but also different academic backgrounds and we managed to learn how to integrate the differences to work together. I was very lucky to have such amazing groupmates.

The social activities and especially the weekend camp in Kukkonotko were extremely fun! In my opinion that was such a great way to experience the real beautiful Finnish nature! All in all, we really learnt so much in so many different aspects and I truly look forward to many more exciting programs like this in the future.



Stephanie Wong (Hong Kong):

Having studying design for 3 years, every time I approached a problem I immediately started to think in a designer's way. Being in this group and this project, I'm able to see different disciplines and ways of thinking. I had to open up myself to different perspectives and approaches for the same problem and it's very helpful for my studies. I'm very grateful that I have these teammates. They are really amazing teammates.



Aime Jaagus (Estonia):

I really enjoy riding to school every morning and always chose to ride along the lake side. It's so refreshing and relaxing. The birds singing and the people jogging and walking the dogs. It's my morning motivation! And also I love how sometimes stayed up very late at night and realized that the birds never stopped singing outside of my window.

Concerning the group work, my group was extremely multicultural and inter-disciplinary and we had a very good working atmosphere. I was total new comer in this topic of designing and urban planning, but I have learnt so much throughout the whole process and I'm very grateful to my groupmates. It's impressive how we managed to pick up a huge amount of ideas from everyone and put them into a structure. The results quite amazed myself as well. I have learnt, maybe, as much as a whole year at school, really.

Faculty and staff members' feedback

As a preparation work before the program staff members selected the students, had staff meetings, searched for the potential work life partners, visited partner companies, prepared the workshops and lectures as well as the teaching material and selected the pre-assignment articles, set project goals, planned and wrote the ABC guide for the intensive program, established the Facebook group, made the practical arrangements for the new students, and arranged the social activities.

The implementation of the planning process was evaluated to be done well. There was true dialogue between the staff members and it was felt that everybody had their say. All proposals were taken into account and the participants felt that they could have an effect on the content and the methods of the intensive programme.

The feedback about the pedagogical approaches is shown in Table 2. The main pedagogical solution was that the students would work in 4 internationally and professionally mixed teams for developing the solution for the needs of working life. The result was presented in an article. There were few lessons and a bit more workshops. The most time was spent with the own project team, which was supervised by each team's own teacher.

Table 2. Faculty and staff member feedback of the used pedagogical approaches.

Project team co-operation	Well organized, good, suitable group size, however not much interaction between different groups
Working life co-operation	Good, some companies were very helpful, and some were busy to collaborate
Lessons	Different viewpoints from different teachers, hands-on workshops were more preferred to theoretical lessons
Workshops	Generally good but a bit too short to create concrete work; were directed to the goals of the project work
Article	The students did a good job, however many claimed that they were very stressed about the article and would prefer to have just the slides
Building team spirit (social programs)	Some did not participate, generally a good idea, the camp received very good feedback from students, but many of them said they were too tired to join all the activities after class, some wanted to have a rest in between but Mukkula was a bit far for them to go back and forth
Team dynamics	Very good feedback in general. Students collaborated well and learnt a lot from each other, generating very good ideas

Multi-professional co-operation between faculty and staff members was felt to give great diversity and co-operation and a good chance to get to know each other. Teachers learnt a lot from different perspectives and approaches, which was also helpful for the students; however it would be better to have more interaction and contact between the tutor student and teachers (before and during the program) for better planning.

Although there was a lot of positive feedback there are still possibilities for improvement. There is a list of changes that ought to be taken into account before the next implementation (Table 3.) The list is based on the webropol survey and on the results of the teachers' group discussion.

Table 3. Change possibilities for the next implementation

What should be taken into account for the next implementation of the intensive programme
<ul style="list-style-type: none"> • Advise students to share the material with the team members every day. • Better connection between different students' project teams. • Emphasis on preventing the students cancelling their participation to the course at a late phase - such as fines. • Having two teachers from the same faculty. They need to agree on the collaboration and timing. For learning teachers need increased cooperation with the students. • Fewer workshops with longer duration. • Less written work for the students. • More get-together activities in the beginning. After that it is worth going more deeply into the course content. • One teacher needs to be available when student teams have project work time. • Promotion before and during the program. • Strong guidance on the article writing process from the first days. • The tutor student should be invited to the staff meetings already before the concrete intensive weeks. Teachers and the tutor student need to be in the faculty and staff meetings during the intensive week. The international administrative staff need to participate more in the meetings during the planning process before the intensive weeks. • The project goals should be determined before the project work begins. Two weeks is too short time if the first few days are used on deciding the goals. • The themes of the lessons and workshops can be decided after the project themes are confirmed.

Work life partners' feedback

The co-operation between the work life partner and the teacher before the beginning of the Summer School was fluent. Work life partners appreciated that people immersed themselves in the project thoroughly. One respondent said it was a little bit confusing in the beginning. It should be more clearly explained what is expected from the work life partner. The other respondent thought it was good to see the schedule of the process in the beginning.

The co-operation between the work life partner and the teachers during the Summer School was carried out well according to all respondents. It was suggested that the work life partner could participate already in the planning process of the intensive programme as well as in the first day beginning event.

According to the work life partners the article about the project work is usable as such. The planned material will be distributed to the persons who can use it. Work life representatives said that they would try to put the proposed ideas into practice as well as it is possible. One of them told that 80 % of the ideas student suggested were practical.

Summary of the results

As a summary of the results it can be said that the pedagogical approach and activities for supporting it were well chosen. International, interdisciplinary and evenly mixed in study years, the project teams were very effective and this added value to the work process and results of the project teams. The real work- life projects and contacts with the work life partners were valued highly. The lessons and workshops supported the goals of the projects. The planning process of the faculty and staff members before the intensive weeks was organized well. Faculty and staff members felt that they could have an influence on the programme. Social activities are an important part of the programme. Especially the weekend in the Finnish nature, at the summer camp area, was highly valued.

For the next implementation some changes must be made. A tutor student will be invited to participate already during the planning process. The themes of the projects will be agreed with the work life partners before the themes of the lessons and the workshops are agreed. There will be fewer but longer workshops. There will be a free day during the two-week programme for some rest and also for having the possibility to see the surroundings. This latter issue is important especially for those exchange students who come to Lahti only for the intensive programme.

Discussion of the results

Midnight Sun Summer School had characteristics of all values, focus areas as well as profiles of the new strategy of Lahti University of Applied Sciences. The joy of exploring together was seen in the project teams as well as between the teachers. Interprofessional sharing, respecting and seeking each other's different experiences was very appreciated. Insightful learning experiences were enhanced because of the real work life project, co-operation with the work life partners as well as working in interprofessional and intercultural teams. Both students and academic and staff members did valuable work. A new model of collaboration between Lahti UAS faculties was established. Each participant learnt much. The work life partner got help for their development work.

The focus areas of Lahti UAS were all included in the interprofessional faculty collaboration. All Lahti UAS profiles were also included in the activities. Experiments, prototyping and demos are easily seen in the project teams' collaboration with the work life and in the results of that collaboration. Transformative learning was possible because of students and teachers working together in interprofessional and intercultural groups. That made us all take a larger or a new perspective on the subject, to stand out from the easy and already known area. The entrepreneurship could be seen from two perspectives. One was the way the work life partners are developing their own business and how the students could be a part of this development work. The other perspective was inner entrepreneurship skills. In the project teams the students needed to work together, set the goals, timing, plan the activities, divide the work, collaborate with the client, reach the goals, and report the work to the client and in an article. The reason for being such an extensive programme is the interdisciplinary and intercultural students' and faculty and staff members' team as well as the collaboration with the work life partners in real development work. The important tools for reaching all these values, focus areas as well as profiles were good preparation work before and during the intensive weeks by planning together and the ambition to support and strengthen the good team spirit of all participants.

As it was stated in the research of Martin and Mäntylä (2012, 36), we wanted to reach something new with designing a very new intensive programme together with all four faculties of Lahti University of Applied Sciences. The idea was to give the students and faculty and staff members the possibility to work in an interprofessional environment. Martin and Mäntylä (2012, 36) have also stated that intensive courses are well planned because of the short time period of contact learning. This too was seen in our summer course. Not only because of the short duration but also because of the faculty and staff members representing all 4 faculties and not being used to work together. Due to this, the plan had to be quite well made and agreed. Martin and Mäntylä (2012, 37) reminded the intensive courses to be a perfect place for enlarging participants' perspective on the subject. That possibility was certainly used well. Students and teachers from different fields worked together with the same goal. We got very good experience of this. Martin and Mäntylä's (2012, 51) list of the prerequisites of the successful

international intensive course were met in almost all cases. We must include the work life partners and tutor student earlier in the planning process of the programme.

The work life will certainly use the ideas which the project teams developed. Three of the themes were more concrete in the beginning. These results are easier to put into practice. The fourth theme was more open. That is why students had to use more time to define their goals. The work life partner in one of the projects was not a company but a project. Due to this, the end product was not as concrete as in the other three groups.

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This publication tells about the Midnight Sun Summer School: Co-designing Better Urban Living and Wellbeing organized by Lahti University of Applied Sciences in 1.-12.6.2015. The articles describe the organization of the summer school and the project-based student projects, which were carried out during the two intensive weeks. You will also be able to read about the working life partner's views of the project work done by students, internationalisation and about the feedback of the intensive course. The articles are written by the summer school students and their teachers as well as other personnel involved in organizing the intensive course.

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