

Research Findings

NM3226 Tutorial W2

Angel, Gigi, Harvey, Wilson

Background



Sungei Road Free Hawking Zone

Second hand goods, antiques, electronic appliances, books, jewellery, old clothing and shoes, as well as collectibles like coins, stamps currency notes, etc.



Context

Vendors - Looking at their daily routine and activities, interactions with customers.

Market goers - Allowing the market goers to fully appreciate the cultural and historical significance of the Sungei Road Flea market

Research Methods

	Primary Research	Secondary Research
Vendors	<p>Interview the vendors</p> <ul style="list-style-type: none">- Record- Observe- Take Pictures- Conduct the Trade	<p>Readings</p> <ul style="list-style-type: none">- Defining Place- Wicked Problems- The Frame of the Game
Students (market goers)	<p>Survey</p> <ul style="list-style-type: none">- 15-25 year olds- 35 participants	<p>Readings</p> <ul style="list-style-type: none">- The Frame of the Game <p>Others</p> <ul style="list-style-type: none">- Gamification in learning

Insights / findings (Primary)

VENDORS:

Interviews & Observations

- Schedule of the vendors (morning,noon,night,weekends)
- Reasons of why they sell in the market (Distance from their home,Rental Price)
- Amount and feature of the customers
- The process of trade

STUDENTS (MARKET GOERS):

Survey

- 41 Responses
- Age 15-25
- Target audience: Students from **Secondary School or Tertiary Institution**
- Although 87.8% of the respondents went on a trail before, only **63.4%** enjoyed it.
- **75.6%** of them are interested in an AR game heritage trail.

Insights / findings (Secondary)

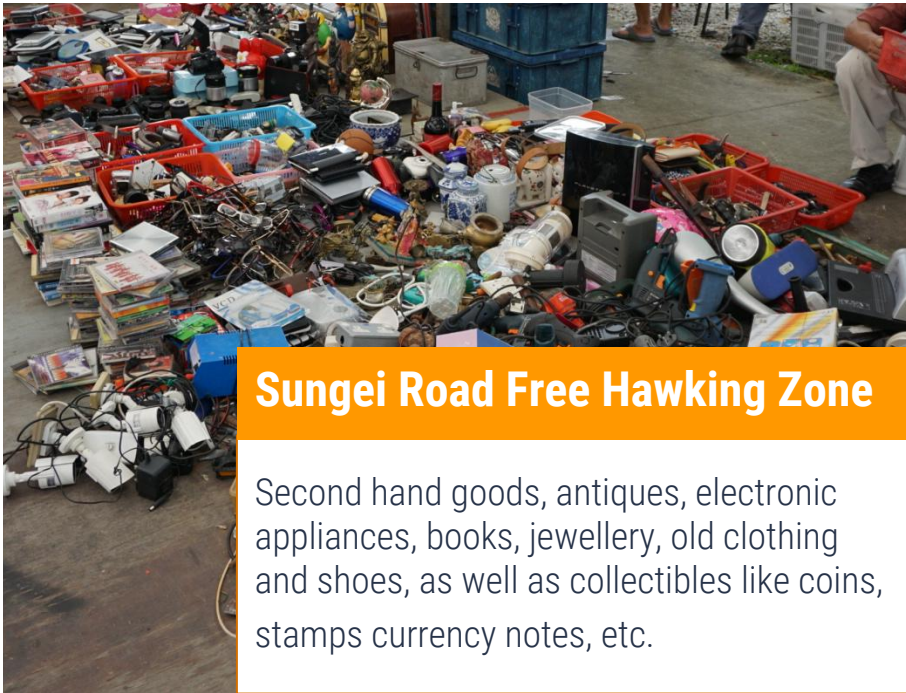
Secondary research about learning in field trips/learning journeys, accompanied by the use of mobile devices.

- The use of smartphones in narrative-making practices have been shown to be effective in students' learning (Hillman, Weilenmann, Jungseilius & Lindell, 2015)
- Gamification of field trips has also shown to
 - Boost learning (Chen, Liu, Hwang, 2015)
 - And improve learning motivation (Su & Cheng, 2014)



Thank you!





Sungei Road Free Hawking Zone

Second hand goods, antiques, electronic appliances, books, jewellery, old clothing and shoes, as well as collectibles like coins, stamps currency notes, etc.

Context

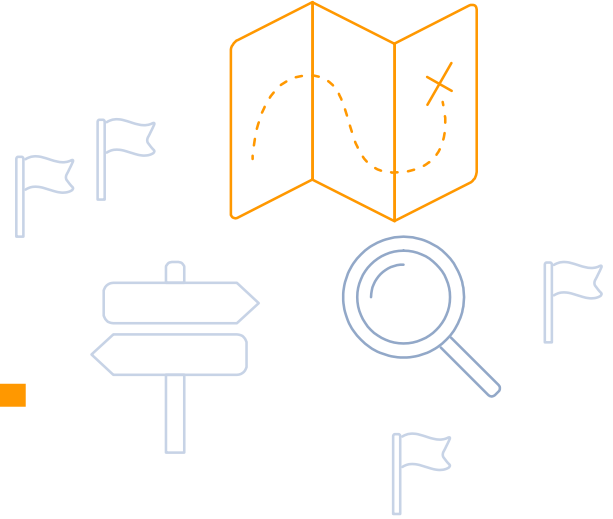
Vendors - Looking at their daily routine and activities, interactions with customers.

Market goers - Allowing the market goers to fully appreciate the cultural and historical significance of the Sungei Road Flea market



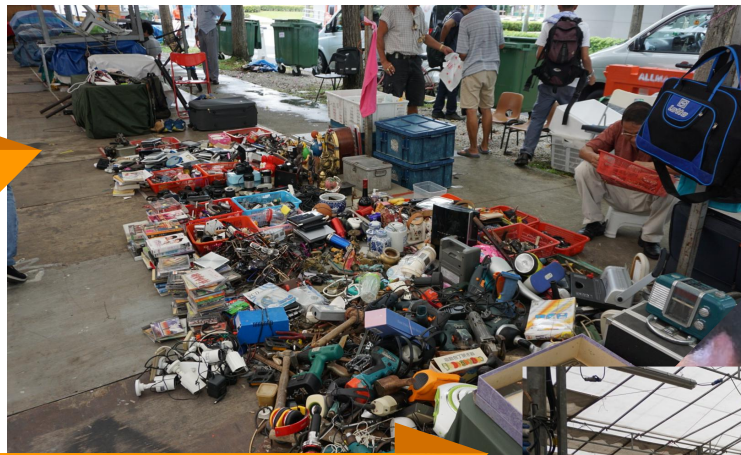
OUR PROJECT

To create a game trail for secondary students in the perspectives of a vendor V.S. a market goer to show the social and personal layer while providing educational and historical backgrounds.



Sungei Road Free Hawking Zone

Second hand goods, antiques, electronic appliances, books, jewellery, old clothing and shoes, as well as collectibles like coins, stamps currency notes, etc.



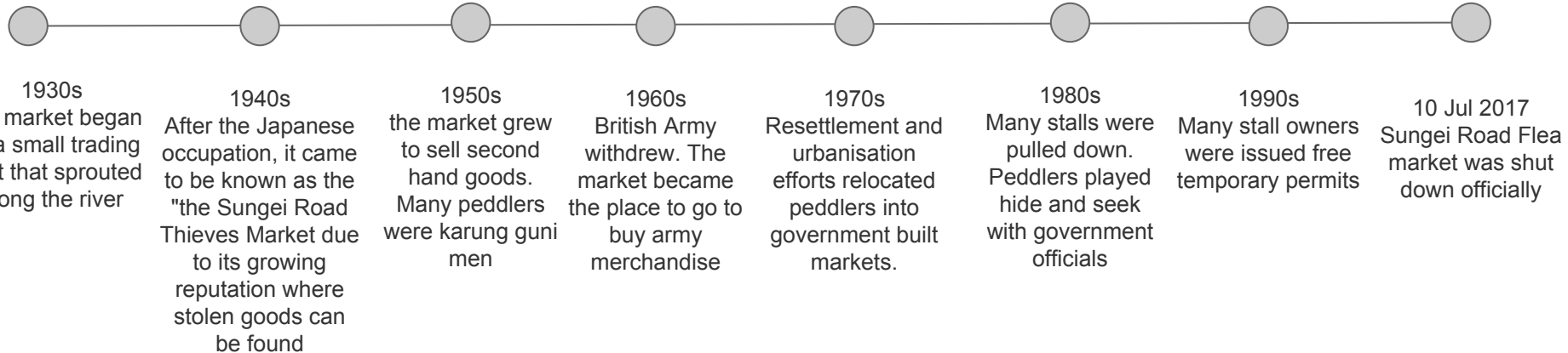
Context

Vendors - Looking at their daily routine and activities, interactions with customers.

Market goers - Allowing the market goers to fully appreciate the cultural and historical significance of the Sungei Road Flea market



Background Research



Background Research

Sungei Road Free Hawking Zone

Second hand goods, antiques, electronic appliances, books, jewellery, old clothing and shoes, as well as collectibles like coins, stamps currency notes, etc.

Context:

Vendors - Looking at their daily routine and activities, interactions with customers.

Market goers - Allowing the market goers to fully appreciate the cultural and historical significance of the Sungei Road Flea market

IS THIS OK? OR NEED EVEN MORE NOW







insights/findings (secondary) - learning

Students

Importance of learning journeys (angel to input links), esp with mobile devices + gamification

- Facilitates better learning
-

Project direction

- Gamifying our trail for students
- Showing both perspectives of vendors and market-goers (social and personal layer)
- Educational
- Risk factor