



Feeling Home - Appendix

Opening up to the variety of flavours of
living together in Woonontwikkeling Vredeoord

Master thesis by
Sarissa Bakker

10. Appendix

This are the appendices of the graduation report of Sarissa Bakker with the title: Feeling Home - Opening up to the variety of flavours of living together in Woonontwikkeling Vredeoord. The list below shows the appendices that can be found in this report.

- Appendix 1 - Graduation Brief
- Appendix 2 - Background information about the Bubble Games project
- Appendix 3 - Background information about the Empathy Framework
- Appendix 4 - Background information about the Empathic Journey Framework
- Appendix 5 - Insights about the interviews with professionals about possible tension areas
- Appendix 6 - Statistics of Woensel West
- Appendix 7 - Background information about generative research
- Appendix 8 - Sensitising booklet used during the generative interviews
- Appendix 9 - Recruiting participants
- Appendix 10 - Analysis of the found themes
- Appendix 11 - Design goal evolutions
- Appendix 12 - Brainstorm session with fellow students
- Appendix 13 - Scenario sketches
- Appendix 14 - Analysis with non students about the three scenario ideas for the brainstorm session
- Appendix 15 - Results of the brainstorm session
- Appendix 16 - List of requirements
- Appendix 17 - Brainstorm about different elements of Babbeloord
- Appendix 18 - Prototypes of Babbeloord
- Appendix 19 - Test plan Babbeloord Literature

Appendix 1 - Graduation Brief

TU Delft

IDE Master Graduation Project

Project team, procedural checks and Personal Project Brief

In this document the agreements made between student and supervisory team about the student's IDE Master Graduation Project are set out. This document may also include involvement of an external client, however does not cover any legal matters student and client (might) agree upon. Next to that, this document facilitates the required procedural checks:

- Student defines the team, what the student is going to do/deliver and how that will come about
- Chair of the supervisory team signs, to formally approve the project's setup / Project brief
- SSC E&SA (Shared Service Centre, Education & Student Affairs) report on the student's registration and study progress
- IDE's Board of Examiners confirms the proposed supervisory team on their eligibility, and whether the student is allowed to start the Graduation Project

STUDENT DATA & MASTER PROGRAMME

Complete all fields and indicate which master(s) you are in

Family name	Bakker	IDE master(s)	IPD <input type="checkbox"/>	Dfi <input checked="" type="checkbox"/>	SPD <input type="checkbox"/>
Initials	S.A.	2 nd non-IDE master			
Given name	Sarissa	Individual programme (date of approval)			
Student number	4858549	Medisign	<input type="checkbox"/>		
		HPM	<input type="checkbox"/>		

SUPERVISORY TEAM

Fill in the required information of supervisory team members. If applicable, company mentor is added as 2nd mentor

Chair	Froukje Sleeswijk Visser	dept./section	DCC	<div>! Ensure a heterogeneous team. In case you wish to include team members from the same section, explain why.</div> <div>! Chair should request the IDE Board of Examiners for approval when a non-IDE mentor is proposed. Include CV and motivation letter.</div> <div>! 2nd mentor only applies when a client is involved.</div>
mentor	Susie Brand-de Groot	dept./section	HICD	
2 nd mentor	Yasemin Arslan			
client:	Gemeente Eindhoven			
city:	Eindhoven	country:	Nederland	
optional comments				

APPROVAL OF CHAIR on PROJECT PROPOSAL / PROJECT BRIEF -> to be filled in by the Chair of the supervisory team

Sign for approval (Chair)

Name Froukje Sleeswijk Visser

Date 10 Sep 2024

Signature

tudelft.protect Jamf Protect CSR Identity

Digitally signed by tudelft.protect Jamf Protect CSR Identity Date: 2024.09.10 10:12:37 +02'00'

CHECK ON STUDY PROGRESS

To be filled in by SSC E&SA (Shared Service Centre, Education & Student Affairs), after approval of the project brief by the chair. The study progress will be checked for a 2nd time just before the green light meeting.

Master electives no. of EC accumulated in total **36** EC
Of which, taking conditional requirements into account, can be part of the exam programme **36** EC

★	YES	all 1 st year master courses passed
	NO	missing 1 st year courses

Comments:

Sign for approval (SSC E&SA)

Rik Ledoux
2024.09.13
14:50:26 +02'00'

Name **Rik Ledoux** Date **13 Sep 2024** Signature

APPROVAL OF BOARD OF EXAMINERS IDE on SUPERVISORY TEAM -> to be checked and filled in by IDE's Board of Examiners

Does the composition of the Supervisory Team comply with regulations?

YES	★	Supervisory Team approved
NO		Supervisory Team not approved

Comments:

Based on study progress, students is ...

★	ALLOWED to start the graduation project
	NOT allowed to start the graduation project

Comments:

Sign for approval (BoEx)

Monique von Morgen
Originally signed by
Monique von Morgen
2024.09.26
09:30:54 +02'00'

Name **Monique von Morgen** Date **26 Sep 2024** Signature



Personal Project Brief – IDE Master Graduation Project

Name student **Sarissa Bakker** Student number **4,858,549**

PROJECT TITLE, INTRODUCTION, PROBLEM DEFINITION and ASSIGNMENT

Complete all fields, keep information clear, specific and concise

Project title **Design and test a non-VR intervention based on the Empathic Journey Framework to decrease tension between opposing groups of people living in Eindhoven**

Please state the title of your graduation project (above). Keep the title compact and simple. Do not use abbreviations. The remainder of this document allows you to define and clarify your graduation project.

Introduction

Describe the context of your project here; What is the domain in which your project takes place? Who are the main stakeholders and what interests are at stake? Describe the opportunities (and limitations) in this domain to better serve the stakeholder interests. (max 250 words)

This project will be carried out for the municipality of Eindhoven, where the context of the project is also set. The municipality has previously collaborated with various design teams and researchers on the Bubble Games Project. Here an empathic virtual reality (VR) intervention was designed to decrease tensions between youth and residents of a neighbourhood in Eindhoven (Sleeswijk Visser & van Erp, 2023). Inspired by this project and two other empathy VR projects, Spek et al. (2024) studied three different design cases featuring empathy-building VR interventions. Based on these cases and empathic design theory, they introduced the Empathic Journey Framework (Spek et al., 2024). Building on Spek et al.'s framework (see Figure 1), I will design a non-VR empathic journey intervention for two groups of residents in Eindhoven where tension is present. The specific target group will be determined in the first weeks of the project. The goal of this project is to design an intervention which can reduce tensions between the two target groups. Additionally, this project aims to evaluate whether the current framework can be adapted for non-VR interventions too.

Sleeswijk Visser, F. and van Erp, J. (2023): Empathy building through Virtual Reality filmmaking in social innovation: decreasing tensions between socially opposed citizens.

Strategic Design Research Journal 16(1), Jan-April 2023. DOI: 10.4013/sdrj.2023.161.02 Spek, D., Sleeswijk Visser, F. & Smeenk, W. (2024). It really touches me: How to design Empathic Journeys with Virtual Reality in societal challenges. 10.21606/drs.2024.340.

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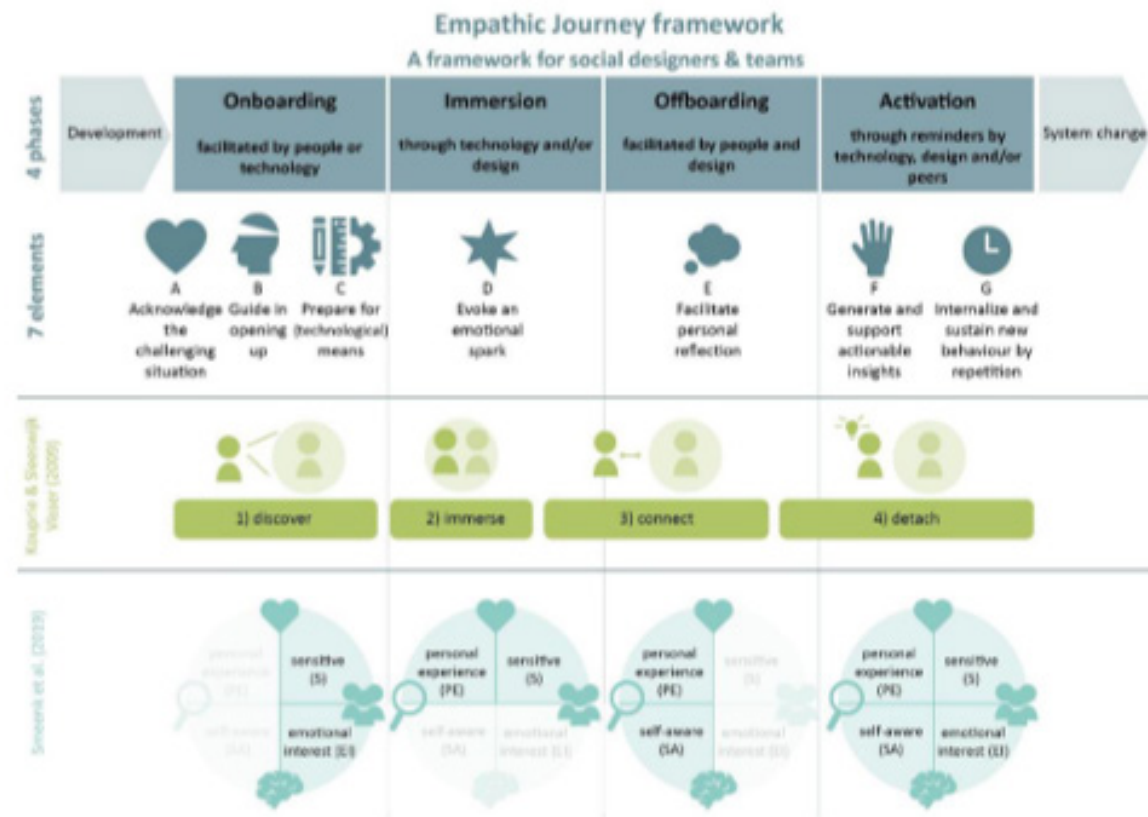


Figure 6 The framework for designing Empathic Journeys with VR in societal challenges

image / figure 1 Empathic Journey Framework (Spek et al., 2024)



image / figure 2

Problem Definition

What problem do you want to solve in the context described in the introduction, and within the available time frame of 100 working days? (= Master Graduation Project of 30 EC). What opportunities do you see to create added value for the described stakeholders? Substantiate your choice.
(max 200 words)

In Eindhoven, where the population is increasing, the municipality has observed different growing tensions among residents in certain areas (allecijfers.nl, 2024)(Gemeente Eindhoven, n.d.). These tensions among residents drives them apart from each other, which causes polarisation. This project is focussed on the reduction of tensions between opposing groups (Sleeswijk Visser & van Erp, 2023).

In the first weeks of this project the two target groups and their tensions will be determined.

AlleCijfers.nl. (2024). Statistieken Gemeente Eindhoven. Retrieved on the 27th of June 2024 from <https://allecijfers.nl/gemeente/eindhoven>

Gemeente Eindhoven. (2024). Eenzaamheid. Retrieved on the 27th of June 2024 from <https://www.eindhoven.nl/bestuur-en-beleid/gezondheidsbeleid/eindhovens-preventieakkoord/eenzaamheid>

Sleeswijk Visser, F. and van Erp, J. (2023): Empathy building through Virtual Reality filmmaking in social innovation: decreasing tensions between socially opposed citizens.

Strategic Design Research Journal 16(1), Jan-April 2023. DOI: 10.4013/sdrj.2023.161.02

Assignment

This is the most important part of the project brief because it will give a clear direction of what you are heading for. Formulate an assignment to yourself regarding what you expect to deliver as result at the end of your project. (1 sentence)
As you graduate as an industrial design engineer, your assignment will start with a verb (Design/Investigate/Validate/Create), and you may use the green text format:

Design and test a non-VR intervention based on the Empathic Journey Framework to decrease tension between opposing groups of people living in Eindhoven.

Then explain your project approach to carrying out your graduation project and what research and design methods you plan to use to generate your design solution (max 150 words)

In the first weeks I am going to conduct fieldwork in Eindhoven to determine the two opposed groups with tension. I will be researching existing non-VR interventions and analyse what worked and what not, also in comparison with the empathic journey framework (Spek et al., 2024). To gain a better understanding of the target group I will set up a target group panel for the interviews and validation in next steps. Generative research methods will be used in these sessions for rich insights (Sanders & Stappers, 2012). Analysis on the wall method will be used for analysis of sessions results (Sanders & Stappers, 2012). The design of the intervention will be done based on my research, the Empathic Journey Framework and the literature research. I will use generative research and prototyping methods to come up with intervention ideas (Sanders & Stappers, 2012). To validate the design I will contain sessions with the target group session panel (multiple times). By analysing the results of the design I will also validate the empathic journey framework and see if this can be improved for non-VR interventions based on my research.

Sanders, EBN., & Stappers, P.J. (2012). Convivial toolbox: Generative research for the front end of design. Bis. // Spek, D., Sleeswijk Visser, F. & Smeenk, W. (2024). It really touches me: How to design Empathic Journeys with Virtual Reality in societal challenges. 10.21606/drs.2024.340.

Project planning and key moments

To make visible how you plan to spend your time, you must make a planning for the full project. You are advised to use a Gantt chart format to show the different phases of your project, deliverables you have in mind, meetings and in-between deadlines. Keep in mind that all activities should fit within the given run time of 100 working days. Your planning should include a **kick-off meeting**, **mid-term evaluation meeting**, **green light meeting** and **graduation ceremony**. Please indicate periods of part-time activities and/or periods of not spending time on your graduation project, if any (for instance because of holidays or parallel course activities).

Make sure to attach the full plan to this project brief.
The four key moment dates must be filled in below

Kick off meeting

4 September 2024

Mid-term evaluation

5 Nov 2024

Green light meeting

7 Jan 2025

Graduation ceremony

13 Feb 2025

In exceptional cases (part of) the Graduation Project may need to be scheduled part-time. Indicate here if such applies to your project

Part of project scheduled part-time	
For how many project weeks	
Number of project days per week	

Comments:

Motivation and personal ambitions

Explain why you wish to start this project, what competencies you want to prove or develop (e.g. competencies acquired in your MSc programme, electives, extra-curricular activities or other).

Optionally, describe whether you have some personal learning ambitions which you explicitly want to address in this project, on top of the learning objectives of the Graduation Project itself. You might think of e.g. acquiring in depth knowledge on a specific subject, broadening your competencies or experimenting with a specific tool or methodology. Personal learning ambitions are limited to a maximum number of five.
(200 words max)

During the master course Exploring Interaction, I first learned to apply generative research methods to design and validate ideas. Working closely with the target group enriched my creative process and motivated me to use these techniques in future projects. I appreciate how their feelings, thoughts, and emotions are genuinely considered. During my internship, I further developed my skills with generative tools and analysis on the wall, which gives me positive energy throughout the design process.

The combination of working with the target group and focusing on empathy in this graduation project excites me to start. I aim to improve myself as a social designer by applying these methods and learning more about the empathy-building process to integrate it consciously into my designs. My personal goal is to make a positive impact on the target group through this project.

Additionally, I am eager to understand to role of a designer within a municipality. I have done an internship at a design company and now I want to experience another type of design environment during my graduation project to see if this type of job would be another opportunity to work after graduation.

Appendix 2 - Background information about the Bubble Games project

This graduation project is a side track of the Bubble Games project. The first edition is carried out by the Bubble Games consortium, consisting of Gemeente Eindhoven, Fabrique, LB MGMT, TU Delft, VR Gorilla, Fonkeling en Fontys. The test to prove the impact has been done in the Effenaar in Eindhoven.

The research questions of this project were: how can we design with the eye on empathy? and how can VR-technology play a role in this? The goal was to let two opposing groups step into the world of the other to reduce tensions between those groups. It is explored if VR (virtual reality) can play a role against polarisation (Fabrique, n.d.).

The project took place in the neighbourhood Meerhoven where the youth and residents experienced tensions. At that moment there was no conflict yet, but high tensions between the opposing groups could lead to bigger problems (Fabrique, n.d.).

The outcome of the project was a journey intervention with the VR film named ‘alsof ik je al ken...’ (translated: as if I already know you...). The result of the intervention exceeded the expectations. Within the 8 minutes (duration of the VR-film) the participants stepped into the world of the

other and understanding of the others situation has been formed. After the film the youth and residents together developed ideas to tackle the problems in their neighbourhood. These ideas have been presented to the municipality of Eindhoven (Fabrique, n.d.).

Because of the promising results, the Bubble Games project is now further exploring how VR interventions can be used as a tool to reduce polarisation. However, meanwhile they are interested to see if a non-VR tool can be designed to reach the same aim. As a side track of this the municipality of Eindhoven has offered a graduation internship to explore the non-VR side of the project. One of the research questions for this graduation project therefore is if it is possible to design a non-VR tool to reduce polarisation.

The municipality has a lot of knowledge about the area, neighbourhood, residents and professionals working in the neighbourhood. The role of the municipality in this project is to help me get in contact with the right people to give the project a kick start. If the outcome of this project is positive for the residents, the municipality can benefit from this.

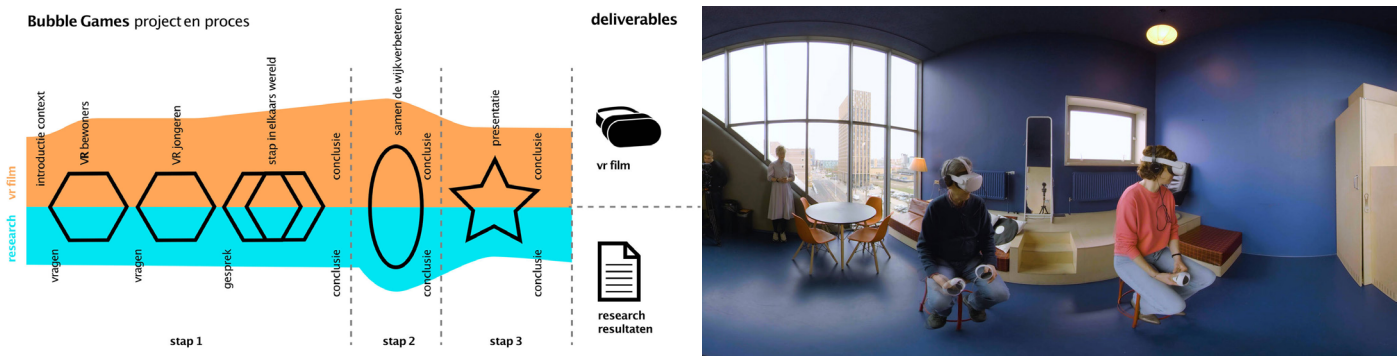


Figure X The process of the Bubble Games project and test in Effenaar with the VR film

Appendix 3 - Background information about the Empathy Framework

A3.1 Why design for empathy?

In this graduation project empathy is taken as a possible mean to decrease the tensions between the opposing groups. According to Devecchi & Guerrini (2017) designers nowadays should make the shift from design WITH empathy to design FOR empathic experiences: "The empathic experience, in our view, is per se an end to pursue, rather than a means designers can use to gain insights about end-users" (Devecchi & Guerrini, 2017).

There are a lot of definitions of the word empathy, which can be seen as an evidence of the importance of it (Devecchi & Guerrini, 2017). This, however, also leads to different interpretations of empathy. In this project empathy is about imaging the world from another's point of view, or understanding someone's situation through perspective thinking (Sleeswijk Visser & van Erp, 2023)(Kourpie & Visser, 2009).

Based on literature review, Kourpie and Visser (2009) defined a framework for empathy in design for designers. The framework, see figure X, shows empathy can be enhanced by a stepwise process. It also includes with cognitive and affective efforts. It consists out four phases, discovery, immersion, connection and detachment.

In this framework, by stepping in and outs someone world, empathy can be enhanced and the designer understand the others perspective. However, this framework is designed for designers. To design for empathic experiences, the users should be able too to complete this journey. The above described framework is used in the Empathic Journey Framework of Spek et al., (2024), but designed for users to step in and out the opposing groups world. This framework will be used this graduation project to let the opposing groups step into each others world. The framework will be explained more detailed on the next page.

In the discovery phase the user's world is entered, curiosity is raised when making the first contact which results in the willingness to explore and discover. In the immersion phase the designer steps into the user's context and is taking the point of reference of the other. It is important that the designer is taking an open perspective to absorb without any judgements. In the connection phase the designer relates to the person by reflecting on its own memories. Recalling their own memories creates the connection between the empathiser and the other.

In the last phase, detachment, the designer steps out of the others world and can use the experience to better understand the other thanks to reflection. To make the process of empathy work, three points are important to take into account. Motivation is crucial to empathise with the other, being aware the process both includes affective resonance and cognitive reasoning, flexibility has a positive effect on the outcome and taking enough time for this process is important (Kourpie & Visser, 2009).

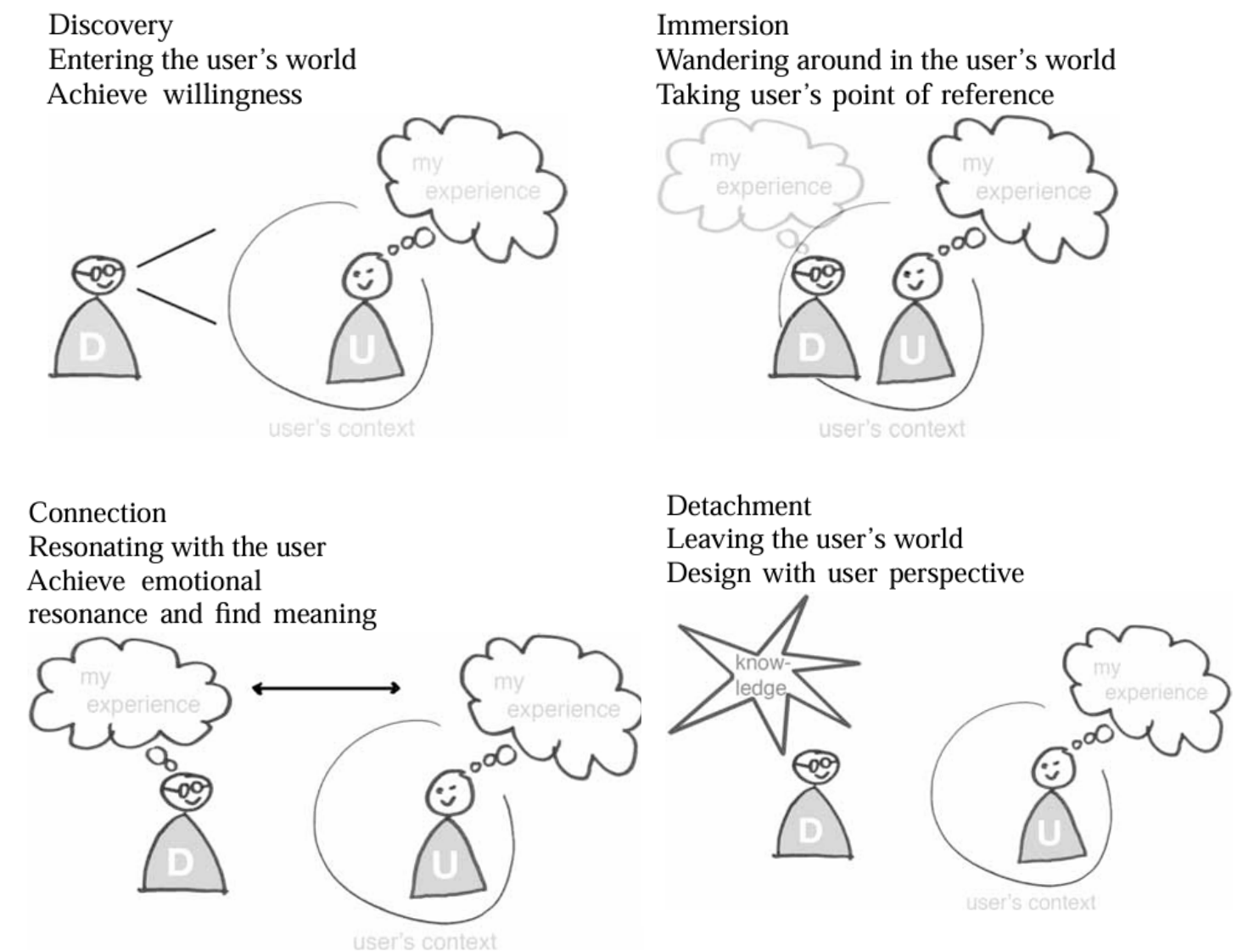


Figure X Empathy framework of Kourpie and Sleeswijk Visser (2009)

A3.2 How to evaluate empathy?

Important during this research project is the measurement of the empathy level of the participants about the opposing group. In literature there is a lot known about measuring empathy by people, but those are mostly focused on find out if someone has either Aspergers or autistic ticks rather than measuring it in generative research.

However, during the previous Bubble Games project, Sleeswijk Visser and van Erp (2023) measured the empathy level of the participants throughout the process on different key moments. Mixed methods approaches are used to document their empathic levels such as interviews, observation and self-measurement. During the process the researchers kept fieldnotes to measure their empathy.

The participants were interviewed briefly before the intervention and immediately afterwards they were asked for reflections. In the end the participants were asked to draw and describe their 'line of empathy', see figure X. Two weeks after the co-creation session the participants were interviewed about their experiences and whether they have discussed them with their community (Sleeswijk Visser & van Erp, 2023).

- Based on the research of Bryman, 2016, the Bubble Games project reviewed the empathy level based on four indicators;
- 1. Their motivation led to activation
 - 2. Triggering curiosity by reflecting on own beliefs,
 - 3. Perspective changes
 - 4. Shooting terms

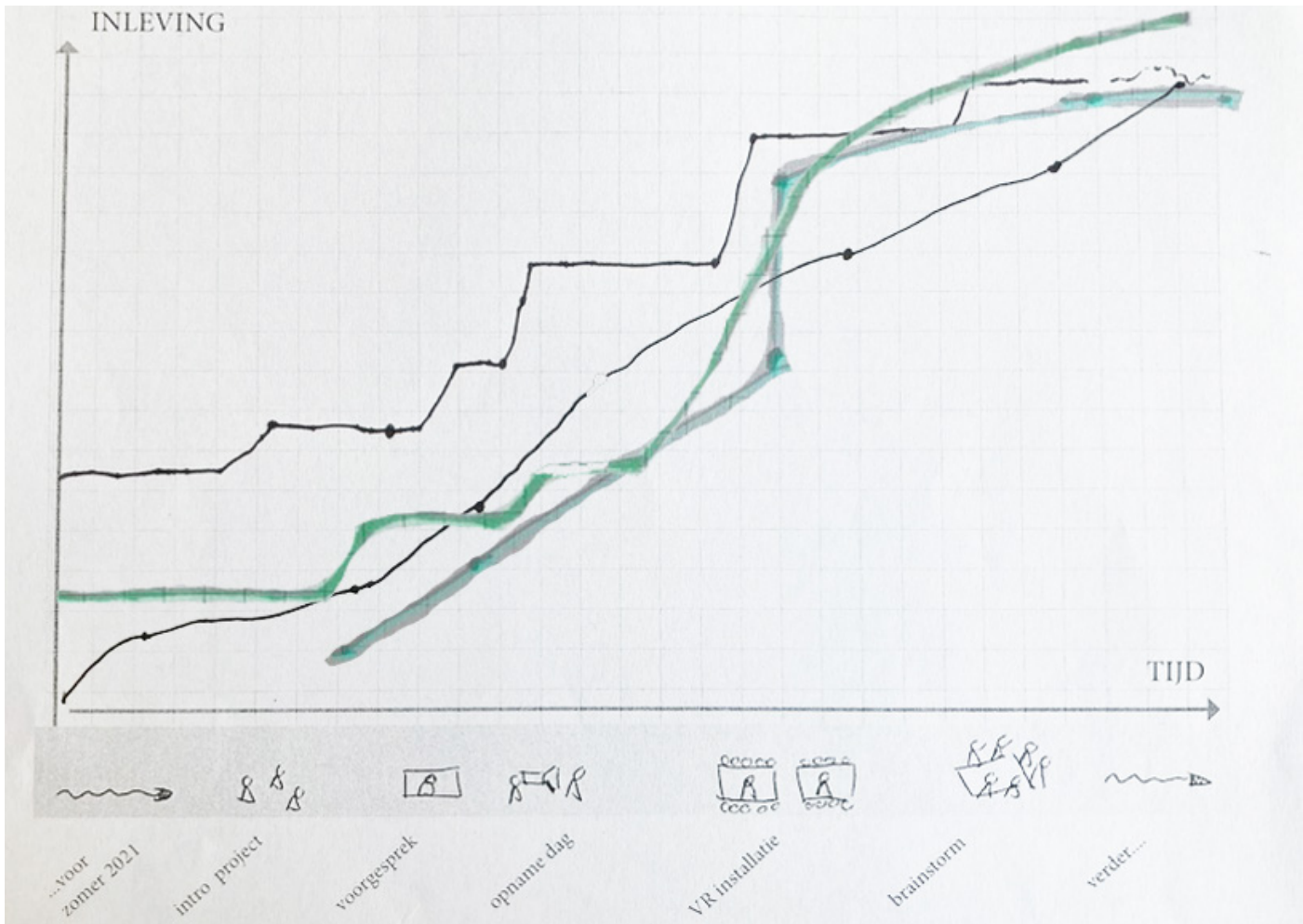


Figure X Measuring empathy during the bubble games project with the participants' line of empathy (TU Delft, 2022)

Another research of Smeenck et al. (2024 paper referentie) did research to an empathy compass as measurement for empathic level by evaluating two case studies. During the first case study of this paper they used semi-structured interviews to measure the empathy students have towards the topic. They used it at the start of the project, the baseline measurement, and at the end of the project, the final measurement. The questions in both interviews were asked around the four aspects of the Empathic Formation Compass, personal experience, sensitivity, emotional interest and self-awareness. The transcribed interview made it possible to place quotes on the Empathic Formation Compass. Their research state that mapping quotes from the baseline and final interviews can effectively illustrate empathic formation. (Smeenck et al., 2024).

The research of Smeenck et al. (2024) received feedback from the participants that sharing experiences, having dialogs with each other and stakeholders are impactful interactions contributing to more empathy. Important here was a safe and trustworthy environment. The first- and second-person perspective helped them best for gaining empathy. Third-person perspectives such as desk research and literature studies were less engaging (Smeenck et al., 2024).

Both research projects of Smeenck et al. (2024) and Sleeswijk Visser and van Erp (2023) used interview techniques as a tool to measure empathy. To integrate interview question pre-, during and post intervention the different stages of empathy can be identified. For this project I would like to integrate self-documentation as well, as it fits into both the use of generative research methods and the reflection session with the participants in the end of the project.



Appendix 4 - Background information about the Empathic Journey Framework

The Empathic Journey Framework is a framework for designing Empathic Journeys with Virtual Reality (VR) in societal challenges (Spek et al., 2024). The phases in the framework are a guide for the designers to make the participant, from now on empathisers, able to follow a empathic journey. This framework is based on the empathy in design theories of Kourpie & Sleeswijk Visser (2009) and Smeenk et al. (2019) and three different design cases featuring empathy-building VR interventions (Spek et al., 2024).

The three cases varied a lot, from better quality of life and work practices for (in)formal caregivers and people with dementia to decrease tensions between youth and residents of a neighbourhood to improving the self-confidence and skills of insecure detectives. The interventions made varied from a VR simulation, VR film and VR training with interactive or 3D elements (Sleeswijk Visser & van Erp, 2023)(Spek et al., 2024).

The framework consist of 4 phases where the 7 elements are adapted, see figure X.

In the first phase, onboarding, it is important to guide the empathiser in developing curiosity, emotional interest and sensitivity with others. The onboarding starts by acknowledging their difficult situation, guide them in opening up and prepare them for (technological) means.

The second phase is immersion, here an emotional spark is evoked through the intervention. This causes the empathisers being fully immersed, thanks to the intervention of technology and design. By attending their own experiences and feelings during the intervention, the empathisers allow connection with the others perspective. In this phase they do not judge or interpret, but experience and connect.

The third phase is offboarding, here the connection between the affective

experiences of the other and self are reflected with them and another person. This causes connection and detachment from the others perspective, making them self-aware. It is important to facilitate the reflection in such a way the empathiser can let go their first emotions to go back to daily life with new insights.

The last phase is activation, here the experiences of the first three phases generate new insights which can formulate new possible behaviour. To stimulate the new behaviour into long-term behaviour, reflection and repeated affective experiences can lead to this (Spek et al., 2024).

This framework will be used during this graduation project. It will be used as the base to create a non-VR intervention and thereby tested if this framework can be adapted to non-VR design cases too.

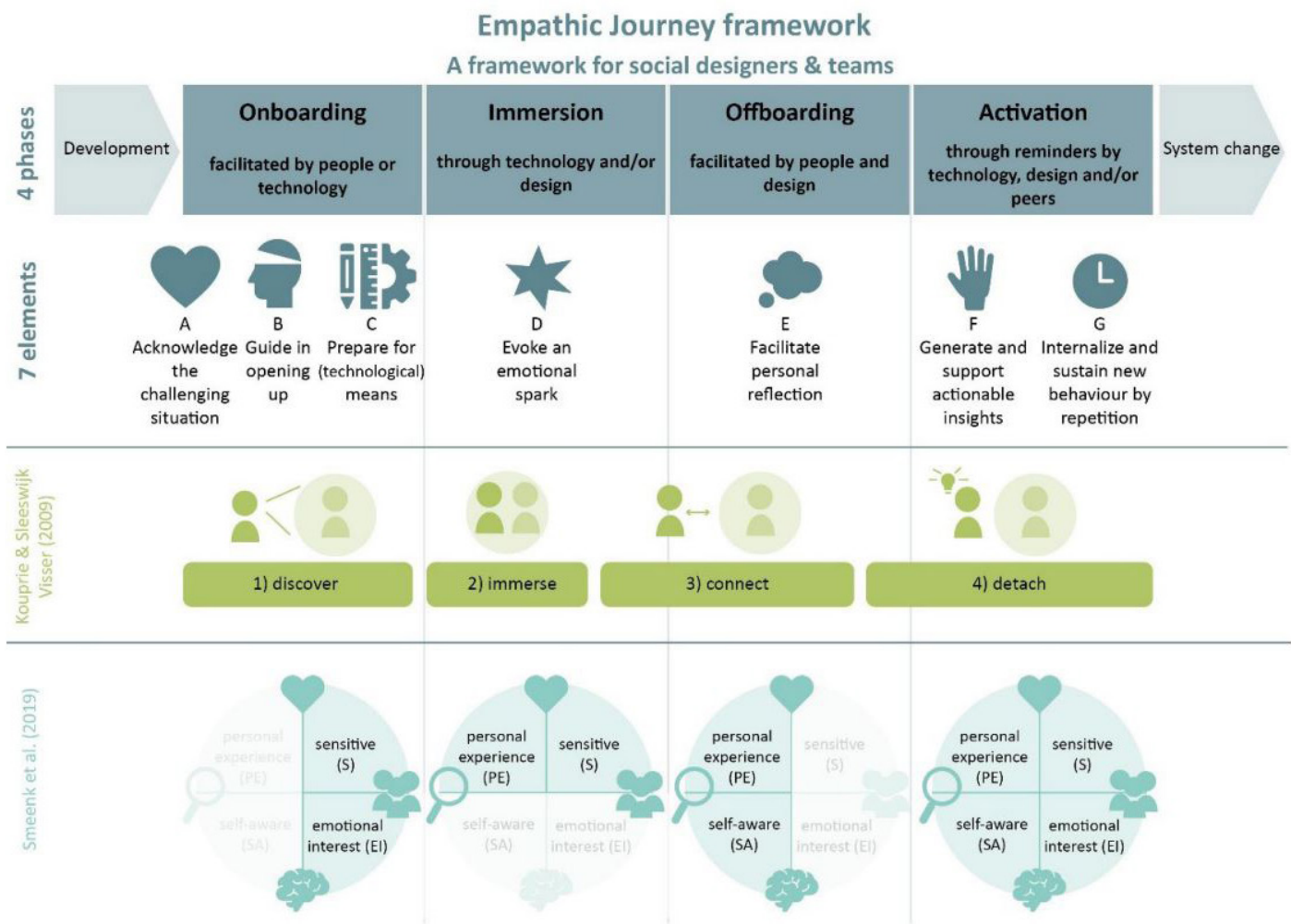


Figure X The Empathic Journey Framework, a framework for designing Empathic Journeys with VR in societal challenges (Spek et al., 2024)

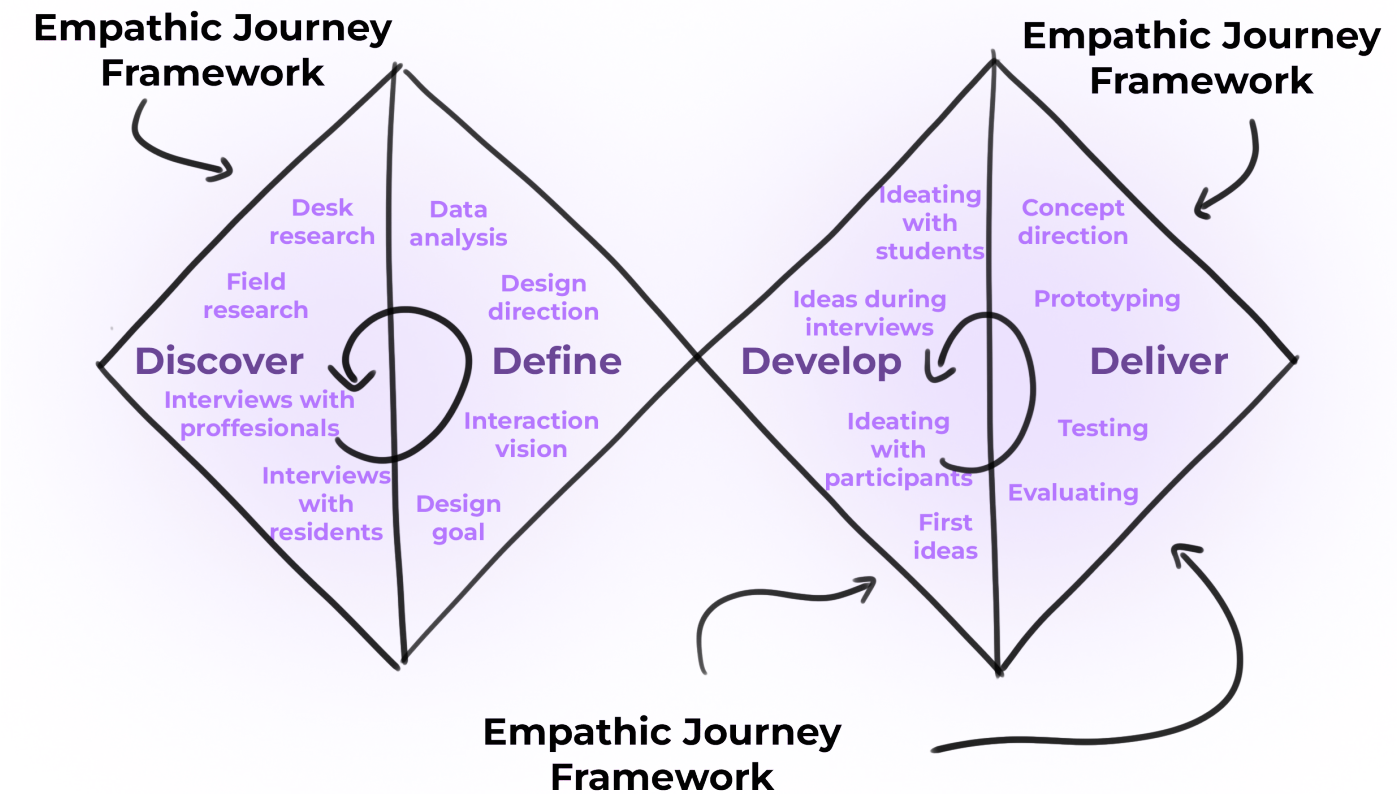


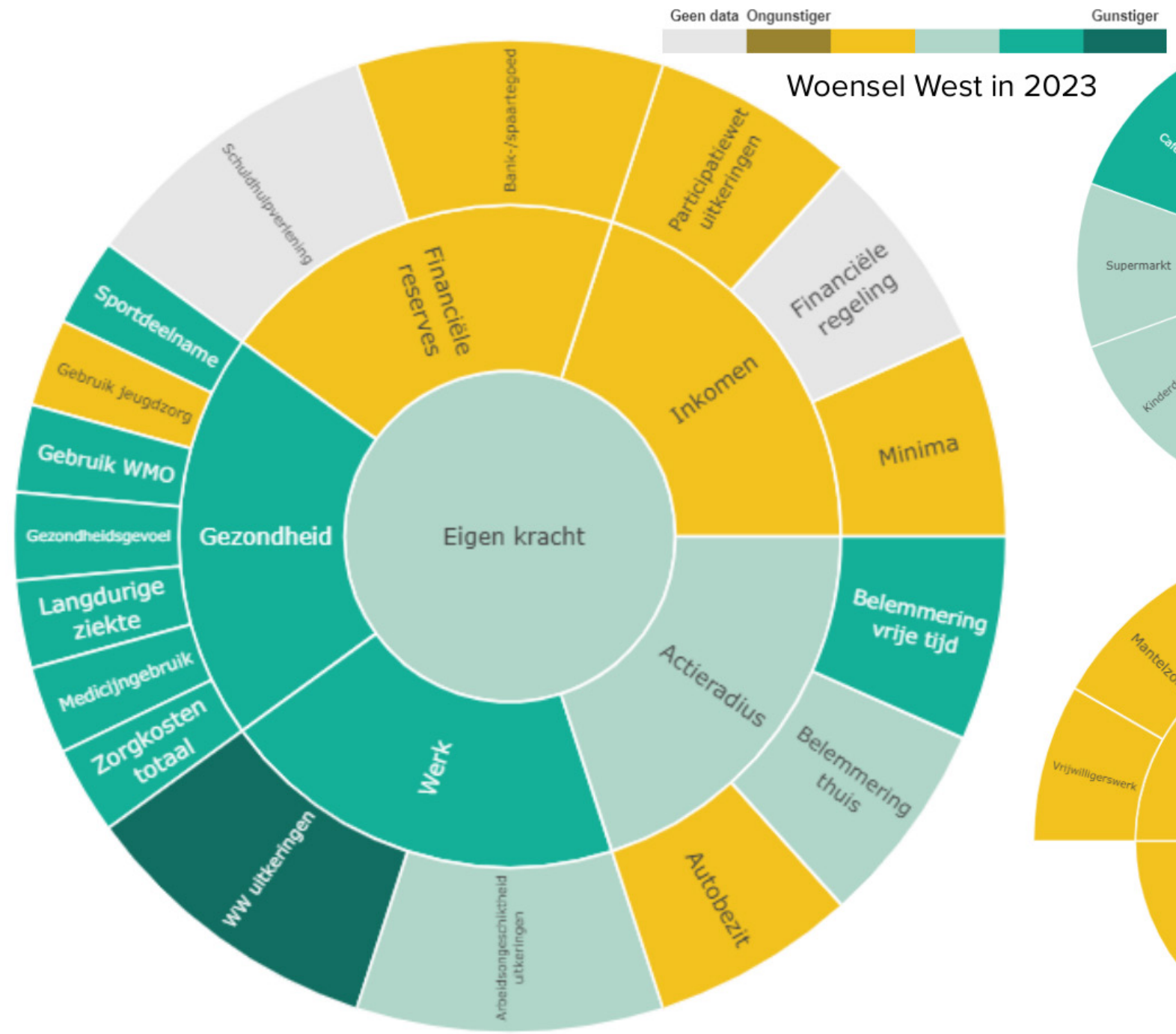
Figure X Empathic Journey Framework in the design process

Appendix 5 - Insights about the interviews with professionals about possible tension areas



Figure X Different area's of fieldwork and its insights

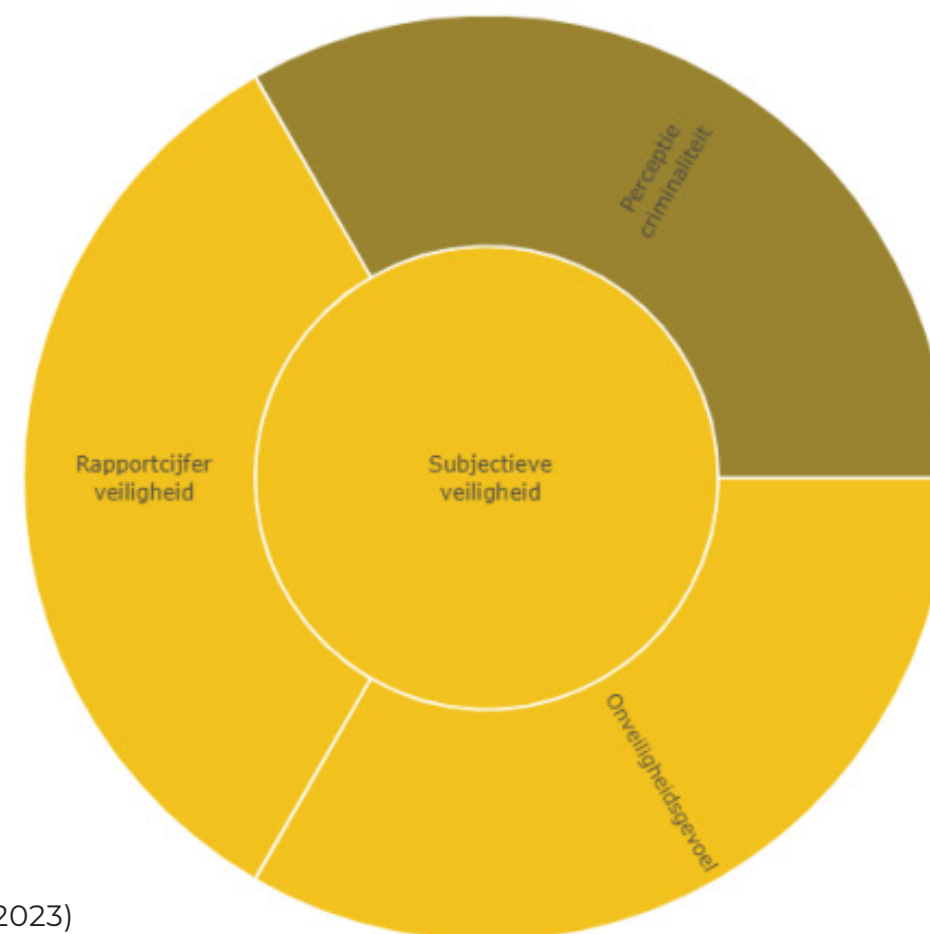
Appendix 6 - Statistics of Woensel West



(Buurt Kijker Eindhoven, 2023)



2023



(Buurt Kijker Eindhoven, 2023)

(Buurt Kijker Eindhoven, 2023)

Appendix 7 - Background information about generative research

The goal of generative research is to find out what people's values and needs are in the future and how these can be served through design (Sanders & Stappers, 2012). Generative research methods are research methods to support participants to map their everyday context, perceptions and needs around a certain topic. Those methods are often used next to interviews and observations, to enrich the research results. In generative research a combination of methods to discover what people Say, Do and Make are used to access different levels of knowledge of the participants. The strength of generative research methods is that it helps to discover the unconscious needs of the participants. Designers learn from their participants about the research topic and they gain rich insights about the users unconscious

needs. It thereby helps designers to meet the real needs of users (Sleeswijk Visser et al., 2005).

Therefore it is important the participants can tell their story, since they are the experts of their experiences. To make these future needs and values tangible for both participants and designers, the use of the path of expression is highly recommended in generative research, see figure X.

The path of expression has four steps (Sanders & Stappers, 2012):

1. Immersion into current experiences
2. Activating feelings and memories about the past
3. Dreaming about the possible futures
4. Generating and expressing new ideas relating to the future experiences.

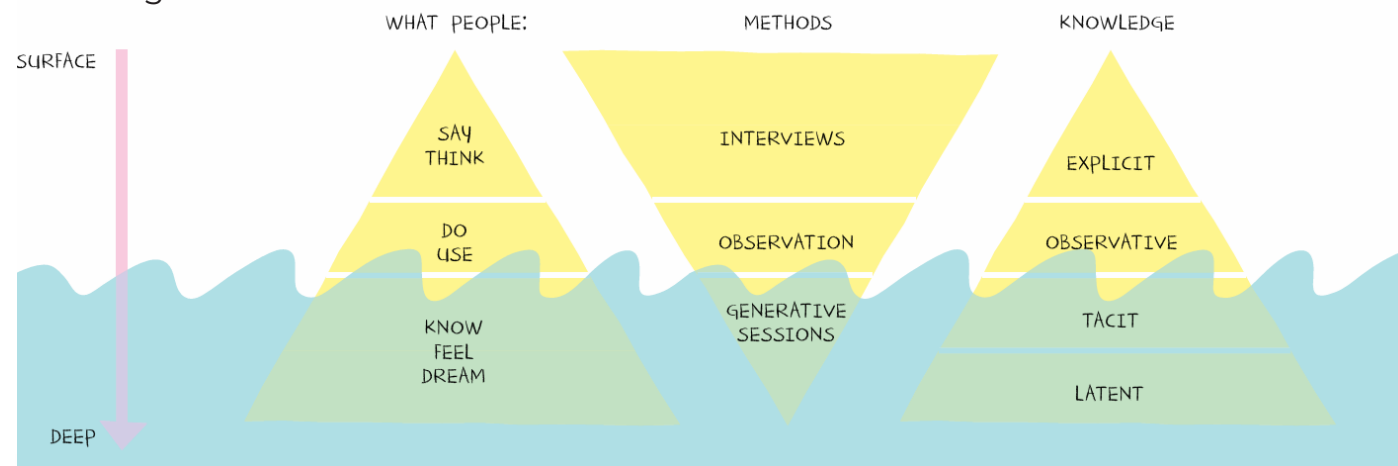


Figure X Methods that study what people Say, Do, and Make (Sanders & Stappers, 2012)

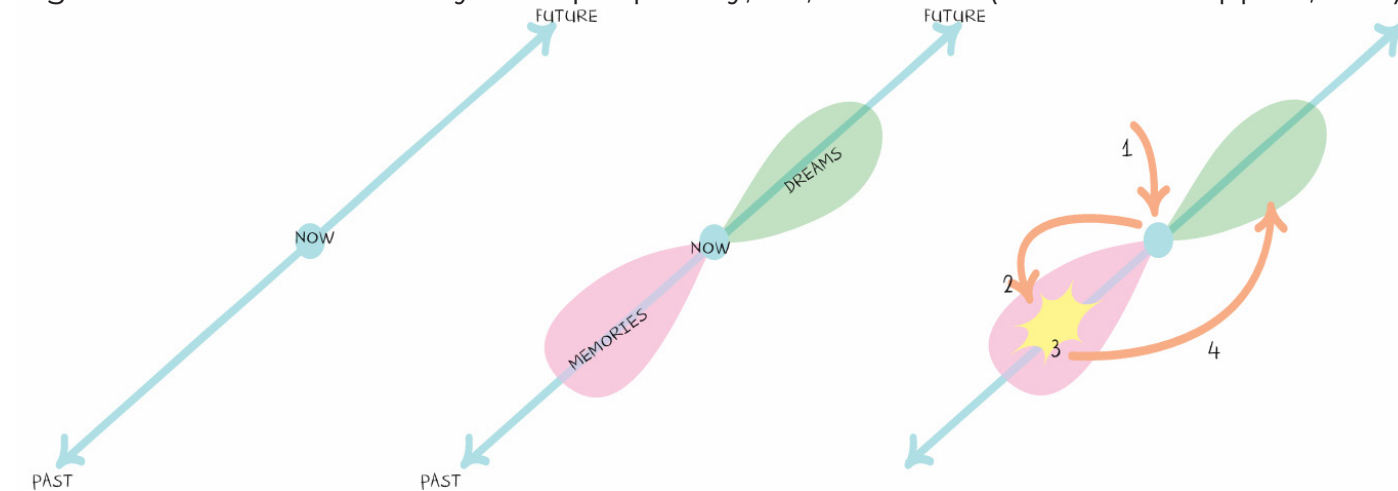


Figure X Path of expression (Sanders & Stappers, 2012)

Guiding participants through this journey makes the participants able to visualise their future values and needs. It is important to plan their journey so that they only reach the focus at the end of the journey and not be aware of it before.

Prior to the session, sensitising takes place. Sensitising helps the participant to get a feeling for the topic and goals of the study. It makes them familiar with the topic by collecting personal experiences to come well prepared to the session.

These sensitising topics are often called homework (Sanders & Stappers, 2012).

An example of a graduation project using generative research methods is explained in the paper of van Nifterink et al. (2021). They explored the possibilities of remote context mapping and prototyping in COVID period. The design process of this project is inspiring for this thesis. In the graduation project the following steps taken in the design process, see figure X.

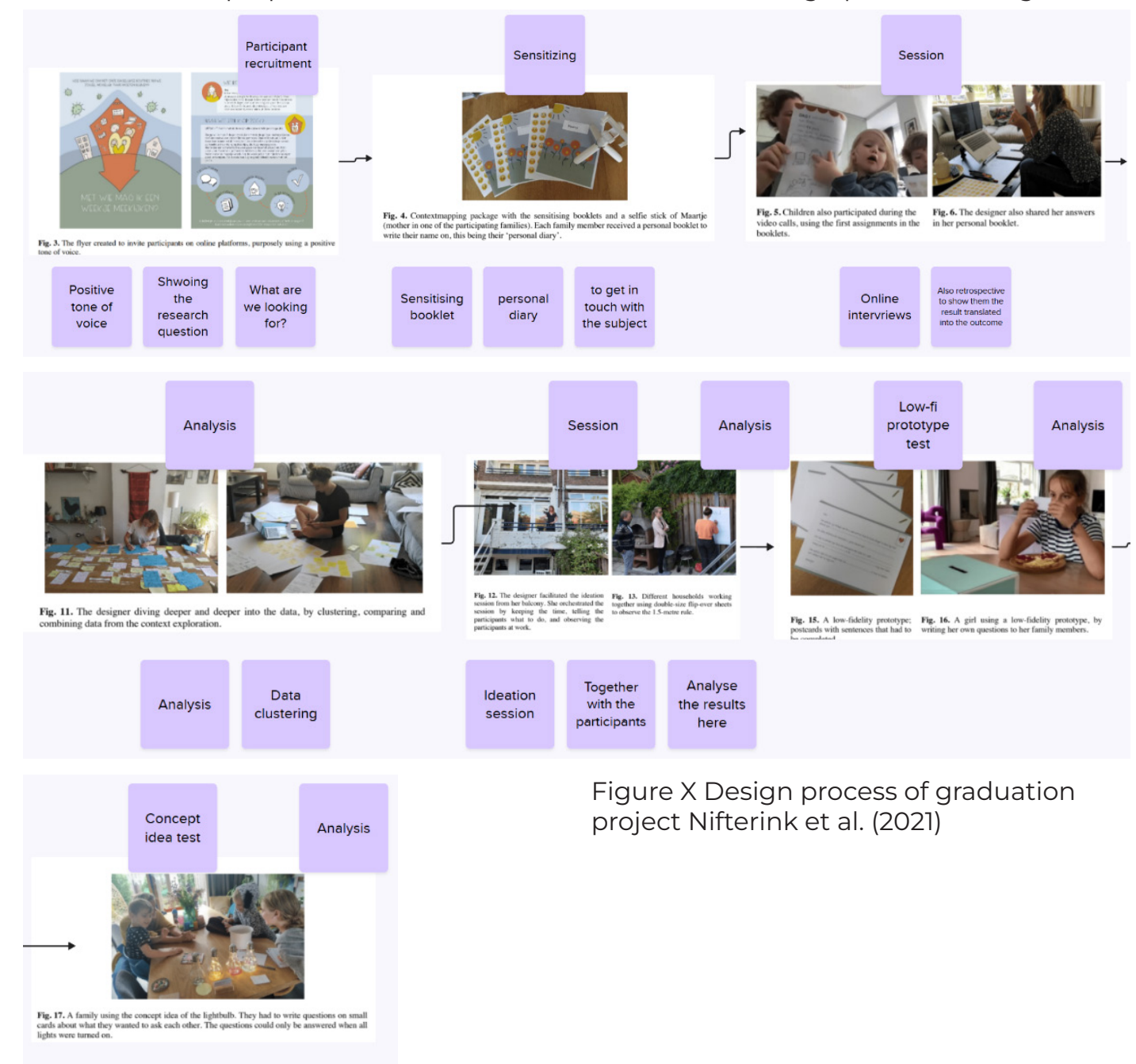


Figure X Design process of graduation project Nifterink et al. (2021)

Appendix 8 - Sensitising booklet used during the generative interviews



Hoi, dit ben ik!

Dag 1



Teken hier jezelf of plak een foto op

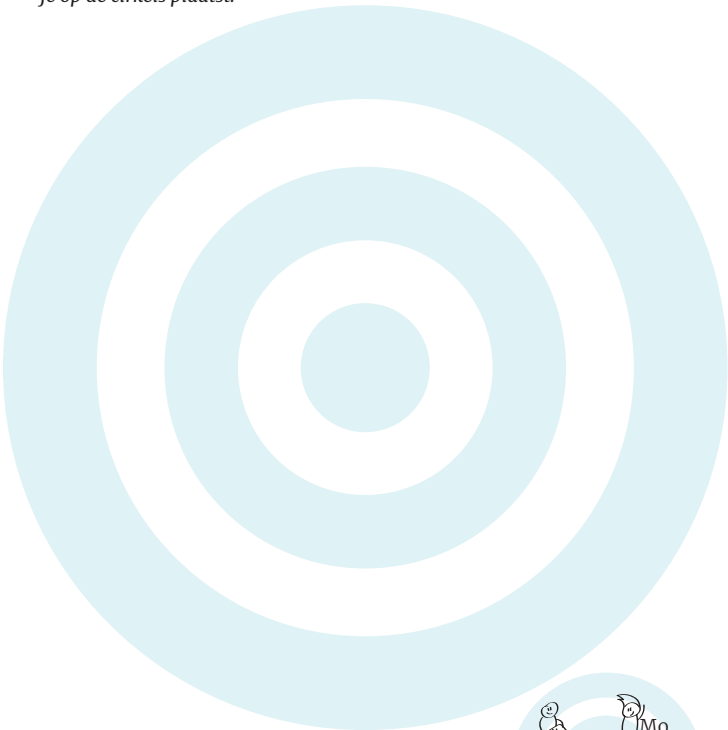
Ik ben:

Teken of plak een foto op van jou en de mensen met wie je samen woont

Wij zijn:

Mijn burens

Met welke burens heb jij contact? Plaats jou burens in de cirkel. De stip in het midden zijn de burens die dicht bij je staan, hoe verder naar buiten, hoe verder de burens van je af staan. Je mag zelf kiezen welke en hoeveel burens je op de cirkels plaatst.



Met wie heb je het beste contact en waarom?

.....
.....

Voorbeeld

Mijn woning

Dag 2

Waar ligt jouw woning in de buurt? Markeer jou woning op de (zelfgetekende of geprintte) plattegrond.



Omschrijf in 3 woorden hoe het voor jou voelt om hier in te wonen.

.....
.....

Omschrijf hoe jij deze wijk ervaart. Dit kunnen losse woorden of een zin zijn.

.....
.....
.....

Contact met mijn burens

Dag 4

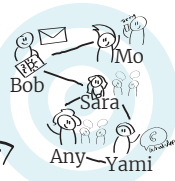
Hoe hebben jij en je burens contact? Knip de plaatjes op deze pagina uit en plak ze op de burencirkel van dag X. Welke vorm van contact past bij welke buur? En welke burens hebben ook met elkaar contact? Trek lijntjes tussen deze burens.



Zijn er burens die je nog niet kent of hebt gesproken?

.....
.....

Voorbeeld



Appendix 9 - Recruiting participants

Mijn ervaringen

Wat is jouw favoriete plekje in de buurt? Is dit in jouw woning, tuin, buiten, de buurtschuur, etc.? Teken of maak een foto van jou favoriete plekje in het foto vakje.



Mijn favoriete plekje van de buurt is:

.....

Dit is mijn favoriete plekje omdat

Waar kom je liever niet in jou buurt? Teken of maak een foto van de plek waar je liever niet komt en plaats deze hieronder.

Hier kom ik liever niet:

.....



Dag 5

Een kijkje in mijn ervaringen
in mijn buurt

Dankjewel voor het invullen
van dit boekje. Vergeet dit
boekje niet mee te nemen
naar het interview. Tot dan!

Bedankt voor het fijne gesprek net!

Tijdens mijn afstudeerproject wil ik een manier ontwikkelen om wijkbewoners zo fijn mogelijk samen te laten wonen door in elkaars werelden te 'stappen'. Het doel van dit onderzoek is om de **ervaringen, behoeftes en ideeën** van enkele buurtbewoners in kaart te brengen. Want u bent de expert!



Benieuwd?

Lijkt het jou leuk om mee te doen of heb je vragen over dit onderzoek? Stuur dan gerust een email naar sarissa.bakker@eindhoven.nl en hopelijk tot snel!

Hoi, mijn naam is Sarissa Bakker en ik ben bezig met mijn afstudeerproject aan de TU Delft, waarbij ik ook samenwerk met de gemeente Eindhoven. Tijdens dit ontwerpproject wil ik een manier ontwikkelen om buurtbewoners zo fijn mogelijk samen te laten wonen in hun buurt door in elkaars werelden te kunnen 'stappen'. Het doel van dit onderzoek is om de ervaringen, behoeftes en ideeën van enkele buurtbewoners in kaart te brengen, want jullie zijn de experts over de buurt!

Lijkt het jou leuk om mee te doen aan een interview of heb je vragen over dit onderzoek? Dan kun je mij een mailtje te sturen naar sarissa.bakker@tudelft.nl Hopelijk tot snel!

09:36 ✓✓

Appendix 10 - Analysis of the found themes

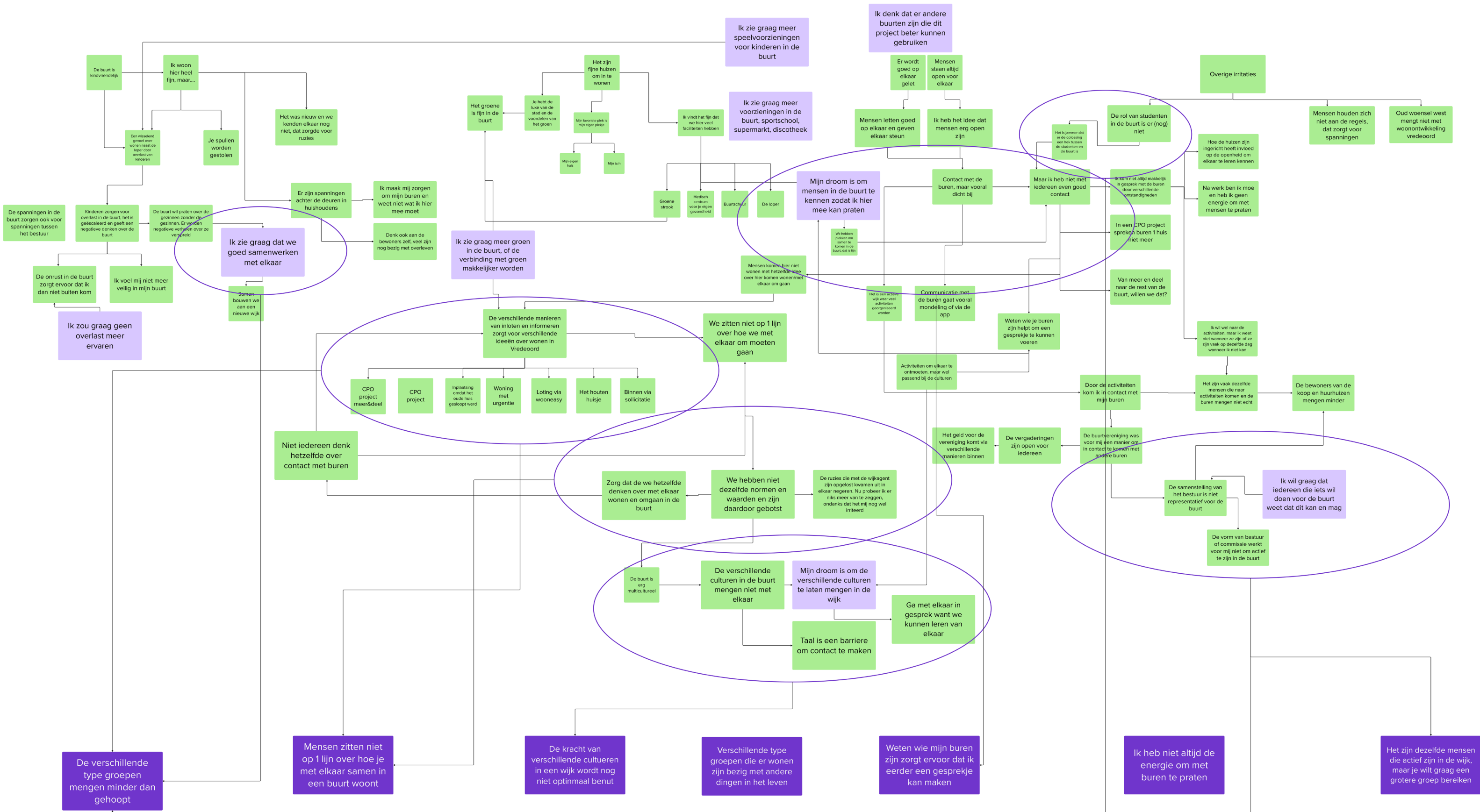


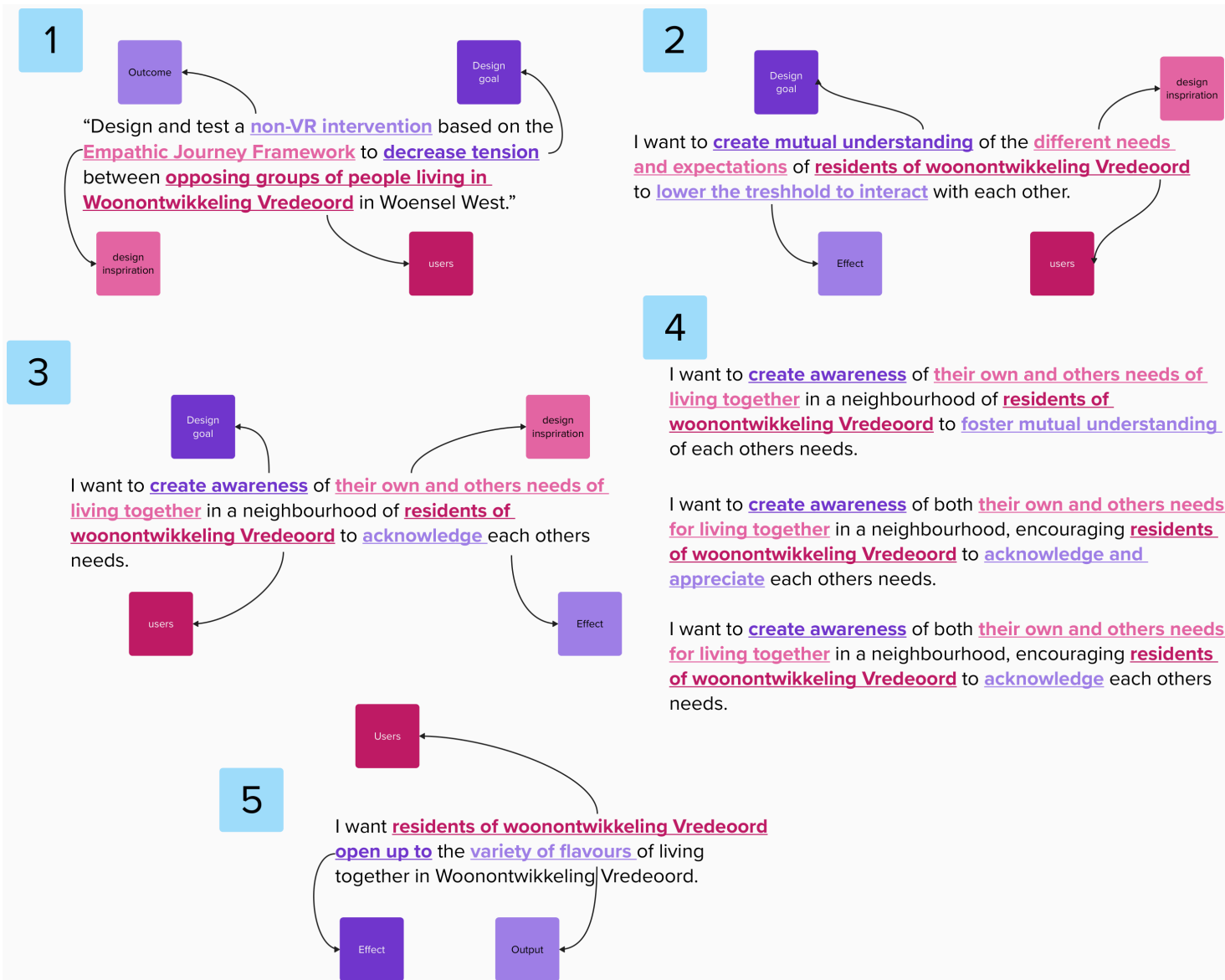
Figure X Diagram of analysis of the results including the found themes

Appendix 11 - Design goal evolutions

The difficulty with formulating the design goal was finding the right words for what the goal is. Since almost all interviews were in Dutch the design goal was first formulated in Dutch. However, this led to wrong translations in the design goal. For instance with the words 'mutual understanding' a different meaning is given to it in English than in Dutch. It was meant as the presentation of the different opinions are shared in a same way so that they are equally expressed and not that the first story has more wrong or right than the second story. But later I found out that mutual understanding in English does not mean 'gelijkwaardig begrip' in Dutch, so this caused confusion.

Another difficulty with the design goal is that these different ideas about living in the neighbourhood are not worse or better than the others. Someone can live in the neighbourhood for community and want to have good relationships with their neighbours, but someone else can live in the neighbourhood for comfort and does not have to need to speak to neighbors, where another lives in the neighbourhood for safety and the opportunity to be financially stable because of the rent prices in the neighbourhood. These motivations vary on a broad range, but all these ideals of living in Woonontwikkeling Vredeoord are okay. Therefore having in the design goal to interact with each other is not correct for those who do not need contact with their neighbours.

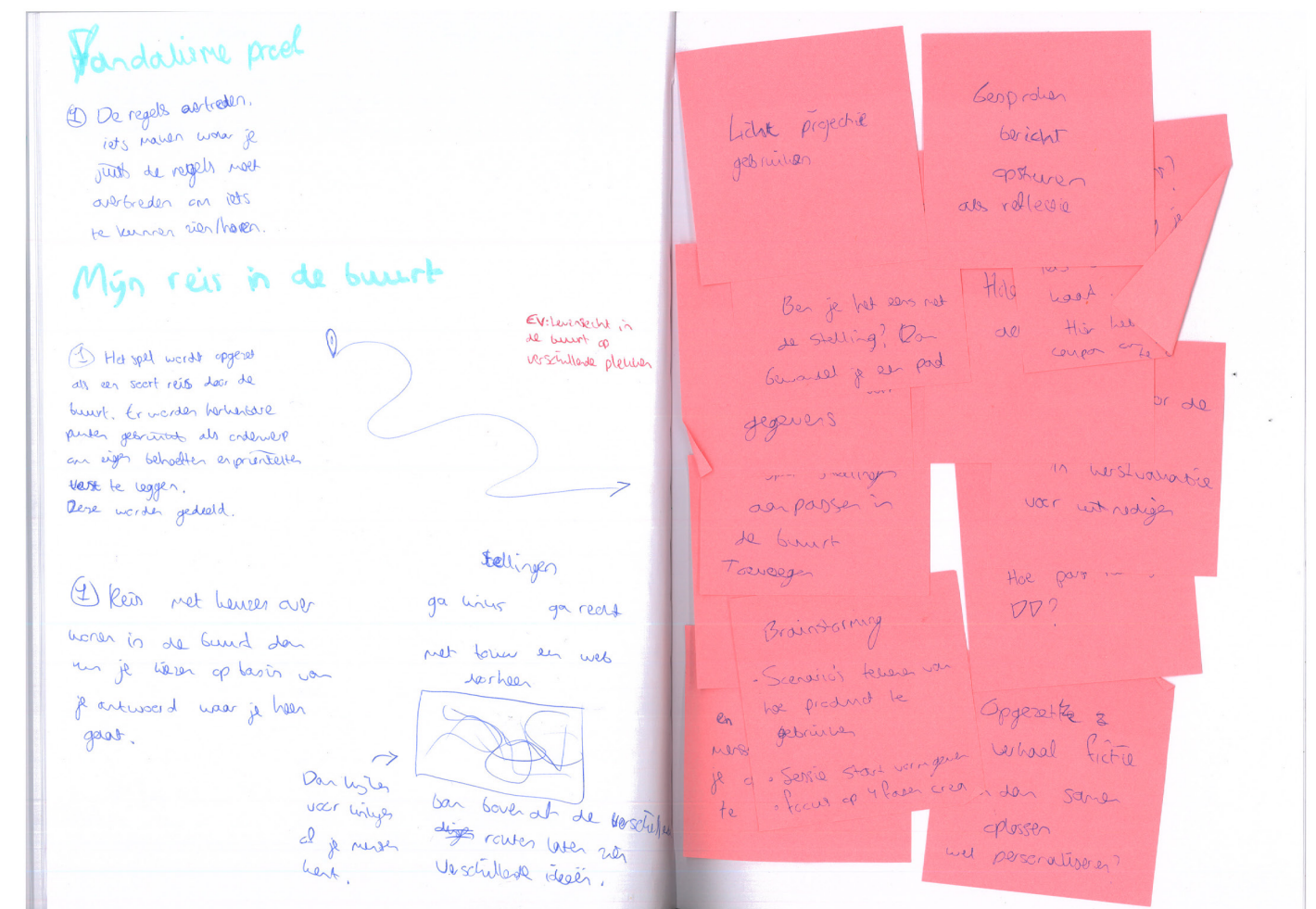
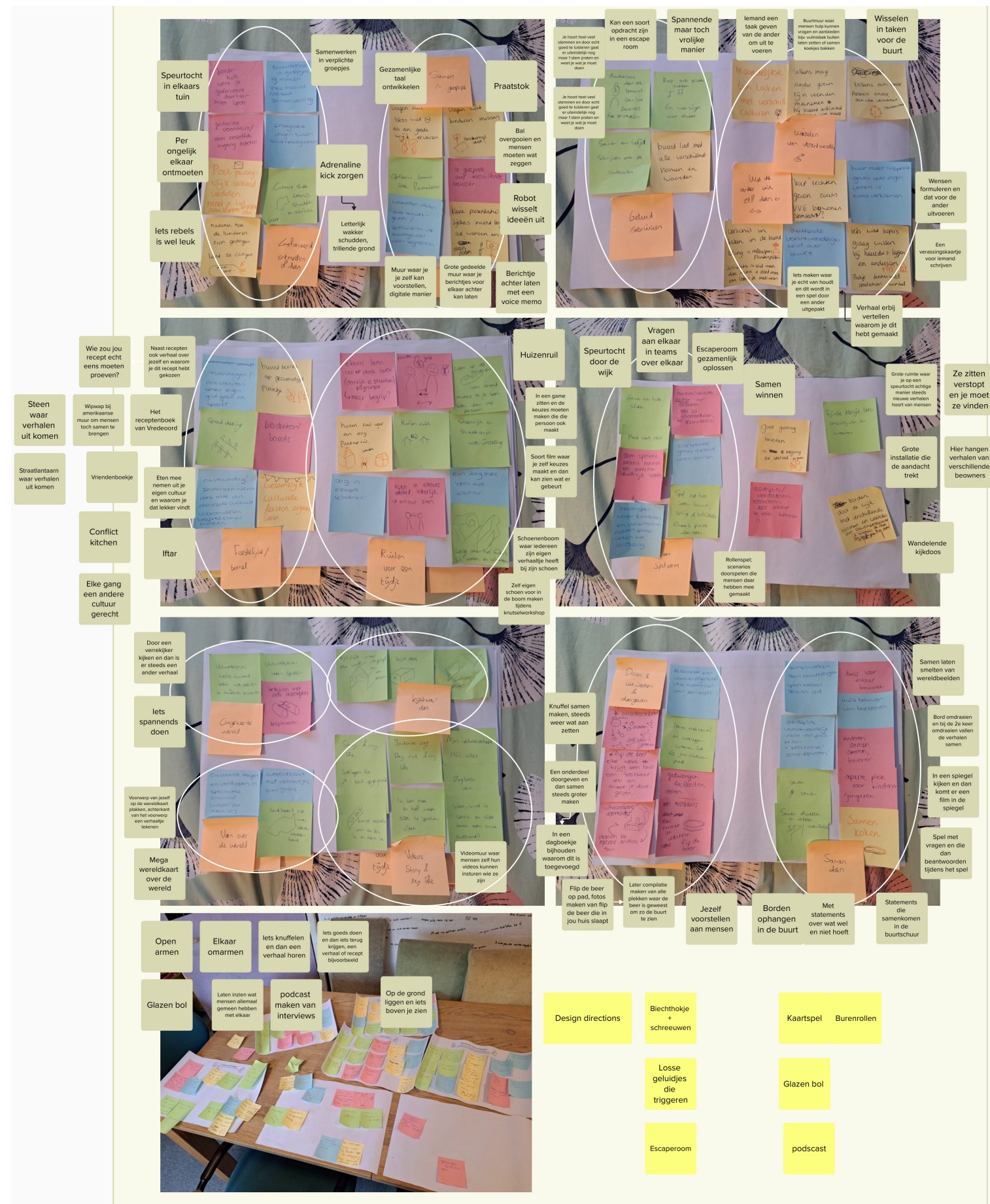
Therefore the design goal had several iterations, these are shown below.












Appendix 12 - Brainstorm session with fellow students



Appendix 13 - Scenario sketches



- ① In de vorm van een spel, als fysieks
- ② Wordt gegeven en binn het huishouden te spelen
- ③ Natuurlijke gedrags- en vettige skoor
- ④ wat je rol is in de wille ~~ook~~ in de wille wagen dnu spelletjes
- ⑤ De rol van jezelf in de buurt want leggen

- Statements rangschikbare


- Infos, zoek de overeenkomsten

- Wat past bij de buurt?

- Van wie is het?
 + Hypothese van de buurte voorwerp

- 
 Buurt geschiedenis
 Rangschilderen
-  Plaatsen op de kaart waar het vanden komt
- Eigen behaalde formules?

- Wat zie je daar als?

 Scenario's naspelen
 doen voor het antwoord

1. Je zie het buren aan
tabel en het spel te
maken

2. Het begint met een opdracht
en geeft voor te stellen
en de tekening

3. Er worden verschillende opdrachten
en je wilt op te stellen

4. Je wilt als team
alle tekeningen en
het heeft van de
rest in de buurt

5. Eend tekenontwerp
in de buurt?

6. Leuke tekeningen
vorkleuren!

7. Soort achtelburen
foto's en hier een
concrete manier

- EV:
- 3) De Staat moet een back door niet geven
- 3) Door senen te maken en verschuiven perspectieven te zien kun je op de juiste codes
- 2) Binnen krijg je verschillende sensoren opdrachten over nieuw in de buurt
- 3) Reflectie monstertje!
- 4) Met de goede antwoorden vind je de sleutel en kun je naar buiten
- Hoe?
- Laatste opdracht is een Ringje maken van de wiskunsten van de instructies Accepteren.
- EV Max: allen wordt getraind en er wordt een film van gemaakt
- 2} computer van maken

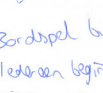
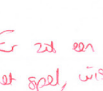

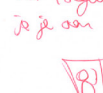


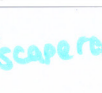
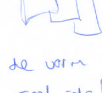
Het biechtrolige Scenario A

- ① Het is een donkere ruimte waar je in komt, je moet even wennen aan het donker
- ② Je ziet een mysterieus huidige staan en gaat er in om te kijken wat het is.
- ③ Een stem begint ruzig te praten en geeft de juiste richting van wat het is.
- ④ Je geeft antwoord op de vragen die gesteld worden en denkt na over je rol
- ⑤ Er worden vragen gesteld over de ervaringen in de buurt en wat je zelf weet voor rol wilt spelen in je eigen buurt.
- ⑥ De antwoorden worden afgevoerd en later gespeeld met andere op de verschillende perspectieven te komen van de buurt
- ⑦ Zonder dat je het weet start er een andere buurt tegenover je om te praten over de vragen
- EV: 45 en goed gesprekken bezig
 alweer te zien

Zoek het geluid scenario

- ① Op verschuilde plekken
in de buurt worden geluiden
afgespeeld om mensen te lokken
- ② Je loopt door de wijf
en hoort een geluid
uit de boom komen.
Je loopt er naar toe
om te kijken wat
het is.
- ③ De geluiden verand-
en in verhalen van
kuren wat zij
wiltes voor de buurt
- ④ Je creëert eigen
dod en bevestigingen
als bewoner in de
buurt
- ⑤ Je kan reageren op
wat er gezegd wordt
of je het eens bent of
niet
- ⑥ Op verschuilde plekken
endakt het verplaatsen
van de plekken
door? Overstien
laten verschijnen
- Ziekte met plekken
in de buurt waar
het is is.
- Vormgeving in de buurt




Burenrollen

1.  Bordspel burenrollen.
Iedereen begint met een
eigen rol (wie rol?).
2.  Opdrachten/ doelen en
voorzet te gaan.
Verkeerd een aantal
die je kunt krijgen.
3.  Versier je rol met
je eigen rol. Kies
als eerste over de
Finisch.
4.  Er zit een rover in
het spel, wissel van
rol en slaag in het
perspectief van
de ander.
5.  Vaard krijg je een
rol toegewezen waar
je je een moet houden.
6.  Laat de andere
rollen welke
rol je hebt
aangenomen.
7.  Wie kan ik?
2 rollen
Laat de
andere rollen
wie je bent
en wat
je rol is.
8.  Speel je rol t.
maak je
eigen rol
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De glazen bol

- Indirecte tegenburen
proden

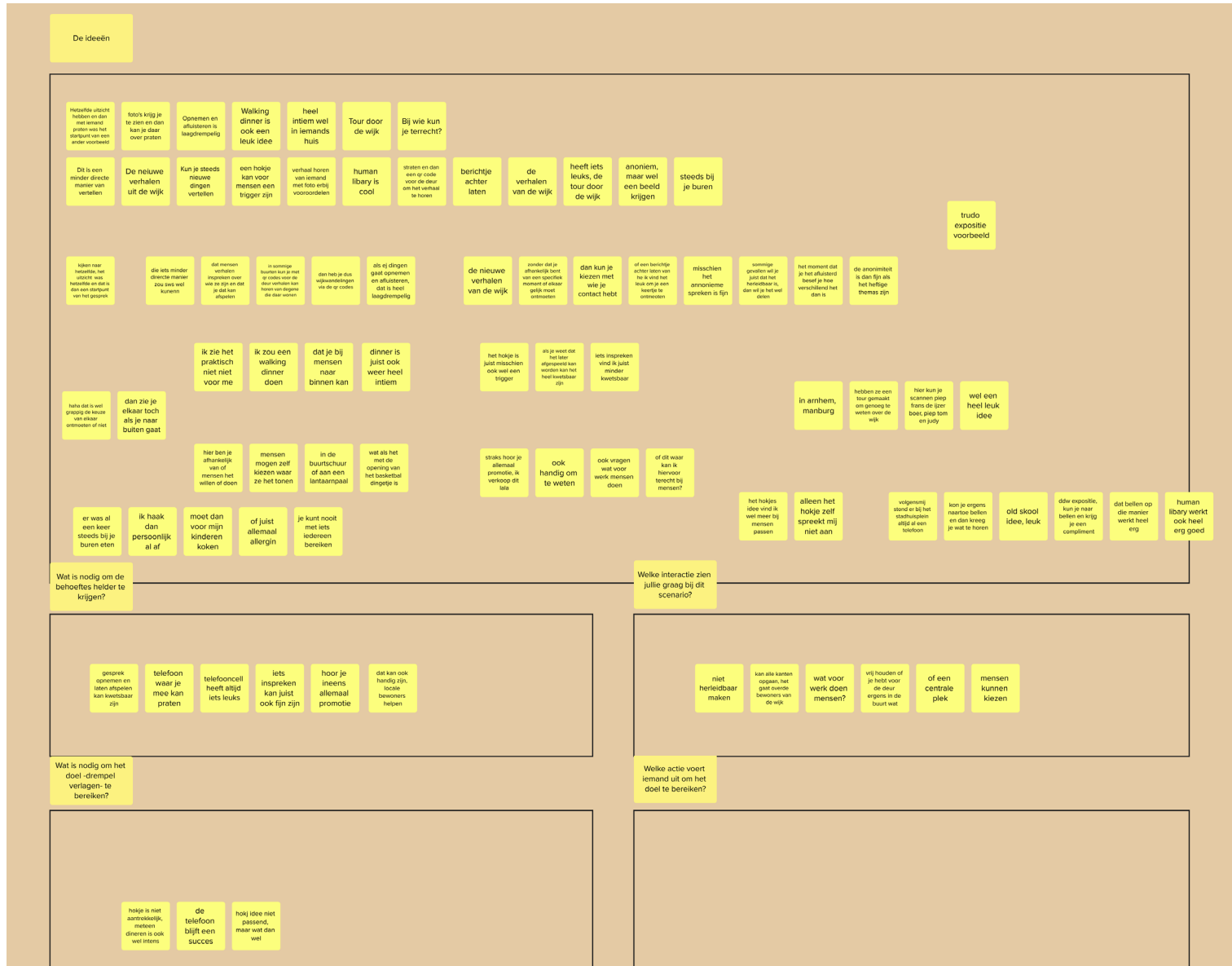
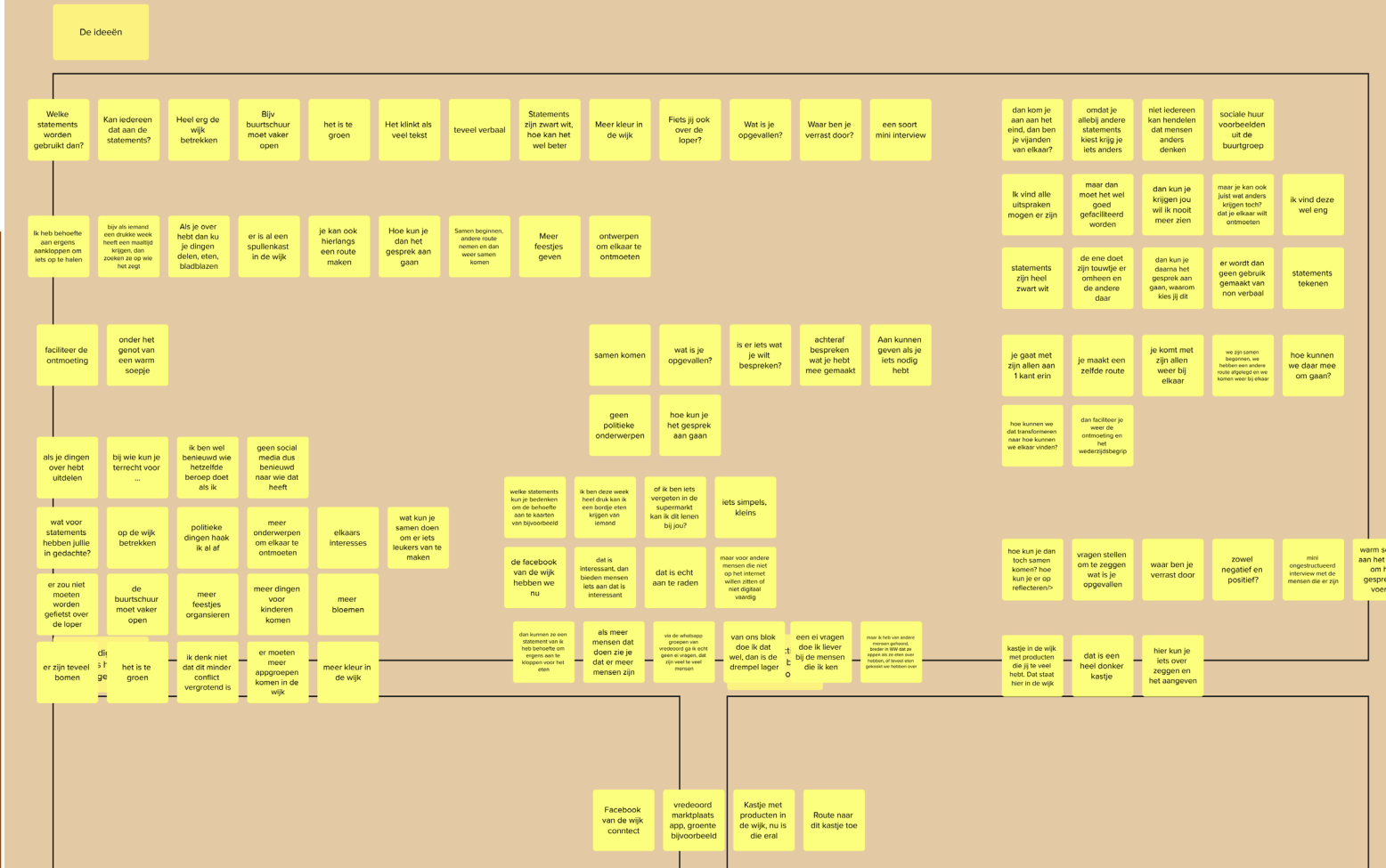
- ① In de vorm van een spel, iets fysieks
- ② Wordt gegeven om binnen het huisverband te spelen
- ③ Natuurlijke gedachte & valige sfeer
- ④
- Wij!
- Beeld schetsen van wie je bent als huisverband
- Statements roegschakelen
- Filos, zoek de overeenkomsten
- Wat past bij de buurt?
- Van wie is het? + Vriend van de buurt voorwerp
- Wist zal je dat als?
- Wist zal je dat als?
- Plaatsen op de kaart waar het verband komt
- Scenario's roegschakelen doen voor het ant. woord

- 


- Je zit met buren aan tafel en het spel te spelen
 - Het begint met een opdracht en geeft voor te stellen in een tekening
 - Je kregen opdrachten en zo je wilt aan de buren samen te stellen
- Je kregen verschillende opdrachten en je wilt op te stellen
- Eind tekening in de buurt?
 - Beoordeling van de tekening
 - Beoordeling van de tekening
- EU:
- Je staat voor een klas en met je buren
 - Buren krijg je verschillende opdrachten en ze maken in de buurt
 - Beoordeling van de tekening!
- Hoe?
- Laatste opdracht is een tekening maken van de uitkomsten van de invulvragen.
- EU Max:
- allen wordt gekend en ze maken een tekening van de uitkomsten.
- 2 -> compilatie van maken

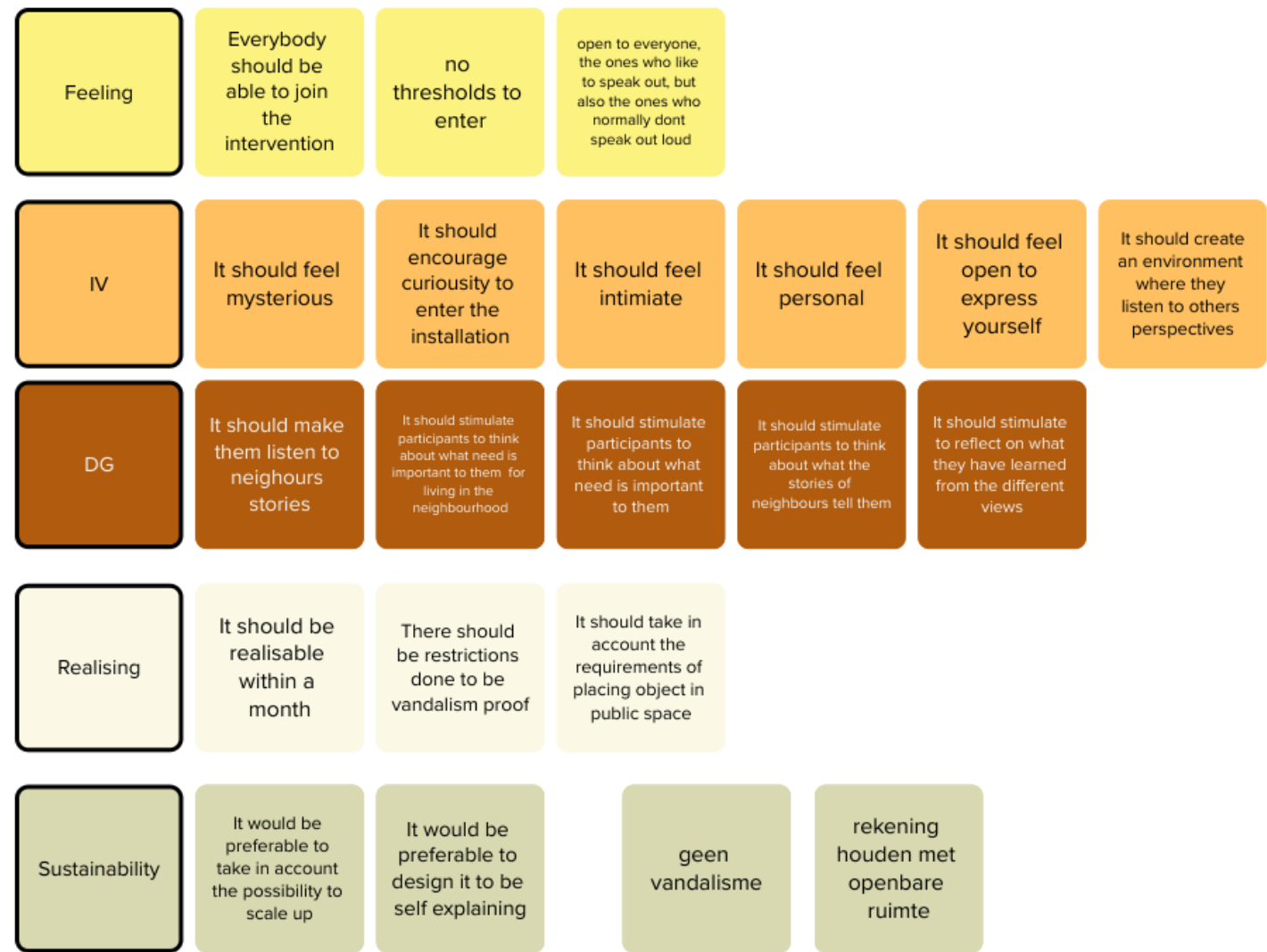
Appendix 14 - Analysis with non students about the three scenario ideas for the brainstorm session

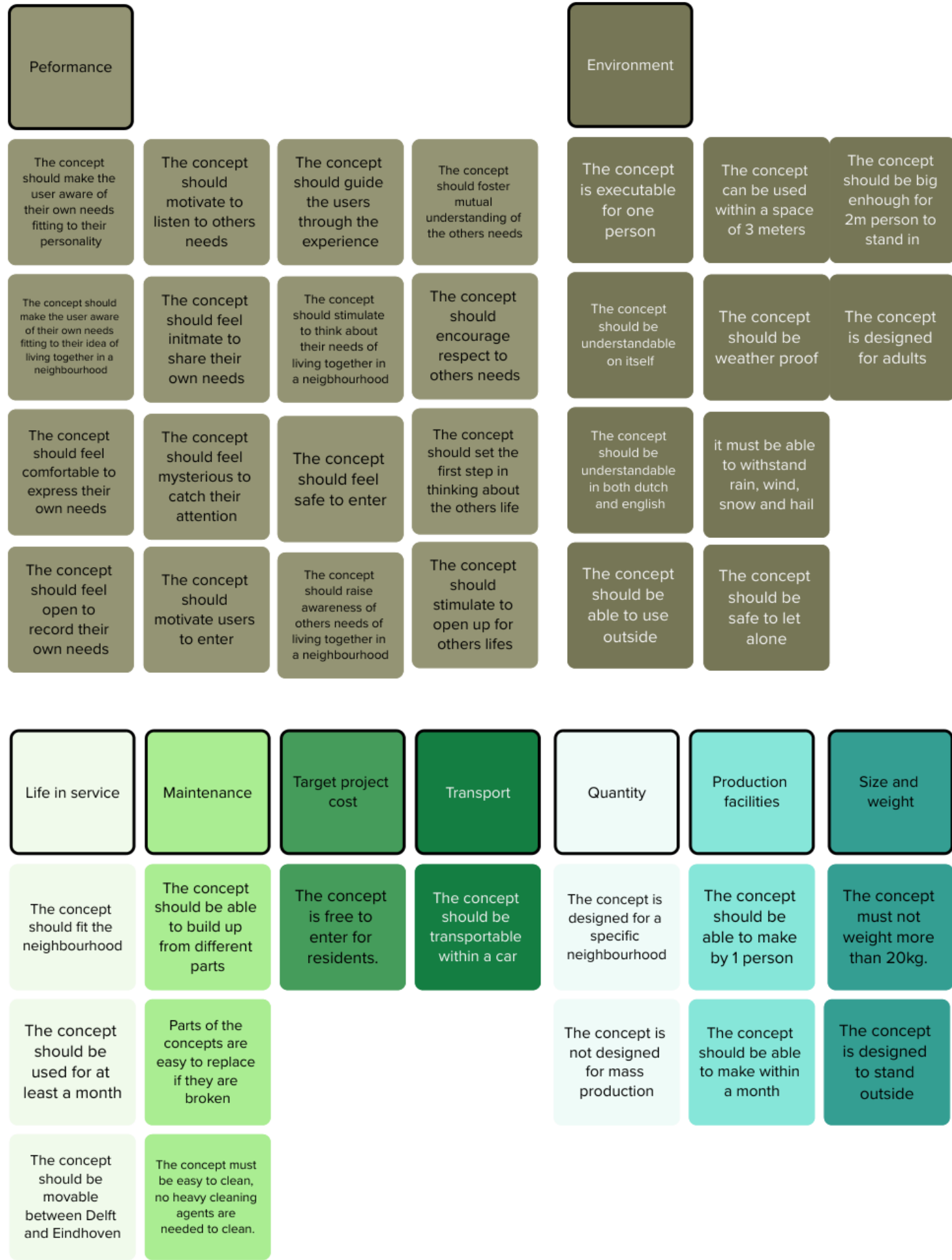
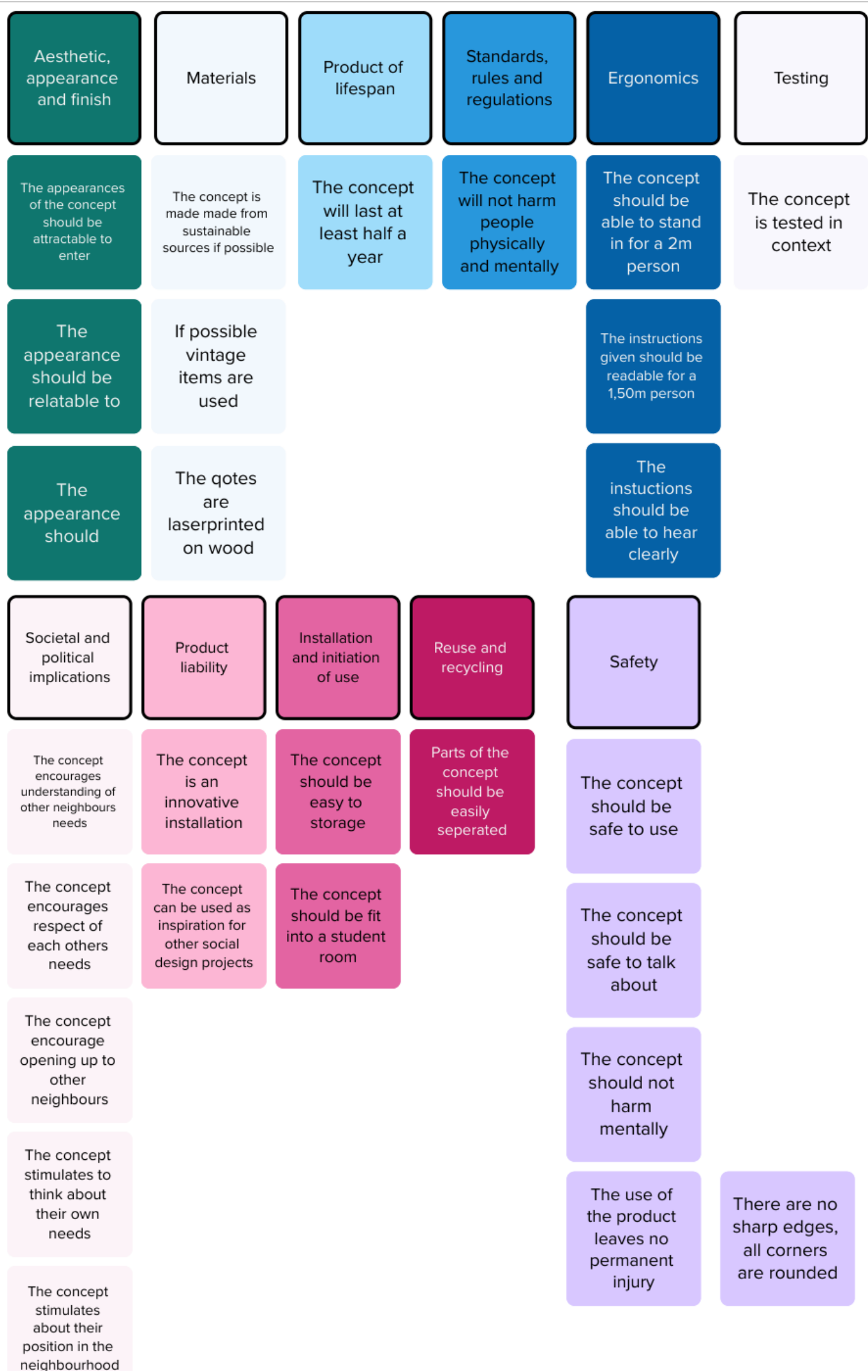
[illegible][illegible]

Appendix 15 - Results of the brainstorm session



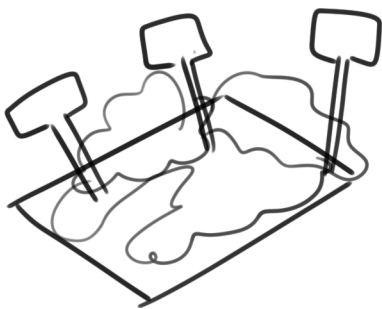
Appendix 16 - List of requirements





Appendix 17 - Brainstorm about different elements of Babeloord

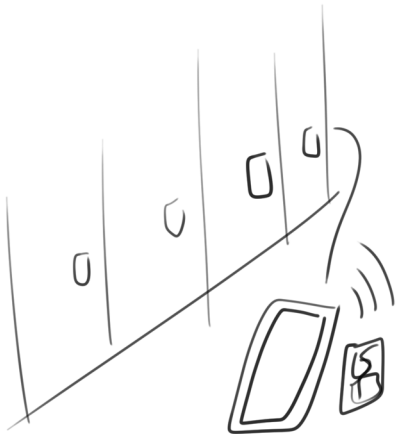
How to keep the stories alive?



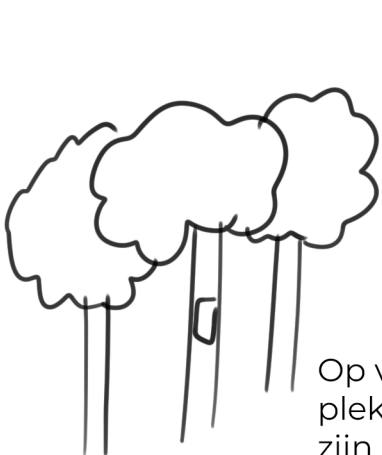
Verhalen worden verzameld in de perkjes op de stoep



Hokje wisselt van plek in de buurt



QR codes voor de deuren van wie het verhaal is



Op verschillende plekken in de wijk zijn de verhalen terug te vinden



Er wordt een podcast van gemaakt



Er wordt een boek gemaakt van alle verhalen



Er wordt een spel gemaakt met de input van de verhalen



Een wandeling langs verschillende verhalen

What happens on the phone?

When you want to express yourself



Vraag erboven waardoor je de teffoon pakt



Vraag door de telefoon waar je antwoord op kan geven



Bericht dat je een voicemail in kan spreken



Er wordt een gesprek aangegaan over behoeftes door de telefoon



Audio uitleg door de telefoon hoe het werkt



Visuele uitleg in het hokje



Keuzemenu of je wilt luisteren of inspreken. Wanneer zelf praten wordt er eerst voor je geklapt



Er kunnen 13 verhalen opgeslagen worden, daarna vervangt de nieuwste het oudste



Uitleg door het hele hokje, iets aanraken om uitleg te beginnen



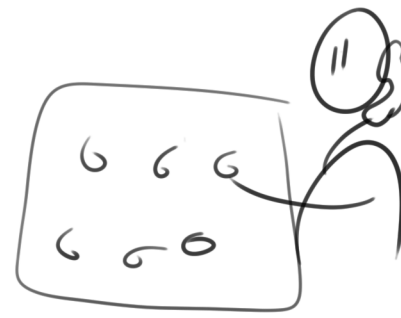
Zelf aangeven hoe lang je verhaal bewaard blijft

What happens on the phone?

When you want to listen



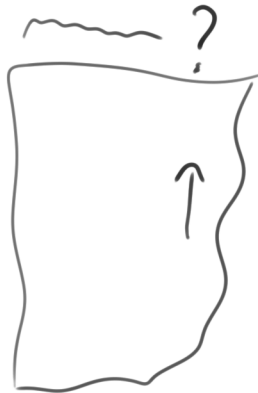
Fluister stem zodat je beter gaat luisteren, dan verhaal van een buur



Knop in drukken welk verhaal je wilt horen

???

Eindigen met een vraag



Eindigen met een vraag voor het gordijn

Leaving



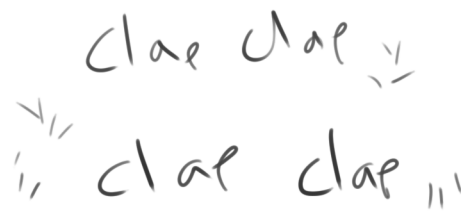
Eindigen met een vraag boven de deur



Eindigen met een vraag boven de deur en een spiegel, wat doet dit met jou?



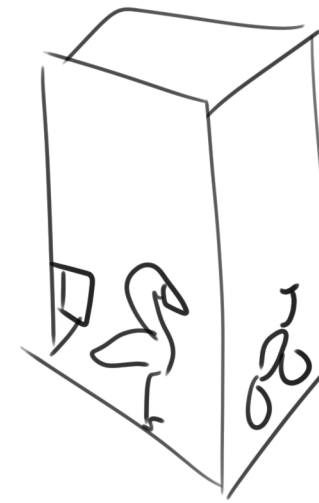
Lampen dimmen zachtjes



Er wordt geklapt als je weggaat

Er gebeurt niks bijzonders

De uitstraling



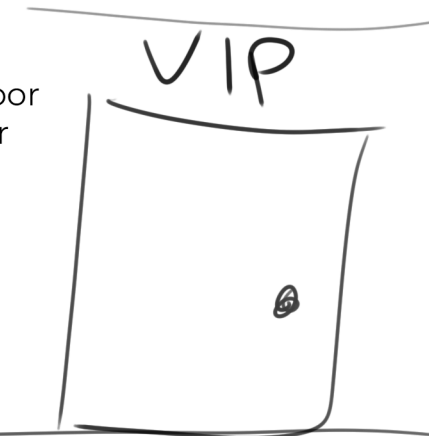
De 13 behoeften worden afgebeeld op de buitenkant



Dansende mensen met discobol binnen en je hoort muziek



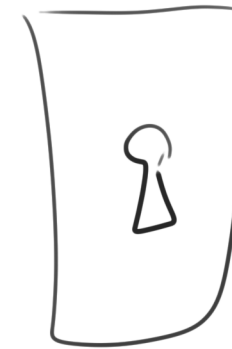
Klein gaatje door gordijnen waar je naar binnen kan kijken



Deur staat voor je open met VIP



Lekkere geur uit het hokje



Je kan alleen door een sleutelgat gluren



Verschillende kleuren licht komt uit het hokje



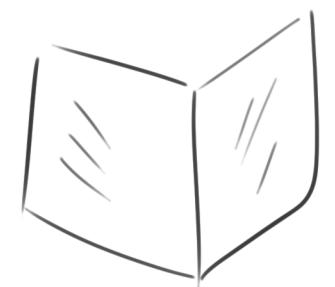
Binnen hoor je geluiden dus je wordt uitgenodigd om af te luisteren



In de vorm van een cadeau wat je open wil maken



Er is een bos en hangt mist om heen maar je ziet in het midden iets staan



Spiegelwand omdat het om jouw behoeften gaat, maar deel ook over buurt

Binnenkomst



In het donker binnen komen, lichtknopje indrukken om te zien wat er is.



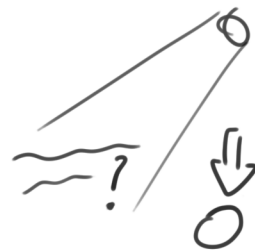
Bij binnnkomst zijn de 13 behoeften aan het zingen, als jij binnenstapt moet jij hun liedje afmaken



Uitleg door het hele hokje, iets aanraken om uitleg te beginnen



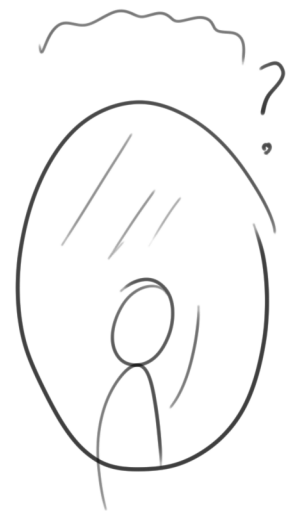
Er hangt rook binnen zodat je eerst niet ziet wat er binnen gebeurt



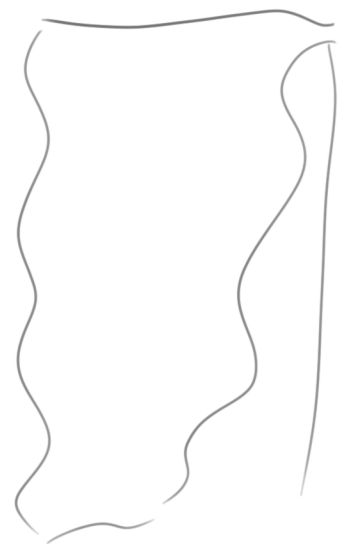
Een vraag over wat zijn jouw behoeften wordt belicht, door de knop in te drukken wordt alles belicht



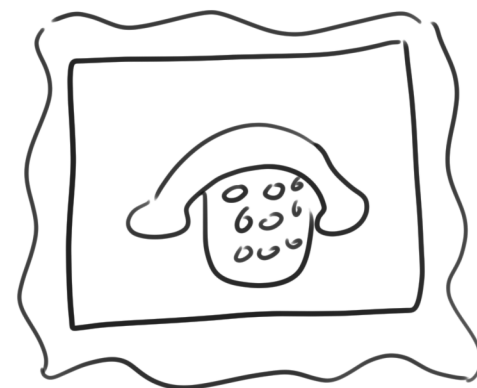
Je ziet gelijk alles, telefoon, behoeften



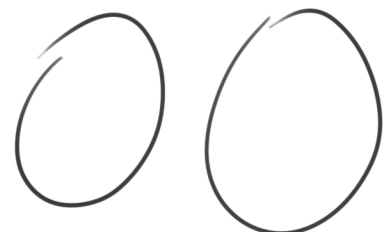
Een spiegel met daarboven een vraag over wat jouw behoeften zijn



Je moet een gordijn door voordat je ziet wat er binnn in het hokje is



Je ziet een fotolijst met de telefoon, dit is wat je naar de buitenwereld verteld of luisterd



2 bubbels, 1 over je eigen behoeften en 1 voor de anderern uit de buurt

How to keep it interesting?



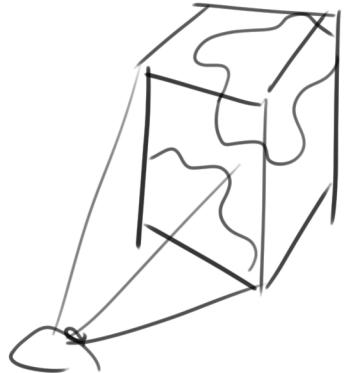
13 behoeften als inspritation + stickers wat je het belangrijkste vindt



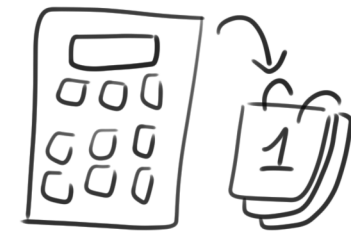
Elke maand andere openingsvragen



Verandering van interieur



Lichtprojectie om te lokken die verandert



Elke maand een nieuw thema, gekozen door bewoners



Foto van de maand wordt tentoongesteld



Per maand wordt 1 verhaal verbeeld



Scherm met vragen die steeds verandert



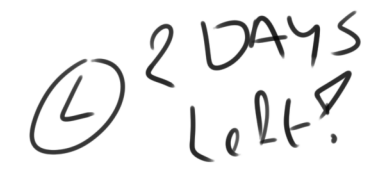
Bord waarop nieuwe verhalen aangegeven worden



Hokje wisselt van plek in de buurt



Aantal verhalen in het hokje op de buitenkant

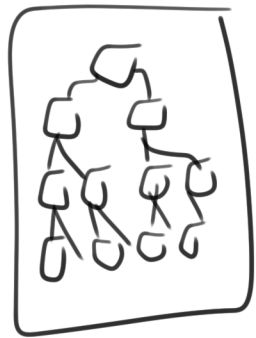


Tijdslimiet aankondigen

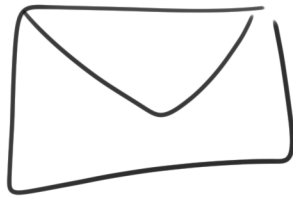


Met een meter laten zien hoe vol verhalen

Aankondigen ontwerp



Keuze diagram om op te hypen



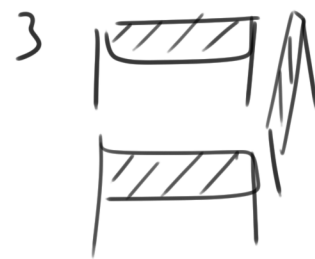
Ansichtkaartje met uitnodiging



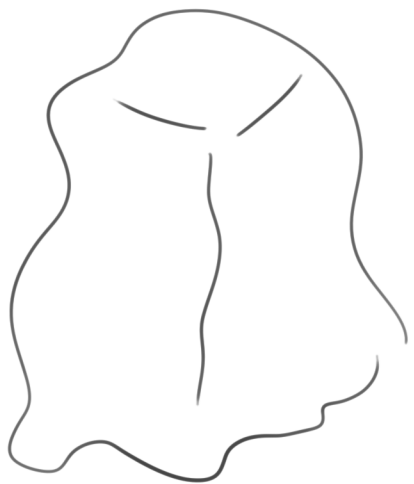
Quote door de bus gooien, review komt dat zien



Geluid afspelen op de plek waar het gaat komen



Steeds grotere stappen om aan te kondigen, beginnen met voetstappen, lichtdraden, onder constructie borden en dan echte installatie



Al een week als voorwerp onder een doek in de wijk, zonder dat ze weten wat het is

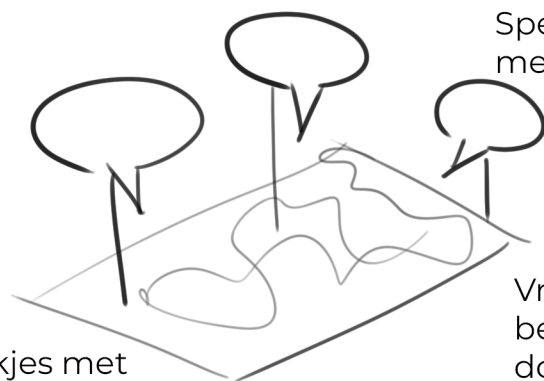


Coming soon sticker op de grond

De eerste quotes op de grond geschreven



Alvast een microfoon neerleggen op de plek van de installatie

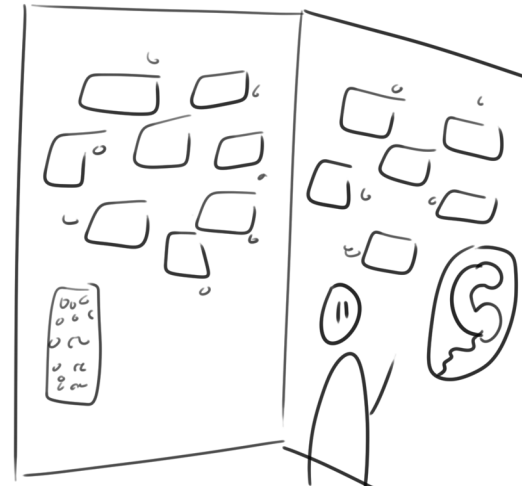


Spraakwolkjes met statements verspreid door de buurt

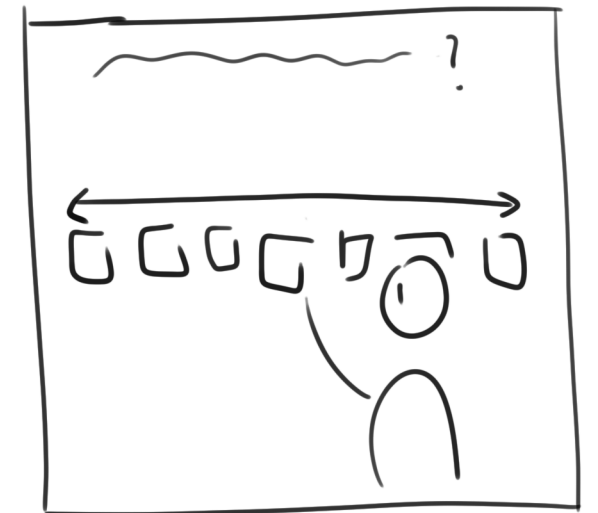
Speurtocht naar de installatie met hints verstopt in de wijk

Vragen over jouw behoeften verspreid door de buurt

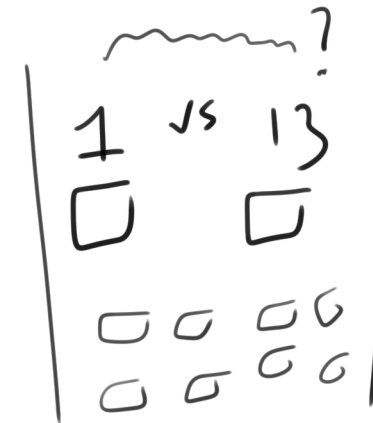
Entering and formulating your needs



13 fundamental needs hangen door het hokje, met sticker aangeven welke jouw nummer 1 en 13 is



Op een magneetbord rangschikken wat jouw volgorde is in de needs



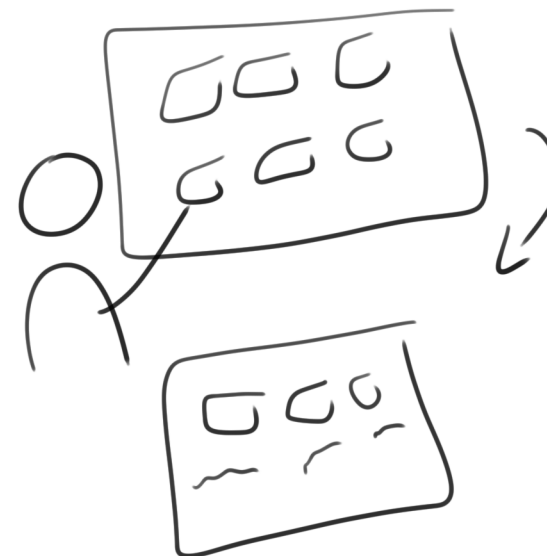
Alleen nummer 1 en 13 ophangen, verzameling komt er te hangen



Er hangen vragen om overna te denken



Kaartje kiezen om uit te delen aan iemand of wens achter te laten



Scherf en als je op de behoefte klikt dan krijg je 3 voorbeelden te zien



Elke behoefte heeft een eigen kleur, met jouw voorkeur mag je een tekeningetje maken op een canvas. Dit wordt het kunstwerk van de behoeften van de wijk

Appendix 18 - Prototypes of Babbeloord

Now the scenario is designed it is time to test if the idea would appeal to residents and how to improve the scenario. Therefore different prototypes were made to be tested. Since this concept is designed for Woonontwikkeling Vredeoord it is better to test in the context as much as possible. A plan for testing different aspects of the concept is made to create an overview of the tests that should be done in the neighbourhood and the tests that could be done with other participants than residents too. In figure X an overview of the tests is shown.

Test number	1	2	3	4
Type of test	Visual explanation of the phone	Quotes of stickers or poles	Subtitle as catchy motivator to attract to enter	Catchy reflection question on the mirror
Where?	In context	In context	In context	In context
Test number	5	6	7	8
Type of test	Interaction with the telephone	Pretest of the test for the whole installation in prototype version	Testing the whole intervention	Needs wall and questions the host can ask
Where?	IDE TU Delft	At my home	At my home	In context

Figure X overview of the tests

The tests set up, their used prototypes and results are shown in the same way. First the goal of the test is defined, then it is described how it will be conducted and measured. The results are summarised in a visual and the main insights and to do's are shown and improvements in the design are made. The analysis of the tests can be found in appendix X.

Test 1 - Testing the visual explanation of the phone interaction

Goals:

1. Finding out which explanation is more clear.
2. Finding out if the text is needed to understand the explanation.
3. Finding out if the text is clear to residents.

How is it conducted?

Participants are recruited on the streets in the neighbourhood, they are asked in person if they have time for the test on that specific moment.

2 versions of the visual explanation are drawn. Both versions have a version with and without text. First one version of the explanation is shown without text and asked if they would understand how the phone works when seeing the visual. Then that same scenario will be shown with text and asked if they understand the explanation. When 1 scenario is completed the process is repeated with the other scenario. Between participants the first seen scenario is switched. Figure X on the next page shows the two versions of the explanation.

How is it measured?

Questions will be asked to find out if they understand the scenario and what could be improved. Their preferences will be asked too.

Results

The test is conducted with 8 participants, but 1 participant did not have Dutch as English as their native language and could not/wanted not express himself to me. The insights of this test are summarised in figure X. In appendix X the results and analysis can be found in more detail.

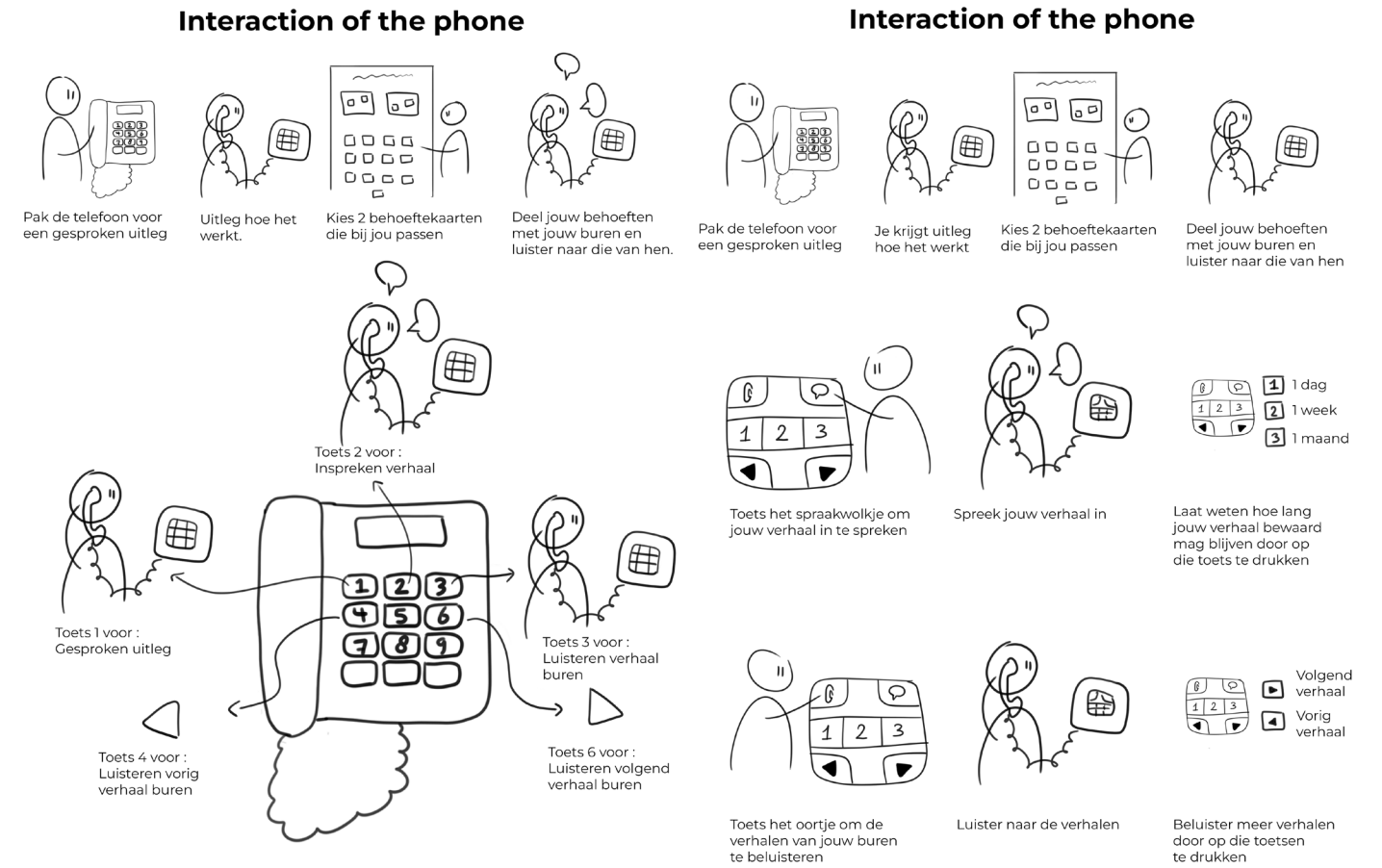


Figure X 2 versions of the explanation, on the left version 1, on the right version 2

Votes				people found the scenario based more clear when not being that good in reading	Order of reading is important to make clear	Use of colour can make it more clear	A new interface can quickly become unclear (v2)	Some prefer to not read everything to understand it
Version 1	3x	With text	7x	Scenario explanation is found clear when seeing the visuals	Working with colours per button?	The lines looked chaotic, straighten them out	Make sure all buttons are clear, for the others also clear that they do not belong there	Don't use the same image for a different action
Version 2	4x	Without text	0x	Think of own colour per action	Telephone explanation v1 was found clear because all functions are in 1 picture	Do not cross the telephone cord with a line	Does it have to be a telephone? Is that clear to everyone?	How do you counter angry messages?
		Total of 8 participants	1 did not understand and did not vote	Make it clear in 1 eyesight	Short text to make it easy to translate	Stimulate positivity with the design	With text it is more clear	For recording use microphone sign rec

Figure X Insights and to dos after test 1

Improvement based on this test

Based on the results of the test the visual explanation is improved and shown in figure X on the next page. It is chosen to go for an scenario based explanation, since the ones who understood the explanation

with the telephone also understood the scenario based explanation, but vice versa it was not always the case. The tips and insights for the visual explanation of the interaction with the phone are implemented in this version too.

Babbeloord

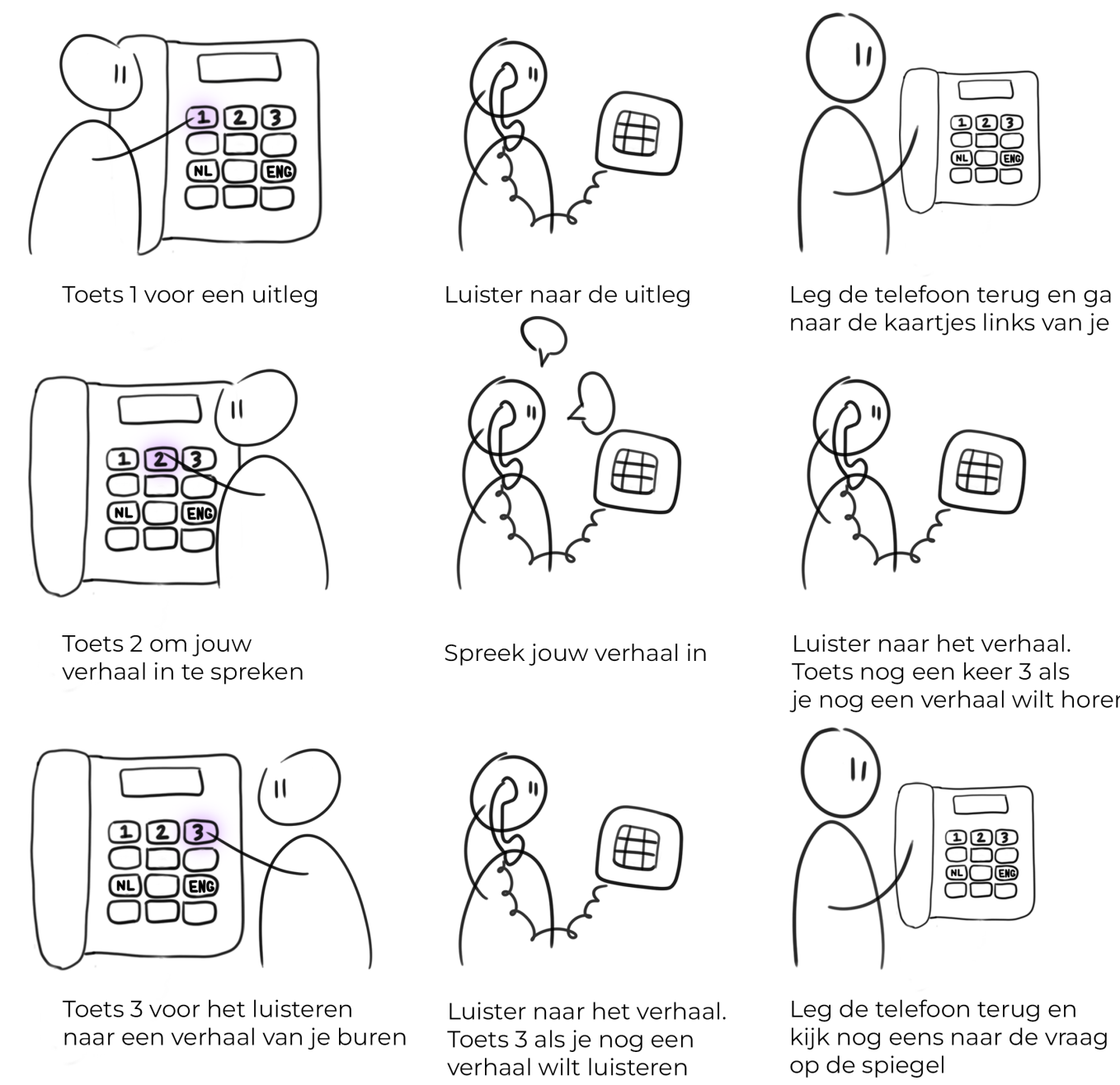
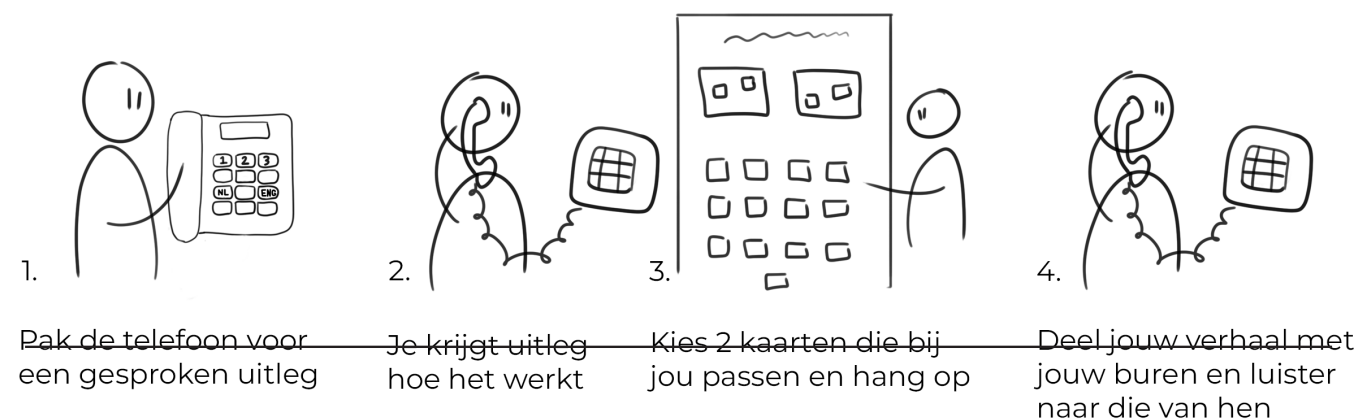


Figure X First improvement on the visual instructions

Test 2 - Quotes of stickers or poles

Goals:

- 1. Will it be seen?
- 2. Which version will be seen more?
- 3. Which version will be read more?

How is it conducted?

At the entrance of the medical centre in the neighbourhood first the poles with quotes are placed around the entrance. 13 visitors walking by are observed. Then the process will be repeated for the stickers, which are placed on approximately the same place. See figure X for the setup.

How is it measured?

It will be counted how many times there is looked and how many times it is read. This is done by observation.

Results

The results are shown in figure X. Figure X shows insights and to dos.

Improvement based on this test

The stickers are looked at more, and also read more when seen. Stickers are also more vandalism proof and can become bigger without causing dangerous situations or hinders. Therefore it is decided to continue with the stickers.



	Walked by	Looked	Read	Lot of people just walked by	When looking at the stickers they also stopped to read	With the quotes on poles most just walked by
Stickers	13	5	3	More people have read the stickers	More people have seen the stickers too	Stickers are more vandalism proof
Quotes on poles	13	4	1	Stickers can be put on the floor without hindering the public space	Stickers can be made really big to stand out more	

Figure X Insights and to dos

Test 3 - Subtitle as catchy motivator to attract to enter

Goals:

- 1. Find out which sentence is found most catchy.
- 2. Test if it works as catchy motivator.

How is it conducted?

Participants are recruited on the streets in the neighbourhood, they are asked in person if they have time for the test on that specific moment. The name Babbeloord is given and the 4 versions of sentences are shown on a paper.

How is it measured?

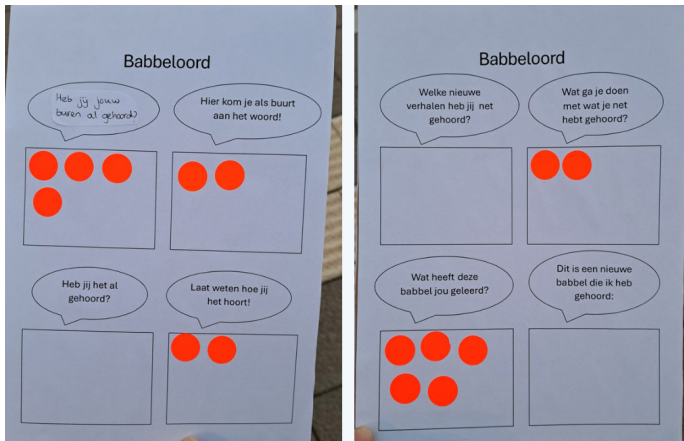
Participants have to put a sticker at their favourite sentence. By counting the stickers the favourite sentence can be determined. The participants are interviewed about why they choose the sentence and if it would attract them.

Results

The filled in cardboard with stickers is shown in figure X. The sentence with 50% of the votes (4/8) is: Babbeloord - Heb jij jouw buren al gehoord?

Improvement based on this test

The participants who chose this one explained that this is explains the idea the most. Therefore this sentence is chosen.



Test 4 - Catchy reflection question on the mirror

Goals:

- 1. Find out which sentence is found most catchy to think about what they learned.
- 2. Test if it works to reflect.

How is it conducted?

Participants are recruited on the streets in the neighbourhood, they are asked in person if they have time for the test on that specific moment. The name Babbeloord is given and the 4 versions of sentences are shown on a paper.

How is it measured?

Participants have to put a sticker at their favourite sentence. By counting the stickers the favourite sentence can be determined. The participants are interviewed about why they choose the sentence and if it would attract them.

Results

The filled in cardboard with stickers is shown in figure X. Around 70% (5/7) of the votes went to the sentence Babbeloord - Wat heeft deze babbel jou geleerd?

Improvement based on this test

Participants choose this sentence because this sounded the least forcing to do something, but it still stimulated until action. The action they can decide themselves (think, reflect, take action. etc.). The arguments given convinced to go for this sentence, even though the sentence is unsatisfying unrhyming.



Figure X Results test 3 and 4

Test 5 - Interaction with the telephone

Goals:

- 1. Is the interaction with the phone clear?
- 2. Do the buttons feel logical?
- 3. Do they know which buttons to press?
- 4. Is the explanation not long-winded?
- 5. Is the explanation on paper clear?
- 6. Can it be done without paper explanation?.

How is it conducted?

The participants receive an explanation of the idea of Babbeloord and are given an assignment to conduct. The assignment is as follows:

“You enter the phonecell and see a telephone. You listen to the explanation in Dutch. The story you are going to record is about what you ate last night. After listening, you listen to 1 story.”

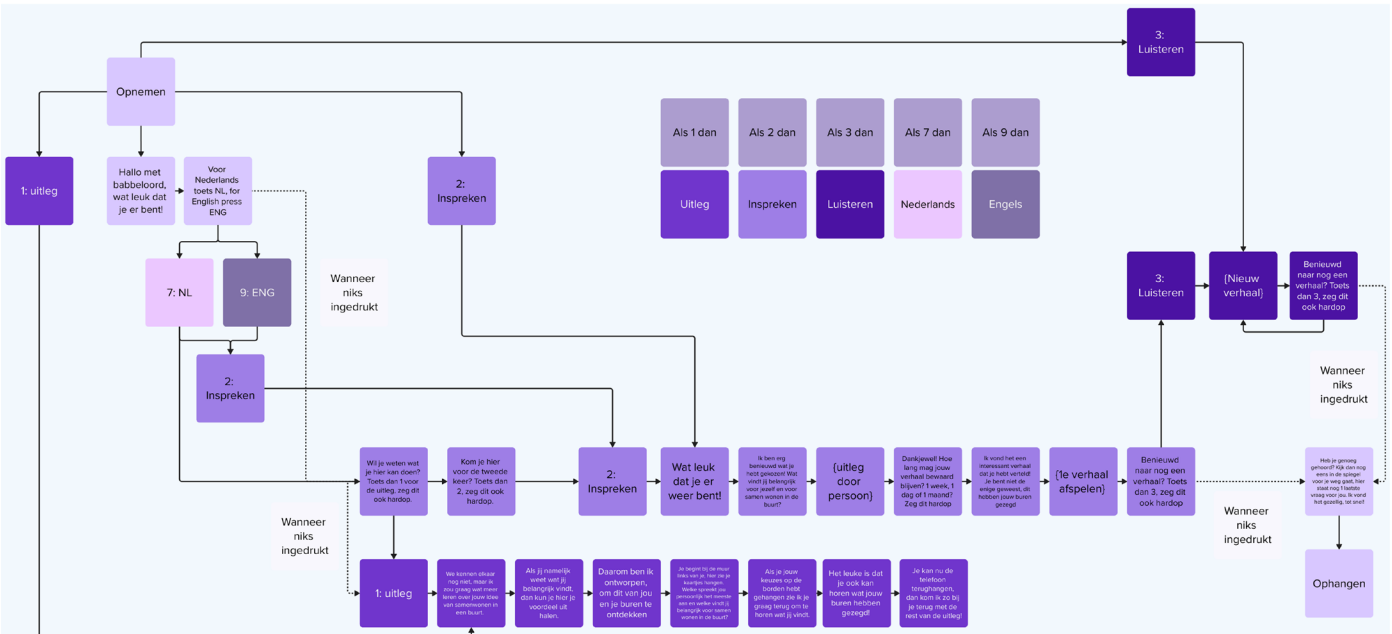


Figure X the observation sheet for myself during the test

The test will be conducted in two different ways. Two participants will test with the visual explanation, two participants will test without the visual explanation. The interaction with the phones will be done via the Wizard of Ozz method (DDG.) where the phone does not work, but it is staged and I will press the sound effect fitting to the buttons the participants press.

How is it measured?

During the test the participant will be observed and notes will be taken of the actions the participant conducts. Afterwards the participants are asked to fill in a questionnaire about the test and interviewed for extra insights about their experience with the interaction of the phone. An video will be made of them to, to evaluate afterwards to overcome things are missed. Figure X shows the measurement tools; the observation sheet for myself during the test, the questionnaire for participants and the test setup.

Babelloord test questionnaire

Je hebt zojuist een test gedaan met de interactie van de telefoon van Babelloord. Dank daarvoor! Hieronder staan een paar vragen omtrent de interactie van de telefoon. De vragen zijn ingedeeld per actie die uitgevoerd is. Alvast bedankt voor het invullen!

Opnemen

Is het duidelijk op welke knop je moet drukken voor een Nederlandse en Engelse taal?

Ja ☐ Nee ☐ omdat

Hoe duidelijk is de uitleg die gegeven wordt op een schaal van 1 tot 5?

1 2 3 4 5 omdat

Hoe duidelijk is de actie die verwacht wordt van jou op een schaal van 1 tot 5?

1 2 3 4 5 omdat

Hoe duidelijk is de uitleg op papier op een schaal van 1 tot 5??

1 2 3 4 5 omdat

Overige opmerkingen:

Uitleg van Babelloord

Is het duidelijk op welke knop je moet drukken om de uitleg te horen?

Ja ☐ Nee ☐ omdat

Hoe duidelijk is de uitleg die gegeven wordt op een schaal van 1 tot 5?

1 2 3 4 5 omdat

Hoe duidelijk is de actie die verwacht wordt van jou op een schaal van 1 tot 5?

1 2 3 4 5 omdat

Hoe duidelijk is de uitleg op papier op een schaal van 1 tot 5??

1 2 3 4 5 omdat

Overige opmerkingen:

|

Inspreken van verhaal

Is het duidelijk op welke knop je moet drukken om een verhaal in te spreken?

Ja ☐ Nee ☐ omdat

Hoe duidelijk is de uitleg die gegeven wordt op een schaal van 1 tot 5?

1 2 3 4 5 omdat

Hoe duidelijk is de actie die verwacht wordt van jou op een schaal van 1 tot 5?

1 2 3 4 5 omdat

Hoe duidelijk is de uitleg op papier op een schaal van 1 tot 5??

1 2 3 4 5 omdat

Overige opmerkingen:

Luisteren naar een verhaal van de bure

Is het duidelijk op welke knop je moet drukken om een verhaal in te spreken?

Ja ☐ Nee ☐ omdat

Hoe duidelijk is de uitleg die gegeven wordt op een schaal van 1 tot 5?

1 2 3 4 5 omdat

Hoe duidelijk is de actie die verwacht wordt van jou op een schaal van 1 tot 5?

1 2 3 4 5 omdat

Hoe duidelijk is de uitleg op papier op een schaal van 1 tot 5??

1 2 3 4 5 omdat

Overige opmerkingen:

Ophangen

Is het duidelijk wanneer je kan ophangen?

Ja ☐ Nee ☐ omdat

Hoe duidelijk is de uitleg die gegeven wordt op een schaal van 1 tot 5?

1 2 3 4 5 omdat

Hoe duidelijk is de actie die verwacht wordt van jou op een schaal van 1 tot 5?

1 2 3 4 5 omdat



Figure X the questionnaire for participants and the test setup

Results

4 participants conducted the test. In figure X the results of the questionnaire and insights and to do's are summarized. With the visual explanation the listening to neighbours and telling their story scored higher than without the visual explanation. The introduction and explanation before hanging up and hanging up after hearing the story scored higher without the explanation than with the explanation.

Improvement based on this test

By multiple participants the valid argument was given that when listening and reading the same time both things are not understood. Therefore it is decided that the next test will be done without the visual explanation and see if this is also understandable for them. 1 more test will be conducted with this interaction of the phone and afterwards the interaction of the phone will be improved.



Figure X Results of the questionnaire



Figure X Results of the questionnaire

Test 6 - Pretest of the test for the whole installation in prototype version

Goals:

1. Test if the installation is understandable without the visual explanation.
2. Test if the wall with needs is understandable with only an explaining sentence on it.
3. Test if they walk through the intervention as intended.

How is it conducted?

The participant is asked to enter the installation without extra information about the idea behind it. The phone rings and the test starts. I will conduct both Wizard of Ozz and taking notes and photos during the test.



Figure X Set up test 6

How is it measured?

During the test the participant will be observed in his actions. Notes will be taken. After the test an interview will be held to ask to the experiences and potential tips. In figure X the set up is shown.

Results

The insights are shown in figure X on the next page.

Improvement based on this test

Based on this test and the previous test the text of the explanation is adapted. Figure X shows the renewed spoken text diagram which will be tested in the next test. It was asked what the participant learned from the intervention and since the explanation fits the design goal it is decided to ask this in the following test too.



Figure X Insights test 6

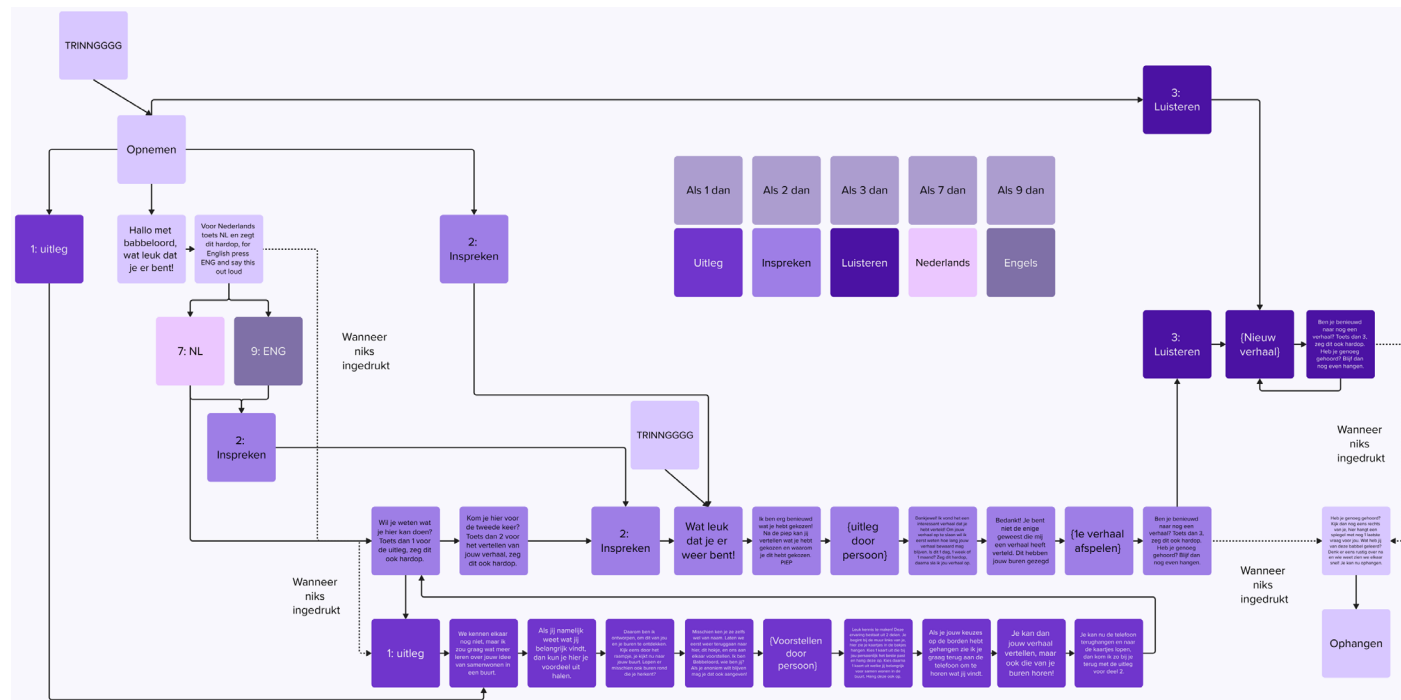


Figure X Improved speech diagram for test 7

Test 7 - Testing the whole intervention

Goals:

1. Test if the installation is understandable without the visual explanation.
2. Test if the wall with needs is understandable with only an explaining sentence on it.
3. Test if they walk through the intervention as intended.
4. Test what they have learned from the intervention and if it fits the design goal.

How is it conducted?

The participant is asked to enter the installation without extra information about the idea behind it. The phone rings and the test starts. I will conduct both Wizard of Ozz and taking notes and photos during the test. The setup of the test is the same as test 6.

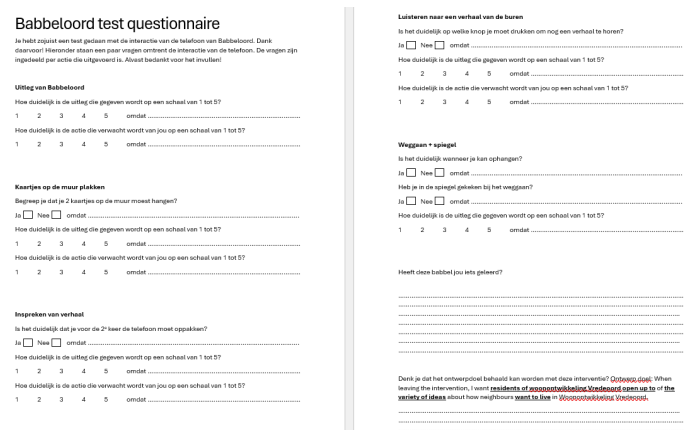


Figure X Questionnaire test 7

Results

This test gave a lot of insights in the interaction of the whole intervention. Overall the participants understood what they needed to do. Afterwards they answered the question what they thought of the experience with: “Quite funny” and “It was fun to do”. There were some improvements in the interaction that can be done. These insights are placed in the speech diagram for an overview what to improve. The insights are shown in figure X.

Improvement based on this test

Based on this test the text of the spoken explanation is improved again. This version is extended with actions for a host before and after the participants enters the installation. This will be elaborated on more in the test plan for Babbeloord in the neighbourhood. Figure X shows the renewed spoken text diagram which will be tested in the next test in the neighborhood.

This test is conducted with a cardboard version, but for the test in context it is better to make a version which is water proof in case the tent will leak by rain. Based on this test and the following test a new version for inside the tent will be made.

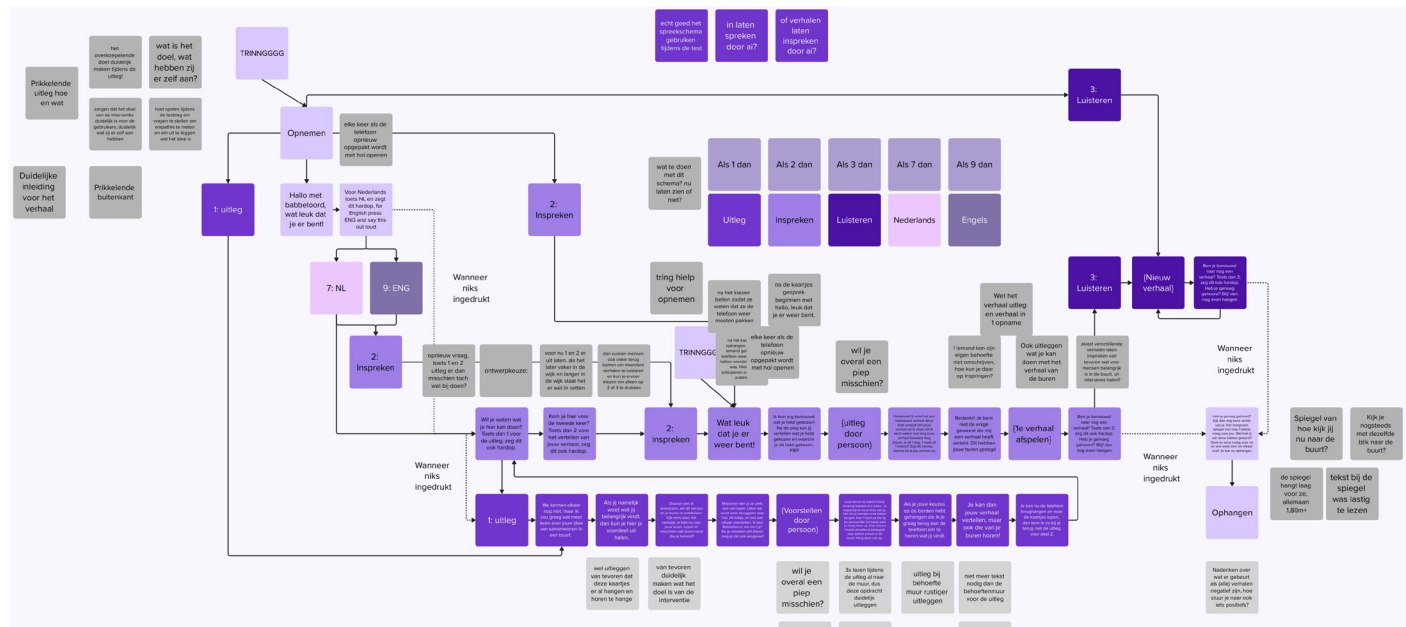


Figure X Insights of test 7

vanuit het
hokje

wat is het
doel, wat
hebben zij
er zelf aan?

naar binnen
lokken: Oh de
telefoon gaat,
die is voor jou!

Ben je benieuwd hoe jou buren hier over nadenken?

Weet jij wat
jouw buren
belangrijk
vinden?

The flowchart 'intervention' details a language learning process. It begins with 'Opnemen' (Recording), which leads to '1: uitleg' (Explanation) and '2: Inspreken' (Listening). 'Opnemen' also includes a 'Halo met babbeloord, wat leuk dat je er bent!' (Hello with babbling, nice that you are here!) and a 'Voor Nederlands toets NL en zegt dit hardop, for English press ENG and say this out loud' step. '2: Inspreken' leads to '7: NL' and '9: ENG' (Dutch and English tests), which then lead to '2: Inspreken' again. The process includes several decision points: 'Wanneer niks ingedrukt' (When nothing is pressed) leads to '1: uitleg' or '2: Inspreken'; 'Wanneer niks ingedrukt' leads to '3: Luisteren' (Listening); 'Wanneer niks ingedrukt' leads to 'Ophangen' (Hanging up). The process ends with 'Ophangen'.

Verschilt dit met was jij als behoefte hebt gekozen?

geluid
vanuit het
hokje

Meet de 1e
empathie
dvm vragen
te stellen

naar binnen
lokken: Oh
phone rings,
it is for you!

Do you know what your neighbours think is important?

```

graph TD
    TRINNGGGG1[TRINNGGGG] --> Opnemen[Opnemen]
    Opnemen --> 1_uitleg[1: uitleg]
    Opnemen --> 2_Inspreken1[2: Inspreken]
    Opnemen --> 3_Luisteren1[3: Luisteren]
    
    1_uitleg --> Hello[Hello, with Babeloord. Nice that you are here!]
    Hello --> 7_NL[7: NL]
    Hello --> 9_ENG[9: ENG]
    7_NL --> 2_Inspreken2[2: Inspreken]
    9_ENG --> 2_Inspreken2
    
    2_Inspreken1 --> 2_Inspreken2
    2_Inspreken2 --> TRINNGGGG2[TRINNGGGG]
    TRINNGGGG2 --> 2_Inspreken3[2: Inspreken]
    2_Inspreken3 --> Hey_nice[Hey, nice that you are back!]
    Hey_nice --> I_am_curious[I am very curious to know what you have chosen! After the beep, you can tell me what you chose and why you chose it. PEP]
    I_am_curious --> uitleg_door_persoon[uitleg door persoon]
    uitleg_door_persoon --> Thank_you_what[Thank you! What an interesting story you have told! To save your story, I first want to know how long your story can be: a week, 1 month or 1 year? Say this out loud, then I will save your story.]
    Thank_you_what --> Thank_you_you[Thank you! You were not the only one who told me a story, your neighbours also chimed in with something. Let's listen to what your neighbours care about!]
    Thank_you_you --> 1e_verhaal_afspelen[1e verhaal afspelen]
    1e_verhaal_afspelen --> Another_interesting_story[Another interesting story! Are you curious about another story? Then press in 3, also say this out loud. Have you heard enough? Then click around for a while.]
    Another_interesting_story --> 3_Luisteren2[3: Luisteren]
    3_Luisteren2 --> Nieuw_verhaal[Nieuw verhaal]
    Nieuw_verhaal --> Are_you_curious[Are you curious about another story? Then press in 3, also say this out loud. Have you heard enough? Then click around for a while.]
    Are_you_curious --> 3_Luisteren2
    
    1_uitleg --> 1_uitleg_text[1: uitleg]
    1_uitleg_text --> We_dont_know[We don't know each other yet, but it would love to learn more about what you think is important to live pleasantly around here.]
    We_dont_know --> After_all[After all, if you know what you consider important, then you as well as your neighbours, can play more attention to it and take advantage of it.]
    After_all --> Thats_why[That's why I've designed to have this talk for you and your neighbours. Look through the choices, do you like something, what do you think? If you want to make decisions, you can indicate that. You can tell me after the beep. OK?]
    Thats_why --> You_might_know[You might even know how to make this talk for you and your neighbours. Look through the choices, do you like something, what do you think? If you want to make decisions, you can indicate that. You can tell me after the beep. OK?]
    You_might_know --> Voorstellen_door_persoon[Voorstellen door persoon]
    Voorstellen_door_persoon --> We_will_listen[We will listen to you! The more you tell us, the more we can help you. We will listen to you and your neighbours. Look through the choices, do you like something, what do you think? If you want to make decisions, you can indicate that. You can tell me after the beep. OK?]
    We_will_listen --> Once_youve_hung[Once you've hung your choices on the boards, I'd love to see you back on the phone to hear what you think.]
    Once_youve_hung --> You_can_then_tell[You can then tell your story, but also hear your neighbours!]
    You_can_then_tell --> You_may_now_hang[You may now hang back the phone and walk over to the cards, and I will get back to you with the explanation for part 2 in a moment.]
    You_may_now_hang --> 3_Luisteren2
    
    2_Inspreken1 --> 2_Inspreken3
    2_Inspreken3 --> 3_Luisteren2
    3_Luisteren2 --> 3_Luisteren3[3: Luisteren]
    3_Luisteren3 --> Nieuw_verhaal
    Nieuw_verhaal --> 3_Luisteren3
    
    1_uitleg --> 3_Luisteren1
    3_Luisteren1 --> 3_Luisteren3
    3_Luisteren3 --> Nieuw_verhaal
    Nieuw_verhaal --> 3_Luisteren3
    
    1_uitleg --> 3_Luisteren1
    3_Luisteren1 --> 3_Luisteren3
    3_Luisteren3 --> Nieuw_verhaal
    Nieuw_verhaal --> 3_Luisteren3
  
```

How did you feel about hanging the cards on the wall?

How did you
like seeing
the cards
already on
the wall?

Test 8 - Testing the needs wall and questions the host can ask before and after the installation

Goals:

- 1. Testing if the questions for the need wall are clear
- 2. Testing whether people can tell a story
- 3. Retrieving stories for inspiration
- 4. Testing whether the measuring empathy questions works
- 5. Closing empathy questions testing
- 6. Testing opening empathy questions

How is it conducted?

Participants are recruited on the streets in the neighbourhood, they are asked in person if they have time for the test on that specific moment. Since there was rain predicted for that day the prototype is made from waterproof materials such as a hard plastic board and laminated cards. First Babbeloord will be explained, what can you do with it and then asking the questions if they are curious about their neighbours answers/if they have talked about tis with their neighbours already. Then ask them to fill in the board and listen good to their answers for inspiration. Afterwards questions are asked to find out if they understand the exercise, how the interaction was and what they have learned from seeing the other cards on the board too.

How is it measured?

The participants will be interviewed before and after filling in the needs wall. With the tips in mind of chapter 2.4 empathy is measured by interviews. The interaction of putting cards on the wall is observed and asked afterwards and the stories they tell are memorized and written down afterwards. If a participant tells a really nice story it is asked if they can repeat their story to record is and use it later. They have to give permission for that.

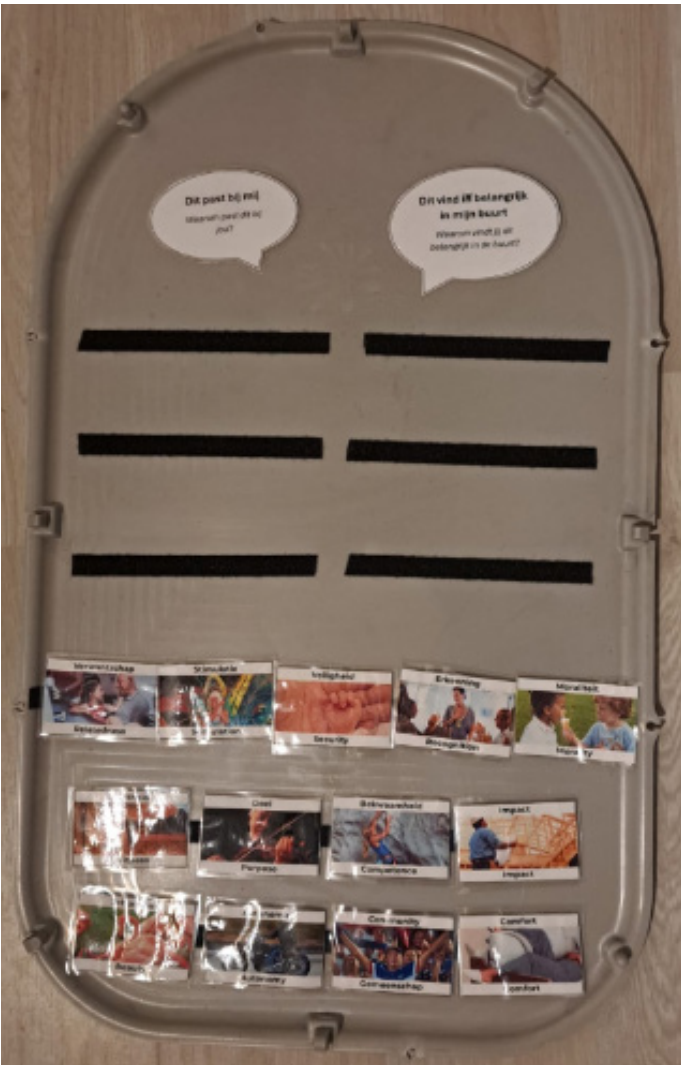


Figure X Prototype test 8

Results

As said earlier it was expected to rain that day. Sadly the soft rain turned out in continuous raining and therefore there were no participants. Also the timing, 1 day before the christmas break was not perfect, because when it was dry in the evening all the christmas dinners at school started so the parents had other things on their mind. This is something to take into account for another project, testing a week before the christmas break is a bad timing because everybody is busy and has other things on their mind.

All the 7 tests gave useful insights to improve the installation and thereby the interaction of the experience. In the next chapter whole idea around the concept of Babbeloord is explained based on the new insights.

Appendix 19 - Test plan Babbeloord

Testplan

To test Babbeloord in a structured way a test plan has been set up. This test plan is divided into three phases; before the installation, during the intervention and after the intervention. The test plan is setup for 2 people, since there were too much tasks for myself alone.

The test plan for before the installation contains building up, taking the role of the host at the beginning and taking photos/videos of the interaction with the host and installation. Person 1 (myself) takes the role as the host to motivate participants to enter, explain the idea of Babbeloord and measures the empathy level towards neighbours beforehand. Person two takes the role of the photographer/filmer. The more specific tasks are explained in figure X.

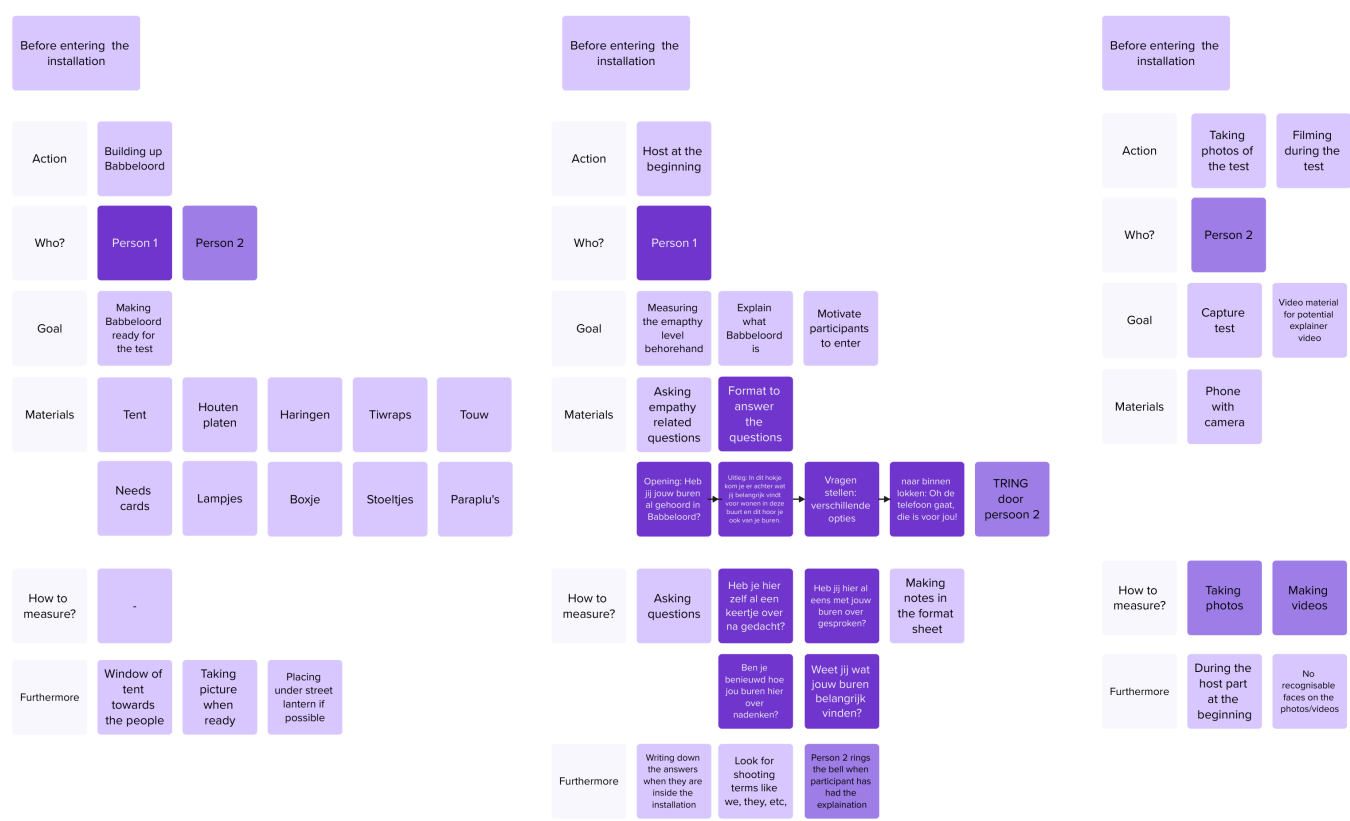


Figure X Testplan before the participants enter the intervention

The second part starts when the participant enters the installation. Person 2 is responsible for the interaction with the phone. The Wizard of Ozz method will be used to let the phone work and interact with the participant. The first person will be observing and capturing whether the different parts are clear. This person also records the stories told by the participants. The more specific tasks are explained in figure X.

The last part consist of the first person taking the role of the host after the experience. Questions to measure the empathy after the experience are asked, but also about what they have learnt from it and whether they liked the experience or not. The more specific tasks are explained in figure X.

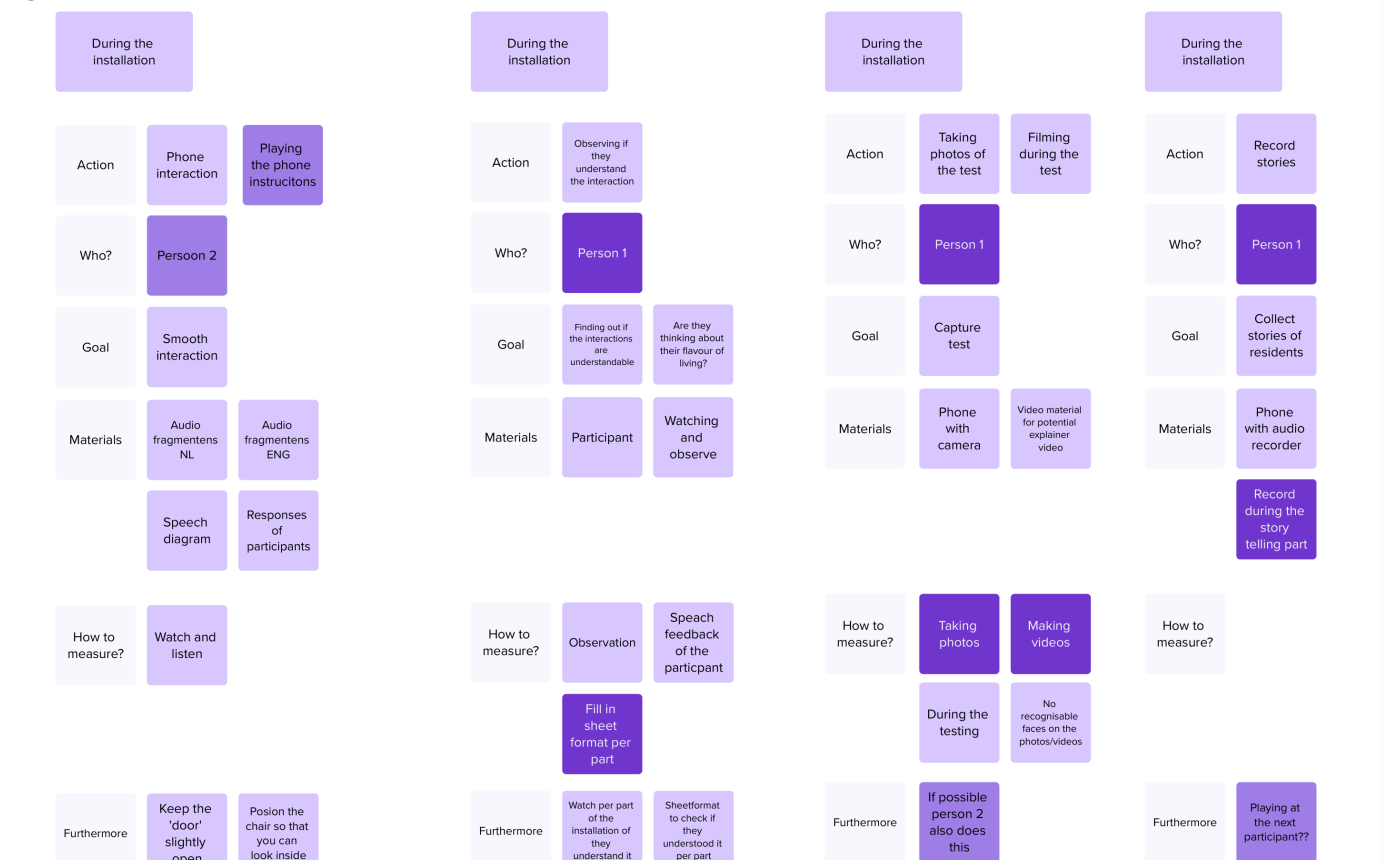


Figure X Testplan during the participants enter the intervention

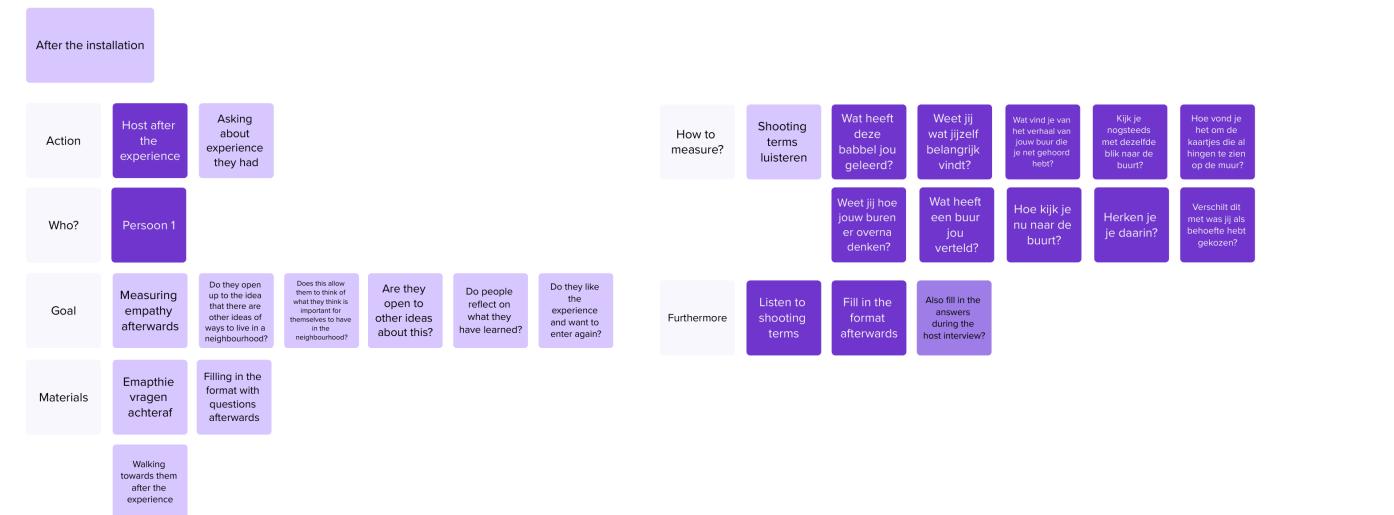


Figure X Testplan after the participants enter the intervention

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