



Project acronym: **Go-myLife**

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

AAL Joint Programme



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D2.2 Participatory Workshops

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Abstract

This document presents the reports on seven participatory workshops of the Go-myLife project that took place in Austria and the UK. Two types of workshop were run. 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. Workshops of both types were organised in the UK and Austria. The methodology for these workshops was defined in 'D.2.1. Methodology of research in WP2'.

This 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 seven workshops together with screenshots of materials used and first impressions from the facilitators concerning the usefulness of the applied methodology.

The detailed analysis and synthesis of the results of all workshops will be part of D2.3 Synthesis Report, which will be delivered in M10 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
OSN	Online Social Network
ICT	Information and Communication Technology
AAL2	Ambient Assisted Living Joint Programme call 2
WP	work package

1 Introduction

This document presents reports of the seven end-user workshops of the Go-myLife project that were conducted in Austria and the UK. These followed two different types: The first type of workshop "Workshop 1" was 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 the 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. However, it is mainly intended for the project partners and the European Commission officers and so 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 these 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 through four interviews with operators of senior online platforms. The results will be integrated in D2.3
3. Older peoples' social networks and the benefits of online SNs potential were investigated through two types of **user involvement workshops**.

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

Workshop 1 "Assessment of existing online Social Networks" (task 2.2.) targets the assessment of 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.

Workshop 1 has been realized **four** times:

1. As an explorative workshop to test the methodology that was suggested in D2.1. This was carried out in Vienna / Austria (on the 11th of October 2010) and investigated Facebook and an Austrian senior platform
2. Workshop in Weikersdorf / Austria (on the 11th of January 2011), investigated Facebook and a German senior platform

3. Workshop one in Derby / UK, investigated Facebook only (on the 7th of January 2011)
4. Workshop two in Cambridge / UK, investigated two UK senior platforms (on the 14th and 21st of March 2011)

Workshop 2 has been realized **three** times:

1. Again, as an explorative workshop to test the methodology that was suggested in D2.1, This was carried out in Vienna / Austria (on the 18th of October 2010)
2. Workshop in Weikersdorf / Austria (on the 17th of January 2011)
3. Workshop in Derby (on the 14th of January 2011)

The analysis and synthesis of the collected data from both workshop types will be integrated into D2.3. Synthesis Report, but the details of the implementation of the participatory workshops with older people are described in this deliverable 2.2. This is Version 2 of the deliverable as there was one Workshop outstanding in UK and we decided to include the data from the explorative workshop too in order to enrich the data sample. The reports of this workshop in the UK and of the two explorative workshops have been added to this document version.

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 the 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, the initial feedback from the moderators concerning the participants' behaviour, difficulties faced 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 type 1: Assessment of existing online Social Networks

This workshop was carried out two times in Austria and two times in the United Kingdom.

Five different online social networks were assessed:

1. **Facebook:** this was done in the 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. **Seniorkom.at:** in Austria. This senior platform was chosen for assessment as it is the only one in Austria.
3. **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.
4. **BeGrand.net** in UK. This is a platform for grandparents and is supported by UK Government funding as a way of supporting the role of grandparents. It was chosen because it is a very rich site with lots of functionality.
5. **Finerday.com:** in UK. This is a very simple platform designed specifically for older people to help them keep in touch with their family and very closest friends. It provides a closed environment and therefore eliminates many of the privacy issues, and also, therefore provides a very simple navigation.

Besides providing an introduction to the project, gaining participants' signatures on the Informed Consent form and running 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" specific tasks in pairs. Each pair received a package of materials consisting of a "Scenario", seven "Situation Cards" and "Situation Feedback-Forms".

The following results are presented for each workshop:

1. The **profile** of the participants;

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

2. The **date and location** of the workshops
3. The **agenda and first impressions** of the facilitators

2.1 Report of the "Workshops type 1" in Austria

2.1.1 First (explorative) Workshop, Type 1

The workshop series started with an exploration of the methodology to be suggested for D2.1 and is therefore called an "**explorative workshop**". It took place on the 11th of October 2010 in Vienna (from 10:00 to 16:00). It was facilitated and moderated by Teresa Holocher-Ertl and Maria Schwarz-Woelzl.

2.1.1.1 Profile of the sample (assessment of demographic data)

Initially, 8 persons had registered for the workshop. However, for a number of reasons (1. sickness of the grandchild, 2. own sickness, 3. sudden death of the father, 4. simply forgot the date), at the end of the day 4 people participated.

Participant No.	Sex	Age	Highest education	Last occupation	retired for (years)	PC skills (self assessment)
1	F	61-65	Completed secondary school	clerk	5	Very low
2	F	55-60	University degree	Researcher	still working	Very good
3	F	61-65	University Degree	Psychot herapist	5	average
4	F	61-65	University Degree	Psychot herapist	6	Low

Table 1: Workshop type 1 – participants in Vienna, Austria

Two pairs dealt with Facebook and two with Seniorkom.at.

2.1.1.2 Pictures from the workshop



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

2.1.2 Second Workshop, type 1

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.

2.1.2.1 Profile of the sample (assessment of demographic data)

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

Participant No.	Sex	Age	Highest education	Last occupation	retired for (years)	PC skills (self assessment)
1	F	61-65	Completed secondary school	Project manager	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	house wife	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 2: Workshop type 1 – participants in Weikersdorf, Austria

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

2.1.2.2 Pictures from the Workshop



Picture 2: Participants test online SN using pre-defined scenarios and situations

2.2 Report of the "Workshop 1" in UK

2.2.1 First Workshop, Type 1

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.

2.2.1.1 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 for (years)	PC skills (self assessment)

1	M	57	Secondary school	missing value	On long term sick leave	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 3: 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 senior online social network platforms an extra workshop was then conducted in M9 in Cambridge following the same methodology.

2.2.1.2 Pictures from the Workshop



Picture 1 : Workshop 1 – participants in UK

2.2.2 Second Workshop, Type 1

The workshop took place in two parts, on the 14th and 21st March 2011 (from 10:00h to 12:00h), in Cambridge. It was moderated by Michael Mulquin.

2.2.2.1 Profile of the sample (assessment of demographic data)

4 people registered for the workshop, who all belong to a regular computer club for older people.

Participant No.	Sex	Age	Highest education	Last occupation	retired for (years)	PC skills (self assessment)
1	F	69	missing value	missing value	6	Little
2	F	65	University	Teacher	5	Little
3	F	69	University	Examiner	1	good
4	F	63	missing value	office	still working	very little

Table 4: Workshop 2, type 1 – participants in UK

The program followed the agenda and the methodology as introduced in D2.1, with the exception that, because this was part of a regular weekly computer club, lasting 2 hours, the session was split into two. The introduction to Go-myLife and the quiz took place in the first week and the investigation of the social network took place in the second week. However, there was no time to run the story telling exercise.

This workshop focused on the investigation of two very different online social networks. Thus one pair looked at BeGrand, an online social network for grandparents, and the other pair looked at Finerday, which helps older people stay in touch with their immediate family. These two social networks provide a complete contrast, with BeGrand being a very busy site, with a great deal of functionality and with the option to make new friends, while Finerday is a very, very simple site, designed with new users of the Internet in mind and closed down so that it can only be accessed by immediate family members and family friends.

2.2.2.2 Pictures from the Workshop



Picture 2 : Workshop 2, type 1 – participants in UK

2.3 Detailed Agenda of the "Workshops type 1" in Austria and UK

This chapter introduces 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 account of when conducting the workshop, references the material used as well as providing information regarding the data analysis.

2.3.1 Introduction

Timeframe: 10H00 – 11H00 (60 minutes)

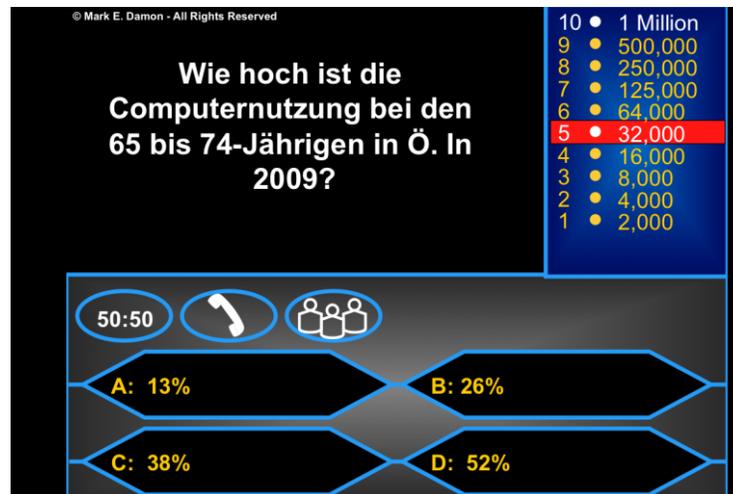
- Presentation of the Go-myLife project, the role of the end-users in the project and the objectives of the workshop (10 min)
- Introduction of the participants and researchers (10 min)
- Distribution and signature of the letters of consent (10 min)
- Conduction of a Quiz about the Austrian/English and 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” – the world of their own life experience.
- Sensitizing participants to the fact that technology is often produced in a way that makes it difficult to use for end-users. In other words, that 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, highlighting the fact that all new communication technologies seemed uncomfortable and strange at the beginning but were 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



Picture 3: Screenshot from the Media-Quiz

Instructions given concerning the introduction to the project

- The project presentation has to be short, otherwise participants would lose attention (not more than 10 minutes)
- Use stories that are related to the participants' lives to demonstrate the project's approach (e.g. when talking about the poor usability of technology use the example of a video-recorder)
- Use interactive elements (e.g. Ask questions during the presentation: 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 online 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 were?)

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" to the 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:

For the first of the two workshops, 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.

For the second workshop, the participants were members of a computer club, who meet together on a regular basis and who live in a particular part of Cambridge. Because of this they already had a strong relationship with each other. However, it was important to start with a presentation of Go-myLife so that they could understand that this was not so much a class for them to learn more about computing but more an opportunity for them to give feedback. It was also useful to set social networks in the context of other developments in computing, Internet and mobile phones.

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 OSNs using the situation cards and then, after completing each task, filling in the Feedback-Form (4 - 6 tasks @ 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 a 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



Situation 3:

FOTO MIT FREUNDINNEN TEILEN

Elfie kommt gerade von ihrem letzten Wochenend-Ausflug in den Bergen zurück. Dort hat sie ein unglaublich witziges Foto geschossen, das sie gerne mit ihren FreundInnen teilen will. Das Foto liegt im Ordner „Eigene Dateien“ und heißt „kuh_kuss.jpg“.

Doch wie kann sie das Foto in Facebook mit ihren FreundInnen teilen? Helfen Sie ihr bitte.

Picture 4: 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 a PC with video- and audio-recording, where the screen-capturing software “Camtasia” allows the activities on the screen to be captured together with the video of the user interacting with the OSN
- Group-size was set at 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,
 - ensure that there was always one person to take responsibility for the task and the other to give advice and relax
- The scenarios and situations are relevant to the end-users real lives to make the usage and value of the applications better understandable (two test-user accounts need to be set up in each OSN, to allow each group to test using one test-user account)
- Situation feedback-forms as aid-memoires are always filled in directly after the situation is completed. This helps us to collect quantitative data and supports the participants as an aid-

memoire for the group discussion in the afternoon.

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

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 the system of the personal anonymous 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 the 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 OSNs. For our research, observing end-users when interacting with OSNs 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 being able to use a fake user account as they were not sure if they really wanted to use Facebook on their own and were worried about the negative publicity about problems with deleting accounts later. Thus this fake user account 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 used the introduction to help them be aware that difficulties with new technology often arise due to low usability, the technology itself was

held responsible. The results of this changed 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 feedback after this section was that the session which they ran to test the SNs would also be an appropriate and useful format to collect first-hand experiences and train end-users of their age group to use new technology.

UK:

In the first workshop in Derby, 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.

The session in Cambridge also worked well. Participants very much enjoyed the exercise and trying to work out how to undertake the tasks. What was interesting was that both groups found the tasks difficult and took a long time to do them, although by the end they were beginning to understand how the different sites worked. This was just as true of the very simple Finerday site as it was for the much more complicated BeGrand site.

To be fair, one of the pair working on the BeGrand site was one of the voluntary helpers in the computer club, and so was more experienced with computers than the others, which might explain why the pair working on the BeGrand site were able to work at the same speed as the other pair. However, I found it interesting, looking at the site from the point of view of newcomers, to see how many design flaws there was in the BeGrand site. I found this surprising because one of the three groups supporting the BeGrand site is a group that specializes in providing IT support to older people.

When I had previously interviewed the BeGrand community support staff member about the BeGrand site, she had said how difficult they had found it to get people to interact with the site. However, having seen how difficult it was for even very intelligent older people to find out how to do simple tasks on the site, I now understand that this might simply be a factor of poor site design.

Having seen how difficult people found navigating through social networking sites designed for older people I was able to compare it with the Derby group that worked on Facebook. Clearly they too found Facebook difficult, but they were able to work out how to undertake the tasks more quickly than those working on sites supposedly designed for older people.

The very fact that Facebook has been used by some many millions of people for a number of years has meant that many of the interface design problems have been dealt with. It probably, therefore, provides Go-myLife with a good starting model for designing our own interfaces.

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 opportunity for an informal get-together between participants and researchers
- Gain interim feedback on the workshop itself via the Workshop Feedback Matrix

Documents used:

- The Workshop Feedback Matrix reviews four indicators for the workshop (difficulty, enjoyment, length, 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.

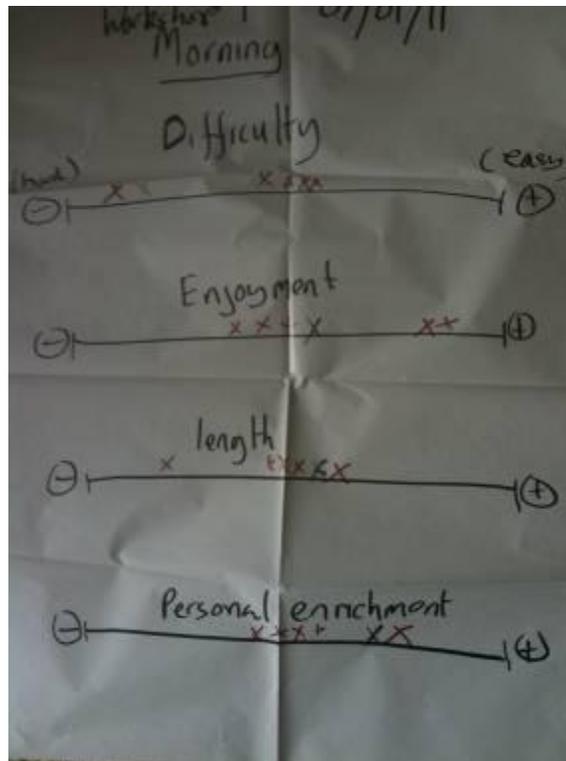
The feedback matrix documented very well the impressions from the previous sessions: Participants thought that the workshop until midday was rather difficult, but diverting, interesting and personally enriching.



Picture 5: 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.



Picture 6: Feedback Matrix for Workshop 1 in UK

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 fairly 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, problems during usage and suggestions for improvement for each of the 2 OSNs as well as support activities or materials – like video, training, handbook etc. that would help people to get involved with the OSNs (around 20 min each OSN)

Objectives:

- Understand the value of existing OSNs for our target group and the barriers that hinder them in using (certain functions of the) OSN.
- Collect suggestions for improvement and input for helpful support activities and materials
- 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
- Make sure to specifically invite participants to also share 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 enable the building of 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 onto the screen and demonstrate the issues under discussion. This also helped to focus all contributions around the same topic.

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

UK:

There was an interesting and useful discussion in the Derby group. (We did not have time to undertake the formal discussion between the participants in the Cambridge group,) 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, enjoyment, length, personal enrichment)

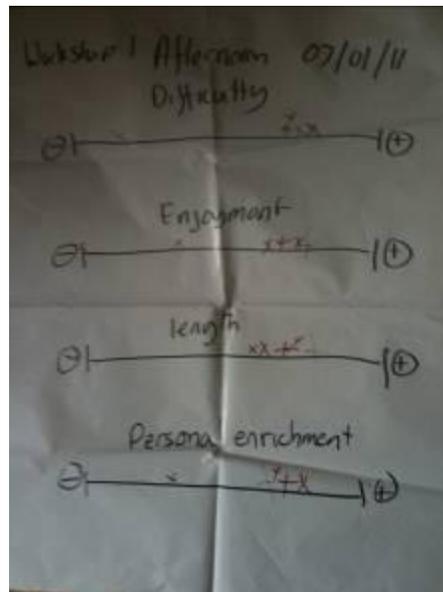
Impressions from this session:

Austria:

The final feedback matrix showed the same results as the one at midday. One very positive outcome 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.



Picture 7: Feedback Matrix for Workshop 1 in UK

3 Workshop type 2: Communication patterns in SNs

This Workshop type has been carried out two times in Austria and one time in 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 were able to present 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, who again illustrated their vision and presented it to the other group as basis for an in-depth discussion.

The following results are provided for each workshop:

1. The **profile** of the participants;
2. The **date and location** of the workshops
3. The **agenda and first impressions** of the facilitators

3.1 Report of "Workshops 2" in Austria

3.1.1 Frist (explorative) Workshop, Type 2

The explorative workshop took place on the 18th of October 2010 (from 10:00 to 16:00) in Vienna. As in the type 1 workshops, Teresa Holocher-Ertl facilitated the different tasks and objectives while Maria Schwarz-Woelzl moderated the workshop.

3.1.1.1 Profile of the sample

Initially, the same 8 persons who were invited to workshop type 1 were invited to participate in workshop type 2 again. This time seven persons could join workshop 2, only one could not attend due to poor health.

Participant No.	Sex	Age	Highest education	Last occupation	retired for (years)	PC skills (self assessment)
1	F	61-65	Completed secondary school	Clerk	5	Very low
2	F	61-65	University Degree	Psychotherapist	5	average
3	F	61-65	University Degree	Psychotherapist	6	Low
4	F	61-65	secondary school	Civil servant	5	good
5	F	61-65	University degree	Social worker	15	good
6	F	61-65	University degree	Primary school teacher	5	low
7	M	61-65	University Degree	Civil servant	3	very good

Table 5: Workshop type 2 – participants in Vienna, Austria

3.1.1.2 Pictures from the "Workshop type 2" in Vienna, Austria



Exercise: Similarities and differences



Introduction of the artifact to the participants



Presentation of the group vision



Presentation of the group vision

Picture8: Participants illustrate their SNs and create a vision of the ideal SN

3.1.2 Second Workshop, Type 2

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).

3.1.2.1 Profile of the sample

Initially, the same 8 persons who participated in the type 1 workshop were invited to also participate in workshop type 2. However, two participants could not join the workshop due to poor health. Because of this one participant who could not attend workshop 1 due to sickness was invited to come to workshop 2 to replace those who had

to stay at home.

Thus there was a slightly different profile of the sample in workshop 2:

Participant No.	Sex	Age	Highest education	Last occupation	retired for (years)	PC skills (self assessment)
1	F	61-65	Completed secondary school	Project manager	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 6: Workshop type 2 – participants in Weikersdorf, Austria

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

3.1.2.2 Pictures from the "Workshop type 2" in Weikersdorf, Austria



Illustration of ones SN



Presentation of ones SN



Creation of a vision of the ideal SN



Discussion the visions

Picture9: 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.

3.2.1.1 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	missing value	On long term sick leave	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 7: 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 type 2" in Austria and UK

This chapter introduces 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 account of when conducting the workshop, references the material used as well as providing information regarding the data analysis.

3.3.1 Introduction

Timeframe: 10H00 – 10H30 (30 minutes)

- Welcome and presentation of the agenda (5 min)
- Socio-demographic 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 community associations they are involved in, ask them after they have done this, 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 got the attendees active and moving, familiarized them with each other's social life activities and thus prepared common ground for the later presentations and discussions. When participants explained their positioning in the room, they started automatically to engage with 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 the surrounding islands, indicate the reason for these connections, and 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 changes they expect over 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

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, pos. Wertschätzung
- Vermittlung eines Zugehörigkeits-Bewusstseins, Gebraucht werden
- Geselligkeit, Spaß, gemeinsame Interessen

• **Instrumentelle Unterstützung:**

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

• **Materielle Unterstützung:**

- Sachleistungen
- Geldleistungen

Picture 10: 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 from each participant - around 5 minutes (40 minutes)
- Search for commonalities (5 minutes)
- Rework their 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, enjoyment, length, personal enrichment)

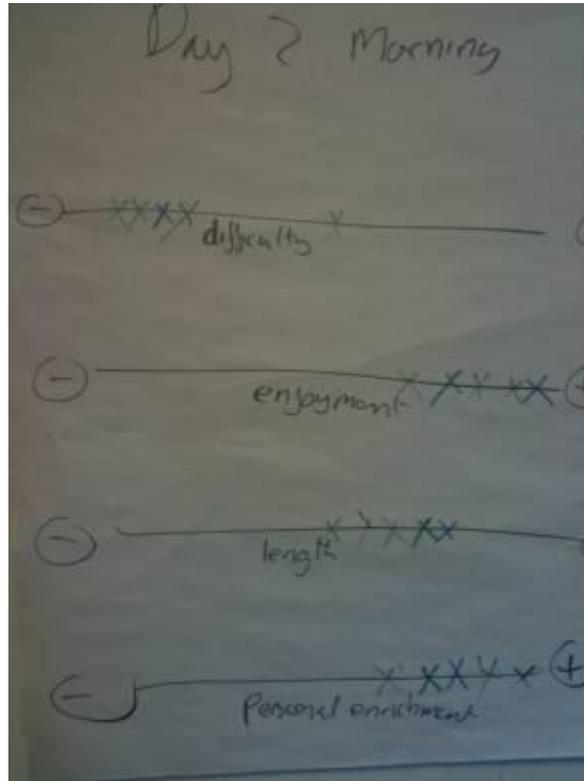
Impressions from this session:

Austria:

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

UK:

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



Picture 11: 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, allow each group to present their own 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 closely to 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 group's vision. On the one hand this facilitates the process to express concerns as individuals are taking the group perspective. On the other hand the task of forming a vision motivates participants to leave their normal way of thinking and start afresh, 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 with their social networks, as they would then stay too close to what exists already.
- We rather ask them to be visionary about their social networks and then ourselves identify 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 benefits and opportunities mentioned we can infer 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, enjoyment, length, personal enrichment)

Impressions from this session:**Austria:**

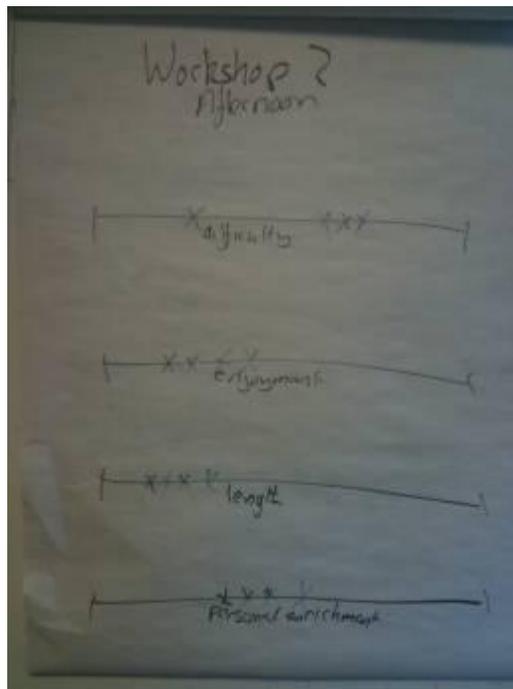
The feedback matrix showed us that Workshop 2 was easy, personally enriching, interesting and diverting for the participants. They asked to be provided with continual information from the Go-myLife Workshop to track what how the project will proceed with the outcomes from these two user-informed workshops.



Picture 12: 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.



Picture 13: Workshop 2 – Feedback Matrix 2 from UK

4 Summary

The objective of this document is to present the reports on the two types of end-user workshops that were conducted in Austria and UK, where “workshop type 1” aimed at the assessment of existing online Social Network and “workshop type 2” investigated the communication patterns in SNs of older people.

After conducting these workshops we can conclude that the agenda of both workshops was useful for addressing the research questions and the methods used were adequate for the target group of older people. But also the participants themselves found the workshops were a source of personal enrichment, where they gained new experiences, and where they took the opportunity for in-depth reflexion about their 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 were due to the challenging nature of the topics themselves. The usage of online SNs is demanding for older people, due to usability issues, but also because of 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.

“Workshop 2” aimed to investigate communication patterns within older people’s social network. In this workshop we had to methodologically address the challenge of making participants think about possible changes concerning communication within 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 workshop types 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.