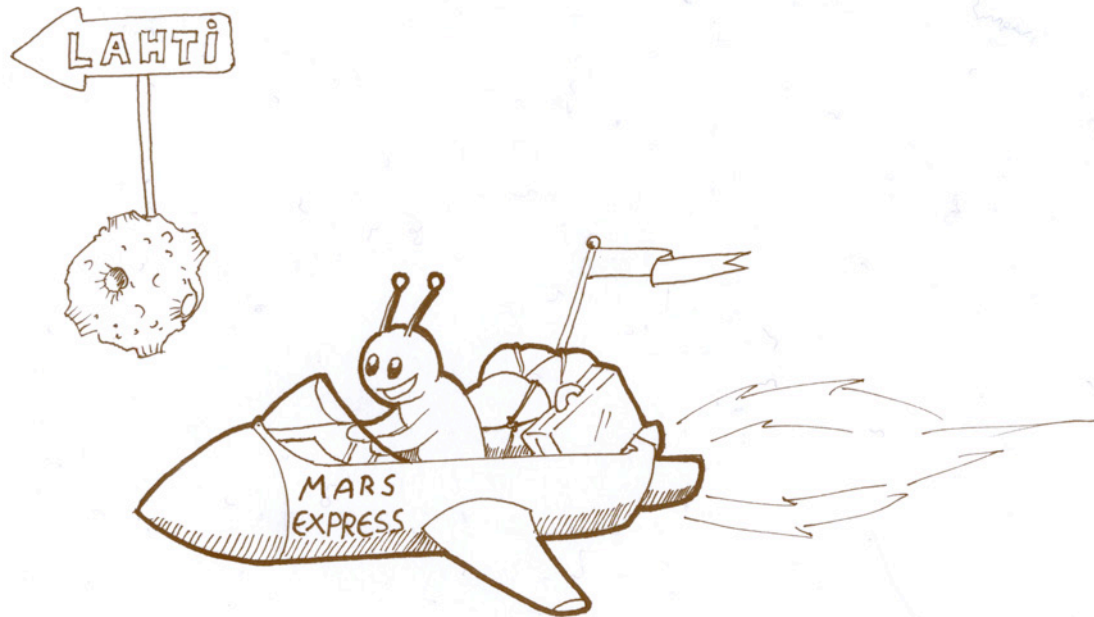


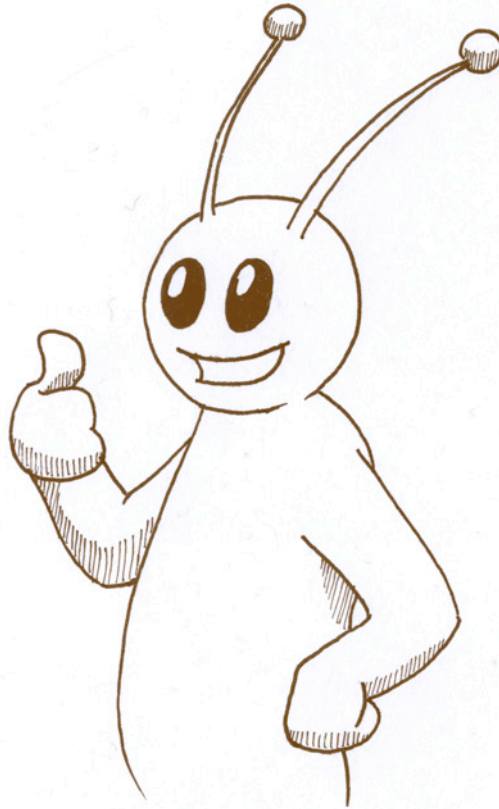
Experience Exchange

A guide to the school for the exchange students.



Experience Exchange

A Guide for the Exchange Students to the Lahti Institute of Design and Fine Arts,
Lahti University of Applied Sciences,
Institute of Design and Fine Arts,
Industrial Design,
Lilli Sirkkala,
Spring 2011.



Abstract

A graduation project that created a guide for the exchange students that are accepted to our school. I start by introducing my work and motivation. I also tell about exchange and exchange programs in general. Then I move on to briefly mentioning about service design and move on to my goals, which were more or less to aid the exchange students, rather than solve every problem they have coming to Finland. The design process consisted of interviews and planning the guide context, also I came up with some action plans, or "utopias" surrounding the whole thing. I finish by telling about the final product and my choices for different things in the booklet. After that it's the evaluation of the work and feedback. I managed to create a useful needed booklet for the exchange students.

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Industrial design,
Lahti Institute of Design and Fine Arts,
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Spring 2011.

Keywords: Guide, exchange students, service design, interviewing.

Tiivistelmä

Opinnäytetyö jonka aikana tehtiin kouluun hyväksytyille vaihto-oppilaille opas. Aloitan esittelemällä työtäni ja syitäni tämän opinnäytetyön tekemiseen. Kerron myös vaihto-ohjelmista ja vaihto kokemuksista noin yleensä. Sitten siirryn kertomaan palvelumuotoilusta lyhyesti ja siitä tavoitteisiini , jotka olivat pääasiassa helpottaa vaihto-oppilaiden olemista koulussa, ennemmin kuin ratkaista kaikki mahdolliset ongelmat liittyen vaihtoon Suomessa. Suunnittelu prosessi rakentui haastatteluista ja oppaan sisällön suunnittelusta. Ajattelussa oli myös mukana mahdolliset toimintasuunnitelmat, tai "utopiat", jotka pyörivät koko työn ympärillä. Lopetan kirjallisen osan kertomalla valmistuneesta työstä ja siihen liittyneistä valinnoista. Tämän jälkeen on arviointi osuus työstä ja palautteesta. Onnistuin tekemaan toimivan sekä tarpeellisen opaskirjasen vaihto-oppilaille.

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Kevät 2011.

Asiasanat: Opas, vaihto-oppilaat, palvelumuotoilu, haastattelu.

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1. Introduction



Photo: A waiter in Osaka. I'm in the red jacket. 2010

1.1 Experience Exchange

People act weird, not much but they just don't seem to follow the same rules of engagement as in back home. Feels like most can tell that I'm new and somewhat uncertain of my direction. I don't know the building I'm in, I only knew its' address and name when I came. I can vaguely remember the speech from the introduction to the building. I start moving again, I'm adamant I'll find my way to the class.

When an exchange student first arrives to the campus they might not know much at all about the local customs or even the basics about how the school functions. The better guided this experience is, the easier it will be to adapt to the studying schedule and everything.

To enhance the exchange experience I planned to develop a tool that would help the exchange students

to familiarize themselves to the school. Even if the student misses the orientation the student wouldn't miss the information, as the tool would provide it. When a new semester begins the exchange student orientation is held and it's not uncommon that some of the students will not show up. Some of the exchange students might not have even arrived by the time of the orientation.

Even with the support from the orientation the sheer amount of information makes it hard to remember all of it. Lots of the technical details will mumble into one big blabber. The tool would keep the details of all the information in order.

Along the way it became clear that the tool would take the form of a pamphlet or a brochure or perhaps even a booklet, depending on the amount of information that requires occasional updating. Also the tool would perhaps be in digital media to make the updating an easy process.

My experience as an exchange student gave me the spark to do this. Kyoto Institute of Technology provided me with enormous amounts of guides and papers. They were helpful, but the information wasn't very attractive. Lots of the information wasn't translated in to English. I soon got the feeling that I wouldn't want exchange students coming to our school experience the same. At this point, I didn't know that our school had very different challenges in the exchange student guidance.

1.2 Interviews and Deductions

After consulting with our international coordinator, *Heikki Saros*, my suspicions that the exchange student program could use a little nudge of support was confirmed. It became apparent in the discussions that *Saros* would like to have the work manifest in some physical manner and not be just talk in the wind. He clarified the situation that there's this certain view in the building that doesn't help the newcomers-the idea that the place is so small, no guide is really needed. It is true that our facilities aren't very big, but it's still big enough to be troublesome to go around looking for a certain room.

I then got the idea of adding maps of the school to the tool I was making. So the tool would first introduce the student to Finland and Finnish culture, very briefly though, and then take the student to Lahti and eventually to Institute of Design and Fine Arts.

I decided to create the tool based on interviews from the people involved with exchange students. I also wanted to hear about experiences of local students who had been to exchange. Everyone at our school has at least two things brewing, while attending a third. So arranging interviews with the staff of this building, that keep humming under the pressure of enormous amounts of tasks emerging and being finished, isn't done in a jiffy.

The collecting of the information wasn't completely simple. Some things are quite impossible to anticipate, for example if a question will serve it's purpose, as talk varies over many situations. I'm truly grateful for all

interviews that have been easy and speech driven. For example, I'm not very experienced in interviewing, so it has been bit challenging to get people to talk. I think that many are just preoccupied with their other projects to truly devote time for an interview, but to those who really committed time and effort for the interview, I'm awfully thankful towards. Even though I'm a natural listener I sometimes found myself reminding myself who is supposed to be doing the talking here.

The second part of the information collection is the processing the information. I, like any other person collecting such information, had certain expectations, what I might discover, a hypothesis if you will. With my presumptions I was then surprised by some facts and also some of my suspicions came true. It was fascinating to notice how different I could understand something that was told to me after listening to a recording of the conversation. I felt many times simply embarrassed over the silly misunderstandings.

I was glad every time any reason came up for me to do what I was going to make. I was happy when everything wasn't quite as it should or when things were bit more confusing than they would need to be. I felt a bit like a coffin maker in a hospital.



Photo: Manami Sugino, Lilli Sirkkala under a cherry tree at Kyoto Institute of Technology 2010.

2. Student Exchange in Finnish Universities



Erasmus exchange program logo.

2.1 Erasmus Exchange

European Region Action Scheme for the Mobility of University Students. Works to encourage exchange in the European area. The program is named after Dutch philosopher Desiderius Erasmus of Rotterdam who gave his fortune to a university after his travels in different areas in Europe. The idea of getting good ideas go around in different schools around Europe is supported with such a program. Erasmus is the biggest European exchange program.

2.2 Other exchange programs

Nordplus is another very popular way of funding an exchange to Lahti Institute of Design and Fine Arts.



Nordplus exchange program logo.

Nordplus works in 8 countries in the Baltic area. The basic idea of Nordplus is to promote Nordic languages and cultures and to work for their cultural understanding. Nordplus also strives to mix the students in hopes of creating new innovative solutions for education. Another goal is to construct the cooperation between Nordic schools.

Nordplus's main program is divided in to 4 sub-programs. Nordplus Junior is for elementary-level teachers and classes as well as for single students of that age, and it may also include development projects. Nordplus Higher Education program is meant for the college-level students. Nordplus Adult is meant for adults and teaching staff who seek further training in different cultural areas or just wish to have a international touch in their studies. Nordplus Horizontal is basically a platform for any kind of Nordic oriented workshop or conference to enhance international networking.

Our school participates in a Nordplus program called Cirrus, it is based to Nordplus Higher Education.

In short, Nordplus supports networking and cooperation between the 8 countries in the Baltic area, being: Finland, Sweden, Norway, Iceland, Denmark,

Estonia, Latvia and Lithuania. Nordplus also wants to focus on the climate issues at hand.

In addition to Nordplus and Erasmus, our school has also two party agreements with schools outside Europe or European countries which do not take part in Erasmus or Nordplus. The fourth manner to come study in the school is the so called "free movers", these are students or teachers who come to school(s) which do not yet have official agreements between them, this is a way to create new international relationships. The free movers don't have any kind of program to support their travel and they might even have limited support from their home school, but in any case these pioneers are invaluable to their schools and to us.

2.3 Studying Abroad

Studying abroad is something so much more than studying in a domestic school. It's an experience when all that you have managed to learn so far you have to learn again, even learn how to behave in a crowd or read. Anything can be different to what the student has been used to and each one of these differences can be the cause of a cultural shock. However the tool can't help with cultural shock, because in the end the shock is always a personal thing.

Living abroad alone isn't something that everyone can do. The paperwork alone is very tiresome and it probably wouldn't even be possible-unless there were an army of professionals to deal with the exchange forms and certificates. Many times a visit to the

destination country's embassy is required, to clear out visa's and residence permit's.

During their studies, the exchange students can never completely forget the study points and the fact that it is in the end work and studies. An exchange student has to have some kind of agreement with their home school to have points from the exchange, otherwise it's just a long holiday in todays society. There are many ways these points can be gathered, either the home school grants them on their own judgement or the school which the student goes to gives a certificate from the studies.

3. Student Exchange in Lahti Institute of Design and Fine Arts

3.1 History of Exchange in Lahti Institute of Design and Fine Arts briefly

The fact that Finland joined the EU opened a lot of new ways for international communication, and it also made it possible to acquire a job outside the homeland. The oldest international relationships are probably with our German and English colleges. The department with the earliest international relationships has probably been Jewellery Design.

The next place to develop relationships with should be China. Our school has some connections to there, but no real active cooperation. Also creating relationships with professional-level school's in USA requires some work.

3.2 The Quantity of Exchange Students

When *Heikki Saros* started in International Affairs the school had about ten cooperative schools. The yearly amount of exchange students back then was about 10-12 incoming students and 13-14 outgoing students. Nowadays, we host about 30-40 exchange students and send 50-70 of our students on exchange yearly. We now have over 60 cooperation schools. Some of our exchange students have applied to the school as full-time student to get a degree or finish a thesis.

3.3 Exchange Countries and Cultures

Lahti Institute of Design and Fine Arts has many exchange partners around the world, and people sometimes come here even if they know very little

about the school initially. It's a very likely reason to come to study Finland if you have been to Finland previously. Things that we find extremely ordinary can be something absolutely odd to other cultures. For example the way we don't greet people at the school or as very traditional example, sauna culture. The cold weather can be a shock too. You might mentally prepare yourself for the cold weather, but everything changes with a frost that cannot be imagined.

Lahti Institute of Design and Fine Arts has many international exchange students, from places like Japan, Ireland, Germany, Poland, France, Brazil, Turkey and so on. Many European schools recognize Lahti Institute of Design and Fine Arts, and send their students over, through Erasmus or other exchange programs.

Lahti Institute of Design and Fine Arts has been keeping itself ahead of other design schools concerning international affairs. Design and communications are naturally "internationally-oriented"- subjects. Other faculties might have trouble developing their international possibilities.

3.4 Exchange Experiences

Exchange always changes the one who experiences it. The change is always personal and there are no two similar experiences. This is the very matter that makes exchange so fantastic. If it doesn't change anything- the way you see things or feel about some things. Then you really weren't on an exchange at all.

During my interviewing process, I have asked people to tell me of some experience on their exchange. My

research started with my own memory and experience, then I gathered a few thoughts from others after that.

"Me and my Chinese and French exchange buddies are bicycling in the Kyoto central, very lovely city, as it's not too big or too small. The weather is fantastic and we're having good laughs while driving. It's as simple as that, just friends and good times."

Others experiences:

"It was nice to get to know new city and new people. I also got to see a football match that was nearly impossible to get tickets to, as a local friend of mine advised me on how to get the tickets, trick was to know when the ticket sale site updates."

"I was in Netherlands and the thing that surprised me was the amount of white bread hat was eaten and it was served with basically only mayo!"

"I managed to go with the exchange students to visit Lapland, that was fun. " (It's not very common for the local students to join the exchange student excursions).

"Spending the evening with some wine and a fellow exchange student, while watching some Japanese soap opera. The Japanese soap is from somewhere so out from this universe. It was very enjoyable."

3.5 Status Today and the Need For Development

The exchange program in our school is very close to carefree for the exchange students. There are only details that need tweaking rather than any big changes. Within our school we have a unique way of

communicating and developing, it's sometimes like a living organism that grows and moves around without warning. It is hard to keep up with everything as a local student, and to a person who hasn't been here before it can be especially difficult. Things that will enhance the exchange experience are a map of the school building itself and access to better information about the people who are vital to the exchange experience. I've also gotten some feedback over the issue that the exchange students are living in Mukkula, which is far from the city center. This makes social interaction with the rest of the school troublesome, but this I can not affect. The rest are just some hopes and requests on a smaller level, such as good places to go and some useful Finnish phrases. I was glad to discover that there isn't anything tragically wrong with the experience, just that it could use a little fine-tuning.



Photo: Lilli Sirkkala, Lahti Institute of Design and Fine Arts.

4. Service design

4.1 Includes (General)

Service design is a way to develop a product or anything around the product from the user's point of view. It can also affect the workers involved as well, in a sense that a happy worker gives better service. The most simple way of improving a service is to smile - this was done in VR's customer experience improvement by Palmu, a Helsinki service design company. Of course that wasn't the only thing that was fixed, but I recall it so vividly as the story was told on our class trip to their office, how the customers had experienced the smiling VR clerk. They had first thought that there was something wrong or weird, until they had a positive experience due to the pleasant service. These simple things, which have a huge impact, can be sometimes overlooked.

4.2 Methods (Briefly)

To create good service design a person needs to have a service-thinking personality⁽¹⁾ which basically means that the "person has to have the ability to feel empathy for the others, notice things that others don't and utilize this to inspire innovation."

All the different methods of service design rotate around the person who gives the service or the customer who receives it. According to *Satu Miettinen*, a social and service designer, service design can be divided to 3 different categories. "Generative" research methods are made to create something new, "evaluative" or "formative" research methods are for estimating the work of an existing

service and the "predictive" research method is used to estimate what would be the best way to go about thinking of the future of the service. Another way of separating different methods of information gathering in service design are as followed: The "traditional"-methods which allow the surveyed data to be easily accessed and visualized. For example "traditional"-methods include interviews, market research and questionnaires. Then there are "adapted"-methods which are roughly created from the base that psychology has created in the years of observing human behaviour. This is also divided into 3 subdivisions. The first is "observational research", where the act of service is being observed and notes are made from this. Next are "ethnographic" methods, which research the customs of certain groups of people. The last subdivision is HCI (human computer interaction) which, by my understanding, studies how the person learns to use the service. Lastly the "innovative" methods, these methods engage the person who the service is being developed for and they will then get to actually affect what kind of service they will get.

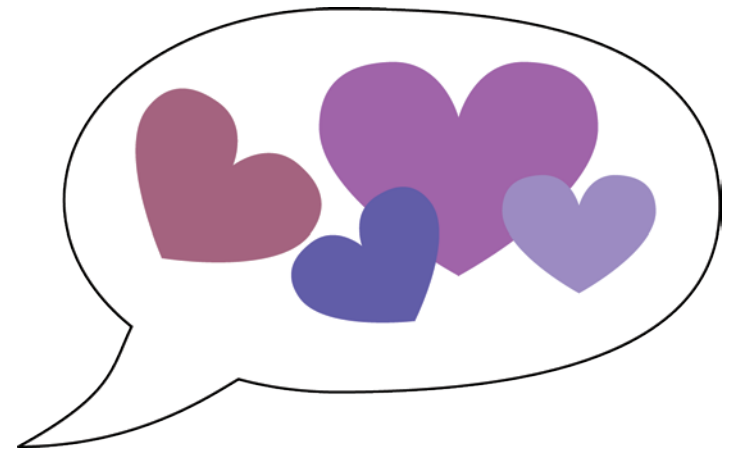
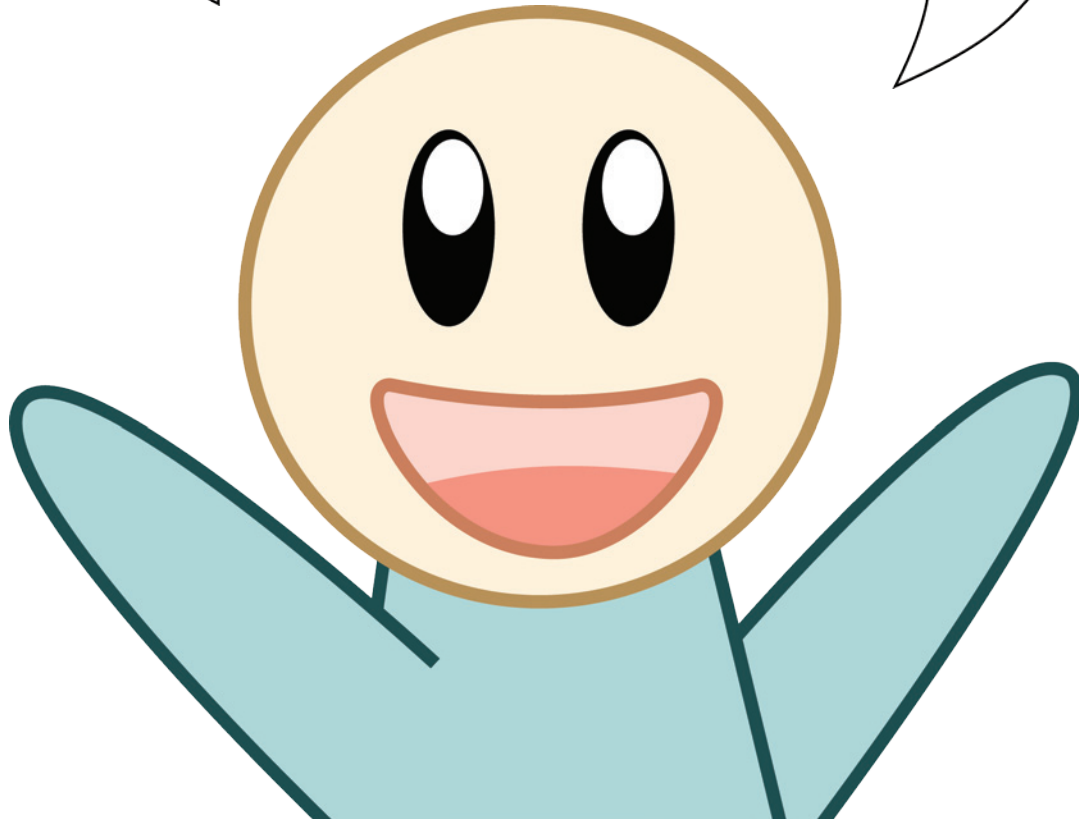
4.3 Challenges and Possibilities

The greatest challenge from my point of view is the choice of the right methods. Some of the methods introduced earlier are for a larger scale than a single person could handle and there is no benefit in applying all of the methods. The biggest risk is in the choice of methods, as the wrong method might

provide inaccurate or irrelevant information. With the right method I can find more solutions as well as problems, which will allow me to create a tool that will benefit the exchange students and perhaps even the staff working at our school.

4.4 Solving the Problems with Service Design Methods

From the different methods of service design I've chosen generative methods via traditional methods, such as interviewing. This will allow me to process the data faster and will create good resources even if the amount of people interviewed isn't numerous. What could also be used are some adapted methods to collect customer feedback. Also, according to the service design methods and in my plans, this product will keep on developing over time, with feedback from future exchange students and the future improvements made by local students.



5. Goals

5.1 Users (For Whom I'm Making This)

I am making a tool for exchange students that come to study in Lahti Institute of Design and Fine Arts. The idea is to make it easier for exchange students to familiarize themselves with the school. I also wish to map the information which different members of the faculty give to the exchange students, so that the faculty members may give their own shares of the information and not repeat the same things. I have some plans to make a A4-sized paper about the rights and such of an exchange student in the school, for the native students so that they may better advise the exchange students.

5.2 Have it Between One Set of Covers (What I Am Doing)

A booklet that would have the basic information of the school as a building as well as working environment. It will work as a medium for communication between different parties in the school, such as lecturers and students. I originally thought the booklet would have such in-depth information that it could be considered as "The Junior Woodchuck Guidebook" of Lahti Institute of Design and Fine Arts, but since I've decided to keep the information more basic, especially considering the pace which things change and update in our institution. The idea is to have some information what the international coordinators go through in the orientation to ensure that it's not missed by those who cannot make it to the actual event.

5.3 Complexity of a Small Community (Why I Am Doing This)

The solution that I'm making will not fix everything. One of the rising problems is the distance from the place where most exchange students reside. This issue is mentioned over and over, and it affects the exchange students in many ways, but this is something I cannot solve. I also cannot solve the messy schedule or how the bureaucracy works in Finland or even in the big corporation that runs our school.

I might not be able to solve anything, but if I manage just to make some things easier, it would be great. For example schools staff do not see what kind of a maze the building can be to a person who has never set foot in it. Also, to have an image of the different departments and their mentality and orientation would help in deciding your way in the school.

5.4 The Variation of Personal Equipment (How I Am Doing This)

To achieve these goals I'm using some methods of service design to get an idea of what is needed. Put at it's simplest, I'll interview a wide spectrum of our schools members (both students and staff) and see if I can work out some of the issues that will rise up.

Many advantages and disadvantages are in both printed document and in digital form. First of all, printed document doesn't require any kind of platform to be accessed where a digital media needs a device to be browsed. However a printed booklet can't be

updated in any sensible way, but a digital booklet is easy to keep up to date.

Hopefully the updating will be made by a symbiosis of departments, but this will be referred to later point.

6. The Way it Became Real, The Design Process

6.1 Structure of content

In total I have interviewed 40 people; 11 exchange students, 10 local students, 9 course leaders, 3 principal lecturers and 7 members of the staff. The fascinating thing about interviews is how much the interviewing length varies between different people. One person might take a couple of minutes to interview, while another would take almost half an hour. In the end, I had 7.9 hours of interview material and memos from discussion and feedback.

In the beginning, I also observed the international students in the orientation that everybody should attend in the start of their studies in our school.

The Exchange Students

The first question that I made for the exchange students was: Why Finland? I had a hypothesis on the reply and it was more or less: 1. Other students had recommended, 2. The exoticism of a Northern country, 3. The quality of Finnish design. As it turned out that my hypothesis wasn't all wrong, though I have to take into consideration that the question was partly answered as if the question was, "why did you choose this school?" The reasons given were as followed: 1. The level of design is high (5/11), 2. Weather and nature (4/11), 3. Fellow student recommended (3/11), 4. Best Finnish design school (3/11). Other mentioned reasons were:

- Desire to see how Scandinavian society works.
- Finnish education level is high.
- Sustainable design, environmental.

- Far away, alien culture.
- Our selection of school was very small.
- I've been to Finland before.

I also asked if students had experienced a cultural shock, and 4 out of 11 had, though none of the shocks had been that enormous. They were about how different the Finnish language is and the amount of dairy products in our daily meals. One had problems with the days' short length in the spring time and the cold. Also, some social manners came up, such as blowing nose openly in public. I felt strongly that there wasn't much to take on here.

The next question was merely to get an idea of the people I was interviewing. I asked for their age and where they were from. The age average landed to 23 years, 20 being the youngest and 28 the oldest. Nationalities included: Japanese, Brazilian, Irish, German, Polish, Canadian and French.

Next I asked the exchange students to tell me their most troublesome event in the exchange. From the answers I could deduct that there isn't any system-based problem. The extreme trouble the exchange students had experienced were more or less coincidences and accidents. Perhaps some of these things could be fixed with increasing the amount of information sources. I was later told that this information had been given, but it seems it wasn't received. Someone had lost a wallet and others mentioned the cold weather and darkness. Somebody didn't have bedsheets on the first day. One

was really happy of the amount of help they received to fill up their paperwork.

I also asked what was the best thing at the school. The thing liked by most was the equipment (4/11) and the freedom experienced in different projects as well as in working methods. Other things that were mentioned were:

- Big companies cooperating with the school
- Attention gained from lecturers
- Great atmosphere
- Nice that we don't have to buy materials for the courses
- Open methods of the courses; students are free to work as much as they want
- Casual but still respectful relationship to teachers

My next question; "has Lahti become familiar?" was a surprise. Most of the interviewed students had stayed in Lahti less than a month, yet only 2 said to be unfamiliar with Lahti.

"Experiences with the local students?" Every exchange student is curious to get to meet Finnish people. No matter how ordinary we might seem to ourselves, we're still slightly different in our behaviour from other cultures. But in general, those who have had experiences with local students seem to have had good ones. Though some have managed to almost completely lack in contact with the locals, as the exchange students are set in Mikkola which is about 40 minutes away (by foot) from the campus. Also, the

exchange students in the Master program don't get to mingle even in classes with Finnish students.

Here is a few questions that took more of a poll form:

Is it easy to ask for help?

Majority: Yes. 10/11

Finnish people are helpful and most speak English.

Do you know where to get materials and tools in school?

Majority: Yes. 9/11

If I don't know, I know who to ask. (This helped me to determine the amount of details I should put to my floor plan.)

Would a guide to Lahti Institute of Design and Fine Arts help?

Majority: Yes. 8/11

The ones who replied no said, for example: I want to ask locals for my language development, I know everything necessary already, I didn't want to be too prepared. (2 of the people who replied "no", were from the Graphic design department which is known for their great exchange student tutoring.)

What would be useful to have in the guide?

Map, floor plan, different shops in Lahti, what to do, where to go, history and ideology of the school, student works. (This was used partially to decide what the guide should have in it.)

Would it help to have your schedule A3 smaller?

Majority: No. 7/11

Digital version of it would be best, I don't really use it as I have iCal instead, would be great if it was done before we arrive. (I didn't take on this work as it wouldn't have served any purpose to have it in the guide.)

How is the food?

Cheap in the canteen 5/11

Different, cafeteria food is sometimes uninspiring, good, sometimes good and sometimes bad, I love it, it's good and cheap and there are many vegetarian options.

The local students

I interviewed 10 local students, of which 3 have been to on exchange and of which the rest of are planning on going on exchange in the future. I also asked how they feel about exchange students in the school and the general opinion seemed to be: We need more activities with the exchange students! I wanted to get an idea of the personal exchange experience and how they affect the daily studies of a local student.

I asked the local students; "what languages do you speak?" From the interviewed students, the average speaks about 4 languages. I took also in calculation basic skills in a language. Languages that were mentioned in amount order were:

- Finnish
- English
- Swedish
- German
- French
- Japanese
- Portuguese
- Dutch
- Italian

These poll questions were also answered:

Has an exchange student ever been a bother to you?

Majority: No. 10/10

Even if we have to change a course's language to English it's good, because we get to practise the language too.

Has it ever been hard to advise an exchange student?

Majority: No. 9/10

Sometimes it's hard with the language differences.

Do you recall advising an exchange student incorrectly?

Majority: No. 8/10

I gave wrong directions once. I can't really remember, all kinds of mistakes happen. I have usually asked someone else if I didn't know the answer.



Lahti Institute of Design and Fine Arts, Department, in order: Anu Akkanen, Erkki Perkiömäki, Esa Lukala, Kari Ojapelto, Sami Hyyryläinen, Tom Johansson, Arto Kutvonen, Harri Kalliomäki, Immo Lahtela and Marja Lampainen.

I was developing the idea of a pamphlet for the local student which would tell them what the exchange students get when they come to our school. This proved to be quite a bad question, since most interpreted it incorrectly even after I explained it. So I couldn't really get good answers about this one. Nobody was completely against it, but I can't tell how many actually understood what I was after.

Department Heads

I've interviewed 9 of the 10 department heads. My goal with these interviews has been to get a decent description of each department. So I don't have much "poll-style" information of the results. I asked the department heads to describe their department and their students. I also asked how their experiences with the exchange students have been and the answer was either "very good" or "variable". I also asked the department heads to determine what makes their department stand out among other comparable departments in Finland. Many had the simple advantage

of being one-of-a-kind. Others could come up with a unique factor or two.

Principal Lecturers

I asked the principal lecturers very similar questions, as I had asked the course leaders. However, instead of focusing on one department, my questions now concerned the whole school. I also asked how much the exchange students affect the work of a principal lecturer, and it came up; fairly little. The principal lecturers found many reasons why it is important to take on exchange students to our school. It came up that having exchange students was somewhat of a self-clarity, and that the ministry of education also sets quotas that the school has to achieve. Exchange students also enable certain benchmark between schools so that we can see where we have to improve. It's always possible to receive new ideas from the new students. It's also important that relations work between foreign schools. We shouldn't forget that it's a breath of culture for the students who won't go on exchange themselves. I also asked them to describe

what the school should expect from an exchange student and the answer was quite simply: The same as from a local student.

All 3 principal lecturers were ready to support the idea of unifying the information flow with the international coordinator and the department heads.

School Staff

The thing I found most appealing in the staff interviews was the "of course" attitude and the strong backbone these professionals have. The most problematic thing when dealing with exchange students proved to be the language and cultural differences. All staff members had been positively surprised by an exchange student. When I asked if they knew what were the school rights for exchange students, I got in most cases the reply, "aren't they the exact same as for local students?" as if I was bit silly to even ask such a thing, and truly, I did feel a bit silly right there and then. Unfortunately, there was little I could do to improve the experience here.



Lahti University of Applied Sciences image brochure.



Lahti University of Applied Sciences in a Nutshell.



The University of Lapland English brochure.

From the interviews I chose to have 5 major areas in the guide to be made. The first one is general information starting from Finland to Lahti and then to School. Then I took a section to present the departments in our school, after that it was student works, followed by general useful information.

6.2 Form of the Product

The idea for the product is that the student can use it as PDF file on different platforms or print it out for it to be in physical form. The reasons for the possibility to have it printed is the fact that even still, not all students have a portable device that could use such a

thing. The printed version doesn't consume electricity after it has been made and can be recycled with ease after use. As a digital version a PDF is probably the best option considering the broad variety of platforms that can open the file type, and also the file can be made very small so storage will not be a problem.

As a comparison, I introduced myself to some other similar booklets, though these had been done in much larger scale.

Lahti University of Applied Sciences has made a short image enforcing booklet about itself. It proved to be a boring little piece of paper, because it has the traditional, official approach and in the end it just ends

up bragging and not giving that much information at all. I admit that its' purpose is only to advertise the corporation, but I'd like to question if this is the best way to do it. I also got to know the small and slightly older version of "Lahti University of Applied Sciences in a Nutshell". It was a good read and does its' purpose, but is pretty useless after one read. I also read through an English brochure of University of Lapland and I instantly wanted to go study there. Even though the idea of even colder weather and a shorter summer doesn't appeal that much to me. But the approach to things in the brochure was very close to a student's and it seemed to me much better than the approach

chosen in Lahti's version. All the quickly changing information was on an additional A3 size pamphlet that was attached to the brochure.

This made me want to have also an edgy student approach that does not brag but welcomes and prepares. I was advised to look for the appearance or "DNA" of the Lahti Institute of Design and Fine Arts, but I did not find one and it soon came clear that there wasn't really one. A classmate suggested to me that look into the school's application booklet and find some idea through there. This year's booklet was black and with some orange. So I didn't find the looks even there.

Heikki Saros told me that he would get a similar thing to Lahti Institute of Design and Fine Arts, so I dropped a lot of things away from the booklet just for that. I originally made a big paper accordion of the whole booklet, to get the initial feel. Back then the booklet had: Introduction, Finland in short, school fundamentals (under it was the departments, rules, terminology and customs), rights and responsibilities (What you should get and what you should deliver), Map'o'school (I found it so hilarious), from native students to exchange students (tips and hints), mini schedule (I assumed that exchange students wanted their enormous schedule paper smaller, but it came out in the interview that this wasn't the case, so I dropped it completely), ending. From this I got slowly to the form the guide is right now, and I'm quite happy about it.

I decided that I could give the booklet a quite free look, but I would still use different colours in an informative way. Now, yellow means general information, green means maps, blue is departments, white is student works and red is more detailed information. Originally *Heikki Saros* gave me very free hands on the looks, even the usage of comics as an expression was allowed. This actually encouraged me to develop the sympathetic character that comes from Mars as an exchange student to the cover of the booklet. I wanted to make something that can be related to but that it wouldn't stereotype anybody. Hence a completely imaginary character.

Later, after one talk with *Saros* I got encouraged to call the guide "Lilli's Guide to the Lahti Institute of Design and Fine Arts". In the booklet, "Lilli" will eventually become a fictional character, and the guide will keep being updated and most of the things I have made will slowly change or disappear.

6.3 Users and Usability

I got some good feedback from the prototype. People have been fascinated by the looks as well as the amount of information given by the booklet. The one thing that was mentioned to require a bit more attention was the grammar and the choice of words in the work. *Heikki Saros* also gave me plenty of advice on both grammar and content. I also had the texts read through by exchange students so mistakes, that aren't so apparent to a non-native English speaker, would be removed.

6.4 Keeping it Up-to-Date

I originally had an idea that the whole booklet would only be in PDF file, for the people that update it as well, but I discovered by testing that this was a ludicrous plan and decided that the material delivered for the booklet will be in InDesign form.

The only people who truly will have time to keep checking if the booklet is up to date are the exchange students. This is why the small part at the end of the booklet is very important as it contains the contact information on who to contact if the booklet is not up-to-date or if the content is incorrect.

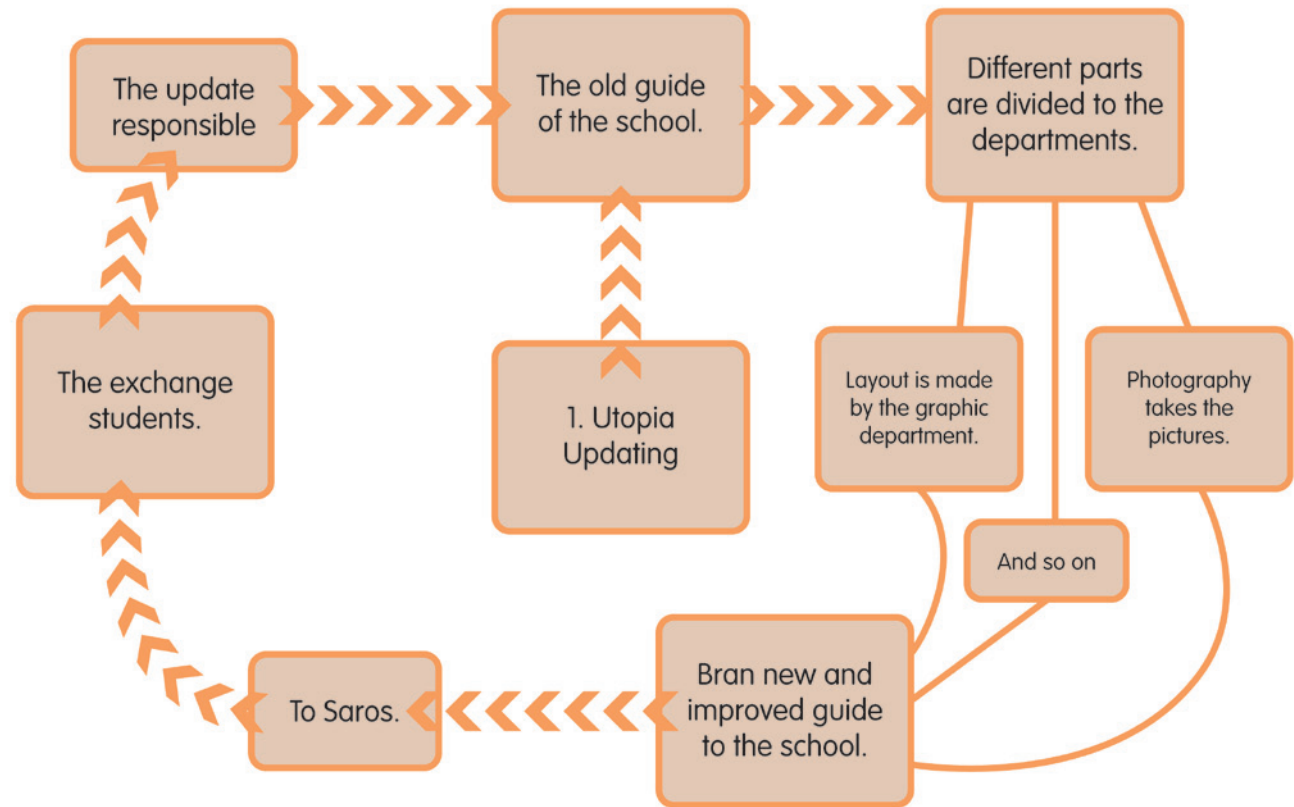
I've come up with five plans of action I like to call utopias, as they are pretty much ideas of how things would work if things were happening perfectly without any glitches. These utopias are probably the easiest to explain through mind maps.

Utopias

The Updating Utopia

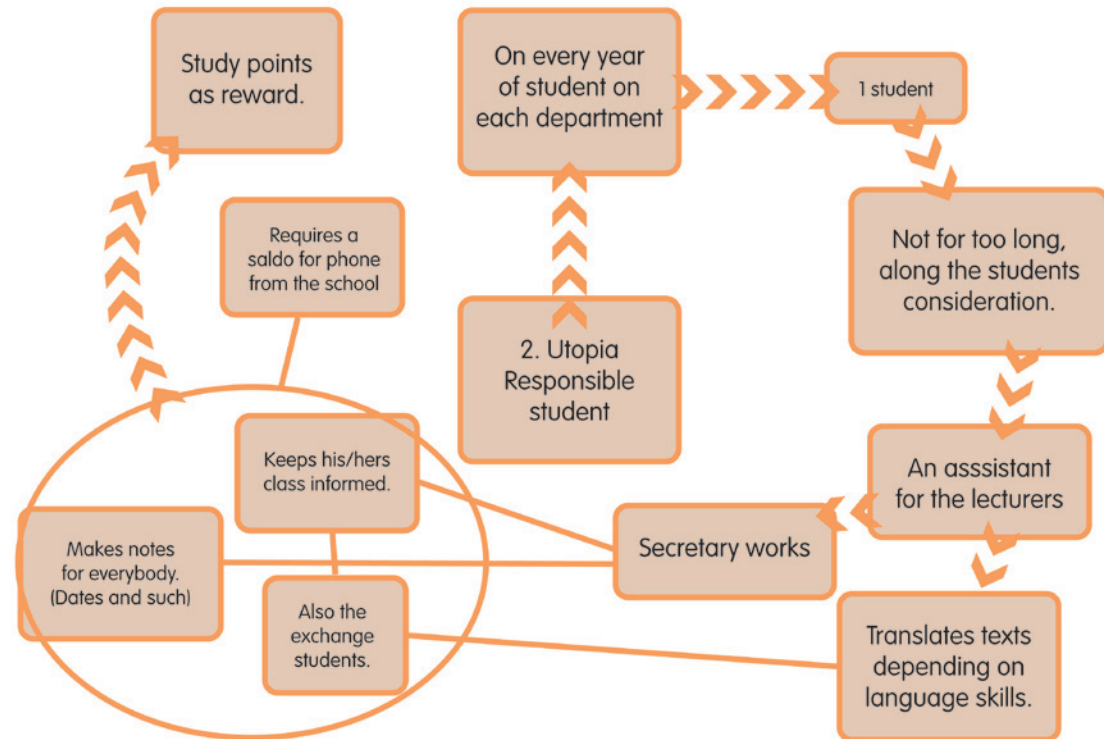
My first utopia is of the updating process of the guide. It would be a symbiosis created by the different departments and that way, it would become better and better as all the expertise that is in house would be used in the process.

As the guide would become outdated, it would be reported to the responsible party and then updated.



The Responsible Student

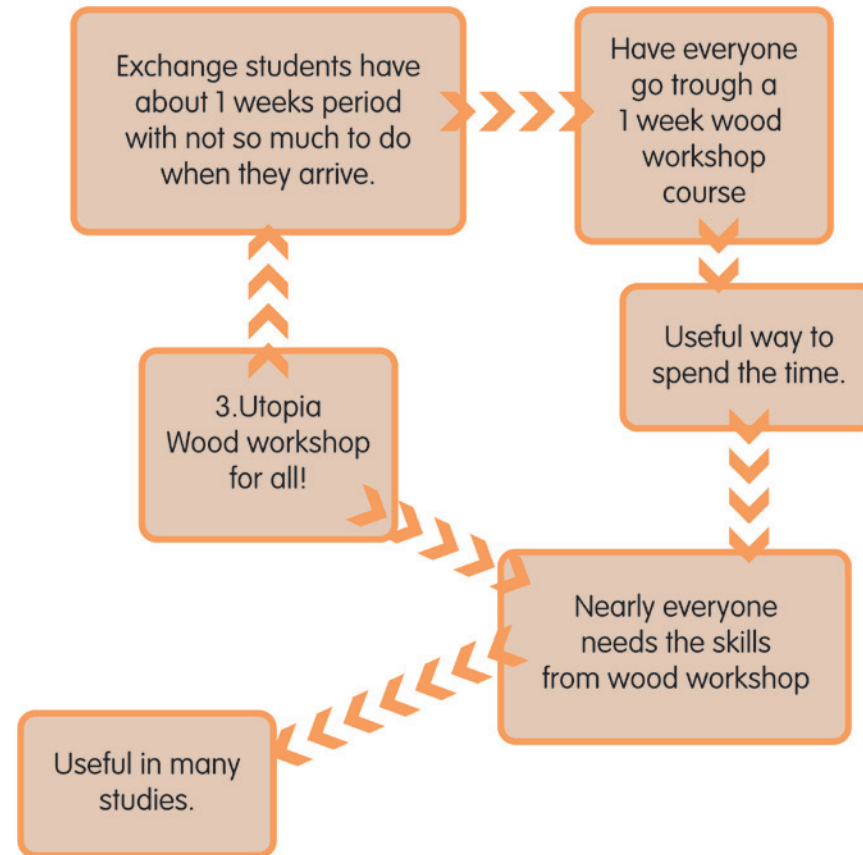
The second utopia is an idea that every class would have a student that would ease the secretarial work burden of the lecturers, which would let them then focus on the actual teaching.



The Wood Workshop

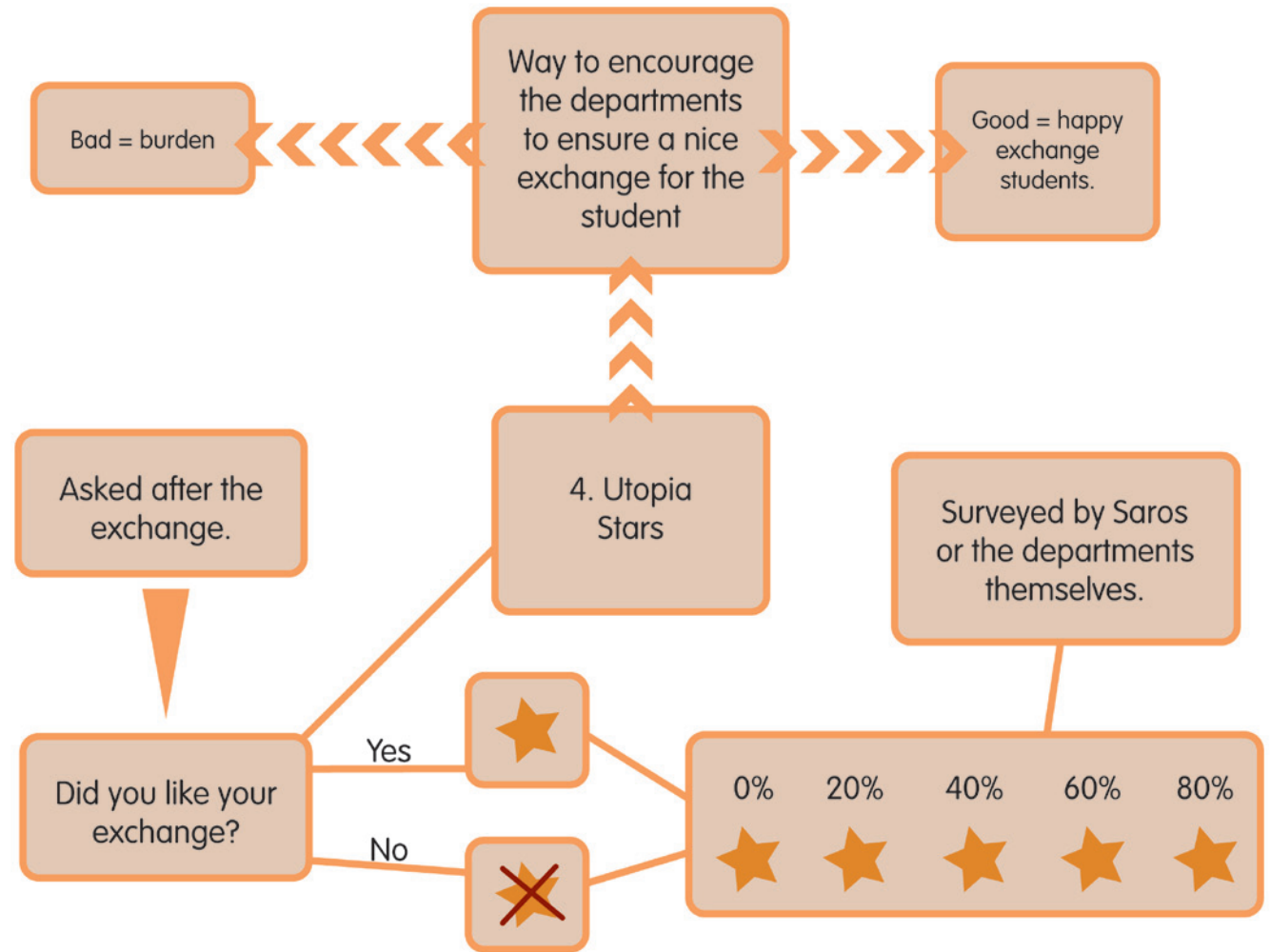
For the third utopia, I've been playing with the idea that the exchange students would have a wood workshop in the beginning of their studies, as they usually have a week-long period of very little to do. This would also support the other studies the exchange students might take on as many projects require some amount of craftsmanship.

Apparently, there already are plans to have a wood workshop for all the exchange students, though it will be held a week before the whole semester starts, so my idea of using free time doesn't really reach its' full potential.



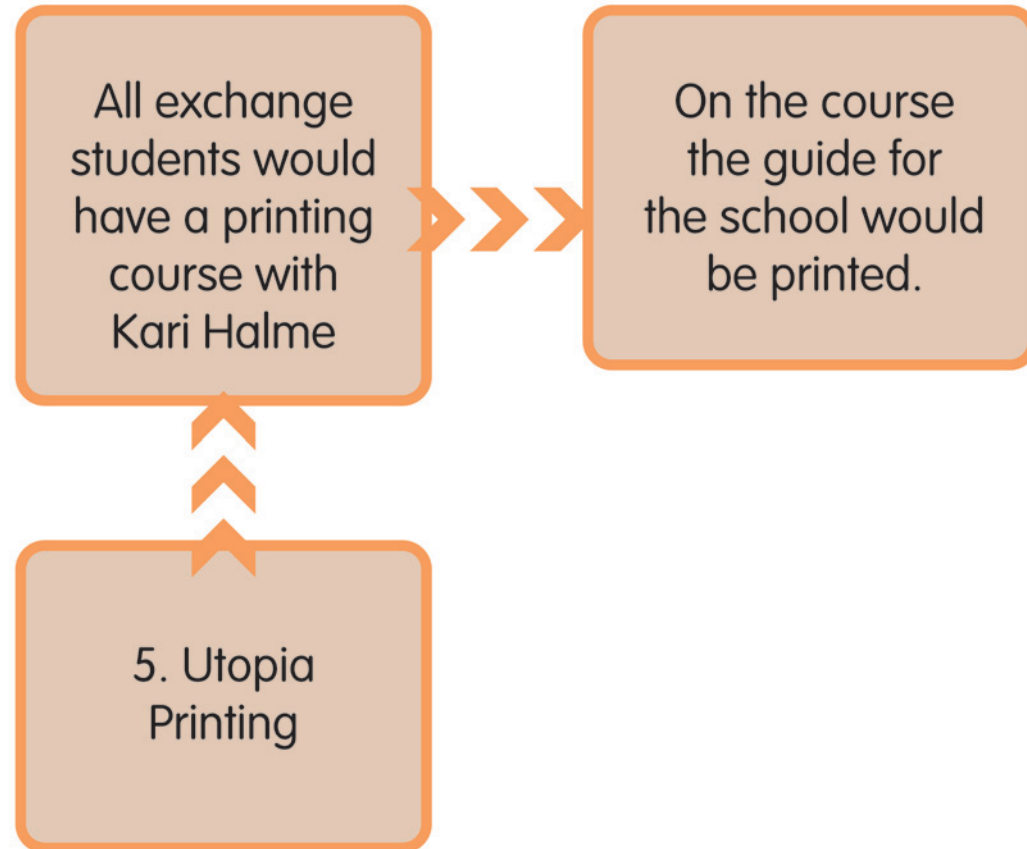
The Stars

The fourth utopia is about "Star ratings" that would be added to each department in the guide, giving the exchange students an idea of how much the previous students have appreciated the department. I've tried to keep it very simple to make sure that it's not a terrible burden to update or survey.



The Printing

My fifth and last utopia is that the printing of the guide for the school, would be a part of a printing course held by our laboratory master, Kari Halme. All the basics of printing would be held in this. This would be very useful as the printing can be tricky, as every school has a different system for it.



7. The Final product

7.1 Appearance and functions

I managed to get couple of exchange students proofread my work so that any mistakes that a person who speaks English as a foreign language could make, would be fixed. Though I found out quite fast that my grammar could really use the support in more than one aspect. I can't express my gratitude enough, though at this point they might just want me to stop writing.

The evolution of the little martian in my work wasn't without growing pains, but in the end I'm quite happy about his appearance even though he isn't wearing any pants.

The size of the guide originates from the idea of making a handbook. Usually people have something bigger in their bags than A5 so it's more likely that the guide will stay longer in good shape than a A4 would stay. Of course this set some limitations to the content of the booklet. For example pictures and floor plans take a small hit.

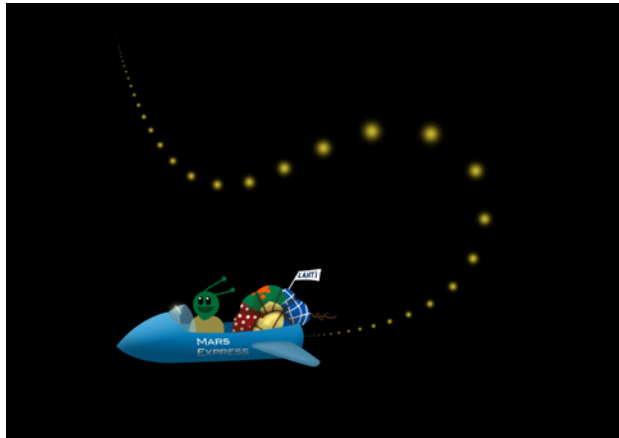
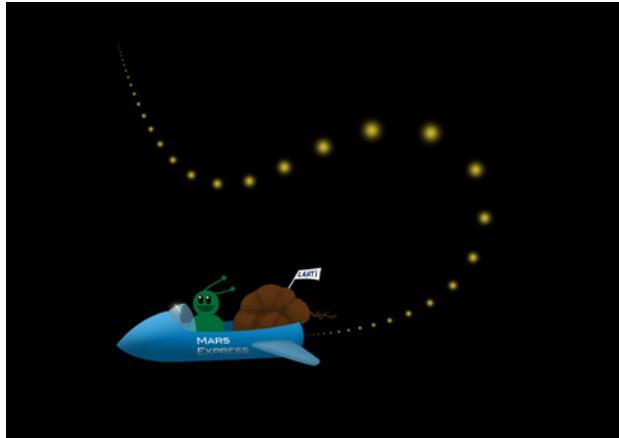
My colour choices rely on the idea that their saturation is on the same level so no colour would stand out, but there is clear difference in hue to see.

I've been doodling the martian for some time and he looked quite different from his current version at some point, but like all character developments it finally got the form intended.



by: [signature] -2011

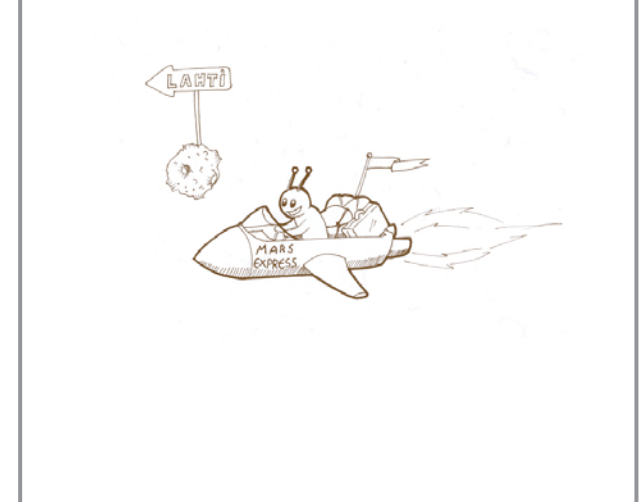




The Cover(s)

As the interior of this booklet is quite colourful I decided to keep the cover in a simple white tone. In the cover you also see the happy martian on his way to Lahti to be an exchange student in Lahti Institute of Design and Fine Arts. This was first a much darker picture, and then I realized that it wasn't as such very inviting.

Lilli's Guide to Lahti Institute of Design and Fine Arts





Yellow is the colour for general information of Finland, Lahti and Lahti Institute of Design and Fine Arts.

The colours

I earlier stated how I chose the colours, but I wanted to give the booklet bit more spirit by adding also texture to the background colours. This actually created an interesting contrast to the plain looks in general in the booklet.



Green is the colour code for maps and floor plans.



Blue is the colour of departments. All 10 departments found in the Lahti Institute of Design and Fine Arts can be found by this colour in the guide.



White is the colour for the student works and work places. I chose white for the photos as a colourful or decorated background might have caused too much noise with the colourful pictures.



Red became the colour for more vital and specific information, such as the information given in the orientation.



I had in my plans a purple background with very strong texture on it. This became just too dark to be usable on a printed document and as I planned it for the student work pictures, it also drew the sight away from the actual target.

Finland

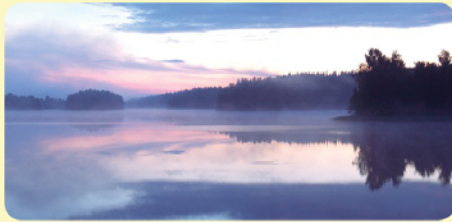


Photo: Petri Sirkkala, Karhejänni in night time mist.

About Finland

Finland is well known for its good education level. Finland is also known for sauna and its close relationship to lakes both in winter, in form of ice swimming in the winter and in summer for the more common practice of skinny-dipping.

We love our cottage life almost as much as we love sauna. In the summer Finland moves to the country side, if possible, and sleepy little towns, that have any kind of lake near-by, wake up.

In the autumn its possible to pick wild berries and mushrooms, in the winter it's time for skiing and ice skating. Spring is a great season to come up with any kind of reasons to celebrate and summer is for enjoying. The biggest summer festivity is undoubtedly midsummers eve. It's on the first saturday after the 19th

of june, and it's called Juhannus in Finnish. During this celebration the towns become quiet and in the "Nightless Night" people burn bonfires all over Finland to celebrate Juhannus.

Fun facts about Finland

Population: 5,3 million.
Density: 16j km2
Capital: Helsinki.
Currency: Euro
Time zone: +2 UTC/GMT
Calling code: +358
Most common male name: Juhani
Most common female name: Maria
Most common lastname: Korhonen
Hottest temperature: 37.2 °C
29.7.2010 Joensuu, Liperi.
Coldest temperature: -51.5 °C
28.1.1999 Kittilä, Pokka.

Finnish history in very short
Finland has been part of Sweden and Russia, but even before that, right after the last ice age, there have been settlement in Finland.

Finland was first part of Sweden. Finland became a sore topic between Russia and Sweden in the 1100 century, as this little patch of land was an access to the Baltic Sea for Russia. It was only a matter of time before Russia took Finland over in 1809 and made it an autonomous grand duchy. Finland declared itself independent on 6th of december 1917 and was recognized as independent country by other countries on the 4th of january 1918. The Independence Day of Finland is on the 6th of december. Quite soon after it's independence Finland had a civil war and fought in World War II. Finland became a member of the United Nations in the 1955 and it also

joined OECD in 1969. Finland joined the European Union in 1995.

Finland's capital is Helsinki, which is roughly an hour car drive along the highway or 45 minutes by train from Lahti.



Photo: Petri Sirkkala, Sumua Sasissa.

Lahti



Photo: Jere Hakola, Jyväskylä Harbour summer 2008

About Lahti
Lahti is founded 1.11.1803, and it hasn't been very long since the city had it's 100 year birthday. Lahti is located at a crossroad of different transportation routes, highways and railroad. Lahti has great access to highways but that has become less used for transporting goods, and more for leisure.

Lahti is Finland's 8th biggest city and Lahti has been developing that to become a very environmentally aware city. It wishes to become involved in an international network and through this, help create an environmentally aware city. Lahti also wants to increase the environmental awareness and it's looking to use more energy efficient solutions. Lahti encourages environmentally aware schooling and also encourages interest in sustainable development.

Fun facts about Lahti
Population: 120 000 (2011)
8th biggest city in Finland.
Noted landmarks: Jumping towers and radio masts.

Look into Lahti's history

An mentioned in Finland's history that the country has had population ever since the stone age. Lahti is possibly an archaeological site for some stone age artifacts. If you visit the sailing museum you will learn more about this history. Lahti has had inhabitants ever since the stone age, but it became a city just before the independence of Finland. It is said that Lahti was founded by the power of beer, brewers that wanted workers actually created the city. Lahti still has something left from the brewery history. For example a company called Hartwall and a small brewery, Lempiolli. Lahti's I could recommend...

Lahti has been an a recognized wood working city. Lahti has some of the biggest furniture manufacturers and wood refineries in Finland. Lahti also had glass factory which was, for



Photo: Jere Hakola, Lahti Sports Centre in winter

Lahti Institute of Design and Fine Arts



Photo: Jere Hakola, Lahti Institute of Design and Fine Arts, 2011

About the university
Lahti Institute of Design and Fine Arts takes care of its students and encourages them to excel, simply because if the students get far so well the school. The school expects nothing less from its exchange students as it expects from local students.

The school has multiple workshops for it's students, metal and wood workshops are heard the most found among exchange students. However the schools website doesn't always show the people's favorite food, some have been surprised by the amount of dairy products used. On the other hand people have found the food good and everybody agrees that it's cheap. The school is a part of a bigger corporation called Lahti University of Applied Sciences, the our shared early logo is the logo of this bigger company. It makes it possible to

cooperate with the different branches within the high corporation, which isn't all bad.

It is said that the school is driven by it's young energy from the students. This makes it possible to create something new.

Dean
Tuja Lampainen

Principal lecturers
Jari Kallanen - Design
Paulina Paavonen - Communication
Matti Lampainen - Common basic studies

Other things

The school building itself consists of 3 buildings merged together by hallways. All the buildings have a slightly different structure and have different things inside of them. You can see more of these differences and what's in each building in the floor plan.

The atmosphere in the school can seem very easy to an exchange student. It's not unexpected that a student or a senior lecturer is referred to by their name. This does not mean that the students do not respect their lecturers, but it makes coming just a little bit easier and that can be found at the entire environment. The are free to talk as much as you want, night time work parties are a good example of this. And if you have a strong opinion or view, all the better. The school goes great with goals.



Photo: Jere Hakola, Lahti Institute of Design and Fine Arts, 2011

The General Information

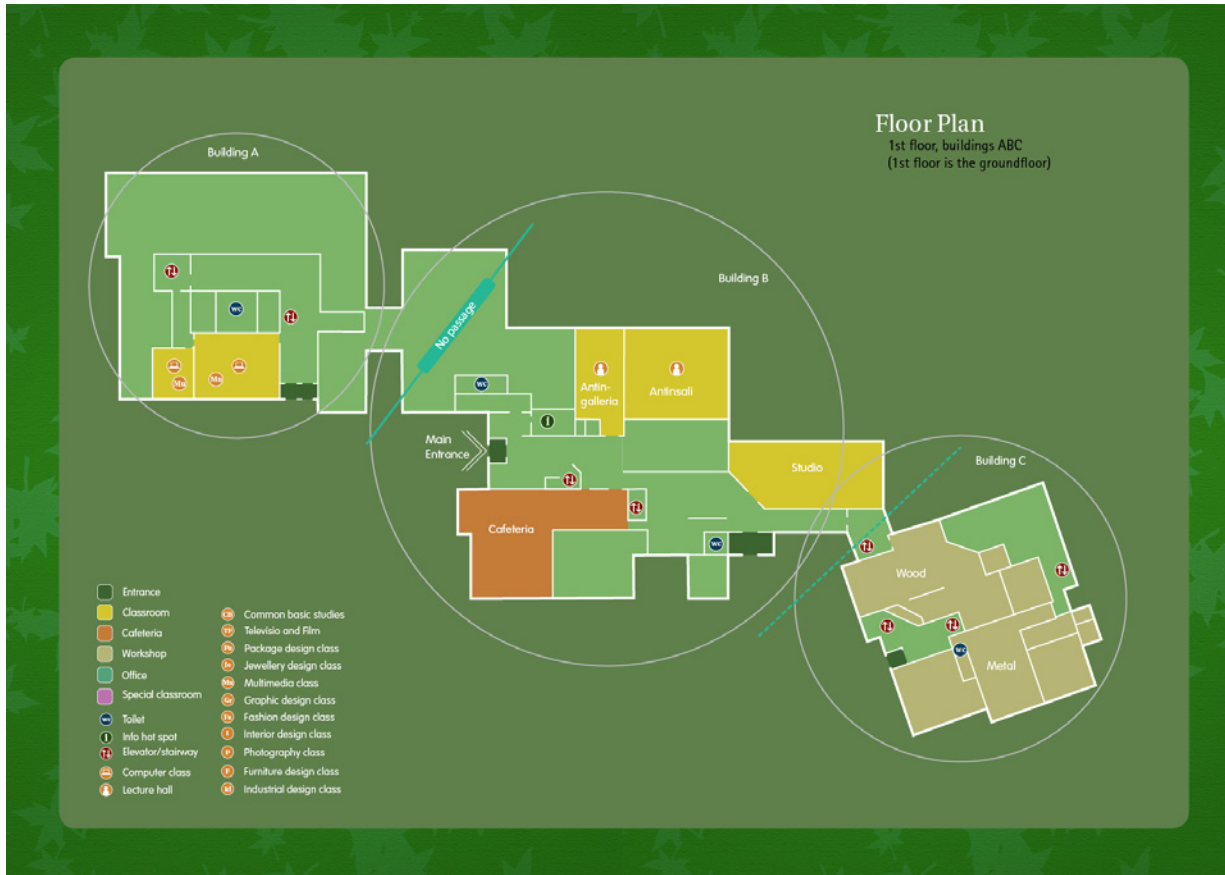
The hardest part to collect for this information was probably the photographs. I wanted something really special for the guide. For the nature pictures from Finland I requested pictures from my brothers who have had photography as a hobby for some time now. For the awesome pictures for the Lahti part I simply "googled" for the pictures, found the kind I wanted

to use and requested a permission from the person involved. The pictures of the school I took myself.

I start the information about Finland, with some very rough general info, top it with "fun facts" and end with Finnish history and location of Lahti in the Finnish map. From there I move to Lahti and tell a little of the city as a place and how it wants to develop. Few "fun facts" are shared in here as well and equally it's finished with brief look in the history

of Lahti. Lastly I take the reader to the school and describe the school both as a study environment and as a building. I mention the dean of the school and the principal lecturers.

From here it's a natural transition to the floor plans of the Lahti Institute of Design and Fine Arts.



The Floor Plan

The floor plan consist from 6 pages. On each spread you can find one entire floor of the structure. Classes and lecturing halls are marked with toned yellow, this goes well with the green general tones and is easy to spot. Special classes, rooms that require special training before full utilization, are marked with toned violet, this is made also to get the colour in harmony with the green. All the colours in

the floor plan are toned so that the green doesn't end up pushing them out. The only exception is the text, which is meant to shine brightly for it to be easier to read.

I have 3 kind of markings in the floor plan. First one is to mark areas of interest, second is to mark general usage points and third is to mark different course classes.

I've also marked to the plans if passage is possible, as in the first floor the access from building B to building A is limited by storages, I've marked it with "no passage". Also in the second floor I've marked the way from building B to building C with "no passage" because the hallway is actually just a part of a classroom and nobody should randomly walk through a classroom.


The Departments

How do they work
I will now share some insights about our departments. You are not likely to find this information in any conventional guide.
Our goal is to get you to develop as a student and enjoy your stay at our school.
You shouldn't contact these people until you're studying in Lahti Institute of Design and Fine Arts. As before you arrive, you will only be dealing with our International Office, which will be introduced later in here.

But when you arrive here and start studying in your department, you are free to contact them, preferably through mail, but in case of emergency also by phone.

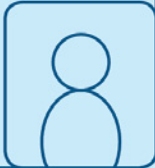
Industrial design
Our school's industrial design differs a bit from the general European model. It has both vehicle design and product design, as well as service design, in the plan. Our focus is more in the making rather than in the academic approach. You will get to do actual products in here, as long as you feel like working!

Go to person
Sami Hyryläinen
Head of Industrial Design
Easy to approach, quick and decisive.
sami.hyrylainen@lamk.fi
+358 44 708 0226




Department
Short personalized description of the department. You won't find it quite like this in any other guide. All departments take part in company cooperation projects, this is one of the reasons that we stand out in evaluations.

Go to person
Person to contact about the topics in the department you're studying under.
Has the person's contact information and an idea of what kind of a person he/she is to approach.
And a picture to the right.



Multimedia
We focus on digital media. A multimedia student first studies the basic tools and the 'expression language' of multimedia. They advance in second year to user interfaces and usability and also learn dramaturgy and how to create storyboards. This is followed in third year with movie equipment and short film making. Fourth year is for gaining expertise in a selected field of studies and the graduation project.

Go to person
Arto Kutvonen
Multimedia Lecturer
Easy to approach, science character
arto.kutvonen@lamk.fi
+358 44 7080001



Student works and work places



Photo: E.O. Sankari. Bike. For your industrial design student group work 2011



Photo: Sara Nieminen. Work. Fine Light. Creative design



Photo: E.O. Sankari. Work. Packaging design. How well. What will make for Student Design 2011 competition



Photo: Jooni Nieminen. Work. Under Skin 2010. Creative design




Photo: Jooni Nieminen. Work. User Interface design




Photo: Jooni Nieminen. Light at the End of the Tunnel 2011




Photo: Jooni Nieminen. Design 2011




Photo: Jooni Nieminen. Design 2011

The Departments and Student Works

I wanted to cover 3 things with each department introduction. First the general information of the particular department, second the contact information of the person who the exchange students should approach in matters concerning the course, the third part is a picture which will help greatly in finding the course leader in the school. Without the pictures in the guide it would be completely possible

to pass the person you're looking for without any knowledge of it.

In the beginning of the departments, there is an introduction how the whole part of the booklet works. It lets the user know when and how to use the information given in the department section of the booklet.

After the departments starts the student works and workplaces. This covers 8 pages. The samples are

quite random. All departments aren't represented, but it gives an idea of the production and the spaces we use to create it.

Other useful information



Miia Tuominen
International Study Planner



Heikki Saros
International Coordinator

Orientation info in short

If you missed the original orientation that is held in the beginning of each semester, don't worry, you'll find a lot of the information right here.

Essi Sikanen

Is the mentoring and tutoring lecturer for exchange students. She will help you build up your study schedule after you have discussed your options with department heads. These meetings are arranged after you arrive in our university.

You shouldn't get worried even if your schedule is still quite open after being here for a week. As the school does a lot of cooperation projects with different companies it has to be flexible in it's times and it also

dictates quite a lot of the content of various courses.

Heikki Saros

You probably know him already, he is the main character in most of the international affairs in our school. Which makes him a very busy person, so sometimes it's better to contact Miia Tuominen instead.

Miia Tuominen

The international study planner. She is the person to go to when you need documentation about your studies. Also general information is in her area. She's also happy help in all problematic situations.



Essi Sikanen
Mentoring and Tutoring Lecturer

Kari Halme

The Laboratory Master, he is the one who is in charge of the paper storage and can give you advice on how to bind a book.

Good to know

To access the schools computers you will need a user name and a password, these will be given to you once you arrive. You'll be prompted to switch your "salasana" (password) on your first login. Yes, it will be in Finnish.

Thou shall not pass on thy password!

It's not emphasized enough how much things can go wrong if the wrong person gets their hands on your user account.



Kari Halme
Laboratory Master

Also if you want to connect your own devices to the school network you have to have it checked by the school staff first for viruses etc. To access the web you may freely use the blue network cables in classes. They are called "Vieras" (guest) cables. The school has also a wireless network, but it requires you to sign in with your username and password. The school has a nurse on service at Svinhufvudinkatu 2 A in Lahti. To see the nurse is free and she will decide if you need further attention. You can contact even a dentist through there or a psychologist if that is needed.

The school offers all exchange students, a Finnish language course. When you arrive to our school you will be given a certificate of studying

which will allow you to receive several different documents.

To open a bank account in Finland you need your student certificate and your passport, besides in particular is very good for exchange students.

You will receive again arriving a printing allowance of 18 euros and you can eat the lunch in the school cafeteria for a discount price. Spring 2005 the price was 2,50€ for salad, main course, drinks and bread.

If you run out of your printing allowance, you can always get more from the cafeteria. First you pay the wanted amount to the cafeteria staff (minimum of 5 euros) and then take your receipt to Jukka Marttila in his office at the second floor. The office is in Anttilan. His door is close to the entrance to Anttilan. Jukka Marttila will then add the amount you paid to your user account.

Useful links
LUT University of Applied Sciences homepage
<http://www.lut.fi/>

Bank fact sheet
http://www.lut.fi/maasteri/luo_ban_fact_sheet_2011.pdf

Chia Scharfstein
<http://www.lut.fi/>

Study material
<http://www.lut.fi/>

School email
info@lut.fi

Wishes
http://www.lut.fi/maasteri/luo_ban_fact_sheet_2011.pdf

Useful Finnish words

School
Lautanen Office
Laukku Case
Salasana Password
Välipöytä Permission to work over night

Groceries
Hammastahna, tahvovalkaisu Fine sugar household sugar
Maitoa Milk
Lähtö Street
Kahvi Coffee

Tools
Väline Hammer
Saha Saw
Välitalous Rule
Kivi Pen
Pöytä Bench

Other useful words
Pöytä (fined) day
Hammastahna (fined) morning
Ihän (fined) evening
Välipöytä (fined) night
Kiitos Thank you
Ole hyvä You're welcome
Anttilan Entrance hall/entry lobby
Lähtö Street
Aina Always
Et voi tehdä It's not possible, no harm done
Rakennus House
Aina Always
Suljettu Closed
Auki Open

Useful phrases

Miksi nimeltä on My name is
Olet vaihtoehtoinen I'm an exchange student
Missä olen tänä hetkenä? Where am I on this map?
Suomenkieli? That way?

Places

Satama Harbor
Rautatieasema Railway station
Posti Mail office
Sairaala Hospital
Kahvila Cafe
Ravintola Restaurant
Kauppa Store
Koulu School
Rautatieasema/Ilta-asema Railway station
Ulkopuolelta, luoteesta From the left
Lähtöpaikka Departure
Tor Market square

Not so useful words/phrases

Luopumattomasti I don't speak Finnish
En taida osata puhua suomea I probably don't speak Finnish

Should we run around aimlessly?
Do I have a choice? Shall I run around aimlessly?
Do I have a choice? Shall I run around aimlessly?

Free days
Finnish bank holidays are referred to as free days in English. This is because these days are marked red in the calendar. During these days almost all the shops are closed and hospitals take emergency. Yes, even the Lahti Institute of Design and Fine Arts is closed and students can work on their projects.

The bank holidays listed on sundays
won't show in this list, but they will not affect the daily living more than any normal sunday.
Many bank holidays do not have an exact date. I recommend you to ask for these dates when you arrive. They do not necessarily follow the European order.

Date	In English	In Finnish
1.1.	New Year's Day	Vuokauspäivä
6.1.	Eggnog	Luukauspäivä
	Good Friday	Pääsiäispäivä
	Early Monday	Pääsiäispäivä
	Early Monday	2. Pääsiäispäivä
1.5.	May Day, Labour Day	Vapaa, kesäjuhannus tai juhannus
	Ascension Day	Iltajuhannus
	St. John's Eve	Juhannus
	Midsummer Eve	Juhannus
	Midsummer Day	Juhannus
	All Saints' Day	Puhkkipäivä
4.12.	Independence Day	Itämerenpäivä
24.12.	Christmas Eve	Jouluaatto
25.12.	Christmas Day	Joulupäivä
	Boxing Day	Tapaninpäivä

Detailed Information

In this part of the booklet, all the tiny streams of information are united into one big pond of knowledge. First I offer the information normally acquired in the orientation and then I move on to useful links, which can be used by the department heads to show where to get access for example to the school e-mails. This is briefly followed by useful Finnish words, from everyday life to tools and

phrases. Also a small section introduces the not so useful phrases, such as "juoksentelilissimmeko?" (Shall we run around aimlessly).

I also share information of Finnish bank holidays and urge people to check the dates of the missing ones during the year they're on in the institution in consideration of Finnish customs.

Locals recommend

Lahden taide-kehys

Can provide service in English and gives 15% discount to students from art supplies. The store also frames artwork but the discount doesn't apply to that. The net site is completely in Finnish, but atleast you can find the opening hours from there.

www.lahdentaidekehys.com



Amarillo

A nice restaurant, has decent price options and on wednesdays between 6-8 PM you can have 2 meals for the price of one as a student, so make sure you have at least one student card with you. Students get tea or coffee for 1 euro anytime. The restaurant is located in the center of Lahti.

Kymppileipurit

A small bakery store, the actual bakery is actually located in Heinola, but fresh product is brought here. Found on Hämeenkatu 18.



Furat

A grocery store for those with more eastern European taste. Can be found in the corner of Verijärvenkatu and Kulmakatu.

Kauppahalli

Place to shop for fresh groceries and delicacies. This place is open monday to friday from 08-17 and on Saturdays from 08-14:30. It's a long hall way through the building right next to the market square.



Updating

Help us keep this up-to-date
To keep this booklet up-to-date we need a decent amount of feedback. So as soon as you notice a mistake or have, please let us know about it.

We will then make sure that the problem is forwarded, and fixed. Hopefully we have a better guide by next semester.

You can contact us through:
lahtiinternational@lahti.fi

7.3 Feedback

The current exchange students find the booklet to be a good thing and they're happy to see that there finally is this kind of thing.

After a last conversation with *Heikki Saros I* got some feedback about the whole product. He said that it comes to a dire need, and he listed couple of occasions where he could use the booklet. In his opinion the booklet seems very usable, the information in it is truly useful and it will make it easier to recognize people in the school for the newcomers.

Locals Recommend and Updating

The locals recommend is a place for introducing places in Lahti that offer student discounts for exchange students and other speciality shops.

The updating part is the last part in the booklet, it simply tells where to contact if the reader discovers an error or outdated information.

7.2 In practice

The guide will be properly tested when the next patch of exchange students arrive to the school in the autumn semester. Until then it's hard to see how good impact this booklet will make in the newcomers.

Evaluation

8.1 Product

I'm quite happy of the product, it became better than I feared but not quite as fancy as I dreamed. The matter that weighted heavily on me is that the whole process required a lot of skills that aren't completely under the industrial design. But I'm still positive about it, as I'm hoping that over time it will cultivate itself to even better guide. I'm confident in the people of this school, maybe even to the point of being bit naive.

I'm so sad that I won't be able to test the product any further as I am very curious to hear what the newcomers think about it. I'm quite sure the feedback would be quite honest and bold, as you can only expect from an student.

8.2 Process

Many times during the process I've been lost in the dark, wondering if this will ever work. I had trouble organizing the enormous pile of work, but in the end I battled through it and got results. The hardest part was to stop doing something, I found myself getting stuck in very trivial things, but in the end this wasn't such a good thing either as this constant stopping of the trivial things turned me into a bitter person from time to time. Killing my darling ideas wasn't always easy, but it did improve the quality of the final product.

I've had very good support from various sources to my project and people are eager to see this

completed, as the guide is so needed for the Lahti Institute of Design and Fine Arts.

What could have been a fine idea, is that this whole project would have been made a lot bigger from the start. Perhaps combining graduate students from different departments to create a massive amount of skills and maybe divide the articles a bit and such. But this whole production has been made with low budget thinking and it seemed very doable for one person in the beginning, but when I looked into the other brochures made of schools, I noticed that they weren't made by one person.

8.3 Feedback

During the whole graduation process I've gotten a lot of feedback. I was surprised that very little of the feedback was countering each other. I took in the feedback and always tried to fix things according.

I'm glad of the feedback, no matter what source it came from. Because even if the feedback wasn't always very relevant, or even if the person giving it didn't quite know what he was talking about, it always sprouted new ideas and pushed me forward.

I've always gotten constructive feedback from the lecturers guiding the process, but I would have wished it to be more encouraging. The feedback I got from *Heikki Saros* was very good. He always managed to see good things in my work and even though he didn't approve of something, he just told me to get rid of it in a "could this be done different?"

-manner. I always felt so full of hope and energy after talking to him.

It's very easy to get feedback in our school, just ask anyone what do they think about this thing and BLAM you have feedback. And I find it to be a good thing.

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