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TEMPLATE RESEARCH - EMPATHIZE

Context & Method Justification

Information Gap *(What do you want/need to know from the target audience? In what context? Where can you find the information?)*

The information that we need to extract from our target audience is what issues bother them on a daily basis. In order for us to create meaningful content we have to know what interest the students. In order to make our work easier and more organized but relevant at the same time we took a look at the Sustainable Development Goals (SDGs) The SDGs, also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

The 17 SDGs are integrated—they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. (*Sustainable Development Goals | United Nations Development Programme*, n.d.)

All of those topics are discussed in different media contexts. The main point of this research is to find out which of those media contexts the target audience is interested in. In order to do that, we came up with a research question and each member of the group conducted an interview. Those interviews' point was to get to know the target audience and answer the research question.

Research Question & Objective *(Formulate a research objective and research question.)*

The research objective is to explore what media type are students using to both educate themselves on worldwide topics (including the SDGs) and entertain themselves in the meantime.

The research question is: What are the preferred media types in means of education and entertainment in NHL Stenden students between the age of 18 and 24?

Method *(Which method are you going to use? What type of interview are you going to do? Why is this method suitable to answer your research question?)*

The method that will be used is a semi-structured interview - that combines an established list of open questions (questions that invite discussion) with the chance for the interviewer to delve into specific expanding on themes or response. The interview's adaptable format enables the researcher to ask follow-up questions or offer encouragement if the subject seems interested in what they are saying or wants more information. With this approach, the researcher is free to press the interviewee for more information or pursue a different line of inquiry that has been opened up by what the interviewee is saying. Informants are also given the freedom to express their opinions in their own words during semi-structured interviews. (*RWJF - Qualitative Research Guidelines Project | Semi-structured Interviews | Semi-structured Interviews,* n.d.)

Interview Guide & Justification

Interview Guide *(How are you going to start your interviews? What are your key questions and follow-up questions?)*

Topics:

- *Introduction > who are you? Name, Age, gender, place of residence, etc.*
- *Most used media types > What platform, what series/film genre, importance of topic?*
- *SDGs > "What are world problems that keep you busy?*
- *Favorite type of content > Who is your favorite creator and why? Etc.*
- *Favorite type of creators > Who do you follow the most and why are they so interesting?*

Justification of Questions *(Explain and justify three questions of your choice: Why did you formulate them this way? How did you come up with related follow-up questions? How do these questions help you with your research objective?)*

- Most used media types: "If you could choose one media type that you could consume, which one would you choose and why? From this question, we can find a media type that the students want to consume and find the most interesting. The follow-up questions: "On what minute would you usually stop watching and why? How could you describe your favorite genre now? Can be added. In this way, a very broad insight into the most popular genre and time consumption will be provided thus giving a general idea about how our concept can look like.

- What are world problems that keep you busy? This question is meant to gather more insights into what problems students want to be educated. Moreover, the follow-up questions: "How much are you aware of food waste? How much interest do you have in equal rights?" can be asked. This will be very helpful when selecting the SDGs we will focus on.

- What are your thoughts on cooking shows? With this question, we can test our pre-concept with our target audience and see if there is actual interest in this idea. We can add follow-up questions like: "Are you familiar with a cooking show at the moment?" "When you watch a cooking show, for what element do you watch? Learning how to cook or the comedy around it?", which get insights into what are concept needs to have to let it succeed.

Qualitative Data Analysis

Analysis Procedure *(Explain the steps you took to analyze your interviews: Who were the participants? How did you process the data? How did you analyze the data? What kind of coding did you use?)*

For the interviews, we interviewed students outside our own education. Like this we could expand the target audience outside Creative Business. We interviewed Ace, a 19-year-old Multimedia design student, Velichko, a hospitality and management student, Suzanne, a 20 years old communication student, Vicky, a 19 years old Creative business student and Daen, a 24 years old ICT student.

We held all the interviews and recorded them. From here we made transcripts. Later we color-coded all in interviews in 2x2 people. When that was finished, we came together and put all the interviews together to find similarities in the codes. Here we came up with 3 codes that came back regularly and made those our head topics. Those were: 1. Media consumption habits, 2. Cooking videos and preferences and 3. Importance of relatability in characters and stories. From here we found multiple

similar answers about the wants from a cooking show concept with a need of relatability in characters and stories.

Empathy Map Canvas *(Add your filled in Empathy Map Canvas here)*
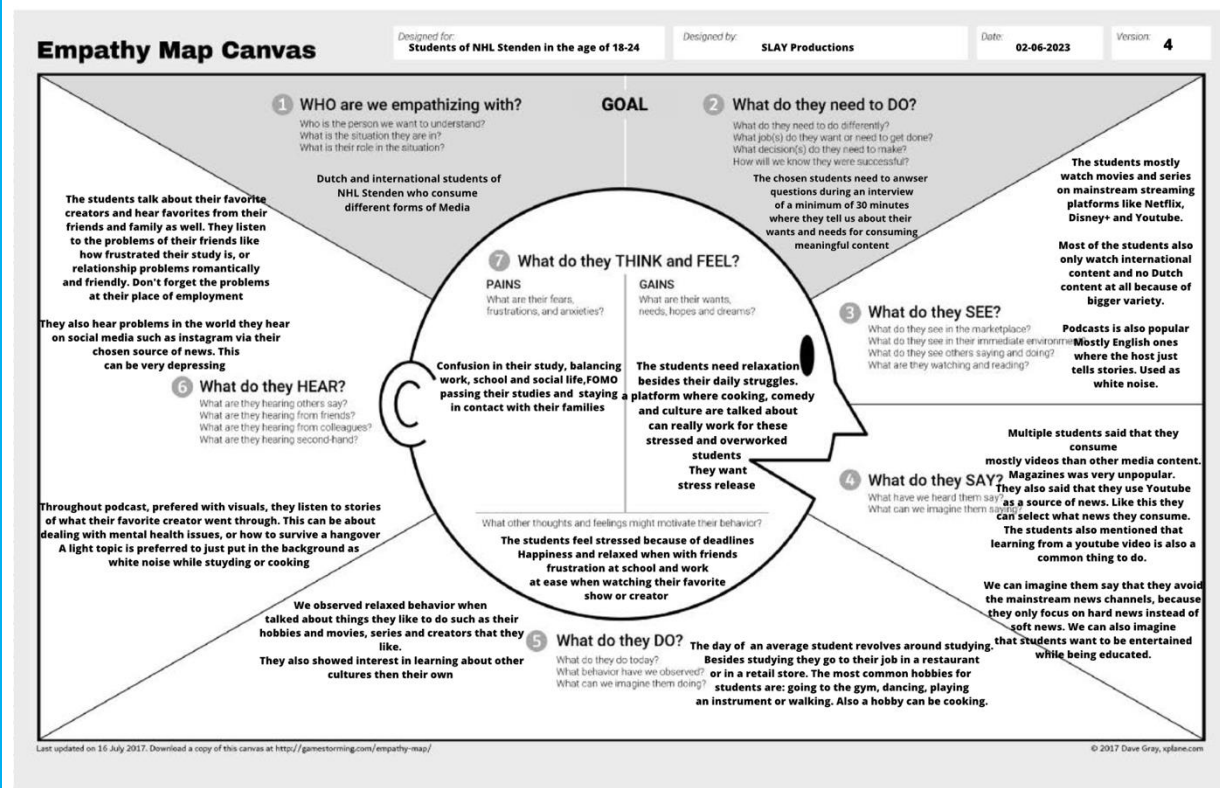
Conclusion/Reflection

What did you learn? / Results *(Summarize the main insights you have gained from the interviews. What did you learn about your target audience? Were you able to fill your information gap? Are there areas or topics you still need to know more about? What is the answer to your research question?)*

We learned quite some things about the wants and needs of our target audience. All the interviewees showed that they want to be entertained but also educated while consuming a media product. Because of their busy lives, they prefer to consume products that will not need much concentration and attention, they want light weighted topics because the mainstream media outlets are too negative in their opinions. Humour was also a genre that was mentioned frequently.

We focused on a cooking show genre because our research showed that A lot of cooking programs focus on teaching techniques but some also emphasize the host's personal life. Other shows like the Rachel Ray Show, combine the genre with a talk show format (Wikipedia contributors, 2023a), which would give us the opportunity to discuss important topics while being entertaining.

The large interest and popularity of those kinds of shows are also present in our target audience, as we have concluded from our interviews.

We've managed to answer our research question as the following: the students in NHL Stenden between the ages of 18-24 prefer to consume media types that are both educational and entertaining and cover topics which are light but serious at the same time

Reflection on the Research Process *(How did the execution of the research go for you? Was the method suiting for what you wanted to learn? Did you get the answers you wanted? What would you do differently the next time? - explain your answers)*

The execution of the research was a little bit difficult in the beginning because we were not on the same page as a group on a research question. After a discussion we finally came up with one. We all decided to stick to the same head questions so that we could measure our results more sufficiently. This helped us to come to the conclusion written in the results. Before doing research, we came up with the idea to make a cooking show. (as explained in the previous chapter)

Next Steps *(Explain, how you are going to use your results and implement your findings within the Design Thinking Process for the development of your media concept / product)*

For our next step we are going to work on the results that were accomplished. Our interviewees told us that a cooking show with relatable stories and humour would be something the people could watch. We are going back to the drawing table to make a concept that implements these main points and connected them to an SDG. The one that is the most reasonable would be the SDG about food waste, so now we can investigate more into it. We have also learned that video and podcasts were the most chosen media products, so we need to make the concept multimedia fitting.

References: *Sustainable Development Goals | United Nations Development Programme*. (n.d.).

UNDP. https://www.undp.org/sustainable-development-goals

RWJF - Qualitative Research Guidelines Project | Semi-structured Interviews | Semi-structured

Interviews. (n.d.). http://www.qualres.org/HomeSemi-3629.html

Wikipedia contributors. (2023a). Cooking show. *Wikipedia*.

https://en.wikipedia.org/wiki/Cooking_show