

## **Keywords**

Co-design, Design process, Cultural heritage, Football, Inspiration, Teenagers

## **Abstract**

The paper introduces the reader to a co-design project that intermediary Danish cultural heritage to a target group. In collaboration with the selected target group this paper will introduce the reader to co-design methods conducted during our design process to fulfill the target of this project; inspire teenage footballers by introducing them to cultural heritage. To introduce the target group to the case we did a controlled observation with film-viewing of a documentary. Afterwards we conducted a focus group interview with photo elicitation consisting of highlights from the shown footage to make the target group consider and select points of interest. To gain an understanding of the future use of our project idea we made the target group set the stage and enact scenarios during a drama and theater session, which was inspired by the photo elicitation material and our findings of insights from the focus group interview. The goal of our case is to introduce cultural heritage to Danish teenage football players and inspire them to adopt it to their football activities.

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# Introduction

*Hutlihut* is a made-up Danish word that the television commentator Flemming Toft used for cheering during the final of the European Championship in year 1992 (EC92) when Denmark scored against Germany. Since then it has been synonymous with the Danish effort of winning the European Championship of football, which is recognized as the biggest achievement in the history of Danish football.

The Danish national team of football placed second in the qualifications and therefore didn't qualify for the European Championship themselves, but when civil war broke out in Yugoslavia they were disqualified by the European Football Association. That meant that the Danish national coach, Richard Møller Nielsen, had to gather a squad for the finals in Sweden.

A team consisting of average players without the famous Michael Laudrup was described as vacation boys because they were not in shape for playing the tournament. The Danish national team surprised everyone by beating France 2 to 1 in the last match of the group play and went on to beat the Dutch favorites in the semi finals on penalties. In the final against Germany the Danish players pulled off a team effort and won by the score 2 to 0.

This football triumph is the theme of our co-design project. We have invited a target group consisting of Danish teenage football players to participate in our design process in order to examine cultural heritage regarding this historical event in Danish football culture; to achieve an understanding of the target group's attachment.

## Co-design

A co-design refers to the creativity of the designer, the stakeholders and people not trained in design collaborating in a design process. As the name says it is cooperation in design where all people are involved in the design process. It builds on the principles that all people have different ideals and perspectives; any design process needs to deal with this. This synergy between designer, stakeholders and users are all considered experts in their respective areas in order to co-create a melting pot of ideas, concepts, thoughts and possible solutions where everyone involved contribute to the best possible result.

Co-design differs from participatory design because it does not assume that any stakeholder is more important or influential than others. The co-design begins, according to the philosopher C. West Churchman, when you see the world through the eyes of others, which is one of the most essential points of view for this design method. Our co-design project idea is based on the target group's input; their thoughts and opinions have influenced our design outcome which is documented throughout the paper.

## Case description

The case of this co-design project is Danish cultural heritage and how it is communicated through media. The task at hand is how to communicate Danish cultural heritage to a selected target group through co-design. Danmarks Radio (DR) received funding from the Ministry of Culture to digitize DR's archives and created DanskKulturArv.dk as a public service for all danes. On danskKulturArv.dk you can find video clips, pictures and radio clips, all from DR's big archive that they have build through nearly 90 years. It is a search engine where the users can browse through more than 50.000 founds in Danish cultural heritage, which is provided by DR and other partners. The site itself describes it as a laboratory of communication under the mantra: *cultural heritage is something we share*. It is also possible for ordinary danes to contribute to this site with video and pictures from their own archive. For inspiration on how cultural heritage can be communicated in other ways than through DanskKulturArv.dk; DR turned to the students at the IT-University of Copenhagen to see what project ideas they could contribute with.

## **Target group**

The target group of this co-design project is Danish teenage football players, who were born after year 1992 and therefore have not experienced the Danish football team's victory at the European Championship in year 1992. The teenagers are in a phase of adolescence where they experience physical and psychological human development. This target group is impressionable by role models and inspiration can keep them motivated with participating in a team sport.

## **Motivation**

We chose this target group because teenagers are in a phase of their life where they are experiencing establishment of self-identity, puberty disturbances and the expectations of achieving good grades in school. They are becoming more independent as they are growing up and are allowed to make choices of their own regarding social activities; which cause a lot of teenagers to quit their sporting activities because of a change in their desires.

Therefore we chose to collaborate with this target group in order to achieve an understanding of their motivations and thereby locate new design ideas that precisely has a motivational purpose to them. We want to achieve a design idea by directly involving the target group in our design process.

This project aims to bridge between generations. Sometimes we need to look back in time to find understanding and inspiration to solve something in the present. One of the best ways to do this is to talk with someone who experienced the certain past that you want to understand. This can result in inspiration of how to tackle problems or understand something in the present. In this project the two generations that should be bridged are the Danish football team who won the EC 92 and our target group who is Danish teenage football players who were not born at that time. The idea behind this is to inspire a younger generation by introducing what happened in the past of Danish football culture.

## **Research field**

The national sport of Denmark is football; when the “national team” is mentioned, for many the first thing that comes to mind is the national football male team. In 2011 there were 342.955 active football players in Denmark spread over 1647 clubs and of those players 231.262 were under the age of 19 (DBU 2011).

In Denmark we have produced world class footballers such as the Laudrup brothers, Peter Schmeichel, Preben Elkjær and many more. These players and their achievements can be used as an inspiration for teenage football players to play the game and inspire them to work hard on achieving hall of fame status in Danish football as well.

The victory at European Championship of 1992 has been labeled as the biggest moment in Danish sport’s history; it was an event that gathered all of Denmark’s population in front of the TV to follow the Danish team fight for glory in Sweden.

## **Research question**

How can we introduce cultural heritage to Danish teenage football players and inspire them to adopt it to their football activities?

## **Research plan**

For our research plan we worked within the DECIDE-framework, which is a method for mentally preparing a research plan (Sharp, Rogers & Preece, 2007). This was the grounding for our practically planning of the research plan for collecting insights that hopefully consisted of design ideas; while engaging the participants in our design process for the purposeful effect of co-design.

### **Mental research plan, “D” goals:**

The goal of this research is to find out how we can take advantage of the past in order to inspire the present by introducing cultural heritage. We want to find out if the team who won the football European Championship in 1992, which is part of our cultural heritage in Denmark, can inspire teenage footballers' self-perception and their play on the pitch. As the title says; we want to bring cultural heritage from the television to the football pitch.

### **Mental research plan, “E” questions:**

How can we introduce cultural heritage to Danish teenage footballers? How can we inspire them to adopt the cultural heritage to their football activities? Can we inspire them to value team play and teamwork, and present cultural heritage as an example of how team effort can result in victory? How can we achieve understanding of their values and thoughts about this case of cultural heritage?

### **Mental research plan, “C” evaluation approach & methods:**

To answer these questions we will use qualitative methods to gather data that contains insights of their attachment to the Danish victory at the European Championship in 1992 and a co-design method named Drama and theater where the target group sets the stage for historic football activities in their locker room and enacts historical moments themselves on the pitch. These methods will help us to find out if the target group are inspired of the historical events and allow us to investigate if the target group are interested in adopting the inspiration and apply it to their own football activities on the pitch.

### **Mental research plan, “I” practical issues:**

The biggest practical issue is if the participants who are representing the target group do not feel any attachment to the matches during the EC92 or the players who achieved the victory. If they can not relate to the events it can be very difficult to inspire them. But we think they have some kind of interest because they are Danish footballers themselves.

### **Mental research plan, “D” ethical issues:**

The participants who are representing the target group in our study are all under the age of 18 and therefore under legal age. This means that we need a signature from their parents about their participation in our studies. Mikkel is a football coach and board member in the participant’s football club, which allow him to interact with the participants and use the club facilities for conducting the methods.

### **Mental research plan, “E” data:**

When conducting our study we hope that the data we produce is reliable. When seeing the video footage from “...Og det var Danmark” and doing the focus group we are going to place the participants in their natural setting which is the club house. They know the place and it is safe to say that a lot about football happens there. We hope that this will result in validity of the study and ecological validity. We believe that the scope of our study is good and that the possible findings in our sample can be generalized to the population.

### **Practical research plan, day one:**

We will gather the teenage football players at the football club’s resident where we can sit inside the main room where all the club’s trophies are placed. There are tables to sit at and a television available.

We will conduct a controlled observation of the teenage football players in order to introduce them to the Danish National Male Football team’s victory at the European Championships in year 1992. By showing the target group the documentary named “... Og det var Danmark”, which contains interviews and match highlights from the historical event. All of the participants will become informed about the subject because we consider it a necessity for the following methods.

After the documentary we will conduct a focus group interview with the target group where we will do photo elicitation with moments from the EC92 involving Danish players. We want to encourage the target group to express themselves about this cultural heritage but we also want to experience how they react on images; for a possible project idea.



## **Practical research plan, day two:**

After a two day break where we scoured the qualitative data; our findings are included in our prepared drama and theater session for the target group. We execute the co-design method in the target group's natural surroundings of their football club. This consists of setting the stage in their locker room and enacting different scenarios from the photo elicitation material on the pitch themselves. We supply the props and will introduce the target group to the design idea based on findings from the controlled observation or focus group interview with photo elicitation.

## **Methods**

### **Controlled observation**

Observation is a data gathering method useful at any point during a product development. With observation in the early design process the designers can get an inside of the users' context, goals and tasks. Observation can also be used to evaluate the prototype if it is used later in development, to investigate if the prototype supports its tasks and goals.

When conducting an observation the users can be observed directly by an observer while they perform their activities as we do in our study. But they can also be observed indirectly through records of their activities that are being read afterwards. The observation can also take place in multiple environments like in the field where the users are in their natural settings. This will often be done in ethnographical research where one of the main goals is to observe in natural settings. And we have chosen to do it in the football club, where the participants are used to be. The observation can also be conducted in controlled environments like a usability laboratory.

One of the main reasons that observation is chosen as method is that it can be very difficult for people to explain what they do or how they perform a task. It is very unlikely that a researcher gets a full true story if the users fill out questionnaires or by using interviews. It is not because the users try to lie but because it is very difficult to explain how you do something. That is why we observe our participants while they watch the footage from the

European Championship '92, so we can see how they react and what they talk about during the viewing of the film; for the purpose of observing if they are inspired or motivated.

When making an observation in the field it can fill in details and differences that you cannot get from any other kind of investigation and that is why this is a good method. The method can give meaningful insights in how tasks and interaction is conducted and explain why some activities happens the way they do. We want to see how these young footballers, who have not experienced the championship, react on the victory and if they can relate to the events. This is a strong goal for conducting our observation and this documentary that they will view serves the purpose of making our study focused within our subject.

There are different kinds of observation like fly-on-the-wall, shadowing and controlled observation. The different observations differ in the level of control whereas controlled observation has a high level of control. This is the kind of observation that we are conducting in this research where we show some footage and see how the participants react to that. It is a controlled observation because we set up a task and then observe the participants.

### **Focus group with photo elicitation**

Focus group interview is a data gathering method where the social interaction between the participants is very important and “the group dimension is often used as argumentation for the specific strengths of the method” (Halkier, 2010). It is a structured group interview which target is to reveal a target group’s desires, experiences, and priorities. Focus groups is a great way for uncovering what people think about a given topic and, especially how they think about it (Kuniavsky, 2003). This can reveal what people think to be their needs, which is important when designing something.

When talking about focus groups there are two views, which are represented by Mike Kuniavsky and Bente Halkier. Kuniavsky sees the participants as an instrument and the point is to reveal people’s thoughts, feelings and needs, which is handy in a product evaluation. The focus is on experiences and the goal is a prediction of why people behave as they do. Halkier sees the participants as social beings and her idea of focus group

interview is to understand a social phenomenon, relations and norms; by gaining insight in the participants' subjective perception.

A focus group is a group of people representing a thin slice of the target group in a tightly moderated group discussion. The idea is to make people feel comfortable to reveal their thoughts and feelings. This method is like other data gathering methods used early in the development cycle when generating ideas, prioritizing features and understanding user needs.

Media elicitation is a technique used in the method diary studies. But we have taken this feature and combined it with a focus group interview. When conducting media elicitation the participants capture the events by usually taking a photo (photo elicitation), which are then used in a later interview where they are asked about the event. For our study we provided screenshots from the seen footage of the documentary “...Og det var Danmark”. These screenshots are then used as a cue in a later point of time where the participant during the focus group interview talks about the footage. The screenshots represents a subjective point-of-view as we have chosen the pictures, but it still has some empirical value.

The way we combine focus groups interview and photo elicitation in order to examine if they can identify with the historic moments. We also want them to highlight some of the things that they thought were cool or memorable by looking at some screenshots from the movie. These screenshots are also a way for the participants to remember the footage and is the foundation of the focus group interview; we want to call forth a reaction on the cultural heritage and get the participants to express their thoughts and opinions.

Then the participants choose some of these screenshots that they find memorable or just cool. These screenshots are then used for further investigation of the target group for our co-design method, where the participants enact these screenshots, which each represents a given situation in football.

## **Drama and theater**

Drama and theater is a co-design method where the designer sets the stage for collaborative generation and exploration of design ideas. The target group is invited to engage directly in the design process; it requires the target group to become actors in the chosen surroundings and to interact with the supplied props. This can envision the future use of a design artifact and is an experimental way for the designer to stage a participatory experience by arming the target group with props (Brandt and Grunnet, 2000). These props are physical items of a setting that the target group can act with in order to explore a design idea. By allowing the users to engage with the design artifact as a theatrical prop, the users can act-out. Instead of walking the users through the interaction and ask what they think of it – the designer can achieve an understanding of what the users want to do with it. As the performance plays out, the designer observes the situation of use (Howard, Carroll, Murphy & Peck, 2002).

The two common performance techniques for drama and theater that designers can choose for exploring the situation of use are *improvisation* and *role-playing*. These theatre practices distinct from one another but can both be useful in a co-design process. Improvisational theatre is unscripted which allows the actors to explore their experience with props. Role-playing requires the actors to become a character making them act with a designated role in mind. Both the theatre practices are suited for brainstorming or user testing (Medler & Magerko, 2010).

## **Findings**

### **The controlled observation**

For the controlled observation the target group viewed the documentary “... Og det var Danmark” where the European Championship of 1992 is shown with highlights from the matches and interviews with the players. Before starting the movie we asked our participants what they knew of EC92 and only one person knew about it and a few others had heard about it before. The movie then started and the participants had a laugh about the look of the players and commented on their hair styles.

The interest for the movie was dropping in the first minutes and the interest for the candy on the table was increasing. Then the action started and Peter Schmeichel made a great save and one of the participants said “He is really good!”. The interest of the movie seems to increase when France equalized in the last group match and the participants yells “Ahh shit!”.

The participants also had a clear reaction when the Danish player Henrik Andersen breaks his knee cap and they say it looked very disgusting. The match against Holland ended with a dramatic penalty shootout where all the participants seemed to be interested and said “Take it!” and cheered when Peter Schmeichel saved the ball. The participants seems to could relate to the situation when Kim Christofte steps up to the penalty that can get Denmark to the final and one said “There must be a huge pressure”.

In the final when the first goal is made by Denmark, the commentator says “Hutlihut” and some of the participants seems to know the expression as they say “Did he just say hutlihut?”. When Schmeichel makes his one-hand save he gets a cheer and applause from the participants. Flemming Povlsen starts to cry when he is handed the trophy and Denmark has won the EC92, the participants then comments “Aww... He is crying, how sweet”. At the end of the movie they state that they also wanted to make a jubilation stack and say “Hutlihut” when they score a goal.



## **The focus group interview with photo elicitation**

We had made 24 pieces of paper with screenshots from the movie along with a headline for the situation. We then talked about the different screenshots and which screenshots they found interesting as an inspiration for their football activities. They all agreed that the poster “Friendship” was very important “It is important to have friendships because then you know each other on the pitch and it is also an inspiration to play football”. A few of the participants also chose “Be brave” as one of the most inspirational poster. One of the participants chose the poster with “Hutlihut” and said to the others that they should start to say that more often when they score.



The interviewer asked the participants if there were any of the posters where you could learn something football-technical. A participant pointed out the poster of John Faxe Jensen making a vertical instep kick and tells the rest of the participants how it is executed. They were then asked how they would learn it the best way: reading about it or just try on the football pitch. They agreed that a combination where you read about it and then try it would be the best.

All of the participants were asked to select five of the pictures that they liked the most. We then ended with 12 pictures that they had chosen and these were the foundation of our co-design with the target group. They asked if they could keep the pictures to hang up in their locker room as an inspiration and that gave us a great idea; inspirational football posters for locker rooms.



## **The drama and theater**

With the 12 chosen pictures we created some scenarios that could happen on the football pitch. It resulted in a jubilation stack, a penalty shoot-out, Hutlihut and much more. The participants thought it was fun to try some of the things from the movie.

When the participants met us at the football pitch the only male participant met us in a football shirt with Cristiano Ronaldo, a world famous football player. This tendency that teenagers have role models whose football shirt they wear and that they look up to did not seem to apply to the girls who all showed up in neutral track suits.

We had created football posters from the 12 chosen pictures and made them as an inspiration for their football activities. We then went into their locker room and got the participants to hang them on the walls. They said that it looked really cool and was much better than just empty white walls.



## Analysis

Our analysis of the empirical data is based on Kvale (1996). He introduces five methods for analysis, which is meaning condensation, meaning categorization, narrative structuring, meaning interpretation and ad-hoc (Kvale, 1996). The method is used to analyze and interpret interviews which can help the researcher to understand the insights of the conducted interview. These methods also work as meaning condensers that help to reduce the text into smaller condensed text interpretations. The method we have chose to understand our empirical data is the meaning condensation. The main purpose is to condensate the meaning of our empirical data into smaller parts, by maintaining the original language and creating an overview of the meaning.



The meaning condensation method includes five steps. The first step is to read through the entire empirical data to get an overview. Secondly, we selected parts of interest and after that the original meaning was condensed into smaller parts that were stated as simple as possible.

During the focus group interview we asked the participants if they could imagine the photo elicitation material hanging on the walls of their locker room. They responded: “Yes!” and “Yes it would.” The interviewer followed up with a question regarding if they had any pictures hanging in their locker room already: “No. It is actually really really bad.”, “Yeah. I think we should hang these pictures up.” said one participant about the photo elicitation material and another asked: “Can't we get a bulletin board where we can hang our own pictures as well?”. This was a very deciding moment in our design process where the participants were so involved that they came up with our project idea. The participants showed high interest in the images which were our photo elicitation material: “Do you need these pictures?”, “Can't we just hang these up?” and “Can we have them? Please!” When reading through the empirical data it is important to be objective and without any prejudiced opinions. The fourth and fifth steps is about interpretation of their values and thoughts and transforming it into a project idea.

We also performed a co-creation analysis consisting of six steps. First step is for the participants to describe their own world and they did that before showing them the documentary “... Og det var Danmark” where they told us what they knew about EC92. We then showed the movie and the participants got new knowledge and another interpretation of EC92. To help with this we had made the screenshots from the documentary that they looked at while we heard their new interpretations. We, the researchers, then asked about their interpretations and the participants could then correct us if we were wrong. Then the fourth step was when we got home and started to view the footage and the gathered data. Then we planned football exercises and created football posters for setting the stage from the selected screenshots; the participants then saw their condensed descriptions as the planned exercises and the football posters we had created for the drama and theater session.

Both the researchers and the participants were involved in the design process of arranging these exercises and deciding which football posters were inspirational; which is why this is co-design.

## Design outcome

From all of the work with co-design and the target group, the design outcome is motivational football posters with pictures from the European Championship of 1992, provided with an inspiring punch line. The punch lines encourage the football players to be focused, concentrated, take a chance or to be brave on the pitch. All of the football posters consist of a related picture from EC92 with Danish football players in football situations. The posters should be placed in the locker rooms or another place where the players see them within the environment of their football club. The poster labeled concentration could be placed on the door so it is the last thing the players see before going onto the pitch.



The other kind of poster is an educational poster of John Faxe Jensen performing a vertical instep kick, provided with a guide to how it is done. This is the only educational poster even though we wanted to make more posters. We could not find other kicking techniques from the final round performed by Danish players to teach.

During the focus group interview one of the players asked if they could hang their own pictures on the wall and that gave us the project idea; a bulletin board where the players can place their own pictures. It could be pictures of the team, from a match or a social event. The meaning is to strengthen the team spirit and the identity as a team. The reason for a bulletin board is that the content on the board can be chosen by the players themselves and is able to be changed quickly as it is only magnets that hold them in place.



## Evaluation

The research plan was conducted as planned and the findings directly influence our project idea as we hoped for; as a result of successful co-design. This gave us a good confidence throughout our design process and led us to a simple project idea which we felt capable of producing. There were few minor incidents during the research that made it a learning experience.

When we showed the documentary “... Og det var Danmark” there was a lot of candy and soda on the table, which distracted the participants from the documentary in the beginning. Next time we should arrange the caretaking differently if we are to work with the same age group again; they should receive candy for enjoyment during a break.

When conducting the drama and theater session the time became an issue; it was getting dark and we could not get any lights on the football pitch, which meant that we had to hurry up. This affected the quality of the exercises and we had to rush through to try it all. Apparently someone in the club had decided that the lights should be disconnected during the winter season to avoid anyone using the pitch. This surprised us because it is not usual procedure within the football club during winter season.

We experienced our case as very tangible because the subject is very simple and foreclosed. It required little concentration for getting an overview of this cultural heritage and we were never confused with the extent of our case. This enabled us to show a documentary lasting only 30 minutes in order for the players to have a full comprehension of this cultural heritage.

We never felt any pressure on our imagination as designers because the design process was based on the target group’s values and thoughts; we just had to combine their ideas with the subject and transform it into a project idea. This led us to a creative project idea with a satisfying purpose for the target group because it was based on their insights.

## Discussion

In our study it is mainly girls around the age of 14 who are soon finishing 8th grade that participated; only one boy was present due to last minute cancellations. To make the study more representative the age spread should range from 13 to 18 years of age and cover both genders; their values and thoughts depending on their age and gender can vary and therefore require different needs for motivation.

We believe that there is a difference in how boys and girls are affected by role models and especially within football. There are many professional male footballers to look up to and have as an idol; it also seems as sport activities is more common for boys when they grow up. According to the Danish Football Association there were 59.487 boys and 22.481 girls aged 13 to 18 who actively played football in 2011 (DBU, 2011). That is almost three times more boys than girls within the age group who play football. Even though, football is still the most popular sport activity for girls under the age of 18 in Denmark.

Further work could be in cooperation with DBU, the Danish Football Association, and the Danish national team for women in order to promote football for girls. This could also involve motivational posters and merchandise with some of the female football players from the Danish national team. That way there could be more focus on female football among teenagers and maybe the girl footballers could find an idol of their own gender to look up to.

## Conclusion

We can introduce cultural heritage to Danish teenage football players by bridging between generations through the events of the European Championship of 1992. Today it is 20 years ago since Denmark became European champions and this historical event has become part of our cultural heritage. The teenage footballers need a source of inspiration to keep playing football and to encourage them to become better.

The EC92 team is the most successful team we have ever had in Denmark; even though we are a small country we can still accomplish great success by team effort. This is an important lesson that the teenage footballers of today can still learn from this piece of cultural heritage and maybe someday they will be the ones to bring Denmark glory again. By making the teenage footballers aware of EC92 through posters that aims to inspire and educates, we can make them adopt it to their football activities. In this way we share and pass on our common cultural heritage to the younger generation.

To gain understanding of how Danish teenage football players are inspired; we involved the target group directly in our design process. The co-design process directly influenced our project idea through the findings from the conducted methods. These insights made us see the worlds through the eyes of our target group in order to achieve the most purposeful design outcome; the essence of co-design.

## Appendix

Focus group interview sound file: [soundcloud.com/itu-mwes/focus-group-interview-with](https://soundcloud.com/itu-mwes/focus-group-interview-with)

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