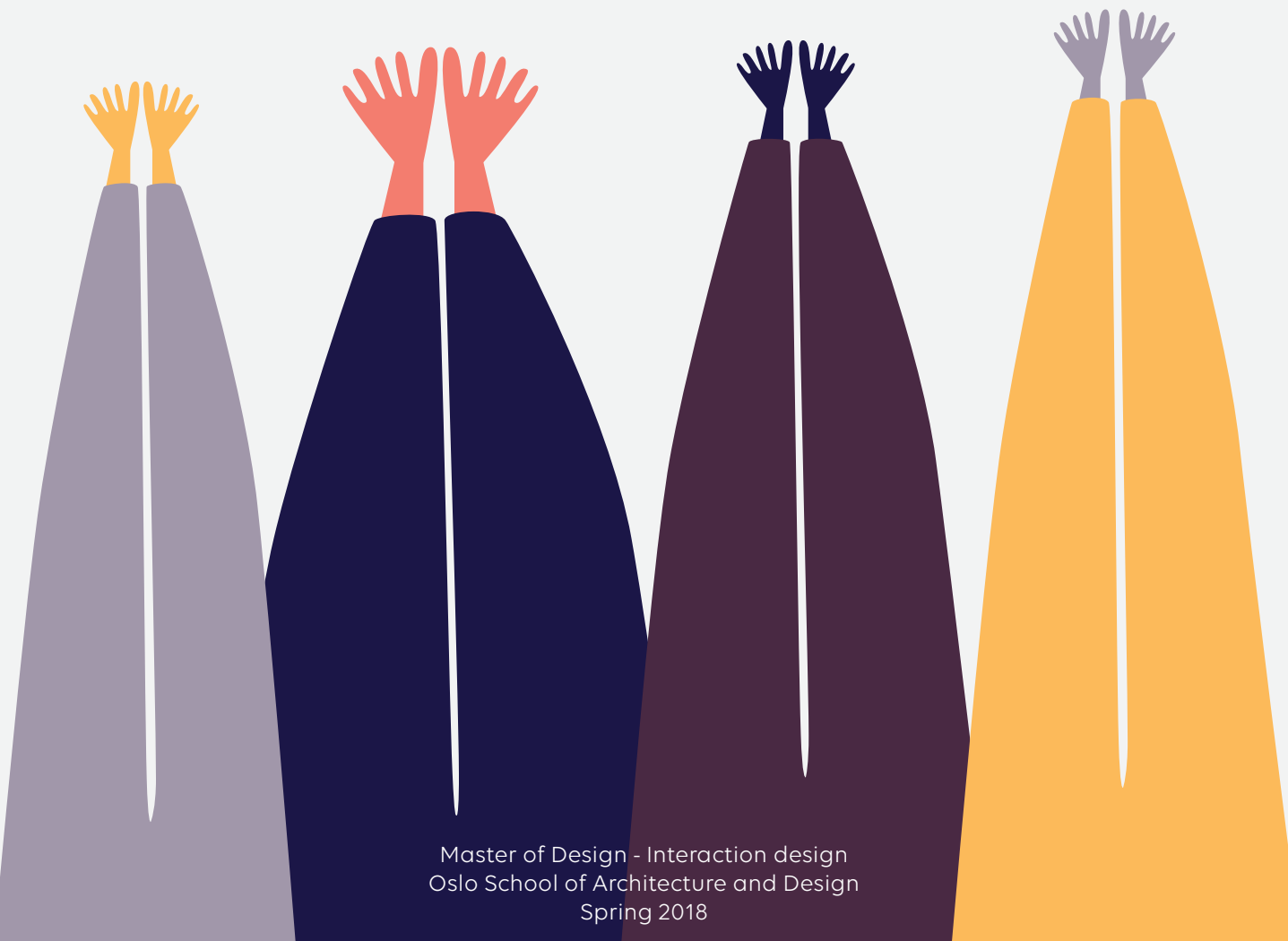


Anniken Frich & Izelin Tujunen

Digital Media Habits

Creating awareness for teenager regarding their social media use



Master of Design - Interaction design
Oslo School of Architecture and Design
Spring 2018



Anniken Frich & Izelin Tujunen

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Main supervisor

Mosse Sjaastad

Second supervisor

Natalia Agudelo

Master of Design - Interaction design
Oslo School of Architecture and Design

Abstract

We live in a world where we face the social impact of media everyday. Some say that we are socializing in a more impersonal way than we did before. Without even being aware of it, we are easily being affected by the reach of media.

Based on our personal values and attitudes media can encourage us to perform in specific ways. We as designers believe awareness of this topic is crucial, to enlighten the impact social media can have on us, and to encourage conscious use.

“Digital Media Habits” is a design diploma that explores how to support lecturers in creating awareness and reflection for teenagers on their social media use. Based on a workshop strategy and a set of interactive learning tools used in classrooms.

In this report, we will guide you through our design process and proposal. The project is based on research and user insight on social media use and its effects. The goal of our diploma has been to provide information to youth in an accessible way. Hopefully encouraging reflection and correctional action towards an individual’s social media usage.

Index

Introduction

Introduction 6

Process

Our process 14
Research 16
Insight 18
Ideation 20
User testing 22

Discover

Teens media use 26
Business impact 28
Individual impact 35
Emotional impact 38
Sum up 46

Explore

Exploration map 50
Concept, time off screen 52
Concept, microinteractions 54
Social media evolution 56

Design

Choice of direction 60
Collaborator 62
Development, reflection cards 63
Development, Story / Lecture 74
Development, web service 82
Development, workshop 88
Summary of needs 92

Deliver

Delivery overview 96
Stereotypes 102
Reflection cards 104
Lecture 112
Web service 134
Workshop strategy 150

Conclude

Feedback 156
Future possibilities 157
Reflections 158
Acknowledgement 160
Sources 162

Introduction



Background

Social media was originally made to bring people closer together. What we wanted to look into was if that's really the case in year 2018. Most teenagers are members of several social media platforms, and their time usage within these platforms has increased dramatically in the last few years.

Research shows that teenagers are feeling more lonely, having more mental issues and spending less time with their friends than before (Bakken, 2017). It's not proved that the direct cause of this is because of social media use, but a lot of experts believe it has a big impact. There is of course many positive advantages of using social media, but the question is whether teenagers take advantage of it in a healthy way.

Motivation

Reflect our interest and knowledge

For our diploma we wanted to do a project which reflect our interests and knowledge. We both have an educational background from Oslo MET, with a bachelor's degree in Product Design. Followed by a master at AHO, specializing within the field of Interaction design.

Engagement

We share a common engagement in design ethics and human behavior, in combination with interaction design. We wanted to challenge ourselves by choosing a complex topic, that's based on our personal interest around social culture and behaviour within technology.

Responsibility

We as designers believe that we have a great responsibility when it comes to the future development of social media. Our motivation was therefore to explore and understand how the biggest social media companies create their platforms. Looking into how and why they succeed. Most importantly, what impact it has on users of these services.

Current situation

Our target group is Norwegian teenagers. Since this generation was born into the digital world, they have never experienced life without it. During these phases of a teenager's life, they experience challenges where they explore:

- Their own identity
- Personal values
- Independence
- Peer pressure

Learning in school

According to the report Barn og Medier, 78 % of youth between the age 9 -16 have learned about safety and security regarding internet use through school (Medietilsynet, 2016). But we know from research that what they are lacking is greater focus on teaching youths how social media can affect their mental and social health. When contacting schools, they showed great interest in us visiting to talk about the topic, revealing that this was needed.

Our goal

Our goal is to trigger awareness and motivate for better media usage. This includes making teenagers more aware of:

- Their own use
- Provide hope
- Open for reflection and conversation.

We aim to fulfill some of the points in the framework GLO(Generating learning outcome), which we will explain later in the report. Providing preventative actions that aim to deliver a feasible, realistic and relevant concept.



Design Proposal

The concept explores how to support lecturers at Go'nok (a association which provides workshops for schools, supporting youths wellbeing), on creating awareness and reflection towards teens social media use. Through a set of interactive learning tools used in a workshops for middle and high schools. A workshop strategy was developed, as well as three learning tools:

1. Reflection cards, opening for discussion on personal media habits.
2. A interactive lecture that explains how and why we behave the way we do on social media. And possible affects at larger scale
3. A website that provides informative information, tips and support that will be used during and after the workshop.

The text in the design proposal is in norwegian, being understandable for our users. We would like to apologize for the inconvenience.

Impact

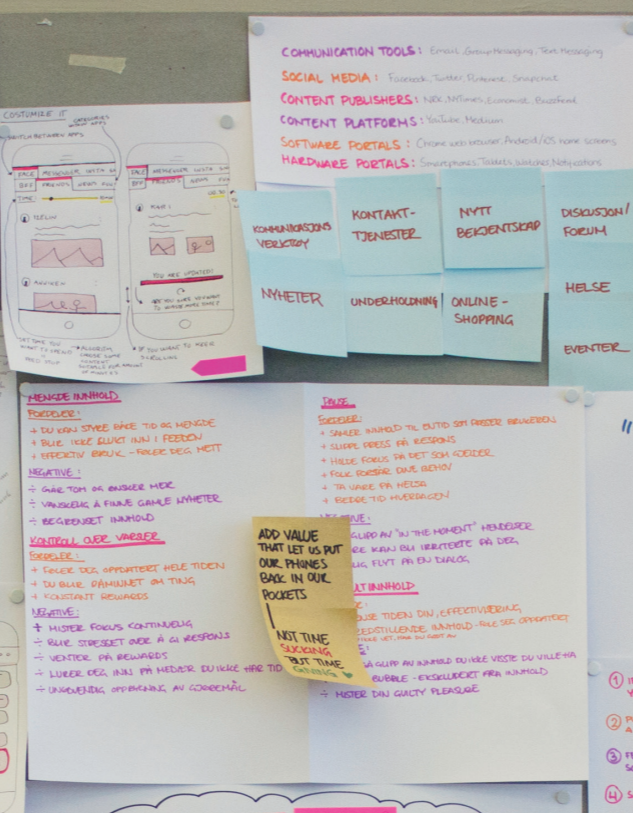
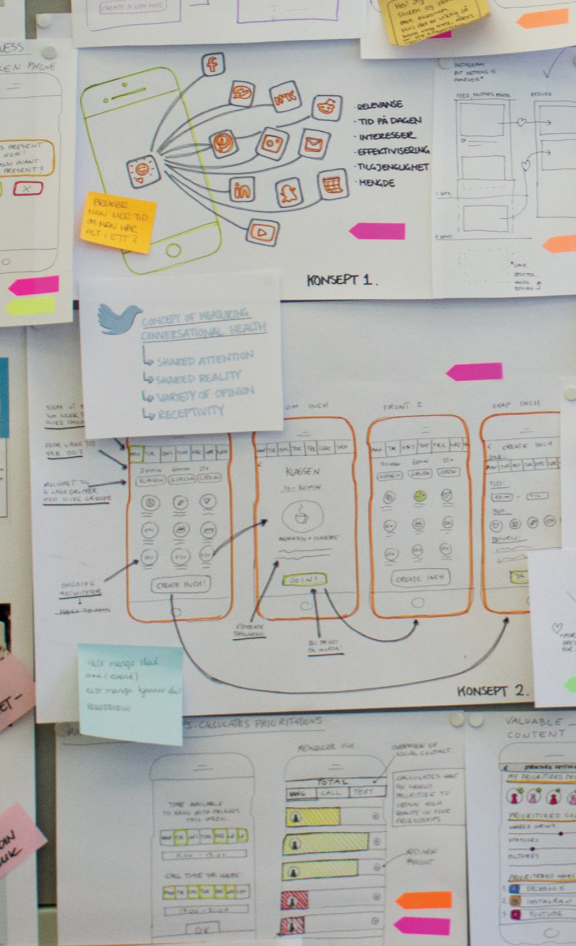
Based on insights from experts on the topic, teachers, parents and of course teenagers themselves, this topic is highly relevant. We were lucky to have the opportunity to present our work to the association Go'nok. They instantly saw the value of our work and wanted to put it to use straight away, therefore leading to a great collaboration.

Evaluating the concept, we found that it triggers engagement and encourages more open minded conversation between the teenagers. We also managed to make the content relatable and understandable. We have not yet seen the full integration of the workshop and do not know the long term effects of it yet. But we hope that over time it will make an impact on the teenagers social media habits and encourage better usage.

How can we design
tools to support
youth to engage
and heighten their
awareness on social
media usage?

In this chapter we will
explain the methods
used throughout this
diploma project

Process



HOW CAN WE DESIGN A SOLUTION THAT GIVES TEENAGERS BETTER CONTROL OF THEIR ATTENTION AND TIME SPENT ON SOCIAL MEDIA, IN THEIR EVERYDAY LIFE?

WHY?

- ARTIFICIALLY INTELLIGENT:** Predicts what is could show to perfectly keep you scrolling, swiping or sharing.
- 24/7 INFLENCE:** Two billion people checking in 24/7 their phones 100 times per day from you wake up until we fall asleep.
- SOCIAL CONTROLL:** Redefined the terms of our social lives: Self-censorship, Fear of missing out and the perception that others agree with us.
- PERSONALIZED:** Use of precise, personalized profiles of everything we've said, shared, clicked and used to influence our behavior at this scale.

COMMUNICATION TOOLS: Email, Group Messaging, Text Messaging
SOCIAL MEDIA: Facebook, Twitter, Pinterest, Snapchat
CONTENT PUBLISHERS: NBC, MTV, News, Economist, BuzzFeed
CONTENT PLATFORMS: YouTube, Medium
SOFTWARE PORTALS: Chrome web browser, Android/iOS home screens
HARDWARE PORTALS: Smartphones, Tablets, Smart TVs, Notebooks

NYHETER **KONTAKT-TJENESTER** **NYTT BEKJENTSKAP** **DISKUSJON/ FORUM**
NYHETER **UNDERHOLDNING** **ONLINE-SHOPPING** **HELSE** **EVENTER**

"THE ULTIMATE FREEDOM IS A FREE MIND, AND WE NEED TECHNOLOGY TO BE ON OUR TEAM TO HELP US LIVE, FEEL, THINK AND ACT FREELY"

TRISTAN HARRIS

- 1 IF YOU CONTROL THE MENU YOU CONTROL THE CHOICES
- 2 PUT A STOPWATCH IN A BILLION POCKETS
- 3 FEAR OF MISSING SOMETHING IMPORTANT
- 4 SOCIAL APPROVAL
- 5 SOCIAL RECIPROCIITY
- 6 BOTTOMLESS BOWLS, INFINITE FEEDS AND AUTOPLAY
- 7 INSTANT INTERUPTION VS. RESPECTFUL DELIVERY
- 8 BOUNDING HAVE REASONS WITH THEIR REASONS
- 9 INCONVENIENT CHOICES
- 10 DESTRUCTING ERRORS "FOOT IN THE DOOR" STRATEGIES

IN REAL LIFE
SLOTHACHINE
FOMO
SOCIAL APPRAVAL
FOOT IN THE DOOR
RESUME FOCUS AFTER BEING INTERRUPTED 25MIN
LAURE ANHOLD TIL SENEDE

RELEVANCE TIL PÅ DAGEN INTERESSEER, EFFEKTIVISERING, TILJENKINGHET MENDE

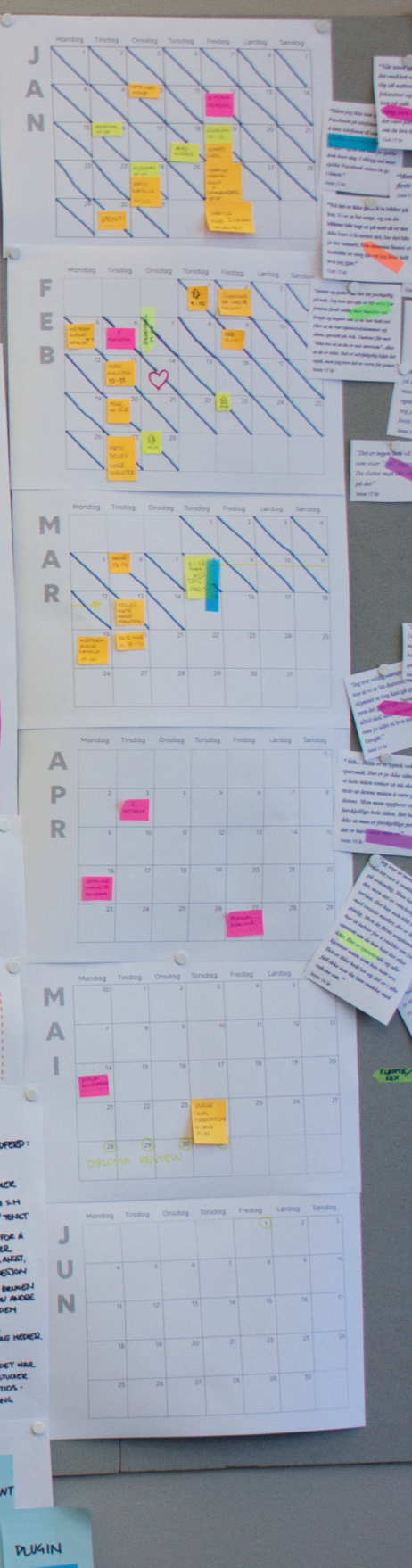
CONCEPT OF HEARING CONVERSATIONAL HEALTH
 ↳ SHARED ATTENTION
 ↳ SHARED REALITY
 ↳ VARIETY OF OPINION
 ↳ RECEPTIVITY

KONCEPT 1.

KONCEPT 2.

REDESIGN EXISTING APP **INDEPENDENT SOLUTION** **PLUGIN**
NOT INSIDE PHONE **REDESIGN OPERATIVE SYSTEM**

WHAT ARE YOUR VALUES
 KNOWLEDGE, AUTHORITY, CHALLENGE, MOVEMENT, KNOWLEDGE, ADVENTURE, COMMUNITY, LEARNING, LOVE, BEAUTY, COMPLETENESS, WISDOM, CONTRIBUTION, SUCCESS



DA...
 "The ultimate freedom is a free mind, and we need technology to be on our team to help us live, feel, think and act freely"
 "If the entire attention economy is working to fill us up with more perfect-for-things to spend time on, which outcompete being with the discomfort of ourselves or our surroundings, shouldn't that be fantastic?"
 "We want technology that cares about helping us spend our time, and our lives, well!!!"
 ANHENGKJHET
 6. KYBENSJEMPER PÅ ANHENGKJHETSAPP: DOMINANS: DU BRINGER ME TID PÅ BLER PLANLAGE BUDG AV SOKALE MEDIE. TOLERANCE: DU PLEER ET BISHW FOR Å BILLOS S.M MER. OG MER - HEB EN PARALYTI / REACT. UMBRENDING: DU BRINGER SOKALE MEDIE FOR Å GLEDE PERSONLIGE PROBLEMER. REDUKERE PLEISER IOM SOKAL ANSET, HJELPESHJET, ENHANGKJHET, PERSHONEN. UBRKEFALL: DU HBE FORSKAT Å LUTTE MED BILKONEN IJEN Å LYKKE, BLAN OPPHJERT AV ANDE TIL Å REDUKERE, VIB Å HBE PÅ DEM. BOSTINENS: DU BLR STREKST JODEN DU BLR FORHJERT PÅ Å BILLOS MEDIE. KONFLIKT: DU HBE TID PÅ SOKALE MEDIE AT DET HBE HART EN NEGATIV EFFECT PÅ JODS/STUORER DV MERHJERTETTERE, HOGREK, BETTOS - ACTIVITETER, JUBA CLUCHE, TEGNING.

Our process

In this chapter we will explain our approach to our process towards final proposal

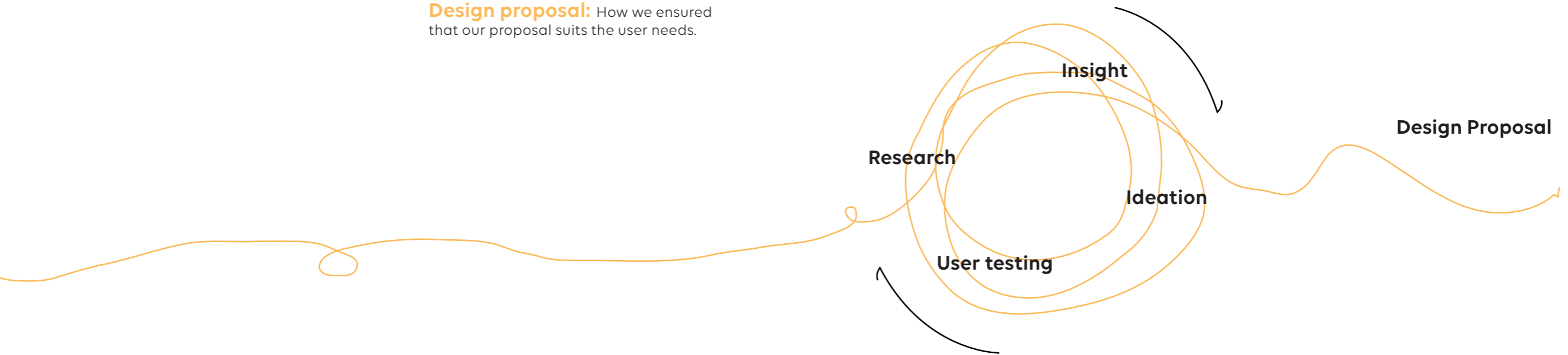
To better understand our users, we invested much time in understanding how, what, when and why they use social media. Since this is an explorative project, our process has been far from linear. To clarify our process, the different stages of our project is:

Research: How we collected research to better understand teenagers current situation.

Insight: How we analyzed our findings.

Ideation: How we generated ideas, prototyped and tested with users.

Design proposal: How we ensured that our proposal suits the user needs.



Research

In our research phase we conducted different methods to better understand teenagers media habits

What we have done:

We conducted 12 in-depth interviews with teenagers, talking about their habits, needs, experiences and affects media give them.

Through a quick workshop with 15 students at Treider high school, we looked into their favorite platforms and why, as well as learning their views on what positive and negative affects media can have on them socially and mentally.

Through creating a Snapchat account, the students had the possibility to follow our design process, as well as contributing to answering questions we had along the way.

We interviewed 5 teachers from different schools, to better understand how they experience their students use of social media, and what offerings they have.

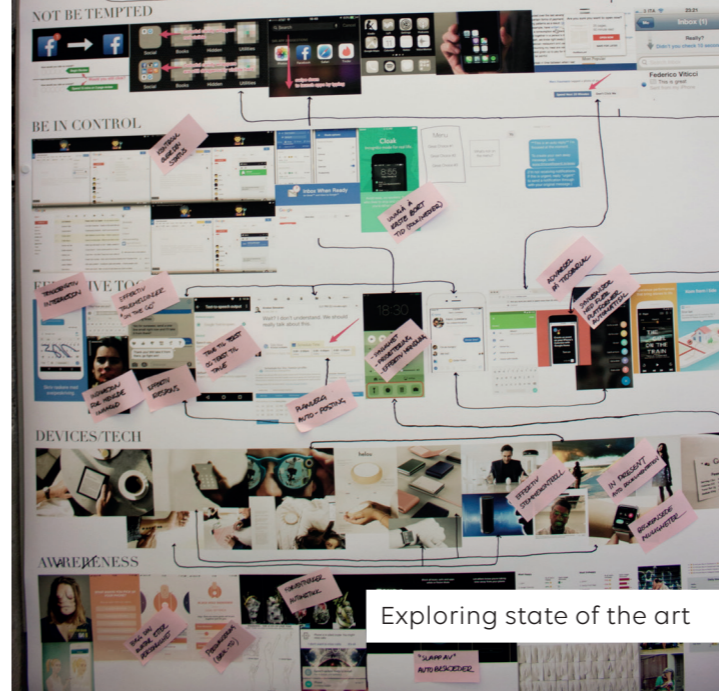
We interviewed two designers at NRK, that works towards rethinking teenagers needs and engagement within NRK's platform.

We attended to a seminar where Go'nok talked about their visions on preventing youths low self-esteem and negative habits rearding social media use. Several interviews has been conducted with them at a later stage.

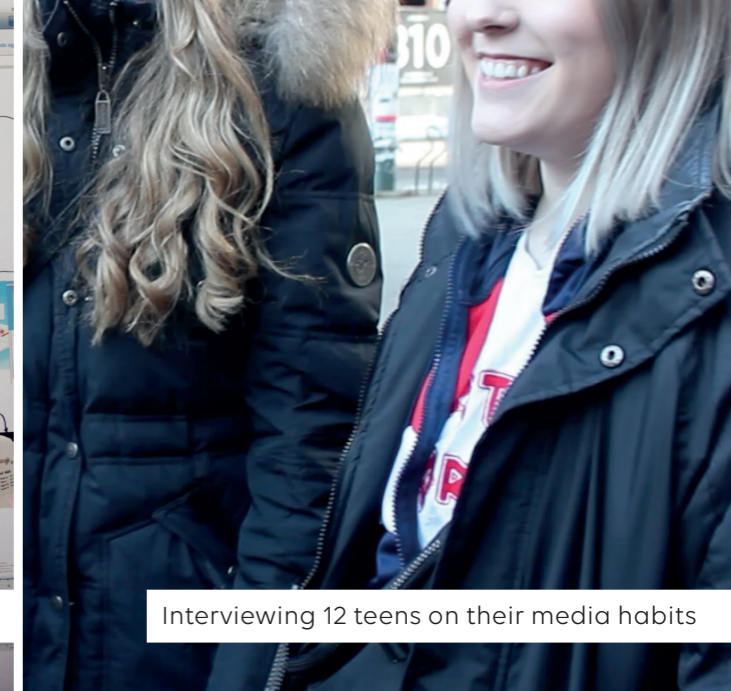
Through thorough desktop research we gathered 5 statistics reports from NRK, Ungdata, Medietilsynet, and Nova to better understand how teenagers media use has been evolving.

Reading "Hooked" by Nir Eyal gave us a broader insight in how successful tech-businesses design their platform to hook users to their services.

General desktop research and TedTalks on what psychologists, design and tech companies state about the topic at hand.



Exploring state of the art



Interviewing 12 teens on their media habits



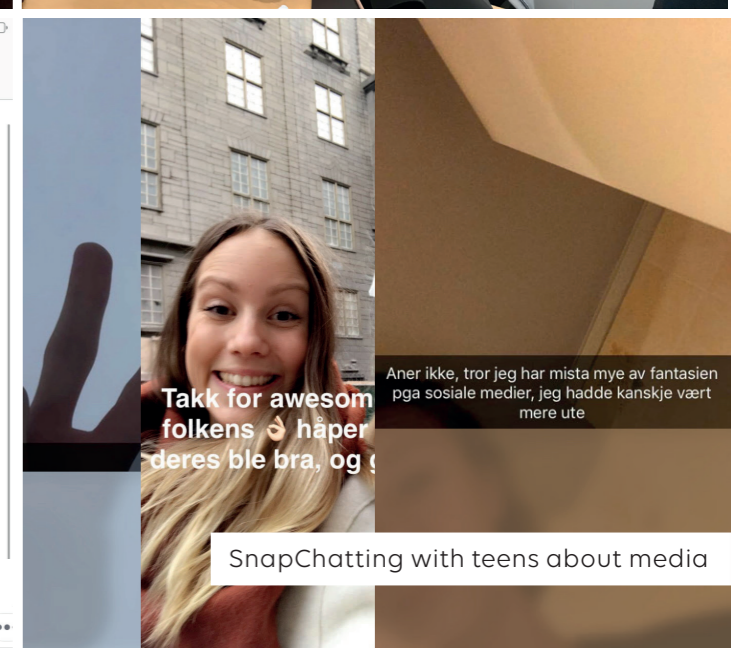
Go'nok seminar about teens media use



Interviewing NRK on teens media needs



Teens favorite medium



SnapChatting with teens about media

Insight

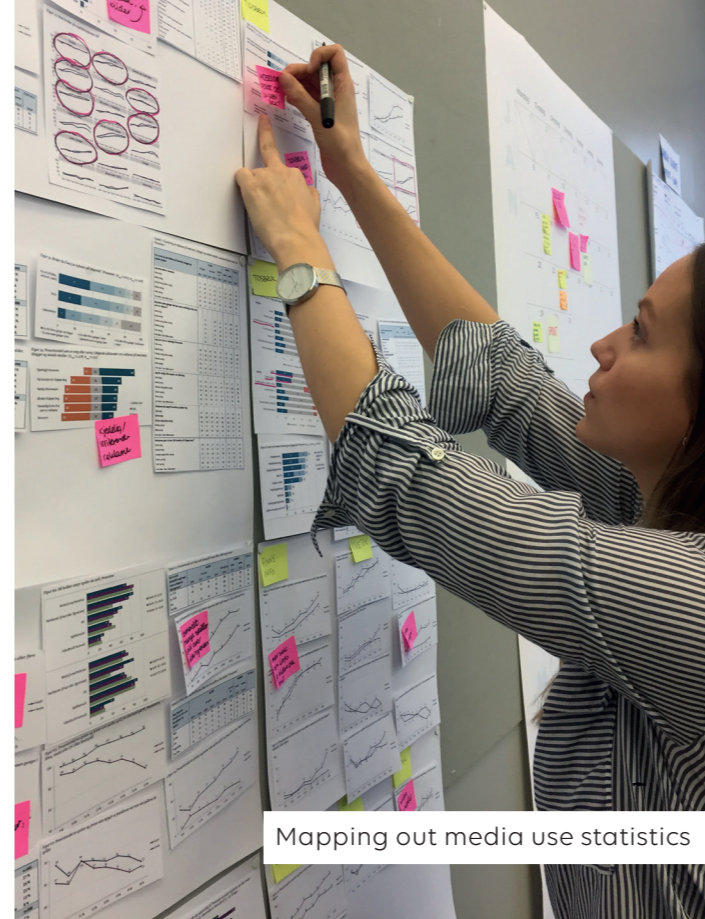
We gathered all our research and analyzed it, to better understand teenagers behaviors around their media habits.

What we have done:

We analyzed all of our feedback from the teenagers and categorized it to get a better overview of the most common issues mentioned.

Mapping out statistical reports to find out key elements that was relevant to teenager's media behavior, such as how much time they use online.

Finding out the biggest consequences social media plays towards mental and social health.



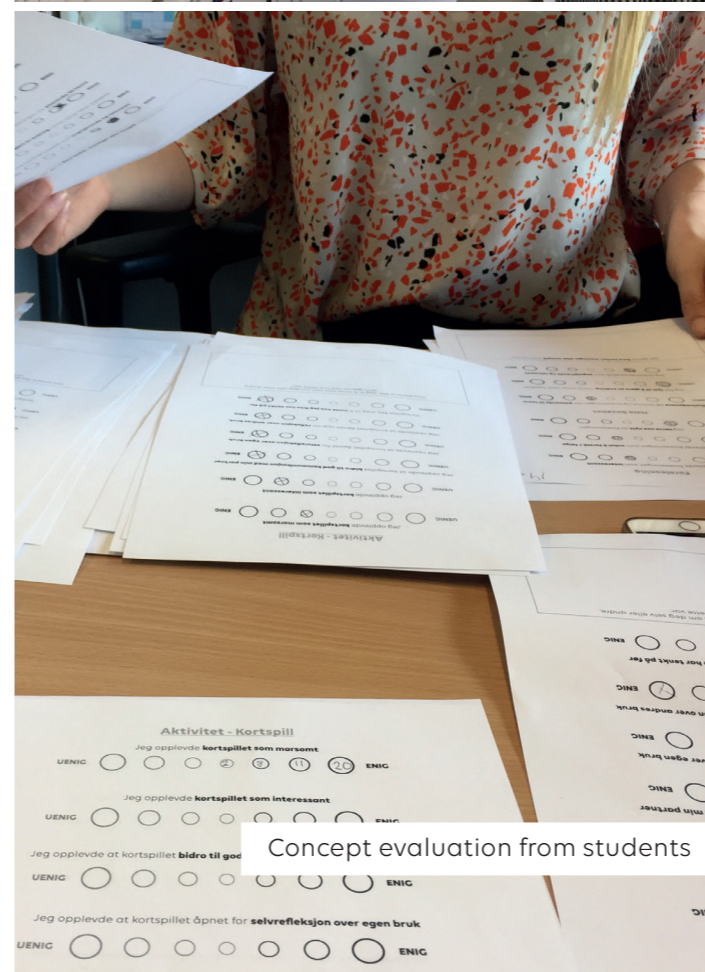
Mapping out media use statistics



Collected quotes from teenagers



"How might we" SPRINT



Concept evaluation from students



Feedback from workshop with students

Ideation

Based on our findings, we established needs and requirements for our project. This led us to 7 different directions, where 2 of them were explored further before leading to the final concept.

Methods

Our methods for ideation has been through workshops, sprints, concept mapping and forced associations. Our ideation process was challenging, due to social media rapidly changing during our diploma. Our wish was to find a meaningful angle to the topic and not to interfere with our ethical responsibility as designers. This lead us to explore several directions. We further conceptualised two of the directions:

Redesigning existing solutions

Iterations of micro-interactions that could be placed in existing social media platforms and on phones operative systems. This could help the users gain better control on their daily media use.

Awareness through interactive tools

A platform that encourage more social interaction with peers through arranging initiatives with a low threshold.



Ideation Workshop with fellow students



Mapping state of the art storytelling



Prototyping of concept

User testing

Through several iterations with our user group and Go'nok, we developed our design proposal

To ensure that our design proposal and strategy was a good fit for both Go'nok and the students, iterations and testing were done. We conducted several tests on different users. Having user tests with both teenagers from the east side of Oslo and the west side. We obtained feedback from open dialogue, observations and evaluation schemes. Giving us different perspectives from different geographical areas.

The workshop as a whole

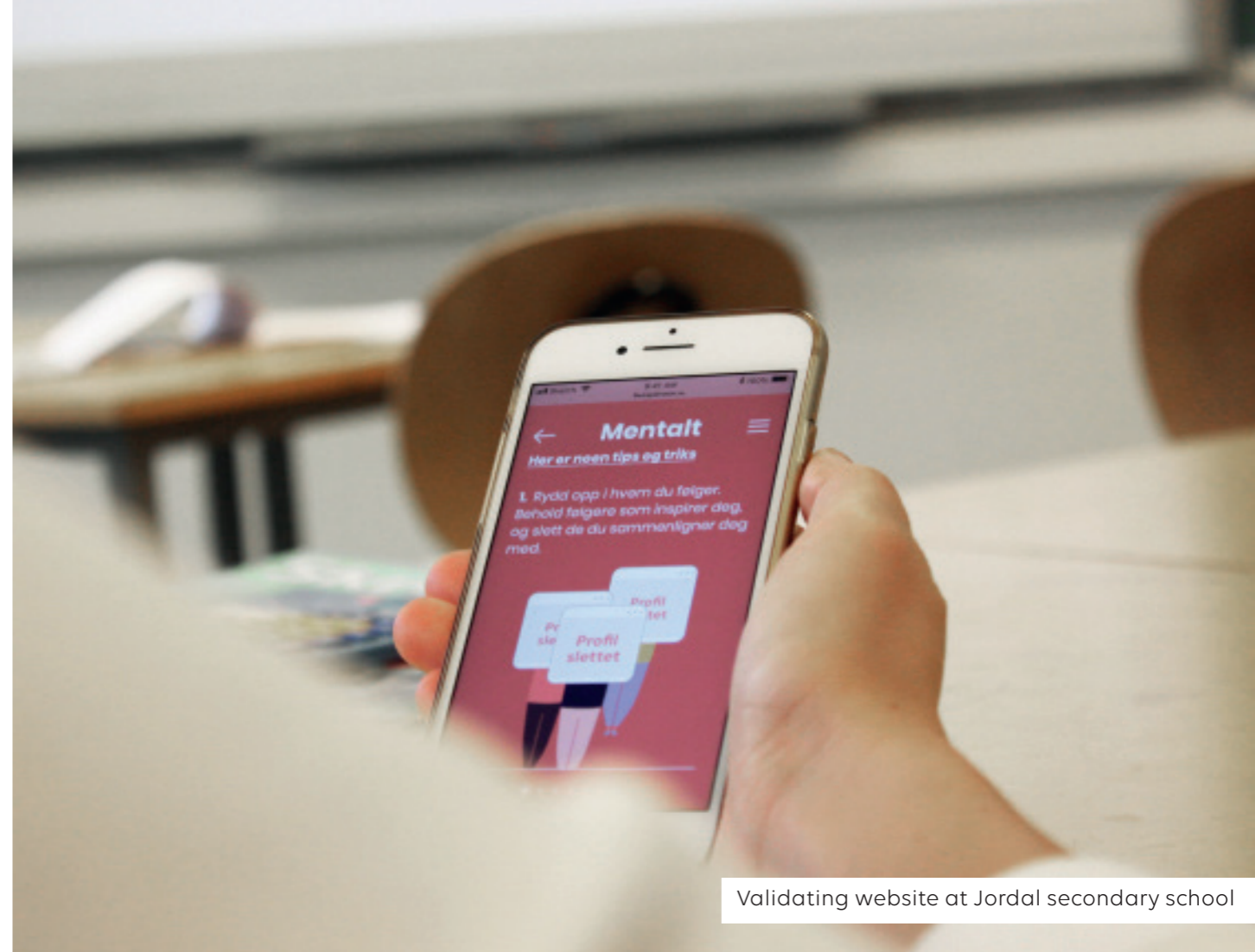
We tested the workshop on 46 9th graders, at Mølladammen secondary school. The tests helped to provide the concept with efficient feedback on both the cards, lecture and web service. The structure of the workshop was also iterated together with Go'nok.

The web service

We got to test the web service in depth with 6 teenagers from Jordal secondary school, which gave us great feedback on the structure and content.

Cards

In addition to testing the cards at the workshop at Mølladammen, we tested the cards in a after-school club at Jordal secondary school with 10 teenagers. We also conducted a user test between a teenage girl and her mother.



Validating website at Jordal secondary school



Validating reflection cards at Mølladammen secondary school

In this chapter we will dive into the research phase of the project.

We will describe three areas we explored within social media use: Individual, Emotional and Business impact on teenagers

Discover

Teens media use

In this chapter we will explain some of the impact social media can have on teenagers.

Why it is important

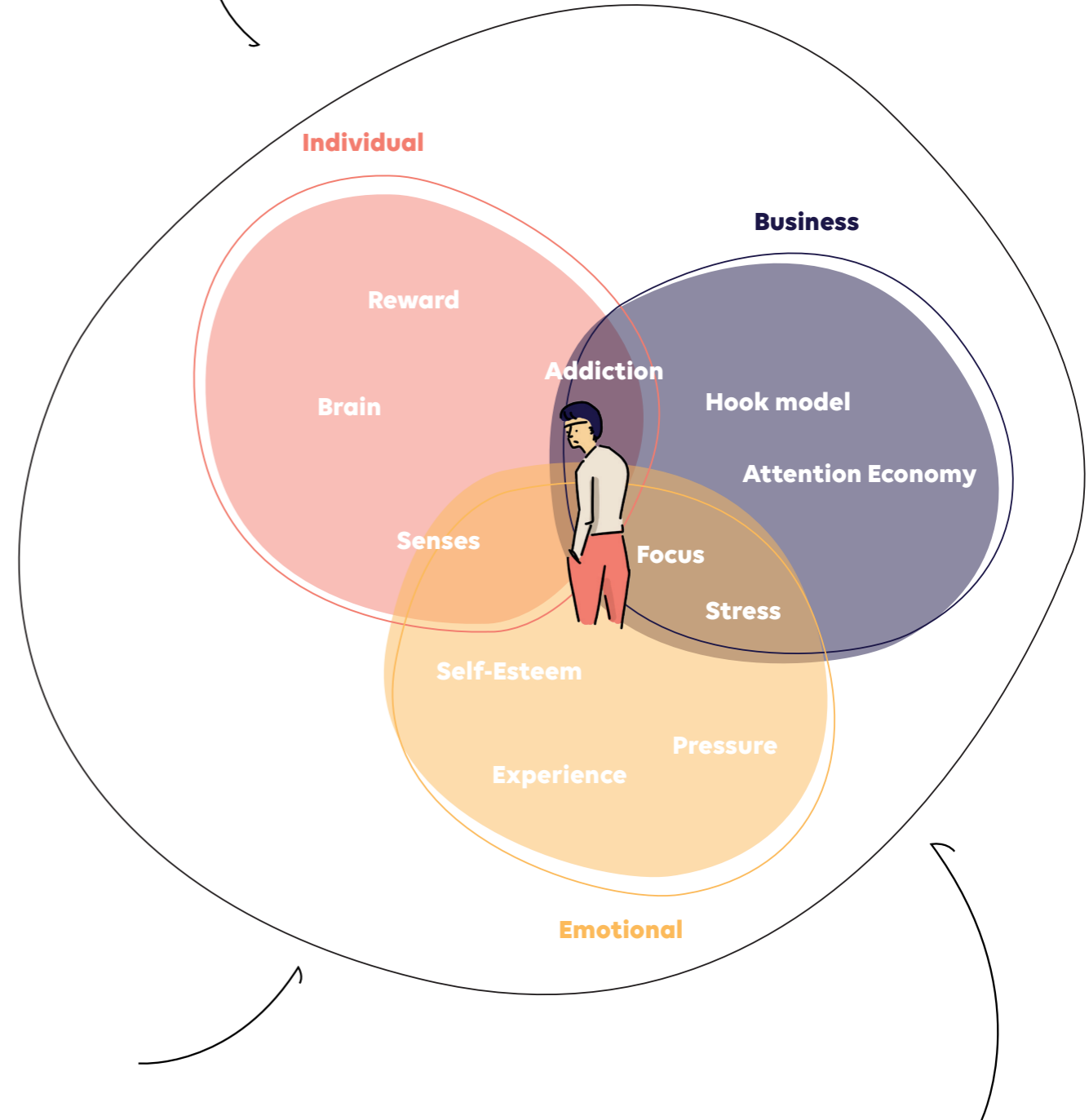
According to Maslow's pyramid, some of the most universal human needs is to socially belong, feel acceptance and to be recognised by peers (Wikipedia, 2018). This can especially be important in a developing phase for youths. "Social media fosters a strong sense of group mentality — learning from your friends, being recognized by your friends, relying on your friends for that sense of belonging. This can easily be translated into what motivates people to share". (Rothman, undated).

Our research structure

To get a better grip on how social media plays a big part teens everyday life, we categorized our research into three main topics. As illustrated on the next page. We will start to go through how social media **businesses** are designed, then look at what impact that has on teens as **individuals**, and lastly the effect it can have on them **emotionally**.

Research overview

Social media & Teenagers

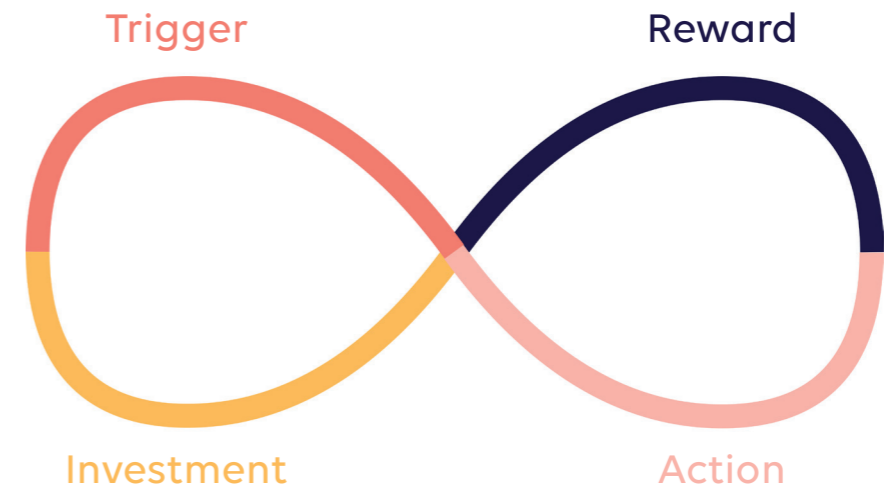
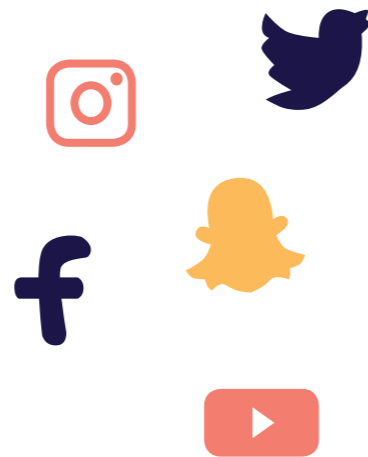


Business

How are we Hooked?

Attention Economy

To better understand how much social media has an impact on us, we wanted to look into how certain media platforms are designed. Most business models are based on what's called the attention economy. This is where companies earn money based on users' time spent on their platform (Harris, 2015). Together with different experts on human behavior and needs, they develop strategies, techniques and mechanisms that help make users engaged to their platforms. By using gamification and other methods such as the hook model (illustrated on the next page), they give users the temptation to stay on the service for hours.



Hook model

As stated in the book *Hooked*, several phases need to be fulfilled for the service to succeed (Eyal & Hoover, 2014).

Triggers: Creates the need to check something or conduct an action on social media. This is often well thought out to trigger emotions and motivation.

Action: These emotions and motivations are often about seeking pleasure to avoid negative feelings, hope to avoid anxiety, or seeking social acceptance to avoid social rejection.

Reward: Social media gives us variable rewards to maintain our interest. These rewards are built to satisfy us there and then, while maintaining the desire to want more.

Investment: When investing time and effort through image sharing, followers and memories, we do not want this to be wasted. Which upholds the continuous circle of steps to achieve pleasure over and over again.

Business

Mechanisms used

“Design, whether you like it or not, is manipulating your brain and making you do things in particular ways. Of course, there is autonomy of choice and you can opt in or out of particular designed experiences, such as the hacks we make in our phones’ UX, or the ‘desire paths’ humans make when walking around pre-determined paths” (Acaroglu, 2016). Let’s take a closer look at the main mechanisms used by social media to hook the users to their service, based upon Tristan Harris insight (Harris, 2016).

The slot machine

This is when searching for variable rewards. For example when opening a notification, refreshing the feed, or constantly checking for new “likes”.

Limited choices

Social media does not always provide the options users want to be presented. In some cases, social media can give us an illusion of freedom, making us forget about the choices that are not visible. For example when searching on google to find somewhere to eat, you might not even recognise that cute cafe that’s actually right in front of you on the other side of the street.

Fear of missing out

People have a fear of missing out on something “important”. This might for example lead to the fear of distancing themselves from a social media service. Another example is when it keeps us friended with friends on media platforms that we not necessarily have contact with anymore. Just in case there is something that we miss out on.

Social approval

Facebook ranks new profile pictures higher in the algorithm. This makes it stick longer in the news feed, so that more people can like and comment it. Constant notifications are popping in over along period of time, which in turn creates the need to check in if social approval has been received.

Instant interruptions

For example when getting notifications and receiving messages on the lock screens. This can make the users feel obligated to respond or do an action.

Feeds and autoplays

News feeds are designed to provide automatic refill, with a large amount of content to scroll through, eliminating all reasons to pause. Another example are Youtube and Facebook which autoplay the next video, making us spend more time than planned in their platforms.

Play it like a slotmachine to see how many likes you got!

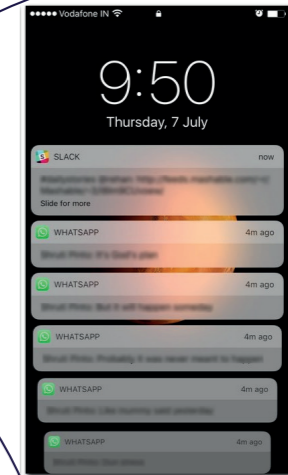


Notifications

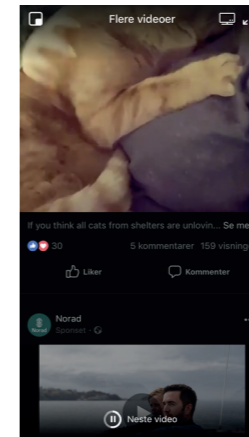
Slotmachine

What do my friends think of my new picture?

Social approval



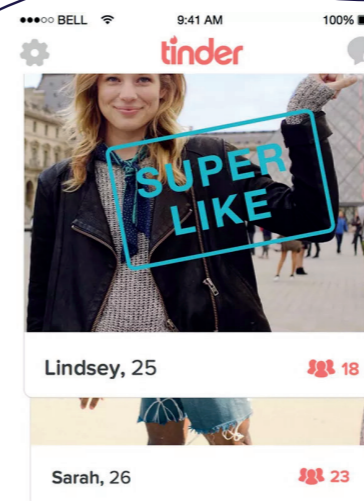
Instant interruptions



Feeds and autoplays

What if I miss that important news story or fall behind on what my friends are talking about?

Fear of missing out



Limited choices

Business

Interruptions & Boredom

Interruptions

Constant impressions and interruptions from social media makes it difficult to focus. Research show that it takes about 23 minutes to restore deep focus after being disturbed, for example by getting notifications on your lock-screen (Pattison, 2008). It also shows that people on average pick up the phone 150 times a day (Harris, 2016), which can explain how quickly we can be disturbed in our everyday life.

Boredom

The impact of this is that we rarely have moments without entertainment or stimuli. This might lead to a generation which rarely experience boredom.

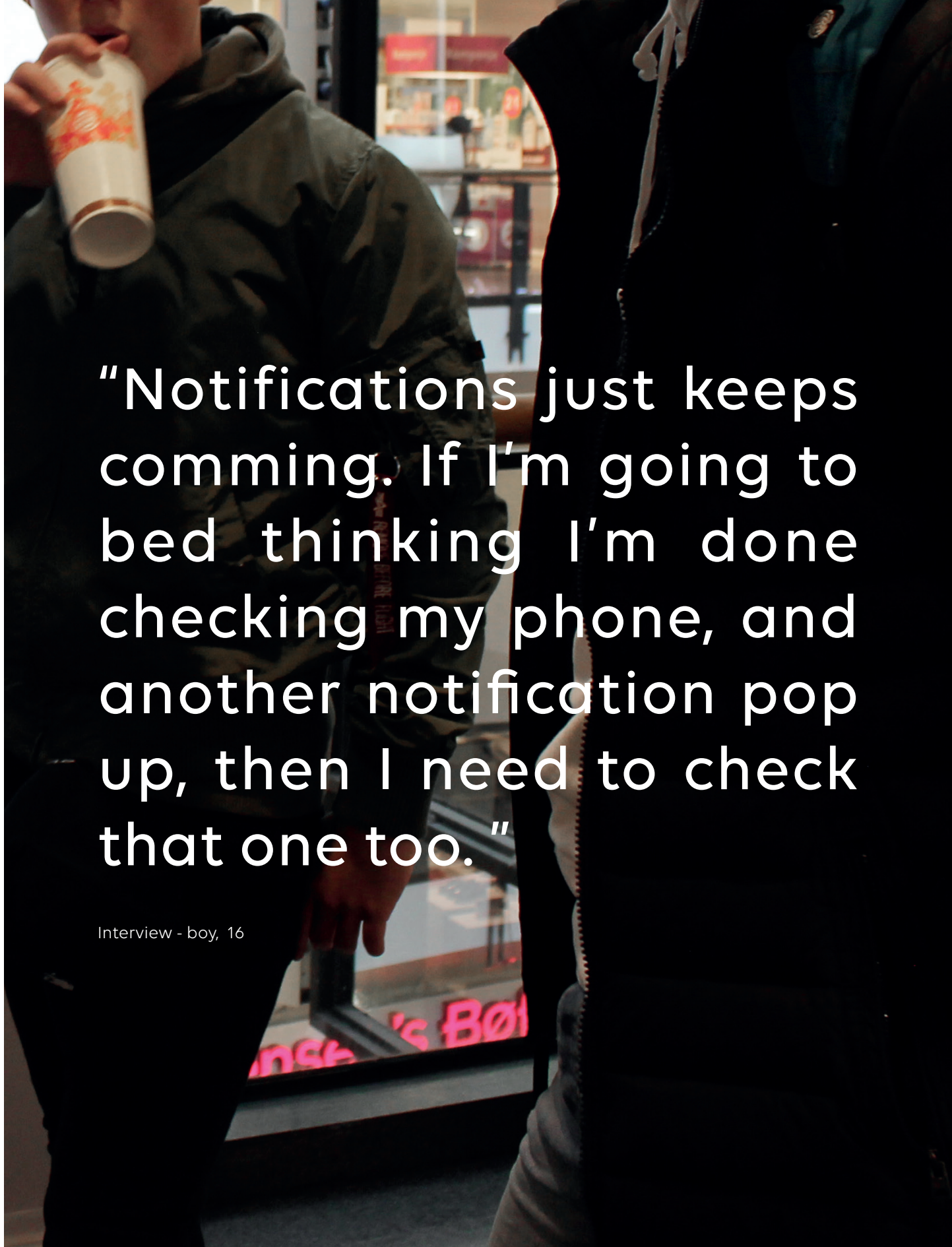
When SnapChatting with some of the teenagers from Treider high school, a boy elaborated:

"I think I've lost a lot of my imagination because of social media".

The author of the book Bored and Brilliant, Manoush Zomorodi explains that:

"If you have never known life without connectivity, you may never have experienced boredom"
(Zomorodi, 2017).

When the body enters a autopilot mode, the brain really starts to work and create value. The mind starts to daydream, solving problems, self-reflect and comes up with new ideas (Zomorodi, 2017). Therefore consciousness can help eliminate disturbances.



"Notifications just keeps comming. If I'm going to bed thinking I'm done checking my phone, and another notification pop up, then I need to check that one too."

Interview - boy, 16

Business

Is it a problem?

What is addiction

The consequences of social media use over time is complex. It can be hard to measure whether it impacts teenagers positively or negatively.

"After almost two decades since social media platforms began to proliferate, there's still no evidence that they cause mental health problems in young people. While there's some evidence that social media use is correlated with depression, anxiety, and feelings of isolation" (Haskins,2018).

So it has not been proven to have a negative effect, even though it for some might lead to negative feelings.

Some researcher are looking into whether social media use can be determined as an addiction. But it is not yet recognised as a medical condition. According to researcher on addiction, Cecilie Schou Andreassen, she explains that all addictions in general has six core symptoms in common. Below she has reformulated the symptoms within the context of social media use (Andreassen, 2013):

Dominance: Using a lot of time on or planning use of social media

Tolerance: The need to use social media more than you thought or planned

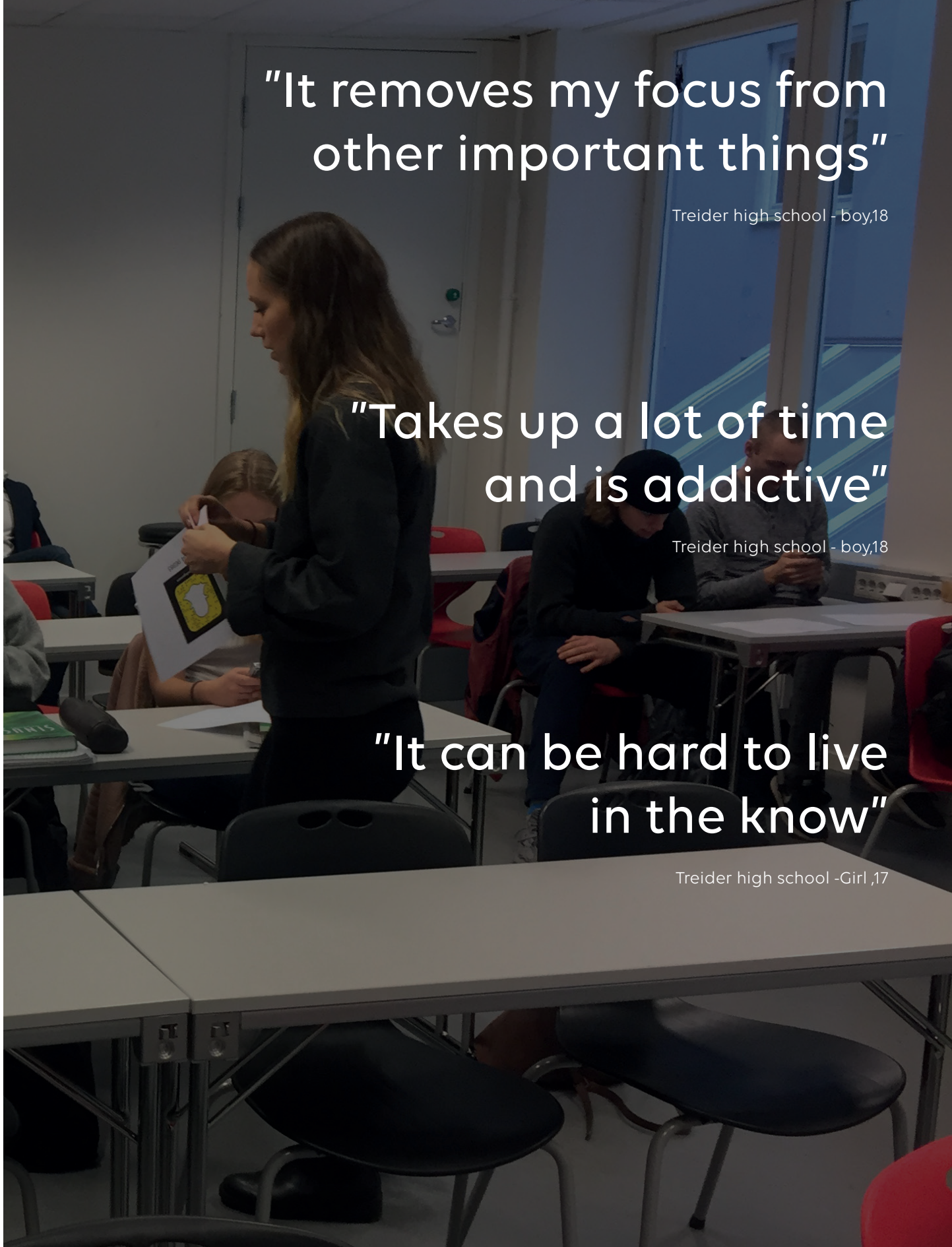
Mood changes: The use of social media to forget personal problems and reduce negative feelings.

Relapse: Trying to cut down on social media use without success, or other encouraging to reduce without luck

Abstinence: Getting stressed if not able to get on social media after some time.

Conflict: Being on social media so much that it interferes with work, school, friends and other activities.

When we talked to teenagers, some of them admitted that they recognised themselves in the symptoms. What's difficult to conclude is whether social media are leading to these feelings and behaviours alone or if other factors are involved. On the next pages we will take you through some of the effects social media can have on teenagers individually and emotionally.



"It removes my focus from other important things"

Treider high school - boy,18

"Takes up a lot of time and is addictive"

Treider high school - boy,18

"It can be hard to live in the know"

Treider high school -Girl,17

Individual

Mental impact

Rewarding our brain

Research shows that social media provides rewards with little effort required. One example is getting a like on a Instagram picture. This triggers a release of dopamine, a feel good chemical that plays a major role in the brain's reward system.

When talking about ourselves the reward center in the brain is also highly active. When having a face to face conversations with friends, around 60 -70% of it involves listening to others. Social media on the other hand is more self oriented, where as much as 80% of the communication is self involved (Asapscience, 2014). Over time, this might stimulate self centeredness and lead to lack of empathy for others.

Lack of sensory expression

The most popular social media platforms teenagers use today are Snapchat, Facebook and Instagram. We found that time spent online varies a lot from different studies, but through our interviews we concluded that teenagers spend between 4-8 hours on these services a day.

Clinical professor of psychiatry Daniel Siegel, explains that social media might have changed our minds. It's hard to say whether it's positive or negative. The consequences of this is so wide and complex. But what he elaborates is that with increased communication on social media, teens might miss out on sensory expression that we currently can't fully express through social media.

Gestures such as eye contact, sharing face expression, tone of voice, body posture, body gestures, timing on what we do, the intensity of what we do and respond to, is something social media is lacking (Science Insider, 2015).



"If social media are not getting people more face to face time with each other or in touch with what's going on inside of them, then the new generation, will be much more used to a very surface level of experiencing the world. So there is nothing inherently wrong with social media, but if it is replacing time for face to face then that could be a big problem"

(Science Insider, 2015)

Emotional


Connected but alone

Their use

According to the report Ungdata 2017 teenagers spend more time at home than before, and less time being with friends in the evenings (Bakken, 2017). Communication through social media is increasing and they don't necessarily see the need to physically be together to stay social. During an interview with a mother to a 14 year old daughter se elaborates: "My daughter are spending less time hanging out with her friends, then what her 10 year older sister did when she was that age. I think teenagers today perceive it as more effective talking through social media then actually meeting up".

What we found interesting is that even though teenagers never have been more connected, the number of youth recording that they feel lonely has never been higher (Bakken, 2017).

"Being alone feels like a problem that needs to be solved. And so people try to solve it by connecting. But here, connection is more like a symptom than a cure. It expresses, but it doesn't solve an underlying problem"
(Turkle, 2012).

A photograph of a woman in a white shirt and dark skirt standing on a stage, presenting to an audience. A projector screen is visible behind her, and the audience's heads are in the foreground, looking towards the stage.

"It's time to log off and log on to real life"

- Helene, from Go'nok

Emotional

Expectations

Expected to be available

There are different factors which might cause pressure and stress in social media. According to a report by NOVA HIOA (Eriksen, Sletten, Bakken & Soest, 2017), the feeling of being expected to be available and the need to constantly update and be updated is among the things teenagers highly recognize. One of the girls we interviewed said:

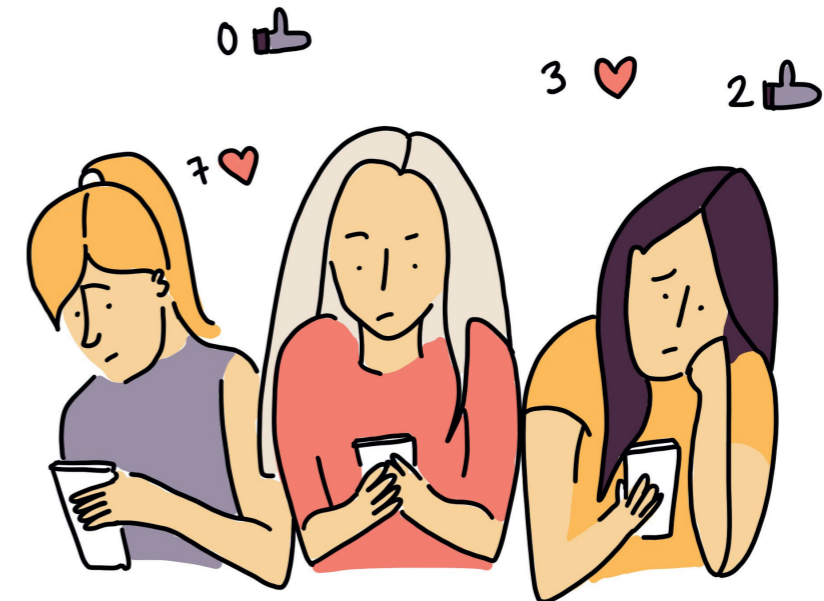
“When hanging out with friends, friends on social media expect me to answer. But I’m busy, being with friends. So they get angry, sending more texts. So I pick up my phone to answer, but then the people I’m with get angry because I’m on my phone”.

Girl, 17

The teenagers further explained that it can be a constant dilemma of choosing either to be present in the moment or disappointing friends on social media.

Some of the teenage girls in the NOVA report also experienced the need to constantly update people on what they do.

“What’s stressful is if I do something cool or see something nice, I can’t just be there. I need to tell everyone that I’m doing it” (Eriksen et al, 2017, p 74).



Redefining human connection

Cultural analyst Sherry Turkle have studied how media use are redefining real life human connection and communication. She says that people increasingly want to control their relationships. Not having people too close, not too far, but just right for them. “But what might feel just right for that middle-aged executive can be a problem for an adolescent who needs to develop face-to-face relationships” (Turkle, 2012).

This might lead to a problem on how people relate to themselves and others. “People want to be with each other, but also elsewhere, connected to all the different places they want to be. People want to customize their lives” (Turkle, 2012). Which is something that can be translated into what we do in social media.

Emotional

Social facade

Easier to express themselves

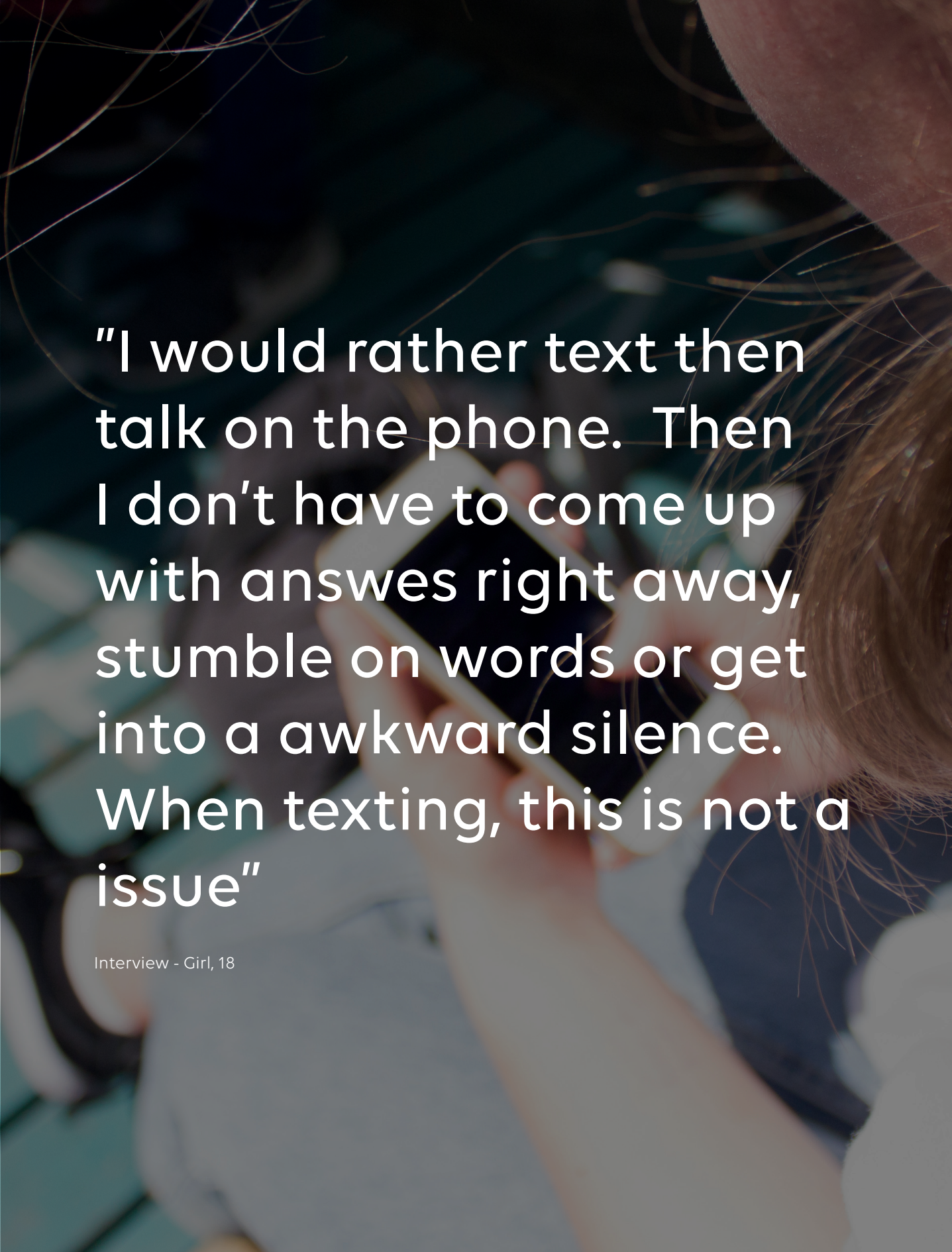
Today, teenagers are highly used to expressing themselves through social media. It makes it easier to be presented exactly like desired. It provides the option of editing, deleting and fixing until it's perfect.

When talking to a girl at Treider high school, she confirms: **"You only show the best side of yourself"**

But that's not how we really are in real life, where we can have bad hair days and stumble on words when meeting a special someone. Real life communication is important, it makes us learn about ourselves and understand others better.

Others and Me

Since teens express their lives so much on media, several teenagers elaborates that it if feels like their friends are socialising more than what they actually do (Whillans et al., 2017). This is often incorrect, although it may appear like it on media. Most people only show a fraction of their life, which usually is picture perfect. What appears to be a trend is that teenagers now systematically post their pictures at specific times during a period of time, to create a illusion of how their lives seems to be.



"I would rather text then talk on the phone. Then I don't have to come up with answers right away, stumble on words or get into a awkward silence. When texting, this is not a issue"

Interview - Girl, 18

Emotional

Distance from media

"We need to be able to talk about it and be more aware of our media use" - Helene from Go'nok

Creating these facades on social media can become addictive. We start to define our self worth on the number of likes on Instagram photo or the number of streaks on Snapchat. This obsession of numbers encourages comparison with others, which can effect youths mental health.

How do they avoid this feeling?

Some of the teenagers in the NOVA report say that when not having their phone around for a period of time it feels like a vacation. Different strategies are being used to avoid the feeling of stress and pressure. Many are turning their phone on silent mode or leaving it at home. One of the teenagers in the report said **"At the cabin we don't have access to internet. It's the best place to be. (...) I'm unavailable, so then I don't get to know what others do and what I can't take part in"**(Eriksen et al, 2017, p 75).

One of the girls we interviewed also said **"I was in South Africa last year, we had almost no internet connection. I probably used my phone for 30 minutes a day. It was amazing"**

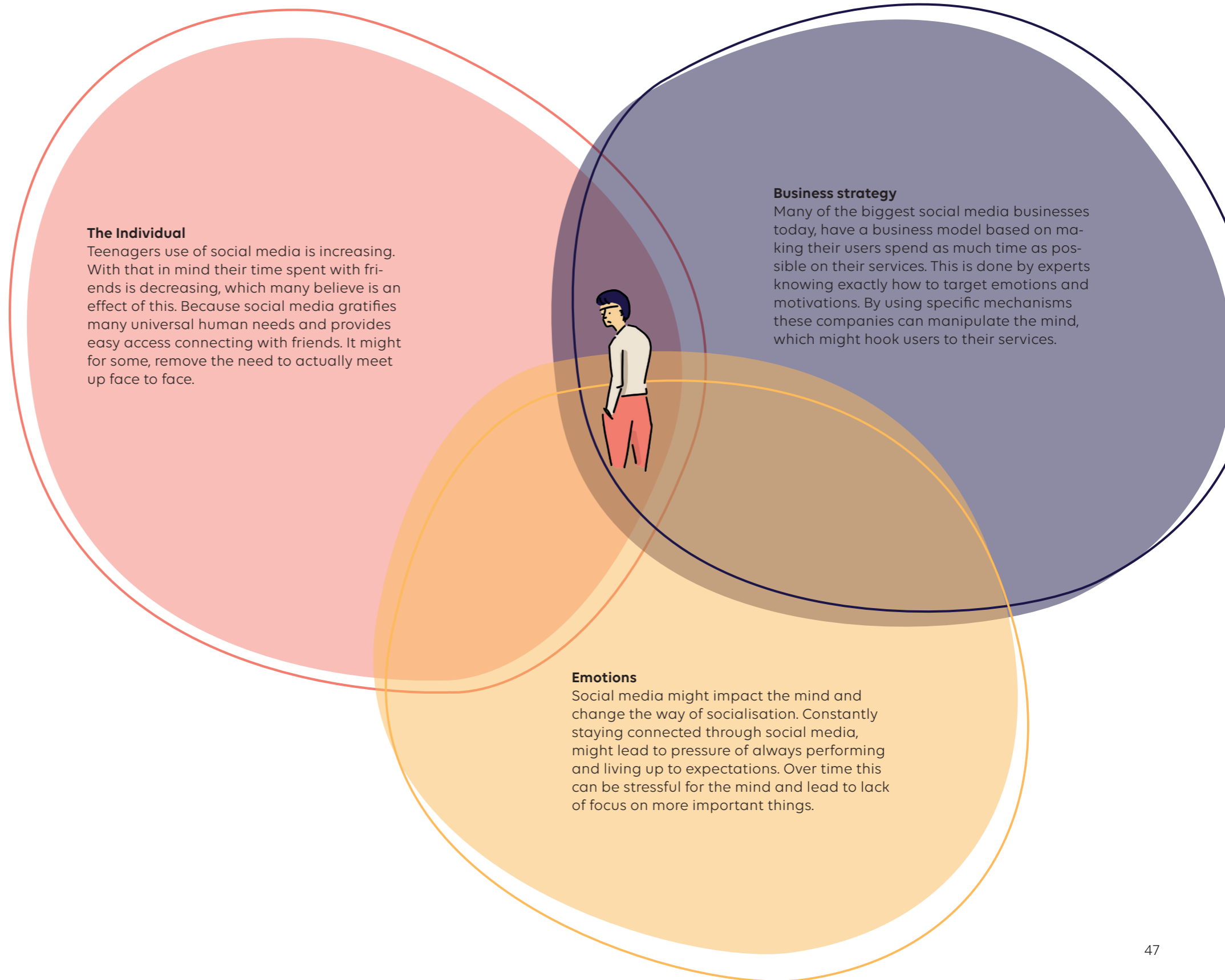
So one of the few accepted reasons for not being online is actually being away or without connection. (Eriksen et al, 2017, p 75). One of the girls we interviewed also mentioned **"If I am sad, I log off snapchat"**.Which can indicate that some use this method to prevent them self from getting impressions which could affect them more negatively.

"It is actually pretty stupid, but when I post a image on Instagram, I stress and think like, what if I don't get enough likes"

Interview - Girl, 17

Sum-up

This is a short sum up of our findings during our research phase. Most of these findings is something we took further into the final concept.



In this chapter we will look into the ideation part of the project.

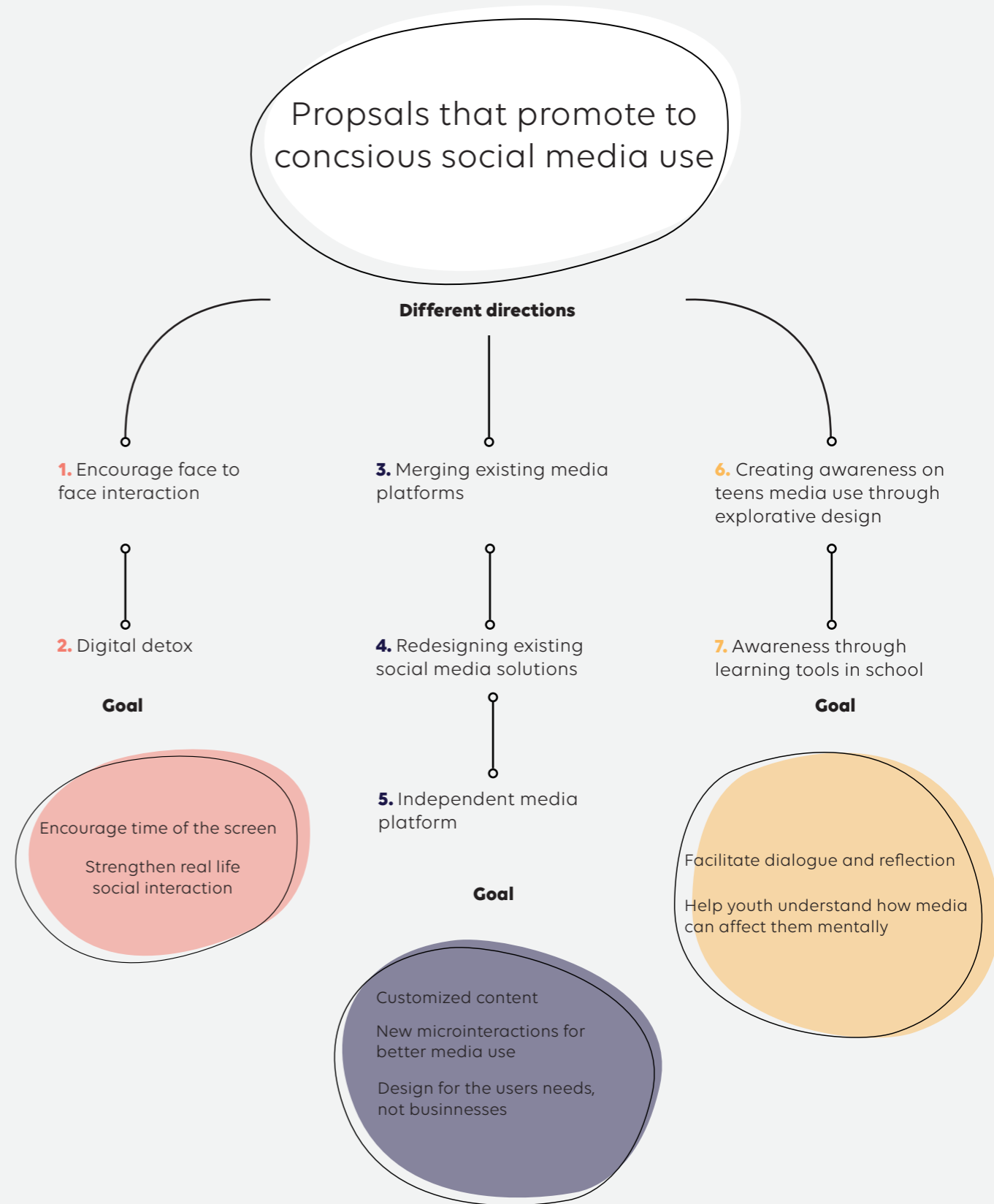
We will describe some of our directions, and how media throughout the diploma has had an impact on our decisions.

Explore

Exploration map

Directions

Our diploma started off from a explorative point of view. With the open brief, we had the possibility to explore several different directions. On the page to the right shows an overview of our possible directions, with the further exploration on three of them. The other directions will be found in appendix nr 1.

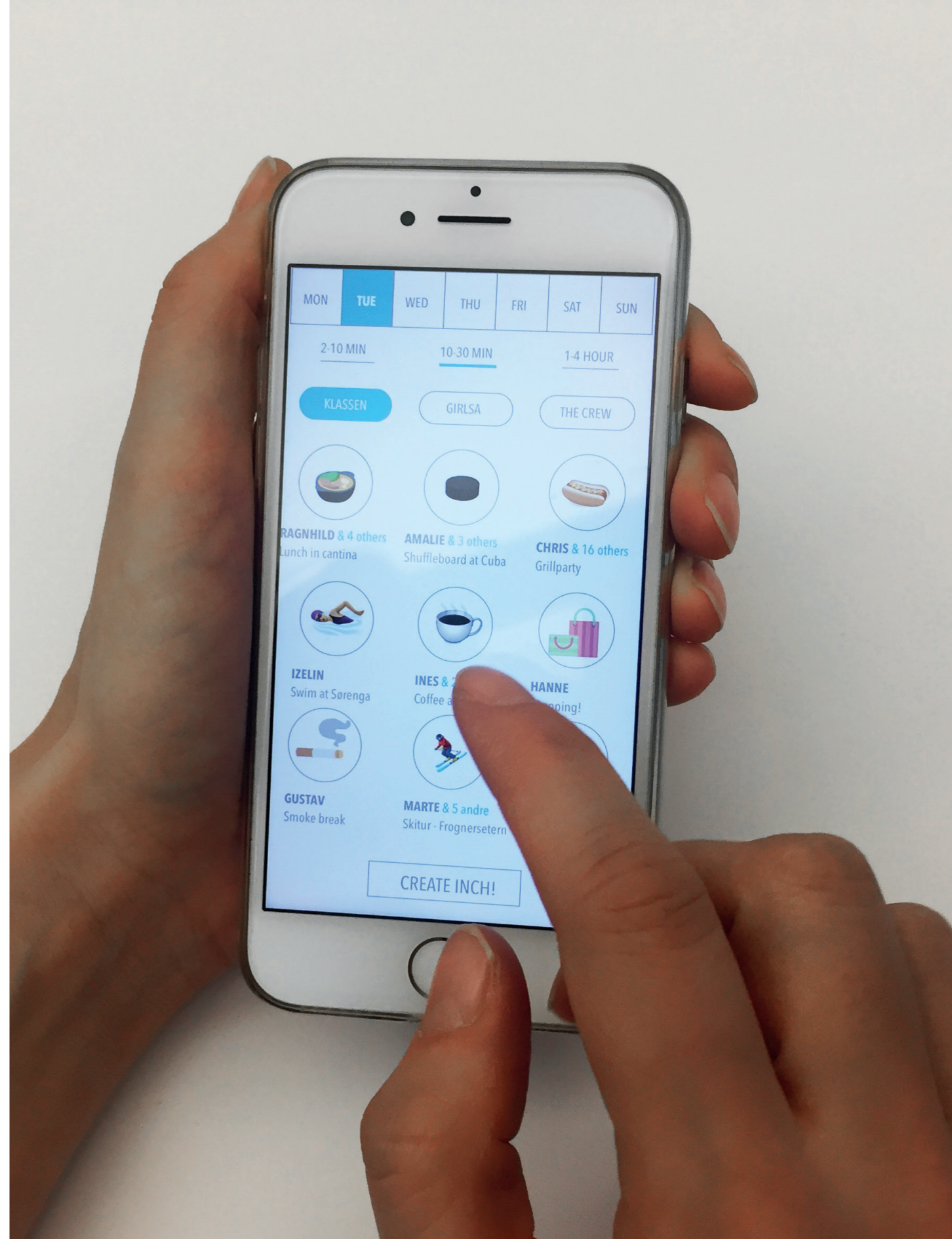
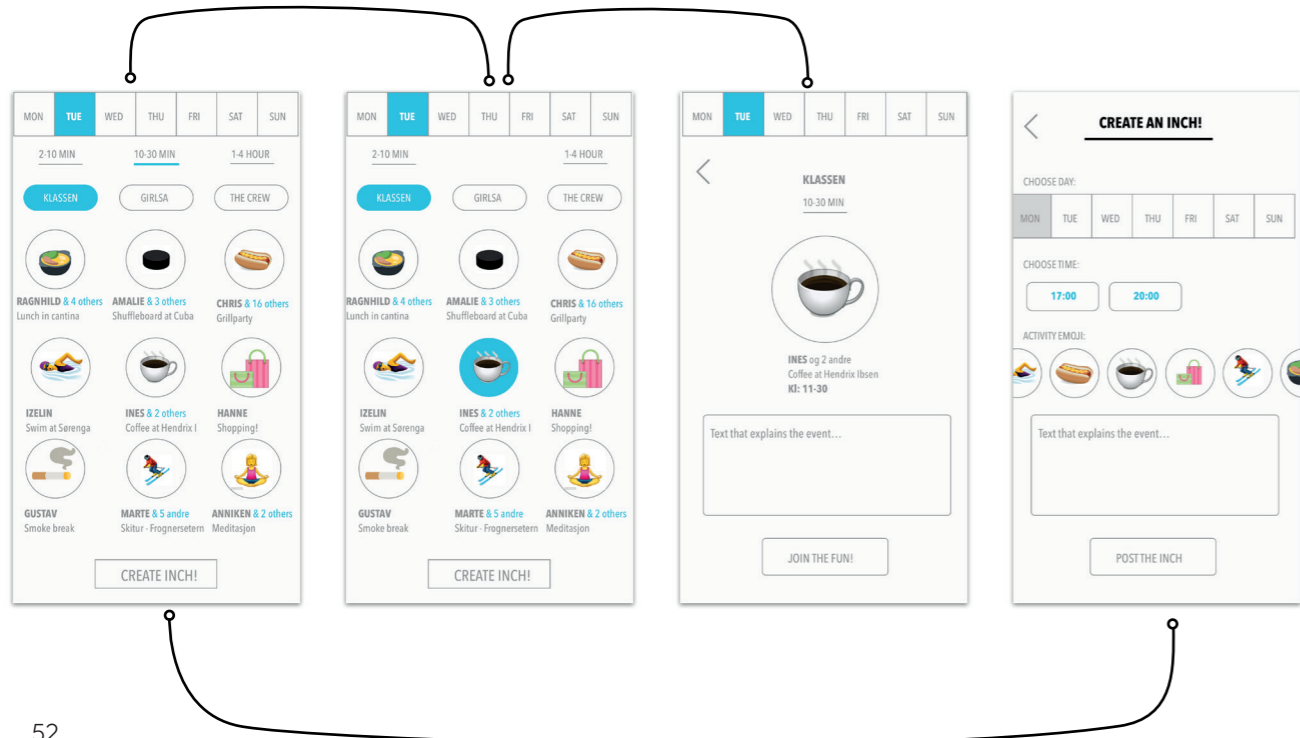


Explore

Encourage time of the screen
Strengthen real life social interaction

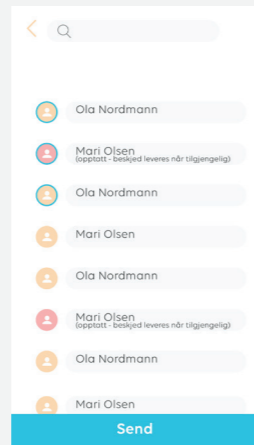
One of our concepts within face to face interaction was a platform where we wanted to encourage more social interaction with peers with a low threshold. Through arranging initiatives such as a smoke break, walk in the park, or 20 min meditation session, teens could join in more instantly and spontaneous.

We soon came to realise that by encouraging face to face contact, we were heading for a completely different direction then the original starting point. The problem wasn't that people no longer are social because of social media, but mainly about social media making them hooked, leading to less time socialising.

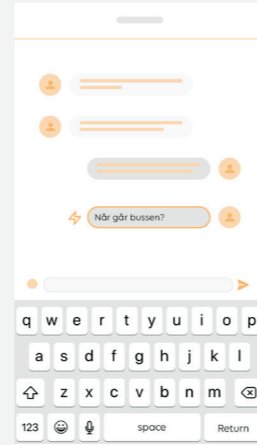


Explore

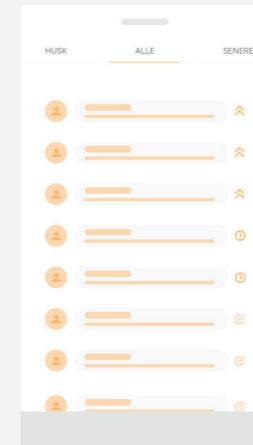
Customized content
 New microinteractions for better media use
 Design for the users needs, not businesses



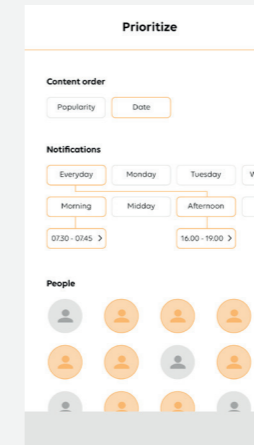
Delivery of content only when friends are available.



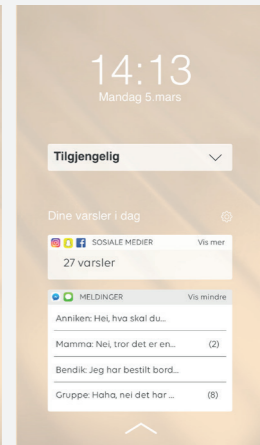
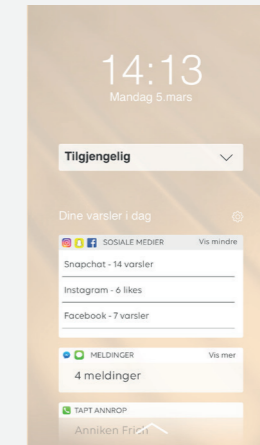
Organization of notifications based on customized priority.



Filter and prioritize content and notifications.

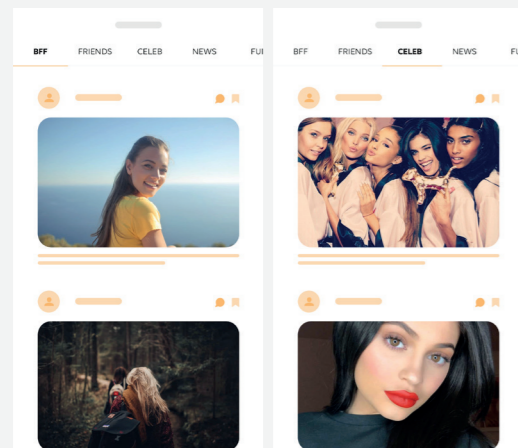


Filter and prioritize notification on when and from who.

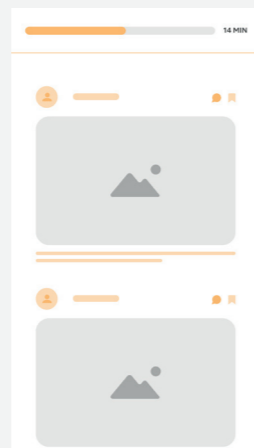


Reduction of interruption on lock screen, clustering notifications.

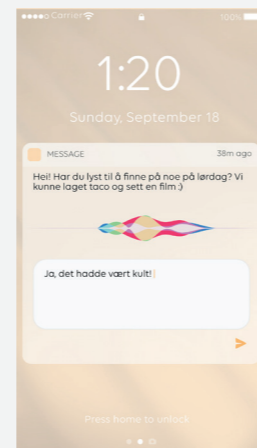
When looking into the different mechanisms existing on social media today, we wanted to explore if we could design new solutions that gives more value the users.



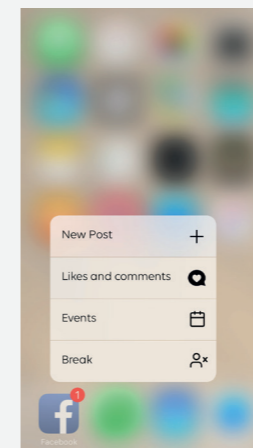
Filtration of content in feed, divided into specific groups of people.



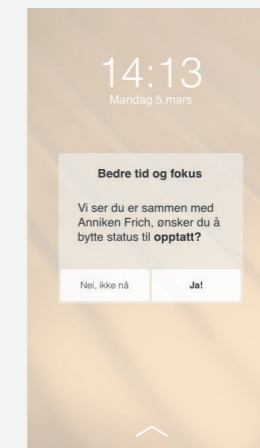
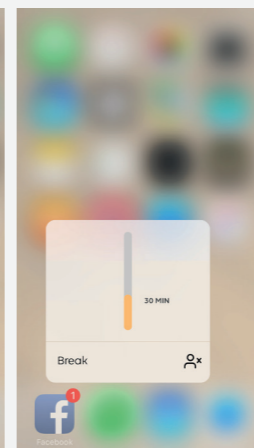
Countdown on time which users allow themselves to spend in apps.



Efficient option of answering a messaging through speech on the lock screen.

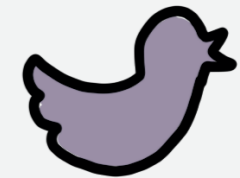


Setting a break on specific apps.



Pop-up message when being near friends, notifying about the option of busy mode on the phone.

Social media evolution



January

Change algorithms - friends and family first on their newsfeed

January

Siri reads news summaries

February

Stops autoplay on stories

Mute specific people without formally blocking them

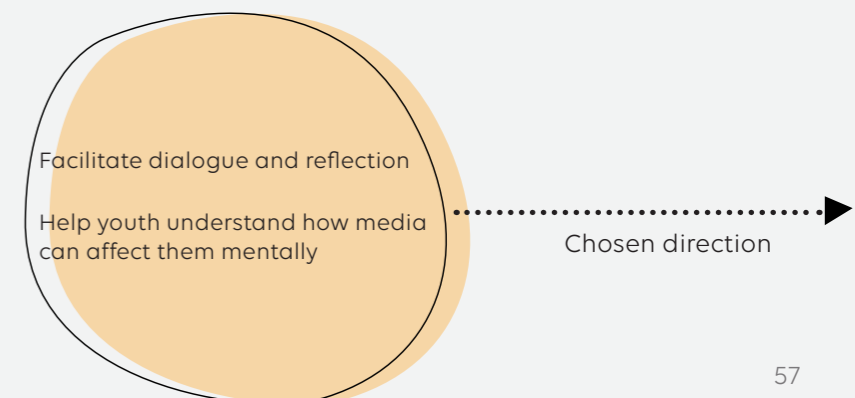
Snapchat separates friends content from commercial content on two different areas of the app

March

Concept of measuring conversational health

Evolution in Social media

During our diploma, ethics gained more attention by the big social media companies. Several of the platforms started to upgrade and integrate some of the solutions which we had already thought about and prototyped. This made it hard for us to go further with this, and made us rethink our direction.



In this chapter we will look into our chosen direction, the development of the strategy, including three core interventions

Design

Choice of direction

Choice of direction

Tristan Harris explains the attention economy: "The problem is, you can't ask any business who's in this competition not to use these tricks if their competitors are doing it. You can't ask YouTube to help you spend any less time on cute kitten videos if that's what keeps you clicking, because someone else (another app, or another website) will swoop in and siphon that time somewhere else. Stock prices depend on keeping engagement numbers high. It's only going to get worse as businesses compete."

We're not going to get out of this situation until we change the thing for which these companies compete. From the currency of "Time Spent" to something else" (Harris, 2015).

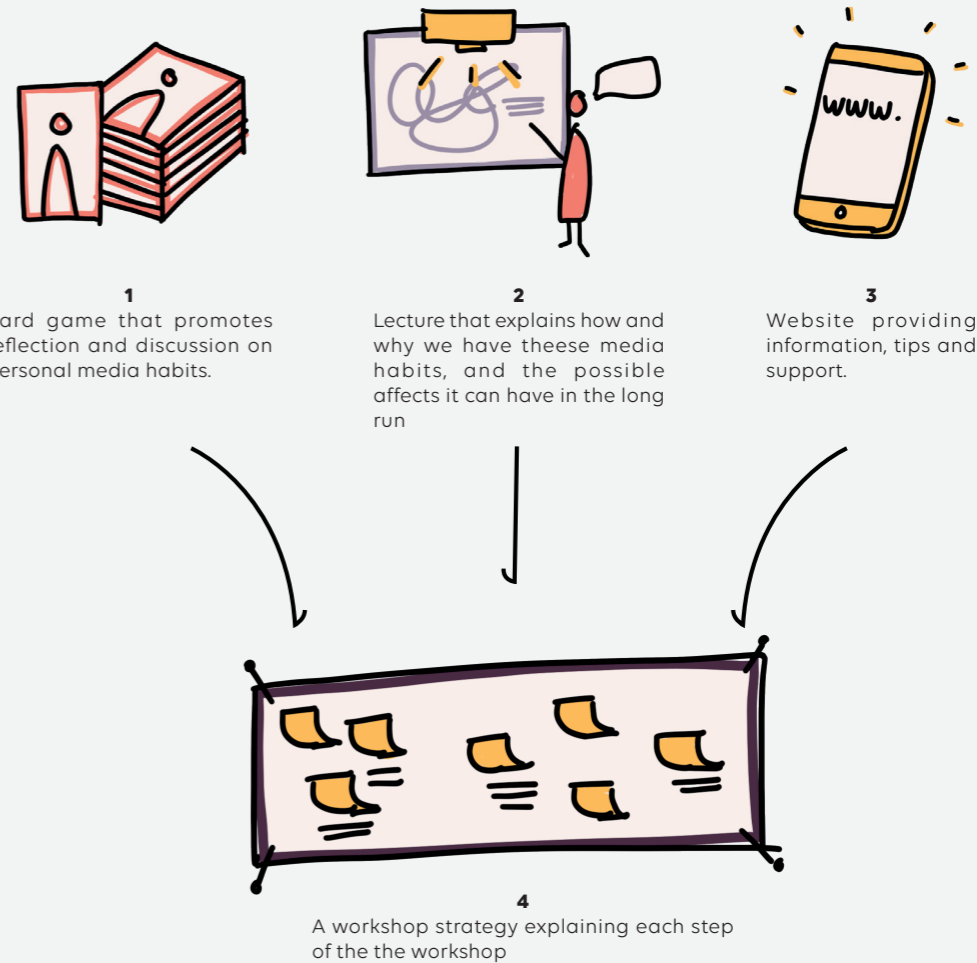
We believe that if we want to change behaviour in any way, it needs to come from within. Creating awareness around teens media use can contribute to a broader cultural awakening and encourage personal decisions on healthier social media habits. This led us to the problem definition:

How can we design tools to support youth to engage and heighten their awareness on social media usage?

In our design phase we explored different solutions on how to engage awareness of media use. We looked into storytellings as well as interactive games that could convey the topic in a interesting way. When exploring different contexts on where to reach youth, we figured that the best place would be in schools. This because we can

get there attention over a longer period of time, that could make a greater impact on their choice of behaviour.

Through designing three tools of awareness we then combined it with a workshop strategy that could be in use of professional lecturers at schools.



Collaborator

Before diving into our design phase, we will present which role Go'nok have for this project.

Go'nok as a partner

To best convey our concept and content, we believed it was best to find a partner with great knowledge and experience within the field. Since Go'nok already work preventative with students in schools on mental health, we saw them as a god fit for our concept.

Who they are

Go'nok is a association based on social entrepreneurship. Their aim is to promote attitude-change and make youth feel good enough as you are. Focusing on preventive measures in school, to improve mental health. (Gonok, undated).

What they do

Go'nok arrange workshops for primary, middle and high schools. They have great experience in engaging and relate to teenagers through discussions and reflections.

Their vs. our role

We want to state that the content is fully made by us, provided to them. Their role has been to provide us with feedback on how to make the concept as good as possible and integrating it with Go'nok.

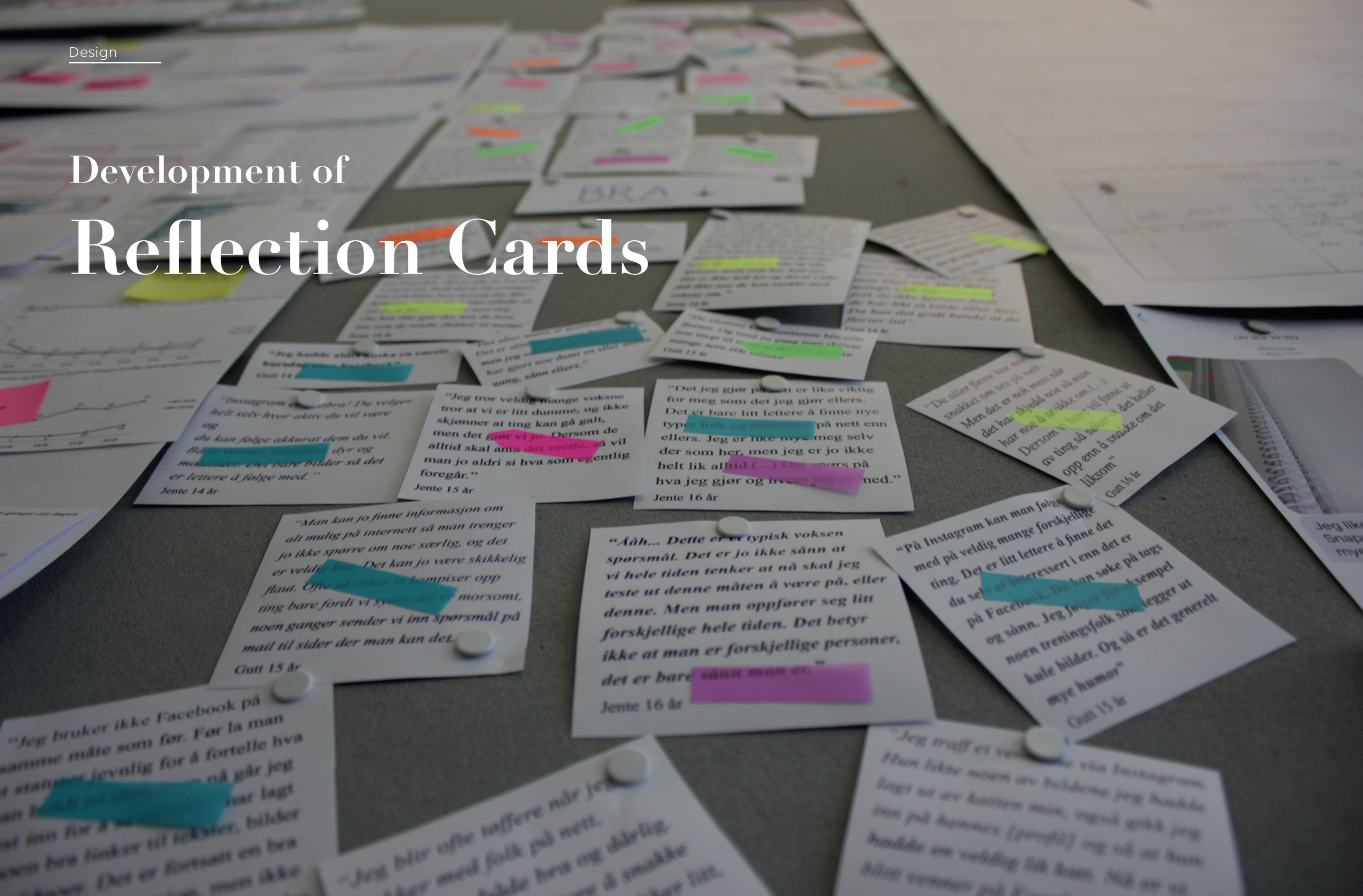
We see it as an advantage that they include their skills on well being, combined with our content on media use.

What we proposed to them

Strategy and supportive tools for a new workshop for teenagers on social media use, in a classroom context. To be used by lecturers at Go'nok. We also provide them a manuscript of the topics and content to bring up.



Development of Reflection Cards



"Instagram er bra! Du velger helt selv hvor aktiv du vil være og du kan følge akkurat dem du vil. Bare søk på dyr og mennesker. Det bare bilder så det er lettere å følge med."
Jente 14 år

"Jeg tror veldig mange voksne tror at vi er litt dumme, og ikke skjønner at ting kan gå galt, men det gjør vi jo. Dersom de alltid skal anta det verste, så vil man jo aldri si hva som egentlig foregår."
Jente 15 år

"Det jeg gjør på nett er like viktig for meg som det jeg gjør ellers. Det er bare litt lettere å finne nye typer folk og innhold på nett enn ellers. Jeg er ikke mye meg selv der som her, men jeg er jo ikke helt lik alltid. (...) Det spørs på hva jeg gjør og hvem jeg er med."
Jente 16 år

"De eller fleste har nå snakket om net på net. Men det er nok men når det har skjedd noe så man har noe å snakke om (...). Dersom vi bare vil finne ut av ting så skal det heller opp enn å snakke om det liksom."
Gutt 16 år

"Man kan jo finne informasjon om alt mulig på internett så man trenger jo ikke spørre om noe særlig, og det er veldig bra. Det kan jo være skikkelig flaut. Ofte så søker vi kompisar opp ting bare fordi vi synes det er morsomt, noen ganger sender vi inn spørsmål på mail til sider der man kan det."
Gutt 15 år

"Ååh... Dette er et typisk voksen spørsmål. Det er jo ikke sånn at vi hele tiden tenker at nå skal jeg teste ut denne måten å være på, eller denne. Men man oppfører seg litt forskjellige hele tiden. Det betyr ikke at man er forskjellige personer, det er bare sånn man er."
Jente 16 år

"På Instagram kan man følge med på veldig mange forskjellige ting. Det er litt lettere å finne det du ser er interessert i enn det er på Facebook. Du kan søke på tags og sånn. Jeg følger jo eksempel noen treningsfolk som legger ut kule bilder. Og så er det generelt mye humor"
Gutt 15 år

"Jeg bruker ikke Facebook på samme måte som før. Før la man status og jevnlig for å fortelle hva man hadde på seg. Nå går jeg inn for å se på bilder som er lagt ut av venner. Det er fortsatt en bra måte å holde seg oppdatert på, men ikke

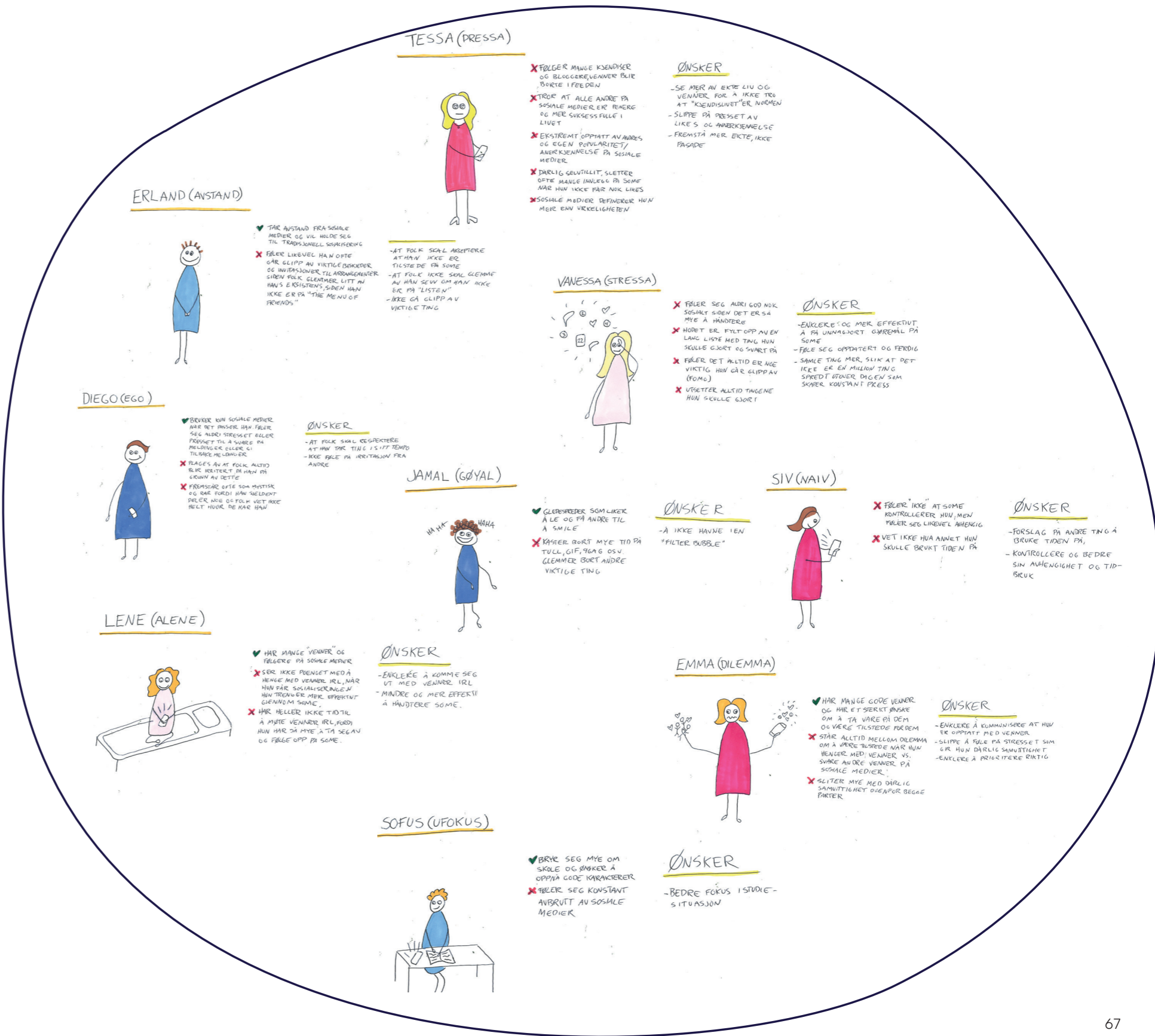
"Jeg blir ofte tøffere når jeg snakker med folk på nett. Det er bra og dårlig. Det er å snakke med folk på nett."

"Jeg traff ei jente via Instagram. Hun likte noen av bildene jeg hadde lagt ut av katten min, ingeni gikk jeg inn på hennes [profil] og så at hun hadde en veldig lik katt. Så er så litt venner på Facebook."

Reflection Cards

Developing media stereotypes

To get a better overview over the different statements we got from the teenagers we interviewed regarding their habits and behaviours on media, a mapping took place. As shown to the right, we did this through designing stereotypes that holds both positive and negative habits.

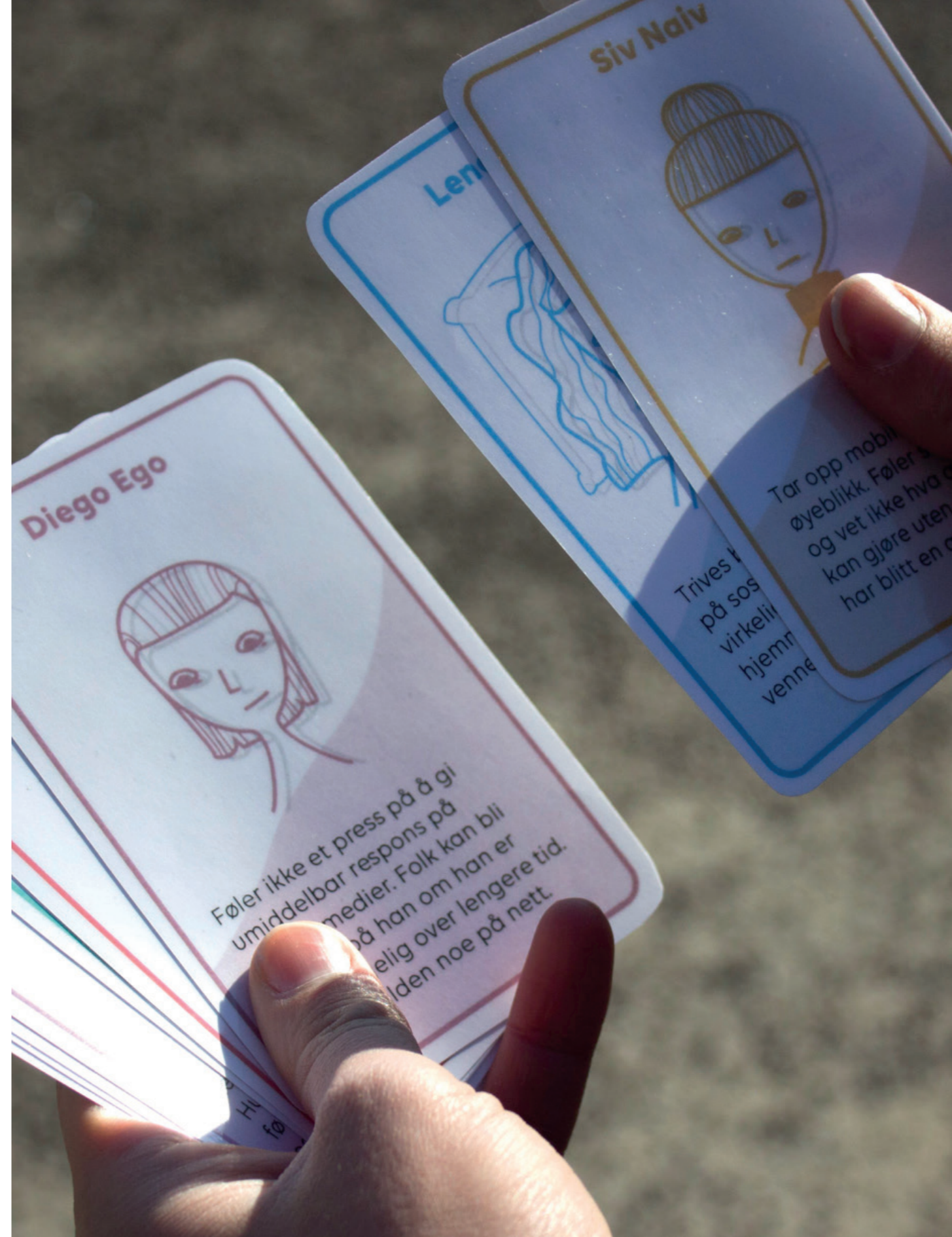




First iterations

In the first iteration we developed 11 different stereotype cards based on quotes collected from teenagers. These cards included a description of their personality traits. The characters names are made up by rhymes to create a funny tone of voice.

What we found out through testing was it did not fully open up for deep conversations, even though many found it interesting due to the stereotypes being recognisable. Most people were also a combination of 4 or more of the cards. This made us look into how we could further concretize the cards by combining some of the stereotypes.



Final iteration

We developed 4 more distinguish personalities based upon the 11 cards. These cards had a different structure then previously. Each card includes a quote belonging to each of the stereotypes.

The cards were designed to be used between two people, as an activity. One of them starts by reading the quote on the cards. Followed up by the opposite person

answering if they recognise themselves in it and explaining why. From this the players are able to see which media stereotype they are most related to.

We aimed to develop the stereotypes with good and bad qualities, making them equally desirable. Through these qualities it also enables users to not want a certain character, before starting.



Preparation for workshop with students

Feedback on cards

Who:

Tested on three occasions. First in the workshops at Mølladammen secondary school. Then between a mother and her teenage daughter. Finally at the after-school club at Jordal, with 10 teenagers.

How:

Evaluating the engagement through observation, evaluation schemes and dialogue.



The cards truly engaged conversations and the teens enjoyed it. What surprised us the most was that they continued to converse more about the topics even after the game was finished.



Through listening to some of their conversations we noticed that the teenagers really opened up about personal feelings. Also admitting things both to their partner and themselves.



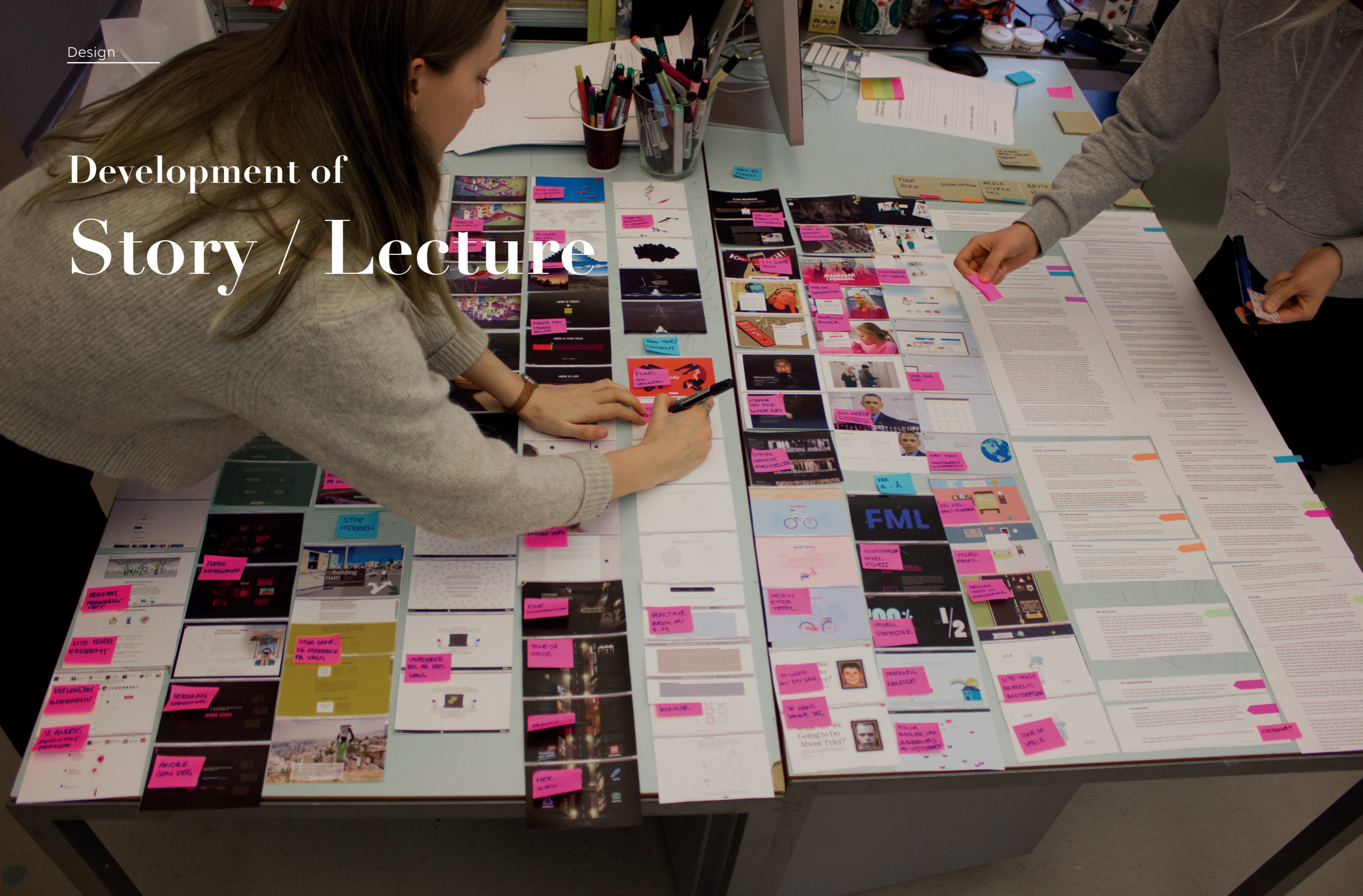
What we noticed was that the instructions of the reflection cards should be more clear.



Some of the teenagers did not remember to explain the reason why they felt like they did.



Development of Story / Lecture



Structure of the story

Relatable content

Explaining the challenges around social media, metaphors has been taken advantage of, making it more relatable.

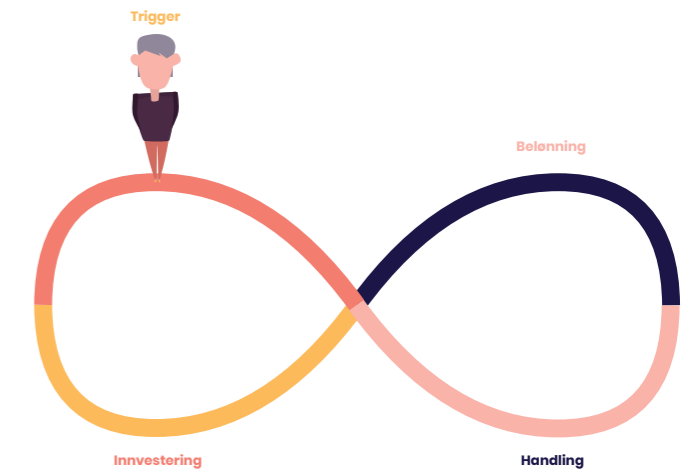
Visual identity

When working with the visual identity, a important aspect was to make the overall identity gender neutral and not to stigmatizing. This was also done with the stereotypes personality, to perceive them more unisex.

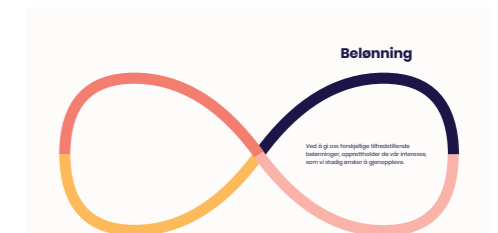
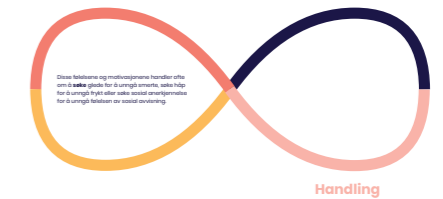
Guidelines

Looking into already existing storytellings we categorized and analyzed methods which we believed engaged the recipient. From this we concluded on some techniques to take advantage of, which we believed could strengthen the message.

- Distinguish personalities
- Building emotions
- Relaxed and natural language
- Mostly visual
- Relatable content

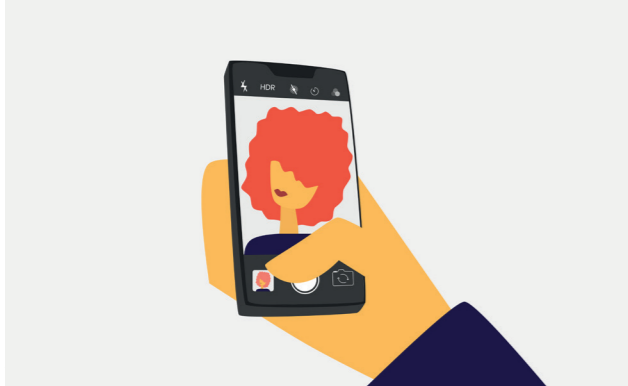


Follow a character that explains the Hook-model while walking the infinity symbol

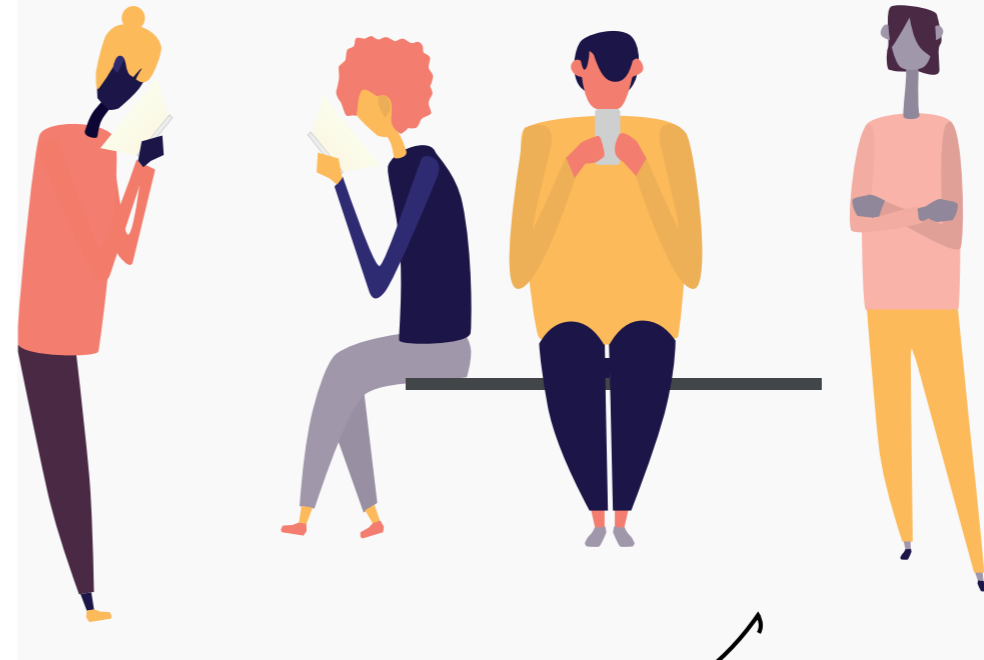


Short text and visuals to explain how we get hooked





Illustrate everyday context of use.



Relate and identify with characters you meet in the story

Visste du at de fleste sosiale medie-bedrifter i dag **tjener penger på antall timer du bruker** på deres nettside. Det vil si at flere tusener av eksperter jobber for å finne ut hva som skal til for at du skal bli så lenge som mulig.

Vanemennesker som vi er, så er det lett for oss å gjøre ting uten å tenke over det.

Using metaphors to make the content more understandable



Akkurat som med spillavhengighet, gir SoMe deg muligheten til å vinne en belønning..men ikke alltid. Det finner du kun ut ved å plukke opp mobilen å sjekke om du har fått noen fler «Likes» siden sist du var på Instagram

Feedback on lecture

Who:

User tested two times with a total of 46 9th grade students at Mølladammen secondary school.

How:

To gain feedback we engaged open dialog between the students in the classroom, and used an evaluation scheme, whilst observing.



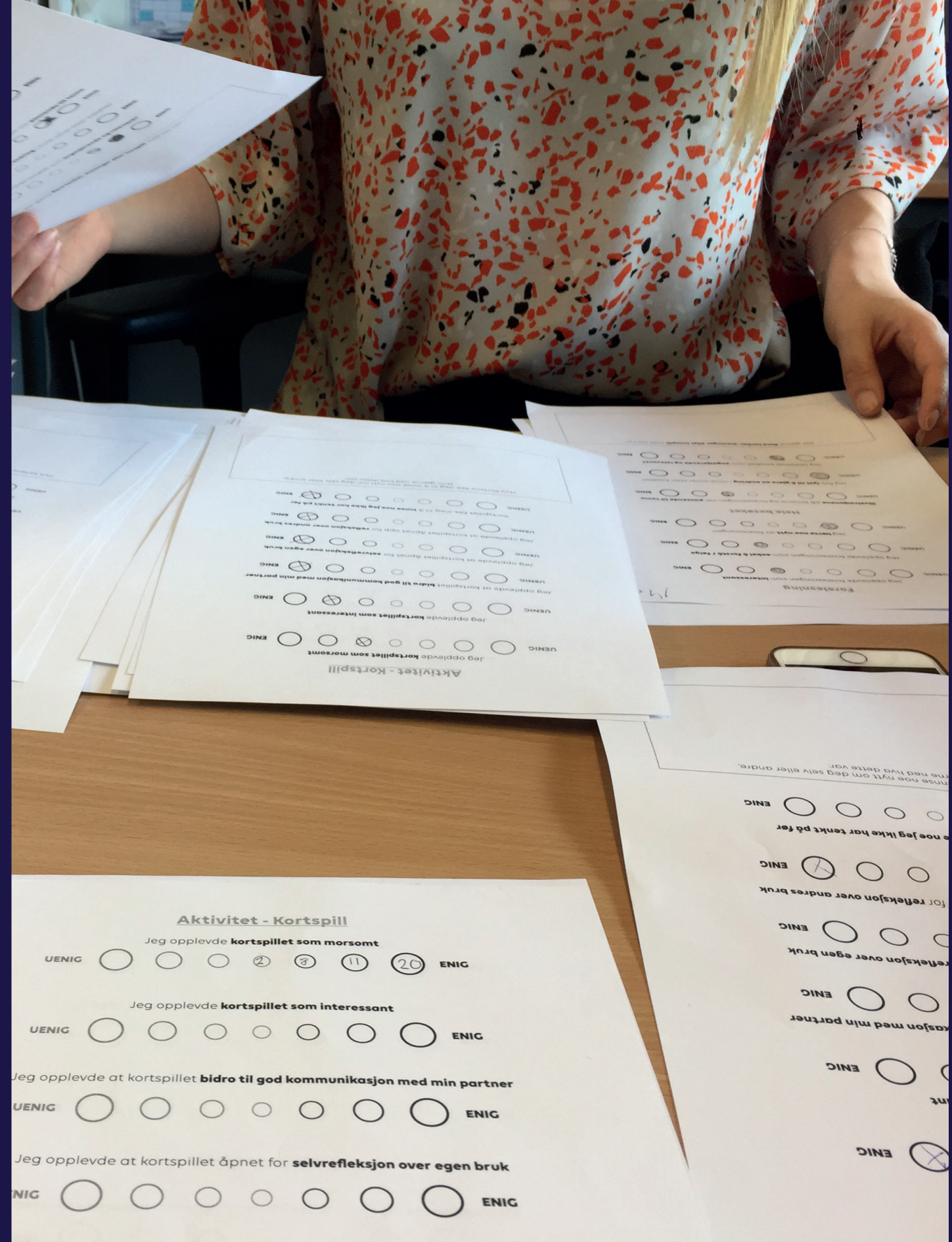
The overall score was pretty good, based on the evaluation schemes. Our two best scores occurred on the points "easy to understand/follow"(80% highly agree) and "the illustrations were suitable for the topic". (73% highly agree)



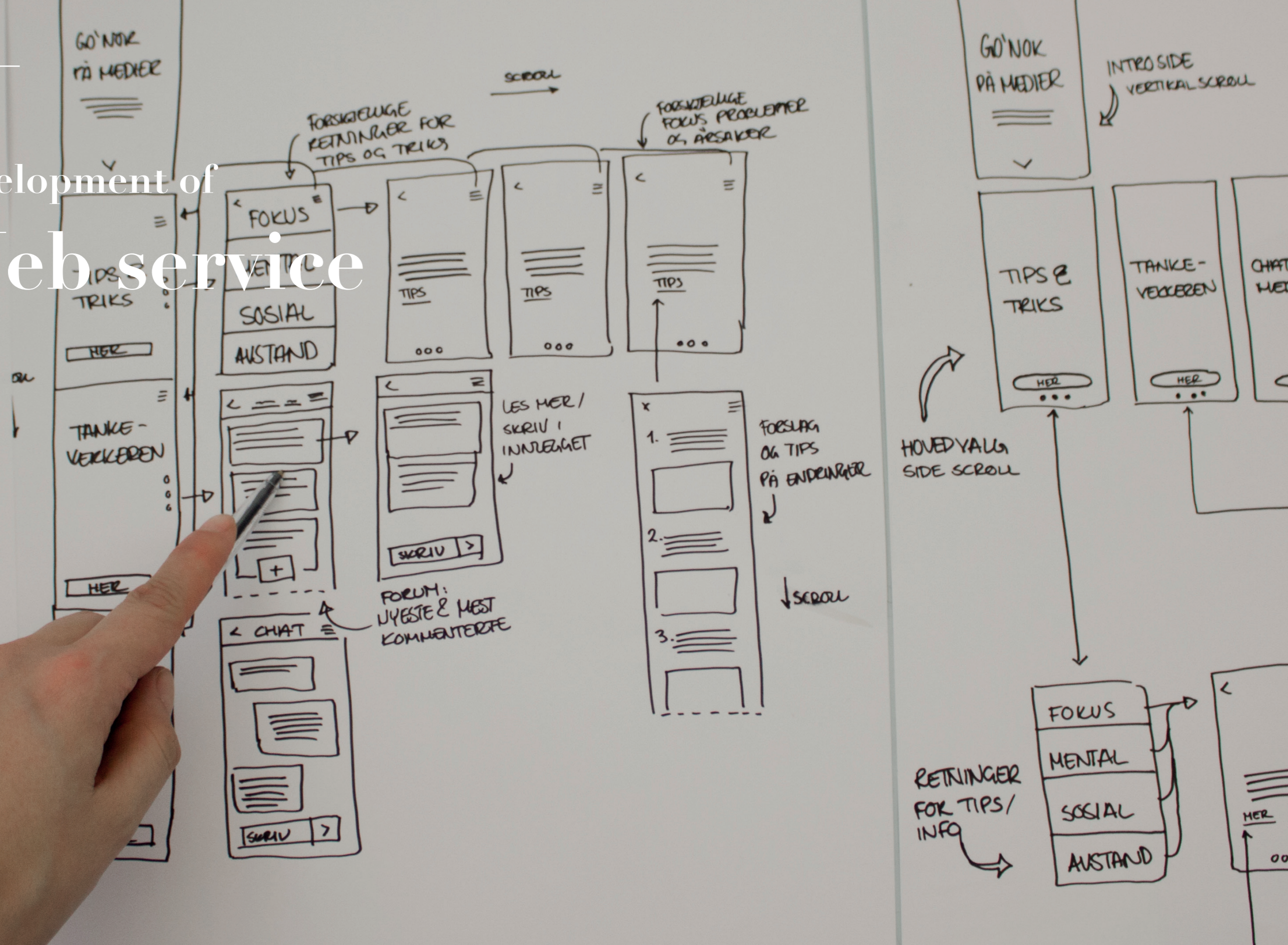
Through observation, we saw the engagement as high, and they really showed interest in the topic. Some of the comments we heard was "It gave me a better overview on how much time we spend on our phones." This cause us to believe that it had an impact. That they reflected on the topics presented.



In the first user test of the lecture we included some advices on how to improve their habits. Among the findings, what stood out the most was that only around half of the students reported that they wanted to change their habits after their visit. We asked Helene from Go'nok how she measures success in term of changing habits and attitudes. She said that "Change might take time. They might not instantly want to change, they have the need of processing the information before it could contribute to change". However 23 students answered on the agree side of this questions, which shows it still affected some of them.



Development of Web service



Web service

Developing the web service

After most workshops, there is normally a lot of information to take in. Thus we felt the need to implement a website. Through the website, youth or individuals are able to look back on information and seek tips for better wellbeing on social media.

What to include:

- Tips and tricks on how to change behaviors, or settings on the phone.
- Forum to share and read thoughts
- Chat with Go'nok

Visual expression

This page shows an overview of some of the visuals explored. We aimed to have a uplifting and cheerful expression. We explored different color combinations, characters and illustrations to convey the content in an engaging way. See more in appendix nr 2.

Tone of voice

To make the text and content relatable, we have been aware of the tone of voice and representation of language aiming at youth. We wanted to keep a balance of enough trust (being professionally knowledge based), whilst not being too formal. Overall keeping a positive tone of voice.



Feedback on web service

Who:

We got to test the web service in depth with 6 teenagers from Jordal lower secondary school

How:

Through observations and dialogue they provided feedback on the structure and content.



Overall the teenagers found the advices useful and relevant, and several mentioned that they actually wanted to follow up on the advices.



"To start with, I did not fully realise it was about social media use before getting more into it"



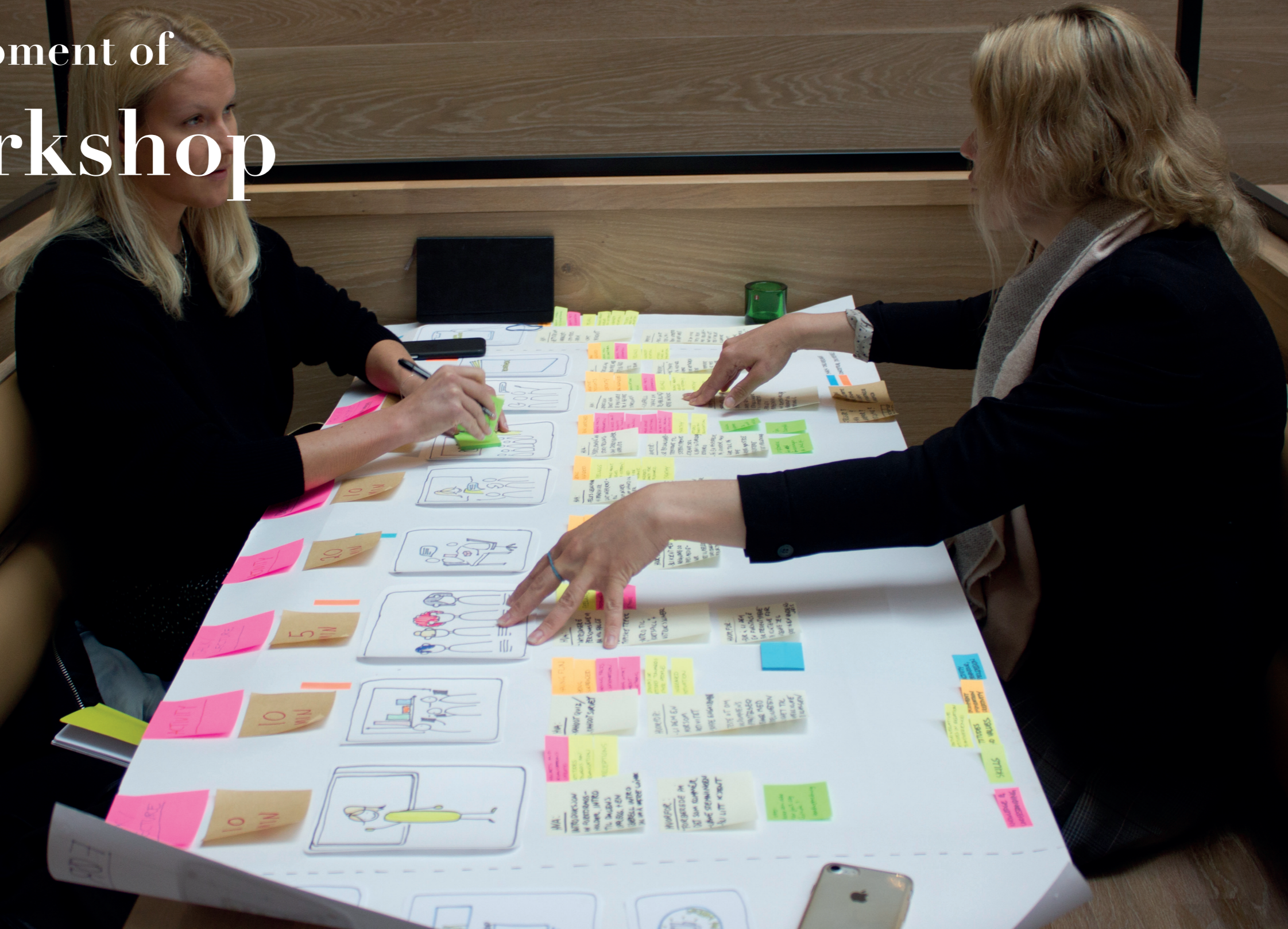
They found the forum interesting and could relate to the comments.



Some of them mentioned that it had a slight similarity to the popular app among youth called 'Jodel' (a forum app), which they like a lot.



Development of Workshop



Workshop strategy

Who:

Helene from Go'nok

How:

We brought a map of the structure to Helene. Making it possible to analyze and discuss each part and see what needed change.

Input:

Modularity: Together we found out that the workshop had a great possibility of being elastic and flexible. By being modular, the lecturer from Go'nok could be able to adjust the structure according to time frame and the amount of students.

Removal of brochure: In a previous structure we had included a brochure(see appendix 2.) which the students got after the workshop, providing tips on media usage. But what Helene said was that these often ended up in the bottom of their backpack or the bin straight away. Which made us focus on rather providing the tips on the web service.



Summary of needs

Teenager

Understanding

Understand what affect their media habits has on them

Awareness

Learn which patterns and behaviours that triggers their everyday use

Action

Develop tools that helps teenagers to take action on their everyday media use

Go'nok

Building trust

Build trust and engagement between lecturer and student

Facilitate dialogue

Facilitate dialogue during the workshop. Help lecturer to be in same level as the student

Future prep

Providing a supportive platform for use after the workshop that helps teenagers to regain whats been said and can be done.

Collect data and update for future workshops

In this chapter we will look into the final concept. We will explain how each learning tool works, why it is relevant, and the feedback we got.

Deliver

Delivery overview

The final concept explores how to bring awareness to youth on their social media use and encourage better usage. It also provides Go'nok with the opportunity of having a new workshop offer aimed at middle and high school. This delivery consist of a overall workshop strategy, consisting of three core learning tools.



○ **Activity**
Reflection cards, opening for dialogue and reflection on personal media habits.



○ **Lecture**
A lecture that explains how and why we behave the way we do on social media.



○ **Web service**
A web service that provides informative tips and support that will be used during and after the workshop.

The context

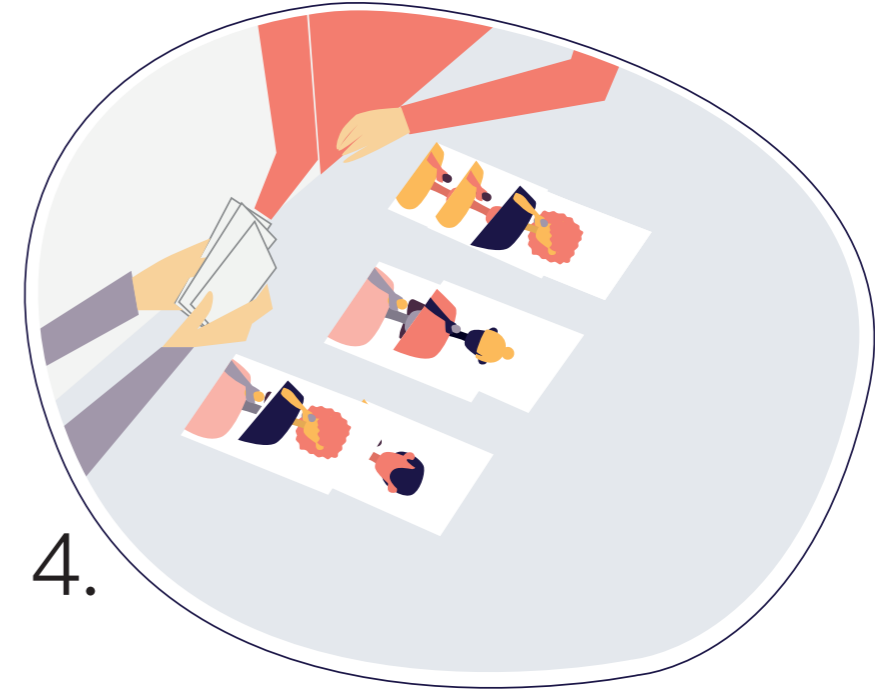


1.

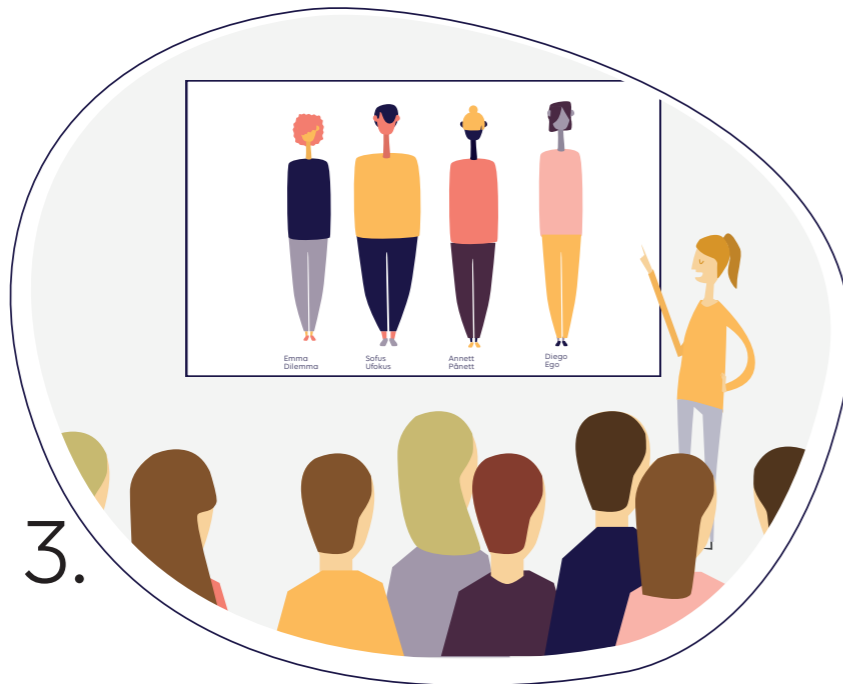
Helene from Go'nok visit the school, and start the workshop by explaining what the organisation is, and what they will do the next 2 hours.



To create excitement she starts with a Kahoot quiz that's based on statistics on youths media use, to see what they know and provide knowledge



To start a dialog, reflection and discussion, a card activity is arranged. Based on real quotes, they will address whether they recognize these media behaviours or not



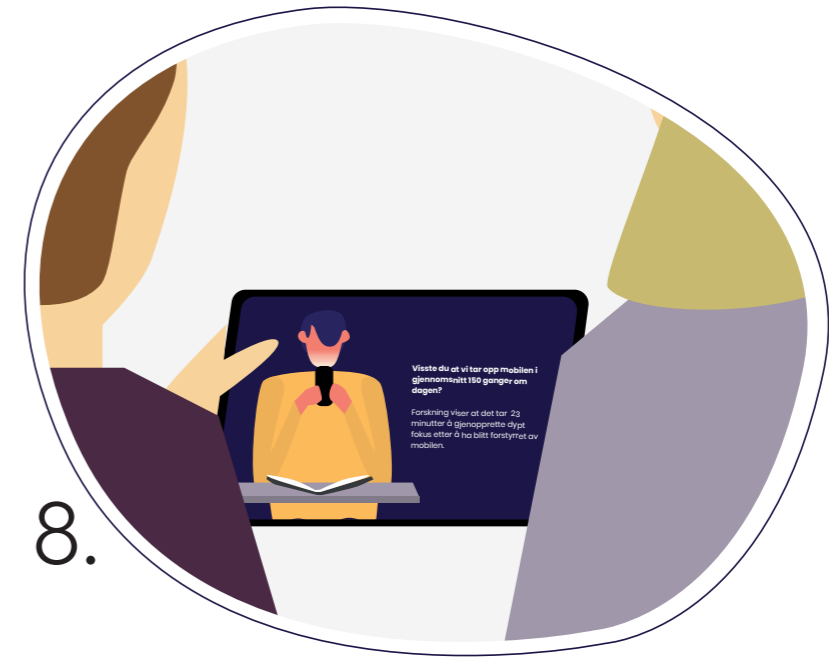
Then she introduces 4 stereotypes that will be the read thread throughout the rest of the workshop.



A open dialog is then started with the students so they can share findings, questions and experiences.



After the discussion, Helene holds a presentation about how and why we have these habits, and what possible effects it can have on us. Open dialog



Before ending the workshop, Helene lets them explore Go'nok på medier website, and get a task to find at least one relevant tip that they would like to try for themselves.

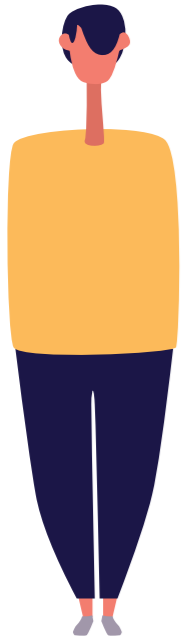


Then she goes further into a Go'nok tool that covers more in depth on strengthening self-esteem, and inner dialogue.



The website is available at anytime for the teenagers if needed. They will find content from the workshop, as well as share their thoughts on forums or chat with an expert if wanted.

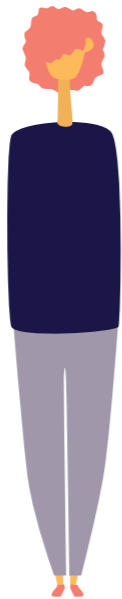
Stereotypes



Sofus Ufokus

Guilty pleasures
Fun facts
Unfocused
Disturbances

Habit of surfing on social media for hours and looking at all kind of random stuff on what's happening in the world. Although he's learning a lot of fun facts from this, he still finds this to be the reason he so easily get distracted.



Emma Dilemma

Expectations
Priorities
Fear of missing out
Pressure and stress

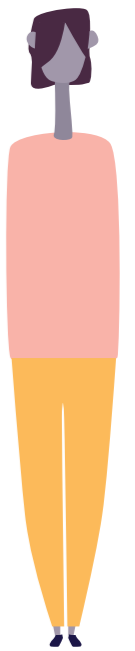
Has a wish to take part in the community which she feel is required by her on social media, but sometimes it can be stressful and difficult to live up to expectations. It may also go beyond the priorities of time spent with friends in real life versus what happens online. She always tries to do her best and do not want to disappoint anyone.



Annett Pånett

Updated
Awkward socially
Behind the screen

Up to date on what's happening on social media and is in full control about the latest. If she experiences socially awkward situations with people, she often pulls up her phone and do not quite know what else she would do. Generally she thinks it is more comfortable communicating with people on social media rather than reality.



Diego Ego

Distance from media
Forgotten
Irritation
Personal pace

Has made a independent choice to take more distance from social media than he did before. By this reason his friends often forget about inviting him to events on facebook. Since it can be difficult to get hold of him, they often get a bit irritated, but he takes things at his own pace and usually answers when suitable.

Deliver

Reflection Cards

"Våre medievänner"



Reflection Cards

"Våre medievänner"

What:

An interactive card game with true statements based on findings in research. With illustrations of stereotypes, for better understanding of the typical traits, which can be recognised during the game.

Why:

The aim of this is to get to know themselves, their partner and learn about their social media use. Designed to engage conversations and self-reflection towards their social media use, including:

-Common behaviors

-Feelings

-Attitudes

How it works:

1. The students read every other card out to each other

2. The opposite person starts by answering if they recognise themselves in the quote or not, and most importantly explain why. After this the card reader answers the same question.

3. If they recognize themselves in the card, they take it to their side. If both of them recognize themselves, it is put in the middle. They put the card away if it's not recognizable.

When they've gone through the whole stack of cards, they can more clearly see what habits they share, and their personal ones.

Depending on the outcome, the students can now see a clearer pattern on what type of media user they are, through the stereotypes.



«Når jeg lurer på noe, så bare Googler jeg det»

Sofus Ufokus

«Jeg hadde aldri klart å huske bursdager uten Facebook»

Sofus Ufokus

«Jeg ser ofte på mye random på nett, det ser jeg på som en fordel»

Sofus Ufokus

«Jeg utsetter ofte lekser på grunn av sosiale medier»

Sofus Ufokus

«Jeg ender alltid opp med å bruke lenger tid enn planlagt på sosiale medier»

Sofus Ufokus



«Det er et evig dilemma mellom hvem jeg skal prioritere, venner på nett eller de jeg henger med»

Emma Dilemma

«Det føles som om alle er så mye mer sosiale enn meg»

Emma Dilemma

«Noen ganger er jeg på mobilen for å unslippe stress»

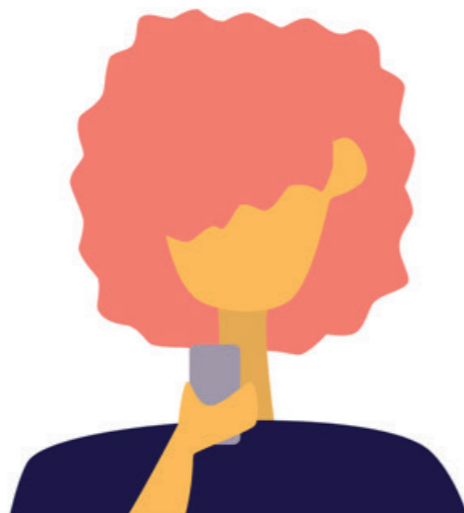
Emma Dilemma

«Det er flaut å innrømme, men får jeg ikke nok likes, så sletter jeg bildet»

Emma Dilemma

«Jeg er redd for å gå glipp av ting som skjer på sosiale medier»

Emma Dilemma



«Folk blir ofte irriterte på meg hvis jeg ikke svarer umiddelbart»

Diego Ego

«Når jeg ikke har telefonen tilgjengelig for en periode føles det ut som ferie»

Diego Ego

«Jeg vil ta avstand fra sosiale medier»

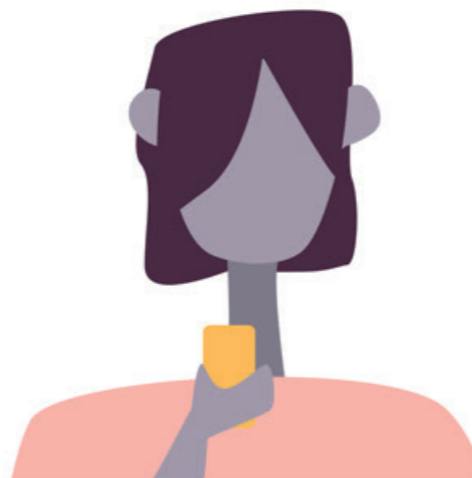
Diego Ego

«Jeg legger sjeldent ut bilder på sosiale medier»

Diego Ego

«Jeg er bevisst på hvem jeg følger på sosiale medier»

Diego Ego



«Jeg vil heller tekste enn å snakke i telefonen»

Annett Pånett

«Jeg fremstår tøffere på nett enn i virkeligheten»

Annett Pånett

«Jeg blir stressa når jeg ikke får lov til å bruke mobilen»

Annett Pånett

«Jeg kommuniserer mest med venner over nett enn i det virkelige liv»

Annett Pånett

«Jeg drar ofte opp mobilen i sosiale situasjoner når jeg føler meg klein»

Annett Pånett



Deliver

Lecture

"Våre medievänor"



Lecture

"Våre medievaner"

What:

A lecture that visually explains how and why we get hooked on social media. Among some of the topics the lecturer brings up is:

Personal values

Excessive consumptions

How we get hooked

Picture perfect life

Others vs me

Mental health

Self centeredness

Acceptance

Instant interruptions

Inconvenient choices

Conscious choices

Why:

To offer a better understanding of the typical social media use teens have today, and the affect it can have on them. The lecture is designed to open up for discussion amongst the class, where they can share experiences or stories within each topic. This can broaden their knowledge on what their classmates think of social media.

How it works:

The story is designed to start from outside in the park, where the 4 stereotypes are hanging out together. Further the story moves upwards, revealing how each of them live their lives with social media. At the very top of the skyscrapers, the story ends with a illustration of the tech-companies playing puppet-masters on the stereotypes as a metaphor for their influence on their users.

Through using some of the stereotypes typical behaviours in the story, the students can easily recognize themselves with the characters and see the link between the story and the reflection cards.

After each topic mention in the story, Go'nok will open up for conversation in the class, to make it as including as possible.

The lecture is mostly visual, with some small animations making the story come more to life.(see appendix 3.) We have developed a hi and low quality lecture, due to Go'noks lecturers having different computational needs. The high quality presentation will include all the effects and animations, while the low quality is provided as a scrollable pdf document, purely image based.



The story

The textboxes on the storyboard is the script that will be presented orally by Go'nok.

Personal values

We all want to be seen, recognised, feel affection and love among friends.

But over time, our source for social acceptance is more and more dependent on social media, where we measure acceptance through the number of likes and streaks. Since when did a number define someones worth?

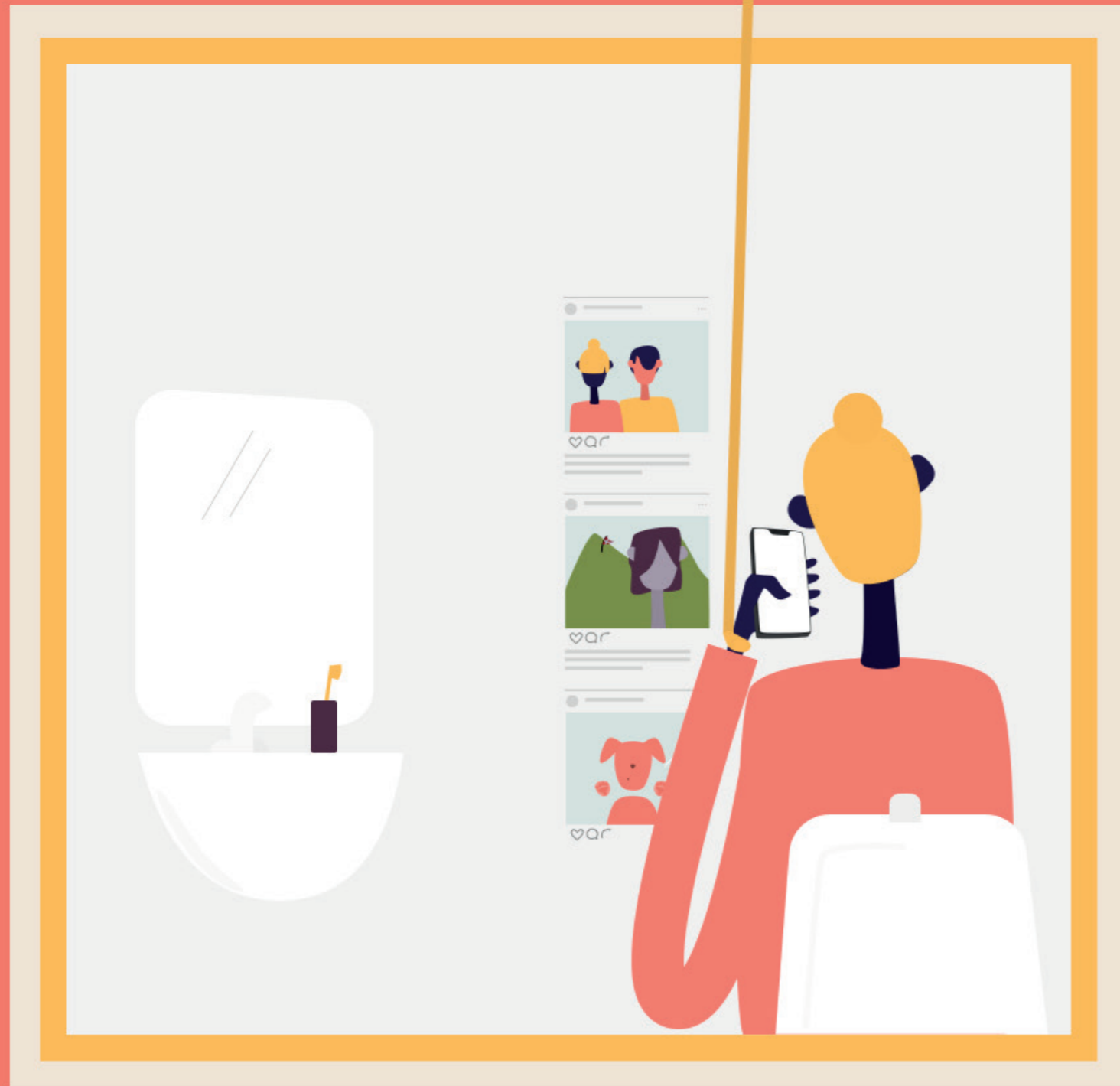


Excessive consumption

Did you know that we eat 73% more if we get refill without knowing it? The amount of food we get served has a big impact on how much we choose to eat. Now, you might wonder what this has to do with social media?

73%





How we get Hooked

The reason we explained this example is because this principle is also being used by social media companies. Our newsfeeds are designed to automatically refill, with large amount of content to scroll through, eliminating any reasons to pause. Just like when eating a constantly refilled bowl of soup, we scroll through much more content then we originally planned.



Picture perfect life

Some might find it easier to express themselves through social media than in real life. Online we are able to edit messages, delete and fix photos until it's perfect. But that's not how it works in real life, where things are more messy and imperfect. That's how it's supposed to be, making us learn about ourselves and others.

Others life vs mine

Many believe that friends spend more time socializing than themselves. This is often incorrect, although it may appear like this on media. For example, during your friends 2 week summer vacation, images of this is what's often highlighted on social media. The images might even be spread over the whole summer. Perhaps you even do this yourself? Obviously we choose to show our best side, but we must not forget that we all have rainee boring days too.

Mental health

Research shows that technology appeals the most when we are vulnerable. Sometimes it might be a good idea to have a personal check-in before entering social media.

Self-centeredness

Did you know that 80% of communication on social media is self-centered. One example for how this happens is Facebook's ranking system. By ranking new profile pictures higher in their algorithm, makes it possible for people to like and commented it more. With this, constant notifications pops in, creating the need to check if we have received recognition and acceptance.

Acceptance

Sometimes we might not get as many likes as expected, for example on Instagram. And it has become a trend to actually deleting personal photos because they didn't get enough likes. But did you know that Instagram are using a more random algorithm than facebook? The order of posted content can be different, and therefore not everyone might have seen your image yet.

We need to rely more on ourselves. Our self-esteem and value are ultimately not measured by the number of likes.





Constant interruptions

It can be hard to stay focused in our everyday life when we receive constant impression from social media. With the phone vibrating and alerting about things we shouldn't miss out on, its easy to be tempted to check what's new. Do you know how many times we pick up the cell phone during a day? On average we pick it up 150 times.

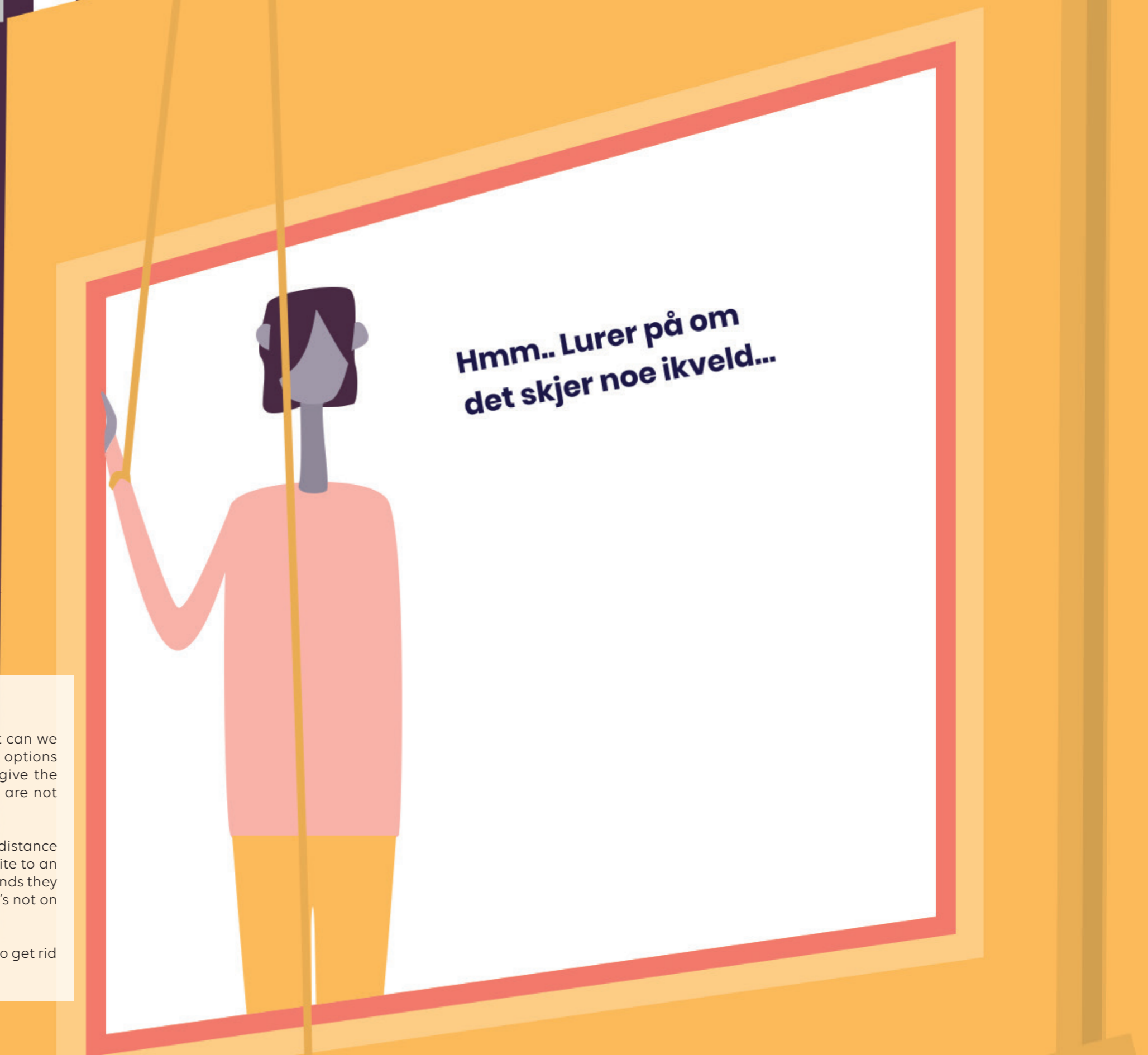
Research shows that it takes about 23 minutes to restore deep focus after being disturbed, when checking our phone. Just think about how much we actually disturb ourselves by constantly doing this.

Inconvenient choices

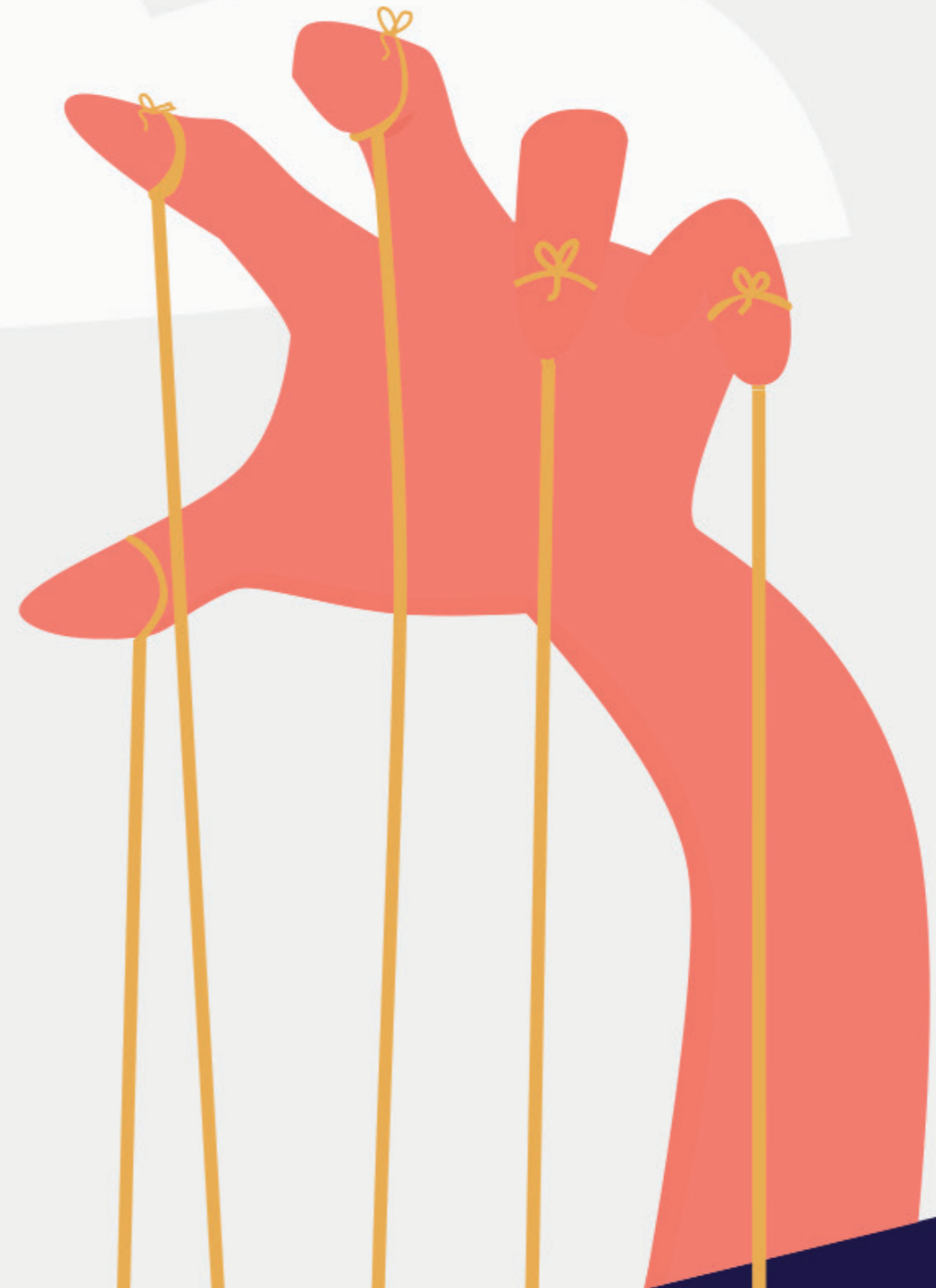
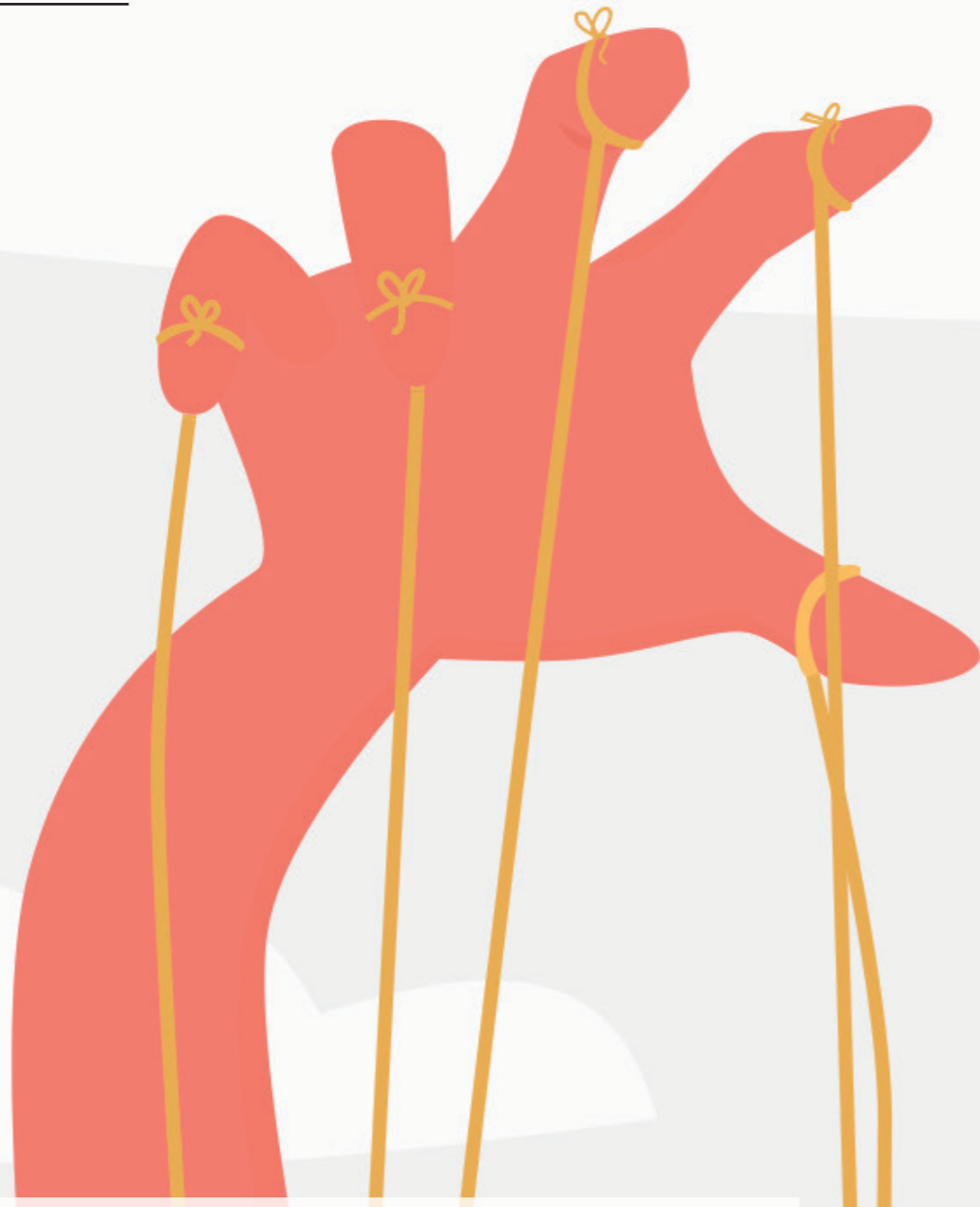
We all have the freedom to make our own choices. But can we really be sure that the choices are not ruled out by the options someone gives us? In some cases, social media can give the illusion of freedom, forgetting about the choices that are not visible to us.

Let's take a look at Diego Ego which has chosen to take distance from social media for a period of time. When others invite to an event on Facebook for example, they will see a list of friends they can invite. Here they can easily forget about others that's not on the platform. Leaving Diego Ego left behind.

This scenario might be the reason for why we are afraid to get rid of social media, we are afraid to miss out.



**Hmm.. Lurer på om
det skjer noe ikveld...**



Conscious choices

These are some of the mechanisms that tech-businesses use to make us hooked. But remember that they don't do this to harm us. But since the competition among businesses are dependent on time spent on their platforms, they invest in experts that knows exactly what values we have and that pulls back to their service.

Being aware of this is important, so that we can consciously make decisions that is for our own good.

Feedback

From students at Mølladammen
and Jordal secondary school

"The illustrations and animations was
pretty cool"

"It was especially fun when I could
recognize myself in some of the story".

"It was a bit weird to hear how much
time we on average spend on social
media"

"The lecture gave me a better view on
our social media use"

Deliver

Web service

"Go'nok på medier"



Web service

"Go'nok på medier"

What:

A digital follow up service found on the Go'nok web page. This will be shared and communicated in the workshop for the teenagers to check out later if they want to. This service will provide:

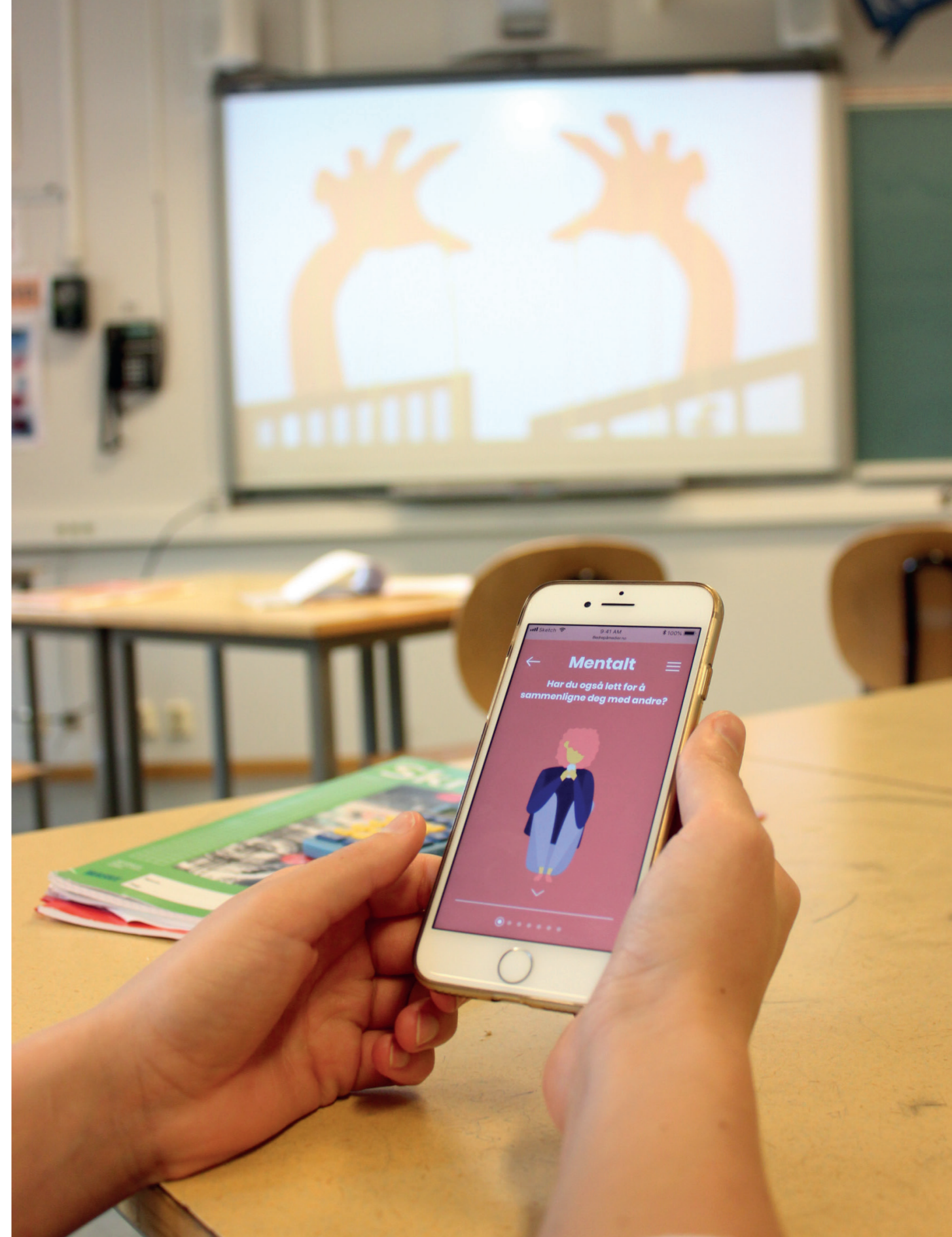
-Tips on how to take better control of their digital lives

-Forum to share and read personal thoughts

-Access to professional support by chatting with Go'nok

Visuals:

The visuals are based on the stereotypes used in the Go'nok på medier Workshop. The stereotypes go under the topics Focus (Sofus Ufocus) Mental (Emma Dilemma) Social (Annett Pånett) and Distance (Diego Ego)



Overview of concept

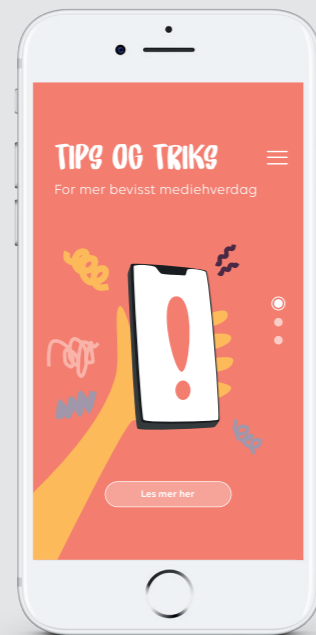
Introduction

Main menu

1. Tips & Tricks

2. Forum

3. Chat



1. Tips & Tricks



Tips and Tricks

When in the Tips & Tricks area, teenagers will find some of the relevant topics that Go'nok talks about in their "Go'nok på medier" Workshops. It also provides tips on how to make more conscious decisions on social media.

How:

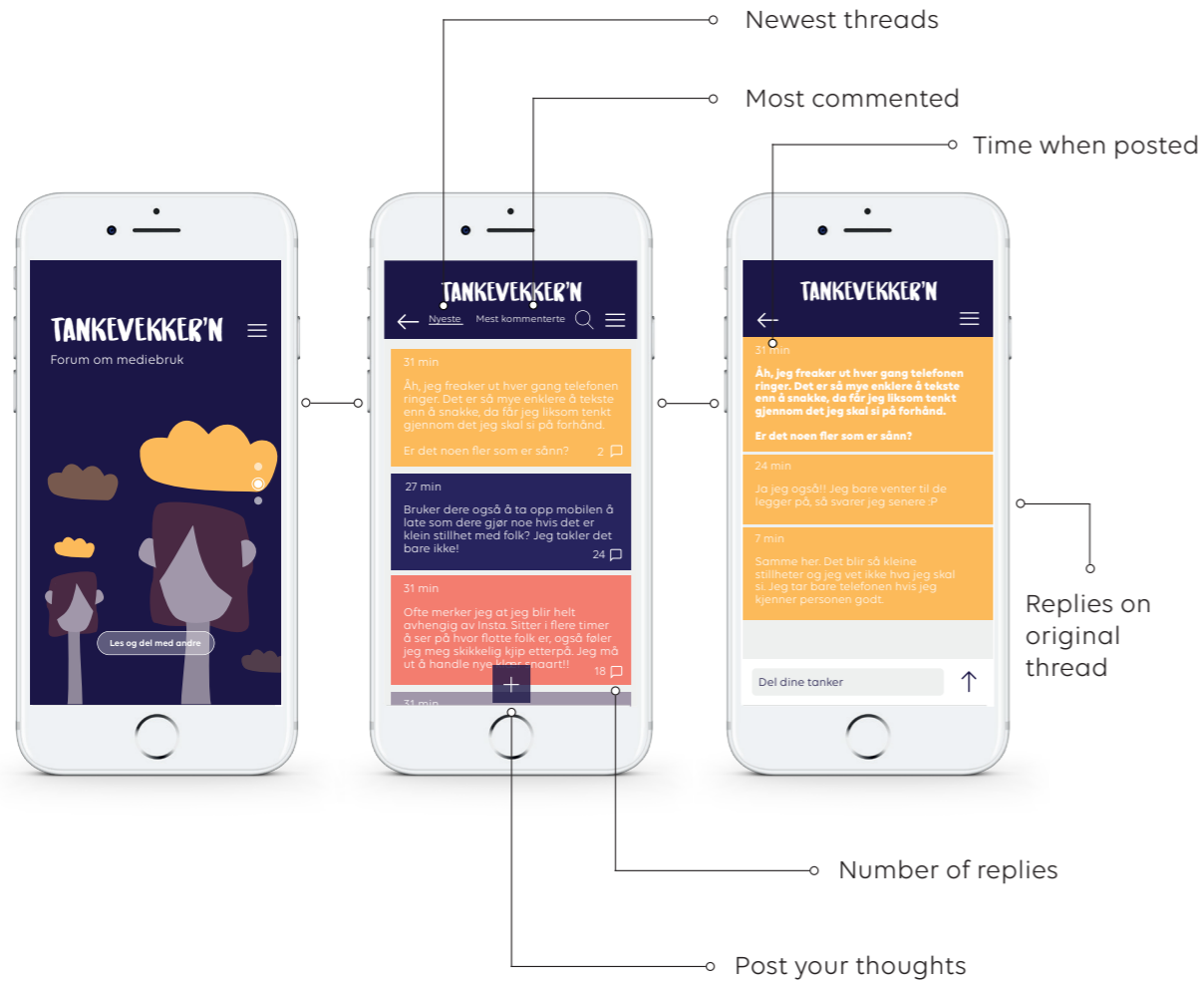
By sliding horizontally, the website will reveal the most common behaviours in a short and concrete sentence. For more in-depth information on how and why we have certain habits, you scroll down to find information and tips on how to change a everyday habit.

On the bottom of the page the user can easily see how many topics there are to read.

Why

Teens might not instantly want to change their behaviours. That is one of the most demanding things to expect. However, with some time to process the information received from the workshop, they have the opportunity to find the content online. This is made available if they ever want to refresh their memory, get new information or make an action to change some of their habits.

2. Forum



Forum

"Tankevekker'n" is a forum opens for teenagers to explore, share and read each other's thoughts on today's media use.

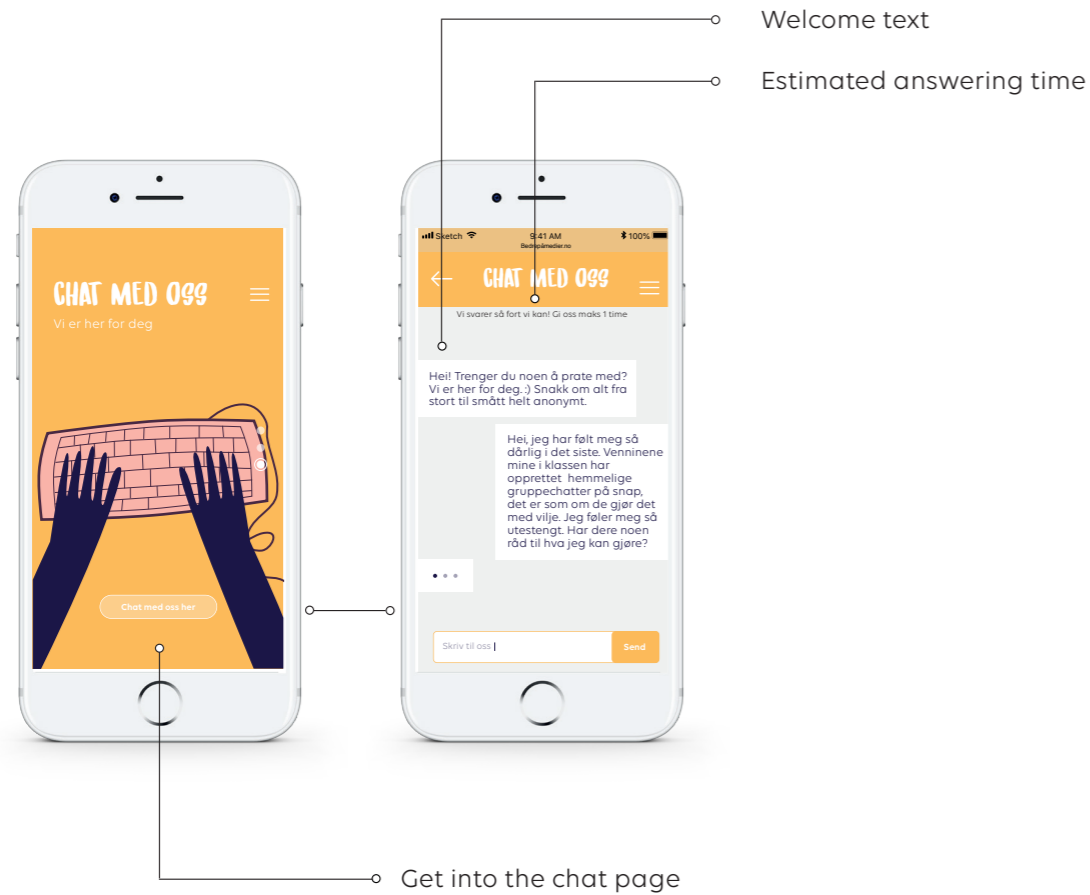
How:

Inspired by Jodel (a popular forum app for teens) "Tankevekker'n" provides anonymous feeds from people all over Norway. Through filtrating by resents, most commented or searching on specific topic, youth can easily find their topic of interest. On each post, a time frame for when it was posted is highlighted.

Why:

Some of the students might not feel comfortable sharing their thoughts and feelings with the students at the classroom. Therefore it can be a great opportunity for these students to share anonymous in the forum.

3. Chat with experts



Chat:

“Go’nok på medier” includes a chat that teenagers can use if they have questions, or need someone to talk to anonymously.

How:

When writing on the chat, the user will always remain anonymous. Because the chat is run by the staff at Go’nok, there can be a expected waiting time before answer. This message of estimated time will show up on the screen. In the future, when Go’nok has gotten more established, waiting time might not be an issue anymore.

Since Go’nok don’t have psychologist in their team yet, they will mainly be able to provide preventative support for teenagers with their everyday challenges.

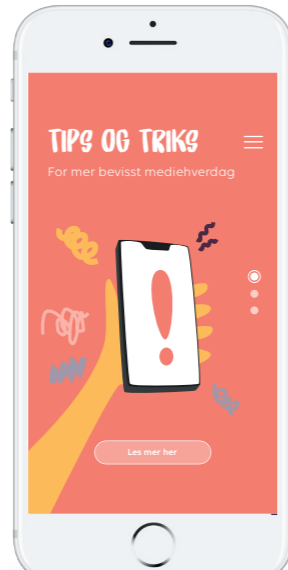
Why:

One of the girls we talked to explained that it sometimes can be hard to know who to talk to. When talking to parents about personal challenges, she stated that “They often have a tendency to take things too serious, contacting the school and so on. I also have a feeling that many of my friends would gossip about the situation”. She believes it would be a great opportunity to get advice from a third person’s perspective which objectively could provide advices, not knowing their identity.

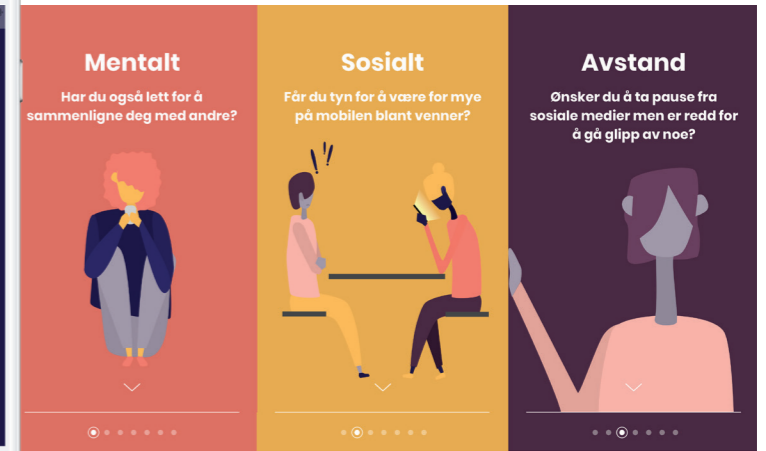
Chat is something Go’nok also see as a great value. They already have a chat on their homepage, but for it to be more active they see a potential on connecting it to “Go’nok på medier” website instead. In this way the traffic might be higher.

Intro / Onboarding

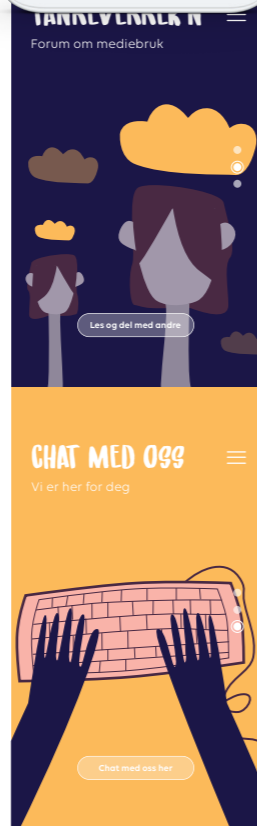
Main Menu



Awareness & Action



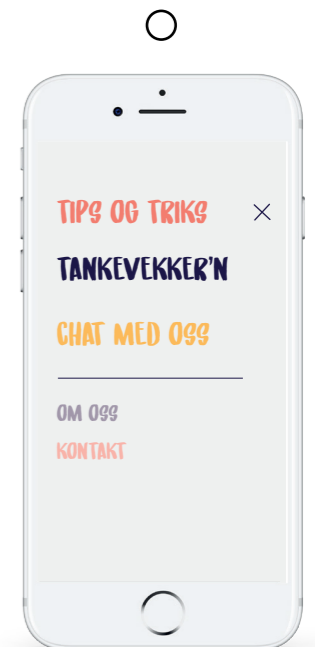
Chat with experts



Forum



Burger Menu



ble

Our deliverable

Our deliverable

Workshop Strategy

10 min
Discussion



What:

Open discussion where the students can share their findings about them selves and what they found as a group. Share experiences or stories that they could relate to

Why:

- Learn about classmates findings
- Create better understanding and humble environment in the classroom
- Recognize them selves with others, and not feeling alone with their habits

- Being inspired
- Communication skills
- Feelings
- Opinions about ourselves (self-esteem)
- Increased capacity for tolerance
- Empathy
- What people do

30 min
Talk



What:

Interactive lecture / storytelling on how and why we got our media habits, and what social and mental impact it can have on us. Based on the 4 stereotypes. Open discussion after each topic.

Why:

- Understanding on how we get hooked on media
- Scenarios that the students can relate to
- Understand patterns
- Reflect alone and with the class

- Being surprised
- Learning facts or information
- Making links and relationship between things
- Deepening understanding
- Making sense of something
- How organisations operate
- Communication skills
- Empathy
- Attitudes towards and organisation
- What people do

20 min
Talk



What:

Go'nok tool called «Managing the mood» is a open discussion / lecture where they talk about how to strengthening their personal self-esteem, focus on inner dialog and attitudes

Why:

- Motivating the students
- Viewing their mental habits differently
- Encourage change of behavior
- Recognize themselves with others
- Encourage open minded conversations

- Being inspired
- Feelings
- Opinions about ourselves (self-esteem)
- Increased capacity for tolerance
- Empathy
- Communication skills
- Intellectual skills
- A change in the way people manage their lives

10 min
Activity /End of Workshop



What:

Students get introduced to «Go'nok på medier» website. Their task is to go into the website and find at least one tips on how to better their social media use that they would like to set as a goal for themselves. Share with the rest of the class before ending the workshop.

Why:

- Understanding on how we get hooked on media
- Scenarios that the students can relate to
- Understand patterns
- Reflect alone and with the class

- Being inspired
- Learning facts and information
- Making links and relationships between things
- Making sense of things
- Increased motivation
- Knowing how to do something
- A change in the way people manage their lives

Available webservice



What:

Go'nok på medier is a website where the students can find some of the facts that's been shared throughout the workshop. As well as tips and tricks on how to better improve their everyday use, a forum and professional chat.

Why:

- Available when need of reminder
- For everyday context
- Learn what others thinks of the topic
- Contacting a expert anonymously for less stress

- Being inspired
- Learning facts and information
- Making links and relationships between things
- Making sense of things
- Increased motivation
- Knowing how to do something
- A change in the way people manage their lives

Workshop strategy

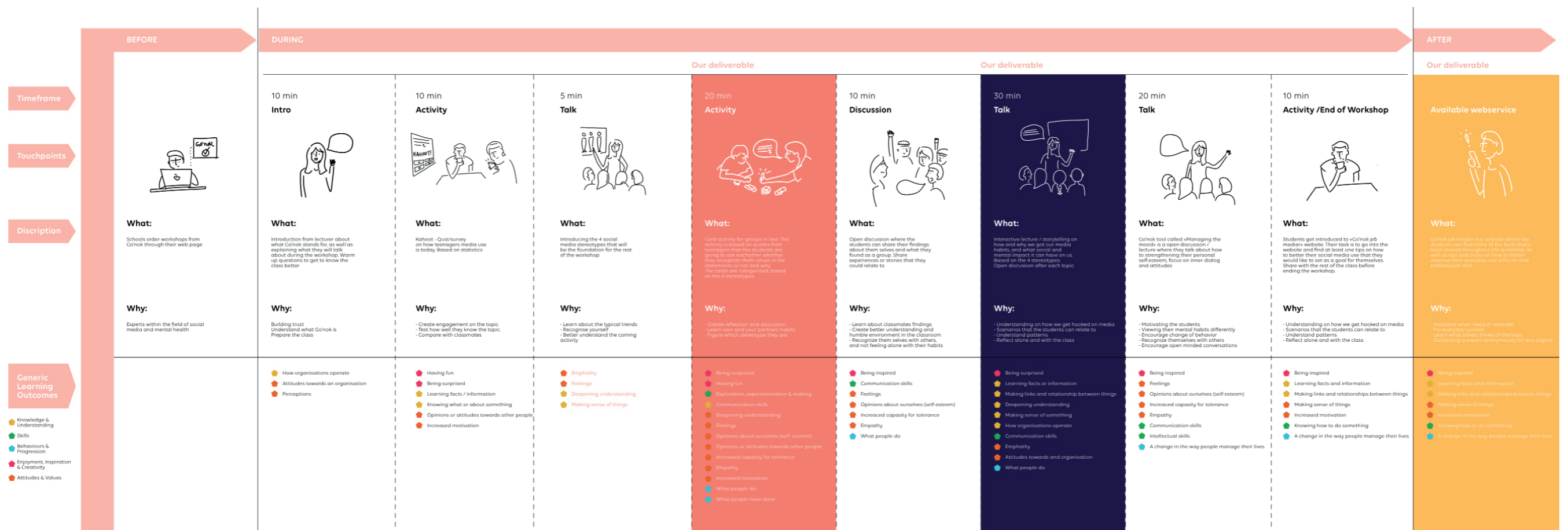
This map illustrates each step of the workshop as a whole. Three parts are highlighted, which are our main deliveries. The map also includes learning outcomes.

Looking into different frameworks of learning, we found GLO (Generic Learning Outcomes) the most suitable for the concept. The tool is based upon five categories of skills, which can be used to measure and understand the impact of learning (Arts Council England, undated).

Generic Learning Outcomes (GLO)

- Skills
- Enjoyment, Inspiration and creativity
- Activity, behaviour and progression
- Knowledge and understanding
- Attitudes and values

(see appendix 4.)



In this chapter you will find feedback from experts on our final proposal, as well as our personal reflection on our process and delivery.

Conclude

Feedback

Ole Jørgen:

After our user test with the two different classes at Mølladammen secondary school we got some feedback from one of the teachers present, Ole Jørgen Anfindsen. He believed that the workshop was nice and engaging. When asking if the content was relevant, he said "Absolutely. Not a second in doubt". Further he discussed with us that he in the recent year had noticed several of his students with increased media use. He believes the high amount of time spent on media might lower their self esteem. So he appreciated that we enhanced this part in the lecture. Overall he liked the workshop very much and he thought that awareness around the topic was a great angle to the problem. **"It's a lot easier to get these teenagers to respond positively when having some cool cards with a sense of humour"**

Helene from Go'nok:

Go'nok believes that the the workshop will increase understanding on youths social media habits and contribute awareness. As for their association, she said that **"This will help us to develop better workshops in the future"**.

The workshop would according to Helene contribute to considerable value for school classes which has a big problem with social media. She further believes the tools made for the workshop is a great opener for dialogue: **"A lot of the time, youth do not always manage to reflect upon topics, without a base leading them. The cards and the lecture are great tools for this "**.

Go'nok have now launched our workshop as an offer to schools. It is of great pleasure that it is being taken in use and adding value for teenagers.

Future possibilities

As designers, we can never really say that a project is done, and Go'nok på medier is far from it. Looking into future possibilities of the concept we have some ideas that we think could provide more value over time.

Updated cards:

The reflection cards might need to be updated over time. This could be for example based on comments which the teenagers share during a workshop or through posts on the forum, "Tankevekker'n".

Different scale:

In the future the workshop could be adjusted to bigger groups. Such as a whole school. This was something several schools requested when talking to them. If this would be a case, the reflection cards could then be digitized for better convenience.

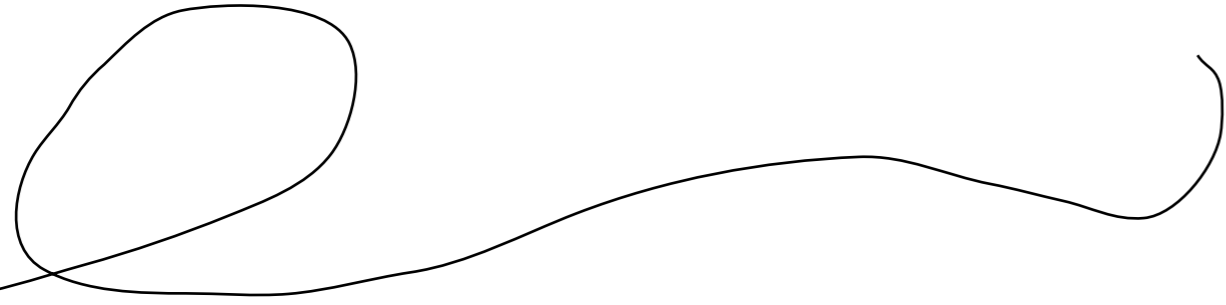
Updated tips:

Phones and apps are rapidly changing its opportunities and settings, which leads to the need for the tips and tricks to be updated over time.

Several lectures:

The possibility to look into new lectures that goes more in-depth on specific topics, depending on the classes interests.

Reflections



Doing a diploma, we wanted the project to reflected our interests and skills as designers. This is something we feel has been achieved, by exploring human behaviour and design ethics.

When starting the project we had a concern about ending up with something digital, which could be contradictory, while aiming to focus the teenagers away from screens and social media. We are pleased that the result is a combination of both analogue and digital tools, facilitating reflection at the core of the problem.

As interaction designers we found it interesting that the process lead us is into different design fields, including some service and product design. But what we have concluded, is that we as designers have a mission of making the best possible solution for the users.

Whilst doing the Diploma we are limited in time, and of course there is always something that could have been done improved. Looking back, the project has been complex on several levels, due to the topic being so broad. If we were to do it over again, we would probably scope down our focus area much earlier.

Overall we are pleased with our process, where we got to explore several different angles to the topic and learn a great deal. We believe we have truly have matured as designers throughout this diploma project.

Our main contribution to this project has been bringing awareness to youth around their social media use and encourage better usage. It has also provided Go'nok with the opportunity of having a new workshop purely focusing on social media use.

Acknowledgements

We would like to thank all the people contributing with valuable insight and feedback on our project:

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