

En **VANN**vittig historie



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INTRODUCTION

In this study, we will be taking on the global water crisis facing our planet, by looking for solutions that can be implemented within our target population, the citizens of Oslo. In The documentary: [World's Water Crisis](#) The magnitude and consequences of the water shortage are presented on a grand scale. Did you know that: 2 billion people get their drinking water from a source that is contaminated, and 50% of the world's population will be living in water-stressed areas in less than 5 years?

These facts scared us, and also came as quite a surprise. How is it that there can exist a problem of this size without people like us being aware of it? One answer could be that there are in fact many people who do know, such as people having experienced droughts and water outages in their homes. But when we look at places such as Norway it might seem a large part of the population does not know simply because it has not affected their lives directly, at least for now.

In this document, we would describe our design process from research to testing of the mid-fidelity prototype.



RESEARCH

SUMMARY

In this document, we present the findings and process of conducting a Literary review and an online survey, deriving facts from this data, and presenting the analysis and insights based on this data, followed by our recommendations for further research on the topic.

RESEARCH PLAN

After having discussed the task and topic at hand, investigating secondary research on the topic seems to be the logical first step in the research process. For local insights, we decided to conduct a survey targeting the parents of Oslo.

The reason we chose to target parents is that we felt this group has a large incentive to make positive changes for the future because they probably want their kids to have a safe and sustainable life.

	Monday	Tuesday	Wednesday	Thursday	Friday
Uke 5	Group meeting	Literary reviews	Recruiting and creating survey	Survey	Analysis and synthesis
	Research				
Uke 6	Setting problem statement	Persona Scenario	HMW session	Breinstorming	Ideation 2
	Ideation				
Uke 7	Requirement IA User flow	Wireframe	Wireframe	Usability test Analysis	Summery
	Prototype & Test				
Uke 8	Winter holiday				

[The full research plan](#)

METHODS

LITERARY REVIEW

In order to find the relevant articles on the topic of water-waist, it was important for us to discuss what questions we were actually trying to find the answers to. From the research plan we had created four main research goals we wanted to achieve, but in order to answer these, we needed to understand the main problem more broadly, so that we could narrow it down at later stages in the process.

These are the main questions we were asking during the literary review:

- Why is water scarcity a problem?
- What are the consequences of wasting water?
- Why are people wasting water?
- Who is wasting water?
- How are people wasting water?
- What can be done on an individual level?

DATA LITERARY REVIEW AND SURVEY

Facts	Experience	Researcher	Research Method
Why is water scarcity a problem			
One in Six live in severely water-constrained agricultural areas.	Negative	Georg	Literary review
6000 people die every day due to lack of clean water	Negative	Monica	Literary review
Nearly half the global population are already living in potential water-scarce areas	Negative	Georg	Literary review
What are the consequences of wasting water?			
Environmental impact	Negative	Georg	Literary review
Economical impact	Negative	Georg	Literary review
Limited supply	Negative	Georg	Literary review
Migration	Negative	Monica	Literary review
Why are people wasting water?			
People are unaware of the environmental impact	Negative	Georg	Literary review
People do not care before they are personally affected	Negative	Monica	Literary review
People are unaware of the effort it takes to make clean water	Negative	Georg	Literary review
Because it doesn't cost (Norway)	Negative	Maia	Literary review
People are not aware of the consequences	Negative	Monica	Survey
76% of the participants do not know what happens to their waste water	Negative	Maia	Survey
More than 50% of people do not know what water scarcity is	Negative	Maia	Survey
97% of participants do not know what it costs to supply water in the Oslo area	Neutral	Monica	Survey
Who are wasting water?			
Norwegians use 40% more water than the Danish	Negative	Georg	Literary review
Wealthy countries use more water than poor countries	Negative	Georg	Literary review
Meat consumption requires more water than vegetarian	Neutral	Monica	Literary review
70% of water use is in farm	Neutral	Maia	Literary review
How are people wasting water?			
Using toilet as a trash can	Negative	Maia	Literary review
About 95% of water that enters our homes goes down the drain	Negative	Maia	Literary review
Consuming beef	Negative	Maia	Literary review
90% of people don't stop the water when they wash their hands	Negative	Maia	Survey
61% of people have thrown away stuff other than pee and poo and paper	Negative	Maia	Survey
What can be done on an individual level?			
10 easy ways to save water at home	Positive	Monica	Literary review
Need to create awareness in the society	Positive	Monica	Survey
Supporting organizations	Positive	Monica	Survey
Shop stop	Positive	Monica	Survey
Do a small effort to save water in our homes	Positive	Monica	Survey
60% of people who know about water scarcity, do nothing	Negative	Maia	Survey
Learn more about it	Neutral	Maia	Survey

Link: [Full sheet including the data sources](#)

Most interesting discoveries:

The issues of water shortage are far greater and urgent than what we initially believed before researching this topic.

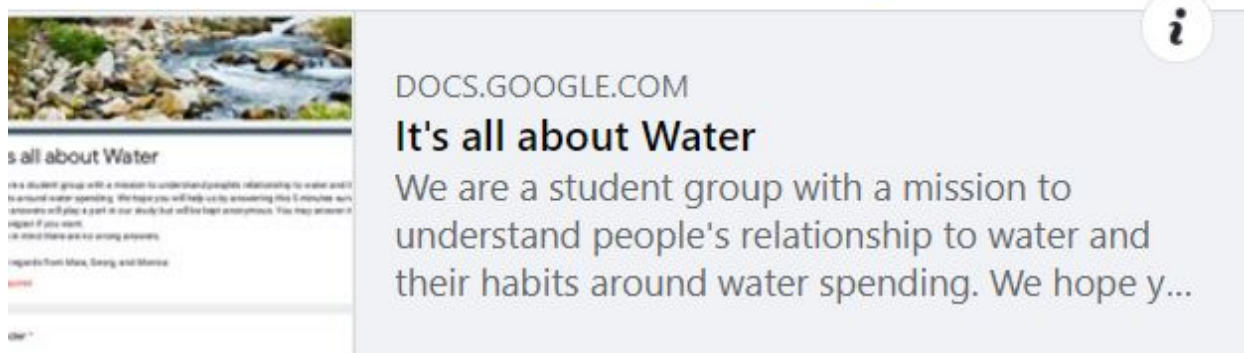
- One in six people live in water-constrained areas, and 6000 people die every day due to lack of clean water.
- The shortage and waste of water-supplies have a large impact not only on people's health but also on the environment and the economy as a whole.

- Climate change and population growth indicate that this problem is likely to increase rapidly in the near future.
- The general population seems to lack awareness of this problem, especially in areas where water shortage really is not an urgent issue.
- There are many and mostly simple measures people can do, to reduce water spending on an individual basis.

SURVEY

As we could not find any specific research on this topic, we created a survey with questions that could help us reveal the knowledge and water habits of the participants. We posted our survey on Facebook in relevant parenting groups. Our Facebook screener asked for the parents of Oslo:

Hei, flotte mammaer. Vi er en studentgruppe som har fått i oppdrag å undersøke Osloforeldre sitt forhold til vann. Må si jeg fikk litt hakeslepp da jeg så Netflix-dokumentaren World's Water Crisis. Stas om dere Oslomammaer vil bidra. Tar maks 5 min. 🍀



 Hei Di and 7 others

SURVEY WELCOME MESSAGE

We wanted to make an anonymous questionnaire to avoid GDPR restrictions. Our survey was presented with the following welcome message:

We are a student group with a mission to understand people's relationship to water and their habits around water spending. We hope you will help us by answering this 5 minutes survey. Your answers will play a part in our study but will be kept anonymous. You may answer in Norwegian if you want. Keep in mind there are no wrong answers.

See the full survey with script and result:

https://docs.google.com/forms/d/1mPY2rsCE-kVz2VDmb5f9004jAvtSMDsG09_FDebQ7Dg/edit?usp=sharing

The highlights of the Survey all involve the lack of awareness.

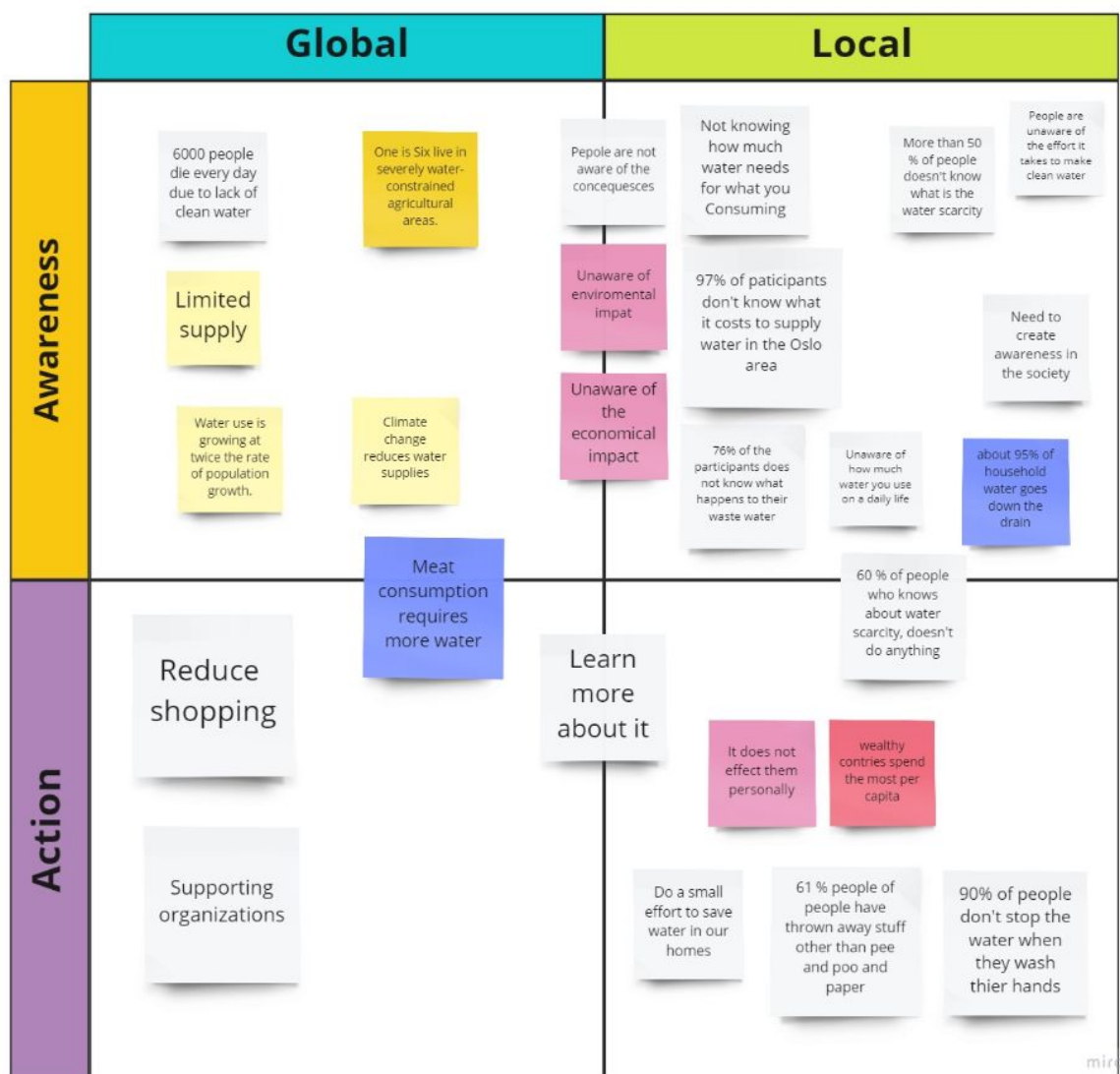
- 76% of the participants do not know what happens to their wastewater.
- More than 50 % of people don't know what water scarcity is.
- 97% of participants don't know what it costs to supply water in the Oslo area.



ANALYZE AND SYNTHESIZE

MAPPING

To get insights into the findings from the literature review and survey, we made an affinity mapping.



https://miro.com/app/board/o9J_IWdFrkl=/

INSIGHTS

- Global awareness doesn't directly reflect people's behavior

Even if nearly half the global population are already living in potential water-scarce areas, our behavior is reflected in our not consumption.

- To be aware of it actually makes a huge difference in human habits

After reading the introductions, all of us started to be conscious about using water. That makes us realize how we were unconscious about it. As we experience changes in our own behaviors, we believe in how awareness will make a difference.

- People struggle to fully understand before they are directly affected.

We see that even if water scarcity is a severe challenge in large parts of the world, it is difficult for people to embrace the facts and figures if they don't feel the consequences in their daily lives.

- People are not properly educated on this topic

Especially in our survey, we got feedback that people are just not aware. There is some focus on the sustainability subject in schools, but when it comes to transferring it to the decision-makers of the households, there is still a way to go.

- People are not aware of their behavior

A habit is something that you do often and regularly, sometimes without knowing that you are doing it (<https://dictionary.cambridge.org/dictionary/english/habit>).

The use of water is a daily activity that can be described as a habit. The areas of use are quite personal, such as bathroom and toilet. That makes it personal if you do something wrong.

- Hard to see the consequences of Individual actions

When you do not fully understand the problems, it's hard to see the relationship between "what you can do" and "what are the consequences". Also, the problem is such a huge scale, so it is hard to see the problem on an individual scale.

- Small action leads the consciousness of worldwide problems

Once you know the problem, every time you flush the toilet, you will think a little bit about someone who's suffering from a lack of water. That makes a globally deeper understanding of the problem.

RECOMMENDATION FOR IDEATION

With our literary research, we gained a large level of global knowledge. Water scarcity is indeed a great threat to the future of our precious kids. So we might consider changing our target group to kids, to indirectly influence parents. But it seems like it is difficult to make a change of habit when you do not feel it as a challenge in daily activities. Many of us don't see that what we wear and eat affects someone else, somewhere else on the planet. Our perception based on research is that some just don't care, but also that some just don't know.

Our recommendation for the Ideation stage is to look into a product that will enlighten us, encourage us, and maybe even incentivize us to be more conscious regarding our daily behavior. We believe that small changes can make a difference, so we want to create an arena to increase the level of motivation. This could be everything from a global game to local competitions between schools, for children to challenge their parents in changing their habits. As our target group is parents of Oslo, we believe awareness and reminders to change habits are key topics to make them want to take action. So we might want to affect parents' feelings by targeting kids.



IDEATIONS AND PLANNING

PRIMARY PERSONA


We chose Markus as our primary persona because he will be the person using the product. He will also be the influencer of our target group to change their water habits. We felt the parent's wish for a sustainable future for their kids might act as a game-changer for their actions.




SECONDARY PERSONA

We wanted to include a teacher and a parent in our selection of personas, as they will also interact with the product and hopefully also be influenced to consider their water-habits.

**"I enjoy teaching
I like seeing how the children absorb the knowledge"**



Silje  I phone 12
Dual sim private /work

Age 43
Job title Teacher
Family Husband and two kids
Area Oslo

Silje is a teacher at elementary school. She likes to travel. She wants to teach kids about world situation. She enjoys being the nature. She has been vegetarian the last 15 years.

Daily water use

160 liters

Frequency used Hashtags

- #Smile
- #Kids
- #Love
- #Yoga
- #Nature
- #Organic

Favorite brands

Motivations

Social ●●●●●●●●

Family ●●●●●●●●

Moral ●●●●●●●●

Incentive ●●●●●●●●


Goals


- To have a meaningful class
- Being kind to nature
- To adapt to "digital platform" teaching

Pain point

- Not easy to get attention from the students
- Not easy to explain how scerious of environmental problems
- Using digital devices

**"My son is inspiring,
he just keeps on expanding his world"**



Alex  Android
Unknown model

Age 37
Job title Carpenter
Family Wife and son
Area Oslo

Alex is a father of Markus. He works as a carpenter / furniture maker. He likes physical creation but not so good at technological stuff. He likes fishing and cooking them to his family.

Daily water use

Frequency watched TV shows

- Rustic Renovation
- Antiques roadshow
- Fishing allstars
- Hus til salg
- Daidalos
- Ski jump

Favorite brands

Motivations

DIY ●●●●●●●●

Power ●●●●●●●●

Efficiency ●●●●●●●●

Just fit ●●●●●●●●

Goals

- To make a toy that his son likes
- To be the best father
- To understand what his son is interested in

Pain point

- Education style has been digitalized
- Hard to educate the child
- Controll his son's screentime

SCENARIOS

CONTEXT SCENARIO (USER SCENARIO)

Silje is standing in front of her class, ready for teaching her precious second graders something about water waste and its consequences. She is eager to introduce this worldwide project. They are always more motivated to learn when the content is presented on their level. The kids seem interested and eager to input their water use. Students compare their water use and are interested to find out who spent most and who spent least. Silje shows a function that can compare their result to other people in Oslo, or even people in other countries. Later on that day, Markus, one of Silje's students, went back home and saw her mum let the water run while cutting tomatoes. Markus told her what he learned at school. She is impressed. Then Markus and mum started to google more about water.

KEY PATH SCENARIO

Task: Homework

Goal: Know how much water he uses each day

- Markus opens the interactive book
- He input his water use as part of the story
- He gets his result based on the score
- He compares to classmates
- The tool gives him a suggestion for a better score
- He is excited to try out the tips to see if his score are better tomorrow
- He closes the book

PROBLEM STATEMENT

Most Parents living in Oslo are unaware of the environmental and economic impact their habitual behavior has on the local and global water supply. If we could educate them on this issue with help from their precious kids, and show them how much water is spent on their current lifestyle, it might motivate them to change their habits to reduce their water footprint.

POV

Teachers want to educate themselves, their students, and hopefully their parents on the consequences of wasting water, because the water scarcity is getting more severe each day.

4 W'S

1. Who is experiencing the problem?
 - some people in the world, and most people in the future
2. What is the problem?
 - lack of water
3. Where does the problem present itself?
 - some countries
4. Why does it matter?
 - because water is a necessary element for humans

5 WHYS

1. Why are people wasting water?
 - because they are used to
2. Why they do that?
 - because they grew up doing that all their life
3. Why do they grow up doing that?
 - because their parents did the same
4. Why did their parents do that?
 - because the water problem wasn't big at that time
5. Why was it not a problem earlier?
 - because the population wasn't so big and there was more water

VISION STATEMENT

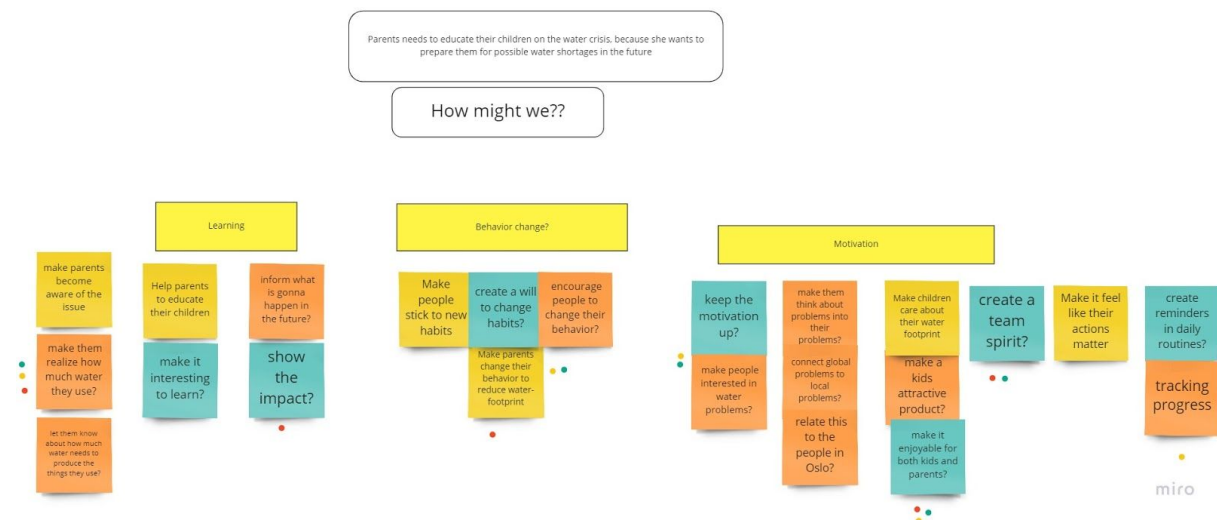
Our educational product aims to educate children on water usage and motivate parents to stay accountable for their children and their own water footprint at home.

IDEATION WORKSHOP

HMW QUESTIONS

After the HMW session, we categorized all our notes into 3 areas. Notes related to motivation got the most votes, so this will be important in our further ideation.

1. Learning
2. Behavior
3. Motivation



https://miro.com/app/board/o9J_IWdFrkl=



IDEATION TECHNIQUES

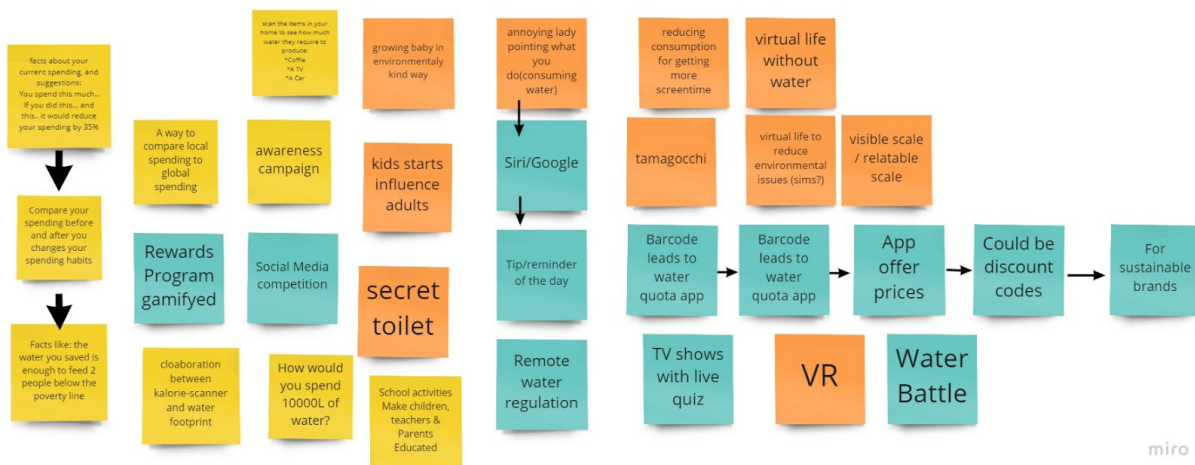
We are a small group, but still feel that we have managed to carry out the idea phase in a good way. We started with brainwriting in different rooms in the house, such as the bathroom. We have also run around where we build on each other's ideas. Sessions have taken place remotely in Miro.

We voted for our top idea but found that it is technically undoable at this stage. So we felt the need for a second round of ideation and tried the method of “most crazy idea” just to think outside the box for a while. Our thoughts got another spin and made us look into our previous ideas with new eyes. We still felt the need to visualize and did the method of prototyping as well, so all three of us spent half an hour sketching down our thoughts.

BRAINWRITING

Several stages of Brainwriting you can find here:

https://miro.com/app/board/o9J_IWdFrkl=



TOP 3 IDEAS

1. Barcode app with rewards
2. Worldwide Water Battle
3. Day Zero - Worldwide Water Education Tool

After discussing back and forth and several ideations, we found that a solution for measurement at the level we wanted, is just not doable at this point. Therefore we decided to move forward with our Day Zero campaign. Just to be sure we were not missing out on other ideas, we wanted to try other methods as well.

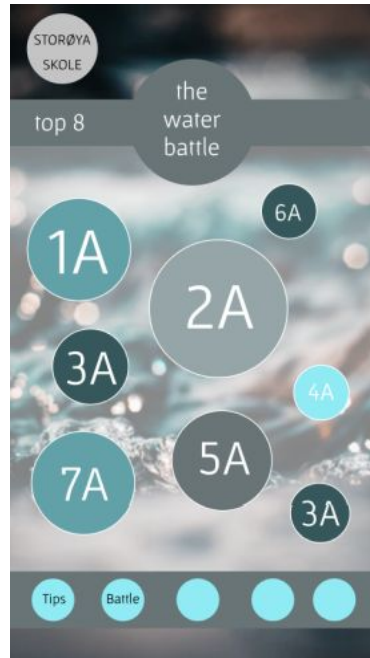
MOST CRAZY IDEA

Many strange ideas came to mind in our session. Below is only one of the categories we create. You can see them all here:





https://miro.com/app/board/o9J_IWdFrkl=



SKETCH



COMPETITIVE ANALYSIS

<p>Watercalculator https://www.watercalculator.org</p>  <ul style="list-style-type: none"> + Aesthetically well designed Visible water use on the bottom and a chart at the end Widely alternative (-times per -days) You can see the result based on what you are interested <ul style="list-style-type: none"> - Just for people who live in USA Not accurate Too long 	<p>Save Water App https://play.google.com/store/apps/details?id=com.nirmal.android.savewater</p>  <ul style="list-style-type: none"> + Many tips that you can do at home to save water Educational Organised information <ul style="list-style-type: none"> - Only the local level of water use Not interactive
<p>Water1der https://play.google.com/store/apps/details?id=com.water1derproject.www&hl=en_US</p>  <ul style="list-style-type: none"> + Interactive Informative Kids-friendly Fun <ul style="list-style-type: none"> - Not directly connect to what you can do "I see, so what?" 	<p>Where's My Water? https://play.google.com/store/apps/details?id=com.disney.WMW&hl=en&gl=US</p>  <ul style="list-style-type: none"> + Fun Getting idea how hard to get water Kids might have some appreciation for water after playing the game <ul style="list-style-type: none"> - Not so much connection with water use habit Expensive (2 dollars first, then purchase more stage)

After a few technical constraints and new ideas, we did a competitive analysis to see if some of our ideas were already alive. And we found at Watercalculator.org all the contents that we wanted to have, including educational tools and additional information. To avoid making something similar to what is already out there, we decided to go back to the ideation phase.

We went back to the "HMW" stage and another idea session under "how might we make children care about their water footprint".

youtube

app

website

alart
people (ted
talk 9 years
left)

save water
songs (baby
shark, baby
bus)

When you
make it fun,
it's far from
learning

there are good
contents, hard
to be
discovered

Science
youtube,
(Mark
rober)

Annoying
kid (krishna
clubhouse)

when you
make it
educational,
it's boring

a lot of people
think same.
educational
contents

and
information of
water system
of norway

win win for
parents
and kids

Play game =
help people
system
(miljøkvoter?)

win win for
kids and
teacher

game to
learn the
problems

Screentime
connect with the
time the girl walk
to get cleanwater
somewhere in the
world

game to
change
their habit

maybe it's not
so stupid to
just translate
waterfootprint
carculator

you can
include
norwegian
habit

TOP IDEA



Our final and best idea will target our primary persona, the kid in the second grade that finds school a bit boring and rather switch books with a screen for all learning.

VISCERAL LEVEL

First impression. Many colors and kids-friendly drawings attract the primary persona. The drawing reflects the question and makes kids relate to the situation.

BEHAVIOUR LEVEL

One path navigation. Just one button to click.

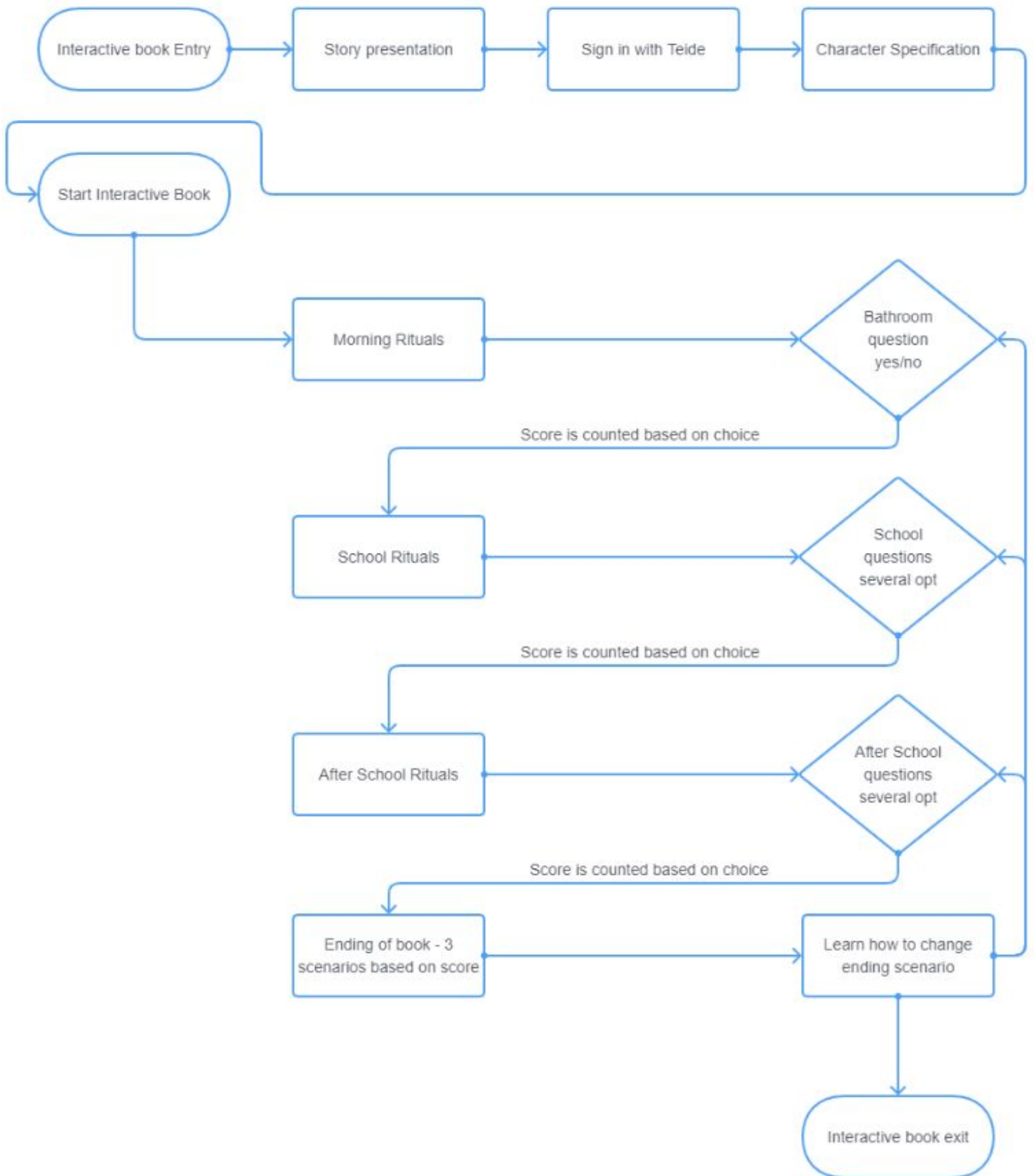
REFLECTIVE LEVEL

Reflection of users before, during, and after showing how they might end up, and later shows that is happening somewhere in the world today to create empathy. Tips based on their answers can guide them to behavior change. Family-related questions might influence their family too.

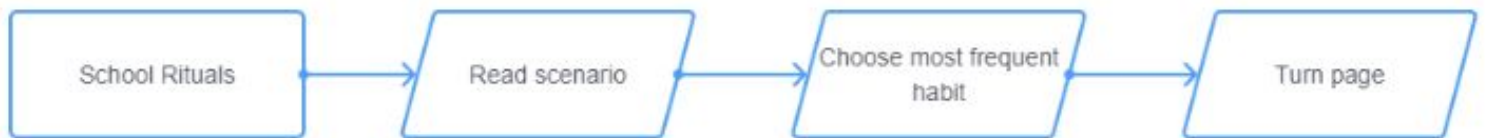
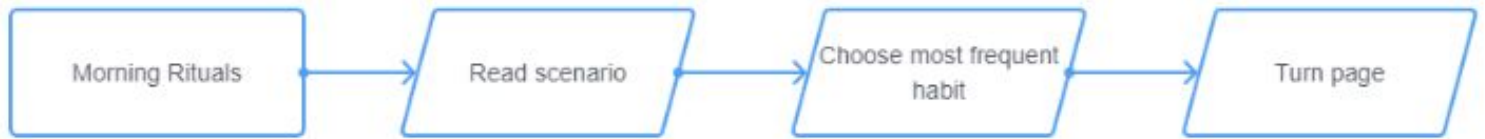
REQUIREMENTS

Data	Function	Context	Technical	Experience
Onboarding	Onboarding	Onboarding	Onboarding	Onboarding
- Drawing - Story introduction - Sign-in button	- Present story	- Kids friendly		- Make the story interesting
Sign In	Sign In	Sign In	Sign In	Sign In
- Sign in with Feide	- "One-click" login	- Feide user interface	- Feide integration	- Familiar login for pupils
Character specification	Character specification	Character specification	Character specification	Character specification
- Heading - Question to implement Name Age Skin color Hair color	- Make child the main character in the story	- Child-friendly drawings and questions	- Create the book based on various terms	- Make the story more relatable
Interactive book	Interactive book	Interactive book	Interactive book	Interactive book
- Questions - Drawing of the activities - Information about the activity - Pageturner	- User selects the answers that fit his life habits	- Child-friendly drawings and questions	- Radio buttons - Counting score - Turn the page with a swipe	- Easy and intuitive
End of story based on choices	End of story based on choices	End of story based on choices	End of story based on choices	End of story based on choices
- 3 different stories - Drawings - Learn more button	- Ending story based on answers	- Child-friendly drawings of the ending of the story based on answers	- Sum up the score - Present end of story based on the score	- Connection to the story
Learn more	Learn more	Learn more	Learn more	Learn more
- Tips on how to change scenario - Drawings	- Learn how habits can be changed for a better future	- Child-friendly drawings and tips of how to change the ending of the story	- Counting score	- Give the kids and hopefully parents a larger understanding of their habits and how they impact the future

USER FLOW



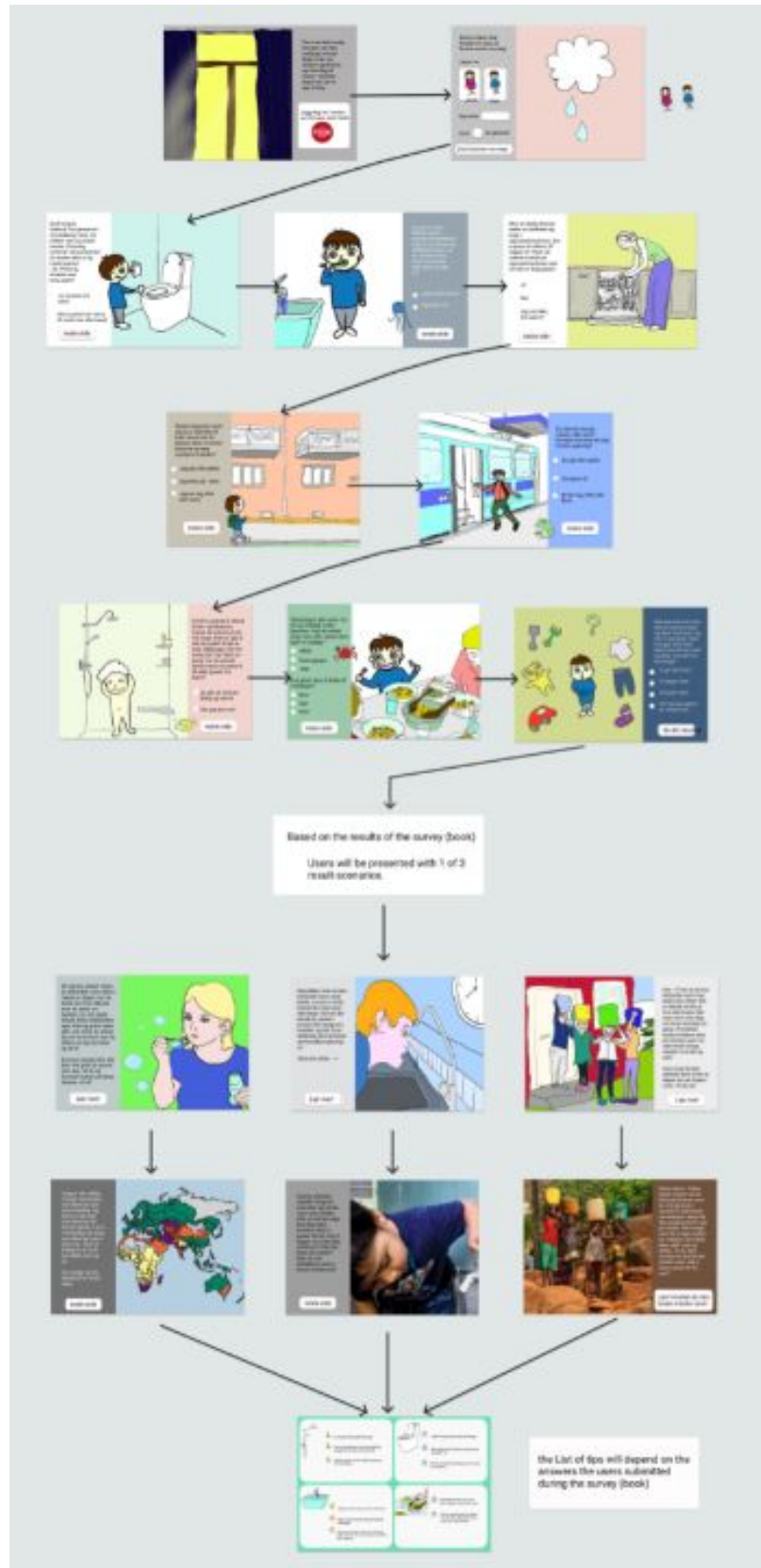
TASK FLOW

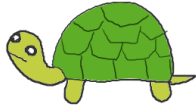


WIREFRAMING

Based on our scenario and primary persona, we felt the need to make the wireframes suited for kids to test them. So we went for drawings with playful colors. As we wanted the app to be used in an educational setting, we made the dimensions suited for Ipad pro. Most schools use this option in Oslo. We considered the mobile-first approach, but due to the target user, we felt it was more relevant to design for iPad.

[See wireframes in Figma](#)





USABILITY TESTING

Due to this lame pandemic we are in, we met some constraints regarding in-person tests. We learned the most from our 3 in-person observations. Due to illness in one of the families, we were not able to have other kids come to visit for testing. In the remote sessions, we had to relate to the mums to observe. But overall we feel that most angles were covered and the feedback was pretty much the same from every tester. So we are confident that the test-result will help us improve our product.

METHODOLOGY

At this stage in the testing process, we are mostly concerned with the overall feel and experience of the product:

- How easy is it to understand for the users?
- Is there something they can't understand?
- Do they feel like they are learning something from interacting with the product?

We decided that conducting User interviews would be the best method because this would show us how the users interact with the product as a whole and gives us the most overall feedback at an early stage in the testing of the product.

These are the question we sought to discover in our interviews:

- What kind of reactions users would have to the product.
- How they interact with the interface.
- Their overall impression, as well as gain feedback and insights from the participants by questioning them after the sessions.

Ideally, we would be conducting in-person interviews only, but due to Corona, we had to make some compromises. In total, we conducted

- 3 in-person interviews ourselves, using Figma-prototyping
- 2 in-person interviews conducted by the parents of the participants, using Figma-prototyping.
- 1 remote interview from a teacher, Using Figma-prototyping and Zoom

PARTICIPANTS

As our primary persona is a 7-year-old boy, we wanted to test in this age group +/- 3 years. The in-person interviews were done within our cohorts. So the range is from 4-10 years old in our test. We also wanted to do a test on a teacher, our secondary persona.

PILOT TEST

We did a pilot test of two kids at the age of 4 and 7. They were recruited safely within our cohort. Based on the feedback from them, we decided to make some adjustments to avoid unnecessary confusion in further testing. Here are the insights we gathered from the pilot. The test was done in-person, reading out loud to the kid asking questions. The kids did the action. Our technique was probing both during and after the session. We felt this was the best approach for kids. The biggest discovery here was that we might want to include an audio option.



PROTOTYPE (edited after pilot test):



[See full prototype](#)

THE TEST

It was interesting to observe the kids in the in-person interview, trying out our product. The parents running the interviews at their home said the same.












SCRIPT FOR INTERVIEW

"This is only a prototype and the choice to make the main character look like the kid reading does not work at this point. That is why it says "your name" occasionally. At this stage it works best if a grown-up reads out loud and adds the name of the kid to the story whenever "your name" comes up. Audio does not work at this stage. Please observe how your kid interacts with the products and try to find out if he/she learned something by looking at their actions afterward. There are no right or wrong answers."



The kid's actions and words were quite similar, so we are confident that our recommendation will make the product better. Our technique was probing during the session, and whenever the kid was not able to read, a grown-up read out loud and the kid made the choices, also discussing the options out loud. Overall questions like "what did you think was the best part of the book" was done after the sessions. As kids we're involved, we chose not to tape.

KEY FINDINGS AND OBSERVATIONS

Location	Feedback	Suggestion
Selecting a character	 Confusing with the boy/girl page that did not work	The prototype didn't cover all functions and it made kids confused.
Shower question	 Not all kids can relate to having sand in their hair  Did not quite understand	Just describe using soap instead
End story	 Too much to read	Make it shorter
Overview	 Kids doesn't understand questions	Highlight questions and keyword Repeat questions button on audio
	 Good way to learn  Nice drawings  Fun book  Made me feel bad  Gave me bad conscience  Want a back button	We are thinking this negative feeling will actually become a trigger for the behaviour change. To know that, we need to conduct follow up research on the kids who used this product. Back button needed

OUR RECOMMENDATIONS

We want to adjust according to kids' comments and actions. For our next phase, we want to consider following up with a survey to see if parents are in fact influenced by the actions of their kids. We would also recommend introducing this tool as a nationwide campaign lead by for instance Victor Sotberg in NRK Super, and this book should be presented as homework to create awareness to the entire family.

CONCLUSION

We now have a pretty good idea of how to change our product to fully fit into the educational tool that we wanted to create. It would also be fascinating to see the live version of the product, including functionality that was not possible to include in our prototype. Hopefully, this will be the kind of homework that leaves a mark on the entire family and potentially establish a more conscious behavior.

REFERENCES

Picture source personas: unsplash.com (latest accessed 11/02/2021).

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Reference to all articles in our literary research:

<https://docs.google.com/spreadsheets/d/1TwFSSxWGWMfcMQd42k2x-vy77Sfp8PVZS6SelDnia4/edit#gid=0> (latest accessed 16/02/2021).