LAUREA

Project Management in Deli project

– Creating Social Tools to Promote School Lunch

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Project Management in Deli project
- ## Creating Social Tools to Promote School Lunch

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Service Management Programme
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Projektijohtaminen Deli projektissa – Sosiaalisten työkalujen luominen kouluruokailun edistämiseksi

Vuosi	2010		Sivumäärä	66

Tutkimusten mukaan osa teini-ikäisistä jättää koululounaan tai jonkin sen osista syömättä. Lisäksi he usein korvaavat lounaan epäterveellisillä välipaloilla. Laurea-ammattikorkeakoulussa (AMK) on käynnistetty Deli projekti, jonka tavoitteena on saada teini-ikäiset kiinnostumaan kouluruoasta käyttämällä sosiaalisen median keinoja. Kohderyhmänä ovat 13–16-vuotiaat nuoret pääkaupunkiseudulla. Tässä opinnäytetyössä kerrotaan Deli projektin ensimmäisestä vaiheesta, jonka aikana lähdettiin kehittämään opettavaista peliä (serious game) ja sen ympärille Internet-yhteisöä. Syksyn 2009 aikana projektia olivat toteuttamassa kolme opiskelijaharjoittelijaa Laurea AMK:n kehittämisympäristöissä, SIDlabseissa. Lisäksi opiskelijaryhmät kolmelta opintojaksolta olivat mukana projektin toteutuksessa. Opinnäytetyön kirjoittajan vastuulla oli ohjata opiskelijaryhmien työskentelyä ja koota heidän tuloksensa yhteen.

Työn viitekehys muodostuu projektijohtamisesta, kouluruokailusta, sosiaalisesta mediasta sekä pelejä ja pelaamista käsittelevästä luvusta. Opiskelijaryhmät käyttivät työnsä taustateoriana lähinnä palvelumuotoilun teoriaa. Ryhmät tuottivat omista osuuksistaan raportit, joita on käytetty lähteinä tässä opinnäytetyössä. Näistä raporteista pelin kehitystyö sai uusia ideoita sekä taustatietoa pelin kohderyhmästä. Opinnäytetyön kirjoittaja käytti projektijohtamisen teorioita toimiessaan projektijohtajan roolissa. Lisäksi metodeina projektissa on käytetty kyselyitä, haastatteluja ja palvelumuotoilun menetelmiä.

Työn tuloksena on materiaali ja tieto serious game – pelin ja Internet-yhteisön luomiselle. Pelin idea kehitettiin ja sitä testattiin kahdessa Espoolaisessa ja yhdessä Helsinkiläisessä koulussa. Yhteensä 94 yläkoululaista, suurin osa heistä 15-vuotiaita, antoi mielipiteensä peli-ideasta. Noin 81 % heistä piti peli-ideasta ja melkein 60 % vastasi olevansa halukas pelaamaan peliä. Työn toinen tulos on Laurea AMK:n pedagogisen Learning by Developing (LbD) toimintamallin mukainen uusi työskentelymuoto joka pilotoitiin projektin aikana. Tämä työskentelymuoto tarjoaa keinon yhdistää SIDlabs, kehittämisympäristöjen sekä opintojaksojen työskentelyn. Näin opiskelijaharjoittelija SIDlabsissa on mukana ohjaamassa toisten opiskelijoiden työskentelyä vastuullisesti yhdessä opettajien kanssa.

Työskentelymallista saatu palaute on ollut pääosin positiivista ja kannustavaa. Sekä opettajat, opiskelijaryhmät ja opinnäytetyönkirjoittaja ovat kokeneet työskentelyn mielekkääksi. Todennäköisesti työskentelymallia tullaan käyttämään Laurea AMK:ssa tulevaisuudessakin. Peli-idean testauksesta saatujen tulosten perusteella saatiin vahvistus sille että pelin kehittämistä kannattaa jatkaa, sillä pelille löytyisi halukkaita pelaajia yläkoululaisista.

Asiasanat koululounas, projektityöskentely, serious game, sosiaalinen media

Laurea University of Applied Sciences   **Abstract**
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Project Management in Deli Project - Creating Social Tools to Promote School Lunch

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Studies show that teenagers in Finland often skip the school lunch which is offered to them for free. They don´t get enough energy from school food and they substitute the food with unhealthy snacking. Laurea University of Applied Sciences (UAS) has started a project called Deli, which is aiming to get the teenagers interested in school food by creating social online content for them. The target group for this is 13 to 16 year-old youngsters in Helsinki metropolitan area. This document describes the first phase of the project during which a development of a serious game and an online society was started. During fall 2009 the project was carried out by three interns in research and development focused learning environments, SIDlabs. In addition students from three study units were integrated into the project. The writer was responsible for guiding students´ work and collecting their results.

The theory in this work consists of project management, school lunch, social media and gaming. The student groups used mostly service design theories in their work. They provided reports of their work, which have been used as references in this document. From these reports the development of the serious game and online society got new ideas and information about the target group. The writer used project management theories in her role as project manager. In addition surveys, interviews and service design methods have been used in the work.

The results of this work are materials and information gathered to create the serious game and the online society. A game idea was created and it was tested in two comprehensive schools in Espoo and one in Helsinki. In total 94 teenagers gave their opinions about the serious game idea. Approximately 81 % of them liked the idea and almost 60 % were interested to play the game. The second result from the work was a new work model which was piloted during the project fitting to the pedagogic Learning by Developing (LbD) model applied in Laurea UAS. This new model provides a way to integrate the work of SIDlabs and study units closely together. In this work model an intern is coordinating the work of other students together with the teachers.

The feedback for the new work model has been mainly positive and encouraging. The teachers, the students groups and the writer of this thesis have felt the work model was successful. It is likely that the work model will be used in Laurea UAS in the future. The results of testing the serious game idea gave confirmation for continuing to develop the serious game because pupils in comprehensive school would be interested to play it.

Key words School lunch, Project work, Serious game, Social media

Contents

1   Introduction

The topic in this thesis is using project management methods in a Deli project which is done in collaboration with three study units in Laurea University of Applied Sciences (UAS). The project concentrates on creating social online tools for teenagers. These social tools will be used to boost the teenager's attitudes towards school lunch. The topic is important; eating school lunch is part of a healthy life style and especially important for teenagers. Finnish school lunch system is unique in the world in a way that it has been free since 1948. However the free school lunch is not appreciated among teenagers.

The target of this project is to start the development work for a serious game and online society around it. These are offering new methods to teach and educate with the help of social media. The objective in this thesis is to explain the use of serious game and online society and gather information about the target groups´ habits and preferences regarding gaming and using social media. Social tools were chosen as a way to influence the teenagers because online media is popular among them and they use social sites daily. The objective for the serious game and online society is to collect 13-15 year-old teenagers to a common forum where they can discuss, gain knowledge, learn and have fun.

This research and development project has been realized as a project work among students working as interns and student groups studying on their study units in Laurea UAS. My task was to work as project manager to coordinate the work of student groups. Two other interns have been working to create the serious game and to find partners and funding for the project. The student groups worked to study teenagers´ behavior and created ideas for serious game and online/mobile society. Based on the information and ideas the student groups gathered an idea for a serious game was created by the interns. The target group for the serious game was connected to the development work in two steps of the process.

A game that requires sitting in front of a computer for a long time doesn´t encourage healthy habits such as exercise. However, a Game that can be played via mobile phone doesn´t bind teenagers to a certain place or situation, it can be played when and where ever. Friends and social interaction is important to teenagers. They eat their school lunch with friends or visit a grocery store with friends. Therefore the game should be played not only in the Internet but also via mobile phones and the game should be social.

I got interested in the project because in this topic are united the knowledge I have gained about nutrition and management methods that are significant part of the studies in service management programme. In addition new and growing topic of social media is in the focus. This project offered a chance to practice project management skills in a development

project. In my task were combined my internship and thesis which is why the time I worked for the project was as long as five months.

This thesis consists of six parts. The first part is this introduction to the topic. The second chapter describes the theories this work is supported by. Following is the description of the project which includes the project organization and the tasks for each member. The fourth chapter lists the research methods that have been used during the work. The fifth chapter describes the work done in the project and the results. The last chapter presents conclusions of the project.

2   Theory in Deli Project

The base of this thesis´ topic consists of four main aspects: nutrition during teenage, social media, gaming and research and development in LbD environment. They are relevant factors supporting the course of this topic. First is explained how nutrition is important for teenagers and how eating the school lunch is important. Several studies have been realized on the Finnish school lunch system. The main findings of these researches are explained in the following. The results cause the need to influence teenagers' attitudes to school lunch.

After explaining the findings about school lunch are described the tools, which Deli project is aiming to use to influence teenagers attitudes. First is explained what is social media and how it can be described. Then is explained how social media is important for the target group and what kind of role social communities have in teenagers´ life. Following are described what are serious games and how they can be used in learning and education.

The fourth part describes how research and development work is done in Laurea UAS where Learning by Developing (LbD) model is applied. First is explained what is LbD and how it affects the work. The LbD model creates a base for the work and organization of the Deli project. The second part introduces project management theories which I have been using in my work.

2.1   Nutrition During Teenage

Childhood obesity is increasing steadily. Snacking has become more common and that has an unhealthy effect on getting all the important nutritional values needed for growth. Pupils' don´t eat as much during school lunch as recommended and they don´t choose to eat all the parts of the lunch. This is stated in several studies done in Finland. (Hoppu, Kujala, Lehtisalo, Tapanainen & Pietinen 2008; Urho & Hasunen 2004.)

The habits learnt in childhood and youth are likely to remain during adulthood (Mikkilä et al. 2005) which is why it would be especially important to learn healthy eating habits during the teenage. According to Hirvonen et al (1999) there is also shown to be a connection between eating habits and other habits such as exercise, smoking and usage of alcohol (Hoppu et al 2008, 3).

During teenage individuals are starting to become more independent from parents and during this age they are likely to change their behavior. Friends and youth culture have a strong influence on them. (Hoppu et al 2008, 1.) These are the reasons why healthy nutrition during teenage is important. The free school lunch offered in Finland is a vital part of a healthy diet for children and teenagers.

2.1.1   School Lunch in Finland

Free school lunch has been served in Finland since 1948 (Lintukangas et al 2007, 3). 700 000 Finnish school children and teenagers are being offered a free school lunch daily (Raulio, Pietikäinen & Prättälä 2007, 3). Directions for serving the school food in Finland have been set in the Finnish law. According to the law school meals should be appropriately arranged, guided, balanced and free for the pupils. (Oikeusministeriö 1998.)

The Finnish nutrition recommendations (Valtion ravitsemusneuvottelukunta 2005) give the framework concerning these services. However it is not required by law to follow these recommendations. The target for school lunch is to support the growth, health and wellbeing of the pupils and also to help maintain good eagerness for learning. The school lunch is supposed to provide one third of teenagers' daily need for energy. The lunch should include main dish, salad, bread, spread and a drink (Urho & Hasunen 2004, 11-12.) In addition it is recommended that the canteen environment should be comfortable and functional to help provide a relaxed lunch break without a hurry (Lintukangas et al 2007, 12).

School lunches should be prepared using full corn products, variety of vegetables, berries and fruits, variety of meats and fishes and the food should contain only little salt and fat and the quality of fats should be good (Lintukangas et al 2007, 93). How pupils choose their own lunch determines how much energy and nutrients are received from the lunch. A model of the lunch serving and the information what meal contains should be available in canteens to show good example for the pupils (Urho & Hasunen 2004, 55).

The problem is, especially in Helsinki Metropolitan area that not many pupils attend the school lunch. Around 89 % of pupils visited the school canteen during lunch time based on a survey executed in 2003. There was no big difference between boys and girls. (Urho &

Hasunen 2004, 25.) The second problem is that they don´t eat all the parts of the lunch. In the same survey 95 % of pupils who went to the canteen ate the main dish. Only 51 % drank milk or sour milk, 47 % ate salad and 58 % ate bread. (Urho & Hasunen 2004, 25-26.) However, in this study, only 13 % ate all the dishes that belong to the recommended, balanced lunch (Urho & Hasunen 2004, 28).

The only problem is not that they do not attend the school lunch but they do not eat enough during the lunch. The study realized by Urho & Hasunen also revealed what else pupils ate during the school day beside the school lunch. About 48 % of pupils ate something more than only the school lunch. Those pupils who didn´t eat the main dish ate something else more often than the pupils who ate the main dish during lunch. Also the students that didn´t even visit the canteen ate more snacks or drank soft drinks than others. (Urho & Hasunen 2004, 39-40.) This survey was done in 12 schools during spring 2003; these same schools were studied also in 1988, 1994, 1998 and 2008. In total 3028 pupils on seventh, eighth and ninth grade in these schools answered to a survey during five days in 2003. (Urho & Hasunen 2004, 15.)

More recently executed study is also showing the same problem, pupils are not attending the school lunch as they should. The study was done by the National Public Health Institute of Finland where 7th and 8th graders´ eating habits were researched in 12 schools in Finland 2007-2008. In total 700 persons were studied. According to these results 71 % of the pupils ate school lunch daily but only 25 % of girls and one third of boys ate all the parts of the lunch. (Hoppu et al 2008.) It seems the amount of pupils who consume the school lunch daily is dropping. From 2003 to 2008 the amount decreased from 89 % to only 71 %.

Another problem found in the study was that the foods eaten do not fulfill the nutrition recommendations and amount of energy gained from the school lunch was too small. Only 40 % of the girls and 28 % of the boys ate vegetables daily and in general their food contained too much sugar and was lacking enough fiber. When the recommended amount of energy from school lunch should be one third of daily intake, in reality they got approximately 20 % of their daily energy from it. In total 40 % of their daily energy they got from eating snacks. However school lunch is nutritionally the best meal they eat. (Hoppu et al 2008.) There seems to be several reasons affecting to pupils motivation to not attending the school lunch. Smoking daily, using alcohol regularly, feeling obese, being bullied or not getting along at school and parents´ lack of education were shown to have reducing effect on eating the school lunch (Raulio et al 2007, 3-4).

Pupils get approximately only one fifth of their daily energy from school food which is under the recommender one third of energy (Lehtisalo, Hoppu & Pietinen 2009, 9). The problem is that pupils' don´t eat enough at school lunch, they skip it or they eat sweets instead of the

lunch. This problem is most common among 7th-9th graders. (Urho & Hasunen 2004, 12.) Some possible reasons for not eating the school food are: not liking the food, noisy and crowded canteen or the time for lunch break is too early (Lintukangas et al 2007, 91).

2.1.2 Previous Study Done in Laurea UAS

During semester 2008/2009 customer centered development work for school lunch was started in Laurea UAS. The first step of this project, during fall 2008, was studying the image of school lunch and school canteen in Finland, Sweden and Estonia. The target group was about 15 year-old teenagers (8th -9th graders). This study was done by interviewing teenagers in four schools in Finland and two schools in both Sweden and Estonia. Also four domestic science teachers in Finland were interviewed. The results revealed that only some pupils go to eat school lunch every day and they usually go with their friends. If the friends don´t go to eat, they don´t go either. Teenagers see visiting a near-by grocery store as a social event but most of them don´t feel eating school lunch is social activity. (Antinluoma & Guilland 2009, 20.)

From these results came the need to boost the image of school food and the attitudes of teenagers. The assumption and problem is that teenager's probably won´t learn to appreciate school lunch in conventional ways such as teaching. In Deli project social media was chosen as a way to try to impress teenagers. This generation has learned to use online media from childhood and for them it is normal to use it. An online society and serious game could work as a tool to influence teenager's attitudes and in this document justifications to use them have found.

2.2   Social Media

Term social media doesn´t have a clear definition. Mostly it is described by explaining the aspects it contains (Erkkola 2008, 81). The definition Erkkola offers for social media is that it is technology limited and structured process where individuals and groups build up common meanings of contents, community and web technologies and these have an effect to the society, economy and culture (Erkkola 2008, 83). According to Mayfield social media means online media that usually is characterized by participation, openness, conversation, community and connectedness (Mayfield 2008, 5). These qualities Mayfield lists are aspects that social media contains.

Participation means that everyone interested can give feedback and contribution. Openness means participation is free for everyone and voting, writing comments and sharing information are often encouraged. The conversation is in a big role. Everybody has a chance

to express their thoughts and participants can comment on each other's posts. Communities can share common interests or goals and it is easy to form them in social media. No site is alone in the social media but there are links to other sites which connects the sites to each other. (Mayfield 2008, 5.) Different types of content that are included in social media are wikis, blogs, social bookmarks, real-time conversation channels, social groups, RSS-feed and shared desktops (Hintikka 2009, 10-11).

Games can also be a part of the social media. Casual games are easy, relaxed games that can be played casually from time to time. These games are fast to learn and they are played with friends. Farmville in Facebook represents this type of a game (Ahlroth 2010.) Other example of a casual game is Habbo Hotel. In the Habbo Internet page it is stated that Habbo Hotel is about having fun, meeting friends and being noticed among people (Sulake Corporation 2010). These social aspects make these games part of the social media.

2.2.1   Online Communities

Virtual, web, online and Internet community are all synonyms for the same thing. One definition by Castells (1996) for internet community is electronic network where people share same values or goals and where action is mainly interactive communication. Sociality and creating communities are fundamental for Internet. The Internet both forms a new communication channel for existing communities but also offers a place to create new ones. (Joensuu 2007, 44.)

In the Internet it is easy for teenagers to make new friends. Also overcoming the limitations physical qualities such as being somehow different can cause. As Joensuu describes the Internet provides anonymity which may help to speed friendships becoming closer faster than in the real world. However Internet can´t totally replace human interaction. (Joensuu 2007, 26.) Internet overcomes physical boundaries. Physical appearance, injuries, skin color etc. don´t show in Internet and a person can experience different identity than in real life. For teenager experiencing with new identities can be a way to learn about self and get to feel appreciated. (Joensuu 2007, 28.)

2.2.2   Teenagers and Online Communities

When a teenager is growing and persons´ own identity is forming, surrounding social environment is one of the aspects affecting the forming identity. Socialization means a process when individual learns surrounding society's values and rules. Primary socialization means the process of learning from parents and family, it creates the base for social and personal appearance. Secondary socialization means learning the values of other groups such

as school and work environment. Media contributes a part of secondary socialization also. During teenage a person often rebels against primary socialization groups´ rules and norms and during this phase secondary socialization groups may become very important. (Joensuu 2007, 21-22.)

Especially for teenagers the Internet is a good way of communicating, as they have gotten used to it. Save the Children Finland (Pelastakaa lapset) has made an annual survey in the Internet for kids and teenagers since 2001. In 2009 they executed a survey in four social Internet communities (IRC-Galleria, Suomi24, Habbo & Sooda) in total 11819 children and teenagers answered. In total 51 % of the answerers were 13-15 years old. In this survey children's activity in environments important to them, such as school, home and internet was researched. (Pelastakaa lapset 2009.)

Based on this survey school is the most important place to get friends but four out of ten say they have gotten friends in the Internet. Almost everybody uses the Internet daily, most commonly used are instant messengers and time is spent in social online communities and listening to music. Playing games seems to be random and more common among boys than girls based on the results. Social interaction seems to be the most important reason for using the Internet. Other reasons for using the Internet are listening to music, watching movies, playing games and finding information. Many children and teenagers use the Internet to publish thoughts and opinions. To surveys in the Internet have answered 72 %, 56 % have written to conversation channels and 27 % write their own blog. Survey results show that teenagers feel data and privacy security is the biggest worry for them. As many as 56 % of 13-15 year-old girls and 70 % of boys of the same age have met friends made in the Internet. Problems from meeting people from the Internet have encounter only 2 % of the 13-15 year-old girls and 5 % of the boys. More problems seem to have been with younger answerers. (Pelastakaa lapset 2009.)

The Internet seems to be a good way of reaching the target group. They are already spending time in social communities. Also a big problem the teenagers recognized was finding interesting content (Pelastakaa lapset 2009). For this the online society and serious game tries to provide variety of information and things to do inside the community. Building a safe and interesting secondary socialization group for teenagers is useful and can provide them a good place to learn independence.

2.3   Gaming

The term game means the interaction between two or more participants (players/player or computer) that is controlled by certain rules and usually the action is goal oriented (Huhtamo

& Kangas 2002, 19). Electronic games are a concept that includes different types of games. Computer games, Games played on-line and mobile games are all electronic games (Huhtamo & Kangas 2002, 9-10). Electronic games allow the player to control a much bigger range of objects in the games than it is possible in any board games. In some electronic games the rules can be learned while playing and no time has to be used to get to know the rules prior to playing. (Eskelinen & Sitra 2005, 73.)

Järvinen presents game definition according to Juul (2003; 2005) that includes several factors typical for games. According to this definition games have rules, the result of the game varies and some results are more desirable than others, player puts in effort and emotional attachment to get to the wanted result and the results have countable values. Games can sometimes have effects on to the real-life also. (Järvinen 2008, 46.) Eskelinen (2005, 19) foresees that games are likely to be used more commonly in education, learning, communication, marketing and political influencing in the future.

Not until recent years have studies about using computer games as a tool in education been started. Mostly these are preceding studies and they regard computer games as one style among many ways of education. The reasons these studies give for using computer games in teaching are that they develop visual perceiving and reaction abilities and improve person's flexibility, ingenuity and problem solving skills. (Eskelinen 2005, 103.)

Online games are popular among young people. As more games are coming available more people start playing. Zynga is the creator of Farmville, and other casual games in Facebook, according to them 65 million users plays Farmville daily worldwide (Ahlroth 2010). These casual games are currently highly popular according to King. He presents two reasons for the popularity; first of all these games are free and secondly they offer interactive entertainment for people. Mostly the players are teenagers or young adults. When for example Facebook is providing more games to play the number of players is rising simultaneously. (King 2008, 67.)

2.3.1   Serious games

Stone (2009, 142) defines serious games generally as computer games that are created by using the high quality and techniques of current computer games. Purdy views serious games as games that are primarily used for other purposes than entertainment (Purdy 2007, 3). These games are created for education, training and team development, they aren´t toys (Decisive-point 2009). Decisive-point is a company focused on designing serious games and they describe their games created as "highly focused training environments that allow the deliberate practice of targeted cognitive skills" (Decisive-point 2009). Cognitive skills are human skills like thinking, problem solving and learning (Hakkarainen etc. 2004, 387).

Purdy describes in his article several reasons that make serious games effective for learning. Learning by serious games is effective because the playing is hard and challenging. Player can learn by doing and they can try out different solutions. The game can be a virtual world where player is able to experiment and see the consequences that would happen also in real world. Goals in games help the learning process and achieving new levels and rewards gives a positive feeling of reaching the goals. (Purdy 2007, 4.)

In serious game design the most important part is to try to create experiences and creating the content is in a smaller role. The goal is to create an experience where the player can practice the decisions that s/he is supposed to learn in real life and understand their importance. It's also better to start with a small game that introduces the subject in general, later it can be developed into more complicated, detailed learning. (Purdy 2007, 6.)

No information or publications were found about serious games used in context of educating about the school lunch. In this thesis I will use the term serious game referring to an on-line computer game that is designed for educational purposes. The main goal of the game will be to educate about importance of school lunch and affect to teenagers images about school lunch. However, important aspect for the game is that it should be fun and interesting. Term serious game is also a work name, and in the future when the game is launched, it will be named differently.

2.4   Research and Development in LbD Environment

SIDlabs are research and development oriented work environments in Laurea university of Applied Sciences. The word "SID" means service innovation and design and this is the focus of the labs. In SIDlabs interns work in different projects together with partners from work life. There are eight Sidlabs in Laurea UAS and each of them has focused on different study fields. I was working as an intern in SIDlab International where the focus is in international projects.

Following is explained the Learning by Developing (LbD) model which is a pedagogical model used in Laurea UAS. The LbD model was applied in Deli project, when interns were responsible of the work. Based on the LbD model students are learning by executing the work. My task was to learn project management when I coordinated the work of student groups. Project management methods are described later in the text.

2.4.1   Learning by Developing Model

Learning by Developing (LbD) is a pedagogic model in Laurea UAS where the focus is creating new innovations and developing society in real work life projects. LbD consists of partnership (kumppanuus), experimentalism (kokemuksellisuus), creativity (luovuus), authentity (autenttisuus) and it is research oriented (tutkimuksellisuus). Teachers, work-life partners and students from different study fields can work together combining the expertise they have. Teachers' role is supporting and guiding the students. (Laurea-ammattikorkeakoulu 2009a, 20-21.)

In practice LbD can be applied in study units, internship or thesis projects. Students can practice their skills creating and developing new services and innovations. At best commitment, mutual respect, equality and learning to appreciate different experiences are present in project work and the experiences that can be learned are sociality and bases for working and communicating in networks. In Laurea UAS, SIDlabs are service innovation and design focused learning environments where LbD model is in use. (Laurea-ammattikorkeakoulu 2009a, 20-21.)

There is no clear format how the LbD model is used but it is defined by each projects needs. Common in all projects is that students get to practice their skills and work responsibly creating and developing new. In Deli project the instructor has set guidelines but planning and executing the project is interns' responsibility. In the project I was guiding other students work together with their teachers. This practice was new in Laurea UAS and testing and improving work methods is part of the LbD process.

2.4.2   Project Management

My role in the project was managing the student groups' work and the project management theory explained here was used in the work. Project manager is an important person in a project and s/he is responsible about whole project and its outcome (Pelin 2009, 26). First task for project manager is writing a project plan and starting the work. Supervising, guiding and giving knowledge are parts of project managers' job during the project. S/he also writes the final report and ends the project. (Pelin 2009, 71-72.)

Pelin describes important qualities for project managers. These qualities include ability to give tasks in a motivating way, willingness to take responsibility, ability to manage problems and risks, negotiation and communication skills and determination. Common weaknesses in project managers' behavior are inability to delegate the work, weak problem solving skills or unable to keep in schedule. (Pelin 2009, 276.) Project managers´ task is to delegate the work to the project members and give them areas of responsibility (Ruuska 2007, 137).

Project management means planning, making decisions, guiding, coordinating, monitoring and leading people (Ruuska 2007, 30). Project management can be divided into two parts managing tasks and leading people. Managing schedules and estimating costs are tasks that can be learned but the other part, leadership, communicating, interacting and guiding project workers are mainly personal qualities that ca not be learned. (Ruuska 2007, 32.) Key elements in successful projects are management skills, the functionality of project team and communications skills in the project (Ruuska 2007, 32).

3   Deli Project Description
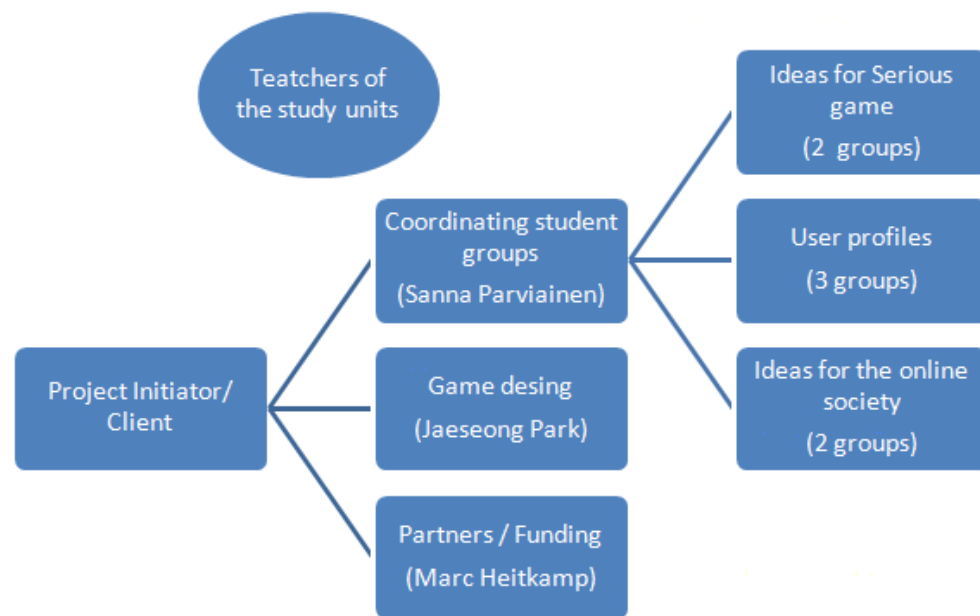
Figure 1: The Deli Project Organization

In total three interns in SIDlabs were working for the Deli project as can be seen in the figure 1. My role in the project was to guide student teams' work and report the process and justifications. One intern (Jaeseong Park) is working to create the game idea and other (Marc Heitkamp) is responsible of finding partners and applying funding to create the game and internet community together with professional companies. Seven student groups worked in Deli project under my guidance. The work in a project was an assignment in their study units. In total three study units (Palvelujen hallinnointi ja tutkivakehittäminen, Developing service innovations & Palveluinnovaatioiden kehittäminen) were integrated to the work. Depending on the pedagogic requirements on the study units, the student groups got different tasks. The tasks were finding background information about the target group and creating ideas for the serious game and online society.

My first task as project manager was writing the project plan. This plan was then approved by my supervisors. As Ruuska (2007, 32) has defined, project management can be seen as managing tasks and leading people. I wanted to focus my management as leading the students and guiding them. As a project manager my personal qualities play a big role. I didn't want to set strict rules or guard the students work too strongly but let them work independently in their group. It is also part of LbD model that the students learn by doing themselves and they practice taking responsibility of the work and planning it themselves. I was meeting with students regularly and discussed how their work was going and tried to give support when they needed it. I was guiding the direction of their work to get the results needed. At the beginning of the project I emphasized that I can be contacted at any time and I´m there to help them and to answer their questions.

Part of my work was planning and communicating with all project members. I was the link between project instructor, interns and students and had to inform everybody about relevant issues. We worked closely together with the game developer and held regular meetings together. I was delivering the results from student groups to other interns and translated the most important results for their use.

The task for students in study unit Palvelujen hallinnointi ja tutkiva kehittäminen (Service Management and Investigative Development) was to gather information about the target group by using research methods. After gathering information they used it to form user profiles from these 15 – 16 year-old teenagers and then thought of future scenarios for these user profiles. Students were divided into three groups and each got a different research point of view. There was a common timeframe for these groups, they presented their project plans in the beginning of October and their final reports were ready in the beginning of December. Requirements for their study unit were that they should learn to gain information from national and international sources and use it appropriately. Also learning to use scientific research methods and research the future were required on their study unit (Laurea UAS 2009b.)

First group consisted of three students. Their task was to research how target group uses Internet and especially different social online content. Questions they tried to find the answers to, were for example what kind of web pages teenagers visit and how often? In second group there were three students and their task was to execute research about teenagers playing habits. They tried to find out how much is the target group spending time on playing and what kinds of games they do play. Third group consisted of four students. They were researching how teenagers use mobile phones and do they play mobile games.

Developing Service Innovations is a study unit held in English. There were both Finnish and international exchange students on this course. There were two groups working for the serious games project. Their task was to develop a game idea for the serious game. As a result they presented their idea of the theme and goal of the game from players' point of view and details about the game. Students started their work in the beginning of September and they presented their final results in November. In the study unit the students were required to develop a service innovation and use their skills to work in a professional team (Laurea UAS 2009).

Study unit Palveluinnovaatioiden kehittäminen (Developing Service Innovations) started their work in Deli project later than other groups. The original task they were given by the Deli project instructor was not appropriate for the study units' criteria and I defined a task for them rather spontaneously. The task I gave them was to create content for an online social community for teenagers. One part of the community would be the serious game but they could generate ideas for the rest. On this study unit student were required to find the need for development and plan, execute and evaluate the development process. They were working in a professional group and finding secondary data for the work was also a goal during the study unit. (Laurea UAS 2009.)

4   Research Methods

During the Deli project several research methods have been used in different steps of the process. Here is explained the bases of research methods that have been in use. According to Hirsjärvi et al. when choosing research method(s) the time and resources available for the research work have to be taken into consideration. The amount of time limits the size of the research and the amount of persons surveyed. (Hirsjärvi, Remes & Sajavaara 2005, 168; 174.)

Researches were done by student groups and me. Student groups were small and they had limited amount of time to execute their research which is why the number of teenagers researched was small. Also students aren´t professionals doing researches and they required time to study about the methods. This caused the researches to be relatively small and the results can´t be generalized to all teenagers in Helsinki metropolitan area. However, the results can give hints about the target group and comparing the results to previous bigger researches show the results are in-line. The research I did to gather the target groups' opinion was small also, in total 94 persons from the target group were involved. Executing the research was only part of my task which limited the time and resources for the research.

4.1   Qualitative and Quantitative research methods

Research data can be collected in many ways. Secondary data can be gathered from previous researches and statistics. Primary data is collected directly from the source using surveys methods, observation or interviews. (Hirsjärvi et al. 2005,175;181.) Interviews and questionnaires are good ways to find out how people think and feel and how they behave in private (Hirsjärvi et al. 2005, 174). Consumer surveys try to reveal the buying behavior of consumers, like who the buyer is and what, how and when they buy things. These research results are a tool to identifying the customer segments (Raatikainen 2008, 20).

Qualitative research is information collection; it tries to get the overall picture of the subject, describing real life situations comprehensively. The goal is to collect information from people with the help of forms or tests. The results should be interpreted multilaterally and in detail. Methods, such as theme interviews, observation and group interviews, where the subject of the research is in the centre are favored. (Hirsjärvi et al. 2005,152;155.)

Surveys are quantitative research methods and they are used to describe, compare and explain phenomena. Survey methods are questionnaires, interviews and observing which have been done in regulated, standard way. (Hirsjärvi et al. 2005, 125; 182.) When a product is created based on target group´s preferences it is important to execute a survey to find out the preferences (Vilkka 2003, 57). Quantitative survey gives statistics, countable and measurable information. When preparing a survey questionnaire it is important to think thoroughly what information is wanted, why it is needed and who to ask it from. (Vilkka 2003, 58-59.)

Each student group decided for themselves which research methods they wanted to use. Researches were done by qualitative and quantitative methods; the goal was to get specific information about the target groups habits and preferences. In their reports is explained detailed reasoning for the research methods they chose. In all groups the research was done either by interviews or questionnaires and collecting secondary data. I executed a quantitative survey to get the target groups' opinion about the game idea that was created. This is reported later in the document.

4.2   Methods to Create User Profiles

Segment means a group of customers who have common interests and needs. From marketing point of view the segments need to be identified and decided which group(s) to target (Kotler & Keller 2009, 248.) There are some differences what criteria are used to create segments. Groups can be divided by using geographic, demographic or psychographic segmentation criteria or a mixture of these criteria (Kotler et al 2009, 253; Raatikainen 2008, 21-22).

Raatikainen (2008, 21) presents one more criteria which is situational, in what situations the product is used or purchased.

Demographic factors are clear and easy to classify these are for example age, family size and life cycle, gender, income, education, generation, social class and nationality. Easy to identify are also geographic factors such as nations, cities and neighborhoods. (Kotler et al 2008, 255; Raatikainen 2008, 21.) Psychographic factors mean personality, life style, values, attitude and culture (Raatikainen 2008, 22).

Demographic factor (age) and geographic factor (Helsinki metropolitan area) were used to limit the number of the target group. Inside the target group user profiles were formed according to the psychographic factors such as behavior and attitudes. These psychographic factors were identified based on the study results.

User profiles the student groups created were formed based on service design method Personas. Engine group is a service design and innovation consultancy and they have described the personas method as creating visual, approximate profiles. Personas can be used in design process to consider the users of the product or represent the target user segments. (Engine group 2009.) With personas the concentration in product development can be targeted to the users´ needs and goals (U.S Department of Health & Human Services 2010.)

Research data can be used to create personas or they can be based on imagination. The personas should describe the key characteristics of the person such as information about behavior and attitude, skills, goals and personality. To create multiple personas an information model should be created for comparison and coherency. (Engine group 2009.)

4.3   Methods to Predict the Future

One task for groups was to form future scenarios for the year 2015. There are three goals for studying future, one is imaginations of the future and possibilities there, second is analyzing what is likely to happen and third is thinking what is desired and what can be done (Kokkonen et al 2005, 34). It will last several years before the products will be published and that's why future visions should be thought when making decisions about the online society and serious game.

Scenarios can be defined as believable stories about the future. The reasons corporations make scenarios is that they want to make successful business also in future and be prepared for that. When making broad scenarios that include several aspects it is good to create from three to five different scenarios. Two scenarios are not enough because it can easily lead to

scenarios presenting future as either good or bad. More than five scenarios can be difficult to separate clearly from each other (Mannermaa 2004, 176-177.) The process of predicting future starts from collecting information, then analyzing and processing it, after this scenarios can be built, evaluated and chosen (Kokkonen et al 2005, 35). The scenarios groups built are described later.

5   Work in Deli Project

During fall 2009 begun a project called Deli. The goal of this project is "to make teenagers interested about school lunch and participating through their behavior and acts in making the school restaurant a nice and friendly place" (Guilland 2009). This means getting the teenagers to participate to the development of their own school canteen and generally interested about school food.

At the beginning of the project target group was about 15 year old teenagers from Helsinki metropolitan area. According to Urho & Hasunen (2004, 12) the age group that skips the school lunch or some parts of it are most often teenagers from 7th to 9th grade in elementary school. Based on this result it seemed essential to widen the target group to pupils from 7th to 9th grade. They are usually from 13 to 16 years old during these grades. In this text terms "teenagers" and "target group" are used to refer to only this age group relevant for the project.

The project started with an assumption to create a serious game to teach teenagers, however, before actually creating the game a lot of study on the subject had to be done and all the partners involved still need to be identified. The project aims have been modified during the work based on the findings and information found, and then new plans have been done on the way. Also ideas for online society have been collected during this phase and they are planned to be put into action in near future.

In this document is described the part of how Deli project started with idea and information collection to create a serious game and online society by student groups. This process and the justifications for using social media as a tool are reported here. Also collecting target groups´ opinions about the game idea created, is documented. The project has been carried out by interns working in Laurea UAS´research and development units, SIDlabs. Also students from three study units have been integrated in the project. Three interns are working in SIDlabs guiding students, designing the game and finding funding and partners for the project. Student groups' task was to gather information about the Deli project´s target group and provide ideas of content for the serious game and online community.

As the figure 2 shows, during fall 2009 Deli project has been executed simultaneously on three levels. First part is the research work and guidance of students work in Laurea study units, which is reported here. Second part is creating and developing the game idea. Finding partners and applying for funding is the third part of the project. All of the parts are linked and the work has been done in cooperation. In the figure green areas presents the work reported in this document. The blue arrows show the most important links between work and the situation where student groups' results were or will be used. From the results of study units game and online society development got background information and ideas.
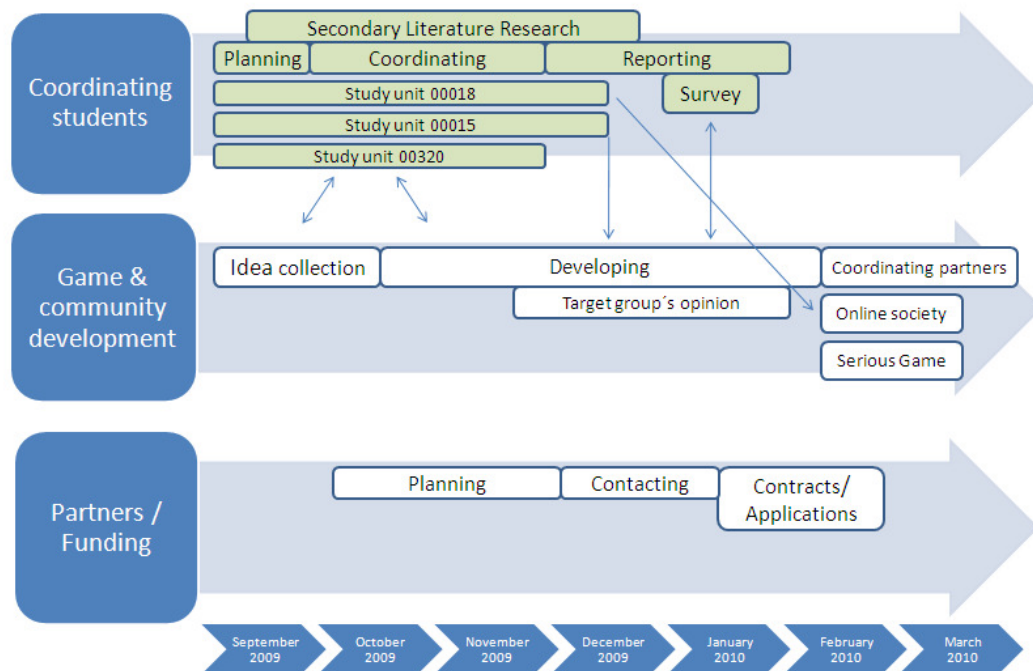

Figure 2: The Deli project process

The following phase will start in spring 2010 and during this phase work with partners will start based on the information collected. Online society will be developed in Laurea UAS but for the serious game a professional partner is needed to program the game. The coordination and management of Deli project will be done by interns in Laurea UAS.

Project is defined as a group of people gathered together to perform a certain task. There is a clear goal, timing is limited and each project is unique and can´t be repeated (Ruuska 2007, 19.) The goals that have been set for a project determines how big the team should be, what knowledge they should have and how long the project will last (Kettunen 2003, 17).

For Deli project three interns were chosen, one to plan and guide students work, one to create and develop serious game and one to find partners and funding for the project. In addition to interns, student groups from three of Laurea´s study units were added to the team. The time for student group's work was fixed due to the Laurea´s study schedule. In the beginning of the work goals for the project were set and I wrote plan of my work but the process of Deli project has been developing during the project and the plan has been modified along the work. The project was started in the beginning of September, student teams worked until December and my part continued until January. The game development part started in September 2009 and will continue during 2010. Finding the partners and applying funding begun in middle of October and it is planned to finish in the end of February 2010.

Every project has a customer that has placed the order, the customer can be an outsider or it can come inside of the company (Ruuska 2007, 19). One principal teacher from Laurea UAS came up with the project and she is representing the customer. The responsibility of guiding and keeping the project in schedule is given to project manager (Kettunen 2003, 16). Risks are always a part of the project work and good planning of the project will reduce the probability of risks (Ruuska 2007, 19). To me was given the responsibility of project manager´s position to guide students´ work and to check they stay in schedule. I planned their work and assessed possible risks included in the work. Later are explained in detail the possible risks in the project.

Pelin presents five types of projects categories: investment, product development, research, operation development and delivery projects. By his definition the outcome in project development projects is a product that is ready to be marketed and produced. The goal in research projects according to him is to gather information (Pelin 2009, 35-36). Kettunen sees that in product development projects the overall goal is to develop the product and launch it. However, big part of this project work is creating innovations and ideas for a product and developing them (Kettunen 2003, 26.) Part of product development projects is to gather opinions from potential customers (Kettunen 2003, 27). Deli project is a product development project where the product is online society and serious game. The work describer in this thesis is a part of the whole Deli project. The work students are doing is gathering information but part is also creating innovations and ideas.

5.1   Starting Deli Project

Project can be divided into phases and depending on the definition there can be from three to five phases. Ruuska (2007, 34) defines three general phases: starting, building and ending and each of these phases includes smaller phases. More detailed phases in a project are

starting, organizing, planning, executing and guiding and ending phase (Pelin 2009, 87). In my project plan I divided the project to three phases according to this starting, building and ending phase. In following chapters I explain in detail these phases in Deli project.

At starting phase customer places an order and the goals for the project are set (Pelin 2009, 87).Start for the project can come from ideas, visions, needs or want to change (Ruuska 2007, 35). In Laurea UAS school food situation was researched beforehand and the knowledge about the need to boost school food situation existed. The idea to use social tools and the Internet to influence teenagers came from a principal lecturer in Laurea UAS and she is the initiator and client for the project. From her initiative Deli project team was gathered and study units were integrated to the project.

Organizing and planning are parts of the work in starting phase. At organizing phase the project team is gathered and project manager is nominated (Pelin 2009, 87). During this phase project manager writes the project plan and divides the work to all team members (Pelin 2009, 87.) My part of the project started on 7th September and it will continue until end of January. After this the development work will continue by other interns. My task was planning and guiding the work of study units and gathering information. The Work started with writing the project plan where I planned timetable, considered the possible risk and how to manage them and planned the work of students. The goal of this project was to gather necessary information and ideas to create a game prototype and online society. Besides the ideas, information of the target group was needed to create a successful and popular online society. Planning the whole project together with other interns was done and the original plan was modified along the work to answer better to the projects needs.

The idea of working in Deli project was introduced to students in several study units by the project instructor. From three study units students chose to work in the Deli project. When I was writing my project plan I was aware of two of the study units (00015 & 00320) and wrote a plan for them. The third study unit (00018) came to work later and their task was not planned in advance as clearly as other groups. For study unit 00015 I was presenting the students their tasks together with their teachers on their lesson. I also wrote a task paper (see Attachment 1) for them where each groups' research topic was presented. Study unit 00320 got their task from their teachers and I was introduced to them in a role of a client later. Students in study unit 00015 chose to work for Deli project later and I then proposed a topic for them, which their teachers accepted.

Risk management is part of project work and it must be thought beforehand and planned how to deal with the risks that can happen in every state of the project. (Young 2006, 82) Pelin

states good ways to avoid problems are clear and defined goals, reporting regularly and keeping the schedule (Pelin 2009, 41.)

In the beginning of the project I felt the number of student groups involved caused some risks because it was possible that some of them wouldn´t have been be able to perform their task in the schedule. To prevent this risk I asked groups to write their own plan and schedule, this was to help them to assess their time. I also instructed groups to report their progress in Optima which is an Internet based learning platform used at Laurea UAS. In Optima I was able to see what they were doing and if necessary encouraged them to work harder or helped to solve problems they had. All groups finished their reports in time but one of the groups did not report their work sufficiently enough to use it as a reference here.

The second risk was that teenagers wouldn't like the game idea we are designing. This was tried to be prevented by doing research on teenagers´ interests and designing user profiles from them, this was the task of one of the study units. Getting feedback from teenagers was done in the last phase of the project to check if they liked the idea. Results are reported later in the report but it seems that this risk was avoided and the target group liked the idea.

One possible risk was communication failures between all the persons involved in the project. The communication between students, their teachers and me was important for the success of the work. We were using Optima and e-mail as communication channels and had regular meetings. Meeting regularly turned out to be the best way to provide information effectively and I encouraged the students to contact me whenever necessary.

During the project no huge or serious risks occurred. In the daily work small problems happened that did not affect the course of the project. Sometimes it was difficult to find common time for meetings or weakness in English skills caused misunderstandings between persons, but in general the work went smoothly. Finding schools to cooperate with was challenging, it took several emails and phone calls to find the schools that welcomed us to visit them. Motivating students to work was not a total success. There was variation in the quality of work between student groups and all the groups were not equally motivated to the work.

5.2   Building Deli Project

Building phase includes defining the project, planning, executing, testing and taking the product into use (Ruuska 2007, 34). In this part of the Deli project the project was defined and the project plan had already been written. The plan has been changed and modified along the project when new information has been found. The project was executed among

the student groups and the interns and the game idea was tested. This is reported in the following. The final product (serious game) will be taken into use in the future.

Defining the project and each person's tasks has also been a changing process where planning has been done along the way. Students executed their part of the project and after this the final game scenario was created. In the following is explained the methods and results in each student groups work.

After the information about student groups work is presented the work done in SIDlabs. The best parts of the results from student groups were used in Sidlabs to create the idea for serious game. The game idea was then tested among the target group. The results are explained later.

5.2.1   Results of the Student groups´ Work

During this phase groups were working under my guidance. They all provided their results and reports according to their study unit timetable by the middle of December. I had meetings with all teams regularly and participated to some of their lectures. In the meetings we discussed how teams are working during the project and I have helped to solve problems they had encounter. Some meetings were settled in advance, but other times student just come into my office to ask something.

As a communication channel we used Optima which a learning platform in the Internet and e-mail. I found e-mail was a more efficient way to reach students than Optima and students also preferred to ask their questions via e-mail rather than Optima. Optima would have been a better place for all the communication, because there messages are saved and everybody involved is able to see them. Groups wrote diaries in Optima where they explained their situation and saved their documents in Optima for their teachers and me to see. I kept in contact with their teachers and planned parts of the work with them. In the following is explained in detail each groups task and results in the project.

In study unit 00015 Palvelujen hallinnointi ja tutkiva kehittäminen there were three groups working on Deli project. Each of the groups had different research topic. The topics were to find out about teenagers' habits regarding to using the Internet, playing electronic games and using mobile phones. The results are described in the reports they wrote.

The first group executed a survey questionnaire and four deeper theme interviews to get information they wanted about the target group as internet users. They got survey answers from 32 persons, 20 females and 12 males. Based on the results they recognized four types of

Internet users. A female and male active user, and a female and male average user. In the user profiles (see attachment 4) they describe how much time the user spends on Internet daily, what are the most favored sites and what kind of qualities are good and bad in Internet sites. They found out that Facebook and Irc-galleria are the social sites the young favor. An average user spends from one to three hours in the Internet daily and they access the Internet several times during one day. Good qualities for an Internet site are that it is easy to use, clear and downloads fast. However the content should be diverse and interesting. Plenty of advertises and too much text without figures are disliked. The future scenarios the group presented were social internet communities such as Facebook becoming more popular and another scenario is mobile technique developing and creating more possibilities to use Internet and play games everywhere in new ways (Haarala, Isokangas & Lappalainen 2009.)

The second group made a questionnaire to one junior high school class to find out how teenagers play games. Their results and analyzing the answers were not sufficient enough to draw conclusions about teenagers´ playing habits or create future scenarios.

The third group executed two group interviews to a small group of teenagers in a junior high school in Helsinki. Based on the interview results they created six different user profiles (see attachment 5). They used a service design method called personas to create the profiles. In profiles are described personal qualities, goals in life, the persons´ future scenarios and description of an average school day. They created three scenarios for year 2015 about how mobile game techniques have developed. According to them the likely scenario is that school food situation hasn´t changed significantly, mobile technology would allow improving the serious game playability and graphics more. In the threatening scenario the school food consumption has decreased and mobile phone technique doesn't enable interesting serious game to be launched in phones. In the pursued scenario the serious game is liked and popular in mobile phones and it has increased the appreciation of school food (Hyyryläinen, Idström, Kirjonen & Saukkonen 2009).

The results of students´ work about using Internet can be compared to more comprehensive research made by Save the Children Finland (Pelastakaa lapset) in 2009. In this study was researched the Internet usage among children and teenagers. From the results can be noticed similarities to the groups work. In both results keeping in contact with friends and using social communities are highlighted. Also playing games and listening to music are somewhat common activities online (Pelastakaa lapset 2009.)

These profiles groups created can be used to describe and identify the customer segment(s) the online society and serious game are developed and marketed to. From the profiles is found information about the users preferences and this information was used in developing

the game idea. The profiles were created using personas method and even though they describe one individual user can they be seen to represent a customer segment of similar users.

In study unit 00320 Developing service innovations students worked in two teams, both had same task to create an idea for serious game. In the first group there was one Turkish and four Finnish students. From the first meeting this team had a clear picture of what kind of game they wanted to create. Their plan was to create a game "humagotchi" where the idea of the game is to feed, exercise and take care of a human character. Team´s idea includes a website around the game including information about healthy food and lifestyle. (Hakala, Hämäläinen, Kälkäjä, Vilkas & Yurtseven 2009.)

My role with this team was to give some guidance what kind of qualities we wanted for the game, but since they had a clear idea, they were able to work quite independently. Team gathered secondary information about school lunch in Finland, serious games and explored what kinds of games already exist. They also collected feedback from 14-16 year old students about the game idea they had created. The last part in their work was writing a report about their work where they listed the details and qualities in their game idea. (Hakala, Hämäläinen, Kälkäjä, Vilkas & Yurtseven 2009.) The basic idea of a character that player controls, feeds and exercises was used in the serious game idea that will be created.

The second group consisted of six students, two of them were Finnish and four were international exchange students. This team took more time to define their game idea and I was guiding their work by giving advice how to proceed with the innovation process and how to report the work. In their report the team described in depth what are serious games and information about teenagers, their nutrition and behavior in social networks. Their game idea is about school environment where the player can manage school canteen, serve school food, chat and socialize with other players and play mini games. Testing the serious game idea was done with questionnaires with the target group. (Caliskan, Cuicchi, Hyyryläinen, Laroy, Sak & Viinikainen 2009.) The idea of a player managing school canteen was integrated as a part of the serious game idea.

To gather feedback from game´s target group I organized a workshop with both teams. On Monday 2nd of November we held a workshop with pupils from 8th grade in a junior high school in Espoo. There were 12 pupils present. At first both teams presented their game ideas and then asked pupils to fill out a questionnaire. After presentations and questionnaires followed discussion about game ideas and playing in general. Teams got feedback about their ideas in workshop and they had a change analyze if their idea needed some modifications.

In study unit 00018 palveluinnovaatioiden kehittäminen students were working in two groups with six or seven persons creating ideas for the online society. They started their work by brainstorming new ideas then developed the best ideas and reported them. In their reports were explained what are online societies and then their own idea for the society.

The First group developed a virtual school environment which consists of school canteen, break time and several types of lessons. In school canteen users could vote for their favorite food which real life school food caterers could actually implement. During break time user could play games and lessons would provide information, discussion channels, comics and interviews of famous persons. (Brommels et al 2009.)

The second group created idea for a SeriousSociety which consists of Gameforum and Gamegallery. Gameforum consist of free discussion channels, game discussion and discussions channels where professionals are answering questions. Professionals are health, sport, nutrition and food specialists. Gamegallery is a place for the player to upload pictures and comment other people's pictures and create groups with friends and other players. (Idström et al 2009.) The best parts of the ideas the teams have created will be used later in 2010 to give ideas and a base to create an online society.

5.2.2   Results of the Survey among the Target Group

In SIDlabs the game idea was developed by the intern responsible of the game development work. He gathered the best parts of ideas from students and created idea and plan for the serious game. The game idea is a secret and cannot be described in detail until the game will be published.

This idea was then tested on another test round for the target group. It was done in three Junior High Schools two in Espoo and one in Helsinki. A group of schools from Helsinki and Espoo were contacted by email asking if they were willing to help us in the project. Three schools contacted me and agreed to let us present the game idea and collect feedback for it. The survey method was qualitative the basic features of which are already mentioned earlier. Feedback was collected by visiting the schools. On each visit we presented the game idea to 10-50 persons. After presenting the idea pupils answered to a two page questionnaire (see Attachment 2). The questionnaire contained both open and structured questions. On the first page was asked general questions about age, gender and playing habits, on the second page was asked detailed questions about the game idea presented and if they liked it. The questions and some of the answer choices were written both in English and Finnish. Teenagers answered in both English and Finnish and after collecting the answers I translated them to

English. The directions how to answer the questionnaire were given orally both in English and Finnish and because we were present the teenagers were able to ask more guidance.

First version of the questionnaire was given to 19 persons to test the questionnaire. After this the questionnaire was modified to give more accurate answers to projects needs. Two unnecessary questions were removed and six new questions were added. The answers to removed questions have not been analyzed. To the second version of the questionnaire answered 75 persons. In total 94 pupils answerer to the questions in both versions of the questionnaire. The added questions were: 3 What brand is your mobile phone?, 7 How often do you play computer games?, 10 If yes, what mobile games do you play?, 12 If yes, how often do you use the Internet on your mobile phone?, 14 Name the social sites you use most often, 17 Did you like this idea?.

First in the questionnaire were asked the answerers age and gender. Altogether 50 girls and 44 boys answerer to the questionnaires. Majority of the answerers (73) were 15 years old, 12 of the persons were 14 years old and only nine were 16 years old. In the first version of the questionnaire was asked whether the person owns a mobile phone or not. One hundred per cent of the answerers said they own a mobile phone. Based on the result it seemed that asking if a person has a mobile phone would be an unnecessary question. In the second version of questionnaire this question was replaced by what brand is your mobile phone.

To the question what brand is your mobile phone everybody wrote a brand name and one answerer wrote two brand names. Almost 79 % of the answerers owned a Nokia mobile phone, Samsung (16 %) and Sony Ericsson (5 %) were a clear minority. No other brands were mentioned. Based on this result it seems beneficial to create a mobile version of serious game using software's that Nokia phones support. This would make the mobile game available for most mobile phone users.
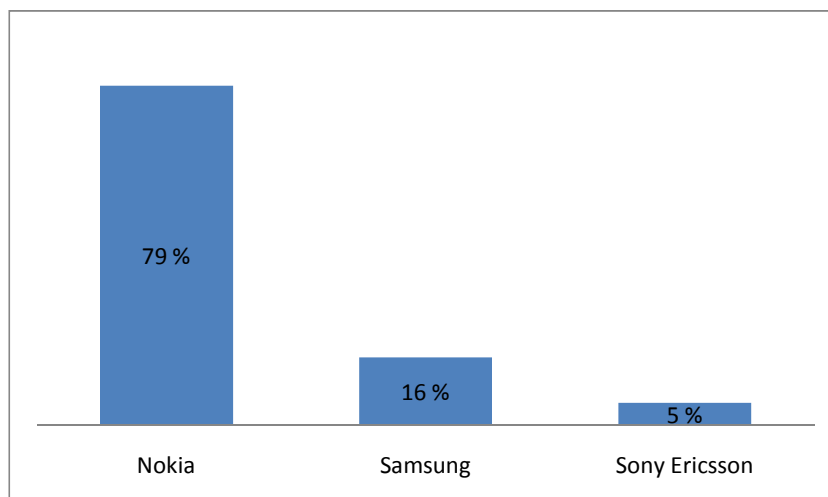
Figure 3: Mobile phone brands

In fourth question was asked, how often do you eat lunch at school? This question showed that around 69 % of these pupils ate school lunch every day. About 19 % ate the lunch sometimes and almost 11 % ate the school lunch less than two times in a week. The amount of pupils eating school lunch daily is slightly lower than in previous studies about school lunch presented earlier; this could however be due to differences between schools.
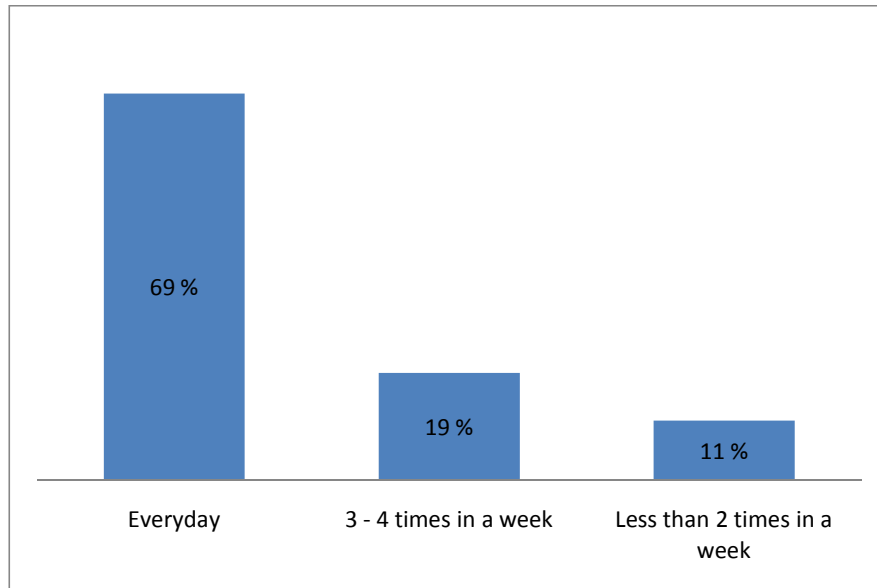

Figure 4: Eating school lunch

From the fifth question started questions about the Internet and playing habits. The fifth question was where do you use the Internet? In this question was given four structured choices for answer and one open choice. It was possible to choose multiple answers. Everybody answered they use the Internet at home. At school (76 %) and at friends' home (69 %) were also common places to access the Internet. The Internet in mobile phone was used only by about 19 % of the answerers. Minority (5 %) said they access the Internet somewhere else, in library. This shows that the target group has Internet access in many places and situations where they would also be able to play the serious game also.

Sixth question was an open question, where answerers were asked to write down the name of three computer games they play. The answers were categorized based on the type of the game. Most commonly mentioned type was first person shooting games (49) in this category two games were mentioned the most (Counter strike and Call of Duty). Secondly common type was simulation games (16) such as the Sims. 13 times were mentioned commonly web games and 9 times were mentioned Facebook games. Other types of games got from one to

seven mentions. The serious game would fall into the categories of web based games and simulations. Based on the result these types of games are liked by some part of the target group. This group consists of potential players of the serious game.
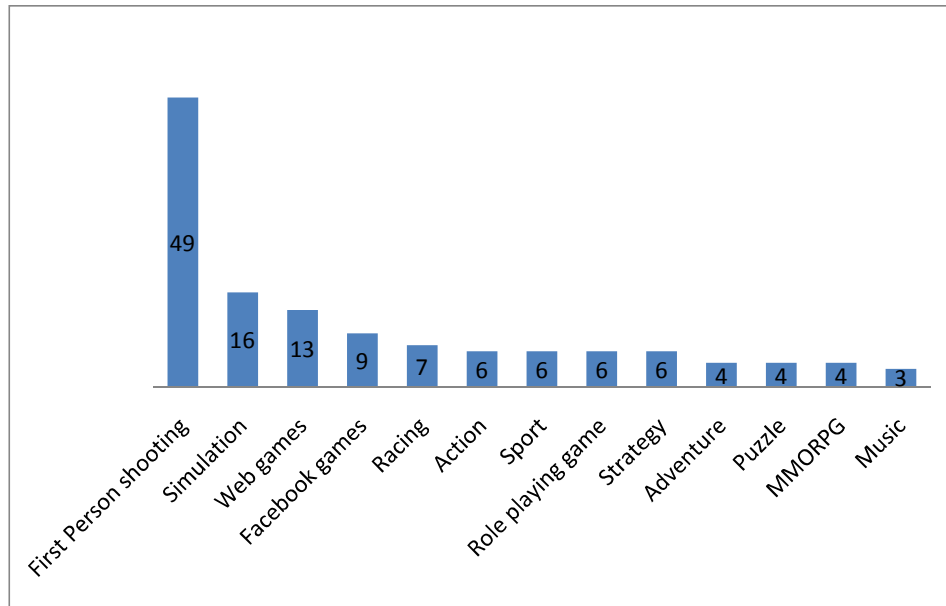

Figure 5: Computer game types mentioned most

Then was asked how often you play computer games? In this question were given four choices to answer. The answers were divided rather evenly. About 29 % said they play every day, 30 % answered they play three to four times in a week and around 37 % said they play less than once in a week or never. Once in a week was played only by 8 % of answerers. This would suggest the majorities (60 %) of answerers are active players who play several times a week and would be potential players for the serious game. There is also a significant amount of persons who play less than once a week or do not play at all. The teenagers that play daily or several times in a week could be likely to be interested to play the serious game. Additional researches would be needed to find out how the group that plays less than once a week could be inspired to play the serious game.
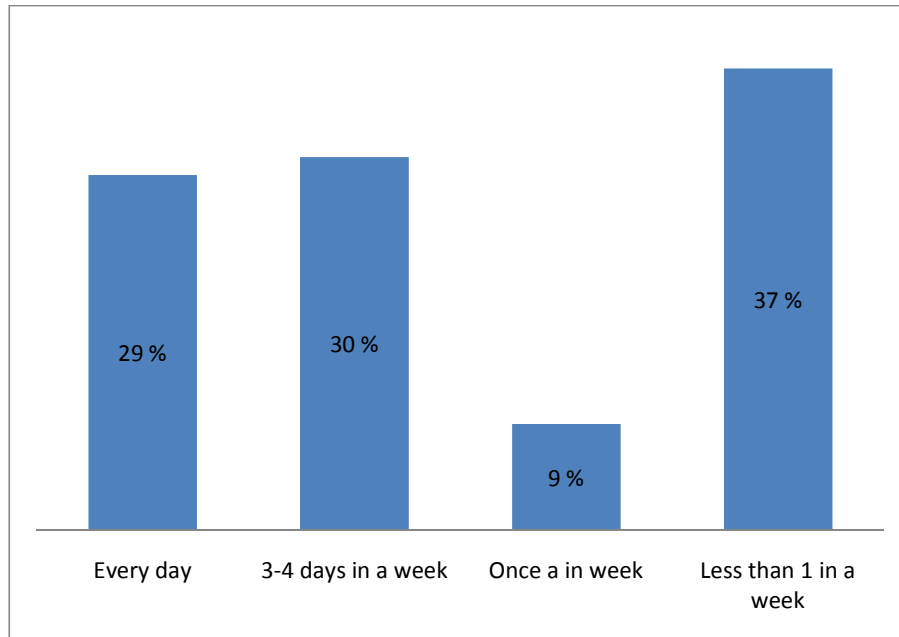
Figure 6: How often computer games are played

On eighth question was asked the amount of time spent during one play session. Around 52 % of answerers said they spend more than one hour playing in one play session. About 28 % said they spend between 30 minutes to one hour and only 20 % said they spend less than 30 minutes during one play session. The serious game is planned to be played for a short time per one play session. This may be problematic because majority of players are used to spending more than one hour playing one game.
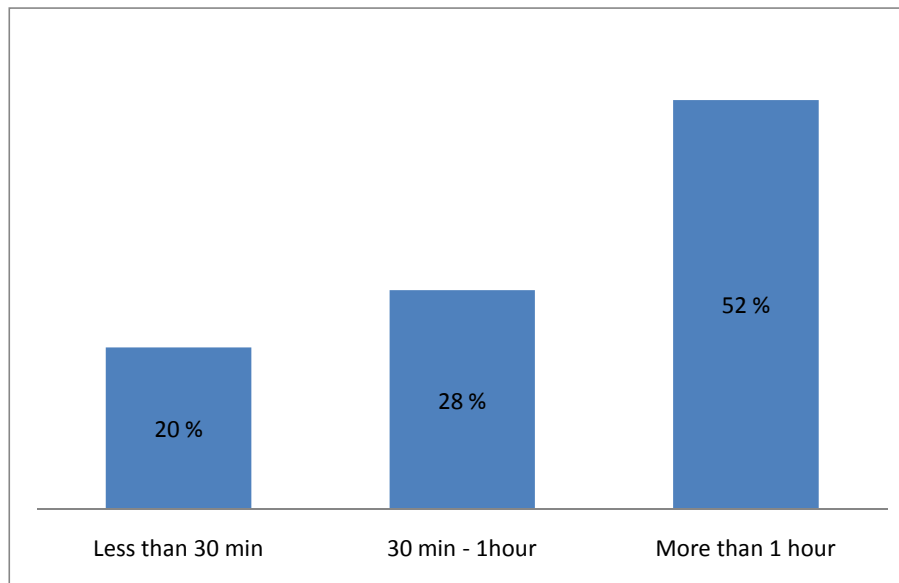

Figure 7: Time spent during one play session

The next question was: Do you play games in your mobile phone? Only about 2 % of answerers said they play mobile games every day. About 37 % said they play mobile games sometimes and 46 % said they play mobile games only seldom. Around 14 % answerer they never play mobile games. This suggests that for some reason teenagers do not play regularly mobile games. How to change the situation to benefit the serious game mobile version is a challenge and would require more studies.
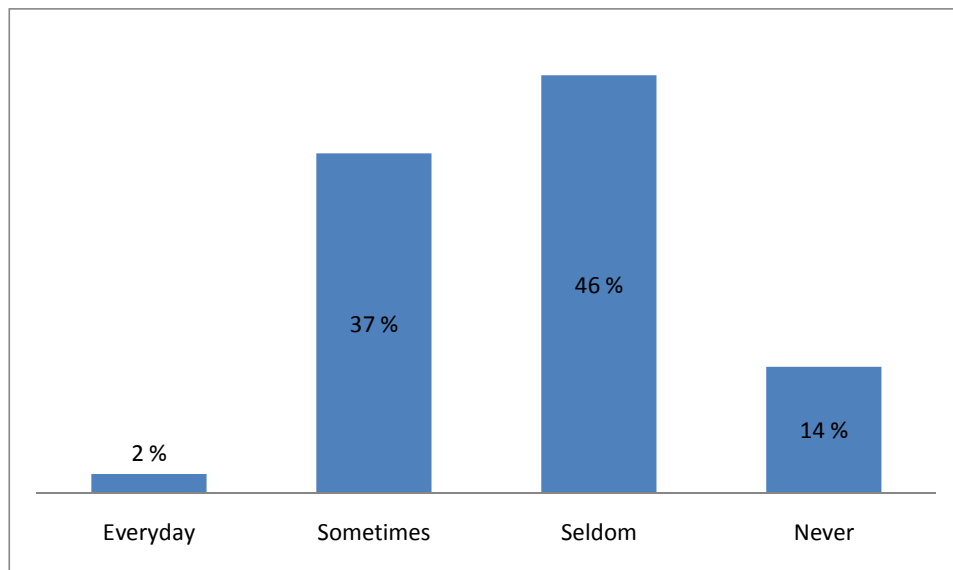

Figure 8: Games played in mobile phone

On the next question was asked the names of most commonly played mobile games. Majority of games mentioned were games that were included in the mobile phone such as Snakes. No clear favorite game was found in the answers, but plenty of individual game names were mentioned. With bigger resources these game names could be examined further and analyzed what types of games the target group plays in mobile phone.

On 11th question was asked, do you have Internet on your mobile phone? Majority, 64 persons (68 %) said they have Internet access on their mobile phone and about 32 % replied they do not have Internet on mobile phone. Following question was: If yes, how often do you use the Internet on your mobile phone? From these 64 persons who had Internet access in their mobile phone only around 2 % said they use it every day. Majority 69 % said they use it less than once in a week. Based on this result if the serious game can be played online via mobile phone, the majority of the target group might not use the possibility to play it. Here additional researches would be useful to find out why Internet is not used in mobile phone more often. Could the reasons be in the prize or don´t they need Internet in their mobile phone?
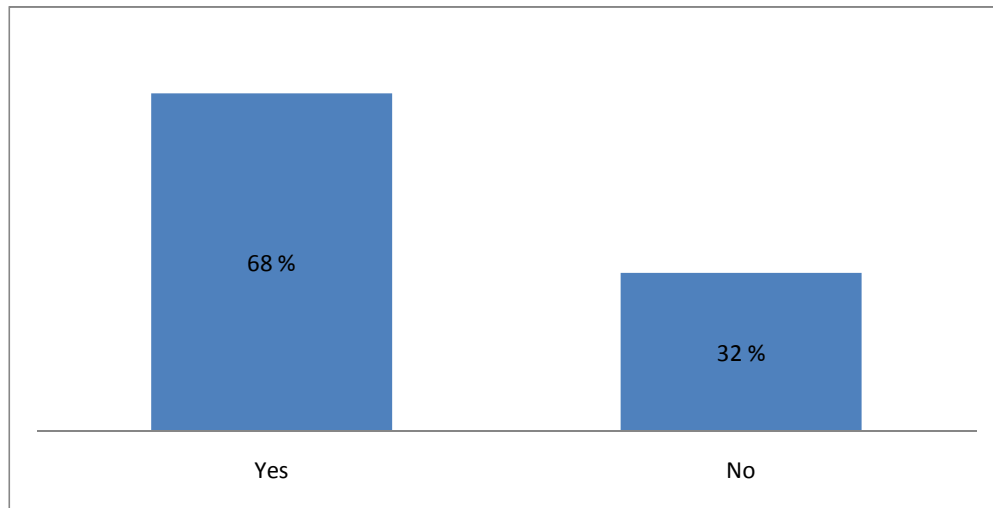
Figure 9: Internet access on mobile phone
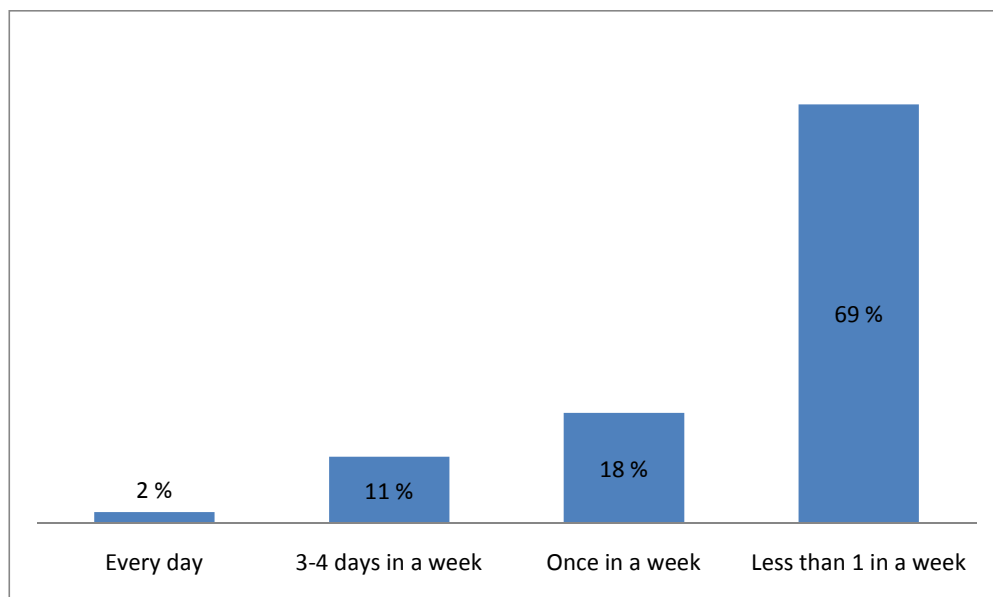
Figure 10: Using Internet in mobile phone

Question number 13 was: Do you use social sites? About 39 % of answerers said they use many social sites. Majority (54 %) said they use one or two social sites and only about 7 % said they do not use any social sites. Following was asked to name the social sites used most often. Many wrote more than one social site they use. From these 87 persons who answered using social sites almost 59 % reported using Facebook. Secondly most used social internet site was Irc-Galleria (about 45 %) and third was MSN (29 %). Several other social sites got from one to three mentions. This reveals that teenagers like Facebook and earlier was already stated they

like the games in there. Based on this Facebook could be either a potential platform for the serious game or the biggest competitor for it.
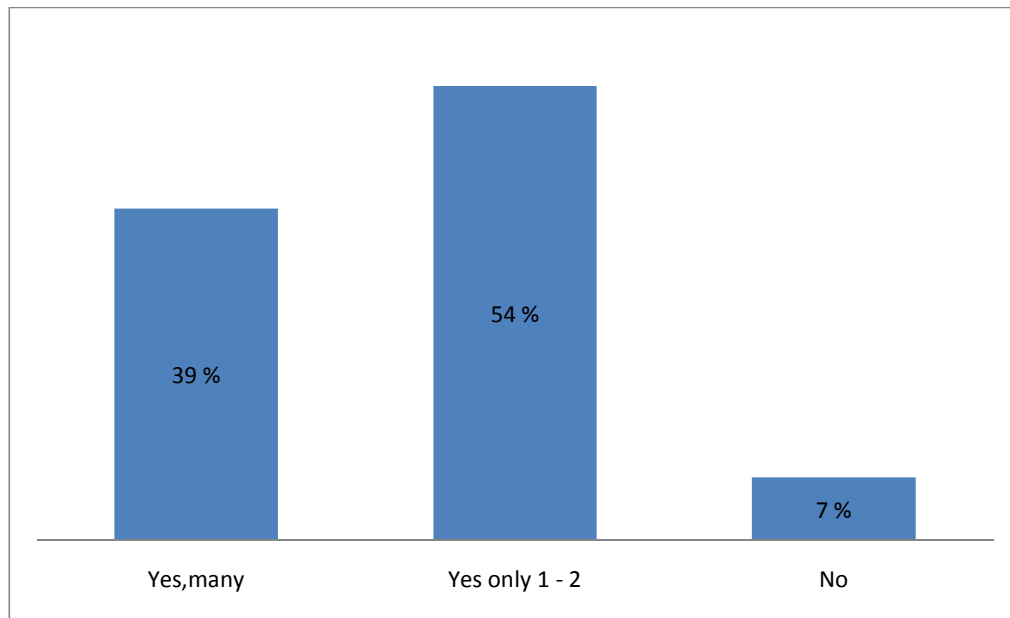
Figure 11: Amount of social sites used

Second part of the questionnaire was concerning the game idea we presented. 15th question was: What did you like about this idea? Why? This was an open question and from the answers has been picked the comments that were mentioned at least by four answerers, many answered more than one thing. 20 answerers mentioned they liked the idea of relationship map or getting new friends in the game. There was mentioned 15 times that the game idea in general was good. Using real map got 13 positive comments. Free game was liked by 11 persons and 10 liked the idea of using mobile phone camera or Iphone in the game. Game was thought to be fun (7 mentions), different from other games (6 answers) and there was variety and lot to do in the game (6 answers). Connection to real life or the reality of the game was mentioned six times. Four times were mentioned creating own home, chatting with friends and the game was thought to be interesting. Only five persons did not write anything to like about. Since the variety of answers was big, it suggests that there are several interesting aspects in the game. There is something to like for the majority of the target group.
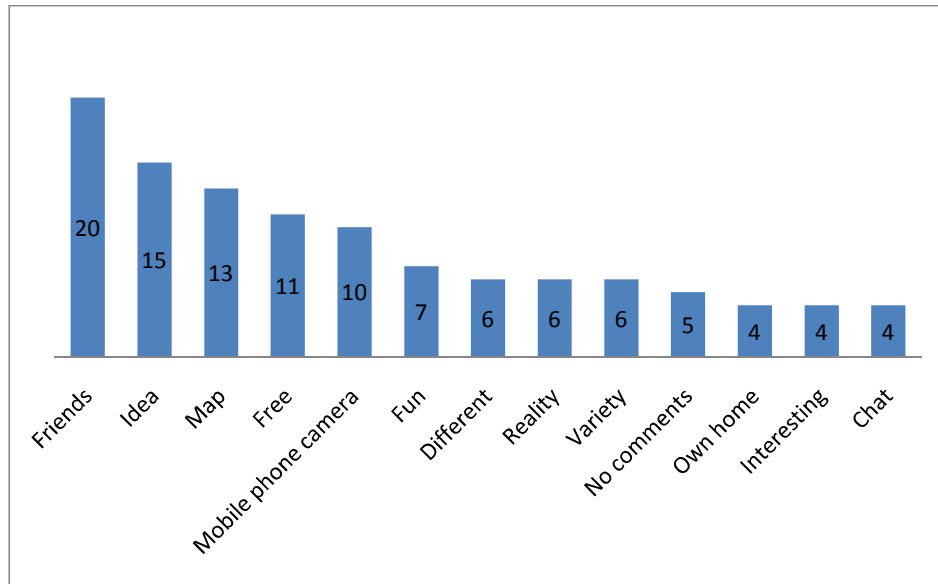
Figure 12: Most liked things in the game idea

In the next question was asked what was not liked in the game idea and why. 40 of the answerers could not name anything they disliked or that should be improved. The most was mentioned that the game seemed confusing or complicated to play (8). Six persons mentioned they liked everything in the game idea. The game was thought to be difficult (5) and boring (5) and some thought it reminded too much of Habbo (4). One aspect of making the game confusing could be that the presentation language was English and thus it might have been difficult to understand for some of the pupils. Individual comments were for example about the game not being logical enough to interest anyone to play it. In two comments were raised important worries about security issues, how meeting a stranger from game could be dangerous. Security issues are important and they have to be taken care of when creating the game. In general these results were promising; the majority did not mention anything to improve.
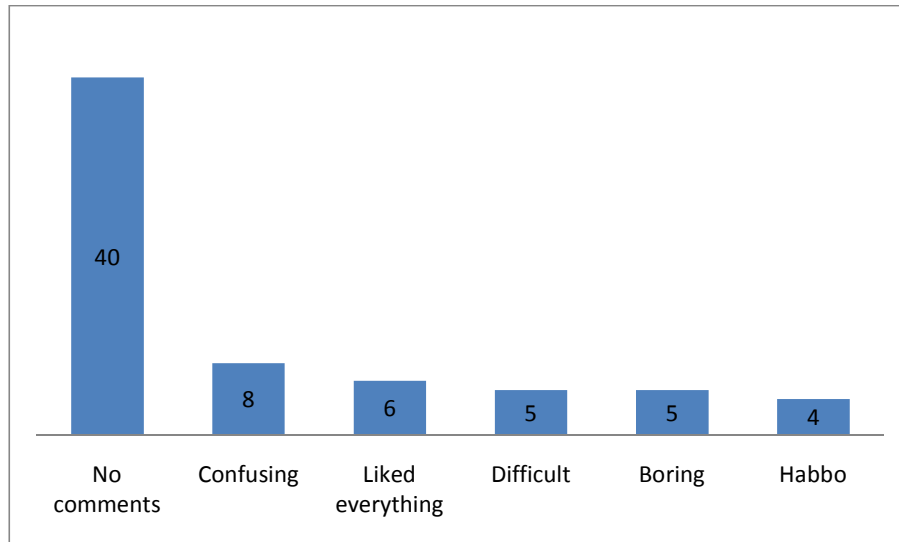
Figure 13: Most disliked things in the game idea

Following question was structured with four choices to answer and it asked if the answerers liked the game idea. A quarter said they liked the idea a lot and majority (56 %) said they liked the idea a little. 16 % did not like the idea much and only about 3 % did not like the idea at all.
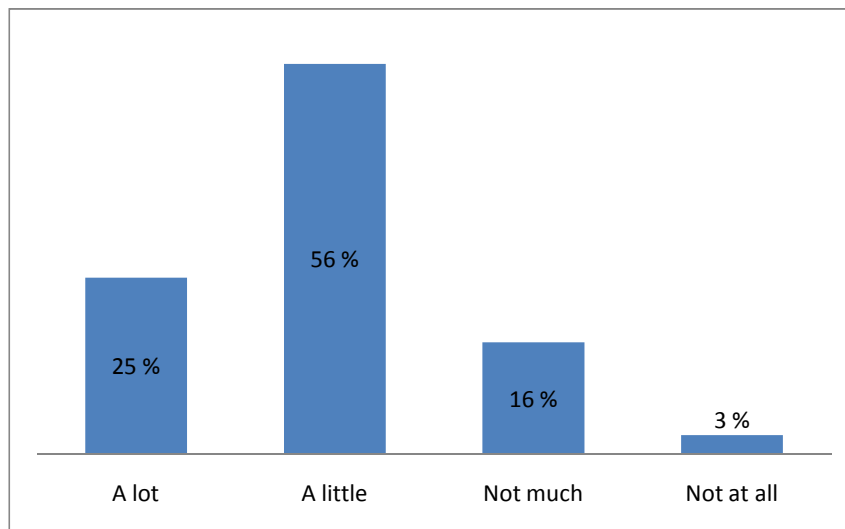
Figure 14: How much the game idea was liked?

Question number 18 was: Would you play this game. Here were given two choices to answer either "yes" or "no". Part (11 %) of the answerers had written "maybe" on the paper. Majority of answerers (60 %) would play this game and only 29 % felt sure they would not play the game. This is very important and promising information suggesting the game development should continue.
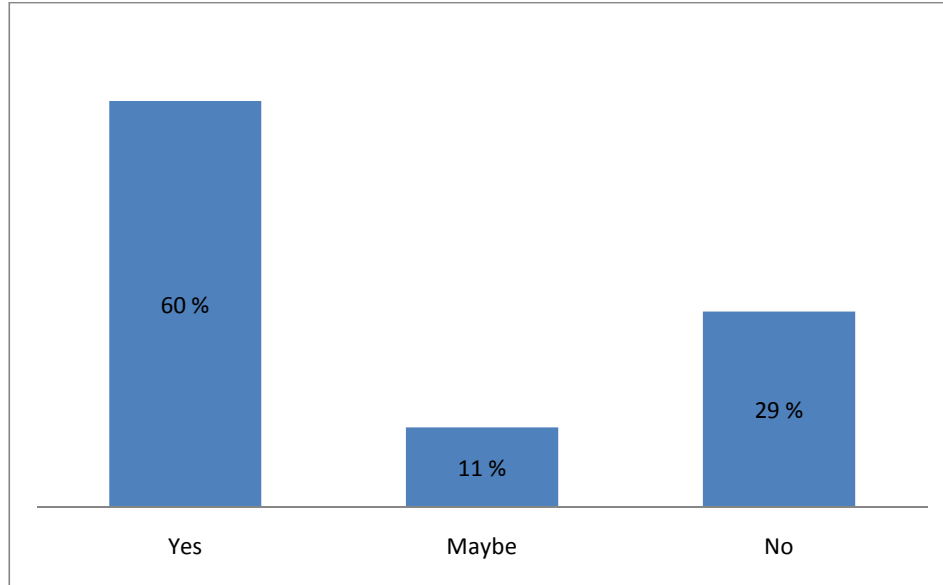
Figure 15: Would you play the game?

Next question measured whether the target group liked several detailed aspects in the game or not. Most of the aspects were liked by majority of answerers. Only two things were not liked over half of the answerers. Top ten lists in the game was liked only by 32 % of answerers and using real restaurant menus in the game was liked by slightly under half (48 %) of the answerers. 5 % had answerer something else, but only one had written what it was (ability to hide). Clearly most liked aspect was ability to chat with friends (84 %) and second was relationship map (67 %). Social aspects of the game seemed to be the most liked. This result reveals that only integrating top 10 player lists in the game should be reconsidered. The other aspects were liked and should then be in the serious game.
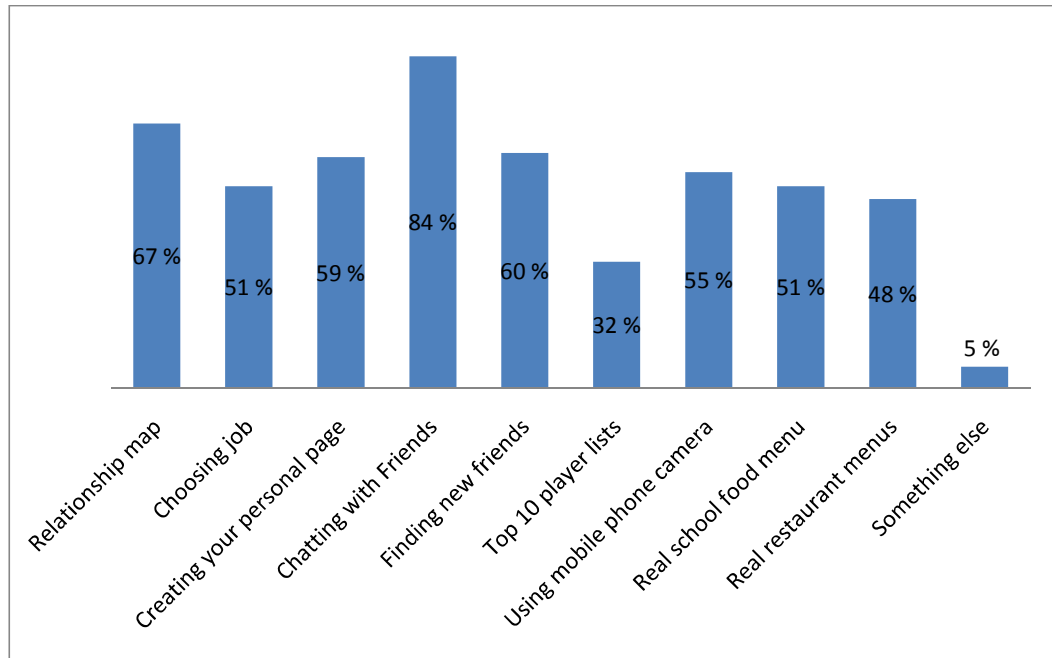
Figure 16: How much the different game aspects were liked

Next was an open question asking what kind of words would be used to describe the game idea. Most commonly used words were "fun" or "funny" (20) and "interesting" (20). The game idea was described to be "good" 18 times and "different" from other games or unique 13 times. Words "diverse" and "nice" were used eight times. Other words used to image the game idea were "complicated" (6), "social" (5), "realistic" (5), "wonderful" (4) and "cool" (4). Some other individual words were also used. The words that were mentioned most were positive.
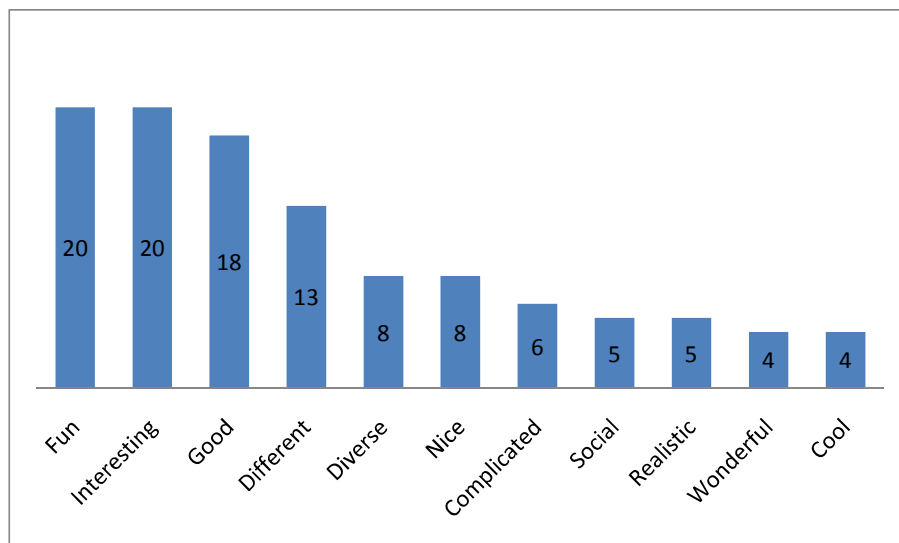
Figure 17: Words used to describe the game idea

In last question were asked to write other comments or ideas to make the game more fun. 72 answerers wrote they had nothing else to add or they did not write anything. The game was hoped to be easier (3), to contain more action (3) and 3D (3) and doing criminal activities should be possible in the game. Pet (2) and family (2) were also wanted for the game and adding more cities into the map. These answers did not give any new idea for the game.
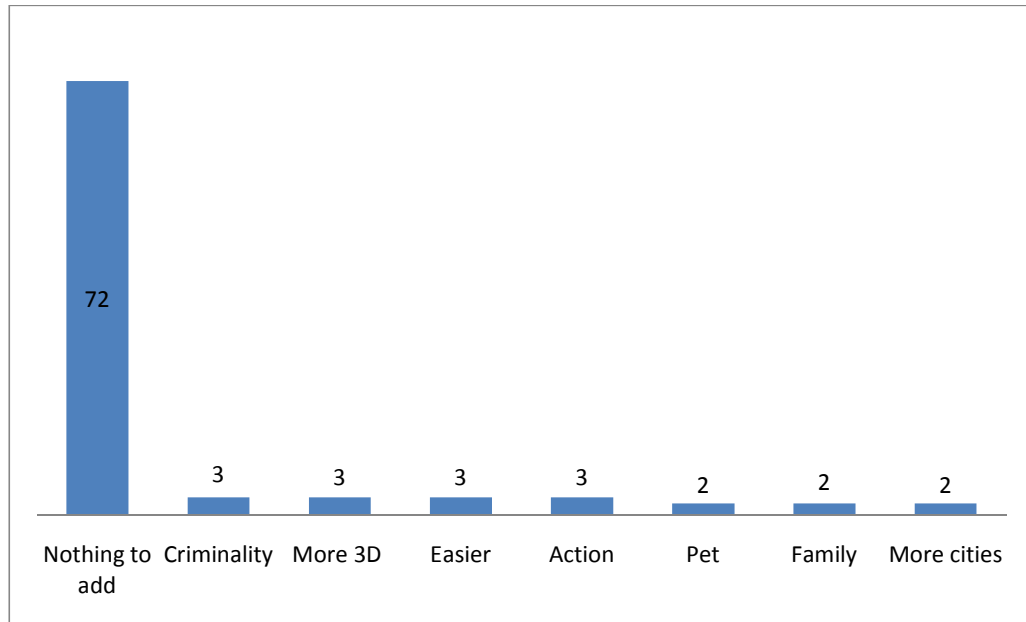
Figure 18: Additional ideas for the game

From the results can be noticed that the game idea was liked by the target group and majority said they would like to play the game. This information is used to attract possible partners and funding for the project. A challenging task will be creating successful mobile version of the game. Based on the results even though majority of answerers had internet access on their mobile phone only a few used it daily. Also mobile games were played only seldom.

5.3   Ending First Phase of Deli Project

Last phase in students´ work was collecting the results from groups and evaluating them. All groups wrote their final reports which I and their teachers evaluated. In the end of the project I organized a Deli presentation where all student groups had a place to present their work. I invited partners from schools and school food catering providers there to see the work we had done and discuss possible cooperation in the future.

Since the game development was done simultaneously with the groups work, their game ideas were not executed totally, but the best ideas from there were collected to the game design.

The work of groups who were designing online society will be used in 2010 to program and create the online society. Background research student groups did was used to provide information how target group is behaving and what they appreciate. This information was used in game design process but it can be useful also later in marketing the game.

The survey results from game idea feedback are used as arguments to get funding to continue the project and attract partners. Positive results should confirm possible partners that the game is worth investing in. The information about teenagers' playing habits and using mobile phone is important to consider in every stage of the design process. The teenagers gave some good new points that affected the game idea.

When the project results are ready project manager writes final report and often the customer has to approve the results (Pelin 2009, 87.) This document is the final report from this phase of Deli project and it will be used as background information and justification in game and online society design process.

5.3.1   Evaluating Results

In this chapter is evaluated the truthfulness of the results and the success of the project work is assessed following. Each project should have clear targets for time, content, quality and money. When these targets are defined at the beginning of the project it is easy to evaluate if the project was a success by thinking if these goals were met. Additional success for a project can be measured by asking the project team if project was well managed and if the working atmosphere was good (Pelin 2009, 37.)

There were clear timeframes for each person or group working in Deli project and these timeframes were met. Content and quality of the project can be measured by comparing the final results to the objectives presented in the beginning of the document. The goals were to justify the use of serious game and online society and gaining information about the target groups´ habits and preferences. In this document is described what are social media and serious games.

Plenty of information was gathered as a base to create serious game and online society. Also good and tested game idea was created. The original goal, creating a game prototype, was not realistic given the time frame and resources. The survey results also back up the use of social media showing it is already commonly used among the target group. The work student groups did was mainly good and the results were useful information about the target group. Only one group failed to provide enough results. Information about the success of the game idea was gathered in the survey I executed.

The results from surveys and interviews gave valuable information about the preferences of the target group. However there would still be need for further researches. On the visits to comprehensive schools teachers were mostly excited about the game idea and they felt it would be useful also in lessons.

The survey I made for the target group was planned and executed on very fast timescale, which is why some important aspects were lacking. Because the target group is under aged, it would have been important to ask in advance both pupils and their parents consent for participating to the survey. I contacted the school just before Christmas break and then schools were visited right after the break. This caused that there was not enough time to send consent forms to parents. However in the questionnaire was not asked very personal questions and the answerers were given anonymously.

Also the questionnaire was not planned well enough in advance. The questionnaire was changed once because I noticed the answers were not useful for the project. Open questions turned out to be very difficult and time consuming to analyze. It would have been easier to ask more structure questions and plan the open ones better. For example question number 10. "If yes, what mobile games do you play?" It could have been replaced for example with a question like "Have you bought mobile games?" And then answer choices "Yes" and "No". Then the answers would have been analyzed more accurately.

Since the game idea was presented in English it is possible the results were affected by lack of understanding some parts of the presentation. The results of how many liked the game idea and would like to play the game were surprisingly positive. Also, with a Power point presentation it is difficult to describe the game idea realistically. It could be that pupils felt some pressure to answer positively but in real situation they would not play the game or after trying to play they would not continue it for long. Even though the survey results might not be totally accurate, they give a hint that there seems to be interest in the game among the target group.

The feedback I got from teachers and the projects instructor has been positive and the work done was appreciated. The method of integrating students into SIDlabs work got very positive feedback from teachers and also the students approved the working method. According to these results, the goals were met and the project was successful. The working atmosphere and quality of management was estimated by asking the students´ opinion which is reported in the following chapter.

5.3.2   Evaluating Project Management

The work method used in this project was new to Laurea UAS. Interns have not worked together with teachers guiding students´ work before. This is why it was especially important to get feedback about the work method. The oral feedback I received from the teachers has been positive; they have felt it's good to have an intern guiding others. In addition I collected feedback from the students. I prepared two short questionnaires, one in Finnish and other in English (see Attachment 3) for students to fill out. In the first question I asked what was good about my skills as project manager. Next question was about which was negative, how could I improve my work. Third question was how it felt to work with student instead of only teachers' guidance. With this question I tried to figure out if students felt the work method was successful.

In study unit 00320 Developing service Innovations I collected the feedback during their lesson. Nine students out of 11 were present and answered to the questions. For study unit 00015 Palvelujen hallinnointi ja tutkiva kehittäminen I collected the feedback in Deli presentation day and got seven from ten students to answer. From study unit 00018 Palveluinnovaatioiden tuottaminen I did not collect the feedback, because I was not enough involved in their process. In advance I thought that international exchange students might have troubles comparing working method, since for them whole LbD model was new.

Answers I got from students in 00320 Developing service innovations were mainly positive. Students felt good that I was available for them, gave feedback and guided their work. Four students couldn't name anything negative or things needing improvement. All development ideas suggested I should have given more feedback and guidance. One of the students would have wanted more rules. To the last question about work method the answers were positive. Students felt working was more relaxed, free and discussion was easier than with a teacher. One of the answerers mentioned getting more feedback from different sources. Negative things that came up were that one felt the working was confusing in the beginning and other mentioned it's not good when teachers demand different things than I do.

In study unit 00015 seven students out of ten gave me feedback and also their feedback was mainly positive. They felt good that I was available; the tasks I gave were clear and one replied getting motivation for working. Most of the students suggested improving in giving more feedback. Three of the answerers would have wanted clearer task and one commented that teacher's advices made the working more complicated. To the question about work method answerers had commented it was nice, relaxed, easy and fun. Five or the students felt I understood their problems better than teachers.

Based on the feedback could be drawn the conclusion that the work method was mostly approved by the students. The main things to improve were giving feedback and clear co-operation between intern and the teachers in study units. Giving same guidance and instructions and generally being aware of everyone's goals and input between intern and teachers should reduce the conflicting guidance. The confusion might have been reduced if I had started planning the work earlier. In this project my work started simultaneously with students, whose work I was supposed to plan. Since more feedback was wanted I could have set up weekly meetings. In these meeting it would have been easier to follow the groups work and give direct feedback than in Optima. I was counting too much on electronic communication channels, such as email and Optima, they can´t however replace face-to-face interaction. Also planning time to get improvements to the final reports could have been useful. Now student groups already finished their work even though some improvements on their report could have been needed.

This was the first project where I was clearly in charge of a project and a big challenge for me. The service management study programme trains students to learn management skills and this project has been an excellent addition to this. I have learned to plan and manage projects better than before. One important lesson I learned is that plans change and things are evolving rapidly when several groups are working in a project. Sometimes decisions about the project were made really fast.

6   Conclusions

In general I am satisfied with my work and results. The feedback I have received is mainly positive but of course there are things to improve. The feedback was useful and accurate for me to thinks about in possible future project management positions. The students had pointed out many things that I recognized were difficult for me or I felt would need improving. Guiding students work went very well but I should have held even more meetings with them, to keep track of how they were doing and give more feedback. Also communication with their teachers could have been more intense, though this might be difficult due to everybody´s tight schedules.

During the project I learned about different methods that were in use. First as base for my work I read books about project management. The most useful books I found were from Pelin (2009) and Ruuska (2007) from where I took examples of how to proceed in the project. I had to get familiar with the methods students were using in their work. Sometimes student were asking me questions about where to find information or which theory should they use. In these cases it was useful that I had learned about their methods and knew their subjects. Tutki ja kirjoita (Hirsjärvi et al 2005) was very useful book to read and get to know to

different research methods. The work was challenging and new for me however I learned a lot and the work was very rewarding. I enjoyed working with different people and in various situations. Even though the work was not easy, but it taught me management skills, independence and ability to work in projects.

This thesis provides valuable information for the future work in Deli project. There is still a lot of work to be done before the serious game can be published. Testing the game idea gave both confirmations that there is an interest for this kind of game but also topics for further research.

The work in Deli project will continue in the future by other interns. Next goal is to get the funding to continue the project and partners to program the game. For this the results in this document are used as background information. The game development will continue after partners have been found and creating online society will start during 2010.

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Figures

Attachments

Deli Project

The goal of the project is to get teenagers interested in school lunch and get them to participate to the atmosphere at the school cafeteria.

Target group are 15 – 16 years old teenagers from Helsinki metropolitan area.

Serious Game

The goal is to design a social internet/mobile based game which objective is to get teenagers interested in school lunch.

Research questions

Common questions:
What are 15-16 years old interested about?
How to make a serious game popular?

Group 11 Mobile phones

How much do 15-16 year olds use text messages?
How much they use internet via mobile phones?
Do they play mobile games? How many?
Is the prize of the games a problem?
What kinds of qualities are there in a good game?

Group 1 Internet and Social Media

What kind of internet sites they use? How often?
How much time do they spend online?
What is their relation to social media?
How they use irc-gallery?

Group 9 Games in General

How much time do they spend playing games?
What kinds of games they do play?(mobile, video, pc, intenet...)
Do they play alone or together? Together via internet?
How many has gotten new friends while playing?
What kinds of qualities are there in a good game?

Tasks

1. Form user profiles from teenagers (5-6 profiles)
2. Plan scenarios for the user profiles to year 2015
3. Research report about the project

In Optima:
Diary/ record of meetings
Project plan (6.10)

6.10. Presentation of project plans (powerpoint)

1.12. Final reports in Optima

DeLi - projekti

Projektin päämääränä on saada teini-ikäiset kiinnostumaan koululounaasta ja saada heidät itse mukaan vaikuttamaan ruokalan viihtyisyyteen.

Kohderyhmä: 15-16-vuotiaat tytöt ja pojat Helsingin alueelta.

Serious Game

Päämääränä suunnitella sosiaalinen netti/kännykkä peli, jonka avulla innostaa nuori kiinnostumaan kouluruokailusta.

Tutkimus näkökulmia:

Yleisiä näkökulmia jotka kannattaa pitää mielessä:
Mikä 15-16-vuotiaita kiinnostaa?
Kuinka opettavaisesta pelistä voi tehdä suositun?

Ryhmä 11 Mobiili/kännykät

Kuinka paljon 15-16-vuotiaat käyttävät tekstiviestejä?
Kuinka paljon käyttävät nettiä kännykän kautta?
Pelaavatko he kännykkäpelejä? Kuinka moni?
Onko pelien hinta ongelma?
Millaisia ominaisuuksia hyvässä pelissä on?

Ryhmä 1 Internet ja sosiaaliset mediat

Millaisilla nettisivuilla nuoret käyvät? Kuinka usein?
Kuinka paljon viettävät aikaa netissä?
Mikä on nuorten suhde sosiaalisiin medioihin?
Miten he käyttävät Irc-galleriaa?

Ryhmä 9 Pelaaminen yleensä

Kuinka paljon aikaa 15-16-vuotiaat käyttävät pelaamisen?
Millaisia pelejä he pelaavat?(Kännykkä-, netti-,video- ja PC-pelit…)
Pelaavatko yksin vai netin välityksellä yhdessä? Miksi?
Kuinka moni on saanut uusia ystäviä nettipeleistä?
Millaisia ominaisuuksia hyvässä pelissä on?

Tehtävät:

1. Ideoikaa käyttäjäprofiileja teini-ikäisistä (5-6 profiilia)
2. käyttäjäprofiilien pohjalta skenaarioita vuoteen 2015
3. projektista tutkimusraportti (27.10 tutkimusraportin käytänteet)

Optimaan:
Pöytäkirjat tapaamisista/Päiväkirja
Projekti/tutkimussuunnitelma 6.10 optimaan

6.10. Valmiit projekti/tutkimussuunnitelmien esitykset (power point)

1.12. Tutkimusraportin palautus optimaan

1. How old are you?   _____

2. Are you?   ☐ a boy   ☐ a girl

3. What brand is your mobile phone?   Minkä merkkinen kännykkäsi on?

    _____

4. How often do you eat lunch at school?   Kuinka usein syöt kouluruoan?
    ☐ Every day   ☐ 3-4 times in a week   ☐ Less than 2 times in a week

5. Where do you use the Internet? (choose as many as you like)
    Missä käytät internettiä? (valitse niin monta kuin haluat)
    ☐ At home   ☐ At school   ☐ At friends home
    ☐ In mobile phone ☐ Somewhere else, where? _____

6. Name 3 computer games you play   Nimeä kolme tietokonepeliä joita pelaat

    _____   _____

    _____

7. How often do you play computer games?   Kuinka usein pelaat tietokonepelejä?
    ☐ Every day   ☐ 3-4 days in a week   ☐ Once a week   ☐ Less than 1 a week
    Joka päivä   3-4 päivänä viikossa   Kerran viikossa   Harvemmin kuin 1 viikossa

8. How much time do you spend during one play session?
    Kuinka paljon aikaa käytät yhdellä pelikerralla?
    ☐ Less than 30 min   ☐ 30 min-1 hour   ☐ More than 1 hour

9. Do you play games in your mobile phone?   Pelaatko kännykkäpelejä kännykässäsi?
    ☐ Every day   ☐ Sometimes   ☐ Seldom   ☐ Never
    Joka päivä   Joskus   Harvoin   En koskaan

10. If yes, what mobile games do you play?   Jos vastasit kyllä, mitä kännykkäpelejä pelaat?

    _____

11. Do you have the internet on your mobile phone?   Onko kännykässäsi internetyhteys?
    ☐ Yes   ☐ No

12. If yes, how often do you use the internet on your mobile phone?
    Jos vastasit kyllä, kuinka usein käytät internettiä kännykässäni?
    ☐ Every day   ☐ 3-4 days in a week   ☐ Once a week   ☐ Less than 1 a week

13. Do you use social sites? (Irc-galleria, facebook, some other?)
    Käytätkö sosiaalisia verkkoyhteisöjä?
    ☐ Yes, many   ☐ Yes, only 1-2   ☐ No

14. Name the social sites you use most often
    Nimeä ne sosiaaliset verkkoyhteisöt joita käytät eniten

    _____

    _____

These questions are about the game idea we presented!
Nämä kysymykset koskevat esittämäämme peli-ideaa!

15. What did you like about this idea? Why?
Mistä pidit peli-ideassamme?Miksi?

_____

_____

16. What didn´t you like about this idea? Why?
Mistä et pitänyt peli-ideassamme? Miksi?

_____

_____

17. Did you like this idea?　Piditkö tästä ideasta?
☐ A lot　　　☐ A little　　　☐ Not much　　　☐ Not at all
Paljon　　　Vähän　　　En paljoa　　　En ollenkaan

18. Would you play this game?
Pelaisitko tätä peliä?
☐ Yes　　　　☐ No

19. Which of theese ideas do you like? (Choose as many as you like)
Mistä näistä ideoista pidät? (valitse niin monta kuin haluat)
☐ Relationship map
☐ Choosing job
☐ Creating you personal page
☐ Chatting with friends
☐ Finding new friends
☐ Top 10 player lists
☐ Using mobile phone camera
☐ Real school food menus
☐ Real restaurant menus
☐ Something else, what? _____

20. What kind of words would you use to describe the game idea?
Millaisilla sanoilla kuvailisit peli-ideaa jonka esittelimme?

_____

_____

_____

21. Any other comments or ideas to make the game more interesting and fun?
Muita kommentteja tai ideoita joilla pelistä voisi tehdä kiinnostavamman ja hauskemman?

_____

_____

_____

Thank you!

Could you please give me feedback about my part as guiding your work!

1. What was good about my skills as project manager?

2. What was negative, how should I improve my project management next time?

3. How did you feel working with fellow student instead of only teachers' guidance?

Thank you!

Annathan palautetta roolistani projektipäällikkönä!

1. Mitä hyvää oli työskentelyssäni projektipäällikkönä?

2. Mikä oli negatiivista, miten voisin parantaa projektijohtamistaitojani?

3. Miltä tuntui työskennellä toisen opiskelijan ohjauksessa, verrattuna että ohjaajana olisivat olleet vain opettajat?

Kiitos palautteestasi!

JARI 15 V.

AKTIIVIKÄYTTÄJÄ

PELAAMINEN ON HARRASTUS JA SUURIN KIINNOSTUKSEN KOHDE. PELAAMISEN LISÄKSI KOMMENTOIDAAN PELIKAVEREITA JA LÄHEISIÄ KAVER-EITA KUVAPALVELUSIVUSTOJEN KAUTTA.

INTERNETIÄ KÄYTETÄÄN YLI KOLME KERTAA PÄIVÄSSÄ JA AIKAA KULUU 1-3 TUNTIA. PELAAMISEN OHESSA KÄYTTÄJÄRYHMÄ MYÖS LATAA YHT-ENÄÄN ELOKUVIA JA TUTKII YOUTUBE.COM SIVUSTON TARJONTAA.

TÄYDELLISELTÄ INTERNET SIVULTA LÖYTYY PELI TAI PELEJÄ MINKÄ TULOKSET **NÄKYVÄT KAVEREILLE.**

KUVAPALVELU SIVUILLA VIERAILLAAN YLI 15 KERTAA VIIKOSSA PÄÄASIAS-SA IRC-G ALLERIA JA FACEBOOK. MOLEMMISSA YHTÄ PALJON. SÄHKÖPOSTI LUETAAN KERRAN TAI KAKSI PÄIVÄSSÄ.

HUONOLLA SIVUSTOLLA ON PELKÄSTÄÄN TEKSTIÄ, EI MITÄÄN VÄREJÄ TAI VIRIKKEITÄ.

EI LÖYDY KUVIA EIKÄ MITÄÄN MIELENKIINTOISTA.

LAURA 15

15-VUOTIAS NORMAALI INTERNET-KÄYT-
TÄJÄ.

KIINNOSTUKSEN KOHTEITA URHEILU JA
MUSIIKKI

KÄYTTÄÄ INTERNETIÄ KAKSI KERTAA
PÄIVÄSSÄ. AIKAA KULUU PÄIVITTÄIN 1 – 3
TUNTIA.

INTERNETISSÄ KATSOO KAVEREIDEN KUVIA, KOMMENTOI KUVIA SEKÄ PE-
LAA INTERNET-POHJAISIA PELEJÄ.

SUOSITUIMPIA SIVUSTOJA:

| IRC-GALLERIA | N. 7 KERTAA VIIKOSSA |
| FACEBOOK | N. 9 KERTAA VIIKOSSA |

KÄYTTÄJÄÄ MIELLYTTÄÄ INTERNET-SIVUSTOSSA:
- SELKEYS
- KÄYTÄNNÖLLISYYS
- HELPPO KÄYTETTÄVYYS
- KESKUSTELUT
- KUVIEN KATSELU MAHDOLLISUUS
- PELIT
- ERILAISTEN TESTIEN SUORITUS MAHDOLLISUUS

KÄYTTÄJÄN MIELESTÄ HUONO INTERNET-SIVUSTO:

| LIIKAA MAINOKSIA | VAIKEA KÄYTTÖINEN ULKOASU |
| VÄRITÖN | TYLSÄÄ TIETOA |

JUKKA

15-VUOTIAS NORMAALI INTERNET-KÄYTTÄJÄ.

KIINNOSTUKSEN KOHTEITA URHEILU JA MUSIIKKI.

KÄYTTÄÄ INTERNETIÄ KOLME KER-
TAA PÄIVÄSSÄ.

AIKAA KULUU PÄIVITTÄIN 1-3 TUN-
TIA INTERNETISSÄ.

SUOSITUIMMAT SIVUT:

FACEBOOK   N. 9 KERTAA VIIKOSSA
IRC-GALLERIA   N. 7 KERTAA VIIKOSSA
YOUTUBE   N. 2 KERTA VIIKOSSA

KÄYTTÄJÄÄ MIELLYTTÄÄ
INTERNET-SIVUSTOSSA:

- YHTEISÖLLISYYS – SO
  SIAALISUUS
- MONIPUOLISUUS
- YKSINKERTAISUUS
- SIVUSTOLTA SAA
  UUTTA TIETOA JA
  LUO JOTAKIN
  UUTTA
- NOPEAT LATAUKSET

KÄYTTÄJÄN MIELESTÄ HUONO IN-
TERNET-SIVUSTO:

- KEHNO TOTEUTUS – VAIKEA
  KÄYTTÖINEN
- PELKKÄÄ TEKSTIÄ (EI VISUAA
  LINEN)
- TYLSÄÄ TIETOA
- LIIKAA MAINOKSIA

Kuva	Nimi JORE	
	"Casekouluruokailu"	
	Taustatiedot - 15 V - ESPOO WESTEND	**Ominaispiirteet** - URHEICULLINEN - KOVIS - AINA UUS KÄNNYKKÄ

Tavoitteet elämässä
- NHL
- JOKU MISSI VAIMOKSI

Ärsykkeet koulussa
- MATEMATIIKKA
- RUOKAILU
- NÖRTIT

Tulevaisuus skenaariot
- PELATA NHL:SSÄ
- SAADA PALJON RAHAA

Tavallinen koulupäiväni

- AAMULLA ISKÄ HEITTÄÄ KOULULLE. MESETTÄÄ ENNEN TUNTIEN ALKUA MAKEN KANSSA. TYLSISTYY TUNNILLA JA ALKAA PELAILEE KÄNNYKÄLLÄ NHL PELIA.
TUSKASTUU KUN JOUTUU SYÖMÄÄN KOULUN PAHAA RUOKAA. ÄITI TULEE HAKEMAAN KOULUSTA JA VIE SAMALLA JOREN LÄTKÄ TREENEIHIN.

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Attachment 5

Kuva	Nimi PIRKKO	
	"Casekouluruokailu"	
	Taustatiedot	**Ominaispiirteet**
	- 15 v	- Liikunnallisuus (joukkuevoimistelu)
	- Helsinki, Pikku-Huopalahti	- Sanavalmius
	- Isän ja äidin luona vuoroviikoin	- Nenäkkyys

Tavoitteet elämässä
- Joukkuevoimistelun SM
- Hyvännäköinen ja rikas mies (futari)

Ärsykkeet koulussa
- Klo 8 aamutunnit
- Kemian/fysiikan tunnit
- Matikan opettaja
- Huono ruoka välillä & jonotus ruokailuun

Tulevaisuus skenaariot
- Mäkelänrinteen urheilulukio
- Promootiotöitä
- Tradenomi-opinnot

Tavallinen koulupäiväni
- Aamulla mahd. myöhään ylös sängystä, hirvittävällä kiireellä kouluun
- Bussissa tekstari Marketalle, että sanoo opettajalle että Pirkko semisti myöhästyy
- Ekalla välitunnilla salaa röökille
- Matikantunnilla tekstiviestejä Paavon eli "Paven" kaa ja Farmville Facebookissa
- Ruokatauolla lähikaupasta pasteija ja suklaata, koska koulun kesäkeitto ei maistu
- Biologian tunnilla Pirkko tekstailee illan harjoituksista joukkuekaverinsa kanssa
- Ruotsin tunnilla matopeli-skabat Jalmarin kanssa kännykän Bluetooth-yhteyden kautta
- Suoraan koulusta treeneihin

Kuva	Nimi Marjo	
	"Casekouluruokailu"	
	Taustatiedot	**Ominaispiirteet**
	-16 v -Vantaa	- tunnollinen - ahkera - kiltti

Tavoitteet elämässä

- Oma ratsastuskoulu / hevostalli
- punainen tupa ja perunamaa

Ärsykkeet koulussa

- kovikset

Tulevaisuus skenaariot

- avioliitto
- lapsia
- farmari Volvo

Tavallinen koulupäiväni

- aina ajoissa
- ajaa polkupyörällä kouluun
- tekee tunnollisesti muistiin- panot
- nauttii tasapainoisen kouluruoka-annoksen
- suosii terveellistä ruokavaliota
- soittaa äitille koulupäivän jälkeen
- paheksua hiljaa itsekseen pahistyyppien käyttäytymistä
- innostua vapaaehtoistoimin- nasta

Kuva	Nimi TUULA	
	"Casekouluruokailu"	
	Taustatiedot - 16 v - HAAGA - KILTTI	Ominaispiirteet - ÄIDIN TYTTÖ - OMISTAUTUU KOULULLE - AHKERA

	Tavallinen koulupäiväni
Tavoitteet elämässä - 3 LASTA - TAVALLINEN MUKAVA ELÄMÄ	- AAMULLA BUSSILLA KOULUUN. LÄHETTÄÄ SAMALLA TIINALLE MUUTAMAN VIESTIN TULEVASTA KOULUPÄIVÄSTÄ. INHOAA LIIKUNTATUNTEJA, MUTTA ODOTTAA INNOLLA KOTITALOUS TUNTEJA JA RUOKAILUA. KOULUPÄIVÄN AIKANA MESSETTÄÄ KÄNNYKÄLLÄÄN, MUTTA EI TYKKÄÄ PELAILLA. MAKSAA ITSE PUHELIN LASKUT, JOTEN KÄNNYKKÄÄ KÄYTTÄÄ RAJOITETUSTI.
Ärsykkeet koulussa - TUHMAT POJAT - LIIKUNTA	
Tulevaisuus skenaariot - MENNÄ LUKIOON - ALKAA SEURKATA - RESTONOMI	

Kuva	Nimi KEIJO "Keke"
	"Casekouluruokailu"

	Taustatiedot	Ominaispiirteet
	- Isä töissä Nokialla, äiti lääkäri	- Ahkeruus
	- HKI, Jollas	- Kunnianhimo
	- 16 vee	- Tavoitteellisuus
	- Oppi lukemaan 4-vuotiaana	

	Tavallinen koulupäiväni
Tavoitteet elämässä	- Kouluun Kulosaareen bussilla ja metrolla, matkalla Keke pelaa miniläppärillään shakkia belgialaista Aaronia vastaan netissä
- Mensan jäsenyys	
- TKK-di-opinnot	- Koulussa mukana tunneilla osallistuen keskusteluun
- Yritysjohtajuus	
	- Ruokatunnilla päivitykset Twitteriin ja päivän läksyjen tekoa
Ärsykkeet koulussa	- Iltapäivätuntien jälkeen matematiikkakerhon kokoontuminen ja seurakuntatalolle rippikoulutapaamiseen (isonen)
- Pissikset	
- Oppilaat jotka eivät kiinnostuneita opetuksesta	
Tulevaisuus skenaariot	
- Työt teknologian parissa	
- Naimisissa Leenan kanssa (kotiäiti/kirjaston hoitaja)	

Kuva	Nimi Antero	
	"Casekouluruokailu"	
	Taustatiedot - Espoo - 15-v - ei lyhtöysrävää	**Ominaispiirteet** - Ujo - Esiteijä - Laiska
	Tavallinen koulupäiväni	
Tavoitteet elämässä - Päästä seuraavalle tasolle World of Warcraftissa	- nukkan aamulla pommiin, koska pelasi koko yön - ennen koulun lähtöä vielä pieni pelisessio - hengaa pahisten kanssa, koska haluaa olla viilee tyyppi ja haluac pahisten hyväksynnän - pelaa waretettuja kännykkä-peleja runneilla - syö mutta valittaa ruuan laadusta - heti koulusta päästyään videopelit tulille ja meset laulamaan - koimatkalla bussissa kännykän Facebook ja mese kovassa käytössä	
Ärsykkeet koulussa - kotiläksyt		
Tulevaisuus skenaariot - koripoika - KELAn asiakas		