Online Engagement in the Eye of the Young Beholder

A study on what youth appreciate on mobile-friendly websites

ALEXANDRA BLOMQVIST
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ABSTRACT

Today's youth use their mobile phones in the same way as earlier generations used their computers. Therefore, web designers need to make websites mobile-friendly when aiming for the younger generation’s attention. In collaboration with Ashoka and Raoul Wallenberg Academy, within a project named Changemakers’ Yard, this thesis investigates what factors in terms of content and design youth in the age of 16-23 appreciate on a mobile application or website. The outcome of the thesis aims to guide web designers on what to keep in mind when designing mobile applications or websites for today’s youth. A quantitative and qualitative research was done by performing interviews, an online survey and two customized lectures with the target group. Data and comments from the research were then analyzed and summarized to form a paper prototype which was developed into a digital prototype. Both prototypes were evaluated via user tests with the target group. Finally, ten guidelines were compiled on what youth appreciate when it comes to the content and design on mobile-friendly websites. The guidelines focused on communication and usability, as well as site owners taking responsibility for updates and minimize the amount of data used. The responsibility of keeping the website updated as well as minimizing the amount of data, were both new findings. In addition, arguing against prior research, there were indications of differences between the genders regarding preferred content.

SAMMANFATTNING

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Alexandra Blomqvist
Royal Institute of Technology
Stockholm, Sweden
ablomqvi@kth.se

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Today’s youth use their mobile phones in the same way as earlier generations used their computers. Therefore, web designers need to make websites mobile-friendly when aiming for the younger generation’s attention. In collaboration with Ashoka and Raoul Wallenberg Academy, within a project named Changemakers’ Yard, this thesis investigates what factors in terms of content and design youth in the age of 16-23 appreciate on a mobile application or website. The outcome of the thesis aims to guide web designers on what to keep in mind when designing mobile applications or websites for today’s youth. A quantitative and qualitative research was done by performing interviews, an online survey and two customized lectures with the target group. Data and comments from the research were then analyzed and summarized to form a paper prototype which was developed into a digital prototype. Both prototypes were evaluated via user tests with the target group. Finally, ten guidelines were compiled on what youth appreciate when it comes to the content and design on mobile-friendly websites. The guidelines focused on communication and usability, as well as site owners taking responsibility for updates and minimize the amount of data used. The responsibility of keeping the website updated as well as minimizing the amount of data, were both new findings. In addition, arguing against prior research, there were indications of differences between the genders regarding preferred content.

KEYWORDS
Youth, Design, Content, Mobile-friendly websites, Web design, User Experience, Smartphones

1 INTRODUCTION
The group of youth has a lot of names: Digital natives, Millennials, Post-Millennials, Net Generation and Generation Z [Allert and Jergard 2017; Margaryan et al. 2011; Nyhet24-Gruppen 2017; Prensky 2001]. They are often fluent in Internet and digital devices, since they grew up with Internet and digital devices, as well as with the development of them [Katterfeldt et al. 2012]. According to the report “Svenskarna och Internet” [Davidsson and Thoresson 2017], 98% in the age group of 16-25 have a smartphone and they use it on a daily basis.

In a study made by IPA1 [2015], it was found that the age group of 15-24 used their smartphones 387 times a day, compared to 264 times a day for people in average. Given the fact that the age group is expected to be asleep 10 hours a day, this finding indicates the age group is looking at their phones every second minute of the day. Another study made by IIS2 [2016], showing two teenagers’ use of their mobile phones on a regular day. This study revealed the teenagers were using their phones 217 versus 287 times a day, meaning 130 versus 180 minutes a day. Hence, if aiming for the youth’s attention, it is crucial to have a mobile-friendly website.

According to the report “Svenskarna och Internet” [Davidsson and Thoresson 2017], popular mobile applications on youth’s smartphones are: Facebook3 (used by 75% on a daily basis), Spotify4 (used by 72% on a daily basis), Snapchat5 (used by 71% on a daily basis), Youtube6 (used by a 100% and by 69% on a daily basis), and Instagram7 (used by 66% on a daily basis). On Facebook the most popular function in the age group is Messenger, used by 95%, while only 7% upload their own material on Facebook according to Nyheter24-gruppen [2017].

By using social media, youth tend to develop a need of being noticed, more than ever before [Udovic 2014]. Online harassment and internet trolling is getting more common in the age group and according to youth themselves it is the website’s responsibility to take action against such activities [Nyheter24-Gruppen 2017].

Previous research has shown that youth’s online activities can be divided into three categories: Hanging out, Messing around and Geeking out [Ito et al. 2009]. Hanging out meaning socializing online, Messing around meaning being creative and producing online content, and Geeking out meaning engaging in a specific interest online. In addition to these categories, Kinnula et al. [2012] added Serious business,
then Kinnula et al. [2015] added Passing time. Serious business comprises everyday matters online, such as shopping and managing bank errands, while Passing time comprises being online to kill time. According to both Kinnula et al. [2012] and Kinnula et al. [2015], the Hanging out genre was the most popular in their studies. The teenagers in their studies spent a lot of time socializing online, while the Geeking out genre as well as the Serious business genre were the least popular. While one can find differences on what online activity is appreciated in different age groups [Davidsson and Thoresson 2017], there are studies showing small or no differences between the genders [Sindhuja and Dastidar 2009].

Research Question
The research question this thesis will investigate reads:

What are the factors in content and design that youth in the age of 16 to 23 appreciate on a mobile-friendly website?

Text, pictures, videos and different functions will be considered content. While aesthetics, layout and other visual aspects defined by the youth will be considered design. The findings will help web designers with designing mobile-friendly websites for youth.

Since mobile-friendly websites and mobile applications are similar in many aspects when it comes to content and design, no distinction will be made between them in this study.

2 RELATED WORK
Knowledge of the target group is crucial before starting a design process [O’Grady and O’Grady 2017]. Being on the border of childhood and adulthood, it is interesting to not only see what previous research states about the target group’s preferences when it comes to content and design, but also what to keep in mind when interacting with the specific age group.

Content
According to Allert and Jergaard [2017] from the Swedish Magazine Frida, the youth generation is generally enthusiastic of whatever they are interested in. They love influencers and role models with strong opinions on serious matters of today. This finding is also strengthened by Nyheter24-gruppen [2017] in the report Ungdomsfokus 2017, where feminism and strong role models are very important to youth. And when it comes to online content, interest is all that matters, especially when looking at youth [Livingstone 2007; Nyheter24-Gruppen 2017].

Pocuca et al. [2016] made a study of a mobile application which aimed at reducing the drinking habits among youth. The result of the study showed that the participants (19-23 year olds) expressed a wish of a multi-player function (to be able to play against each other), more social and interactivity functions, more user control and more tips/hints. This social aspect and customized need as well as the need for clarity is also shown in other research on youth’s most appealing functions on a website [Bell et al. 2013; Kim et al. 2015; Kinnula et al. 2012; Livingstone 2007; Won et al. 2015].

The language use and vocabulary is also important to consider when designing the content of the website or mobile application [Danielsson and Wiberg 2006]. It is important to youth to be able to identify oneself with the content, as well as that the subject feels relevant to them [Nyheter24-Gruppen 2017].

Design
In a study where 68% of the participants were 18-24 year olds, the investigators found that classical aesthetics, meaning clean, clear, or orderly design, had a strong influence on the perceived usability of a mobile website [Oyibo and Vassileva 2017]. In the same study, it was found that classical aesthetics also could have a positive influence on more expressive aesthetics, meaning a more creative and complex design.

In a study made by Lin et al. [2013], they found that the ratio between graphics and text should be between 3:1 to 1:1 to improve the feeling of ease-of-use and clear-to-follow. According to Lin et al. [2013], users usually pay attention to graphics before reading the text on a website or mobile application, and if the graphics are overused it might confuse the user.

It has been shown that aesthetics has an impact on how long a user stays at a website [Strebe 2016]. In the study made by Strebe [2016], 70 participants with the mean age of 23 were asked to look at ten different websites. One could see that when the participant appreciated the aesthetics of the website, they not only stayed longer at the website but they also spent more time reading the text and looked at more pages.

Interacting with Youth
The frontal lobes in the human brain are not fully developed until the age of 25 [Galvan et al. 2007], meaning young adults do not inhibit their impulses in the same way as adults. This leads to an honesty and frankness that is very valuable to capture [Read et al. 2013]. In order to capture this, one needs to take certain aspects into account. For instance, methods suitable for children often cannot be used on teenagers [Katterfeldt et al. 2012]. Katterfeldt et al. [2012] also found that teenagers preferred to discuss already designed prototypes, rather than drawing design themselves, similar has
been noted in other research [Danielsson and Wiberg 2006; Iversen and Smith 2012; Mazzone et al. 2008].

Katterfeldt et al. [2012] used casual clothing and less formal language when conducting their focus group. The importance of using a familiar vocabulary and language is also mentioned by Kinnula et al. [2015] and Mazzone et al. [2008]. Poole and Peyton [2013] is also stating the importance of casual dressing, but also not to be looked upon as the researcher-as-authority. They suggest to remind the teenager of the fact that there are no wrong or right answers as well as the importance of his/hers opinions. Also, open-ended questions might be hard for the teenager to articulate an answer to, these kinds of questions could be followed up by more specifics examples to help the teenagers [Poole and Peyton 2013].

3 METHODS

This thesis is partly a collaboration with Raoul Wallenberg Academy and Ashoka, both organizations engaged in youth and their development. The two organizations have a project called Changemakers’ Yard, consisting of a not yet released mobile-friendly website for youth interested in social entrepreneurship. Through the UX bureau Antrop, me and my colleague Stina Persson helped with the design of the exercise section of the website.

The Changemakers’ Yard project provided participants to the research phase of this thesis, since the project has contact with so called “changemakers”. Changemakers are youth in the age of 16-23 who have been participating in Raoul Wallenberg Academy’s boot camp for social entrepreneurship. These youth will from here on be referred to as ‘changemakers’.

Changemakers are often more dedicated in both school and other activities than youth in average. However, this thesis will focus on a target group of all youth in the age of 16-23. Therefore, research will be done with both changemakers and other youth. The other youth will from here on be referred to as ‘additional youth’, where additional youth consist of youth contacted outside of the Changemakers’ Yard project. The two groups, changemakers and additional youth, both belong to the target group of this thesis.

The investigation process started with interviewing the target group, followed by an online survey as well as two customized lectures. The interviews were performed to collect qualitative data, while the online survey was conducted to collect more quantitative data. The two customized lectures were performed to collect data from two bigger groups consisting of two different high school classes. The outcome of the investigation process was then analyzed and compiled to form a prototype. The first draft of the prototype was in paper, but was then developed into a digital format. Both prototypes were evaluated using user tests.

Interviews

The purpose of the interviews was to get a view of what the target group appreciates in terms of content and design at mobile-friendly websites and mobile applications. The data gathered from the interviews could also be used as inspiration when conducting the prototype.

In total, 13 interviews were conducted. The first six interviews were done with changemakers. These interviewees were recruited through the collaboration with Raoul Wallenberg Academy. The contact at Raoul Wallenberg Academy provided a list of participants which were all contacted and booked via email.

To widen the research, high schools in a Swedish small town and different Stockholm suburbs were contacted in order to recruit additional youth not being changemakers. Thanks to personal contacts, three different high schools were visited, two in different Stockholm suburbs and one in a Swedish small town. In each school, one to three students were interviewed. In addition to the high school students, a colleague’s daughter was interviewed.

The interviews were semi-structured with prepared questions as well as follow-up questions. As stated of importance by Poole and Peyton [2013], the interviewee was always reminded prior the interview that there are no right or wrong answers to the questions and hesitations or questions back to the interviewer were followed up by examples. Also, to use a familiar language and no fancy clothing was kept in mind during all times as stated of importance by Katterfeldt et al. [2012], Kinnula et al. [2015] and Mazzone et al. [2008]. The fact that youth rather discussed examples over making design themselves, was also used during the interviews with the additional youth [Katterfeldt et al. 2012]. Where at one point, the interviewee was shown three different websites and asked to give feedback on them. The websites were Antrop.se⁴, a shopping site used by the interviewee, and Ungdomar.se⁵. Screenshots of Antrop.se and Ungdomar.se can be found in Appendix A.

All interviews were audio recorded and then transcribed. The length of the interviews varied between 11-57 minutes. The rather vast variation in length mainly depended on the amount of interview questions being different between changemakers and the additional youth. Where the changemakers were asked a set of 40 prepared questions, and the additional youth were asked a set of 20 prepared questions. Therefore, the changemakers interviews lasted for 21-57 minutes, while the interviews with the additional youth lasted for 11-33 minutes.

⁴http://antrop.se/
⁵https://ungdomar.se/
Table 1: Participants in interviews.

<table>
<thead>
<tr>
<th>Alias</th>
<th>Age</th>
<th>Gender</th>
<th>Place</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>19</td>
<td>Boy</td>
<td>Kungsängen</td>
<td>17 min</td>
</tr>
<tr>
<td>P2</td>
<td>16</td>
<td>Girl</td>
<td>Stockholm</td>
<td>26 min</td>
</tr>
<tr>
<td>P3</td>
<td>17</td>
<td>Girl</td>
<td>Kungsängen</td>
<td>11 min</td>
</tr>
<tr>
<td>P4</td>
<td>17</td>
<td>Boy</td>
<td>Huddinge</td>
<td>23 min</td>
</tr>
<tr>
<td>P5</td>
<td>18</td>
<td>Boy</td>
<td>Katrineholm</td>
<td>19 min</td>
</tr>
<tr>
<td>P6</td>
<td>18</td>
<td>Girl</td>
<td>Katrineholm</td>
<td>33 min</td>
</tr>
<tr>
<td>P7</td>
<td>17</td>
<td>Boy</td>
<td>Kungsängen</td>
<td>19 min</td>
</tr>
<tr>
<td>P8</td>
<td>20</td>
<td>Boy</td>
<td>Stockholm</td>
<td>23 min</td>
</tr>
<tr>
<td>P9</td>
<td>19</td>
<td>Girl</td>
<td>Lidingö</td>
<td>51 min</td>
</tr>
<tr>
<td>P10</td>
<td>19</td>
<td>Girl</td>
<td>Stockholm</td>
<td>21 min</td>
</tr>
<tr>
<td>P11</td>
<td>18</td>
<td>Boy</td>
<td>Stockholm</td>
<td>30 min</td>
</tr>
<tr>
<td>P12</td>
<td>16</td>
<td>Girl</td>
<td>Lidingö</td>
<td>57 min</td>
</tr>
<tr>
<td>P13</td>
<td>17</td>
<td>Girl</td>
<td>Stockholm</td>
<td>21 min</td>
</tr>
</tbody>
</table>

The difference in the amount of questions between the two groups, was due to the fact that the changemakers’ questions focused on the Changemakers’ Yard project, while the additional youth’s questions focused more precise on their preferences regarding content and design. Both prepared questions forms were divided into sections. The sections for the changemakers were: Background, Toolbox, Social Media/Content, Engaging Less Active Youth and Other. While for the additional youth, the sections were: Background, Digital Platforms of Today, Digital Platforms of Tomorrow, and Other. The exact interview questions can be found in the Appendix B and C.

Together the interviewees represented both genders with seven girls and six boys. The high school students came from five different high school programs, and the working youth represented three different occupations. The mean age of the interviewees was 18. For more information, see details in Table 1.

Online Survey
To gather a wider perspective of the view of what the target group appreciates in terms of content and design at mobile-friendly websites and mobile applications, an online survey was created. The survey collected both quantitative and qualitative data, and was used when visiting two of the high schools visited. In addition, a link to the survey was posted in my social media channels along with five posters on the Royal Institute of Technology (the university where this thesis is performed) asking for participants. The posters specifically asked for youth older than the high school participants, but still within the target group.

Since the survey could be accessed online, when visiting the two high schools I carried my phone with me while asking students for their contribution. I then asked the questions of the survey face-to-face while filling in the respondents’ answers for them in the online form.

The survey conducted of five questions:

1. How old are you?
2. How much would you say you are using your mobile phone each day?
3. Where do you communicate with your friends?
4. About your favorite website/mobile application, what’s its name and what is good about it?
5. What is the most important factor for you to like a website?

The first question had a free text response with an excluding function; if the respondent typed a number lower than 16 or higher than 23, the respondent was given a message that he or she unfortunately was not part of the target group and therefore could not respond on the survey.

The second question had four response choices, from which the respondent could only choose one. Inspiration for the choices came from the study done by IIS [2016], leading to the following division: "Not that often, less than an hour", "1-2 hours", "2-3 hours" (as the participants in the study) or "Most part of the day, more than three hours".

On the third question, the respondent could choose several response options including “Other” where the respondent could type a response of their own. Inspiration for the options was mainly collected from the most popular mobile applications within the age group in the report "Svenskarna och Internet" [Davidsson and Thoresson 2017].

On the fifth question, the respondent could choose from seven different response options including “Other” where the respondent could type a response of their own. Here, the respondent could only choose one of the alternatives. The options were a collection of the most common types of content, meaning pictures, text, videos, interactive functions or a communication function, as well as one option called design.

In addition to the above questions, two respondents were also asked to describe with three words how they think a good website should be experienced. This question was added since a version of the question was successfully used during the customized lectures (see the next section Customized Lecture).

In the end of the survey, the respondents could also choose to write their email-address if interested in taking part of the user test of the digital prototype later on.

Customized Lectures
One of the high schools requested two lectures, hence, a customized lecture was created. Just as the purpose of the interviews and the online survey, the purpose of the customized lectures was to get a view of what the target group
appreciates in terms of content and design on mobile-friendly websites and mobile applications. However, in this format the target group could be evaluated while coworking in smaller groups.

The lectures started with a short introduction on user centered design, then the class was asked to perform an exercise in groups of two to three students. The exercise consisted of choosing a favorite website or mobile application and then filling in a paper consisting of three sections.

The first section consisted of filling in five reasons on why the students were using the chosen website or mobile application. While the second section consisted of filling in five things that could be improved with the chosen website or mobile application. The final section consisted of filling in any additional thoughts on appearances of websites or mobile applications.

The students then presented their ideas in front of the other students. After the presentation, the other students were free to make additional comments on the ideas presented. The filled in papers from each group were then collected. As a closure of the lecture, each student was asked to write one word on the whiteboard describing how a good website should be experienced according to that student. When done, a photo was taken of the words on the whiteboard.

The customized lectures lasted for approximately an hour and was given twice at the same school with all male students. In total, 18 students took part in the activity. The first class included 12 students, while the second class included six students.

Prototype

To be able to evaluate the data received on what youth appreciate in terms of content and design on mobile-friendly websites, a prototype was conducted. The data from the research was analyzed by reading all interview transcriptions, the outcome of the online survey and the customized lectures. Recurring opinions were summarized into a document, where the opinions could be categorized into key categories by finding similarities between different opinions. For instance, one interviewee could say they liked a mobile-friendly website to be ‘clean’ while another interviewee could use the word ‘pure’, leading to the two opinions going into the same key category.

In addition, throughout the interviews, the online survey responses, and the outcome of the customized lectures, many mobile applications and websites were mentioned. To gather inspiration to the prototype, the mentioned mobile applications and websites were listed. Of all listed websites and mobile applications Duolingo became our primary inspiration. This, due to the fact that Duolingo is a mobile application and website for language learning by exercises. And since the prototype would consist of the exercise section of a mobile-friendly website, Duolingo was considered of extra interest.

The prototype consisted of the first page of the mobile-friendly website Changemakers’ Yard, as well as the exercise page when not being logged in and the exercise page when being logged in. The exercise page when being logged in had a layout of several different exercises, of which four could be performed in the prototype. All exercises were divided into categories. One category was Personal Development, connected to the user’s profile, while the rest of the categories were connected to a project created by the user. Each exercise available in the prototype had an instruction page, the actual exercise page(s) and a results page.

The prototype was conducted by first sketching on a paper, creating a paper prototype. The paper prototype was then developed into a digital prototype using the design program Sketch, provided by Antrop. See Figure 1.

To be able to test the prototype with users from the target group, the paper sketches, and later the Sketch file, were transferred into the program InVision. InVision was considered a convenient program for the purpose, since it can be used on both computers and smartphones. This gave us the possibility to make the user tests on a smartphone as a mobile-friendly website. With InVision, the prototype was adjusted by connecting all digital sketches for each screen from Sketch according to the scenarios later tested in the user tests.

User Tests

To evaluate our comprehensions on what youth appreciate in terms of content and design when it comes to an exercise section on a mobile-friendly website, user tests were conducted. First four user tests were done with the paper version of the prototype, then eight user tests were done on the digital version. Both tests were conducted using the InVision application on a smartphone. Participants were contacted and booked via email according to the list provided by the online survey as well as by contacts from the prior interviews.

First, the participant was welcomed and specifically reminded that there are no wrong thoughts on the prototype and that all feedback is valuable. Again, in line with the research done by Poole and Peyton [2013], the participant was then asked to think aloud, meaning telling what he or she

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10https://www.duolingo.com/
11https://www.sketchapp.com/
12https://www.invisionapp.com/
was thinking when exploring the prototype and performing the scenarios given by the instructor.

Scenarios are often given in user tests so that the user will know what to do without telling the user how to do it. This way, one can observe if the functionality of the prototype works as intended. Our user tests were conducted with two different scenarios. By performing both scenarios the participant would see the prototype in full. In the first scenario, the user was asked to create a profile and then perform an exercise in personal development. In the second scenario, the user was asked to add a project and then perform three or four exercises depending on where in the development process the individual test was performed.

In addition to the scenarios, the participants were also asked questions to help them think aloud during the test. At one point each participant was also asked to create his or her own results page. The results page being the page the participant would see when an exercise was fully completed.

This was done by letting the participant choose between eight categories printed on eight pieces of papers: Encouragement, Summarize, Reflection, Video, PDF, Save-button, Read more, Link to the Facebook group, and Quote. The eight categories were all categories we thought on having on the results page. Apart from the name of the category, the piece of paper also depicted what that specific category could look like on the result page. By having the categories on pieces of paper, it was easy for the participants to move them around if changing their minds and still being able to see all categories in total, something that would not have been possible on a screen. The participant could choose to not include all categories and to place them in whatever order the participant wanted.

During the test, the participant was asked questions regarding the content and design. For example, the questions could be: “What do you think of this page?”, “Are you missing something?”, “Is there the right amount of text?”, “Is the layout clear?” And, “What could be improved?” All in order to gather information on the participants’ thoughts on the content and design. In the end of each test, we also asked about their general impression of the prototype.

After each user test, the prototype was adjusted according to any substantial feedback given on content or design. Therefore, in the first few tests there were three exercises in the second scenario, while later on in the development process another exercise was added. Due to this process, each given thought on content and design could be tested on different participants. All notes taken during the test were summarized into a document where we were able to sort all findings into key categories.

Approximately the test took about an hour. First, four participants underwent the user test of the paper prototype. Three of these participants later also underwent the user test of the digital prototype along with five additional participants. All in all, nine participants underwent the user tests. Six were boys and three were girls. Seven of the participants.

<table>
<thead>
<tr>
<th>Alias</th>
<th>Age</th>
<th>Gender</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>21</td>
<td>Boy</td>
<td>Kumla</td>
</tr>
<tr>
<td>P2</td>
<td>19</td>
<td>Boy</td>
<td>Stockholm</td>
</tr>
<tr>
<td>P3</td>
<td>23</td>
<td>Boy</td>
<td>Stockholm</td>
</tr>
<tr>
<td>P4</td>
<td>19</td>
<td>Girl</td>
<td>Stockholm</td>
</tr>
<tr>
<td>P5†</td>
<td>18</td>
<td>Boy</td>
<td>Stockholm</td>
</tr>
<tr>
<td>P6†</td>
<td>18</td>
<td>Boy</td>
<td>Stockholm</td>
</tr>
<tr>
<td>P7</td>
<td>19</td>
<td>Girl</td>
<td>Lidingö</td>
</tr>
<tr>
<td>P8</td>
<td>18</td>
<td>Boy</td>
<td>Stockholm</td>
</tr>
<tr>
<td>P9</td>
<td>16</td>
<td>Girl</td>
<td>Stockholm</td>
</tr>
</tbody>
</table>

Table 2: Participants in user tests. †Made the test together
came from Stockholm, one from a Stockholm suburb and one from a Swedish small town. There were four students representing two different high school programs, the other five had occupations as financial assistant, construction worker, and one was unemployed. Two of the participants did the test together. The mean value of the participants age was 19. For more information, see details in Table 2.

4 RESULTS

All interviews, the outcome of the online survey and the customized lectures gave key findings on what youth appreciate when it comes to content and design on mobile-friendly websites. Findings that were tested through user tests on the prototype developed.

Interviews

As stated in the Methods section, six interviews were done with changemakers and seven interviews were done with additional youth. The changemakers interviews focused on the coming prototype of the exercise section of the Changemakers’ Yard website, this lead to that most of the findings from these interviews surrounded that particular subject.

Contentwise, the changemakers valued inspiration, instructions, interactivity and a sense of playfulness. Inspiration was mentioned as to encourage to continue with the exercises and could come from other changemakers, as well as professional social entrepreneurs, via quotes, articles, videos, or a social community. Then instructions along with the exercises were considered as crucial. This, to help the youth both understanding the purpose of the exercise but also to understand what is expected from the youth. In addition, the changemakers valued if the exercises were interactive and playful. For example, Duolingo was mentioned as a good example of making something difficult more playful. Moreover, the exercises should not be time-consuming.

Above all, all of the interviewed changemakers valued a sense of community where they could network and get in contact with like-minded equals. Social interaction, was also a key finding among the additional youth. Hardly surprising, since when asked what the interviewee did on their spare time, all responses included some sort of social contact.

All of the additional youth were using and/or liking the mobile application Snapchat for communication. According to “Svenskarna och Internet” [Davidsson and Thoresson 2017], Snapchat made a significant improvement in the amount of users in this specific age group in 2017. More interesting though, is why they use Snapchat and other applications or websites. Here, arguments have surrounded to keep in contact with friends/others, popularity (a majority of the participant’s friends are using the application or website), the content of the application/website and the usability of the application/website. And, appreciated functions have been to keep connected with others (meaning a function for sending/receiving pictures or texts), interactive functions where the user can contribute to the application/website, as well as a Search-function.

It was also found that strong role models are appreciated by specifically young females. As well as the fact that youth think that the site owners should take on more responsibility for online harassment and internet trolling. The first was strengthened when two of the interviewees mentioned the #metoo-campaign13, and the second was strengthened through a concern on the fact that users can write whatever they feel like via comments and similar online.

Designwise, changemakers appreciated pictures and a clean and simple structure that was easy to follow. Pictures were even mentioned as crucial in some interviews. The opinions on design did not differ between changemakers and additional youth. The additional youth thought a good website should be easy to navigate, clean, have relevant pictures, be simple, have as little text as possible and rather summarized texts with a Read more-function. Just as the changemakers, the additional youth appreciated pictures. Among pictures, videos and texts, four out of seven interviewees appreciated pictures the most, three out of seven appreciated videos the most, while only one mentioned (summarized) texts.

The additional youth were presented three different websites which they were to comment on regarding design aspects. Two of the websites were Antrop.se and Ungdomar.se, and the third website was the interviewee’s own choice of shopping website. Antrop.se got mostly positive comments such as easy to navigate, modern and clear. While Ungdomar.se got mostly negative comments such as messy, childish and hard to understand. However, three of the interviewees mentioned that Ungdomar.se had a lot of colors, two of the interviewees stated the fact in a negative sense, while one stated it in a positive sense.

Among the interviewees, two14 happened to be diagnosed with dyslexia. Both of the two interviewees with dyslexia appreciated videos, where there usually is a constant movement. Naturally, both wanted as little text as possible, this has however been mentioned by other participants in the study as well.

To visit a website more than once, the additional youth stated the importance of the appearance and the content. In addition, it was also mentioned that the website should be easy to navigate and to understand the functionality, have clear information, getting updated and have good pictures.

One of the interviewees said:

“For some reason, you always think about the appearance when it comes to things. If you have

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13Campaign in 2017 against sexual assault and harassment
14The amount can be higher since there were no questions asked about it.
Age distribution of the online survey.

<table>
<thead>
<tr>
<th>Age</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>22</td>
<td>1</td>
</tr>
<tr>
<td>23</td>
<td>1</td>
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</table>

Table 3: Age distribution of the online survey.

Online Survey

The online survey was active for two months and had 52 respondents in total. Most of the respondents, meaning 23 participants, were 17 years old. All ages in the target group were represented in the outcome of the survey. For more information, see details in Table 3.

Strengthen the importance of mobile-friendliness, 65% of the respondents said they used their mobile phone most part of the day, meaning more than three hours. 19% said they used their mobile phone two till three hours a day. Together, this means 84% of the respondents are using their mobile phone two hours or more a day.

The most popular mobile application to use for communication among the respondents was Snapchat. 49 of the 52 respondents are using Snapchat to communicate with their friends, meaning 94%. The next popular applications to communicate with are the actual phone/texting application, Facebook/Messenger and Instagram, which all were used by in between 22-29 of the respondents.

In one question in the survey, the respondents were asked to write about their favorite mobile application or website. 20 respondents chose to write about Snapchat, where the communication with others was one of the top arguments on why Snapchat was the respondents’ favorite application. Also, the My stories-function, as well as the simplicity and ease-of-use, were mentioned as arguments on why Snapchat was appreciated.

After Snapchat, six respondents chose Instagram, five respondents chose Youtube, three chose Spotify, and the same amount chose Facebook, two chose Steam and twelve chose different mobile applications or websites. One respondent chose not to answer. All of the arguments on why the respondent appreciated the mobile application or website chosen, had to do with one of two things: the content of the mobile application or some sort of communicative function.

When the respondents were asked about the most important factor for appreciating a mobile application or website, he/she was given the following responses: the pictures, the design, the text, the videos, interactive functions, communication function, or to fill in a choice of their own. Where the responses ‘the pictures’, ‘the text’, ‘the videos’, ‘interactive functions’ and ‘communication function’ could all be looked at as content. 37% of the respondents chose ‘the design’. Then 19% chose ‘interactive functions’ and 17% chose ‘communication function’. Two respondents chose to fill in their own choice, one of them stated ‘the content’ (in general) as the most important factor, while the other one stated ‘availability’ as the most important factor.

The two respondents whom were asked to choose three words to describe how a good website should be experienced, together stated the following words: clear, neat, important, simple, clean and quick. Which, apart from the word ‘important’, are all words also mentioned in the interviews with both changemakers and the additional youth.

Customized Lectures

At the customized lectures the students were set to do an exercise where they in smaller groups worked on a mobile application or website they were using at the time. Here, three of the groups picked Youtube, while the rest of the groups all picked different mobile applications or websites. Remarkably, no group picked Snapchat.

The groups’ reasons for using the mobile application or website were mostly, as seen earlier in the research, communication with friends, but also, entertainment. Another popular argument was that it was worthwhile. In addition, good quality, availability, and the fact that the mobile application or website was for free, were all common arguments for using the mobile application or website. Also, good layout, good colors, ease-of-use, trustworthy and no advertisement were mentioned as arguments.

The groups also had to think about what could be improved with the chosen mobile application or website. Common factors here were to have less advertisement and better layout. Apart from that, requests of communication between users and to use less amount of mobile data, could also be heard. The use of less amount of mobile data was also requested from one of the interviewees earlier. Some groups also requested to automatically erase fake or spam accounts, as well as fake news.

User Tests

When testing the prototype with user tests, we noticed that most of the youth had troubles understanding which page was the page for exercises. As it turned out, the initial name

15http://store.steampowered.com/
'Toolbox’ (decided before we proceeded with the Changemakers’ Yard project autumn 2017), was hard for the youth to understand. All of the users thought 'Toolbox’ was more of a settings page or similar. This finding, to use a language youth understand, goes hand in hand with the previous research done by Katterfeldt et al. [2012], Kinnula et al. [2015] as well as Mazzone et al. [2008]. In consent with Ashoka and Raoul Wallenberg Academy, as well as by suggestions by the youth themselves, we changed the name of the page to 'Exercises’.

Another crucial insight, was the importance of instructions. It seemed as the more instructions, the better. However, these instructions should be short. During the tests, we found that youth have a tendency to go ahead doing instead of reading. However, they all appreciated the instructions being there when in doubt of what to do. In the end, we started each exercise with a short introduction of what the exercise would give the user. Then we continued with short instructions and examples by each page of the exercise, and ended up with a summary of what the exercise had given the user. This concept was much appreciated by the youth.

Also, the short amount of text and the amount of illustrations were much appreciated. We never used more than a maximum of three to four sentences in one text block, and usually only one sentence. Keeping the text to a minimal amount was a request from the users. For each exercise, illustrations were composed of one illustration in the introduction, followed by the same illustration at the results page in the end. When the exercise had been performed, the row of the exercise in the user’s profile was changed from only stating the name of the exercise to also including a short resume of the result and an emoji.

In each exercise, as well as in the user’s profile, there was a progress bar showing the user how much they had done in the particular exercise, as well as of all exercises in total in the user’s profile. The progress bar element was much appreciated, given the argument that it made each step of the exercise clearer.

Initially, we tried using a star system that we thought would encourage the users to do the exercises. Each exercise completion generated three stars. However, the users got more confused than encouraged by the star system. The youth wanted to know the purpose of the stars. Would the stars unlock special exercises? Or would the user become a greater changemaker? After discussions within the project, we decided to let go of the star system. For the youth, getting inspiration from others and being able to communicate with others were more important as encouragement.

Each exercise in the prototype was a little bit different from the other. This variation was highly appreciated by the youth. For instance, one of the exercises was called “Hisspitch” (“Elevator pitch” in English) and consisted of an illustration of an elevator. Within the illustration there was a question and a box to fill in one’s answer. To go forward and backwards within the exercise, one could either use the elevator buttons, the floor buttons or sliding the screen (meaning the elevator) upwards. However, both the introduction screen and the results screen kept the same format as in all exercises. This concept of having a variation within the exercises but keeping the same start and end format was much appreciated by the users.

Finally, the youth taking part in the user tests were asked to build their own results page using pieces of paper where each piece of paper represented a category on the results page. The final results page was then conducted by the outcome of each category. A weight was calculated for each category by summarizing all placements given by the users, and then dividing that sum by the number of times chosen by a user (the amount of votes). For more information, see details in Table 4.

The result placed the Pep-category on top, followed by the Summary-category and the Finish-button. As one can see in Table 4, the Quote-category got a weight of 3,2 given the category a third place. However, the youth mentioned they wanted the Finish-button high on the screen to be able to continue quickly. This left the Quote-category to the fourth place instead, followed by the Read more-category and the link to the Facebook-group. The rest of the categories were not seen as necessary by the youth.

As stated earlier, communication is crucial to youth, meaning the link to the Facebook-group on the result page is of high importance to the target group, working as a substitute for a communication function within the website itself. Requests were made throughout the tests to make it possible to interact with other users on the website.

Requests were also made regarding future updates. To remain an interest, the youth requested new exercises to be added in the future. This request, regarding updates, was also mentioned during the interviews to remain an interest in a mobile-friendly website or mobile application.

All in all, the design of the prototype was described as ‘clean’, which is a positive word recurring throughout the research with this particular target group. Also, there was

<table>
<thead>
<tr>
<th>Category</th>
<th>Votes</th>
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<tr>
<td>Facebook-group</td>
<td>5</td>
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Table 4: Outcome of the Results page test.
no remarkable difference between the opinions of change-makers and additional youth regarding the prototype.

5 DISCUSSION

Based on the outcome of the research, ten guidelines will now be presented. In addition to the guidelines, words of advice will be given regarding online exercises for youth as well as criticism on what could have affected the outcome.

Guidelines

Many explanatory words on how a good website should be designed have been used throughout the interviews, lectures and in the online survey. Besides the word ‘clean’, words as ‘simple’, ‘clear’ and ‘stylistically pure’ have been used to describe what is appreciated when it comes to the content and design of a mobile-friendly website. Also ‘neat’ and ‘welcoming’ have been common positive words. One participant even stated the word ‘mobile-friendly’ and many are talking about the usability and quickness of a mobile application or website.

To summarize all of the findings throughout the research of this thesis, a list of guidelines has been created. The list of guidelines should be used as what to keep in mind when designing mobile-friendly websites for youth. The focus of the guidelines has been on what youth appreciate in terms of content and design.

- **Communication function**
  Social interaction is a main part of what youth do and appreciate when online on their smartphones. Therefore, a communication function is crucial if aiming for attracting youth to a mobile-friendly website, supporting earlier findings by Kinnula et al. [2012], Pocuca et al. [2016] and Won et al. [2015]. The communication function can also benefit from a supporting function for sending pictures, where Snapchat can be used as a core source of inspiration.

- **Clean**
  ‘Clean’ is a word used synonymously with the word ‘good’ among youth of today. However, youth still appreciate a stylistically pure design which ‘clean’ could indicate. Many of the youth in the study have continuously talked about a feeling of ‘realness’, an attractive feeling of that the designers of the website have made an effort to make the website welcoming. The appreciation of a ‘clean’ design was also seen in the research done by Lin et al. [2013], Oyibo and Vassileva [2017] and Danielsson and Wiberg [2006].

- **Simple and easy to navigate**
  Throughout the research, it has been found that a sense of simplicity and usability is highly appreciated by youth. Hand in hand with the research done by Kim et al. [2015]. Also, a search function is highly appreciated, and depending on the website, the youth might even claim it to be crucial.

- **Interactive functions**
  Youth appreciate the possibility of contributing to the website by interactive functions, which can help the youth feel accessoriod and included in the online community. One example of an appreciated interactive function online is the comment field on shopping sites, where the user can contribute with a review of the product and maybe include a picture. The appreciation of interactive functions could also be seen in the research done by Pocuca et al. [2016] and Kinnula et al. [2015].

- **Communicative pictures**
  Youth of today communicate via pictures, and value good and well communicative pictures highly. This could also be seen in the research done by Livingstone [2007].

- **As little text as possible**
  Throughout the research of this thesis, it is clear that youth do not like text. The text should be summarized and short, and if needed, provided with a Read more-button. Indications on the same was seen in the research by Livingstone [2007].

- **No advertisement**
  Compared to other age groups, youth of today are a significant user group of ad blockers [Davidsson and Thoresson 2017]. Youth appreciate if the website is free from advertisement. This finding could also be seen in the report Ungdomsfokus [Nyheter24-Gruppen 2017], even though they also saw that 59% of the youth watched sponsored video content online.

- **Take responsibility for online harassment**
  Youth of today are aware of the vulnerability online; online harassment and internet trolling is a part of the youth’s everyday lives. In line with the findings from the report “Ungdomsfokus” [Nyheter24-Gruppen 2017], youth appreciate the site owners taking responsibility for all content produced on the website.

- **Update**
  To be able to keep the youth interested in the website, the website needs to be updated. This can be done either by the site owner or by user generated content (such as in Snapchat). This is a new finding that has not been stated in previous research read prior the study of this thesis.

- **Minimize data**
  When designing a mobile-friendly website for youth it is important to always think about how to minimize the data of both content and design. Since youth use their smartphones to surf the internet, it costs the
youth data. Hence, it is important to keep a balance between the amount of data and the functionality of the website. Along with the Update-guideline, this has not been stated in previous research read prior the study of this thesis.

**Online Exercises**

The key findings from the user tests on the prototype suggest youth appreciate online exercises to be playful, personalized and varied. In addition, instructions are crucial along each exercise.

Playful meaning not too serious, but also not childish. Here, Duolingo has been mentioned as a good example. A small element of gamification is appreciated, however, a too gamelike environment is not.

In line with previous research [Kinnula et al. 2015; Pocuca et al. 2016], youth appreciated the exercise section to be personalized. This gives the youth a feeling of being acknowledged and important. Also, variation of the format on the exercises was much appreciated to keep the youth engaged in the exercises.

**Criticism**

As stated in the background of this thesis, youth can be defined in various ways [Allert and Jergard 2017; Margaryan et al. 2011; Nyheter24-Gruppen 2017; Prensky 2001], since ‘youth’ is a conception not officially defined. In the studies read prior to my own research, the age groups of the participants often differed between the studies. Some studies look at ‘youth’ as teenagers between 12-18, while some look at ‘youth’ as young adults between 20-30. This is a wide age span in a period of life where a lot of personal development takes place, meaning each outcome can vary significantly depending on the particular study’s definition of ‘youth’. In this thesis, the age limits have been set to between 16 and 23. It is likely that both the outcome of this study, as well as studies read prior to the research, would be different if the age group was chosen differently.

A vast majority of the respondents of the online survey were 17 years old, and only three respondents were above 20 years old. The posters put up at the Royal Institute of Technology were specifically asking for survey respondents above 20 years old to achieve a more even age distribution. However, the final outcome of the age distribution still had a peak among the 17 year olds which might have affected the outcome of the survey. Moreover, there were only five participants above the age of 20 in the research in all, which also might have affected the results.

In the interviews, the participants often talked about communication when asked what they liked about mobile applications or websites they used. In the online survey however, a communication function came only on a third place after both the design and interactive functions when asked about the most appreciated factor in a mobile application or website. Evidently, both interviews and the online survey were needed to get the wider perspective of the youth’s opinions.

For most respondents to the online survey, the filling in the form was operated by me asking the questions and filling in the form for the respondent. The most distinguished advantage of this method of operating was also the most distinguished disadvantage, namely the fact that the respondent was left with no other choice than to verbally deny its contribution or contribute. As the recruitment of respondents was mainly done in schools during the participant’s lecture, the participants might have felt obligated to contribute. However, this also lead to more responses than what could have been collected only by distributing the survey online and via posters.

When the customized lectures were performed, both classes consisted of only boys. This might have had an impact on the mobile applications and websites chosen within the groups. Here Youtube was popular, chosen by three groups. However, no group chose Snapchat which was popular in both interviews and in the online survey (both consisting of equal amounts of the genders). Also, one group chose a porn website, which most likely not had been chosen if the classes instead consisted of only girls. Along with the fact that the #metoo-campaign was mentioned only by female interviewees, one can question if there is no difference between the genders regarding content. This, arguing against what has been stated in research done by Sindhuja et al. [2009].

When relying on qualitative data, as most data in this study, it is of great importance to be aware of one’s biases. According to a common fact in social psychology, all humans are biased based on our experiences and backgrounds [Myers and Sani 2014]. This might be especially important to be aware of when designing for a specific target group. Since the researchers’ own preferences should not affect the outcome of a study or design, but will nonetheless. Myself probably unconsciously had an idea of what the outcome of this study would look like, which most likely affected the analyzing of all encounters with the participants of the study. However, this has been avoided by always questioning myself during the analyzing process if a particular opinion is in fact relevant for the outcome, or if I like it to be relevant for the outcome.

**6 CONCLUSION**

Through interviews, an online survey, two customized lectures and user tests on a prototype made, ten guidelines have been compiled on what youth appreciate in terms of content and design on mobile-friendly websites. The guidelines focus on communication and usability, as well as the site owners taking responsibility for updates and to minimize the amount of data being used. All guidelines aim to help web designers
on what to keep in mind when designing mobile-friendly websites for youth. In comparison to previous studies, two new factors were presented: 1) To update the website and 2) To minimize the data amount used when using the website.

**Future Work**

First of all, the guidelines need to be validated. Moreover, the study made in this thesis might be out of date in eight years or less. This, when the 16 year olds of the study are no longer a part of the target group. In addition, this particular target group tends to change their opinion more over time than other age groups. Therefore, it is of great importance to update the study at least every eighth year.

In the results of both interviews and the customized lectures, indications have shown that there might be a difference between the genders in the age group regarding appreciated content. This is not in line with previous studies, and I encourage further investigation on the subject.

The focus in this thesis was set on mobile-friendly websites. And while the use of smartphones has been studied to justify the need of mobile-friendly websites, a comparison between the use of smartphones versus the use of computers and other devices has not been done. This might be of interest for further studies, where one can explore what kind of online activities are preferred on what device.

**ACKNOWLEDGMENTS**

I would like to thank Jessica Cronheim at Antrop for giving me the opportunity to work on the Changemakers’ Yard project, as well as Emma Lindgren and Ezgi Dahlberg at Ashoka and Johanna Westien and Kelly Miller at Raoul Wallenberg Academy for the inspiration on the subject. And many thanks to my colleague Stina Persson, whom the Changemakers’ Yard project was performed with. And thanks to my supervisor Andre Holzapfel, as well as my fellow students in the supervision group, for all the feedback making this a better thesis. Thanks also to all of the participants and teachers I have met: Fredrik Karlsson and the participating students at Upplands-Bro Gymnasiet, Peter Fällman and the participating students at Huskidge Gymnasiet, Mikko Virkkunen and the participating students at Lindengymnasiet, as well as all changemakers and additional youth. And last but not least, thanks to my beloved Markus Söderqvist for his psychological expertise, English advice and patience throughout the work with this thesis.

**REFERENCES**


APPENDIX
On the following pages the following appendices can be found.

A SCREENSHOTS
Screenshots of Antrop.se and Ungdomar.se

B INTERVIEW QUESTIONS: CHANGEMAKERS
In Swedish: Intervjumanus - Deltagare i Changemaker Camp

C INTERVIEW QUESTIONS: OTHERS
In Swedish: Intervjumanus

D ONLINE SURVEY
In Swedish: Kort enkät om ungas åsikter kring hemsidor/appar

E EXERCISE AT CUSTOMIZED LECTURE
In Swedish: Lektionsövning

F TEST SCRIPT: PAPER PROTOTYPE
In Swedish: Testmanus: Pappersprototyp

G TEST SCRIPT: DIGITAL PROTOTYPE
In Swedish: Testmanus: Digital prototyp

**Figure 2: Screenshot of Antrop.se**

**Figure 3: Screenshot of Ungdomar.se**
Intervjumanus
Deltagare i Changemaker Camp

Välkommen!


Frågorna som vi kommer ställa handlar om Changemakers Yard, Changemakers Camp och boken Det har aldrig varit lättare att förändra världen. Inga svar är dumma eller konstiga utan alla svar är bra för oss!

Går det bra om vi spelar in? Det är endast vi som jobbar med projektet som kommer att lyssna på inspelningen och den kommer inte att delas med någon annan.

Vi kommer inte testa dina kunskaper på något sätt, utan vi vill bara ha dina åsikter för att Changemakers Yard ska bli så bra som möjligt!

Känns det bra? Då sätter vi igång.

Bakgrundsfrågor

Vilken gymnasielinje läser/läste du?

Hur gammal är du?

Hur kommer det sig att du började intressera dig för socialt entreprenörskap?

Hur fick du reda på Changemaker Camp?

Vad är ditt generella intryck kring campet?
  ● Vad var bra med campet?
  ● Vad var mindre bra med campet?

Har campet/boken gjort dig mer sugen på socialt entreprenörskap?
  ● Hur?
  ● Vilket av dom är mest inspirerande för dig? Varför?

Vad vet du om Changemakers Yard?
  ● Vad tycker du om Changemakers Yard?

Vad tycker du om namnen Changemakers Camp och Changemakers Yard?
Håller du på med socialt entreprenörskap idag?
   ● Om ja: vad var det som gjorde att du vågade ta steget?

Har socialt entreprenörskap tagits upp i din skolundervisning?
   ● Hur?

Toolbox

Nu ska vi prata om övningarna som finns i boken *Det har aldrig varit lättare att förändra världen.* (visa bok) Visst använde ni den på Changemaker Camp?

Hur använde ni er av övningarna i boken på Changemaker Camp?

Var det någon övning som du upplevde som lättare att ta till sig?

Var det någon övning som du upplevde som svårare att ta till sig?

Var det någon övning som du tänkte på även efter campet? Alltså som stannade med dig.

Har du använt dig av övningarna på egen hand?
   ● Hur har du gjort då?

Vilka övningar tyckte du bäst om i boken?
   ● Varför var dessa övningar särskilt bra?

Har du använt dig av liknande övningar i din skolundervisning?
   ● Hur har dessa sett ut?

Om övningarna skulle finnas på en hemsida, hur skulle du vilja att övningarna såg ut då? (Fylla i direkt på hemsidan, skriva ut m.m.)
   ● Vad ser du att det finns för fördelar med att skriva ut vs. att det är digitalt?

När skulle du helst göra övningarna? (Hemma på egen hand, i undervisning ledd av lärare, annat?)

Vad skulle du mer förvänta dig att hitta när du kommer in på hemsidan? (Information, design m.m.)

Vilka känslor skulle du vilja få när du kommer in på hemsidan?

Har du någon favorithemsida eller app med övningar som du tycker om? (Behöver inte ha med socialt entreprenörskap att göra, kan vara ett spel tex)
   ● Vad är det som är bra med den?
Sociala medier och innehåll

Har du varit inne på Changemakers Yards sociala medier?
● Vad tycker du om dom? (Färger, bilder, texter, citat, längre texter)
● Vad skulle du vilja se mer av på Changemakers Yards sociala medier?

Hur ser en bra Facebook-sida ut enligt dig? Vad gör att du följer ett konto på Facebook?

Hur ser en bra Instagram ut enligt dig? Vad gör att du följer ett konto på Instagram?

Hur ofta ska en bra Facebook/Instagram uppdateras?

När tappar du intresset för en sida/ett konto?

Engagera mindre aktiva ungdomar

Vad tror du kan engagera andra ungdomar till socialt entreprenörskap som inte engagerat sig än? Vad skulle du säga är viktigt för att nå även dessa ungdomar?

Upplever du att det finns något som kan hindra ungdomar från att engagera sig i socialt entreprenörskap?

Har du tipsat andra ungdomar om Changemakers Yard och Changemakers Camp?
● Vad var deras uppfattning?

Övrigt

Är det något du skulle vilja ta upp som vi missat att fråga om?

Tack!

Tack så mycket för att du ville vara med!

Skulle det gå bra om vi citerar dig i presentationsmaterial inom projektet? Vi kan givetvis fråga dig innan.

Om vi testar en prototyp för en hemsida för Changemakers Yard senare i höst, skulle du vara intresserad att vara med?

Kan vi kontakta dig för eventuella följdfrågor?
**Intervjumanus**

**Inledning**
Jag gör ett exjobb om vad som intresserar ungdomar vad gäller innehåll och utseende på mobilvänliga hemsidor, och därför vill jag höra vad du tycker.
Inga svar är rätt eller fel, utan alla svar är bra
Går det bra att spela in?
Känns det bra?

**Allmänt**
- Namn?
- Ålder?
- Vilken gymnasielinje läser du?
- Vad gör du på fritiden?
- Hur umgås/samtalar du med vänner?
- Vad är det första du gör på morgonen?
- Använder du mobilen som väckarklocka?
- Hur mycket skulle du uppskatta att du använder mobilen varje dag? (En skoldag och en ledig dag)
- Vad är det sista du gör innan du går och lägger dig?

**Om dagens digitala plattformar**
- Vilka appar/hemsidor använder du? (Sociala medier, spel, video, övrigt?)
Varför?
  Vad är bra med dessa?
  Vad är mindre bra? Finns det något du saknar?
- Har skolan en app? Använder du den? Vad är bra och mindre bra med den?
- Har du läst eller sett något i en app/hemsida som du tyckte var extra bra den senaste veckan/månaden? Vad var det? Varför var det bra?
- Visa exempel på hemsidor/appar: Antrop, [Zalando eller annan shoppingsajt du använder], Ungdomar.se – vad är bra och vad är mindre bra med dessa?
- Välj en favoritapp/hemsida - vad är det som är bra med den?

**Om morgondagens digitala plattformar**
- Hur ser en bra hemsida ut för dig?
- Vilka funktioner tycker du om? (Lägga upp eget innehåll (text, video, bild), Spela upp videos, Kunna göra interaktiva övningar, Sök-funktion, Läs mer-funktion, Läsa text, Titta på bilder)
- Vilka färger tycker du om i appar/hemsidor?
- Vilken typ av innehåll tycker du om? (videos, bilder, texter)
- Välj tre ord som beskriver hur du vill att en bra hemsida ska kännas.
- Vad tycker du är absolut viktigast att en hemsida har för att du ska besöka den mer än en gång? Utseende, funktioner, innehåll?
  Varför?

Avslutning
Är det något du skulle vilja tillägga? Något du känner att jag missat att ta upp?
Något som du själv tänkt på vad det gäller innehåll och utseende på mobilvänliga
hemsidor/appar?
Går det bra att citera dig? Med eller utan namn?
Är det okej om jag tar en bild på dig?
Skulle du vilja ställa upp på ett användartest? Vecka 46: 6-10 november?
Kort enkät om ungas åsikter kring hemsidor/appar

Med anledning av att jag gör mitt examensarbete där jag undersöker vad som engagerar ungdomar på mobilvänliga hemsidor har jag skapat denna enkät som riktar sig till dig som är mellan 16 och 23 år gammal. Jag vill jättegärna höra vad du tycker och tänker om dagens hemsidor och appar.

Har du några frågor kring enkäten så hör av dig till alexandra.blomqvist@antrop.se eller på 070-685 95 57

*Required

1. Hur gammal är du? *

2. Hur mycket skulle du uppskatta att du använder mobilen varje dag? *
   Mark only one oval.
   - Inte så mycket, mindre än en timma
   - 1-2 timmar
   - 2-3 timmar
   - Större delen av dagen, mer än 3 timmar

3. Var kommunicerar du med dina vänner? (Du kan välja fler alternativ) *
   Tick all that apply.
   - Via Facebook/Messenger
   - Via Kik
   - Via Musical.ly
   - Via Instagram
   - Via Snapchat
   - Via Instagram
   - Via Spotify
   - Via Twitter
   - Via Whatsapp
   - Via Youtube
   - Via telefon/sms
   - Via mail
   - Other:

4. Berätta om en favoritapp/hemsida. Vad heter den och vad är det som är bra med den? *

https://docs.google.com/forms/d/1V8H9YnAKMmzxck3_EiGS0dXBJR0dyDcGvV7ozL3fROe4/edit
5. **Vad tycker du är allra viktigast för att du ska tycka om en app/hemsida?**
   *Mark only one oval.*
   - Bilderna på appen/hemsidan
   - Designen på appen/hemsidan
   - Texten på appen/hemsidan
   - Videos på appen/hemsidan
   - Interaktiva funktioner (att man kan göra något)
   - Kommunikationsfunktion (kunna prata/dela med andra)
   - Other: ____________________________________________

6. **Beskriv med 3 ord hur du vill att en bra hemsida ska kännas**
   ____________________________

7. **Skulle du vilja testa en digital prototyp på vårt kontor på Rosenlundsgatan (i Stockholm) 13-17 november (v. 46)? (Om ja, lämna din mailadress så hör vi av oss)**
   ____________________________

Powered by

Google Forms
LEKTIONSÖVNING
Gavs ut på ett A3 papper.

• Namn på appen/hemsidan:

• 5 anledningar till att vi använder appen/hemsidan:

  (1)
  (2)
  (3)
  (4)
  (5)

• Skiljer sig era individuella anledningar åt? På vilket sätt?

• 5 saker som skulle kunna bli bättre:

  (1)
  (2)
  (3)
  (4)
  (5)

• Skiljer sig era åsikter åt om vad som kan bli bättre? På vilket sätt?

• Är det något ni vill tillägga? Andra tankar ni har kring innehåll och utseende på appar och hemsidor?
Välkommen!

Idag kommer vi att undersöka hur övningar som kommer finnas i en toolbox för Changemakers Yard skulle kunna se ut. Changemakers Yard är ett projekt tillsammans med Raoul Wallenberg Academy och Ashoka.


Det är inte dig vi testar, utan blir det “fel” eller om du inte förstår så är det okej för då är det något i designen som kan förbättras. Vi vill gärna att du tänker högt för vill höra vad du tycker och tänker angående upplägget av skisserna och vad du kan se för förbättringar.

Är det något du undrar över? Då börjar vi!

---

Bakgrundsfrågor

- På vilka enheter brukar du surfa på? (Mobil, dator, platta)
  Hur skiljer sig ditt surfande på mobil från ditt surfande med dator?
  Föredrar du det ena framför det andra vid vissa tillfällen?

- Vad brukar du använda för appar eller hemsidor?
  Är det något du tycker är extra bra i de apparna? En funktion du gillar kanske?
  Är det något du tycker man ska undvika?

- Om du ska lära dig något nytt inom ett område som inte tillhör din skolundervisning, hur brukar du gå tillväga då? (Podcasts, videoklipp, föreläsningar, böcker, appar)

Nu ska du få titta i prototypen.
Scenarion (Invision)

Uppgift 1
Du har en idé om hur man hjälpa nyanlända med läxhjälp. En av dina Facebookvänner länkar till toolbox på changemakersyard.com och tipsar om att hemsidan har verktyg som kan hjälpa dig under ditt projekt. Du vill därför skapa en profil på changemakersyard.com och göra någon övning för personlig utveckling.

Uppgift 2
Du har nu skapat ett projekt på din profil för läxhjälp för nyanlända och vill därefter göra en eller flera av dessa övningar:

- Roten till problemet.
- Milstolpar.
- Hisspitch.
## Uppgift 1

**Logga in + personlig utveckling**

<table>
<thead>
<tr>
<th>&quot;Rätt väg&quot;</th>
<th>Kommentarer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Toolbox - Grid</strong>&lt;br&gt;- Vad tycker du om sorteringsfilter?</td>
<td></td>
</tr>
<tr>
<td><strong>2. Logga in / Skapa profil</strong>&lt;br&gt;- Känns okej med Facebook/Google?</td>
<td></td>
</tr>
<tr>
<td><strong>3. Min profil - Utveckling</strong>&lt;br&gt;- (Förstår personen sidan?)</td>
<td></td>
</tr>
<tr>
<td><strong>4. Olika Roller</strong></td>
<td></td>
</tr>
<tr>
<td><strong>5. Olika Roller - Resultat</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Uppgift 2

**Roten till problemet**

<table>
<thead>
<tr>
<th>“Rätt väg”</th>
<th>Kommentarer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6. Min profil - Projekt</strong></td>
<td></td>
</tr>
<tr>
<td>- Om vi tänker att du ska lägga till ett projekt här, vilken information skulle du vilja lägga till?</td>
<td></td>
</tr>
<tr>
<td><strong>7. Toolbox - Lista</strong></td>
<td></td>
</tr>
<tr>
<td><strong>8. Roten till problemet</strong></td>
<td></td>
</tr>
<tr>
<td><strong>9. Roten till problemet - Resultat</strong></td>
<td></td>
</tr>
<tr>
<td>- Vad är stjärnorna?</td>
<td></td>
</tr>
<tr>
<td>- Är det viktigt för dig att få belöning?</td>
<td></td>
</tr>
<tr>
<td>- Vad tycker du om det som visas på sidan?</td>
<td></td>
</tr>
</tbody>
</table>
## Milstolpar

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Toolbox - Lista</td>
</tr>
<tr>
<td>11</td>
<td>Milstolpar</td>
</tr>
<tr>
<td>12</td>
<td>Milstolpar - Resultat</td>
</tr>
</tbody>
</table>

## Hisspitch

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Hisspitch</td>
</tr>
<tr>
<td>14</td>
<td>Hisspitch - Resultat</td>
</tr>
</tbody>
</table>
Jämföra skisser (utskrivna)

Om du skulle få jämföra de här vyerna, vad ser du för positivt/negativt på de båda?

- Toolbox - Grid och Toolbox - Lista
- Olika Roller, Roten till Problemet, Milstolpar, Hisspitch.
  - Skulle du vilja kunna ladda ner varje individuell övning eller ladda ner alla övningar som en samling?

Frågor om skisserna

- Var det några delar i prototypen som var enklare eller svårare att förstå?
- Känns det viktigt att kunna spara sin process?
- Känns det viktigt att kunna dela dina framgångar? Hur? (Facebook?)
- Hur vill du se din framgång? (I hörn av maskoten, längst ner på sidan, annat förslag?)
- Vad är bäst som poäng: stjärnor, pokaler, medaljer, fyrkanter, kombination, något annat?
- Hade du föredragit om övningarna var uppdelade över olika sidor istället för på samma sida?

Sociala medier (dator)

- Vem är den här personen? Vad representerar han?
- Skulle du ha läst innehållet?
- Vad tycker du om innehållet? Bilden? Texten?

Intervju med Fredrik Sjöstrand

https://www.facebook.com/changemakersyard/posts/286259765112161:0

Citat av Johan Wendt

https://www.facebook.com/changemakersyard/photos/a.274202572984547.1073741828.249297672141704/289486344789503/?type=3&theater

Citat av Beata Kull

https://www.facebook.com/changemakersyard/photos/a.274202572984547.1073741828.249297672141704/285035321901272/?type=3&theater

Avslutande frågor

- Finns det något du tycker att vi har missat eller som du vill nämna?
- Går det bra om vi kontaktar dig igen om det finns något som vi undrar över?

Då var vi klara. Tack!
Testmanus: Digital prototyp

Välkommen!


De som inte testat pappersprototypen: Först kommer vi att ställa lite bakgrundsfrågor.

Du kommer (sen) att få göra två uppgifter i vår prototyp för att se hur den fungerar. Det är viktigt att du vet att det inte är dig vi testar, utan blir det ”fel” eller om du inte förstår så är det något i designen som vi kan förbättra.

Tänk högt när du gör uppgifterna, alltså säg allt du tänker, för vi vill höra vad du tycker och tänker angående upplägget och vad du kan se för förbättringar.

Är det något du undrar över? Då börjar vi!

Bakgrundsfrågor (till de som inte testat pappersprototypen)

- På vilka enheter brukar du surfa på? (Mobil, dator, platta)
  Hur skiljer sig ditt surfande på mobil från ditt surfande med dator?
  Föredrar du det ena framför det andra vid vissa tillfällen?

- Vad brukar du använda för appar eller hemsidor?
  Är det något du tycker är extra bra i de apparna? En funktion du gillar kanske?
  Är det något du tycker man ska undvika?

- Om du ska lära dig något nytt inom ett område som inte tillhör din skolundervisning, hur brukar du gå tillväga då? (Podcasts, videoklipp, föreläsningar, böcker, appar)

Nu ska du få titta på prototypen.
Scenarion (Invision)

Uppgift 1

a) Du har blivit tipsad av en av dina vänner om changemakersyard.com. Vännen har berättat att där kan man lära sig mer om socialt entreprenörskap, vilket du tycker låter spännande. Du vill därför skapa en profil på changemakersyard.com
b) Du vill nu prova att göra en övning för personlig utveckling som heter Olika roller

Uppgift 2

b) Du vill nu göra dessa övningar:
   - Roten till problemet
   - Hisspitch
   - Milstolpar
   - Verksamhetsplan
**Uppgift 1**

**Skapa profil + Personlig utveckling**

---

### Kommentarer

<table>
<thead>
<tr>
<th>“Rätt väg”</th>
<th>1. Startsidan</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Vad tycker du om startsidan?</td>
<td></td>
</tr>
<tr>
<td>- Vad skulle en sida heta där du ska göra övningar?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Toolbox - Skapa profil</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Vad tänker du kring rubriken Toolbox? Förstår du vad man gör på den sidan genom namnet?</td>
</tr>
<tr>
<td>- Vad tänker du om att man måste ha ett Facebook- eller Googlekonto för att kunna skapa en profil?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. My Yard</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Vad tänker du om namnet på sidan My Yard? Förstår man att man kan se både sin profil och projekt här?</td>
</tr>
<tr>
<td>- Saknar du något på denna sida?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Olika roller - Detta lär du dig</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Hur känns denna?</td>
</tr>
<tr>
<td>-Är det lagom mycket text?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Olika roller</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Vad tycker dom om upplägget? Är det tydligt?</td>
</tr>
<tr>
<td>- Tänker du på Progressbaren? Är den bra?</td>
</tr>
<tr>
<td>- Finns det något som skulle kunna förbättras?</td>
</tr>
<tr>
<td>- Vad vill du att det ska stå på sista sidan: Klar/Färdig/Nästa/Se resultat/Något annat? (OBS: Ej SPARA!)</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>6. Resultatsidan</strong></td>
</tr>
<tr>
<td>- Innan du kommer till en resultatsida så ska du få lägga ihop en själv utefter några block som vi tänker att man kanske vill ha</td>
</tr>
<tr>
<td>- Ska vi ha rubriker för styckena? Eller bara kör på texten?</td>
</tr>
<tr>
<td>- Vill man reflektera och i så fall, hur ofta?</td>
</tr>
<tr>
<td>- Vilken sida vill dom komma till när de klickar på Spara?</td>
</tr>
<tr>
<td><strong>7. My Yard</strong></td>
</tr>
<tr>
<td>- Är det tydligt vilka övningar som är klara och vilka man kan göra?</td>
</tr>
<tr>
<td>- Känns de man kan göra klickvänliga?</td>
</tr>
<tr>
<td>- Vad tycker du om emoji när man är klar med en övning?</td>
</tr>
<tr>
<td>- Skulle du vilja ha någon ytterligare belöning? (Som i ett spel)</td>
</tr>
<tr>
<td>- Vi funderar på att ha en ruta där man kan se en sammanfattning av det man gjort, känns det överflödigt eller skulle det vara roligt?</td>
</tr>
</tbody>
</table>

---

**Uppgift 2**

**Lägg till projekt + Övningar**

<table>
<thead>
<tr>
<th>“Rätt väg”</th>
<th>Kommentarer</th>
</tr>
</thead>
</table>

**8. My Yard - Lägg till projekt**
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Känns det tillräckligt att bara ange namn på projektet eller skulle du vilja kunna skriva/fylla i något mer?</td>
<td>Känns det tydligt vad som förväntas av en?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hade du velat ha något speciellt resultat för just denna övning?</td>
<td>Känns det tydligt vad som förväntas av en?</td>
</tr>
<tr>
<td></td>
<td>Känns det tydligt att det är en hiss? Och hur bör den röra sig?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13. Hisspitch - Resultat</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hade du velat ha något speciellt resultat för just denna övning?</td>
<td></td>
</tr>
</tbody>
</table>
### Milstolpar

14. **Milstolpar**
- Känns det tydligt vad som förväntas av en?

15. **Milstolpar - Resultat**
- Hade du velat ha något speciellt resultat för just denna övning?

### Verksamhetsplan

16. **Verksamhetsplan**
- Känns det tydligt vad som förväntas av en?

17. **Verksamhetsplan - Resultat**
- Hade du velat ha något speciellt resultat för just denna övning?

### Avslutande frågor

- Vad är ditt generella intryck av prototypen?
- Var det något språk eller några rubriker du reagerade på?
- Var det några delar i prototypen som var enklare eller svårare att förstå?
- Finns det något du tycker att vi har missat eller som du vill nämna?
- Går det bra om vi kontaktar dig igen om det finns något som vi undrar öv er?

Då var vi klara. Tack!