

Design Research

Report

Carmine Di Martino

B730095

User Experience Design

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Introduction to the problem

Loughborough University incurs heavy financial and environmental costs as users have adopted incorrect behaviours around the utilisation and recycling of paper cups.

Loughborough University provides services to approximately 18,000 students per year (Loughborough University 2017), given the large number they have a considerable effect on the environment. As a consequence, the design of its recycling process is vital. It is also challenging due to the diversity of the student population. Mistakes, in this area, are financially expensive and can have a relatively large impact on the environment. A deep understanding of the current behaviours and motivations of users related to paper cup recycling is necessary to address the problem. The current impact is substantial: 1 million disposable cups are used on campus every year and 500,000 could be recycled if correctly separated. The problem here presented is twofold: 1) the incorrect recycling of paper cups and 2) the lack of adoption of reusable cups.

This research aims to get to the root of the problem

A research has been conducted to understand the users' behaviours so that they would inform and guide potential solutions to the problem. The research aims to get to the root of the problem and uncover the attitudes, habits and beliefs that give rise to the set of problems described above. The goals of the University are the following:

Goals

Reduce the financial and environmental costs, by:

- a) increasing the use of reusable cups;
- b) increasing the number of correctly recycled paper cups



The big picture

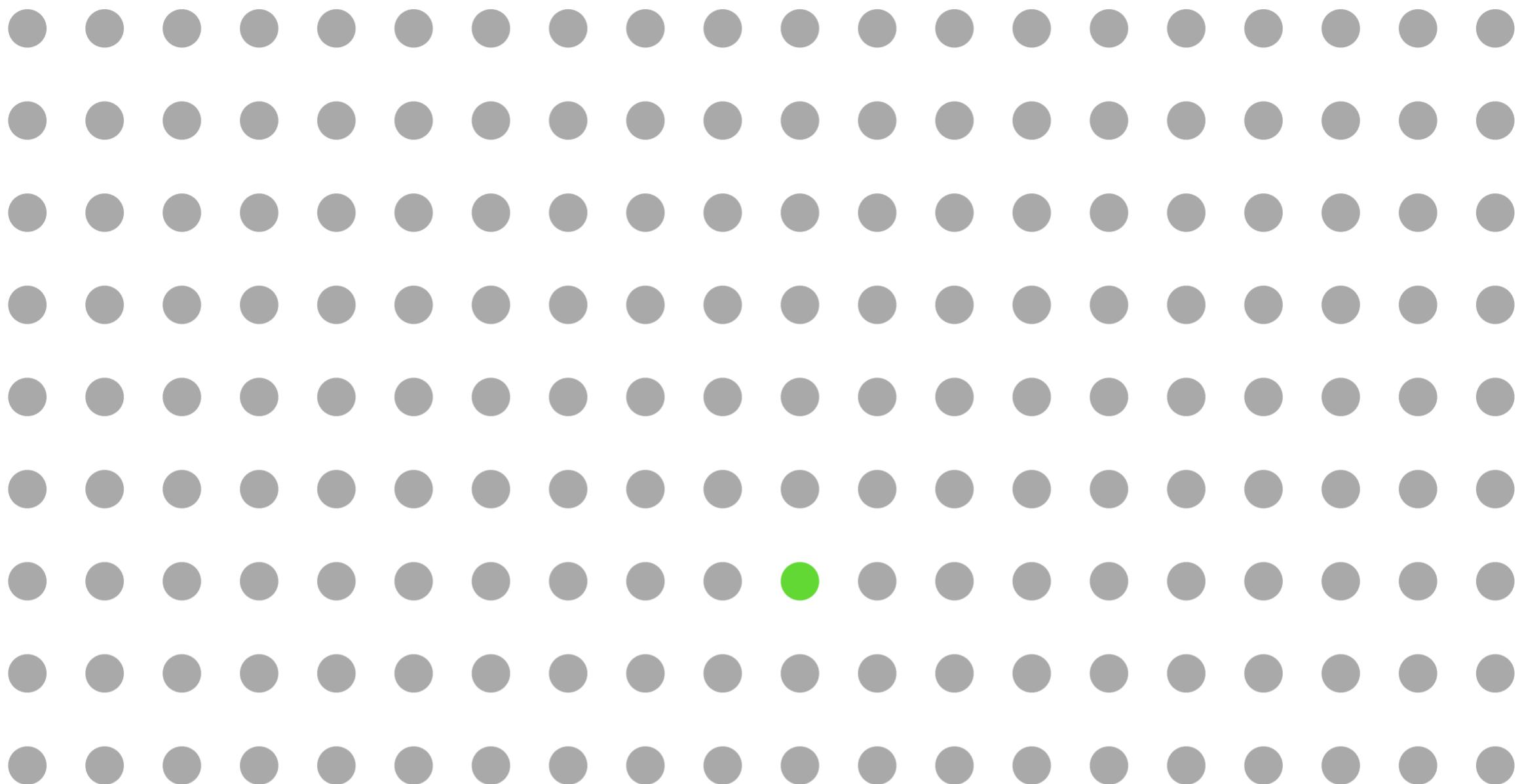


In the UK

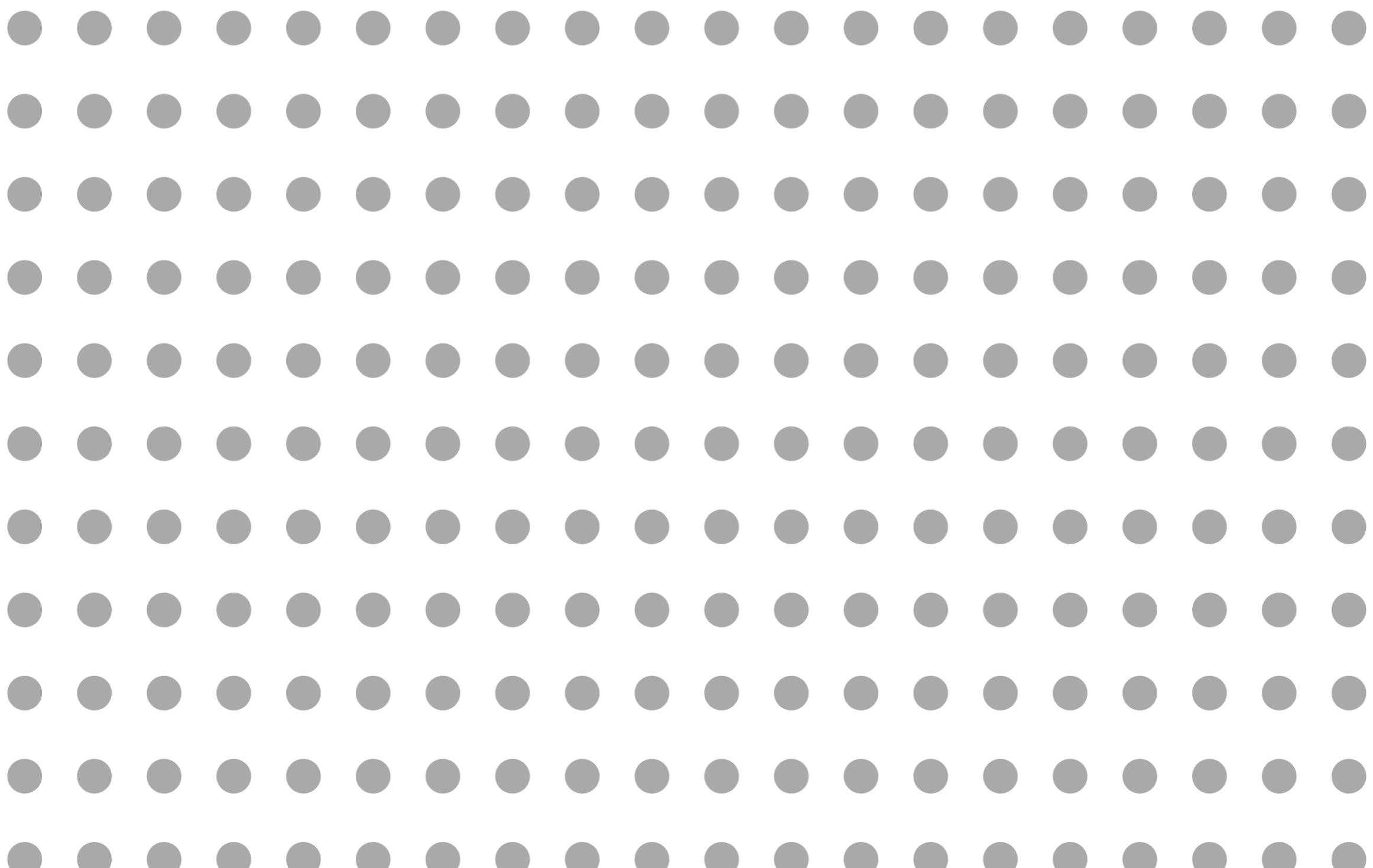
- **2.5 billion paper coffee cups are thrown away in the UK each year**
- **Survey shows that 92% of the people thought it was important to be able to dispose of takeaway cups within the normal paper recycling system (Telegraph 2017)**



The big picture



Only 1 in 400 paper cups is recycled



The big picture

ALL THE CUPS USED ON CAMPUS WHEN
STACKED TOGETHER WOULD BE

**117 TIMES TALLER
THAN TOWERS**

LET'S DITCH THE DISPOSABLE

waste... let's get it sorted

REDUCE • REUSE • RECYCLE



At Loughborough University

- 1 million paper cups used/year



Hunt Statement

Definition of the Hunt statement

As a first step, a hunt statement has been defined, as to orient and direct the research and define a clear goal. It also narrows it down and provide a focus. The following hunt statement is the overarching theme behind this research and serves as the basis for the selection of specific research methods.

To investigate the behavioural pattern of Loughborough students from purchase to disposal of paper cups, in order to identify the biggest barriers to correct recycling.

The focus is on learning the recurrent habits of the users so that the main problems or obstacles to correct recycling that can be identified.

Identifying the major barriers would lead to form ideas on how to remove them.

Tracking the behaviours across the entire experience of the user with the paper cup might uncover opportunities to solve the problem.

Students have been selected as the focus of the research. They represent 80% of the potential user base of paper cups, with the remaining 20% being university staff members. Students are therefore assumed to be the predominant consumers of paper cups. Understanding their behaviours would help us move towards a solution.



Influencing factors

Factors that influence users' behaviours can be grouped in two categories: internal and external.

All the factors that could alter users' behaviours have to be assessed. For simplicity, they can be thought of as belonging to two groups: internal factors and external factors. The internal factors are the intangible ones that exist in the user's mental model of the world; they include values, beliefs, assumptions, attitudes, habits, norms, awareness, perceptions, self-image. The external factors are the environmental ones; they include geographical, cultural, economic, social or the ones relating to the current infrastructure they act in. Throughout the research these set of factors have been kept into account and evaluated, as to produce a good understanding of which ones play a major role and could be at the origin of the problem.

Firstly, the context in which the user acts is investigated.



Understanding the context



User behaviours are contingent to its environment and constrained by it.

Here it follows a brief consideration of the setting that might influence or determine users behavioural pattern. The focus of the study is in the behavioural patterns that users display on a particular location: the university campus.



Overview of the context



The research focussed on how users recycled paper cups on the Loughborough University's campus.

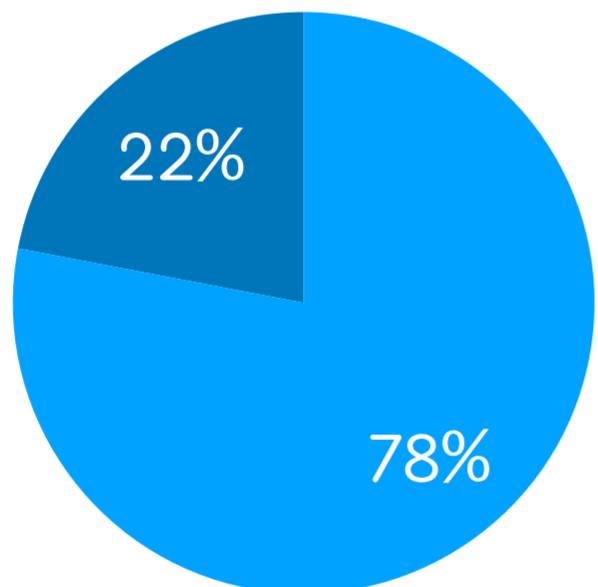
The campus is vast. It extends over 440 acres (1.77 km²) and includes academic departments, 13 halls of residence, parking, vast open spaces, sporting facilities, bars, shops and dining halls. The size of the campus represents a potential key factor that needs to be considered in the context of users' behaviours relating to recycling.



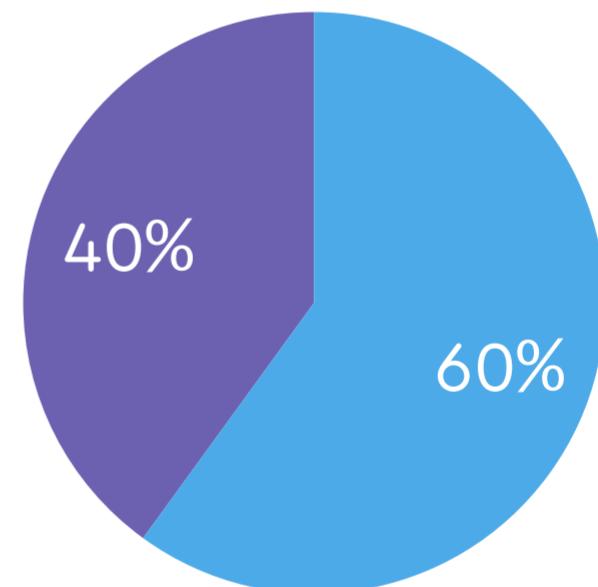
Overview of the user



The awareness of recycling procedures is dependent on the user's background, her culture, her past experience and her values. Most users are for the first time living away from their family and are responsible for things to which they were not before.



Undergraduate make up 78% of the user base with the remaining 22% being postgraduate students.



60% of students are males, 40% females.

17,975 Full-time students, 2,902 of which are International students. The staff headcount is 3609 as at 1 December 2016.



Sampling Rationale

Before the research can start, it is essential to determine a sampling method. A sample is a subset of the entire population of users. It has to be defined since it is not realistic to conduct the research on 100% of the users. Sampling is effective when the subset selected is representative enough of the entire population to make the findings valid. Ideally, in this scenario, the sample would exactly reflect the composition of the total user base and therefore have: 80% of the participants be students, of which 60% males and 40% females, of which 78% undergraduates and 22% postgraduates; 20% of the participants would be members of the staff.

These participants would guarantee to represent very closely the actual paper cup users and the learning would be guaranteed to be meaningful. However, this approach has been discarded as it would have slowed down the research due to the higher difficulty of finding candidates. Due to the constraints of the research, participants have been

selected according to the Convenience Sampling methodology (Given 2008). Convenience sampling is the selection of participants who are easily available to researchers. For this research, acquaintances have been recruited based on availability and proximity. The participants who have taken part in the research are international University postgraduate students (shown in Table 1). The research is consequently based on the assumption that the participants selected have very similar cultural and psychological characteristics of the general Loughborough University population, however this might not be the case. As shown in the previous pages, the average profile of a Loughborough student is: male, under 21 and from the United Kingdom. Participants of this study do not match this profile and as a consequence the learning derived from them might only partially apply to the larger Loughborough student population. However, it is reasonable to assume that most of the findings would still be applicable to the larger segment.



Sampling Rationale - continued

The shortcomings of this approach have been minimised by conducting part of the research on users that match the ‘average’ Loughborough student profile, i.e. Fly-on-the-Wall observation. Fly-on-the-Wall observations have been conducted on a random sample consisting of students using the cafeterias in the weekdays, during term-time. This allowed to have a sample of participants who more closely adhere to the intended profile. The advantages of this sampling choice include the speed and cost of conducting this initial research. It allowed to gather qualitative data quickly and to progress smoothly throughout the various stages.



Methodological Development

The research conducted has been purely qualitative, as the goal was to understand - in-depth - how users perceive and approach recycling paper cups and why. It therefore required immersing oneself in the “users’ world” and developing empathy to interpret it the same way they do. The research went through different phases, each one aimed to investigate aspects of the user not yet clear. It followed an iterative process. The selection of the research methods was not predetermined in advance, but was dictated by the learning or lack thereof of the previous stage of the research.

The study, initially, adopted an overall framework, to investigate a range of different factors: the Say-Do-Make model developed by Sanders (2002). The aim, from the beginning, was to address each section of the Say-Do-Make model so that research outcomes would maximise the learning about the user. The methods employed, illustrated below, have been selected based on what could maximise learning. So that every initial

hypothesis could be tested and the learning could be carried over to the next phase of the research

After every stage of the research new hypothesis are formulated and then tested in the following phase. This iterative process of making the assumptions explicit and then validating or invalidating them has allowed the research to gradually create a model of the user’s world. It allowed to uncover the reality of the user and reach conclusions as to what the barriers to the Goals (Section 1) are.

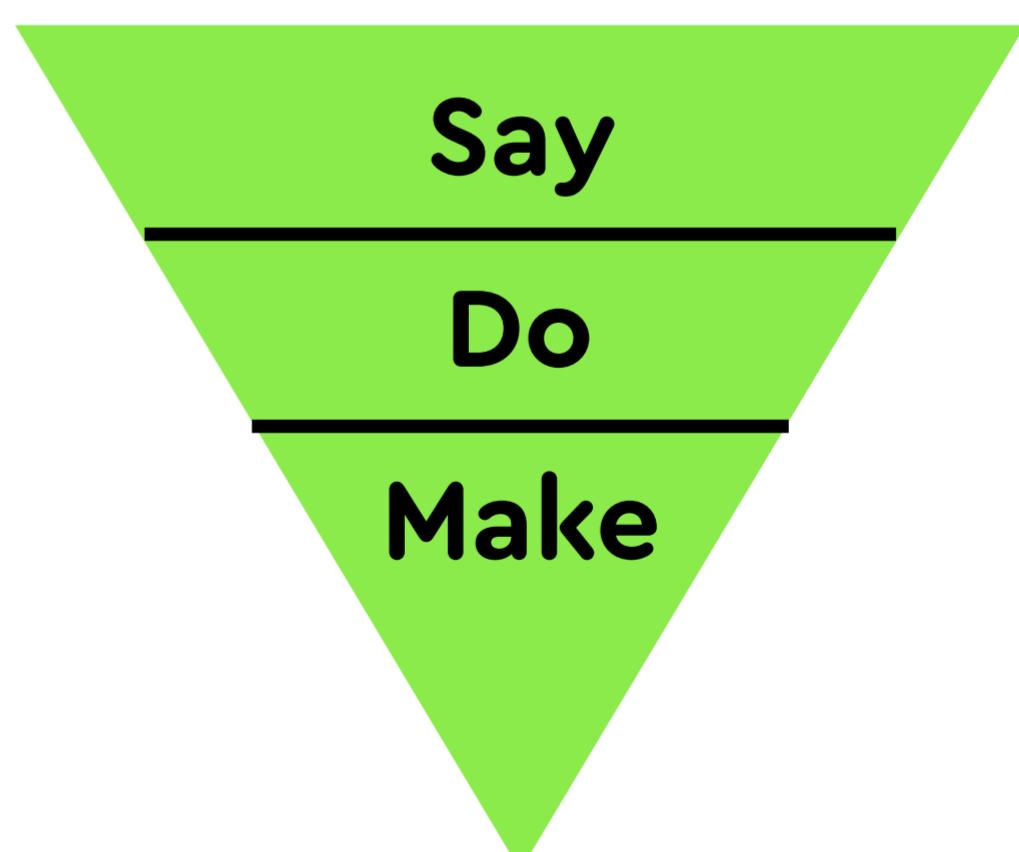


Figure 1. The Sander's model



Methodological Development

Methods

The initial phase of the research was conducted by observing the behavioural patterns - Fly-on-the-Wall Observation - that users displayed in relation to recycling paper cups when they had the possibility to (in the cafeterias that provided the paper cup bins). Fly-on-the-Wall Observations are a way to gather information by looking and listening at the users, in their usual environment, without taking part or interfering. Its advantage is that by not feeling observed the users are not biased or influenced (Hanington and Martin 2012).

Students have been observed on weekdays during term time. The first observations took place on Tuesday, 24 October at 2.00pm and Wednesday and 1 November at 1.00pm in the James France hall, further observations took place at the Pilkington Library at 3.30pm but due to the low volume of paper cup users no meaningful data was gathered in this last location. The objective was to observe the general patterns which would then lead to the formation of hypotheses to evaluate

subsequently. Observation Tables with the data gathered are reported in Appendix I.

The Fly-on-the-Wall Observation did not allow to uncover the reasons why users were showing certain types of behaviours. So, the next stage to uncover the motivations and attitudes of the users was to talk to them and develop a deep understanding of their emotional and logical process in relation to recycling paper cups.

Following the initial Fly-on-the-Wall observations, interviews were conducted with 4 participants selected through a Convenience Sampling methodology, as described in Section ?. Participants were subjected to interviews that lasted between 20 and 40 minutes and an excerpt of which can be read in Appendix III. The 4 participants' profile have been listed in Table 1 in Appendix II. Interviews enriched the data gathered through observations and added a level of depth to the analysis. They shed light on the 'why' of some of the behaviours observed in the first phase of research.
(continued)



Methodological Development

The understanding of the interaction between the user and the bins was the focus of the next step of the research. The Think-aloud Protocol was employed to understand the thought process behind the interactions of the users in relation to the paper cup bins and their interpretation of the current design and messaging (signage). The Think-aloud-Protocol was conducted on 2 of the participants listed in Table 1 and a transcript is reported in Appendix IV. Following the Think-aloud-Protocol, the two participants were interviewed in the context of use. After their behaviour had been observed, they have been asked in-depth questions about their actions (Contextual Interview). The inquiry consisted of open-ended questions and informal conversations with the aim of uncovering the reasons of the action they decided to take.

Finally, a second round of observations in different locations - The Edward Herbert Building - was conducted. These observations are summarised in Appendix I.

These gave the possibility to compare the results, given the fact that in the Edward Herbert building the bins did not present any sort of signage, unlike the James France building. As one observation involved bins without instructional signs and the other involved bins that also presented instructional signs on how to dispose of paper cups, a natural A/B tested resulted. It could then be evaluated whether the presence of the signs on top of the paper cup bin resulted in different behaviours for the users.

The findings of this analysis will be illustrated in the next section (Findings and Key Insights).



Locations

The first series of observations have taken place in the James France building, in the heart of the campus, in usual weekdays during term time.

The James France Building

The James France building accommodates various lectures theatres and seminar rooms, it also contains, a shop – ‘FUEL’ – that offers a range of snacks and hot and cold drinks. The shop is located in a large open space area with numerous tables and IT facilities, where students and staff members can sit and enjoy their coffees, revise, chat with friends or take breaks. In this large open space area, multiple sets of bins are present, but only two of them allow to dispose of paper cups.



Locations

The Edward Herbert Building

The Edward Herbert Building (EHB) is situated in Central Park near other two popular buildings, Herbert Manzoni and Sir Arnold, it accommodates a bar and café – ‘TASTE’ – and a shop – ‘FUEL’. A full set of recycling bins, including the paper cup bin, are present in the venue. However, in this location the paper cup bin is not accompanied by the usual educational signs that display how to dispose of the paper cups, therefore users are left to guess on their own how to complete that action.

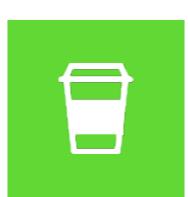


The paper cup bin



Set of bins in the James France building

On the right the typical paper cup bin found on campus.



The paper cup and reusable cup



A visual comparison

Paper cup on the left. Loughborough reusable cup on the right.



Findings and Key Insights

Findings and Key Insights



Current signage has no impact on user behaviour

It was possible to compare (A/B Test) the bins with and without signs and the result is no difference in recycling behaviour, therefore current signage is not making a difference. This is shown by the Observation Tables reported in Appendix I. Users often finish their drinks in lecture halls, where no paper cup bins present (photo above).



Most people walk out of the café with their paper cups

It is also evident that most users do not consume the drink in the location where they buy it, this presents a problem because paper cup bin are **only** in the location where people buy them.



Findings and Key Insights



Most people sat at cafes' tables use paper cups

Users' actions express a preference towards paper cups, as most of the people observed in cafes were consuming hot drinks in paper cups (Appendix I). In the interviews, participants indicated that paper cup convenience to be the driver of their behaviour. Paper cups do not need to be carried around all day or washed. Some users, however, are afraid that they could release chemicals in their drinks (Appendix III).



Users tend to emulate previous users

Users look for clues in other users' past behaviours rather than official signs or posters. This was evident in the Protocol Analysis conducted: users before reading any signage were just trying to find clues on how to use the paper cup bins by watching what others had done. This generated problems because previous users had erroneously used the bins, which was leading following users to also recycling incorrectly, resulting in a vicious cycle.



Findings and Key Insights



Users are not aware that lid needs to be disposed of in the plastic bin

It is clear from Protocol Analysis that the first instinct of users is to dispose of the paper cup **and** the lid together, without separating them (Appendix IV). The photographic evidence collected over multiple weeks also confirms this hypothesis.



Paper cups and reusable cups dictate users' drinking behaviour

Paper cups are by some preferred because the drink cools faster and therefore the user doesn't have as long (while it's still too hot) to drink it. Consuming a hot drink out of a reusable cup takes longer because the drink's temperature is too hot for a longer time so the user has to wait more before she can consume it. This can be an advantage but also a shortcoming, as indicated by one participant (Appendix III).



Often users finish their drink outdoor where there's a complete lack of paper cup bins.

The user behaviours mapped above shows that some users are outdoor when they finish their drinks, while paper cup bins are only inside of a few buildings. Also demonstrated by photographic evidence.



Findings and Key Insights



Users leave paper cups wherever they are and avoid engaging in the recycling process

As if being confused or paralysed by the process, users simply leave their paper cups wherever they were drinking it: at tables, lecture theatres, on the street.



Every type of bin has been observed containing paper cups

As it is also the case nationally, most students in Loughborough are simply not aware that paper cups need a special recycling procedure and assume they can be recycled without needing any special treatment.



Critical Reflection and Personal Notes

After the research process, it has become apparent, by talking and observing actual users, that many assumptions that I had about the problem were not founded in reality and the research allowed me to differentiate between what I believed to be the causes of the problem and what they actually were. I now realise that often things that are taken for granted might not be based on any evidence and it would be interesting to understand why we reach some conclusions in the first place, when they are not actually rooted in reality. Understanding our own biases is important in conducting great research and I now know that I have to keep into consideration that some of the things I believe to be true might not be so. I need to understand and limit the biases that influence my research process by identifying and accounting for them.

What the research allowed me to understand is that each method fills a specific piece of the puzzle and gets you closer to understanding the user but, at the same time, I realised that nothing allows to truly gain a 360-degree view of the users and some level of uncertainty will always be present and it is mistake to assume that the problem is completely understood in its entirety because there are always some aspects that cannot be captured by any type of research method. It is therefore essential to keep questioning one's own findings and make sure that they are not product of fiction.

The research process simply allowed me to reduce those uncertainties and gradually move towards a better understanding of the problem.



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Appendix

The appendices include excerpts for each of the research method used and the data collected in each of the observations.

I. Observation Tables

James France Hall – Tue 24 October – 14:00-15:30

	Gender	Type	Behaviour shown	Correctly recycled?
13:45				
14:00	F	Student	Leaves with paper cup after purchase	
14:06	M	Student	Disposes correctly of cup, lid and liquid	Y
14:09	M	Student	Leaves with paper cup after purchase	
14:09	F	Student	Leaves with paper cup after purchase	
14:12	M	Student	Leaves paper cup on the table at which he was sat at and leave the hall	
14:22	M	Student	Dispose of entire paper cup and its content in the (blue) paper bin	N
14:36	F	Staff	Buys coffee in her reusable cup and leaves right after purchase	
14:38	F	Student	Leaves with paper cup after purchase	
14:46	F	Student	Disposes correctly of cup, lid and liquid	Y
14:52	M	Student	Leaves with paper cup after purchase	
14:53	M	Student	Leaves with paper cup after purchase	

15:06	M	Student	Leaves paper cup on the table at which he was sat at and leave the hall	
15:11	M	Student	Dispose of liquid correctly but throws away paper cup with its lid	N
15:23	F	Student	Leaves with paper cup after purchase	
15:27	F	Student	Leaves with paper cup after purchase	

Few paper cup users present. Hall not very busy.

Out of the 5 people sat and drinking coffee at tables, 4 are using paper cups and only 1 a reusable cup.

James France Hall – Wed 1 November– 13:00

	Gender	Type	Behaviour shown	Correctly recycled?
13:05				
13:07	F	Student	Leaves with paper cup after purchase	
13:08	M	Student	Disposes correctly of cup, lid and liquid	Y
13:08	M	Student	Leaves with paper cup	
13:11	F	Student	Leaves with paper cup	
13:18	F	Student	Leaves with paper cup	
13:22	M	Student	Dispose of entire paper cup in paper cup bin. Liquid, lid, and cup not separated	N
13:36	F	Student	Buys coffee in her reusable cup and sits at a table	
13:38	F	Student	Leaves with paper cup after	
13:46	F	Student	Dispose of entire paper cup in paper cup bin. Liquid, lid, and cup not separated	N
13:52	M	Student	Leaves with paper cup	
13:53	M	Student	Leaves with paper cup	

Majority of students choose paper cups.

Herbert/Manzoni (EHB Bar) – Wed 29 Nov – 13:30

	Gender	Type	Behaviour shown	Correctly recycled?
13:38				
13:40	F	Student	Leaves with paper cup	
13:42	M	Staff	Pours liquid into the correct section of the bin, and disposes of cup and lid in the paper cup bin	N
13:43	M	Student	Leaves with paper cup	
13:46	M	Student	Leaves with paper cup	
13:47	M	Student	Leaves with paper cup	
13:52	M	Student	Leaves with paper cup	
13:55	F	Student	Leaves with paper cup	
14:00	M	Staff	Not only correctly recycles the cup but since the bin it's full he also removes the lid from a paper cup previously disposed by someone else and then disposes his on top	Y
14:02	F	Student	Leaves with paper cup	
14:02	F	Student	Leaves with paper cup	
14:04	F	Student	Leaves with paper cup	
14:06	M	Student	Leaves with paper cup	
14:06	F	Student	Leaves with paper cup	
14:11	M	Student	Leaves with paper cup	
14:11	F	Student	Leaves with paper cup	

Bins not complemented by signs explaining how to recycle paper cups.

Bins is almost completely full. Lids present in the bins and visible to future users.

That might indicate to future users that the paper cup must be disposed together with the lid.

Some paper cups are being left in trays and trays left on the rack.

Herbert/Manzoni (EHB Bar) – Wed 6 Dec – 13:10

	Gender	Type	Behaviour shown	Correctly recycled?
13:18				
13:19	F	Student	Leaves with paper cup	
13:19	F	Student	Leaves with paper cup	
13:21	M	Staff	Leaves with reusable cup	
13:23	M1	Student	Sits at table with paper cup	
13:26	F	Student	Leaves with paper cup	
13:26	M2	Staff	Sits at table with paper cup	
13:36	F	Staff	Leaves with paper cup	
13:52	M	Student	Dispose of paper cups in the tins and drink cans bin	N
13:53	M	Student	Leaves with paper cup	
13:53	F	Non-Student (Not exactly identified)	Leaves with paper cup	
13:54	M3	Student	Sits at table with paper cup	
13:55	M1	Student	Takes off lid, disposes of liquid in the right section, disposes of paper cup in the right bin. Is then confused about where the lid goes, looks at every bin and thinks about it for 4 seconds, then disposes the lid in the paper bin	N

Pilkington Library – Mon 23 Nov – 15:30 – 16:30

Due to very low volume of users no meaningful data has been gathered in relation to the recycling behaviours.

II. Interview participants

ID	Gender	Age	Type of student	Nationality
001	Female	23yo	Master's student	EU
002	Male	22yo	Master's student	EU
003	Male	27yo	Master's student	Brazil
004	Female	22yo	Master's student	China

Table 1. List of the interviews' participants.

III. Interview transcript excerpt

Q: Do you have hot drinks when you are around campus?

A: Yes, black tea usually

Q: How often?

A: Everyday

Q: Where do you usually drink it?

A: Usually at home, but sometimes I bring some with me to class.

Q: What do you consume it in?

A: I normally use a reusable cup- like a vacuum cup - that keeps my drink warm, but I usually drink it right after making it because I don't like it cold, if it gets cold I make another one

Q: Have you ever bought tea or coffee from any bar on campus?

A: Sometimes I go to Costa and get green tea, but I don't think it tastes great.

Q: In terms of cups, do you prefer drinking your tea in a paper cup or in your own reusable cup?

A: I sometimes use the paper cup, I prefer the paper cup to the reusable cup when I buy it because I don't want the two tastes to mix in my reusable cup, but in general I prefer my reusable cup if I have brought it with me. Paper cups are convenient.

Q: Can you tell me more why you think that paper cups are more convenient?

A: I think it's easier to carry and I find use my reusable cup, the drink is too hot for too long but the paper cup cools the drink faster, and I can throw it away so I don't think to carry it around for the entire time

Q: What is your opinion of reusable cups in comparison with paper ones?

A: First, it is my own thing, so I can be sure it's clean. I'm also not sure whether paper cups release chemicals in my drink. It can make the drink cold faster so it can be a shortcoming because if I don't want to drink it fast it makes the drink cold.

Q: Do you use more regularly the paper cup or your own reusable cup?

A: My own reusable cup

Q: What are the main reasons?

A: The main reason is that it belongs to me and I trust it to be safe, which is the most important thing

Q: When you happen to use the paper cup, how do you go about recycling it?

A: Most buildings have the proper paper cup bin, so I will find the bin and use one of those.

Q: Are you aware of the discount provided with reusable cups?

A: [Laughing] Actually I didn't know that, but now that I do I'll keep that into consideration

Q: Have you seen the reusable Loughborough cup?

A: Yes

Q: What do you think of it?

A: I don't like the fact that you can't put it in your bag, because it looks like it would spill the drink easily

Q: When you recycled the paper cup, did you find the signs that tell you how to do it useful?

A: [Laughing] Actually...I never looked at them.

IV. Protocol Analysis Transcript

The participant has in her hands a banana peel, a sandwich packaging and a paper cup which she has just finished drinking, containing residual liquid. The extract reported below starts when the user begins the process of disposing of the paper cup.

Researcher: “I’m going to ask you as much as possible to try to think out loud: to say what you’re looking at, what you’re trying to do, and what you’re thinking. This will be a big help to me. With your permission, I’m going to record our conversation. The recording will only be used to help me with my research, and it won’t be heard by anyone except the people working on this project.”

Participant disposes of a banana peel and sandwich packaging

[...]

Participant:

“And the cup goes here, because there’s loads of cups in it already and I see it in the picture...”

Participant is about to dispose of the entire paper cup, including lid and liquids in the paper cup bin but then pauses and thinks. It is worth noting that at this time the paper cup bin is almost completely full and the participant sees that previous users disposed of their paper cups together with lids in this bin.

Participant starts reading the signs above the bin, and realises that what she is about to do could not be correct. However, this behaviour might not have happened in a natural context and it is clear that she is making an extra effort and taking more time than she normally would in recycling correctly. Therefore, it could be assumed, at this point, that she would have just disposed of the entire cup with lid and liquid in the paper cup bin hole in which only the paper cup without lid nor liquid should go.

“Oh... ‘sip it’... ‘flip it’... Why do you have to flip it? What does that mean? I don’t get the... I don’t get that... Sip it? Okay, first I drink it, then why does it say ‘flip it’? Tip it... oh... pour the liquid in this hole because you’re not supposed to chuck it with the liquid... Oh... Oh... I’m supposed to take off the lid and put it in the hole... Oh... Oh... I get it! I’m supposed to take off the lid and put it in the plastics bin... Oh... And put that in that bin. So, this goes into plastic and this goes here. I don’t know if I’m just stupid or it’s not very clear...”

After spending some time reading the sign and evaluating it, she follows the steps and correctly disposes of the paper cup.

Design School MA Design Project

Participant Information Sheet

Dr Debra Lilley, Loughborough Design School, Loughborough, Leicestershire, LE11 3TU
Carmine Di Martino, Loughborough Design School, Loughborough, Leicestershire, LE11 3TU

What is the purpose of the study?

This user research study is being conducted in fulfilment of coursework requirements for an MA in Design at Loughborough University.

Who is doing this research and why?

This research is being carried out Carmine Di Martino an MA Design student at Loughborough Design School, supervised by Dr Debra Lilley, Senior Lecturer in Design. This study is part of a student research project supported by Loughborough University.

What will I be asked to do?

You will be required to participate in an interview in which you will be asked about your routine regarding the consumption of hot drinks.

How long will it take? and where will the session take place

The session will take place in the Design School Café and it will take approximately 30 minutes.

Once I take part, can I change my mind?

Yes! After you have read this information and asked any questions you may have we will ask you to complete an Informed Consent Form, however if at any time, before, during or after the sessions you wish to withdraw from the study please just contact the main investigator. You can withdraw at any time, for any reason and you will not be asked to explain your reasons for withdrawing.

What personal information will be required from me?

Age, whether you live on- or off-campus, whether you are undergraduate or postgraduate student.

Are there any risks in participating?

No

Will my taking part in this study be kept confidential?

The researcher will follow Loughborough University's ethical guidance regarding the collection and storage of data. All participant data will be anonymised and any personal details stored separately from data. Video recordings and photographs will only be presented within the student's coursework with the permission of the participant.

What will happen to the results of the study?

The results of the study will be reported within the student's coursework which will be assessed by Loughborough Design School staff and may be selected as an example for the External Examiner for the MA Design Programmes.

I have some more questions who should I contact?

Please contact the student in the first instance.

What if I am not happy with how the research was conducted?

If you are not happy with how the research was conducted, please contact the Mrs Zoe Stockdale, the Secretary for the University's Ethics Approvals (Human Participants) Sub-Committee:

Mrs Z Stockdale, Research Office, Rutland Building, Loughborough University, Epinal Way, Loughborough, LE11 3TU. Tel: 01509 222423. Email: Z.C.Stockdale@lboro.ac.uk

The University also has a policy relating to Research Misconduct and Whistle Blowing which is available online at

[http://www.lboro.ac.uk/admin/committees/ethical/Whistleblowing\(2\).htm](http://www.lboro.ac.uk/admin/committees/ethical/Whistleblowing(2).htm). Please ensure that this link is included on the Participant Information Sheet.

Insert Name of Research Proposal**INFORMED CONSENT FORM**
(to be completed after Participant Information Sheet has been read)

The purpose and details of this study have been explained to me. I understand that this study is designed to further scientific knowledge and that all procedures have been approved by the Loughborough University Ethical Approvals (Human Participants) Sub-Committee.

I have read and understood the information sheet and this consent form.

I have had an opportunity to ask questions about my participation.

I understand that I am under no obligation to take part in the study.

I understand that I have the right to withdraw from this study at any stage for any reason, and that I will not be required to explain my reasons for withdrawing.

I understand that all the information I provide will be treated in strict confidence and will be kept anonymous and confidential to the researchers unless (under the statutory obligations of the agencies which the researchers are working with), it is judged that confidentiality will have to be breached for the safety of the participant or others.

I agree to participate in this study.

Your name _____

Your signature _____

Signature of investigator _____

Date _____