

# HEY YOU

Do you know how this product  
would be perceived by student  
target groups?



## **Daily Dose of History**

Communication Project, Bachelor Fall 2013

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# Daily Dose of History

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## Abstract

This project deals with addressing low interest in history outside of school, for the target group, male and female students from age 15 to 20. We created the campaign Daily Dose of History, which contains a print media element that leads to an (unmade) website and App. The aim of Daily Dose of History, is to provide the target group with easily digestible historical facts.

The project at hand, has two principal aspects 1) testing assumptions regarding low interest in history and 2) getting actual feedback on the printed media product (posters). To analyze and expand on the feedback collected from focus group interviews, we chose to apply theories from Windahl, Rogers and Schröder. This analysis has generated a greater understanding of our target group and their perception of the product.

## Introduction

### **Motivation and focus**

Since the time of Herodotus, the study of and interest in history has been widely recognized. To this day, the subject is still rather popular amongst high school students and many choose to write their SRP (Studie retnings projekt) in history (Tor Sonne, Appendix 4). This tendency is partly due to the fact that history is easily incorporated into other subjects. Furthermore, history is mandatory in all Danish high schools, although with different focuses and levels. We conducted preliminary research with students in our target group, who all agreed that the subject of history was mainly related to school and that the interest in learning history outside of school was low. We were informed that for them to be interested enough to use their spare time it would require fun and surprising facts in order to capture their attention. This is additionally supported by our own personal experience of uninspiring history lessons throughout our school years. The overall purpose of the campaign is to change the current image of historical knowledge and to provide learning in a fun way and hopefully to broaden the target group's horizons.

Our motivation is to get students interested and engage them in history that is relevant for them. Therefore, we have created a campaign called "Daily Dose of History". The entire campaign would potentially include a website with answers to history questions posed on print media posters and a daily dose (daily history fact). Additionally, we would create an App that would be a social interactive quiz on history.

This particular idea has, as far as we know, not been made before. However, the idea of providing people with short bites of historical facts on a daily basis has been done before. Both The New York Times and The BBC News have features in their newspaper titled 'On This Day'. The Danish newspaper Kristeligt Dagblad has a similar feature called 'Dagen Historisk Set'.

The success of these features is shown in the fact that they still appear in some of the biggest newspapers in the world, although the target audience for these features are considerably older than our target group. Especially 'Kristeligt Dagblad' has a target group that is considerably older and associated with religion. We differ from the existing products, in that we seek to adapt to the interest of the youth and work on platforms better suited to the media use of our target group.

We, in the role as communicator, wish to function as an independent organization - Daily Dose of History – that strives to distribute information about history to the youth in Denmark. As a part of our process, we plan to finish designing the campaign and then take it out to get it endorsed and get help to make it public.

Thus far we have consulted the Ministry of Education but 1) they sponsor projects focusing only on learning *in* the schools and 2) our research shows that while students may find the campaign more credible, they may also discriminate against a campaign sponsored by the Ministry of Education and associate it too closely to school. We seek to get students time and attention out of school.

We are the mediator of knowledge. We have decided to pursue sponsorship from the Ministry of Culture as the sender of the campaign since their vision aligns more strongly with the aims of our campaign. The Ministry of Culture administrates Kulturstyrelsen that is in charge of delegating funds to well-defined projects that enhance the people's knowledge. Furthermore, our project would be prioritised for funding because we match the criteria of "*Projects where the framework for the activities and involvement of participants differs from traditional teaching and debate enhancing*" ([www.kulturstyrelsen.dk](http://www.kulturstyrelsen.dk)).

We hope to gain the information we distribute from The National Museum of Denmark. This will give us 'the channel role' and the National Museum of Denmark 'the advocacy role', where we will be the communicator of history (Windahl et al. 2009: 153-167). As the channel we can communicate the material in a fun and easily digestible way, so that we can increase the interest for history and still maintain credibility by our sources. The Ministry of Culture along with the museums can help us gain credibility and we can portray our senders as active and progressive institutions.

The posters created for this product are mainly towards Danish, as well as internationals living in Denmark. We will primarily advertise near high schools and vocational schools. We also wish to advertise at places where this age group often spends a lot of time, such as busses, trains

(including the stations/stops), youth clubs, cafes and libraries where young people between 15 and 20 years old are going to be. The factor we have taken into account is that the posters should be available in places, where the target group has time to study the posters and enter the webpage. We made the calculation and got it confirmed through our empirical work that almost everyone from our target group has a smartphone with the possibility to log onto the internet everywhere. This is why we feel that the posters should be posted in and around public transportation where the target group is sitting and is easily influenced. To help us gain the greatest flow of students, we are focusing on the months between September and February; periods where many of the students are using public transportation. We will also advertise our campaign on banners at relevant webpages such as the social networks and webpages for the institutions connected to the campaign.

In the project at hand, we focus only on testing the print media product, which is the main way we hope to reach the youth and lure them into the other features of the campaign. We hope to do this by using mass media as the message channel to connect to as many from our target group as possible. We also conducted more thorough research to confirm our assumptions and preliminary research about youth interest in history.

### **Problem statement**

Again we see the wider problem affecting our target group being that history is presented in “old, dusty books” with “long, boring passages” on historical “dates, facts, and battles” that has no direct relevance for their lives and therefore is not very interesting, nor intriguing enough to use their personal time out of school to engage with. As a wider focus we would like to change such perspectives on boring history by making it fun and making it relevant and/or interesting to individual students.

To narrow down the problem, we would like to test the posters to see if they would succeed in reeling students into the website by piquing their curiosity in doses or bites of history. We do this by posing a bit off-the-wall questions and what we hope to be everyday relevant for students in their present lives. The point is that the student will want to know the answer enough to go on to the website to get the answer. From there the student will have access to other features of the campaign.

### **Problem definition**

*How is our product perceived by the chosen target group and do we sufficiently pique students interest, so that the posters could have the intended effect?*

### **Research questions**

These are the primary questions that will guide how we conduct our research and analyze our findings:

- 1) How can we define our optimal target group and how can we reach them?
- 2) To what degree does the audience find history interesting, what sorts of things do they find interesting and in what sorts of ways (through which channels) do they like to get history?
- 3) What can the campaign offer them and what do they perceive they will benefit from it
- 4) Do they understand the purpose of the poster and can they get to the answer?
- 5) What is their reception of the product? What is their reaction to the poster's message and aesthetics?
- 6) Could students imagine adopting our innovation? Are their attitudes positive or negative towards our posters and product idea?

### **Delimitation**

Since we have a time limit, we have chosen to only focus on the reception part of the campaign, namely the posters. It would have been too time consuming to design the website and App, in the time given. Another factor where we have found it necessary to narrow our scope of research is in the gathering empirical data. We chose to conduct focus group interviews with students in the age between 15-19 and qualitative interviews with a museum employee and a teacher to function as informants of the target group. We only used interviews from high schools, and not from any vocational schools. This was not done intentionally, since we actually conducted an interview with a vocational school. This delimitation was chosen due to the fact that the students were placed outside of our target group because of their age. We chose high schools that were demographically close to Copenhagen, and not spread out in the entire country. This was done for practical reasons.

The interviews we conducted will not be completely transcribed, so we have complemented the "basic idea" transcriptions and by copying the audio files to a disc. Both of these will be found in the appendices. Lastly, an important factor is the delimitation of the theories used in this project. It has been necessary to exclude some parts of the theories, since we do not have the possibility to put our entire campaign into place. The full theory could only be relevant if the entire campaign was done.

### **Poster description and development**

The posters are in a series of 4 questions and colors (see Appendix 5). The colors and questions are as follows: in blue the question is "Do you know what lasted only 40 minutes?"; in pink "Do you know what thumbs up meant in ancient Rome?"; in mustard "Do you know which dictator saved the rest of his wife in the freezer"; and in orange "Do you know the name of Cleopatra's beauty book?". Underneath the question is a "clue" image, shown as a simple, black silhouette. Below

that, in rather fine print the poster states “for the answer and your daily dose of history [www.historyforyouth.com](http://www.historyforyouth.com)” with the QR code ext to it that leads to the website.

The posters have developed in many steps. We started with a basic concept of posing a question and with a fresh blue colour. The question should not remind the students of how they are exposed to history in school, but should be provocative and/or funny and/or “strange”. The question functions to draw the poster reader into processing the poster and more so, to pique their curiosity enough to get them to scan the QR code and/or log onto the website to get the answer. This is how we guide the poster reader into the other functions of the website. Posing the question is a way to lure the poster reader in by not only advertising, but by adding an element of suspense that demands action, that is to get on the website to get the answer to the question.

We have chosen to use the element of lure for two reasons. The first being that we are able to establish a fun and/or strange lens to view history through by asking somewhat off-the-wall questions that would appeal to youth. It is a mood of entertaining education that will be similar through all elements of the campaign. The second and perhaps strongest reason we use suspense is that it gives more of a compelling motivation for students to scan and/or log on to the website. We could just as easily say the answer in the poster or simply state “come to the website to learn more”. Perhaps we run the risk of people scanning or logging on, solely to get the answer and not use the other elements of the campaign, but the primary challenge of advertising is to get people not just to read, but also to do something. Moreover, when people are already on the page we have the further possibility to try to get them interested in the rest of the campaign and all of its features. There are limits to advertising in that audience attention can only be captured for a relatively short period of time and posters and print ads are limited in the amount of information they can convey. So, oftentimes posters serve only as an open doorway, inviting people to walk through to get more information and get more deeply involved. The information in our posters is both simple and open-ended, compelling further action from the audience. By using suspense, we compel them to go to the website by (hopefully) piquing their interest enough to walk through that door automatically and instinctively, not thinking about it or questioning whether it is an ad they want to spend their time on.

Our supervisor and classmates reacted positively to the simplicity of the original poster, but said the blue colour and font possibly reminded of a bank; something much more formal than we were striving for. In the next step, we expanded the colours (using Adobe Kuler) to find colours that went with the original blue. Along with the new colours, we also posed additional questions. Other feedback from the Print Media Workshop was that instead of a uniform colour that we could play with patterns and designs for the poster background. We made several versions and with one particular series that followed the more provocative line, we tested them with one of the project

member's brother and his schoolmates who are in our target group. The posters were for example with a camouflage (war question) and a raw meat background (cannibal dictator question) and with a bolder and funner/younger font. The reaction was that they preferred the original and that we were trying too hard. We went with the original format for our final product in the workshop.

When we presented our posters for peer feedback from other communication majors, one of the suggestions we got was to make the QR code larger and play with it by incorporating it into the design. Also a few people mentioned that the "hey you" as attention getter on the top of the poster reminded too much of the Pink Floyd song.

So we went back to the digital drawing board and played a bit more with the design by changing two elements. 1) We made the QR code larger and incorporated it into the main design, rather than the byline of the poster. In a second version we turned the QR code so instead of appearing as a square, it appeared as a diamond. First, we did this because we thought it could communicate the idea of looking a bit crooked, or, not totally traditionally at the subject of history. Secondly, the dots in the "I"'s and question marks in the font we chose were shaped as diamonds, so there was some matching there. 2) We added a "Q:" before the question and an "A:" before the QR code to clearly signify that one could get the answer to the question by scanning the QR code.

We took all versions (original, square, diamond) to our supervisor. She still preferred the original since all the important information was placed at "det gyldne snit" (the area where the eye is naturally drawn to look). She advised us to take all 3 out to our focus groups. As a group we decided to do this in two steps; firstly, to get them to react to the original poster in all 4 colors/questions and secondly, to present them the square and diamond versions to get additional feedback.

## Theoretical foundations

### **Windahl's Segmentation of audience**

In order to reach our target group, we have chosen to address one of the key issues to strategic communication planning, being a segmentation of our audience. Windahl (2009) explains the importance of defining one's audience if we as communicators are to create the most effective information campaign possible. Since we to some extent wish to segment our audience, we must be aware of not falling into the process of what is known as *stimulus generalization*. This is where the communication planner assumes that a basic set of characteristics amongst the entire audience are similar and will therefore respond similarly to the message, not considering groups dynamics and variations within the group. In our case, we believe it to be highly unlikely that our whole audience

can be identified by the same characteristics, which will mean reaching a smaller group than intended. We are aware that *stimulus generalization* is a cheap and time saving process, compared to doing a segmentation, but we believe that the time and money spent, will pay off in the end (Windahl, 2009:221).

Windahl et. al. (2009) have collected a series of dimensions that are worth considering when segmenting an audience. Windahl mentions dimensions such as demographic characteristics, beliefs, attitudes, behaviour, principle of access, public resources, process segmentation, media use and issues and communication. In our analysis of audience, we will implement three dimensions from Windahl's book (demographic characteristics, beliefs and media use) in order to segment our audience in the best way possible.

The dimension of demographic characteristics will be quite useful to create a segmentation on the basis of gender and age. By combining these two in a so-called multivariable demographic segmentation, we are able to establish some very general segments of our audience (Windahl, 2009:223).

By taking the dimension of belief into consideration, we will yet again create a segmentation that can expand success of potential receivers. By determining which groups of the audience believe that knowing history is important, and which groups finds it less relevant, we are able to target them in better suited ways by modifying the posters to suit as many as possible. Windahl's model of objective and subjective relevance will be applied (Windahl, 2009:224).

The dimension of media use will be relevant for us in order to realize through which channels we are able to reach the largest segment possible. Here we will consider the use of several channels within printed media and the use of tools such as websites and QR codes. (Windahl, 2009:229). This will therefore help us answer our first two research questions:

- 1) How can we define our optimal target group and how can we reach them?
- 2) To what degree does the audience find history interesting, what sorts of things do they find interesting and in what sorts of ways (through which channels) do they like to get history?

## **Rogers' Diffusion of Innovation theory**

### **The innovation-decision process**

To understand the process that takes place when a target audience decides if they want to adopt or reject a product, we have applied Rogers' theory on diffusion of innovation. Rogers calls the process the innovation-decision process, which consists of five stages: *Knowledge*, *Persuasion*, *Decision*, *Implementation* and *Confirmation* (1983:161).

*Knowledge* is where the individuals are exposed to the innovation's existence and its functions. Rogers introduces the key concept of *selective exposure*: where the individual selects

what he want to be exposed to. For example, the innovation must relate to the individuals interests, needs, and existing attitudes, due to the fact that they consciously or unconsciously will avoid messages that are in conflict with their predisposition. Do the posters create a need for knowledge or do they already have the need? Rogers describes the process as an information-seeking and information-processing activity. By doing the interviews we can determine what kind of knowledge the audience is seeking (Rogers 1983:162-166). There are three types of knowledge in information-seeking:

1. *Awareness-knowledge* is where the individual learns that the innovation exists. It motivates the individuals to seek How-to and principles knowledge. This is primarily where mass media messages are placed.
2. *How-to knowledge* is where the individual learns all about the innovation, how to use it, what it consists of, etc.
3. *Principles-knowledge* is where the individual learns about the functioning principles underlying how the innovation works. (Rogers 1983:165-166)

*Persuasion* is used to see if the audience forms a favourable or unfavourable attitude towards the innovation. At this stage it is relevant to look closer into the innovation's perceived attributes: Here we focus on *relative advantage, compatibility and complexity* (Rogers 1983:167-171).

*Decision* is the stage where the individuals decide if they want to *adopt* or *reject* the innovation, and the main point of our problem statement. If the audience chooses to reject the innovation, Roger's introduces two types of rejection; *active rejection* and *passive rejection*. Active is when the individual have gone through the before mentioned stages and decides not to adopt. Passive is when they never consider using the innovation. These are important to take into consideration in the process when assessing the potential adoption of the innovation (Rogers 1983:171-172).

The last two stages *Implementation* and *Confirmation* are not within the scope of this project, due to the fact that we do not have the entire campaign in place. *Implementation* occurs when the individual actually puts the innovation into use (Rogers 1983:172). *Confirmation* focuses on the individual's reinforcements to why they should keep the innovation or if it has been rejected before, they seek confirmation to why they have rejected it (Rogers 1983:180-181).

### **The perceived five attributes**

In order to predict the target audience's reaction towards the innovation, Rogers introduces five perceived characteristics or attributes: *relative advantage, compatibility, complexity, triability, observability*. These five characteristics help to determine the rate of adoption. The perceived

attributes of innovation are visible in each of the five stages in the innovation-decision process, but at different levels.

*Relative advantage* is where the individual sees the innovation as an advantage, and if this advantage goes beyond our idea of the campaign. One example is social status, where someone learns the answer and then tells their friends. This could be seen in two ways. 1) The student could use the answer as social status, seen as a relative advantage or 2) the student's friends would observe that he/she has this knowledge and knows about the posters/campaign, seen as observability. Relative advantage can also be seen in the following examples: What is the relative advantage for the audience in learning history in our way as opposed to learning history in school? Is there an advantage and how is it displayed? It is important to notice that *relative advantage* and *compatibility* can be closely related due to their focus on social values and the lines between them are often blurred (Rogers 1983:212-223).

*Compatibility* is closely connected to the audience's socio-cultural values and beliefs. If the innovation is compatible with those, it is more likely to become adopted (Rogers, 1983:224-242). For example: Can they use the innovation? Is it compatible with their lifestyle? For example, do they have a smartphone or iPad and/or program to scan? Do they usually scan QR codes?

*Complexity* clarifies if it is difficult or easy to understand the innovation. That is, if the audience can figure out how to use the innovation (Rogers, 1983:242-243). For example: Could they successfully scan QR codes in the past? Is it clumsy to open the App and take the picture of the QR code? Is it too "complex" to do it from the little signs on the bus/metro? Do they not want to lean over other passengers to get the code?

*Triability* helps the adoption of an innovation. It is often more easy to adopt new ideas if they have been tried out on the instalment plan. Basically, this is testing the innovation (Rogers, 1983:243-244).

*Observability*, the last characteristic, determines to what degree the results of the innovation are visible to others (Rogers, 1983:244-250).

Looking at Rogers' theory of diffusion, can help us to theorize if the posters will be successful or not. We are trying to get the target audience to adopt the idea, by applying Rogers' theory we can analyse if the posters lead to a potential adoption. As described above, the perceived attributes help to clarify this potential adoption and will be what we are looking at in the analysis. Due to the fact that we do not have the entire campaign in place, we will implement the theory as a prediction of how the target group will perceive the campaign, based on the posters. This results in changing the focus from the rate of adoption, as we really cannot pinpoint that, to potential adoption. Some of the stages and characteristics will also be left out or only briefly mentioned, due

to the fact that they only fit if the campaign was made public. The perceived characteristics will be applied in two ways. Primarily, we will use them in the analysis, to see if the audience perceives the posters in a way that could lead to a potential adoption. Secondly, we will discuss them in connection with Schröder and Windahl in the innovation-decision process in the discussion.

Using Rogers' theory will help us to answer the following research questions:

- 3) What can the campaign offer students and what do they perceive they will benefit from it?
- 4) Do they understand the purpose of the poster and can they get to the answer?
- 6) Could students imagine adopting our innovation? Are their attitudes positive or negative towards our posters and product idea?

### **Schröder's Reception Theory**

In order to get an understanding of how our product is received by our target group we are going to use Schröder's reception theory. He outlines 6 dimensions that should help illuminate how our product is received. However, we are only going to apply five of the six dimensions as the evaluation dimension is not applicable in the scope of this project.

The theory consists of the six following stages:

*Motivation* The motivation concerns the process through which people establish whether or not a media message is worth their time. Audiences seek content that can be gratifying in different ways (Schröder, 2000:244). We will look for motivation for interest in our particular campaign and general interests in history so we can optimize our poster questions and campaign.

*Comprehension* The comprehension deals with the decoding from the receivers. We should thus see if the message is understood in the intended way way (Schröder, 2000:245). Our intention is to ask a question and show that you can get the answer by going to the website through the address or QR. We are therefore looking to see if the target group understands it this.

*Discrimination* This point concerns any aesthetic discrimination the posters might evoke. Is there anything in the design, layout or other things such as UVM logo that might trigger discrimination? (Schröder, 2000:247).

*Position* The position is the receiver's subjective attitude towards the text (Schröder, 2000:248). Do they like the way the campaign is made, the format of the questions and would they be interested?

*Evaluation* Here the receivers' subjective readings are related to the domain of social discourses where the analyst relates the readings to a continuum of ideological positions from hegemonic to oppositional (Schröder, 2000:250).

*Implementation* The implementation here is to be understood not as a direct change of behaviour or political action following the exposure of the media product, but instead everyday behaviour should be understood as inherently political. The implementation is thus not directly measurable; gratifications might mainly exist on a subconscious level (Schröder, 2000:251). Therefore, we are looking for any signs for implementation which could both be incorporation of questions and campaign in daily speech and moreover a general rise in interest in history.

Using Schröder's theory will help us answer the following research questions:

- 4) Do students understand the purpose of the poster and can they get to the answer?
- 5) What's their reception of the product? What is their reaction to the poster's message and aesthetics?

## Methodology

### **Philosophy of Science**

In this project we have a philosophical hermeneutic ontology and epistemology. That means that we realise that we will always be a part of the world we are investigating and we cannot put our existence in parentheses and investigate completely objectively (Juul 2012: 121). We are aware that we have prejudices and whatever subject we investigate and try to understand, we will understand in context of our previous knowledge and experiences. As according to the hermeneutic theory, we want to put these prejudices into play, be challenged by our new experiences and thus gain new insight on the issue at hand (Juul 2012: 130). Throughout our project, we will work through the hermeneutic circle as we start out with our assumptions and understanding of the issue, go out and research the problem and thus let our assumptions get challenged and subsequently gain a new, broader understanding of the subject. Furthermore, we state these assumptions in our introduction and thus make it viewable how and where these assumptions are challenged throughout the project (Juul 2012: 129).

### **Focus group interview methodology**

As in any other project, it is important to determine *what* you wish to research and *why*. In this project we want to research students' reactions to our printed posters as a sort of preliminary test to see if the posters would succeed in bringing students into the entire campaign. The understanding is that further down the road, the success of the posters in reaching our target audience would determine the success of the campaign as a whole. Then, *how* we were going to conduct this

research? Put quite simply, we are going to go out to our target group and directly ask them for their reactions and feedback.

In order to obtain as much useful data as possible from our empirical work, we have decided to apply the method of focused group interviews. Conducting focus group interviews is a highly popular method and has a long tradition within the field of communication and media research. Especially within the field of media research, focus group interviews have been an important method for conducting reception research (Halkier, 2009:12). Since a major part of our project is focused on reception research, we found this interview method to be very suitable.

One aspect that makes focus group interviews a particularly strong method, is that they are very good at producing data and knowledge about a specific social groups interpretations, interactions and norms (Halkier, 2009:13). Compared to individual qualitative interviews, where the researcher is very likely to obtain data of the individual's 'life world' perspective, focus group interviews often produce a more social conscious type of data. Furthermore, when using focus group interviews an interaction and discussion is likely to arise between the participants, providing a greater variety of viewpoints.

The focus group interviews are to be conducted with youths within our main target audience. The following chapter "qualitative research interviews" are conducted with *experts* or *informant* of the target audience, being history teachers and museum workers.

We prepared some focusing exercises if there were uncomfortable silences (Bloor, 2002:42) or as an icebreaker (p.47). We did this by preparing some key words on post-it notes that the students would rank in terms of importance. For instance, we wrote the words "quizzes", "games", "magazines", "family", "current events", and "museums" as prompting key words for the question "How and where do you encounter history outside of class/school?". During the focus group interviews, however, we prompted them verbally with these keywords as none of the groups had troubles talking. Also, since we had numerous questions to get at numerous issues dealing with our assumptions of target group attitude and their feedback to the posters, the focus groups were heavily led by our project members, rather than being a free discussion amongst students. We did however try to act more as a facilitator than a controller (Bloor, 2002:49) by sitting in a circle with the group, instead of sitting opposite them or in a "teacher" position in front of the group.

We did our best to get optimal recordings after the advice in Bloor (2002:41-42). For example, we were equipped with a ball to ensure that one student speak at a time. It was not necessary to use this as the students took turns talking and understood the "one-at-a-time" rule for recording purposes. We tried when possible to have one group per room. Also, we had the students start the discussion by going around to state their name and age. Bloor suggests that the focus group

be stopped so the quality can be checked, but since we tested the Dictaphones prior to the focus group meetings, we did not feel this interruptive move was necessary. We did however use the tactic to 1) establish the sex and age of participants (since they did not fill out written information about themselves) and 2) to be able to identify speaker voices, along with notes taken during the discussion.

We tried to keep the focus groups from 5-8 students after our advisor's advice and from Bloor's book on focus groups (2002:26-27). This was possible in the groups we recruited through project member contacts (Ida's former history teacher Rune Weber at Frederiksborg Gymnasium and Rune's uncle Steen Andersen at Københavns Teknisk Skole), but with cold contacts (people we had no prior contact with) at Copenhagen International (CIS) and Gladsaxe Gymnasium (GG), the teachers were reluctant to split the class up and preferred that all students participate. In this case we worked with all students. Luckily, the CIS group was only 16 students. The GG class was 26 students. To avoid an overly large group, we used 10 for the focus group and did an "experimental clean reception analysis" (an idea from our supervisor Pernille) with the other 16. In this way, we also got a good recording in the classroom with the focus group, instead of having 2 groups talking at the same time, as with CIS.

To comment a bit on the choice of language, we initially went after the international schools as the posters were in English, but we were able to get mostly Danish high schools. In the case of Danish high schools, we chose to conduct the focus groups in Danish for 2 reasons. 1) One has the tendency to contribute more and think of things to say to participate in the conversation in one's native tongue and 2) we wanted the students to be able to easily communicate and fully articulate their ideas to the best of their ideas, including more subtle nuances that one does not always express in a foreign tongue. We will comment more on the students' reception and reactions to the poster language choice in the analysis.

In conclusion we did our best to get a varied sampling of student feedback, by getting groups varying in age and getting a good number of groups (6 total). We also went for a sampling of both Danish and international schools and also, both traditional and vocational students in high school. We held the interviews in the school classrooms of the class teacher that gave us permission to have time with their class. In retrospect, we could have gotten more unbiased feedback if we had taken them out of school and conducted the interviews in a more neutral social setting. That is, taking them out of school so we did not automatically evoke in-school thought patterns about history, being that our project is about history outside of school (Halkier 2009:110).

### **Target group informant Qualitative interview**

We have chosen to use semi-structured interviews to gather some of the empirical data we need, through persons who regularly communicates history to people within our target group through their occupation e.g. museum workers and history teachers. We do this to gain a better understanding of the general interest level for history within our target group, which particular subjects our interviewees experience receive the most positive reception from the target group, and how they think we can balance the need to make the campaign lively, fun and interesting, while at the same time preserving a serious and credible attitude towards the historical data we are going to incorporate. We do this to preserve the credibility of the campaign both towards the receivers but also to represent our senders.

We are going to use the book called “*Interview*” by Steinar Kvale and Svend Brinkmann as a guideline to our interviews. What we are doing is described as a research interview which has the goal to produce new knowledge (Kvale & Brinkmann, 2009:18). It thus enables us to produce empirical data for us to analyse in the project.

### **Working with empirical data**

The following is a description of our working process with the empirical data. In the analysis below we focused on 4 interviews (I1, I3, I4, I5) conducted in the traditional way with our target group<sup>1</sup>. Each project member took responsibility for one interview in order to keep an overview of each interview as a whole. To begin, we did a rough transcription by paraphrasing the main ideas and the time codes (Kelly chose to do a verbatim transcription). Then each person went through the transcription two times in order to code. First, we coded for examples of Rogers’ theory points and second for examples of Schrøders dimensions (see Appendix 2 for transcripts for each of the 4 interviews used). Following Kvale, we did our best to have explicitly formulated interview questions that would guide us through conducting the focus group interviews and also in analysing and interpreting the interview data. Moreover, coding from two different theorists’ perspectives allows a plurality of interpretations of the interviews by means of perspectival subjectivity (Kvale 1996:212-213). That is, considering the interviews from different perspectives allows us to tease out the subtleties of meaning in the way we analyse the student’s reactions to our posters and campaign. We chose to go through out empirical data in this way so that each group member could maintain an overview of one entire interview, and also maintain an overview of the features of both theories we are using, since there is clearly overlap between how the theoretical foundations appear in the interviews.

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<sup>1</sup> We separated out the interviews with the museum worker and teacher/informant due to time constraints, but will use it in further discussion at the oral exam. We separated out the “clean reception” and vocational school because they were respectively out of the traditional interview form and target group age we were investigating.

Additionally (except for the verbatim transcription (I3)), when incorporating empirical data into our analysis, we listened and transcribed verbatim and where necessary translated into English. Ida also updated her coded transcripts, where Andreas and Rune included only the chosen sections of transcriptions/translations in presenting sections of interview in the analysis.

When we are making the references to the different interviews, it will be done by referring to the interview number (Ix), and the start and end time on the quote we are using. An example of a reference could look like (I5: 15.24-15.32).

## Analysis

### **Windahl – Segmentation of audiences**

In the initial stages of our project, we settled on a number of assumptions about our target audience. We did this based on our own experiences with history in our teenage years as well as our fellow students own experiences. We formulated a problem regarding the lack of interest in history amongst 15-20 year-olds, and decided to design a campaign in order to solve this problem, to some extent. In this section we wish to answer the following research questions:

- 1) How can we define our optimal target group and how can we reach them?
- 2) To what degree does the audience find history interesting, what sorts of things do they find interesting and in what sorts of ways (through which channels) do they like to get history?

We believed that the majority of this group, consisting of students from 15 to 20 years old, did not find a special interest in history regardless of their current studies e.g. at humanities-based high school or vocational school. However, our empirical work showed otherwise, which we intend to analyze and decode by the use of Windahl's segmentation of audience (Windahl, 2009).

In order to define our optimal target group and therefore the audience that is most likely to adopt the campaign, we conducted several interviews, including a group of students at a vocational school and several groups of students attending a humanities-based high school. However, due to logistical issues, the focus group from the vocational school turned out to be outside of our initial target audience age group. Also, being design students naturally led their focus onto the layout and design of the posters, instead of their ideas about the campaign itself. For these reasons, we have chosen not to include this particular interview in our analysis, since reaching this age segment would mean a completely different print media product. Windahl explains how a mass media communication campaign has a much higher chance of success if the audience is segmented into smaller sub-audiences where, in our situation, different posters are designed directly towards the particular groups as well as utilizing other initiatives to specialize the posters (Windahl, 2009:222).

### **Demographic characteristics**

We intend to apply some of the dimensions presented by Windahl, which we have described in the theoretical chapter, the first being the dimension of segmentation based on demographic characteristics. We incorporated this dimensions into our printed campaign and created a segmentation based on gender. We designed a poster mainly aimed at the male segment and yet another poster aimed predominantly towards a female segment. Furthermore, we narrowed down the audience by limiting the target group to the age group of 15-20 year-olds. When we tested the posters on the focus groups, several of the girls showed a special interest in the poster concerning Cleopatra's beauty book, whilst some of the guys found the posters concerning the 40 minute war more interesting. The focus group from Gladsaxe Gymnasium mentioned this tendency themselves. One of the male participants stated that: *"I have a hard time identifying with the beauty book one, but maybe it will appeal more to some of the girls"* (I1: 27.15-25). Immediately after the guy stated this, two of the female participants simultaneously said: *"Yes, it does"* (I1: 27.26-27.30).

### **Belief**

For further segmentation, we have incorporated the dimension of belief into our audience analysis. Since we started off with the hypothesis of a general lack of interest in history amongst the audience, we found it relevant to divide our audience into the four categories described by Windahl, according to what the students meant themselves. Through the focus group interviews we found that overall the pupils in question actually displayed a high level of interest in history in general. An interviewee from Gladsaxe Gymnasium expressed her thoughts on history in general in the following: *"Well, it (history) means a lot in the understanding of why it is today as it is, in Denmark and in the whole world, why we have a democracy and why we are a Protestant country and so on. It is good to know how all this came about"* (I1: 0.53-1.09). Her viewpoint was generally backed up by the others in the focus group, and shows that the students find history to be both interesting and relevant. This statement is furthermore backed up by an interviewee from Frederiksborg Gymnasium who exclaimed that: *"In general, something that you can identify with and if you can relate to it which had an impact on something today, then I find it both relevant and interesting"* (I5: 05.10-05.23). This interviewee's statement was supported by his peers as well. These are just a few examples out of many amongst the interviews we conducted, and they portray a picture of interest in history. Of all the interviewees that spoke, we did not encounter a strictly negative opinion on history. This places this segment in category number 1 in Windahls model. They are placed in this category due to their belief that there is a need for information about history, as well as our own (as communication planners) belief in the importance of information.

| Relevance  | The Target group perceives a need for information | The target group does not perceive a need for information |
|--|---|---|
| The sender considers that information is important for the target group            | 1   | 2   |
| The sender considers that information is <i>not</i> important for the target group | 3   | 4   |

(Model modified by Birgitte Ravn Oleson)

Even though the general attitude towards history was a positive one, several of the interviewees made remarks about certain parts of history that they found both boring and irrelevant. One interviewee from Gladsaxe Gymnasium said: *“I think that some of the ancient history we have had can sometimes be a bit boring, because it diverges so much from our contemporary situation”* (I1: 04.59-05.12). This is not a single standing opinion. In fact several students from all interviews told about certain eras and subjects in history they found uninteresting. In these instances this would place this segment in the category number 2. The segment does not find a need or relevance in certain parts of history, however, we still find that there is important information to be communicated. Our goal is to swing them over into category 1 by matching their needs of what interesting history is. This leaves us with two segments, when considering the dimension of belief. One segment that belongs to category 1 and another that swings between the two depending on the given topic.

Windahl explains the importance of reaching people in category 1, since they are the most positive towards the campaign. However, the segment from category 2 will demand more persuasion, which could be achieved by different questions on the posters or question with themes more relevant to this segment (Windahl, 2009:224).

### Media use

Another aspect where we found it relevant to discuss a segmentation of our audience is the dimension characterized by Windahl as media use. From the beginning, we were restricted to a print media campaign, so we thought it best to use posters as our main medium of communication. The print medium itself is not very original when it comes to targeting young people, however, we

believe that the design and content of the poster will reach a large segment of our audience anyway. Obviously when we, as communicators, only apply one channel of media (in the form of posters), we limit ourselves from reaching the full potential of the entire age group of 15-20 year-olds. However, many of the interviewees from the focus group interviews conducted, had a positive attitude towards the placements of the posters, as well as the design. They even came with new ideas of where they might find it useful to place the posters. In the following chapter on Schröder's reception analysis, we will go into depth with more detailed improvements to enlarge this segment.

Yet another aspect of the media use dimension where we further segment the target group, is with the actual function of the poster. We have included a QR code as the main gateway onto our website. By using this tool as the main function, we have created a new segment of people who must own a smartphone and know how to operate the QR scanning application. We were not too afraid that this would decrease the number of potential audience much, since we assumed that the majority of people within our target age group owned smartphones. As our focus group interviews have proven ~95% of all the students questioned own a smartphone (Appendix 2, Q6 in all interviews). When it came to actually using the QR code as a gateway tool to the website, a more varied response was given. Some students were very positive towards using the QR codes. As one student from CIS group A said, *"I compulsively use them. Every time I see one I have to scan it"* (I3: 07.23-07.28). However, other students had never used QR codes and did not know how to work them. Some even found that scanning a QR code in public would be both awkward and "nerdy". As a student from CIS group B, said: *"People feel awkward having to squat down to scan the codes"* (I4: 25.16-25.21).

In order to reach the pupils outside of this QR segment, we placed our web address on the posters as well. This is to include the people who would not make use of the QR code shortcut, but would rather memorize the website and look it up online later. So, by including both the QR code and the web address on the poster, we are able to reach both of these segments. A student from CIS group A exclaimed, *"I think I'd just Google it because there's been too much problem with those (QR codes)"* (I3: 11.58-12.05, see similar I5: 15:53-15:56). Two things could happen when they Google it 1) they would reach our website via a search engine or 2) we risk that they avoid our site completely.

After having conducted a segmentation of our audience, we are able to determine how we can reach as many people as possible with the means that we possess. Simply by creating a series of posters with different themes, content and means of access, we are able to reach a much larger group than if a process of segmentation had not taken place. The variety in the posters and the different options of continuing onto the website has broadened our audience radically.

### **Rogers - the innovation perceived by the focus groups**

When introducing a new idea, it is important to investigate the target group and their willingness to adopt the idea. The focus group interviews conducted help to clarify if students express a willingness to adopt. In this section we will answer the following research questions:

- 3) What can the campaign offer students and what are they likely to benefit from it?
- 4) Do they understand the purpose of the poster and can they get to the answer?
- 6) Could they imagine adopting our innovation? Are their attitudes positive or negative towards our posters and product idea?

The perceived attributes of innovation consists of 1. relative advantage, 2. compatibility, 3. complexity, 4. triability and 5. observability. By applying the five attributes, we can theorize whether the campaign is likely to be adopted. Rogers mentions how the rate of adoption can be predicted based on the five attributes. In the project at hand, it is out of our scope to determine the actual rate of adoption because all the features of the campaign are not made. Here we focus only on students' feedback on the posters.

The aspects of Rogers that are most applicable to the project at hand are being able to look at empirical data and find evidence of relative advantage, compatibility, and complexity. The presence of these attributes can indicate potential adoption. These attributes are what we are going to look at first in this analysis.

#### **Relative advantage**

Relative advantage is what Rogers describes as the most important characteristic to define the rate of adoption (Rogers, 1983:216). According to Rogers, this is where the students ask themselves what they get out of adopting the product – What is the advantage for the youth to learn history through our product? (Rogers, 1983:213-215)

During the interviews we showed the various posters and described our idea behind them. The youth's positive reactions and responses to the posters were very similar in all the focus groups. As one stated it is 'fun facts' *"I'm thinking 'Fun Facts'"* (I5: 12:43-12:44) another stated that it is a *"nice concept that you can walk around and get a little history all the time"* (I1: 12:08-12:12). In this quote the person indicates that he/she thinks it is an advantage to get small history facts. The advantage can also be seen from their perspective on learning history in our way as opposite to learning history through 'long paragraphs', as often is done in school. *"I think it sounds like a good idea. There is not many of us who wants to read history outside of school, so if you only get small parts its cool"* (I5: 26:00-26:36). Along with *"Do you enter a page where you get fun facts or do you enter a site with mile-long historical answers, you do not want to read"* (I5: 21:40-22:50), this gives us two examples of the advantage of learning history by us instead of school. We

have already in the target group analysis concluded that the young people find history interesting as long as it is relevant for their own life. We also found that when they learned history actively in a fun way it increased their interest *“You also learn more when you’re having fun”* (I3: 4:43-4:45, see similar I5: 5:58-6:10, I5: 6:11-6:23). Therefore, we can conclude that a relative advantage occurs in learning history through our campaign as opposed to the history taught in school, because of the way we present history.

Another motivation for adopting the product relies on the social aspects of learning the answers, i.e., gaining a social status among friends. Some of the students want the answer, so they can tell their friends and appear cool. *You would ask the questions to your friends, so they will think that this is actually pretty cool* (I5: 27:00, see similar I5: 13:02-13:11). This can be interpreted as a tendency to want to gain a social status amongst friends.

By formulating the historical facts as questions we strengthened the youth’s need to learn the knowledge disguised in the poster:

*“It’s a trivial thing, it’s like just standard trivia “what does ‘thumbs up’ mean in ancient Rome? It’s one of these things like if you don’t know it, then you think did I miss out on my opportunity to find it? And then you keep going until you find the QR code again and then you just scan it after that”* (I3, 12:06-12:27).

And also *“first thought, this answer I would like to know”* (I1: 12:00-12:02, see similar I4: 16:30, I5: 13:28-13:31).

There was a critique of the advantage of knowing the answer, due to that fact that what happened when the students entered the website was not apparent on the posters. *“It depends on what I get out of scanning the QR code, if I already after the first time have gotten all the information...”* (I1: 16:58-17:03). This response was in connection to the idea of the series, if the target group would scan the next poster in the series. By doing a focus group interview, we clarified our intentions with the entire campaign.

Relative advantage can be seen in the way the students see the advantage of knowing the answers (I3: 12:06-12:27, I1:12:00-12:02, I4: 13:30, I5: 13:28-13:31) and how it will give them a certain kind of social status amongst their friends. But there was disagreement amongst the students on how to secure and expand this social status. According to Rogers, the social status potentially helps the rate of adoption, and is mostly important in the early stages of the innovation *“Status motivation for adoption seem to be more important for innovators, early adopters, and early majority, and less important for the late majority and laggards”* (Rogers, 1983:214).

The fact, that we used ‘fun facts’ disguised as questions helps raise the perceived relative advantage. Though, most of them agreed on the importance of keeping the questions fun and crazy, one critical student stated:

*“I think it depends on what the question is because if it’s something that has no meaning to you and you want everything (muffled) but then I’d probably want, like, think about the question or scan the code, but if it’s something like has impact or something like, that you’ll be able to use in your life, then I think more people would scan it” (I3, 11:15-11:38).*

Our posters could be seen as having a relative advantage in three senses. 1) the advantage we have of our style of giving them history, as opposed to “*long paragraphs*” or the school way (I5: 21:40-21:50, I5: 21:16-21:40, I5: 26:00-26:35), 2) the advantage of simply knowing the answers to the questions posed in the posters (I5, 15:36-15:53) and 3) the relative advantage our posters do not have as scanning QR codes conflicts with their lifestyle in that they don’t want to destroy their personal image and appear uncool (standing in front of others in order) to scan codes (I3: 16:13; see similar I3 12:47-13:05, I1: 13:40-13:48). This idea of lifestyle overlaps with the idea of compatibility, as well.

### **Complexity and Compatibility**

The majority had iPhones (~ 95%), so they have the capability to get to the answers to the poster questions. Most of them knew how to use QR codes and had tried them before, but not all were avid users. As concrete examples, two students shared previous experiences in a school-related context. First, at Gladsaxe Gymnasium members of the class said “*we have also used codes in teaching, for quizzes. There were sheets hung up different places in school and we scanned them...and got the answers sent on Facebook*” (I1: 8:30-8:48). So, the impression was that a similar use of QR codes in a question/answer context was both successful and fun for them. However, using QR codes can be unsuccessful based on lack of technology: “*in my old school once we had to use it for homework. But then because half the people didn’t have a smartphone they couldn’t do the homework*” (I3: 7:46-7:54).

Simply having a smartphone is but one factor to be considered. Ranked even higher are what information is offered by scanning the code and also how complicated the process of scanning itself can be, on many levels. In other words, they have compatible equipment to access the innovation, but scanning itself had to be worth it (be a relative advantage over writing in a home page name) and had to be set up so it wasn’t too complex. “Complexity is the degree to which an innovation is perceived as relatively difficult to understand and use” (Rogers 1983:230)

Generally we heard that there needed to be a good reason for them to scan a code, either for the information provided or for fun offered on the other end (I3: 7:54-8:30, 8:32-9:25). In reference to our poster campaign, there were other things stopping them from scanning, despite the fact that the majority were also very interested in knowing the answers to the questions. One of the things that would stop them is that and you need the App to scan the code and the process is too long and complicated. This means that not only do need to pull out your phone, but you then need to open the application and then frame the code into your camera/viewer. An interviewee stated:

*“when I see a QR code in ads, I just write the web address down instead of scanning, because it’s faster than opening the program...I think it takes too long because you have to open a program that sends you on to another program and then the company has some short home page name anyway. I don’t really see the point”* (I1: 9:50-10:21).

Another interviewee said the opposite; that it was faster to scan than to write down a URL and other information.

*“they’re (QR codes are) quite nice if you’re walking around and you see a poster or something and it’s something you want to know about ... there’s a little code instead of remembering the date and the name of the band you can just scan it and it’s on your phone and you can get it later... It’s a lot easier and a lot faster than ....looking at the poster and then (writing it down)(scanning a QR code) takes 2 seconds instead of writing down the URL to buy tickets or the date”* (I3: 8:32-9:25).

Similarly two interviewees stated that they would “just Google it” (I3: 11:58-12:05, I5: 15:53-15:56). The first student elaborated that there were “too many problems with those (QR codes)”.

Another thing stopping them, even if they decide they want to take the time to scan the code is that around and especially on public transport, there are often lots of people and they would never lean over other people to get to the code and scan it (I3: 16:11-16:15; see similar I3 12:47-12:57, I1: 13:38-13:50, 14:14-14:22) or wouldn’t bother to just get up and scan if the poster was hanging up by the bus/metro window (I3: 15:11-15:15). Generally, they acknowledge that around public transportation are places where they have time to kill and therefore would be in a position to scan the code. *“It’s a place where you’re waiting anyway, so you might as well scan and learn a little something”* (I1: 12:45-12:56; see similar I1: 14:40-14:44, I3: 11:03-11:15). Though we also heard that students could just as easily be in a rush (I3: 14:30-14:44) or be otherwise occupied *“there’s always people texting when you’re in the bus, or you’re listening to music and you don’t have time to focus, whereas when you’re waiting for the bus, ok, I gotta make sure to keep a look out and not*

*miss the bus*” (I3: 14:45-14:59). This means that the interviewee would not even pay attention to the poster in the first place. Yet another advantage of having them placed around public transportation is that people go by again and again. One interviewee states, *”if you keep going by, at some point you’ll stop and figure it out (the answer)”* (I1: 14:50-14:58).

On the one hand, the process of scanning QR codes poses complexity barriers, where on the other hand the issue of complexity is that the some interviewees did not understand that the QR code was the path to the answer (I5 12:50-13:00, 12:57-13:00, 13:33-13:50). With the smaller and low placement of the code in the original version of the poster, it was not as apparent that the QR code led to the answer as in the square and diamond updated versions (I1: 19:38-19:54, I3: 19:25-19:31, 19:39-19:59, I5: 14:20, 14:26-14:49). So we learned that the design very much influenced the level of understanding. Generally there seemed to be a preference for the original poster, especially the “HEY YOU” as something that caught the youth’s attention (I1: 19:25-19:32, I3: 16:45-16:59, I5: 14:03-14:11, 14:26-14:49). However it was much clearer where to get the answer on square and diamond posters where the QR code was larger, more centralized and the ideas were prefaced with “Q:” and “A:” (I1: 20:33-20:52, I3: 19:39-19:59). For more on these issues see also Schröder’s comprehension and position.

Finally, we will briefly mention the issue of the English language in our posters and with our focus groups. Rogers states that “Compatibility is the degree to which an innovation is perceived as consistent with existing values, past experiences, and needs of potential adopters” (1983:223). One limitation we faced is that we produce materials in English because our education is taught in English. At Copenhagen International School, the language used is also solely English. In this sense, there was kind of a one-to-one match, but of course, we are in Denmark, so the use of English in public places is not predominant. So an interviewee at CIS stated that he usually ignores all ads because they tend to be in Danish, but that he would take notice being that the sign was in English (I3: 15:17-15:40, 15:45-16:08). This is because the language is compatible with his particular needs. While speaking with Danish students at Frederiksborg Gymnasium, they questioned why the posters were being presented to them in English, and later they all said they would be more interested if the posters were in English (I5: 22:57-23:20, 23:58-24:24). Here the language is not like a one-to-one match, but as if the students found the posters more interesting and stood out specifically because they were in English; English being kind of the cool, hip lingo that young people use or weave into conversation.

### **Triability and Observability**

Triability and observability can not be used as it is intended by Rogers in the analysis, because we do not have the campaign in place. In order to apply those, this would have been necessary, but as

Rogers states: “One possible problem with measuring the five attributes of innovations is that they may not in all cases be the five most important perceived characteristics for a particular set of respondents” (Rogers, 1983). Though one thing we can say regarding observability is that it is close related to relative advantage e.g. a student says that:

*“It's not like it was something I would sit and brag about. Most when you just sat like that with the boys at a FIFA evening and just as you are having fun, you say: hey guys listen to this and then you have some fun fact” (I5,13.02-13.11).*

The student's relative advantage can be seen in the way he uses the questions as a way to be ‘cool’ in front of his friends (see similar I5: 27:00-27:28, 28:00-28:25, I1: 17:50-18:37, 18:49-19:06). To analyse observability as Rogers means, we would have to get the friend's perspective. They observe the usage of knowing the answer to these questions, and might become interested in adopting the campaign. Another example is: *“Oh it's something you do like when you meet your parents colleagues or something at a fancy dinner and you need to sound like you actually know stuff so they don't judge you too much” (I3: 18:37-18:45).* By showing that they have an intention of telling the facts to their friends and family, they could be used as catalyzers for observability, and in some cases increase the potential of a more extensive target group adoption.

By applying Rogers' attributes to the interviews conducted, it can be concluded that the students perceive the posters as a fun way of learning history. They see the advantage of engaging with the posters and finding out the answers to the questions in that the posters can offer them knowledge and social status. Although the compatibility and complexity of the QR codes can be a risk for the potential adoption, if they do not know how to get the answer, or if getting the answer goes against their social values.

### **Schröder – Reception analysis**

After showing our focus groups the posters we can analyze how the campaign posters are received by our target group. First, we are going to explore which aspects of the posters spark an interest and which do not. We are going to apply Schröder's dimension of motivation on our interviews to find which parts interest and thus motivate them. We also presented the students with different situations where they could encounter the posters. From this we can see in which situations and if our target group would be receptive to the posters and thus if any motivation would be possible. The comprehension dimension will tell us how the message of our posters (what the posters want them to do and how to do it) is understood by our target group. Moreover, the comparison of the

comprehension between the different versions of the posters will display which differences works best and help us increase the comprehension of a final product. The discrimination dimension will display if there are components of the posters that might lead to some discrimination and thus a rejection. The position dimension will give us an overall understanding on how our product is received and furthermore, enable us to compare the different attitudes towards the different versions of the posters. The evaluation dimension is not relevant for this analysis as we focus on how our product is received by our target group and do not seek to make establish a discourse in a broader social context. The implementation dimension will be used to indicate if the target group would talk about the product itself or some of the content and thus further the awareness of the campaign.

Here we hope to answer the following research questions:

- 4) Do students understand the purpose of the poster and can they get to the answer?
- 5) What is their reception of the product? What is their reaction to the posters' message and aesthetics?

### **Motivation**

Before determining whether the target group finds the content of the posters interesting and potentially which parts, we first need to examine the initial motivation, if they perceive the posters to be interesting and worth their time at all. A lot of the interviewees expressed that the posters had an eye-catching layout *"I think both the simple style and also the colors make you attentive and it springs to your eyes"* (I1: 12:15-12:22, see similar I3: 10:14-10:22, 20:00-20:09, I4: 13:15-13:32)". Another interviewee said that he normally does not pay attention to the advertisements but this stands out from the general posters they encounter in everyday life (I5: 15:07-15:17). Furthermore some said that the "HEY YOU" on the posters helped catch their attention (I5: 14:03-14:26, 19:10-19:17; I3: 12:35-12:47; I4: 16:00-16:07) and one said that *"the caption at the front is really clear that it's talking to you and that you need to listen to what they say"* (I3: 10:34-10:41).

In general they expressed that they thought that the questions would catch their attention as well. Some of the interviewees said that this was because of the nature of the questions which were described as weird (I3 28:10-28:16), absurd (I1: 26:20-26:34), funny and sick (I5: 21:28-21:31), random facts that did not make an impact in history and would thus be new as they would not have heard about it in the teachings (I3:28:28-28:48). Another described that as long as the questions did not get too normal he would like it (I5: 21:31-22:05). Some expressed that the questions were more interesting if they can be related to something they do in everyday life like the thumbs up question (I1: 26:35-26:47, see similar 27:10-27:23) where the last one went further and said that it was harder to relate to the Cleopatra question as a boy but it maybe was more relatable for girls. This notion was supported by two of the girls in his focus group who said that they could relate to this

question (I1: 27:23-27:36). However, some expressed that the content did not have to have a direct relevance for their life but just as long as it was interesting “Well I will have no use for Cleopatra’s beauty book, but I think I would still do it, because it’s interesting to know those kinds of things” (I3: 11:45-11:53 see similar I3: 11:53-11:57).

In all of the interviews we asked if the presence of an official logo like for example UVM would have an influence on their interest in the poster. Some responded that it would not have an influence (I1: 29:05-29:15, I5: 29:03-29:48). However, the majority said that it would have a negative influence on their attitude towards the posters as they would then associate it with school and long paragraphs, etc. “*It makes you think oh yeah now they’re trying to do another thing and how to get people to read more long paragraphs, you wouldn’t think it was as simple and easy as this poster suggests*” (I3: 25:30-25:42, see similar I3: 24:57-25:10, 25:45-25:48, I5: 28:50-29:00, 29:48-30:00). One student stated that it would change his attitude to some degree but he probably would scan it anyway as generally scan all QRs (I3: 26:21-26:57). Only one student expressed a positive attitude towards the issue as she said that it would look more cool and that it would increase credibility (I1: 29:15-29:30). Two of her fellow students agreed with her that the credibility would be increased (I1: 29:30-29:34).

The first situation was where the posters would be at a bus stop. Many of the students stated that they would read it in this situation (I5: 15:04-15:06, 15:07-15:17, I3: 11:03-11:15). Some of the students said that if they were in a situation where they had time or were waiting anyway, that they would look at it and probably scan it (I1: 12:45-12:56, 14:40-14:50). The second situation was if they saw a poster hanging inside some public transportation e.g. a bus, train, etc. Here one stated that often they are hanging so they would not be able to reach it and scan it (I1: 13:40-13:51, I3: 15:11-15:17). Furthermore, some argued that when they are inside public transportation and are less attentive in these situations (I3: 14:45-15:11, 15:17-15:34). One interviewee disagreed with this “*I think people would read’em more ‘cause in the bus you’re just like waiting to get to a place and you have time to like read it and also at the bus stop ‘cause you’re waiting for the bus anyways*” (I3: 14:30-14:45). The last situation where the students would encounter the poster was while walking either in public places, at school or similar. Here one focus group agreed that the school would be a good place (I5: 17:10-17:28). In a public place one said he would stop and scan it (I1: 14:22-14:32). Another said that if she was in a hurry she would not stop (I1: 14:32-14:35). However, two others said that if they did pass it and did not have time at that point they would return at another time (I1: 14:35-14:40, 14:50-14:59). In the interview one also mentioned that the posters should be on Facebook, as she would read it there (I5: 16:45-16:52). However, two others said that they would not pay attention to it there due to the competition for their attention in this type of situation (I5: 17:28-17:38, 18:01-18:16).

## Comprehension

It was a general tendency that with the Q&A (square, diamond) versions of the posters the message that the QR code will lead to the answers and what the poster wanted people to do was comprehended better than the original version. A lot of the interviewees expressed that they did not understand that they could get the answers on the original HEY YOU versions (I5: 12:50-12:55, 12:58-13:02, 13:39-13:42). One interviewee described that when it is down in the corner “*It looks like it doesn’t mean anything (...)*” (I3: 19:53-20:00). Similarly another said that she would not realize that it would offer the answer but instead would just lead you to a page where you could learn about history (I3: 12:28-12:40). Furthermore, some did not even notice that the poster also contained a webpage (I5: 16:00-16:06). In comparison, the Q&A version was comprehended better “*It’s more clear what the point is*” (I5:14:02-14:04, see similar I5:14:04-14:11, I3: 13:17-13:32).

Comprehension of the posters as a series was expressed due to the colors and the silhouette pictures. The HEY YOU was also mentioned as helping the comprehension as a series (I3:13:59-14:12, see similar I1: 15:50-15:57). That the HEY YOU version was better understood as a series was supported by others and some said that it was because it was like the title (I1: 16:30-16:36, I3:13:52-13:59).

## Discrimination

A tendency was expressed that if the poster and the campaign in general would become too school-like or if the question and answers became too long, then they would not be interested (I3: 18:02-18:15, 22:47-22:51, 23:09-23:25, I1: 19:26-19:37). Others expressed that because it was not clear what would happen when they came to the page and what the page contained that could constrain them from using it “*Do you enter a page with fun facts or do you enter a page with mile long historical answers you don’t want to read*” (I5: 21:40-21:50 see similar I5: 21:16-21:40). Another interviewee said that she would just Google the answer because of all the problems with the QR code (I3: 11:58-12:05, see similar I5: 15:53-15:56).

About the diamond QR code, one person also expressed “*It makes it look more silly and that people aren’t gonna like take seriously.(...) It makes it sort of less serious, but to a degree that it just isn’t attractive any more*” (I3: 21:09-21:39).

## Position

Many of the interviewees showed a positive position towards the posters in general (I5: 12:45-12:48, 13:28-13:31, I3: 17:06-17:21, I4: 13:30-13:48). Many of the interviewees express that they probably would scan the QR code if they encountered the posters, either to get the answer or just out of curiosity (I1: 11:25-11:43, 12:30-12:45, 13:35-13:40, I3: 11:03-11:15, I5: 13:28-13:31)

Some of the interviewees said that it looked interesting and they would probably scan, but on the condition that the campaign had to keep it simple and not come with long paragraphs etc. when you enter the website (I1: 17:10-17:28, I5: 26:00-26:22). One interviewee said that the first visit to the campaign site would determine if he would pay attention to the campaign again (I1: 16:58-17:10). Another expressed that if he noticed it was a series he would keep an eye out for the when poster when he was in the public space (I3: 17:06-17:35). Of the different versions of the posters there was an almost unanimous favoritism towards the HEY YOU version of the poster (I1:18:50-19:11, 19:26-19:39, 20:00-20:33, I5: 14:03-14:11, I3: 12:47-13:17, 16:44-17:06). However, others argued that they preferred the other versions as it was more clear how to get the answers (I1: 19:39-20:00, 20:33-20:57). The tendency that it was more understandable with a large QR code and the Q & A is more substantiated in the comprehension section above. Nevertheless, many of those who said they understood the message more clearly on the Q & A still preferred the HEY YOU versions. After an explanation of the whole of the campaign they also expressed a positive position towards it (I5:25:10-26:35, I3: 27:58-28:10, 28:16-28:22). One argued “*I think it sounds like a really good idea. Because there are not a lot of us who wants to read history outside of school, so if you get it in small bites it’s cool*” (I5: 26:00:26:35). A couple of students expressed they especially like the quiz part of the campaign (I1: 22:10-22:44).

### Implementation

Some of the interviewees expressed that after getting the answers and the initial engagement in the campaign had happened then they might ask some of the questions or state the facts to friends or others in their social sphere (I5: 27:00-27:28, 28:00-28:25, I1: 17:50-18:37, I3: 18:37-18:45, 18:49-19:06). Moreover, many of the interviewees expressed that they would scan the code or enter the webpage address as explained in the above sections. Though as a reminder, a measurement of an actual implementation and engagement in the campaign is not possible at this point.

## Discussion

We begin the discussion by restating our problem definition:

*How is our product perceived by the chosen target group and do we sufficiently pique students interest, so that the posters could have the intended effect?*

To understand if we sufficiently pique the interest of our target group and to enable us to theorize if our campaign could potentially have the intended effect, we have chosen to apply three of the five stages of Rogers’ innovation-decision process. To get an understanding of the different

levels going on in the processes we will discuss the findings about our target group found through Windahl's segmentation of audience and Schröder's reception theory in relation to the five characteristics described by Rogers. Using both Schröder's and Rogers' perspectives on reception analysis allows us to view our empirical data through two different lenses. This approach gives us a broad understanding of the issue at hand.

## **Knowledge**

The need for knowledge carries a lot of weight in both Windahl's and Rogers' theories. The students we interviewed expressed an interest for knowledge in history and perceived a need for information. More importantly, they specified the type of need, for example the importance or relevance to their life. Do our posters match the existing needs of our target groups? Overall, the questions in the posters create a new need, the need to know the answer. But to answer the question of how our posters match their existing need, we both succeed and fail. The biggest success is with the Cleopatra and thumbs-up questions. The 40-minute war and cannibal questions are not so relevant for their lives. Still, students stated that the questions were interesting enough to want to know the answer. At the end of each focus group the students enthusiastically expressed a strong desire/need to know the answer. We can argue that the need to know the answer raises awareness-knowledge and therefore, the website will potentially succeed in drawing students into the campaign, because in one step students can get the answer to the question and pursue how-to knowledge of the campaign and what it offers.

The reception analysis provides insight into which parts and to what extent our posters succeed in creating this awareness about our campaign. The analysis of Schröder supports that the posters do create a motivation to be aware of the content further provided on it. Furthermore, the Schröder analysis indicates that the majority of the interviewees take a positive position towards the content of the posters. We can argue that the reason for the positive position can be understood through Rogers' concepts of relative advantage and compatibility. As all of the students express that they do have an interest in historical subjects, but have a negative attitude towards many of the traditional formats in which they are communicated, the relative advantage of our product is the format and style it uses to communicate history. It could also be due to getting to know the answers and thus the advantage of gaining social status through knowing things their peers might not. Moreover, we can argue that the media-use offered by the posters is compatible with the lifestyle of our target group. Therefore, the posters fit with the target group's values, in creating a selective exposure by means of raising questions on the posters that are perceived as interesting and relevant and thus fit with their needs and create awareness-knowledge. This leads to a motivation to seek how-to-knowledge, which can be found when they express that they would scan the QR code.

The reception analyses shows that both the complexity of the intended action and the comprehension of the message on the posters somewhat fails in some aspects. The comprehension of the HEY YOU version of the posters fails in that many of the interviewees expressed that they did not understand that they needed to scan the QR code or enter the webpage to get the answers. This indicates that the message could be too complex for the target group to understand, or an indication of poor design. However, the comprehension of the message in the Q & A version was more successful but received a more negative response due to the aesthetic design and lack of an identifying caption i.e. the HEY YOU. Furthermore, the complexity of using the QR in general and the complexity of actually scanning them (in some of the places students would be exposed to the posters) could indicate a need for adaption of the product to suit our target group even better.

### **Persuasion**

As mentioned in the reception analysis most of the interviewees express a positive position towards the posters and could thus be argued to be somewhat persuaded into acting in the intended way. On the other hand, the negative aspects displayed by the complexity and the lack of comprehension could position the product in more unfavorably. The complexity of scanning the QR further decreases the compatibility of the product, even though QRs are within the range of our target group's media-use. One focus group describes how they had projects in school where both modern technology in the form of scanning QR codes and interactive role playing made history learning more interesting and fun. They do not themselves express that this could be due to the fact that the compatibility of these formats and channels are better suited to their lifestyles and media use, but taking our theories into account this could be argued to be the case. This interactive aspect corresponds with the relative advantage of receiving historical knowledge in a fun and interesting way. One can argue that the persuasion to a potential adoption of the campaign, starts with a question of relative advantage, but depends strongly on comprehension, compatibility and complexity as they could hinder any further engagement in the campaign.

### **Decision**

This stage deals with the adoption or rejection by the target group at different steps (reading the poster, scanning the code, accessing the whole campaign). Throughout the analysis we have been able to detect tendencies of both adoption and rejection. As outlined in the knowledge and persuasion stages the focus groups expressed a positive position towards the questions on the posters, a relative advantage and a compatibility with their media use points towards a possible adoption. However, rejection of the innovation is possible as our empirical data indicates both a passive and active rejection. A passive rejection could be due to the competition for attention in

some of the places the posters could be encountered. Another possible cause for passive rejection could be due to the layout not catching their attention. However, many of the interviewees expressed that the posters had an eye-catching layout. An active rejection could happen if we were to put an official logo like that of UVM on the posters, as many students would thus associate them with school and long paragraphs, although some students found that it would increase the credibility. As the importance of relevance and specific interests were emphasized by the target group an active rejection could occur due to a discrepancy between the content and individual taste. Another active rejection could occur on the basis of complexity and a lack of comprehension. Furthermore, the target group could actively reject the innovation if they do not possess the technical means to adopt it or find it incompatible with their media use. A huge majority of the students said that they did have smartphones and would thus have the technology to make the adoption. In the process of analyzing our empirical data, we found that there are a multitude of factors that can trigger a possible active rejection and vice versa, there are a lot of factors that point to a possible adoption.

## Conclusion

We had the assumption that the interest level for history outside of school within our target group was low and they did not perceive they had a need to learn history. However we found, through our research, that they generally realized the importance and had a positive attitude towards history. More importantly, they pointed out that for history to be interesting it had to have a relevance to their own lives and everyday world or have a fun or surprising aspect. They confirmed our assumption that history can be boring when communicated in boring formats such as old dusty books, in long paragraphs and by lecturing teachers. They expressed a negative attitude towards history when labelled as history. However, they understood that history was a part of everything in everyday life and preferred to learn about it when there is a clear relation to their own lives, not just to learn for the sake of learning.

In many ways we produced a product that fit the needs of our different segments. They preferred to learn history through more interactive ways and more suited to the media use of their generation. The design of our campaign is based on the assumption that youth are into using newer technologies, being active in learning and socially interactive. Furthermore, we fulfilled the needs of both the male and female segment by designing questions and layout to cater to each group. However, it can be discussed if the campaign actually would be successful with its use of new technology i.e. the QR code, as the focus groups when questioned about their general use of QR codes expressed mixed attitudes towards it. When asked about the specific usage of the QR code in our campaign they expressed high enthusiasm towards it.

Through our reception research we have discovered some logistical problems. Scanning the QR code would in many cases prove physically and socially challenging. Furthermore, with the HEY YOU version of the poster we found that the comprehension of how to get the answers and what the campaign offered was challenged. However, the general design of these posters was received more positively than the other versions. The Q & A version enhanced the comprehension, but lacked aesthetic appeal. Taking these responses into account, the ideal design would be a combination of the two. In general, the posters had a positive reception from the focus groups and succeeded in piquing their interest with the questions and the design.

Through our analysis and discussion we discuss the different factors that could influence the intended effect of the posters. All in all, our product would offer the target group an innovation that could offer them history knowledge in a new and fun way and the campaign is suited to the needs of our target group according to our findings. Thus we can conclude that the possibility for adoption is definitely present.

## Validity and reliability

To determine whether or not our empirical data is actually suited to this research project, we will take departure in the notions of validity and reliability described by Halkier in *Fokus Grupper* (Halkier 2009: 107).

### Validity:

Our empirical data was collected through qualitative methods as focus group interviews. These focus groups consisted of people within our target group. We had some assumptions on the attitudes from our target group on several subjects. Through our interviews and analysis we put these assumptions into play and let them be challenged by our empirical findings. This led to a new understanding on these subjects and gave us a broader insight into the attitudes and beliefs of our target group. We have thus worked through the hermeneutic circle as according to our philosophy of science.

The representation of the results can be questioned as our focus groups were based only in the Copenhagen metropolitan area. Furthermore, we only used the interviews we conducted with humanities students. To get a more representative understanding of the entire age group, the study would need to be expanded to people from all regions of the country, including students from all types of schools (e.g. vocational) and also people out of school. However, the aim of the project was to investigate how our product would be received by our target group and in this sense we succeeded to the extent that we did test and research this but only on the part of the target group within Copenhagen.

## Reliability:

To increase the transparency of the research we have tried throughout the project to display all of our findings including the work process. We have made transcriptions and the audio versions of the interviews available. In our interviews we strived to ask as open-ended questions as possible, to avoid leading the conversation and let the interviewees discuss freely between themselves.

However, it can be argued that our role as both producers of the product and interviewers could have affected their attitude, in this case maybe towards being too nice.

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## Appendix

### Appendix 1: Interview questions

#### Focus group interviews:

Target group analysis:

Interests

1. What does history mean for you? (Q1)
  - a. Family history
  - b. Dates and places
  - c. Wars/countries
  - d. Subject at school
2. Give us examples of boring / exciting history (Q2)
3. Give us a positive / negative example of a history class experience (Q3)
  - a. How would you improve history teaching
4. How and where do you encounter history outside of school/class? (Q4)
  - a. Quizzes
  - b. Games
  - c. Magazines
  - d. Family
  - e. Current events
  - f. Museums
5. Do you find history relevant for you/your life (Q5)
6. How many of you have a smart phone? (Q6)
7. Do you use QR codes? (Q7)
8. What do you use them for? Can you give an example? (Q8)

Poster evaluation:

Impulse evaluation:

9. What are your first thoughts when you see this poster/advertisement? (Q9)

Situation 1: You see this poster at a bus stop. What would your reaction be? (Do you find the question interesting? Would you like to know the answer or would you just mind your own business?)

Situation 2: You just got on the bus/train/metro to school and you see this poster.

What would you do? Would you scan the QR code?

Situation 3: You walk by this poster on the street/in the school hallway? Would you be interested? Would you stop?

10. Would you perceive this as a series if/when you see a second poster in the series? (Q10)
11. How would you feel when encountering a second, third or fourth etc. poster? (Q11)
12. (Once you know the answer) would you incorporate it or talk to your friends about it? (Q12)
13. How would you make these posters better? (Q13)
  - a. layout (show examples) – ask what works best
  - b. how would you change the text

For clean reception group:

Explain whole campaign (app, homepage, quiz) and interview about interests levels

### **Qualitative interview with Museum/Teacher:**

Explanation of the whole campaign (Print/Website/App/Quiz)

1. Would you endorse this campaign? (Q1)
2. 1st impression of posters? (Q2)
3. What do you think/experience that students find interesting/boring when learning about history? (Q3)
4. Can you describe a situation where you saw students really engaged with history? (Q4)
5. What considerations do you take/what goals do you have when making/designing an exhibition/history lesson? (Q5)
6. Would you make any improvements to the print campaign? (Q6)
7. Would you endorse the print campaign? Why or why not? (Q7)

## **Appendix 2: Coded Interviews**

### **Interview 1 (I1):**

#### **Focus group interview**

**Conducted the 20<sup>th</sup> of November 2013 8:45 AM at Gladsaxe Gymnasium, Group A, 2.g. history class with Martin Jensen**

**Focus group interviews:**

- 1: Male:18
- 2: M:17
- 3: M:17
- 4: Female:17
- 5: M:18
- 6: M:17
- 7: F:16
- 8: F:16
- 9: F:17
- 10: F:17

**Target group analysis: interest**

**1. What does history mean for you?**

- Family history
- Dates and places
- Wars / countries
- Subject at school

5: Hvor man går tilbage I tiden og kigger på begivenheder og hvad betydning de har idag

4: Vigtigt at vide hvordan og hvorfor vores verden ser ud som den gør idag, hvorfor vi har demokrati, protestantisk land osv.

2: at lære kildekritik

6 :bade ældre og nyere tekster

Familie datoer osv.?

3 :krige og slagmarksberetninger også meget spændende

4 :pige fra Somalia synes pga baggrund også at krige er spændende, snakker meget om krige med venninder fra Afghanistan o.a., og politiken I de forskellige lande

op til 3 min

**2. Give us examples of boring / exciting history**

(3:33) 2: spændende at kigge på datoer for tidligere krige, hvordan så samfundet ud på det tidspunkt og hvad der skete før det

(3:40) 4: generelt verdens historie, hvis kun dk er det kedeligt

(3:50) 6: slægtshistorie ikke så interessant

### 3. Give us a positive / negative example of a history class experience

#### -How would you improve history teaching

(4:29) 4: positiv – inkluderende undervisning, sms afstemning om korrekt svar, sjov måde at gøre det på- sjovt når der er noget spil inkluderet

(5:00) 3: ældste historie er kedeligt, afviger så meget fra vores samtidighed så det er svært at forstå- f.eks. det de har nu – stormen på bastillen er mega spændende fordi man kan se hvilken indvirken det har haft

(5:33) 1: De handler også om at blive inkluderet så man kan deltage aktivt – komme ud og bevæge sig

### 4. How and where do you encounter history outside of school/class?

-Quizzes

-Games

-Magazines

-Family

-Current events

-Museums

(5:55) 3: biblioteket, historie blade, museer

(6:02) 10: når snakker med bror han er meget historie interesseret, alle emner

(6:20) 6: ofte når man læser noget naturvidenskabeligt for man også indblik i forudsætningen for det og får dermed også noget historie

(6:35) 5: discovery og dokumentarer, det er nemmere at forholde sig til når det bliver visuelt formidlet

(6:50) 1: reminder fra bedste forældre om at sådan har tingene ikke altid været

### 5. Do you find history relevant for you/your life?

(7:23) 6: ja for ellers ville vi ikke kende nogen forudsætninger for hvorfor vi har den hverdag vi har i dag

(7:27) 4: mine forældre er flygtninge, så vigtigt at vide hvordan og hvorfor lige danmark

(7:48) 3: man tager historie for givet, men tingene har ikke altid været som de er i dag

### 6. How many of you have a smartphone?

(8:10) 6: har en om lidt så i alt: 8-9/10

Nogen Andre 13/12/13 10:53

Comment: compatibility

### 7. Do you use QR codes?

(8:30) 6: alle kender og kan bruge QR kode, har brugt det i undervisningen, spørgsmål har hængt rundt på skolen hvor man skulle scanne for at få spørgsmålet og så sende svar

Nogen Andre 13/12/13 10:53

Comment: compatibility

(8:30) 6: vi har også brugt det i undervisning, til de her quiz. Der var en seddel hængt op forskellige steder på skolen og så har vi så skannet dem og så har vi så fået spørgsmålet og sendt svaret på Facebook (muffled ??) *"we have also used codes in teaching, for quizzes. There were sheets hung up different places in school and we scanned them...got a question and got the answers sent to Facebook."* (8:30) 2&9: alle har ipad fra skolen (transcription and translation by Kelly)

(8:50) 2&9: alle har ipad fra skolen

## 8. What do you use them for? Can you give an example?

(9:20) 1: når man ser en reklame kan man bruge den for at komme ind på siden,

(9:35) 3: man kan lave sin egen kode, har selv erfaring med det, virtuel poster

(9:50) 6: når jeg ser en poster med både webadresse og QR bruge jeg webadresse, pga først åbne programmet osv, lidt besværligt, tager for lang tid, ofte et nemt web navn alligevel

Nogen Andre 13/12/13 10:53

**Comment:** complexity

(9:50) 6:når jeg ser en QR kode med reklamer, skriver jeg bare adressen ind isf at skanne, fordi det går hurtigere end at åbne programmet og så skal den viderestille dig til et andet program...jeg synes det tager for lang tid ift du skal åbne et program der så viderestiller dig til et andet program og så det er et firma der alligevel har et eller andet kort hjemmeside navn...Så jeg kan ikke rigtig se pointen i det.

*"when I see a QR code in ads, I just write the web address down instead of scanning, because it's faster than opening the program that sends you on to another program...I think it takes too long because you have to open a program that sends you on to another program and then the company has some short home page name anyway. I don't really see the point."* (transcription and translation by Kelly)

(10:20) 4: sjovt i starten fordi det var nyt

(10:40) bruger det ikke rigtigt ude i verden

Nogen Andre 13/12/13 10:53

**Comment:** compatibility

## Poster Evaluation:

Impulse evaluation:

(11:25) det ser faktisk meget sjovt ud, dem kunne jeg godt finde på at scanne

(11:29) også mig, det er også fordi jeg har aldrig hørt hun har en beauty book

## 9. What are your first thoughts when you see this poster/advertisement?

(11:52) 1: ret fed ide

(11:54) 6: første tanke det svar vil jeg da gerne vide

Nogen Andre 13/12/13 10:53

**Comment:** relative advantage

((12:08) 2: fedt koncept med man kan gå rundt og få lidt historie hele tiden

Nogen Andre 13/12/13 10:53

**Comment:** relative advantage

(12:15) 3: fedt layout, farve osv, man bliver opmærksom det springer i øjnene, og spørgsmål man vil ha svar på

Nogen Andre 13/12/13 10:53

**Comment:** relative advantage

(12:30) 4: normale poster med QR er lange tekster, her kort kun med spørgsmål og så scan for at få svar så jeg tror der er mange der vil gøre det

Nogen Andre 13/12/13 10:53

**Comment:** compatibility – life style, don't like long texts

(12:45) 5: lokation hvor man alligevel venter så kan man ligeså godt lige scanne og få lidt af vide

Nogen Andre 13/12/13 10:53

**Comment:** compatibility – life style

**Situation 1: You see this poster at a bus stop. What would your reaction be? (Do you find the question interesting? Would you like to know the answer or would you just mind your own business?)**

**Situation 2: You just got on the bus/train/metro to school and you see this poster. What would you do? Would you scan the QR code?**

(13:35) 4: hvis jeg havde tid ville jeg gøre det

Nogen Andre 13/12/13 10:53

**Comment:** compatibility

(13:40) 6: ofte hænger de over nogen, så kan man ikke komme til

Nogen Andre 13/12/13 10:53

**Comment:** minus compatibility lifestyle awkward & minus complexity physically difficult to reach and scan

**Situation 3: You walk by this poster on the street/in the school hallway? Would you be interested? Would you stop?**

(14:22) 5: det er mere sandsynligt at det ville blive scannet der en fx en overfyldt metro, ja også stoppe for at gøre det

Nogen Andre 13/12/13 10:53

**Comment:** compatibility

(14:32) 4: det kommer an på om man har travlt, hvis man er ved at komme forsent så nej

Nogen Andre 13/12/13 10:53

**Comment:** compatibility

(14:35) 1: men så ved man hvor den hænger så kan man gøre det når man skal hjem

(14:40) 9: jeg tror ikke jeg ville stoppe op for at gøre det, men hvis man alligevel bare står og venter

Nogen Andre 13/12/13 10:53

**Comment:** compatibility

(14:50) 3: hvis man bliver ved med at gå forbi den vil man stoppe på et tidspunkt for at finde ud af det

Nogen Andre 13/12/13 10:53

**Comment:** compatibility, relative advantage – wanna know the answer

(14:59) 5: lærer kampagne om undertrykte forhold der var også QR koder hvor man kunne få info det var rigtig godt, jeg gik hen og scannede jeg synes det var spændende

Nogen Andre 13/12/13 10:53

**Comment:** earlier case of relative advantage

10. Would you perceive this as a series if/when you see a second poster in the series?

(15:50) 10: ja det tror jeg godt bl.a. pga. det der hey you, farverne og billederne

(15:57) 3: meget karakteristiske også pga. QR koderne

(16:08) 6: hvis man har hey you så ville man opfatte det, hvis det ikke var det ville det ikke være så tydeligt men man ville nok godt hurtigt opfatte det

(16:30) 9: det er lidt ligesom titlen på en bog

**11. How would you feel when encountering a second, third or fourth etc. poster? Would you scan or would it be enough?**

9

(16:58) 3: det kommer an på hvad jeg har fået ud af at scanne QR koden hvis jeg allerede efter første gang har fået alle informationer, layout når man kommer ind vil også have indflydelse

Nogen Andre 13/12/13 10:53

**Comment:** dependent on relative advantage first time

(17:10) 4: hvis det er et kort svar og ikke en lang roman med mange kilder osv. så ville jeg scanne de næste

Nogen Andre 13/12/13 10:53

**Comment:** compatibility – life style

(17:28) 5: ja men der skal også være mulighed for uddybende svar hvis man vil det

(17:35) 4: ja først kort svar og så uddybende under

alle enige

## 12. (Once you know the answer) would you incorporate it or talk to your friends about it?

(17:50) 1: ja den der med krigen kunne jeg godt finde på at sige hey ved du...?

Nogen Andre 13/12/13 10:53

**Comment:** observability

(18:00) 2: ja også den med thumbs op det er noget vi går og bruger i hverdagen

Nogen Andre 13/12/13 10:53

**Comment:** relative advantage, observability

(18:23) 1: kunne godt finde på at teste andre

Nogen Andre 13/12/13 10:53

**Comment:** observability

4&5: nikker ja

## 13. How would you make these posters better?

(18:50) 10: holde sig til hey you, de andre uoverskuelige, QR er for stor og hvis den er vendt

(19:11) 5: anden font mere læselig men måske mere historie agtig

(19:26) 9: hey you bedst, den anden bare direkte spørgsmål – nej jeg er ikke i skole

(19:39) 3: det er meget tydeligt på den her hva man skal gøre for at få svaret hvor det er sværere at se på den her helt nede i hjørnet, finde en balance ikke så stor som den ene model men heller ikke så lille som den nede i hjørnet

Nogen Andre 13/12/13 10:53

**Comment:** complexity

(20:00) 6: men rart med hey you så man kan se det er en serie, forskellige farve så man kan se det er et nyt spørgsmål så man ikke skal læse for at se om man kender det

Nogen Andre 13/12/13 10:53

**Comment:** compatibility

(20:33) 4: kan godt lide Q & A så det er tydeligt med spg og svar med QR koden så man ved med det samme at det er det man skal gøre for at finde svaret, den anden skal man kigge rundt og så først lige ser man hjemmesiden og til sidst QR

Nogen Andre 13/12/13 10:53

**Comment:** compatibility

(21:00) enighed om lige QR kode

## Forståelige spg.?

Ja enighed

(22:00) Explain whole campaign (app, homepage, quiz) and interview about interests levels

(22:10) 4: ja korte spørgsmål og svar lidt som quiz battle (app), så kan man lige se hvem kan mest historie på det her punkt

Nogen Andre 13/12/13 10:53

**Comment:** relative advantage

(22:25) 3: quiz rigtig god ide, der var mange der downloadede quiz battle så det samme med mere historie prægede spørgsmål

(22:44) 5: historie ting fra danmark så de ældre også kan være med, fx om runde tårn

### ville det hjælpe med at holde folk i kampagnen?

(23:20) 4: ja ligesom quiz battle den bruger folk også uden at tænke nu skal vi lære noget historie

Nogen Andre 13/12/13 10:53

Comment: compatibility

Hvad for nogle spørgsmål synes i er mest interessant?

(26:20) 5: den med 40 min krig den virker mest absurd så man bliver nysgerrig

(26:28) 8: jeg synes ret absurd at gemme sin kone i fryseren

(26:35) 4: jeg synes thumbs op for det er noget vi gør så tit, så det er noget man kan relaterer til

(26:40): 1: ja hver gang du "liker" noget

### Hvilke emner af spørgsmål mest relevant

(27:10) 6: hverdags relateret, thumbs op, jeg har svært at relatere til beauty book måske piger relaterer mere til den?

Nogen Andre 13/12/13 10:53

Comment: relative advantage

(27:23) 9/4: ja det gør vi

(27:36) 6: måske bare fordi det var cleopatra

(28:10) 4: det er rigtig vigtigt at gøre historie spændende for det kan være rigtig kedeligt hvis det er formidlet på en dårlig måde

### Hvis posters havde UVM logo på mere eller mindre attraktiv?

(29:05) 8: ingen forskel vi tænker ikk over det

(29:10) 6: ingen indflydelse for mit vedkommende

(29:15) 4: det ville se mere blæret ud

### Mere troværdigt?

(29:30) 4., 5. 6.: ja

4: ja, fx den der 40 min krig har jeg aldrig hørt om så kunne godt være opdigtet så på den måde ville det måske gøre det mere troværdigt

### Interview 1 (I1):

#### Focus group interview

Conducted the 20<sup>th</sup> of November 2013 8:45 AM at Gladsaxe Gymnasium, Group A, 2.g. history class with Martin Jensen

by Interviewer: Rune, Notetaker: Kelly, Transcribed and coded by Rune for Schrøder

### Focus group interviews:

I: Male:18

2: M:17

3: M:17

4: Female:17

5: M:18

6: M:17

7: F:16

8: F:16

9: F:17

10: F:17

**Target group analysis: interest**

**1. What does history mean for you?**

- Family history
- Dates and places
- Wars / countries
- Subject at school

5: Hvor man går tilbage I tiden og kigger på begivenheder og hvad betydning de har idag

4: Vigtigt at vide hvordan og hvorfor vores verden ser ud som den gør idag, hvorfor vi har demokrati, protestantisk land osv.

2: at lære kildekritik

6 :bade ældre og nyere tekster

Familie datoer osv.?

3 :krige og slagmarksberetninger også meget spændende

4 :pige fra Somalia synes pga baggrund også at krige er spændende, snakker meget om krige med venninder fra Afghanistan o.a., og politiken I de forskellige lande

op til 3 min

**2. Give us examples of boring / exciting history**

(3:33) 2: spændende at kigge på datoer for tidligere krige, hvordan så samfundet ud på det tidspunkt og hvad der skete før det

(3:40) 4: generelt verdens historie, hvis kun dk er det kedeligt

(3:50) 6: slægtshistorie ikke så interessant

**3. Give us a positive / negative example of a history class experience**

- How would you improve history teaching

(4:29) 4: positiv – inkluderende undervisning, sms afstemning om korrekt svar, sjov måde at gøre det på- sjovt når der er noget spil inkluderet

(5:00) 3: ældste historie er kedeligt, afviger så meget fra vores samtidighed så det er svært at forstå- f.eks. det de har nu – stormen på bastillen er mega spændende fordi man kan se hvilken indvirken det har haft

(5:33) 1: De handler også om at blive inkluderet så man kan deltage aktivt – komme ud og bevæge sig

#### **4. How and where do you encounter history outside of school/class?**

- Quizzes
- Games
- Magazines
- Family
- Current events
- Museums

(5:55) 3: biblioteket, historie blade, museer

(6:02) 10: når snakker med bror han er meget historie interesseret, alle emner

(6:20) 6: ofte når man læser noget naturvidenskabeligt for man også indblik i forudsætningen for det og får dermed også noget historie

(6:35) 5: discovery og dokumentarer, det er nemmere at forholde sig til når det bliver visuelt formidlet

(6:50) 1: reminder fra bedste forældre om at sådan har tingene ikke altid været

#### **5. Do you find history relevant for you/your life?**

(7:23) 6: ja for ellers ville vi ikke kende nogen forudsætninger for hvorfor vi har den hverdag vi har i dag

(7:27) 4: mine forældre er flygtninge, så vigtigt at vide hvordan og hvorfor lige danmark

(7:48) 3: man tager historie for givet, men tingene har ikke altid været som de er i dag

#### **6. How many of you have a smartphone?**

(8:10) 6: har en om lidt så i alt: 8-9/10

#### **7. Do you use QR codes?**

(8:30) 6: alle kender og kan bruge QR kode, har brugt det i undervisningen, spørgsmål har hængt rundt på skolen hvor man skulle scanne for at få spørgsmålet og så sende svar

(8:50) 2&9: alle har ipad fra skolen

#### **8. What do you use them for? Can you give an example?**

(9:20) 1: når man ser en reklame kan man bruge den for at komme ind på siden,

(9:35) 3: man kan lave sin egen kode, har selv erfaring med det, virtuel poster

(9:50) 6: når jeg ser en poster med både webadresse og QR bruge jeg webadresse, pga først åbne programmet osv, lidt besværligt, tager for lang tid, ofte et nemt web navn alligevel

(10:20) 4: sjovt i starten fordi det var nyt

(10:40) bruger det ikke rigtigt ude i verden

### **Poster Evaluation:**

Impulse evaluation:

(11:25) det ser faktisk meget sjovt ud, dem kunne jeg godt finde på at scanne

(11:29) også mig, det er også fordi jeg har aldrig hørt hun har en beauty book

### **9. What are your first thoughts when you see this poster/advertisement?**

(11:52) 1: ret fed ide

(11:54) 6: første tanke det svar vil jeg da gerne vide

((12:08) 2: fedt koncept med man kan gå rundt og få lidt historie hele tiden

(12:15) 3: fedt layout, farve osv, man bliver opmærksom det springer i øjnene, og spørgsmål man vil ha svar på

(12:30) 4: normale poster med QR er lange tekster, her kort kun med spørgsmål og så scan for at få svar så jeg tror der er mange der vil gøre det

(12:45) 5: lokation hvor man alligevel venter så kan man ligeså godt lige scanne og få lidt af vide

**Situation 1: You see this poster at a bus stop. What would your reaction be? (Do you find the question interesting? Would you like to know the answer or would you just mind your own business?)**

**Situation 2: You just got on the bus/train/metro to school and you see this poster. What would you do? Would you scan the QR code?**

(13:35) 4: hvis jeg havde tid ville jeg gøre det

(13:40) 6: ofte hænger de over nogen, så kan man ikke komme til

**Situation 3: You walk by this poster on the street/in the school hallway? Would you be interested? Would you stop?**

(14:22) 5: det er mere sandsynligt at det ville blive scannet der en fx en overfyldt metro, ja også stoppe for at gøre det

(14:32) 4: det kommer an på om man har travlt, hvis man er ved at komme forsent så nej

(14:35) 1: men så ved man hvor den hænger så kan man gøre det når man skal hjem

Nogen Andre 13/12/13 10:53

**Comment:** position

Nogen Andre 13/12/13 10:53

**Comment:** motivation

Nogen Andre 13/12/13 10:53

**Comment:** position

Nogen Andre 13/12/13 10:53

**Comment:** motivation

Nogen Andre 13/12/13 10:53

**Comment:** position and discrimination: positive positioning towards the layout no aesthetical discrimination

Nogen Andre 13/12/13 10:53

**Comment:** motivation

Nogen Andre 13/12/13 10:53

**Comment:** discrimination towards normal formats, here positive

Nogen Andre 13/12/13 10:53

**Comment:** motivation, implementation

Nogen Andre 13/12/13 10:53

**Comment:** motivation

Nogen Andre 13/12/13 10:53

**Comment:** implementation

Nogen Andre 13/12/13 10:53

**Comment:** motivation time warrant

Nogen Andre 13/12/13 10:53

**Comment:** discrimination

Nogen Andre 13/12/13 10:53

**Comment:** implementation, motivation

Nogen Andre 13/12/13 10:53

**Comment:** negative motivation

Nogen Andre 13/12/13 10:53

**Comment:** implementation

(14:40) 9: jeg tror ikke jeg ville stoppe op for at gøre det, men hvis man alligevel bare står og venter

Nogen Andre 13/12/13 10:53

Comment: motivation

(14:50) 3: hvis man bliver ved med at gå forbi den vil man stoppe på et tidspunkt for at finde ud af det

Nogen Andre 13/12/13 10:53

Comment: motivation

(14:59) 5: lærer kampagne om undertrykte forhold der var også QR koder hvor man kunne få info det var rigtig godt, jeg gik hen og scannede jeg synes det var spændende

Nogen Andre 13/12/13 10:53

Comment:

10. Would you perceive this as a series if/when you see a second poster in the series?

(15:50) 10: ja det tror jeg godt bl.a. pga. det der hey you, farverne og billederne

(15:57) 3: meget karakteristiske også pga. QR koderne

(16:08) 6: hvis man har hey you så ville man opfatte det, hvis det ikke var det ville det ikke være så tydeligt men man ville nok godt hurtigt opfatte det

(16:30) 9: det er lidt ligesom titlen på en bog

**11. How would you feel when encountering a second, third or fourth etc. poster? Would you scan or would it be enough?**

9

(16:58) 3: det kommer an på hvad jeg har fået ud af at scanne QR koden hvis jeg allerede efter første gang har fået alle informationer, layout når man kommer ind vil også have indflydelse

(17:10) 4: hvis det er et kort svar og ikke en lang roman med mange kilder osv. så ville jeg scanne de næste

(17:28) 5: ja men der skal også være mulighed for uddybende svar hvis man vil det

(17:35) 4: ja først kort svar og så uddybende under

alle enige

**12. (Once you know the answer) would you incorporate it or talk to your friends about it?**

(17:50) 1: ja den der med krigen kunne jeg godt finde på at sige hey ved du...?

(18:00) 2: ja også den med thumbs op det er noget vi går og bruger i hverdagen

(18:23) 1: kunne godt finde på at teste andre

4&5: nikker ja

**13. How would you make these posters better?**

(18:50) 10: holde sig til hey you, de andre uoverskuelige, QR er for stor og hvis den er vendt

(19:11) 5: anden font mere læselig men måske mere historie agtig

(19:26) 9: hey you bedst, den anden bare direkte spørgsmål – nej jeg er ikke i skole

(19:39) 3: det er meget tydeligt på den her hva man skal gøre for at få svaret hvor det er sværere at se på den her helt nede i hjørnet, finde en balance ikke så stor som den ene model men heller ikke så lille som den nede i hjørnet

(20:00) 6: men rart med hey you så man kan se det er en serie, forskellige farve så man kan se det er et nyt spørgsmål så man ikke skal læse for at se om man kender det

(20:33) 4: kan godt lide Q & A så det er tydeligt med spg og svar med QR koden så man ved med det samme at det er det man skal gøre for at finde svaret, den anden skal man kigge rundt og så først lige ser man hjemmesiden og til sidst QR

(21:00) enighed om lige QR kode

### **Forståelige spg.?**

Ja enighed

(22:00) Explain whole campaign (app, homepage, quiz) and interview about interests levels

(22:10) 4: ja korte spørgsmål og svar lidt som quiz battle (app), så kan man lige se hvem kan mest historie på det her punkt

(22:25) 3: quiz rigtig god ide, der var mange der downloadede quiz battle så det samme med mere historie prægede spørgsmål

(22:44) 5: historie ting fra danmark så de ældre også kan være med, fx om runde tårn

### **ville det hjælpe med at holde folk i kampagnen?**

(23:20) 4: ja ligesom quiz battle den bruger folk også uden at tænke nu skal vi lære noget historie

Hvad for nogle spørgsmål synes i er mest interessant?

(26:20) 5: den med 40 min krig den virker mest absurd så man bliver nysgerrig

(26:28) 8: jeg synes ret absurd at gemme sin kone i fryseren

(26:35) 4: jeg synes thumbs op for det er noget vi gør så tit, så det er noget man kan relatere til

(26:40): 1: ja hver gang du "liker" noget

### **Hvilke emner af spørgsmål mest relevant**

(27:10) 6: hverdags relateret, thumbs op, jeg har svært at relatere til beauty book måske piger relaterer mere til den?

(27:23) 9/4: ja det gør vi

(27:36) 6: måske bare fordi det var cleopatra

(28:10) 4: det er rigtig vigtigt at gøre historie spændende for det kan være rigtig kedeligt hvis det er formidlet på en dårlig måde

**Hvis posters havde UVM logo på mere eller mindre attraktiv?**

(29:05) 8: ingen forskel vi tænker ikk over det

(29:10) 6: ingen indflydelse for mit vedkommende

(29:15) 4: det ville se mere blæret ud

**Mere troværdigt?**

(29:30) 4., 5. 6.: ja

4: ja, fx den der 40 min krig har jeg aldrig hørt om så kunne godt være opdigtet så på den måde ville det måske gøre det mere troværdigt

**Interview 3 (I3):**

**Focus group interview**

**Conducted the 20<sup>th</sup> of November 2013 10:55 AM at Copenhagen International School,**

**Group A, Humanities grade 9 with Daniel Cooper**

**Interviewer: Rune, Notetaker: Kelly, transcribed (verbatim) and coded by Kelly for Rogers**

1. Female 14 yrs
2. Male 15
3. M 15
4. M 14
5. M 14
6. F 15
7. F 15
8. M 15
9. M 14
10. M 15

Focus group length = 31:48

#1

8. I think of things that happen in the past (:50)

9. Rome

2. I think why we do history in school is so we don't make the same mistakes as before. There's tons of examples of what we did wrong and what we could have done better...so we don't repeat the past (1:00)

7 .like Hitler (1:19)

Rune, so for you history is mostly what you learn in school? (1:25)

7. everything that happened in the past (1:32)

#2

3. In my opinion, I think exciting history is like huge events or like a war because it's full of interesting details and things that actually happened (1:55)
7. and a lot of different points of views included in that (2:04)
8. Boring history I suppose would be when man first started walking and nothing really happened (2:10)

#3a

8. History's great fun, it's quite boring to learn about stupid viewpoints like someone discovering something insignificant to us. Everything's pretty good (2:55)
6. Also the positives are when you don't just sit and learn from a text but we do something while we learn (3:11)
8. like active
6. yeah active
2. Yeah like we'll have activities with America over there and Asia over here and we talk about their point of view on that situation that's happening and we talk about what's happening with them and and how it affects their country n stuff. So that's how we learn, like get it in our head better (3:25)
- Rune. So when it's more including, it's more interesting?

#3b

7. I don't really think we have that (problem). You know it's always boring if it's just the teacher lecturing. But we don't have that problem in humanities (4:03)
5. It's fun to have a really interactive teacher, which our teacher already is so we don't really have problems with that (4:14)
8. We're actually lucky to have a very good teacher. We don't have someone who just stands up beside the board and says "this happened" and "memorize that and you'll have a test next week" (4:23)
- Rune. Point to specifics why this is particularly good?
7. Because you get to care (4:35)
8. It feels like the teacher is very passionate about it (4:38)
4. You also learn more when you're having fun (4:43)
9. He does come over and talk to you about things if there's something you don't understand, if there's something to delve into even more (4:46)
2. Like last year we used PEEL, but I was confused about how we used it in different classes. It's Point Explain Example Link. Well, it depends on which class you're talking about (4:58)
8. It's a way of structuring paragraphs (5:13)
7. making an argument (5:16)
2. and he really helps us with that, like showing what you need to do and to make an easier way of talking, like getting to the point and stuff so it's easy (5:18)

notebook 13/12/13 10:53

**Comment:** Relative advantage

notebook 13/12/13 10:53

**Comment:** Relative advantage

notebook 13/12/13 10:53

**Comment:** Relative advantage

notebook 13/12/13 10:53

**Comment:** Relative advantage

notebook 13/12/13 10:53

**Comment:** RELATIVE ADVANTAVE

#4

- 8 BBC news (5:37)
2. movies (5:40)
4. documentaries (5:42)
6. Also just in the city, like if you walk around and see old buildings, and old like statues (5:43)

7. What about like every way that everything's built up is basic history, isn't it? Like our government is based on what we learned from the past. Really it's all around you, I guess (5:55)

#5 Rune. what parts of history that you find all around do you find relevant for yourself?

4. It depends on if it's had an impact on our lives. Like if somebody invented something no one uses, but there's a statue for him 'cause he was great like 50 years ago, we won't really...like, we want like a great piece of history (6:22)

Rune. So it's more if it can be related to something that has a direct impact on our everyday life?

8. ja

#6 (9 out of 10 have a smart phone) (6:53)

#7/#8

6. What? (7:09)

8. The, eh square thing-a-ma-bobbers (7:11)

6. What is that (7:12)

9. the one you scan and then it comes up (7:15)

6. oh, sometimes (7:17)

?.Not really

9. I compulsively use them. Every time I see one I have to scan it (7:23)

Rune. So you do it when you see a QR code, but the rest of you, have you ever tried before? (7:28)

4. Yeah I have (7:34)

8. Yeah. I have. I just don't use them that much (7:35)

Rune. Can you give an example?

4. in old school once we had to use it for homework. But then because half the people didn't have a smart phone they couldn't do the homework (7:46)

6. I was eating breakfast and you know the chocolate things you put on (pålæg chokolade), there's like, you can scan it and it would download a really fun game, so I scanned it (7:54)

(giggling)

Rune. But you used it because it could offer some more?

6. Yeah, like it seemed fun or something. Also behind (?) like licorice, you could scan it and see the ingredients or something and I wanted to see if you could make them at home (8:14)

8. They don't really have that many uses in my opinion, but they're quite nice if you're walking around and you see a poster or something and it's something you want to know about or something you want, so say it's a band poster and you wanna go to that concert and there's a little code instead of remembering the date and the name of the band you can just scan it and it's on your phone and you can get it later. It's easier (8:32)

9. It's a lot easier and a lot faster than looking for...looking at the poster and then (writing it down)(scanning a QR code) takes 2 seconds instead of writing down the URL to buy tickets or the date (8:53)

notebook 13/12/13 10:53

**Comment:** Not knowing what QR codes are called but know what they are

notebook 13/12/13 10:53

**Comment:** compatibility

notebook 13/12/13 10:53

**Comment:** Compatibility, lifestyle

notebook 13/12/13 10:53

**Comment:** compatibility

notebook 13/12/13 10:53

**Comment:** compatibility in a similar situation

notebook 13/12/13 10:53

**Comment:** compatibility in a similar situation

notebook 13/12/13 10:53

**Comment:** compatibility

notebook 13/12/13 10:53

**Comment:** compatibility, value of information

notebook 13/12/13 10:53

**Comment:** complexity, ease

notebook 13/12/13 10:53

**Comment:** complexity, ease and speed

Rune. So if a poster had some content that was of your interest then QR code could be one of the ways you could imagine to get the information  
All. (nodding) Yeah/ I think so (9:22)

notebook 13/12/13 10:53

**Comment:** compatibility, value of information

#9

8. very simple and straight to the point (10:14)

6. and the colors, like make me look at it (10:16)

4. stand out (10:21)

9. it stands out like the red you can see on the background on the street, (muffled) you immediately look towards it (10:22)

2. the caption at the front is really clear that it's talking to you and that you need to listen to what they say (10:34)

Situation 1

Rune. What's your reaction?

9. I think I would think about it for a little bit and then I would scan the QR code and see to see what's on the other side and then I'll just take a look (muffled) don't forget about the bus of course (11:03)

notebook 13/12/13 10:53

**Comment:** decision, adopt (schroder's motivation)

4. I think it depends on what the question is because if it's something that has no meaning to you and you want everything (muffled) but then I'd probably want, like, think about the question or scan the code, but if it's something like has impact or something like, that you'll be able to use in your life, then I think more people would scan it (11:15)

notebook 13/12/13 10:53

**Comment:** relative advantage

7. come on, it can still be interesting (11:37)

notebook 13/12/13 10:53

**Comment:** relative advantage

4. yeah, no but if it doesn't have like anything, well you want it to be interesting (11:39)

7. Well I will have no use for Cleopatra's beauty book, but I think I would still do it, because it's interesting to know those kinds of things, so maybe (muffled) (11:45)

6. yeah it makes me like want to know what the answer is (11:53)

7. but I think I'd just Google it because there's been too much problem with those (11:57)

notebook 13/12/13 10:53

**Comment:** relative advantage, a debate about

Rune. You mean QR codes?

7. yeah

notebook 13/12/13 10:53

**Comment:** complexity

9. it's a trivial thing, it's like just standard trivia "what does 'thumbs up' mean in ancient Rome? It's one of these things like if you don't know it, then you think did I miss out on my opportunity to find it? And then you keep going until you find the QR code again and then you just scan it after that (12:06)

notebook 13/12/13 10:53

**Comment:** relative advantage –of knowing answer of scanning code then and there

6. I think my problem would be on these (original) that I wouldn't really realize that. I would just think that (the QR code) was the page to go and find out about history (12:28)

notebook 13/12/13 10:53

**Comment:** decision/schroder's motivation

Rune. So this layout (square/diamond) helps you realize that...

notebook 13/12/13 10:53

**Comment:** complexity, understanding the point (schroder comprehension)

8. Here's the thing, I like this one (original) more but for practical reasons in reality if you're walking down the street, you wouldn't see this down right in the corner. You wouldn't bend down and do it. That'd be a wee bit dodgy. So in real life n stuff I mean I feel that that would be a better design (square) than this one (original) although I do like this one (original), it catches your eye more with the "hey you" on the top of it. It's also more of like a branding kind of thing. Like you can almost indicate which ones are the same if you're gonna have multiple (muffled) it's the same company, that kind of thing. It's the same poster (12:47)

notebook 13/12/13 10:53

**Comment:** complexity

notebook 13/12/13 10:53

**Comment:** relative advantage ?

notebook 13/12/13 10:53

**Comment:** relative advantage ?, series

2. So also like you know how it says “Q” and then “A”. I think that’s a really good way how to show this the answer if you do this and they know that App or whatever it is (muffled) and you look it up and you know the answer. So I think that’s a better way to put it on the poster (13:17)

notebook 13/12/13 10:53

**Comment:** complexity

#10

8. oh yeah (13:52), especially with this one, I think (original)

2. yeah and the “hey you” has the same title for everything (13:57)

8. yeah, the “hey you” and the standing out of the colors, the silhouette images. It’s very obvious. It’s obvious as long as you see more than one that it’s a series of things (13:59)

notebook 13/12/13 10:53

**Comment:** relative advantage ?, more about a passive interest in the series at 16:44

Situation 2

4. I think people would read ‘em more ‘cause in the bus you’re just like waiting to get to a

your place and you have time to like read it and also at the bus stop ‘cause you’re waiting for the bus anyways (14:30)

7. I disagree with that because, well me, there’s always people texting when you’re in the bus, or you’re listening to music and you don’t have time to focus, whereas when you’re waiting for the bus, ok, I gotta make sure to keep a look out and not miss the bus if waiting (14:45)

notebook 13/12/13 10:53

**Comment:** compatibility, lifestyle (not of innovation adoption, but to read posters, get knowledge)

6. And there’s always like a lot of things going on on the bus like there can be of different advertisements so I wouldn’t notice it as much as I would at the bus stop (15:00)

notebook 13/12/13 10:53

**Comment:** compatibility, lifestyle (not of innovation adoption, but to read posters, get knowledge)

7. And beside if it’s in the window, ok then you have to get up (15:11)

9. Yeah but um, even when I go on the train I don’t really take notice of advertisements, maybe that’s just because I don’t speak Danish and I’ve realized that they mean nothing to me, just because I can’t understand what they say. But um, I don’t ever look at the advertisements, unless something specific catches my eye and then I look away so (15:17)

notebook 13/12/13 10:53

**Comment:** complexity

Kelly. Would it catch your eye if it was in English?

notebook 13/12/13 10:53

**Comment:** compatibility, lifestyle (not of innovation adoption, but to read posters, get knowledge)

9. Well I kind of got the idea that like every single advertisement on these little televisions are in Danish, so I probably wouldn’t notice anymore if it was in English but if it was something particularly eye-catching...I couldn’t tell you exactly what, um, then I probably would take notice of it. If it was in English (15:45)

Rune. None of you would lean over somebody to check the QR code?

notebook 13/12/13 10:53

**Comment:** compatibility, lifestyle (not of innovation adoption, but to read posters, get knowledge)

6./8. No, never (16:13)

8. I think if we’re seeing about which one would be more noticeable (muffled-inside our heads) remember it more it would be this one, ‘cause when you’re on the train n stuff, you’re really thinking and you’re not as as attentive as you would be walking. Also there’s less stuff just happening around you if you’re just walking somewhere than if you’re on the train. There’s already ads everywhere. There’s enough stuff for your eyes to get caught to see. You don’t need more (16:15)

notebook 13/12/13 10:53

**Comment:** complexity, possible compatibility

(#11a)9. It’s the “hey you” is really memorable I suppose. Like if I saw this walking down the street, I would remember that for a while, and then just hey, I might as well find the other ones, see what it says (16:44)

notebook 13/12/13 10:53

**Comment:** lifestyle compatibility, awareness knowledge

Rune. So you would actually be more interested in finding the other ones?

notebook 13/12/13 10:53

**Comment:** relative advantage, series

9. yeah if I noticed it was a series, then I might say, I probably wouldn’t actually like go out and try to find them, but while just on my daily route, going to school, maybe going somewhere else (muffled-somewhere to eat or something). I would keep an

eye out for them at the bus stops. Because it obviously does look quite interesting (17:06)

notebook 13/12/13 10:53

**Comment:** relative advantage, series

### Situation 3

7. It really depends what your current situation that day is. If you've had a good day or a bad day or what stuff's going on in your mind. Are you just out for a walk? Are you on your way home? (17:40)

9. Denmark is very happy, so all people will be in a good mood (17:52)

8. It's the happiest country in the world, I think, at the moment (17:59)

6. But still, if it wasn't school, I wouldn't really notice it because I would think, like, that's history. It's about long paragraphs and stuff but like so (18:02)

notebook 13/12/13 10:53

**Comment:** lifestyle compatibility, awareness knowledge

notebook 13/12/13 10:53

**Comment:** if displayed at school, NO relative advantage

### #11b

7. Oh it's something you do like when you meet your parents colleagues or something at a fancy dinner and you need to sound like you actually know stuff so they don't judge you too much (18:37)

6. No but I think I would, I dunno because I sometimes, like, say weird things. So like, I would probably like say things like this sometimes. So if just like the thumbs up thing, if someone did it I could be like "hey you know that meant..." (18:49)

Rune. So if you found some context?

notebook 13/12/13 10:53

**Comment:** observability, schroder's motivation

notebook 13/12/13 10:53

**Comment:** observability, compatibility

### #12

7. We already said that didn't we? If there was a "hey you" on this one (square) and the answer being more clear that this (QRcode) was the answer (on the original) (19:23)

8. combine insignificant (square/diamond)

Rune. So a mix between the "hey you" and that one (square) where we keep this layout and we incorporate the QR code a bit bigger (19:32)

8. yeah, like more obvious and less down in the corner close to the ground spot. Have it higher up where you don't have to (19:41)

Rune. 'Cause when it's down here it seems like it's, uh...

8. it's insignificant. It looks like it doesn't mean anything when it (QR code) obviously wants you to go there (website/to get answer) (19:53)

6. but the colors are also really good because it stands out and it makes you notice it if you're walking somewhere (20:00)

9. what I would say like trying to improve this poster, (muffled) what I would say is move more text upwards (Rune), so instead of "do you..." (next line) "... know what", "do you know what" all in one line and then move the image upwards and put the QR code like larger, right about here (higher up in the original) (20:10)

Rune. We also have different examples, like one where we turned the QR code

9. does that even work? (20:42)

Rune. Yes

6. do they work now? (20:48)

Rune. Yes, but they don't link to anything

Kelly. They link to the website but it's not up and running

Rune. Would you prefer the tuned or the straight?

6. (nods)

7. Definitely that one (prefer square to diamond) (21:03)

8. I don't really see that it makes that much of a difference (21:06)

notebook 13/12/13 10:53

**Comment:** complexity?

notebook 13/12/13 10:53

**Comment:** compatibility, complexity

9. I think that it, it makes it look sort of more silly, and that people aren't gonna like take seriously. It's a QR code so it's got the idea that it's supposed to be like flat. This one's (diamond) got it like on it's edge. I honestly don't sort of like it. It makes it sort of less serious, but to a degree that it just isn't attractive to a person any more (21:09)

Rune. Are the texts understandable?

9. oh yeah (21:44)

9. it's very simple language, straight to the point, good (21:45)

7. it's sort of like old fashioned font, I guess well, I guess in our lives it's old times new roman we use for writing essays. I dunno maybe it's just me (21:50)

Rune. Should it be more appealing?

7. no no no, that's good 'cause as I mentioned times new roman is, like the normal font used for word and such that's what we use (muffled) in school (22:06)

9. the font is pretty good for this kind of thing. It just gives the right like feeling about history. It's sort of the, to me I have no ideas, it's sort of like the font I would use ideally to ask questions, 'cause this is what you're doing here, asking question. I quite like it, the way it's (muffled) (22:20)

6. and it's not too long, like the questions, like if the questions are really long it gets like (22:47)

7. they're just simple (22:51)

Rune. Let's see you use the QR code and get into the webpage. What is preferable, it's just very short factual answer or a more elaborate

4./6. Short, factual (23:09)

7. short, factual answer and then like (23:10)

4. maybe it could have a link to another website with all the answers (23:13)

6. I wouldn't really like feel like, then I don't want to read it, like I don't really care about it that much to read like long paragraphs (23:17)

7. you could have like highlighted (muffled) top but really if it was a long paragraph then you'd go oh, okay, this is just some stupid school thing, it's not just like (23:25)

9. what I would think is you'd have, when you go into the QR code, what you see is you've got the answer in a very short answer in short to the point way similar to poster, just an answer like that and for both the people who want to know the answer and the other people who want to read more about it you could have the answer at the top and maybe another paragraph, a short paragraph on the bottom for people who want to read more about the subject. That would be something, it caters to both sides (23:41)

2. I think that you could have at the top show the answer that's not like a long sentence, just 2 or 3 sentences and then at the bottom you could say "if you wanna learn more about this fact or other facts" then well I'm not sure if that would work but then you could do like a URL or something to more writing about history, like that fact (24:18)

Rune. What about if it had down in the corner the stamp of the Ministry of Education (UVM) (24:47)

7. Then you know it's a school thing. And I mean, come on, we spend too many hours a day in school. We're teenagers, we'd rather not be, we'd rather be with friends (24:57)

9. walking down the street you're not exactly gonna be with your friends anyway (25:10)

7. I would (25:12)

notebook 13/12/13 10:53

**Comment:** relative advantage, to long questions, see 21:45 & 22:51

notebook 13/12/13 10:53

**Comment:** relative advantage, catering to diff needs

notebook 13/12/13 10:53

**Comment:** No relative advantage if long paragraphs

notebook 13/12/13 10:53

**Comment:**

notebook 13/12/13 10:53

**Comment:** relative advantage, catering to diff needs

notebook 13/12/13 10:53

**Comment:** relative advantage, catering to diff needs

notebook 13/12/13 10:53

**Comment:** relative advantage, of not being a school thing, schroder's discrimination

6. well but still you could be playing a game or something (25:14)  
9. walking down the street?!? (25:17)  
7. texting your friends, calling your friends (25:18)  
6./7./9. (debating the situation)  
6. that's a bit too serious in a way (25:27)  
7. It makes you think oh yeah now they're trying to do another thing and how to get people to read more long paragraphs, you wouldn't think it was as simple and easy as this poster suggests (25:30)

Rune. So it would make it less attractive if it was associated with (The Ministry of Education/UVM) (25:42)

7. I think so (25:45)

9. well I as a non-Danish person, I have no idea what the Ministry of Education's logo looks like. If I saw it on one of these posters, I wouldn't know what it was, I'd have thought it was just some silly logo and would have just (followed?-muffled) it anyway (25:48)

8. I don't think it makes any different at all, really, maybe for most people...for people that haven't lived in Denmark for a very long time and might not know what the (26:05)

Rune. Let's say you knew what the logo looked like, would that change it? (26:16)

9. if I knew the logo, it probably would change to a degree, I would think for a minute, oh it's a school thing do I really want to do this? (muffled) I scan everything. I'm that one person (26:21)

6. is it something that's gonna come out in Denmark? (26:57)

Rune. No, I don't think so (27:01)

7. that sucks (27:02)

Rune. (the wider plan), communication campaign: register for daily facts that's related to current events, App quiz to battle with friends, webpage with more info related to the question and subjects of the question. If this existed would you make use of this? (27:10)

(6./7./8./9. nod)

7. I'd definitely (check it out?-muffled) (27:58)

6. same (28:01)

9. yeah I would use that, it sounds like a fun thing to do (28:03)

7. (also it's lame you have to kind of do it?-muffled)

6. also if it was facts that you don't really know, like weird facts in a way (muffled) (28:10)

7. It's interesting knowing (28:16)

Rune. What kind of facts would you find most interesting for these posters? (28:22)

7. like these are quite random facts that never really made an impact in history, which is you know those that can. I like these kind of facts 'cause the bigger, more important things we'll learn in school anyways, or read somewhere or hear somewhere else (28:28)

Rune. so more like odd facts? (28:48)

8. little small nitty bitty kinds of things, so most of these are like, ahhh, I dunno nevermind (28:52)

2. I think these are good, just more of them (29:02)

notebook 13/12/13 10:53

**Comment:** relative advantage

notebook 13/12/13 10:53

**Comment:** No relative advantage if school thing, but still, he scans everything anyway

notebook 13/12/13 10:53

**Comment:** Relative advantage, interested enough to want to know if it will be a real campaign on the streets

notebook 13/12/13 10:53

**Comment:** Relative advantage

notebook 13/12/13 10:53

**Comment:** Relative advantage or not?

Rune. So you wanna know the answers then?

All. Yes! (29:18)

Kelly. How many of you are dying to know and how many of you don't care?

(Most all raise their hand)

9. I'm interested (29:26)

notebook 13/12/13 10:53

**Comment:** Relative advantage, wanting to know answer

### **Interview 3 (I3):**

#### **Focus group interview**

**Conducted the 20<sup>th</sup> of November 2013 10:55 AM at Copenhagen International School,**

**Group A, Humanities grade 9 with Daniel Cooper**

**Interviewer: Rune, Notetaker: Kelly, transcribed (verbatim) and coded by Kelly for Schröder**

This class includes all topics under humanities, and they have just finished a "history" section, so history generally is fresh in their minds.

1. Female 14 yrs
2. Male 15
3. M 15
4. M 14
5. M 14
6. F 15
7. F 15
8. M 15
9. M 14
10. M 15

Focus group length = 31:48

#1

8. I think of things that happen in the past (:50)

9. Rome

2. I think why we do history in school is so we don't make the same mistakes as before. There's tons of examples of what we did wrong and what we could have done better...so we don't repeat the past (1:00)

7. like Hitler (1:19)

Rune, so for you history is mostly what you learn in school? (1:25)

7. everything that happened in the past (1:32)

#2

3. In my opinion, I think exciting history is like huge events or like a war because it's full of interesting details and things that actually happened (1:55)

7. and a lot of different points of views included in that (2:04)

8. Boring history I suppose would be when man first started walking and nothing really happened (2:10)

#3a

8. History's great fun, it's quite boring to learn about stupid viewpoints like someone discovering something insignificant to us. Everything's pretty good (2:55)

6. Also the positives are when you don't just sit and learn from a text but we do something while we learn (3:11)

8. like active

6. yeah active

2. Yeah like we'll have activities with America over there and Asia over here and we talk about their point of view on that situation that's happening and we talk about what's happening with them and how it affects their country n stuff. So that's how we learn, like get it in our head better (3:25)

Rune. So when it's more including, it's more interesting?

#3b

7. I don't really think we have that (problem). You know it's always boring if it's just the teacher lecturing. But we don't have that problem in humanities (4:03)

5. It's fun to have a really interactive teacher, which our teacher already is so we don't really have problems with that (4:14)

8. We're actually lucky to have a very good teacher. We don't have someone who just stands up beside the board and says "this happened" and "memorize that and you'll have a test next week" (4:23)

Rune. Point to specifics why this is particularly good?

7. Because you get to care (4:35)

8. It feels like the teacher is very passionate about it (4:38)

4. You also learn more when you're having fun (4:43)

9. He does come over and talk to you about things if there's something you don't understand, if there's something to delve into even more (4:46)

2. Like last year we used PEEL, but I was confused about how we used it in different classes. It's Point Explain Example Link. Well, it depends on which class you're talking about (4:58)

8. It's a way of structuring paragraphs (5:13)

7. making an argument (5:16)

2. and he really helps us with that, like showing what you need to do and to make an easier way of talking, like getting to the point and stuff so it's easy (5:18)

#4

8 BBC news (5:37)

2. movies (5:40)

4. documentaries (5:42)

6. Also just in the city, like if you walk around and see old buildings, and old like statues (5:43)

7. What about like every way that everything's built up is basic history, isn't it? Like our government is based on what we learned from the past. Really it's all around you, I guess (5:55)

#5 Rune. what parts of history that you find all around do you find relevant for yourself?

4. It depends on if it's had an impact on our lives. Like if somebody invented something no one uses, but there's a statue for him 'cause he was great like 50 years ago, we won't really...like, we want like a great piece of history (6:22)

Rune. So it's more if it can be related to something that has a direct impact on our everyday life?

8. ja

#6 (9 out of 10 have a smart phone) (6:53)

#7/#8

6. What? (7:09)

8. The, eh square thing-a-ma-bobbers (7:11)

6. What is that (7:12)

9. the one you scan and then it comes up (7:15)

6. oh, sometimes (7:17)

?.Not really

9. I compulsively use them. Every time I see one I have to scan it (7:23)

Rune. So you do it when you see a QR code, but the rest of you, have you ever tried before? (7:28)

4. Yeah I have (7:34)

8. Yeah. I have. I just don't use them that much (7:35)

Rune. Can you give an example?

4. in old school once we had to use it for homework. But then because half the people didn't have a smart phone they couldn't do the homework (7:46)

6. I was eating breakfast and you know the chocolate things you put on (pålæg chokolade), there's like, you can scan it and it would download a really fun game, so I scanned it (7:54)

(giggling)

Rune. But you used it because it could offer some more?

6. Yeah, like it seemed fun or something. Also behind (?) like licorice, you could scan it and see the ingredients or something and I wanted to see if you could make them at home (8:14)

8. They don't really have that many uses in my opinion, but they're quite nice if you're walking around and you see a poster or something and it's something you want to know about or something you want, so say it's a band poster and you wanna go to that concert and there's a little code instead of remembering the date and the name of the band you can just scan it and it's on your phone and you can get it later. It's easier (8:32)

9. It's a lot easier and a lot faster than looking for...looking at the poster and then (writing it down)(scanning a QR code) takes 2 seconds instead of writing down the URL to buy tickets or the date (8:53)

Rune. So if a poster had some content that was of your interest then QR code could be one of the ways you could imagine to get the information

All. (nodding) Yeah/ I think so (9:22)

#9

8. very simple and straight to the point (10:14)

6. and the colors, like make me look at it (10:16)

notebook 13/12/13 10:53

**Comment:** Motivation, position

notebook 13/12/13 10:53

**Comment:** Position, (no) discrimination

4. stands out (10:21)

9. it stands out like the red you can see on the background on the street, (muffled) you immediately look towards it (10:22)

2. the caption at the front is really clear that it's talking to you and that you need to listen to what they say (10:34)

notebook 13/12/13 10:53

**Comment:** Comprehension of product

Situation 1

Rune. What's your reaction?

9. I think I would think about it for a little bit and then I would scan the QR code and see to see what's on the other side and then I'll just take a look (muffled) don't forget about the bus of course (11:03)

notebook 13/12/13 10:53

**Comment:** motivation

4. I think it depends on what the question is because if it's something that has no meaning to you and you want everything (muffled) but then I'd probably want, like, think about the question or scan the code, but if it's something like has impact or something like, that you'll be able to use in your life, then I think more people would scan it (11:15)

7. come on, it can still be interesting (11:37)

notebook 13/12/13 10:53

**Comment:** motivation, position (attitude about what is relevant)

4. yeah, no but if it doesn't have like anything, well you want it to be interesting (11:39)

notebook 13/12/13 10:53

**Comment:** position

7. Well I will have no use for Cleopatra's beauty book, but I think I would still do it, because it's interesting to know those kinds of things, so maybe (muffled) (11:45)

6. yeah it makes me like want to know what the answer is (11:53)

notebook 13/12/13 10:53

**Comment:** position

7. but I think I'd just Google it because there's been too much problem with those (11:57)

notebook 13/12/13 10:53

**Comment:** position and motivation

Rune. You mean QR codes?

7. yeah

notebook 13/12/13 10:53

**Comment:** motivation

9. it's a trivial thing, it's like just standard trivia "what does 'thumbs up' mean in ancient Rome? It's one of these things like if you don't know it, then you think did I miss out on my opportunity to find it? And then you keep going until you find the QR code again and then you just scan it after that (12:06)

notebook 13/12/13 10:53

**Comment:** motivation, position, discrimination (about QR code)

6. I think my problem would be on these (original) that I wouldn't really realize that. I would just think that (the QR code) was the page to go and find out about history (12:28)

notebook 13/12/13 10:53

**Comment:** (not) motivation

Rune. So this layout (square/diamond) helps you realize that...

notebook 13/12/13 10:53

**Comment:** motivation

8. Here's the thing, I like this one (original) more but for practical reasons in reality if you're walking down the street, you wouldn't see this down right in the corner. You wouldn't bend down and do it. That'd be a wee bit dodgy. So in real life n stuff I mean I feel that that would be a better design (square) than this one (original) although I do like this one (original), it catches your eye more with the "hey you" on the top of it. It's also more of like a branding kind of thing. Like you can almost indicate which ones are the same if you're gonna have multiple (muffled) it's the same company, that kind of thing. It's the same poster (12:47)

notebook 13/12/13 10:53

**Comment:** Not comprehension

2. So also like you know how it says "Q" and then "A". I think that's a really good way how to show this the answer if you do this and they know that App or whatever it is (muffled) and you look it up and you know the answer. So I think that's a better way to put it on the poster (13:17)

notebook 13/12/13 10:53

**Comment:** discrimination

notebook 13/12/13 10:53

**Comment:** position

notebook 13/12/13 10:53

**Comment:** position

#10

8. oh yeah (13:52), especially with this one, I think (original)

notebook 13/12/13 10:53

**Comment:** position

2. yeah and the "hey you" has the same title for everything (13:57)

notebook 13/12/13 10:53

**Comment:** (not) comprehension

notebook 13/12/13 10:53

**Comment:** position

8. yeah, the “hey you” and the standing out of the colors, the silhouette images. It’s very obvious. It’s obvious as long as you see more than one that it’s a series of things (13:59)

notebook 13/12/13 10:53

**Comment:** comprehension

#### Situation 2

4. I think people would read ‘em more ‘cause in the bus you’re just like waiting to get to a

your place and you have time to like read it and also at the bus stop ‘cause you’re waiting for the bus anyways (14:30)

7. I disagree with that because, well me, there’s always people texting when you’re in the bus, or you’re listening to music and you don’t have time to focus, whereas when you’re waiting for the bus, ok, I gotta make sure to keep a look out not miss the bus if waiting (14:45)

6. And there’s always like a lot of things going on on the bus like there can be of different advertisements so I wouldn’t notice it as much as I would at the bus stop (15:00)

7. And beside if it’s in the window, ok then you have to get up (15:11)

9. Yeah but um, even when I go on the train I don’t really take notice of advertisements, maybe that’s just because I don’t speak Danish and I’ve realized that they mean nothing to me, just because I can’t understand what they say. But um, I don’t ever look at the advertisements, unless something specific catches my eye and then I look away so (15:17)

notebook 13/12/13 10:53

**Comment:** discrimination, motivation

Kelly. Would it catch your eye if it was in English?

9. Well I kind of got the idea that like every single advertisement on these little televisions are in Danish, so I probably wouldn’t notice anymore if it was in English but if it was something particularly eye-catching...I couldn’t tell you exactly what, um, then I probably would take notice of it. If it was in English (15:45)

notebook 13/12/13 10:53

**Comment:** discrimination

Rune. None of you would lean over somebody to check the QR code?

6./8. No, never (16:13)

notebook 13/12/13 10:53

**Comment:** (no) discrimination

8. I think if we’re seeing about which one would be more noticeable (muffled-inside our heads) remember it more it would be this one, ‘cause when you’re on the train n stuff, you’re really thinking and you’re not as attentive as you would be walking. Also there’s less stuff just happening around you if you’re just walking somewhere than if you’re on the train. There’s already ads everywhere. There’s enough stuff for your eyes to get caught to see. You don’t need more (16:15)

(#11a)9. It’s the “hey you” is really memorable I suppose. Like if I saw this walking down the street, I would remember that for a while, and then just hey, I might as well find the other ones, see what it says (16:44)

notebook 13/12/13 10:53

**Comment:** Discrimination, motivation

Rune. So you would actually be more interested in finding the other ones?

9. yeah if I noticed it was a series, then I might say, I probably wouldn’t actually like go out and try to find them, but while just on my daily route, going to school, maybe going somewhere else (muffled-somewhere to eat or something). I would keep an eye out for them at the bus stops. Because it obviously does look quite interesting (17:06)

notebook 13/12/13 10:53

**Comment:** Comprehension, motivation

notebook 13/12/13 10:53

**Comment:** Comprehension, position

#### Situation 3

7. It really depends what your current situation that day is. If you’ve had a good day or a bad day or what stuff’s going on in your mind. Are you just out for a walk? Are you on your way home? (17:40)

9. Denmark is very happy, so all people will be in a good mood (17:52)

8. It's the happiest country in the world, I think, at the moment (17:59)  
6. But still, if it wasn't school, I wouldn't really notice it because I would think, like, that's history. It's about long paragraphs and stuff but like so (18:02)

notebook 13/12/13 10:53

**Comment:** Motivation, doesn't notice if not at school, discrimination

#11b

7. Oh it's something you do like when you meet your parents colleagues or something at a fancy dinner and you need to sound like you actually know stuff so they don't judge you too much (18:37)

notebook 13/12/13 10:53

**Comment:** motivation

6. No but I think I would, I dunno because I sometimes, like, say weird things. So like, I would probably like say things like this sometimes. So if just like the thumbs up thing, if someone did it I could be like "hey you know that meant..." (18:49)

notebook 13/12/13 10:53

**Comment:** motivation

Rune. So if you found some context?

#12

7. We already said that didn't we? If there was a "hey you" on this one (square) and the answer being more clear that this (QRcode) was the answer (on the original) (19:23)

notebook 13/12/13 10:53

**Comment:** comprehension

8. combine insignificant (square/diamond)

Rune. So a mix between the "hey you" and that one (square) where we keep this layout and we incorporate the QR code a bit bigger (19:32)

8. yeah, like more obvious and less down in the corner close to the ground spot. Have it higher up where you don't have to (19:41)

Rune. 'Cause when it's down here it seems like it's, uh...

8. it's insignificant. It looks like it doesn't mean anything when it (QR code) obviously wants you to go there (website/to get answer) (19:53)

notebook 13/12/13 10:53

**Comment:** comprehension

6. but the colors are also really good because it stands out and it makes you notice it if you're walking somewhere (20:00)

notebook 13/12/13 10:53

**Comment:** position

9. what I would say like trying to improve this poster, (muffled) what I would say is move more text upwards (Rome), so instead of "do you..." (next line)"... know what", "do you know what" all in one line and then move the image upwards and put the QR code like larger, right about here (higher up in the original) (20:10)

Rune. We also have different examples, like one where we turned the QR code

notebook 13/12/13 10:53

**Comment:** position

9. does that even work? (20:42)

Rune. Yes

6. do they work now? (20:48)

Rune. Yes, but they don't link to anything

Kelly. They link to the website but it's not up and running

Rune. Would you prefer the turned or the straight?

6. (nods)

7. Definitely that one (prefer square to diamond) (21:03)

notebook 13/12/13 10:53

**Comment:** position

8. I don't really see that it makes that much of a difference (21:06)

9. I think that it, it makes it look sort of more silly, and that people aren't gonna like take seriously. It's a QR code so it's got the idea that it's supposed to be like flat.

notebook 13/12/13 10:53

**Comment:** position

This one's (diamond) got it like on it's edge. I honestly don't sort of like it. It makes it sort of less serious, but to a degree that it just isn't attractive to a person any more (21:09)

notebook 13/12/13 10:53

**Comment:** position

Rune. Are the texts understandable?

9. oh yeah (21:44)

9. it's very simple language, straight to the point, good (21:45)

notebook 13/12/13 10:53

**Comment:** comprehension

7. it's sort of like old fashioned font, I guess well, I guess in our lives it's old times new roman we use for writing essays, I dunno maybe it's just me (21:50)

Rune. Should it be more appealing?

7. no no no, that's good 'cause as I mentioned times new roman is, like the normal font used for word and such that's what we use (muffled) in school (22:06)

9. the font is pretty good for this kind of thing. It just gives the right like feeling about history. It's sort of the, to me I have no ideas, it's sort of like the font I would use ideally to ask questions, 'cause this is what you're doing here, asking question. I quite like it, the way it's (muffled) (22:20)

6. and it's not too long, like the questions, like if the questions are really long it gets like (22:47)

7. they're just simple (22:51)

Rune. Let's see you use the QR code and get into the webpage. What is preferable, it's just very short factual answer or a more elaborate

4./6. Short, factual (23:09)

7. short, factual answer and then like (23:10)

4. maybe it could have a link to another website with all the answers (23:13)

6. I wouldn't really like feel like, then I don't want to read it, like I don't really care about it that much to read like long paragraphs (23:17)

7. you could have like highlighted (muffled) top but really if it was a long paragraph then you'd go oh, okay, this is just some stupid school thing, it's not just like (23:25)

9. what I would think is you'd have, when you go into the QR code, what you see is you've got the answer in a very short answer in short to the point way similar to poster, just an answer like that and for both the people who want to know the answer and the other people who want to read more about it you could have the answer at the top and maybe another paragraph, a short paragraph on the bottom for people who want to read more about the subject. That would be something, it caters to both sides (23:41)

2. I think that you could have at the top show the answer that's not like a long sentence, just 2 or 3 sentences and then at the bottom you could say "if you wanna learn more about this fact or other facts" then well I'm not sure if that would work but then you could do like a URL or something to more writing about history, like that fact (24:18)

Rune. What about if it had down in the corner the stamp of the Ministry of Education (UVM) (24:47)

7. Then you know it's a school thing. And I mean, come on, we spend too many hours a day in school. We're teenagers, we'd rather not be, we'd rather be with friends (24:57)

9. walking down the street you're not exactly gonna be with your friends anyway (25:10)

7. I would (25:12)

6. well but still you could be playing a game or something (25:14)

9. walking down the street?!? (25:17)

7. texting your friends, calling your friends (25:18)

6./7./9. (debating the situation)

6. that's a bit too serious in a way (25:27)

7. It makes you think oh yeah now they're trying to do another thing and how to get people to read more long paragraphs, you wouldn't think it was as simple and easy as this poster suggests (25:30)

notebook 13/12/13 10:53

**Comment:** discrimination, position

notebook 13/12/13 10:53

**Comment:** position, discrimination

notebook 13/12/13 10:53

**Comment:** position

notebook 13/12/13 10:53

**Comment:** hypothetical discrimination

notebook 13/12/13 10:53

**Comment:** discrimination

notebook 13/12/13 10:53

**Comment:** discrimination, comprehension

Rune. So it would make it less attractive if it was associated with (The Ministry of Education/UVM) (25:42)

7. I think so (25:45)

9. well I as a non-Danish person, I have no idea what the Ministry of Education's logo looks like. If I saw it on one of these posters, I wouldn't know what it was, I'd have thought it was just some silly logo and would have just (followed?-muffled) it anyway (25:48)

8. I don't think it makes any different at all, really, maybe for most people...for people that haven't lived in Denmark for a very long time and might not know what the (26:05)

Rune. Let's say you knew what the logo looked like, would that change it? (26:16)

9. if I knew the logo, it probably would change to a degree, I would think for a minute, oh it's a school thing do I really want to do this? (muffled) I scan everything. I'm that one person (26:21)

6. is it something that's gonna come out in Denmark? (26:57)

Rune. No, I don't think so (27:01)

7. that sucks (27:02)

notebook 13/12/13 10:53

**Comment:** comprehension, discrimination

notebook 13/12/13 10:53

**Comment:** discrimination

notebook 13/12/13 10:53

**Comment:** motivation

Rune. (the wider plan), communication campaign: register for daily facts that's related to current events, App quiz to battle with friends, webpage with more info related to the question and subjects of the question. If this existed would you make use of this? (27:10)

(6./7./8./9. nod)

7. I'd definitely (check it out?-muffled) (27:58)

6. same (28:01)

9. yeah I would use that, it sounds like a fun thing to do (28:03)

7. (also it's lame you have to kind of do it?-muffled)

6. also if it was facts that you don't really know, like weird facts in a way (muffled) (28:10)

7. It's interesting knowing (28:16)

notebook 13/12/13 10:53

**Comment:** position

notebook 13/12/13 10:53

**Comment:** motivation, implementation

Rune. What kind of facts would you find most interesting for these posters? (28:22)

7. like these are quite random facts that never really made an impact in history, which is you know those that can. I like these kind of facts 'cause the bigger, more important things we'll learn in school anyways, or read somewhere or hear somewhere else (28:28)

Rune. so more like odd facts? (28:48)

8. little small nitty bitty kinds of things, so most of these are like, ahhh, I dunno nevermind (28:52)

2. I think these are good, just more of them (29:02)

notebook 13/12/13 10:53

**Comment:** position

notebook 13/12/13 10:53

**Comment:** position

Rune. So you wanna know the answers then?

All. Yes! (29:18)

Kelly. How many of you are dying to know and how many of you don't care? (Most all raise their hand)

9. I'm interested (29:26)

notebook 13/12/13 10:53

**Comment:** motivation

**Interview 4 (I4):**

**Focus group interview**

**Conducted the 20th of November 2013 10:55 AM at Copenhagen International School,**

**Group B, Humanities grade 9 with Daniel Cooper**

**Interviewer: Andreas, Notetaker: Ida, transcribed and coded by Andreas for Rogers**

1. Male 14
2. M 15
3. F 14
4. F 14
5. M 15
6. M 15

Focus group length = 32.23

**#1**

3. Something that has happened in the past (1.10)
6. Big events (1.24)
1. something to learn from (1.27)
5. something that changed the way we live now (1.35)
6. My parents come from two different nations so history means something for my family (2.10)
3. How your grandparents lived compared to how we live (2.20)
3. I think more about people than dates and places (2.40)

**#2**

1. The space race (4.00)
6. the French revolution (4.05)
3. the Enlightenment (4.20)
6. Science and scientists (4.30)
5. World wars. (4.55)
6. Danish history is quite boring (5.35)

**#3**

6. A project in school about Renaissance (6.40)
1. A boring project about the Crusades (6.50)
3. Ancient history is more interesting (7.35)
6. History of religion is interesting (8.00)

**#4**

4. You see history pretty much everywhere (8.45)
3. Architecture (8.50)
5. abandoned buildings (9.00)
6. I see history in my family (9.35)
3. In my spare time i dont look for history on the internet etc. (10.05)
4. Movies (10.15)

**#5**

All: yes (10.30)

5. Yes we learn from our parents (11.00)

#6

All have smartphones (11.40)

#7

They have used QR codes some times and know how they work (12.00)

4. I dont go up to a poster and scan the code (12.20)

Andreas Bjerre 13/12/13 10:53

**Comment:** Compatibility and Complexity

#### Poster evaluation:

#9

3. I like the colors (13.15)
4. it is really eye catching. I like how the pictures are just black and that they are so well organized (13.20)
6. Its very basic and it gets you thinking. You wanna know more (13.30)
3. Are you gonna put these in Denmark? What if people dont understand English? (13.50)

Andreas Bjerre 13/12/13 10:53

**Comment:** Relative advantage

#10

All: yeah (14.40)

4. the background and the font are the same (14.50)
6. A question on one poster and the answer on another so you explore the city while learning the answers (15.10)
4. Because of HEY YOU and the little amount of text, it stands out from other advertisements (16.00)

Andreas: where else do you think it would be nice to have the posters?

3. You could put them on train stations (16.25)
6. Coffee shops. Girls like to take instagram pictures. Places where there are alot of young people(16.38)
4. Airport (17.00)
3. One the side of busses (17.10)
3. In libraries (17.20)
6. Inside busses and trains (17.40)
4. posters are better than newspapers (19.05)
6. Facebook would be a good place to share it with your friends (19.55)
3. depending on the fact, i would tell it to my friends (20.15)
6. Games where you play against your friends and answer questions are fun (21.40)
4. Question games are a bit boring after you have played them for a while (21.45)
3. You could have a webpage with all the questions and activities for

- them (22.00)
- 6. An App. (22.18)
- 3. you can have it in a restaurant when you are waiting for your food (22.30)

#12

- 6. Maybe a more attractive font. There could be more variety (23.10)
- 3. I prefer the HEY YOU (24.45)
- 4. people feel awkward having to scan the QR codes (25.15)
- 5. Make the QR code a bit bigger
- 3. I prefer the QR code the be straight. (26.35)

#### **Interview 4 (I4):**

##### **Focus group interview**

**Conducted the 20th of November 2013 10:55 AM at Copenhagen International School,**

**Group B, Humanities grade 9 with Daniel Cooper**

**Interviewer: Andreas, Notetaker: Ida, transcribed and coded by Andreas for Schröder**

- 7. Male 14
- 8. M 15
- 9. F 14
- 10. F 14
- 11. M 15
- 12. M 15

Focus group length = 32.23

#1

- 4. Something that has happened in the past (1.10)
- 7. Big events (1.24)
- 2. something to learn form (1.27)
- 6. something that changed the way we live now (1.35)
- 7. My parents come from two different nations so history means something for my family (2.10)
- 4. How your grandparents lived compared to how we live (2.20)
- 3. I think more about people than dates and places (2.40)

#2

- 2. The space race (4.00)
- 7. the French revolution (4.05)
- 4. the Enlightenment (4.20)
- 7. Science and scientists (4.30)
- 6. World wars. (4.55)
- 7. Danish history is quite boring (5.35)

#3

- 7. A project in school about Renaissance (6.40)

2. A boring project about the Crusades (6.50)
4. Ancient history is more interesting (7.35)
7. History of religion is interesting (8.00)

#4

5. You see history pretty much everywhere (8.45)
4. Architecture (8.50)
6. abandoned buildings (9.00)
7. I see history in my family (9.35)
4. In my spare time i dont look for history on the internet etc. (10.05)
5. Movies (10.15)

#5

All: yes (10.30)

6. Yes we learn from our parents (11.00)

#6

All have smartphones (11.40)

#7

They have used QR codes some times and know how they work (12.00)

5. I dont go up to a poster and scan the code (12.20)

Andreas Bjerre 13/12/13 10:53

**Comment:** Comprehension

Andreas Bjerre 13/12/13 10:53

**Comment:** Discrimination and Position

**Poster evaluation:**

#9

4. I like the colors (13.15)
5. it is really eye catching. I like how the pictures are just black and that they are so well organized (13.20)
7. Its very basic and it gets you thinking. You wanna know more (13.30)
4. Are you gonna put these in Denmark? What if people dont understand English? (13.50)

Andreas Bjerre 13/12/13 10:53

**Comment:** Position

Andreas Bjerre 13/12/13 10:53

**Comment:** Discrimination and Position

Andreas Bjerre 13/12/13 10:53

**Comment:** Motivation

Andreas Bjerre 13/12/13 10:53

**Comment:** Discrimination

Andreas Bjerre 13/12/13 10:53

**Comment:** Comprehension

#10

All: yeah (14.40)

5. the background and the font are the same (14.50)
7. A question on one poster and the answer on another so you explore the city while learning the answers (15.10)
5. Because of HEY YOU and the little amount of text, it stands out from other advertisements (16.00)

Andreas Bjerre 13/12/13 10:53

**Comment:** Position

Andreas: where else do you think it would be nice to have the posters?

4. You could put them on train stations (16.25)
6. Coffee shops. Girls like to take instagram pictures. Places where there are alot of young people(16.38)

- 5. Airport (17.00)
- 4. One the side of busses (17.10)
- 4. In libraries (17.20)
- 6. Inside busses and trains (17.40)
  - 5. posters are better than newspapers (19.05)
  - 7. Facebook would be a good place to share it with your friends (19.55)
  - 4. depending on the fact, i would tell it to my friends (20.15)
  - 7. Games where you play against your friends and answer questions are fun (21.40)
  - 5. Question games are a bit boring after you have played them for a while (21.45)
  - 4. You could have a webpage with all the questions and activities for them (22.00)
  - 7. An App. (22.18)
  - 4. you can have it in a restaurant when you are waiting for your food (22.30)

#12

- 7. Maybe a more attractive font. There could be more variety (23.10)
- 4. I prefer the HEY YOU (24.45)
- 5. people feel awkward having to scan the QR codes (25.15)
- 6. Make the QR code a bit bigger
- 4. I prefer the QR code the be straight. (26.35)

#### **Interview 5 (15):**

##### **Focus group interview**

**Conducted the 21<sup>st</sup> of November 2013 12:00 PM at Frederiksborg Gymnasium**

**3. g. Humanities with Rune Weber**

**Interviewer: Andreas, Notetaker: Ida, transcribed and coded by Ida for Rogers, perceived attributes**

Interviewee 1: Female 19 years

2: F 18

3: F 18

4: M 18

5: M 18

6: M 18

7: M 18

8: F 18

**time: 30 min**

#### **Q1**

4: jeg tænker på mine rejser nede i sydeuropa især, hvor man ser slotte og...  
(0,59-1.07)

1: Krige (1.08)

7: jeg ser det som vigtigt fordi det er ligesom med til at fortælle hvem æh hvem man er som æh som æh altså som person (1.13-1.22)

6: Nationalisme (1.20)

Andreas: Hvad tænker I så når jeg siger familiehistorie?

4: Stamtræ (1.35)

6: Morfar oplevede 2. verdenskrig (1.50)

Andreas: Hvad så når jeg siger Steder og tider, er det noget i går op , specifikke perioder eller datoer? (2.03)

7: der er jo de datoer man SKAL kende f.eks. sådan noget som 2. verdenskrig, synes jeg at det er rimelig basic at man ved hvornår og hvor det tog sted hvornår det startede og sluttede (2.12-2.24)

4: 9/11... fordi det er noget der har ændret hele vores tankegang eller i hvert fald vestens tankegang (2.27-2.32)

Andreas: Synes I det er vigtigt at ku'... det store måske men ikke... (2.36)

6: jeg synes ikke det er vigtigt at kunne præcise datoer men jeg synes det er vigtigt at du ved indenfor et årti i forhold til hvor vigtigt det nu er. Om det d. 8. eller 6. det ser jeg ikke som... Men generel som basal viden om nogenlunde det skete det synes jeg (2.42-2.57)

3: også bare det der berører os hvis man kan sige det sådan det der har ændret eller formet danmark og Europa. Jeg synes ikke det er vigtigt i forhold til sådan noget der ikke rigtigt har berørt os hvis man kan sige det sådan (3.00-3.09)

1: Det er måske også mere vigtigt at vide sådan noget hvad der er foregået og hvad der har gjort at det ligesom opstår på den måde ikk'. I stedet for tiderne og... (3.11-3.18)

## Q2

6: Den kolde krig er spændene og krige generelt (3.40)

Hvad for nogle dele af historie synes i er kedelige og ikke så interessante?

6: Korstogene er ikke spændene (Stor enighed, undtagen 4) (4.10)

4: urbanisering og bevægelse til byerne er kedeligt (4.28)

3: jeg synes også på den måde altså hvis det går for langt tilbage i tiden til noget man slet ikke kan forholde sig til så synes jeg heller ikke det er så spændende. Altså mere sådan noget med krig og sådan noget det er jo relevant for i dag så det kan jeg på en eller anden måde bedre forholde mig til men hvis det går for lang tid tilbage i tiden så synes jeg det bliver kedeligt (4.40-4.55)

8: Danskerne med flintesten syntes jeg er enormt spændene (5.00)

6: generelt så synes jeg sådan noget med iden.. eller noget man kan identificere sig med.. hvis man kan forholde sig til det og hvis man kan se at det har en påvirkning på den måde vi ser ud i dag. Så synes jeg det både det er relevant så synes jeg også det er interessant men hvis det er sådan noget som "navn" nævner med flintesten det kan jeg ikke se det interesserer ikke mig for der kan jeg ikke se det påvirker mig direkte (5.11-5.33)

### Q3

1: det er mere bare det som "Navn" sagde at det med vi havde om vietnam krigen og så lavede vi sådan en retssag om det og det synes jeg var rigtig sjovt fordi man fik lov til at spille sig ind i det og (Andreas: Man kan leve sig ind i det) ja ja men så fik man også lært lidt mere om det(5.58-6.10)

gilo 13/12/13 10:53

**Comment:** Relative advantage

2: Det handler også meget om hvordan det bliver arbejdet med og hvordan man bliver undervist i det fordi når det er noget hvor vi selv får lov til at være aktive med det og sidde og lege lidt med det så bliver det bare automatisk meget mere spændende og sidde med ikk' end sådan noget tapning (6.11-6.23)

gilo 13/12/13 10:53

**Comment:** Relative advantage

6: Danmark politiske grundlag er spændene (6.30)

### Q4

4: når man rejser til udlandet lærer man om den lokale historie (7.00)

1: Frederiksborg slot (7.10)

3: Film osv. (7.18)

3+1: Historiske krigsfilm (generel enighed) (7.30)

5: Historiske dokumentarer (7.34)

Andreas: Bruger I nogle gang nettet til at om historie eller?

6: Brugte internettet til at finde information om Aborigines i Australien osv (7.47)

Hvad med sådan nogle quizzer eller spil?

1: Quizbattle (Undgik dog historiske spørgsmål/historiske spørgsmål var svære) (8.05)

Men opsøger i selv historie uden for skolen?

2: jeg synes jo når man er ude at rejse og sådan nogle ting der synes jeg da man stiller spørgsmålstejn ved nogle ting og man kan måske gå hjem og tænke over nogle ting og på den måde søge på nogle ting ikke noget hvor jeg synes man går rundt og jeg ville gå hjem og søge på ting (8.21-8.35)

4: Romaner hvor man får lidt historisk indblik (8.36)

7: altså vi var jo på studietur i London for ikke så lang tid siden og der fik vi lige lynhurtigt et lynhistorie kursus om bricklane for det synes de at vi skulle ned og besøge og det var faktisk (ret spændende).. jeg vidste faktisk ikke

noget som helst om det før vores lærer sådan fortalte os om det og så gik jeg hjem og googled om det, og det var faktisk en forholdsvis spændende historie bag det så på den måde kan man jo sige at når man rejser rundt og du oplever nogle steder hvor du lige før et eller andet fortalt og du tænker hey det bliver du nødt til så kan det faktisk godt vise sig spændende. (8.45-9.18)

gilo 13/12/13 10:53

**Comment:** Relative advantage

Andreas..

4: jeg nævnte 9/11 før og det er det hele min srp handler om hvordan det har ændret historien, fremtiden og fortiden. Men ikke med kommunalvalg det skal være større end det.. trods alt(9.53-10.05)

**Q5**

5: Historie er relevant da det er årsagen til hvem vi er i dag. (10.20)

6: Jeg tænker ikke sådan over det bevist men ubevist så alt hvad der omgiver en har jo påvirket af historien så derfor har det også både i forhold til rent faglig hvad man lærer i historieundervisningen men også generel over hvad der er historie, og hvad historie er, jeg tror ikke man tænker over det bevidst men det har jo påvirket os som de andre også sagde til den man er i dag...(10.36-10.55)

3: det er ikke noget man går og tænker over til hverdag, at det har påvirket en på nogen måde synes jeg i hvert fald (11.00-11.05)

**Q6**

Alle har en smartphone (11.18)

gilo 13/12/13 10:53

**Comment:** compatibility

**Q7**

Alle kender til QR koder undtagen 3, kommer i tanke om det (11.35)

gilo 13/12/13 10:53

**Comment:** compatibility

**Q8**

Nogle har prøvet dem flere gange, andre har ikke (11.45)

gilo 13/12/13 10:53

**Comment:** compatibility

**Q9**

6: jeg tænker 'Fun Facts' (12.40)

4: ej hvor grinern (12.45)

3: det er meget sjovt at læse det der. (12.48)

gilo 13/12/13 10:53

**Comment:** Relative advantage,

4: Kan man også finde svaret på dem der? Ellers så synes jeg det.. (12.50)

5: Ja man skal skanne QR koden (12.55)

3+4 Nåå. Ja det havde jeg heller ikke fanget (12.58)

gilo 13/12/13 10:53

**Comment:** Copatibility, complexity

7: Der er ikke fordi det var noget jeg ville sidde og brille med, mest når man lige sad sådan drengene en fifa aften og lige som man hygger sig så siger man lige hey drenge prøv lige at høre det her og så har man lige en eller anden fun fact.. (13.02-13.11)

gilo 13/12/13 10:53

**Comment:** Relative advantage

3: det er også sådan noget der får en til at fordi altså fordi de springer så meget i øjnene, så synes jeg tror jeg også får de en til at tænke lidt mere over det måske fordi det netop bare er sådan en lille sjov information men som alligevel får en til at tænke lidt mer over det ikk. (13.15-13.28)

gilo 13/12/13 10:53

**Comment:** Relative advantage

1: ja som kunne være meget sjovt at vide, vide svaret på det nemlig (13.28-13.31)

Nu fangede du at man kunne scanne koderne, men var der mange af jer der ikke lige det (13.33)

2+3: ja jeg fangede det ikke (13.39)

4: du skulle nok skrive Scan svaret her eller sådan noget så får du også mindre... (13.42)

gilo 13/12/13 10:53

**Comment:** Compatibility, complexity

Vi har lige nogle andre også

4: det er sådan mere tydeligt hvad pointen er (14.02)

3: altså det er mere tydeligt hvad pointen er, men jeg synes de andre var bedre (Alle: helt enig) det der hey you det trækker lige. (14.03-14.11)

Så måske noget kombination af de to

2: Stregkoden skal være tydeligere.(hey you) (14.20)

gilo 13/12/13 10:53

**Comment:** compatibility

7: skriv noget tekst evt bare "Scan med mobilen her", som de gør mange andre steder også. Det der hey you der jeg synes det er fint for sådan som jeg kan se det så er det en forholdsvis stor stander den der firkant er i forvejen rimelig stor, så jeg synes ikke det er fordi den skal gøres større bare skriv skan med mobile her eller sådan noget skan qr koden.(14.26-14.49)

gilo 13/12/13 10:53

**Comment:** compatibility

Andreas: Hvis i nu så denne her plakat på et busstoppested, ville i så læse den? (15.00)

Alle: Ja, helt klart (15.04)

1: sjovt

6: jeg læser aldrig sådan nogle intetsigende reklamer, men jeg synes sådan noget der det er mere iøjenfaldende end sådan noget klassisk f.eks. sådan noget som louis nielsen eller sådan noget... (15.07-15.17)

gilo 13/12/13 10:53

**Comment:** compatibility

7: du lærer jo også samtidig, du tænker måske ikke over det men du står jo bare og så tænker du hey det er jo lige sådan en lille småquizz her uden du ved det så bliver du jo klogere (15.24-15.32)

gilo 13/12/13 10:53

**Comment:** Relative advantage

2: også fordi for mig ville det være sådan en irritationsmoment oppe i mit hoved at jeg kunne stå og læse det der og så ville jeg sidde og tænke over at det ville irritere mig at jeg ikke kendte svaret og så ville jeg stå at tænke videre over det... selvom man måske ikke var vild interesseret i svaret så bare pointen i at jeg ikke ved det ville irritere mig (15.36-15.53)

gilo 13/12/13 10:53

**Comment:** Relative advantage

4: vil i stregkoden eller vil i ikke. Jeg ville slå det op på google tror jeg (15.53-15.56) (enighed)

gilo 13/12/13 10:53

Comment: compatibility

Andreas: Der står også en hjemmeside der i bunden (16.00)

Alle: Nåå! (16.00)

**Q10:**

**Andre steder hvor i kunne forestille jer at i ville læse dem?**

2: F.eks. station, nej men det er også lidt men I ved på stationer når man går ved togene så er der altid de der der ruller, sltså når man sidder og venter på at toget kører så er der de der billeder (16.13-16.24)

6: der er sådan nogle reklamer på internetsider og sådan noget BT eller sådan noget så hænger der sådan nogle ude i siden jeg ved ikke dem læser jeg nogle gange, jeg ved ikke om jeg er den eneste men hvis der står sådan noget som ikke er en klassisk reklame(16.3-16.42)

3: Ja eller på facebook, der ude i siden, det kan jeg også godt finde på at læse det (16.45)

2: men generelt også ting som man ved folk. Altså sådan noget som Busstoppesteder er oplagte fordi man ved folk står og venter og så vil man bare gerne have tiden til at gå med et eller andet og så kigger man netop på sådan nogle ting man normalt ikke lige ville. (16.52-17.01)

7: Ja eller hos lægen eller sådan noget. (17.02-17.04)

Andreas: Hvad med her på skolen?(17.05)

Alle. Ja helt sikkert (17.10)

7: Jeg har aldrig nogensinde kigget på dem ude i siden på facebook eller BT (17.28)

1: Det har jeg heller ikke (17.31)

2: tror også busstopsteder er de bedste steder (17.38)

4: I en Avis! (17.53)

2: jeg tror også at det er fordi at når du har muligheden f.eks. på facebook for at kigge på nogle andre ting og der så dukker sådan et op så ville man tænke jeg kan alligevel kigge på hvad alle mine venner laver eller et eller andet det er måske lidt mere spændende for en lige i det øjeblik, så jeg tror sådan noget som i en bus hvor man sidder og rent faktisk ikke har noget at lave... (18.01-18.16)

8: På bænke generelt (18.15-18.18)

Andreas: Mange cafeer har GoCards. Kender i dem? (18.25)

2: Ja dem tager jeg altid. Den er god (18.28)

7: det gør jeg aldrig. (18.30)

3: Det tror jeg også er en rigtig tøse-ting at tage dem der med hjem og så sidde at kigge på dem(18.35-18.38)

## Q11

Andreas: Ville i kæde dem sammen som en kampagne hvis i så dem på forskellige steder? (19.00)

2-3: ja fordi de starter med det der HEY YOU. (19.07)

6: ja det er rimelig iøjenfaldene (19.10)

1: og det der med at alle billederne er sorte og sådan noget.(19.17)

6: jeg tror det er meget vigtigt det med at man ikke skifter skrift eller... (19.22-19-24)

6: Billederne lagde jeg egentlig ikke mærke til var forskellige billeder jeg lagde mærke til at skriften og opstillingen er den samme (19.25-19.30)

7: Det gør det måske også ikke lidt mere spændende men lidt mindre irriterende at de er forskellige farver.... Hvis de alle havde samme farve ville jeg til sidst tænke, nå den har jeg læst. Alle: Ja! (19.36-19.55)

3: fordi jeg ville netop hvis det var en ny en hvis man har set en af de andre kan det være man bliver endnu mere nysgerrig hvis man ser nå det er en anden farve og gerne læse hvad det er der står der ser en i en ny farve kan det være man bliver mere nysgerrig (19.56-20.04)

1: Ja det gør det mere spændene (19.55)

gilo 13/12/13 10:53

**Comment:** complexity

## Q12

Andreas: Har i nogen ideer til hvordan de her plakater kunne være bedre? (20.58)

8: jeg synes det er lidt irriterende t man ikke rigtig kan se hvad det er for nogle billeder (21.00-21.02) (billede af Kleopatra)

3: Altså jeg ved måske ikke hvem, det kan godt være at jeg ikke helt kan se hvad der står helt nederst i bunden ikk' men jeg synes ikke at det er så tydeligt og jeg ved heller ikke om det er meningen det ikke skal være så tydeligt men hvad det er altså andet end at det er et historisk spørgsmål. Men sådan hvad er det for noget side jeg kommer ind på her f.eks. (21.16-21.30)

6: det er faktisk rigtigt. Altså Hvad er det man trykker på når man går ind på det sådan så der ikke er et eller andet (21.30-21.40)

1: Altså kommer du ind på en side hvor der står sjove facts eller kommer du ind på en side hvor der står mile-vis lange historiske svar man ikke gider at læse (21.40-21.50)

gilo 13/12/13 10:53

**Comment:** compatibility

gilo 13/12/13 10:53

**Comment:** Relative advantage, compatibility, complexity

6: Man skal kunne se hvad det er man går ind på og så skal man se hvad man kan gøre altså skan her... (21.50-21.58)

### Q13

Andreas: hvad syntes i så om spørgsmålene ? (22.10)

6: De er spændene. Jeg kan godt lide sådan noget det er det det handler om er at man interesserer sig for sådan. men generelt sådan noget. det meget skægt og underligt at en eller anden diktator har gemt sin kone i fryseren. (22.18)

gilo 13/12/13 10:53

**Comment:** Relative advantage

3: det er jo sådan nogen lidt sjove og syge nogen (21.28)

6: Så længe at det ikke er alt for normalt så kan jeg godt lide det. Men hvis det begynder at bare blive for at skrive noget så tror jeg ikke at jeg ville læse det, men er det sådan nogle underlige ting specielle ting så er det meget skægt, har man set den ene ting så kigger man også på den næste (21.31)

gilo 13/12/13 10:53

**Comment:** Relative advantage

5: Må jeg spørge, er det bevidst at i har skrevet på Engelsk? (22.57)

gilo 13/12/13 10:53

**Comment:** compatibility

Andreas: det er fordi at vi læser på engelsk.

Alle: jeg syntes at det er meget sjovt at det er på engelsk. Jeg havde slet ikke tænkt over at det kunne være negativt (23.10)

3: Hvis i ville ændre det til Dansk, syntes jeg stadig at i skulle skrive HEY YOU og så resten på dansk (23.30)

2: men det fordi når jeg tænker på de der, hvis jeg skulle ud og fortælle nogen at jeg havde set den der. Så ville jeg sige har du set de der hey you reklamer, eller hvad man nu kalder dem, som der hænger rundt omkring og det synes jeg er meget godt fordi det der hey you det hænger altså fast så man sådan ved hvad det er man snakker om. (23.36-23.53)

7: de er lette at genkende (23.55)

Ida: Ville i være mere interesserede hvis den var på engelsk? (24.00)

Alle: JA! (24.05)

5: Det er nok også fordi det er os der er de unge. Den unge målgruppe, så tror jeg... 24.10

6: Det ville ikke gøre nogen forskel om det stod på Dansk eller Engelsk (24.17)

2: Men når man så går ind på den hjemmeside står det så på engelsk eller dansk? (24.21)

### Q14

Andreas forklarer hele projektet / kampagnen (24.30)

6: Er der så mange facts at man kan opdatere dagligt? (24.50)

Alle. Det syntes jeg lyder vildt fedt (25.10)

7: Hvis det så er på facebook er det meget fedt hvis man også har set det ude i samfundet. Så kan man kæde det sammen (25.40)

3: Jeg syntes det lyder som en rigtig god ide. For der er ikke særlig mange af os der gider læse historie uden for skolen, så hvis man får de her små bidder er det fedt (26.00)

gilo 13/12/13 10:53

**Comment:** Relative advantage, compability

6: Hvad er målet med det?.... så synes jeg at det er en god idé det vækker interessen (22.15)

Ida: Ville i anbefale det til andre? (26.45)

2: Man ville stille spørgsmålene til vennerne så de tænker, nå det var da egentlig meget sejt (27.00)

gilo 13/12/13 10:53

**Comment:** compatibility

6: De specielle og underlige spørgsmål ville jeg godt kunne finde på at stille vennerne, men ikke noget som ikke er så sjovt (27.20)

7: Man kunne lave sådan en "test dine venner" funktion (27.30)

1: Jeg kunne også godt forestille mig, hvis jeg sad i en bus med en veninde at jeg sagde "ej har du set de der, de er meget grineren" (28.00)

3: Det kunne være en meget god ide hvis i skrev noget om quizzen på plakaten (28.25)

gilo 13/12/13 10:53

**Comment:** compatibility, complexity

## Q15

Ida: Hvis der kom til at være et logo fra Undervisningsministeriet, ville det nedsætte jeres lyst til at læse dem? (28.40)

gilo 13/12/13 10:53

**Comment:** compatibility

1+2+3: Ja, for så ville jeg bare tænke at det var sådan en 40 sider lang tekst hvor der bare står alt muligt (28.50)

6+7: Jeg er ikke enig (29.00)

7: hvordan kommer det til at stå? (29.03) hvis det bare er et lille logo i hjørnet gør det mig ikke det store.

2: jeg syntes at det ville ændre meget (29.48) lige så snart at jeg ville se det, ville jeg tænke: nu prøver de bare at proppe noget mere over hovedet på mig. Så mister det lidt det sjove

med at det er min interesse når det bliver presset på en.

8: så kunne det godt være en reklame for at man skulle studere et eller andet (30.00)

6: Jeg ville slet ikke tænke så langt (30.20)

4: Jeg tror ikke at du får flere til det, lige udover min mor måske (30.25) ingen unge ville tænke, fedt!, hvis der var et logo (30.30)

## Interview 5 (15):

**Focus group interview**  
**Conducted the 21<sup>st</sup> of November 2013 12:00 PM at Frederiksborg Gymnasium**  
**3. g. Humanities with Rune Weber**  
**Interviewer: Andreas, Notetaker: Ida, transcribed and coded by Ida for Schrøder**

Interviewee 1: Female 19 years

2: F 18

3: F 18

4: M 18

5: M 18

6: M 18

7: M 18

8: F 18

**time: 30 min**

**Q1**

4: jeg tænker på mine rejser nede i sydeuropa især, hvor man ser slotte og ...  
(0,59-1.07)

1: Krige (1.08)

7: jeg ser det som vigtigt fordi det er ligesom med til at fortælle hvem æh  
hvem man er som æh som æh altså som person (1.13-1.22)

6: Nationalisme (1.20)

Andreas: Hvad tænker I så når jeg siger familiehistorie?

4: Stamtræ (1.35)

6: Morfar oplevede 2. verdenskrig (1.50)

Andreas: Hvad så når jeg siger Steder og tider, er det noget i går op , specifikke  
perioder eller datoer? (2.03)

7: der er jo de datoer man SKAL kende f.eks. sådan noget som 2. verdenskrig,  
synes jeg at det er rimelig basic at man ved hvornår og hvor det tog sted  
hvornår det startede og sluttede (2.12-2.24)

4: 9/11... fordi det er noget der har ændret hele vores tankegang eller i hvert  
fald vestens tankegang (2.27-2.32)

Andreas: Synes I det er vigtigt at ku'... det store måske men ikke... (2.36)

6: jeg synes ikke det er vigtigt at kunne præcise datoer men jeg synes det er  
vigtigt at du ved indenfor et årti i forhold til hvor vigtigt det nu er. Om det d.  
8. eller 6. det ser jeg ikke som...?.. Men generel som basal viden om  
nogenlunde det skete det synes jeg (2.42-2.57)

3: også bare det der berører os hvis amn kan sige det sådan det der har ændret  
eller formet danmark og Europa. Jeg synes ikke det er vigtigt i forhold til

gilo 13/12/13 10:53

**Comment:** motivation

sådan noget der ikke rigtigt har berørt os hvis man kan sige det sådan (3.00-3.09)

1: Det er måske også mere vigtigt at vide sådan noget hvad der er foregået og hvad der har gjort at det ligesom opstår på den måde ikk'. I stedet for tiderne og... (3.11-3.18)

## Q2

6: Den kolde krig er spændene og krige generelt (3.40)

Hvad for nogle dele af historie synes i er kedelige og ikke så interessante?

6: Korstogene er ikke spændene (Stor enighed, undtagen 4) (4.10)

4: urbanisering og bevægelse til byerne er kedeligt (4.28)

3: jeg synes også på den måde altså hvis det går for langt tilbage i tiden til noget man slet ikke kan forholde sig til så synes jeg heller ikke det er så spændende. Altså mere sådan noget med krig og sådan noget det er jo relevant for i dag så det kan jeg på en eller anden måde bedre forholde mig til men hvis det går for lang tid tilbage i tiden så synes jeg det bliver kedeligt (4.40-4.55)

gilo 13/12/13 10:53

Comment: motivation

8: Danskerne med flintesten syntes jeg er enormt spændene (5.00)

6: generelt så synes jeg sådan noget med iden.. eller noget man kan identificere sig med.. hvis man kan forholde sig til det og hvis man kan se at det har en påvirkning på den måde vi ser ud i dag. Så synes jeg det både det er relevant så synes jeg også det er interessant men hvis det er sådan noget som "navn" nævner med flintesten det kan jeg ikke se det interesserer ikke mig for der kan jeg ikke se det påvirker mig direkte (5.11-5.33)

gilo 13/12/13 10:53

Comment: motivation

## Q3

1: det er mere bare det som "Navn" sagde at det med vi havde om vietnam krigen og så lavede vi sådan en retssag om det og det synes jeg var rigtig sjovt fordi man fik lov til at spille sig ind i det og (Andreas: Man kan leve sig ind i det) ja ja men så fik man også lært lidt mere om det (5.58-6.10)

gilo 13/12/13 10:53

Comment: motivation

2: Det handler også meget om hvordan det bliver arbejdet med og hvordan man bliver undervist i det fordi når det er noget hvor vi selv får lov til at være aktive med det og sidde og lege lidt med det så bliver det bare automatisk meget mere spændende og sidde med ikk' end sådan noget tapning (6.11-6.23)

gilo 13/12/13 10:53

Comment: motivation

6: Danmark politiske grundlag er spændene (6.30)

## Q4

4: når man rejser til udlandet lærer man om den lokale historie (7.00)

1: Frederiksborg slot (7.10)

3: Film osv. (7.18)

3+1: Historiske krigsfilm (generel enighed) (7.30)

## 5: Historiske dokumentarer (7.34)

Andreas: Bruger I nogle gang nettet til at om historie eller?

6: Brugte internettet til at finde information om Aborigines i Australien osv (7.47)

Hvad med sådan nogle quizzes eller spil?

1: Quizbattle (Undgik dog historiske spørgsmål/historiske spørgsmål var svære) (8.05)

Men opsøger i selv historie uden for skolen?

2: jeg synes jo når man er ude at rejse og sådan nogle ting der synes jeg da man stiller spørgsmålstejn ved nogle ting og man kan måske gå hjem og tænke over nogle ting og på den måde søge på nogle ting ikke noget hvor jeg synes man går rundt og jeg ville gå hjem og søge på ting (8.21-8.35)

4: Romaner hvor man får lidt historisk indblik (8.36)

7: altså vi var jo på studietur i London for ikke så lang tid siden og der fik vi lige lynhurtigt et lynhistorie kursus om bricklane for det synes de at vi skulle ned og besøge og det var faktisk (ret spændende).. jeg vidste faktisk ikke noget som helst om det før vores lærer sådan fortalte os om det og så gik jeg hjem og googled om det, og det var faktisk en forholdsvis spændende historie bag det så på den måde kan man jo sige at når man rejser rundt og du oplever nogle steder hvor du lige før et eller andet fortalt og du tænker hey det bliver du nødt til så kan det faktisk godt vise sig spændende. (8.45-9.18)

gilo 13/12/13 10:53

Comment: motivation

Andreas..

4: jeg nævnte 9/11 før og det er det hele min srp handler om hvordan det har ændret historien, fremtiden og fortiden. Men ikke med kommunalvalg det skal være større end det.. trods alt(9.53-10.05)

gilo 13/12/13 10:53

Comment: motivation

Q5

5: Historie er relevant da det er årsagen til hvem vi er i dag. (10.20)

6: Jeg tænker ikke sådan over det bevist men ubevist så alt hvad der omgiver en har jo påvirket af historien så derfor har det også både i forhold til rent faglig hvad man lærer i historieundervisningen men også generel over hvad der er historie, og hvad historie er, jeg tror ikke man tænker over det bevidst men det har jo påvirket os som de andre også sagde til den man er i dag...(10.36-10.55)

3: det er ikke noget man går og tænker over til hverdag, at det har påvirket en på nogen måde synes jeg i hvert fald (11.00-11.05)

Q6

Alle har en smartphone (11.18)

Q7

Alle kender til QR koder undtagen 3, kommer i tanke om det (11.35)

## Q8

Nogle har prøvet dem flere gange, andre har ikke (11.45)

## Q9

6: jeg tænker 'Fun Facts' (12.40)

4: ej hvor grinern (12.45)

3: det er meget sjovt at læse det der. (12.48)

4: Kan man også finde svaret på dem der? Ellers så synes jeg det.. (12.50)

5: Ja man skal skanne QR koden (12.55)

3+4 Nåå. Ja det havde jeg heller ikke fanget (12.58)

gilo 13/12/13 10:53

**Comment:** comprehension

7: Der er ikke fordi det var noget jeg ville sidde og brille med, mest når man lige sad sådan drengene en fifa aften og lige som man hygger sig så siger man lige hey drenge prøv lige at høre det her og så har man lige en eller anden fun fact.. (13.02-13.11)

gilo 13/12/13 10:53

**Comment:** position

3: det er også sådan noget der får en til at fordi altså fordi de springer så meget i øjnene, så synes jeg tror jeg også får de en til at tænke lidt mere over det måske fordi det netop bare er sådan en lille sjov information men som alligevel får en til at tænke lidt mer over det ikk. (13.15-13.28)

gilo 13/12/13 10:53

**Comment:** motivation  
position

1: ja som kunne være meget sjovt at vide, vide svaret på det nemlig (13.28-13.31)

Nu fangede du at man kunne scanne koderne, men var der mange af jer der ikke lige det (13.33)

2+3: ja jeg fangede det ikke (13.39)

4: du skulle nok skrive Scan svaret her eller sådan noget så får du også mindre... (13.42)

gilo 13/12/13 10:53

**Comment:** comprehension

Vi har lige nogle andre også

4: det er sådan mere tydeligt hvad pointen er (14.02)

3: altså det er mere tydeligt hvad pointen er, men jeg synes de andre var bedre (Alle: helt enig) det der hey you det trækker lige. (14.03-14.11)

Så måske noget kombination af de to

2: Stregkoden skal være tydeligere.(hey you) (14.20)

7: skriv noget tekst evt bare "Scan med mobilen her", som de gør mange andre steder også. Det der hey you der jeg synes det er fint for sådan som jeg kan se det så er det en forholdsvis stor stander den der firkant er i forvejen rimelig

stor, så jeg synes ikke det er fordi den skal gøres større bare skriv skan med mobile her eller sådan noget skan qr koden.(14.26-14.49)

Andreas: Hvis i nu så denne her plakat på et busstoppested, ville i så læse den? (15.00)

gilo 13/12/13 10:53

Comment: position

Alle: Ja, helt klart (15.04)

1: sjovt

6: jeg læser aldrig sådan nogle intetsigende reklamer, men jeg synes sådan noget der det er mere iøjenfaldende end sådan noget klassisk f.eks. sådan noget som louis nielsen eller sådan noget... (15.07-15.17)

7: du lærer jo også samtidig, du tænker måske ikke over det men du står jo bare og så tænker du hey det er jo lige sådan en lille småquizz her uden du ved det så bliver du jo klogere 15.24-15.32

2: også fordi for mig ville det være sådan en irritationsmoment oppe i mit hoved at jeg kunne stå og læse det der og så ville jeg sidde og tænke over at det ville irritere mig at jeg ikke kendte svaret og så ville jeg stå at tænke videre over det... selvom man måske ikke var vild interesseret i svaret så bare pointen i at jeg ikke ved det ville irritere mig (15.36-15.53)

4: vil i stregekoden eller vil i ikke. Jeg ville slå det op på google tror jeg (15.53-15.56) (enighed)

Andreas: Der står også en hjemmeside der i bunden (16.00)

Alle: Nåå! (16.00)

#### Q10:

##### Andre steder hvor i kunne forestille jer at i ville læse dem?

2: F.eks. station, nej men det er også lidt men I ved på stationer når man går ved togene så er der altid de der der ruller, sltså når man sidder og venter på at toget kører så er der de der billeder (16.13-16.24)

6: der er sådan nogle reklamer på internetsider og sådan noget BT eller sådan noget så hænger der sådan nogle ude i siden jeg ved ikke dem læser jeg nogle gange, jeg ved ikke om jeg er den eneste men hvis der står sådan noget som ikke er en klassisk reklame(16.3-16.42)

3: Ja eller på facebook, der ude i siden, det kan jeg også godt finde på at læse det (16.45)

2: men generelt også ting som man ved folk. Altså sådan noget som Busstoppesteder er oplagte fordi man ved folk står og venter og så vil man bare gerne have tiden til at gå med et eller andet og så kigger man netop på sådan nogle ting man normalt ikke lige ville. (16.52-17.01)

7: Ja eller hos lægen eller sådan noget. (17.02-17.04)

Andreas: Hvad med her på skolen?(17.05)

Alle. Ja helt sikkert (17.10)

7: Jeg har aldrig nogensinde kigget på dem ude i siden på facebook eller BT (17.28)

1: Det har jeg heller ikke (17.31)

2: tror også busstopsteder er de bedste steder (17.38)

4: I en Avis! (17.53)

2: jeg tror også at det er fordi at når du har muligheden f.eks. på facebook for at kigge på nogle andre ting og der så dukker sådan et op så ville man tænke jeg kan alligevel kigge på hvad alle mine venner laver eller et eller andet det er måske lidt mere spændende for en lige i det øjeblik, så jeg tror sådan noget som i en bus hvor man sidder og rent faktisk ikke har noget at lave... (18.01-18.16)

8: På bænke generelt (18.15-18.18)

Andreas: Mange cafeer har GoCards. Kender i dem? (18.25)

2: Ja dem tager jeg altid. Den er god (18.28)

7: det gør jeg aldrig. (18.30)

3: Det tror jeg også er en rigtig tøse-ting at tage dem der med hjem og så sidde at kigge på dem(18.35-18.38)

## Q11

Andreas: Ville i kæde dem sammen som en kampagne hvis i så dem på forskellige steder? (19.00)

gilo 13/12/13 10:53

Comment: comprehension

2-3: ja fordi de starter med det der HEY YOU. (19.07)

6: ja det er rimelig iøjenfaldene (19.10)

1: og det der med at alle billederne er sorte og sådan noget.(19.17)

6: jeg tror det er meget vigtigt det med at man ikke skifter skrift eller... (19.22-19-24)

6: Billederne lagde jeg egentlig ikke mærke til var forskellige billeder jeg lagde mærke til at skriften og opstillingen er den samme (19.25-19.30)

7: Det gør det måske også ikke lidt mere spændende men lidt mindre irriterende at de er forskellige farver.... Hvis de alle havde samme farve ville jeg til sidst tænke, nå den har jeg læst. Alle: Ja! (19.36-19.55)

3: fordi jeg ville netop hvis det var en ny en hvis man har set en af de andre kan det være man bliver endnu mere nysgerrig hvis man ser nå det er en anden farve og gerne læse hvad det er der står der ser en i en ny farve kan det være man bliver mere nysgerrig (19.56-20.04)

1: Ja det gør det mere spændene (19.55)

## Q12

Andreas: Har i nogen ideer til hvordan de her plakater kunne være bedre? (20.58)

8: jeg synes det er lidt irriterende t man ikke rigtig kan se hvad det er for nogle billeder (21.00-21.02) (billede af Kleopatra)

3: Altså jeg ved måske ikke hvem, det kan godt være at jeg ikke helt kan se hvad der står helt nederst i bunden ikk' men jeg synes ikke at det er så tydeligt og jeg ved heller ikke om det er meningen det ikke skal være så tydeligt men hvad det er altså andet end at det er et historisk spørgsmål. Men sådan hvad er det for noget side jeg kommer ind på her f.eks. (21.16-21.30)

6: det er faktisk rigtigt. Altså Hvad er det man trykker på når man går ind på det sådan så der ikke er et eller andet (21.30-21.40)

1: Altså kommer du ind på en side hvor der står sjove facts eller kommer du ind på en side hvor der står mile-vis lange historiske svar man ikke gider at læse (21.40-21.50)

6: Man skal kunne se hvad det er man går ind på og så skal man se hvad man kan gøre altså skan her... (21.50-21.58)

gilo 13/12/13 10:53

**Comment:** comprehension

## Q13

Andreas: hvad syntes i så om spørgsmålene ? (22.10)

6: De er spændene. Jeg kan godt lide sådan noget det er det det handler om er at man interesserer sig for sådan. men generelt sådan noget. det meget skægt og underligt at en eller anden diktator har gemt sin kone i fryseren. (22.18)

gilo 13/12/13 10:53

**Comment:** position

3: det er jo sådan nogen lidt sjove og syge nogen (21.28)

6: Så længe at det ikke er alt for normalt så kan jeg godt lide det. Men hvis det begynder at bare blive for at skrive noget så tror jeg ikke at jeg ville læse det, men er det sådan nogle underlige ting specielle ting så er det meget skægt, har man set den ene ting så kigger man også på den næste (21.31)

gilo 13/12/13 10:53

**Comment:** motivation, position

5: Må jeg spørge, er det bevidst at i har skrevet på Engelsk? (22.57)

Andreas: det er fordi at vi læser på engelsk.

Alle: jeg syntes at det er meget sjovt at det er på engelsk. Jeg havde slet ikke tænkt over at det kunne være negativt (23.10)

3: Hvis i ville ændre det til Dansk, syntes jeg stadig at i skulle skrive HEY YOU og så resten på dansk (23.30)

2: men det fordi når jeg tænker på de der, hvis jeg skulle ud og fortælle nogen at jeg havde set den der. Så ville jeg sige har du set de der hey you reklamer, eller hvad man nu kalder dem, som der hænger rundt omkring og det synes jeg er meget godt fordi det der hey you det hænger altså fast så man sådan ved hvad det er man snakker om. (23.36-23.53)

7: de er lette at genkende (23.55)

Ida: Ville i være mere interesserede hvis den var på engelsk? (24.00)

Alle: JA! (24.05)

5: Det er nok også fordi det er os der er de unge. Den unge målgruppe, så tror jeg... 24.10

6: Det ville ikke gøre nogen forskel om det stod på Dansk eller Engelsk (24.17)

2: Men når man så går ind på den hjemmeside står det så på engelsk eller dansk? (24.21)

#### Q14

Andreas forklarer hele projektet / kampagnen (24.30)

6: Er der så mange facts at man kan opdatere dagligt? (24.50)

Alle: Det syntes jeg lyder vildt fedt (25.10)

7: Hvis det så er på facebook er det meget fedt hvis man også har set det ude i samfundet. Så kan man kæde det sammen (25.40)

3: Jeg syntes det lyder som en rigtig god ide. For der er ikke særlig mange af os der gider læse historie uden for skolen, så hvis man får de her små bidder er det fedt (26.00)

6: Hvad er målet med det?.... så synes jeg at det er en god idé det vækker interessen (22.15)

Ida: Ville i anbefale det til andre? (26.45)

2: Man ville stille spørgsmålene til vennerne så de tænker, nå det var da egentlig meget sejt (27.00)

6: De specielle og underlige spørgsmål ville jeg godt kunne finde på at stille vennerne, men ikke noget som ikke er så sjovt (27.20)

7: Man kunne lave sådan en "test dine venner" funktion (27.30)

1: Jeg kunne også godt forestille mig, hvis jeg sad i en bus med en veninde at jeg sagde "ej har du set de der, de er meget grinern" (28.00)

3: Det kunne være en meget god ide hvis i skrev noget om quizen på plakaten (28.25)

#### Q15

Ida: Hvis der kom til at være et logo fra Undervisningsministeriet, ville det nedsætte jeres lyst til at læse dem? (28.40)

1+2+3: Ja, for så ville jeg bare tænke at det var sådan en 40 sider lang tekst hvor der bare står alt muligt (28.50)

gilo 13/12/13 10:53

**Comment:** motivation, position, implementation

gilo 13/12/13 10:53

**Comment:** position

6+7: Jeg er ikke enig (29.00)

7: hvordan kommer det til at stå? (29.03) hvis det bare er et lille logo i hjørnet gør det mig ikke det store.

2: jeg syntes at det ville ændre meget (29.48) lige så snart at jeg ville se det, ville jeg tænke: nu prøver de bare at proppe noget mere over hovedet på mig. Så mister det lidt det sjove

med at det er min interesse når det bliver presset på en.

8: så kunne det godt være en reklame for at man skulle studere et eller andet (30.00)

6: Jeg ville slet ikke tænke så langt (30.20)

4: Jeg tror ikke at du får flere til det, lige udover min mor måske (30.25) ingen unge ville tænke, fedt!, hvis der var et logo (30.30)

### Appendix 3: Additional Interviews

#### Interview 2 (I2):

Focus group interview, Clean Reception

Conducted the 20<sup>th</sup> of November 2013 8:45 AM at Gladsaxe Gymnasium, Group B, 2.g. history class with Martin Jensen

by Interviewer: Andreas, Notetaker: Ida, transcribed by Ida (\*not coded)

16 students from 2.g

Poster Evaluation:

*The students were left alone in a hallway where four posters were hanging on the wall together with other posters.*

Impulse evaluation:

Jeg lagde faktisk mærke til dem(0,14)

Den kiggede jeg faktisk på(0,25)

Jeg kiggede også på den der(0,28)

Den har samme tekst(0,32)

Q9:

Var det teksten eller billedet?

Teksten(1,03)

Situation 1:

Ja man bliver jo lidt nysgerrig(1,28)

Blå farve i højere grad, den røde popper også op, hvis det er større stadig meget småt (1,30)

Hvad med spørgsmålet?

Den her den er god der tænker man what (dictator) (1,57)

Q6:

- Alle

Scanne?

ikke tænkt over det(2,20)

jeg havde ikke set QR koden før nu(2,24)

hvis den var mere midt i, ville man lægge mere mærke til den(2,37)

Q9

Busstopsted?

så laver man jo ikke andet, var man der i tyve min så ville man sikkert også scanne det(3,51)

det tror jeg ikke jeg ville gøre. Man ser sådan lidt underlig ud(4,04)

Andre steder?

QR koden kan også være så stor at man ikke behøver at rejse sig(4,54)

det er slet ikke lige så sjovt (hjemmeside) (5,06)

Q10:

man kan godt se de hænger sammen(5,50)

især når man ser det der Hey You(5,52)

Hey You der får en til at læse det(5,58)

Hvad ville fange jer bedst i forhold til de forskellige udgaver?

Hey You(6,30)

den der er bedre til at scanne (stor QR) (6,32)

men også at det er engelsk og ikke dansk det føler jeg også er mere interessant(7,00)

så kan alle også læse det (7,09)

Q13

QR koden skal være større(7,36)

alle folk ved ikke at Q og A betyder question og answer, så måske bare skrive answer, så man ved det(7,44)

eller skrive find your answer here(7,54)

kør den samme farve hele tiden(8,16)

så ved man at de har noget med hinanden at gøre(8,22)

så ville jeg tage den blå(8,24)

blå eller rød(8,26)

Explanation of Concept:

jeg synes det kunne være meget godt, fordi man sidder i bussen og har

alligevel ikke så meget andet at lave(9,38)

også fordi du siger det kun er en sætning, så hvis man ikke finder det

interessant, så kan man jo bare læse det, men hvis man finder det interessant

kan man jo søge videre(9,43)

The webaddress

Ja det er en god idé(9,59)

Jeg tror det er bedst med et spørgsmål, fordi så ved du ikke hvad svaret er og

så bliver du nødt til at finde svaret på hjemmesiden og så er du inde på den.

Det er en god måde at komme ind på. (11,13)

Jeg kan godt lide at det er meget simpelt, simpelt farve og tekst. (13,13)

#### **Interview 6 (I6):**

**Qualitative interview with Teacher Rune Weber / target group informant  
Conducted the 21<sup>st</sup> of November 2013 1:50 PM at Frederiksborg Gymnasium,  
Interviewers: Andreas and Ida transcribed by Ida, duration 13:26**

Explanation of concept

Q2

(1,40) de er gode, der er jo blikfang i dem. Det med at de starter med hey you  
det kan jeg godt lide. Umiddelbart ser man jo først det med at det er på engelsk  
og så tænker man om det er bevidst, at det skal henvende sig til de unge.

Måske taber man nogen. Min erfaring er at man overvurderer deres engelsk  
evner. Selvom jeg viser en dokumentar der kun kan fås på engelsk og jeg  
synes at de taler meget klart engelsk eller amerikansk engelsk, i et meget stille  
tempo så indfører det at over halvdelen ikke fatter halvdelen af det. (2.32) det  
er så der at jeg umiddelbart tænker om det havde virket lige så godt på dansk.

(3.23) .com kunne de også tro var en engelsk hjemmeside. Det kan netop

skræmme nogen

Q3

(3.49) umiddelbart det med historie er at jo længere væk det kommer fra deres egen virkelighed jo svære har de det med at fange det, så vi siger ancient rome kan det være svært at få dem med. Men så kan man sige at den gode historie jo altid et godt udgangspunkt til en sjov historie eller lignende og på den måde få dem ind, så det synes jeg er en god idé.

(4,27) det er jo også med hensyn til kilder osv, jo længere væk det kommer jo sværeer det at forstå kilderne sproget bliver anderledes og formen bliver anderledes

Q4

rollespil er altid godt(5.00)

Q5

Så meget som muligt prøver jeg at variere det så meget jeg kan. (6,06)

UVM

det tror jeg heller ikke er en god idé (logo) 7,55 ja det skal netop ikke virke skoleagtigt(7,50)

ja det skal netop kobles til nogle løsbetydende symboler(8,03)

Q6

det sproglige(8,16)

find the answer here, find svaret her(8,52)

eller også logo... hey you logo (9,07)

Interesse for historie udenfor skolen

der er nogen der har en naturlig interesse, det er som regel nogen der kommer ind med det fra folkeskolen allerede. (09,48)

de kan godt lide at se en historisk film...(10,06)

Jeg har ikke indtryk af at der er ret mange der sidder og surfer på nettet for at prøve at finde noget viden udover det fra timerne. 10.34 de er mættet (skole) (10.14)

spørgsmålet er hvor nysgerrige de ville være på at gå videre med det(10,41)

det lægger jo også fint op til quiz battle og alt sådan noget... det er sjovt at have sådan noget viden som de kan blære sig med(10.33)

det er et fint projekt(11.54)

### **Interview 7 (17):**

**Qualitative interview with Charlotte S H Jensen at The National Museum**  
**Conducted the 21st of November 2013 14:00 PM**  
**Interviewers: Andreas and Rune, neither transcribed nor coded, duration 34:42**

**Interview 8 (18):**  
**Focus group interview**  
**Conducted the 21st of November 2013 9:00 AM at Københavns Tekniske Skole,**  
**mixed group of 2 “grafiske teknikker” and 4 “media grafikker”**  
**Interviewer: Rune, Notetaker: Kelly, neither transcribed nor coded, duration**  
**52:27**

#### **Appendix 4: Tor Sonne**

(History Teacher)

Research questions for High School Teacher

Our questions:

- Which parts of history are students most interested in?
- Which parts of history are students least interested in?
- What kind of teaching do you find most effective?
- What do you do to obtain and keep the interest of students?
- Is it your impression that students are interested or not in the subject of history compared to other subjects? And why do you think that?
- Why do you think it is important for youth to know and understand history?
- Do you have any comments for our campaign? What should we focus on and what should we improve?

Tor Sonne's answers:

1. Students are broadly interested in history and no single topic dominates their interest. Generally speaking modern history and history about common life, compared to political history, generates more interest due to the fact that student can identify with the subject.
2. For those students who are least interested in history, political and economic history is extremely boring. Years and dates, big battles, wars etc.
3. When students are forced to think about their own lives and then compare it to history. For example what the purpose of their own lives are compared to people living in the middle ages (salvation).
4. Using a lot of different education techniques. Working in groups with sources, role playing, clips from films etc. and then using a bit extreme examples such as descriptions of the smell in cities in the 17<sup>th</sup> century or torture instruments.
5. Compared to other subjects, history is generally interesting (try to look at the numbers who write SRP in history), mainly due to the fact that history exceeds the human imagination and that students can write about any subject in history. If they are interested in sports they can make a paper about that and so on.
6. It is important to know history not so much because of dates and names (we have Wikipedia for that) but because the society we live in, is built upon historical experiences.

7. It seems like a good campaign. But the webpage you are taking about already exist and it requires a huge amount of work. Try to limit it to one topic that young people are generally interested in and that are relevant for their own lives (for example sexuality).

#### Appendix 5: Posters









## Appendix 6: CD

# Hey you! Stop making history boring

**Why not change something boring into something fun, and at the same time gain some new knowledge? The youth today have an interest in gaining new knowledge as long, as they can see the relevance for their own values and beliefs.**

By Ida Løwenstein Holmen

Bachelor student in communication  
Point of departure from Bachelor project: Daily  
Dose of History

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History is often assumed to be boring, old facts, found in ‘dusty’ old books, and it has to stop. This was the assumption we based our campaign on. Also to make a campaign seem interesting in the eyes of the youth, we transformed boring facts to fun ones.



*Example on original poster*

## HEY YOU

‘Hey you’ is the first line of every poster in our campaign ‘Daily Dose of History’. According to our research, it is what intrigues the target audience to take a closer look into the campaign. The goal with the campaign is to increase the interest in history for the youth today, outside of school. After writing the report, we have discovered: 1) what, regarding our posters can pique our target audience’s

interests. 2) when they see the communicated information as interesting. So how do we get a campaign to fit the focus group’s needs, in this case the youth’s in the age group 15-19 years old? Our research shows several factors that can make a target audience adopt or reject a campaign.

## Relevance

In the interviews we conducted, we discovered that, in order to find history interesting, it depended on the relevance for them and their lives. If it is not relevant for them, there is only a small chance for adoption. It resulted in an understanding of how to communicate to the youth and the importance of knowing the target audience when making a campaign.

The research conducted in this project originates from our own assumption about history as something boring. However, this assumption was somehow wrong. The actual opinion of the target audience, was that they saw history as something interesting but only for as long as it had a clear context to their lives. They would not learn just for the sake of learning. History communicated in informative ways such as in long paragraphs, old books, and by lecturing teachers, did not raise the need to learn. The research shows a clear interest

towards learning history through more interactive and fun ways, there are in relation to their beliefs and values.

### **Posters**

Based on the project's research, we can determine that when we make a campaign towards increasing the interest in history, we have to separate it from being an informative process, to actual being an interactive process.

The medium we used was posters, there would be placed in different public places. The design of our campaign is based on the assumption that youth are into using newer technologies, being active in learning and socially interactive. Where both, the scanning of QR codes, and the interactive role playing, made history learning more interesting and fun.

### **Actively engage the target audience**

Some earlier research shows how important it is for the youth to be taught in a fun and interactive manner. They have to take part in the posters and becoming actively engaged to get the answers. This increases their interest in the need to know the fun facts, even though not all of them are visible relevant for their life. The interviews showed that the question should be weird, fun, interesting and lure the audience into adopting the campaign. A student from frederiksborg gymnasium says: *"De er spændene. Jeg kan godt lide sådan noget det er det det handler om er at man interesserer sig for sådan. men generelt sådan noget. det meget skægt og underligt at en eller anden diktator har gemt sin kone i fryseren."*

### **Simplicity**

To really connect with the youth it was also important to keep a certain kind of simplicity in mind. This was conducted in an earlier research. If too many colors or pictures were applied, it could feel like we tried too hard. Not only tried too hard, but they would feel, that we did not take them seriously as adults. So by having tried the products on a target group before finishing the posters, creates an easier adoption for the target audience. The simple background and layout of the campaign poster, was important for the focus groups.. The result of the poster evaluation also shows that if the posters are not specific and clear enough, they will search the answer on Google.

### **Communicating to youth**

The project gives an insight into the target audience, reception theories and how to transform boring history to fun facts. How can we increase the target audience's interest in gaining information outside of school.

It can also be a way for other communicators to determine, how to best target the youth in the age group 15-19 years old.

## **Communication plan:**

### **Hey you! Stop making history boring**

#### **Communication Problem:**

When communicating to a target group, it is important to know their values and belief. Taking departure in the research we have made in the bachelor project: Daily Dose of History, I can look closer into how the youth in the age group 15-19 years old, best perceives a communication campaign.

#### *Message:*

When communicating with youth, it is a good idea to use an interactive approach as opposite to an informative approach.

#### *Target Group:*

This article, seeks to target communication workers, who has an interest in targeting the youth. These communication workers can be found at [www.kommunikationsforum.dk](http://www.kommunikationsforum.dk), where they have a natural interest in seeking information about various communication problems, ideas and solutions.

#### *Medium:*

The medium used to distribute the message, is an article, published on kforum.dk. It is a good way to contact other communication interested

#### *The intended effect on the target group:*

The goal is to get other communication workers, to communicate in a more fun and active manner, when communicating to the youth in the age group 15-19 years old.

#### *The purpose of the intended effect on the target group:*

The purpose of getting other communicators, to communicate in a more fun and active manner, is to follow the

#### *The sender:*

I Ida Løwenstein Holmen, am sending the project as a student, studying communication on the bachelor module. Taking departure in a project, I have written with three others.

#### *Intended effect of the sender*

My intention is to distribute the knowledge I have gained from my own research in this field.

#### *Purpose of the intended effect of the sender:*

My purpose is to be acknowledged in the research we have done in our project