Participatory Design at a distance

Adapting to individual media habits in online meeting formats in the early stages of participatory design to get inspiration for redesigning a website

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Summary

Participatory design approach emphasizes user involvement to contribute to interactive systems throughout the design process. The potential user participates in many activities in different physical meetings and workshops. This approach helps the designers to develop better tools to support users work but it is difficult to get them to co-design at the same place and time for many reasons. I have also experienced this kind of difficulty in the school projects involving users in the design process. Many new technologies nowadays have been introduced and used for different purposes so I have asked myself how I can use this to get control over this kind of difficulty. And how to bring people together online to co-design instead of having any physical workshops. Today, many online technologies are used to facilitate PD activities and bring the potential users together regardless of time and space. Some researchers have investigated online media platforms that people are familiar with, for example Facebook to reach their users. Some of them use online tools developed for conducting participatory design online.

This study investigates how to design remote/online meeting formats to engage people with different media habits in the early stages of participatory design to get inspiration for redesigning a website. It is very important for a participatory design at a distance to understand and adapt to individual media habits and technological skills because this aspect is crucial for the success of bringing the participants together online and persuade them to contribute including making them willing to involve and perform their online work tasks. The project facilitator should get to know already in the beginning of the project about different communication ways that each participant prefers and usually uses in their daily life. To make sure that the facilitator can reach the potential users and bring them to collaborate online and give their contribution to a design in time. This study shows also that the relation between the participants and the temple or the facilitator is crucial for the success of getting them to contribute. Another aspect that the facilitator needs to take into account is to know about the users’ technological background. This can be used as basic information to choose online tools or media platforms to design online meeting formats to engage people in the design process. The tools that match the participants’ skills make them focus more on their work tasks rather than technical issues. But even if someone has high computer skills, it does not mean that he wants to work with whatever tools in some online activities, the facilitator has to adapt according to what they prefer or give them choices and flexibility. In addition, it is not enough only to observe and provide different channels for the participants to get feedback. It is hard to observe people working online and not everyone says what they think to the facilitator. To know how the users interact with and think about different online meeting formats during the design project by doing feedback interview after each PD stage helps the facilitator to improve online meeting formats for the next steps. The facilitator gets possibilities to repeat and clarify some issues during the project, encourages the participant to continue or contribute more, and prepares them for the next steps. The participants get better understanding of the project and motivation to move on.

Keywords: participatory design online, online meeting formats, media habits, PD early stages, web redesign
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1. Research area and question

1.1 Introduction

Participatory design (PD) is an approach to involve different groups of people related to that product/service in different kinds of PD activities throughout the design process (Schuler & Namioka, 1993; Spinuzzi, 2005; Simonsen & Robertson, 2013). It has been applied to design interactive systems and given positive effects to the design outcome. But PD activities in practice, which traditionally are performed in a face-to-face manner, take enormous time, resources and institutional commitment (Binder et al., 2011; Reyes & Finken, 2012). If the PD project has many different groups of users and stakeholders, it is difficult to organise where every group of stakeholders can join PD activities at the same time and place, because of for example no time, geographical issues, difficulties with travelling and so forth (Reyes & Finken, 2012; Yndigegn, 2010). Therefore, many designers encounter problems to manage to continuously get all representatives of different groups of people throughout the PD projects (Spinuzzi, 2005; Yndigegn, 2010; Reyes & Finken, 2012).

There are many PD projects that encounter these kinds of problems. I have actually experienced many similar difficulties when I did school projects by involving various groups of users and stakeholders. My groups did the project with limited time so we could not wait until we could get everyone to the workshops. So I asked myself questions such as: is there any way instead of traditional face-to-face meetings to facilitate participation of the people into the design? How to arrange a workshop/meeting with different groups of people at different places and times to design products/services with a PD approach? Nowadays, there are different types of online technologies allowing people to work remotely to reduce difficulties of for example travelling time and cost, problems to find time to meet etc. But is it possible to do remote collaborative design by using online tools with PD projects and how to do this? So these issues motivate me to explore a PD project facilitated by existing online tools and the study is done in a project of redesigning a website for a Thai Buddhist temple in Skåne.

From the literature study of this problem area, there are researches that investigate other formats of meeting or tools to facilitate the co-design methods to deal with the problems mentioned above. The studies have investigated how online tools or media platforms that people are familiar with can support participatory methods or collaborative design (Reyes and Finken, 2012; Nääkki, 2011; Yndigegn, 2010; Kaptein et al., 2007; Hagen et al., 2007). This is for example using social media as a platform for participatory design by Reyes and Finken, 2012. Reyes and Finken:s study explores “how traditional participatory methods can be translated and used through social media” (Reyes and Finken, 2012). They use Facebook groups to engage people in a Future Workshop to design a new digital photo-archive on mobile phones. The study shows that social media could bring together the participants from different places and backgrounds to contribute in a design process in an online space that they are familiar with. Another example of doing online participation is a case of a city adventure service of Nääkki (2011) which uses an online co-design platform to do ideation but tests a service prototype face-to-face. This case study shows that online ideation gives many new ideas and inspiration for the service provider to develop new service concepts. It works very well and also is cost effective.
Today, online technologies can be considered as new ways to enable user participation in the PD project (Reyes and Finken, 2012; Näkki, 2011; Yndigegn, 2010; Kaptein et al., 2007; Hagen et al., 2007). About existing online tools and media platforms, it sounds interesting in the way that they are already there and it can be online tools that users might already be familiar with or similar to desktop applications used at work or other online tools in everyday life. In addition, it might not take much time for the participants to learn to use and the designers to learn to use and adapt to facilitate a PD project. Another advantage is that there are a lot of tools available online and free. If the designers combine these kinds of tools to facilitate design participation for different activities and purposes, so I again asked myself more questions such as: How will these tools make it possible to engage all people throughout the design process? How do they impact on the PD activities? How to arrange online meetings or workshops suited to PD activities? How to make it productive and get expected results from existing online tools or media platforms? What are the important factors of doing PD at a distance?

I have been interested in, worked with and want to specialize in the field of web design. When I created websites, I just asked my customers what they wanted but never asked the users. After I have learned about user-centered design and participatory design and experienced that if I design with potential users or at least involve them in some steps, then they can get much more benefit from the website because it suits their needs. Even if it is quite difficult to work with people who have no idea about design but it gives a chance for me as a designer to share my design skills and experience to manage the design processes. And what I really like is that it is commonly acknowledged in the PD community that the users feel they own what they have done together and can be as ambassadors for that later on.

Furthermore, I have worked as a volunteer at Wat Sanghabaramee - Thai Buddhist temple outside Eslöv city and know that the monk wants to redesign the temple’s website by using new techniques. So that it better supports the temple's goal and users’ need, is easier to get access and use and adapt to different kinds of communication devices. So that is why I decide to use the project of redesigning the temple’s website as a context to explore about doing a PD project facilitated by existing online tools. The important objectives of the temple is not only to be a center for religious meetings and solemn ceremonies but also to promote and guide the Dhamma (teaching of the Buddha) in daily life for Buddhists in southern Sweden and its neighbourhood through different kinds of activities and ways. But most of the Thai Buddhists live far from the temple and have various inconveniences with visiting the temple as often as they would love to. Some of them have moved to other regions in Sweden but still want to follow the temple’s activities and sometimes visit the temple. So the temple has used the website (www.watsanghabaramee.se) to provide different kinds of information to support the objectives but Phra Tongchai Hanpol who is abbot of the temple said that it is not as it should be. The website needs to be redesigned so it can provide more information and various media so it will be more attractive for using and learning and better to support the temple’s goals. The abbot mentioned that the website can be an attractive starting point that links to other information sources for different ways of using and learning about Buddhism. It should support Buddhist daily activities like a good friend about Buddhism. It should be very easy to use and work with different devices and platforms. In addition, one of the committee members of the temple said that most of the events happen at the temple by volunteer work by a lot of Thai Buddhists. So the website should be a platform where the committee can have conversation with and support the Thai people for different purposes.
The website will be redesigned so it can work as a collaborative platform and as a tool for learning. In the case of redesigning the website, it is crucial not only to understand relations of contents and structure of the website but also to get an overview of things like relationships and collaboration among the stakeholders, their tasks, backgrounds, work environments, problems/difficulties of website usages and even their expectations from the website in the future (Schuler & Namioka, 1993). PD activities will be applied for gathering inspirations and criteria for redesigning the website to explore all this information. As already mentioned above, people who visit the temple and website are from different cities and regions in Sweden and even from Copenhagen, Denmark. Most of them do not often visit the temple so different kinds of PD activities that will run in this project will be facilitated by existing online tools and/or media platforms.

1.2 Research focus

In summary, the aim of this study is to investigate how to apply online meeting format in user involvement in the early stages of the participatory design approach to gather inspiration for redesigning the temple’s website. Various free existing online tools and/or media platforms will be used in combination to get different kinds of information in the PD activities. The potential existing online tools and/or media platforms for this study that the participants might be familiar with are for example, social media (Facebook group), survey tools, Google docs, Google groups, DropBox, a particular form of forum, email, online calendars, photo sharing websites, online chat programs (texts and videos) etc. These are just some examples and one needs to explore more based on the participants’ technological background and media habits and also the purposes of the PD activities. The focus will be on how to bring them to become involved in the project at different places and times and how to have dialog at a distance by using what they already know to use more than trying to apply modern online tools or techniques.

1.3 Research question

From the redesign project of WatSanghabaramee:s website, this study intends to explore knowledge and experience of doing PD at a distance by using this central question:

*How to design remote/online meeting formats to engage people with different media habits in the early stages of participatory design to get inspiration for redesigning a website?*

Other guiding questions can be as the following:

1. How to transform the activities in the early stages of traditional PD into an online version in this project?
2. How do the existing online tools or media platforms make it possible to engage people in the early PD stages of this project?
3. How to arrange online meeting formats to engage people in the early PD stage in this project?
4. What kind of factors and difficulties/limitations of using online tools for users participation need to be considered in the early PD stages for this project?
Research communities that this study intends to contribute to can be Interaction Design, co-design, participatory design. The kind of knowledge can be

- Online existing tools that are possible to use to let people participate in the early stage of PD at a distance
- Examples of online meeting formats for user involvement in the early stage of PD at a distance.
- Factors that need to be considered to arrange online meetings for user participation of the early stages of a PD project.

This study can be a case study of how to gather inspiration and criteria for redesigning a website by using a PD approach and participating users in the design process by existing online tools or media platforms. But this study is quite specific so it might only be used in a project of similar nature. In addition, the knowledge of this study can be used as basis for the designers who want to create design concepts for online PD tools to facilitate remote co-design in a PD project that has a similar project nature.
2. Participatory design

Participatory design is an approach that is used to run this project, but it is different from the traditional one because it involves people all the way through the project by using existing online tools. So this chapter discusses PD principles, practices and techniques. I discuss also advantages of the approach and limitations of the approach in practices included how the designers have investigated different ways to manage difficulties. Then, I present details about three case studies that I use as guides for developing the PD process of this study.

2.1 Participatory Design

Participatory design is an approach that involves people in the design process to develop computer systems which are used as a tool to support users’ work (Robertson, 2013). The potential users play a crucial role in the design process because they are the experts about their work and know what they actually need (Schuler & Namioka, 1993; Robertson, 2013). The designers play a role as a technical consultant to help them to find better tools to support their work tasks so the users can work more effectively (Robertson, 2013). In this design approach, designers and users have a close dialogue to explore everyday practices of potential users and also design together iteratively (Sander & Binder, 2010; Binder et al., 2011). This gives opportunity for the designers to explore tacit knowledge from the workers but at the same time the users can still retain control over their work and be involved in design decisions for their work in the future (Schuler & Namioka, 1993; Spinuzzi, 2005). People who participate in PD projects are not only designers and users but also other relevant specialists and stakeholders with various disciplines (Binder et al., 2011). So co-designing in a multidisciplinary team leads to deeper understanding of not only work processes and situations but also their environment and other relevant factors (Robertson, 2013).

There are many various ways to involve users and stakeholders into PD projects. The PD methods use different tools and techniques to trigger the participants for different purposes (Sander & Binder, 2010). The techniques used in PD projects are for example organisational games, organizational toolkits, role playing games, future workshops, storyboarding, mockup, co-prototyping, PICTIVE etc. (Spinuzzi, 2005). PD also applies various research methods such as ethnographic observations, interviews, analysis of artifacts, sometimes protocol analysis and so forth (Schuler & Namioka, 1993; Spinuzzi, 2005). These can be performed individually, in group, face-to-face, sometimes online etc (Sander & Binder, 2010). In a PD process, the stages and methods can be iterated several times (Spinuzzi, 2005) and it allows the participants and designers to incrementally redesign over time during the process (Sander & Binder, 2010). The design participants need to co-explore, co-design, co-interpret, co-analyse until they agree on the design outcome (Spinuzzi, 2010). This means that both users and designers have responsibility to make the project succeed.

Many books about the participatory design approach do not provide a step-by-step method which the designer can directly apply. But the designer can get ideas for a project outline and which tools and
techniques to use in the project and why through several classical PD project examples with different projects of different nature, described in those books. This is for example the AT project in Denmark described in Schuler and Namioka (1993) which gives a good insight for a PD process of designing computer applications. This project involves users directly through four stages as the following:

1. Learn more about the work at the workplace
2. Discover problems and brainstorm ideas
3. Identify an action plan
4. Create mock-ups and perform cooperative prototyping

All these stages are described in more detail in 2.2, related works.

To set up a PD project, the designers need to take various aspects and factors into account and modify, develop and apply activities, tools and techniques that seem most appropriate to the project nature (Greenbaum & Kyng, 1991). Those aspects and factors can be for example where the project is taking place, focus of the projects, types of products, time issues, budget, number of people participating in the project and so forth. This leads to different PD projects applying different activities and techniques, but Spinuzzi (2010) said that most of the research using the participatory design approach consist of three basic stages which are described in detail as the following.

1. *Initial exploration of work.*
   Designers meet and familiarize with the users and explore technologies used, work process, teamwork and other relevant aspects. The activities in this stage are for example examining technology use on site, walkthroughs and organisational visits, observation, interviews, etc.

2. *Discovery process.*
   In the second stage, several methods conducted in physical meetings and workshops to understand and know the importance of different work tasks and also clarify users’ goals and values. The designers and several users also discuss the desired outcome of the project. Those methods are for example organizational games, role-playing games, future workshops, storyboarding, workflow models and interpretation sessions etc.

   The designers and users co-design and create technological artifacts iteratively at a working place or in a laboratory until the design outcome fits into the users’ works. The techniques used in this stage are mockups, co-prototyping etc..

(Spinuzzi, 2010)

When the users participate in different activities in the PD project, it gives not only possibilities for them to make design decisions but also to learn gradually about new tools and work practices (Schuler & Namioka, 1993). People participating can also use their experience in the prototyping process to teach the others how to use new technologies at their workplace (Schuler & Namioka, 1993). In some PD projects it is not enough to just find better tools to support the users’ work but it is also necessary to change the users’ work process to better suit the goal and even overall goal of the organisation (Schuler & Namioka, 1993). So it gives the users a chance to influence their future work so it can be accepted by them or reduce some kinds of resistance (Greenbaum & Kyng, 1991).

It is crucial in PD that the users are continuously involved in the activities and are active throughout the process (Spinuzzi, 2005). But in practice, some PD projects consist of many physical meetings.
and workshops so it requires a lot of effort from the participants and designers (Spinuzzi, 2005). Another problem with the PD project is that it is time consuming to bring together all the project’s participants to the workshops (Yndigegn, 2010). In some projects with limitation of time, people do not manage to show up in different workshops or activities (Yndigegn, 2010). Participatory design does not provide a clear structure and deadline of each activity (Spinuzzi, 2005). So the lack of time might limit people to share their work knowledge and ideas and it is reflected in the designs (Yndigegn, 2010).

But today, online tools/platforms or application of technologies offer many new possibilities to participate with several users in the PD projects regardless of time and place and make the projects go beyond those difficulties or problems (Sander & Binder, 2010; Näkki, 2011). So some projects conducted some PD techniques or activities in a face-to-face manner and adapted some other techniques to work online to get various kinds of information from larger user groups (Näkki, 2011). PD techniques that are today done online are for example stories, storyboarding, diaries, daily logs through writing, drawing, blogs, wikis, photos, videos etc. through online tools or media platforms (Sander & Binder, 2010; Hagen et al., 2007). In addition, the use of online technologies to enable other PD techniques is growing and new advanced technologies make this more possible (Sander & Binder, 2010).

Some PD projects combine existing and free online tools and media platforms that users are familiar with to enable participation via the internet such as Skype, Facebook groups, blogs, YouTube, Flickr, Photobucket, Email (Sander & Binder, 2010; Yndigegn, 2010; Hagen, 2007; Reyes and Finken, 2012). And these projects show that the designers can bring together people from different places and backgrounds to co-design interactive systems (Reyes and Finken, 2012). Some other projects apply other existing online platforms developed for co-designing for example Owela which consists of a discussion forum and project space used to plan a co-design project (Näkki, 2011). Some projects use mobile phone technologies to enable the user involvement such as Multimedia Message service (MMS) but it does not support the participation properly (Hagen et al., 2007). Then, the designers also applied and adapted other online tools or media platforms (e.g. blogs, YouTube, Flickr, Photobucket, Email) for sharing various types of information and better participation (Hagen et al., 2007). But it does not support the participation properly in the way they want because they encounter many limitations from those tools and this makes them decide to develop a tool to support their method (Hagen et al., 2007). There are also other studies that develop online tools for co-designing at a distance for example DisCo (Walsh et al., 2012).

2.2 Related works

This section presents a classical example of PD projects which is the AT Project in Denmark to give a better insight how to set up a PD project to design a computer system and which kinds of techniques used to engage people in co-designing (Schuler and Namioka, 1993). There are also two examples of PD projects that use online technologies to let different people from different places participate in the projects. The first example is how a traditional participatory design method can be translated and used through social media by Reyes and Finken (2012). The second one presents how to combine traditional PD and online PD for co-designing a service by Näkki (2011).
2.2.1 The AT Project, Denmark

This project took place at The National Labour inspection service (AT) office in Aarhus, Denmark (Schuler and Namioka, 1993). The purpose of the project is to design several computer applications to support works at AT and to develop a long-term strategy for decentralized development and maintenance of the applications. This project involves all groups of people with different roles and skills at the AT office in Aarhus and they are managers, administration staff and inspectors.

In the AT project, the researchers combine and apply different techniques to suit the project nature and conditions and they plan different activities in four stages:

**Stage 1: Learning about work at AT**

The researchers visit the workplace and meet the inspectors to explore more about the work at AT. They interview the administration staff and inspectors individually about the work tasks and focus on the materials and instruments that are used in different work tasks and also about cooperation between people. They ask people to demonstrate parts of the work tasks, the files they keep, the computer programs they utilize, the instruments and so forth. The outcome of these stages is better insight of the work and problem areas at AT. The researchers get also a number of ideas from the workers. This stage takes several days to finish.

**Stage 2: Future workshop**

The aim of this technique is to discover the problems and also gather ideas from the workers. This technique gives possibilities to the workers to share their problem situations and visions about the future work and discuss how these visions can be realised. This leads to sharing a desire to change the works at AT. At this stage, the researchers do not involve the management people because if they are in the workshop, the workers might be afraid to share their situation and ideas.

In the future workshop, the researchers arrange different activities and play a role as facilitators to ensure that everyone contributes equally and can follow the discussion. The activities of this stage are divided into 3 phases: critique, fantasy and implementation. The workshop process begins with the facilitators who introduce the participants and the technique. Then it is the critique which is like a brainstorming that explores current problems at work. The problems then are categorized by the facilitators into a number of critique headings which have negative meanings. In the next phase, the facilitators invert the critique headings to positive guiding themes and use them to brainstorm ideas. It is open for the participants to talk out about their ideas without critique from the others. After that, the facilitators group all of the ideas into a number of fantasy themes. In the last phase, the participants select some of the fantasy themes and add more detail into them. The outcome of this stage is that the workers get a good insight in the problems and future changes at AT. Many good ideas/themes are selected for further exploration in the next stage. This stage takes two and half hours to conduct. The difficulties in this stage are that it is difficult to get the workers together at the same place and time because they work outside the office, and have different work times.

**Stage 3: Organisational Game**

In this stage, the workers and management play different roles in various playgrounds and situations to identify action plans for the future work. It starts with the facilitators introducing rules of the game and people with current roles and commitments are chosen to play the game. The group of people
play their roles in three different Acts. In Act 1, the researchers design playground and situation cards based on the problems discovered from the activities in the previous stages. Then, the workers create situation cards and play their role that is close to problematic situations at AT. In Act 2, it focuses on what are new possible technologies that can be applied and how they affect the works at AT. The potential users work it out by using illustrative mockups and prototypes. In Act 3, the participants change their roles and commitments and play their roles in different scenarios in small groups to explore more new possible technologies. Then they adjust the roles and competences and play their role in a new playground to create an action plan about what can be done individually or collectively in AT and which kind of external resources are needed. The outcome of this stage are new possible technologies in different user situations and also which kind of competences are needed. This stage takes 2 and half day of workshop and also half a day to finish the action plan.

Stage 4: Embodying ideas

It gives a space for the users to link their understanding and experience from the previous stages to design computer applications together. They get possibilities to try it out, evaluate it and redesign it again and repeat these activities until they decide to accept it or discard it. The designers use two techniques described below to co-design with the users.

- **Mockup design**
  The researchers, workers and managers build mock-ups together to explore more in detail about new possible technologies and also discuss user situations. And at the same time, it helps to eliminate some technologies that are not actually important for the future work.

- **Cooperative prototyping**
  Prototypes are used as medium for the researchers, workers and managers to discuss the future work with new computer applications. They can also experience these new technologies at their workplace or work-like situations and this can be considered as a part of learning about their future work and tools. The other workers or managers who do not participate in the prototyping process should also get a chance to know about these prototypes used to educate them while the final computer application is being implemented.

2.2.2 Social media as a platform for participatory design

Reyes and Finken (2012) investigate *how traditional participatory methods can be translated and used through social media*. This study aims to provide new ways to support participation and new settings for designers to reach distributed users and heterogeneity of users. Reyes and Finken use Facebook groups to engage a group of people in a Future workshop to design a new digital photo-archive on mobile phones. People who participate in this workshop are several users, designers of these services and a representative of the project owners. The users were filtered about their use of Facebook and interest about photo archives and photography by an external recruitment agency. Then, the participants are invited into a private Facebook group to give comments on an existing web solution and share ideas for a new design of mobile application to archive digital photos. Before the Future Workshop was launched on the Facebook group, different banners were used to visualize the three phases of a Future Workshop and some questions were posted on the group to warm up and make people start to have some dialog. Then, the Future Workshop was launched and the banners are again used to create boundaries between each phase. In the beginning, the participants are very
enthusiastic to contribute but after a week some of them started to give feedback or complain around online participation to the facilitator, for example via an email. In the last stages, there are not many comments on the Facebook group so the deadline had to be extended.

The researchers collected data in this design process through screenshots, interviews, e-mail and telephone calls during the workshop, quotes and images. They highlighted that the Future workshop provided structure that supported the participants for critique, comments, sharing ideas, and influence the design online. This online space enabled designers to get heterogeneous participants to cooperate in the workshop using a platform that they were familiar with. But it required a translation of the Future Workshop to be suitable to use in an online space. This paper does not describe much in detail how they translate and perform the online future workshop on the Facebook group. It just discusses different aspects which are taken into account and then presents different factors that other designers should consider when they conduct PD techniques online. This paper suggests also that designers need to take these factors into account: the heterogeneity of users, their skills, and different ways of practicing. They said that it is crucial to consider and combine different platforms support not only online participation but also communication and sharing of materials. Conducting PD online does not reduce time consumed but can lead to use of much more time than the traditional one. There are some participants that do not contribute anything but it does not mean that they are inactive, they follow dialogues and some have no time to contribute anything.

2.2.3 Service co-design using online ideation and face-to-face testing

The paper of Näkki, 2011 is an example of the PD projects that presents how traditional face-to-face and online PD can be combined to design a city adventure service and how these different methods can support each other. In summary, this project is divided into three steps: inspiration, ideation and prototyping and all these steps aim to generate new ideas which can be used as inspiration to develop the adventure services.

The first two steps are conducted by using an online social media-based co-design platform called Owela to reach a larger group of potential users but the last step is conducted in a face-to-face manner in the real world situation with a smaller part of the users. The Owela platform used for online co-designing with consumers consists of an open innovation forum and project space. The participants of this project are members of Owela and invited to the project by email. 36 persons from approximately 1000 persons invited via e-mail participate in this project and they are potential customers of this kind of service and have no experience of this City Adventure. In addition, this project uses the event-based narrative inquiry technique (EBNIT) to gather stories around users' past experiences related to adventures and generate ideas for the new service.

The first step of the project - inspiration - is an online survey which asks the participants questions to inspire and stimulate ideas around the topic of adventure and also other aspects around this kind of service. The inspiration consists of explaining the word "adventure", telling past experiences and also motivating why it is so. The participants perform their tasks by writing their answers individually. Then, the video about the existing adventure concept is shown to the participants to trigger them for new ideas of the service concept.
The ideation is conducted in the form of online discussion to collect ideas and provide inspiration for the developers for new service concepts of the City adventure. All the participants get to see the stories and ideas of the others generated from the first step and they are asked to comment on and rate the others' ideas. All ideas are developed while they do online discussion. There are not only the potential users participating in this step but also a few representatives from the company who owns the service adventure. If the participants are active to at least 20 activity points, they will get five double movie ticket packages as a reward.

The last step is prototyping which is about face-to-face testing a service prototype in the real world situation to get feedback, more ideas and details to improve the service experiences. All users get a chance to test an early service prototype but only 6 people participated and they were divided into two groups. Every group had a netbook to get hints via YouTube and messages and contacting others. Their “secret agent” and others were played by company employees and the researchers participating in the groups made notes and filmed events. The adventure lasts 1.5 hour. After that, all of them gathered together to share experiences and discuss ideas and also rate the service experience.

Then, the researchers summarized user ideas and feedback from the aspect of aiding the development of the service and presented it during a workshop with the service provider. They take user stories; new ideas generated from the first two steps and test feedback as inspirational material and use the Design Jam method to develop the service adventure.

This case study shows that the online tools help to reach and co-design with a larger amount of potential users who are from different geographic areas easily, quickly and cost-efficiently. The online methods used in this project are fully working and efficient and the users offer many new ideas based on their previous experiences, the video material and the existing service prototype. It enabled the participants to interact with each other by seeing the others' ideas and develop ideas around each others' ideas. The online methods were compared to face-to-face methods and there are differences in user participation, quality of user input and the ways to facilitate user participation.

The number of online participants was 6 times the number of face-to-face participants. Half the number of participants did not advance to the discussion stage and only a few came to the discussions more than once. In online discussions, quiet people had a greater chance to be heard but it is easier for people to quit. The 6 persons participating in the service testing participated for 3 hours and they were active commenting. In a face to face manner, people engage in activities from the beginning to the end and it is more difficult just to leave.

During the first two steps (inspiration and ideation), participants did not know of any service prototype, but some ideas were rather wild, with thoughts from movies and TV series, which often were impossible to implement. How to implement elements of these details was a challenge to the service provider. Many ideas have already existed in some other adventure services. Even if some ideas are rather old, the company can combine different idea elements to design new service concepts in a new context. In this service design process, face-to-face testing is crucial because it can not be tested online but the users must experience it and give feedback and at the same time they add more details that can be used to design the adventure service.

To support the codesign process online is more challenging than doing it face-to-face. Both methods demand a lot of preparation, and the online activities are harder to control. It is more difficult to form questions and prepare material for use with the online method. Many users do not answer the
questions and the researcher has only the users’ email address and do not succeed to motivate them to contribute in every step. It is also harder to control the sequence of question answering and make sure questions are understood correctly. The users can misunderstand questions and respond in a way that the researchers do not expect. It is more difficult to facilitate online discussion and make it more fruitful and trigger the production of new ideas.

To prepare adventures for testing is usually time consuming and demands a lot of work from the company employers and the researchers. In this project, it can be done only once, risking it to be influenced by external factors like bad weather and other incidents which might give unexpected results.

In conclusion, the potential users of the city adventure service participated in either online or face-to-face co-design activities, where the greater number of online participants produced many ideas for the service company, while the face-to-face smaller group came up with more concrete ideas. Many participants have many good ideas that must be steered to be more useful for the service company. The online method is very useful for the design stages that are about gathering different perspectives, ideas, and opinions from the potential users. For a better result, the company employees should play a bigger role in the online method to make sure that new ideas of service adventure will suit the goal of the company. In addition, the company should create more material like pictures, videos etc. to stimulate the participants. Also simulate the service testing online as a cost-effective way compared to the physical testing even though it has to be more limited.

PD is an approach that the designers have used to solve many problems that they have encountered to develop interactive systems. User involvement can help the designer to get better tools to support users work but in this approach, the designers have also experienced many limitations in practice. This made many designers find different ways to overcome the limitations. The PD approach does not have a fixed step-by-step method but is open for the designers to combine and develop different techniques to set up the design process. This gives space for creativities for the designers to apply different ways so that they can approach the desired result. Online technologies are what the designers have investigated to overcome different difficulties of PD in practice. I have described different aspects of PD and also presented a classic example of the PD projects and the PD projects used online technologies as a way to involve people. Then, I will use these examples as a guide to develop the process of PD at a distance to gather ideas/inspiration and criteria for redesigning the temple’s website which is described in the next chapter.
3. Methodology Approach

In this chapter, I discuss how I translate traditional PD into online and an overview plan of how it is conducted. I also present how I select the project participants and collect their experience and usage of online meeting formats in this project and use this to discuss the result of the study. The next section is about existing online tools that are used to enhance user involvement in the early PD stages to gather inspiration and criteria for redesigning the website. In the last section, I summarize the research approaches, methods and present it as the research model.

3.1 Application of Participatory design

This session aims to discuss how the early stages of the traditional PD are translated into online format and then gives an overview plan of the project using PD at a distance.

3.1.1 Translation of Participatory design

From the literature study about participatory design, I got a better insight of a PD process outline and which PD techniques apply and why through different case studies. The AT project is one of them that gives a very clear example of a project outline to involve people to design a computer application. This example is used as a guide to structure the redesign project of the temple’s website because they have similar points for starting up the project. The AT office has used some kinds of computer systems to support the work in the organisation but want tools to better support the workers. The temple has already the website to support its goals but also wants it to better support the goals and meet the users’ needs. The AT project gives me guidelines to apply in the redesign project of the website. This I should explore and understand what they have already used, what is the user experiences, what kind of problems exist, and how they want things to be improved, which factors and aspects I need to take into account to arrange physical meetings and workshops in the PD project. So I first combine and apply the PD stages and techniques described in Schuler and Namioka, 1993 and also from Spinuzzi, 2010 with the redesign project of the temple’s website without considering things about PD at a distance.

The PD stages as I understand it, can be divided into two groups. The first group is in the early stages and focus on understanding different existing aspects of work and expectations in the future from different perspectives of people. The stages in this group are initial exploration of work and the discovery process according to Spinuzzi, 2010 and learning about the work and Future workshop according to the AT project. The second group is in the rest of the stages and focuses on building and testing technological artifacts based on information acquired from the first group. The second group of the PD stages is about a mockup process and cooperative prototyping according to Spinuzzi, 2010 and the AT project. This study aims to gather inspiration, ideas and design criterias which can be used to redesign the temple’s website in the future. So I choose to focus on PD at a distance with the
first groups of the PD stages and call them the early PD stages. These are named online exploration of work and online Future workshop which is described in more detail in the next section.

Then, I translate traditional PD into an online version by combining and applying different ideas and suggestions of other studies that used online tools or media platforms to facilitate PD projects. These are for example the study of using social media as a platform for Participatory design of Reyes and Finken, 2012. Another example is a case study written by Näkki, 2011 which is about co-designing a service by using online ideation and face-to-face testing. I also applied some recommendations from the paper of Sanders and Binder, 2010 which is about A Framework for Organizing the Tools and Techniques of Participatory design.

This is because I want to see how the project looks like with traditional PD and then use this to guide how the activities should be modified and facilitated with existing online tools. Also, to see how to design things which can be used to have a dialog and trigger the participants for feedback. In addition, to see how to structure and create different kinds of interaction for collaboration in PD at a distance and which factors and aspects those are needed to take into account. But this can be modified during the project progress so it better suits the participants and situations so that I get the expected result from each PD activity.

### 3.1.2 The project using online PD - an overview research plan

It is important in PD to establish relationships between the designer and participants and get to know the participants before planning for the PD activities (Spinuzzi, 2010). It is also necessary for the designer to give an overview of the project and the study purposes to the participants so they get a better understanding of what they are going to do (Reyes & Finken, 2012).

I first visit the temple and give the abbot and a committee member of the temple an overview of the project and the purpose of my study. I then interview them to get the overview of my study context. It is a semi-structured interview that aims to get basic information about the goals of the temple and its website, visitors and the stakeholders, reasons for redesigning, feedbacks from the users and limitations that I need to take into account (see appendix 1). The discussion about how the website can be in the future is also important but it can be changed later on depending on what will be found during the project with the PD approach. I ask both of them to be representatives of a group of people who work for the temple to participate in the project. Then, I also discuss with them who can be representatives from various groups of people that visit the temple and can be potential users of the website. This is done during a physical meeting at the temple.

After that, I contacted those recommended persons (see 3.2.1 the project participants) in different ways and just gave them a short overview of the project and the purpose of my study. I asked most of them for a physical meeting at the temple or somewhere else to give more information about what they were going to do, how and why, how long time it takes, and expected results. They can also ask me what they wonder about the project and tell me the way to reach and send information to them during the project. But I am open for meeting the participants online or remotely in the case that people have no possibilities to meet. Then, I interview them to get basic information for setting up the PD activities. The interview is semi-structured and divided into two sections. The first part is about name, age, language, living and working place and how their days look like. From this information I get to know which language I should use in the project and can estimate how fast they
can get the work done. The second part is about their technological background - what kind of 
operative systems, computer programs, devices they have experience with and also about online 
working and communicating applications or tools they usually use. This technological information is 
used to guide how to structure and design online meeting formats to involve the users into different 
activities of the early PD stages to gather ideas and criterias for redesigning the website. After this 
point, the participants and I have dialogs and meet online.

The designers should start the PD project with the understanding of users’ work tasks and 
relationships, other relevant aspects of work and collaboration between users to perform those tasks 
(Greenbaum & Kyng, 1991; Schuler and Namioka, 1993; Spinuzzi, 2010). I arrange online activities 
in the first stage based on the participants’ technological background. In this stage it is about 
interviewing the participants individually. It is a structured online interview and consists of several 
questions around when they visit the temple and their ways of using the website. I also provide the 
instruction in the online interview form to make sure that the participants know what to do in each 
step and why they should do so. It is like when I facilitate activities in a physical meeting or 
workshop. Then, I ask the participants to demonstrate their work tasks on the website facilitated by 
online communication tools. This is to compare what they have said and what they actually do and 
even give possibility to explore other relevant aspects of using the website and what they cannot 
express with words (Sanders, 2002). These are ways to stimulate the participants to remember their 
past experience about visiting the temple and using the website and prepare them to contribute 
further (Näkki, 2011).

I start the second stage by summarizing and presenting important aspects from the online interview 
of the first stage and present this to the participants via an online tool. This is to give overview and 
make sure that everyone is at the same stage. Then, I follow the structure of Future workshop to run 
various dialogues online with the participants to explore problems of the existing website and 
brainstorm ideas for the new website. I used the Future workshop because it provided a clear 
structure that supported the participants for critique, comments, sharing ideas, and influenced the 
design online (Reyes & Finken, 2012). After finishing each activity of this stage, I made sure that the 
participants were at the same stage by presenting them the result of each activity online (Schuler and 
Namioka, 1993).

In PD at a distance, the participants got possibilities to choose when they wanted to contribute 
information through online tools to a certain level, but there were some deadlines which they had to 
consider. In every online activity, I also provided information about what the participant should do, 
why and how and also my contact information so they could easily find and contact me when they 
wanted to ask something while doing their tasks. I can see who answers what so in the case the 
answers are not clear, I can ask them to clarify. The participants have possibilities to get to know the 
contributions of each other from each activity in some way which gives a feeling of sitting and doing 
workshops together. They should also see what the others have said before they do their contribution 
so that they can use this as a starting point of discussion and inspiration of some ideas. This is like 
when they sit together and someone starts to say something and another one adds more things or 
debates those items. I ask them to send me their photo and put the photos beside their answers. This 
is just some compensation to physical meeting where the participants can see each others face. In 
addition, I need to follow and encourage the participants to collaborate online to make sure that the 
works are done in time.
After each stage of PD online, it is necessary to meet the participants to get feedback about using online tools for co-design. It is also to give possibilities to the participants to discuss some issues for better collaboration or compensate for some details which they cannot really express through online tools. I use this chance to prepare the participants for the next stage and motivate them for more contribution. These activities are done online also if they do not have time to meet physically, but for maintaining relationship between the designer and the participants, it might be better to meet and talk sometimes. The physical meeting also gives a clear feeling that to do feedback interviews are not parts of online co-design.

In the end of the project, it might be necessary to run a face-to-face workshop or meeting in the end of the project to let the designer and participants share other kinds of opinions from their own perspective for better understanding among them and about the website in the future. Even if they meet or see each other sometimes at the temple they might never talk to each other about using the website. This face-to-face meeting gives me a chance to see some perspectives about online meeting formats which is useful for answering the research question.

This plan is used as a guide to perform PD online but it can be modified during the project progress to better suit situations, time issues and other factors.

### 3.2 The project participants and data collection

This section gives more details about the project participants and is about how I collect different kinds of data for answering the research question.

#### 3.2.1 The project participants

There are two groups of participants in this project. The first group consists of people who work for the temple and the second one is people who visit the temple. The abbot, the committee member and I discussed and listed different groups of people who visit the temple for different purposes. Most of the visitors are Thai people who are in the Skåne region and usually come to the temple with their Swedish family and friends. There are also some Thais who are from other regions and visit the temple sometimes. Most of the Swedish people who visit the temple are not Buddhist and they accompany their Thai family and friends because they want to know more about Buddhism or some of them come to the temple themselves. There are also Swedish people from different clubs and schools that visit the temple for study purposes. There are also people from other Buddhist countries visiting the temple but not so often, for example people from Sri Lanka, China, Laos, and Cambodia.

The abbot and the committee members are willing to join PD online. The monk stays at the temple in Eslöv and the committee member lives in Vellinge. They suggest some people who they have personal contact with and they think that those people are willing to participate in the project. I called and sent email or Facebook messages to those recommended persons. Some of them are my friends and some of them have met me at the temple or other places many times. I could not reach any people from Swedish schools, most of them are teachers who contact the monk and take their students to the temple. The monk has no contact information to the Buddhists who came from other Buddhist countries so I could not get them involved in this project. A Swedish Buddhist, who the
monk recommended and has contacted on Facebook, is abroad. I got 5 of 11 persons from different groups of people to participate in the project:

- Two of them are Thai Buddhists living in the South of Sweden. One person lives in Kävlinge, visits the temple a few times a week and takes care of some work at the temple. Another one is a university student, lives in Lund and visits the temple only on special events. They have met each other sometimes at the temple.
- A Thai Buddhist who lives in another region of Sweden. This person lived in Skåne, visited the temple sometimes and has just moved to Uppsala, central Sweden.
- There are also two Swedes living in southern Sweden and they are not Buddhist. One visits the temple often and helps the monk with various activities since the temple opened. Another Swede has a Thai partner who visits the temple often but he has just visited the temple a few times. Both of them live in Lund but in different areas and have never met each other.

In total, there are 7 persons to participate in this project and they come from different cities and different areas.

If I compare the way to find the participants of this PD online project and the two case studies using online technology described above, there are some differences. The two cases used specific online platforms which were Facebook and Owela to facilitate the project and there were many persons who registered themselves in the platforms. The participants are recruited from the members of the platforms. But for the website of the temple, there is no such function for registering to be a member of the website, the way to recruit the people is different from those two cases but it can be said that it is similar to the way to choose the participants in the traditional PD.

3.3.2 Semi-structured interview

Methods for field study and technology exploration of this study are semi-structured interviews. This means to interview the abbot and one of the committee members with prepared questions but it is open for more questioning during the interviews to clarify some unclear answers and for additional interesting information. I have physical meetings with them and the aims of the interviews are to get overview of the study context from management perspectives. During the interviews, I take notes of interesting aspects and the whole interviews are recorded with permission of the interviewees to use only for the study.

Methods for data collection of the study in the first hand will be about questioning the participants in the end of each early PD stage to get feedback about the usage of online tools or media platforms to collaborate in the project. The interviews are semi-structured and before each interview starts I give them an overview about which online activities I want to get feedback of and why. If they cannot remember some details of online activities, I show that in the laptop and let them walk through them. I meet them individually to do the feedback interview because I want to separate it from online participation but I still keep this open and accept other meeting formats for their convenience. The first feedback interview aims to explore what they think about using the online existing tools for collaboration that they had done - the online interviews and demonstration. It is also to give some of them a chance to take up relevant things to discuss with me that facilitate the project. The second feedback interview is divided into two parts. The first part has the same aims and questions as the first feedback interview but it is for activities in the second PD stage. In the second part of this
interview, I ask them about feedback for all activities of the project and also ask some questions to get data for discussing around the thesis questions. I take a note and also record the interviews with their permission. All these data are used to discuss and answer the research questions, which is the learning outcome of this project.

3.3 Existing online tools

This section describes the existing online tools that are used to create online meeting formats for user involvement in the different activities of the early PD stages to gather ideas and criteria for redesigning the website. These tools are chosen based on information about the participants’ technological background which I get in the step of getting to know the users in the beginning of the PD at a distance. The online tools which are described in detail are the following: Google Drive (Document, Spreadsheet, and Form), Skype, Facebook and Email.

3.3.1 Google Drive

Google Drive is a free file storage and synchronization service provided by Google. It provides web based applications that allow people to create, edit, share and view online Documents, Drawings, Forms, Presentations, Spreadsheet, Apps Scripts, and Fusion Tables etc. These web based editors allow many users to access and edit a document at the same time. The users can manage and organise what they have on Google Drive by creating folders, upload different file formats and documents, share them with others, and so forth. The users can work online with the web based editors by opening the files and documents on a web browser or install Google Drive on MAC and PC and also into smartphones and computer tablets. To create, upload, share and organize files, folders and documents, the users need to have a Google account. But to get access to read and edit the file, it is not necessary to have a Google account or install Google Drive, the file owner just has to set sharing functions to public and the users can open files on a web browser in any device. Therefore, it has been used to support real-time collaboration at a distance for different purposes effectively.

Google Document

It is an online word processor which has basic functions similar to Microsoft Word. The users can create an online text document directly on or upload MS Word files into Google drive and then transform it into a Google Document to edit it online. There are useful functions to support communication between the collaborators such as to send an email to other collaborators, add comments, chat with the others on the same document while working, see revision history and restore revisions etc. The users can work with Google Document on a web browser or download it into a computer and edit as a MS Word, OpenOffice, RTF, PDF or HTML file.

Google Spreadsheet

It is an online spreadsheet which has similar functions as MS Excel and the same communication functions as are available in Google Document. Google Spreadsheet is used to calculate data, create charts from the data and present data in a table format. The users can also import spreadsheet files from desktop spreadsheet programs and Plain text to Google Drive and convert them to Google
Spreadsheet to edit and share it online. The spreadsheet file on Google Drive can be exported into and edited in a computer as a MS Excel, OpenOffice, PDF, Plain text, HTML or Comma Separated Values file. Google Spreadsheet can also connect to and get data from Google Form which will be described next.

**Google Form**

It is an online tool for collecting data for various purposes, for example plan an event, do survey for a study, create a quiz used in a classroom or competition etc. The users can form questions and get answers in different ways for example text, multichoice, checkbox, scale, date, time and so on. It provides functions where the users can separate different sections in the form, can also put pictures on the form and provide different kinds of themes to make the form more attractive. The response of the form can be collected in a spreadsheet and the data is also presented as a summary with charts. The form cannot be downloaded but the response spreadsheet can be exported as Comma Separated Values (.csv) file. Communication functions are sending an email to collaborators, chatting while working with others. The users can send the form to other people via email, or get a link to send in other channels or share it in Facebook, Twitter and Google+.

(Google Drive, [http://support.google.com/drive/?hl=en](http://support.google.com/drive/?hl=en))

**3.3.2 Skype**

Skype is an online communication tool that is owned by Microsoft. It allows users to make voice calls, video calls, instant messaging, send voice messages, share files and screens with other Skype users for free. But the users need to pay at a low rate if they want to call from Skype to a mobile phone and landline telephone, sending text messages and perform video conferences with up to 10 persons. The users can use Skype to call Facebook friends also. This software application can be used in PC and MAC, mobiles, computer tablets, TV and home phones. Skype is used for various purposes for example keeping in touch with friends and family, used for business and study purposes etc.


**3.3.3 Facebook**

It is a social media website where users need to register before using it to create a user profile and then find their friends by e-mail and add them before talking and sharing things with them. On the site, the users can write a status or a note, upload photos and videos, create events, share things and chat with friends, send messages and see new feeds of friends, Facebook Groups that they join and Facebook Pages that they like. The users can add comments, “like” the posts and get notifications about their activities. There are also Facebook groups which users can create for a specific purpose of a group of people and Facebook Pages used by different kinds of people/clubs and organisations/companies to update something to their fans. The users can connect their Facebook to other social media for example Twitter, YouTube. Facebook also provides different functions that allow other websites to connect to them and spread various kinds of information and have discussions on Facebook. Facebook also provides its web application on smartphone and computer tablets. Facebook messages which can be used for text messaging, voice and video calls and page managers are also other applications on smartphones and computer tablets.
(Facebook, https://www.facebook.com/principles.php)

3.3.4 Email

Electronic mail is an online communication tool that allows users to send messages with text and attach files of different formats to another user or many users at the same time over the Internet. Email can be opened in mail servers on any web browser or in a mail program or a mobile application. It can be used to complete other communication channels for example telephone in case that users need to send a lot of text to each other.

3.4 Research model

This section aims to give an overview of what has been discussed in chapter 3. In summary, this project has three different parts: field study, online exploration of work and online future workshop and each part consists of different activities facilitated by the online existing tools (figure 3.1). The outcome of these online activities are ideas/inspiration and criteria for prototyping in the future. I use this study model to investigate how to design remote/online meeting formats to engage people with different media habits in the early stages of participatory design to get inspiration for redesigning a website.
Figure 3.1 The research model for this study

Field study
- Overview of the study context
- Technology usage

Online exploration of work
- Familiarization
- Getting to know users’ background
- Learning more about work tasks
- Work demonstration

Online future workshop
- Preparation
- Discovering problems
- Brainstorming ideas
- Selecting ideas

Ideas and criteria for future prototyping

Feedback interview
4. Participatory design at a distance

This chapter presents how I designed remote/online meeting formats to engage people with different media habits in the early stages of participatory design to get inspiration and criteria for redesigning a website. There are summaries and reflections about results of each online PD activity and I also discuss some aspects of difficulties that I as the project facilitator encountered and how I managed them.

4.1 Online exploration of Work

4.1.1 Familiarization

The aim of this step is to meet and talk with the participants about the project before performing PD online. I only met three of the participants physically and two of these persons are the abbot and the committee members that I met at the temple to interview about the overview of this study context. One of the participants, we met at his place. I told about the project in more detail to the person from the center of Sweden via Facebook messages because we are friends on Facebook and usually keep contact there (see figure 4.1). The rest of the participants met me at a distance or online because they had no time for a physical meeting. I called one of them and gave him the same information via telephone call and we had a conversation to clarify things around the project for a while. One of them who is my Facebook friend got the information via Facebook messages and we then chatted a little bit about the project details. One of them visits the temple very often and got to know about the project from the abbot. I got her Email address from the abbot and then sent her more information via Email. She did not ask for any more details of the project.

I told the participants that it is necessary to redesign the website to better meet different users' requirements. And it is very important to listen to the users' opinions so they can benefit as much as possible from the website. They say what they think and want to me, and participate in various online activities, which means that "we redesign the website together". Moreover, they are representatives of different groups of users, therefore their answers are very valuable to this project. The project studies also about engaging potential users to redesign a website through a variety of online activities. This means that cooperation and communication in this study is done online or remotely using various types of technology and online tools. This is because I want to study how it looks like when they collaborate online to redesign a website. I let them imagine the future site with rich information, fashionable with different types of media and different from traditional web structures and so forth. This is so that it will be easier for them to follow the temple's news and also a learning platform for Buddhists and others who are interested in Buddhism in Sweden.
During the meeting, we also talked about which way they preferred me to contact them during the project. Some of them asked me to send information via email but also let them know via telephone calls or sms because they do not check email every day. Some of them prefer that I contact them via Facebook because they check it every day and possibly many times a day. One of these persons asked me to send her information only via Facebook because she checked it when she gets notifications on her smartphone.

Most of them did not ask for more project information, some of them asked about examples how they can help me to redesign the website because they do not know about web design and technology. At this point, I described a bit to them about the participatory design approach where the facilitator arranges different activities that can help the participants to express their needs and trigger new ideas. Some of them said that they had already some thoughts why the website does not suit their needs and some of them want more material on the site to support their Buddhist activities. These persons are very enthusiastic to help if their contribution can be used to improve the website. Some of them who do not visit the temple often or just a few times said that they hope they could help in some way in this project. I told all of them about intensive collaboration in a short period of time and the reasons why it is so. Nobody reacted negatively to this point but only showed that they were open for helping me and the temple. This step went very fast, just a couple of days.

I planned to meet all of them physically or remotely not only to talk about the project but also to get to know about their basic information and technological background. But I did not have enough time to interview them like those who I meet physically because I met them at the temple and they had other things to do. I did neither ask the other persons who I met online or remotely about the technologies they usually use. This is because they only got to know me and the project and had no chance to get to know who are in this project. In the PD approach, is important not only that I familiarize with them in this step but also all of the participants should get to know each other. Most of the participants have known each other for a while but some of them have never met each other.
got an idea to do it online instead. So I decided to use Google Form to get that information and used it as a way to ask them to introduce themselves to each other.

4.1.2 Getting to know the users’ background

I made an assumption that many might have answered some kind of questionnaire or survey both physically or online. So I created a Google Form consisting of three pages and I provided introduction and instructions in every page to make sure that they knew what they did and did it the right way. I used normal spoken language like when I normally talk with them so they can understand straight away what I mean. Because some of the participants are Swedish and some are Thai and not all of Thai people can Swedish, the form consists of Swedish and Thai so that they choose the language they prefer. It is first with Swedish and then Thai and I kept the same pattern all the way through the form (see appendix 2).

The first page of the interview form starts with project information and study purpose which is the same as I told them in the previous step. In the end of the page is my contact information so that they can ask me if they wonder about something while doing the online interview. I wanted to put my photo and some photos of the temple into the form but I did not succeed even I tried many techniques that I found on the internet. So I just put a link to the temple’s website and also to my Google plus profile so they could find out who I am.

On the second page of the form, I asked the participant to fill information about themselves (name, age, language, living and working location and how their days look like) in the form to introduce themselves to each other. The photos of each participant could not be sent together with the form because Google Form does not provide any function for uploading a picture into the form. I put an instruction to ask them to send their photo to me via email or the channel they prefer (see figure 4.2). It was said in the instruction also that I needed their photo because some of them met each other before but some of them did not. So I then put their photos beside the answers so they felt like they sat together and saw each other in the face.

The third page of the form asks about different technologies they use at work and everyday life including visiting the temple website. It said in the introduction of this part that data from this online interview was used as basic information for redesigning the website so that the new one will suit different devices and technologies. It was also for choosing and preparing online familiar tools or software for the online collaboration. I divided the technology into different categories which are: devices, operative system, web browsers, office softwares/programs, graphic and design programs, online working software, online communication software, social media. For some of these I also gave examples so that they got a better understanding for what I meant with each question. Some of the interview questions in this form provided multiple choices of answers but to some of them the participants answered freely (see figure 4.3). In the end of Google Form, I defined a message that the participants saw after they had submitted the answers. So I asked them to click on a link to the response spreadsheet to see who were with the project and read the others’ answers like they sat in a physical meeting and heard what the others said.
Figure 4.2 Getting to know the users’ background, the instruction asking them to send me a photo.

Figure 4.3 Getting to know the users’ background, some questions about technological background
I used this Google Form for the first time and had read how things work but I was not really sure if I got a right understanding. To make sure about this, I first tested the interview form myself to check if things worked and after that I sent the form to all the participants via their favorite channels (see figure 4.4). I got responses from them very quickly. Almost all of them finished the online interview the same day I sent them the interview link. I did not know when the participant had time to do online interviews so I asked them to let me know by email or Facebook message but not all of them did. I needed to check the response spreadsheet often, that collected the answers from the forms and I translated them into Thai or Swedish, making all answers bilingual. This was to make sure that a person who answered the online form understood what the other persons said. In addition, it would be great if there was a function that sent me notification when a participant had already submitted their answers so I could check and translate the texts as soon as I got time.

The first online interview went very well and was done in two days. None of them contacted me while doing the online interview or asked me to clarify the questions. Most of them did this online interview the same day they got it. One of them did not know how to send his photo with an email so I told him that I found his photo from the temple website and it was fine for that. One of them sent me a photo via the smartphone but did not succeed so I did the same way as with the previous person. One of them asked to find a photo I like from her Facebook profile photos. I did but asked her if she felt ok with my choice. The rest of them forgot to send me a photo so I reminded them and got it later via their favorite channels which are facebook or email. I put the participants’ photos into the response page in the beginning of their answers because some might have met at the temple.
already but did not know each other’s name and also to compensate for the feeling of seeing each other face to face while collaborating.

I went through data collected in the response spreadsheet to analyse data to use in the next step. From the seven participants; three persons are men and four are women (see figure 4.5). Only one person live in Uppsala in the center of Sweden and the rest are in Skåne. Three persons live in the same city - Lund - but in different areas and two of them have never met each other before. Most of them can English and Swedish.

| Name   | Känna - เพิ่ม | Ålder - อายุ | Bostadsort - ถิ่นอาศัย | Språk - ภาษา | Vad sylsalar du med neutraliteten? - ในปัจจุบันนี้คุณมีอะไรเปลี่ยนแปลง
|--------|--------------|-------------|------------------|--------------|-----------------------------------
| L.     | Kvinna - 女 | 31 - 40     | Vellinge         | Svenska - ภาษาสวีเดน, Thai - ภาษาไทย, Engelska - ภาษาอังกฤษ | vänstern Arbetslos
| M.     | Man - ชาย   | 61 - 60     | Eslov            | Svenska - ภาษาสวีเดน, Thai - ภาษาไทย, Engelska - ภาษาอังกฤษ | är pensioner
| R.     | Man - ชาย   | 61 - 70     | Lund             | Svenska - ภาษาสวีเดน, Engelska - ภาษาอังกฤษ | Sjukpensionär, skriver politisk faktablogg
| G.     | Man - ชาย   | 61 - 70     | Lund             | Svenska - ภาษาสวีเดน | är pensioner
| A.     | Kvinna - 女 | 41 - 50     | Uppsala         | Svenska - ภาษาสวีเดน, Thai - ภาษาไทย, Engelska - ภาษาอังกฤษ | Företagständ
| W      | Kvinna - 女 | 31 - 40     | Karlinge         | Svenska - ภาษาสวีเดน | Jobbar
| F.     | Kvinna - 女 | 21 - 30     | Lund             | Svenska - ภาษาสวีเดน, Thai - ภาษาไทย, Engelska - ภาษาอังกฤษ | är programmanvändare ---------------- pluggar SFI på kommun

**Figure 4.5** Getting to know the users’ background, personal data of the participants

I had learned to know the participants a bit already from earlier so in this step I was interested mostly of their technological background (see figure 4.6) because how online meeting formats of the next step looked like depended on these data. All of the participants use PC computer, a few persons use computer tablet and only one person uses smartphone to visit the temple website. Almost all of the participants have Windows as the operative system in their PC computer, a few use MAC OS. There is a person who uses Linux. Internet Explorer is the web browser that almost all of them use to visit the website. Many use also Mozilla Firefox and Google Chrome but only a few persons use Opera or Safari. Most of them use work programs from the Microsoft Office Package like Word, Excel, Power Point. Graphic design programs the participants use are very varying and not all of them are familiar with this kind of program. Online tools/software most used by them are from Google, one of them use SkyDrive and a few persons use Online Calendar or DropBox.
<table>
<thead>
<tr>
<th>Name</th>
<th>Device</th>
<th>Operating System</th>
<th>Web browsers</th>
<th>Programming Languages</th>
<th>Design Programs</th>
<th>Online Tools</th>
<th>Social Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.</td>
<td>Stationär dator - คอมพิวเตอร์ตั้งโต๊ะ</td>
<td>Mac, Windows</td>
<td>Firefox, Internet Explorer, Safari</td>
<td>Presentations</td>
<td>Picasa</td>
<td>Google Drive, Online Kalender</td>
<td>Facebook, Google+</td>
</tr>
<tr>
<td>M.</td>
<td>Stationär dator - คอมพิวเตอร์ตั้งโต๊ะ</td>
<td>Mac, Windows</td>
<td>Chrome, Safari</td>
<td>Wordprocessor, Publisher, Spreadsheet, Adobe Audition</td>
<td>Photoshop, Pinnacle, Sony Vegas pro</td>
<td>Google Docs, Dropbox, Online Kalender</td>
<td>Gmail, Skype, Facebook</td>
</tr>
<tr>
<td>R.</td>
<td>Stationär dator - คอมพิวเตอร์ตั้งโต๊ะ</td>
<td>Linux, Windows</td>
<td>Chrome, Firefox, Internet Explorer, Opera</td>
<td>Word, texteditor</td>
<td>Photoshop, Gimp</td>
<td>Blogger</td>
<td>Facebook, Blogger, Wordpress</td>
</tr>
<tr>
<td>G.</td>
<td>Bärbar dator - แล็ปท็อป</td>
<td>Windows</td>
<td>Internet Explorer</td>
<td>Windows 7, Microsoft Word, Excel, Powerpoint, Adobe Reader</td>
<td>Powerpoint</td>
<td>Google</td>
<td>E-mail Windows Live Mail</td>
</tr>
<tr>
<td>A.</td>
<td>Bärbar dator - แล็ปท็อป, Surfplatta - แท็บเล็ต, คอมพิวเตอร์</td>
<td>Windows</td>
<td>Firefox, Internet Explorer</td>
<td>Work, Excel, Outlook</td>
<td>SkyDrive</td>
<td>E-mail, Skype, Facebook chat</td>
<td>Facebook</td>
</tr>
<tr>
<td>W.</td>
<td>Bärbar dator - แล็ปท็อป, iPad</td>
<td>Windows</td>
<td>Internet Explorer</td>
<td>Internet Explorer</td>
<td>Google</td>
<td>E-mail, Skype</td>
<td>Google, Youtube</td>
</tr>
<tr>
<td>F.</td>
<td>Bärbar dator - แล็ปท็อป, Surfplatta - แท็บเล็ต, คอมพิวเตอร์</td>
<td>Mac</td>
<td>Safari</td>
<td>Microsoft Word, PowerPoint, iPhoto, Illustrator, Photosh</td>
<td>Dropbox</td>
<td>Gmail, Facebook chat, Line</td>
<td>Instagram</td>
</tr>
</tbody>
</table>
The participants use many and different online communication tools, but all of them use email. Most of them use Skype and many consider Facebook chat as their online communication tool. A few of them mentioned line, Viber or Tango. The most common social medium that the participants use is Facebook. Some of them use also YouTube, Google+, WordPress, Blogger, Instagram or FaceTime.

In summary, this step worked very well and I got the information I needed. The participants got a possibility to know each other online. I had conversation with the participants through the Google form and the participants had some kind of interaction with each other via the response spreadsheet.

### 4.1.3 Learning about work tasks on the website

The aims of this step are learning more about the work tasks of the users on the website and relation to visiting the temple and using its website and also relation among the potential users. From the results of the previous steps, most of the participants use online working applications from Google Drive and desktop programs from Microsoft Office such as Word, Excel. The desktop programs are very similar to web based editors provided by Google. And because Google Form that was used for the previous step worked very well and this step was still an individual interview to get opinions on things, I decided to continue with Google Form in this step.

I created a Google Form to interview the participants about when and why they visit the temple, who they go with, what they do, what they get from visiting the temple and other aspects around the temple. This was because I wanted to see what they expected, actually do and get from visiting the temple and to see possibilities if some of these activities can be implemented on the website in some ways. In addition, I kept the same pattern, style and structure as I did in the previous step (see appendix 3).

On the first page of the form, I gave them information about this step and also my contact information. From the last step, I did not know if/when the interviewee had read previous answers of the group participants. So I provided the link of the response spreadsheet of the first step to make sure that they saw all of the answers. I provided also the link of the response spreadsheet of this step on the first page of the form so they could check what the others had answered. This aimed to create some kind of online interaction between the participants. They saw what the others said and this might give them inspiration to answer the question or some kind of indirect discussion through their answers.

The second of the form began with information about what they were going to do. The participants had to fill their name so the others could see which answers belonged to whom in the response spreadsheet. I set in the form that if they did not fill in their name, then they could not send in their answers to the response spreadsheet and finish their task (see figure 4.7). Under each question I provided a text box where the participants could answer in free form. The questions about visiting the temple are the following:

1. What is the temple for you in Sweden?
2. What is the temple for you in Thailand?
3. What is the difference between a temple in Thailand and Sweden for you?
4. What do you expect when you visit the temple?
5. How often do you visit the temple? Why?
6. When do you visit the temple? Why?
7. Who do you go with?
8. What do you do there?
9. How do you feel when you visit the temple?
10. What do you get when you visit the temple? And why?
11. What prevents you from visiting the temple?
12. If you cannot visit the temple, do you want to know what is going on there? Why?
13. If you want to know what happens at the temple, what do you do?
14. Other comments that you want to share with the others

The third page of the form is about how they used the website before, during and after visiting the temple - how they use the website and for which reason, how much they use the website and why,
which parts of the website they like and do not like, and if they get some benefit from the website. It asked the participant in the introduction of this section to share their opinions about using the current website (see figure 4.8). If they were not using the temple website nowadays but they maybe used the website before. I asked them to think back when they used it and answer the questions.

Figure 4.8 Learning about work tasks on the website, some parts of the online interview form - to use the temple’s website

I wanted to put some photos relevant to visiting the temple and the website into the online form to make it more attractive for the participants to work with, not only text. But I did not succeed with that so I asked them to visit the website and look around before starting. The questions of this section are as follows:
1. How did you find out about the temple website?
2. How often do you visit the temple website?
3. Why do you visit the website?
4. Do you check the temple website before visiting? Why?
5. How the website makes it easy for you to prepare yourself before visiting?
6. What do you think is missing on the website?
7. Do you check the website after visiting the temple? Why?
8. Can you tell me about the difference between participation in activities and just checking out various types of media from activities on the website?
9. What are you looking most at on the website? Why?
10. Which part do you like the most? Why?
11. Which part do you want to be improved? How and why?
12. Which kinds of problems/difficulties did you encounter?
13. What kinds of suggestions do you have to solve the problem?
14. Which channel of the temple do you check? (YouTube / Facebook / Nothing)
15. Why do you check them?
16. Other comments that you want to tell the others.

There were a few questions about difficulties of using the website, if they have any suggestions to solve that and what they want more. But I think I took these questions very early because I had a plan to discover this in the next stage. I kept the interview questions short and formed the questions and the following questions to cover aspects that I wanted to know but it turned into a long online structured interview. As there were quite many questions in this step, I put a reminder in the beginning of the third page that if they did not like to type while answering they could also call me or talk with me via Skype (see figure 4.9). I had this part because I wanted to give an alternative to those who were not good at typing or had difficulties to express things by writing.

![Figure 4.9 Learning about work tasks on the website, the reminder for alternatives of doing the online interview](image)

In addition, the response spreadsheet is quite boring to read because it is just a table and text - the columns of the spreadsheet are the questions and the rows present data of each participant. So I put
some photos relevant to the topic on it which I hoped made it more interesting for the participants to read (see figure 4.10). If all of them sat in a physical meeting together, what others said could lead to some agreement, discussion or motivation to some other ideas and if the answers were not clear, the others could ask that person to clarify. So I provided them with a link where they could check the others’ contributions before and after doing the online interview. This was for them to have some kind of trigger or inspiration to answer the questions and indirect interaction between the participants. I also told them in the message when I sent the link of Google Form that they could come back and give me more answers if they felt that they had more to say.

![Figure 4.10](image.png)

Figure 4.10 Learning about work tasks on the website, some parts of the response spreadsheet with photos

Because there were many questions at the time I sent the online interview to a participant to test how it worked and asked her for feedback and how long time she used. She said it was clear questions and it took about 20 minutes to answer. After that, I sent it to the other participants through communication channels that they preferred as the previous step.

This step was finished within three days after I sent the link of the online interview to the participants. Nobody called me to give their answers, everyone just submitted their answers through the online form. Only one person was asked to give more answers because the person did not say anything about using the temple website. The rest of the participants came and gave the answers only one time. Nobody asked to clarify anything either and I think their answers were very clear so I did not contact anyone back. In addition, just a few persons answered the message or email after they had done their online tasks. I again had to check the response spreadsheet very often, many times a day to see if a participant had submitted their answers. When I saw a person’s answer, I then uploaded the photo of that person into the response spreadsheet and also translated the answers into
Thai or Swedish. Four of the participants, both Thai and Swedish did the online interview within the same hour so there was a lot of text to translate. I could not manage to translate all the text at that time so I thought that it was more likely that the Swedish persons did not understand what the Thai people answered.

I think it was good to give the participants the chance to choose their own language for sharing their experience so they could express their thought easier which might lead to clear answers but it required a lot of effort and time from the facilitator to check and translate as quick as possible so that everyone could see each other’s thoughts. But the first few persons who did the online interview before the others did not see what the others said, and I never knew if they came and checked it later or not. The participants chose when they felt for online collaboration and it was comfortable for them. They had time to think what to answer and I got everyone to answer the questions.

The results from the two parts of this step are summarized as the following (see all of the answers in appendix 4).

Visiting the temple:

The participants said that the temples in Thailand are learning places about Buddhism, Thai culture and tradition. It is a place that people participate in Buddhist ceremonies, do good things and meet with family, relations, friends and other people. The temple in Sweden still works the same as the temples in Thailand. For Thai people, it means a meeting place of Thai Buddhists in Sweden. It is a centre that Thai people can get or give some help. It is also a center where they present and learn about Thai culture and tradition. Some of them said it is the second home in Sweden. Not only Swedish can learn about how a Thai community works but also Thai people themselves. Some of the participants think that the temple in Thailand and Sweden is the same, only the building and surrounding that is totally different. Some of them expect more from the temple in Sweden like a place where they can get some help, make them not miss their homeland. It represents Thai’s community so it is a place where Swedish people can learn more about Thailand and the religion.

Some of them did not expect anything from visiting the temple but some of them did. They want to learn more about different things from the temple such as about Buddhism, life. Some expect good Thai food or to feel better and some to talk with the monk and other Thais or Swedes at the temple. Some feel for helping with some work at the temple or other persons who need help. Some of the participants visit the temple every week but some of them just visit the temple for big events or festivals. For the persons who visit the temple frequently, they feel like it is their second home in Sweden or they help with some work at the temple. One of them visited the temple a few times and never visited again. The participants visit the temple when they feel for it or have time. They usually visit the temple when they want to do something there like making merit, stay over night to practice Buddhism, help with something at the temple or just visit when they are free from other things. Most of the participants visit the temple with their family or friends. But one of them visits the temple alone.

Some of the participants help with some works that they can do at the temple for example cooking, cleaning, gardening and doing administrative works. Some of them are there just to participate daily Buddhist activities at the temple and talk with the abbot. Some persons just want to relax there. When they visit the temple they feel good or secure and one of them said that she feels like going back to the homeland because one can meet Thai people and eat Thai food and is in Thai
surroundings. One of them who is Swedish said that he did not get anything when visiting the temple but the rest of the participants get different things from visiting the temple. Some of the participants said they feel better because they get some kinds of encouragement or ideas to face with or solve life problems when they talk with the monk or listen to teaching of the Buddha. Some who help with various things at the temple get some work experiences. Another Swedish guy said, he learns more about Thai and Buddhism every time he visits the temple with his wife. What prevents people to visit the temple are for example have to work or go to school. Some of them mentioned it was because they are sick or the weather is bad. Two of them are retired so there is nothing to prevent them but one of them said that he does not go because he has another important thing to do.

Most of the participants want to know what has happened and is going on at the temple in some way if they miss those activities. When they want to know what happens at the temple, some of them choose to call to the temple and ask because it is easy and quick. Some turn to the temple’s website to check what is next. One of them talked about getting information mouth to mouth (from friends) but sometimes it is not clear or true so he said it is much better to check from the temple’s website.

There are two of the participants that brought up some ideas to solve some problems. One of them said that some people sometimes cannot visit the temple because it was inconvenient so it would be nice if the temple provided online radio or tv so they can participate from home. Another person talked about getting the temple’s news via email by providing a subscription function on the website.

In summary, the participants who visit the temple often and help with some work at the temple seem curious about what happens at the temple and want to know about the temple from different channels before and after visiting. Sometimes they cannot visit so they want to follow the temple’s activities in some way. But for the persons who just visit the temple a few times a year or only big events or festivals they do not expect much from the temple.

Using the temple’s website:

The participants found out that the temple has a website in different ways: from family members, from the monk when they visit the temple and some of them just know there is a Thai temple in Skåne and search for more information on the internet. Two of the participants check the temple website like once a week but the rest visit the temple website occasionally. They visit the website to check the activity photos and get up-to-dated about what is going on at the temple. One of them visits the website to get information about events or activities so that she can prepare herself properly before visiting. One of them just visits the website when wanting to visit and participate in Buddhist days. There are some of them who do not check the website before visiting the temple but the rest do for different reasons such as to see if there is something special at the temple, to check if the monk is at the temple, to check how to travel to the temple. One of them mentioned that she does not visit the website anymore but call to the temple to ask if there is anything that is needed so she can bring to the temple. The information on the website helps them quite much to prepare themselves before visiting the temple. And to make sure that they will not miss or misunderstand anything.

Some of the participants visit the website after participating in the activity to check the activity photos. But some of them do not do that and one mentioned that it is not necessary to do. If they did not participate in the activities, some of them like to visit the temple website to check what has happened. Sometimes they feel so so to see the photos but sometimes they feel pity because the photos looked very fun and thought that they should not miss it the next time. One of them said she
prefers to participate in every activity instead of just checking the photos on the website. One of them likes to participate and also check the photos on the site after that and think about the stories behind the pictures.

What people look for on the website are news, photos, articles. They want to get updated about what has happened and what is coming next. One of them checks to see the differences of each activity. The participants like the different parts on the website. Most of them like news and photos. Some of them like articles about the temple from Swedish newspapers or Buddhist articles. One person likes that there is about the temple history in three different languages. Two of the participants said they like every part of the site. The temple has also YouTube and Facebook. Most of the participants follow the temple via Facebook and some on YouTube. The participants told that it is more comfortable and they get a quicker response from people than on the website. There are three persons who did not check these social media channels.

Most of the participants said that they did not encounter any problem while visiting the temple website but one mentioned that it is sometimes quite slow and they cannot get access. One mentioned that if she is not used to the website it takes time to find information on the site. What the participants think that is missing on the website is such as information about Buddhism in Swedish, a discussion board about relevant topics, news subscription, Dhamma in different media formats, Dhamma radio online. One of them mentioned that the appearance of the website is not modern and it is not easy to get access to the website because of the long URL name. Only one person appreciated the current version of the website and said there is enough with what it has. What they want to be improved on the website is the appearance of the website so that it works better in different devices like smart phone, computer tablet. It should have more functions on the site like searching, subscribing, showing new posts and comments and also more information about Buddhism and other relevant topics. One of the participants mentioned about information about what to do when visiting the temple or provide an online chat so people can ask for more information. One wants the parts about news and temple calendar to be updated. Some of them did not mention anything about what is needed to be improved.

I think this online interview went very well and I got a lot of useful data from the participants. In my opinion, the participants were very active to contribute their experience and did so at the same time, I hope that they got to know what the other said about things via the response spreadsheet.

4.1.4 Demonstration of using the website

The participants said in the previous step what they used the website for but did not describe the details. The aim of this step was to get to know how they actually used the website and the other relevant thoughts useful for improving the website. In this step, the participant got possibilities to choose these ways to demonstrate their use of situations:

- Voice call or video conference via Skype or other chat programs that they are familiar with.
- Record how they work by using camera and sending in a file to me
- Create screenshots of what they want to talk about and then call me or ask me to call back to explain, or write me an email to describe their situation when using it
- Other ways which they suggested to show their creativities about demonstrating work tasks and convenient for them
I gave them many choices because I wanted them to use tools that they usually used to communicate remotely and feel comfortable to contribute their experience.

I tried to arrange that some of them who used Skype would have a video conference at the same time, so that they shared and discussed their experience of using the web place but did not succeed because they were available at different times. So the demonstrations were done individually and freely and started with asking the participant to visit the temple website and show what they usually did on the website. I let them tell me their stories around using it and I took notes and recorded the interview with their permission. I asked them sometimes questions to clarify what they talked about. I could not see their screen because some of them preferred telephone calls or Voice calls via Skype because of some technical problems with their computer. Some of them I did with video calls via Skype and they had embedded web cameras on their laptops, I also asked them to explain what they did to me. I visited the website while talking with them and tried to follow what they told me. But I found out later that I could actually ask the participants who had dialog with me via Skype video call to share their screens with me. One of them did the demonstration via telephone call and it was the same as via Skype voice call.

One of the participants did this via email by describing his situations, because this person does not like to talk in the telephone and love to communicate via email. He said in the first step that he checked the website sometimes to see what his wife does at the temple. I told him the aim of this step and asked him to visit the temple website. It said in the email that if he could tell me which pages of the temple website he usually checks, why and what he thinks about the pages. He could even ask me questions about the pages or say what he liked or did not like or give me any suggestion about things on the website. I asked him to create screenshots of the pages that he talked about and send to me.

I let them demonstrate freely without any strict instruction that they had to follow, so they said what they had in mind about using the website in different ways (see Appendix 5). I think the data I got in this stage is a bit different from what I got in the last step. Some of them told me step by step how they used the website but some of them did not do that but said that they had already told me previously about using the website. Some of them who still used the website told their purposes of using it but some who did not use the website nowadays told me how they used the website in the past and which way they get the temple’s information nowadays.

Most of the participants visited the temple website in the past but nowadays they followed what happened at the temple on Facebook instead. They also get information about events from their friends, the monk when visiting the temple so it is not necessary for them to check news on the website. If the participants check the website, this means they want to be clear and sure about details of the festival or event. Only one person still checked the website regularly but there is not much update on the site and it lacks some useful functions according to his opinion like an activity calendar. A few persons sometimes check the website for some other reasons for example the monk recommended to check for some specific things or they wanted information about map or the address. For the persons who work for the temple, they want functions so they can update the website easier. Photos of the events are talked about by many persons. They visit the website to see the photos of the event they joined. Other websites that people check when they want to visit the temple are the train and bus timetables like Skånetrafiken and the weather forecast website. The temple has a YouTube channel also but nobody talks about it.
For the person who demonstrated by email, he wrote to me different thoughts about Buddhism. It was some kind of recommendations about what we should have on the temple website like discussion board where Swedish people can ask and get concrete answers around Buddhism. I thought I did not get the data I expected from him so I sent him an email to ask which page he visited, how and why. But he gave some links about how to connect the website to a type of free forum and some points that he thought should be improved. It was difficult to do demonstrate by using email and I think I needed to give him more specific instructions and maybe some examples so he could see what the expected data should look like.

What I expected was some kind of step by step description of using the temple website, why and when they used it. I got this kind of data from a few of the participants but the rest told me which pages they used and why or when. In my opinion, the participants were maybe not comfortable with thinking out loud, it would be better if I could see their screen and observe how they did when they were talking with me. I should be more specific and also give examples of demonstration to the participants. I should also have asked them questions to guide the demonstration but this might have interfered with what they really wanted to say.

All the participants had conversation directly with me via telephone or Skype and it was clear that they had little interaction between each other. This was because during the demonstration, I only told a few of them about how the others used the website as examples but not in any detail. This was in case that they did not know how to start their online demonstration. I then did not publish the results of this step anywhere online. Each person took not more than 30 minutes to perform demonstration via telephone call or Skype and it took only one day to get this step done. I think I got a bit more details about user situations which is very useful for web redesigning.

4.1.5 Feedback interview

After a participant had done all the steps of online exploration of work, I actually wanted to meet all of them physically to do the feedback interview and separate it from online participation. But I met only a few of them and the rest preferred to do it remotely. Some of them who had no time to meet asked me to do it via Skype, telephone call or an online interview form instead. Before I started the interview, I gave a short introduction about the purpose of this project and my studies again and the data that I got from the feedback interview I used to improve the online collaboration in the next stage and also discuss in my studies. I then asked them questions around the online interviews and demonstration at a distance and taking notes (see figure 4.11). The questions of the feedback interview are as follows:

1. What do you think about the online interviews that you've done?
2. What were your other thoughts that came up when you answered the questions?
3. What problems or difficulties did you get when you answered the questions?
4. Did you read the instructions carefully? And why?
5. I tried to give you instructions with text in every step like I would have told you if we met and did not use any formal language in the interview form. What do you think about this?
6. What do you think about that there were two languages at the same time?
7. What do you think in general about how the interview form looks like?
8. Did you read the results after you've done the first part? Why?
9. If you checked, what did you think when you saw it?
10. Did you check the result links in the 1st and / or 2nd interview before doing the 2nd interview? Why?
11. Did you read what the others answered? Why?
12. If you read, how did their answers affect your answers?
13. What do you think about putting pictures of all participants on the result pages?
14. Other comments

One of the participants did the feedback interview on Google form (see appendix 6). The online interview form had the same structure as the interview via Skype or telephone call. It started with the project purpose and the studies and then the aims of the feedback interview. It followed the same order of the questions above and the form provided a text box under each question where the participant gave his answers freely.

Most of the people thought that the online activities they had done were good in different ways. One of them said it was good because he could take his time to think how he answered the questions. But he sat alone and he thought it was a disadvantage that people had no personal contact and asked each other back directly. One of the participants mentioned that she did not have to compose and type the answers in physical meetings and it would be much faster to finish the tasks. Two of them told that it was very flexible and convenient and saved time for traveling because she did the activities from home. One said that she just jumped from what she was doing and worked with the online activities she got from me. Another person said it was good to work online because she did not have time for any meeting but if she did not know me personally she would not help in this project.

Most of the people just concentrated on answering the questions and had no technical problems. One of them did not understand a question and did not answer that question but he then checked the result page and read what the others said so he got it. One of them said that it took time for her to think and
try to answer carefully. Another person said that she just could not spell some words and it took time to type.

Almost all of the participants read the instruction of the online interview before starting doing what they should and only one of them did not read it but he just looked for the questions to answer. The persons who read the instructions thought it was good to provide it because they knew the background and purposes of the project, what to do, how important it was to answer the questions, how the data would be used later.

I gave them instructions in every step and avoided formal language so they felt like I met and described what they should do. Most of the participants were positive on this point. One of them told that it was easy to understand and felt more relaxed like just sit and have a small talk with me.

In each online interview, it contained both Swedish and Thai. One said that it was fine if two languages were separated clearly but it took a few seconds to find his language. Another person said there were not any difficulties with two languages at the same time but when he checked the result pages, some of the answers were in Thai so he could not understand. One said he only looked for the language he could read and had no problem. One person commented she read both in Thai and Swedish because sometimes I translated questions from English to Thai directly and it did not feel like Thai. To read both languages made her understand the questions much better. Two of the participants said that it was good that they got possibility to choose the language they prefer.

All of the participants were positive with how the online forms look like. One said they were similar to what he had seen before. Another one commented that they were simple and easy to use and there was a space for answering right after a question so she did not need to go forward or backward. One person told that they were good and each question was clear and separate. Only one of the participants did not like the background pattern of the form, she preferred white or clear background color. The participants liked the online forms used in this project because they were simple and easy to use and read.

There were three persons who checked and read the result page after having done the first online form (response spreadsheet) because they were curious to see what the others said. One of them said it was good to see and another one said that she just wondered why the others thought so. But one person said she did not see much and came back to check later on. The rest of the persons did not check the results for different reasons. One of them said that he did not have time for that. Another person said that she saw a pop up and a link to the result page but she left it and continued with her own work. The last person said that she had done many online forms and with most of them she has no chance to get access to any result. She sometimes got a chance to see the result but she thought that the data were not interesting for her so she skipped to check the result pages of this project.

At the second online interview, I provided the result links of the first and second online interview and only four persons of seven checked the links. Two of them read it because they wanted to see what the others had answered but one of these person said that there was a lot of text and it was difficult to read. One person said that he read it but it would be better if the participants got links to the other Buddhist temples and could compare with these sites to get more new ideas. Another person said that she just scanned the answers quickly and thought that the data were not for her to know. The persons who read the results said that the answers did not affect their thought in any way and one of them said that he discovered the meaning of a question he did not understand from what
the others answered. The persons who did not check and read the result said that they did not have time to do so.

The participants commented about putting the pictures of all the participants on the result pages that it was nice and they got to know who they were. One mentioned that she has never met some of them personally and another one said that she saw how they looked like and how old they were approximately. One said that the names of people did not say much who they are and it was better to see their pictures.

All of the participants were positive to the online tools used in this project and some of them used them before. But not all of the participants read the result pages which were supposed to be the way to create some kind of interaction between people. I thought it was needed to take into account in the next step and find solutions so that the participants understood the point of why they got the result links. Like I mentioned, that I thought that there were a lot of questions simultaneously but one of them said that it was a moderate number of questions and it was a good lineup and balancing. To do online interviews in this step, one of the participants gave feedback that it was good because it matched her lifestyle. She felt comfortable with online collaborations because she used technologies that she was familiar with to help me in this project. Only one person said that she did not feel comfortable with the online interviews and to get contact via email because she had never done any online forms and hardly contacted people via email, only using telephone or getting letters.

This step took about three days to finish. From the interview, I got not only data for my studies but also information that was useful for improving online collaboration and that I needed to consider when I created online medium/documents in the next stage (see appendix 7). Some of the participants took a chance to ask how much they were going to do next and if they could see the final design of the website in the end of the project. I told them that there was only one stage left and we were going to have online conversation at least 3 times to talk about problems of using the website, gather ideas or solutions and select these. I told them again that the final results of this project were not the final design of the website but new ideas or solutions which will be used for redesigning the website in the future. The results of this step were collected for answering the research question so I did not publish any online result where the participants could get any access.

The participants chose different ways to give feedback: Skype, telephone, face-to-face and online interview form. They chose the way that was comfortable for them which I think was good because it did not disturb their work or time and I got the data I needed. But it was difficult for me to manage the data because I got data in different formats: text, audio, and notes. I needed to make it into one text file so that I could see all the data and find meaning from it.

From the facilitator’s point of view, the first stage - online exploration of work - went well and I got the information that I expected. There is only one step - demonstration at a distance - that needed to be improved for a better result. I sent messages about the project to the communication channels the participants normally use in their daily life. I actually got a quick response from them and got them to perform their online tasks. But it was quite tricky for me as the facilitator to use different media platforms to contact them because I needed to be available at different places online and all the conversation that I had with the participants were not at the same place, which complicated things when I wanted to use them. In the beginning of the project, I could not remember their favorite communication channels so I created a list of contact information. I also created a file to take notes or write down comments from my observations during the project and what I had already done with
whom. It helped a lot to see for example what I should do next, improve and who I need to contact again to get them to perform their tasks etc.

4.2 Online future workshop

4.2.1 Preparation

In the end of the feedback interview, I gave the participants like a homework to prepare and inspire them for the next stage which was much about exploring problems and brainstorming ideas. I asked them to try to relate the use of devices, applications or websites in daily life to the temple website. I gave them examples like to visit a website, use Facebook, use applications on smartphone or computer tablets and then have an idea or something that might be good to have on the website, then take a note of what they think, save URLs or make screenshots, or make a link to a favorite list or some way they can remember and share/use later. The reason to do this was because I asked them a bit about what should be improved and what they wanted more on the website in the online interviews, but most of them did not have any ideas to share. They did this homework whenever they found time for it. It might be a good way for them to start to think and gather ideas to serve their own needs. This was because they know what they do at the temple and how they use the website of the temple and for which kinds of activities they want support from the website. I told them also that I was preparing for the next stage and during this time they gathered ideas and let us see how we could share this. I also reminded the participants about the homework through their favorite communication channels.

From the feedback interview, I got to know that not all of the participants checked the response spreadsheets of the first stage carefully for different reasons so I created a Google Form that summarized important aspects - what they expected, what they did and what they got from visiting the temple (see appendix 8). These aspects were used to see possibilities for which activities or expectations could be implemented on the website to meet the users’ needs. In addition, these aspects could be used to evaluate the final design. I used the Google Form because that way they got a chance to add more comments to each category. While I created online forms and documents in this step and the following steps, I tried to improve them according to what I got from the feedback interview for example putting photos into the form, not use only text and theme of the form with clear background etc.

In the beginning of the Google Form, I also placed a collage of the participants’ photos and names, place of residence under respective photos. The introduction of the online form said that I wanted all of them to see what the others said which was important for this project because those data might inspire them for some ideas or was used in discussions in some way. I also mentioned the importance of information in the three categories as described above. The name of the participants was required and it was followed by summaries of the answers from the second step of the online exploration of work which was divided into 3 categories.

The first category was about what they expected from visiting the temple and a summary list is as follows:
- Feeling good and relaxed
- Make merit and give alms
- Participate in activities to learn about Buddhism and Thai culture and tradition
- Participate in Buddhist activities and Thai festivals like they are in Thailand
- A replacement of a Thai temple in Thailand
- Meet and talk to the monk, friends and other Swedes and Thais
- Help with different works at the temple as they can
- Learn from everything seen at the temple to improve oneself

The second category was about what they did at the temple and they were as follows:

- Participate in Buddhist activities e.g. do morning and / or evening prayers, almsgiving, meditate, listen to the preacher, practice about Buddhism
- Participate in the Thai festival e.g. eat Thai food, look at the various Thai dances, enjoy other fun activities
- Socialise with others e.g. talk to the monk, friends, others who visit the temple
- Help or assist with various works at the temple e.g. help in the kitchen, clean the house, take care of the garden, help with administrative and financial matters, do administrative jobs, prepare different things for festivals or events etc.

The third category was about what they got from the temple which were:

- Learn more about the Dhamma, Buddhism, how Thai society works
- Good ideas or thoughts to apply in everyday life
- Security, feel good / happy, relaxed
- Maintain their Buddhism, Thai culture and tradition
- Swedes get to know more about Buddhism, Thai culture and tradition
- Work experience while helping with anything in the temple
- Good relationship to other Thais and Swedes

There was a question under each category to ask the participants to add more comments freely into a text box (see figure 4.12). I gave an extra text box in the end of the form and said that if they had extra things or thoughts that were relevant for redesigning the site they could add more here. I also told them in the introduction that it was OK if they did not have anything to add. It was still the same pattern which started with Swedish and then Thai. This time, I succeeded to put relevant photos from the website to each category into the Google form. The participants got a link to check what the others had said in the response spreadsheet before and after contributing as usual. It said in the messages that I sent to the participants’ favorite communication channel that these data are important for the next stage and if they had already done it once but had more things to add they could open the online form and add their thoughts several times.
The new comments that the participants added more in each category were the following:

1. What they expected from the temple
   - Different types of Thai food from different parts of Thailand are collected at the temple
   - Relax, some variety of the environment because the view around the temple is beautiful every season
   - Want to get some advice or help with certain things
   - Have fun while participating in Thai festivals

2. What they did at the temple
   - Help or provide information e.g. to those who have problems, listen to their problems and try to help with basic information, Swedes help to find contacts in the social network with authorities and other aid centres, share their experiences about life in Sweden to the others, provide information to the Swedes so they understand the Thais more
   - Other e.g. borrows Buddhist books, participate in activities that teach something for example fruit carving, show to my husband / partner what and how to do when visiting the temple.
3. What they got from the temple

- Children or adolescents who moved to Sweden when they were small or are born in Sweden can learn about Buddhism, Thai culture and tradition as well as Thai language.
- Their family members, relatives and friends get to know more about Buddhism, Thai culture and tradition.
- Get help for various problems in life
- Learn about what to do and adapt to living in Sweden - good advice from anyone who has been longer in Sweden or from Swedes
- Get the news or books / information from Thai Embassy or Consulate in Sweden
- Get free Buddhist books and CDs
- Make new friends

The participants who did this Google form before the others might not see what the others said or come back again to check the response spreadsheet. In the end of this step, I created a new Google Document to summarize all the answers together again and marked the new comments with blue color so that the participants saw what was new and then sent it to the participants (see figure 4.13 and appendix 9). This document was used also in the next step in the case they forgot something or wanted to review it again before starting the new contribution.

<table>
<thead>
<tr>
<th>Förväntningar - ความคาดหวัง</th>
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* känna mig bra, slappna av
* göra goda gärningar, ge allmosor
* delta i aktiviteter för att lära känna Buddhismen och thailändsk kultur och tradition
* delta i buddhistiska aktiviteter och thailändska festivaler som när man är i Thailand
* en ersättning för tempel i Thailand
* träffa och prata med munken, vänner och andra svenskar och thailändare
* hjälpa till med templets arbete om man kan
* lär ut allt om att förbättra mig själv
* olika typer av thaimat från olika delar av Thailand samlas
* koppla av, lite omväxling miljö eftersom utsikten runt omkring templet är vacker varje sasong
* vill ha råd eller hjälp med vissa saker
* ha roligt när man deltar i thailändska festivaler

Figure 4.13 Preparation, some part of Google Document summarized the important aspects

There were two of the participants that were very busy with their work and did not have time to do the online form. I reminded them later and they said they would check it but they did not. Only five of them gave response and three of these persons added more comments but two persons did not add anything. One of the persons who did not add more comments just submitted an empty form but another one did not gave any response on the online form so I called him and he said he checked the form but had nothing to say. One of the participants who answered went back to the online form and
did the second contribution. There was not much text this time to translate and they did the online form on different times so I managed to translate text in time. They again did not have discussion with each other and me directly but much indirectly with help of the online documents used in this step. I think this step went quite well and it took five days for this step.

4.2.2 Discovering problems

I had asked the participants to share the problems of using the website and what is missing on the site when I did the online interview about using the website. So I summarized them into different themes and presented them again in a new Google Form and asked the participants to add more problems (see appendix 10).

I asked for the participants’ name in the beginning of the online form and added pictures of different parts of the website under the relevant themes (see figure 4.14). The website is very simple in structure so the users might not have problems of using it so I told them in the introduction of the online form that they could also take up things missing that could be added to support Buddhist activities. It is mentioned that the participants should check what the others said before they started and check what they just had said. I provided not only the links to the response spreadsheets but also the link to the temple website and asked the participant to visit it before starting their task. I provided also a text box in the end for other comments in case they did not know which category they should add their comments in.
The problems are presented in different themes with a negative meaning as the following:

1. Little or no information about Buddhism, Dhamma, Thai culture and tradition, what is usually asked before people visit the temple or to prepare to participate for activities (FAQ)

2. Cannot participate in activities on special occasions

Such as Buddhist days and Thai festivals. People want to attend but cannot make it but they want to do it from home via the website such as morning or evening praying, meditation, listen to the teaching of the Buddha from the monk, talking about Buddhism with the monk.

Figure 4.14 Discovering problems, some parts of Google Form summarized the problems from the first stage.
3. Lacks of functions for communication

Such as asking questions and getting quick responses, discussing Buddhism, talking about Dhamma, talking about some thoughts of the temple activities, talking to the monk to get ideas about their problems

4. Lack of basic functions

Such as receiving news by email, searching for information on the site, no updated calendar, good functioning of the guestbook, not enough links to other sources of relevant information and knowledge, no administrative functions so the monk can easily update the website.

5. Site appearance

Such as not modern and attractive, cannot really adapt to different tools such as iPad, smartphone

6. Others

Pictures of the activities are not updated, photo albums are difficult to use.

I sent the link of this online form to the participants and asked them to add more comments if it was needed and they could do it several times. In the end of this step, I again summarized the old and new answers together in a Google document (see figure 4.15 and appendix 11). It was the same reason as the previous step to make sure that everyone saw what the others said and there was quite much text so I marked the new thoughts with blue color so they got to see what was new and did not need much time with this. I then sent it to the participants and asked them to read because this data is for them to know and as basic information for working in the next step.
The participants added more comments to each theme as the following:

1. Little or no information about

- How to behave with monks
- Recommended courses or places for Swedes who want to learn more about Buddhism in Thailand
- Morning and evening prayers
- Buddhist meditation music, videos
- Practicing Buddhism for example meditation
- Daily Thai news, both specific and cultural
- Recommended links about Buddhism, Thai culture and tradition for Thais and Swedes
- Various works in the temple that need help from people, preferably with time and date
- Information about other monks who visit the temple
- Information or knowledge of what is current for example a festival

2. Cannot participate in activities on special occasions

- Practicing Buddhism online with the monk on the weekend, in the evening
• Watch the activities live online on some special/important occasions such as activities in the morning - prayer, almsgiving, meditation

3. Lacks of functions for communication

• Chatting about various things about life with those who can advice or answer questions. It can happen when there is someone who can give that kind of responses.

4. Lack of basic functions

• Links to Buddhist meditation music and videos, links to Swedish, English and Thai sites related to Buddhism, links to daily Thai news both specific and cultural, recommended videos or links about special occasions
• Discussion board

5. Site appearance

• Users can customize the site a bit, e.g. select what you usually check and put them somewhere that is easy to find later.
• Cannot see overview of new updated things on the site

6. Others

• Become a member of the website
• Connect to social media sites such as sharing to Facebook, click to send email to a friend to spread the news

The two persons who did not give any response from the previous step did not do their task either in this step. They were very busy and did not have time to participate even I reminded them a few times. There were five persons who submitted the online form but three of them gave more comments. They added many comments on what kinds of information or knowledge lacked on the website. There was not any problem to translate the answers because they did the online form at very different times. Nobody contacted me to ask something and nobody said anything to me after doing the online form. The interaction between the participants and me were still indirectly via the Google online documents. In my opinion, this step went well and was done in 3 days.

4.2.3 Brainstorming ideas

I started this step by converting the negative themes of the problems from the previous step into positive and added one more theme that I got from the beginning of the project:

1. Rich information
2. Online activities
3. Live communications
4. More basic functions
5. Attractive and lively website
6. Website for the different tools
In the online interviews in the first stage, I had already asked the participants for some ideas to solve the problems and to improve the website. In the end of each online interview of the previous steps, I also provided a space for “other comments” for the participants to add something that might be relevant to the project so some of the participants brought also up their ideas and expectations. I then created a new Google Document containing the positive themes and summarized and categorized all these ideas into different positive themes (see appendix 12). I also gave some examples of those ideas by making screenshots from other websites. Beside each screenshot, there is a link to the website and some text describing how this can be used on the temple website and why (see figure 4.16). This online document was used as a medium while talking about ideas in different themes.

Figure 4.16 Brainstorming ideas, some part of Google Document used while talking about ideas
I mentioned in the introduction of the online document that it was time for them to share ideas from their homework to solve the problems and asked them to fill in what is missing. They shared what they liked from other sites or applications on a smartphone or a computer tablet here. And it was open for them to discuss why these things would be good on the temple site. I provided a link to the online document of the last step “Gathering problems” and asked them to visit this link to get some inspiration for ideas and to use it to support the ideas brainstorming. I then mentioned that all the pictures (screenshots from the other websites) they saw in this document maybe not really suited the temple website. They were only examples to visualize ideas that other persons had talked about, ideas that they thought could be used in some ways and redesigned to suit the temple website and meet the users’ needs.

I sent the online document to all the participants in advance and asked them to read it before we met online or physically. I had tried to make an appointment in advance so that I could bring some of them to share ideas via Skype, but did not succeed so I met all of them individually also in this step. The idea of brainstorming started with I asked them to open the “Gathering problems”- and “Brainstorming ideas”-document and then reviewed all the problems very shortly to them. Later, I described the ideas in each theme and asked them to add more comments to those ideas. After that I asked the participants to share their ideas and tell me more in detail or give me an example from other websites that they have visited. All of them just gave a link to me and motivated a bit how to use that idea on the temple website and why. I helped them by visiting the website and made screenshots of those parts and wrote comments and put the URL of that site under the screenshot. All this information was collected in the online document. After the idea brainstorming of each participant, I translated all comments and text into Thai or Swedish so everyone could understand what it was about.

Three of the participants performed this step via Skype but three other persons preferred to meet physically and one person did this by himself. For the persons I met physically, they opened the Google Document on their laptop and I did brainstorming in the same way as I did with the others online. The person who did it himself, I asked him to follow the instruction included in the online document described above. The ideas that came out from the idea brainstorming in each category are the following.

1. Rich information

The participants said that they want different kinds of information on the new website. So I provided them with an example by taking a snapshot of the first page of a temple website in Thailand. This website provides Dhamma music, coming Buddhist days, online radio, discussion board, questions and answers about Dhamma, Buddhist legends, Dhamma mottos and so forth. There is a comment on the picture that says: please take a look at various kinds of information, not its appearance. There is a need of Teaching of Buddha in various media so the users can choose to follow the one they prefer. The new website is going to connect to those social media and tell the users on the website where they can reach them. Some want playlists of videos about Buddhism and Dhamma like they can get on YouTube so they can watch all the videos and do not have to find them one after another. They want also online Dhamma books or ebooks that they can read on the site or download into their device. The books can be free or one has to buy them. Some prefer Dhamma or articles divided in different categories so it is easier for them to find something interesting to read.
Thai Buddhists like to listen to Dhamma from the well-known monks, it would be nice if there are such on the temple website. They can listen to them on the site or download to the devices and listen to it in case there is no internet available. How to behave in front of the monk is something they want some kind of videos for, so people can see how they actually have to behave and get it much better than only photos with text. It is also about how to dress themselves for visiting the temple, here it is enough with some photo and texts. There are many things that are difficult to explain to Swedish people and also difficult for Swedish people to understand. Some call this a culture shock so one of the participants mentioned 2 books as examples and one of them is written by a Swedish guy. There should be some kind of information like this on the temple website so the Swedish people who visit the temple can better understand what is going on at the temple and why it is so.

Questions and answers about visiting the temple can be provided in different ways. One way is like a search function that people write what they want to know and then the function returns the most relevant answers and the users choose the best one to read. This requires that the users use good keywords so that they get specific answers. But sometimes people have no idea what to write so the second variety is maybe better which is to provide questions and answers in different categories. This means that the users see the category names and icons on the web page but it requires that the users have to find out which category they should click, it might take time at the first try, but they can navigate around and sometimes can see other interesting things that they also want to know. The third one is that the users see all of the questions of each category as links on the web page and click on a link to read the answer. Most of the participants preferred the second one.

Information that is useful to live in Sweden that the participants talk about are for example different knowledge or articles or news about the current events in Thailand, Sweden or other parts of the world. Then, they suggest about connecting these situations with Teaching of the Buddha so they can get some kind of indirect teaching and feel close to Dhamma. It is like Dhamma in their daily life and they get some ideas for facing or thinking about different things. The temple is a source of good things for them and they trust the quality of information from the temple. The temple has chosen good things to provide for them on the website, it is much better than if they have to find it on internet.

The participants want the website with different kinds of articles and stories and it should connect to different social media so they can share to their profile or send email to the others they want to share with. One of the participants mentioned about articles in different categories and also to show it on the first page of the website like new feeds.

2. Online activities

Online activities the participants talked about can be divided into one and two way communication and also into video, sound and text. One way communication can be TV online to broadcast the temple’s activities on special occasions so people can watch or participate in an activity live online. This is in case they cannot visit the temple, for example they have not enough time to travel or bad weather. They also talked about possibility to provide different channels of online TV from Thailand which broadcast programs that the temple think are relevant to the temple’s goal. Another idea is online radio about Buddhism and Dhamma and the users can see the programs, how many persons are listening to the program just now and other related information on the radio online page. We talked about the ideas how to run these kinds of programs online also. We found that one of the example website they use the volunteer system. They work from different places, from home or
another place. They just run the program and take a look sometimes, not all the time so they can work with other things in between. There is a schedule of the persons who take responsibility in which time period.

Two way communications is talking about Buddhism or Dhamma for example via Skype. The monk teaches about meditation or the users can discuss about different topics with the monk. It can be arranged sometimes, but the temple should announce in advance which date and time it will happen. Another kind of this type is chat rooms on the temple website so the users can talk about different things in different rooms. Each room has a specific topic and the users choose the room they want, to have a chat with the others.

3. Live communications

This is much about having more conversation about the temple with people working for the temple in different ways divided into delayed and direct response. The first kind of this is a temple forum which provides various sections for different topics so it is easy to find what is interesting to read or discuss. One of the participants mentioned that one gets tired of the tag system on another forum and hope that there is not this kind of thing on the temple forum because it makes people confused.

Direct response is text chat or video chat to ask questions around visiting the temple, preparing for an event/festival, staying at the temple or other things that they wonder about etc.

4. More basic functions

The first function is to be able to subscribe on a newsletter from the temple because all of them have email and sometimes do not check the temple website, so they will not miss what will happen. It is not only news around the temple activities that they want to know but also if the temple needs some help from them with different works.

The temple had an activity calendar before but nobody takes care of it now. The participants want this kind of calendar that is kept updated. They want to see Thai special days and also Swedish days on the calendar because the users are both Thai and Swedish but for Thai people that are in Sweden, they want to know also what is going on in Sweden.

Some of them have smartphone and use an application for Buddhist calendar which provides also information about Buddhist days. They want this to be connected with the temple’s website or calendar in some way. About a guestbook and search function, nobody gave any idea how they should be.

5. Attractive and lively website

The website that is attractive for the participants is the one where they can get an overview what is new and what is going on. If the website has online TV and radio or live video chat it should give the times on the first page so the users who visit the site at that time can participate if they have time. The first page of the website should not contain too many elements. It should be user friendly and give a good feeling like when they visit the temple. It should present different things like a short newsfeed or texts if one wants to read more so one can click to go further. Most of the participants have not many ideas what they want with the website appearance so some of them brought up websites that they do not like but some of them picked up some that they like also, as good examples.
6. Website for the different tools

In the end of the idea brainstorming, I presented the ideas that I got from the first meeting with the monk and the committee member about how they want the new website to work. It can adapt to different devices like smart phone, PC computer, computer tablet etc. and is going to be like the users' Buddhist friend. It is a sort of a web application which links to the other applications about Buddhism, Dhamma, Thai culture and tradition, News with related topics etc. One can use it as "Starting point" and then find what one prefers, but relevant to Buddhism and Thailand and has to be appropriate and on a certain level of quality. All of the participants like these ideas and agree with this concept. Some of them have already used some Buddhist applications with their devices so they would be excited to see this happen on the temple website in the future.

Most of the participants agree with almost all of the ideas and they also added their comments to the ideas to better suit the temple website and their needs. Only the category “Attractive and lively website” which is about how the structure and design of the website should look like, is still not clear. And most of them want to see some examples or prototype so they can then can give feedback which design they want or how it should be improved.

The idea brainstorming took more or less one and a half hour per person and it used much time for reviewing some aspects before starting and explaining the ideas of the others. The participants could not actually have direct dialog with each other but through me as project facilitator. I tried to bring up what the others had said and the participants saw all ideas that were on the Google document that we used while discussing the ideas. It took a lot of effort for the facilitator to talk with everyone as an idea brainstorming but I think it was valuable because I got all of them to share their ideas and to be a part of redesigning the website.

In the end of this step, I got a lot of ideas and most of them were about the website’s content and a bit about how the website should look like. So all of this is considered as specifications or inspirations for redesigning the temple’s web site in the future and also used for mock-up and prototyping. Finally, I told all the participants that I would present the ideas to the abbot and the committee member to decide which ideas were possible for them to provide to the users because the temple pays for the service and has responsibility to find people to run those services. This step went very well and there were not any problems while performing. It took three days to finish.

4.2.4 Selecting ideas

The aim of this step is to select the ideas from the previous step. But the participants had already added comments of which ideas they preferred and which ideas they did not like or wanted a better solution for. This is considered as if they already selected what they wanted. The temple wants a new design and contents for the website and it is open for various ideas from the potential users but there are still some limitations for example limitation of personal, budget etc. that are needed to take into account in redesigning. So in this step, I decided to talk with the abbot and the committee member to present all the ideas and discuss with them which ideas are possible for them to provide on the website and which ones are not possible and why. We had a meeting at the temple and went through the ideas and comments and most of the ideas were accepted but some ideas lead to very high costs
and need many persons to run the activities so the temple hesitates to provide them now but these can be considered in the future. Those ideas are:

- A discussion board or forum
- Live chat about Buddhism, Dhamma and visiting the temple and events/festival at the temple - both text and video chat
- Online TV

If the temple provides the discussion board or forum, it requires at least a few persons for administrative work and persons who can answer different questions. The questions about visiting the temple or around the temple activities are not any problem because the members of the forum and the temple committee members can help with these. But if there is any question about Buddhism and Dhamma, the temple has only the abbot who has education and good knowledge both in theory and practice and can answer different questions. But the abbot said he has very much to do every day and he thinks he has no time to check and participate in the discussion. Some might say that the other Buddhists can help to answer these kinds of questions but the monk said there are many sensitive questions from Swedes and if persons who do not really know about Buddhism it is hard to answer the questions in a good way. He does not want Swedish people to misunderstand about Buddhism which comes from the temple source so he said the temple has to be very careful. This is because the temple works as a representative of the Thai Buddhist temple in this area and even in Sweden.

Live video chat for example via Skype about Buddhism and Dhamma with the monk is not possible because the temple has only one monk - the abbot - just now. He has no time for this activity but in the future if the temple gets a few more monks, it might be possible to provide this like once a week or depending on how much time the monks have or needs from the Buddhists. But it will be mostly in Thai and sometimes in English. Live chat about visiting the temple might be possible but it is not sure if the abbot can find someone who can be available for those jobs because all work at the temple is volunteer work and people have their own jobs to do. The temple can find volunteers and schedule who can work in which time period. But it is not that easy to find volunteers in any kind of work at the temple so the temple wants to skip these ideas for now.

The monk and the committee member said that TV online is a very good idea but it requires high technology, knowledge and maybe many persons to run the TV program. They also need to think about the cost of equipment, personal resources and other technical issues to run TV online on the website. They hesitate to provide and want to study and talk with all the temple’s committee members about this before providing it on the website.

The abbot and the committee member mentioned that they want the rest of the ideas to be implemented on the temple website and get feedback from the users and improve them over time. There are a lot of ideas and the ideas can be implemented incrementally. There are many ideas that need more information if it is possible for example to link with other Dhamma book or audio applications, to connect to Buddhist calendar applications created by others and how much it will cost for some ideas for example Dhamma radio online. About the appearance of the website, it is still not clear which style it will be because the participants did not have many ideas about this and most of them thought that it depended also on how much information the new website had. They preferred to get some examples of the new designs so they can give comments on that. In the end of the meeting, I told them that I would let the participants know what is possible and not when I met them again for the last step of this project which is the feedback interview.
4.2.5 Feedback interview

I made an appointment with all the participants and let them choose a time and a way to do the feedback interview. Two of them wanted to have a physical meeting and three of them said that it was also good last time via Skype so do it this time also. One of them did the interview with me via telephone and another one via email. The aim of it was the same as the the first feedback interview - to talk about what they thought about using the online existing tools for collaboration as they had done.

I started this step by telling them the result of the meeting with the abbot and the committee member for selecting ideas. Then, I gave them an overview of the interview which is divided into two parts. The first part is focused on the feedback of an online Future workshop and the second one is an all over view of the project. Before talking about the online Future Workshop, I gave them a short review of what they had done and asked them to check what I had sent to them in case they could not remember how it looked like. Also before talking about the whole project, I reviewed very shortly the purpose of this project and my studies and what they had done so far. Most of them could not remember all of the online activities so we went quickly through the online documents used in this project to remind a bit before doing this feedback interview. I interviewed them with some prepared questions and sometimes with subsequent questions to clarify or get more details about interesting items that they took up. During the interview, some of the participants forgot some details of some steps so they again visited some of the online forms and documents while answering the questions.

Some of the questions of the first part of the feedback interview are the same as the questions of the first feedback interview. There are two new questions that ask about using images in the online document and the new way to present all the results of each step on Google documents. The questions of the first part are:

1. What do you think about what you've done in the second stage?
2. What were your other thoughts that came up when you did your online tasks?
3. What problems or difficulties did you get when you answered the questions?
4. How difficult or easy was it to collaborate online as you have done?
5. Did you read the instructions carefully? And why?
6. What do you think in general about how the online forms and documents look like?
7. Did you read what the others answered? Why?
8. If you read, how did their answers affect your answers?
9. What do you think about putting images on the online forms and the result pages?
10. What are your opinions about new ways to present results/answers? (using Google documents)

The questions of the second part are as following:

1. Have you collaborated to design something with others in the past? How about that?
2. Have you done any online collaboration like this? How about that?
3. If you've done that, what is the difference between what happens online and when you meet and talk in a group?
4. What do you think that you can share from your thoughts and ideas for improving the site?
5. Do you think that you work with many, not just with me? How and why?
6. If it was someone you did not know before asking for help with this project, what do you say?
7. Are online tools that you have used in this project something that you're used to, or are the same as you have used? How and why?
8. What do you think if I use other online tools that you do not have a clue about, for the project and they are not similar to what you already know or can?
9. What do you think about me contacting you via the channels that you usually use?
10. If I ask you to contact with me via a channel that I think we all are going to use in this project, what do you say?
11. What do you think about me adapting and combining various online tools in this project?
12. What do you think about just working online without physical meetings?
13. What do you like and what do you not like in this project?
14. What have you learned from online collaboration in this project?
15. Other questions or comments about this project, in whole or in parts that you want to tell me?

In the end I told them what I will do with data from the interview and what will happen with the temple website in the future. I told them that I will try to implement some ideas on the existing website incrementally or to create a new one with the new ideas to gather more details and feedback from the users. To launch a new design of the website might take much time and budget and how fast it can happen depends on how much time I have.

Part 1 - The Feedback interview for the online Future Workshop

The participants have very different opinions about different things they did in this stage. One said that there were good summaries of what he had said and what the others said in the project. There was a lot of information in the previous stage and it is about what each person said. It was good to collect and summarize that information in this stage so it was much more clear and people could get an overview of what was said. One person said that there was a lot of information but it is much better and easy to read because information was arranged in different categories and not presented as a spreadsheet. Another person also agreed that it is much easier to read when the data is presented in Google Document. She mentioned then also that the pictures put in the online documents made them more attractive to read. But another person said it was fine for her with the spreadsheet because she is used to and likes to work with many tables. And from the interview, all of them thought that it was nice that I changed the ways to present the result of each step from Google spreadsheet to Google Document and put relevant photos on them. One of the participants who has long computer experience said that he wanted to see some change to demonstrate the ideas on the temple website.

Most of the participants did not have anything in mind while they were working with Future Workshop. But two of them had some comments. One of them said that if I had chosen another person who really gets benefit from the temple, I might get much more useful information than from her because she does not expect much from the temple. The second person told again about getting to see examples of ideas from other websites implemented on the temple website so that participants could give feedback to the ideas. This was because it was more concrete. The participants did not encounter any kind of problem during working with Future workshop. One mentioned that because it was clear with condition, instruction and what he should do in each online activity. Another person said that there was no problem but he thought there were so many activities to do and many
questions to answer. The participants thought that the online meeting formats used in Future workshop were not difficult to work with. One of them mentioned that it was convenient if one has access to the internet and good devices.

Most of the participants did not read the instructions of each activity because they did not have much time. One said that he just looked for the questions to answer. There is one person who told that he read the instruction when something was not clear for him. Some of them read what the others had said but some did not because they did not have time to do it. One of them said that he read only after finishing the online tasks. Another person said that she did in the beginning of this stage to see how the others answered and she sometimes visited the result pages for the second time to read what the others said. Another one said that he read them quickly to observe the activities of the people. Most of the participants said that when they read the other's answers, it did not affect them in anyway. One said that it was nice to get to know many things she said that she did not know before or feel when she visited the temple. Another person said that she likes to see how the persons who she knows personally and thought important for the temple answered the questions. Another participant told that it was nice to know that what he had said, the other also said and to get to know what he did not think about and he got some kind of feedback for himself.

The participants thought that the online document used in this stage looked nice. One said that he recognized the structure of them which he thought was good. Another person said that they were simple and clean which was suitable for working with. She also mentioned that when the documents looked nice so she could work with them until finishing. All of the participants were positive with putting photos into different parts of the online documents. They were more lively, interesting and attractive to see or read, not only text which was boring.

Part 2 - Online meeting format for PD at a distance

Almost all of the participants have never participated in any PD project to design something both physically and online. There was only one person who said that she participated in different physical workshops and meetings in a room to share her opinions used to design a system and the developer came back to her to get feedback iteratively. This person said that the online collaborations she did were some kind of video conferences and not the same as in this project and she thought that the result had not been different if she participated in a physical meeting. But it helped a lot to save time and cost when she and her colleague worked in different time zones. Meanwhile another person said she did once online collaboration only to write something online together with friend on Google Document.

I then asked the participants what they think that they can share of their opinions and ideas for improving the site by participating in the different online activities. One person said that the participants share their opinions and the others got to know those and it was like sitting around the table and discuss. But it lacked eye contact and body language and people could not get direct answers or ask the others back. Another person said that she uses the website of the temple and felt good to get possibility to share her opinions. It is important that the designer knows what she wants and take that into account for improving the website. She said that she felt like she is part of the new website, to improve, use and take care of what she called her house and community. Another two persons also agreed with these points.
As the participants did not meet each other at all during the project’s period I thought they had not much interaction so I asked them a question if they felt like they worked with many, not just with me. Most of the participants got the feeling of working with the other participants also because they got to know the others’ opinions and ideas. One of them added that he thought it was interesting to see how the other persons looked like. The other one said that it was like they were in the meeting room and listened to what the others said in the different topics. While another person agreed that she felt like she worked with many but she sat and answered alone. But one of them mentioned that it was not 100% like working with many because most of the time she talked with me and only read what the other had said and got no chance to contact and talk with the other participants. She said because sometimes she wanted to ask why someone answered like that. Another one said that he hoped the concrete cooperation would lead to improvement of the website but it had not started yet.

Many of the participants said that they helped in this project because of me so I wanted to see if there was another factor that made them participate or not. So I asked them what they thought if it was someone else they did not know before and asked for help with this project. Most of them would help that person because that person worked for the temple. One added that she looked at the purposes of the project and whoever wants to make the website better she wanted to help. But she would be careful about information she gave to that person and might not give the same information as she gave to one she trusted. Another person added also that she would participate in the project but she wanted to first talk what that person would do with data he/she got from her. One of them said she would help because in the end she uses the website and it depended also on if she had time. Meanwhile another said it depends also on what it is about.

I wanted to get confirmation from the participant if the free online tools I used to design the online meeting format were something they were used to or similar with what they have used. Most of them agreed that they looked the same as what they had used or similar with some desktop programs that they can use. One mentioned that there were nothing new for him and they were what he recognized and another two persons also thought the same. Another one added that she used some of them before, like MS Word and Excel but for example online interview forms, she had never done it before but she understood how it works. One of the participants said that the online tools were similar with Microsoft programs and she liked when she worked with the idea brainstorming and used Google Document to add comments and snapshots of the other websites. A person who has not much computer skill and does not use computer much in her daily life said that she was surprised because she have not seen it before but she tried and handled it herself very well.

There are a lot of free online tools and for the next coming stages after this, the online tools that have been used maybe not support those new online activities well enough. It is also that some of them started to get tired of Google services. I asked the participants what they think if I used other online tools that they do not have a clue about in the project. Only one person seemed to be negative about this point and she said that if it was really important and she felt for helping she would take her time to learn how to use it. But if not, it is not her business to take her time and effort to use the new tools because this gave her more work to do. But the rest of them seemed to be positive about learning to use new online tools for online collaboration and gave different reasons around it. One felt fine with that if it is more convenient or better to use. One of them thought that if it is not difficult to open and use, it will be fine. But some program that needs to be installed before using, this might be hard for some people. Another person said that if one has computer skill, it might not be difficult to learn to use and some programs might be difficult to use in the beginning but once one uses it for a while that
person will get used to it and can work well. The one who had not much computer skill said that she 
would learn to use the new online tools if there is someone to teach her how to use them and feel 
more comfortable to use it to work in the project.

I then also asked the participants about what they thought about contacting them throughout the 
project via the communication channels they usually use. All of them thought that was good for them 
for different reasons. One person said that if I gave her message at the right place she would answer 
it quickly and also saved her time. Another person felt comfortable with this because she often 
checked what she usually uses. One of the participant said that this way matched with her lifestyle, if 
not I could not reach her. There were two persons who have email but do not often check it and 
prefer physical meeting or telephone call and they said that it was nice that I combined those 
communication ways depending on how much information I gave them. For short message and with 
quick responses via sms or telephone call but if there was also a lot of text I sent them later an email.

Because I contacted different persons via different channels it was a bit tricky for me to manage and 
see the overview of conversations with the participants. So I wondered what they would think if I 
asked them to make contact via a channel that I decided that everyone should use in the project and 
asked them about this issue. Only one person was open for the new way of communication and said 
that he is ready to learn something new. But some of them seem not to want to use what did not 
match what they usually use. One said that she would do it if there was a good motivation for using 
the new way and to know what kinds of benefit she would get from that. Another person said she 
would use it if there was someone to teach her how it works and it is not difficult to use. Two of the 
participants said that they would not use that because they did not use it in their daily life.

I also asked for feedback about adapting and combining various online tools in this project. And all 
of the participants thought that was good because of many reasons. One said that it was good to use 
different tools because they could complete each other to get different kinds of data. Another person 
added that it was not boring because there was some variety and if one worked with only one thing, 
that person might get tired soon or later. It was also that if someone was not good at describing 
things in text, one could choose to have a chat with the facilitator for better quality of data. One 
mentioned it was good for example sometimes she got technical problems, for example Skype 
suddenly did not work so she continued her task via Facebook chat. Another participant said it was 
fine for her if they make things easier to work with, get it done and meet the goals.

The participants did not work in a project where they cooperated online before, so I wanted to know 
what they thought about this and if there was something that I needed to clarify and encourage them 
to continue later on. Only one person said that it was boring to only work online and he thought that 
there should be a mixing of a few physical meetings and online works. The rest of them thought that 
it was fine to only participate online. One added that it was not necessary if everything was clear. 
Another one said that she feel no different between to talk online or in a physical meeting because 
people still talked about the same things and the work got done. One of them said that it was 
convenient for her to work online because she had hardly time for physical meetings and she works 
at night. The other one added that people seemed to be more concentrate on the topics while working 
online more than in face-to-face meeting and he prefers to write more than to talk and everything 
done online were documented.

I even asked if there was something that they did not like. One mentioned that there were so many 
questions and some of them were quite similar. Another person added that there were too much to do
in this project and she had never got many things to do like this before. But the rest said that there was nothing special they liked or did not like. The last one was that I asked the participant if they have learned something from this project. Most of them have learned different things. Two persons have learned to use online tools and one of these persons said that she would try these for her own jobs. One of the participants said that she understood herself more about what she wants on the temple website. While another person said that she has learned more about using email. Two of the participants told that there was nothing new for them.

This step went well and was finished in a couple of days and it took not more than 30 minutes for each person. Some of the participants gave much good feedback but some of them had not much to say. Some of them even did not feel for answering the same questions from the first feedback interview and said they had already answered these questions. They asked me to jump to the second part of the interview so I described to them that the answers were for the different stage and the online activities and documents were not the same as the first stage.

The participants met with me and I did not publish any result of this feedback interview online for the participants. But on the other hand, I later thought that it might have been better to let them know the feedbacks of the others like they had worked for a while and had a meeting to talk about how the project works in general to help to improve the project in some way. As I mentioned in chapter 3 that I maybe arrange a physical meeting so that everyone meet and discuss different things both for redesigning the website and how the online collaboration works. But I could not make it happen because the participants were not available at the same time and it was even hard to get some of them to have online discussion together.
5. Discussion

In this chapter I discuss different topics that rise up in this study of how to design remote/online meeting formats using free online tools to engage people with different media habits in the early stages of participatory design to get inspiration for redesigning a website. There are three significant topics that I have learned in the project and they are very important for the success of bringing people together and making them contribute during the project. These are: making contact via the favorite communication channels for PD at a distance, adapting to individual media habits during PD at a distance, and getting reflective feedback.

5.1 Making contact via the favorite communication channels for PD at a distance

The users of the temple’s website are both Thai and Swedish and come from different regions of Sweden. I contacted some of those to be representatives and involved in this study. The contact information that I used to reach them at the first came from the abbot and what I already had. The abbot usually uses that to contact them in person and also for the works at the temple. Some of them are my friends and some of them we have met and worked at the temple for many years so I contacted them at the first the way I usually do. I asked the participants in the beginning which communication channels they preferred during the project to confirm which way was the best way, where I got response from them quickly. This is because this project was very intensive, during a short period of time so I needed to know how I could reach them when I needed them to do online activities I arranged.

PD approach emphasizes bringing people together to collaborate in different activities throughout the projects and the success of every project depends very much on the contributions and efforts from the participants and also designers as project facilitators (Schuler & Namioka, 1993; Spinuzzi, 2005). To know what are the favorite communication channels of the people who participate in the PD at a distance is, in this study, considered a very crucial aspect so I arranged it in the beginning of the project. This is because it is the way I got them to collaborate online throughout the project. And also to remind them in case I did not get any response from them in time.

In the study of Näkki (2011), it said that many people joined the project but they did not contribute anything. This is because in the online setting, it is more difficult to control the activities (Näkki, 2011). The researchers could not get all participants to answer the survey so they could not move to the next step (Näkki, 2011). This is because she could not contact them in other ways but via email (Näkki, 2011). So I think that I should have ways to contact all of the participants in at least two ways. Specifically, the first way was via telephone and the second via online communication tools such as Email or some social media such as Facebook. This was because I wanted to make sure that if I did not reach them this way I could do it in another way. I also told them which ways they could reach me when they wanted to ask to clarify something about the online activities they did.
In addition, the project facilitator plays a very important role in the PD projects. They lead not only the activities but also provide different kinds of information around things during the workshops so the participants know what they should do, how and why (Schuler & Namioka, 1993). For online activities where they had not direct dialogue with me, I provided introduction and instruction with normal speaking language in every online activity, but most of it is text. In an online environment, the participants can understand questions or what is on the online forms in many different ways and do not always give expected answers or responses (Näkki, 2011). The participants contacted me via my communication channels matched with their favorite channels so I had to be available and check the different channels and explain things to them as quickly as I could so they could do their task correctly. I provided my contact information in every online document for the first stage so that the participant had my contact information easily accessible and used that to contact me. But only one of the participants sent an email to me to ask about how to send his picture to me via email. It was difficult for me to explain because I did not know how his Email looked like but we solved this by using his picture from the temple website.

I contacted them all the way through the project via the communication channels that we had agreed on in the beginning of the project. Most of the online activities were done very quickly after I had sent them information. When I sent a link of each document, I told them also what I was doing and what was coming next and approximately when. One of the participants gave a comment to this point that it was very good to let him know because he did not check email every day. So when he got to know when the next online activity was coming in advance he would check email during that expected date. I also asked them to let me know after doing the online activities by answering the message but some of them did in the beginning and nobody did it, especially in the second stage.

During the project, a couple of the participants were very busy with other things so they did not do their online tasks on time. So I sent them messages to remind them in different channels. One of them said it was fine because she did not check Facebook but she had the telephone with her all the time. One of the participants said she felt uncomfortable with that. I reached them but they had no time to do some online activities and I could not wait for long and found another way they got to know what was done. This was by reviewing the results of the activities before starting the next one.

All of them said it was good to contact them through their favorite channels because it suited their lifestyle and convenience. But from the feedback interview, there were also other factors to consider. These are the relation between me as a project facilitator and the participant or the participants and the temple. One of the participants said that she did what I sent to her because she wanted to help me. But if it had been someone else who sent something like this to her, she would ignore it. So I brought this point to discuss with the others also. Another one of the participants said that she usually ignored when people asked her to do online interviews or surveys because she did not want to encounter computer security issues for example viruses. But she did help in this project a lot because it was for the temple and she knew who I am. I asked them also if they would do this project for the temple even if they did not know the facilitator before. Most of them said that they would help that person because it was for the temple. But some of them said, it depended on if they had time for that otherwise they had ignored it. So only to contact a person via their favorite channel to bring them into the collaboration was not enough in all cases - it also depended on their interest, relation between them and the facilitator and also to the organisation.
In summary, to get the participants to contribute throughout the project is not only to get contact with the participants via their favourite communication channels but it needs also to consider the personal contact between the facilitator and the participants and the relation between people and the organisation. It shows that people who are active at the temple and visit often seem to be more active and work harder in the project than those who visit the temple a few times a year who helped in the project because of the personal relation with the facilitator.

### 5.2 Adapting to individual media habits during PD at a distance

The designers should take the users’ skills, and different ways of practicing into account in the online participation Reyes and Finken (2012). So I asked the participants about what kinds of online tools or desktop programs that the participants use or might be familiar with so I then combined free online tools to reach the participants, suited to the aims of each PD activity and also as medium to have dialogue with the participants to get different kinds of data. This was because the participants interacted with these tools in many activities throughout the project and to avoid technical problems which can affect the work efficiency and results of each activity. This also helped to skip the step of teaching and learning how to use those free online tools which saved time for both the facilitators and participants.

From the online interview about the participants’ background, it showed that they have quite different technological background. Like I mentioned previously I focus on getting them to contribute more than using high-tech online tools so I tried to combine the online tools that everyone could use to perform the tasks. I think that online tools from Google are very suitable to the computer skills of the participants and the aims of the online PD activities. So most of the online activities - getting to know the users' background, learning about work tasks on the website, preparation of the second stage and discovering problems - were on Google Form, Document, and Spreadsheet. I tried to create the online documents which also supported aspects of a PD project and I think these tools gave me possibilities to have dialogue with the participants and gather useful data from each PD activity. The online tools used were also used to sum and present data collected in each activity to the participants to generate some kind of indirect interaction among the participants. But they just get to know what the other said and it does not really lead to any discussion or affect anyone’s thought or gave any inspiration as I had hoped. So the interactions between the participants in the activities using Google online tools were much between the facilitator and participants. I think this needs to be improved and the facilitator should find some other ways or tools to increase discussion and interaction between people online. In addition, the participants have never participated in any PD project before so another way to solve this problem is to repeat and emphasize much more about how important it is getting to know what the others said, how to use that data in the project and the nature of a PD project etc.

I used other kinds of online tools for demonstration of work, online idea brainstorming at a distance and feedback interviews because these activities must be performed via real time conversation. But the participants used different online communication tools and some person did not use any so I had to adapt according to what they could do. The activities performed through different tools for
different people but for the same aims. Demonstration of work was performed through Skype video or voice call, telephone call and email and the brainstorming idea through Skype video or voice call, telephone call in combination with Google Document. The feedback interviews were via Skype video or voice call, telephone call, Google Form, email and physical meeting. In these activities, the participants got possibilities to choose the ways they preferred to share their experience, opinions and ideas. From the result of the feedback interviews, the participants were very positive with flexibility of using online tools because it was convenient for them. And I think these tools helped me to gather many important aspects and ideas that can be used to redesign the temple’s website in the future. But the online tools did not really support interaction or discussion between the participants in the online demonstration of work and online idea brainstorming compared with what people get when they have a physical workshop together. The interaction in these two activities were much between the facilitator and the participants but I think the indirect interaction between people was more than by using only Google services. This is especially in the idea brainstorming because I presented the ideas from for example the first participant to the second one so they got to know and add comments on the ideas and motivations of the first person. The online demonstration of work can be considered as an activity that does not need interaction between people. It can be done individually and separately as was done in AT Project, Denmark but it would be nice if the participants saw the user situation of each other, it can maybe inspire someone for some ideas later on in the project. It is also the same with the result of feedback interviews that should be published online for the participants.

From what I have observed, it is not enough only to take computer skills into account but also what kinds of program people have already used and also their media habits. I mean the way they like to communicate with the others for example there is a person in this project who has long experience and much computer skill. It was not difficult for him to start to use for example Skype to do the online demonstration or using telephone call. But he said that he like to communicate via email and that he can answer or do the task when he is ready to do and feel for that. I asked him to do via telephone but he said no to telephone because he does not like to talk on the telephone and he also works much late at night. Another person who uses only email and has not used any other online communication tools or Facebook, he preferred physical meetings to talk about things in the project more than just talking via telephone. When I asked him to choose the way to do for example to do the interview feedback and idea brainstorming, he asked if we could meet instead of talk on the telephone. Because it took long time to do and he thought it was better to also have personal contact while talking. He use email but he does not check it everyday but when we started the project he checked it more often in case I told him in advance when the next activity would come approximately. I think this is because he really wants to help the temple to improve the website. Another person did not really like to have contact via email because she does not check it regularly. She prefers to have contact via telephone call or sms so I adapted to her by sending her sms to tell her that I had sent an email and asked her to check. It worked well with this solution. She did not neither use any other online communication or Facebook. She preferred to meet or talk on the telephone so I met her or called her to have real time conversation about some activities.

In these two early stages of PD at a distance, most of the activities were on Google services. One of the participants who has high computer skills and experience started to get tired of these online tools and a lot of talking. He wanted to see online activities in other online tools which is more fruitful than Google services and more visualizing or examples. But when I asked the other persons, they said it was fine like this and easy for them to use and work with. They started to be used to the online
tools and the pattern or structure of the online documents so they did not have to think much about how it would look like or how it worked.

In summary, to facilitate the PD project using free online tools is not only to take the participants computer skills into account for designing online meeting format to get the works done but also to consider the ways or online tools they prefer to use to work. The person who can much about computer technology seem to require more fruitful and high-tech online tools to work with but the persons who have a medium or little computer skill like to work with online tools that are easy to use and once they are used to these tools it is more easy for them to work. In addition, to adapt to their media habit is also important so the facilitator needs to balance this in some way.

5.3 Reflective feedback

Reyes and Finken (2012) suggest that it is crucial to provide different ways for the participants to say what is in their mind while they are involved in PD at a distance but outside the online space that they use for collaboration (Reyes & Finken, 2012). This gives possibilities for the facilitators to clarify different aspects during online participation and also encourage them to contribute more (Reyes & Finken, 2012). I provided the participants my contact information and told the participants already in the beginning that they could contact me and bring up whatever was relevant with this project to me. But I think this is not enough because my study focus on designing online meeting formats based on the participants’ technological background; I should get more specific information about this to improve my design work during the PD at a distance also. So I met the participants physically or online after each stage to get feedback about online meeting formats that I designed (see figure 5.1).

![Feedback interview after each stage of online activities.](image)

During the first stage of the early PD at a distance, nobody sent email or message or call me to complain or give any comment about the online activities they had done. So the first feedback interview gave me a chance to meet the participants to talk about what they thought about the online activities in different aspects. I got many useful aspects that I could use to improve online meeting formats in the second stage and also to fulfill the important aspects of PD.

I got to know that they were positive and felt comfortable with the online tools used for each activity. I did not get much about what they did not like or disturbed them while working, only two persons mentioned some difficulties. One mentioned about a technical problem of using email to send a photo to me. Another one who has been in Sweden for a long time felt uncomfortable with spelling words in Thai so she gave me answers in this project both in Thai and Swedish. She was the only one
who did not like the pattern of the online interview background because she felt not comfortable while reading and working and preferred the white one. So I continued with what was positive and changed the background of the online forms used in the second stage.

I got to know that some of them read the instructions every time they did the online interview but others just skipped this and started answering questions directly. Not all of them checked the response spreadsheets before or after they did their online tasks. This was because they did not have time, see it or they thought that this data was not for them even I guided in the instructions why I provided this links for them. So during the feedback interview, I got a chance to explain the importance of the instruction for each activity and also repeated how to work in the PD project and how this compensated for some aspects of participating in the physical meeting. But one of them said she read the response spreadsheets a bit and stopped because it was difficult to navigate on her small screen with a lot of data in table form. So I changed the way to present the result in the second stage of the PD at a distance so it was more easy to read and also attractive. One of them did not really understand one of the questions in the online interview, when he checked what the others answered he could understand that question better. He did not go back to the interview form and gave any answers but he gave me more answers during this first interview feedback. So I said in the second stage of the PD online that if they had something more to say they could go back to the online documents and add what they wanted to share. There were some people who were the first to answer the questions, so they did not see what the others’ answered at that time. Only one of them said that she visited the response spreadsheet again sometimes because she was curious about the other's answers. In this project, I emphasized much that the participants should get to know what the others had said to generate some kind of indirect interaction between people about their thoughts. So I encouraged them if they did the online tasks before the others and did not see much “so please go back to check the result pages”. I also created the summaries of the results of the second stage and sent to the participants. This was to make the participants get to know what the others said and make sure that they were at the same stage.

In this project, there was both Thai and Swedish, so when I created the online forms or documents, I used both languages. The participants gave positive feedback about this because they could choose the language they preferred. I uploaded the participants’ photo beside their contributions on the response spreadsheet to give them the feeling of sitting together and seeing the faces of each other. All of them gave positive responses to this and said that when they went to the temple before, they just saw those persons but did not know their names. It was nice to see who they were and their names. This gave me a confirmation that what I tried to set up in each online activity to fulfill the important aspects of PD and to increase efficiency of online work was as I expected.

During the first feedback interview, I took also this chance to prepare the participants for the next step which I thought was very important. This was because they are not designers and cannot much about web design so when I asked about what to be improved or what was missing or they want to have on the website, I did not get many answers. The homework about understanding their needs and finding ideas they found very useful because they had ideas to share then in the idea brainstorming. In the end of the interview, some of them talked about their ideas for the new website and brought up again some of their answers and discussed their ideas. Some of them asked what was next and how much work left. So I also got a chance to clarify things to them and also encourage them to continue their contribution.
In the second feedback interview, I also asked them the same questions around the online forms and documents used in the second stage. I also added two more questions around what was improved to get to know how they felt with that. Most of them gave very similar answers to the same questions as already mentioned above. In online Future Online workshop, I made a summary in the end of each step in a Google Document and sent to the participants. This was to make sure that they followed what we did and were at the same stage before starting the next one. Even when I changed the way to present the answers there were still some of them that did not read the answers because they had not much time and were busy with their own things. They had no time to go through everything to jump to the important part which was to answer the questions. Some persons said there was a lot of text to read even when I summarized and made it as lists to reduce the amount of text but some of them still thought there was a lot of data. I tried to adapt and find solutions to solve some difficulties but there were other factors that made the solutions not working as well as I expected. It was quite hard to encourage them to read the result. I think this was maybe because this project was the first PD project they participated in so they still did not get the important aspect of working together to design something. I think the facilitator needs to emphasize more about online co-design or find other solutions which can lead to more interaction or discussion among the participants.

In this second feedback interview, I also asked many questions to get confirmation of different aspects from the first feedback interview, from my assumptions and observations. The important things were that some of them get tired of some online tools and the way to perform the tasks. But most of them are open for learning the new tools if there is a good reason why they should use it. In addition, the future work of the project is much to create and test mockups and prototypes so the tools used for the early PD stage might not support that very well. So the facilitator can think about using or combining new free online tools in those activities for more variation of online tools.

In summary, these two feedback interviews gave me more insight about what people thought about online tools I used in this project. This gave me a chance to improve my design of online tools used to facilitate the project. This gave me a chance to not only get information to improve the following step but also to motivate them to continue online collaboration. I also got to know each participant much more which I think is useful for organising and designing online meeting formats.
6. Concluding summary

6.1 Free online tools for PD at a distance

This project used free online tools to facilitate the activities of the early PD stage to gather inspiration/specifications for redesigning the temple website. Different free online tools were adapted and combined to bring the participants together and design various kinds of online meeting formats to give possibilities to share their opinions and ideas. The free online tools in this project are used for two purposes: making contact to bring the participants to contribute and designing online meeting formats to have dialogue and gather different kinds of data (see Table 6.1).

The online communication tools used in this project were email, Facebook message, Skype. For some persons, there is a need to use telephone call in combination for example calling or sending sms to let them know after sending an email. The online working tools in free versions used in this project were Google Form, Google Document, Google Spreadsheet, Skype, Facebook chat. Some of the persons who did not use any tools for real time conversation for example Skype used telephone calls instead.

Table 6.1 The summary of online activities and free online tools used for the early stages of PD at a distance

<table>
<thead>
<tr>
<th>Online activity</th>
<th>Activity format</th>
<th>Online tools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Familiarization</td>
<td>- Introducing the project</td>
<td>- Telephone, email, Facebook message</td>
</tr>
<tr>
<td>- Getting to know the users’ background</td>
<td>- Online interview</td>
<td>- Google Form and Spreadsheet*</td>
</tr>
<tr>
<td>- Learning about work tasks on the website</td>
<td>- Online interview</td>
<td></td>
</tr>
<tr>
<td>- Demonstration of using the website</td>
<td>- Online/remote demonstration</td>
<td>- Google Form and Spreadsheet</td>
</tr>
<tr>
<td>- Feedback interview</td>
<td>- Online/remote/physical interview</td>
<td>- Telephone, email, Skype, Facebook chat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Physical meeting, telephone, Google Form and Spreadsheet, Skype</td>
</tr>
<tr>
<td><strong>Stage 2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Preparation</td>
<td>- Online form to present the result and ask to add more</td>
<td>- Google Form, Spreadsheet and Document</td>
</tr>
<tr>
<td>- Discovering problems</td>
<td>- Online form to present what someone has said and ask for more</td>
<td>- Google Form, Spreadsheet and Document</td>
</tr>
</tbody>
</table>
6.2 Important factors for PD at a distance

This study is about how to design remote/online meeting formats to engage people with different media habits in the early stages of participatory design to get inspiration for redesigning a website. The study shows that to understand and get to know the participant's technological background and media habits are very important for the PD project at a distance. This is because the designers can use, adapt and combine the free online existing tools or media platforms that the participants usually use to facilitate the PD project in different ways.

The designers should know different ways to make contact with the participants during the project and bring them to online collaboration. Personal relation between the facilitator and the participant or relations between the participants and the organisation is also important for the success of bringing people to contribute in different online activities throughout the project. If the project gets persons who have close relation with the organisation or are the real users of the final design, it seems that they will be more active in different activities and also give a lot of contributions. Even the facilitator knows the participants’ computer skills from the online interview but it is also necessary for the designers to observe what kinds of online tools or media platforms the participants prefer to use and adapt those tools to have dialogue with the participants to get them to collaborate. To provide choices for the participants to choose in some kinds of online activities is a way to adapt to what the participant like to use. To use the same tools many times, people can get tired of using them and might lose motivation to participate. The person who has high computer skills seem to want to work with more challenging tools and more variations of online tools. While the people with medium and little computer skills are fine to work with the same online tools that are easy to use so they can concentrate more on doing online tasks for co-designing than other things. Even if the designers design online meeting formats by using online tools and media platforms that the participants have used before or are familiar with. It is still important to get feedback around online meeting formats and also other aspects to improve different things for the next coming step. To provide different channels for them to reach the facilitator to give feedback or ask questions is a way to do. But it seems to be much more efficient to get feedback by using an interview around the online meeting formats and other aspects from the participants. The facilitator gets possibility not only to encourage the participants to contribute more and to clarify different issues raised up during the project but also to prepare them for the next steps.
6.3 Difficulties or limitations in PD at a distance

This part summarizes difficulties or limitations that need to be considered to arrange online meetings using free online tools for user participation of the early stages of a PD project.

- In a project where people speak different languages the facilitator should provide information and perform different online tasks by using those languages. The facilitator should be good at this problem area and know technical terms to be able to translate correctly so that the participants using different languages will get the same understanding and do not misunderstand. But if there are a lot of people who participate, it will be a lot of text and takes much time and effort to translate.

- To work in an intensive collaboration needs that the participants have good relation with the organisation so they are active to contribute and collaborate in the project.

- For activities of the early PD stages which are much about answering questions, sharing opinions and ideas individually; online tools from Google Drive can be used to support these activities very well.

- There should be some variations of free online tools used in the project. If not they can get tired of working with the same tools all the time, especially for the persons who have high computer skills.

- The facilitator in the project used free online tools according to what the participants can use, and should be oriented in different kinds of online tools and technology. So the facilitator can optimize them to support the PD activities online and fulfill different important aspects of PD.

- The participants use different web browsers and with different languages. The facilitator should study how free online tools work on those web browsers for example Google online tools change the language of their different parts of their basic structure according to the languages of the web browsers.

- To combine different online tools or give the participant variations of performing their task, the facilitator gets different formats of data. It would be nice if there are tools to support data management.

- There are some limitations of free online tools so the facilitator needs to find other tools to compensate or support some activities.

- It is very difficult to get some of the participants to contribute in some activity for example via Skype to do online demonstrations together. It would be possible if the facilitator tries to make appointments in advance to get them together to increase interaction among the participants.
6.4 Future work

I have two aspects of the future work. The first one is about PD at a distance because there are also the others question that I have asked myself and I have no possibilities to investigate in this project. So my suggestions about the future work around PD at a distance can be around these questions:

- What kinds of existing online tools or media platforms suit to a particular PD activity?
- How do they affect the activities?
- How to make it productive and get expected results from existing online tools or media platforms?
- How to evaluate if each online tools or media platforms make each online activity to reach the same result as face-to-face manner?
- What is possible to do online in PD? How? And why?
- What is not possible to do? And why it is so?

There are also questions that get after the project has done which are:

- How to create more online interaction or discussion among the participants in a PD at a distance?
- Which ways can help a facilitator in a PD at a distance to manage different kind of data effectively?

About redesigning the temple website, the next step is much about to take data I got from this project and use it to create mockups or example designs and prototypes to get feedbacks from the users. These can be tested online to reach a larger group of potential users with help of some free online tools. The facilitator needs to find other free online tools which support discussion between people about the design. It would be nice if they can directly add comments or draw on the design to reduce some writing to explain what they mean. This is because some of the participants of this project started to get tired of writing and some are not comfortable with writing or explaining things by typing. There are a lot of ideas that the users want to have on the website of the temple. It might take time before this can finished. So it can be some kind of incremental implementation to test the functions or how it works or how the people think with it on the current website before creating the whole new website. So that the participants can see that their contribution is used in reality and giving them motivation to continue to co-design. This gives possibilities to get to know more details and what the users really need in each idea. It would be nice too if there is possibility to give the participants some reward to thank them and to encourage them for contribution.
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Appendix 1 Wat Sanghabaramee, Thai Buddhist temple in Eslöv City

Wat Sanghabaramee is a Thai Theravada Buddhist temple located outside Eslöv City. It is founded by the Thai Buddhist community living in Skåne and with help from the monks of WatPa Copenhagen, Denmark in 2006. It has been open officially as a temple since September 2009 and diplomatic monks (Dhamma Yot) from Thailand can come to stay here. The temple is registered in Sweden as a non-profit organisation run by the monks who stay at the temple and Thai and Swedish people who volunteer as committee members. The temple has aims and objectives as following:

- To be a center for Buddhists in southern Sweden and its neighborhood.
- To be a center for religious meetings and solemn ceremonies.
- To promote and guide the Dhamma (Teaching of the Buddha) in daily life.
- To be a place where monks can stay and teach about Buddhism
- To be a place for Buddhists to learn and practice more about Buddhism
- To be a center of Thai arts, culture and tradition.
- Supporting educational activities for children and youth with Thai connections.
- To be a center where the Thais meet each other and for everyone who wants to visit the temple and learn more about Buddhism.

(www.watsanghabaramee.se, 28 April 2013)

People who visit the temple are both Buddhists and non-Buddhists living in Skåne and other regions in Sweden and sometimes from Copenhagen, Denmark. Most of them of course are Thai Buddhists and some of them are Swedish Buddhists and Buddhists from other countries for example Laos, Sri Lanka, China. The Buddhists visit the temple at different occasions and reasons for example to make merit when they feel for that, to talk with the monks about Buddhism and problems in their life, to learn and practice Buddhism, to join in Buddhism days/ceremonies and Thai festivals, to help with different kinds of work at the temple and so forth. Those who are not Buddhists visit the temple for various reasons, for example Swedish people who just follow their Thai partners or friends to feel Buddhist activities and Thai culture and traditions. Many of them have some relation with Thailand for example work or travel there and they just want to join some festival and see the difference between Thailand and Sweden. There are also groups of people for example students from schools and organisations/clubs who visit the temple for study purposes.

The temple has also a website <http://www.watsanghabaramee.se/> and the main goal of the website is to provide information and news about the temple and basic teaching of the Buddha. Information that people can see on the existing website is in Thai, English and Swedish and for example the temple’s history and photos, contact information, daily activities, embassy announcements, and other useful links for Thai people in Sweden (see figure 1 and 2). The website also provides news of the next coming events, activities photos, Dhamma, articles about Buddhism and Thai culture and tradition from online newspapers. There are also other related information of the temple’s activities and festivals and to Thai people in Sweden such as Embassy announcements. It works as an information panel which is a one way communication from the temple to its visitors. There is also a guestbook which gives possibilities to the visitors to say something to the temple.
The users of the website

The users of the website can be divided into two categories. The first category is persons who work for the temple, the abbot and the temple's committee members. The second one is people who visit the temple for different purposes. They can be Thai and Swedish, even sometimes from other countries. They are from Skåne and some of them visit the temple many times a week, once a week or only when the temple has a big event or festival. Thai people who live in other regions come to the temple also sometimes, to join some special activities or they just pass by the temple when they travel around Sweden during the summer. There are also some people who follow the temple activities but never visit the temple. There are not only Thais who live in Sweden but also Thai students visit the temple. There are not many Swedes who are Buddhists. Most of them just follow their Thai partners or friends to the temple and they do not actually join the Buddhist activities but are there just to observe. There are also some religion teachers who take their students to visit the temple to feel what it really means. Some free time activity clubs visit the temple to talk with the monk and use the temple as a meeting place.

The reasons for redesigning the website

Phra Tongchai Hanpol who is abbot of the temple said that the website has been used to provide different information to support its own aims and objectives, but it is not as it could be. He prefers a new style of a website - totally different structure from the traditional website with more information and various media so it will be more attractive for using and learning. The website should be an attractive starting point that links to other information sources about Buddhism and Thai arts, culture and tradition for different ways of using and learning about Buddhism. It should provide or link to tools or applications to facilitate Buddhist activities, for example Buddhist calendar, YouTube. It should support Buddhist daily activities like a good friend, about Buddhism. But it should still be very easy to use and work with different devices and platforms. The website should also be easy to update and can be used to have a dialog with the users to ask for help and collaboration because most of the events and activities at the temple are done by volunteers. The monk said that the website URL is difficult to remember and there are many Thai people who do not know much about internet so they cannot visit the website. Some of them ask others for help and set it up as a favorite link on a web browser. There are actually not many problems or difficulties of using the website, but there is not enough information, tools or functions to support different work tasks and needs of the users. There are different modern devices, technologies and techniques which can make it easier to get access to the website and also make so the website works as a hub about Buddhism.
Limitations

Some limitations which need to be considered for the new website is that there is only one person who can control and answer all comments about things on the website. There is only one monk who can answer about Buddhism and Dhamma but he is very busy so no one can answer questions if there is a discussion board about Buddhism. Although the temple wants to have dialog with people much more than before, but it is difficult to find a person who can check and answer all the questions about things. So first of all, the website will have a purpose to give every kind of relevant information and some part just about asking things about the temple activities and news. The temple is still not sure how to find information in Swedish about Buddhism with good quality to provide to Swedish people. This is because many Buddhist terms are hard to translate into Swedish so they give the same meaning/feeling so people cannot get the same insight.
Appendix 2 Online interview - Getting to know the users’ background

Online interview form - Google form

Göra om Wat Sanghabaramee:s webbplats - ปรับปรุงเว็บไซต์วัดสังขารามี

Wat Sanghabaramee - Det thailändska templet i Skåne, Sverige
วัดสังขารามี - วัดไทยในสวีเดน
Webbplats / เว็บไซต์: http://watsanghabaramee.se/
Adress / ที่อยู่: Trollelunds 107, SE-241 92 Eslöv, Sweden

Projektinformation - รายละเอียดโปรเจค

Hej allihopa!

Det är Yui <https://plus.google.com/1147256187905099114/about>.
Ni kanske vet att jag har sköttemplets webbplats. Jag har huvudet på att förbättra den så att den möter olika användarens önskemål. För mig är det mycket viktigt att lyssna på åsikter från olika perspektiv så att ni som är användare ska få ut så mycket som möjligt. Ni säger vad ni tycker och vill ha till mig samt deltar i olika online-aktiviteter, vilket betyder att "vi utformar webben tillsammans". Dessutom är ni representant för olika grupper av användare så därför är era svar mycket värdefulla för det här projektet.

Projektet är också en del av min uppsats för mina 1-åriga magisterstudier på interaktionsdesign hos Malmö högskola. Det handlar om att engagera potentiella användare i utformningen av en webbplats genom olika online-aktiviteter. Det betyder att samarbeten och kommunikationen inom denna studie sker på nätet eller distans med hjälp av olika typer av teknologi och onlineverktyg. Detta är eftersom jag vill studera hur det ser ut när man samarbetar online för att göra om en webbplats.

Vad man kan tänka sig med den framtidiga webbplatsen är till exempel rik på information, modern med olika typer av medier och avvikande från traditionella webbutsenden. Detta är så att ni kan se närmare templet och den ska underlätta att följa templets nyheter och samtidigt vara en lärande plattform för buddhister och andra som är intresserade av buddhismen i Sverige.

Mvh,

Yui
สวัสดีครับ

ยินดีมาถึง <https://plus.google.com/114733563183325093134/about>

หลายคนทำงานแล้วว่า ผู้อุปโภคและบริโภคจะรู้ใจ สิ่งที่ทำให้ประสบการณ์มีความสุข คือการเตรียมความพร้อมก่อนการเดินทาง

ในช่วงเวลาที่ผ่านมา ได้ถูกเรียกเก็บของอย่างรวดเร็ว และยอดขายได้เพิ่มขึ้น แต่ขออนุญาตให้คุณระบุว่า "เรารู้เกี่ยวกับแบบเว็บไซต์" ขณะนี้ คุณต้องการทราบกลุ่มต่างๆ ของผู้ที่คาดว่าจะใช้สินค้าของคุณ ดังนั้น นี่คือข้อมูลที่จำเป็นสำหรับคุณ ซึ่งมีความสำคัญมากมากกว่าโปรแกรมใดๆ

ผลจากนี้ โปรแกรมนี้เป็นส่วนหนึ่งของบริษัทในเครือ interaction design ที่ศึกษาและวิจัย สำหรับการออกแบบ หน้าเว็บไซต์ รวมถึงการออกแบบและวิจัยการบริหารจัดการเว็บไซต์โดยให้ผู้ที่คาดว่าจะใช้สินค้าของคุณ

เว็บไซต์นี้มีส่วนร่วมในหลายๆ ด้าน เช่น การออกแบบเว็บไซต์ โดยให้มีความสุข การบริการในเว็บไซต์ ผลิตภัณฑ์ที่มีอยู่ และการทดลองสำหรับโปรแกรมใดๆ เพื่อให้คุณทราบจะใช้สินค้าของคุณได้โดยที่ผ่านการทดสอบ

วิธีการนี้ยังช่วยให้เว็บไซต์มีมูลค่ามากเท่าใดซึ่งต้องมีการเลือกตัวอย่างถึงการที่จะใช้สินค้าของคุณ และโปรแกรมนี้มีข้อมูลเฉพาะบางส่วนที่มีคุณค่า ที่มีประโยชน์ต่อคุณ ยุติธรรมที่มีส่วนร่วมในการทำงานรวมถึงด้านต่างๆ รวมไปถึงการที่มีการเรียนรู้จากประสบการณ์ของผู้ใช้ทุกๆ ท่านที่มีประโยชน์ต่อคุณ

ขอบคุณครับ

Kontaktuppgift - สอบถามข้อมูลสัมภาษณ์

Om du har frågor eller funderingar kan du nå mig här:

Mobil-nummer: 0707 302 845
E-mail – adress: chomphunut.haglund@gmail.com
Skype – användaren: yun_soodmey

Eller på andra kanaler som är lämpliga för dig

หรือจะติดต่อได้ที่อีเมล์ หรือสื่อสื่อสีต่างๆ ที่มีประโยชน์ต่อคุณ

Klicka på "Continue/fortsätt"-knapp för att börja prata om olika saker online!

เลือก "Continue/fortsätt เพื่อเริ่มการสนทนารายละเอียดออนไลน์" แล้วเริ่มสนทนาครับ

Continue >
# 1 Introduktion - แนะนำคำว่า

Innan vi börjar onlinesamarbetet, låt oss introducera oss själva till varandra genom att fylla i information här nedan så att ni får känna varandra och veta vem som ska delta i aktiviteterna.

Kom ihåg att det är viktigt att ge korrekt information, så att alla kan hugga in sig i samarbetet och ha en bra upplevelse.

### Namn - ชื่อ *

-  

### Känd - เพศ

- Man - ชาย
- Kvinna - หญิง

### Alder - อาย

- 11 - 20
- 21 - 30
- 31 - 40
- 41 - 50
- 51 - 60
- 61 - 70
- 70 +

### Bostadsort - เมืองที่ผู้เล่นอยู่ *

-  

### Språk - ภาษา *

Du kan välja mer än ett språk - det går att ha flera än 1. Språk:

- Svenska - ภาษาสวีเดน
- Thailändska - ภาษาไทย
- Engelska - ภาษาอังกฤษ
- Other:  

### Vad sysslar du med nuftiden? - ในปัจจุบันคุณทำอะไรอยู่?

-  

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Page 85
Hur ser dina dagar ut? - Vi vill ha en bild av din dag.
Vårdag och helg - din vardagslevnad.

Om du jobbar, var jobbar du? - Gäller även om du inte jobbar.
Arbetstad - ditt arbetsmiljö.

Din bild - Rösta på bild
Vissa av er har redan träffats i templet men det finns en del som inte har träffats tidigare. Så att projektet ska känna som om vi sitter tillsammans och ser varandra bör jag dig att skicka in din bild till mig. Sen ska jag lägga upp den på resultatets sida.

Var snäll och skicka en bild av dig själv till - chomphunut.haglund@gmail.com eller via annan kanal som du föredrar.

Begär jag mig alla bilduppslagar, så hjälper jag mig att svara på frågor som kan ställas till dig. Dessutom kan jag火花, mynta och skicka bilder till dig.

Jag vill också se vad som är på ditt sista foto. Om du inte har något fritt foto, kan du skicka några andra bilder via mejl.

Klicka på "Continue/fortsätt"-knappen för att prata lite mer.

Klicka på "Continue/fortsätt" för att fortsätta med projektet nu.

<< Back  Continue >>
Appendix 3 Online interview - Learning about work tasks on the website

Online interview form - Google form
3 Besöka templet

Okej, vi börjar med frågor kring när ni besöker Wat Sanghabaramee, så att jag får veta vad ni brukar göra och vad ni tycker om olika säkerheter när ni är där osv. Informationen om detta ska analyseras och användas i kombination med information om webbsidan använt för att förbättra sajten på olika sätt senare.

Var snäll och berätta om dessa nedan för varandra! Tack ska du ha!

- i detta fält skriver man texten gällande detta tema.

Namn - (välj)

Vad betyder templet för dig i Thailand?

Vad betyder templet för dig i Sverige?

Vad är skillnaden mellan ett templet i Thailand och Sverige för dig?

Vad förväntar du dig från att besöka Wat Sanghabaramee?

*Observera: Texten är inte helt översatt, speciellt genomförelse av dessa frågor är mycket viktigt för förbättringen av sajten.*
Hur ofta besöker du templet? Varför?

När besöker du templet och varför?

Vem älskar du mest?

Vad gör du där? Varför?

Hur känner du när du besöker templet?

Vad tycker du att du får ut när du besöker templet?
Vad hindrar dig att besöka templet?
Mittar du några hinder eller på något annat sätt att besöka templet?

Om du inte kan besöka templet, vill du få veta vad som händer där? Varför?
Att visa inte det på grund av beteckningar. Fastställer man att det är inte alltid välkomna i tempel i vissa land.

Om du vill få veta vad som händer i templet, vart brukar du vända dig?
Att göra på grund av beteckningar. Fastställer man att det är inte alltid välkomna i tempel i vissa land.

Övriga kommentarer som du vill dela till andra.
Kommentar: Inga kommentarer.

Tackar tackar för den första delen! - ขอบคุณมากค่ะ คำสำหรับส่วนแรกนี้
Klicka på "Continue/fortsätt"-knappen för att skicka in dina svar!
Klicka på Continue/fortsätt för att lägga samman också avsnittet.
Obs! - namnhejd
Om du känner dig obekvamat att skriva dina svar kan du ge svar till mig på distans också. Om du vill, så går jag längst ner och klicka på Submit/Skicka-knappen och sen kontakta mig via telefon eller andra
onlineverktyg!

Men om du trivs bra med att sitta i lugn och ro och svara här, så går det ju jättetjära att fortsätta!

Även om du är på andra sidan av världen kan jag inte heller inte hänvisas till projekt eller i sin helhet
övervakas dig. Inte heller jag kan röra dig på något sätt eller någon annanstans.

Så låt oss börja!

4 Användande av webbplatsen - 如何使用网页
Nu ska vi prata om den nuvarande webbplatsen. Jag berer att dela med andra om olika synpunkter
som rör webbplatsen. Även om ni inte använder webbsidorna nu för detta, men kanske användet dem
innan, var snäll och tänk tillbaka för att svara på följande frågor! Ni kan även gå in på
http://vatranzhabaramee.se för att kolla runt lite innan ni berger svarar på frågorna.

Vänligen,
Yui

Om ni inte ser vad gäller, eller om ni ska göra något av det som gäller, ska ni inte göra det. Om ni
inte ser vad gäller, ska ni inte göra det. Om ni inte ser vad gäller, ska ni inte göra det.

Hur fick du reda på om templates websets?

Om ni inte ser vad gäller, ska ni inte göra det.

Hur ofta besöker du templates webbsidor? Varför?

Om ni inte ser vad gäller, ska ni inte göra det.

Varför valde du att besöka webbplatsen?

Om ni inte ser vad gäller, ska ni inte göra det.
Kollar du templets webbplats innan du åker? Varför?

På vilket sätt underlättar information i webben dig för att förbereda dig att besöka templet?

Vad som du tycker saknas på websajten?

Besöker du webbplatsen efter du har besökt templet? Varför?

Kan du berätta om skillnaderna mellan att delta i aktiviteter och bara kolla olika typer av medier från aktiviteterna på websajten?
Vad tittar du mest på? Varför?

[Blank]

Vilken del tyckte du bäst om?

[Blank]

Vilken del ville du skulle bli bättre? Varför och hur?

[Blank]

Vilka typer av problem / svårigheter stötte du på?

[Blank]

Vilka typer av förslag har du för att lösa problemet?

[Blank]

Vilka andra av tem pulp kanal kollar du?

☐ YouTube
☐ Facebook
☐ Int - inte tillgängligt på svenska
Vilka andra av templetets kanaler kollar du?

Körs det ena av de andra kanalerna tillsammans med det här kanalen?

- [ ] YouTube
- [ ] Facebook
- [ ] Inget - inte vill ha några andra kanaler

Varför kollar du de andra kanalerna?

Varför kollar du de andra kanalerna? Hur ser detta ut i situationen?

- [ ] Bröt inte något
- [ ] Skadades någon
- [ ] Tidigare olycka
- [ ] Hinner inte klara
- [ ] Övriga

Övriga kommentarer som du vill berätta för andra.

Här kan du skriva in några extra kommentarer eller information som du tycker är viktigt att berätta om olyckan.

- [ ] Bröt inte något
- [ ] Skadades någon
- [ ] Tidigare olycka
- [ ] Hinner inte klara
- [ ] Övriga
Appendix 4 The answers of Online interview - Learning about work tasks on the website

R.

<table>
<thead>
<tr>
<th>Fråga nr.</th>
<th>Svar</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Besöka templet - ไปวัด</td>
<td></td>
</tr>
<tr>
<td>F1</td>
<td>Mest som historiskt minnesmärke eftersom jag inte är buddhist - såviva det inte är en del av min samlade livsfilosofi. Är inte dogmatisk. - แต่เป็นเพียงสัญลักษณ์ทางประวัติศาสตร์ แต่ไม่ได้เป็นความรู้สึก</td>
</tr>
<tr>
<td>F2</td>
<td>En bit av Thailand på nära håll, och för att se hur den biten har acklimatiserat sig till Sverige.</td>
</tr>
<tr>
<td>F3</td>
<td>Se ovan ดูด้านบน</td>
</tr>
<tr>
<td>F4</td>
<td>Inget specifikt längre. ไม่มีอะไรเป็นพิเศษ</td>
</tr>
<tr>
<td>F5</td>
<td>Jag var där några gånger i början, av nyfikenhet. Men mitt handikapp har vuxit och jag går sällan ut längre. ไปวัดไม่กี่ครั้งในช่วงที่มีวัดใหม่ๆ … ความพิการทางร่างกายทำให้ออกไปข้างนอกน้อยลง</td>
</tr>
<tr>
<td>F6</td>
<td>Se ovan. ดูด้านบน</td>
</tr>
<tr>
<td>F7</td>
<td>Min fru. ภรรยาของผม</td>
</tr>
<tr>
<td>F8</td>
<td>Inget specifikt. ไม่เฉพาะเจาะจง</td>
</tr>
<tr>
<td>F9</td>
<td>Uppriktigt sagt undrar jag mest över hur templet kunde nå ut till de thailändare i Sverige som inte kommer dit - många behöver det nog även om de sällan var på något tempel i Thailand. สงสัยว่าอย่างไร วัดจะจดจดหน้าที่ไปถึงพวกเขา พวกเขาคงจะรู้ว่ามีวัดในนั่น</td>
</tr>
<tr>
<td>F10</td>
<td>Inget speciellt. ไม่มีอะไรเป็นพิเศษ</td>
</tr>
<tr>
<td>F11</td>
<td>Försöker fördela min tid som sjukpensionär på det jag tror är viktigt för mej och andra, och sen blir det inte nån tid över. พยายามใช้เวลาของการหยุดทามาทำงานให้เป็นประโยชน์กับตนเองและผู้อื่น และไม่มีเวลาทำอย่างอื่น</td>
</tr>
<tr>
<td>F12</td>
<td>Det får jag veta automatiskt på något sätt. อดีตได้รู้ในทางนึง</td>
</tr>
<tr>
<td>F13</td>
<td>Till min familj. ครอบครัวของผม</td>
</tr>
<tr>
<td>F14</td>
<td>Jag är allmänt intresserad av Thailand och har varit där mycket fler gånger än till templet i Sverige. ผมสนใจเกี่ยวกับเมืองไทย และก็ไปเมืองไทยมากกว่าที่ไปวัดสวีเดน</td>
</tr>
</tbody>
</table>

4. Användande av webbplatsen - 作坊网页功能

| F15      | Från Frun. จากภรรยาของผม |
| F16      | Uppskattningvis nån gång i månaden. Ofta för att berätta för andra thailandsinresserade vad som händer där. บางครั้ง บ่อยอย่างนั้นเพื่อบอกคนสนใจเกี่ยวกับไทยว่ามีอะไรเกิดขึ้นที่นั่น |
| F17      | Av ovanstående skäl, men visst är det intressant att se bilder på aktiviteter där. ถูกเพิ่มเติม |
| F18      | Nej ไม่ |
| F19      | - |
| F20      | Har inte kollat igenom på länge så vet inte vad som kan saknas, men vet när jag sökt på "buddhism" på svenska sajter har jag hittat viss information från svenska buddhister jag inte kände till. Jag vet inte hur mycket strukturerad information man kan ge där för människor som antingen |
är buddhister eller söker efter något.  

Nä  

Samma skillnad som att vara i Thailand eller bara titta på bilder och historier därrån.  

Eftersom jag är intresserad av Thailand, inte om buddhism i detalj, tittar jag mer på svenska och utländska forum om Thailand.  

Minns inte  

Inga  

Inget -  

Jag har mycket länge varit intresserad av Asien, började ha brevkompisar där när vi lärde oss engelska i skolan. Åkte dit första gången 1975, tåg och buss från Sverige till Calcutta, flyg BKK, träffade brevkamrater mellan BKK och Singapore, hade flygbiljet  

Buddhism är en viktig religion i stora delar av Asien så man vill ju försöka förstå varför. För mig är det snarast en positiv livsfilosofi, men som sagt, jag är inte på något vis dogmatisk, tycker jag känner vad som är rätt och fel, och har inte namn på min religion egentligen. växte upp som kristen men nu kan man ju inte använda det namnet pga den stadigt växande antisemitismen där.  

Calcutta  

Fråga nr.  

Svar  

3. Besöka templet -  

Ett tempel är källa till kunskap om kultur, tradition samt buddhism. Det är en plats där munkar bor och lär sig om Buddhism.  

Ett temple är ett centrum för thailändska buddhister utomlands, annars är det samma som i Thailand  

Låt andra svara på frågorna.
4. Användande av webbplatsen - ใช้เว็บไซต์วัด

F15 -

F16 -

F17 -

F18 -

F19 -

F20 -

F21 -

F22 -

F23 -

F24 -

F25 -

F26 -

F27 -

F28 -

F29 -

F30 -

L.

<table>
<thead>
<tr>
<th>Fråga nr.</th>
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<tbody>
<tr>
<td>3. Besöka templet - ไปวัด</td>
<td></td>
</tr>
<tr>
<td>F1</td>
<td>En plats för att hålla goda aktiviteter tillsammans med familjemedlemmar, vänner, och andra personer</td>
</tr>
<tr>
<td>F2</td>
<td>Gör att man inte saknar sitt hem för mycket, tänker på god kultur och traditioner som jag har känt när jag var i Thailand.</td>
</tr>
</tbody>
</table>
ความแตกต่างที่มองเห็นเด่นชัดสุดคงเป็นรูปลักษณ์ภายนอกของตัวอาคาร สภาพสิ่งแวดล้อม อากาศ แต่ความเป็นวัดจากมุมมองที่สนใจหรือที่เราสนใจมีอยู่อย่างชัดเจน วัดพระพุทธศรีมหาธาตุวรมหาวิหารที่ทรงพระกรุณาโปรดเกล้าฯ ให้สร้างขึ้นได้โดยมีSkillnad som syns tydligast är hur templets hus ser ut utanför, omgivning, väder.

F3 ความเป็นวัดในความรู้สึกทั้งที่ไทยและที่นี่คือความอบอุ่น ปลอดภัย เพราะมั่นใจในคุณงามความดีที่พระพุทธองค์ท่านทรงตรัสสอนให้เราทั้งหลายได้ประพฤติปฏิบัติตาม

F4 เลยที่นี่ทุ่มเทรักสิ่งไร้วิจารณ์บ้านเกิดที่เรารู้สึกอยู่และปลอดภัย

F5 F3 F4 F5 ได้เรียนรู้ในสิ่งต่างๆ รอบๆ เพื่อน ามาแก้ไขปรับปรุงพัฒนาตัวเองให้เข้าใจและใช้ชีวิตอยู่ในสังคมได้อย่างมีความสุข

F6 F7 F8 เนื่องจากวัดคือบ้านหลังที่สอง รู้สึกอบอุ่น และปลอดภัยในวันที่สะดวกและเวลาที่ว่าง ไม่ว่าจะเป็นเช้า สาย บ่าย เย็น หากเราไปด้วยความพร้อมทั้งกายและใจ ก็ทำให้เราเกิดความสบายใจ

F9 F10 F11 F12 F13 F14 F15 F16 F17 F18 F19 F20 F21 ถ้าเราใช้เว็บไซต์วัดให้มีการออนไลน์พูดคุย โลจิกสถานที่เริ่มต้น เช่น การสวดมนต์ทาวัตรออนไลน์ มีรายการธรรมะทุกวันพระ เช่น เปิดสถานีวิทยุออนไลน์ ฯลฯ
การเข้าร่วมกิจกรรมทำให้เรารู้สึกมีส่วนร่วมและมีความสุขกับกิจกรรมนั้นๆ. ที่ได้ให้ได้สัมผัสกับผู้คนอื่นๆ ของกิจกรรมนั้นๆ หรือหนึ่งความมีปฏิสัมพันธ์กับกิจกรรมนั้นๆ.

1. รูปภาพ เพราะมันสื่อให้เห็นความเป็นไปในกิจกรรมต่างๆ. ที่มองเห็นได้ชัดเจนที่สุดคือภาพที่ถ่ายไว้ในกิจกรรม. ภาพนี้มีความมีปฏิสัมพันธ์กับกิจกรรมนั้นๆ.

2. ข้อมูลข่าวสารของทางวัดที่แจ้งมาในแต่ละโอกาสที่สำคัญ. ทำให้เรารู้สึกอยากไปเข้าร่วมกิจกรรมนั้นๆ.

3. บทความต่างๆ ที่น่าสนใจ.

ประกาศของทางวัด.

บางครั้งเข้าไม่ได้ - kan inte gå in på den

บางทีโหลดช้า - långsamt

ไม่รู้จะตอบยังไง - jag vet inte hur jag ska svara

ก็อยากให้เว็บไซต์ของทางวัดมีการปรับปรุงเพื่อพัฒนาประสิทธิภาพการใช้งานให้ได้ดียิ่งขึ้นค่ะ.

Facebook

สะดวก รวดเร็ว - bekväm och snabb

W.

<table>
<thead>
<tr>
<th>Fråga nr.</th>
<th>Svar</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Besöka templet</td>
<td>ไปวัด</td>
</tr>
<tr>
<td>F1</td>
<td>วัดเป็นสถานที่ที่มีความสำคัญ - har en viktig betydelse för mig, jag känner mig bra när jag ger allmosor</td>
</tr>
<tr>
<td>F2</td>
<td>เป็นสถานที่ที่มีความสำคัญ - har stor betydelse för livet utomlands</td>
</tr>
<tr>
<td>F3</td>
<td>มีความแตกต่างกัน - ingen skillnad</td>
</tr>
<tr>
<td>F4</td>
<td>ไปวัดเป็นความมีความสำคัญ - har stor betydelse för livet utomlands</td>
</tr>
<tr>
<td>F5</td>
<td>ไปวัดเป็นความมีความสำคัญ - har stor betydelse för livet utomlands</td>
</tr>
<tr>
<td>F6</td>
<td>ไปวัดเป็นความมีความสำคัญ - har stor betydelse för livet utomlands</td>
</tr>
<tr>
<td>F7</td>
<td>ไปวัดเป็นความมีความสำคัญ - har stor betydelse för livet utomlands</td>
</tr>
<tr>
<td>F8</td>
<td>ช่วยงานที่วัด - hjälper till med olika arbeten i templet</td>
</tr>
<tr>
<td>F9</td>
<td>รู้สึก - känner mig bra</td>
</tr>
<tr>
<td>F10</td>
<td>รู้สึก - känner mig bra</td>
</tr>
<tr>
<td>F11</td>
<td>ช่วยงาน - jobbar</td>
</tr>
<tr>
<td>F12</td>
<td>ใช้นะ - ja, jag vill veta vad som har hänt där</td>
</tr>
<tr>
<td>F13</td>
<td>เข้าไปในเว็บไซต์ของวัด - går in på templets webbplats</td>
</tr>
<tr>
<td>F14</td>
<td>-</td>
</tr>
<tr>
<td>Fråga nr.</td>
<td>Svar</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td><strong>3. Besöka templet - ไปวัด</strong></td>
<td></td>
</tr>
</tbody>
</table>
| F1 | Besöker olika tempel i Thailand tillsammans med min fru när jag är där på besök. Jag lär mig mer och mer om buddismen och dess regler och traditioner för varje gång jag besöker ett tempel. Tycker om att titta på alla detaljer och utsmyckningar i de olika templex. 

Ni har också, vare sig i Sverige eller tambur, möjlighet att träffa och prata med buddister och deras anhöriga. Att vara buddhist medför också att vara med och dela i de olika ceremonierna och händelserna. Det är viktigt att även om man inte är buddist ta del av religionen tillsammans med sin fru som är buddist. 

I Sverige kommer man mycket närmre och får bättre kontakt med buddistmunkarna. Exteriört på templex är skillnaderna stora men inne i templet finns buddismens anda och attribut som vi som inte är buddister också kan uppleva. 

Det är en samlingspunkt för buddister och dess anhöriga bosatta i Sverige. Får lära mig mer och mer om buddismen. Viktigt att även om man inte är buddist få ta del av religionen tillsammans med sin fru som är buddist. 

I Sverige kommer man mycket närmre och får bättre kontakt med buddistmunkarna. Exteriört på templex är skillnaderna stora men inne i templet finns buddismens anda och attribut som vi som inte är buddister också kan uppleva. 

I Sverige kommer man mycket närmre och får bättre kontakt med buddistmunkarna. Exteriört på templex är skillnaderna stora men inne i templet finns buddismens anda och attribut som vi som inte är buddister också kan uppleva. 

En kontakt med munkarna i templet och att träffa och prata med såväl thailändare som folket i Sverige som falangerna. Att för varje besök lära mig och få kunskap om buddismen. 

I genomsnitt 1 gång/vecka samt vid olika högtider och buddistiska ceremonier.
<table>
<thead>
<tr>
<th>F6</th>
<th>Vanligtvis på en vardag för att bl a bjuda munkarna på mat. Vidare anordnar jag också en del religiösa versaler.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F7</td>
<td>Tillsammans med min fru ligger munkens dagkultur i fokus. Vi bjuter munkarna på mat.</td>
</tr>
<tr>
<td>F8</td>
<td>Hjälper munk med olika sysslor, främst &quot;administrativa&quot; och ekonomiska. Försöker svara på frågor.</td>
</tr>
<tr>
<td>F9</td>
<td>Jag känner att jag bidrar med en insats och hjälper munk med att hitta rätt i olika lagar och regler.</td>
</tr>
<tr>
<td>F10</td>
<td>Tempel är ett kontaktsskapande centrum för såväl thailändare som deras familjemedlemmar. Jag försöker svara på frågor.</td>
</tr>
<tr>
<td>F11</td>
<td>Jag har en uppfattning om att jag bidrar med att hjälpa munken med att hitta rätt i olika lagar och regler.</td>
</tr>
<tr>
<td>F12</td>
<td>Jag känner att jag bidrar med en insats och hjälper munk med att hitta rätt i olika lagar och regler.</td>
</tr>
<tr>
<td>F14</td>
<td>-</td>
</tr>
</tbody>
</table>

4. Användande av webbplatsen - Att njuta av hela tempel och munkens dagkultur.

<table>
<thead>
<tr>
<th>F15</th>
<th>Genom munken i tempel, från munkens perspektiv.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F16</td>
<td>Denna källa ger en dyg onBlurgathet, innanmän kan åka till tempel, och också kan användas för planering.</td>
</tr>
<tr>
<td>F17</td>
<td>För att hämta in information om eventuella aktiviteter, berättar munken vad som skett.</td>
</tr>
<tr>
<td>F18</td>
<td>För att veta om munkens dagkultur, kan man hitta information på webbplatsen.</td>
</tr>
<tr>
<td>F19</td>
<td>-</td>
</tr>
</tbody>
</table>

Se ovanstående

<table>
<thead>
<tr>
<th>F20</th>
<th>Saknar en uppdaterad och aktuell kalender där det anges eventuella planerade besök, om munkens dagkultur.</th>
</tr>
</thead>
<tbody>
<tr>
<td>F21</td>
<td>Nej</td>
</tr>
<tr>
<td>F22</td>
<td>-</td>
</tr>
</tbody>
</table>

Nyheter om vad som hänt och vad som kommer att hända. Fotogalleri från olika högtider.

**Saknas en uppdaterad och aktuell kalender där det anges eventuella planerade besök, om munkens dagkultur.**
<table>
<thead>
<tr>
<th>Fråga nr.</th>
<th>Svar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Besöka templet</strong> - ไม่ไหว</td>
<td></td>
</tr>
<tr>
<td>F1</td>
<td>Besöka templet är att hålla buddhistisk ceremoni, på olika högtider åker jag dit för att ge allmosor.</td>
</tr>
<tr>
<td>F2</td>
<td>Besöka templet är att hålla buddhistisk ceremoni, på olika högtider åker man dit för att ge allmosor till munken. Dessutom är det centrum för thailändare som bor i närheten så de kan träffas. De tar med sig råtta whitpathmat och delar med andra. Varje gång när jag är där känner jag mig som om jag åkte tillbaka till Thailand.</td>
</tr>
<tr>
<td>F3</td>
<td>Det begränsade området som gör att det inte passar att hålla en stor händelse som i Thailand. De flesta thailändare som hjälper till i olika aktiviteter är thaitjejer och det finns inte många munken. Det finns inga stora skillnader när det gäller aktiviteter som hålls i templet och i Sverige eftersom det fortfarande är en plats där man kan ger allmosor.</td>
</tr>
<tr>
<td>F4</td>
<td>ได้มีอาหารไทย แต่ก็คาดหวังแค่30% แต่ทุกครั้งก็ตั้งใจไปทำบุญ ไปช่วยงานวัดและหลวงพ่อ -- fär åta riktig thaimat (30%) ... jag har för avsikt att ge allmosor (make merit). .... hjälper med arbeten i templet</td>
</tr>
<tr>
<td>F5</td>
<td>ปีละสามหรือสี่ครั้งเมื่อมีวันสำคัญทางศาสนา --- ca 3 -4 gånger per år , när det är på högtiderna</td>
</tr>
<tr>
<td>F6</td>
<td>ตอนเช้าเพราะจะได้ร่วมกิจกรรมตอนเช้าคือ สวดมนต์ นั่งสมาธิ ตักบาตร ทานข้าวกลางวัน --- deltار i aktiviteterna på förmiddagen: morgonbön, meditation, att ge allmosor, att äta lunch</td>
</tr>
<tr>
<td>F7</td>
<td>ได้พูดคุยกับหลวงพ่อ บางครั้งก็ได้ข้อคิดดีๆจากหลวงพ่อ -- pratar med munken, ibland får jag bra tankar från honom.</td>
</tr>
<tr>
<td>F8</td>
<td>เมื่อติดเรียนหรือสอบ ha ett prov eller gå till skolan</td>
</tr>
<tr>
<td>F9</td>
<td>แต่ก็คาดหวังแค่30% แต่ทุกครั้งก็ตั้งใจไปทำบุญ ไปช่วยงานวัดและหลวงพ่อ -- vill få veta när det finns aktivitet nästa gång, och om jag är ledig ska jag då delta.</td>
</tr>
<tr>
<td>F10</td>
<td>เข้าเว็บของวัดหรือ facebook -- kollar webbplatsen eller FB</td>
</tr>
</tbody>
</table>
เพื่อการรับข่าวสารจากวัด สามารถทำเป็นในลักษณะของจดหมายทางอีเมล โดยให้มีการ subscribe กล่าวถึงการส่งจดหมายไปในอีเมล หากไม่ต้องการรับจดหมายไปในอีเมล ให้ทำเป็นการunsubscribe ได้.

จดหมายข่าวจะเป็นการส่งข่าวให้ทราบในแต่ละครั้งหรือจะส่งขึ้นอยู่กับที่ต้องการ.

---

Man kan "subscribe" på webbplatsen och sen skickas nyheterna till mig via e-post. men om man inte vill få dem kan man "unsubscribe". Tempel kan skicka nyheter varje månad eller varannan månad, men det beror på hur ofta de kollar e-post.

---

4. Användande av webbplatsen - ทำให้รู้เห็นข้อมูลวัด

---

A.

<table>
<thead>
<tr>
<th>Fråga nr.</th>
<th>Svar</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Besöka tempel - ไปวัด</td>
<td></td>
</tr>
<tr>
<td>F1</td>
<td>เป็นสถานที่ชุมนุมในการพิธีกรรมทางศาสนา เช่นงานทำบุญวัดเกิด เผาศพ</td>
</tr>
<tr>
<td>F2</td>
<td>เป็นที่พักผ่อนตลอดวัน</td>
</tr>
<tr>
<td>F3</td>
<td>วัดไทยในสวีเดนถูกคาดหวังว่าจะเป็นที่พักผ่อนและประกอบกิจกรรมทางวัฒนธรรมที่มีประโยชน์</td>
</tr>
<tr>
<td>F4</td>
<td>ไม่คาดหวัง</td>
</tr>
<tr>
<td>F5</td>
<td>ปีไม่เกินสามครั้ง ไม่มีช่วงห่างหรือ เพื่อพบปะเพื่อนๆ หรือ inte mer än 3 gånger om året, besöka när det finns festival för att möta vänner</td>
</tr>
<tr>
<td>F6</td>
<td>-</td>
</tr>
<tr>
<td>F7</td>
<td>ไปกับเพื่อน åka med kompisar</td>
</tr>
<tr>
<td>F8</td>
<td>ถามปรึกษา คุยกับหลวงพ่อนิดหน่อย hälsa och prata med munken lite grann</td>
</tr>
<tr>
<td>F9</td>
<td>ชอบ tycker om</td>
</tr>
<tr>
<td>F10</td>
<td>-</td>
</tr>
<tr>
<td>F11</td>
<td>-</td>
</tr>
<tr>
<td>F12</td>
<td>-</td>
</tr>
<tr>
<td>F13</td>
<td>ส่วนบนชมวัด หรือเว็บไซต์วัด läsa på Facebook eller templets webbplats</td>
</tr>
<tr>
<td>F14</td>
<td>-</td>
</tr>
<tr>
<td><strong>4. Användande av webbplatsen - ใช้เว็บไซต์วัด</strong></td>
<td></td>
</tr>
<tr>
<td>F15</td>
<td>รู้ว่ามีวัดไทยอยู่ทางใต้ของสวีเดน ก็ลองสร้างหาในกูเกิ้ล - fick veta att det finns ett tempel i Skåne så jag sökte på Google</td>
</tr>
<tr>
<td>F16</td>
<td>ไม่ค่อยบ่อย inte ofta</td>
</tr>
<tr>
<td>F17</td>
<td>หาแผนที่ se kartan</td>
</tr>
<tr>
<td>F18</td>
<td>ดูตามช่วงเวลาที่มีกิจกรรมในวัด เที่ยวไปได้ยังไง titta eftersom jag vill få veta vad som ska hända och hur man åker dit.</td>
</tr>
<tr>
<td>F19</td>
<td>-</td>
</tr>
<tr>
<td>F20</td>
<td>-</td>
</tr>
<tr>
<td>F21</td>
<td>เข้าไปดูเข้ากิจกรรมที่ต้องไปได้อย่าง besöka den för att titta på bilderna från aktiviteter som jag deltog i</td>
</tr>
<tr>
<td>F22</td>
<td>-</td>
</tr>
<tr>
<td>F23</td>
<td>-</td>
</tr>
<tr>
<td>F24</td>
<td>-</td>
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<tr>
<td>F25</td>
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<td>F26</td>
<td>-</td>
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<tr>
<td>F27</td>
<td>-</td>
</tr>
<tr>
<td>F28</td>
<td>Facebook</td>
</tr>
<tr>
<td>F29</td>
<td>-</td>
</tr>
<tr>
<td>F30</td>
<td>-</td>
</tr>
</tbody>
</table>
3. Besöka templet - ไปวัด

F1
När jag åker dit har jag flera skillnader. Vissa skillnader är att jag inte är med familjen, jag inte kan dela de olika saker jag gör i templet med dem och jag behöver inte dra på mig. Jag behöver vara inne och göra det jag gör på ett ställe där man ger allmosor och kan tillbedja och göra andra saker på högtider och thai-festival t.ex. songkranfestivalen, Loy Kratong etc. Man träffar släktlingar och människor i samma by.

F2

F3
Jag besöker templet några gånger per vecka och det avhänger av upplevelsen. Det är ett ställe där jag kan ge allmosor och göra andra saker på högtider och thai-festivaler, t.ex. vandring, ge allmosor och hjälpa till med olika saker som jag kan.

F4
Jag besöker templet i dag också och jag har flera skillnader. Jag har en möjlighet att dela av mig min kunskap och erfarenhet för att hjälpa andra och svara på frågor.

F5
Jag besöker templet i dag också och jag har flera skillnader. Jag har en möjlighet att dela av mig min kunskap och erfarenhet för att hjälpa andra och svara på frågor.

F6
Jag besöker templet i dag också och jag har flera skillnader. Jag har en möjlighet att dela av mig min kunskap och erfarenhet för att hjälpa andra och svara på frågor.

F7
Jag besöker templet i dag också och jag har flera skillnader. Jag har en möjlighet att dela av mig min kunskap och erfarenhet för att hjälpa andra och svara på frågor.

F8
Jag besöker templet i dag också och jag har flera skillnader. Jag har en möjlighet att dela av mig min kunskap och erfarenhet för att hjälpa andra och svara på frågor.

F9
Jag besöker templet i dag också och jag har flera skillnader. Jag har en möjlighet att dela av mig min kunskap och erfarenhet för att hjälpa andra och svara på frågor.
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| F10 | ได้รู้ธรรมะ และกิจกรรมหรือสิ่งที่ต่างๆ สำหรับนักษาใน솔า ตั้ง ได้ประสบการณ์ในการทำต่างๆ ได้ลงเว็บไซต์ต่างๆ ได้ในสังคม ได้พบผู้ที่มีความสนใจกับดhamma ความรู้จากพี่ผู้ใหญ่... vet mer om dhamma, har fått bra idéer eller tankar som jag tillämpar i mitt liv på olika sätt, får erfarenhet när jag hjälper till med olika arbeten där, får jobba med nya saker som jag inte har gjort tidigare, träffar olika människor |
| F11 | ไม่มีเวลาจุ้นเรื่อง หรือผลทางการศึกษาเฉลี่ยมดหย่อมผลการตัดสิน... har inte tid, upptagen med mina studier, eller dåligt väder |
| F12 | ดhamma เพราะฉันต้องการจะทำในวัตถุประสงค์สำหรับการเก็บตกในวัตถุประสงค์จะมีกิจกรรมต่างๆ ไว้ให้... ja, eftersom jag är där ganska ofta och vill få veta hur det är med munken, vad som ska hända där så att jag kan ta mig ledigt och delta i kommande aktiviteter |
| F13 | โทรไปถามหลวงพ่อหรือป้าใบ... - ringer till munken eller Pah Tongbai |
| F14 | --- |
| 4. Användande av webbplatsen - ถ้าให้แสดงวิริยะวัด |
| F15 | จากหลวงพ่อธงชัย - från Phra Tongchai |
| F16 | 乐意ครับ ลองเปิดช่องไปทางกิจกรรมวัตถุประสงค์... -- ibland för att uppdatera och ändra nåt i webbplatsen |
| F17 | ชอบการใช้งานเวบไซต์วัดจากหลวงพ่อธงชัย... ibland för att uppdatera och ändra nåt i webbplatsen |
| F18 | แต่ก่อนที่ยังไม่ได้ดูแลเวบวัดเคยเช็คปฏิทินกิจกรรมเพื่อเตรียมตัว... inte, men jag ringer till Pah Tongbai för att fråga om det finns nåt som behövs så att jag kan handla till templet. |
| F19 | รูปแบบ สีสัน ทำให้ดูทันสมัย น่าสนใจ มีฟังก์ชั่นการใช้งานมากขึ้น มีเนื้อหาเพิ่มเติมบ้าง... --- en början kollade jag eftersom jag ville få veta om kommande aktiviteter när det var nära en högtid. Då kunde jag planera och göra mig ledig. |
| F20 | สามารถตอบคุณาครั้งๆ มีระบบที่ช่วยให้จัดการกิจกรรมต่างๆ ที่ต้องตรงตามความบรรจุภัณฑ์ในเว็บไซต์... --- forum där man kan prata/diskutera om olika saker om Buddhismen --- man kan lämna sin e-post för att få templets nyheter, mer Dhamma - vdo, mp3, texter och andra medier så att det blir mer attraktivt |
| F21 | LIKERS at a distance | 2013 |
| | Chomphunut Haglund |
| F22 | รายละเอียดข่าวกิจกรรม รูปภาพกิจกรรม ธรรมะ และบทความจากหนังสือพิมพ์ในสวีเดนเกี่ยวกับวัด... --- detaljer om nyheter, aktivitetsbilder, Dhamma, artiklar från online tidningar som handlar om templet |
| F23 | รายละเอียดกิจกรรม ภูมิปัญญาธรรมะ และแนวคิดจากนักศึกษาในสวีเดน เลือกและ... --- nyheter för att förbereda mig till templet, bilderna från aktiviteter eftersom jag vill kolla vad de har gjort och hur det ser ut. |
| F24 | --- |
| F25 | รายละเอียดกิจกรรม ภูมิปัญญาธรรมะ และแนวคิดจากนักศึกษาในสวีเดน เลือกและ... --- nyheter för att förbereda mig till templet, bilderna från aktiviteter eftersom jag vill kolla vad de har gjort och hur det ser ut. |
| F26 |บางคนที่ไม่คุ้นเคยอาจจะต้องคลิกหาไปทีละหน้า ใช้เวลานานในการหาข้อมูลเพราะเว็บไม่มีฟังก์ชันให้ค้นหา... om nån inte är van med vad saker o ting ligger kan det vara svårt att hitta information, tar tid att leta efter en sak som man vill se eftersom det inte finns sökfunktion på webbplatsen. |
| F27 |เพิ่มฟังก์ชันสำหรับการค้นหา - sökfunktion |
| F28 |Facebook, YouTube |
| F29 |เพื่อลงข่าวสารและตอบคำถามต่างๆที่เกี่ยวกับวีดีโอ หรือรูปภาพ เพราะเว็บมีการอัพเดทวีดีโอ, Facebook, kollar vad andra säger, tittar på bilder. bekväm och enkelt |
| F30 | - |
Appendix 5 Online demonstration of using the website

S.

I nowadays get the temple’s news from the temple group and page on Facebook. I see from notifications what is new and then I check it. Many times I do not check any channels of the temple but I know about coming events from one of my friends so my friends and I make an appointment to travel to the temple together. I also know about new events from the monk when I visit the temple, then I take a note about the event. I hardly visit the temple website nowadays.

When there is an event and I have time to go to the temple, I then visit the website of Skånetrafiken to check the timetable of the bus to the temple. I type Lund C to Stamnäs and search for time and then I know the time for the train from Lund to Eslöv and the bus from Eslöv station to the bus stop near the temple. I usually take the train at 9.00 AM from Lund and arrive to the temple around 9.40 AM. I am at the temple before the activities in the morning start and stay at the temple to make merit, eat lunch and talk with friends and the monk. At the temple, I do not check the temple website but I then visit the Skånetrafiken when I want to go back home. I type Stamnäs to Lund to see the timetable for the bus and train. There were 2 ways to go back home, either via Eslöv city or Teckomatorp city. I choose the time I feel comfortable with and then go back home.

I seldom upload photos of activities at the temple to Facebook or Instagram. Last year, I did but then I did not because the activities look the same for me, something that usually happens at the temple. But if there is something special I do, for example Songkran festival this year, I took photos and uploaded to my Facebook.

A.

In the beginning, I wanted to visit the temple but I was not sure about the temple name so I used Google to help me. I typed the approximate name of the temple and I knew it was not correct but I also knew that Google would help me to correct and also typed Eslöv. I then got a link to the temple website and checked around there. I looked for the map to the temple, read the road description on the website and printed it out.

I go to the temple when there is a special event or festival to meet my friends, pay homage to a Buddha image. I like Thai festivals and not much with the religious ceremony.

The temple arranges the event not the same day as on the Thai calendar so I have no idea when the temple will hold the festival like Songkran or Loy Kratong.

Sometimes, I get information from the events my friends created on Facebook but did not check on the temple website.

I only sometimes check the temple website after joining a big festival to see a lot of pictures. I link to see the photos of myself and friends.

I click on the photo albums menu on the left side and then click on the actual year and look around. I look at the names of the photo albums and click on the names that I have been and look for myself and friends. Only take a quick look at them.

If I have more time, I will also check under "To read"-menu and see on the list and find something interesting to read. Ok, I see it about "Eyes and feet" so I click on it. … The website is very slow, I cannot see any picture. (waiting) Ok, I see it now, I am reading. Yes, it is good but actually I do not like to read something like this. I like things like entertainment.
Nowadays, I get information about the temple from Facebook but before my friends told me I checked the temple website.

M.

I checked how it looked like in the beginning but then I did not visit the temple website. Yes, I visited a few times because I wanted to use some information about the temple for something so I visited it and copied the text on the website. I have thought about updating the website when there are some news, I have done some audio file or got something very interesting into the website. But I do not know how to do. I want it to have some kind of functions for administrators so they can easily update or change some parts of the website.

I am at the temple and I give news to the others so I think I do not need to visit the temple website. If some people have some questions they send an email to me. That is all for me.

P.

I usually check the temple website when the monk tells me to check something on the website. For the example, the last time I visited the website because the monk said he had uploaded videos of Buddhist praying on YouTube and I can check them on the temple website.

I usually check on the start page to see news and then follow the links to read more detail about the event or whatever.

I sometimes check the photos of activities by going to the photo albums menu and look at the list and click on the album names. Sometimes, I cannot join the festival or event so I visit the website and check the activity photos.

I do not visit the temple website unless the monk says that I should check for something, then I will do that. Yes, I checked once about the announcement from the Thai embassy in Stockholm about passport etc.

I did not check the website because I am at the temple almost everyday. I come to the temple to help here and there, especially in the garden. So I know what is going on from the monk or someone at the temple.

I do not have any Facebook account so I do not check the temple page or group. Yes, that is all.

L.

In the beginning, I checked the temple website about the next coming events. I also liked to call to the temple and ask about what will happen. Then I started to visit the temple very often so I get information from the monk so I do not check the website much. I actually like to call to the temple, it is much easier, I think.

I check details about the events on the website and time the event starts. Then I plan how to travel to the temple and how I prepare myself and things that I want to take to the temple. I usually plan everything so I am ready for different activities both indoor and outdoor. I also check the weather so that I have the suitable clothes on or with me.

When I come back home, I visit the temple website if there is something updated. I want to see the photos, because I was at the event and a part of the event. I then like to share good feelings to my parents and partner. I send also link to the others and tell them what I have done at the temple. They can see through the photos because it is sometimes difficult to explain. I show to my partner so he gets a better understanding
about what we have done at the temple. It is a good medium to explain things to my partner. In the guestbook, people come to say thank you and tell what makes them happy or feel good.

I then check the website when someone asks me how to visit the temple. So I check at the map-menu and then copy the link and send to my friend. Sometimes my friends ask for the address of the temple because she wants to send something to make merit. So I click on contact-menu and copy the link to my friend.

I like to check the photos of the events. I am at the events so I know what happened but I want to see the photos. Sometimes, I check the guestbook to see what the other said there.

Ok, when I come to the first page of the website, I click on the Thai flag to go to the Thai pages. I then take a look what is new. I always read things on the first page. If I have time, I check around to see what is interesting.

Ok, nowadays I visit the temple website to check the photos. I like to see the photos. I also read under "To read"-menu. I sometimes check the pages in Swedish or English but I just skim them. I am interested in how things are called in the other languages, not often.

When I want to visit the temple, I call my friend to make an appointment and pick her up at her place on the next morning. I like to take photos when I am at the temple and upload to the Facebook page of the temple and share to my Facebook.

I can say that I hardly use the temple website but I follow the temple news on Facebook. This is because it is kept current. I take photos and then upload, just a few minutes. Then the others can see what I am doing at the temple. Then I get feedback, comments from my friends. It is fun to present what I am doing so I am active much on Facebook. It is not fun on the temple website, I cannot get something like this on it.

R.

Där finns något svenskt forum jag kom in på någon gång när jag sökte efter buddhism, buddhist eller något liknande på svenska, där svenska buddhister kan fråga och svara konkreta saker som (mina frågor, inte något jag har tagit därför):

- Är Buddha en gud?
- Vad är skillnaden mellan Buddha och en Gud?
- Tycker alla buddhister samma om detta - många reaktioner inför Buddha ser för en kristen ut exakt som reaktioner inför de kristna gudarna - man ber på liknande sätt etc. (Där finns ju stora variationer inom kristendomen, munkar och nunnor inom katolicismen etc.)
- Buddhism och hinduism har många likheter, men hinduerna har en massa gudar - varför denna skillnad?
- Hör om skillnader mellan olika tänkesätt inom typer av buddhism, så folk kan välja vilken typ de känner är mest rätt för dem.
- Att vara dogmatisk och känna till en massa regler eller använda sin inre känsla för vad som är ont eller gott i varje religion - vilket är bäst?

"Kuliga bild" --> roliga bilder eller intressanta bilder eller något. Kuliga låter som om det bara är roligt för barn.

Tankar växer i huvudet som svampar en regnig höstmorgon, behöver inga hemsidor för det.

Gör du en sökning på svenska om buddha buddhist eller nåt sånt hittar du antagligen några. Det finns fler frågor än mina, se vilka frågor andra kan ha, sen kan munken ge sina svar, och sen låta andra göra det också. Kan du inte koppla in ett forum som en sida där?

[https://www.phpbb.com/](https://www.phpbb.com/)

[http://www.3cc.org/blog/2010/03/integrating-your-existing-site-into-phpbb3/](http://www.3cc.org/blog/2010/03/integrating-your-existing-site-into-phpbb3/)

Jag tror såna frågor och svar kan ge många mer än långa filosofiska mediationer från nån munk eller nunna, hur kända de är, många vill se något mer konkret än filosofi.

G.

I visit the temple website every week to see if there is something new. I check news on the first page and read activity details. But there is not much updated when I check it. No update of the activity photos neither. I want the website to be live and there are new things all the time, for example to update news, articles, information about Buddhism very week. The basic about Buddhism for Swedish people. It should also tell the people about what each festival or event means. I see there is more information on Thai pages but I do not know what is it. I cannot read Thai.

I want some kind of calendar that I can see if the monk is at the temple or go out somewhere or there are monks from other countries to visit the temple. Sometimes, I hear from some Thai people about something but when I visit the temple I do not see anything. It is not as I have heard. There was a Google calendar about the temple activity before but then no update on it and it have disappeared from the website. It was very good. I checked it before I went to the temple. But now, I could not check it, when I visit the temple, I sometimes do not meet the monk because someone invited him home for some ceremony.

I also visit the website to take a look of photos from the events, but it has not been pdated for a long time.

But in general the website is good and easy to use and find information.

I do not check the other channels of the temple.
Appendix 6 Feedback interview form

Online interview form - Google form

Göra om Wat Sanghabaramee:s webbplats

Webbplats / Webbadress: http://watsanghabaramee.se/

Avsikt med studierna - วัตถุประสงค์ของการศึกษา

Hej och tack så mycket för dina värdefulla svar!

Som ni vet är projektet också en del av min uppsats för mina magisterstudier på interaktionsdesign hos Malmö högskola. Jag studerar i detta projekt om hur det ser ut när man samarbetar online för att göra om en webbplats. Ni som är deltagare i studierna och samtidigt potentiella användare av webbplatsen är involverade i aktiviteten på nätet eller distans med hjälp av olika typer av teknologi och onlineverktyg. Så därför ber jag er att berätta vad ni tycker om onlineintervjun som ni redan har gjort genom att svara frågorna nedanför.

Vänligen,

[Signature]

สวัสดีครับ ขอบคุณมากครับ สำหรับคำตอบที่เป็นประโยชน์สำหรับโครงการนี้

อย่างที่ได้กล่าวไว้แล้วว่า โปรเจคนี้เป็นส่วนหนึ่งของวิทยานิพนธ์ ในระดับปริญญาตรี สาขา Interaction Design ที่มหาวิทยาลัยมอสกอลม ที่มีเรียนอยู่ ณ ขณะนี้ นี่เป็นโปรเจคที่มีการใช้เทคโนโลยีเพื่อการเรียนรู้ออนไลน์ เพื่อให้การเรียนรู้ออนไลน์เป็นอย่างไร บาง อย่าง ที่ได้กล่าวมานั้น การเรียนรู้ออนไลน์จะมีอย่างนั้นแล้ว ผู้ที่อ่านหนังสือควรจะสนใจคือสิ่งที่สอนในเรื่องนี้ ด้วยการตอบคำถามในล่างนี้

[Signature]

Klicka på "Continue/fortsätt"-knapp för att berätta era synpunkter!
Göra om Wat Sanghabaramee:s webbplats

* Required

Online-intervju feedback

Namn *

Vad tycker du om online-intervjuerna som du har gjort?

Vilka var dina andra tankar som kom upp när du svarat på frågorna?

Vilka problem eller svårigheter fick du när du svarade på frågorna?

Har du läst instruktionerna noggrant? och varför?

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Jag förstörke ge dig instruktioner med texten i varje steg på det sätt jag skulle ha berättat för dig om vi träffades, och använde inte något formellt språk i intervjuformuläret. Vad tycker du om detta?

Vad tycker du om att det finns 2 språk samtidigt? C. Hur märks det genom vår intervjuformulär

Hur tycker du generellt att intervjuformuläret ser ut? C. Hur märks det genom vår intervjuformulär

Klicka på ”Continue/fortsätt”-knapp för att berätta flera synpunkter om resulterna. C. Hur märks det genom vår intervjuformulär

« Back    Continue »
**Online-intervju feedback**

**Resultsidorna - หน้าผลผลิต**

**Del 1 / ตอน 1**

https://docs.google.com/spreadsheet/ccc?key=0AgWmYX8A824vG9GdnNTYVpypwFfHlYk9rclkJhGk8cEGfz#gid=0

**Del 2 / ตอน 2**

https://docs.google.com/spreadsheet/ccc?key=0AgWmYX8A824vFZQaU1l6XV4xbxcr7FFRmZYcz7pRHc#gid=0

**Läste du på resultatlänken efter att du hade gjort den första delen? Varför?**

<table>
<thead>
<tr>
<th>呈列するかがありませんか？その後が項を書いたすべての箇所（もしくは） ありましたか？ なぜ？</th>
</tr>
</thead>
</table>

**Om du kontrollerat, vad tyckte du när du såg det?**

<table>
<thead>
<tr>
<th>呈列するかがありませんか？その後が項を書いたすべての箇所（もしくは） ありましたか？ なぜ？</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>呈列するかがありませんか？その後が項を書いたすべての箇所（もしくは） ありましたか？ なぜ？</th>
</tr>
</thead>
</table>

**Har du läst vad de andra har svarat? Varför?**

<table>
<thead>
<tr>
<th>呈列するかがありませんか？その後が項を書いたすべての箇所（もしくは） ありましたか？ なぜ？</th>
</tr>
</thead>
</table>
Om du läste, hur påverkade deras svar dina svar?

Vad tycker du om att sätta bilder på alla deltagare på resultatsidorerna?

Övriga kommentarer

Tusen tack! - ขอบคุณมากค่ะ
## Appendix 7 The answers of Feedback interview

### R.

<table>
<thead>
<tr>
<th>Fråga nr.</th>
<th>Svar</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>Inte värre än många andra. En del av frågorna gav inte inspiration till något smart svar så jag satte streck.</td>
</tr>
<tr>
<td>F2</td>
<td>Inget mer än det jag skrev.</td>
</tr>
<tr>
<td>F3</td>
<td>-</td>
</tr>
<tr>
<td>F4</td>
<td>Det gick snabbt.</td>
</tr>
<tr>
<td>F5</td>
<td>Sverige går åt det hållet - förr var statliga dokument etc. fruktansvärt formella och de flesta förstod inte vad som sades, sen har de gjorts om steg för steg, och ett ledigt språk rekommenderas överallt nu.</td>
</tr>
<tr>
<td>F6</td>
<td>Så länge man tydligt ser skillnaden spelar det ingen roll, är det två lika språk kan det ta längre tid eftersom man först får ägna nån sekund att se rätt bit.</td>
</tr>
<tr>
<td>F7</td>
<td>Som de brukar göra</td>
</tr>
<tr>
<td>F8</td>
<td>Nå, går fortare att spara till sist.</td>
</tr>
<tr>
<td>F9</td>
<td>-</td>
</tr>
<tr>
<td>F10</td>
<td>-</td>
</tr>
<tr>
<td>F12</td>
<td>Ingen påverkan</td>
</tr>
<tr>
<td>F13</td>
<td>Rätt tvunget om det ska simulera en dialog, känner någon ett tvång kan de ju fejka en bild och skicka av sin farmor i stället.</td>
</tr>
<tr>
<td>F14</td>
<td>Ett diskussionsforum om buddhism sammankopplat med sajten hade varit intressant. Alla kunde skriva frågor och svar, munk med medhjälpare vore viktig för att besvara frågor.</td>
</tr>
</tbody>
</table>

### G.

<table>
<thead>
<tr>
<th>Fråga nr.</th>
<th>Svar</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>I think it was good actually. I got time to think a little bit. I can do it in peace. But there was a disadvantage that it lacks personal contact. I sat and made the interview alone but if we sit in a group we can have personal contact and ask back directly.</td>
</tr>
<tr>
<td>F2</td>
<td>One cannot have conversation directly. The others disconnect and cannot chat online to share opinions as we sit in a group.</td>
</tr>
<tr>
<td>F3</td>
<td>No. I can handle it myself. I misunderstand a question but I did not ask what it means. Then I checked the result page I understand the question.</td>
</tr>
<tr>
<td>F4</td>
<td>Yes, I did. The background and purpose and so on. It was good to have these.</td>
</tr>
<tr>
<td>F5</td>
<td>It is ok. Short, concise and clear</td>
</tr>
<tr>
<td>F6</td>
<td>There were not any difficulties with two languages. But when I checked the result page some of the answers are Thai so I did not understand what they say.</td>
</tr>
<tr>
<td>Fråga nr.</td>
<td>Svar</td>
</tr>
<tr>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>F1</td>
<td>I think it is ok.</td>
</tr>
<tr>
<td>F2</td>
<td>Nothing. I only concentrated on answering the questions. I looked only at what you asked.</td>
</tr>
<tr>
<td>F3</td>
<td>Nothing</td>
</tr>
<tr>
<td>F4</td>
<td>I did not read the instructions. I just looked at the questions and then answered them.</td>
</tr>
<tr>
<td>F5</td>
<td>It was good to avoid to use a formal language so that I can understand directly when I read it. I did not have to think what you mean. I see it and just answer it.</td>
</tr>
<tr>
<td>F6</td>
<td>I read only Thai. No problem.</td>
</tr>
<tr>
<td>F7</td>
<td>I think it is good. Look nice.</td>
</tr>
<tr>
<td>F8</td>
<td>No, I did not. I had not much time.</td>
</tr>
<tr>
<td>F9</td>
<td>-</td>
</tr>
<tr>
<td>F10</td>
<td>I did not check them. I think it was not for me, it was for you.</td>
</tr>
<tr>
<td>F11</td>
<td>No. I had no time.</td>
</tr>
<tr>
<td>F12</td>
<td>-</td>
</tr>
<tr>
<td>F13</td>
<td>Nice.</td>
</tr>
<tr>
<td>F14</td>
<td>-</td>
</tr>
</tbody>
</table>

### A.-

<table>
<thead>
<tr>
<th>Fråga nr.</th>
<th>Svar</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>Good, precise, spontaneous. I think at a physical meeting for an interview, I did not have to type and compose. One cannot avoid to answer the questions and I think it will be faster.</td>
</tr>
<tr>
<td>F2</td>
<td>Does anyone want to answer these questions? If it is not you, I will not answer the questions</td>
</tr>
<tr>
<td>F3</td>
<td>Nothing.</td>
</tr>
<tr>
<td>F4</td>
<td>It is good and clear. The language is good.</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>F5</td>
<td>It was good.</td>
</tr>
<tr>
<td>F6</td>
<td>It is ok. Because there are two groups of people.</td>
</tr>
<tr>
<td>F7</td>
<td>Simple and easy to use. There is a question and a space just after for an answer. I do not need to open forward or backward.</td>
</tr>
<tr>
<td>F8</td>
<td>No. I did not check it. I did not see it. I saw a small pop up with some message and a link but I did not click on it. I have to go to meet my customer. I just do the interview. I did not read anything. I read only the questions.</td>
</tr>
<tr>
<td>F9</td>
<td>-</td>
</tr>
<tr>
<td>F10</td>
<td>No</td>
</tr>
<tr>
<td>F11</td>
<td>-</td>
</tr>
<tr>
<td>F12</td>
<td>-</td>
</tr>
<tr>
<td>F13</td>
<td>I have never met some of them so I know who they look like. If someday I want to contact them I think I have to contact with you first. It would be nice if I get to know their contact information.</td>
</tr>
<tr>
<td>F14</td>
<td></td>
</tr>
</tbody>
</table>

L.

<table>
<thead>
<tr>
<th>Fråga nr.</th>
<th>Svar</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>I think it's good, not difficult. I can handle it very well. I think it is better than to make an appointment and meet. Saves time and comfortable. I was at home and doing something then I could jump into this. I did not have to prepare myself for going out.</td>
</tr>
<tr>
<td>F2</td>
<td>Nothing</td>
</tr>
<tr>
<td>F3</td>
<td>There was not any difficulty. It was fine and I felt comfortable. No problem. I concentrate on what I did. Nothing interfered. Focusing to think and answer the questions.</td>
</tr>
<tr>
<td>F4</td>
<td>Yes, I did. I read both Thai and Swedish. But I sometimes felt that some questions are quite similar. Sometimes, I felt that you just directly translated the questions from Swedish to Thai so it was a bit strength.</td>
</tr>
<tr>
<td>F5</td>
<td>I think it was good. I can better understand it. I agree with you that you use normal speaking language. I feel more relaxed like we just have a chat with each other.</td>
</tr>
<tr>
<td>F6</td>
<td>I think it is fine. I was not confused or irritated. I read also in Swedish because I sometimes did not understand some question in Thai. When I read Swedish I understand much better.</td>
</tr>
<tr>
<td>F7</td>
<td>I like it and feel comfortable with it. The color and theme is nice. It is easy to read. I think you did a good job.</td>
</tr>
<tr>
<td>F8</td>
<td>Yes, I did. I want to see how the others answered.</td>
</tr>
<tr>
<td>F9</td>
<td>I did not see much.</td>
</tr>
<tr>
<td>F10</td>
<td>Yes. But there were a lot of answers. It was difficult to read. You should rearrange them to be easy to read.</td>
</tr>
<tr>
<td>F11</td>
<td>I am curious what the others think about things. But not easy to read but I still read it.</td>
</tr>
<tr>
<td>F12</td>
<td>Nothing</td>
</tr>
<tr>
<td>F13</td>
<td>It is ok. I got to know that these persons answer like this. I can see how they look like and how old they are approximately.</td>
</tr>
</tbody>
</table>
F14 | I think it was good. We can discuss things and work online. Good. I think it matches my lifestyle. easy and save time and money. I think it was comfortable for me because I can use technology that I have already used to help you.

---

S.

<table>
<thead>
<tr>
<th>Fråga nr.</th>
<th>Svar</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>I think it was good and comfortable for interviewee and interviewer. If there was not for example Skype, we had to find an available time, find a place to meet, have to travel and so on. … I can work from home, it is flexible. I am at home but I can talk with you.</td>
</tr>
<tr>
<td>F2</td>
<td>Nothing.</td>
</tr>
<tr>
<td>F3</td>
<td>It took time to think for the answers. I think carefully what I should write.</td>
</tr>
<tr>
<td>F4</td>
<td>I read it quickly to see if there is something important to know for answering the questions.</td>
</tr>
<tr>
<td>F5</td>
<td>It is good. Easy to understand, informal and clear.</td>
</tr>
<tr>
<td>F6</td>
<td>Good. Someone who cannot Swedish but can Thai. But for someone who can both languages but they maybe cannot really understand Swedish it helps them to get a better understanding.</td>
</tr>
<tr>
<td>F7</td>
<td>I like it. The theme is beautiful. It is easy to use.</td>
</tr>
<tr>
<td>F8</td>
<td>I did not check the result page when I finished answering the questions. I am used to this kind of online forms where I have no chance to see any result. Most of the online forms that I have done do not provide any link to the result page. It was only for the persons who do the project, the data is not useful for me.</td>
</tr>
<tr>
<td>F9</td>
<td>-</td>
</tr>
<tr>
<td>F10</td>
<td>I checked it a little bit. Just scanned the pages very fast.</td>
</tr>
<tr>
<td>F11</td>
<td>I think it was for you, not for me</td>
</tr>
<tr>
<td>F12</td>
<td>Nothing</td>
</tr>
<tr>
<td>F13</td>
<td>It is nice. I can see who they are.</td>
</tr>
<tr>
<td>F14</td>
<td>I think it was not some kind of workshop of the focus group, like sitting together and share opinions. But with this it is quite similar that we have some conversation and you get many persons to participate in the project.</td>
</tr>
</tbody>
</table>

W.

<table>
<thead>
<tr>
<th>Fråga nr.</th>
<th>Svar</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>I think it was good when I did not have time for a meeting. But if I did not know you before I would not answer the questions. If it was from a person who I have never known I would think this email is some kind of spam or advertising that I am not interested in. I am very careful about this because if I do not know that person, I must have an idea how one is going to use my information. I have to be careful about internet threats. But I know who you are and what you do so I did it. The monk also told me that you would send an email to me about the school project.</td>
</tr>
<tr>
<td>F2</td>
<td>Nothing</td>
</tr>
<tr>
<td>F3</td>
<td>No problem. I could not spell some words and took time to type.</td>
</tr>
<tr>
<td>F4</td>
<td>Yes, I did. I read from the beginning, how you will use the data. There were two languages, Thai and Swedish. I read in Swedish.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>F5</td>
<td>I feel like we sit and talk. Not formal. You tell me what you would do with the answers.</td>
</tr>
<tr>
<td>F6</td>
<td>I can choose the language I prefer. A person who does not know Swedish can read Thai and can answer in the language that they can.</td>
</tr>
<tr>
<td>F7</td>
<td>I think it is formal. I do not like the pattern of the background. I think it is better with white and clear background. But I think it looks nice. There is Swedish and then Thai. I prefer the white background, no pattern so it is better for eyes.</td>
</tr>
<tr>
<td>F8</td>
<td>Yes, I check and read it. Because I want to know how the others think and how they answer.</td>
</tr>
<tr>
<td>F9</td>
<td>I just read and think why they think so.</td>
</tr>
<tr>
<td>F10</td>
<td>No.</td>
</tr>
<tr>
<td>F11</td>
<td>-</td>
</tr>
<tr>
<td>F12</td>
<td>-</td>
</tr>
<tr>
<td>F13</td>
<td>It is a good idea. I can see their answer and their picture.</td>
</tr>
<tr>
<td>F14</td>
<td>It was fine. You asked me I answered. I sometimes feel not comfortable because I have never done online interviews or online forms. I usually get a physical mail or letter from my office. I hardly give my email to others, not my telephone number either. I give to someone in a necessary case only, just with a person who I want to contact for something.</td>
</tr>
</tbody>
</table>
Appendix 8 The summary - Learning about work tasks on the website (online form)

Online form - Google form

Introduktion - บทนำ

Hej!

Sista gången som vi pratade fick jag veta att det fanns många som inte kände resultsidorna särskilt noggrant, så vissa visste inte vem som deltog i projektet och vad de andra hade sagt. Så jag samlar några viktiga saker som ska användas i nästa steg till er nödanför. Anledningen med detta är att projektet betonar samarbetet och alla får veta vad andra tycker så att man kan använda detta som utgångspunkt för att diskutera eller väcka andra tankar eller idéer som är vettiga för att göra om templetets webbplats.

สวัสดี

จากการสัมภาษณ์รอบๆ ที่คุณทราบ ว่าที่นี่มีการที่ไม่ได้เข้าไปในรายละเอียดต่างๆ โครงการบาง และหากมั่นใจ ที่จะวางไว้ไว้กับบาง นักกิจกรรมที่สำคัญๆ ที่ต้องได้เข้าไปในรายละเอียดต่างๆ ตามที่ต้องการ และที่ที่มีการที่จะเข้าไปในรายละเอียดต่างๆ นี้ เราจะไม่ปิดการที่จะมีการพิจารณาที่จะทำ หรือจะเป็นการที่จะทำ ต่อไป หรือจะมีการที่จะถูก เข้าใจให้แน่นอนเกี่ยวกับการปรับปรุงแบบเว็บไซต์ต่อไป

Projektdeltagarna - ผู้ร่วมโครงการ
Sammanfattning av resultat - สรุปรายการผล

Man har många förväntningar, gör goda gärningar och får många goda saker och kanslor när man besöker templet. Men det finns många som inte kan åka till templet så ofta som de önskar av många olika anledningar. Phra Tongchai säger att man också kan få och göra särna saker inte bara i templet utan också hemma och sen kan man besöka templet när man har tid.

Så jag tycker att vi ska titta på sammanfattningen av vad man förväntar sig, vad man gör och får ut när man åker till templet. Detta är så att ni kan lägga till vad som saknas så att vi senare avger om det finns möjlighet eller lösningar att göra det på distans med hjälp av webbplatsen.

** Om ni tycker att webbsten redan täcker vad som behövs så behöver ni inte lägga till nät.

Men jag har villat i detta för att göra uppmärksamhet på några punkter som jag har sett. För att förstå vad som pågår och hur det pågår, måste vi ha tillgång till detaljerad information.

Gärna meddelar jag att jag har en kommunikationsställning till det här. Jag vill ha en detaljerad rapport från samtliga deltagare. Detta är viktigt för att kunna göra rätt beslut och ta förbättringer i framtiden.

** Följande punkter är viktiga:

- Kommunikation och samarbete är avgörande för att förbättra situationen.
- Försöker vi inte ta emot all information som finns.
- Vi måste ha en clara struktur för att förbättra situationen.

Kolla om du är den första personen eller vad andra har redan sagt här

* https://docs.google.com/document/d/1d7JPYBKEcSwWvbxNhxXG4ldZ/W0MSeioWWjLlOY3W1uc/edit

** OBS!

Var snäll och ange ditt namn så att jag kan förvalta när det finns nåt som oklar! Tack!

Namn: [blank]

[Blank box for signature]
Förväntningar - ความคาดหวัง

* känna mig bra, slappa av
* göra goda gärningar, ge allmosor
* delta i aktiviteter för att lära känna Buddhismen och thailändsk kultur och tradition
* delta i Buddhismiska aktiviteter och thailändska festivaler som når man är i Thailand
* en utsättning för tempel i Thailand
* träffa och prata med munken, vänner och andra svenskar och thailandare
* hjälpa till med tempelats arbeten om man kan
* lära från allt om att förbättra mig själv

* สุขใจ สบายใจ ผ่อนคลาย
* ทำคุณธรรมวิชา ทำบุญทำทาน
* ร่วมกิจกรรมต่างๆ เพื่อจะได้เรียนรู้วัฒนธรรมและประเพณีและประเพณีวัฒนธรรมไทย
* ร่วมกิจกรรมทางศาสนาและประเพณีต่างๆ เหล่านี้จะทำให้ฉันมีทางคิด
* ทรงพระวิโรจน์ไทยที่ลึกซึ้ง
* หาประสบการณ์ที่มีประโยชน์เพื่อชีวิต เข้าร่วมและเข้าร่วมไทยครั้งหนึ่ง
* ช่วยเหลือวัฒนธรรมจิตวิทยาที่ต่างๆ ทำให้เกิดการรู้จักกัน
* ได้เรียนรู้ในสิ่งต่างๆ ได้รับˌได้เรียนรู้ในชีวิตประเพณีต่างๆ

Vad kan du komma på mer? Var snäll och berätta för andra!

มีอะไรที่คิดจะเพิ่มเติมอีกมั้ย? หรือความรู้ใหม่ๆ ได้เรียนรู้ได้อะไรบ้าง?

Vad man gör - กิจกรรมที่ทำที่วัด

* Delta i Buddhismiska aktiviteter
t.ex. göra morgon- och/eller kvällsbön, ge allmosor, meditera, lyssna på predikant, praktisera Buddhismen

* Delta i thai-festival
t.ex. ala thaimat, titta på olika thaidanser, njuta av andra roliga aktiviteter

* Umgås med andra
t.ex. prata med munken, vänner, andra som besöker templet

* Hjälpa till med olika arbeten i templet
t.ex. hjälpa till i koket, stads huset, skola trädgården, hjälpa till med administrativa och ekonomiska frågor, göra administrativt jobb, förbereda olika saker till festivaler etc.
Berätta mer tack!

Können vi hoppas få yngre generationer att vara med och hjälpa till att förbättra verksamheten?

Vad man får - sång för de rika

* lära mig mer om Dharma, Buddhismen, hur thai-samhället fungerar
* bra idéer eller tankar för att tillämpa i vardagslivet
* trygghet, känna mig bra/glad, slappna av
* bibehålla sin Buddhism, thai kultur och tradition
* svenska får vela mer om Buddhism, thai kultur och tradition
* arbetseffekten när man hjälper till med nål i templet
* bra relation till andra thailändska och svenskar

* förbättringar av redovisning, rapportering, dokumentation
* förbättringar av risikostyrning, regleringsstöd
* förbättringar av utbildning, ökade kunskaper
* förbättringar av utveckling, ökade kapabiliteter
* förbättringar av ledarskap, ökade kapabiliteter

Vad ska du säga mer om detta?

Möjlighet att delta i fackutbildning, möjligheter till utveckling.
Når mer? - Möjligvis är det inte känd?

Om du har extra saker eller tundringar som är relevanta för att göra om webbplatsen kan du också säga det här!

Tack så mycket! - ขอบคุณมากค่ะ

Klicka på submit/skicka - knapp för att registrera dina svar!  
Klicka på submit/skicka för att registrera dina svar!
Appendix 9 The summary - Learning about work tasks on the website (Google Document)

Online document - Google Document

Projektdeltagarna - ผู้ร่วมโครงการ

(The photos of the participants are left out from this report for integrity issues.)

Sammanfattning av resultat - สรุปรวมคำตอบ

Jag sammanfattar viktiga saker - vad man förväntar sig, vad man gör och får ut när man åker till templet - som ska användas i nästa steg till er nedanför. Anledningen till detta är att man kan använda detta som utgångspunkt för att diskutera eller väcka andra tankar eller idéer som är vettiga för att göra om tempelts webbplats.

ยุ้ยก็ขอสรุปผลที่สำคัญเกี่ยวกับสิ่งที่คุณๆ คาดหวัง ได้ท าที่ัวัด และได้รับจากการไปวัด เพื่อใช้ในขั้นตอนต่อไปอย่างไร ตามข้างล่างนี้ … เพราะว่าคุณๆ จะได้รับไว้ทั้งนี้นี้ ความคิดเห็นของเขาวาเรื่อง เพื่อจะได้นำไปใช้ในแสดงความคิดเห็น หรือ เพื่อจะมีการแสดงความคิดเห็นเรื่องใดเรื่องนึงที่ได้จากมันค่ะ

* Blåa texter är vad som nyligen lagts till - สำคัญคือเรื่องที่เพิ่มเติมมามาใหม่

Förväntningar - คาดการณ์

* känna mig bra, slappna av
* göra goda gärningar, ge allmosor
* delta i aktiviteter för att lära känna Buddhismen och thailändsk kultur och tradition
* delta i Buddhistiska aktiviteter och thailändska festivaler som når man är i Thailand
* en ersättning för tempel i Thailand
* träffa och prata med munken, vänner och andra svenskar och thailändare
* hjälpa till med templets arbeten om man kan
* lära från allt om att förbättra mig själv
* olika typer av thaimat från olika delar av Thailand samlas
* koppla av, lite omväxlande miljö eftersom utsikten runt omkring templet är vacker varje säsong
* vill ha råd eller hjälp med vissa saker
* ha roligt när man deltar i thaisalfer

* สุขใจ สบายใจ ผ่อนคลาย
* ทำคุณงามความดี ทำบุญ ทำตาม
* ร่วมกิจกรรมต่างๆ เพื่อจะได้เรียนรู้ทั้งสัมพันธ์กับพระพุทธศาสนา วัฒนธรรมประเทศไทย
* ร่วมกิจกรรมทางศาสนานะเบื้องหลังๆ เห็นเนื้อที่ได้ทำเมืองไทย
* พบกับวัฒนธรรมไทยที่สวยงาม
* พบและชูคุณค่าทางสังคมของไทยเพื่อนบ้านและชาวไทยทั่วโลก
* ร่วมกิจกรรมที่ท่านได้ไป
* ได้เรียนรู้ในสิ่งต่างๆ โดยรวม เพื่อนำไปใช้ประโยชน์เพื่อตัวเอง
* ศูนย์รวมอาหารทั่วทุกภาคจากเมืองไทย
* พักผ่อน เปลี่ยนอากาศ เพราะว่าที่วัดมีทิวทัศน์สวยในทุกฤดูกาล
* ขอความช่วยเหลือ หรือคำปรึกษาในบางเรื่อง
* ความสนุกสนาน ความบันเทิงใจจากเทศกาลไทยๆ

**Vad man gör - กิจกรรมที่ทำทั่วไป**

* Delta i Buddhistiska aktiviteter
  t.ex. göra morgon- och/eller kvällsbön, ge allmosor, meditera, lyssna på predikant, praktisera Buddhismen

* Delta i thai-festival
  t.ex. äta thaimat, titta på olika thaidanser, njuta av andra roliga aktiviteter
* Umgås med andra

t.ex. prata med munkar som är i templet och kommer från Thailand för att besöka, vänner, andra som besöker templet

* Hjälpa till med olika arbeten i templet

t.ex. hjälpa till i köket, städa huset, sköta trädgården, hjälpa till med administrativa och ekonomiska frågor, göra administrativt jobb, förbereda olika saker till festivaler etc.

* hjälpa, rådgiva eller ge information

t.ex de som har problem, lyssna på deras problem och försöka hjälpa med grundläggande information

Svenskar hjälper till att hitta kontaktpersoner i det sociala nätverket hos myndigheter eller andra hjälpinstanser
dela med mig av erfarenheter om livet i Sverige
ge information till svenskar så att de förstår thailändare mycket mer

* Övrigt

t.ex. låna buddhistiska böcker, delta i aktiviteter som lär ut något t.ex. fruktkonst
visa till min man/sambo vad och hur man brukar göra när man besöker templet.

* ร่วมกิจกรรมทางศาสนา

เช่น แสดงถึงการสั่งจ่าขัง ที่บูชาที่ผ่าน ที่แรกฟัก ที่ปฏิบัติตามพุทธทางชุมชนมากเป็นเด่น

* ร่วมเทศกาลไทยๆ

เช่น หมายหาราได้ เก็บร่างไท การแสดงไทยและสมัครถูกทางผลิตภัณฑ์กิจกรรมที่ต่างๆ

* พบปะสังสรรค์ พูดคุย

เช่น สนทนาราได้ที่ผ่านเวลานี้ที่ผ่านไปหลักธรรมชาติ ที่คุณกันเพื่อนๆ และคนอื่นๆ ที่มาที่

* ช่วยงานต่างๆ ที่ต้อง

เช่น ช่วยงานในครัว ทำอาหาร อุปกรณ์เก็บเกี่ยวกับงานบริหารจัดการและการเงิน ทำงานเกี่ยวกับการทำบุญต่างๆ ของจัด การเตรียมข้าวของสำหรับที่ต่างๆ เป็นต้น

* ให้ความช่วยเหลือ ให้คำปรึกษา หรือให้ข้อมูลเกี่ยวกับในที่ต่างๆ

เช่น กรณีที่มีปัญหา มีปัญหาที่ใกล้ ปัญหาเกี่ยวกับที่ใช้ชีวิต... ได้รับคำปรึกษา ได้รับคำแนะนำต่างๆ

คัดเลือกให้เข้าร่วมกิจกรรมในชุมชนที่มีปัญหา เพื่อขอความช่วยเหลือจากหน่วยงานของรัฐหรือหน่วยงานประเภทอื่นๆ

* ร่วมกิจกรรมทางศาสนา

เช่น ข่ายติดต่อผู้สนใจ ให้คำปรึกษาทางไซท์จัดการ ให้คำปรึกษาทางไซท์ที่ใช้ชีวิตของคนไทย

* อื่นๆ

เช่น ผู้แทนสังคมและเข้าร่วมกิจกรรมให้ความรู้ เช่น สมัครเอก

ที่ทำให้สามารถคิดได้ว่า การไปที่วัดนั้นทำอะไรอย่างไรกันบ้าง
**Vad man får - ลิ้งก์ไปยัง**

* lära mig mer om Dhamma, Buddhismen, hur thai-samhället fungerar
* bra idéer eller tankar för att tillämpa i vardagslivet
* trygghet, känna mig bra/glad, slappna av
* bibehålla sin Buddhism, thaikultur och -tradition
* svenskar får veta mer om Buddhism, thaikultur och -tradition
* arbetserfarenhet när man hjälper till med nåt i temple
* bra relation till andra thailändare och svenskar
* Barn eller ungdomar som flyttat till Sverige når de är små eller är födda i Sverige lär sig om Buddhismen, thaikultur och -tradition samt thailändska.
* Familjemedlem, släktingar och vänner lär känna mer om Buddhismen, thaikultur och -tradition.
* hjälp för olika problem i livet
* lära mig vad man gör och anpassar mig för att leva i Sverige - goda råd från de som har varit länge i Sverige eller från svenskar
* få nyheter eller böcker/information för thailändare från thaiambassaden eller konsulat i Sverige
* få gratis Buddhistiska böcker och CD
* få nya vänner

* ได้เรียนรู้เพิ่มเติมเกี่ยวกับธรรมะ พุทธศาสนาม วิถีสังคมไทย
* ได้ความคิดหรือข้อคิดดีๆ สำหรับนำไปใช้ในชีวิตประจำวัน
* อบอุ่น ปลอดภัย รู้สึกดี มีความสุข ผ่อนคลาย
* ได้บารุงรักษาพุทธศาสนสถาน ขนบธรรมเนียมประเพณีไทย
* ชาวสวีเดนได้รับรู้สัมพันธ์กับพระพุทธศาสนา ขนบธรรมเนียม วัฒนธรรมไทยมากขึ้น
* ได้ประสบการณ์ทำงานต่างๆ จากการช่วยงานวัด
* สัมพันธภาพกับชาวไทยและชาวสวีเดน

*
เยาวชนไทยที่มาอยู่สวีเดนตั้งแต่เล็ก และลูกครึ่งไทยสวีเดน (ที่เกิดที่สวีเดน) ได้รับความรู้ความเข้าใจเกี่ยวกับพระพุทธศาสนา และประเพณีวัฒนธรรมไทย และภาษาไทย

* คนในครอบครัวที่สวีเดน ญาติ เพื่อน ได้รู้และเข้าใจเกี่ยวกับพระพุทธศาสนาและประเพณีวัฒนธรรมไทย

* ได้รับความช่วยเหลือเกี่ยวกับปัญหาต่างๆ ในชีวิต

* ได้รับรู้ว่าควรต้องอย่างไร และปรับตัวอย่างไร ในการอยู่อาศัยในประเทศสวีเดน

* ได้รับข่าวสาร ประกาศ หนังสือ จากสถานเอกอัครราชทูตไทย หรือกงสุลใหญ่ในสวีเดน

* ได้รับหนังสือหรือจดหมายจากที่ปรึกษา

* ได้เพื่อนใหม่

Tusen tack! -- ขอบคุณมากค่ะ
Appendix 10 Online Future Workshop - Discovering problems (online form)

Online form - Google form

Steg 2-1: Göra om WatSanghabaramee’s webbplats - ขั้นตอนที่ 2-1: ปรับปรุงเว็บไซต์สวัสดีสังฆารามี

* Required

Introduktion - บทนำ

Hej igen!
Nu ska vi börja det andra steget, vilket innebär 3 delar: att samla in problem, att brainstorma idéer/solutioner och att välja idéer och lösningar.

Denna gången handlar det om att samla in alla problem eller vad som saknas på templets webbplats. Dessa tidigare tagits upp är grupperade i olika kategorier och ni kan även lägga till vad ni vill, se nedan.

สวัสดิ์ครับค่ะ
เราจะมาเริ่มในขั้นตอนที่สองกันค่ะ ซึ่งคือแบ่งออกเป็น 3 ส่วน คือ รวบรวมปัญหาต่างๆ ระบบความคิดและแนวทางแก้ไขปัญหา และ เลือกความคิดและแนวทางแก้ไขปัญหา

ครั้งที่ก่อนก็รูปภาพรายการปัญหาต่างๆ หรือ สิ่งที่ต้องปรับปรุงกับขั้นตอนแรกค่ะ ... ถ้าก่อนได้รวบรวมทั้งหมดได้มาบางแล้วจากการก่อนๆ และเน้นบางเหตุการสำคัญๆ และกิจกรรมวิชาการสำคัญๆ ได้เลยทันทีเริ่มต้นจากนี้
Att samla in problem - รวมรับปัญหาต่างๆ

Har ni andra problem eller funderingar att lägga till?

Någon av er kanske inte har några direkta problem alltsom webbplatsen är onkel. Men ni kan fundera på vad ni tycker saknas för att stödja t.ex. Buddhistska aktiviteter hemma/av som helst, lärande om Buddhismen och thailändsk kultur och traditioner och andra saker som ni tycker är relevanta.

児童, 你將來會做什麼工作? 你喜歡什麼事情? 你將來要學什麼?”

När ni har samlat in punktär finns det något att göra med dessa punkter. Det kan bli att ni ska skriva en text eller meddelande till någon annan, eller att ni ska ta några löpande handlingar. När ni har gjort detta, kan ni börja tänka om vad ni tycker är viktigt och vad ni vill att andra ska veta.
1. Lite eller ingen information om - มีข้อมูลน้อย หรือไม่มีข้อมูลเกี่ยว
กับ

* Buddhismen
* Dhamma
* thai-kultur och traditioner
* vad man brukar fråga innan man besöker templet eller förbereder sig för att delta i aktiviteter (FAQ)

*ด้วยเหตุผลที่
* พระธรรมคุณา
* พระธรรมครภัย
* พระธรรมภูมิ วิบัติธรรมประทุมไทย
* เรื่องราวที่มีส่วนรวมกันเข้ามากับๆ เกี่ยวกับการจะไปวัด หรือ การเตรียมตัวก่อนเข้าร่วมกิจกรรมต่างๆ ของ
วัด (FAQ)

**Vad kan du säga mer om detta?**

มีอะไรต้องการจะเพิ่มเติม บอกมาได้เลยนะคะ

2. Kan inte delta i aktiviteter vid speciella tillfällen - ไม่สามารถเข้าร่วมกิจกรรมในโอกาสสำคัญต่างๆ

**speciella tillfällen t.ex.** Buddhistiska dagar och festivaler. Du vill delta i men kan inte komma, och
vill göra det hemifrån via webbplatsen t.ex.

* morgonbön
* kvällsbön
* meditation
* hösna på predikart
* prata om Buddhismen med munken

**Vad kan du komma på mer?**

มีอะไรต้องการจะเพิ่มเติมอีกไหมคะ?
3. saknar funktioner för kommunikation - ไม่มีฟังก์ชันการใช้งานเกี่ยวกับการติดต่อสื่อสารทางด้าน

* ställa frågor och få snabb respons
* diskutera om Buddhismen
* prata om Dhamma
* prata om vissa funderingar kring aktiviteter på templet
* prata med munken för att få idéer om mina problem

* komma ihåg och dags att dela med en bild på grannen
* förbättra klockan på klockan
* raderar klockan
* förbättra klockan

Berätta mer! Tack!

Gärna rätt vilken meddelande de skulle

4. Saknar grundläggande funktioner - ไม่มีฟังก์ชันการใช้งานเพิ่มเติม

* få nyheter via e-post
* söka information på webbsidan
* uppdaterad kalender
* väljer läsbara böcker
* finns inte tillräckligt med länkar till andra källor med relevant information och kunskap
* funktioner så munkens och webbredaktionen lätt kan uppdatera webbsidan

* övriga funktioner
* söka information på webbsidan
* uppdaterad kalender
* välj läsbara böcker
* finns inte tillräckligt med länkar till andra källor med relevant information och kunskap
* funktioner så munkens och webbredaktionen lätt kan uppdatera webbsidan

* följd oss på vårt sociala medier
5. Webbplatsens utseende - รูปแบบของเว็บไซต์

* inte modern och attraktiv
* kan inte riktigt anpassa sig till olika moderna verktyg t.ex. iPad, smartphone

* inte enkelt att navigera
* inte enkelt att söka i olika delar

Vad vill du säga mer om detta?

6. Övrigt - อื่นๆ

* aktivitetsbilderna är inte uppdaterade.
* fotoalbum är svårt att använda
* URL (www.watanghabaramee.org) är svårt att komma ihåg, måste söka i sökmotorn först eller be andra om hjälp
* långsamt och kan inte nå Webbplatsen ibland

* inte klar med huvudbilderna
* inte klar med sidabilder
* inte klar med texter (www.watanghabaramee.org) ligger under kvarter och är ofta svåra att läsa

Vad kan du komma på mer?

**PD at a distance | 2013**
Tack så mycket! - ขอบคุณมากครับ

Klicka på submit/skicka-knapp för att registrera dina svar!

Klicka på submit/skicka เพื่อป้อนคำตอบของคุณครับ

Submit
Appendix 11 Online Future Workshop - Discovering problems (Google Document)

Online document - Google Document

Steg 2-1 Att samla in problem

ขั้นตอน 2-1 รวบรวมปัญหาต่างๆ

* Blåa texter är vad som nyligen lagts till - ตัวอักษรสีน้ำเงินคือสิ่งที่เพิ่มเติมมาใหม่

1. Lite eller ingen Information om - มีข้อมูลน้อย หรือไม่มีข้อมูลเกี่ยวกับ

* Buddhismen
* Dhamma
* thai-kultur och traditioner
* vad man brukar fråga innan man besöker templet eller förbereder sig för att delta i aktiviteter (FAQ)
* hur man uppträder framför munkar
* rekommenderade kurser eller ställen för svenskar som vill lära sig mer om Buddhismen i Thailand
* morgonbön och kvällsbön
* meditativ buddhistisk musik, videos
* att praktisera Buddismen t.ex. meditera, allt i vardagslivet
* dagliga thai-landska nyheter, både specifika och kulturella
* rekommenderade länkar om Buddhismen, thaikultur och -tradition för thailändare och svenskar
* olika arbeten i templet som behöver hjälp från folk, gärna med tid och datum
* information om andra munkar som besöker templet
2. Kan inte delta i aktiviteter vid speciella tillfällen

* Kan inte delta vid speciella tillfällen t.ex. Buddistiska dagar och festivaler. Du vill delta i men kan inte komma, och vill göra det hemifrån via webbplatsen t.ex.

* morgonbön
* kvällsbön
* meditation
* lyssna på predikant
* prata om Buddhismen med munken

* praktisera Buddismen online med munken under helgen, på kvällen
* titta på aktiviteter live online vid vissa viktiga tillfällen t.ex. aktiviteter på förmiddag - bön, ge allmosor, meditera

หมายสารสั่งจ่ายง่ายๆ เช่น วันพระ วันสำคัญหรือเทศกาลทางพระพุทธศาสนา

หลายคนอยากจะร่วมกิจกรรม แต่ไปวัดไม่ได้ และอยากจะร่วมกิจกรรมที่บ้านโดยผ่านทางเว็บไซต์ เช่น

* สมุดบันทึกวัตรเช้า
* สมุดบันทึกวัตรเย็น
* นำสมาธิ
* เพลงพระ
* สนับสนุนธรรมภูมิ

* หลวงพร้อมปฏิบัติธรรมออนไลน์ ในวันหยุด เช่น

**3. saknar funktioner för kommunikation**

ไม่มีฟังก์ชันการใช้งานเกี่ยวกับการติดต่อสื่อสารที่ทุกคน

* ställa frågor och få snabb respons
* diskutera om Buddhismen
* prata om Dhamma
* prata om vissa funderingar kring aktiviteter på templet
* prata med munken för att få idéer om mina problem
* chatta om olika saker om livet med de som kan ge råd eller svara på frågorna. när det det finns nån som kan göra detta.

* ถามคำถาม และได้รับคำตอบได้รวดเร็วฟังผ่าน
* หลวงพร้อมปฏิบัติธรรมพระพุทธศาสนา
* หลวงพร้อมปฏิบัติธรรมพระพุทธศาสนา
4. Saknar grundläggande funktioner - ไม่มีฟังก์ชันการใช้งานพื้นฐาน

* få nyheterna via e-post
* söka information på webbplatsen
* uppdaterad kalender
* välfungerande gästbok
* finns inte tillräckligt med länkar till andra källor med relevant information och kunskap

  Länkar till meditativ buddhistisk musik, videos, länkar till svenska, engelska och thailändska sites som rör buddhismen, länkar till dagliga thailändska nyheter, både specifika och kulturella
  
  rekommenderade vdo eller länkar vid speciella tillfällen

* funktioner så munken och webbredaktören lätt kan uppdatera webplatsen
* diskussionsforum
5. Webbplatsens utseende - รูปแบบของเว็บไซต์

* inte modern och attraktiv
* kan inte riktigt anpassa sig till olika moderna verktyg t.ex. iPad, smartphone
* Man kan anpassa webbplatsen lite grann, t.ex. välja ut vad man brukar titta på och lägga dem nånstans som är lätt att hitta senare.
* Ingen överblick över allt som lagts senast på webbplatsen.

* ไม่ทันสมัย และเป็นที่น่าดึงดูดใจ
* เว็บไซต์ไม่สามารถปรับตัวให้เข้ากับอุปกรณ์ต่างๆ ที่ใช้กันอยู่ เช่น ไอแพด สมาร์ทโฟน ได้ดีเท่าที่ควร
* ฟังก์ชั่นที่เราสามารถปรับแต่งได้ของเราจะไม่ค่อยได้ใช้ออก นอกจากนี้ ลักษณะของหน้าเว็บ ด้านบนของหน้าเว็บเป็นที่ตั้งค์ สำหรับที่ที่เราสามารถปรับแต่งได้
* พอเข้าเว็บแล้วไม่เห็นว่า มีอะไรใหม่ที่ได้ดูในเว็บไซต์นี้ที่ตั้งค์

6. Övrigt - อื่นๆ

* Aktivitetsbilderna är inte uppdaterade.
* fotoalbum är svåra att använda
* URL (www.watsanghabaramee.se) är svårt att komma ihåg, måste söka i sökmotorn först eller be andra om hjälp - byta till ett kort namn
* långsam och kan inte nå webbplatsen ibland

* bli medlem

* ansluta till sociala medier t.ex dela till Facebook, klicka för att skicka mail till en kompis för att sprida nyheter

* ไม่ได้อัปเดตรูปภัณฑ์

* อัลบั้มรูปใช้งานยาก

* ช้า และเข้าเว็บไซต์ไม่ได้ในบางครั้ง

* ชื่อเว็บไซต์จ่ายาก (www.watsanghabamee.se) ต้องค้นหาแล้วคลิกลิงก์ลงใน เรื่องไปด้วยข้อ - เปลี่ยนชื่อเว็บไซต์ให้สั้นลง

* สมัครเป็นสมาชิกบนเว็บวัด

* ฟังก์ชั่นส่งต่อไปยังโซเชียลมีเดีย เช่น แชร์ไปเฟสบุ๊ค หรือคลิกเพื่อส่งอีเมลไปยังเพื่อน เพื่อช่วยกระจายข่าวสาร

*Tusen tack! -- ขอบคุณมากค่ะ*
Appendix 12 Online Future Workshop - Brainstorming ideas

Online document - Google Document

::: www.watsanghabaramee.se :::

Steg 2-2: Att brainstorma idéer/lösningar

Hejhej!

Nu ska vi dela idéer med varandra för att lösa alla problem och fylla i vad som saknas. Ni kan ta upp vad som ni gillar från andra sajter eller appar i smartphone eller surfplattor som ni har använt. Vi ska diskutera varför de är bra på templets sajt. Jag har också exempel på vissa idéer som tidigare sagts i olika grupper, se nedanför.

Kanske kan ni kolla den här länken för att få inspiration för idéer och stödja diskussionen:

https://docs.google.com/document/d/1HT0oAdR_YWuEsXwyJvC9EhPzHbEoiZEc1QsVylTkR8/edit

สวัสดีค่ะ

ครั้งนี้เราจะมาแชร์แนวความคิดเพื่อแก้ปัญหาต่างๆ หรือว่าเพิ่มเติมในส่วนที่ยังไม่มีบนเว็บไซต์ดูค่ะ สามารถนำนำมาрослั่งที่มีคุณค่า ของจากเว็บไซต์ต่างๆ หรือว่าจากแอพต่างๆ ในสมาร์ทโฟนหรือว่าแอพพลิเคชั่นต่างๆ เพื่อให้เห็นว่าทำไมถึงอยากให้มีสิ่งเหล่านี้ เอาสมบัติอย่างไรนะค่ะ นอกจากนี้ยังมีเรื่องของบางแนวความคิดที่ได้พูดถึงข้างมาก่อน มายร่วมกันด้วยค่ะ

กูๆๆ อาจจะมีสิ่งเหล่านี้เพื่อจุดประกายความคิด แล้วเติมไปในการศึกษาค่ะ

https://docs.google.com/document/d/1HT0oAdR_YWuEsXwyJvC9EhPzHbEoiZEc1QsVylTkR8/edit

1. Rik Information - ข้อมูลมากมายหลากหลาย

Templets nyheter, Buddhismen, Thaikultur och tradition, FAQ om att besöka templet, olika saker för livet i Sverige

-chairat templet sammanfattningsliga information om Buddhismen, hälsning, traditioner, FAQ om att besöka templet, olika saker för livet i Sverige.

exempel av Webbplats

Tittar inte på dess utsida men all information om Buddhismen på webbplatsen är mycket intressant, mycket levande. Det innehåller olika typer av medier och Dhamma. Mycket närmare i vardagslivet.

http://www.watkoh.com/

Dhamma i olika medier - ธรรมะในสื่อหลากหลาย

De kan också välja vilken typ av media de föredrar. (Eftersom folk nuförtiden är på olika medier så de kan följa allt från templet via dessa kanaler också)

http://www.dhammatoday.com/
VDO playlist as in YouTube

Man får se alla vdos i samma ämne direkt, behöver inte kolla alla vdos själv

Känna något av ett viss tema, kan söka efter vidare viss tema här, och sedan spela av också andra viss tema ämne.

lätt att hitta hela listen, kan sätta på när man lägger sig eller för att koppla av

หัวข้อเรื่อง ...นิทานชาดก นิทานธรรมะ เรื่องสั้น ถ้าเคยฟังที่อื่น ๆ มาแล้วฟังไม่จบก็จะไปหาดูเพิ่ม

Online Dhammaböcker


Man kan ladda ner dem och läsa. Vissa är gratis men andra måste man köpa.
Dhamma delas i olika kategorier

Man kan söka efter vilket ämne man vill läsa om eller lyssna till. Sen kan man göra dem som favoriter i "My bookmarks". t.ex.

DhammaForYou (App i iPad)

Dhamma - från kända munkar från Thailand

Man kan ladda ner och lyssna på dem offline.

あなたの知る真理に近づく

สามารถดาวน์โหลดและฟังได้ ได้ฟังสู่ธรรมะถึงสิ้นที่ไม่ต้องมีอินเทอร์เน็ต

Man kan ladda ner dem, och kan öppna när det inte finns internet.
hur man uppträder framför munkar

men också hur man gör med andra thailändare i olika ålder och situationer

Det kan vara texter, vdo eller bilder.
Mat och dryck för munkar

Vad man kan göra och vad man inte bör göra

Hur man klär på sig när man besöka templet

- Vad som är lämpligt och inte, använder bilder för att visa exempel

Dose and Don’t in Thailand

The Thai and I: Living in the Thai Countryside : Håkan Kolmodin

Skrivet av en svensk
vad man brukar fråga innan man besöker templet eller förbereder sig för att delta i aktiviteter (FAQ)

เรื่องต่างๆ ที่มีคนถามกันเข้ามาบ่อยๆ เกี่ยวกับการไปวัด หรือ การเตรียมตัวก่อนเข้าร่วมกิจกรรมต่างๆ ของวัด

Fråga Anna แอนนา

http://www.ikea.com/se/sv/

Den är modern och ser mycket attraktiv ut men man måste tänka vad man ska skriva för att hitta vad man vill. Om nyckelordet inte är lämpligt får man inte svar, även om det egentligen borde finnas svar för såna.

จะพิมพ์ก็ต้องคิดก่อนว่า ต้องพิมพ์อะไร … พิมพ์ไปแล้วก็จะไม่มี สิ่งๆ ที่มีก็ไม่ได้ที่จะให้ได้ … แสดงออกมาเยอะ ถึงไปบู๊ ไปเอง

למיםบันทิกหลักเกี่ยวกับ

http://www.ais.co.th/faq/th/

Dela frågor och svar i olika kategorier
Olika frågor som man kan välja.

http://www.migrationsverket.se/info/2496_en.html

Inte fint och svårt att hitta
Frequently asked questions

General questions

What happens if I apply for an extension of my permit too late (after my current permit expires)?

My child will soon turn 18 and is about to submit an application for a residence permit. Is there anything I can do to make sure that the decision will be made before my child’s birthday?

I have heard that it is more difficult for a child to receive a residence permit to move to a parent in Sweden after the age of 18. Is this correct?

Can I have my interview conducted at an embassy of my choice?

If I am an Iranian citizen planning to get married. Me and my husband to be are both living in Sweden. Are there any legal barriers for us to get married?

My parents are thinking of marrying me off, but I don’t want to. Where can I find information on my rights?

I have a limited residence permit owing to a relationship. The relationship has now ended. Can I still live in Sweden?

Which form should I use to apply for a permanent residence permit?

För livet i Sverige สำหรับการดํารงชีวิตประจําวันในสวีเดน

คุณสุขภาพ ตามสถานการณ์ คุณรู้สึกได้ดี ตามที่นี้ จึงควรียน

เหตุการณ์ชีวิต รักษาสุขภาพ ไปที่อุทยานทันที

จะได้ไปไหน ต้องพัก ดอกไม้ ดอกพัสการ … ใบชีวิตอยู่ อยู่กันดี … ธรรมะจะได้ใกล้ตัวมากขึ้น

เช่น ข้อคิดข้อธรรมะ มีเรื่องดีๆ ถึงไปฝึก คัดสรรค์ มาแล้ว

เหตุที่จะได้ไปไหนที่สุดๆ ถึงเท่าที่ได้เลย

Nyheter, aktuellt - för att ge information men samtidigt prata också om Dhamma, hur man tillämpar Dhamma i olika situationer i livet, vad man kan lära sig från situationerna.

Webbplats som samlar olika slags artiklar รวบรวมบทความ

มีบทความต่างของอะไรอะไร มีหลากหลายเรื่องราว

http://www.onopen.com

Gillar att man kan dela eller maila till sina vänner eller prata om det på nåt sätt

ขอบคุณที่เลือกเว็บนี้ค่ะ หรือส่งเมล์ ไปแชร์ต่อกันได้
new feeds

visa nya artiklar på första sidan
2. Online aktiviteter - กิจกรรมออนไลน์

One way communication

TV

titta på eller delta i aktiviteter live online vid vissa viktiga tillfällen

ดูการถ่ายทอดสดกิจกรรมในวันสำคัญต่างๆ ออนไลน์ (แบบบิดirectional)

http://live.thaipbs.or.th/

olika kanaler från Thailand, man kan välja, det kan bli olika kanaler om Buddhismen eller kunskap från Thailand

มีช่องทางให้เลือก เลือกช่องที่เหมาะสมกับเรื่องของวัด

http://www.adintrend.com/index.php
online radio om Dharma วิทยุธรรมออนไลน์

Lyssna på Dharma online, man kan se program, hur många personer som tittar just nu och annan relevant information om radion

http://www.sangdhamsongchevit.com/radio10325.html
Man jobbar som volontär för att ta hand om radio online hemifrån - om Dhamma, Dhammamusik, musik för meditation etc.

http://www.watkoh.org/dj/

Program SAM

two way communication แบบโต้ตอบกันได้

VDO

prata om Buddhismen med munken t.ex. via Skype สนทนาร่วมกับพระ เช่น ผ่านทางสไกป์

ไม่บ่อย ระบุวันเวลาเพื่อแจ้งก่อน สำหรับคนที่ไปร่วมกิจกรรม

หลวงพ่อจัดเวลาให้สำหรับกิจกรรมตรงออนไลน์โดยตรง

Text Chat - chatta om Buddhismen online

เวบ http://www.watkoh.org/chat_flash/

http://www.watkoh.org/chat_flash/d_m.php
3. Levande kommunikation - ฟังก์ชันติดต่อสื่อสารทุกข์

ชุดคุณลักษณะทางความคิด Konversation och diskussion

delay response - forum

Forum där man kan ställa olika frågor.

http://buddhist.se/smf/index.php
แบ่งเป็นห้องๆ หาง่าย มีเรื่องใหม่ๆ มีให้ดูว่ามีห้องอะไรบ้าง

dela i olika rum, mycket lätt att hitta

มี tag ยะจะ�� gillar inte Tag-system

direct response - text or VDO chat

Man kan chatta för att fråga nåt
4. Mer grundläggande funktioner - ฟังก์ชันการใช้งานพื้นฐาน

* få nyheterna via e-post ติดตามข้อมูลข่าวสารผ่านทางอีเมล์

* bara kort nyheter ใบปลิวแจ้งข่าวสั้นๆ บอกงานบุญ

* uppdaterad kalender

Vill gärna lägga ihop thailändsk och svensk kalender, så att man kan se vad som händer i Thailand och också i Sverige.

http://www.kalender.se/
Thai Buddhist Calendar

Den visar när det är Buddhas dag, speciella dagar och ger lite information eller kort historia om dagen

5. Attraktiv och levande webbplats - เว็บไซต์ที่น่าสนใจและดูมีชีวิตชีวา

överblick över allt som lagts till senast på webbplatsen och anpassa sig till olika moderna verktyg

นี้จะวิเคราะห์ที่สังเกตุภูมิทัศน์และปรับตัวให้เข้ากับอุปกรณ์ต่าง ๆ ที่ใช้ในปัจจุบัน

http://thaipbs.or.th/

Denna visar bara aktuella saker så att man ser vad som är nytt och vad som händer just nu (radio, live broadcasting)
många gillar inte den eftersom det är för mycket på en gång.

http://www.mydootv.com/

New feeds วีดีโอ คำถามข่าว … ถ้าอยากอ่านต่อก็คลิกต่อไปเอง

Gillar inte de här

Website

http://www.moac.go.th/home.php
Det är okej enkel men modern

http://www.plumvillage.org

Gillar den här

Exempel som är okej

http://www.dmc.tv/


http://www.amaravati.org/

http://www.dailymail.co.uk/home/index.html

6. Webbplats i olika verktyg - เว็บไซต์ในอุปกรณ์ต่างๆ

Dator, Smartphone, Surfplattor

När man öppnar webbplatsen i surfplattor eller smartphone kan det upptäckas och ge tips hur man kan göra så att det blir lättare att komma åt nästa gång och utseddet på webbplatsen passar mycket mer i verktysen.

t.ex. när man öppnar den i webbläsare i iPad ger den råd att installera den till iPad och efter det får man en icon att klicka på i fortsättningen.

เช่น ถ้าเราเปิดเวบในไปแพด หรือมือถือ ระบบก็จะแนะนำวิธีการเพื่อที่จะได้เข้าเวบได้ง่าย เช่นให้ติดตั้งลงไอแพด เพื่อที่จะได้หน้าตาเว็บที่เหมาะสมกับการใช้งานในโทรศ

Man kan använda den som "Starting point" där man kan börja och sen hitta vad man vill, men relevant för Buddhismen och Thailand och måste vara lämplig och på en viss nivå. Det är allt möjligt här.
Expectations

Starting point

Buddhist e-books

Buddhist Calendar

Social media

VDO

Tusen tack! -- ขอบคุณมากค่ะ ค่ะ
## Appendix 13 The answers of feedback interviews of online Future Workshop

### G.

<table>
<thead>
<tr>
<th>Question no.</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>bra sammanfattning om vad jag själv tycker och vad andra tycker, fick man sammanfattning av vad alla tycker vore det utmärkt, jag tycker att det är inte så mycket info, omfattande ämne, det är okej att mycket samlas först och sen kan man tycka och reducera ner och ta bort vad som inte är aktuellt, så att det är hanterbart, det är helt okej</td>
</tr>
<tr>
<td>Q2</td>
<td>nej, inga</td>
</tr>
<tr>
<td>Q3</td>
<td>inga tekniska problem, det fungerar perfekt hela tiden, klart och tydligt med förutsättning, instruktion, vad man ska göra, det var klart och tydligt, inga problem</td>
</tr>
<tr>
<td>Q4</td>
<td>nej, inte</td>
</tr>
<tr>
<td>Q5</td>
<td>ja, jag har läst det så att jag får veta vad jag måste göra eller det finns nåt speciell som jag ska tänka på när jag ska svara frågor.</td>
</tr>
<tr>
<td>Q6</td>
<td>jag tycker att man känner igen sig från steg till steg, det är bra</td>
</tr>
<tr>
<td>Q7</td>
<td>jag har gjort det men jag gjorde bara senare, jag svarade först och sen tittade</td>
</tr>
<tr>
<td>Q8</td>
<td>en del av vad jag har svarat har andra också svarat på och sen kom andra områden som jag inte har tänkt på. Det är bra att få läsa vad andra sager och vad jag inte har tänkt, jättebra att man får feedback till sig själv om vad andra tycker</td>
</tr>
<tr>
<td>Q9</td>
<td>det blir lite mer levande och trevligare att se andra bilder också, inte bara text, jag tycker att det är bra</td>
</tr>
<tr>
<td>Q10</td>
<td>detta är tydligare, det är sammanfattning och den andra var mer vad olika personer tycker. Och det var bra i den här frasen att det samlas in, sammanfattning vad alla tycker, detta är klar bild av alla har tyckt</td>
</tr>
</tbody>
</table>

### M.

<table>
<thead>
<tr>
<th>Question no.</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>It was ok.</td>
</tr>
<tr>
<td>Q2</td>
<td>I thought nothing.</td>
</tr>
<tr>
<td>Q3</td>
<td>No problem but there were so many activities. Many questions to answer.</td>
</tr>
<tr>
<td>Q4</td>
<td>It was not difficult.</td>
</tr>
<tr>
<td>Q5</td>
<td>No. I just look for the question. I had not much time.</td>
</tr>
<tr>
<td>Q6</td>
<td>Nice.</td>
</tr>
<tr>
<td>Q7</td>
<td>No, I did not read what the others answered. I think it was not for me.</td>
</tr>
<tr>
<td>Q8</td>
<td>-</td>
</tr>
<tr>
<td>Q9</td>
<td>It was good.</td>
</tr>
<tr>
<td>Q10</td>
<td>Good.</td>
</tr>
<tr>
<td>Question no.</td>
<td>Answers</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>Q1</td>
<td>A lot of information. It was difficult to read in the spreadsheets. It is better that you rearrange them into different categories or for each question. It is much more easy to read.</td>
</tr>
<tr>
<td>Q2</td>
<td>Nothing</td>
</tr>
<tr>
<td>Q3</td>
<td>No problem</td>
</tr>
<tr>
<td>Q4</td>
<td>Not difficult.</td>
</tr>
<tr>
<td>Q5</td>
<td>Not this time.</td>
</tr>
<tr>
<td>Q6</td>
<td>Nice</td>
</tr>
<tr>
<td>Q7</td>
<td>Yes, I did in the beginning because I wanted to see how they answered the questions. Sometimes, I visit the result page the second time to read what the other said, how they thought.</td>
</tr>
<tr>
<td>Q8</td>
<td>I saw their photos, especially the persons I know personally and they are important for me, to see how they answered the questions.</td>
</tr>
<tr>
<td>Q9</td>
<td>Good.</td>
</tr>
<tr>
<td>Q10</td>
<td>Good.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question no.</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>It was better. It is much easier to read in Google Document. It is in different categories so I know what the others answered. I see also pictures which make the document more attractive to read. The spreadsheets are not attractive to read at all. They look like formal documents from the authorities.</td>
</tr>
<tr>
<td>Q2</td>
<td>Nothing</td>
</tr>
<tr>
<td>Q3</td>
<td>Nothing</td>
</tr>
<tr>
<td>Q4</td>
<td>Not difficult. It was convenient because I have access to Internet and good devices.</td>
</tr>
<tr>
<td>Q5</td>
<td>No. I did not have time to do it.</td>
</tr>
<tr>
<td>Q6</td>
<td>Simple and clean. I think it is suitable for working. Color tone is good. When the documents look nice I can work with these until finishing.</td>
</tr>
<tr>
<td>Q7</td>
<td>No, I did not have time to read. I was so busy with moving to the new apartment.</td>
</tr>
<tr>
<td>Q8</td>
<td>-</td>
</tr>
<tr>
<td>Q9</td>
<td>It is more interesting and attractive for reading. Nice.</td>
</tr>
<tr>
<td>Q10</td>
<td>Nice. There are also some pictures, answers of each person. It is like working with a focus group to get opinions.</td>
</tr>
</tbody>
</table>
**A.**

<table>
<thead>
<tr>
<th>Question no.</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>It is all right. If the website can be use in reality.</td>
</tr>
<tr>
<td>Q2</td>
<td>I think if you choose a group of people who really get benefit for the temple, you might get more useful information or answers that the temple can use to arrange activities to meet their needs. But for me, I do not expect much from the temple.</td>
</tr>
<tr>
<td>Q3</td>
<td>Nothing</td>
</tr>
<tr>
<td>Q4</td>
<td>It is ok. I can use it.</td>
</tr>
<tr>
<td>Q5</td>
<td>No, I did not have time.</td>
</tr>
<tr>
<td>Q6</td>
<td>It is ok.</td>
</tr>
<tr>
<td>Q7</td>
<td>Yes. I think if you ask more people you will get much more that is useful for the temple.</td>
</tr>
<tr>
<td>Q8</td>
<td>It does not affect me. It was nice to get to know what the others thought. Many things they said that I do not know or feel when visit the temple. So I know how people feel.</td>
</tr>
<tr>
<td>Q9</td>
<td>Nice to have some visualization. I think it is a good idea. For better communication</td>
</tr>
<tr>
<td>Q10</td>
<td>It was ok for me with the spreadsheet because I can use and am used to it. I understand how it works. But for someone who has never used it, it is quite difficult to understand because it is not user friendly. But I like to work with tables.</td>
</tr>
</tbody>
</table>

**R.**

<table>
<thead>
<tr>
<th>Question no.</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>Som mera av tekniker än student av metodik hade jag gärna sett att det samtidigt hände lite på själva webbsajten som demonstration av förbättring. Otälig.</td>
</tr>
<tr>
<td>Q2</td>
<td>Samma svar, som tekniker hade jag gärna sett exempel från många andra webbsites, både buddhistiska och andra, med företeelser som folk kunde tycka om, om en viss sak är bra eller dålig. Det är mer konkret än tämligen abstrakta frågor, även om det kan vara tänkande jag inte har insyn i.</td>
</tr>
<tr>
<td>Q3</td>
<td>Inga, förutom att upprepningar av samma sak känns lite irriterande och som slöseri av tid.</td>
</tr>
<tr>
<td>Q4</td>
<td>För min specifika situation har det mesta skett via direkttal. Annars är jag van vid e-mail sedan 25 år.</td>
</tr>
<tr>
<td>Q5</td>
<td>Bara om något inte var självklart. Efter att ha hållit på med datorer sen 1971 är jag väl ganska enlightened inom detta område......</td>
</tr>
<tr>
<td>Q6</td>
<td>För mej lite tjäligt. Kanske nyttigt för andra.</td>
</tr>
<tr>
<td>Q7</td>
<td>Snabb observation för att se aktiviteten.</td>
</tr>
<tr>
<td>Q8</td>
<td>Inte ett skvatt.</td>
</tr>
<tr>
<td>Q9</td>
<td>Gör jag själv i diverse sammanhang, har ett enormt bildbibliotek i datorn.</td>
</tr>
<tr>
<td>Q10</td>
<td>Det har blivit en vana, minns på 70-talet att de på Lunds datalogiinstitution satte upp en slags chatt som ett elevarbete, som sen varenda student använde. Och blev rasande när en snorkig lärare sen stängde av det hela med &quot;det var bara ett experiment&quot;. Han fattade inte att det hade startat en trend, &quot;sociala media&quot;.</td>
</tr>
</tbody>
</table>
### Appendix 14 The answers of the feedback interview of PD at a distance

#### G.

<table>
<thead>
<tr>
<th>Question no.</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>nej, inte på detta sätt, det är första gången.</td>
</tr>
<tr>
<td>Q2</td>
<td>nej, inte heller</td>
</tr>
<tr>
<td>Q3</td>
<td>-</td>
</tr>
<tr>
<td>Q4</td>
<td>det är avsikter i projektet att många deltagare kan dela sina åsikter och även kan ta en del av vad andra tycker. Man svarar olika frågor. Så det blir ungefär att alla sitter runt bordet och pratar och diskuterar, så här gör man. detta gör man på annat, att Man delar sina åsikter och ta in andra åsikter, man har inte ögonkontakt som man sitter runt bordet med sitt kroppsspråk. Man kan inte få direkt svar, lite delay och man kan inte fråga direkt.</td>
</tr>
<tr>
<td>Q5</td>
<td>ja, jag tycker det. Eftersom jag ser vad de tycker. Eftersom du får se vad de tycker och det är bra att se bilder på deltagare så att jag ser vem som är vem, hur de ser ut. Och jag tycker att det är intressant att få se hur andra ser ut.</td>
</tr>
<tr>
<td>Q6</td>
<td>Det är också okej så att de ska jobba för templet.</td>
</tr>
<tr>
<td>Q7</td>
<td>jag tycker verktyg är samma med vad jag har jobbat med, det är inget nytt i det, frågeformulär, de är ju jag känner igen</td>
</tr>
<tr>
<td>Q8</td>
<td>men det är ok, man skulle lätt kunna lära sig att hantera</td>
</tr>
<tr>
<td>Q9</td>
<td>man blandar dem, man skicka mail när det finns en stor text och då kan man ringa telefon när det gäller korta meddelande har du sett det och observera men med längre texter då är mail det bästa</td>
</tr>
<tr>
<td>Q10</td>
<td>Det är information som rör många personer så man går via mail och sprider information, bättre än att ringa till alla, och även om du svarar mail på ett snabbt sätt, får det dokumenterat och de andra kan ta en del av vad jag tycker.</td>
</tr>
<tr>
<td>Q11</td>
<td>det är okej att kombinera så att denna del kompletterar den andra. det är bra att använda olika verktyg jo.</td>
</tr>
<tr>
<td>Q12</td>
<td>Det är tråkigt att bara ha det. Jag tycker att man bör blanda både detta och variera med olika typer av verktyg inte bara online</td>
</tr>
<tr>
<td>Q13</td>
<td>nej, det är bra det är okej,</td>
</tr>
<tr>
<td>Q14</td>
<td>jag kan inte allt så jag har lärt mig många onlineverktyg från detta projekt</td>
</tr>
<tr>
<td>Q15</td>
<td>-</td>
</tr>
</tbody>
</table>

#### M.

<table>
<thead>
<tr>
<th>Question no.</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>No, I have never participated in any co-designing work before.</td>
</tr>
<tr>
<td>Q2</td>
<td>Never.</td>
</tr>
<tr>
<td>Q3</td>
<td>-</td>
</tr>
<tr>
<td>Q4</td>
<td>It was ok. To design together or provide some design for me to choose, I like both of them.</td>
</tr>
<tr>
<td>Question no.</td>
<td>Answers</td>
</tr>
<tr>
<td>-------------</td>
<td>---------</td>
</tr>
<tr>
<td>Q1</td>
<td>Never. This is the first time.</td>
</tr>
<tr>
<td>Q2</td>
<td>Never. Only some kind of writing something online with my friends on Google Document</td>
</tr>
<tr>
<td>Q3</td>
<td>-</td>
</tr>
<tr>
<td>Q4</td>
<td>I am also a user of the website so I think it is important for me. I feel good with this. You know what I want and take it into account for improving the website. I feel I own some part of it. The website is better and there are something that I need on it. I feel like I am a part of the website, to improve, use, take care it like it is my house. This is my community and I can share my ideas for improving it.</td>
</tr>
<tr>
<td>Q5</td>
<td>I get to read what the others answered. It was like we were in the meeting room with the others and listened to what the others said. This topic, ask this person and how that person answers. I usually answered before the others, I did my job and then read what I had written then I came back to read what the others said because I am curious and want to know the others' thoughts.</td>
</tr>
<tr>
<td>Q6</td>
<td>I will help that person. I see at the purpose of the project. Whoever want to make it better and meet my needs. But I will be careful about data I give to that person. The person might get different information from me depend on how much I trust that person.</td>
</tr>
<tr>
<td>Q7</td>
<td>Some of them I have used before. Word and excel, I am used to this program. Nothing special. But normally, I do not do any online form that much. But I understand.</td>
</tr>
<tr>
<td>Q8</td>
<td>What is this!? I help you to answer questions. If it is really important and I feel for helping I will take my time to help. It is not my business that I have to learn how to use program. I have to work double. If I do not know that person personally, I do not want to waste my time. This gives more work to me. But I get to know more, new knowledge.</td>
</tr>
<tr>
<td>Q9</td>
<td>Good. If you give me a message at the right place, I get it and answer it quickly. Also saves my time.</td>
</tr>
<tr>
<td>Q10</td>
<td>If I have to use the new ways or channels of communication than what I am used to, it needs to have a good motivation for that. Why I have to use it, what kinds of benefits I will get, what cause motivation. It takes time to learn the new things, I have to think if it is worth to use. If it is not interesting or important, I will not care about that. But if it is something concerning with me in some way I will learn to use it.</td>
</tr>
</tbody>
</table>
Q11 Good. It was easy to use and understand. I do not have to think how to use it so I can concentrate on what I have to answer. You combined different online programs like Skype, Facebook chat together so the conversation keep going while one of them does not work. If Skype does not work so we use Facebook chat. Someone cannot use everything, some can this tools, but some cannot so they get possibility to choose what they can.

Q12 It is not necessary to meet if it is clear. But if you think it is needed to meet to get data.

Q13 So many questions. Some questions are quite similar.

Q14 To think more about what I want on the website.

Q15 -

<table>
<thead>
<tr>
<th>Question no.</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>Never</td>
</tr>
<tr>
<td>Q2</td>
<td>Never</td>
</tr>
<tr>
<td>Q3</td>
<td>-</td>
</tr>
<tr>
<td>Q4</td>
<td>I feel like I am a part of redesigning and at last I am a user of the website so the website provides what I want.</td>
</tr>
<tr>
<td>Q5</td>
<td>It was not 100%. Most of the time I talked with you and only read what the others said a little bit. I only read but got no chance to talk with the others. Sometimes, when I read it I want to ask that person why he/she thinks so.</td>
</tr>
<tr>
<td>Q6</td>
<td>I will help him/her because he/she do something for the temple and in the end, I am going to use the website. But I have to see if I have time to help him/her and it is not difficult than what I can do.</td>
</tr>
<tr>
<td>Q7</td>
<td>It is quite similar to Microsoft word that I can and used to it. It was good like in the idea brainstorming, we talk about different ideas and at the same time we can add comments into the Google Document at that time. I can see my comments added into the document.</td>
</tr>
<tr>
<td>Q8</td>
<td>I think it is still ok if it is not hard to open and use. For example DropBox. Not all of people use it. It is a bit hard to use for someone because one have to install it before. If one does not have it on one’s computer so one cannot open anything.</td>
</tr>
<tr>
<td>Q9</td>
<td>Good. If you give me a message at the right place, I get it and answer it quickly. Also saves my time.</td>
</tr>
<tr>
<td>Q10</td>
<td>I have to go in and check that. I might miss something. Not convenient for me because I did not use it in my daily life.</td>
</tr>
<tr>
<td>Q11</td>
<td>It was not boring. have some variety. If one works with one thing, it might be boring then. Sometimes, it is only to do an online survey and one has no chance to talk with anyone and is not good at writing or describe their thoughts. But that person is good at talking so it was nice to have a chat with you so you can get better data.</td>
</tr>
<tr>
<td>Q12</td>
<td>I feel no different for me to talk online. It just like when we sit in the same room and talk about things. We get the work done.</td>
</tr>
<tr>
<td>Q13</td>
<td>I think there were a bit too much to do in this project. I have never done so many things like this before.</td>
</tr>
<tr>
<td>Q14</td>
<td>I can contribute something for the temple website and I am curious how the new website will look like.</td>
</tr>
<tr>
<td>Q15</td>
<td>-</td>
</tr>
</tbody>
</table>
### A.

<table>
<thead>
<tr>
<th>Question no.</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>Yes. To share my opinions to design a system. We had meetings and workshops in a room. They took these to develop a system and then bring that back to us to get a feedback, to and fro.</td>
</tr>
<tr>
<td>Q2</td>
<td>Never. Only have video conferences</td>
</tr>
<tr>
<td>Q3</td>
<td>The results are not different. We get a good result. It helps to save time and cost when we work in different time zone or countries. Online is very much better.</td>
</tr>
<tr>
<td>Q4</td>
<td>I wonder if there are anyone who are going to use the new website.</td>
</tr>
<tr>
<td>Q5</td>
<td>I feel like I only talk with you, but I see the answers of the others.</td>
</tr>
<tr>
<td>Q6</td>
<td>I help in this project because I know the abbot and you. If there is another person who I do not know I will be hesitate to participate in the project.</td>
</tr>
<tr>
<td>Q7</td>
<td>Yes, I think they are quite similar with what I have used. Look like MS Word, to fill a online form, quite normal and I can see in my daily life, but not so often.</td>
</tr>
<tr>
<td>Q8</td>
<td>But I think if one has a computer skill, it might not difficult to use. I maybe feel a bit confused because I have no idea about it. Sometimes, it is difficult to find things and waste time, but Once one uses it for while one will get used to it. It takes time to learn instead of just starting to work directly.</td>
</tr>
<tr>
<td>Q9</td>
<td>It is ok and matches with my lifestyle. If not you cannot reach me.</td>
</tr>
<tr>
<td>Q10</td>
<td>I will not check it because it does not suit with my lifestyle, I do not use it in my daily life.</td>
</tr>
<tr>
<td>Q11</td>
<td>What make things more easier to work, get done and meet the goals, no problems for me.</td>
</tr>
<tr>
<td>Q12</td>
<td>It is fine for me. If the work have been done properly and meet the goals.</td>
</tr>
<tr>
<td>Q13</td>
<td>I feel so so</td>
</tr>
<tr>
<td>Q14</td>
<td>I have learned to use Google Drive. I have never used it before and I think I will try it later sometimes.</td>
</tr>
<tr>
<td>Q15</td>
<td>-</td>
</tr>
</tbody>
</table>

### W.

<table>
<thead>
<tr>
<th>Question no.</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>Never</td>
</tr>
<tr>
<td>Q2</td>
<td>Never</td>
</tr>
<tr>
<td>Q3</td>
<td>-</td>
</tr>
<tr>
<td>Q4</td>
<td>It was good to gather different ideas from different persons. A bit from this person and that person to use to improve the temple website.</td>
</tr>
<tr>
<td>Q5</td>
<td>I get to know the ideas and opinions of the others but I sit and writ alone.</td>
</tr>
<tr>
<td>Q6</td>
<td>If that person do something for the temple, it is fine for me. Because that person do it for the temple, I know the temple. But we need to talk what the person will do with data he/she gets from me.</td>
</tr>
<tr>
<td>Q7</td>
<td>I hardly use computer so it was surprise, what is this! How can I use this? How can I answer the questions? But I tried to answer the questions with short and clear so that you can understand. If it is more difficult that this I think I cannot handle it. I cannot much about this things. I do not use computer in my daily life so I do not know where to go.</td>
</tr>
</tbody>
</table>
Q8 | I will do if there is someone teach me how to use it because if I do not know how to use it I am afraid to work with it. If someone teach me so I feel more comfortable to use.
---|---
Q9 | I think it was good. Normally, I seldom check my email, I use only telephone. If you send me sms to tell that you send email to me so I check it when I have time.
---|---
Q10 | I maybe use it if there is someone teach me how to use it. You come and teach me how it works. If it is not difficult and I can use it.
---|---
Q11 | Good
---|---
Q12 | Good. I do not have much time for physical meeting because I have to work and I also work in the night. To work online is very convenient.
---|---
Q13 | Nothing.
---|---
Q14 | I get to know the thoughts of each person, new idea, everyone has different ideas and opinions. I get to know new thing. It was good. I can use my email better than before. I use only telephone so I cannot much about using email. Sometimes, I do not care about my email because I see advertising mails. You send me an email and tell me to visit this and that, work with this, it was interesting. I check this and that so I have learned more.
---|---
Q15 | -

R.

<table>
<thead>
<tr>
<th>Question no.</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>På den gamla goda tiden jobbade man mest ensam på universitet, försökte inte gömma själv i stora grupper.</td>
</tr>
<tr>
<td>Q2</td>
<td>Nej. På tidigare arbetsplats började de så smått med videosamtal med huvudkontoret i Stockholm, men jag var rätt sällan med där.</td>
</tr>
<tr>
<td>Q3</td>
<td>-</td>
</tr>
<tr>
<td>Q4</td>
<td>Jag undrar varför inte info om denna approach till förbättring har lagts ut på webbplatsen. Kanske ett antal andra läsare av sajten hade velat vara inblandade och har åsikter.</td>
</tr>
<tr>
<td>Q5</td>
<td>Det konkreta samarbetet har väl inte börjat än, som kan leda till förbättringar av webbsajten. Det är trots allt slutmålet av aktiviteterna om än inte slutmålet för forskningsuppgiften.</td>
</tr>
<tr>
<td>Q6</td>
<td>Skulle nog säga Va???!?</td>
</tr>
<tr>
<td>Q7</td>
<td>Låååååång datorerfarenhet. Minns hålkorten.......</td>
</tr>
<tr>
<td>Q8</td>
<td>Alltid rolig att lära nytt.</td>
</tr>
<tr>
<td>Q9</td>
<td>Låter normalt och praktiskt för mej. Jag har 40 års datorvana så är van vid det mesta.</td>
</tr>
<tr>
<td>Q10</td>
<td>Om det är nåt nytt för mej är jag alltid redo att lära mej.</td>
</tr>
<tr>
<td>Q11</td>
<td>Det är ungefär som jag gör.</td>
</tr>
<tr>
<td>Q12</td>
<td>Det räcker - jag har varit med om alltför många möten ansikte mot ansikte som inte hargett något alls. Man har snackat om annat - i onlinemöte är man mer koncentrerad på ämnet. Dessutom skriver jag hellre än pratar, och har dokument på hela kommunikationen.</td>
</tr>
<tr>
<td>Q13</td>
<td>För mej som användare är det synliga resultatet på webbsajten det viktiga, för dej är det metoden, vilket jag inte förstår bakgrunden av.</td>
</tr>
<tr>
<td>Q14</td>
<td>Inget nytt - jag är gammal och erfaren :)</td>
</tr>
<tr>
<td>Q15</td>
<td>Jag har väl gett vissa ideer innan. Har ingen aning om hur många besöker webbplatsen enbart för att se när de kan träffas igen i templet för nån fest, för att lära sig om buddhism,</td>
</tr>
</tbody>
</table>
för att hitta intressanta länkar till videos och musik etc.