IT-UNIVERSITETET I KØBENHAVN

Research Project 2022:

Investigating the marketplaces students choose to buy or sell second-hand products for academic purposes

Course code: KIREPRO1PE

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Abstract

Throughout this research project, I kept three guiding concepts in mind: what to research, why to comprehend the scope of unsolved challenges, and how to contribute to the creation of a solution to the problem area.

The major goal of this project is to investigate which online marketplaces are most popular among students for doing used shopping throughout their time as students, as well as why they favour using the internet over traditional brick and mortar stores. Are students finding it easy to use the things they have purchased online, or have they encountered difficulties? First, a review of the literature in this field of study was done in order to accomplish this research goal. Fred Davis Technology acceptance model (TAM) has been used to compare the findings of this project in relation to the theory. In order to gather the data, I used a qualitative method and conducted seven semi-structured interviews with students from several Danish universities.

After interview data analysis, the conclusions were described. Students in Denmark enjoy using Facebook Marketplace and the DBA website. It has been demonstrated that one factor in student's adaptation to them is social impact. the primary reason for students does the used products shopping is due to the economic situation such as price. The ease with which students may check whether a product is available and the possibility of negotiating the price are secondary reasons why they use the aforementioned sites. As I learned this, I also came to understand the current difficulties that students are dealing with. Some of the problems have been with trust, communication, and Quality of product. Most of the students admitted they only bought things from people they knew or were urged to buy them. Because of the poor quality and improper product descriptions that are published on those sites, people find it difficult to trust strangers. Additionally, it showed that inconsistent group posts have made communication difficult in the Facebook marketplace. Students also missed the opportunity to reserve the item, which made it difficult for them to know whether it was still available when they made their purchase.

In light of the aforementioned issues, a new website platform that integrates social e-commerce with adaptable communication may be a potential answer.

CONTENTS

1 Introduction:

This section will discuss the research background of marketplaces available for second-hand shopping. It will discuss the previous empirical studies conducted on marketplaces consumers choose to buy second-hand products. For further investigation, I will be focussing on selecting the target audience of students in my research, and developing research questions to achieve the research aim, i.e., challenges faced by students using social media platforms for buying/selling second-hand products.

1.1 Research background & observation:

With the advent of improvements in social media technology nowadays, there has been ease in communication for people to interact with others. This holds true for used goods that consumers purchase on various online marketplaces (Hajli, 2014). The global popularity of second-hand shopping has been steadily rising in the twenty-first century. The primary places where people purchased used goods during the last few decades have been bazaars, flea markets, thrift stores, and second-hand stores. The emergence of social media and online platforms such as Facebook, Amazon, eBay, and other websites has increased the interest among youthful viewers.

Previous empirical studies have been conducted to understand consumers behaviour of buying second-hand products on social media (Jiao, 2015, p.1). This research has helped to understand why people choose social media platforms to buy second-hand products and how does second hand transaction communications happen on social media platforms. However, the research was conducted targeting the general audience who are common people and insufficient attention has been paid to younger people. More specifically, it has focused research on buying the products on social platforms and had limited its research from another point of view which is selling. Therefore, it is fascinating to know how younger people like students for academic purposes are using social platforms to do second hand shopping.

1.2 Research question

In this research project, I aim to study why university students choose social media sites such as Facebook, etc and online websites to purchase used products for their academic needs, including textbooks, laptops, iPad, and chargers etc. What encourages students to use these platforms rather than actual stores, do they facilitate communication? Do they have any negative experiences or challenges when posting, obtaining updates for the post published, receiving notifications, getting responses, and making purchases on social media platforms and websites?

The overarching core question revolves around identifying the difficulties students encounter while using social media and online platforms to conduct academic second-hand shopping, as well as how such difficulties may be overcome by improving the features already in place that meet their needs.

The theoretical framework, the Fred Davis-proposed Technology acceptance model (TAM), will serve as the base for my study's foundation. I will employ the qualitative technique and conduct semi-structured interviews with university students that make up my target audience to assist my study's data collection.

Based on the insights that I gain from this research project; I will be offering some recommendations for extending the project in the future that would likely help students ease their communication.

The next section presents the relevant literature review on the research topic which is then followed by a summary of the theoretical framework. The paper will then go into detail on the methodology and techniques. Following the data collection, the next sections will analyse the data and draw the conclusions from them.

2. Literature review:

This section will access and evaluate earlier studies related to available marketplaces and reason for using online platforms for second hand shopping. It will first provide information on the topic of the article and the publication date. I'll next go into detail about the platform and search keywords I used to find this document.

Second, it will explain the main ideas discussed in the paper, the methodology used, and reach their findings. I will next discuss any gaps that might exist before summarizing how I plan to solve the research gap with respect to my research questions.

2.1 second hand online e-bookshop

This section presents a paper that covers one of the online websites developed for students for purchasing second handbooks i.e., bookshop. To search for this paper using the keywords: students second handbooks, I utilized Google Scholar. The paper was published in 2011.

This literature was based on the work of Talla on the design and implementation of a second hand E-bookshop (Talla, 2011). A user-friendly portal was developed where one student can sell the book, he wishes just by providing the details on the website and other students search for the relevant books and can order a book posted from the site. This platform helped students to sell books that have not been in use and make money by posting the details online.

Although these bookshops are a terrific way for students to find literature books that are relevant to their studies and make buying used books easier, From the study, certain important conclusions were seen. The study was more limited within the range of academic books for students. However, improvements can be made by providing a greater scope not only from books but also from other products like electronics, electrical components, etc that students use in their courses at schools. Another area of improvement is the website couldn't help the students communicate with each other

as it's specifically meant for purchasing. By providing a channel, we can assist the buyer in negotiating.

The knowledge gained from the review's conclusions will help address a part of my research questions, such as how to facilitate student's communication and how to store details of various products in one platform for students. From this review, it can be seen there are some gaps, such the lack of a function for booking a specific book for a specific period of time and a channel for students to haggle over prices on the user interface. Future development may take into account improving these features.

2.2 second hand shopping on social media platforms

Google Scholar served as the source for discovering the paper. The following keywords have been used: second-hand shopping on social media. The literature was based on the thesis done by Jiao in 2015 about understanding of why consumer's use the social media for buying second hand products and understanding their behaviour (Jiao, 2015). This paper used surveys as quantitative methodology to understand people's attitudes and then semi-structured interviews were conducted based on the preliminary analysis from the surveys.

The paper has drawn the findings about three important aspects:

1. Characteristics of the consumer-to-consumer transaction on social media platforms
2. Motivation of the consumer towards the purchase of products on social media
3. Consumer to consumer behaviour during the shopping process

The key elements that influenced consumers' decisions to buy things on social media were Price (1), Location (2), Product Information (3), and Trust (4).

(1) **Price** was listed as the top consideration for purchases by over 97 percent of survey participants. Some have also understood that if they are familiar with other customers, they may be able to negotiate a lower price than the original item.

(2) Some of the interviewees believed that the **location** was a crucial factor to take into account because they were willing to purchase a good from people who stay close by in order to save time.

(3) The majority of consumers are more likely to have purchased a product if it provides **product information**, such as a description, photographs, and details regarding its quality and usage. This has demonstrated a direct impact on consumers' intentions to purchase them.

(4) Along with the aforementioned factors, **trust** significantly influenced some respondents who used an online payment method since they wanted to know the information about the seller because they didn't want to buy the product from an unidentified individual.

They have made a very clear point: they would only believe the goods exist if they could physically see them because they think the online photographs can be altered. On the other hand, some people didn't care about trust as they wanted to want to meet the seller in person, see the product in person, and then buy it.

To summarize, this work had showed that known factors for customers purchasing used goods on social media include price, trust, environmental benefits, and product knowledge. The broad audience's motivational variables have received most of the attention. It will be fascinating to know more themes that influence students explicitly utilize in relation to their education. It might involve looking for ways to make the aforementioned variables or add new ones better. These characteristics will assist me in addressing my research question on why students favour social networking platforms for buying used goods, and they will allow me to better understand the problems that students face. One of the major gaps in this literature is that it did not do a deep comparison between physical second-hand trading and online second-hand shopping in terms of the shopping motivation. This research paper will address the gap.

3 Theoretical Model:

The technology acceptance paradigm put forth by Fred Davis for experimentally evaluating new end-user information systems will be described in this section. It will cover the motivational variables between the system characteristics and the user's willingness to adapt the system (Davis, 1985). The theory provides insight into two important factors: Perceived usefulness (PU) and the perceived ease of use (PoEU).

The main reason why I choose this theory is that it would allow me to compare the findings of my research to that of the theory and determine which themes would fit according to the variables described in the theory. It would also allow me to determine whether the findings would affect users' attitudes toward actually using the newly proposed system.

3.1 Fred Davis Technology acceptance model

The Technology acceptance model (TAM) proposed by Davis focussed on the user's attitude using a new system. This is explained using two variables. Davis validates these variables with quantitative method surveys after conducting pre-test interviews to perform content analysis on reviewed literature. Davis further tested the proposed model's structure using the user acceptability experiment, which replaces video tape presentation with hands-on involvement.

The independent variables (first) describe to what extent user believes using a particular system would improve their performance (PU) and the second belief was based on the degree of how it is easy to use the system (PoEU).

The dependent variable (second) of TAM is the design features and the behavioural response of the users such as motivation, influence, and beliefs. The behavioural

response whether a user actually uses the system or not and this is completely based on the Fishbein paradigm proposed in 1975. It states that an individual's intention to engage in a particular behaviour is what leads directly to that behaviour being displayed by that individual. Individual intention is also jointly influenced by that individual's attitude toward engaging in that behaviour as well as the perceived social influence of people who are significant to that individual (Fishbein & Ajzen, 1975).

4 Methodology

To address the research questions, the three important aspects are: reviewing the literature, collecting the data to investigate the study, and analysing the gathered information. Having drawn some conclusions from reviewing the literature in the previous sections, it is important to collect the data that would help to gain insights into my research topic. Hence, it is necessary to know what kind of data will be collected, how it is collected, and who will be involved in the process. This section will discuss the approach and methodology chosen for data collection, and then it will explain how the collected data had been analysed.

4.1 Qualitative approach

Qualitative research is the process of understanding the human behaviour in real - world context (Merriam, 2002). This involves why people use a specific thing, exploring how was their opinions or issues on certain things (Hancock et al.,2001). In this paper, it would mainly be an interpretative approach focussed on the experience of students on why they choose social media and online websites for second hand shopping and what factors influences them to use it. Therefore, using the qualitative approach will be more appropriate to use rather than the quantitative approach as this paper aim to answer "what" and "why" questions rather than answering the "how much/how many" questions. The next section describes the method selected as part of the qualitative study.

4.2 Data collection – Research Method

Although there are various data collection sources such as observation, interviews, focus groups, and documents. The data-gathering approach is determined by the research question and which data sources will provide the most useful information to address it (Hancock et al.,2001). Even though focus groups are one kind of interview where participants interact with each other in a group and follow the discussion only on the research topic guide it does not allow the participants to speak openly (Hancock et al.,2001). Asking people their opinions on something is the best method to learn what they think of it (Jensen, 2012). This is done with interviews.

So, I had done interviews since they allow me to communicate with each person in one-on-one setting. I will be employing three important crucial factors: duration, structure, and depth (Jensen, 2012, p.272) in my interviews while conducting.

4.3 Data collection- semi-structured interview

4.3.1 why semi-structured interview?

Semi-structure interview engages a formal discussion between the researcher and the respondents. The researcher will use an interview guide which comprises of research topics and list of questions that covers the conversation in a specific order (Cohen & Crabtree, 2006). In addition, the interviewer can also have a scope to go away from the guide and ask some more questions if he or she feels appropriate.

Another reason for me choosing semi-structured interview is that students participating in my interview should feel comfortable with the questions being asked and the environment interview takes place, so they can freely express their opinions and share their experiences on the questions asked. That's why I conducted interviews both online and in person according to the participant's schedules.

4.3.2 Interview guide design

As I had took the interview's duration into consideration, I had employed a semi-structured interview as my strategy for gathering data. I created a list of numerous pre-planned questions based on my research topic for the interview guide that is based on tanggaard (Tanggaard & Brinkmann, 2015). Then, based on the responses I receive from the respondent I decided whether to continue asking for detailed extended questions about a particular issue.

To begin with the interview structure, Firstly I noted down the date and time when the interview took place. Secondly, the details about the mode of the interview and permission to record had taken from the participant before the interview begun. Each interview had lasted for about 25 -30 minutes.

The interview guide (Appendix 1) consists of two columns- one is research questions, and the others is the list of interview questions.

Structure of the interview:

- Date and Time
- The setting of the interview- Online/In-person
- Self-introduction- Babavaraprasad, M.Sc. software design
- Recording permission - yes/no
- Purpose: The purpose of the interview is to explore the online marketplaces students use to purchase used products for academic purposes and to know the pain points.

4.3.3 Interview Implementation and transcription.

Overall, seven semi-structured interviews were conducted. Three interviews took place online and four were conducted in person at the IT University of Copenhagen. The details about the respondents who took part in the interview are given in table 1 below.

Table 1. The summary of respondents who participated in this project (source: own)

	Name	Age	Study program	University	Interview type
1	Zenan	28	M.Sc., Game Design	IT University of Copenhagen	online
2	Angelina	27	M.Sc. cognition and communication	University of Copenhagen	Face to Face
3	Winther	30	M.Sc. software design	IT University of Copenhagen	Face to Face
4	Hans	23	M.Sc. Data science	Copenhagen Business school	online
5	Darinka	27	M.Sc. software design	IT University of Copenhagen	online
6	Oskar	27	M.Sc. software design	IT University of Copenhagen	Face to Face
7	Eijs	23	M.Sc. Data science	Denmark Technical university	Face to Face

According to tanggaard, it is believed that the best time to transcribe an interview is as soon as possible when the interview has been completed. This way the interviewer can clearly write the important elements what was said in the interview (Tanggaard & Brinkmann, 2015). So as soon as the interview was completed, I transcribed them. As transcribing the whole interview takes a lot of time, I decided to transcribe the important answers in texts which are only related to my research questions.

5 Analysis

This section will explain the techniques used to analyse the gathered qualitative data first and then it will distinguish the interview transcription into different categories. Finally, we will classify them into themes. Every theme will be discussed detailed in the findings and discussions.

5.1 Data Analysis of Qualitative data

Data analysis of qualitative data involves coding. Codes are descriptive words added to text passages so that they can be recognized afterwards and possibly compared, contrasted, and counted for salience (Tanggaard & Brinkmann, 2015). To analyse the data from my interviews I will be using constant comparison analytical tool (Corbin & Strauss, 2008). First, I will be reading through the transcription text for all the interviews. Then I will notice the similarities or comparisons in the data. Next, I will classify them into different themes.

For instance, the transcription to data on the research question of why students choose online platforms to purchase used products instead of stores share a common similarity by two different respondents.

"I can search the book in Facebook easily, and I can ask for the person whether they have it, if they sell at the price I wanted, I can ask him directly…" (Angelina)

"Umm. I think it's more flexible to use Facebook as you don't have to spend much time going to the stores. I feel it's also transparent because sometimes we don't know the physical stores will have certain book I want to buy. On Facebook, I can simply search the product and get the information..." (Zenan)

Here these two participants shared a common similarity in that they can search the product information online to know whether it is in stock or not. It tells that the respondents save their time knowing whether the product exists or not rather than going to flea markets or physical stores. This similarity will be used to categorize the theme: Availability.

Giving another example, when asked students about how their communication was using Facebook as their platform when they bought a product and in case the product contained defects. I received a mixed response.

"…it was not easy to reach out to seller on Facebook because it's not verified here, sometimes profile gets deleted and then create a new one if their intention is to scam someone… I think it's better to get the seller's phone number, security number in the form of a receipt when something is bought from seller." (Eijs)

"…people aren't that active on dba as much as they are on Facebook because Facebook is mostly part of every Danes everyday life so they use it every day, and this means that they will see the messages and reply to them faster…" (Winther)

From the above two sequences, both students have different opinions in regard to communication experiences using Facebook. Eijs thought that in Facebook marketplace, after buying something and in case of a product defect, he cannot know whether the seller is verified or not and had an experience where the seller profile got deleted arising new doubts in him about the seller being scammer while Winther said that she has a good experience.

Table 2 below gives some parts of analyses of the interview transcription sequences, classified categories, and the categorization of themes.

Table 2. Theme categorization and its related transcription sequence

Interview Transcription sequence	Categorization	Theme
"…. In beginning, I bought the brand-new books which would always be many 1000 Krones each semester. so, I quickly stopped doing that and bought used books online instead that is cheaper…" (Oskar Rumle)	Motivational factors to purchase second hand products	Price
"...I feel it's also transparent because sometimes we don't know the physical stores will have certain book I want to buy. On Facebook, I can simply search the product and get the information..." (Zenan)	Online marketplace over physical markets	Availability
"…It takes less time for me to look up something from online to buy than actually visit several stores." (Hans)	Online marketplace over physical markets	Convenience
"…It depends how trustworthy other apps are. Because in Facebook I feel it's less scam here as I can see the personal bio about the person selling it. Specifically, I'm scared while buying the electronic gadgets like iPad that it won't be working once, I pay and bought it…" (Zenan)	Reason to choose Facebook over other apps	Trust
"A feature of video will be always helpful in trying to buy something…because everyone wants to see What it is about? First of all. Then If you're reliable, because there are many people who have post broken stuff and then you cannot know the condition of it and it's really hard to decide whether to buy…" (Angelina)	Feature impact towards purchase	Quality of product

6 Findings and Discussion

This section will first discuss the findings for the research topic of what marketplaces are chosen by students for their second-hand shopping. Then I will discuss each categorised theme separately in a detailed way with the interview transcription sequence from the students and interpret the data. Then I will develop an analysis in relation to the Davis TAM.

Among all the students who participated in the interview, five students (Zenan, Angelina, Eijs, Darinka, Oskar) were using the Facebook marketplace, one person Hans was using the DBA website, and one person (Lena Winther) using both DBA and Facebook marketplace for their second-hand transactions. Other social media apps were also used, but they were not used for academic purposes; they were apps like trend sales.

6.1 Price

This theme was developed when I asked the students for their reason to purchase used products in the market. One factor unites all of the students who participated in the interview: the price-effectiveness of purchasing second-hand products over brand-new ones.

For example, "…. In beginning, I bought the brand-new books which would always be many 1000 Krones each semester. so, I quickly stopped doing that and bought used books online instead that is cheaper…"(Oskar Rumle). This student claims that affordable pricing was a key element in his decision to switch from purchasing new books.

In this transcription as well, the student is mostly concerned with the price. However, it also highlights another crucial aspect of price, namely negotiation. The sequence below demonstrates how Angelina utilizes Facebook as her online platform to acquire a product from the seller and how she has the opportunity to haggle over the price.

"…I can search the book in Facebook easily, and I can ask for the person whether they have it, if they sell at the price I wanted, I can ask him directly…" (Angelina)

In summary, economic benefits will be taken into consideration as one of the independent variables based on Davis TAM (Perceived usefulness).

6.2 Availability

This was the theme developed when I asked about why are using online websites or social marketplaces rather than buying something at physical stores in Denmark. From the below sequence, the student prefers to shop online because of the time factor as she mentions that sometimes the physical stores don't have a book she wants to

purchase. So, she decides using an online application would ease her efforts just by searching the product and filtering the products she needs.

"...I feel it's also transparent because sometimes we don't know the physical stores will have certain book I want to buy. On Facebook, I can simply search the product and get the information...so if I choose to go to physical store its waste of time, so I don't get anything out of it. There is a possibility…" (Zenan)

I'll be contemplating these two Davis TAM variables when I think about this theme (Perceived Usefulness & Perceived ease of use). It is taken into consideration for perceived usefulness because of the ability to find the needed item on any platform will help users work better if they can easily obtain all the information they need from desktop or mobile devices. The system can be useful in user convenience by saving their time, which is why I believe it to be for perceived ease of use.

6.3 Convenience

The study question of why students prefer the Facebook marketplace to actual stores led to the development of this theme.

Hans mentioned, "…It takes less time for me to look up something from online to buy than actually visit several stores."

There are two different aspects here for time-saving. One is students want to save time by avoiding travelling to stores. Another aspect is it's easy for them to search for the product if it exists or not. The perceived ease of use variable will be assigned to this theme.

6.4 Trust

This theme was developed from the question when I asked students about how their experiences were using Facebook and the DBA website. It received mixed words of mouth on the aspect of believing the seller and there are also some suggestions mentioned by them for further improvement.

"For me it was okay since all the people are from school so you can see them around the school and ask them. So, it was kind of small group. Otherwise..." (Oskar)

"…During start of semester someone told me about the Facebook group where ITU students buy and sell the books. That's even more specific and narrower to who is selling and what..." (Darinka)

From Oskar, it's believed that students are trusting someone whom they have known previously in school or whom they can visually see on daily basis at a place.

Also, another point that needs to have attention is that from Darinka point of view, it has been clear that she is willing to look for a place to purchase which is recommended by her friend. So, it is clear that second hand purchase takes place within their friend's community.

Trust has been in the theme of perceived usefulness. According to Davis TAM, its mentioned that the perceived usefulness and perceived ease of use are the independent variables that will show influence towards the actual system use (Fishbein model). But, based on the findings from Darinka interview it shows that social influence will also have an impact to use the system actual use alongside Davis variables.

6.5 Quality of product

When questioned about the features in the app they now have and what may be improved, it was the theme taken into account. In their interviews, the majority of students emphasized how crucial product descriptions are to their decision-making process and shared painful past experiences. I learned from a student who used Facebook that product quality will indirectly affect trust, a crucial factor in purchasing.

From the interview sequence, "A feature of video will be always helpful in trying to buy something…because everyone wants to see What it is about? First of all. Then If you're reliable, because there are many people who have post broken stuff and then you cannot know the condition of it and it's really hard to decide whether to buy…"(Angelina)

The majority of social media platforms and websites only allow users to post brief descriptions and photographs of products, so there isn't much high-quality information available. As a result, emphasizing these three areas primarily will increase audience trust:

1) The description on product - what is the product? when was it bought? And specifications
2) Used condition – How long has it's been used? Are there any defects in product?
3) Video feature – to show the product from different dimensions.

The Product Quality theme will be taken into account for perceived usefulness since I think that including features like video and informational sections on usage circumstances would increase users' desire to utilize the system.

In conclusion, the ease of searching for products on online marketplaces is the reason why students favour them. The primary determinant of their decision to buy used goods had been price. Using these internet marketplaces, they had the opportunity to haggle over the price. The product's quality, on the other hand, was one of their top concerns, and this directly affected the component of trust. Availability has been identified as a new topic resulting from this research effort and is regarded to be inductive among the five findings.

7 Conclusion

In this section, I will present some conclusions from the research findings and summarize the answers to the research question on marketplaces chosen by students, parameters that influenced students to use those marketplaces over the physical markets. Davis TAM had been considered as theoretical framework in the project. Qualitative study using semi structured interviews are conducted to gather the data from students and analysed using constant comparison analytical tool. Then I will be discussing the limitations of the study. Finally, I will give suggestions for future work in this research area.

Facebook and the DBA website has been the most used marketplace for students to purchase or sell used products. The primary reason for students purchasing second-hand products has been price. convenience and availability have been the key influencing factor for students to choose online platforms instead of physical markets. Alongside the themes mentioned in the findings section, there are certain recommendations provided by the students as further improvements to the platforms.

1) reserving the product - They had no chance to reserve the product for themselves from the seller for a minimum time. Nan, who has been using Facebook marketplace had to post in the group asking if the item still available or reserved for someone.

2)Trusting the seller – A possible feature where it could have a rating of the product and a review of the seller could be a great option.

3)payment methods – A social platform like Facebook doesn't not support payment methods while DBA supports online payments through it's website. It's even beneficial for the users to have cash as their option to pay. A student reported that when she came to Denmark at first, she didn't have a bank account for almost one and a half months, and she had to buy some books for the course. The only option she had is to pay either by card or using mobile pay. This can be beneficial for the new students to provide an option to pay via cash.

Limitations of study:

I realized that in addition to perceived usefulness and perceived ease of use, social influence and student economic situation will also have an impact on how the system is actually used while reviewing the interview transcription sequences & themes and linking it to Davis TAM.

Having stated that, I have discovered from conducting interviews that each respondent has some points in common and also some points of distinction about concerning a given issue. It has therefore generally been challenging to recall what each person said. It was helpful to abide by Tangaard's recommendation to immediately record every interview.

As suggested by supervisor Christian, pilot testing before interviews helped design the interview framework to assess the applicability of the questions.

Future work:

Future research could be developed in following areas: 1) To investigate more themes using qualitative research. 2)Designing a prototype to implement a solution that would ease the communication process between students and increase trustworthiness (combining ecommerce websites/apps + communication). 3)introducing new features such as rating, video feature for product description, multiple channels specific to each product into a new platform taking inspiration from already existing platforms.

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Appendix 1: Semi-structured Interview guide

Research Question	Interview Questions
Introduction	• What is your name & age? • How long time have you been a student in Denmark? • What study programme are you enrolled in? where do you study?
Personal experience	• Could you tell me your recent experience buying or selling second hand products such as electronic gadgets, textbooks, electrical equipment's etc online? • What products have you bought/ sold? Where did you buy or sell the product? • What is the important factor that drives you to purchase used products?
Social marketplace/websites as a marketplace	• As a student, do you think online websites and social platforms are better than physical markets, why? • As we have multiple platforms available, what motivated you to choose platform x over other platforms? • Could you tell me how was your experience using the system?
User interface experience of App/website	• Can tell me about what features the system offers? What is important to you when using the app or website? • Which is the most important feature that you liked in the app or website? • Have you disliked anything? Why? • How was it to navigate the app /website from one section to another section?
Features	• <u>Reserving product</u> • Did you have a feature for reserving the product when you want to buy it in the system?

	· Do you consider this feature to be important as part of the system? Why? · Does the feature only offer to reserve a single product or multiple products in one purchase? · Do you get any updates or notifications on the product in case the product had already been reserved? video feature • Does the app/website have a video feature describing the product? • Do you think it is necessary to have this feature on describing the product? • Is this feature will show any impact towards buying?
Communication	• Do you chance to communicate with the person who has posted about the product? • In case of a product defect, can you able to communicate with the person or the vendor from whom you bought it? • What sort of communication issues have you encountered while using this website or app?
Payment	• What different types of modes of payment does the system offer? • Did you find any challenges using it? • Do you think anything could be improved?