ED. SARI HORN

Summer School 2016:

Co-designing Better Urban Living and Wellbeing

LAMK Lahden ammattikorkeakoulu
Lahti University of Applied Sciences

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Co-designing Better Urban Living and Wellbeing

Contents

Dear Reader

The first Lahti UAS summer school 2015 gave us good feedback and great experiences and these encourage us to continue this unique approach. The second edition of Co-designing Better Urban Living and Wellbeing was held in Lahti 30.5.–10.6.2016. The good practices learned from the first summer school were used and developed further.

We have gathered 10 fresh articles for this publication. The articles describe the benefits of the summer school and the project-based student projects, which were carried out during the two intensive weeks.

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

We sincerely hope this story will continue.

Lahti, 1 December 2016
Sari Horn

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" 3D scanning will make planning new trips and improving old ones more efficient.

Juha Hyytiäinen, Laura O'Connor, Joanna Duncan,
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3D Scanning: the Future?

Introduction

Living a sustainable lifestyle is now at the forefront of society, and the need for efficient modes and routes of transport is an issue that affects the majority of lives.

3D scanning creates the opportunity to produce maps that allow users to visualize places easily. It will then in turn make planning new trips and improving old ones more efficient.

With the benefit of creating a more systematic society that enables a variety of users such as students, doctors and emergency services to streamline their everyday tasks and operations, this technology has the potential of becoming an integral part of human lives.

By collaborating with Symetri, a 3D scanning company, this project focuses on making 3D scanning accessible for the general public to use on a frequent basis. This should in turn help to increase the efficiency and sustainability of daily life. The company was founded in Borlänge, Sweden in 1989. Since then it has grown to be an international entity with offices throughout Europe. (Shape the future, 2016)

"Symetri allows innovative companies within the construction, property and industrial sectors to optimize workflow, facilitate data management and improve quality throughout the design life cycle." (Shape the future, 2016)

Our group approach

A University campus is a prime example of where this technology can be beneficial to a variety of users. Niemi Campus (Figure 1) in Lahti, Finland is one of the central hubs for both local and international students to study. Not only is this campus accessible to students but is also widely used by visitors and local residents of Lahti.

Figure 1. The Niemi campus.

It can be proposed that a sustainable use for this technology would be to use 3D scanning to create a 3D map. This will in turn aid those using the campus to navigate themselves around quickly and efficiently. This provided the opportunity to show the benefits using this technology.

Furthermore, not only would this technology be useful for university students, it would also be beneficial for many other sectors such as those working within the Built Environment and business.

3D scanning

3D laser scanning is a process where a three-dimensional representation of an object or space is generated by a computer.

This is made possible through the use of a laser that is emitted upon a rotating mirror (Figures 2 and 3) which is controlled via specialized software, in conjunction with a set of two sensor cameras.

Figures 2 and 3. The set-up.   **Figure 4.** A reference point, used in the scanning process.

As the laser shines on the object/room, both of the cameras continuously record how the laser line changes shape and distance across the three dimensions.

The generated results are known as "point clouds". These are constructed of millions of individual dots that take upon the shape of the captured objects, and as such these point clouds are significantly large in file size.

These files can then be used in a multitude of post processing software packages for use in 3D modelling.

Software and applications

3D Scans can be developed and used in a variety of software and development packages to create 3D images. An example of this would be to use the Autodesk programmer Reality Capture 360 otherwise known as Recap 360.

Recap 360 allows users to input large and complex point files easily. The software is used due to its simplicity and ease of use. Users can open any point cloud file directly and break it down to manageable sections, thus creating a more efficient and sustainable program for daily use.

Unity

3D objects and environments can be used for gaming and mapping creation using software framework packages. A notable example is a program known as Unity, which is known for

its ease of use, sharing of user created assets, and wide ranging support across various platforms and software partners.

Objects created by 3D scanning can be imported into Unity and then utilized in any game software, e.g. you could scan yourself and become a video game character.

Models created with Unity can be used in combination with Virtual Reality headsets, to create immersive visual demonstrations that users can freely walk around and explore. As such prospective students could explore a 3D model of the new Niemi campus from the comfort of their home.

This is a revolutionary field of technology that is already accessible to the general public at affordable prices, such as with the Samsung Gear VR, and could revolutionize 3D scanning.

3D printing

Contrasting the creation of virtual objects, it is even possible to physically recreate an object from a 3D scan. This is known as 3D printing. It is made possible by laying down the necessary material layer by layer. You can increase or decrease the scale of the original 3D file when creating an object, thus proving beneficial to industries such as construction and planning.

Mobile

Having this type of software on mobile devices will be very beneficial and sustainable for daily life. In conjunction with the concept of creating a 3D map of Niemi campus, this technology will lead to more efficient use of the 3D scanned map.

However, given the nature of 3D files, data storage on mobile devices will be a concern given the high number of photos necessary.

Research methods

From the onset of this project it was noted that travel habits of the public would need to be analyzed in order to highlight issues and identify areas for improvement. It was also noted that the public had a lack of knowledge surrounding the area of 3D scanning. For this concept to be successful it is key that consumers are aware of 3D scanning and its possible applications e.g. a 3D map of Niemi campus. Improving the public's knowledge of this technology allows consumers to appreciate the efficiency and sustainability of this concept.

On June 1st, 2016, 27 people completed a survey based on the project's concept.

Case study

To demonstrate the practical uses of 3D scanning, two case studies were chosen. These case studies highlight the advantages and disadvantages of 3D scanning. From these, recommendations were made on how to make this technology an integral part of this project.

Example 1 – Deutsche Lufthansa used FARO 3D laser scanners to model the inside of airplanes for the purpose of increasing passenger comfort on flights. As there were no CAD models for the airplanes and stoppages for airplanes are expensive, 3D laser scanners were used as they are a relatively quick solution.

Example 2 – dm-drogerie markt used 3D laser scanners to measure the inside 1350 of their stores. They chose 3D laser scanning to capture data efficiently, quickly and accurately. They did this in order to more effectively manage their store space (shelf planning, modification measurements etc.).

By using 3D laser scanners the store was able to order new counters in advance both precisely and in less time (FARO, n.d. (b)).

Through researching this topic, a number of advantages were revealed. The operation is a relatively quick process, which proves beneficial when using this technology with the Niemi campus. Furthermore, due to the simplicity when using the technology it requires few staff thus saving time and money for various industries.

The highly maneuverable and lightweight equipment results in scanning both small and large areas efficiently, resulting in very little disruption in daily operations. The technology has been noted for its extremely high level of accuracy and detail it can provide its scans. This would result in a positive impact for the creation of the 3D map of the campus as every detail will be clear to the users.

However it has been noted that significant errors can occur when directly using data from 3D laser scanners due to depths and boundaries. This can lead to losses in the measured width of structures. This could prove problematic during the scanning of the new Niemi campus.

Also, laser scanners have difficulty scanning many types of surface and materials, such as low reflectance (anything black), shiny, transparent and reflective surfaces.

Economically the 3D scanners are extremely expensive to use, meaning that it is more feasible to scan larger areas than smaller ones. In addition to this, higher levels of accuracy and detail will come at a higher cost.

It can be recommended that all data from the onset up to the final stages of the task is kept and stored. This will ensure that any significant errors caused by problems with measurements can be resolved in a progressive time frame.

Further technical advancements will be required in order to tackle scanning issues such as scanning dark, transparent and uneven surfaces.

For the technology to be used day-to-day by consumers there would need to be a reduction in the pricing of the product.

Results

Shown below are the results of this survey.

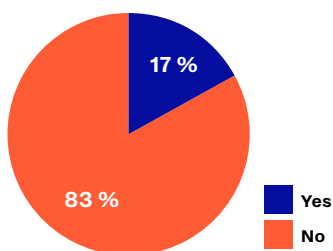**Question 1: Do you know what 3D scanning is?**

Figure 1. Knowledge about 3D scanning.

This question was asked to indicate the level of knowledge that local people had on 3D scanning (Figure 1). It can be deduced that the majority of those asked were unaware of what 3D scanning was and what it entails. This highlights the need to improve the public knowledge of the technology.

Question 2: Do you find it easy to navigate around Lahti?
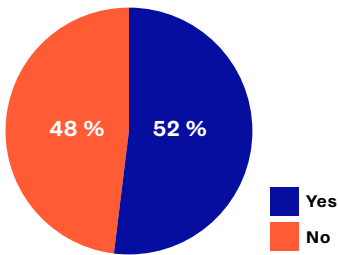
Figure 2. Navigating around Lahti.

During the survey, a variety of people were asked if they found navigating around Lahti easy (Figure 2). It should be noted that those asked were a mixture of local residents, international students and other visitors, thus providing a clear insight. Over half of those asked stated that they navigated around Lahti easily. However it should be noted that 15 of those who answered "yes" were local residents, highlighting that those who had difficulty were either international students or visitors to Lahti.

Question 3: Would you use a 3D map?
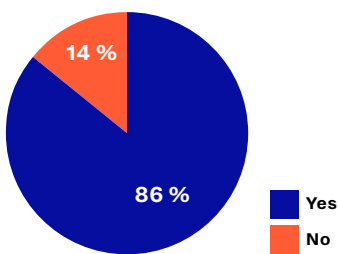
Figure 3. Use of 3D map.

The final question asked was, would you use a 3D map (Figure 3)? This provided clear evidence that this type of technology would be used and benefited from by the public. This proves that the concept of creating a 3D map of Niemi would be used.

Conclusion

A sustainable lifestyle is now at the forefront of society and the need for efficient modes and routes of transport is an issue that affects the majority of lives.

This technology has many wider benefits relating to those working within varying fields. Environmental Managers can use 3D Scanning as an added tool when using Geographical Information Systems (GIS) as it enables them to visualize sites that may be used for waste and water management purposes. Furthermore it will prove beneficial when locating and remediating areas of contaminated land.

It can be concluded that 3D scanning is beneficial and will improve sustainability of daily life. 3D scanning creates the opportunity to produce a 3D map for Niemi campus. Resulting from this is an efficient tool that will enable users to navigate around the campus easily.

This technology has the potential to become an integral part of many lives, especially those within Lahti, with the benefit of creating a more systematic society that enables a variety of users to have a sustainable lifestyle.

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" In the last ten years countryside tourism has become a significant part of the tourism industry in Finland.

Hsu Ya Ting, Marcus Cox, Samat Ramazanov,
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Let's Go to the Forest: Infrastructure and Services

Abstract

This article is the product of our summer school project work. Our objective is to make the infrastructure and service of the hiking routes of Tiilijärvi forest better. Gathering students from different study fields, we began the project with a walk in Tiilijärvi forest, and found problems and suggestions. The most crucial suggestions were the need for a better map of the forest as well as clearer and more frequent route indications. After these developments the next step could be an English website and apps that will noticeably influence the attraction of tourists from foreign countries.

Keywords: service design, hiking route, ecotourism

Introduction

Students from several study fields and countries are divided in groups, and carrying out projects related to nature and technology. In our group we have three first year International Business and Business IT students (studying at Lahti University of Applied Sciences), from Russia, Kazakhstan and England. We also have one Earth Sciences Major (National Central University) from Taiwan participating in the two-week summer school hosted by LahtiUAS (Lahti University of Applied Sciences). We have different points of view, and share our ideas in order to provide the best possible suggestions from an international perspective.

As a healthy lifestyle and ecotourism become trends, we hope to introduce the beautiful Finnish nature to the public. This project, based on the hiking route in the Tiilijärvi forest which covers Hollola, aims to improve the infrastructure of the hiking route. We want to figure out the potential problem of the hiking routes, and find solutions of technology and design. Through marketing, we want to tell more people about the scenes and stories of Tiilijärvi; through more complete information, to provide people with an amazing experience of hiking in the forest.

Due to the aim of our project being developing hiking routes and attracting tourists to Finnish forests and other nature destinations of the Päijät-Häme region as well, one of our group's goals is to pay attention to the marketing. It is also reported by the Finnish government in the Finland's Tourism Strategy 2020 that: "Compared to the previous strategy, major differences lie in the new strategy's more intense focus on developing industrial and commercial activity, and its concentration on measures that can be influenced using tools available to the Government" (Finland's Tourism Strategy to 2020, 5).

Background

Our group was assigned the "Let's Go to the Forest" project with work life partner Niina Ihalainen. Our main objectives in this project were to provide suggestions that will improve the infrastructure of the existing hiking routes as well as provide suggestions on which areas can be more attractive to ecotourists in the Päijät-Häme region. In order to achieve

our objectives we needed to identify the key attractions of the hiking route, discover what needs to be added to make the area more appealing/accessible, for example services to be offered. We also looked at how accessible the information about the route was.

Tiilijärvi area, Hollola

The Tiilijärvi area is situated in Hollola, approximately 9 kilometers from the centre of Lahti, in Southern Finland. The Tiilijärvi area has several attractions, such as the Tiirismaa protected nature park, a swamp called Soisalmensuo, Pirunpesä (Devil's Nest) as well as Tiirismaa, which is the highest hill in southern Finland. In this area there are several different hiking routes, each with varying lengths and terrain difficulties. There is an annual Nordic skiing event during the winter, in which participants race along some of the routes. The routes on which they race are marked, although sparsely, by difficulty according to skiing guidelines. These unfortunately are the only markings along any of the routes that give a slight idea of the difficulty of the walks themselves. This leads into the main issue of the hiking routes, which is a distinct lack of signposting, or provision of suitable maps of the area.

Ecotourism

We suppose that our group's topic is directly related to the concept of ecotourism, which, according to The International Ecotourism Society, can be defined as "responsible travel to natural areas that conserves the environment, sustains the well-being of the local people, and involves interpretation and education". As stated in The Encyclopedia of Ecotourism, in the recent years, ecotourism is one of the most rapidly increasing tourism segments. Nowadays, Finland is not the most popular destination for tourists from abroad (for instance, other countries such as Sweden, Denmark and Norway attract more tourists, due to government regulations in those countries that pay more attention to investing money in promoting tourism there, than the Finnish government does) (Finland's Tourism Strategy 2020).

It was stated by The Rural Policy Committee and its Theme Group on Rural Tourism that in the last ten years it can be seen that countryside tourism became a significant part of the tourism industry in Finland, due to the numerous managed forests, national parks, and hiking areas, which attract tourists. Out of those nature destinations the Tiilijärvi area in Hollola, which our group visited last week, is worth mentioning. This particular area is known for its lakes (e.g. Iso-Tiilijärvi, Keski-Tiilijärvi, and Vähä-Tiilijärvi), golf area, amusement hiking routes with a number of sightseeing (for instance, the famous Pirunpesä, which is located near the Messilä resort and which impressed our group a lot). The Tiilijärvi area is not far from the city of Lahti, and it is easy to get to this destination for tourists from outside Finland as well, due to its beneficial location. This destination is popular with Russian tourists (as they can get to it in only three hours) and from other foreign tourists as well due to its closeness to Helsinki-Vantaa Airport and the possibility to get to Finland by ferry from countries such as Sweden, Estonia, Denmark and others.

However, in this project we will manage to discover new solutions for attracting more tourists to the nature destinations of Päijät-Häme, based on our own experience from the trip to the Tiilijärvi area and some other factors.

Service design

When it comes to ecotourism, it is important to design services that are not harmful to nature. When designing the infrastructure, materials, appearance, cost and location are all taken into consideration. As a result, the infrastructure can be in harmony with the environment and last longer. The basic principle is not to ruin the original appearance of the environment. Because the Tiilijärvi area covers a protected nature park and features its natural scenes, the hiking routes' sustainability would be lower. We need to find a balance between developing and preservation so the area will not become over-developed (Recreational forest – 2003 NTW Conference).

Method

The following Figure 1 shows the structure with which we have progressed from our initial visit to the forest to producing our service design.

Figure 1. The flow chart.

We began our project work from a walk in Tiilijärvi forest on the 31st of May. We experienced and enjoyed the nature, observing what the route lacks at the same time, and took notes and pictures (Figure 3). We came up with many questions and had a small interview with Niina Ihalainen, our work life partner, and gained a lot of useful information about this area for the following thinking and writing. During our visit we looked at and identified several of the key issues of the routes. Other than the lack of signposting for directions, there was also a very big deficit of sightseeing information.
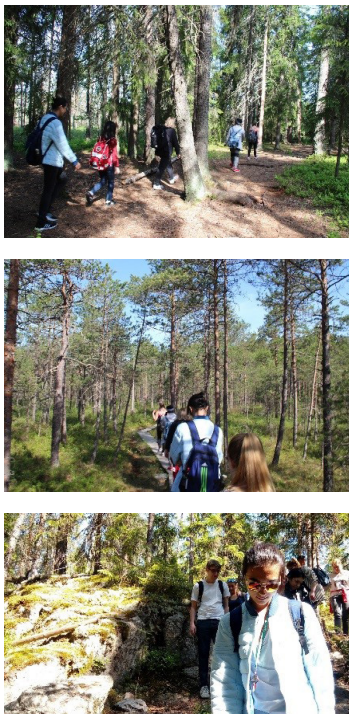
Figure 2. Images from our visit to Tiilijärvi.   **Figure 3.** A rough sketch of our walking route.
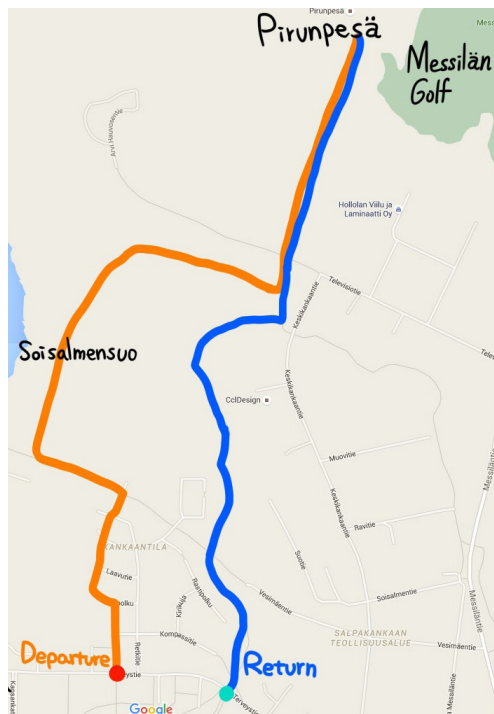
During our brief interview with Niina Ihalainen we gathered quite a lot of useful information regarding our topic. The most important information we obtained was about the key attractions of the area, which is the core to why people would want to visit this area. We discovered that the main attractions included the Devil's Nest which had a very interesting story behind it, the gorgeous view over and around the lake. Furthermore, the area in general is very attractive and peaceful, which is what most people visiting come to enjoy. We also discussed with Niina how the routes were rated, we discovered however that they

were not rated well at all with only a few indications along popular winter skiing routes. This is something that certainly needs to be addressed. In addition, we asked how easily accessible the information of the area was both on the routes and from external sources, such as info points and online. Niina informed us that the information currently available was very scarce and that the majority of it was in Finnish only, there was however a brochure developed which gave more details about the area. Possibly the most important thing that we found out from Niina was that there were in fact guided tours available, however it was not common knowledge where to go to get these tours.

The next day (1st of June) we started brainstorming and made a mind map on a large paper. We raised several suggestions against the problems we had found. We then organized those ideas into an online mind map (Figure 4) with a website called MindMup, so it was easy to edit.
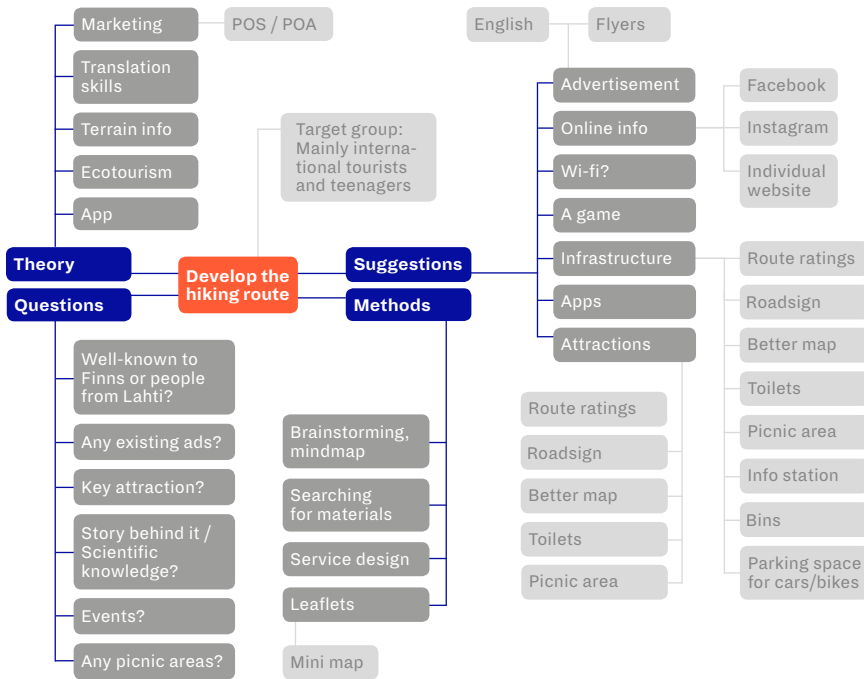
Figure 4. Mind map of the brainstorming. Recreation of the online mind map.

Results

Once we returned from our trip we collected the information we had gathered from both the walk and the interview with Niina, and from this we gathered the following results which will help greatly in our service plan:

1. A better map: The existing map (Figure 5) should be updated and easier to understand at first sight. To attract more international tourists, translating the information into English is necessary.

2. The walkway: The walkway in Soisalmensuo is two or three wooden boards; the width is not enough, since it allows only one person pass through at one time (Figure 6). We think it should be fixed to become stable and safe enough.

3. More road signs: We found that there may be not enough road signs along the route, or the information was sometimes incomplete (Figure 7). The road signs should indicate the direction and distance from the attractions. The road signs indicating the recommended routes on the map could be placed at forks (Figure 9).

Figure 5. Example of existing information boards.

Figure 6. The walkway made of wooden boards.

Figure 7. The existing road signs. There are a few signs in the forest and some information. However they are very sparse and do not give much direction according to the routes.

Figure 8. Idea for information boards.

4. Information boards: Setting boards at certain spots to show stories or trivia about special events, creatures, the climate and the terrain in Tiilijärvi, so people can also gain some knowledge about the environment of Tiilijärvi, e.g. what animals and plants can be seen in different seasons? Which plant is edible? When and how did Soisalmensuo form? (Figure 8) An English version should be provided as well.

5. Leaflets: The leaflets provided at the entrances of the hiking routes. They should contain as much important information as they can, such as mini maps, attractions, emergency numbers, etc. (Figure 10).

6. Toilets: A public toilet can be set at the entrance, or in the picnic area. However, whether it is necessary to set toilets along the long hiking route is worth considering.

7. Bins: When garbage collecting is taken into consideration, we think putting bins at the entrance and using signs to warn people not to throw garbage in the forest is better than putting several bins along the road. Visitors should bring the trash with them.

8. Wi-Fi: If a mobile app was developed in the future, a Wi-Fi service would be necessary.

9. Parking space: A parking lot should be provided outside the entrance of the hiking route, so people can drive cars or ride bicycles to get to the route. It could be profitable and the income could be used for the hiking route.

10. Picnic area / benches: The location of picnic areas should be marked on the map and be a lot more frequent along the routes. Setting some benches along the trail for people to rest is also a good idea.
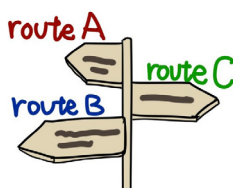

Figure 9. Idea for a road sign indicating each route.

Figure 10. An example of a leaflet design.

Discussion of the results

Based on the results we discovered earlier we were then able to evaluate which of these were most relevant to the theory and how we could implement these results into our service design. The most crucial results were the need for a better map as well as clearer and more frequent route indications. This is very important due to the fact that it aids tourists in their navigation of routes and thus enables them to better find where along the route they are recommended to stop to either have a lunch break or to take in some particularly breathtaking views. Following this, with increased knowledge of where viewing spots are, there is a greater need for information boards providing people with information about what they are looking at and any stories behind these landmarks.

If this is successful then it will be necessary to have an increased number of trash bins to avoid having the natural beauty destroyed by increased footfall.

Further development ideas

As further development ideas our group can suggest three main issues:

1. Development of an English-language website and apps that will noticeably influence the attraction of tourists from foreign countries.

2. Manpower. In other words, we think that it is extremely important to pay attention to training special tour guides and volunteers, who will obtain necessary knowledge and skills in order to follow tourists in forests and provide them with relevant information during their trip.

3. The last but not the least point for further development is education. We believe that studying and researching nature destinations will support future improvement of hiking routes and will have an effect on the number of tourists.

Discussion of collaboration

The collaboration with work life will have benefits for both the organisation and the students. Work life will benefit greatly as they gain the opportunity to receive feedback and recommendations from a variety of people from different nationalities and cultures. The students will also benefit as they get to interact with people and work with people who under normal circumstances they would not be able to meet. The keys to successful collaboration include, but are not limited to: being open-minded and accepting of alternative opinions, the ability to communicate freely, and commitment to the project and your group.

During our collaboration we encountered very few difficulties and those that we did come across were easily avoided and solved.

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" Someone can go to the forest to exercise and get fresh air, which promotes a healthy lifestyle. Plantlife found in the forest can promote a healthy diet.

Katri Kämäräinen, Johanna Juuti, Rebecca Martin,
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Let's Go to the Forest: Digitalization

Abstract

The aim of this article is to inform the reader about the Tiilijärvi forest and Tiirismaa area and also the improvements from digitalization, and to promote the area. First of all, students from all over Europe and from various fields of study joined the group: after visiting Tiilijärvi, many ideas came to mind about creating a more digital-friendly nature place and increasing the number of visitors in the area. The Project's partner Niina Ihalainen also answered many questions asked by the students, which helped with the understanding of the issue and being more aware of the area and its possibilities. Brainstorming was the first method used, followed by a questionnaire, and after that, the results were analysed. The solution found for the project was mainly to create ideas for websites and for an app that would include essential features for hikers and tourists.

Keywords: hiking, digitalization, app, nature tourism, flora, fauna

Introduction

Students that were partaking in a two-week summer school that used an intensive learning programme of lectures, workshops, teamwork and outdoor experiences, were placed into groups to design solutions to tasks set. The aim of this article is to investigate and highlight the possibilities and challenges of digitalization in nature tourism and hiking destinations. The aim was given by Niina Ihalainen who is the work life partner for the "Let's Go to the Forest" project. The article will concentrate on the Tiilijärvi forest, which covers the area of Hollola, Finland. The beneficiaries of this project are the people interested in nature, outdoor activities and walks. The main questions asked during this project would be the different ways of promoting outdoor areas digitally, for example through apps and media. There are five members in the project group from different courses, schools and countries. Four of the members study at Lahti University of Applied Sciences (LAMK) and one studies at Glasgow Caledonian University. We had one teacher as a project mentor.

Theory and background

The Tiilijärvi area is situated in Hollola, approximately 9 kilometres from the centre of Lahti, in Southern Finland. The hiking route goes around three different lakes: Iso-Tiilijärvi, Keski-Tiilijärvi and Vähä-Tiilijärvi (Figure 1). Along the routes there are various swimming places in the Tiilijärvi lakes. The length of the track is 8.6 kilometres and it takes around 4 hours by foot. The routes also go through the protected nature area of Tiirismaa and a swamp area called Soisalmensuo (Outdoors Finland 2016). Soisalmensuo belongs to Natura 2000, which aims to support the diversity of nature within the European Union (Ympäristöministeriö 2015). At 222.6 meters, Tiirismaa is the highest point in Päijät-Häme. Along the hiking track there is a rock formation formed during the Ice Age called Pirunpesä (Figure 2), which has been a sight since the 1800s (Löydä luonto läheltäsi: Lahden seudun luonto-opas 2010, 20). Along the route there are seating and campfire areas where visitors can relax and eat. 120 different bird species live in the Tiirismaa area and there are many typical forest trees, such as spruces, birches and pines (Outdoors Finland 2016).

Moreover, since Finland has four different seasons, the Tiirismaa forest looks different during each season. During winter time there are a lot of tracks that are reserved for skiing, whereas during summer time the routes are for walking and hiking purposes.
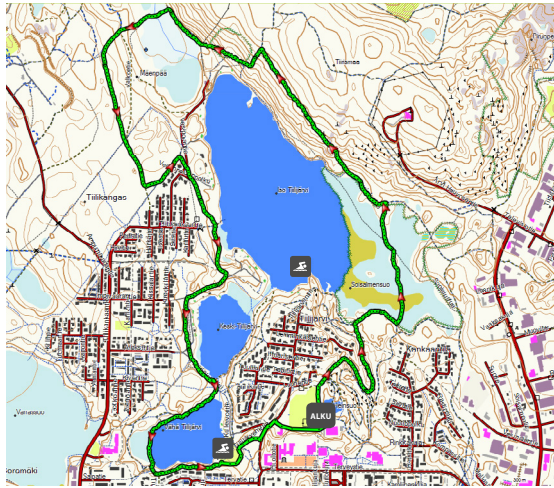
Figure 1. The Tiilijärvi lakes, from outdoorsfinland.fi/tiilijarvienympari.

Figure 2. Pirunpesä, from Outdoor Finland.

One of the members in the group is a nursing student who contributed to this project through discussing the ways the forest can be associated with health care. For example, someone can go to the forest to exercise and get fresh air, which promotes a healthy lifestyle. Also plantlife found in the forest can promote a healthy diet. The website can show the different activities that can be done in the forests; the ones that are connected to exercising and also the different plants that can and cannot be eaten.

Three members of the group are from the International Business Degree Program at Lahti UAS. Two of them are first-years and one is a second-year: their contribution focused on marketing, strategies and the knowledge of Finland and Lahti's surroundings. It was easier to understand the aim of the project and what kind of help could be given after visiting Tiilijärvi, so the target was clear. Digitalization is now a part of every business and this project also helped the students to improve their skills and to create new ideas.

The final member is a fourth-year environmental management student. The way they can help contribute to the group work and discussions is that they give insight into how tourists can be encouraged to come to the forest without ruining it. One way to do this is to clearly mark paths and put up signage to encourage people to remain on the paths, thus not ruining flora or fauna that may be growing in the forest. During a visit to the forest with the group, it was clear that at points the path could be improved.

When it comes to digital tools already in place, Outdoors Finland has a website that has information about Finnish forests and hiking routes, the Tiirismaa forest being one of them. On the website people can find information about the forest tracks, the sights and flora and fauna. (Outdoors Finland 2016).

The goal for this project is to try to make the website better and more accessible internationally. We decided to research other websites and apps to see what different ideas can be added to the website that Outdoors Finland already has. A website called Trails (Trails, 2016) is one that can be praised for its many features. It allows users to check different hiking trails all over the US, and not only that – it also indicates camping areas, fishing areas, and skiing areas during the winter. The website also has a personal section where you can upload pictures taken on the trails, track the trails you have gone to and share your progress with friends. Lastly the websites provide history on the trails and give suggestions on what you can see. Other than providing this information for the US, it goes on to give different information on different continents, and it also gives basic information about Finland.

Another website that the group found was called Backpacker (Backpacker, 2013). It also contained many features including the kit you need, skills and survival methods you should have if you encounter an emergency situation.

Maastokartat also has an app that can be used as a tool in the Tiirismaa area. It is free to download but additional content such as information about the tracks and location costs 4.98€ (Maastokartat 2016).

Method

In order to gain more experience, the group went on a trip to visit the Tiilijärvi forest, during which Niina was available to answer any questions that arose. A brainstorming session between the group, using our different course knowledge, led to a mind map of ideas being created. By using online journals and websites the group then came up with various suggestions and ideas.

A method that was used to get experienced feedback for the stages of this article was to create a questionnaire to enquire whether people within the Lahti UAS visited the Tiilijärvi forest and what their reasons for going there were.

Using a questionnaire for academic purposes can be useful for many reasons. A few of these are that they are easy to create and can be suited for the purpose required. They are quick and easy for participants to answer, whether the questions are asked as an online form or in person (Evalued, 2006). For this particular questionnaire there were no parameters set other than that the participants were students or teachers at Lahti UAS. The respondents were chosen randomly by two members of the group from people within the FellmanniCampus, and they completed the survey using an iPad via Google Surveys.

The questionnaire contained 12 questions thought of by the students in the "Let's Go to the Forest" group A. An example of the questionnaire can be seen in Appendix 1.

The data was then grouped automatically by Google Surveys, which used pie charts, bar charts and tables in order to show the data in a clear and precise way. This then allowed the group to analyse the results.

Overall there were 26 participants. The results can be seen in the various tables and charts, which can be seen in the appendix.

Results: Ideas for the website and application

The objective of this project was to come up with a digital solution to encourage more tourists to visit the Tiilijärvi forest. Through several methods of questionnaires, mind maps and brainstorming sessions the group agreed an application would be the best solution.

The main points acquired from completing the questionnaire were that most people were unaware of the forest and that those who visit it already use their phones as a navigation system. To address the first point, some form of advertisement needs to be created, either by using social media or by improving the website and advertising it somewhere. The second point is that the group believed an application would be useful for those planning on entering the forest for the reasons mentioned below.

The mobile application that is being designed by the project team must be a helpful tool with many useful features that will ease and improve the hikers' experiences. The first thing that comes to mind when working on such a project is that hikers must always have a map that is constantly tracking their location via a GPS system, making it easier for the user to orientate on the route. These maps should be downloaded before the user begins their walk in case there is no internet connection – so that the user always knows their present location and the right direction whether they have access to the internet or not. During the group's trip to the forest, we noticed that there is little to no data about the route itself, which is another core point worth mentioning. When planning a walk through the forest, it is important to know how long this trip would take, so distance and average time for completion of the chosen route must always be measured and available via this app. Difficulty differentiation must be also available – it is essential to know the challenges of each route so that a user can link this to their fitness level. To further increase the hikers' experience, the app should have a flora and fauna information section (or at least external links to sources on the internet) and all the interest points on the map. This includes viewpoints, memorials, camping areas, toilets, nearby events and any other services available. All these interest points may have descriptions and photos, so people can choose the place to go and plan their route beforehand. During the mind-mapping, the team had the idea that it is possible to connect the map itself with the "guide" part, making a very helpful GPS-guide through the forest and the breathtaking sights and views.

Since the main aim of the work is not only to design a digital solution, but also to increase awareness and tourist numbers, it is necessary to have a beginner's guide and a safety guide in the app – so the newcomers can easily understand the basics of hiking and start their trips safely. Furthermore, the app should have a user-friendly, thematically-coloured interface to be helpful and easy without being distractive or annoying. Another possible solution to increase people's awareness and interest in hiking is to add the comments and review section, where people could share their experience and emotions, records, photos and just discuss hiking and anything that is somehow connected to the subject (e.g. hiking gear to take on the trip).

Figure 3. Tiirismaa Information Board, http://www.panoramio.com/photo/56137289

Discussion

The group believes that creating an app that incorporates the features of the Trail Website and turning it into an application will be a great benefit to anyone who wants to visit the Tiilijärvi forest. The whole objective was that the group should investigate and highlight the possibilities and challenges of digitalization in nature tourism and hiking destinations. It has been proven through this article that it is possible with the creation of an application, and we believe that if it is made to a high enough standard there will be no challenges.

The summer school course and project warmly helps every student in life, at school and also at work: in each group it was possible to find people from different countries, fields of study, ages, ethnicities.

Work life will become easier for cross-cultural communication and co-working with people from all over the world: you get to know everybody, not just people you already know from school and who have the same culture.

Collaboration between students went well, there were no problems during the project and during its development. The keys to a successful collaboration are many: be open-minded, listen to others, accept their points of view and discuss every step together. Each task must be clear, so misunderstandings can be avoided.

In particular, this project taught us that everybody can be of help in some topics, no matter where they come from and what they study. We are thankful for the opportunity that was given to us.

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Appendix

Age range
- ☐ Under 17
- ☐ 18–25
- ☐ 26–45
- ☐ 46+

Nationality

_____

Occupation
- ☐ Student
- ☐ Employee
- ☐ Employer
- ☐ Retired
- ☐ Other

Sex
- ☐ Male
- ☐ Female
- ☐ Other

Do you participate in outdoor activities?
- ☐ Yes
- ☐ No

What interests you about the forest?
- ☐ Wildlife
- ☐ Plants
- ☐ Quietness
- ☐ Other:

_____

If not why?

_____

If so, when?
- ☐ In the past week
- ☐ In the past month
- ☐ In the past 3 months
- ☐ In the past year
- ☐ More than a year ago

What was the reason for going?
- ☐ Leisure
- ☐ Walk a dog
- ☐ Relaxation
- ☐ Hiking
- ☐ Site seeing
- ☐ School/Work
- ☐ Other:

_____

How did you find out about the forest?
- ☐ Friend/Family
- ☐ Newspaper/Article
- ☐ Online
- ☐ School or Work
- ☐ Other

Did you use any tools?
- ☐ Map
- ☐ Phone
- ☐ Other:

_____

Figure 4. Questionnaire.
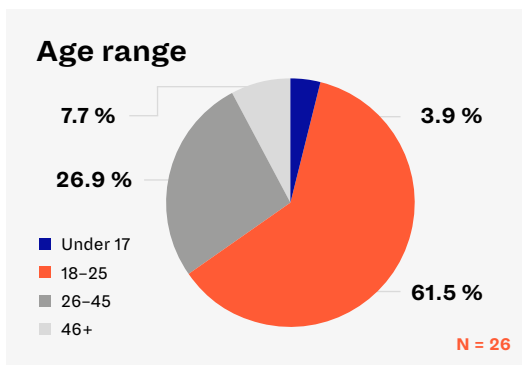
Figure 5. Age range results of the questionnaire.

Nationality

Finnish	13
Scottish	1
Italian	1
Russian	3
Kenyan	3
Swedish	1
African	1
Greek	1
Kazakhstani	1
Vietnamese	1
Total	26

Figure 6. Nationality results.
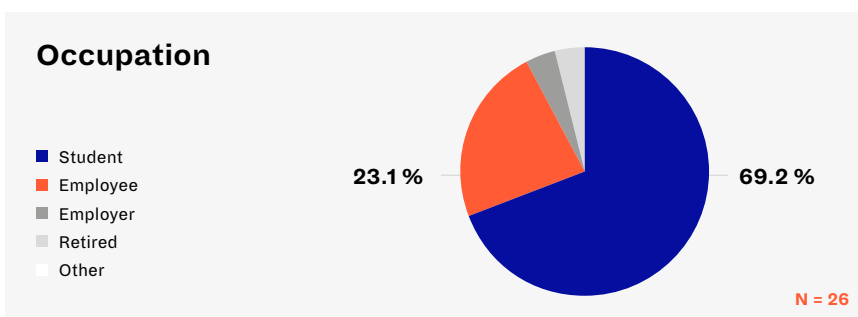
Figure 7. Occupation results of the questionnaire.

Appendix

Sex

8 (30.8 %)

18 (69.2 %)

0 (0.0 %)

- Male
- Female
- Other

0   1   2   3   4

N = 26
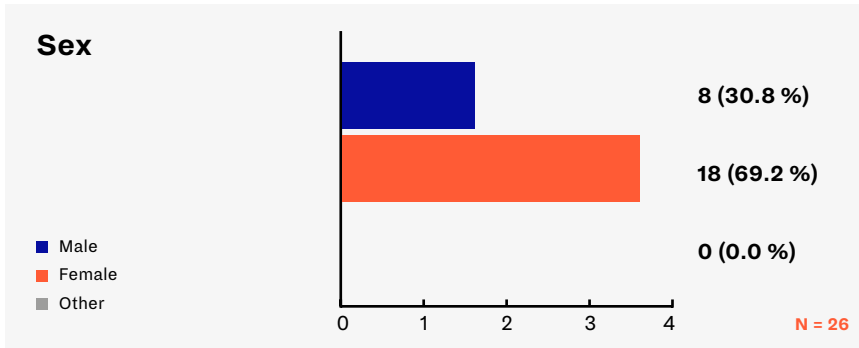
Figure 8. Sex results of the questionnaire.

Do you participate in outdoor activities?

3.9 %

88.5 %

- Yes
- No

N = 26
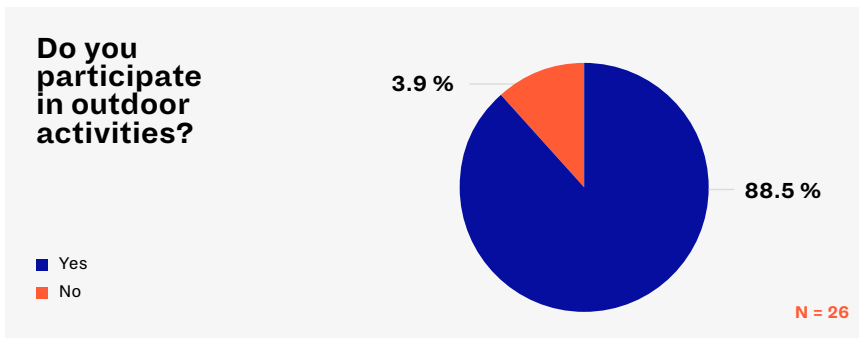
Figure 9. Occupation results of the questionnaire.

Have you visited the Tiilijärvi forest?

50.0 %   50.0 %

- Yes
- No

N = 26
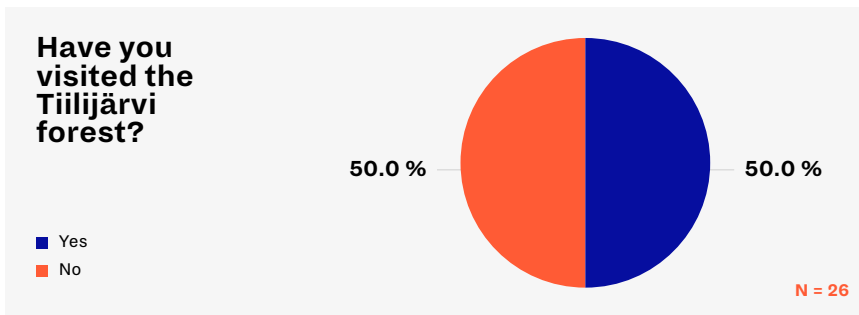
Figure 10. Has the participant visited the Tiilijärvi forest result of the questionnaire.

If so, when?

15.4%

38.5 %

30.8 %   15.4 %

- In the past week
- In the past month
- In the past 3 months
- In the past year
- More than a year ago

N = 13
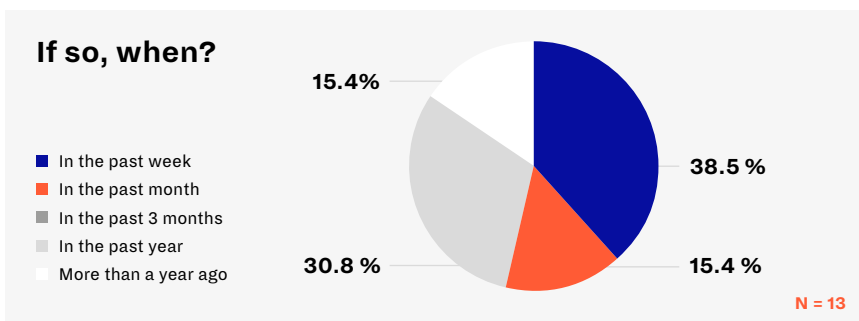
Figure 11. When did the participant last visit the Tiilijärvi forest result of the questionnaire.

Appendix

What was the reason for going?

- Leisure
- Walk a dog
- Relaxation
- Hiking
- Site seeing
- School/Work
- Other

5 (33.3 %)
3 (20.0 %)
4 (26.7 %)
2 (13.3 %)
0 (0.0 %)
5 (20.0 %)
1 (6.7 %)

N = 15
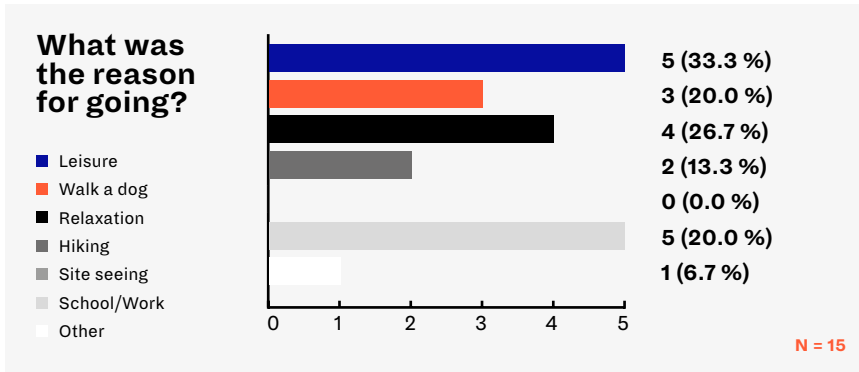
Figure 12. Why did the participant go to the Tiilijärvi forest result of the questionnaire.

If so, when?

- In the past week
- In the past month
- In the past 3 months
- In the past year
- More than a year ago

15.4%
38.5 %
30.8 %
15.4 %

N = 13
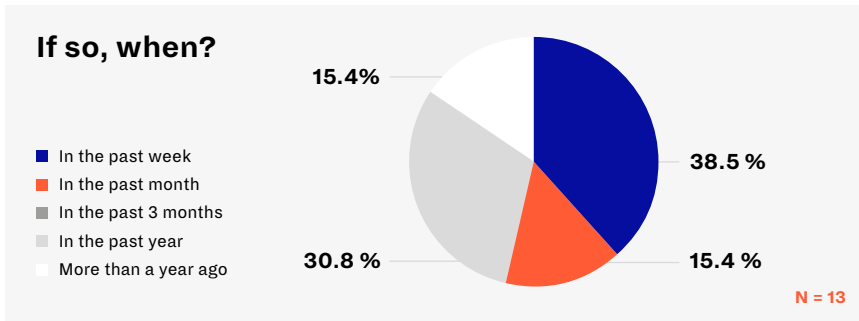
Figure 13. When did the participant last visit the Tiilijärvi forest result of the questionnaire.

Did you use any tools?

- Map
- Phone
- Other

1 (9.1 %)
9 (81.8 %)
2 (18.2 %)

N = 11
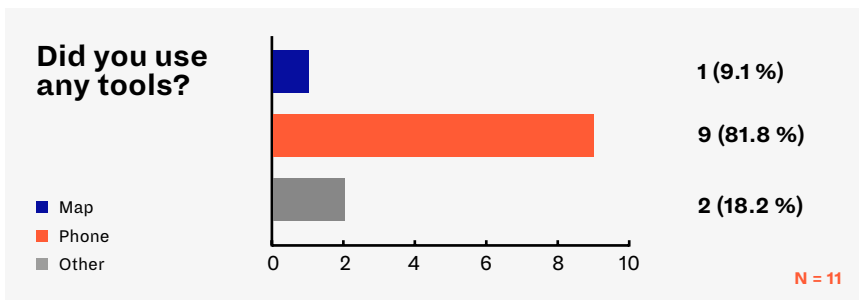
Figure 14. Did the participant use any tools result of the questionnaire.

What interests you about the forest?

- Male
- Female
- Other

8 (30,8 %)
18 (69,2 %)
0 (0,0 %)
0 (0,0 %)

N = 21
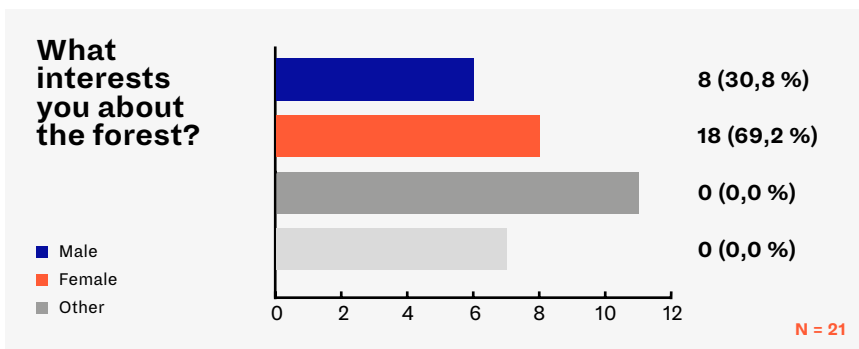
Figure 15. What interests the participant about the Tiilijärvi forest result of the questionnaire.

" As there will be more international students and foreign travelers coming to Lahti, the economic benefits of using public transportation should be found and promoted.

Noora Nylander, Markus Kretschmer, Maria Lehtonen, Susanmoreen Njambi, Ville Pilssari, Sian-Cih Jhu, Sabrina Severin and Polina Soboleva

Experience Travel Project – Creating a Better Service Experience for Public Transportation

Abstract

This project was implemented by a group of university students from diverse countries and fields of study to improve the public transportation services for international students as well as students from other parts of Finland in the Lahti city area.

The main goal was to improve Lahti Region Transport's (LSL) services for international students in the future regarding the new Lahti UAS campus in Niemi. A combination of methods, interviews, questionnaires and mystery shopping as user observation, were used to reveal the customers' needs and problems. These methods helped to showcase existing problems within the LSL services. The team created an application and a few service scenarios for LSL to provide a vision of how they could provide more satisfying service and an emotional service connection with students as their customers.

Keywords: service design, marketing communication, public transportation, design thinking

Introduction – Why improve public transportation?

The project's aim was to create an internationally functional service model for public transport, keeping students as a focus customer group. Our client, Lahti Region Transport (LSL), runs public transport services within the region of Lahti with eight other stakeholders. The city of Lahti itself is responsible for its public transport by planning it, establishing communication and transport competitive bidding. Our client, LSL, wanted better communication with people and stakeholders involved in the transportation services by gaining more customer information. In addition, they wanted to make changes from a user-centred point of view in order to provide better service.

An investment in public transport is likely to solve economic, energy and environmental challenges as well as to increase the quality of life in general (American Public Transportation Association, 2016). Furthermore, it is recommendable to use a common ticket or fare card, making it more comfortable for travelers to transfer from one mode of transport to the next, and to have a passenger information system, letting travelers understand routes. Finally, a high frequency of service decreases the waiting time of the public transport mentioned. (Kyte 2011) The public transportation LSL provides is an efficient, simple, and energy-saving way for travelers and local people to commute in Lahti.

In addition, international students often arrive in Lahti by train and live in dormitories in Mukkula some distance away from city centre and the bus and railway stations. Hence, as there will be more international students and foreign travelers coming to Lahti, the economic benefits of using public transportation should be found and promoted. This can be done by making the traveling experience more enjoyable and convenient for them.

In this project, our aim was to think from a student customer's perspective and to develop easier and more attractive public transportation for international students by providing LSL with several proposals.

Background of the LSL service and improvement targets

We had an interview with our client in the first week of our research. Through the interview, we looked deeper into the problem they had, and understood the needs of our client.

The following are the main problems:

- Local people usually have cars due to scattered city services,
   taking buses is not necessarily a part of their daily lifestyle
- Poor communication with customers, the government, stakeholders, schools, hospitals
   and the train station, and thus a lack of information about their scheduling needs
- No English-language version of the website
- The feedback system on their official website is too complicated to leave advice
- The bus stops are not owned by LSL, so the design and information can not be easily changed

The following are the needs of our client:

- Better communication with people and organizations (such as the ones mentioned above)
- Information from above-mentioned organizations
- Realising the students' needs
- Providing good service
- A vision on how to change the services and how to communicate this new vision to all
   the transportation services' stakeholders

Design thinking as a creative method

During the lessons we learned what the idea of design thinking is. Design thinking includes human, business and technological factors in the forming and solving of problems. In this way of thinking the social sciences and engineering and business expertise are integrated. (Plattner, Meinel & Leifer 2011.)

Furthermore, we got familiar with a method of strategic design as a basis for our project. Generally, the term strategic design is explained as designing while being focused on the future and the bigger picture, making it capable to survive. Manzini and Vezzoli explain it as the design of a system of products and services that are able to satisfy specific customer needs, rather than the design of products only, which could describe traditional design (Manzini & Vezzoli 2003, 851). Anna Meroni, on the other hand, says that strategic design is about "conferring to social and market bodies a system of rules, beliefs, values and tools to deal with the external environment, thus being able to evolve (and so to survive successfully) as well as maintaining and developing one's own identity" (Meroni, 2008, 31). She quotes another definition as strategic design being focused on the product system with a goal to develop and obtain strategic results (Meroni, 2008, 31). Interestingly, the same quote mentions the importance of understanding the integration between products, services and communication as well as "sustainability, local identity and cultural values " (Meroni , 2008, 31). Design in general is a sometimes unpopular necessity for companies to invest in. Kotler and Rath mention that design is often seen as too expensive, which holds managers back from investing in good design. But they argue that good design mostly pays itself back, while having bad design most likely causes a much higher loss (Kotler & Rath 1984, 18).

Our method of service design and experience travel

After knowing the needs of our client, we considered the user experience an important source for improving the situation. We analysed these two parts, customers and service providers, to find out the true problem we have to improve.

Brainstorming the problem

Brainstorming is the most popular creativity technique. This method stimulates the participants to bring a variety of ideas to the table, which can be analyzed (Hender, Dean, Rodgers & Nunamaker 2002, 59–85). We recorded what we think the customer needs and what should we do next on the board when brainstorming.

The following are what we think the customer needs:

- English versions of schedules and signs
- Getting to the right place at the right time
- Easy access to the right bus stops/connections
- Understandable schedules
- Announcements/notification of stops in buses
- Faster transport (Built express lines)
- Comfortability
- Ability to combine bus and bike
- Low prices
- Better customer services (Friendly drivers)
- Wi-fi in buses

Although we brainstormed about what the user experience may be, we still valued first-hand information from users, and we were expected to obtain the focus on the real reasons that are the obstacles on having a great travel experience for the international students. Observing real user insights is a crucial part of creating good service design.

As a result, we planned an online questionnaire for international students to know more about their needs on taking buses, and had interviews with international students in order to listen to their travel experiences. We also gathered a large amount of the visual information by taking pictures of the bus stops. At the end of the research, we printed and cut the information we got and classified it to get some pattern. By visualizing and organizing the answers, we could easily see what international students really think about the public transportation, and what they care about.

Visual Information and mystery shopping as an observation method

Mystery shopping is a method of observation to create empathy towards users of the service and experiencing it oneself. We went on bus trips and recorded the information shown on the stops and in the bus by photographing them as references for discussion of the user experience (Figure 1).

Figure 1. The bus stops, the interior of the bus and the traveling experience (Pilssari, Severin, & Soboleva, 2016).

The results of the interview (Appendix A)

After the conclusion we knew that people aren't satisfied with two main things: prices and orientation; especially information in English is lacking. We also found out that an app and access to Wi-Fi during the bus drive would help people orientate and enjoy the bus ride more.

The results of the visual information

We photographed the bus stops and the interior of the bus. The following is the information we got through the photos: the information we got in visual information. While doing mystery shopping as an observation method we noticed that some bus stops are nearly invisible and it is hard to orientate during the trip. Bus drivers were friendly and helpful, and they also spoke English.

Based on the interviews and observation, the team found some answers about what is lacking in the current transportation service. However, we found that these are also the obvious and rational solutions and we also wanted to discuss what further possibilities there are to also create an emotional link to the service.
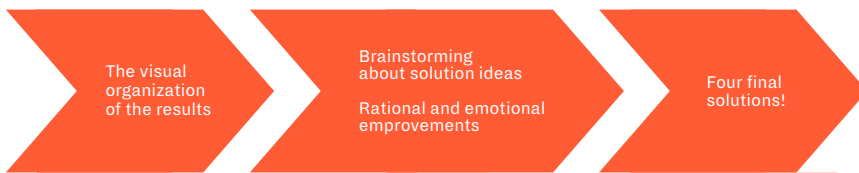
Figure 2. Our ideation process.

Discussion of the results

We came up with four solutions after getting the results and research. Some of our solutions are about service design. Service design is one of many internal processes with the aim to deliver successful services to users (Han 2010). The following are the four solutions:

Application software for the public transportation in Lahti

FUNCTIONS

Our app will help people who come to visit Lahti for the first time (tourists, exchange students) and local people orientate and plan the trip make the trip easier by providing all the necessary information.

It should be a very simple and effective tool for the trip optimization and forecast. The app is useful because it will make people certain, it will make sure they do not miss any stop and that they find the right place. Creating an app is an innovative way to solve the transportation problems, since paper brochures are outdated.

FEATURES OF THE APP:

- English interface
- Map of the city with some touristic places
- Opportunity to calculate the optimal route (with distance and time evaluation)
- Timetables of the buses and trains
- Page for the feedback
- Page for the local events and advertisements
- Page connected to the game
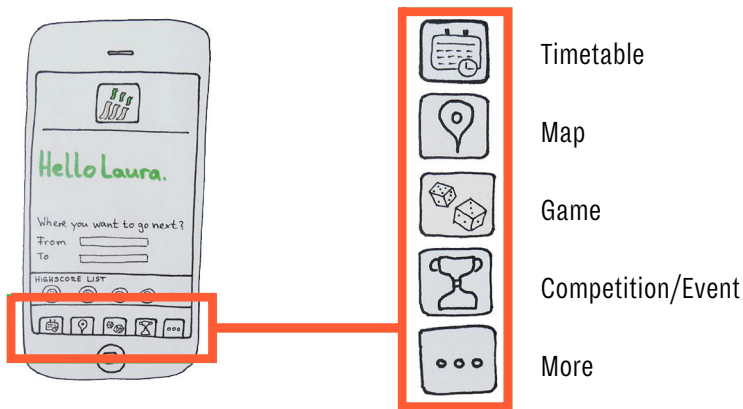
Figure 3. The app. (Pilssari & Severi, 2016)
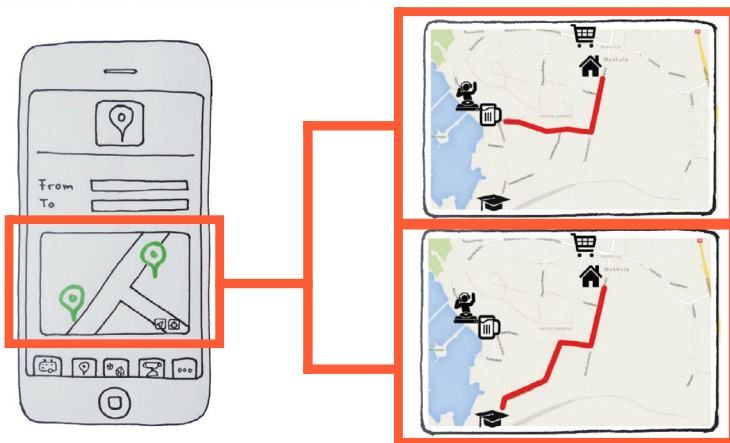
Figure 4. The map for applications. (Pilssari & Severi, 2016)

Games and an event as a part of creating a positive service experience

Mobile games have become very popular these days. From children to adults, everyone seems to have a game or two in their devices. The reasons as to why people have turned to mobile games are many but the major ones are: easy access, portability, cheap or free games and because they are fun especially when one is idle or when waiting for the next bus/train or when travelling. Additionally, games keep the mind busy and also time moves faster while playing games than while sitting idly.

Games are to be incorporated within the LSL for the benefit of students. The aim of these games is to advertise LSL buses to the students, get them motivated to take buses instead of cycling many kilometers and also to make the bus journey enjoyable to them. Thus, it is important that LSL uses different methods of public outreach. It is essential that LSL works to keep the students interest in taking buses via promotions, thus the implementation of games and technology. Moreover, it is important to create a relationship not only with the students but with the school. BusMeister is an example of games designed by Green City Streets to engage the customers in improving the public transportation (Green City Lights).

Games can engage players to get more involved in travelling via LSL buses and also in events provided by LSL. Secondly, it is one of the best ways of getting information to the students and educating them on the city as well as the LSL as a company. These games can be created by the help of students as there are many different study professions. A student can get credits for joining the project of creating games for LSL and so forth. In ad-

dition, there could be prizes to be won if one wins the games or completes the challenges such as getting discounts on bus tickets, food stores/clothing stores or even winning a free bus ticket.

The types of games can include simple games that are educational, informative and engaging to promote LSL as well as Lahti city. The quiz games can have questions about Lahti city, the transportation system in general, questions on how well one knows Lahti. The second game focuses on memory; it is a memory game where there are different tiles with pictures, which are only visible for 5 seconds, and then one has to remember where the picture was and its match. Last but not least, the photo game. The game is more of a challenge; in order to win, one has to have taken photos of different sights in Lahti that are stated in the beginning of the game in a certain period of time. At the end of each game, there will be a "did you know" session, which tells the user certain facts about Lahti.

To ensure that students take part in the games, the games will be advertised on the posters on the bus stops. The poster will include the game's description, reward and information about how to play. To get to the games on one's phone, there will be a QR code that students can scan and from there onwards they can log in and start their adventure through Lahti with one swipe of their screens.
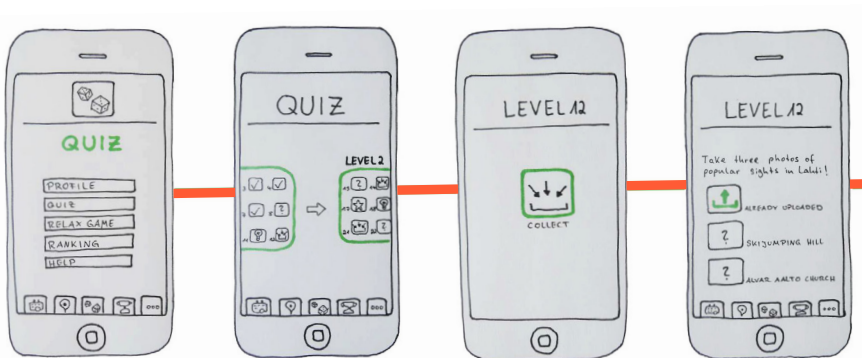
Figure 5. Storyboard for the student game. (Pilssari & Severi, 2016)

Additionally, we created a storyboard about a student event in co-operation with Lahti UAS, LSL and the student union. There LSL could provide information and advertise their services while at the same time also creating a positive experience for students as plausable customers by taking care of their service needs.
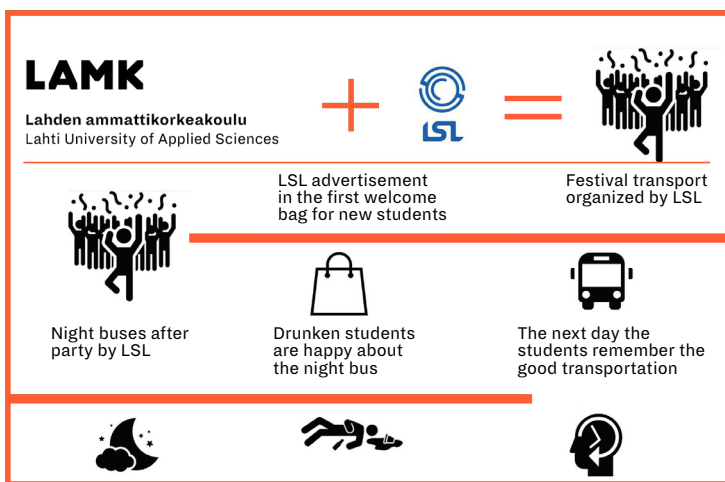
Figure 6. Storyboard for the student event. (Pilssari & Severi, 2016)

Visualisation and co-operation with service users

LSL services should not only be functional but also visual; when something works fine it makes us pleased, but when it also touches us from deep inside, it can make us happy. And that is something LSL could and should be proud of as a company, if they would put more effort to the visual part of their brand and services.

Visualization could be done with the help of Lahti UAS' students (contests) and materials should be ecological; recyclable and durable. They should also fit the image of Lahti city. Lahti is well known for music and sport. In Lahti we have lots of international students, and many of them have traveled around the world, so they really have an opinion when they compare cities and public transportation systems. With memorable visualizations LSL can be sure that people will remember Lahti's public transportation even after many years. The co-operation with users is one key role to creating positive service experience. Thus we designed the user scenario involving students traveling, taking pictures and being part of the LSL service.
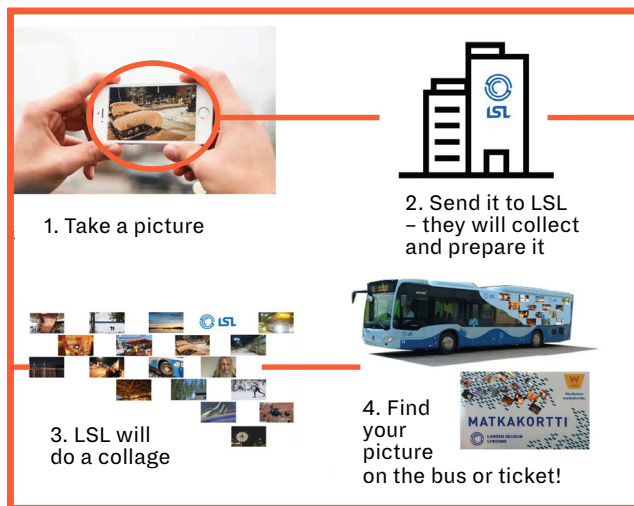
Figure 7. Storyboard for the student taking pictures as a co-operation with LSL. (Kretchmer, Pilssari & Severin, 2016)

WHAT KIND OF THINGS COULD BE VISUALIZED?

- **Bus stops** – Bus stops don't need to be just a spot where you wait for a bus. They can also be pieces of art, inspiring ones. Students could design and build stops as a contest/school project. How to make Lahti's bus stops memorable? For example, people could leave their own mark there ("bridge-lock" example).

- **Buses** – LSL buses are modern, but from the outside they really do not stick to our minds. When students who come from abroad are here for the first time, they may struggle finding the right bus to school. The bus to Mukkula could be more visualized than the other buses, so students would recognize it and remember it.

- **Signs** – Some signs in Lahti are really hard to see at first. They don't need to be huge, even small changes can make a lot of improvement.

- **Maps** – Condensed and not too detailed maps would help people orientate easily. The "survival package", which is received when new students arrive, could contain for example simple and fun maps.

- **Postcards/souvenirs** – Through designing the postcards/souvenirs, we can not only introduce Lahti to others, but offer some memories for them to bring back home.

Making a design contest for artistic bus stops – why is it important?

Making design of the stops does not only make the stops be beautiful public art, but it lets international students and local people find the stops more easily. At the same time, one can get to know the feature scenery, tourist attractions, or culture in Lahti while recognizing the bus stops, this should be a great convenience for those who come from outside Lahti, especially international students. The bus stops are designed by local students as a competition, which provides the students with a different way to express themselves. Making a design contest for the bus stops has lots of benefits.

The contest could either be for designing an entire bus stop or for designing how to add some life to our existing bus stops. It could be a futuristic concept or just arty. Redesigning, adding cool graphics to the bus stop shelters, making them innovative and memorable. It could also just give free reign to students with spray paints for one designated bus stop and make it a media event (Figure 8).

The potential contest should have conditions that dictate that the competitors are to include something closely related to Lahti in their designs. This would be something to promote the local spirit. The prize could be, depending on possible sponsorship, either cash, bus tickets or gift cards for some local store etc.

The contest itself should be marketed at the very least to local and foreign students of Lahti through the internet, posting in schools, advertisements on TV etc. The city and Lahti UAS could also help with sponsoring and marketing.

Figure 8. Arizonan cactus stop; Capital Metro bus stop bench; Bluebell Drive, CA

Discussion of the collaboration and results

In the beginning of our research, our work life partner told us problems they spotted, their needs, and what they are going to do in the near future. They were familiar with works associated with service systems, the operating systems of buses, and really willing to offer information. They had a very clear view of what they want to change. What we were asked to do was to help them with finding a proper way to improve the situation and approach their goals at the same time.

After our research, we came out with some solutions to improve the situation, the four ways: developing an app, making a game, design visualizations, and holding a contest. Creating an app is an innovative way to solve LSL's public transportation problems that would increase their income. The types of games can include simple games that are educational, informative and engaging and that promote LSL as well as Lahti city. But the games, events and contests are the tools to create an emotional and unforgettable bond between customers and service. This too is a very important aspect of good service design. With memorable visualization, LSL can be sure that people will remember Lahti's public transportation and that there will be more people taking their buses since it is really pleasing to do that.

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Appendix
Results from the 50 interviews

Gender

78 %   22 %

- Male
- Female
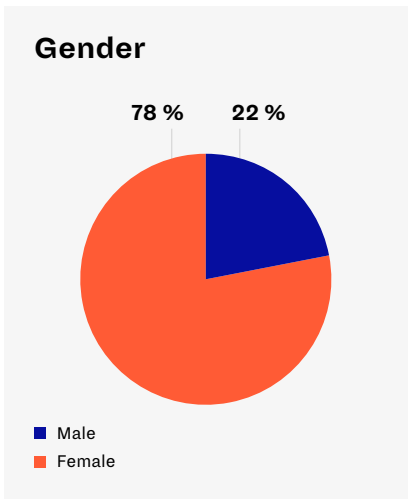
Figure 9. Even though asking about gender may be irrelevant, it is a formal question and helps you classify the results. Also, if you can see from the results that the majority of answers have come from women, for example, you may want to find out why it is that mostly women are interested.

Age

4 %   6 %
10 %   46 %
34 %

- 16–18
- 19–22
- 23–26
- 27–30
- Other
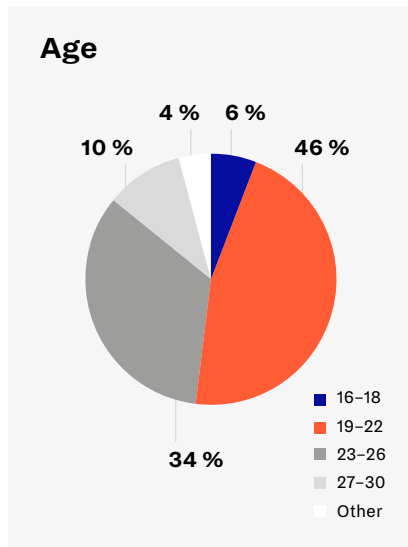
Figure 10. Our target group is international students and usually they are mostly under 30 years old, so asking about their age helps us find out what people of a certain age think.

How often do you use buses?

4 %   36 %
18 %
26 %   16 %

- Daily
- Weekly
- Monthly
- Never
- Other
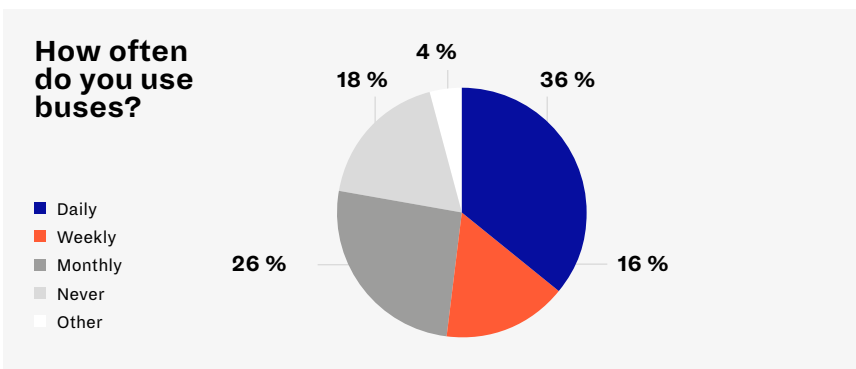
Figure 11. This question tells us about how "big" the problem is. If many people answer that they use buses daily or weekly, it means that for them everything is okay with LSL. But if many people say that they use buses only monthly or not at all, it would mean that there is a huge lack of service.

What do you use to travel around Lahti?

- Bus — 29 (46 %)
- Car — 10 (20 %)
- Bicycle — 27 (54 %)
- Walking — 21 (41 %)
- Other — 2 (4 %)
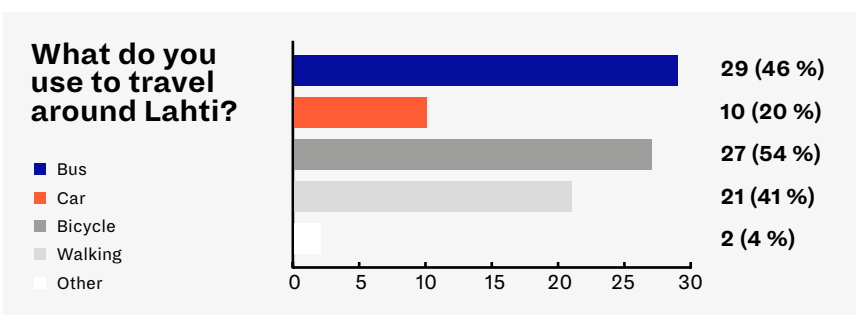
Figure 12. Which is the most popular way to travel around Lahti, and what can we learn from it? If it is by bike, could we somehow bring the bike's "features" to LSL? Or if many people say that they don't walk, why not? What do we definitely not want to add to LSL, so that it won't contain the same features as walking?

Appendix
Results from the 50 interviews

What are your thoughts on the ticket prices?

- ■ Manageable
- ■ Expensive
- ■ Acceptable
- ■ Other

2 % 4 %

94 %
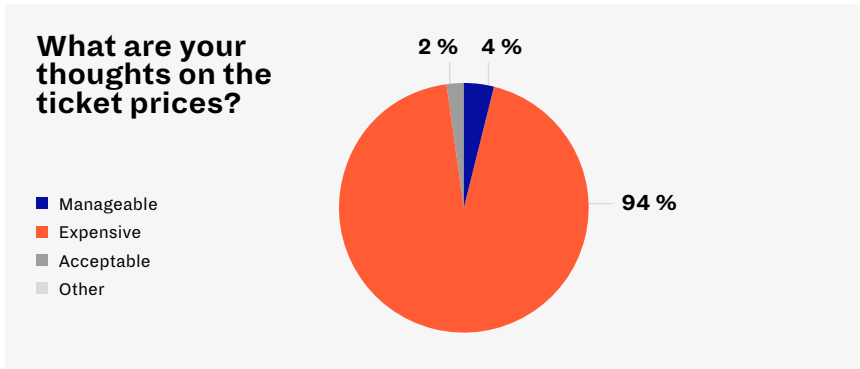
Figure 13. We all agreed that price is one of the most important things in this case. It is known that in Lahti, public transportation prices are among the most expensive in Europe, maybe even the whole world. So this question was just to confirm our thoughts and see that we really are not the only ones who think that way.

What bus station is easier for you to travel from/to?

- ■ Train station
- ■ Market place
- ▥ Mukkula
- ▥ Social & h...
- ■ Fellmania...
- ■ Niemi campus
- ■ BIT campus
- ■ Design institute
- □ Other

22 (44 %)
28 (56 %)
8 (16 %)
2 (4 %)
8 (16 %)
3 (6 %)
0 (0 %)
0 (0 %)
1 (2 %)
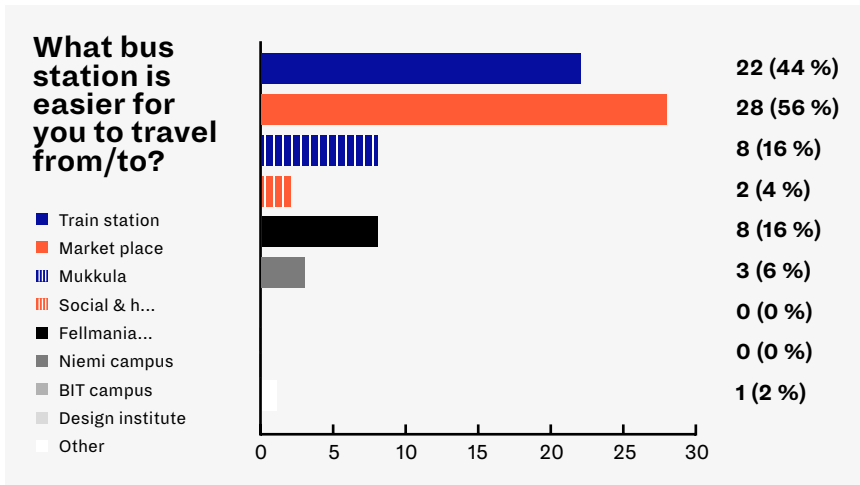
Figure 14. We thought that asking this type of question would help us think about what kind of bus stop would be the best. What makes just that bus stop so pleasant, and what are the main differences between bus stops?

What do you think about bus drivers?

- ■ Friendly
- ■ Helpful
- ■ Mean
- ■ They do not...
- ■ They don't...
- □ Other

30 (60 %)
12 (24 %)
10 (20 %)
3 (6 %)
16 (32 %)
6 (12 %)
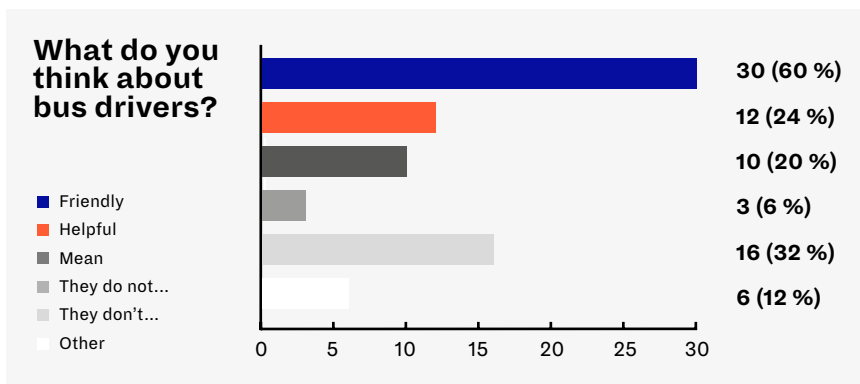
Figure 15. It is possible that a bus driver is the first person we meet during the day, so it is really important that the situation is nice. If the first person you meet in the morning is unpleasant, it may affect you. A bus driver is a customer server.

Appendix
Results from the 50 interviews

Would you like to be able to change from bicycle to the bus easily?

52 % **48 %**

- ■ Sure, it's necessary
- ■ Not necessarily
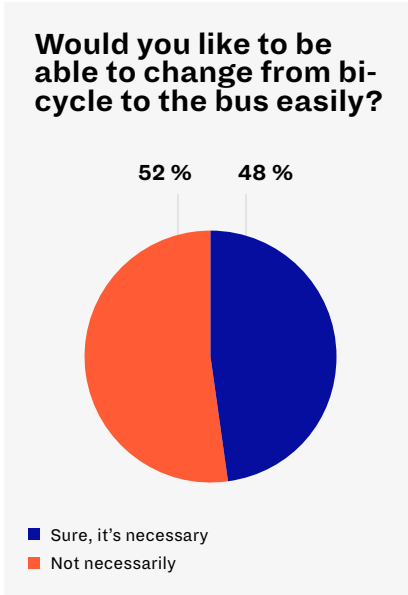
Figure 16. Asking this question tells us about the challenge in our case. If people find it hard to believe that they would change from bicycle to bus, it means that we really may need some radical solutions. Or if they think that they would really asily change, then we would know that we just need to fix some areas a little bit.

If there is free wifi in the bus, would you use the bus more often?

56 % **24 %**

20 %

- ■ Definitely
- ■ Maybe
- ■ Not really
- ■ Other
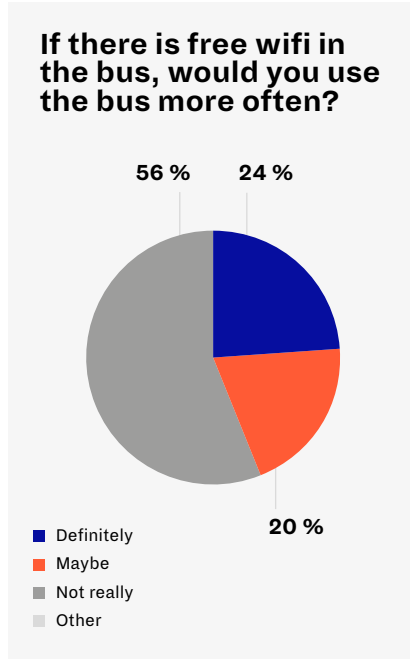
Figure 17. We already thought that maybe a WiFi connection would help international students orientate during the trip, so we wanted to see if they agree with us.

Is the information provided on the bus stations enough and understandable?

- ■ I never un...   7 (14 %)
- ■ It is easy t...   23 (46 %)
- ■ The writing...   9 (18 %)
- ■ I often mis...   9 (18 %)
- ■ Bus stops...   13 (26 %)
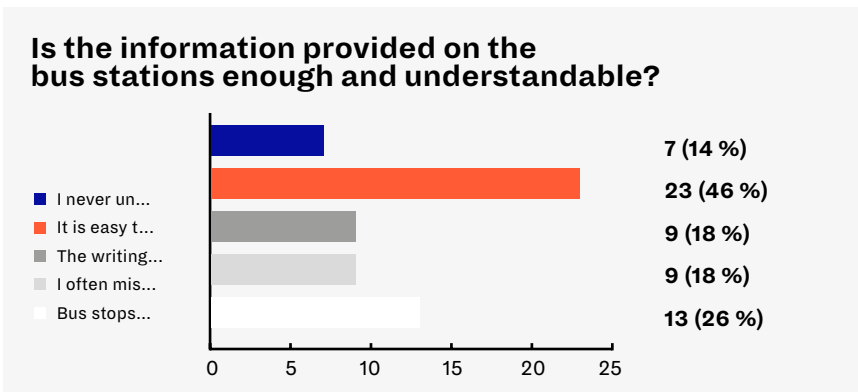
Figure 18. If people don't easily orientate on bus stations, they get easily frustrated and just take a taxi or walk, or they may miss the bus or even get lost.

Appendix
Results from the 50 interviews

Open questions

To see the answers for the open questions, please refer to the Index part.
The following are the descriptions of the open questions:

What can irritate you on the way?

We wanted to hear peoples' stories and dig deeper with their help; besides price and lack of orientation, what are the "unseen" problems and what can we do about them? Or what are the unseen things that people like? How can we bring more volume to those things?

If you don't often use buses, what can be changed to motivate you to take the bus?

This is the same as just asking people "What's wrong with LSL", but we didn't want to ask it so straight, because we didn't want to have straight answers. Asking it this way, people really need to answer with more than just one word.

What would you change on the bus schedules?

International students all come from different countries so they have an opinion about different kinds of schedules. They are maybe the best target group to tell us if there is something that they would change on the schedules.

Is it easy to orientate during the trip?

If people find it challenging to orientate during the trip, they may not use buses again.

Figure 19. Descriptions of the open questions.

" Enonsaari will be able to capitalize on the new fad of people wanting to have healthy lifestyles and be 'one with nature.'

Taina Orpana, Maren Weinberg, Tabea Mayenberger, Johannah Brockie,
Gemma Carse, Paula Hoffmann Saez, Elina Nummela and Fransje Immink

Re-designing Enonsaari.fi

Abstract

The main objective of the Enonsaari project was to produce a written article to evaluate the functionality of the Enonsaari island's website, and suggest improvements. The methodology used included brainstorming, an extensive SWOT analysis, an interview with the manager of Enonsaari island, and a visit to the island itself. The key outcomes of this project included the restructuring and rebranding Enonsaari's website to include more relevant information about the services the island offers, as well as what promotion packages are available to visitors. In conclusion, the newly created Enonsaari website is infinitely more informative than the former website, and thus will attract more visitors to the island.

Keywords: web design, marketing strategies, communications, corporate design, brand, tourism

Introduction

This article will analyze and evaluate the Enonsaari camping website. The objective is to provide suggestions on what should be changed in order to improve the website, including providing a new design and theme for it. As a result, the website should have increased clarity and accessibility to potential customers, which should therefore increase the amount of visitors to the island. The theory, methods and results will all be presented.

Enonsaari is an island, which was owned by a Russian family as a summer retreat. Today, it is owned by the city of Lahti and operated by Messilä Camping. To accommodate visitors, the island offers cottages as well as a camping option. Enonsaari operates a restaurant, and has a variety of water sports and activities available to visitors. People may visit the island by taking a five-kilometer ferry boat ride from Lahti Harbor or the Messilä Camping site. The boating service is owned and run by an independent company, which works closely with Messilä Camping. Currently, the island has a broad target market as they attract business groups, families, larger parties for specific events as well as Lahti citizens (Enonsaari 2016; Saarela 2016.)

The team working on this article consists of international students from various academic backgrounds, who have provided a vast array of knowledge and perspectives. Due to the varied knowledge and cultures, it is appropriate to make changes that will increase the international appeal of the island, as Enonsaari has primarily been an attraction point for local visitors. Each member of the team undertook different sections of the project that best suited their expertise. The group communicated with each other throughout the project to produce the final report, presentation and web page.

Theory

Peter Drucker once said, "there is only one valid definition of business purpose: to create a customer. Therefore, any business enterprise has two, and only two, basic functions: marketing and innovation" (Drucker 1954, 39–40). This was precisely the framework that the Enonsaari website project was based on. Drucker's idea of good marketing resulting

in a "customer who is ready to buy" reflects the vitality of being able to understand the wants and needs of one's target group. Businesses must try to gauge what their customers desire, and then play into those desires through marketing (Mohr 2008, 86–87). Drucker's idea of market orientation prioritizes the interests of customers, while at the same time navigating a relationship with competitors, and how to market one company as being more attractive than its competitors (Mohr 2008, 87). Drucker's argument suggests that combining the ability to innovate with effective marketing will allow a business to do exactly that (Mohr 2008, 88). As Enonsaari's target group is small and specific, marketing to this group has little to no financial cost (Orpana 2016).

Drucker's concept of the "Innovator's Dilemma" can be described as what happens to companies who are blindsided by new and innovative technology. These companies often rely on a certain demographic of customers, and do not have changes in management for long periods of time. This results in a lack of new marketing innovations. To avoid this "dilemma," companies must always aim to expand their horizons and try to attract people beyond what they believe to be their target group (Mohr 2008, 89). Although, segmented marketing provides a guideline to fulfilling the needs of one particular group, as well as using means of communication that the target group itself uses.

The idea of the "Innovator's Dilemma" is especially relevant to the Enonsaari project as the island's website and social media is unattractive and does not engage potential visitors. Enonsaari will be able to capitalize on the new fad of people wanting to have healthy lifestyles and be "one with nature." According to public health researcher Richard Mitchell, being outdoors helps to reduce anger, fear, and stress as well as lower blood pressure (Mitchell 2013.) This is a pull factor that Enonsaari can and should capitalize on.

To improve a brand, building a corporate identity is essential. A corporate identity is when a company creates a visual statement, using colour, design, and text that is created to promote a product or service. A company can showcase their core values to consumers through corporate design. Corporate design encompasses how a company views itself as well as how it wants to be viewed by consumers. The corporate design, which is represented through the logo, media, colors and architecture, is a vital aspect of the corporate identity for a website as it conveys the identity of a company. If a company's corporate design can be easily recognized, there is not much need for communication through language. This makes a website more accessible as it eliminates language barriers. (Däbritz 2014.) In the case of Enonsaari, which aims to target people internationally, easily recognizable logos and symbols are very valuable. Enonsaari's logo is currently used on their website, but it should also be used in print media that promotes the island, such as coupons or tickets.

According to information architect Steve Krug, customers do not want to have to think when they are browsing a website (Figure 1). The marketing on a website should be so effortless that consumers have to use little to no effort to understand what it is for. A clear structure is key to a positive user experience. Website visitors scan text quickly but do not read it in full, so a few lines of text are much more effective than big blocks of text (Krug 2014).
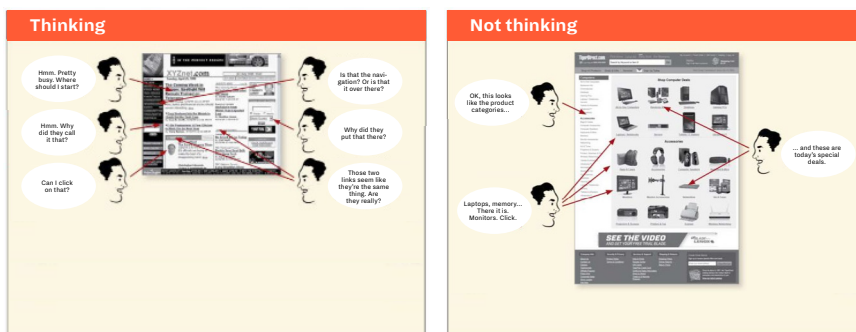
Figure 1. Thinking vs. not thinking (Krug 2014).

Methods

BRAINSTORMING

In order to identify and evaluate the weaknesses existing in the Enonsaari project and later develop some results and suggestions, several methods were used. At the start of the project, the team carried out brainstorming sessions in which ideas of how to improve the Enonsaari website were brought up. After extensively exploring the current Enonsaari website, the group listed several questions for the manager of Enonsaari, as well as suggestions on how to make the website more accessible and attractive to consumers. At this time, the team also established several goals for the project as well as a structure to follow over the two weeks that the project took place.

INTERVIEW

The team conducted an interview-style exchange over email with the manager of Enonsaari. The interview questions inquired about various aspects of Enonsaari such as general characteristics about the island, information about the entrepreneurs with whom Enonsaari collaborates with, as well as the different marketing techniques Enonsaari has used in recent years. Once all questions had answers, the responses from the manager were translated from Finnish to English and used as the basis for the SWOT analysis. The aim of the interview process was to collect as much data about Enonsaari's website as possible in order to make educated suggestions as to how it could be improved. The team's suggestions will be addressed further down in this article.

VISIT

On Saturday June 4th, 2016 the Lahti Summer School organized a trip for all students to enjoy a day in Enonsaari, which gave the team the opportunity to become acquainted with the island. Once on the island, the team got to experience what an average day for a customer at Enonsaari would be like. We carried out several of the outdoor activities offered at the island such as hiking through the forest, fishing and cooking over a fire. As a result of our trip we understood the island's potential and revised the SWOT analysis and suggestions before progressing.

SWOT ANALYSIS

The SWOT analysis was the most important method we employed. This technique of the SWOT analysis consists of finding all Strengths, Weaknesses, Opportunities and Threats of the study subject. The aim of this tool is to identify weaknesses and strengths, discover new opportunities and manage and eliminate existing or possible future threats. While enjoying the long days of the Finnish summer we collectively identified all aspects through brainstorming and discussion of each upcoming aspect. Those we believed to be relevant were included in the SWOT analysis (pictured on the following page).

Results

The recommendations to improve the website are based on theories of marketing, conducting a SWOT analysis on the site, interviewing the entrepreneur and visiting the island (see SWOT in Figure 2).

There are several ways in which the island of Enonsaari's webpage can be improved for users and potential customers, in terms of changing both the content and suggesting additions to increase the traffic to the site and awareness of the island to a wider audience (see the current webpage in Figure 3).

RE-DESIGNING ENONSAARI.FI

Strengths

- Existing web page
- Link to boat site
- Booking
- Effort/intention
- Proud of history
- Timetables for boats, prices and other information
- List of what is in each room
- Good and direct contact (e-mail and phone)
- Menu and prices of the restaurant
- Recently updated
- No competition → Great potential
- One of a kind and known island by local people

Weaknesses

- No clarification or advisement of camping
- Webpage, rules and prohibitions only in Finnish
- Attachments – too many links and no info on the web page
- Pictures (too simple and boring)
- Web page has no clear structure and logo is confusing
- Lack of information about general aspects of the compound (e.g. nr. of cottages, max allowance)
- No map of the island
- No clarification of available water sports, path games etc. and no link to entrepreneur in charge of water sports
- No info on path, local nature (why is it preserved) or general features of the island
- No mention of possible activities
- Wi-fi?
- Breakfast and no typical food
- No promotional packages or discounts (students, elderly)
- Accessibility for limited mobility
- Limited social media
- No reviews, TripAdvisor, or other promotional websites
- Website doesn't represent the whole island (only stay)
- No mention if domestic animals are allowed + leash-free areas
- No simple mention of possibility to get a nature guide
- General lack of identity/scheme/structure → Impression of being boring, confusing (→ no accurate representation)
- Too expensive
- No info about Lahti

Opportunities

- Packages and events (e.g. include boat and other entrepreneurs into packages)
- Built identity
- Use social media + other promotional websites
- Exploit potential → One-of-a-kind island in a lake
- Breakfast or some sort of alternative (include while booking; essentials in the rooms should include tea kettle, coffee, cereal etc.)
- Advertise in collaboration with shops
- Advertise the familiar experience
- Change picture, create video, 3D scan of rooms/paths/facilities etc.
- Change decoration → matching colors, create atmosphere, rural/cozy
- Celebrate events (concerts, special/festive days, midsummer, festivals etc.)
- Info centers
- Use university as collaborator (e.g. fashion → decoration, IT department → web page, business → collaboration with entrepreneurs)
- Proportion of useful + interesting info (e.g. why the path area is protected etc.)
- Include weather forecast

Threats

- Use other entrepreneurs → Quality could be compromised
- Accidents (health issues)
- Weather
- Crashing of web page
- Exclusion because of limited languages
- Cost
- Dependency on other entrepreneurs (create plan B in case of failure)
- Little late/recently updates

Figure 2. SWOT analysis of Enonsaari.

Figure 3. Current webpage and logo of Enonsaari.

Using online and social media tools to promote a website

Currently, there is an option on the site for customers to book a stay at the island, but there are no family, large group or business packages available online. From the interview with the entrepreneur of Enonsaari, it was established that they make deals with large groups or business groups. Having a package for businesses and large groups displayed online provides a clear option of the packages available, making the process more efficient and easier for both parties. (Saarela 2016)

The use of social media in connection with the site should be increased to reach a wider and more varied audience, and it can also be used as a platform for customers to share their experiences on the island. Currently there is a link to their Facebook page which when clicked 'likes' the page, but does not go to the page. Including a hyperlink to the page would improve this function, and also adding other social media platforms, such as Instagram, where photos of the island could be shared, would increase the social media presence (see Figure 4).

Utilizing websites such as TripAdvisor and linking to them on the website would provide another platform for users to talk about their experiences on the island, and encourage others to go. A page on the site where customers can leave reviews is also an option, but this would only be helpful if customers used the Enonsaari page directly. Utilizing Trip-Advisor could bring additional traffic to the site.

Figure 4. The newly designed front page of Enonsaari is linked to social media channels.

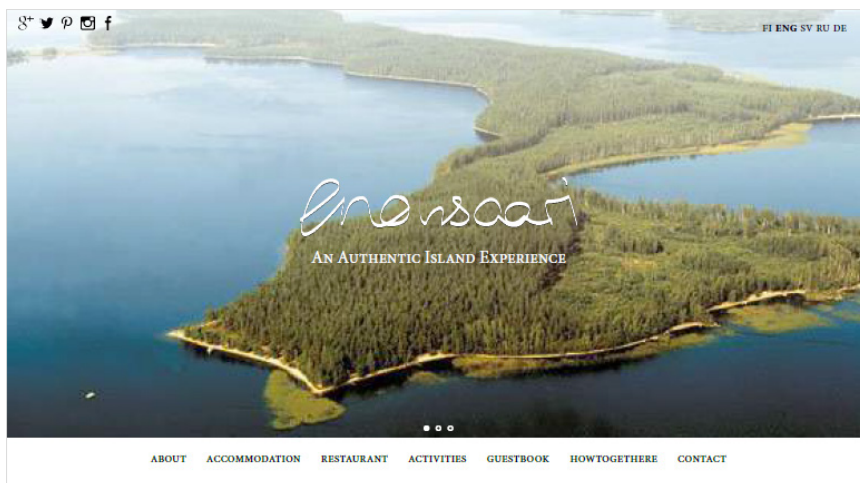## Recommendations

With regard to the availability of food on the island, currently on the site there is a menu available showing options for dinner in the restaurant, but there are no breakfast options. After a visit to the island and an interview with the entrepreneur, the group realized that there was coffee and sandwiches available for breakfast, and that groups could request breakfast for the days that they needed. Having the option of breakfast if booked in advance is something that should be included on the site, to give customers a full overview of the options available (see Figure 5).

The current pictures on the site of the interiors of the restaurant and cottages seem outdated, and do not reflect the fun or memories that the island could facilitate. It is recommended that the pictures show groups of people engaging in activities that the island offers, for example families enjoying dinner by the fire or people and business groups in team building activities and the sauna and water activities available (see Figure 6).

Including a video of the island could also entice website users to visit the island, and give them a clear idea of what to expect. The video could include tours of the restaurant, cottages and footage of the exceptional natural beauty of the island. Including information about Finland, Lahti and the culture surrounding the area is an addition to the site that would make it more interesting (see Figure 7).

Information about the island specifically would also be beneficial, such as why part of the island is protected and which type of trees and animals can be found on the island. In the case of Enonsaari, the fascinating atmosphere has to be transported through the website so that the visitor can get an idea of how beautiful the island experience might be. The corporate design represents the requested atmosphere throughout the whole page. Further-

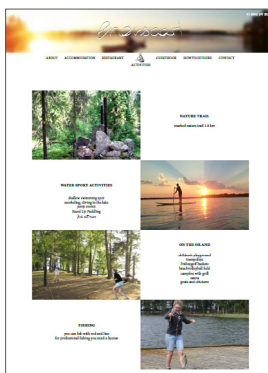**Figure 5.** Menu options with drink options.

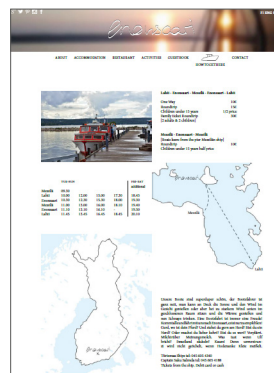**Figure 6.** Showing the activities on the island.

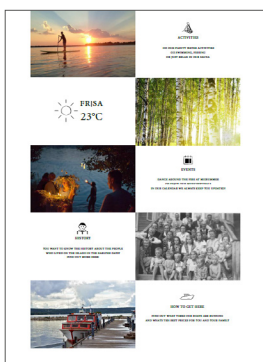**Figure 7.** Informative page on location and how to get there.

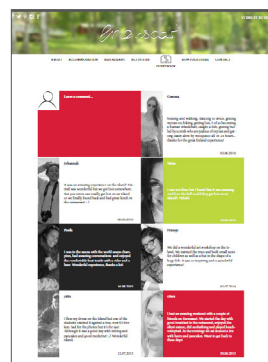**Figure 8.** Informative page about the island.

Figure 9. User content on the website.

Figure 10. History of Enonsaari.

more, every piece of information has to be on one website instead of many links you have to follow, like the website for the boat and the nature path (Figure 8).

Discussion of the results

Focusing on the marketing and innovation of Enonsaari Island was the backbone of this project. Enonsaari has a concentrated niche market which aims to attract international travelers which include but are not limited to families and young adults in the area. A clear structure and access to important information on the website minimizes the barriers for international tourists.

The atmosphere transported through the corporate identity makes the visitor want to experience the island. Because a part of the target group is young people, social media is also a great tool that Enonsaari would benefit greatly from using. Moreover, young people generally want to be the first to try new products and experiences, and thoroughly document them on social media. Having people who visit the island post their pictures online is free advertising for Enonsaari, and is also a great way to attract more visitors (Figure 9). All the above-mentioned suggestions have been evaluated and are backed by the previously explained theories of "Innovator's Dilemma" by Peter Drucker and the "Corporate Identity theory."

Several of the stated suggestions imply a lack of adequate communication towards the consumer, which indicates a lack of appropriate marketing and focusing on desired target group. The first suggestion points out the lacking information about the available offers for breakfast during the stay in Enonsaari. Therefore, the recommendation advises them to include this aspect on the web page since it has an impact on their corporate identity, and could potentially be an area for appropriate innovation, depending on the levels of demand.

Secondly, including information on the country and the city of Lahti as well as the story and facts on the Finnish culture can be essential and beneficial to create the appropriate corporate identity, since it will give a sense of location, history, knowledge and therefore character (Figure 10). It could also lead to learning what methods and types of consumers the entrepreneur has to aim for and identify possible innovations, technologies, strategies and trends in order to maintain and/or increase the visitation rates. As mentioned previously in this article, part of the hiking path of Enonsaari is a protected area, which gives a unique character to the island and, once again, can be useful to the corporate identity and focus on the right target groups, as well as expose potential innovation characteristics, such as the implementation of guided nature walks.

One of the aspects we believe to be in need of change are the pictures. Images are tools to proportionate the potential client with a primary idea of their experience. Since the current photos generate a negative sensation of what to expect on your visit, changing these can help generate the desired and truthful atmosphere. Photos and other media, such as videos, can be utilized on the website and will therefore be a strong part of the Corporate design. Simultaneously media shows available activities in the island which, once again, exposes potential innovation areas, implementation of new technologies or inclusion of other target groups.

Last but not least is the lack of availability of the website in languages other than Finnish. This leads to a segregation of the target group, excluding most international potential clients and leading to a loss of business. This will therefore inevitably affect the corporate identity and the company loses a whole market of possible targets.

Discussion of collaboration

Overall, Summer School proved to be a very awarding experience to the whole team. Throughout, the project team members have brought up their special knowledge benefitting the team to reach the goals of the project. The highly motivated, skilled and diverse

international team was build up from Canada, Finland, Spain, Scotland and Germany from various fields of expertise.

As a conclusion, the Re-designing Enonsaari.fi project was a success from the team's, guiding teachers' and the entrepreneur's point of view. When presenting the final results of Summer School 2016, the entrepreneur operating Enonsaari stated "The team has gathered really impressive amount of knowledge and managed to analyze it only in two weeks. The design of the webpage looks beautiful. I'm taking the design to the advertisement agency and they will make the changes according to the design." (Saarela 2016B)

Special thanks to the whole team and the guiding teachers who together formed an enthusiastic, creative, highly motivated and skilled A-team which made it happen. Go girl Power!

Figure 11. The A-team.

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" Some teams work better than others. Successful teams produce astonishing results while others struggle to get the work done.

Taina Orpana

The Spirit of Team Building – New Ways to Build a Team

Introduction

Working in a two-week-long intensive study program in international teams that consist of students with various skills and knowledge backgrounds can be challenging. Especially when participants are expected to form a functional team and solve a work life problem in the form of a written article and a presentation.

Some teams work better than others. Successful teams produce astonishing results in only two weeks while others struggle to get the work done. There is no simple explanation for why one team is performing better than the other one. Nevertheless, successful sports teams and businesses are analyzed with extreme precision, but total success factors still have not been covered. (Spiik 1999)

The main target is to find possibilities to form an effective and self-driven team. First the article discusses the definition of a team based on theory and the real life. Then the focus is shifted into team building phases, a team performance curve and discussions of high-performance teams. After the theory part, the article digs deeper into the teaming process and tools. In the conclusion, the article discusses the possibilities to build teams in a new way in an intensive study program.

What is a team?

Katzenbach & Smith define a team as a small number of people with complementary skills, who are committed to a common purpose and performance goals and are working towards those as mutually accountable (1993, 45). Even though teamwork is a form of group work, the fact that individual skills and knowledge are highly needed doesn't change. Pirnes (1994) defines a team as a self-driven group of people who work in close co-operation in order to perform a specific work setting while exploiting the diversity of the team members and thriving on common goals and objectives within the framework of the common rules of teamwork.

In theory and science, the definition for a team is very precise, in the practical world the word team is used quite broadly in different set-ups. From that point of view, the clearest and simplest definition for a team is a self-driven work group. Widening the definition for a team concludes that a team is a group of people, who are responsible for a certain work setting from start to finish in co-operation, or that a team is a group of people who have organized as a relatively permanent group to perform work tasks and to achieve the mutually agreed objectives. (Spiik 1999)

Phases of team building

Tuckerman separates the five different stages of team building: the forming, storming, norming, performing and ending phases (see Figure 1). On the first phase, forming, the team members question of their own role in the team. Especially openness and discussion on team purposes and tasks strengthens the mutual trust, promotes team formation and mutual understanding between the members of the team. (Tuckman & Jensen)

In the next phase, storming, team starts to construct internal functions and interaction. While the practical problems are gradually taking new shapes, individual perceptions and

Figure 1. Team building phases (Holpp 1993).

priorities emerge. Raising the questions on contradictions in an open conversation will develop team spirit little by little. In order to raise team spirit, the team needs to have clearly defined objectives which are challenging and include a development challenge. (Tuckman & Jensen)

Steps two, storming, and three, norming, greatly influence each other which makes it difficult to tell where one starts and the other one begins. In phase three, the process outcome is team consensus on tasks, principles and methods. The most effective way to develop the team even further is to record team rules and policies in a written team agreement and start operating accordingly. (Tuckman & Jensen.)

During the fourth step, performing, the team is working effectively, carrying on the mutually agreed plan, making changes, developing ideas and evaluating progress. Normally the team faces an empowerment experience where the team strengths are visible in the results. (Tuckman & Jensen)

In the last phase, ending, the team has finished the work or the team breaks down without finishing the objective. Sometimes in order to get the work done, a new set of skills may be required. This will automatically change the consistency of the team. When new people are introduced, the teaming process start from the beginning. (Tuckman & Jensen)

Team performance

Katzenbach & Smith (1993) divide teams into categories based on team impact versus effectiveness. They identify five different team performances: working group, pseudo-team, potential team, real team and high-performance team (see Figure 2). The weakest performance on the curve is shown by the pseudo-team and the highest by the high-performance team.

Team performance can also be linked to the team building phases (see Figure 3). A working group is a group of people who mainly share information, best practices or perspectives and make decisions to help individual members perform their own area of responsibility. While a pseudo-team would benefit from collective performance, it has no common purpose or performance goals and is not trying to achieve them even though the members may call the group a team. These two team types can be linked to the forming and storming phases. (Katzenbach & Smith 1993)
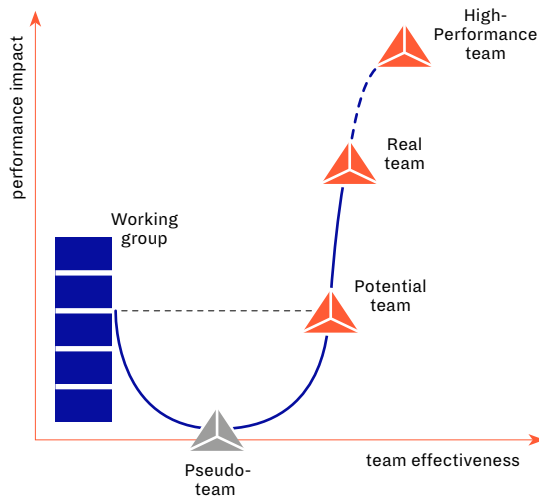
Figure 2. The team performance curve (Katzenbach & Smith 1993).

A potential group on the other hand benefits from the collective performance and is trying to improve it, but is lacking clarity when it comes to purpose, goals and work discipline. Collective responsibility for the work task hasn't been established. In the team building stage this would equal norming. Transforming to the performing stage, the potential team transforms into a real team. A real team is a small group of people with complimentary skills and who are committed to a common purpose, goals and hold themselves mutually accountable for the outcome. The most effective team is called a high-performing team, and in it, members are deeply committed to each other's personal growth and success. The high-performance team significantly outperforms other teams and all reasonable expectations given for the outcome. (Katzenbach & Smith 1993)

High-performance team

Katzenbach & Smith (1993) discuss high performance teams that are capable of producing outstanding results in team work. In such a team, members put a lot of time and effort towards the work. Katzenbach & Smith have been able to list ten common principles among high-performing teams, which are as follows.

- The team has a commonly agreed, compile and clear purpose.
- Team work emphasizes deeds and achievements, as well as the common aspiration for high performance.
- The characteristics of team members complement each other. The team must be prepared to solve problems, have decision-making skills, and they get along.
- Team members are committed to common goals.
- In addition to individual responsibilities, each one of the members is responsible for the whole team performance.
- Daily teamwork is based on effective communication; constructive conflict can also occur.
- The work is distributed fairly and even between members.
- Teamwork is based on trust, mutual support and encouragement, but the atmosphere allows members to use constructive critic and doubt.
- The team members take risks and are willing to face the loss.
- Team results exceed the sum of individual achievements. Team members learn while working and get more and more motivated when reaching common achievements.

Forming a team – process and tools for the summer school

From the two weeks' intensive study program's point of view, teaming is one of main objectives in order to get the project done. Theories stress the importance of goal clarity,

Working group No significant incremental performance needed.	The **sum** of the whole can **equal the potential** of the individual parts.	**Forming** and **Storming**
Pseudo-team No focus or collective performance; not trying to achieve.	The **sum** of the whole is **less than the potential** of the individual parts.	**Forming** and **Storming**
Potential team Really trying to improve performance. Critical stage: Go forward or fall apart.	The **sum** of the whole can **equal the potential** of the individual parts.	**Norming**
Real team Small number of people with complementary skills who are committed to a common purpose, performance goals and approach, for which they hold themselves mutually accountable.	The **sum** of the whole is **more than the potential** of the individual parts.	**Performing**
High-Performance team Deeply committed to one another's personal growth and success.	The **sum** of the whole is **more than the potential** of the individual parts.	**High-Performance**

Figure 3. Different teams linked into team building phases (Katzenbach & Smith 1993).

mutual commitment and exceeding the sum of individual efforts. When guiding the teaming process, the most important phases are in the beginning. A teaming process which includes simple tools (see Figure 4), could ease the pressure of making effective teams in the summer school.

Following the process with tools

As a preliminary task, students are asked to take a team role test at a portal that provides team role testing for free, for example psychtests.com, which includes 40 questions and takes approximately 20–25 min. The test measures how an individual behaves, contributes and interrelates with others when being part of a team. Students are asked to bring test results with them at the start of summer school. What kind of team player am I?

The next step is to divide students into teams. If the test involves 5–6 categories, students are divided according to their results so that every group has a member for each role. For example, all the type one roles are gathered and divided into a small section of the group. When the groups are formed, each group is asked to share their test results with the other members. What kind of team player are you?

In the third step, groups are asked to discuss what kind of a team they will form in order to get the project work done. In addition to the discussion, teams are asked to build a SWOT

What kind of team player am I?	**TEST**
What kind of team player are you?	**DISCUSSION (each team)**
What kind of team would we form?	**SWOT (each team)**
What should we do as a team?	**TEAM AGREEMENT**
How should we do it?	**DISCUSSION (project plan)**

Figure 4. The teaming process and tools.

		S = Strengths	Field 1	W = Weaknesses	Field 2
Existing issues		Functional strengths		Functional weaknesses	
Future possibilites		The team members' good characteristics and qualities		The team members' bad characteristics and qualities	
O = Opportunities	Field 3	S + O	Field 5	W + O	Field 6
Opportunities and wins		Success factors – in what issues does the team need to be successful?		Opportunities and weaknes-ses – how should the team develop its working habits and co-operation?	
Dream team?					
T = Threats	Field 4	S + T	Field 7	W + T	Field 8
Threats and losses		From threats to wins – how should the team develop its working habits and co-operation?		Crisis situations – what kinds of crises might the team face?	
Failing team?					

Figure 5. The SWOT analysis' 8 fields.

analysis on their team (see Figure 5). The idea is not only to determine strengths, weakness-es, opportunities and threats, but to see the success factors, turn weaknesses into opportu-nities, threats to wins and look at the worst case scenario. What kind of team would we form?

In the fourth step, the team should discuss team behavior charter, which includes ground rules, decision making, communication, roles and participation and the team values ac-cording to the given project. Developing ground rules of acceptable and unacceptable in-dividual and team behavior, for example if one of the team members isn't participating on classes or not delivering given tasks.

The team should determine whether decisions will be made by consensus, majority rule or anarchy and should there be exceptions to the decision-making if the team should not fol-low its usual process. The team should also recognize the value of listening and constructive feedback, and make an effort, every day, to communicate constructively. Discussion on par-ticipation and roles – decision on how the team will choose a leader, and generally how the team process will be led is equally important. Both the individuals and the team must take responsibility for the work process to encourage equal partition. Acknowledge and accept the unique insight of each member of the team. As a result of the fourth stage, the team will choose a leader or leaders and pick a name for themselves. What would we do as a team?

In the fifth stage, teams develop a written Team Agreement and deliver it to the Reppu page. The team agreement (which can be used as a project plan as well) can include for instance:

- Mission. Establish the answer to why the team exists. Defining team objectives on project work.
- Tasks, responsibilities and schedule. Team tasks, team member's responsibilities, schedule for the tasks. Diving the work into pieces. Who is doing the writing, theory parts, designing? Team behavior charter.
- Measurements of team progress. Discuss and agree on the types of measures and outcomes that will indicate the team has reached success or failure. Can be linked from the SWOT analysis.
- Reporting method. Written article, presentation, something else?

As a final stage teams discuss the project and how the objectives can be reached. How should we do it?

Conclusion

Teaming and team building in a short period of time is a challenging task. Paying attention to the early stages of team building and strengthening the process at the very beginning could lead to better teams and better results. However, the final results always depend on the team and individual effort.

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" Whilst retaining a subject focus is necessary, education needs to change to reflect the changing and more challenging needs of society.

Caroline Gallagher and Sari Horn

Strengthening Bridges – The Summer School Experience, Part II

Introduction

Last year's article 'Building Bridges through Summer School' (Gallagher & Horn 2015) focused on the importance of developing multidisciplinary and intercultural approaches to solving real-world problems from a student point of view. The emphasis was very much on highlighting the need to develop appreciation and respect relating to the viewpoints and opinions of students from different professional backgrounds in order to arrive at decisions that take on board the knowledge and opinions of a range of different people. The two-week journey the students undertook resulted in an unforgettable experience that fostered mutual respect and an understanding of the importance of multidisciplinary approaches to solve 21st century problems. What perhaps has been overlooked is the impact that such teaching methods have on the academic staff involved. This article therefore investigates this angle both from the teaching approach as well as the wider implications of fostering a more collaborative approach to teaching and learning that helps strengthen the bridges built based on student involvement.

Moving away from traditional methods of teaching

Teaching, traditionally, has been based on discipline-specific subjects, both at school and then when moving to college or university. Whilst retaining a subject or discipline focus is necessary, education needs to change to reflect the changing and more challenging needs of society. 21st century living calls for innovative solutions to the complex problems that we now face, necessitating the need for multi- and cross-disciplinary approaches to finding sustainable solutions. For education to change to reflect this, the attitudes and approaches of academics must also change and become more open to incorporating innovation in their teaching methods that allows for multidisciplinary learning. For this to become possible, academics must therefore move out from their own discipline and work with colleagues from other areas of expertise. Intensive study periods such as Summer and Winter Schools provide an excellent opportunity to incorporate this change needed both for the academics and students involved whilst still retaining the subject-specific knowledge required for professional recognition in their specialised area.

Taking part in the first two Lahti UAS Summer Schools has provided a rich learning opportunity for all the staff involved. The novel aspect of project work that involves multidisciplines is further enhanced by a different way of delivering information to the students. The students were all given lectures on the tools that they may need to solve their problem (marketing, sustainability, 3D printing etc.) but it is then up to them what they did with it, when trying to find solution(s) to their project issue. This approach fostered a more student-led and researched project that focused on the interpretation and application of knowledge gained into their own specific project. From a teaching point of view it was a very educational approach that allowed for the development of leadership skills of the students taking part, an aspect which is very important academically but can be very difficult to develop in traditional classroom settings.

In the UK, although internationalisation is high on the priority agenda in all universities, the focal point is about student, and to a certain extent staff mobility, with little incorporation of an 'international experience' into the curriculum, and even less opportunity for

Figure 1. Learning new things.

'multidisciplinary' working at both student and staff level. The Summer and Winter Schools offered in many EU institutions of higher learning, and clearly demonstrated by Lahti University of Applied Sciences shows that learning can be both intercultural and multidisciplinary as well as clearly highlighting that learning and teaching is not one-way traffic between teacher and student but is both multidirectional between student and student, staff and student and staff and staff. This 'thinking out of the box' and moving away from the traditional narrow approaches that has characterised previous well-established methods of teaching is as important for the staff involved as it is for the students. To be able to promote intercultural awareness and respect as well as multidisciplinary collaboration, the academics involved must also have experienced it themselves.

Broadening horizons and fostering international relationships

Working within an academic institution brings many opportunities that may not be readily available in the more mainstream areas of employment. The opportunity to travel is one such aspect, and allows for broadening horizons both academically and culturally that provides a deeper reflection into one's own approaches and a greater appreciation of the different learning methods that can be integrated into developing innovative learning strategies.

Erasmus exchanges and partnerships are by and large based on a like-for-like, for instance the Lahti UAS, Faculty of Social and Health Care would form a partnership with the Health School at Glasgow Caledonian University rather than the Engineering school. Whilst it is accepted that this is a fundamental component of staff and student mobility it does not allow for the opportunity to meet academics from other disciplines and therefore promote a more cross-disciplinary approach to developing innovation in teaching. Taking part in Summer and Winter Schools does however provide this unique opportunity to meet academics from different specialisms and allows for a richer exchange of ideas that may not be possible in the more traditional one-to-one subject exchange. It enables the staff in-

Figure 2. Summer friends.

volved to develop a greater understanding of those subject areas that are on the periphery of their expertise and therefore promote a more holistic approach to their teaching. This in turn helps the move away from the compartmentalisation of teaching to one that appreciates the links between different disciplines. As mentioned earlier, academic staff cannot fully promote multidisciplinary approaches to learning unless they have experienced it themselves. Staff participation in Summer and Winter Schools should therefore be encouraged by academic institutions as well as Erasmus itself as it provides an opportunity for academics as well as students from different academic disciplines and countries to meet and that in turn fosters international relationships as well as the development of 'real world' teaching methods.

Creating collaborative and productive partnerships

Summer and Winter Schools provide a platform that fosters and develops international relationships that can then develop into deeper and more productive partnerships based on research and the transfer of good practice between different establishments. Research is increasingly cross-disciplinary and the competition to secure funding is highly competitive and hard to come by. Partnerships that are based on mutual trust need to be developed. In order for this to become possible it is necessary to build up this trust and understanding through meetings that can be difficult to arrange virtually. The experience of attending both the Winter and Summer School at Lahti University of Applied Sciences clearly highlights the added value of these events. This has most recently been reflected in the 294,000 euro award (July 2016) of an Erasmus plus strategic partnership grant between Glasgow Caledonian University, Lahti University of Applied Sciences and the Hague University of Applied Science. This partnership brings together academics from different disciplines and was only made possible due to the attendance and meeting at a Winter School in 2014. It highlighted the importance of a move away from the traditional like-for-like teaching exchanges that are currently integral to EU educational institutions to one that is cross-disciplinary in nature. It is therefore vital to realise that it is not only the edu-

cational benefits of these events that are important but also the 'value added' aspects attendance can have in creating collaborative and productive partnerships that otherwise may not have been possible.

Conclusion

The experience and lessons learned from attendance at the Midnight Summer School, and indeed any intensive student week(s) is as important for the students participating as it is for the academic staff attending. The opportunity to learn from each other, develop and share good practice is fundamental in ensuring an international learning experience that enriches the student and staff lives' and helps promote the development of the global citizen, a main goal of all academic institutions today. Providing a platform that allows academics from different countries and disciplines to meet is central to developing and enhancing international partnerships that can then result in financial gain (by securing Erasmus and other external funding) as well as more productive and strategic partnerships. Attendance at such events should therefore be actively encouraged and supported at both institutional and Erasmus level with a view to making them a compulsory component of staff and student education, thus allowing for the strengthening of the academic bridges that have already been made.

" A major challenge in creative teamwork is to promote the team members' creativity. Not everybody is creative by nature.

Noora Nylander, Miaosen Gong and Markus Kretschme

Creativity Enabling for a Mixture Team by Design Thinking

Introduction

In this article we discuss how to enable a mixture team of students to work in a more creative way on the projects in summer school. Our discussion is based on the experiences we had during tutoring the Summer School 2016 project work. We discuss the following aspects of managing project work: building a common framework methodology for each project, how to enable creative team work and collaboration, how to define project briefs in advance to support the creative process and how to manage and empower students to contribute to their work creatively. As a result, we propose a model, tutoring teacher guideline and pre-task for the next summer school to enable creativity for coming projects.

Some assumptions and conditions in the summer school framework:

- Project-based and the topic is defined in advance;
- Two weeks intensive workshop with article writing;
- Students from different cultures, disciplines and grade levels;
- Mixture team of students with tutors from different backgrounds

Methodology and creative empowerment

The chosen approach for the summer school project was based on Design Thinking. Design Thinking is an innovation method with emphasis on the early phases of any innovation process. Furthermore, there are several definitions for Design Thinking, depending on the
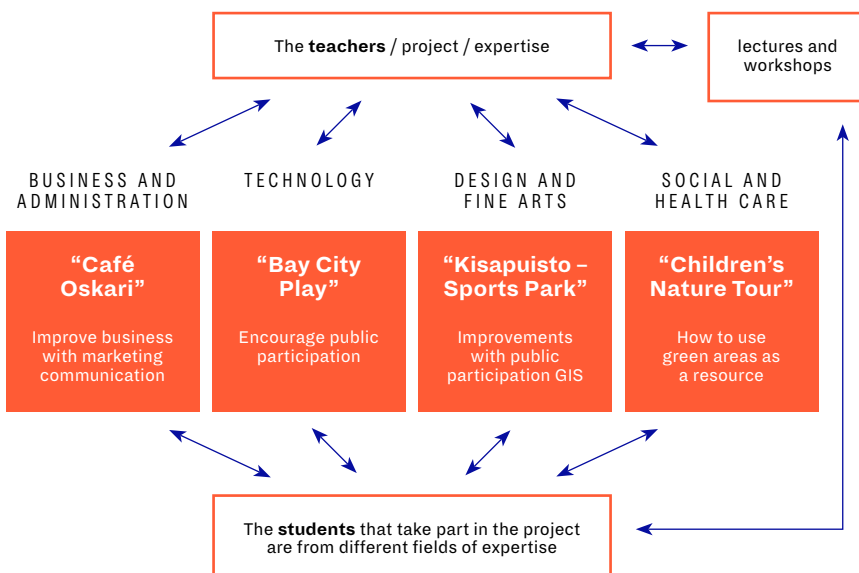

Figure 1. How our summer school project process is built – example from summer school 2015. Nylander, 2015

author's perspective and the context in which it is applied, it can be defined as a method, as a set of methods, as a process, or as a mindset. In principle, Design Thinking is based on the idea that multidisciplinary teams creatively explore different perspectives of a problem and develop human-centered options to solve the problem. This is done mostly on a rough conceptual level. Although Design Thinking is a creative process, it is also a clearly structured procedure, which can also be executed by non-professionals with assistance. This was, for example, the case in the Experience-Travel-Project during summer school.

Teaching non-design students to think and act as designers in a short project is not easy. Holistic thinking and rough prototyping, for example, are the two key elements of any design process and they need to be applied throughout the process. But usually one has to rely on one's own abilities in these fields since they cannot really be taught in detail along the process.

A major challenge in creative teamwork is to promote the team members' creativity. Not everybody is creative by nature, in the sense of being able to come up with innovative solutions to complex real-life problems. Moreover, many people either do not trust their own creative abilities or they are not able to apply their creativity purposefully, especially, when they used to be creative in their childhood but were never really taught to appreciate this. In that respect, today's school system with its strong focus on logical, natural and human sciences is probably one of the most destructive obstacles for creative talents, such as designers.

The team members of the Experience-Travel-Project were facing a so-called ill-defined problem. An ill-defined problem means that neither the problem nor the best solution could be doubtlessly determined. However, in this situation it is crucial to communicate to the team members, who are mostly inexperienced in creative problem solving, a clearly structured process with different stages, gates, and a permanent reflection on what they are doing. Otherwise they will most likely get lost in the process. The stages of a Design-Thinking process are therefore often described as: Empathize, Define, Ideate, Prototype, and Test. This structure, which is specific to creative processes, helps especially inexperienced team members in the process of creative problem solving. In the Experience-Travel-Project, the Test-stage was left out due to the relatively short time-frame of the project.

Besides the process structure, it is also necessary to foster a way of thinking, doing and approaching problems. Thus, the fostering opens up sound solutions beyond a sheer analytical focus. Due to their complexity, ill-defined problems cannot be dealt with a purely rational and analytical approach. One promising way to foster creative problem-solving is to encourage the team members to start any creative process on the basis of insufficient information about the problem. Even if the initial situation, the context, etc. are researched up to a certain point, the information is never enough to be really "sure". Uncertainty is a key element in any creative process, and the team members have to be encouraged to create in this respect. Therefore, the creation of imperfect or unfinished prototypes of conceptual solutions is a consequence of that creative uncertainty.

Brief definition of the project and approach

The summer school teamwork focuses on a living project with a project brief defined in advance. Their content and perspectives approaching issues largely influence the place and space of creativity for the student team. In the Design Thinking model, creativity is triggered not only in problem-solving, but also in problem-definition, while a project brief may potentially shape both of them less or more case by case. In this summer school, four project briefs are defined mainly by the format of project aim with different focuses. We roughly cluster three kinds including factor-based, situation-based and problem-based (see Table 1). Different focuses result in very different schema of creativities and call for different design strategies.

For example, the project "3D Symmetri" solely focuses on a technological factor without situation of application and design challenges, which seems very dry at the beginning, particularly to students from different background who are not familiar with it. Therefore,

Projects	Factor-based	Situation-based	Problem-based
3D Symmetri	⋆⋆⋆	⋆	⋆
Experience Travel	⋆	⋆⋆⋆	⋆
Enonsaari	⋆	⋆⋆⋆	⋆⋆⋆ (work b)
Let's go to the Forest	⋆	⋆⋆	⋆⋆⋆

Table 1. The three different focuses of a project brief.

it is important to lead students to explore inputting external situations and problems, in particular, related to their disciplines and background. In the service design workshop of summer school, one of the students from a medical program works on this project. At the beginning, she was totally lost for progress. After recognizing that the brief only defined a factor and she could utilize it in any situations she liked, she just opened up her mind and was fascinated to propose an idea of application of 3D Symmetri in a medical environment.

"Experience travel" and "Enonsaari" focus more on the situation than either on the project or on the clients and keep problems very open. The challenge of such a brief is to trigger the team to define specific problems in the situation to be solved. In an intensive workshop, it is obviously not easy for a multicultural team to do it in time in two weeks. Therefore, it is important to support the students' team to understand the situation well and make a decision in the options of defined problems and opportunities. Otherwise, students might be lost in too many issues to be done or everyone insists on a certain issue she/he proposes to each other. As a summer school exercise, to make a choice and narrow down design challenges would be helpful to the progress of the work.

The project brief of "Let's go to the forest", on the other hand, focuses more on problems of infrastructure and digital platforms than on the situation, which already shapes the main idea of the solution and easily leads the team to work in detail. In this case, the key to enable creativity is to redefine the problems or open up more space for problems by supporting students to analyze them in different ways.

To sum up, we do not know if there are general criteria of quality for project briefs so that they enable creativity. On the one hand, it's necessary to provide specific focus in order to approach key challenges and solutions. On the other hand, it is important to keep issues open for exploration. The craft of defining a project brief refers to the balance of these two perspectives. Anyhow, it is clear that different projects' different focuses produce different spaces of creativity to explore, and they call for respective design strategies of team work. It is helpful to tutors to be aware of it and support the team in a proper way. Furthermore, we think it is risky that project briefs are provided or co-defined by local partners as they might propose a focus that is limited in perspective, which often is not open enough so that the creative space will be narrowed down largely. In conclusion, project brief quality depends on the specificity of focuses and the flexibility of strategies.

Our proposal to support creative project work during the next summer school

At the end of our discussion we propose the following tutoring process, tips and pre-tasks to be implemented into the next summer school projects. The pre-tasks will help students to prepare for the creative process and contributing to it and help them get familiar with the concept of the creative process. Our proposal also suggests how the creative process should be considered when scheduling the summer school activities.

The Pre-task 1 involves the "My Strengths" card. The card should work as a tool for each member, so that they are ready to contribute to the creative process. With a few words, students should list their skills and knowledge. For example, they can think about their study and working experience on factor based project briefs. This could be done, for ex-
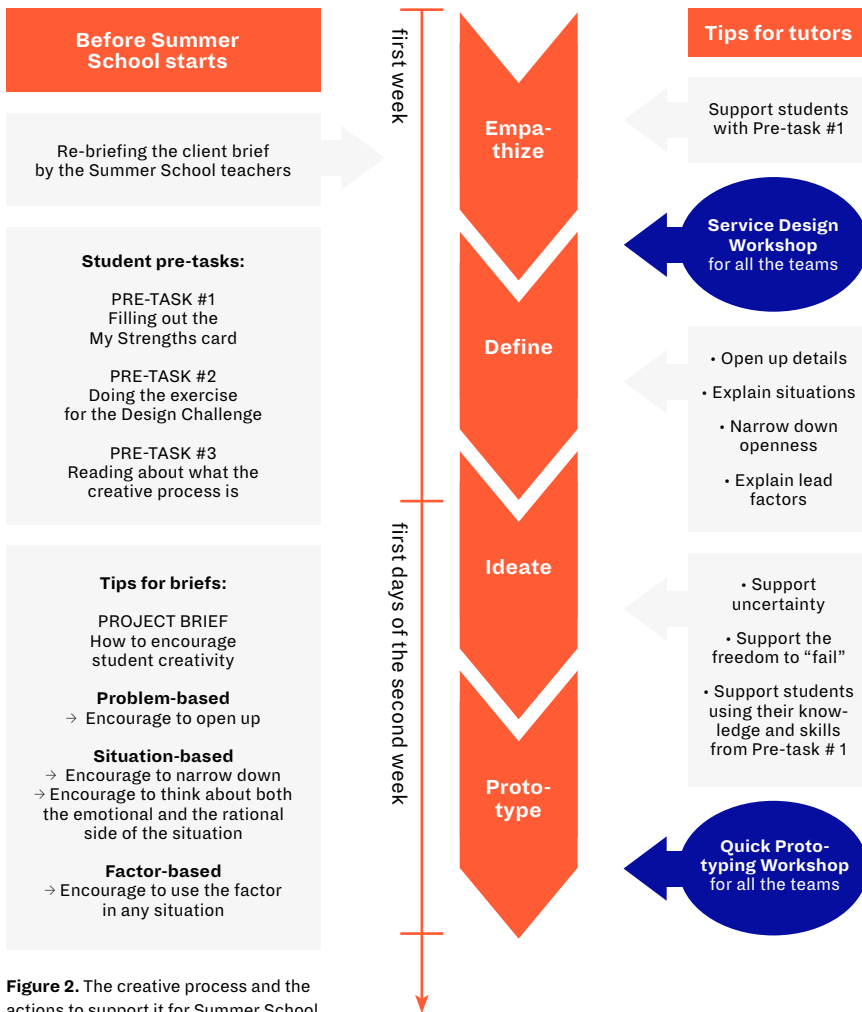
Before Summer School starts

Re-briefing the client brief by the Summer School teachers

Student pre-tasks:

PRE-TASK #1
Filling out the
My Strengths card

PRE-TASK #2
Doing the exercise
for the Design Challenge

PRE-TASK #3
Reading about what the
creative process is

Tips for briefs:

PROJECT BRIEF
How to encourage
student creativity

Problem-based
→ Encourage to open up

Situation-based
→ Encourage to narrow down
→ Encourage to think about both
the emotional and the rational
side of the situation

Factor-based
→ Encourage to use the factor
in any situation

first week

first days of the second week

Empa-thize

Define

Ideate

Proto-type

Tips for tutors

Support students
with Pre-task #1

Service Design Workshop for all the teams

• Open up details
• Explain situations
• Narrow down openness
• Explain lead factors

• Support uncertainty
• Support the freedom to "fail"
• Support students using their know-ledge and skills from Pre-task # 1

Quick Proto-typing Workshop for all the teams

Figure 2. The creative process and the actions to support it for Summer School.

ample, by listing: "I work in a hospital, I take care of patients, I deliver medicine". On the other hand the card should help them list their common life skills like: "I can play guitar, I can draw, I can run fast, I can solve strategies within computer games". Later when students have listed their skills, the students and their tutors have existing tools which can be used during the process to figure out what to do. Furthermore, the content of the card and guidelines how to fill it out should be discussed in greater detail. Figure 2 shows our proposal for the creative process actions for summer school and table 2 describes the pre-tasks and their purposes.

Pre-task	How the task supports creativity	The task's method
#1: My Strengths Card	It helps students remember how they can use their personal knowledge and skills during the project.	Pre-designed "My Strengths" card, which is easy and fast to fill in by each student. They can think about both their work and their personal skills and knowledge.
#2: Design Challenge Exercise	They are familiar with how to narrow down an open design problem and how to make a decision.	Design challenge with guidelines on how to work and make one decision.
#3: What is the Creative Process	Get students to know what the creative process is.	Reading material, e.g. a short article.
#4: Project Briefs	The student knows what to expect.	Reading project briefs in advance.

Table 2. Pre-tasks for the summer school, for enabling the creative process.

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" Finns do not
always under-
stand the value
of Finnish nature.

Niina Ihalainen and Katri Kämäräinen

A Nature Tourism Project Combined with an International Summer School

Abstract

The aim of this article is to describe the collaboration between the students' summer school and the working life partner's project work. The students of the course Co-designing Better Urban Living and Wellbeing contributed to the development work arising from the needs of the working life. The duration of the summer school was two weeks. The working life received ideas on how to develop hiking routes in general from an international point of view. Some of the ideas were new ones, others gave more strength to the ideas already known in the project. Particularly, students had a good experience of interdisciplinary and international team work.

Keywords: nature tourism, project learning, summer course

Introduction

The international intensive summer school was organized by Lahti University of Applied Sciences. Students and teachers from the home institution and abroad were welcome to join in. The students' study fields were business and administration, design, technology, and social and health care. The students were both Bachelor and Master level students. Students were divided by degree programs, study years and nationalities into very mixed groups. The aim of each group was to plan solutions for the needs of working life. Each student group had one teacher as a mentor teacher for the working life assignment. All groups had lessons together and workshops from all four different study fields during the two-week summer school. The groups submitted articles of their own working life assignment during the two weeks' time.

Finland's fresh and natural environment is one of the most important attractions for the country's travel industry. Nature tourism is one of the most important tourism trends in the world and one of the fastest developing sectors in the travel business (Koivula, E. et al. 2005, 8).

Outdoors Finland is a national programme for the development of summer activities in Finland. The objective of the programme is to enhance both the quality and service experience of tourism based on the natural world. The website www.outdoorsfinland.com allows visitors to access information on nature and hiking destinations in Finland. The portal and projects related to it are funded by the European Agricultural Fund for Rural Development.

Lahti University of Applied Sciences Lahti UAS is partly responsible for the coaching and training of the tourist businesses involved. The Outdoors Finland project coordinates the development of nature tourism destinations throughout Finland, especially its infrastructure and digital service experience and information.

The Let's Go to the Forest project aims to improve the infrastructure of nature and hiking destinations and the business of small and medium-sized enterprises in the field of na-

Figure 1. A walk in the forest.

ture tourism in the region of Päijät-Häme. The objective is to produce digital communication and marketing material. The focus is on the development of new digital and smart solutions connected with nature, technology, stories and service experience with different senses. (Lahti University of Applied Sciences 2016)

The Päijät-Häme region has plenty of potential when it comes to nature and wellbeing tourism

According to the Ministry of Economic Affairs and Employment (2016) the latest figures of the travel business show the positive development of the travel business sector in Finland. Visit Finland (2016) aims to develop the Finnish nature and wellbeing tourism according to the summer activities strategy. Winter tourism has achieved a good status in Finland but summer activities are still far behind winter's popularity and activities among international tourists.

We Finns do not always understand the value of the Finnish nature. Its value could be captured for service products in the field of wellbeing and nature tourism. Riku Rantala, a Finnish journalist who has travelled all over the world, says that our Finnish nature is unique and we have world-class sights and nature but the resources of our natural world are underutilized. (Rantala 2016) For example, it is remarkable that every euro of public money invested in the services provided in our national parks brings benefits amounting to ten euros to local economies (Metsähallitus 2016).

The sector of nature and wellbeing tourism is also remarkable from the physical and mental wellbeing point of view. Studies show that even spending just a short time in natural settings can reduce stress, while longer trips significantly enhance both physical and mental wellbeing. It helps that the Finnish legal concept known as everyman's right gives everyone free access to the countryside, regardless of who owns the land. (Metsähallitus 2016)

The region of Päijät-Häme has plenty of nature and wellbeing tourism potential that companies could use in their businesses. The landscape in the region is dominated by green forests and unspoiled pure lakes enriched by undulating forms of the Salpausselkä ridge (Päijät-Hämeen liitto 2016). The growth of the Finnish travel business is largely based on the attraction of the Finnish nature (Sitra 2013, 37).

Students went to the forest in Tiirismaa

The collaboration between the project manager and the teacher began with a face-to-face discussion. Both explained the goal of their own work (project and summer school). The win-win situation was easily found. The collaboration continued during the development day, which was for all working life partners and all teachers and international coordinators. During that development day, the learning goals, learning assignments, timetable, evaluation plan, different working life assignments and the participations were introduced and discussed. It was easy to start the co-operation when knowing the whole picture and all staff members in different roles.

The Let's Go to the Forest project was one of the customers in the Co-designing Better Urban Living and Wellbeing study module arranged by the Summer School of Lahti University of Applied Sciences LUAS. The assignment of the international student group was to make a development plan for the hiking route in Tiirismaa, in Hollola. The students came from England, Finland, Ireland, Italy, Kazakhstan, Russia, Scotland, Taiwan, and Vietnam. Due to the international team members, the project gained an important multicultural perspective from the different sectors of education.

Figure 1. Resting for a while. Picture: Outdoors Finland.

During the first study day, the project was introduced to the students. During the second day, the students went to the forest in Tiirismaa together with the project manager and the teacher. Along the route, the teacher told the group about the formation of the ice age, animals, plants, and surrounding nature. The main destination and sight was the Devil's nest where the group had a lunch break. The students said that the Devil's nest and the beautiful view opening from the top of the cliff made a great impression on them. The cliff of the Devil's nest and the rocks underneath have brought visitors and hikers to wonder at the amazing place shaped by the nature for at least 150 years (Hentman 2016, 93).

The purpose of the trip was to observe the hiking route from different perspectives and to discuss it with the project manager. The perspectives to be observed were infrastructure, key attractions, accessibility, signs, information boards, and other facilities along the route. The topics to be discussed were the needs of the Lets' Go to the Forest project and the goals of the students' work in this project. The students experienced the hiking route and nature themselves. Therefore, it was easier for them to orientate to the forthcoming assignment during the next two weeks.

From the forest to brainstorming and service design

During the two weeks' time students had lessons for all. The lessons were: 1) How to use information services? 2) Sustainable Design, 3) Practical photogrammetry, and 4) Thinking out of the box. They also had common workshops. The workshop themes were: 1) 3D Scanning, 2) Media Choices, 3) Service Design, and 4) Information Design. Between the lessons, workshops and project work time, the students met with their mentor teacher. They looked backward and forward on what they had done and what was needed to be done. Different innovation methods were also used.

The two weeks filled with work culminated with the presentation of the assignments on the 10th of June at FellmanniCampus. During the intensive study module the students gathered ideas, theory, and ended up with general results and conclusions.

In the final report, students mentioned the exact map, applications, web sites, signs, information boards, and picnic areas as the most important development targets. Local stories of sights and the surrounding nature should be available for visitors and hikers. Furthermore, websites and mobile applications should be developed and offer wireless networking Wi-Fi. One important aspect is to develop different guide and outdoors services.

Results and evaluation

The collaboration between the project and education proceeded smoothly. The result could not be foreseen beforehand. Generally, it can be said that it depends so much on the students of the working group, their study fields and also the years the students have studied. Two weeks' time with new students, not knowing each other beforehand, people from different countries and cultures working in English is a very new study method for most of the students.

It is always a big surprise how well all things proceed during the two weeks. In the end, the articles and the presentations with ideas for solutions were ready. In this kind of collaboration, flexibility and the ability to tolerate a chaotic situation is needed from all staff members and students. With the successful experience after the two weeks' programme, students are more ready to combine studies with working life collaborations.

From the Lets' Go to the Forest project's point of view it was useful and interesting to participate in the Summer School of LUAS in order to see what kind of suggestions and solutions the group of international students could contribute to the Let's Go to the Forest project. As a conclusion it can be said that the needs for the development of the hiking routes can been seen to be universal. In general, people and hikers need to have proper infrastructure, facilities, services and information on the hiking route in order to experience nice and relaxing moments in the natural world.

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The outdoors offer a place to make things together in a surrounding that's a bit different, where each participant can choose their level of commitment.

Jyha Hyytiäinen

The Significance of Outdoor Activities During an Intensive Study Period (ISP)

Introduction

Keywords: ISP, outdoor training, team building, experimental learning

This article deals with the outdoors activities and their significance for project excellence during the Co-Designing Better Urban Living intensive study period (ISP). The article's aim is to reflect on past experiences received from outdoors activities during the ISPs in 2016 and to some extent in 2015. Reviewing the lessons learned while arranging, during and after these activities helps in its part to improve the future programs in LUAS and the ones carried out in cooperation with our partner institutions. In 2016 the outdoor part of the ISP was one weekday instead of full weekend in 2015 but consisted only of outdoors activities in an island in lake Vesijärvi within Lahti city limits. In 2015 the event was held in a summer camp relatively long way (ca. 60 km) from Lahti, which offered more isolated and versatile surrounding for the outdoors activities. The article addresses theoretical background and connections of outdoors training, team building and project excellence and the experiences from past outdoors activities during the ISPs.

The actual effects of an outdoors or wilderness setting on a team or an individual himself is not easy to isolate from the influence of group or instructor/leader qualities (Ewert and McAvoy 2000, 15). This means that the difference that being outdoors or in the wilderness makes in team building or performance is not known in many cases. In the case of Co-Designing Better Urban Living this is not a key issue, since in this program, group qualities, instructor traits, working together in a classroom or outdoors mix in one effort. The outdoors offer a place to make things together in a surrounding that's a little bit different and where each participant can choose their level of commitment and have fun.

Theory

Why do we arrange outdoor activities during an ISP? According to Ewert and McAvoy (2000, 13), participation in activities arranged in the wilderness and a wilderness-like setting can have a deep impact on groups and individuals. The popularity of outdoors training as a means of e.g. leadership and team development tends to change with time, but the potential of the great outdoors is there for us to use (Bentley 2007, 17). The wilderness or wilderness-like areas are considered extensively as an environment and an idea, which helps individuals and groups to grow. This setting is a place where a group or team goes to work on being a team. (Ewert & McAvoy 2000, 13, 16, 17) Organizations from different fields such as business, military, church, community and others use the outdoors or a wilderness environment for teamwork development, intra-team trust, communication, risk-taking and functioning as a team (Smith et al. 1992). For example, the idea of giving confirmation training in a camp setting in Finland originates from the 1930s, and it gained more popularity in 1960s. Now 90% of Finnish confirmation training has a camp part. (Nykänen 2015) These camps include training in topics such as religion, values, history, team skills and just being together in a camp setting. An older example of using an outdoor or wilderness setting as a learning or recreational environment comes from the scout movement: the Boy scouts (1908) and Girl scouts (1912).

Development	Therapeutic, mental health	Physical health	Self-sufficiency, independence	Social identity	Educational	Spiritual	Aesthetic, creativity
Self-concept, self-identity Skill development Outdoor adventure Self-actualization			Self-reliance Primitive living	Family kinship Group cohesion Social recognition	Nature learning Environmental ethic Environmental stewardship		Nature appreciation Aesthetic appreciation

Table 1. Taxonomy of the personal benefits of wilderness.

What benefits or effects does the outdoor or wilderness-like setting offer? The exact effects of the outdoors setting on an organized group are difficult to frame. It's also difficult to differentiate the effects on an individual from the effects on an individual as a member of a group or team. (Ewert and McAvoy 2000, 15.) Maybe the most important aspect is the fun that being outdoors creates. In an informal environment everybody is relaxed just as people and hierarchies are put aside. (Bentley 2007, 18) What other useful responses in an individual or a team are obtained by the use of outdoor environments? In his book To Build a Fire (1902), Jack London writes: "Empty as the man's mind was of thoughts, he was most observant. He noticed the changes in the creek, the curves and the bends. And always he noted where he placed his feet." The contrast to the present day, where a constant flow of stimuli from gadgetry often makes it difficult to be present in a given situation, is imminent. In a less prosaic way, Rhoades (1972) states that a natural environment requires responses that are valuable, such as cooperation, clear thinking and planning, careful observation, resourcefulness, persistence and adaptability. Table 1, from Roggenback and Driver (2000, 36), lists the taxonomy of personal benefits of the wilderness.

The responses and benefits from a wilderness or outdoor setting resonate with the qualities connected to the well-performing teams. Thamhain (1997, 827) divides the qualities of well-performing teams into task-related and people-related qualities (Table 2). Moreover, Thamhain (1997, 827) writes that field research shows that qualities mentioned in Table 2 have significant statistical association with team performance with a confidence level of $p = 95\%$ or better.

On the other hand, what aspects can undermine the team process and can derail the team from its task? Busbshait & Farooq (1999, 34) state that misunderstandings commonly

Task-related qualities	People-related qualities
Committed to the project	High involvement, work interest, and energy
Result-oriented attitude	Capacity to solve conflicts
Innovative and creative	Good communication
Willing to change	High need for achievement
Concern for quality	Good team spirit
Ability to predict trends	Mutual trust
	Self-development of team members
	Effective organizational interfacing

Table 2. Qualities associated with high-performing teams.

arise from the inner workings of multidisciplinary teams. Different outlooks, priorities and interests, role conflicts, power struggles, and improper communication skills act as barriers for team success. By combining the information from these two viewpoints, the facilitator gets a framework of what attributes he or she should mainly concentrate on when it comes to outdoors activities meant to improve team performance. One combining phrase to bear in mind for the facilitator could be that "Lone rangers are out and teams are in" (Busbshait & Farooq 1999, 36).

What other aspects should be considered while arranging outdoor activities for groups? The leader or facilitator of these activities has a great overall responsibility especially if the setting is an isolated wilderness (Ewert and McAvoy 2000, 22). This can include safety concerns, logistical issues and the actual facilitation of activities. The leader can also have a great influence on how individuals or groups understand their own and the organization's goals (Ewert and McAvoy 2000, 22). Moreover, Ewert and McAvoy (2000, 22) state that wilderness program leaders who are teachers or therapists are more effective in creating individual and group development and goal achievement than mere highly skilled outdoor specialists.

Team dynamics help facilitate a positive experience where participants get numerous benefits. On the other hand, if the team dynamics don't work, these benefits might be lost. (Ewert and McAvoy 2000, 22) Team composition is another thing to consider. For example, in integrated groups of men and women, men seem to dominate in the skills section, while in the all-women groups there are more possibilities to learn and practice outdoor skills. (Ewert & McAvoy 2000, 19) Another important aspect is to devise the activities in a manner where team members can decide for themselves how far they want to go physically and mentally to enhance the positive experience (Bentley 2007, 18).

How participants experience and reflect on the outdoor activities has a significant role in a successful outdoor/wilderness event. Moreover, Ewert and McAvoy (2000, 22) state that an experimental education model seems to give the best results in arranging wilderness programs. This model includes authenticity (activities are relevant for participants), active learning (participants are engaged), reflection of experiences, and connecting these experiences to future possibilities. (Ewert & McAvoy 2000, 22, 23) Roggenbuck and Driver (2000, 45, 46) divide the individual's overall experience in a wilderness context into four dimensions: anticipation of the experience, the actual on-site outdoors experience, the reflection of the experience and integration of the benefits to one's everyday life or project.

Method

Outdoors activities organized during the Co-designing Better Urban Living intensive study period (ISP) included the preparation phase, where the students were given the rough schedule for the day and what they should bring with them clothes-and-equipment-wise. The facilitator side of this consisted of two teachers from the Faculties of Technology and Social and Health Care. Logistics and transportation were arranged by the international coordinator from the Faculty of Technology.

The clothing side of things was experienced firsthand at the harbor of Lahti in a light wind from an early summer lake Vesijärvi before the boat took off. Some of the students had arrived with very light clothing despite the "warnings" to take enough clothes. This predicted a lively experience for these students in the form of keeping warm. Despite this, some were feeling some discomfort due to the cold. The boat trip to Enonsaari as such was an experience to some since it was something out of the ordinary for many students. Upon arrival, after the welcoming words from the hostess of the island, the students left for a hike along a trail meant for familiarizing oneself with the nature of the island. The second teacher started to prepare for the survival contest with short tasks for each team. Eventually students proceeded in two groups and got a bit lost on their way, although the island was a safe place for this since you really couldn't get that lost! This experience was hailed with humor and it sparked some cooperation and mutual help when students helped a fellow student with a sore ankle.

Figure 1. Taking a boat ride together.

When the students got back from the forest hike there was a plentiful lunch of warm soup and side dishes that suited the environment well. During the lunch hour the students had time to talk about the past experience and take a breath. This was an experience in itself, since the lunch took place in picturesque old log villa that acts as a restaurant and main building for the recreational use of the island.

The main goal for the playful survival track was to have fun together and get involved with some useful outdoors skills in a combined team-outdoor environment. The short tasks involved shelter building with the provided resources, fishing with self-made equipment, distance estimation and taking bearing, fire building. Instructions gave the freedom to participants to choose their level of involvement. This particularly applied for the fishing task. No-one was forced to put a worm into a hook or kill the caught fish or they could pass this task all together.

After the survival game, there was sauna bathing and a possibility to swim in the lake Vesi-järvi. The water was swimmable but for people coming from warmer climates a bit cold (+17° C). This limited the people going swimming along the sauna. After the sauna there was a possibility to fry pancakes by the fire from the ingredients provided by the island's hostess. This allowed people to cook food by the fire, which is an activity that not so many people do.

On the boat ride back to Lahti harbor we had time to have discussions on the day's experiences. This gave the teacher a good opportunity to facilitate conversations and to guide participants in reflecting, to gain understanding of past experiences. After the arrival, students headed to the dorms and into town for different pastime activities.

Results

15 people out of 27 participated in the outdoors day. So the participation rate was 56 %. The day was relatively warm (17°C) but it was windy and on a lake in Finland during early Summer this makes things somewhat chilly. Some of the students suffered from this since they didn't bring proper clothing despite the instructions. Some were wearing only jacket, shorts and open sandals.

The unintended "getting lost" during the forest track part of the day proved to be an experience that contributed to the day well. During the walk the group was divided into two subgroups that returned separately from the track. This gave an opportunity to work together in a situation that didn't go as planned. Two groups told with smiling faces of the small ordeals they had during the walk. On the second team, the other team members had supported a person with a sore ankle on the way back. The answers to the questions gave an overall impression that they had enjoyed the walk and had some fun.

Everyone enjoyed the lunch break and the number of times people got more food indicated that it was good according most participants. The conversations in different tables were lively. Some of the conversations involved the food and nature in the students' home countries.

The motivation for participating in the playful survival contest varied between the teams. It was announced before the event that everybody can participate at their own level. After the description of tasks and safety procedures, some students clearly felt that they didn't want put a worm in a hook or catch fish. The teams were allowed to do tasks in a different order and to divide the tasks within the team if they wanted. They were also given in-

Figure 2. Building shelters.

Figure 3. Making fire.

structions and examples during the tasks where this didn't give away the right answer. All teams participated in shelter building, which included some knot making, fire making and distance estimation and bearing taking tasks.

The shelter building resulted in different variations, which represented different ways of using the trees, trunks, topology and provided material. Each team's abilities and composition also came into play. In one team, the knots were firm but easily openable. When asked, one of the team's members who came from a farm said that she had made the knots. One team made a decision to manage completely without the cordage.

The fire making task was the one where nobody wanted to give up. All the teams managed to light the fire with the fire steel, knife, and tinder available in the vicinity. When the fire was going, all the team members were honestly delighted (Figure 3). The knives used in this task were in bad shape after the event since most teams also used the edge side of the knife to get sparks out of the fire steel.

Some team members really got enthusiastic about catching fish and competed against other teams. For many participants, fishing only with a piece of wood, a line, a weight, and a hook was a new experience. Putting the worm in a hook was also new to many students. The students were also informed that they improve the health of the lake Vesijärvi when they fish like this because most of the fish they get is roach and bream, whose numbers should be decreased (Puhdasvesijärvi.fi, 2015).

The task of taking a bearing and estimating distance was probably the most challenging one technically. The teams had the possibility to choose between different types of compasses that were capable of different accuracies. Most teams rightly chose the sighting compass but only one team got the right results in this task.

The sauna and swimming with pancake frying by the open fire ended the experience part of the outdoors day. Only a few of the participants decided to take the chance to swim while sauna bathing. The water temperature probably enhanced the experience for those who took the opportunity to swim. Making pancakes got people committed and everybody had some. This also exposed students to an old Finnish outdoors tradition of making pancakes by an open fire. At this stage, the timetable and arrival of the boat limited the duration of this activity.

The boat trip back was spent discussing the day's experiences and probing the things the students had learned from the day. The overall conclusion from those discussions was that everybody had enjoyed the day and were generally satisfied with the activities. The teams would have wanted the results of the playful competition at this stage. This would have required two facilitators. The other one would have been in charge of the results and the other one would have helped the students to reflect the experiences. The reflection session right after the experiences of the day proved to be a good choice.

Discussion of results and conclusions

From the viewpoint of team building the timing of outdoors activities should be during the first days of the ISP, since the timing of the team building should be focused to the very beginning of the process of team forming or introducing new members to a team (Fritz 1995, 157, 158). The feedback from 2015's ISP also indicated that the get-together activities should be concentrated in the beginning of the ISP (Hyytiäinen, Kämäräinen & Tran 2015, 82). This is also in line with the experiences from the LUAS environmental technology's winter school (Interview, 2016).

The outdoors day and in fact the whole ISP could benefit from more systematic reflecting sessions (Darling et al., 2005). During the outdoors day this could have taken place during lunch conversations, during pancake frying, and during the boat trip back. Also Roggenbuck and Driver (2000, 45,46) emphasize the reflection of the experience and integration of the benefits to one's everyday life or project.

If this sort of activity is desired in the future, it might be good to consider measures which enhance the participation in the outdoors part of the ISP. In 2016, the participation in the outdoors day was voluntary although recommended. A better integration and timing of the day could help to solve this issue.

The practical considerations include how to ensure that participants bring proper clothing for the environment. Maybe the experiences of 2016 can be used as an example close to a student's life about what happens if you don't follow the instructions.

Participating in the survival task was very good. To improve this, the food sourcing from the nature part could involve the identification of edible plants for people who don't want to catch fish, for example. The equipment used in the events where damage is probable should be usable but not expensive. One example of this is the use of fire steel and knives in fire lighting. The amount of activity must be coordinated better with the time available or the tasks should be set with a certain time limit.

One additional viewpoint is the observation that outdoor skills are not very common with today's students if the participants in the 2016 outdoor activities can be considered a representative group. An outdoor day that includes these skills also serves as a reminder of the existence of these skills and can maybe act as a spark to dive deeper into world of bushcraft.

The goal of arranging some fun in a casual environment for the participants of ISP worked well. The students had to work in teams, working together and solving problems. This got them involved and they saw how other people would react and work in not-so-familiar situations. They also had a chance to reflect on things that they don't usually do. Getting to know the people you work with is very important for a successful project and in some sense a challenge for ISP.

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This publication tells about the Summer School: Co-designing
Better Urban Living and Wellbeing organized by Lahti University
of Applied Sciences 30.5.–10.6.2016. The articles describe the
organization of the summer school and the project-based student
projects, which were carried out during the two intensive weeks.
The articles are written by the summer school students and their
teachers as well as other personnel involved in organizing the
intensive course.