



Project acronym: **Go-myLife**

Project full title: **Going on line: my social Life**

AAL Joint Programme



Call for Proposals AAL-2009-2-089

D2.2 Participatory Workshops

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Version: 1

Date: 28/02/2011

Deliverable Number:	D2.2
Contractual Date of Delivery:	31/12/2010
Actual Date of Delivery:	28/02/2011 Version 1
Title of Deliverable:	Participatory Workshops
Dissemination Level:	Public
WP contributing to the Deliverable:	WP2
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History			
Version	Date	Author	Comments
0.1	02/02/2011	Teresa Holocher-Ertl & Maria Schwarz-Woelzl (ZSI)	Initial Text
0.1	08/02/2011	Claudia Fabian (ZSI)	Initial Text
0.1	23/02/2011	Michael Mulquin (ISComm)	Initial Text
0.2	25/02/2011	Teresa Holocher-Ertl & Maria Schwarz-Woelzl (ZSI)	Revised version
1.0	28/02/2011	Teresa Holocher-Ertl & Maria Schwarz-Woelzl (ZSI)	First version

Approval and Sign-off		
Date	Name	Sign-off
28/02/2011	Fabio Tumiatti	

Abstract

This document presents the reports on four participatory workshops of the Go-myLife project, two for each type: The first type of workshop, referred to as “Workshop 1” in this document, was conducted to assess existing online Social Networks. The second type of workshop, referred to as “Workshop 2” in this document, investigated the communication patterns of older people in SNs. Both workshop types were respectively organised in UK and Austria. The methodology for these workshops was defined in ‘D.2.1. Methodology of research in WP2’.

The deliverable contains the profiles of the participants attending the workshops as well as workshop details concerning location and date. It also provides a detailed description of the agenda of the first four workshops together with screenshots of materials used and first impressions from the facilitators concerning the usefulness of the applied methodology.

This document is Version 1 of D2.2, as in UK one workshop is still outstanding. In UK “Workshop 1” to assess online Social Networks focused in a first round on the evaluation of Facebook only and will in a second round assess an online SN especially for the target group of older people. This second workshop will be organised at the beginning of M9 and the report about it will be integrated in Version 2 of this D2.2.

The detailed analysis and synthesis of the results of all workshops will be part of D2.3 Synthesis Report, which will be delivered in M9 of the Go-myLife project.

Keywords

Older people, online Social Network Platforms, user involvement workshop

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List of Abbreviations

SN	Social Network
ICT	Information Communication Technology
AAL	Ambient Assisting Living Programme
WP	work package



1 Introduction

This document presents the reports on the four end-users workshops of the Go-myLife project that were conducted in Austria and UK following two different types: The first type of workshop “Workshop 1” aimed at the assessment of existing online Social Networks, the second type of workshop “Workshop 2” investigated the communication patterns in SNs.

1.1 About the Go-myLife project

Go-myLife (full title: “Going social: my social life”) is an AAL2 project aiming to improve the quality of life for older people through the use of online social networks combined with mobile technologies. Go-myLife is developing a mobile social networking platform customised to the needs of older people, supporting interactions with their peers and families, as well as easy access to information.

Start date: 1 July, 2010 End date: 31 December, 2012

Website: www.gomylife-project.eu

1.2 About this deliverable

This deliverable is prepared within the second WP of the Go-myLife project, namely WP2: ‘Application driven requirement & common technical problems’. As the second deliverable within this WP, its aim is to report about the end-user workshops which were conducted in UK and Austria. The methodology for these workshops was defined in ‘D.2.1. Methodology of research in WP2’. The detailed analysis and synthesis of results from the workshops will be part of ‘2.3. Synthesis report on target group analysis and user needs and requirements’.

Target audience of the deliverable

This document is a public deliverable. Still, it is mainly intended for the project partners and the European Commission services thus the document will be made public, but not specifically disseminated on a wider scale.

Research questions in WP2

Within WP2 we will explore two main areas of research:

- 1. Contemporary interaction patterns in social networks as such and the perceived desires and requirements of older people concerning communication and support structures for the future.
- 2. Strengths and weaknesses of existing online SNs from an older people’s

perspective and the conditions needed to increase accessibility and involvement.

Methodological approach – three areas of investigations

To explore the above mentioned research areas a threefold approach has been undertaken:

1. Determinants of older peoples' social well-being and ICT usage were explored through a *literature review* and will be summarized in D2.3
2. Use and interaction patterns on online SNs were explored through a *screening of* the most popular online SNs in the EU as well as four interviews with operators of senior online platforms. The results will be integrated in D2.3
3. Older peoples' social networks and the online SNs potential benefits are investigated through two **user involvement workshops**.

In the D2.1 Methodology of research in WP2 the project foresaw two workshops, each in United Kingdom and in Austria:

Workshop 1 “Assessment of existing online Social Networks” (task 2.2.) targets to assess three existing online Social Networks with end-users, investigating strengths and weaknesses, as well as barriers and motivations for their usage.

Workshop 2 “Communication patterns in SNs” (task 2.3) investigates the structure of communication patterns of older people within their social networks, as well as end-users needs and requirements regarding technological support.

The analysis and synthesis of the collected data from both workshops will be integrated to D2.3. Synthesis Report, but the details of the implementation of the two participatory workshops with older people are described in this deliverable 2.2. This is Version 1 of the deliverable as there is still one Workshop outstanding in UK, which will be conducted in March 2011 to investigate a senior online SN with older people in UK. The report of this last workshop will be added to Version 2 of this document.

The structure of this deliverable

The information in this deliverable is covered in three chapters:

Chapter 2 presents the implementation details of Workshop 1 “Assessment of existing online Social Networks”. It reports on date and location of the workshops in Austria and UK, as well as the demographic data of the workshop participants. In addition it introduces in detail the workshop agenda, presenting the timeframe, the objectives, the documents used and instructions for the facilitators. At the end of each agenda point first feedback from the moderators concerning the participants' behaviour, faced difficulties and expected results is highlighted in a box.

Chapter 3 presents the implementation details of Workshop 2 “Assessment of existing online Social Networks” and has the same structure as described for Chapter 2.

Chapter 4 summarizes the outcome of these workshops.

2 Workshop 1: Assessment of existing online Social Networks

This workshop has been carried out in Austria and in United Kingdom.

Two different online social networks were assessed:

1. **Facebook:** in UK as well as in Austria to provide comparability of the most important and commonly used online SNs in Europe, as well as among the target group of older people
2. **Ahano.de:** in Austria. This senior platform was chosen for assessment, as it ranked on the top of a German market analysis of senior platforms¹.

Beside the introduction of the project, the signature of the Informed Consent form by the participants and the presentation of the “Go-myLife Media-Quiz” (in order to eliminate potential technology related fears of the participants), the workshops’ core exercise was to explore user interfaces based on specific user-tasks. The participants were invited to “walkthrough” in pairs of specific tasks. Each pair received a package of materials, consisting of a “Scenario” and seven “Situation Cards” and “Situation Feedback-Forms”.

In the following results are presented per workshop:

- The **profile** of the participants;
- The **date and location** of the workshops
- The **agenda and first impressions** of the facilitators

2.1 Report of the “Workshop 1” in Austria

The workshop took place on the 10th of January 2011 (from 10:00 to 16:00), in Weikersdorf (a village in the province of Lower-Austria). It was facilitated and moderated by Teresa Holocher-Ertl and Maria Schwarz-Woelzl.

2.1.1 Profile of the sample (assessment of demographic data)

Initially, 10 persons have registered for the workshop, however, due to poor health reasons 8 people participated at the end of the day.

¹ The market analysis was sent as a confidential document to ZSI by the operator.

Participant No.	Sex	Age	Highest education	Last occupation	retired for (years)	PC skills (self assessment)
1	F	61-65	Completed secondary school	Projectmanager	7	good
2	F	61-65	Completed primary school	Storage employee	8	Very low
3	F	61-65	University	Teacher	8	Average
4	F	61-65	Completed secondary school	alternative practitioner	housewife	Average
5	F	66-70	Completed secondary school	Clerk	12	Very low
6	M	61-65	Completed secondary school	Director primary school	9	Average
7	M	66-70	Completed FE college etc.	Programmer	7	Average
8	M	66-70	University	Director secondary school	10	Good

Table 1: Workshop 1 – participants in Austria

The program followed concisely and successfully the agenda and the methodology as introduced in D2.1. No deviation occurred. Two pairs dealt with Facebook and two with Ahano.de.

2.1.2 Pictures from the Workshop



Picture 1: Participants test online SN using pre-defined scenarios and situations

2.2 Report of the “Workshop 1” in UK

The workshop took place on the 7th of January 2011 (from 10:00h to 15:30h), in Derby. It was moderated by Michael Mulquin, with assistance from Pam Purcell.

2.2.1 Profile of the sample (assessment of demographic data)

Initially, 8 people registered for the workshop, however, due to heavy snow during the morning, 7 people actually participated.

Participant No.	Sex	Age	Highest education	Last occupation	retired (years)	for	PC skills (self assessment)
1	M	57	Secondary school				average
2	F	76	University	School teacher	16		little
3	M	74	Primary school	Joiner	8		average

4	F	51	university	Tutor	Still working	Very good
5	F	62	Secondary school	Secretary	10	average
6	M	62	University	teacher	2	Average
7	M	54	College	Chartered surveyor	Still working	Average

Table 2: Workshop 1 – participants in UK

The program followed concisely and successfully the agenda and the methodology as introduced in D2.1. This workshop focused on the investigation of Facebook only. Thus two pairs and one set of three people dealt with Facebook. To assess a senior online social network platform an extra workshop will be conducted in M9 following the same methodology.

2.2.1 Pictures from the Workshop



2.3 Detailed Agenda of the “Workshop 1” in Austria and UK

In this chapter we will introduce the detailed agenda of the workshop. It describes the agenda items, the objective of each activity on the agenda, comments and hints on what to consider and take care of when conducting the workshop, references to the material used as well as input regarding the data analysis.

2.3.1 Introduction

Timeframe: 10H00 – 11H00 (60 minutes)

- Presentation of the Go-myLife project, the role of the end-users in the project and the objectives of the workshop (10 min)
- Introduction of the participants and researchers (10 min)
- Distribution and signature of the letters of consent (10 min)
- Conduction of a Quiz about the Austrian/English and worldwide media usage (25 min)
- Formation of 4 groups of 2 participants each (5 min)

Objectives:

- Make participants understand that they are the experts of their “Lebenswelt”
- Sensitizing participants to the fact that technology is often produced in a way that it is difficult to use for end-users. Problems in handling new technologies are often not due to the end-users’ low capability but due to low usability.
- Introduce users to the topic of communication technology, high-lightening the aspect that all new communication technologies seemed uncomfortable and strange at the beginning and became quickly adopted by all age groups (see for instance mobile phones, internet etc.)
- Create a climate of open exchange between participants and researchers

Documents used:

- Project presentation in PowerPoint
- Letter of consent for each participant
- Media Quiz in PowerPoint and 4 reply cards labeled with A, B, C and D for each participant

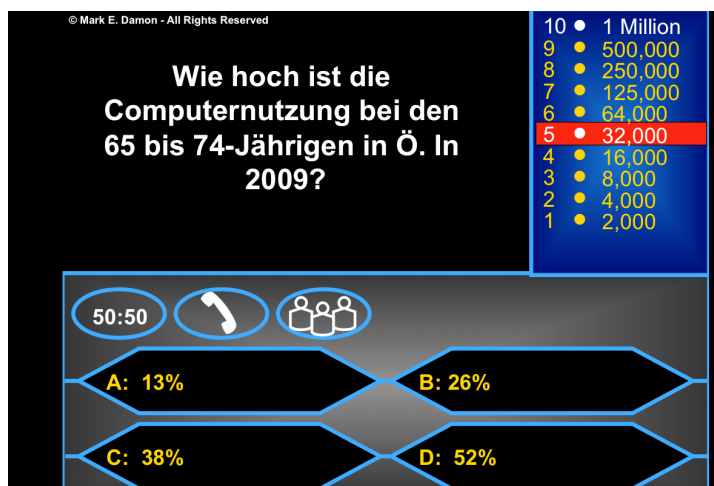


Figure 2: Screenshot from the Media-Quiz

Instructions given concerning the introduction to the project

- The short project presentation had to be short, otherwise participants will lose attention (not more than 10 minutes)
- Use stories that are related to the participants' lives to demonstrate the projects approach (e.g. when talking about the bad usability of technology use the example of a video-recorder)
- Use interactive elements (e.g. Ask questions in between: Who already uses computers to stay in contact with friends and family?) to keep the attention of participants high

Further details concerning the Media Quiz

- This playful approach introduces the target group into the topic. It starts with some historical facts and numbers about the mobile phone, then the internet and finally social networks.
- Use the occasion to look back to the participants' experiences with new communication media and establish a vivid dialog (e.g. Can you remember the first mobile phones, how huge they have been?)

Impressions from this session:

Austria:

This section turned out to be a very useful introduction format. The presentation helped the participants to understand the setting and objective of the project, but also the important role they play, as being the experts of their "Lebenswelt" and thus

“consultants” of designers and technical developers. The Media Quiz eased the serious working atmosphere after the presentation; it put participants in an active mode and triggered initial discussions among participants about the topic under investigation. The questions about media usage in Austria and around the world made participants aware how much the internet usage in general and social networks more particularly are a common and widespread means of communication, which are increasingly used by people of their age group. This awareness made them curious and excited about the next program point – the hands-on exploration of Facebook and Ahano.de.

UK:

There were two husband and wife pairs in the group, but apart from that the participants had not met with each other before. So it was really useful that the session began gently with a short presentation on the project, during which participants could ask questions and talk a little about their experiences related to the project. The fun activity of the media quiz then helped everyone to relax, brought a small amount of friendly competition into the proceedings and also helped participants to remember how quickly technologies such as mobile phones had changed and become part of everyday life. People were particularly amazed at the growth of Facebook and it provided them with a good reason to find out more about online social networks.

2.3.2 Assessment round of online SN

Timeframe: 11H00 - 12H30 (90 minutes)

- Introduction to the assessment, distribution of “Situation Cards” and “Situation Feedback-Forms“ to each of the groups (10 min)
- Short introduction to both Online Social Network Site A and B (5 min)
- Assessment of two OSN following the situation cards, after each situation completion of the Feedback-Form (4 - 6 tasks à 15 min/20 min – 60/80 min)
- Distribution of the final evaluation-questionnaire (5 min)

Objectives:

- Allow participants to collect first-hands experiences with existing online social networking sites as basis for the discussion group in the afternoon
- Observe participants when interacting with the OSN to make notes about the main usability issues
- Make screen- and audio-recording for the detailed analysis of usability problems
- Collect quantitative data for the analysis and aid-memoires for the discussion group in the afternoon

Documents used:

- Situation cards and situation feedback-forms for each group
- Final evaluation questionnaire

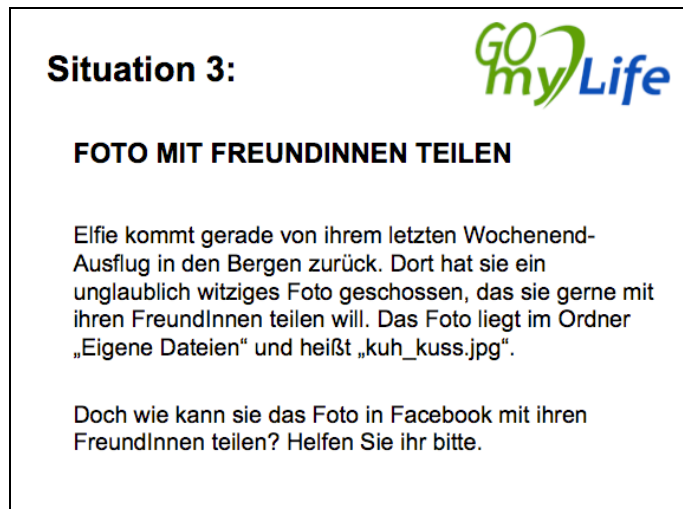


Figure 3: Situation cards explaining the next task to the participants in Facebook

Instructions concerning the assessment of the two OSN:

- Two groups assess OSN1 and two groups OSN2
- Each group has its PC with video- and audio-recording where the screen-capturing software “Camtasia” captures the activities on the screen together with the video of the user interacting with the OSN
- Group-size of two participants in order to
 - make users feel more comfortable compared to sitting alone in front of the computer.
 - record their discussions when navigating through the websites for later analysis
 - keep a small group size for this demanding exercise,
 - demand always one person to take responsibility for the task and the other to give advice and relax
- The scenarios and situations are tight to the end-users real lives to make the usage and value of the applications better understandable (you have to prepare two test-user accounts in each OSN, to allow each group to test with one test-user account)
- Situation feedback-forms as aid-memoires are always filled in directly after the situation is fulfilled and help us to collect quantitative data and support the

participants as aid-memoire for the group discussion in the afternoon.

- Users are asked to add their anonymous code to each situation feedback-form (=Initials of their mothers' maiden name, and the last two numbers of their birth year). This code will be used in the final evaluation questionnaires as well. It helps us to make a anonyms analysis of data.
- Be prepared to help users out, when they don't know how to successfully finish a situation.

Further details concerning the questionnaire:

- The final evaluation questionnaire collects socio-demographic data, data about current media usage and the overall impression of participants about the tested OSN.
- Be prepared to help users with questions, if they don't understand them
- Explain them the system of the code

Impressions from this session:

Austria:

This section was very challenging for the participants. They liked to work with scenarios and tasks that were given to them, but had difficulties due to usability problems in Facebook and Ahano.de. It was key to success of this session to have two facilitators on site to help the participants to solve their tasks, and lead them back when they got lost somewhere on the SNs. For our research, observing end-users when interacting with SNs and having direct feedback about the problems they faced, was an important contribution to our work and delivers highly relevant input for D2.3 Synthesis report. The participants appreciated the work with a fake user as they were not sure, if they really wanted to use Facebook on their own and the negative publicity about problems with deleting accounts again made them feel uncomfortable. Thus this fake user provided a "secure setting" to initially get to know Facebook.

What was interesting to see is that the participants did not blame themselves for those difficulties encountered. As we sensitized them in the introduction that difficulties with new technology often arise due to low usability, the technology itself was held responsible. The results of this changing mindset were that users were not demoralized by the difficulty of the tasks, and, they provided useful and productive suggestions how to improve usability from their point of view. Their personal résumé after this section was that the session which they run to test the SNs would also be an appropriate and required format to collect first-hand experiences and train end-users of their age to use new technology.

UK:

Participants had expected to be told exactly what to do and to simply follow instructions. They found it difficult to have to try to find their own way around and to work out for themselves how to undertake the tasks. It was vitally important for them to be given reassurance by the facilitators and it was also important to ask them questions that helped them work out for themselves the next steps. One particular problem with Facebook was that when they put a message on their friends wall there was no feedback to say that the message was on the wall, and so it left them uncertain as to whether they had been successful.

What was useful here was to set the user accounts up to be friends of each other, so that they could see the messages that the other groups had sent them.

One particular problem was that one of the groups was a group of three and that was really too many. It was difficult for all three to be close enough to the screen, particularly because some of them had problems with their sight and couldn't get close enough to read the text on the screen properly.

On the whole participants enjoyed this session and were quite successful in achieving the tasks. They appreciated the opportunity to learn to trust their own thinking in trying to work out how to undertake the tasks. However, if this was being run as a normal training session, I think it might have been better to have started by giving a brief overview as to the way the site is designed so that the participants could find out, for instance, what is on the "Home" page, on the "Profile" page and what are the options under "Account". This might have made it easier for them to work out how to undertake the tasks

I would also suggest that, rather than setting up fake accounts just for participants to practice on, it might be good for participants to set up their own accounts and set the privacy level to "Friends only" for everything. This would have allowed them to understand the privacy options in Facebook. It would also allow them to "friend" each other and send messages to each other, which they could then continue to do after the session was finished.

2.3.3 Lunch & Workshop Feedback Matrix 1

Timeframe: 12H30 – 13H15 (45 minutes)

- Ask participants to complete the Feedback Matrix 1 (5 min)
- Invite them for Lunch (40 min)

Objectives:

- Provide time for social interaction between participants
- Provide the occasion for informal get-together between participants and researchers

- Demand interim feedback on the workshop itself via the Workshop Feedback Matrix

Documents used:

- The Workshop Feedback Matrix investigates four indicators for the workshop (difficulty, amusement, lengthiness, personal enrichment)

Impressions from this session:

Austria:

The lunch was important to “recharge batteries” and exchange impressions and experiences from the testing session between participants. The feedback matrix very well documented the impressions from the previous sessions: Participants thought that the workshop until midday was rather difficult, but diverting, interesting and personally enriching.

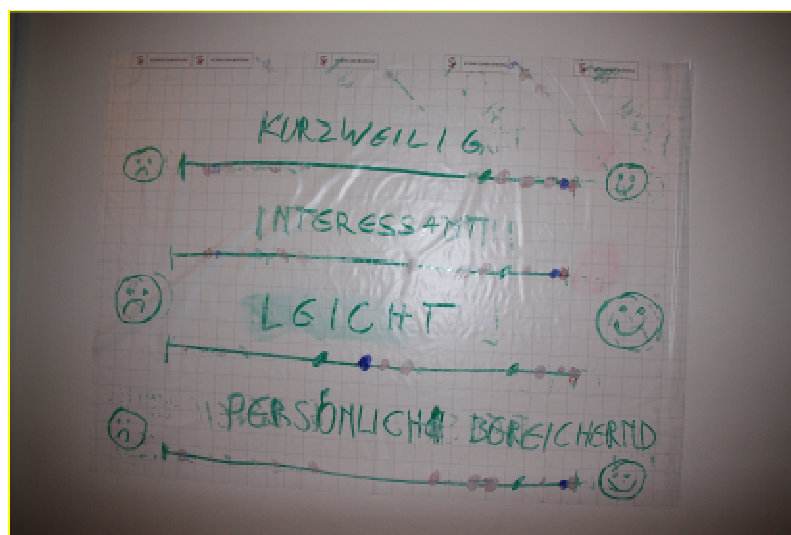
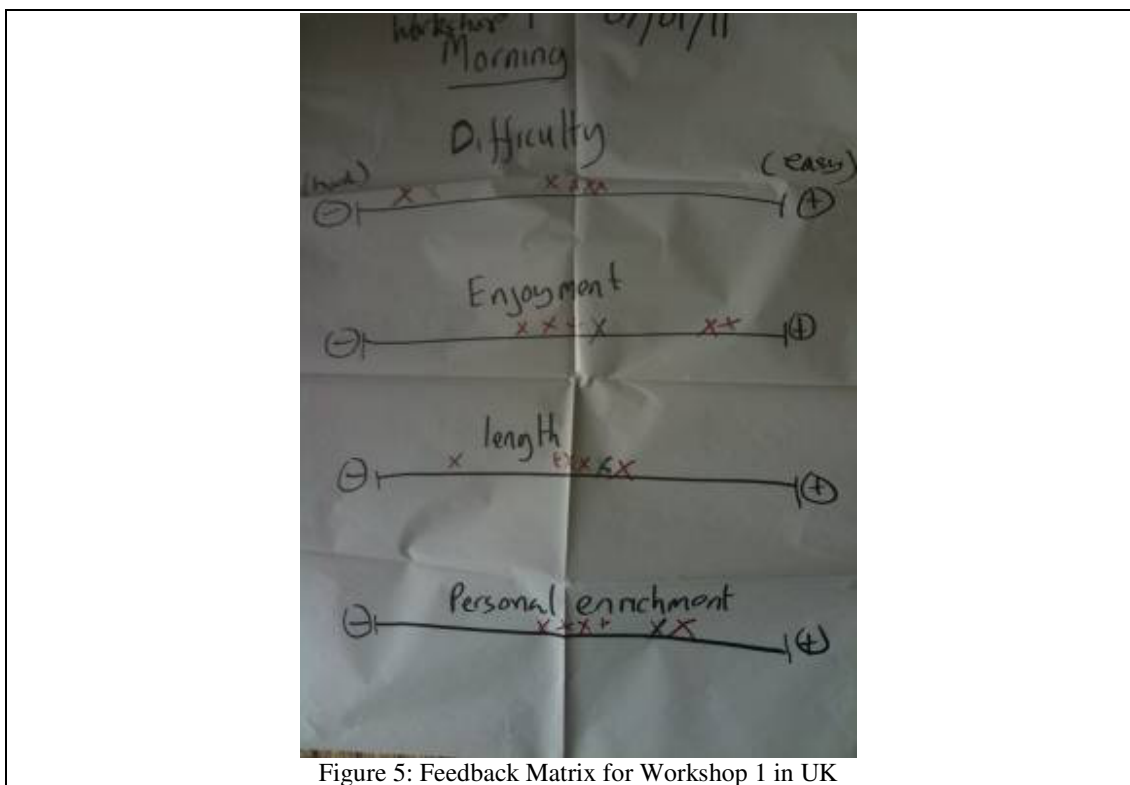


Figure 4: Feedback Matrix for Workshop 1 in Austria

UK:

It was good to sit around tables in small groups and eat together. It helped us to get to know each other a bit better, which is important as the focus is on social networks. The feedback matrix provided an easy and quick way of getting feedback on the morning.



2.3.4 Storytelling Walk & Presentation of Stories

Timeframe: 13H15 – 14H00 (45 minutes)

- Ask participants to form groups of 2 and take a walk together where they share their experiences with the usage of modern communication media (e.g. internet or mobile-phones) to stay in contact with their social network (10 min)
- Ask each participant to present his group-partner's story (35 minutes)

Objectives:

- Collect insights about the participants' usage of communication media within their social networks.
- Activate participants after lunch through a rather laid-back, informal method of user involvement

Instructions given concerning the Storytelling Walk:

- Keep the topic rather open
- Allow questions after each presentation
- Record the presentations

Impressions from this session:***Austria:***

Participants grumbled a bit when they had to go out for a walk after lunch, but had to admit feeling refreshed afterwards and ready to get involved in the final session of this workshop. The discussion of the stories turned out to be a good entry-point to the next session on the agenda.

UK:

The workshop took place in a large old building and it was snowing outside. So the walk took place in the building. Participants were taken on two trips around the building, which took around 10 minutes. They enjoyed the walk and the discussions and felt it livened them up in preparation for the afternoon session.

2.3.5 Group discussion about the participants' experiences with the two OSN

Timeframe: 14H00 – 14H45 (45 minutes)

- Discussion of 3 things that people liked best, 3 things that people didn't like at all, threats during usage and suggestions for improvement for each of the 2 OSNs as well as possible facilitating conditions – like video, training, handbook etc. that would help to get involved with the OSNs (around 20 min each OSN)

Objectives:

- Understand the value of existing OSN for our target group and the barriers that hinder them to use (certain functions of the) OSN.
- Collect suggestions for improvement and input for facilitating conditions
- Record the discussion for detailed analysis after the workshop

Documents:

- Question guidelines for moderator

Instructions given concerning the group discussion:

- Ask all participants to join the discussion now - the larger group size will assure a diversity of opinions and experiences and an animated and vivid discussion
- Address each member individually so that everybody has the opportunity to share

his experiences

- Invite participants to use their feedback-forms with their notes during discussion
- Definitely invite participants to share also negative experiences
- Record the group discussion for a detailed analysis after the workshop

Impressions from this session:

Austria:

Participants engaged in a constructive discussion about their experiences from the testing session. The role of the facilitators was to involve all participants equally in the discussion, to moderate the questions and avoid getting lost in details. To allow building a shared understanding between all participants - those who tested Facebook and those who tested Ahano.de – it was useful to have Facebook and Ahano projected to the screen and demonstrate the issues under discussion. This also helped to focus all contributions around the same topic.

This workshop session delivers - together with the observation of participants, the situation cards and the questionnaire - very relevant input for D2.3 Synthesis report.

UK:

There was an interesting and useful discussion. Because participants had all worked on Facebook they were able to compare their experiences of it. People spent some time trying to compare Facebook with email and other ways of communication.

It was very interesting to see how worried people were about privacy issues on Facebook. They had all heard scare stories in the media and from their friends. They worried that people might be able to find out things about them that they wanted kept private, or only within the circle of their close friends.

It is interesting that Facebook has a very easy to use and detailed set of privacy settings that enables users to keep very close control of their information. However, Facebook does not publicize this and few people know how to change their privacy settings and what are the advantages and disadvantages of the different privacy settings.

2.3.6 Feedback on Workshop

Timeframe: 15H45 – 15H00 (15 minutes)

- Ask participants to complete the Workshop Feedback-Matrix 2
- Discuss what people liked, what they did not like based on the Matrix results

Objective:

- Collect final feedback on the workshop

Documents:

- The Workshop Feedback Matrix investigates four indicators for the workshop (difficulty, amusement, lengthiness, personal enrichment)

Impressions from this session:

Austria:

The final feedback matrix showed the same results as the one at midday. Very positive was the fact that participants were eager to join Workshop 2 which was organized one week later.

UK:

People again gave a positive view of the workshop and the feedback matrix proved a useful way of giving this.

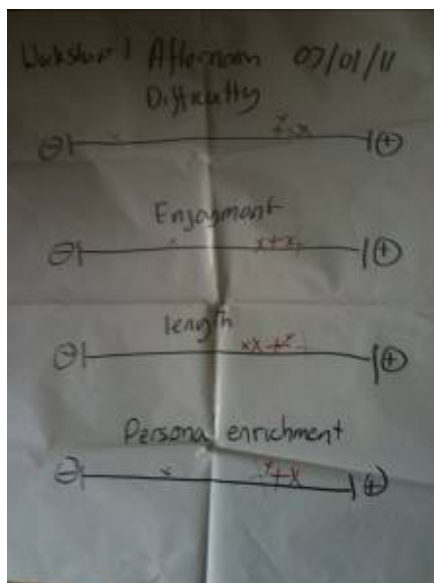


Figure 6: Feedback Matrix for Workshop 1 in UK

3 Workshop 2: Communication patterns in SNs

This Workshop has been carried out in Austria and the UK.

Besides an introduction to the topic of this workshop via a socio-economic placement, the workshop had two core exercises. The first set of activities was dedicated to the investigation of the structure, characteristics and communication patterns of the participant's social networks. The participants were asked to illustrate their social

networks using metaphors to facilitate this task and then presented their illustration to the whole workshop group. The second exercise was to create a vision about the ideal future network of participants and examine what role technology can play to support this vision. This task was elaborated in two groups (one group with four and the other with three participants), who again illustrated their vision and presented it to the other group as basis for an in-depth discussion.

In the following results are presented per workshop:

- The **profile** of the participants;
- The **date and location** of the workshops
- The **agenda and first impressions** of the facilitators

3.1 Report of “Workshop 2” in Austria

The workshop took place on the 17th of January 2011 (from 10:00 to 16:00), in Weikerdorf (a village in the province of Lower-Austria). Like in the first workshop, Teresa Holoher-Ertl was facilitating the different task and objectives while Maria Schwarz-Woelzl moderated the workshop.

3.1.1 Profile of the sample

Initially, the same 8 persons who participated in workshop 1 were invited to participate in workshop 2. However, two participants could not join the workshop 2 due to poor health reasons. Thus one participant who was sick at workshop 1 was invited to come to workshop 2 to replace those who had to stay at home.

Thus a slightly different profile of the sample in workshop 2 can be shown:

Participant No.	Sex	Age	Highest education	Last occupation	retired for (years)	PC skills (self assessment)
1	F	61-65	Completed secondary school	Projectmanager	7	good
2	F	61-65	Completed university	Teacher secondary school	8	Average
3	F	61-65	Completed secondary school	Alternative practitioner	housewife	Average

4	F	66-70	Completed secondary school	Clerk	12	Very low
5	M	66-70	Completed FE college etc.	Programmer	7	Average
6	M	66-70	Completed university	Director secondary school	10	Good
7	M	61-65	Completed university	Chemist	2	Average

Table 3: Workshop 2 – participants in Austria

Again the program followed concisely and successfully the agenda and the methodology as introduced in D2.1. No deviation occurred.

3.1.2 Pictures from the “Workshop 2” in Austria



Illustration of one's SN



Presentation of one's SN



Creation of a vision of the ideal SN



Discussion the visions

Picture 7: Participants illustrate their SNs and create a vision of the ideal SN

3.2 Report of the “Workshop 2” in UK

The workshop took place on the 14th of January 2011 (from 10h to 16h), in Derby. It was moderated by Michael Mulquin, with assistance from Pam Purcell.

3.2.1 Profile of the sample

Initially, the same 7 persons who participated in workshop 1 were invited to participate in workshop 2. However, three participants could not join the workshop 2 due to a variety of reasons. Thus Pam Purcell, who assisted in the first workshop, also participated in this workshop as she was within the right age group.

Thus the new profile of the sample was as follows:

Participant No.	Sex	Age	Highest education	Last occupation	retired for (years)	PC skills (self assessment)
1	M	57	Secondary school			average
2	F	76	University	School teacher	16	little
3	M	74	Primary school	Joiner	8	average
4	M	54	College	Chartered surveyor	Still working	Average
5	F	56	University	Tutor	Still working	Very good

Table 4: Workshop 2 – participants in UK

Again the program followed concisely and successfully the agenda and the methodology as introduced in D2.1. The only difference was that before the workshop proper began there was a half hour tutorial covering Facebook, and in particular the privacy options. Also, after the workshop proper finished there was a half hour discussion to give participants the chance to think about whether or not they wanted to use Facebook to help manage the different relationships they had considered during the course of the workshop and how they might use it.

3.3 Detailed Agenda of “Workshop 2” in Austria and UK

In this chapter we will introduce the detailed agenda of the workshop. It describes the agenda items, the objective of each activity on the agenda, comments and hints on what to consider and take care of when conducting the workshop, references to the material used as well as input regarding the data analysis.

3.3.1 Introduction

Timeframe: 10H00 – 10H30 (30 minutes)

- Welcome and presentation of the agenda (5 min)
- Socio-economic placement (25 min)

Objectives:

- Introduce users into the new topic – their personal social networks
- Start thinking process about their SN through initial questions and discussion with participants

Documents used:

- Question guidelines for socio-demographic placement for the moderator

Instructions concerning the introduction to the project

- Ask participants after each question to shortly provide details about the topic under question. (e.g. when you ask them to place themselves in the room according to the number of associations they are involved in, ask them after the placement what kind of association this is)

Impressions from this session:

Austria:

This section turned out to be a very useful introduction format for the second workshop. The game-like approach activated the attendants, familiarized them with the other’s social life activities and thus prepared the common ground for the later presentations and discussions. When participants explained their positioning in the



room, they started automatically to engage in the topic of the workshop without much moderation needed by the facilitators.

UK:

The participants joined in this part of the workshop very enthusiastically. It helped them to change their focus away from computing and technology and onto their lives and their social relationships and thus provided a very good start to the day's activities.

3.3.2 Contextual Investigation – Communication patterns within one's own social network

Timeframe: 10H30 - 11H10 (40 minutes)

- Introduction to Task 1-4 (10 min)
- Individual elaboration of task 1-4 – Map the islands round you, sketch the connection between your island and your surround islands, indicate the reason for these connections, plot possible triggers for change in the next 10 years within your SN (30 min)
- Ask participants to add colored stickers to their illustration indicating the reason for social interaction (material, instrumental or emotional support)

Objective:

- Initiate a thinking process among participants about their own social networks and the upcoming changes in the next 10 years
- Invite participants to illustrate their reflections as a basis for the presentation and our analysis

Documents/Material:

- Cards describing Task 1- 4
- Flipchart explaining the three categories of support within social relationships – material, instrumental and emotional support.
- Flipchart paper, pens, colored cards,

3. ANLASS AUFZEICHNEN

GO myLife

Nun zeichnen Sie in Ihr Bild bitte ein, was denn der Grund oder Anlass dieser Beziehung zu den anderen Inseln ist.
Geht es darum Neuigkeiten auszutauschen, gemeinsam Interessen zu teilen, sich organisatorisch oder materiell unter die Arme zu greifen, sich moralischen Beistand zu geben, einfach Spaß zu haben, seinen Horizont zu erweitern,

• **Emotionale Unterstützung:**

- Vermittlung von Geborgenheit, Liebe und Zuneigung
- Motivationale Unterstützung
- Vermittlung von Anerkennung, spürb. Wertschätzung
- Vermittlung eines Zugehörigkeits-Bewusstseins, Gebraucht werden
- Geselligkeit, Spitz, gemeinsame Interessen

• **Instrumentelle Unterstützung:**

- Arbeitshilfen (Babysitter, geringfügige Beschäftigung, ...)
- Beratung, Information, Wissen
- Pflege

• **Materielle Unterstützung:**

- Sachleistungen
- Geldleistungen

Figure 8: Card with task description and description of emotional support types

Impressions from this session:

Austria:

This session was perceived as easy for the participants, the task description was clear and helped to keep attention focused. Thus it didn't need any facilitation from the moderators. The feedback after this session showed that the task clearly broadened the participants' thinking and made them realize how diversified their social networks are in reality and how many different social groups they are involved with. But it also helped them to imagine how life might change in 10 years, when connections between the different islands might change due to limited mobility, older grand-children etc. Both insights were important pre-conditions for the session in the afternoon.

UK:

Participants were a bit nervous to start with, but soon got into the spirit of the exercise and enjoyed themselves.

Unfortunately we were in quite a small room with very little table space and so we had to use half size flipchart paper to draw out the islands and the linkages. However, this still worked out fine.

Two of the participants were in their mid-seventies and they found it rather difficult to think about their lives in 10 years' time as they were aware that there was a chance that they would be in much poorer health by that time. However, they did find it a useful

exercise. The other three participants found it much easier.

3.3.3 Presentation of each participant's social network

Timeframe: 11H10 - 12H10 (60 minutes)

- Presentations each around 5 minutes (40 minutes)
- Search for commonalities (5 minutes)
- Rework on their proper visualization (10 minutes)
- Group building based on commonalities - 2 groups (5 minutes)

Objectives:

- Get a shared understanding within the group as preparation for the afternoon session
- Allow participants to complete their visualizations after the input from their co-participants

Instructions given concerning the presentation

- Put a table in the middle of the room, where each presenter shows his illustration and place all participants around this table. This avoids the classical "presentation situation" with one being in front and the others listening.
- Record the presentations for a detailed analysis after the workshop.
- Ask questions if new aspects arise and allow participants to ask questions and discuss.

Impressions from this session:

Austria:

Presenting ones island landscape and listening to the elaborations of the co-participants helped participants to add to and complete their own social network. The discussion of commonalities and differences between the landscapes, as well as the expected changes with increasing age, prepared a common ground for the afternoon session.

UK:

Participants really enjoyed talking about their social networks and particularly in identifying common interests and attitudes. Clearly, hearing about the situation of the other people in the group helped them to add to their diagram, but also their own participation in the discussions helped them to remember new issues to add to what they had put down earlier.

This session was one that they clearly enjoyed very much.

3.3.4 Lunch & Workshop Feedback Matrix 1

Timeframe: 12H10 – 13H00 (50 minutes)

- Ask participants to complete the Feedback Matrix 1 (5 min)
- Invite them for Lunch (40 min)

Objectives:

- Provide time for social interaction between participants
- Provide the occasion for informal get-together between participants and researchers
- Demand interim feedback on the workshop itself via the Workshop Feedback Matrix

Documents used:

- The Workshop Feedback Matrix investigates four indicators for the workshop (difficulty, amusement, lengthiness, personal enrichment)

Impressions from this session:

Austria:

The lunch was again important to “recharge batteries” and exchange impressions and experiences from the prior session between participants.

UK:

Discussions and conversations about their social relationships continued over lunch in a nice and relaxed atmosphere.

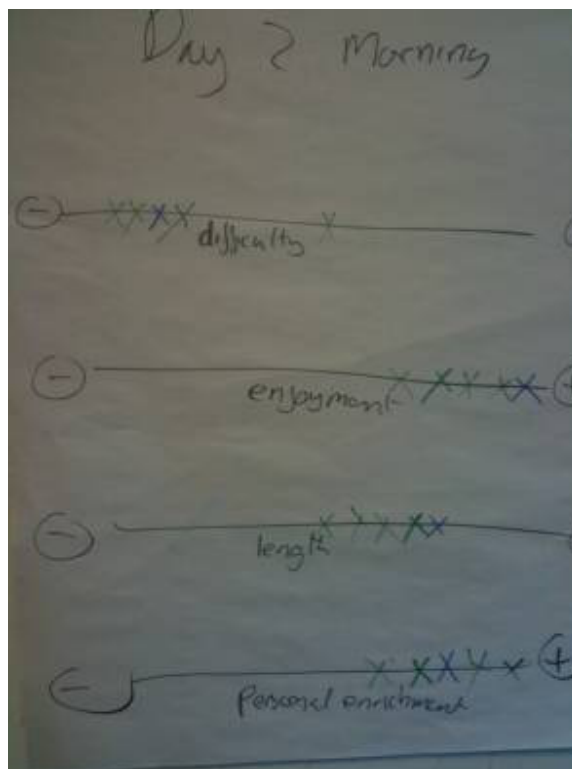


Figure 9: Workshop 2 - Feedback matrix from UK

3.3.5 Elaboration of a Social Network Vision

Timeframe: 13H00 – 14H30 (90 minutes)

- Ask each group to elaborate a vision of their social network in 10 years and visualize it the same way as in the morning (60 minutes)
- Invite the other group to first interpret the visualization, provide each group to present their vision and initiate a discussion (30 minutes)

Objectives:

- Understand the vision of the participants how their social networks should ideally look like in future (without sticking too much at what is the status currently)
- Thus understand the participants' desires, values and requirements that are the basis for a technical development

Instructions given concerning the Elaboration of the Vision:

- We form groups here and invite the participants to form the groups vision. On the

one hand this facilitates the process to express concerns as individuals are taking the group perspective. On the other hand the question to form a vision motivates participants to leave common grounds and think about new ways, based on what they elaborated in the morning.

- We do not ask the participants to think about technological innovations that could facilitate their life and increase the contact to their social networks, as they will stay to close to what exists already.
- We rather ask them to be visionary about their social networks and then identify ourselves the role that a technology like Go-myLife could play in this vision.

Impressions from this session:

Austria:

The group work, but also the presentations following the group work, led to intense discussions between participants about their visions of their future SNs. While one group developed a visionary landscape that was rather close to their current and existing SNs, the other developed a vision where technology took over an important role in connecting the different social groups. The result was an interesting, in-depth discussion about the future role of technology in older peoples' social networks. Participants discussed threats and expected barriers as well as opportunities and benefits from the increasing outreach of technical means of communication. These insights helped the researchers to better understand the desires and also fears that older people have when thinking about their future – with respect to their social contacts but also regarding increasing technology usage. From the mentioned benefits and opportunities we can infer to possible application scenarios for Go-myLife, while the barriers will show us where facilitation is needed. The results from this discussion will provide an important contribution in D2.3 Synthesis report.

UK:

Because there were only five participants, the two groups were quite small in size – a threesome and a pair, which probably kept the discussion at a fairly shallow level because there was only very limited variety of experience. It probably would have been better to keep to one group. However people still greatly enjoyed the session and the participation in the very small groups did help to make sure that the discussion of the group as a whole went well.

3.3.6 Feedback on Workshop

Timeframe: 14H30 – 14H45 (15 minutes)

- Ask participants to complete the Workshop Feedback-Matrix 2

- Discuss what people liked, what they did not like based on the Matrix results

Objective:

- Collect final feedback on the workshop

Documents used:

- The Workshop Feedback Matrix investigates four indicators for the workshop (difficulty, amusement, lengthiness, personal enrichment)

Impressions from this session:

Austria:

The feedback matrix showed us that Workshop 2 was easy, personally enriching, interesting and diverting for the participants. They asked to be provided with continual information from the Go-myLife Workshop to track what how the project will proceed with the outcomes from these two user-informed workshops.



Figure 10: Workshop 2 – Feedback Matrix from Austria

UK:

The workshop was really engaging and participants clearly valued the opportunity for reviewing their lives and their relationships, but the feedback matrix indicates that the afternoon session was a more difficult one as they tried to think over the next ten years and imagine themselves as possibly less able and in need of greater help than they could give to others.

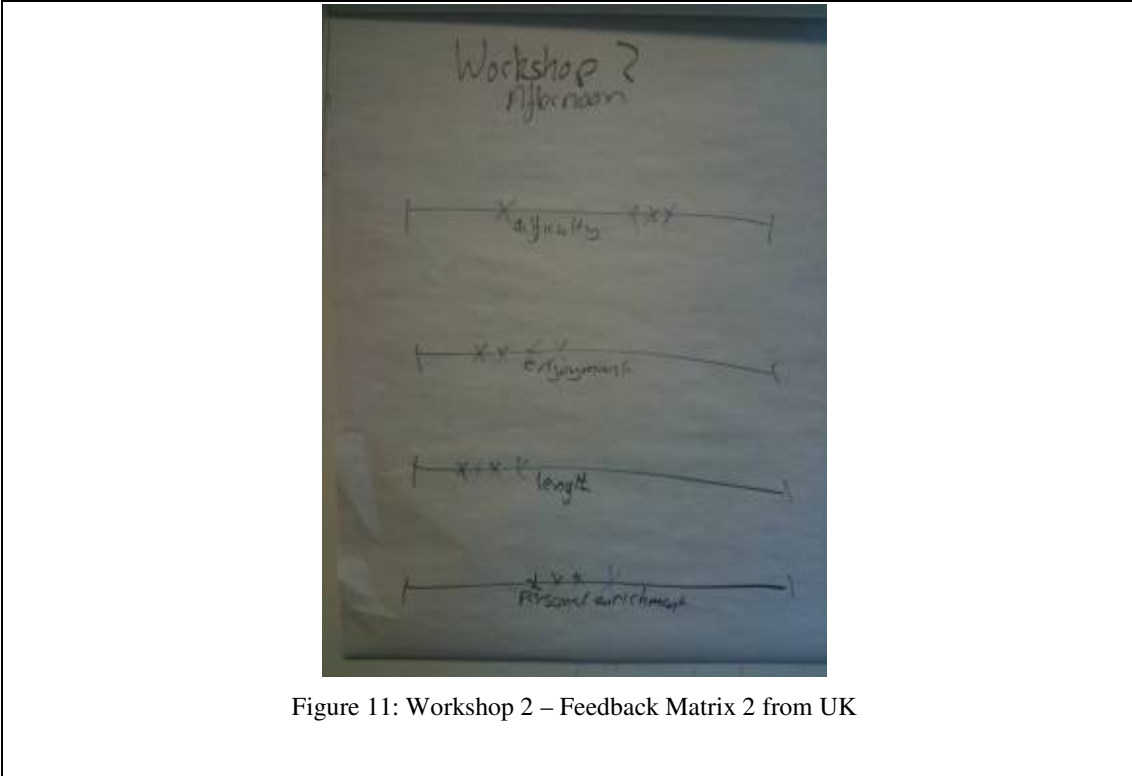


Figure 11: Workshop 2 – Feedback Matrix 2 from UK

4 Summary

The objective of this document is to present the reports on the two end-users workshops that were conducted in Austria and UK, where workshop one aimed at the assessment of existing online Social Network and workshop two investigated the communication patterns in SNs of older people.

After the conduction of these workshops we can conclude that the agenda of both workshops was useful for addressing the research questions and the methods used adequate for the target group of older people. But also for the participants themselves the workshops were personal enrichments, where they gained new experiences, where they took the opportunity for in-depth reflexions about the social needs and future perspectives. In other words, they appreciated our interest in their actual life and were happy to share their opinions and experiences with the other participants. There were tasks that were perceived as challenging for the participants, which was due to the challenging topic itself. The usage of online SNs is demanding for older people, due to usability issues, but also to security/privacy concerns and different perceptions on how to communicate with older peoples' social networks. The observation of end-users interacting with online SN revealed relevant and important insights about usage barriers and the discussions following the evaluation sessions helped to better understand possible drivers and benefits of online SNs for older people.

The second workshop aimed to investigate communication patterns within older people's social network. In this workshop we had to methodologically address the challenge to make participants think about possible changes concerning the communication in their social networks with increasing age and how to address these challenges. D2.1 describes the reluctance of older people to talk about personal problems and the difficulty to think about future technological innovations. But with the suggested methodology we successfully involved people in the discussion about current communication structures, expected changes with increasing age and the supportive role of technology. Both workshops provide rich input for D2.3 Synthesis report, where we will after a detailed analysis and synthesis of the workshop outcomes deduce and discuss the end-user requirements for the Go-myLife platform.