My Journey Towards Identity Advanced Design Practice



BALLINCOLLIG COMMUNITY EXPERIMENT

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My Journey Towards Identity | Journal 2 | Advanced Design Practice



Aug 2009 to Feb 2011 In August 2009 I set myself a task of developing a new identity for Cork City. I was fascinated by the idea how branding or identity could influence our community. This was my very personal attempt towards identity. It was hard to do this work on my own without any feedback except my very own common sense. I found without external help theories are created within a vacuum of personal thoughts or pieces I read or picked up through my environment. However, I was able to put together a quite extensive documentation of my undertaking.





Aug 2009 to Feb 2011 In May 2011 after I hit a wall in this project - I felt it was next to impossible to create an identity which truly and utterly represents the people of Cork City, I had the idea to send this work to Wally Olins to get feedback. If he would say its a piece of non-sense, I told myself I would keep on working in my profession until the end of the year, quit the design profession completely and find a job in an other area. If he would come back and find something good in it, I would continue my journey in the attempt to figure out what not only branding and identity is about.



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I undertook this project on my own, simply because there is no one in my current professional environment who could have assisted me. I wanted study branding, so I bought two of your books on brand and the new guide to identity, studied them and then set myself this project and applied what I had learned.												
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These	e are per	haps carping co	omments on wl	hat I think	is an extr	emely goo	d piece of	work, p	articularl	y if yo	u did it more or less alone.	
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Response fr	rom Wally	Olins		•			•			•		///

March 2012

The truth is at this point in time, I want to find out what our profession is about. Where have we gone wrong as designer and as design community? Speaking at the Manchester Design Symposium 2012 Adrian Shaunessy discussed the self-inflicted problem designers are facing to explain the value, function and role of the design profession. In his view, this derives from graphic design's self-imposed exclusion of other disciplines in the past and the omission to communicate the framework of the design profession appropriately. Shaunessy (2012) summarises that the dilemma of the design profession results from the fact that the design practice grew out of the industrial revolution and is therefore no longer economically or ecologically sustainable. Shaunessy's explorations are based on years of experience in the design profession.







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Presentation: Option 3

OCT 2011

Originally I wanted to pursue the project I-Cork-City (last four pages) within the study course. But on one evening in October 2011 my partner came home and asked me to do a quick web site for the Ballincollig Family Resource Centre. Briefing was to clear up the documents and bring them online. After going through the documents I simply couldn't do it. I know it was a favour, I know I wouldn't get a penny for my work. Sometimes in life I believe in doing the right thing is the best way forward, even if this means you're about to walk a more uncomfortable stretch of the road. I sat down and created three design option and sent them off. I explained it would be better to meet up and talk through this in more depth.

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After: Letterhead, flyer and business card



After: Website (fully responsive, HTML, no CMS, cross-device friendly

OCT 2011

My first meeting with Eve was about the roll-out of an identity for the Ballincollig Family Resource Centre. After we agreed to push forward with the above artwork as 'quick fix', Eve was exited about my proposal to develop a proper identity within the framework of my master studies course. This would mean I could use the community for my experiments and the results of my studies would then inform the visual identity I would work out in collaboration with the members of the community in my master thesis. With this agreed we set a date for the first experiment for the Ballincollig Family Resource Centre.



First Experiment: Ballincollig Community Centre Ballincollig Period of Time 06.12.2011 to 18.01.2012

Experiment - Instructions



Title: Me, You & Us, Our Community

First Poster: Pick a little cardboard man

Second Poster: Personalise It (Color It)

Third Poster: Put it up (Have Fun!)

Fourth Poster: Our WIsh Box! Tell us what you would like to change or we could do better.

FIRST EXPERIMENT

I met Eve on the 4th of December for the second time and we discussed the details about the first experiment. On the following pages you will see my first analysis of this experiment first, before I give details about how I got to this point. Working for a public body includes a vast number of restrictions that I wasn't familiar with in the beginning and it is challenging working with and around them in order to get the results.

Experiment - Materials

- 110 cardboard human figure (the cardboard man) were stocked in plastic pockets of a accessories hanger.
- A box with 64 colour pencils were placed on working area beside the wall.
- A 'wishbox' was positioned beside the pencil box.
- Four large A2 shapes in different colours: blue, yellow, red and green

Experiment – Idea behind it



Experiment to visualise community identity and personal relation to it

The four areas represent the four elements: water-blue, air-yellow, fire-red, earth-green.

The points of investigation:

- 1. Where do people place the figure? (on the coloured areas or outside of it or on which colour areas)
- How is the figure personlised? (color analysis)
- 3. How do people use the wishbox?

FIRST EXPERIMENT

The above presentation of my first experiment and artefact. There are quite a few spelling mistakes in this analysis, but as I sent it out as shown on the following pages, I did not correct any contents, because I want to show the process of development without misrepresentation.

Experiment - Outcome

Participants:

110 people of the community, of mixed ages and backgrounds.

Figure Postioning

Green Area: 21 Blue Area: 20 Red Area: 23 Yellow Area: 18 Outside the Areas: 28

Comments:

The experiment was welcomed with exitment, even though it was a quiet time people were coming out to participate. All figures were used. The question was raised why there was no cardboard 'woman'.

Disappointments

The wishbox (filled in december), was damaged, the information taken out and replaced with one sheet of paper saying: 'I want a sandwich'. Therefore this information is unfortunately lost.

Experiment – Colour Analysis

Literature Do

Dowman, M. (2007), Explaining Color Term Typology With an Evolutionary Model. Cognitive Science, 31: 99–132. doi: 10.1080/03640210709336986

Paterson, Ian. A Dictionary of Colour: A Lexicon of the Language of Colour. London: Thorogood, 2003. Print.

Weston, John, and Alan Spooner. The Oxford Children's Dictionary in Colour. London: Oxford University Press, 1976. Print.

Experiment – Analysis - Green

Positive keywords include:

growth and vitality, renewal and restoration, self-reliance, reliability and dependability, being tactful, emotionally balanced and calm, nature lover and family oriented, practical and down to earth, sympathetic, compassionate and nurturing, generous, kind and loyal with a high moral sense, adaptable, encourages 'social joining' of clubs and other groups, a need to belong.

Negative keywords include:

being possessive and materialistic, indifferent and overcautious, envious, selfish, greedy and miserly, devious with money, inconsiderate, a hypochondriac and a do-gooder. The color green is an emotionally positive color, giving us the ability to love and nurture ourselves and others unconditionally. A natural peacemaker, green must avoid the tendency to become a martyr.

Green loves to observe. It relates to the counselor, the good listener, the social worker. It loves to contribute to society. It is the charity worker, the good parent and the helpful neighbor.

Green is the color of prosperity and abundance, of finance and material wealth. It relates to the business world, to real estate and property. Prosperity gives a feeling of safety to green.

Experiment – Analysis - Blue

Positive keywords include:

loyalty, trust and integrity, tactful, reliability and responsibility, conservatism and perseverance, caring and concern, idealistic and orderly, authority, devotion and contemplation, peaceful and calm.

Negative keywords include:

being rigid, deceitful and spiteful, self-righteous, superstitious and emotionally unstable, too conservative, predictable and weak, unforgiving, and frigid. It can also indicate manipulation, unfaithfulness and untrustworthiness. Blue is reliable and responsible. This color exhibits an inner security and confidence. Blue has a need for order and direction in its life, including its living and work spaces.

Blue is the helper, the rescuer, the friend in need. Blue's success is defined by the quality and quantity of its relationships. It is a giver, not a taker. It likes to build strong trusting relationships and becomes deeply hurt if that trust is betrayed.

Lovers of blue have a deep need to find inner peace and truth, to live their life according to their ideals and beliefs without having to change their inflexible viewpoint of life to satisfy others.

Experiment – Analysis - Red

Positive keywords include:

action, energy and speed, attention-getting, assertive and confident, energizing, stimulating, exciting, powerful, passionate, stimulating and driven, courageous and strong, spontaneous and determined.

Negative keywords include:

aggressive and domineering, over-bearing, tiring, angry and quick-tempered, ruthless, fearful and intolerant, rebellious and obstinate, resentful, violent and brutal. The color red is a warm and positive color associated with our most physical needs and our will to survive. Red exudes a strong and powerful masculine energy.

Red is energizing. It excites the emotions and motivates us to take action. It signifies a pioneering spirit and leadership qualities, promoting ambition and determination.

The color is red is action oriented with a deep need for physical fulfillment and to experience life through the five senses.

Experiment – Analysis - Yellow

Positive keywords include:

optimism, cheerfulness, enthusiasm, fun, good-humored, confidence, originality, creativity, challenging, academic and analytical, wisdom and logic.

Negative keywords include:

being critical and judgmental, being overly analytical, being impatient and impulsive, being egotistical, pessimistic, an inferiority complex, spiteful, cowardly, deceitful, non-emotional and lacking compassion. Yellow is the best color to create enthusiasm for life and can awaken greater confidence and optimism. It is creative from a mental aspect, the color of new ideas, helping us to find new ways of doing things. It is the practical thinker, not the dreamer. The color yellow loves a challenge, particularly a mental challenge.

Within the meaning of colors, yellow is the great communicator and loves to talk. It is the color of the networker and the journalist, all working and communicating on a mental level, a scientist, constantly analyzing, looking at both sides before making a decision; methodical and decisive. Yellow is the entertainer, the comic, the clown.

Choosing yellow means you have a deep need for logical order in your everyday life and to be able to express your individuality by using your logical mind to inspire and create new ideas.

Experiment – Outcome

Figure Postioning

Outside the Areas: 28

Figures of pre-school children were put up by other people or themselves this has to be taken into account, as they were place either within their on reach or by another person.

Analysis:

5 figures is assumed to be created by older children or adults. These show that they might feel not enough integrated within the community. 23 figures mostly coloured by small children were put up by themselves on the lower left hand corner, as easiest or ideal height for them to reach. Others were put up by adults. Most of them were positioned outside the areas, which might relates to the subconscious feeling 'they do not yet have their voice in the community' but it is in their future and they are a vital part of it. This is most likely to be related to active participation in community dynamics.

Overall these symbolise the members of the community we take care of, who don't have a strong voice yet or the ones who are part of it but not yet involved to an extend to be confident enough to put themselves onto a coloured area or the ones who feel the need of distance without being alone, or even individualist who need to stand out.

Experiment - Outcome

Figure Postioning

Green Area: 21

Analysis:

21 figures were placed on the green area, people who choose this area are the either looking forward to or already are the 'earthy' types of this community.

Typology

Green loves to observe. It relates to the counselor, the good listener, the social worker. It loves to contribute to society. It is the charity worker, the good parent and the helpful neighbor.

These people have a deep need to belong, to love and be loved, and to feel safe and secure. You need acceptance and acknowledgment for the everyday things you do for others - just a 'thank you' is sufficient.

Experiment - Outcome

Figure Postioning Red Area: 23

Analysis:

23 figures were placed on the red area, people who choose this area are the either looking forward to or already are the 'fire/active' types of this community.

Typology

Red exudes a strong and powerful masculine energy. The personality color red you have a passion and enthusiasm for life and are not afraid to pursue your dreams and goals.

Red is energizing. It excites the emotions and motivates us to take action. It signifies a pioneering spirit and leadership qualities, promoting ambition and determination.

These person are most likely the drivers or makers of the community, they make things happen.

Experiment - Outcome

Figure Postioning

Yellow Area: 18

Analysis:

18 figures were placed on the yellow area, people who choose this area are the either looking forward to or already are the 'air/mental active' types of this community.

Typology

Within the meaning of colors, yellow is the great communicator and loves to talk. It is the color of the networker and the journalist, all working and communicating on a mental level, a scientist, constantly analyzing, looking at both sides before making a decision; methodical and decisive. Yellow is the entertainer, the comic, the clown.

These persons have a deep need for logical order in everyday life and are be able to express their individuality by using their logical mind to inspire and create new ideas.

Experiment - Outcome

Figure Postioning Blue Area: 20

Analysis:

20 figures were placed on the blue area, people who choose this area are the either looking forward to or already are the 'water/providing' types of this community.

Typology

Blue is the helper, the rescuer, the friend in need. Blue's success is defined by the quality and quantity of its relationships. It is a giver, not a taker. It likes to build strong trusting relationships and becomes deeply hurt if that trust is betrayed.

Lovers of blue have a deep need to find inner peace and truth, to live their life according to their ideals and beliefs without having to change their inflexible viewpoint of life to satisfy others. These persons are helping making things happen within a community.

Experiment – Analysis Figure Positioning

Astrology and The Four Elements by Charlie Higgins (http://accessnewage.com/Arti cles/astro/HIGELEMS.HTM)

He defines the typology of elements as followed:

FIRE	EARTH	AIR	WATER
Righteousness	Propriety Merchants	Knowledge Priests	Benevolence Servants
Spiritual	Physical	Mental	Emotional
Goal Oriented	Sensory	Self Apraisal	Other People
_eader	Provider	Seer	Server
go	Senses	Intellect	Mind
-ortitude	Prudence	Justice	Temperance
/IRTUES			
Righteousness	Propriety	Knowledge	Benevolence
CORE INDIVIDUA	ALITIES		
Warriors	Merchants	Seers	Servers
TYPOLOGICAL N	ATURE		
Spiritual	Physical	Mental	Emotional

Experiment – Analysis Figure Positioning

Figure Postioning

Yellow Thinker: 18

Blue White Outside Areas Young Children: 28 Adults: 5

Red Leaders: 23

Green Providers: 21

Blue Servers: 20



Experiment – Analysis Figure Positioning

This experiment gives a snapshot, an indication that the community consists nearly in equal parts of roughly outlined human typologies: the earthy type, the emotional type, the fiery type and the thinker. These types have the following attitudes:

Yellow is the communicator, the journalist, the scientist the one who makes an informed decision; yellow is also an entertainer.

Red is a ambitious leader, a maker, driven by energy, the one who makes things happen.

Green is the observer, the counselor, a good listener, the social worker, the phsychologist.

Blue is the helper, the rescuer, the friend in need, bringing emotional value.

And then we have the **outside area** consisting mostly of very young pre-school or primary school children, who will be the future of the Ballincollig community, they are already part of it, but do not found their full voice yet. There are however some adults, who live in the community and are not fully integrated, this might be because they just moved to the place or caught up in a busy livestyle or hesitating to integrated or are simple shy and should be approached to order to find their place.

Experiment – Individual Figures Colours Used in Blue Area



Experiment – Overall Units of Colours Used in Blue Area



Experiment – Attributes of Colours Used in Blue Area

loyalty, trust and integrity, tactful, reliability and responsibility, conservatism and perseverance, caring and concern, peaceful and calm

unusual and individual, creative and inventive, psychic and intuitive, humanitarian, selfless and unlimited

Balanced, family oriented, practical and down to earth, sympathetic, kind and loyal with a high moral sense, encourages 'social joining' of clubs and other groups, a need to belong

reliable, conservative, dignified, neutral, impartial, professional, mature, intelligent, classic, solid, stable, calming, sudued, formal and dependable

Hot pink inspires a more passionate, playful and sensual love. It exudes warmth and happiness and a love of life

down-to-earth, wholesome, practical, approachable, friendly, stable, structured, supportive, comforting, reliable, protective, strength

Experiment – Analysis of Colours Used in Blue Area

The experiements show that from people placed their man onto the blue area, most of them used as well the colour blue in their figure, which reflects and deepen the attributes of blue (see slide 21).

Blue/violet/green with 9/8 units are the second strongest colours used; red/pink/brown are with 6 units the third most used colours.

It seems this group connects strongest with its own area and the attributes of the green area followed by the red area, but only little with the attributes of the yellow area.

Experiment – Overall Units of Colours Used in Yellow Area



Experiment – Overall Units of Colours Used in Yellow Area



Experiment – Attributes of Colours Used in Yellow Area

loyalty, trust and integrity, tactful, reliability and responsibility, conservatism and perseverance, caring and concern, peaceful and calm

protection, strong, contained, formal, sophisticated, seductive, mysterious, endings & beginnings, sad period in life, wish to control own life

unusual and individual, creative and inventive, psychic and intuitive, humanitarian, selfless and unlimited

Balanced, family oriented, practical and down to earth, sympathetic, kind and loyal with a high moral sense, encourages 'social joining' of clubs and other groups, a need to belong

Hot pink inspires a more passionate, playful and sensual love. It exudes warmth and happiness and a love of life

Experiment – Analysis of Colours Used in Yellow Area



The experiements show that from people placed their man onto the yellow area, very little of them used as well the colour yellow in their figure, which reflects and deepen the attributes of yellow (see slide 10).

Black/blue with 10 units are the most used colours; followed by violet/green/pink are with 9/8/7 units.

It seems this group connects strongest with the blue area and the attributes of the green area, but only little with the attributes of its own and the red area.

Experiment – Individual Figures Colours Used in Green Area



Experiment – Overall Units of Colours Used in Red Area



Experiment – Attributes of Colours Used in Red Area

down-to-earth, wholesome, practical, approachable, friendly, stable, structured, supportive, comforting, reliable, protective, strength

unusual and individual, creative and inventive, psychic and intuitive, humanitarian, selfless and unlimited

Hot pink inspires a more passionate, playful and sensual love. It exudes warmth and happiness and a love of life

reliable, conservative, dignified, neutral, impartial, professional, mature, intelligent, classic, solid, stable, calming, sudued, formal and dependable

loyalty, trust and integrity, tactful, reliability and responsibility, conservatism and perseverance, caring and concern, peaceful and calm

Experiment – Analysis of Colours Used in Red Area

The experiements show that from people placed their figure onto the red area, most of them used neighbouring colours hot pink and orange in their figure, which reflects and deepen the attributes of those colours (see slide 28).

Violet/pink/brown with 14/12 units are the most used colours; followed by blue/orange are with 7/6 units.

It seems this group connects strongest with attributes of its own or neighbouring colours and their attributes and the blue area, but only little with the attributes of the green and yellow area.

Experiment – Individual Figures Colours Used in Green Area



Experiment – Overall Units of Colours Used in Green Area



Experiment – Attributes of Colours Used in Yellow Area

unusual and individual, creative and inventive, psychic and intuitive, humanitarian, selfless and unlimited

loyalty, trust and integrity, tactful, reliability and responsibility, conservatism and perseverance, caring and concern, peaceful and calm



Hot pink inspires a more passionate, playful and sensual love. It exudes warmth and happiness and a love of life

Balanced, family oriented, practical and down to earth, sympathetic, kind and loyal with a high moral sense, encourages 'social joining' of clubs and other groups, a need to belong

Experiment – Analysis of Colours Used in Red Area



The experiements show that from people placed their figure onto the green area, a considerable amount of people used green in their figure, which reflects and deepen the attributes of green(see slide 33).



Violet/pink/blue with 14/12/11 units are the most used colours; followed by green with 7 units.

It seems this group connects strongest with attributes of the blue area, then its own colour attributes, but least with the red and yellow area.

Experiment – Individual Colours Used



Experiment – Analysis Colour Connections



Experiment – Analysis Connections

The chart of colour connections shows the following:

While yellow feels connections to all other areas, the other areas not not feel a strong connection to the yellow area.

Blue and green are the only areas with a mutual feel of connection, while red feels a stong connection with itself and the blue area, the blue area feels a connection with the less aggressive attributes of the red area. It might be the case that the 'makers' of this community do communicate strongly with the 'servers', because this group will help them implementing their ideas or strategies. The 'providers' will be informed about the undertakings through the 'servers' as these two have a very strong connection and it is most likely that the 'servers' might ask the 'providers/counsellors' for advise.

Unfortunately the 'thinkers' have to make the effort and dig deep to get any information, as it is most likely that this group will find out about a project when it is actually beeing carried out.

Experiment – Analysis Connections

Even though the community shows a healthy balance, it might be that it does not use its resouces to its potential. It might be that the makers are so busy getting things done, that there is little time to connect with the 'providers/counsellors' and 'thinkers' as they might be regarded delaying things. But actually these two groups might help the makers to organise and question actions. All other areas might have the feeling the 'makers' might be a little to aggressive, but they do admire the positive aspects of them.

Interesting is the strong relation all groups have with the colour violet. From a color psychology perspective, violet promote harmony of the mind and the emotions, contributing to mental balance and stability, peace of mind, a link between the spiritual and the physical worlds, between thought and activity. This might indicate that in this healthy balanced community with unbalanced excuted communication, there seems actually a common goal and desire all groups are working for.

Experiment – Conclusion

The 'makers' as the drivers of the community have to include the 'thinkers' and the 'providers', because those groups are the missing active part in the puzzle.

Moreover one figure was placed in the heart of all groups, right in the middle. It would be very beneficial to identify the person who placed this figure as he or she might be 'the heart' of the community and it is most likely that this person might not even aware of it. It could be very beneficial to involve this person more into all activities as it seems that he/she could easily communicate naturally with all groups, binding and bringing them together.

Experiment – Conclusion

There are patterns I could identify which relate to my literature search: it seems that place branding/nation or city branding are driven by the makers involving the servers, often the thinkers and providers/counsellors are coming short by getting involved.

This is mirrored to my surprise in this experiement, not immediate visible. I wonder if the balance of power within a community is the most difficult unknown factor and therefore the community should be educated about pittfalls or models to improve communication/active participation?

Could it be beneficial to bring all groups together in a workshop to brainstorm for ideas for an identity and its forms of apprearance, as this could push a mutual communication process by participating and working together to create a visual identity. Could it be beneficial to work with the people to create an identity together, to find out what the ideals and hopes are for the future?

Experiment – Conclusion

These points I would like to investigate further by executing two more experiments:

 a. the first experiment involves creating two collages for each participating person - how it sees itself within the community.
 The first collage explores the present and the second explores how the future is imagined.

b. the second experiment is a workshop in which all participants of the first experiment brainstorming and expressing visually how they would imagine a community identity. At the end the results will be preserved in acrylic balls (spheres) and later put up in a little exhibition.

The outcome of the second experiment creates the foundation to create a valid visual identity and all participants are welcome to physically help to producing it. As the literature search has shown as more the members of a community are actually involved in the process as more likely the defined values will be carried and lived out in real life.

Subject: Re: Experiments the first draft From: Eve Phillips <ballincolligfrc@eircom.net> Date: Mon, 6 Feb 2012 10:51:55 +0000 To: <lisa@kreators.net>

Hi Lisa

I find this quite interesting and in terms of a community development practice, it fits. There is definitely a lack of cohesion between certain groups that operate out of the centre. I agree there needs to be more what I would call joined up writing, by this I mean more encouragement for people to engage with the wider community. I'm not sure how to bring the groups together and is this feasible, but I will try over the next weeks to get a couple of focus groups for you.

All the best Eve

----- Original Message -----From: "lisa" <<u>lisa@kreators.net></u> To: <u>ballincolligfrc@eircom.net</u> Cc: <u>paddymc0l@gmail.com</u> Sent: Sunday, 5 February, 2012 9:38:45 PM Subject: Experiments the first draft

Dear Eve, dear Paddy, I am sending you the first draft of the analysis of the carried out experiment. I took a bit longer to find appropriate methodologies. Please have a look at it and let me know what you think. Very kind regards Lisa ---Ballincollig Family Resource Centre Ltd The Village Shopping Centre Station Rd Ballincollig Co Cork

The experience - My first experiment

Restrictions

Working with people in the framework of the public service is restricted by law, here especially data protection and the protection of vulnerable people of a community like children, community members with mental problems or disabilities, community members with other disabilities or community members which have been abused, reported with criminal offences or with related drug problems.

These restrictions are having direct implications on how surveys are conducted or experiments are carried out.

Time frame of working with the centre while working full time and how different priorities and daily work within the centre make it difficult to fulfil time scales

I had the experience that working full time at Kunnert&Tierney as designer and fitting in my experiments with the Ballincollig Family Resource Centre is quite challenging. First of all my priorities are very much different from those from the centre to begin with. Furthermore it is rather difficult to gather people, even though everyone is very positive of my undertaking.

The truth is that everything takes much more time than anticipated, including feedback. Working with an organisation like this is not like working with a client and the fact that no budget is involved was negative in the way that there was no urgency about what I was doing.

How do I analyse the data?

Conducting an experiment is one thing, analysing is a completely different subject. After the success of the participation of the first experiment I was exited about analysing it - until I hit a brick wall very quickly. How on earth would I make sense of the data. What did it say about identity and the community? It didn't help that I told Eve I will have the first data ready within three weeks. What had I done! I felt the blind is guiding the blind - literally.

I read and thought, thought and read. And then started analysing with my gut feeling. I know not very scientific, I agree, but to my surprise very effective. I understand that using *Astrology* which was an act of pure desperation, was not very scientific either, but again it proved to be very effective, I hope you are taking this into account. Pure self-defence.

On the 22 of April 2012 I found the *Introduction to Type and Teams* by Elizabeth Hirsch, Katherine W.Hirsch and Sandra Krebs Hirsch (second edition). I will revisit this experiment in the future and then I will attempt a second time to analyse the data in a similar fashion by using this literature instead of *Astrology*.

Technical aspects: how to display data?

After overcoming the first problem I soon encountered another even more critical one: How do I visualise data correctly and efficiently in a way that it can be understood by the public? What are the tools I should use doing so?



Used software: Processing



Impressed by the new design discipline generative design and after buying the book 'Generative Gestaltung' from Germany with real life examples and introduction I ran off, around 250 miles per hour straight into a car crash. Now, the code on the right hand site with the coordinates for each item, were painfully measured in photoshop, written down on paper and then by hand typed into the code.

Hours spend in total: 40 hours.

How did I do it? I counted the colours used in each figure and then put them into a unit measuring system to identify the amount of colour used for each figure. I transferred this into an abstract form (circles) - here to be said each circle in dimension is responding to my unit measuring system. I then took the x,x,y,y coordinates of every single circle (at this stage I should have know that this is plain stupid, but I was unfortunately like a dog with a bone and off with the fairies), wrote the coordinates down and transferred those into the code (see left hand side).

The next page will show you the result.

How not to visualise Data

What did I gain from this experience? Research and read about how to visualise data before you start running off like a headless chicken. As simple as that. Compare online tools or programmes of what they are capable of displaying, which format of database they need and most importantly: what programming skills are needed to work with them.

void setup()

ş

size(1000, 600); background(240,230,211); }

void draw()

beginShape(); noStroke(); smooth();

color b = color(126, 178, 245, 151); //blue

color o = color(245, 186, 57, 255);

//orange color v = color(224, 75, 255, 255); //violet

color p = color(255, 54, 205, 83); //pink

color g = color(164, 227, 94, 120); //green

color y = color(252, 252, 92, 191); //yellow

color br = color(188, 152, 72, 255); //brown

color gr = color(201, 200, 197, 255); //grey

color be = color(219, 209, 188, 255); //beige

color bl = color(44, 40, 33, 255); //black

color w = color(255, 255, 255, 191); //white

float value = alpha(w); //Sets
"value" to "20"
fill(value):

float value1 = alpha(b); //Sets
"value" to "20"
fill(value1);

float value2 = alpha(y); //Sets "value" to "20" fill(value2);

float value3 = alpha(p); //Sets "value" to "20" fill(value3);

float value4 = alpha(g); //Sets
"value" to "20"
fill(value4);

fill(b); ellipse(365,206,293,253); fill(y); ellipse(635,206,293,253); fill(p); ellipse(365,410,293,253); fill(g); ellipse(635,410,293,253);

//outside group

fill(w); ellipse(51, 167, 30, 30); fill(y); ellipse(51, 167, 20, 20); fill(p); ellipse(51, 167, 10, 10);

fill(w); ellipse(64, 217, 30, 30); fill(y); ellipse(64, 217, 15, 15); fill(p); ellipse(64, 217, 5, 5);

fill(w); ellipse(102, 197, 30, 30); fill(v); ellipse(102, 197, 15, 15); fill(g); ellipse(102, 197, 8, 8);

fill(w); ellipse(142, 161, 30, 30); fill(p); ellipse(142, 161, 17, 17); fill(v); ellipse(142, 161, 10, 10);

fill(w);ellipse(205, 167, 30, 30); fill(y);ellipse(205, 167, 22, 22); fill(p);ellipse(205, 167, 10, 10);

fill(w);ellipse(203, 215, 30, 30); fill(p);ellipse(203, 215, 10, 10);

fill(w);ellipse(157, 209, 30, 30); fill(p);ellipse(157, 209, 10, 10); fill(b);ellipse(157, 209, 5, 5);

fill(w);ellipse(219, 258, 30, 30); fill(p);ellipse(219, 258, 5, 5);

fill(w);ellipse(726, 66, 30, 30); fill(gr);ellipse(726, 66, 10, 10);

fill(w);ellipse(762, 74, 30, 30); fill(bl);ellipse(762, 74, 10, 10); fill(w);ellipse(794, 33, 30, 30); fill(b);ellipse(794, 33, 20, 20); fill(p);ellipse(794, 33, 10, 10);

fill(w);ellipse(782, 134, 30, 30); fill(b);ellipse(782, 134, 20, 20); fill(p);ellipse(782, 134, 10, 10);

fill(w);ellipse(781, 210, 30, 30); fill(v);ellipse(781, 210, 20, 20); fill(p);ellipse(781, 210, 10, 10);

> fill(w);ellipse(790, 280, 30, 30); fill(br);ellipse(790, 280, 10, 10);

fill(w);ellipse(802, 365, 30, 30); fill(v);ellipse(802, 365, 10, 10);

fill(w);ellipse(798, 395, 30, 30); fill(b);ellipse(798, 395, 20, 20); fill(0);ellipse(798, 395, 10, 10); fill(p);ellipse(798, 395, 5, 5);

fill(w);ellipse(773, 434, 30, 30);

fill(w);ellipse(815, 452, 30, 30);

fill(w);ellipse(815, 500, 30, 30); fill(p);ellipse(815, 500, 10, 10); fill(v);ellipse(815, 500, 5, 5);

fill(w);ellipse(785, 492, 30, 30); fill(v);ellipse(785, 492, 20, 20); fill(y);ellipse(785, 492, 10, 10); fill(bl);ellipse(785, 492, 5, 5);

fill(w);ellipse(746, 481, 30, 30); fill(g);ellipse(746, 481, 10, 10); fill(v);ellipse(746, 481, 5, 5);

fill(w);ellipse(700, 487, 30, 30); fill(br);ellipse(700, 487, 10, 10);

fill(w);ellipse(673, 494, 30, 30); fill(g);ellipse(673, 494, 10, 10);

fill(w);ellipse(649, 482, 30, 30); fill(v);ellipse(649, 482, 20, 20); fill(g);ellipse(649, 482, 10, 10); fill(bl);ellipse(649, 482, 5, 5);

fill(w);ellipse(604, 482, 30, 30); fill(p);ellipse(604, 482, 10, 10);

fill(w);ellipse(570, 471, 30, 30); fill(bl);ellipse(570, 471, 10, 10);

fill(w);ellipse(529, 468, 30, 30); fill(v);ellipse(529, 468, 10, 10);

//yellow group

fill(w); ellipse(727, 131, 30, 30); fill(bl); ellipse(727, 131, 16, 16);

fill(w); ellipse(677, 131, 30, 30); fill(bl); ellipse(677, 131, 25, 25);

fill(w); ellipse(644, 124, 30, 30); fill(bl); ellipse(644, 124, 16, 16); fill(v); ellipse(644, 124, 9, 9);

fill(w); ellipse(616, 141, 30, 30); fill(v); ellipse(612, 134, 6, 6); fill(b); ellipse(616, 140, 6, 6); fill(br); ellipse(620, 146, 6, 6);

fill(w);ellipse(577, 138, 30, 30); fill(bl);ellipse(577, 138, 16, 16); fill(b);ellipse(577, 138, 9, 9);

fill(w);ellipse(541, 144, 30, 30); fill(b);ellipse(541, 144, 16, 16); fill(br);ellipse(541, 144, 9, 9);

interpretation (10); fill(w);ellipse(515, 114, 30, 30); interpretation(); fill(p);ellipse(515, 114, 10, 10); interpretation(); fill(b);ellipse(515, 114, 6, 6);

> fill(w);ellipse(510, 193, 30, 30); fill(b);ellipse(500, 193, 10, 10); fill(v);ellipse(510, 193, 10, 10); fill(gr);ellipse(520, 193, 10, 10);

fill(w);ellipse(495, 244, 30, 30); fill(p);ellipse(495, 244, 20, 20); fill(w);ellipse(549, 208, 30, 30); fill(b);ellipse(549, 208, 10, 10);

fill(w);ellipse(593, 186, 30, 30); fill(b);ellipse(593, 186, 20, 20); fill(v);ellipse(593, 186, 10, 10);

fill(w);ellipse(637, 184, 30, 30); fill(b);ellipse(637, 184, 22, 22); fill(v);ellipse(637, 184, 12, 12);

fill(w);ellipse(675, 192, 30, 30); fill(v);ellipse(675, 192, 26, 26); fill(br);ellipse(675, 192, 12, 12);

fill(w);ellipse(705, 176, 30, 30); fill(b);ellipse(705, 176, 20, 20); fill(gr);ellipse(705, 176, 10, 10); fill(bl);ellipse(705, 176, 8, 8);

fill(w);ellipse(600, 235, 30, 30); fill(be);ellipse(600, 235, 10, 10);

fill(w);ellipse(638, 251, 30, 30); fill(b);ellipse(638, 251, 17, 17); fill(p);ellipse(638, 251, 5, 5);

fill(w);ellipse(684, 239, 30, 30); fill(v);ellipse(684, 239, 20, 20); fill(0);ellipse(684, 239, 10, 10); fill(br);ellipse(684, 239, 8, 8);

fill(w);ellipse(573, 265, 30, 30); fill(g);ellipse(573, 265, 15, 15);

//red group

fill(w); ellipse(511, 307, 30, 30); fill(g); ellipse(511, 307, 15, 15); fill(p); ellipse(511, 307, 10, 10);

fill(w); ellipse(511, 383, 30, 30); fill(br); ellipse(511, 383, 12, 12); fill(bl); ellipse(511, 383, 8, 8);

fill(w); ellipse(554, 290, 30, 30); fill(g); ellipse(554, 290, 25, 25);

fill(w); ellipse(590, 324, 30, 30); fill(be); ellipse(590, 324, 15, 15);

fill(w); ellipse(587, 386, 30, 30); fill(p); ellipse(587, 386, 20, 20); fill(be); ellipse(587, 386, 10, 10);

fill(w); ellipse(611, 444, 30, 30); fill(b); ellipse(611, 444, 17, 17); fill(p); ellipse(611, 444, 7, 7);

fill(w); ellipse(629, 306, 30, 30); fill(y); ellipse(629, 306, 20, 20); fill(p); ellipse(629, 306, 14, 14);

fill(w); ellipse(630, 383, 30, 30); fill(v); ellipse(630, 383, 20, 20); fill(b); ellipse(630, 383, 10, 10);

fill(w); ellipse(651, 431, 30, 30); fill(0); ellipse(651, 431, 20, 20); fill(br); ellipse(651, 431, 10, 10); fill(b); ellipse(651, 431, 8, 8);

fill(w); ellipse(668, 306, 30, 30); fill(b); ellipse(668, 306, 14, 14); fill(v); ellipse(668, 306, 7, 7);

fill(w); ellipse(661, 353, 30, 30); fill(v); ellipse(661, 353, 25, 25);

fill(w); ellipse(679, 394, 30, 30); fill(v); ellipse(679, 394, 25, 25);

fill(w); ellipse(678, 438, 30, 30); fill(p); ellipse(678, 438, 20, 20); fill(b); ellipse(678, 438, 10, 10); fill(bl); ellipse(678, 438, 4, 4);

fill(w); ellipse(733, 271, 30, 30); fill(y); ellipse(733, 271, 20, 20); fill(b); ellipse(733, 271, 10, 10); fill(br); ellipse(733, 271, 4, 4);

fill(w); ellipse(705, 325, 30, 30); fill(gr); ellipse(705, 325, 10, 10);

fill(w); ellipse(710, 373, 30, 30);

fill(v); ellipse(710, 373, 15, 15); fill(gr); ellipse(710, 373, 8, 8); fill(bl); ellipse(710, 373, 4, 4); 31

fill(w); ellipse(498, 463, 30, 30);

fill(G); ellipse(498, 463, 15, 15);

fill(p); ellipse(498, 463, 10, 10);

fill(w); ellipse(269, 167, 30, 30);

fill(w); ellipse(247, 213, 30, 30);

fill(w); ellipse(258, 272, 30, 30);

fill(g); ellipse(258, 272, 20, 20);

fill(w); ellipse(287, 216, 30, 30);

fill(p); ellipse(287, 216, 20, 20);

fill(be); ellipse(287, 216, 10, 10);

fill(w); ellipse(280, 260, 30, 30);

fill(p); ellipse(280, 260, 17, 17);

fill(w): ellipse(285, 308, 30, 30):

fill(b); ellipse(285, 308, 23, 23);

fill(v); ellipse(285, 308, 12, 12);

fill(w); ellipse(328, 177, 30, 30);

fill(b); ellipse(328, 177, 23, 23);

fill(w); ellipse(331, 234, 30, 30);

fill(br); ellipse(331, 234, 12, 12);

fill(w); ellipse(313, 287, 30, 30);

fill(br); ellipse(313, 287, 12, 12);

fill(w); ellipse(366, 168, 30, 30); fill(b); ellipse(366, 168, 12, 12);

fill(b); ellipse(313, 287, 6, 6);

fill(p); ellipse(366, 168, 6, 6);

fill(be); ellipse(366, 168, 4, 4);

fill(w); ellipse(370, 227, 30, 30);

fill(b); ellipse(370, 227, 12, 12);

fill(w); ellipse(366, 279, 30, 30);

fill(b); ellipse(366, 279, 19, 19);

fill(0); ellipse(366, 279, 12, 12);

fill(g); ellipse(366, 279, 8, 8);

fill(v); ellipse(366, 279, 4, 4);

fill(w); ellipse(407, 138, 30, 30);

fill(br); ellipse(407, 138, 19, 19);

fill(p); ellipse(407, 138, 12, 12);

fill(v); ellipse(407, 138, 8, 8);

fill(gr); ellipse(407, 138, 4, 4);

fill(w); ellipse(401, 200, 30, 30);

fill(b); ellipse(401, 200, 19, 19);

fill(g); ellipse(401, 200, 12, 12);

fill(w); ellipse(406, 277, 30, 30);

fill(y); ellipse(406, 277, 19, 19);

fill(p); ellipse(406, 277, 12, 12);

fill(w); ellipse(443, 283, 30, 30);

fill(v); ellipse(443, 283, 25, 25);

fill(w); ellipse(474, 283, 30, 30);

fill(w); ellipse(444, 220, 30, 30);

fill(y); ellipse(444, 220, 19, 19);

fill(g); ellipse(444, 220, 12, 12);

fill(w); ellipse(432, 167, 30, 30);

fill(b); ellipse(432, 167, 16, 16); fill(br); ellipse(432, 167, 8, 8);

fill(w); ellipse(478, 151, 30, 30);

fill(b); ellipse(478, 151, 20, 20);

fill(v); ellipse(478, 151, 10, 10);

fill(br); ellipse(478, 151, 5, 5);

endShape();

3

fill(p); ellipse(444, 220, 8, 8);

fill(v); ellipse(444, 220, 4, 4);

fill(v); ellipse(474, 283, 19, 19);

fill(p); ellipse(406, 277, 8, 8);

fill(bl); ellipse(401, 200, 8, 8);

fill(br); ellipse(370, 227, 6, 6);

fill(B); ellipse(498, 463, 5, 5);

// blue area

fill(w); ellipse(751, 325, 30, 30);

fill(w); ellipse(775, 361, 30, 30); fill(b); ellipse(775, 361, 24, 24);

fill(w); ellipse(735, 373, 30, 30); fill(p); ellipse(735, 373, 17, 17); fill(bl); ellipse(735, 373, 8, 8); fill(b); ellipse(735, 373, 5, 5);

fill(w); ellipse(732, 417, 30, 30); fill(br); ellipse(732, 417, 14, 14);

// green area
fill(w); ellipse(231, 392, 30, 30);
fill(p); ellipse(231, 392, 27, 27);
fill(b); ellipse(231, 392, 12, 21);
fill(bl); ellipse(231, 392, 15, 15);

fill(w); ellipse(237, 468, 30, 30); fill(p); ellipse(237, 468, 27, 27); fill(b); ellipse(237, 468, 21, 21); fill(bl); ellipse(237, 468, 15, 15);

fill(w); ellipse(285, 332, 30, 30); fill(v); ellipse(285, 332, 23, 23); fill(b); ellipse(285, 332, 12, 12);

fill(w); ellipse(294, 374, 30, 30); fill(p); ellipse(294, 374, 23, 23); fill(b); ellipse(294, 374, 12, 12);

fill(w); ellipse(280, 415, 30, 30); fill(g); ellipse(280, 415, 23, 23);

fill(w); ellipse(285, 476, 30, 30); fill(v); ellipse(285, 476, 17, 17);

fill(w); ellipse(324, 359, 30, 30); fill(bl); ellipse(324, 359, 13, 13);

fill(w); ellipse(321, 404, 30, 30); fill(p); ellipse(321, 404, 13, 13); fill(b); ellipse(321, 404, 8, 8);

fill(w); ellipse(316, 461, 30, 30); fill(p); ellipse(316, 461, 13, 13); fill(b); ellipse(316, 461, 8, 8);

fill(w); ellipse(355, 405, 30, 30); fill(b); ellipse(355, 405, 20, 20); fill(p); ellipse(355, 405, 14, 14); fill(0); ellipse(355, 405, 8, 8); fill(y); ellipse(355, 405, 4, 4);

fill(w); ellipse(366, 469, 30, 30);

fill(p); ellipse(366, 469, 20, 20);

fill(b); ellipse(366, 469, 12, 12);

fill(br); ellipse(366, 469, 8, 8);

fill(w); ellipse(389, 353, 30, 30);

fill(b); ellipse(389, 353, 15, 15);

fill(w); ellipse(389, 353, 30, 30);

fill(w); ellipse(443, 355, 30, 30);

fill(v); ellipse(443, 355, 23, 23);

fill(b); ellipse(443, 355, 15, 15);

fill(w); ellipse(468, 405, 30, 30);

fill(w); ellipse(471, 439, 30, 30);

fill(w); ellipse(411, 423, 30, 30); fill(b); ellipse(411, 423, 17, 17);

fill(br); ellipse(411, 423, 10, 10);

fill(w); ellipse(408, 473, 30, 30);

fill(0); ellipse(408, 473, 10, 10);

fill(w); ellipse(447, 477, 30, 30);

fill(v); ellipse(447, 477, 10, 10);

fill(bl); ellipse(447, 477, 5, 5);

fill(w); ellipse(510, 380, 30, 30);

fill(br); ellipse(510, 380, 10, 10);

fill(gr); ellipse(510, 380, 5, 5);

fill(b); ellipse(408, 473, 5, 5);

fill(bl); ellipse(411, 423, 5, 5);

fill(v); ellipse(471, 439, 8, 8);

fill(b); ellipse(468, 405, 8, 8);

fill(b); ellipse(389, 353, 8, 8);



How not to visualise Data How disappointing!



Experiment 2: Focus Groups

Ballincollig Community Centre

PREPARATION AND PROPOSAL FOR FOCUS GROUPS For my focus groups I wrote a proposal of I would like to approach the group for finding out about individual identity. I know I will be monitored by Eve and two other special needs teachers, as finding out about individual identity might have affects or could trigger a reaction as I will have three vulnerable individuals in this group.

Experiment 2: Focus Groups

Ballincollig Community Centre

Time: 1 hour questionaire

Part One: Questionnaire



This questionnaire consists of five questions to be answered:

- How important is community for you and why? This question aims to explore the importance of community for community members.
- 2. How do you define Identity? This question aims to look how community members think of identity and what it means to them.
- 3. If your community would be an animal what would it be and why? This question aims to find out how community members see their community and why they see it this way.
- **4. If you were an animal what would it be and why?** This question ties to look deeper into how the individual relates to its community. Psychologically an animal with its characteristics can be very descriptive to answer such questions in a playful manner.

The above pictures show an example I tried out myself. One with closed windows. The person opens one door and is free to write or draw or put a picture into the placeholder.

Furthermore the above questionnaire will be available in seven colours: green, blue, yellow, red, orange, brown, violet. These colours refer back to the areas of the first experiment and gives an indication, to which group of characteristics the person belongs.

Jan 21, 9:53 PM

I sent this proposal to Eve waiting to hear back if I have to amend parts of the approach. But she was happy with it. Now it is the waiting game as she looks finding a time and date for the focus groups for me.

Experiment 2: Focus Groups Ballincollig Community Centre

Part Two: Brainstorming

Write, draw, paint or do a collage of how you think the Ballincollig Community looks and feels like or how you wish or imagine it?



For me lettering type in many different expressions would be appropriate as there are so many different people personalities and identities living and working tygether.

It could be that community members draw each a letter which will create the very own and unique Ballincollig Community Centre identity.

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Time: 1 hour brainstorming 5 to 10 minutes presentation for each participant

Part two consists of one question to be answered:

Write, draw, paint or do a collage of how you think the Ballincollig Community looks and feels like or how you wish or imagine it?

For this part the participants will have access to magazines, papers, paint, pencils, computer and printer.

I want to find out how they think their community visual appearance should look like.

Ideas, symbols, poetry, quotes, pictures, images or artwork found on the internet or their own drawings or ideas scribbled everything is allowed.

After the brainstorming session every participant explains his thoughts and how he sees the community visual expression or how he would imagine it.

Experiment 3: Focus Groups

Ballincollig Community Centre

Time: 2 hours collage

Collage



This experiment is more open to interpretation but gives a visual of personal identity within a community.

The aim of this experiment is to find out how the person relates to the community at this point in time and how is does see its future within it.



The above pictures show an example I tried out myself.

For this part the participants will have access to magazines, papers, paint, pencils, computer and printer.

I want to find out how they think their community and relate to it now and how they imagine it would be in the future.

Ideas, symbols, poetry, quotes, pictures, images or artwork found on the internet or their own drawings or ideas scribbled everything is allowed.

After the brainstorming session the individual can if wished explain to me and Eve individually about his/her thoughts. The collage will be photographed and the individual can take it home. **Experiment 2: Focus Groups** Ballincollig Community Centre

Summary

Both experiments are different in its approach and might be suited to a certain group of individuals. Ideally the Focus Groups would have 8-10 members taking part in the experiment.

These two experiments build and deepen the insight of the first experiment, in finding out how the community thinks about their own identity.

Therefore it would be good if staff members would take part in these two experiments as well.

The result of the visual brainstorming could be exhibited by filling globes and the positioned in one corner of the hallway.

Apr 10th

After ringing and email correspondence no date is set for my focus groups. I understand that the time line for my experiments might not be top priority and I know Eve has a lot to do in the Ballincollig Family Resource Centre. **Unfortunately my time is running out**. I have to prepare for another alternative and I am thinking instead of having focus groups to get these 10-15 people to fill out an online survey I would create over survey monkey. Eve can then sit with them in their own time and fill out the form with them.

I don't want any data, I need my focus group of the 10-15 people as cross section of those individuals who participated in the first experiment.

Elisabeth Lammerschmidt Master of Design (Part Time) First Semester Student ID 1124708