# Reading Guide

Group Project – Online Youth Work

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# The assignment

The municipality of Eindhoven is spending money and time to improve youth work in the region of Eindhoven. They recently started a new project with the company Garage2020 to improve online youth work. This means building up an online community where the youth feels safe and at home, with supervision from responsible adults. This is a big opportunity to reach more youth that does go out very often or go to other youth centers. Another opportunity is to educate and warn the youth about things that can happen online, to give the youth a safer feeling in the online world. However, online youth work is easier said than done.

The main problem is the knowledge of the youth workers about the use of social media and how to reach the youth with this. A couple of youth workers do have the knowledge, but they had problems with transfering this knowledge to their colleagues. All the different apps, methods how to use these apps and safety issues also play a very big role in why online youth work has not been attained yet.

The assignment in short was to research youth work both in general and online. From the findings of that research, the task was to design a way to get more youth workers online, to make them connect with the youth via online means and to get them aware of the dangers of social media and how to counter these.

The hard part of the assignment was that the stakeholder (Fenna Dam, Garage2020) was only working on this project for two hours a week. This meant that the project started from scratch and that there was no final vision about the product. This left a lot of opportunies open to design the product, however it also left my project group and me with no guidelines to follow. In short, the only demands were that good research was done and that a product was designed to help social workers to get online.

Of course, the demands of the target audience (youth workers in the region of Eindhoven) also played a big role in this project. The target audience wanted a digital solution, as they had already made a physical manual to teach social media to the youth workers, which did not work. The target audience also wanted the most popular social media networks among the youth to be taught to the social workers, because teaching something outdated would not have any effect in this fast-changing social media climate. Furthermore, the way of teaching the social media had to be fun and engaging, while still being effective. This way the youth workers stay motivated to learn.

Lastly, there were also some demands from Fontys. Fontys demands a programmed prototype, which meant that programming should also be done during the project. This wasn't a demand from either Fenna or our target audience, but it was still important to the project.

In short, the following demands were made for the project:

-   Research the best way to get youth workers online.
-   Research what platforms the youth uses mostly, so that youth workers learn the most effective platforms.
-   Design a way to get youth workers online and make connections with the youth, according to the results from the research.
-   Test the aforementioned design on both UX and aestetic.
-   Develop a prototype of the product in code.

# Description of process and results

## Project plan and the research phase

When the assigment was clear, the first thing we did as a project group, was to make a project plan. I was responsible for the writing of the assignment and as a group effort (everyone had input in this) the research questions, research methods and the time plan were made. The project plan was made with much care, to make sure that everyone knew what the project was about and how we were going to do the project. Until now, we stayed true to the scope and most of our research methods.

During the research phase, I was assigned multiple research documents. The first one was part of the question of how different countries handle youth work. As a group, we decided an a couple of countries, including Germany. Since I am pretty good at German, I decided to research Germany as a country. This research definitely wasn't my best. I struggled with German sites, since a lot of the sites I visited were cluttered with information left, right and center. By asking the group and looking at their work, I improved my research.

After this first research, I was assigned to research the sub-question about how to educate the youth workers about social media. This question was perfect for me, because I studied ICT & Education as a specialization in semester 4, and since I still have a passion for education. I used a couple of important theories I learned during semester 4, which visualize the learning process and show how to achieve motivation with learners.

During the interviews at Dynamo and Pitstop I asked what was already done, in terms of education for social media. From these answers I had an idea why the education did not work yet. I also asked if they had any visions about the final product, because co-creation was one of the methods I was using for my research. Gamification was the most important thing that came up from this question, because the learning proces needed to be engaging and fun.

I also wanted to know what both Dirk-Jan (Dynamo) and Matheus (Pitstop) thought about the rough idea we had as a group; an online learning platform, with DuoLingo as main inspiration. They were both very excited and Matheus even said that it would be perfect to have a learning platform like this, so from this co-reflection I knew that we were going in the right direction.

After Sarah did not do her part of the most used social media networks internationally and in the Netherlands, I took over the part of the Netherlands. Unfortunately, I couldn't find very much exact numbers about usage times among specific age groups, but Dirk-Jan, Matheus and Fenna said that TikTok, Instagram, SnapChat and Discord gave the best opportunities to connect with the youth and build communities.

Lastly, I summarized all my research to the main research document and I wrote the second version of the conclusion, which eventually was used for the final version of the research document. As a group, we made the concept by brainstorming a lot and we kept ourselves to the four weeks we planned out in our project plan. So everything went according to plan, except for Sarah not being there.

## Design and programming

Four weeks were planned out for the design phase of the project and we began with sketching. During the sketching I was active with brainstorming and structuring the Archetypes and all sketches were documented with photos. I also helped with the sketching where I could and I iterated sketches where needed. Unfortunately, during the day that most of the wireframing was done, I was away for a day for an internship interview. I did get the internship and I still took some wireframes upon me to help out the group. Of course, this internship interview wasn't planned in the project plan, but I still managed to work on the wireframes.

[This is as far as we are right now]

## Explanation of results
[Results not finished yet]

## Reflection of the assignment
[Reflection will be done at the end of the assignment]

# Proof of learning outcomes

| Learning Outcome | Proof |
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| User interaction (analysis and advice) | The interviews, the research about Germany, the research about popular social media networks and the research about the education methods show that I have in-depth researched my target audience.<br><br>The structure of Research – Design – Programming, while testing during every phase, is an innovative way of doing the Waterfall method, more in line with Media Design. This shows I have used a suitable design process.<br><br>State of the art technologies |
| User Interaction (execution and validation) | Starting out with sketches and improving to low-fidelity wireframes made sure that I was first focussing on a good user experience. After that, I upgraded a high-fidelity prototype.<br><br>Full high-fidelity prototyping still to be done |
| Software Design | Will be done later |
| Future-oriented organisation | The project plan is the proof for this. It shows exactly what the assignment is and who the stakeholders are. It also shows the main research question and a fully planned out schedule, scope and even a risk analysis. I have written the assignment and the research questions, research methods and the schedule were a group effort. |
| Investegative problem solving | The subquestions are formulated in the project plan. These questions are answered according to the CMD-Methods, which are stated in the project plan as well. These methods are couple to the research questions and I also used stepping stones for the design phase. |
| Personal leadership | During this project I managed to get an intership for semester 7 ICT & Education at ROC ter Aa, because I want to learn more about education and I consider to become a teacher.<br><br>Reflection still to be done |
| Goal-oriented interaction | Communication with stakeholders was done regularly. For example, I spoke to Fenna every two weeks. I was also the one to make the appointment at Pitstop by calling Matheus and eventually |

| | WhatsApping him, after he asked that I would send him a message.<br><br><span style="color:red">International context</span> |
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