

Designing to enhance long-term engagement of equestrians

Redesign of a training application for equestrians to enhance intrinsic motivation

Master's thesis in Interaction Design and Technology

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MASTER'S THESIS 2018

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Gothenburg, Sweden 2018

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Master's Thesis 2018
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Cover: Design of goal functionality

Typeset in L^AT_EX
Gothenburg, Sweden 2018

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Abstract

Equilab is a training application for equestrians who wants to track and analyze their ridings. The purpose of this thesis was to investigate the intrinsic motivations of equestrians and use the findings to re-design the app.

The thesis was initiated by a theory research phase, including the theories Self-Determination Theory and Gameful Design. The research was followed by a design process consisting of three main phases; user research, first design process and goal design process. The user research was conducted to understand the intrinsic motivations of equestrians and consisted of questionnaires and interviews. The result of the user research was that many equestrians are motivated by development and progress within the sport. Furthermore, the togetherness with the horse and personal health benefits were also motivators to continue riding.

The initial design process consisted of an exploratory phase of investigating different design solutions and what to finally focus on. Three ideas were developed; progress within the app, visualizing the horses' health status and adding goals. The ideas were discussed in a focus group and it was decided to continue developing the goal design. The final phase consisted of two iterations and five user tests in total. The process resulted in a final design where users can add main and sub goals, with the possibility of adding details to the sub goals. Users can tag their training with the goals and see how many trainings they have done for each goal. When a sub goal is accomplished, a progress bar below the main goal is filled up. When all sub goals for one main goal is accomplished, the user can choose to mark the main goal as accomplished and receives an award ribbon. All fulfilled main goals and their ribbons are collected at the user's profile.

The final design depends on the already existing gamefulness of the sport and could not be used without the connection to the real world. The goal design can enhance the intrinsic motivation to develop by visualizing goals, progress and accomplishments of the sport. It is not the progress within the app but the sport that is in focus of the design, which is also the case for the users. However, further research is needed to prove if the final design enhances the intrinsic motivations.

Keywords: Equestrian, mobile application, motivation, horse training, gameful design.

Acknowledgements

I would like to extend my gratitude to the team of Equilab who have been assisting and guiding me throughout the project. I would also want to thank all of the participants of the user studies and evaluations done during the project. Your engagement and willingness to participate has been amazing.

Furthermore, I would like to thank my supervisors, Fang Chen for helping me structuring the report and Daniel Sjölie for the guidance of the process.

I would also like to thank my boyfriend Andreas Bring for the support and proof-reading of project.

Elin Norén, Gothenburg, January 2018

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1

Introduction

Many applications have a short-term motivational effect and the engagement among users often decreases quickly (Chen, 2015). User retention and long-term engagement are important aspects of successful applications and will be the core subject of this report. This master thesis is conducted together with the company Schvung Ride AB and includes redesign of their application Equilab, a horse training application for equestrians.

1.1 Background

Equestrian sport is in total the sixth largest sport in Sweden and second largest for people under 25 years old (Riksidrottsförbundet, 2016). Even though equestrian sport consists of a large community there are only a few existing applications targeting equestrians on the market. One of these applications is Equilab, which is a smart horse tracker for equestrians who want to measure their riding sessions. By measuring the horses' movements, the application feeds the users with information on gait distribution, turns, speed, map of the track, distance and time, which can be seen in screens of Figure 1.1.

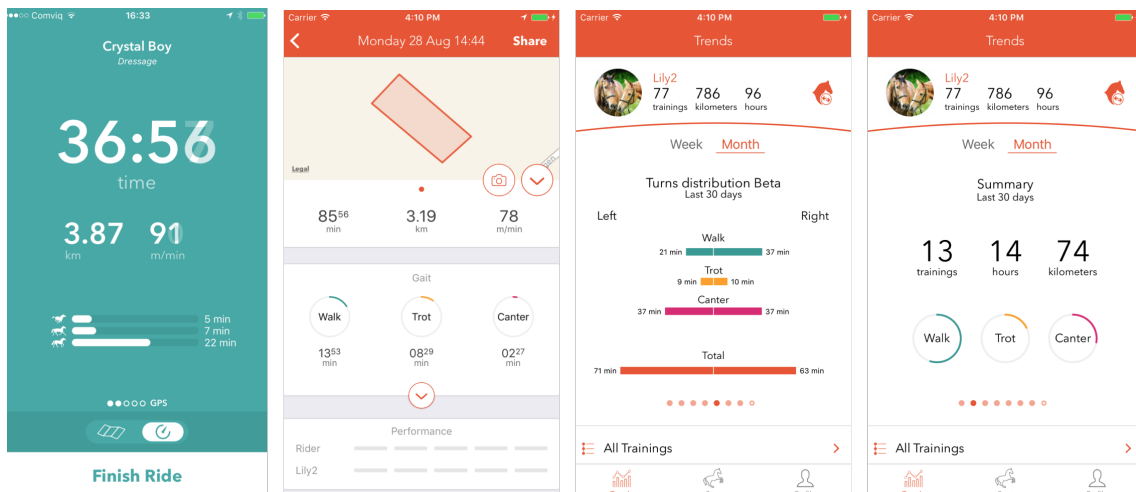


Figure 1.1: Screens of the Equilab app

The information can be used by equestrians to optimize their trainings and minimize risks of injuries of the horse. A weekly or monthly summary of previous ridings

can be shown by pressing trends in the app. Furthermore, the users can add their horse and info about the horse in the app. The same horse can be shared between co-riders or riding school students which enables for an overview of all the riding sessions for that specific horse.

The Equilab app was officially released in May 2017 and currently has about 40 000 users, whereof 90% are females between 12 to 35 years old. The company has identified eight segments of users, including four main groups which are divided by young and old. The groups are; *professionals*, *amateur full time*, *amateur halftime* and *owning a horse but not riding*. Of all the users, only parts of the users have added more than one horse in the app and only some choose to share their horse with other users.

In general, equestrians do not lack motivation for training, since the workouts are necessary for the horses. A second motivation for riding is not needed, other than for exercises that are perceived as boring for the equestrian. When other training applications focus on motivating the users to workout, Equilab needs to focus on enhancing the value for the user to use the app when riding. According to the developers of Equilab, some users forget to use the app for their riding sessions even though the app is downloaded. A share of the people downloading the app have not made a first training and minimizing the crunch until users has made five trainings is one of the top priorities of the company.

1.2 Aim

The purpose of this thesis was to examine motivations for continuous usage and re-engagement for users of Equilab. The aim of the research was to find out the intrinsic values of equestrians and how they can be implemented in the application to enhance long-term engagement. By iterative prototyping and user testing, an expansion of the application with implementation of elements to enhance long-term engagement was developed. The planned result was a mockup with focus on the design of the implemented elements. To achieve the goal of the thesis, the following research questions were formulated:

- *What are equestrians' intrinsic motivations?*
- *How can the application be redesigned to enhance the intrinsic motivations for equestrians?*

This thesis focused on redesign and added implementations of the current Equilab application. The project did not include programming of implemented functionality in the application. Instead, designs were made as digital prototype and resulted in a mockup.

1.3 Stakeholders

The main stakeholders for this project were the student executing the thesis, Schvung Ride AB and Chalmers University. Schvung Ride AB is the company where the master thesis was conducted and the developers of the application Equilab. Supervisors at Schvung Ride AB assisted with expert knowledge and guidance during the project. Chalmers University of Technology is the university where this master thesis was conducted. The university required a thesis report with specific standards and quality with focus on a research aim.

Another stakeholder for the project is the users of the Equilab application. The current users want an easy to use and enjoyable application for tracking their horse trainings. Further on, the participants of interviews and tests during the project are equestrians and users or potential users of Equilab. When participating, their interest is to have a pleasurable experience with possibilities to gain new insights or rewards.

1.4 Related Work

Equilab is a training application for equestrians. There are only a few applications targeting horse riders and tracking riding sessions. One example is Arion sensor, which similarly to Equilab tracks the horse's movements providing the user with analytics of the session (Figure 1.2).

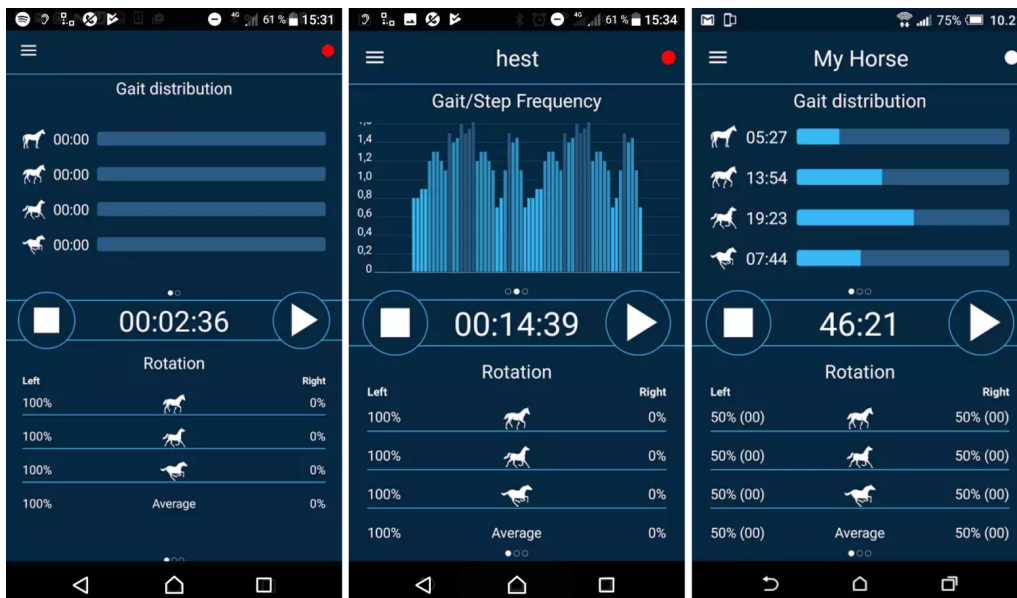


Figure 1.2: The Arion Sensor app

One main difference is the use of an attachment to track the movements, instead of using the available functionalities in a mobile phone (Arionsensor.com, 2017). To

use the Arion Sensor App, the user needs to purchase the attachment and place it on the horse by using an one-time pad or clip (Arionsensor.com, 2017). The user needs to make sure the attachment is pointing forward during the session. The data collected from workouts is available on the phone and on a webpage for the user to analyze. Another example of a horse training application targeting equestrians is HorseHub. HorseHub does not include training analyses but training materials and instructions from professional equestrians (Horsehub.info, 2017).

The workout tracking of Equilab can be compared to other training applications. Strava is a community for athletes where users can track and analyze their workouts and share these with others (Strava.com, 2017). The platform is targeting all kind of sports, from running to CrossFit, surfing and yoga (Strava.com, 2017). Similar to Strava, Endomondo is an app for tracking workouts and connecting with people (Endomondo.com, 2017). Endomondo targets distance sports and is used by equestrians to track their ridings.

An example of a training application with a successful implementation of gamification is Nike Plus, developed by the running shoe company Nike (Deterding et al., 2011). The main functionality is for runners to track the time and distance of a run but with added game mechanics and social features the app aims to make running more engaging and fun (Zichermann and Cunningham, 2011). The first task facing a novice user is to start a new run and use the core functionality of tracking the workout. However, users can quickly start competing against themselves, trying to beat their previous times and distances shown in a leaderboard. Further on, users can join challenges and compete with their friends or runners around the world. Additionally, every user can create their own challenges, consequently there are several challenges to attend and possibilities for users to win often (Zichermann and Cunningham, 2011). During and after a run, users can receive support and encouragement from friends but also surprise feedback from celebrities (Zichermann and Cunningham, 2011).

The goal of implementing Nike Plus was ultimately to increase the selling of Nike products, but instead of rewarding users for buying their products, Nike created a large running community and a gamified running application to make more people motivated to run (Zichermann and Cunningham, 2011). By focusing on the needs of the users, the gamified Nike Plus app has been very successful for Nike and raised their share of the shoe market sufficiently since the release (Kuo, 2015).

One key difference between a fitness application and a horse training application is the clear goal of a fitness apps. For example, when running, a goal is to run faster and further and achievements within the app can be based on those metrics. However, when it comes to equestrian, achievements cannot be based on metrics similar to running since all horses needs to be trained differently and there are a lot of factors to regard to minimize the risk of injuries of the horse. To ride as far or

fast as possible is seldom the aim of a training session.

2

Theory

This chapter covers the theories used during the project. The theory review was done to explore how to create engaging and motivating applications. The theory research includes theories about intrinsic and extrinsic motivation, The Self-Determination Theory, Gamification and habits.

2.1 Intrinsic and extrinsic motivation

The great number of available apps today makes it more important to stand out and offer the users something extra. As much as 25% of downloaded apps are never used (Mobile App Marketing Insights, 2015). Furthermore, engagement and daily use often decreases quickly. An average app loses 77% of daily usage only during the first three days and 90% of the users are lost within a month (Chen, 2015). Consequently, the first impression and experience during the first few days of using an app is of high importance for users not to lose interest. For an application to keep its users, motivation for long-term engagement needs to be considered and prioritized.

According to Lewis (2014), the difference between an app with high engagement and usage compared to other apps is the involvement of intrinsic motivation. Intrinsic motivation is what motivates us to do things because of the joy of doing it and only because you want to, even though the activity does not give any external rewards (Malone, 1981). According to Malone (1981) intrinsically motivating can be replaced by the words “fun”, “interesting”, “captivating” and “appealing”. Furthermore, intrinsic motivation is what keeps users engaged and returning to an app, but is also more difficult to achieve in an application compared to extrinsic motivation (Lewis, 2014). Extrinsic motivation is when we engage in an activity because of environmental factors, for example to receive food, money or other rewards. (Lewis, 2014). In contrast, Rigby (2013) argues it does not matter whether it is extrinsic and intrinsic motivation, but what is important is the quality of any of the types of motivations.

Another view on the intrinsic motivations is Reiss’s Theory of 16 basic desires (Reiss, 2004). Instead of regarding intrinsic motivations as unitary, Reiss (2004) suggests that intrinsically motivating activities depend on people’s different needs at separate times. The 16 desires are found in all people, but we prioritize them differently. These 16 desires are honor, idealism, physical exercise, romance, family,

order, eating, acceptance, tranquility and saving (Reiss, 2004).

2.1.1 The Self-Determination Theory

The Self-Determination Theory (SDT) describes how people can be intrinsically motivated by three different tenets (Pink, 2011). One of the principles is autonomy, which means being able to make choices and decisions for what you think is correct. It is important to find the right kind of choices for areas that are important for the users, and the right amount of choices. Too few options makes the users feel empowered while too many options are overwhelming and makes the application too complex to handle. Another of the tenets is competence. The activity should be difficult enough for the user to be cognitively challenged, but easy enough to be likely achievable (Pink, 2011). The third of the principles is relatedness. The activity has a bigger purpose than only for ourselves and the user gets a feeling of being connected to others (Pink, 2011).

The Self-Determination Theory is often mentioned in the context of game engagements and plays a core part of understanding the motivation for people to play. For example, Deterding (2015) states that the three needs of SDT are central in the creation of a motivating game and enjoyable gaming experience. Furthermore, the satisfaction of the three needs are strongly related to, specifically, the experience of fun, but also long-lasting engagement and lasting change of behavior (Rigby, 2013).

Based on the three principles of SDT, the model of Player Experience of Need Satisfaction (PENS) has been developed. Studies with the PENS model show that, apart from for enjoyment, sustained engagement and motivation occurs when all the three principles from SDT are satisfied (Rigby, 2013). Rigby suggests that the satisfaction of the needs in SDT, rather than the experience of fun, has a strong possibility for positive physiological well-being.

2.2 Gameful Design

Gaming is an example of an activity that often is triggered by intrinsic motivation since people engage for the fun of it and not because there is any extrinsic gain or reward. Games have the possibilities of keeping users engaged during a long time and keep coming back to play. Because of these properties of games, gameful design and gamification are often implemented. Gameful design can be defined by the accomplishment of adding gamefulness in a non game environment by using design thinking (Tondello, 2017). Instead of adding game mechanics to tasks, the task itself should be designed to simulate a gameful experience. Gamification, on the other hand, is the implementation of game elements in a non game context, often to solve a problem (Deterding et al., 2011). By adding game mechanics to a task, the experience itself does not necessarily become gameful, but may increase motivation for the specific task.

Adding game mechanics with the intention to engage users, customers or employees has been a trend and buzzword, considered to enhance engagement in every context. However, according to Paharia (2012), for gamification to have an effect, the activity being gamified needs to have some intrinsic value from start and then the implementation of gamification can enhance the engagement and amplify the core intrinsic motivation. However, if the activity lacks main reasons for people to engage with it, the adding of game mechanics will not be helpful (Paharia, 2012).

According to Knaving and Björk (2013), the gamification model should not obscure main activity that might be the intrinsic value for the user. The implemented gamification should be as invisible as possible and not force any users to participate in the gamified activities unless they want to. The users should not be forced to take specific actions for the game but it should all be within the main activity. Furthermore, to create an engaging activity the design should aim to make the user feel competent and autonomous, which are two of the tenets within Self-Determination Theory.

Furthermore, a well-designed gameful experience depends on having several measurements of achievements (Tondello, 2017). Receiving an award is positive if it is something the user have worked for and accomplished. According to Tondello (2017), a gameful experience needs goals broken into several steps with levels and badges to show progression.

2.2.1 Incentives

A subset of the Self-determination theory is Cognitive Evaluation Theory (CET), which explains how extrinsic motivation affects intrinsic motivation. According to CET, we need to receive informational feedback when we have mastered a task and made progress to satisfy our intrinsic motivation (Lewis, 2014). However, it is important to not let the extrinsic motivations, for example badges and rewards, become the main motivation for the user to complete the task at first hand. In that case, the intrinsic motivations will be limited and for the user to keep the same engagement, the extrinsic motivations needs to keep increasing all the time. At last, the increased extrinsic motivation will not be enough anymore and the user will lose the motivation to continue. Further on, Rigby (2013) states that external rewards decrease the interest and possibility of users to re-engage with the activity. The focus shifts from simply enjoying the activity to gather rewards, which reduces the experience and satisfaction of autonomy needs.

However, if used correctly, extrinsic motivations does not necessarily decrease the intrinsic motivation. Rigby (2013) proposes ideas on how to be able to implement extrinsic motivations without disturbing the intrinsic motivation. The first idea

is "Consider offering rewards simply for engaging, and not for performance", since rewarding participation is less perceived as being controlling. Second idea, "Create systems where rewards are naturally enhancing of deeper engagement with the material", which means, enhance the intrinsic value by rewarding opening up new opportunities and challenges. Final idea is to "Keep rewards unexpected", which means not telling the user about rewards before doing an activity since it can be perceived as controlling.

Furthermore, Lewis (2014) states that reinforcement on a variable interval is the best choice to keep users returning to the application. The basics of these ideas are to not make the user feel controlled or pushed, which can have a positive effect short-term, but will reduce the long-term engagement and lasting behavior. Instead, extrinsic rewards should be used to enhance the user's personal values and find a deeper quality in motivation, for lasting results (Rigby, 2013). According to Knaving and Björk (2013), positive aspect of incentives, for example badges, is that they give the user feedback that can be shared on social media and leaderboards. Therefore, badges are encouraging both the competition and relatedness to others in one system.

2.2.2 Challenges

A core part of creating a fun gaming experience is the existence of challenges and the feeling that arises from mastering them (Koster, 2004; Malone, 1981). However, it is important that the challenges, and the amount of cognitive load they require, is properly balanced in difficulty to create a positive experience.

According to Sutcliffe (2009), Rasmussens's skill, rule and knowledge model can be used to find the right amount of difficulty within an activity. A task that is all skill-based is perceived as repetitive and boring while activities on rules and knowledge level keep the user active and aroused. Additionally, when an activity requires sufficient cognitive load and for the user to be in rule or knowledge level, the user also is learning. According to Koster (2005), the process of learning creates a feeling of joy and is a substantial part of a fun experience. The brain desires to learn new skills and when the cognitive workload is too low, a feeling of boredom is occurs. Koster (2005) states examples of when games are perceived as boring. One example is when the user figures out the patterns of the game at once which makes the game repetitive and too easy. Another example is when the user cannot see any patterns at all or if the patterns are too big to comprehend and grasp. Finding the right balance of challenges and cognitive load seems to be an essential factor for game design.

Deterding (2015) indicates a contradiction in gameful design, since interaction design aims to reducing obstacles and challenges for the user and game design depends on the challenges. Therefore, when applying a gameful design, challenges are a core issue that needs to be carefully implemented. Simply adding challenges to make

the design gamified will only decrease usability and worsen the interaction design. Hence, according to Deterding (2015), obstacles within the application that already exist and cannot be removed need to be identified. Thereafter, gamifying these obstacles will improve the experience and motivation for performing already existing activities (Deterding, 2015).

2.2.3 Goals

According to Locke and Latham (2002), establishing challenging goals leads to better performance than simply aiming to do the best. Locke and Latham (2002) argues that goal setting is effective because it positively affects performance in four different ways. First, establishing goals directs the attention to what is important. Secondly, people put in a greater effort to reach a specific goal than when focusing on what they finally want to achieve. Third, setting goals enhances persistence and endurance. Lastly, establishing goals motivates people to learn new skills and to not only rely on already known skills.

There are several theories on how to write successful goals. One technique is the SMART method, which means that goals should be Specific, Measurable, Achievable, Relevant and Time bound (MacLeod, 2012). According to Johansen (n.d.), a subgoal in equestrian sport should consist of a method to achieve the goal and how to test when the goal is accomplished. It is important to have both long-term and short-term goals and to determine how and when to accomplish the goal (Yngve, 2006).

2.2.4 Gamification user types

When playing a game, players are motivated and driven by different aspects of the game. One attempt to categorize and describe the different player types depending on their motivations is the Hexad model by Marczewski (2015). The model aims for personalizing user types and can be used for designing all kinds of gameful systems (Marczewski, 2015). The model consists of six user types, displayed in figure 2.1, which are primarily motivated by different aspects of a game. Four of the user types are intrinsically motivated. These are *Philanthropist*, *Socialisers*, *Free spirits* and *Achievers*. Of the remaining two groups, *Players* are extrinsically motivated and *Disruptors* are motivated by change.

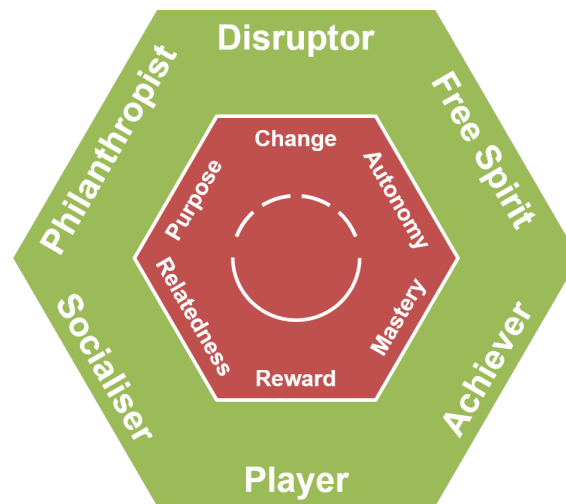


Figure 2.1: The User Types Hexad Model by Marczewski (2015)

Philanthropist is the user type motivated by purpose. They do not expect a reward for helping or giving to others. According to the model, the design elements to motivate philanthropists are collection and trading, gifting, knowledge sharing and administrative roles. *Socialisers* are motivated by relatedness and wants to interact with others. Suggested design elements are guilds, social networks and competition. *Free spirits* are motivated by autonomy which means being able to act without being externally controlled. They want to explore and create. Suitable design elements are exploratory tasks, Easter eggs, unlockable content and customization. *Achievers* are motivated by competence, meaning completing challenges and achieving progress and improvement. Design elements to use are challenges, certificates, levels and learning new skills.

Players are motivated by extrinsic reward, for example the design elements of points, rewards, leaderboards and badges. *Disruptors* are motivated by change, negative or positive. They likely disrupt and test the limits of the system to force changes. Suggested design elements are innovation platforms, development tools and anonymity.

2.2.5 Design patterns

With the foundation of Reiss's 16 desires, Lewis (2014) presents different design patterns for motivation. These are divided by gameful, social, interface and information patterns. One of the gameful patterns stated by Lewis (2014) is collection of virtual items. This can be specified into the collecting of badges indicating that the user has done a specific action or achieved a goal. According to (Zichermann & Cunningham, 2011), people crave badges for many different reasons, for example the joy of collecting, for the sudden surprise of an unexpected badge or a visually well-designed badge for aesthetics reasons. Badges also mark the completion of goals and show progress within the system.

Another gameful pattern is growth, which means owning something that can grow and develop if the user does specific actions to care and nurture for it. Furthermore, increased responsibility is a pattern where users can get increased trusts within the community and consequently have a greater influence on other users. Finally, leaderboards and scores are gameful patterns, where leaderboards rank users in a list and scores give users quantified values, both depending on how well the users are performing and completing specific tasks.

Furthermore, Lewis (2014) states several social patterns for motivation. The first pattern is activity stream, which is a list of recent notifications and events to keep the user updated. Further patterns are broadcast, meaning the ability to share information with other users, and contact list, showing the user's contacts to interact with. Identifiable community is a pattern for communities that makes it possible for users to discuss and support each other following a specific social norm within that community. Lastly, identity shaping is a pattern where users can customize their identity and modify how they want to be perceived by others.

2.3 Creating habits

For a product to be used long term, it needs to be a part of users' habits of using the product. Duhigg (2013) presents "The Habit Loop", which describes the routine of habits by three steps; cue, routine and rewards. The cue is the trigger that reminds the user to perform the habit. The routine is the action the user is doing which becomes the habit. The reward makes the user want to perform the routine again.

Similarly to Duhigg's habit loop, Eyal and Hoover (2014) explains a model of how products make users create new habits by the four steps of trigger, action, variable reward and investment. The first step, creating a trigger, calls the user to a specific action. Triggers can be external or internal. External triggers are information in the environment of the user telling him or her what to do. Examples of external triggers are advertisement, information from another person or notifications from an installed app. Then, the user performs the action of the habit and receives a reward. Once the user has completed the action she has invested time and effort which adds value to the application for the user. Once the action has become a habit, the external triggers are not necessary anymore. Then, the user has formed associations to the product which tells the user what to do in a specific situation.

3

Method

This chapter describes the processes and methods used during the project. The overall process of the project consisted of parts from different design approaches, where the main process applied was the User-Centered Design process. However, the projects final phase consisted of an iterative phase of creating prototypes and user testing, which was influenced by the gameful design process.

3.1 Design process

The design company IDEO has formulated a design process of three stages, inspiration, ideation and implementation (Brown, 2008). The inspiration phase means understanding the design problem and the people involved. During the ideation phase, ideas are generated, developed and tested, to finally evolve to complete solutions and being launched to the market during the implementation phase.

Another design process is the Double Diamond, which consist of the stages: discover, define, develop and deliver (Design Council, 2015). The process is visualized by two diamonds next to each other, showing the divergent and convergent thinking that occurs twice during a design process. First the divergent phase of discover to fully understand the problem, followed by a convergent phase of stating the problem definition. Thereafter, another divergent phase of developing several ideas takes place, followed by a convergent phase of delivering a final solution.

Furthermore, the Institute of Design at Stanford's design process consist of five stages; empathize, define, ideate, prototype and test (Both, n.d.). Similar to the previous processes described, the first phase is about understanding the users' needs and experiences which are made into goals and a problem statement during the define phase. When the scope and design problem is defined, an ideation phase starts, which in this design process is followed by a phase of prototyping and testing (Both, n.d.).

All three of the design processes described start with a research phase to thoroughly understand the problem area. According to Wadsworth (2011), it is important to carefully consider a couple of questions before starting the research phase. For example, what kind of experience is needed to hear about, what needs to be said by the researchers and what needs to be seen, read or observed (Wadsworth, 2011).

3.2 User-Centered Design

User-Centered Design (UCD) is an approach where the user is the main focus of the design process. The UCD has emerged from the human-centered design (HCD), but with the difference that HCD puts all possible stakeholders in focus of the design process, even though they might not be the end user of the product. According to IDEO (2014), the aim of a HCD approach is to create products that are desirable for humans, financially viable and technically feasible. The UCD is a narrowed version of the HCD, where focus is on the user and the context of use. According to Williams (2009), the UCD approach is to put the user in focus of every design decision and develop the product in collaboration with the users.

Figure 3.1 shows the three phases of a UCD process; design research, design and design evaluation (Williams, 2009). During the design research, the purpose is to thoroughly understand the users and their needs. This phase consists of planning, conducting, analyzing and reporting user research. The planning phase identifies how to conduct the research and usually focus on the business' goals, for example defining the stakeholders and their needs. When conducting the research, methods used are often background research, researching related work, user interviews and user questionnaires. When the gathered information has been analyzed, the research can be presented as reports, personas and process flows.

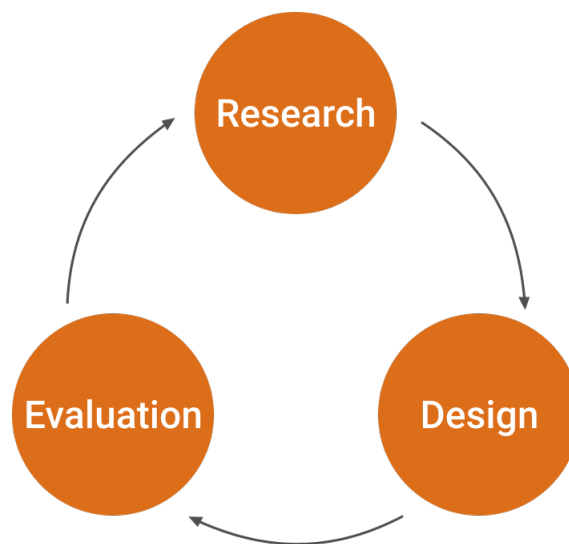


Figure 3.1: The User-Centered Design process by Williams (2009)

The findings from the research phase is used for the next phase, design, which involves brainstorming, sketching and refinement of design suggestions. The results of a design phase can for example be wireframes, prototypes or sitemaps. The outcomes of the design phase is used for the evaluation, which usually consists of usability testing of the design. An iterative phase follows of refining the design by applying the insights from the evaluation phase.

3.3 Process of Gameful design

Since games depend on the experiences it evokes for the users during playing, a common process for game design is iterative experimental prototyping. This process starts with identifying a desired experience and then follows an iterative phase of prototyping and testing until the targeted experience has been reached (Deterding, 2015).

Deterding (2015) also presents a method for gameful design that creates enjoyable and motivating experiences, called the lens of intrinsic skill atoms. The method is based on three main concepts; design lenses, skill atoms and intrinsic integration, where the last concept means including challenges related to the user's intrinsic goals.

A design lens lets the designer review a user experience with new mental perspective, by focusing on only one single design principles (Scott, 2010). In contrast to a design pattern, which are solutions of a common problem, design lenses are used for evaluating your design with a new perspective, by asking specific questions (Scott, 2010). Skill Atoms defines the feedback loop when a user makes a choice and the system answer, changes state, and gives feedback to the user (Cook, 2007). By repeating this feedback loop, the user will learn a new skill and master the activity.

With the combination of design lenses, skill atoms and intrinsic motivation, Deterding (2015) proposes five steps for developing a gameful design. These steps are strategy, research, synthesis, ideation and iterative prototyping. The phase of strategy contains identifying activities of target audience that results in the desired outcome. Furthermore, constraints and requirements should be identified during this phase. During research, methods to structure complex behaviors is done, for example customer journey mapping, and the identification of user needs, motivations and hurdles. For the synthesis, every activity or behavior, motivations and skill-based challenges are identified with the initial guidance of questions from the lens of intrinsic skill atoms (Deterding, 2015). The ideation phase consists of brainstorming, affinity diagrams, storyboards and finally evaluation using design lenses. The last step of the process, iterative prototyping, ideas are implemented to interactive low-fidelity prototypes used for user testing (Fullerton, 2008). The best concepts are further refined and tested again, until desired outcome is reached.

3.4 Methods

The following methods were used during the project.

3.4.1 Questionnaire

Questionnaires are effective to gather large amount of quantified data and quickly generate statistics. However, questionnaires are limited to a fixed set of questions, which simplifies the participants life and reduce the opportunity to fully understand the complexity of the issue (Wadsworth, 2011). The questions asked and answers available are those the researcher have decided are important. For a questionnaire to be helpful and collect valuable and reliable data, it needs to be considerably designed. First, a large response rate is helpful to retrieve more reliable and diverse data. To improve the probability of many responses, the questionnaire should be kept short, easy to complete and personalized (Baxter, Courage & Caine, 2015). Further on, long and complex questions should be broken into several shorter questions.

3.4.2 Interviewing

Interviews are useful for exploring users' general attitudes, beliefs and emotions about a topic. However, the structure of an interview differs depending on the phase of the design process. Interviews done early in the process are investigative and focuses on understanding the users' needs (Cooper et al., 2014). According to Cooper et al. (2014), questions in this phase are often broad and open-ended, and should not focus on details. Moreover, later in the process, the more closed-ended questions are used to confirm earlier assumptions.

When conducting an exploratory interview, it can be useful to let the participants be interviewed in the context at where the product will be used (Cooper et al., 2014). It is important to prepare a set of topics and flexible questions to discuss during the interview, but avoid fixed and leading questions (Cooper et al., 2014). When conducting an interview, the questions should be kept short to be easy to remember (Baxter, Courage & Caine, 2015). Long and complex questions should be divided into several simple questions.

3.4.3 Focus group

A focus group, or group interview, should involve fewer than 10 people and consist of few and simple questions (Wadsworth, 2011). Focus groups are useful during the first phase of a design process for defining the problem and requirements, and during implementation phase for feedback (Wilson, 2014). According to Courage and Baxter (2005), a focus group can help answering why-questions to previous quantitative data and collect multiple views on a short period of time of non-sensitive topics. The interactions between the participants are central for a focus group and can lead to useful insights and questions (Wilson, 2014). However, it is important to consider the group effects that can occur, where the ones answering early can affect the answers of others (Wadsworth, 2011). It is also a risk of a few participants dominating the interview giving less space from less dominant people (Wilson, 2014).

Consequently, an effective focus group depends on the moderator balancing the involvement of the participants and time spent on each topic (Wilson, 2014).

3.4.4 Affinity diagram

An affinity diagram, or KJ-analysis, is performed to organize unstructured information and qualitative data (Lucero, 2015). By externalizing the diverse and divergent information, it is easier to get an overall understanding and make sense of it. The making of an affinity diagram starts with the participants writing information separately on post-it notes (Lucero, 2015). When everything is written, the participants quietly reads each other's notes and start cluster them into groups which consecutively are labeled. Thereafter, the team can discuss the developed categories to check if anything is missing or incorrect. Lastly, the affinity diagram is documented by digitalizing it or taking high-quality photos.

3.4.5 Personas and Scenarios

Personas are fictive individuals created by the designer to represent the traits and needs of a group of users. The creation of personas must be based on real user research and work as a model of a real user group (Cooper, 2014). Personas are used in a design project to determine how the product should work and for simplifying the discussion and communication of design problems. With personas it is easier to communicate ideas and build a consensus about the content and purposes of the design.

Scenarios are used to understand behaviors and patterns of a product or system. Persona-based scenarios describes one or more personas using the product to accomplish their goals. The scenario should describe an ideal experience from the user's perspective. There are three different types of persona-based scenarios; context scenario, key path scenario and validation scenarios. A context scenario is created before the product itself is designed to explore how the product ideally can be used. Key path scenario is developed when the function of the product is designed to describe specific user interactions within the product. Furthermore, validation scenarios are used throughout the product to test the design in different situations.

3.4.6 Brainstorming

Brainstorming is a commonly used ideation method which can be very effective if performed correctly. According to Kelly (2000), the optimal length of a brainstorming session is 60 minutes, thereafter it is difficult to keep the energy required. Furthermore, before starting the session it is important to declare a well-defined focus, for example a question or statement to brainstorm about. During the session, use playful rules, communicate visually and act physically by prototyping or playing out scenarios (Kelly, 2000). Moreover, Kelly (2000) argues numbering the ideas keep participants motivated and a decent goal is one hundred ideas per hour.

3.4.7 Prototyping

By creating prototypes, you can quickly test the core design and mechanics without regarding the details and functionalities at first. During a design or game design process, several different types of prototypes are often necessary (Fullerton, 2008). Physical prototypes, for example made by pen and paper, are the easiest type and is often used at the beginning of the project. Paper prototyping allows for creativity and a free mind since they are quick and easy to make. Hence, changes can quickly be done without the feeling of criticizing an idea someone put time on to developing (Fullerton, 2008). The importance is to not get attached to the early prototypes, but instead feel free to discard and redo.

If the final design is supposed to be used on a digital platform, it is necessary to at some point extend the physical prototyping to digital prototyping (Fullerton, 2008). Digital prototypes are one step closer to the final design experience and allows for testing in the same format as intended outcome. However, it is important to keep the design minimal and only include necessary functions to keep focus on the core design and interactions when testing (Fullerton, 2008).

3.4.8 User testing

User testing is conducted to receive feedback on a design suggestion or prototype to further develop the design. User tests can be conducted in focus groups or individually. There are several ways of evaluating user experiences during a user test, where individual semi-structured interviews are one. Furthermore, the method Intrinsic Motivation Inventory (IMI) can be used during user tests to measure participants subjective experience and intrinsic motivation (Selfdeterminationtheory.org, 2017). IMI is based on the Self-Determination Theory and consist of listed items for the user to answer after a specific task or experience.

According to Nielsen (2000), running user tests on five people for each iteration is enough. Testing the same design on more than five people will not add much substantial feedback, but instead will repeat the issues detected in the first user tests. Instead Nielsen (2000) suggests testing several iterations but with no more than five users for each design.

3.5 Ethical issues

The project consisted of involvement from possible users in the form of focus groups and user tests. Research ethics needed to be considered during these activities, to ensure that there were a minimal risk of physical or mental harm for the participants (Frauenberger, Rauhala and Fitzpatrick, 2016). In the case of usability tests and focus groups, the risk of physical harm is unlikely but there is a risk of physiological or sociological harm (Burmeister, 2000). For example, during user tests or focus

groups, mental harm can occur if the participants do not understand the prototype or feel rejected in the group. To minimize the risk of confusion during user tests, the moderator needs to clearly inform the participants about the procedure and purpose of the test and the possibility for the participant to ask question or quit the test at any time (Burmeister, 2000). Furthermore, creating an open and positive environment where the participants feel comfortable to talk freely, and never questioned about personal opinions or struggles during the test, is highly important for accurate feedback.

4

Process

The overall process consisted of three main phases, shown in Figure 4.1. The first was a research phase, including user research, development of personas and scenarios. The first design process had the purpose of exploring different design solutions and lead to the decision of creating a goal design. The last phase consisted of the development of the goal design.

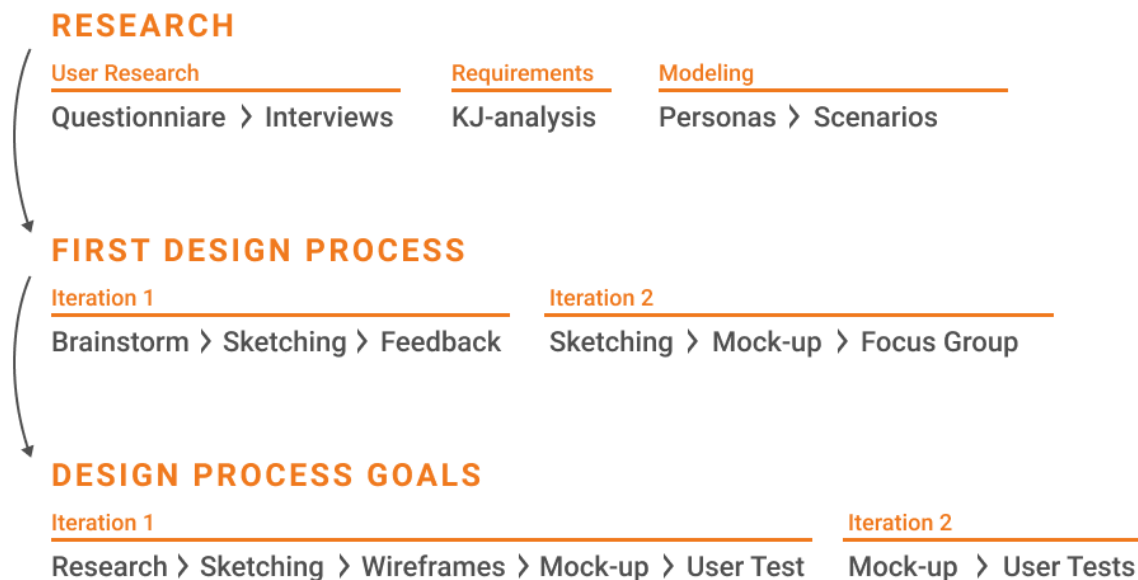


Figure 4.1: The overall design process

4.1 User Research

The user research consisted of a quantitative questionnaire and qualitative interviews.

4.1.1 Questionnaire

The questionnaire was made to get an initial understanding of the users and user groups. The aim was to find out if any specific user groups used the app less than other. Hence, the questionnaire included questions about usage of the app Equilab, age, discipline and level of riding. Further on, two questions concerning

the participants reason to ride and goal of riding were asked. A majority of the participants were between 14 and 50 years old (see Figure 4.2).

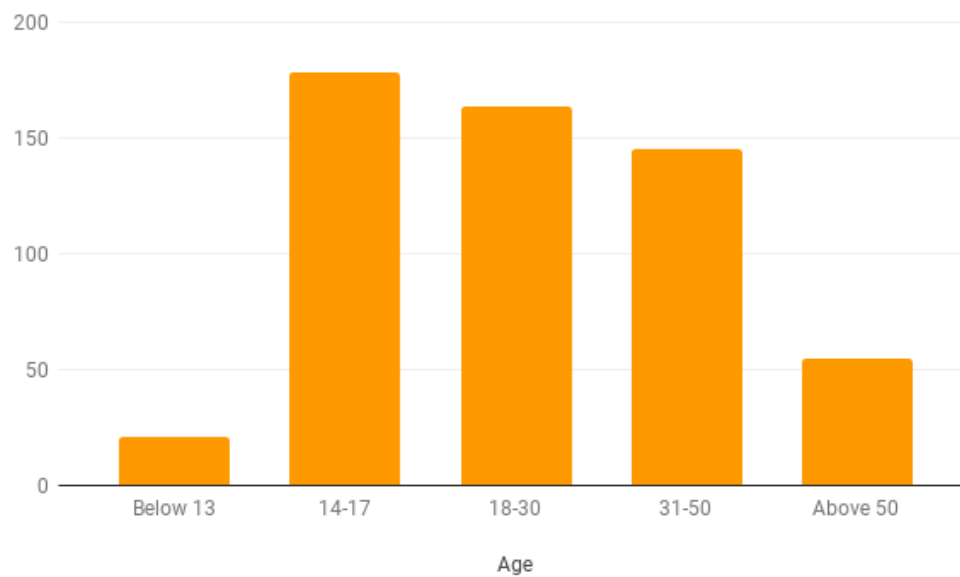


Figure 4.2: Age distribution of participants of the questionnaire

To first test the questionnaire, it was posted on a Facebook group for beta testers of Equilab. From this group, 20 answers were received. Since the questionnaire worked well for the test group, it was posted on three different Facebook groups for equestrians, one group for dressage, one for Icelandic riding and one for show jumping. The post on the Facebook groups started with asking if anyone used the app Equilab, followed by a description of the aim of the questionnaire and an invitation to answer it if they had ever used the app. After posting in the groups on Facebook, totally 564 answers were collected in total, where 125 of the participants said they had never used or downloaded the app (see Figure 4.3).



Figure 4.3: How much time the participants had used Equilab

4.1.1.1 Second Questionnaire

When filling out the questionnaire, participants were able to add their email addresses if they wanted to be contacted for further studies and interviews of the project. Of those who added their email address, a second questionnaire was sent out to investigate more about their motivations and to find out their user type. The questions were selected from a survey finding out peoples gamification user type by Tondello et al. (2016).

4.1.2 Interviews

The participants who had added their email address in the first questionnaire were contacted by email and asked to participate in an interview. The email that was sent out was written as follows:

Hej!

Du får detta mail då du har svarat på en undersökning om vem du är som ryttare för ett examensarbete som jag gör hos Equilab. Först och främst vill jag säga tack för att du deltog i undersökningen! För att vidare bredda mina kunskaper om vad som motiverar och driver ryttare har jag tänkt göra ett par intervjuer med några av er som svarade på enkäten. Jag vill därför kolla om du skulle vara intresserad av att delta på en kort intervju någon dag nästa vecka? Intervjun kan ske över telefon, eller om ni möjligtvis befinner er i Göteborg så möts jag gärna upp. Tid och dag anpassas självklart till när det passar dig bäst. Jag räknar med att intervjun tar runt 20 minuter och det är helt okej om man behöver avbryta intervjun eller inte

vill svara på någon fråga.

Oberoende på om du har möjlighet att delta på en intervju eller inte, skulle jag gärna vilja be dig att fylla i ytterligare ett formulär. Formuläret är för att få en bättre bild av motivationer hos några av er ryttnare. Jag är mycket tacksam för alla svar!

Enkät 2: <https://goo.gl/forms/xnD19G4jtpVsEiEq1>

Om du är intresserad att delta på en intervju får du gärna svara på detta mail. Tveka inte på att maila om du har några frågor eller funderingar.

Ha en trevlig dag!

*Med vänliga hälsningar,
Elin Norén*

In total 10 equestrians participated in the interviews. The age and gender distribution of the participants is displayed in Table 4.1.

	14-17	18-30	31-50	50+
Female	3	3	3	
Male				1

Table 4.1: Age and gender distribution of interviewees

Since the interviewees previously had participated in the first questionnaire, some information was known before starting the interview. Hence, the basic questions were not needed to be asked and more effort could be put on deeper questions. The interviews were semi-structured with four main questions and a lot of follow-up questions depending on the interviewees answers. Additionally, prior to every interview, approximately 10 minutes of preparation occurred where the participants' answers from the questionnaire were collected and analyzed. More interview questions were formed based on the participant's answers from the questionnaire.

Each interview started with a short introduction of the project followed by the questions. The interview was structured as follows:

1. What is the main reason for you to use, or to not use, Equilab?
2. Questions on the interviewees answer for goal and reason on riding from the questionnaire.
3. How much do you use your phone each day?
4. Do you play any games on your phone or other device?

Nine of the interviews were made by phone and recorded by using the app ACR (NLL, 2017). Since there only was one interviewer, recording the interviews were necessary to not have to take notes and ask questions at the same time. By recording, all focus could be on the interviewee and which questions to ask depending on the interviewees answers. After each phone interview, the recording was played and the questions and answers were written down. One interviewee was able to meet in Gothenburg and the interview was performed at her school.

4.1.3 KJ-analysis

Information gathered during the research, interviews and questionnaires were structured by making an KJ-analysis, which can be seen in Figure 4.4. All valuable information and interesting comments were written on post-it notes. The post-it notes were then grouped into eleven groups which were labeled. The eleven groups created were: phone when bored, info in app, goals, social, the horse's well-being, competing, intrinsic confirmation, mental health, games, interaction with the horse and forgets to use app.



Figure 4.4: A KJ-analysis was done to sort and collect gathered information

4.1.4 Personas and Scenarios

Four personas were developed with the information gathered at the questionnaire and interviews. Since research show most equestrians in Sweden are female and only

one of the ten interviewees were male, all the personas were made female. Based on these personas goals, one scenario with each persona was created.

4.2 First iteration

The first iteration was initiated by an ideation phase of brainstorming and sketching. The final sketches were presented to the company and the feedback was used to start the next iteration.

4.2.1 Brainstorming

A brainstorming session was conducted to come up with initial ideas. The brainstorming was conducted solitarily and with a focus on the three main tenets of SDT. The brainstorm resulted in 19 ideas forming five groups of ideas.

4.2.2 Sketching

The brainstorming was followed by a sketching session where more ideas evolved. The ideas involved the topics of showing development and leveling, status of the horse, exploring more information from the ridings and new attributes to measure the performance of a ride.

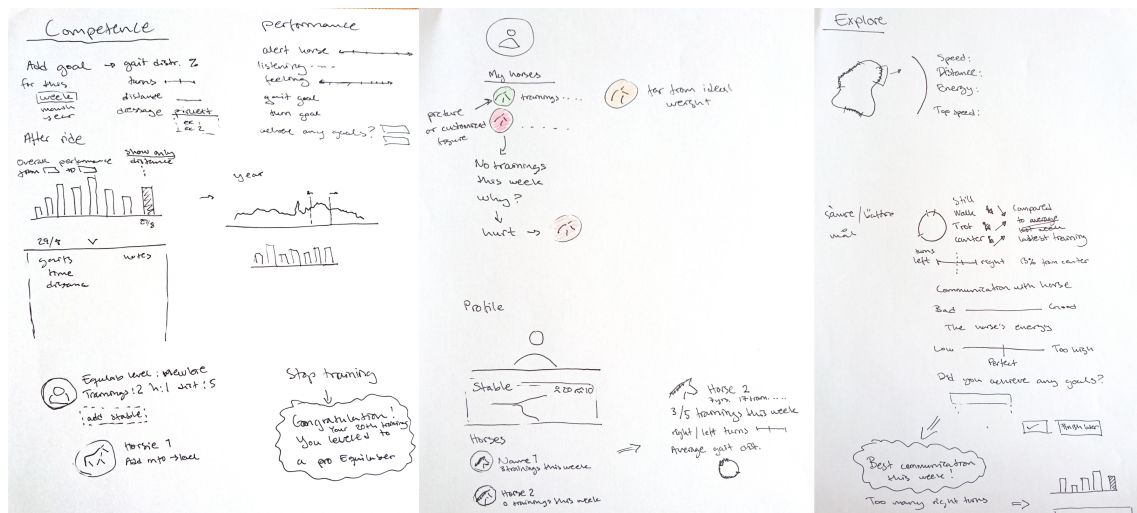


Figure 4.5: Sketches for the first iteration

In the end, three final ideas were formed and prototyped digitally in Figma with the current design of Equilab as basis. The first idea included possibilities for users to see improvements over a longer time span and compare specific trainings or several trainings to see the differences. For the second idea, users can receive scores and badges which are shown on their profile. Furthermore, icons by the horses indicates the horse's well-being according to trainings done with the app. The third idea was

to enable users to zoom in on the map of the tracked riding to explore more detailed information about their ridings.

4.2.3 Feedback

The ideas were presented to the company for feedback. The ideas were discussed in terms of what was implementable and what the company considered was the most interesting direction to continue working on.

4.3 Second iteration

The ideas of scores, badges and horse's health were further developed during the second iteration. More ideas were ideated by sketching and the final concepts were evaluated by participants of the questionnaire and in a focus group.

4.3.1 Sketching

The second iteration was initiated with a sketching session to come up with more ideas. Three main ideas evolved from the sketching phase, these were *goals*, *status of horse*, and *progress*. The goals idea is connected to equestrians' motivation to develop and improve in their riding and would suit the gamification user type achiever. *Status of the horse* aims to suit both achievers but also the user type who main reason to ride is the interaction and fascination of the horse. The third idea, *progress*, could also suit both the achiever and player user type. The concepts were further developed in Figma and thereafter in InVision to make them interactive.

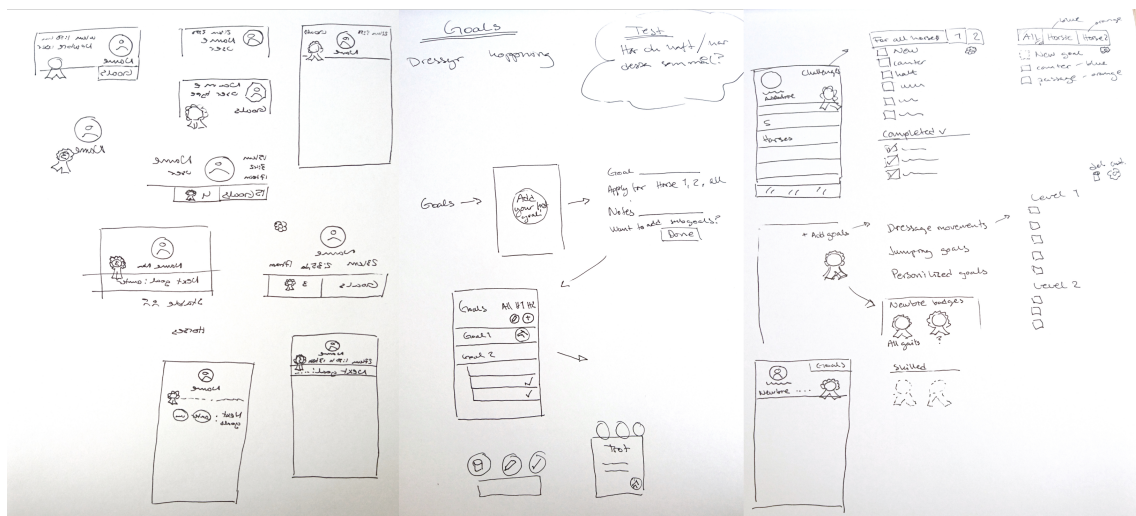


Figure 4.6: Sketching for the second iteration

4.3.2 Feedback

To test the three developed ideas with the current users, the ideas were sent out to the participants of the questionnaire. The ideas and the interaction flow were described followed by a semantic scale including 12 opposite words (see Appendix D).

4.3.3 Focus group

The ideas were also discussed with two groups of equestrians at a stable. The first group was two adult equestrians with daughters who were competing equestrians. The parents were not familiar with the app and the interview started with a short introduction about the app. Thereafter, the concepts were explained and shown as a simple mock-up followed by a semi-structured interview about the concepts. The first group thought all the concept would be attractive for younger equestrians with own horses, but not as valuable for equestrians at riding school. Furthermore, they stated that equestrians have a lot of goals and usually have sessions with a trainer every week and sets up new goals for the week. The goals are defined depending on an important competition with smaller competitions as sub goals. However, even if you do not compete, most equestrians have goals about their riding and horses. Their daughters wrote their goals and plan in a nondigital book. It can also be sensitive for younger to show their goals to others, it must be possible to keep it private.

The second group was five equestrians at ages 15 to 17 years old, where two owned their own horses while the other three competed with horses from the riding school and were co-riders of other horses. The participants of this group had all used Equilab before. The generated concepts were explained, followed by semi-structured discussion. The concept *goals* was the most interesting idea according to the participants. They had long-term goals with a lot of sub goals that they wanted to keep track of. The participants did not know about each other's goals, except for very short-term daily goals. They were only marginally interested in knowing each other goals and stated it can be sensitive to share. The goals differed for different horses and a competition goal was usually together with a specific horse. However, some goals were exclusively for the equestrian and not concerning the horse, for example to hold their hand correctly and to improve balance and seating. The goal for a specific riding session was usually not clearly formed until the warm up of that training. From the feedback of the focus groups it was decided to continue developing the goal functionality.

4.4 Third iteration

The third iteration consisted of further development of the goal design.

4.4.1 Research

To continue developing the goal functionality, the information on goals from the focus group and user research was gathered and research on how to set up effective goals were done. Furthermore, research on common goals for equestrians was conducted by searching and reading forums for equestrians, for example the Facebook group Dressyrnacket (Facebook, n.d.) and the website Horseforum (Horseforum.com, 2008).

4.4.2 Sketching

Sketching was done to explore and generate ideas on how to design the goal functionality. The sketches were presented to the developers of Equilab to discuss which ideas to include and further develop for the goal functionality. All ideas contain long term and sub goals. Figure 4.7 illustrates a possible sequence of adding goals where information such as title, horse, date and trainings areas can be added.

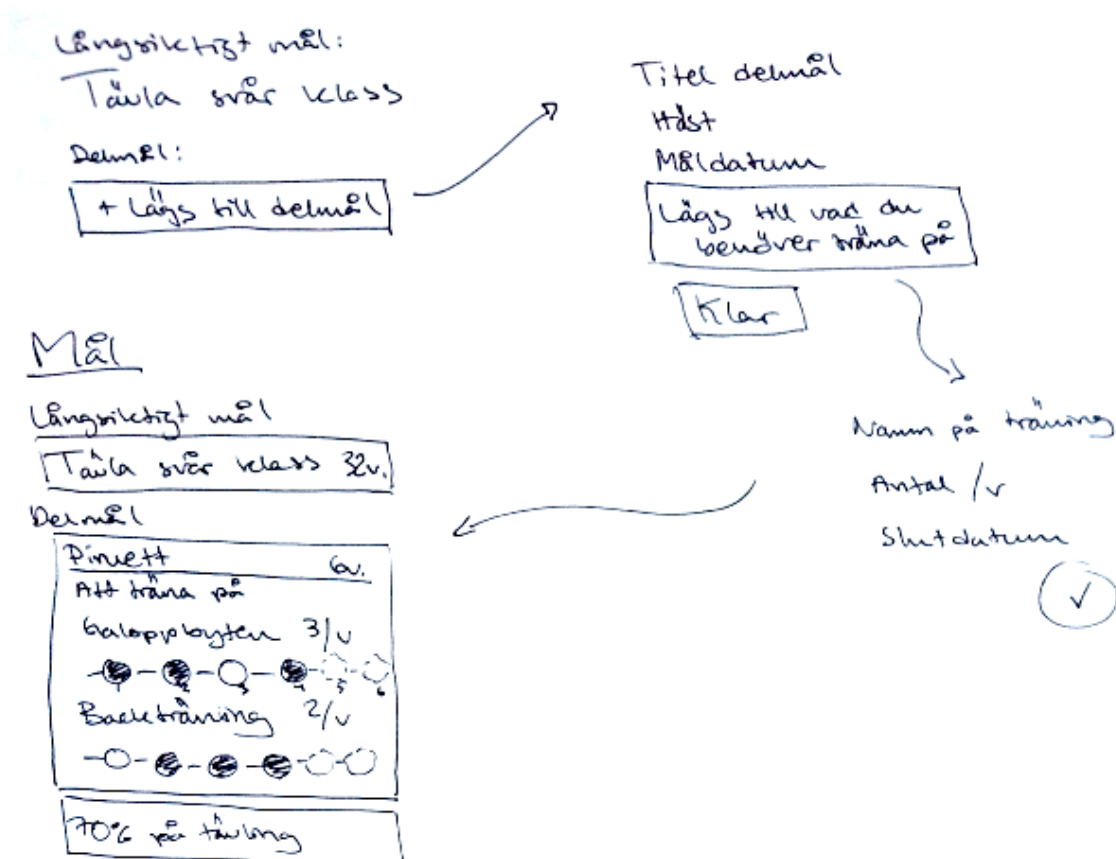


Figure 4.7: Sketch of how to add goals

For the training areas, information as type of training, end date and number of trainings for each week can be added. When a training area is added by the user, it

is shown by the sub goals which weeks the user has managed to keep the training schedule.

Two versions on how to sort the sub goals were sketched, showed in Figure 4.8. The two sketches to the left of Figure 4.8 shows a drag and drop sequence where the user can place a goal in an area of what to focus on this week. The sketch to the right also utilizes drag and drop, but instead the user can simply place the goal with the highest priority on top.

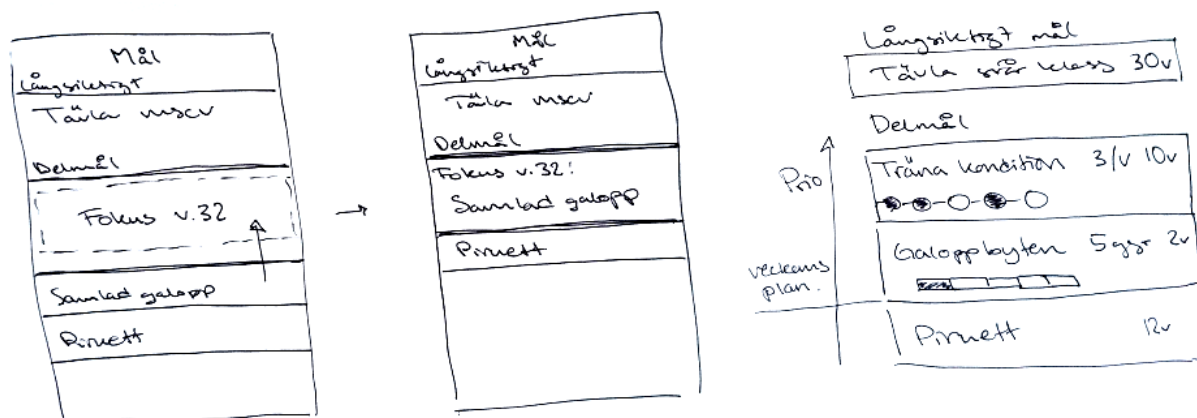


Figure 4.8: Sketches of how to sort the goals

The sketches in Figure 4.9 shows a suggestion on how the goals could be incorporated to a training plan. The sub goals are automatically shown in the planning for the user to drag and drop to the specific days. After a training the user can mark if she trained for any of the sub goals.

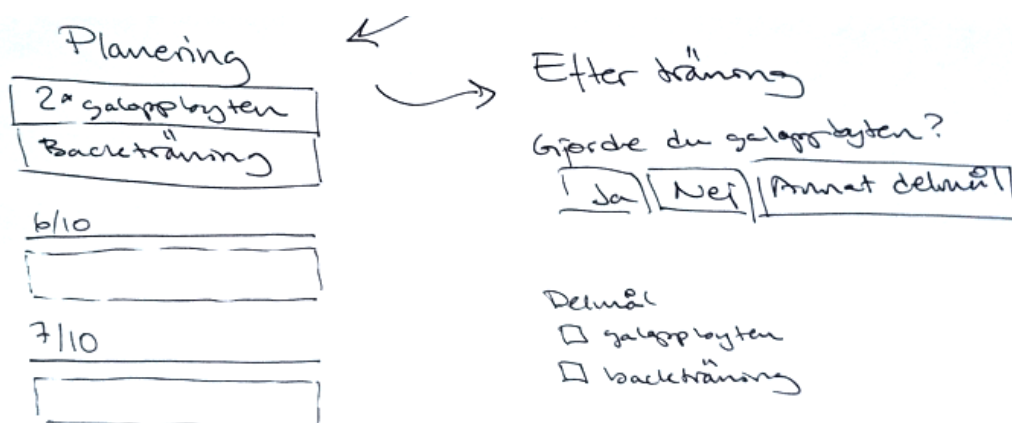


Figure 4.9: Sketch of how to incorporate goals to training plan

Figure 4.10 displays two suggestions on how to include training areas for every sub goal. The user can fill out what she needs to train at to accomplish the sub goal.

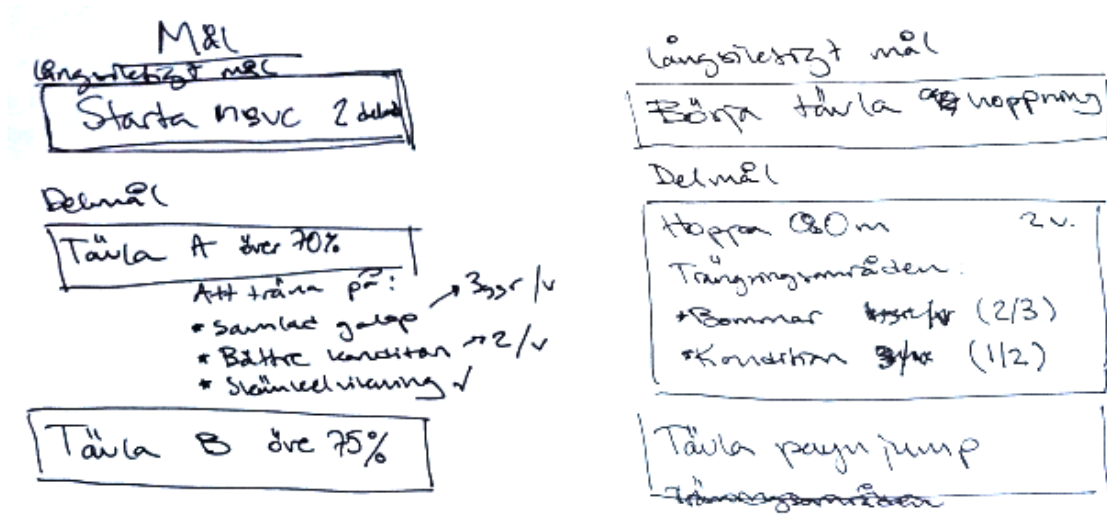


Figure 4.10: Sketch of goals and training areas

The presented sketches were discussed with the developers of Equilab for feedback. At this stage it was decided to keep the goal setting simplified by not having training areas but only main and sub goals. Instead, the users can be guided to write their sub goals as training areas that can be accomplished.

4.4.2.1 Wireframes

The ideas from the sketching phase were further developed by making wireframes (see Figure 4.11). By creating wireframes, the interaction flows could be tested and analyzed. The wireframes were developed in the software Axure RP 8.

4.4.3 Mock-ups

From the basic design of the wireframes, an interactive mockup was built with the web-based prototyping tool UXPin. Additionally, a simplistic version of the first mock-up was made to compare the designs. The intention was to explore the amount of information equestrians want to add to the goals and how the experience differed between the two mock-ups.

4.4.4 Feedback from user

The aim of the first user test was to find out what sort of and how much information equestrians want to add to the goals and if it is interesting to see when they trained for a specific goal. Furthermore, the aim was to test usability. During the user test, the participant first tested the extended version of the mock-up and thereafter the simplistic version. For both versions of the mock-up, the participant got the task of adding main and sub goals and setting a goal as accomplished.

After each mock-up the participant answered a form based on the measurement

4. Process

device Intrinsic Motivation Inventory (IMI). IMI is used to measure participants experience according to the subscales of interest, perceived competence, effort, value/usefulness, felt pressure and tension, perceived choice and relatedness (Selfdeterminationtheory.org, 2017). Questions from the category relatedness were not considered for this user test, all other subscales were included in the form. In total the form consisted of 18 statements with a linear scale from does not agree at all to very much agree.

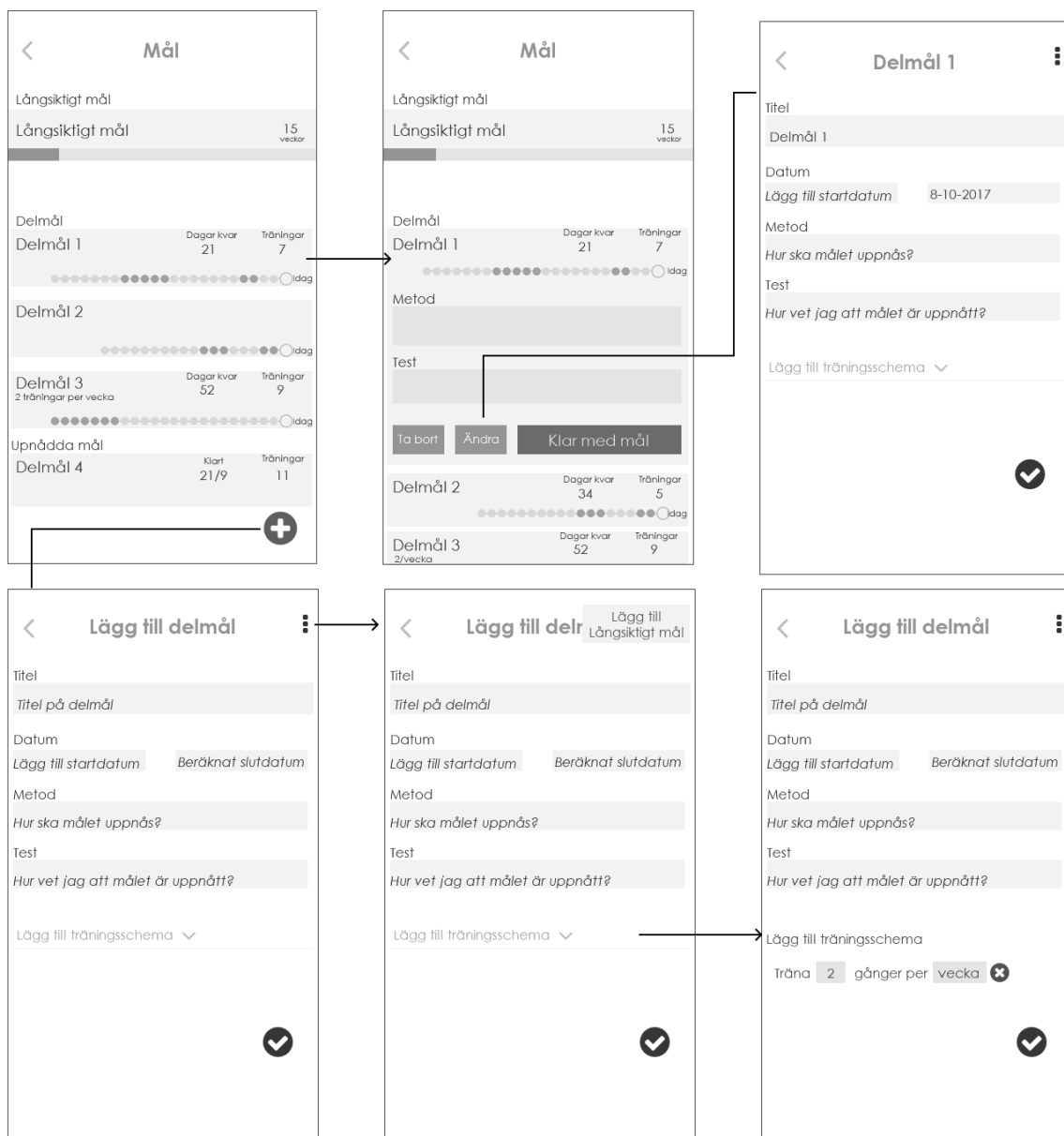


Figure 4.11: Wireframes

4.5 Fourth iteration

4.5.1 Mock-up

After making two different mock-ups, it was realized the best solution would probably be a combination of the two. To keep the easiness of the simple version but allowing to add more information as in the extended version. The feedback from the first user test resulted in important insights that were used for further development of the design. The mock-up for the fourth iteration was also made in UXPin, by partly combining previous mock-ups.

4.5.2 User tests

The current design of the goal functionality was tested with four participants, where two practiced show jumping and two dressage. Their main goals and sub goals are presented in Table 4.2.

	Gender	Discipline	Main goals	Sub goals
1	Female	Dressage	Compete St George	Flying change Pirouettes Collected walk
2	Male	Show jumping	Compete 120 cm	Compete 110 cm Compete 100 cm
3	Female	Show jumping	Compete 105 cm	Start two competitions at 100 cm
4	Female	Dressage	Compete Div 1 Ride with double bridle	Flying change Shoulder-in One-time changes

Table 4.2: The four participants of the user tests

All participants had previously used Equilab and the user test started by introducing the concept of adding goals in the app. The interactive mock-up was displayed on an Android phone and the participants were asked to perform specific tasks while thinking out loud. There were six main tasks for the participants to complete;

1. The first task was to add goals, both main and sub goals. The participants could write their goals on a paper.
2. When goals were added, participants were asked to add information for the sub goal.
3. Thereafter, the view of after a training was shown, with options of adding sub goals as tags for a training. The participants were asked if they would be able to tag a training with a sub goal and if it would be interesting for them.

4. A view of the goal page was shown as if the person had used the functionality for some time. The view included three sub goals with added goal dates and trainings.
5. The participants were asked to add new sub goals and main goals.
6. Lastly, an alternative view showing which dates the user had train for the sub goals was shown and questions about usefulness asked.

During each task, more questions were asked depending on the users' behaviors and comments. After each user test, the participants were encouraged to share more comments, expectations and questions about the concept.

User 1

The first user test was done with an equestrian competing in dressage with her own horse. Her main goal was to compete at a specific competition and the sub goals were dressage movements, for example collected walk. The tasks were easy and quick to perform, and all buttons were understandable. The participant liked the functionality of tagging trainings with sub goals and would probably tag several sub goals for each training. She found it interesting and useful to see the amount of trainings for each goal and seeing the dates of the trainings. Furthermore, she would be able to mark her sub goals as accomplished and she would most likely add more sub goals further on. She enjoyed seeing the progress bar for the main goal increase when a sub goal was accomplished and would not mind it decrease when adding more goals. However, she was not comfortable with adding a specific date for the goals but would rather add a range of dates.

User 2

The second user test was with a male equestrian practicing show jumping with his own horse. His main and sub goals focused on competitions. However, according to the participant, he would have written his sub goals differently if he knew he could tag them in the trainings. It was easy and comfortable for the participant to choose a date for the goals. Furthermore, he appreciated seeing the number of trainings for each goal but would not benefit more of seeing the dates of the trainings. The participant would probably have added several main goals and would like to sort the sub goals by the goal closest in date on the top. He would not add any notes or want to add more information to the goals.

User 3

The third participant was a show jumper competing with a co-riding horse. Her goals were similar to the previous show jumper since her main and sub goal also consisted of competition goals, but she only had one sub goal. She did not feel comfortable adding dates to the goals and thought that is something you need to do to visualize your goals. If needed, the dates can change later. As notes she would want to add a checklist of how to accomplish the sub goal, for example four workout trainings and three jump trainings. The participant explained that if she has

decided what to focus on before a training, she is much more likely to have gained something from that training.

She liked being able to tag trainings and thought it was a good motivation to see how many trainings you have done for a specific goal. However, since she only had one sub goals, all trainings would be tagged with the same goal. She would rather be able to tag her training areas than the sub goals, as for how she had stated her sub goal for the moment. She would not have benefited of seeing the dates of trainings, however she would like to be able to see detail of the trainings tagged with the same goal.

The interactions of adding more goals and set a goal to accomplished were completed without difficulty.

User 4

The fourth test was done with a dressage rider who competed with a horse that she was a co-rider for. Her goals were similar to the first dressage rider's goals, the main goal was a competition and sub goals were dressage movements she needed to train for. However, she had a second main goal, which was riding with a double bridle. Before showing the functionality of tagging trainings with sub goals, the participant suggested she would like to link the goals with trainings and then adding several sub goals to the same training. She would also like to see the notes for the trainings connected to the same sub goals. She would not add goal dates, it would only make her stressed. She would be able to tag trainings with sub goals and thought it would be a good way of structuring and seeing the results of the trainings. Furthermore, she stated she would never be entirely done with a sub goal but would be able to change it to accomplished once it is *befäst*, which is a Swedish term for when the horse understands the equestrian and does the requested movement each time.

The participant would continue adding sub goals further ahead. Nowadays she did not write her goals down since she would need another app for that. She wants it all to be connected to the trainings in the same application.

4.6 Final design

The results of the user tests were analyzed to further develop the design to a final concept. Since the final design were not expected to be used for more user tests, it did not need to be a interactive mock-up for phone. Therefore, the final design was completed in Figma.

5

Results

The results of the project is presented in this chapter. The first part consists of the results of the user research, followed by the resulting design of each iteration of the design process. Lastly the final design solution is presented.

5.1 User Research

In this chapter the results from the questionnaires and interviews are presented.

5.1.1 Questionnaire

The responses from the questionnaire were used to analyze which user groups were the most and least frequent users. First, all respondents who had never used the app were sorted out by removing all answers of those who had never downloaded or used the app. At this point, 370 respondents were left. Secondly, the non-active users among the participants of the questionnaire were sorted out by selecting all participants who had downloaded the app more than one week ago but only made one or two trainings. This group consisted of 47 participants. Furthermore, the active users among the participants of the questionnaire were sorted out by selecting the respondents who had made more than ten trainings, consisting of 171 participants. To be able to compare the groups, all diagrams show the percentage of answers instead of numbers.

Additionally, the result of the questions about equestrians reasons and goals of riding were used throughout the project as an initial indication of equestrians intrinsic motivations. Questions and full results of the questionnaire can be found in Appendix A.

5.1.1.1 Age distribution

The diagram in Figure 5.1 displays the age distribution of the participants of the questionnaire. All participants of the questionnaire are shown in orange, non-active participants in red and active participants in blue. The diagram shows that a majority of the non-active participants are in the age group of 14 to 17 years old. Further on, within the age group of 31 to 50 years old, there were multiple active participants and few non-active.

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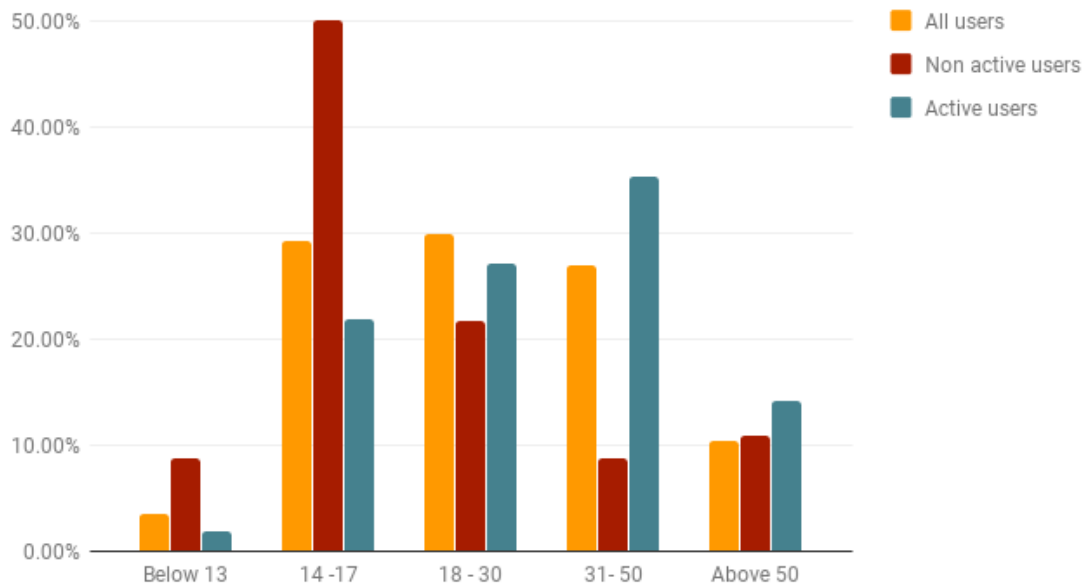


Figure 5.1: Age distribution of all participants of the questionnaire (orange), non-active users among the participants (red) and active users of among the participants (blue)

5.1.1.2 Horse owners

The diagram in Figure 5.2 presents the percentage of participants owning and not owning horses. There are some more non-active users in the group of not owning a horse, but the margin is small.

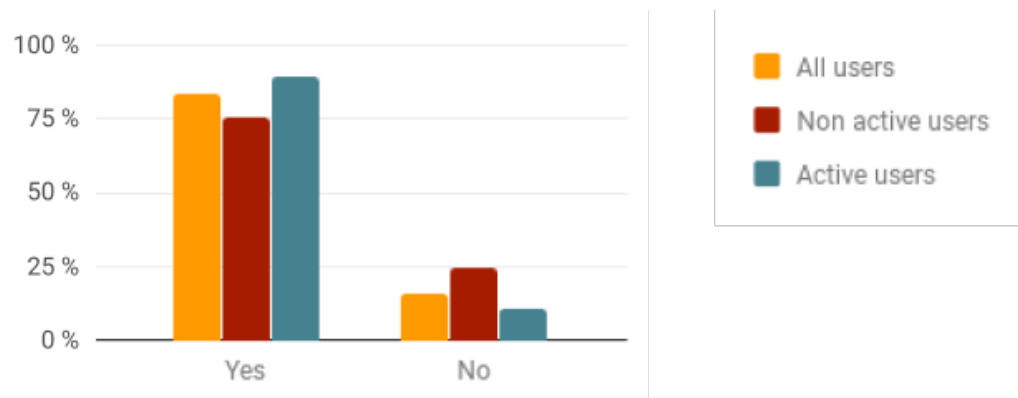


Figure 5.2: Percentage of participants owning a horse

5.1.1.3 Equestrian type

Shown in Figure 5.3 are the percentage of competition, recreational, riding school and co-riding equestrians. The non-active users are slightly more represented in the group of recreational and riding school equestrians.

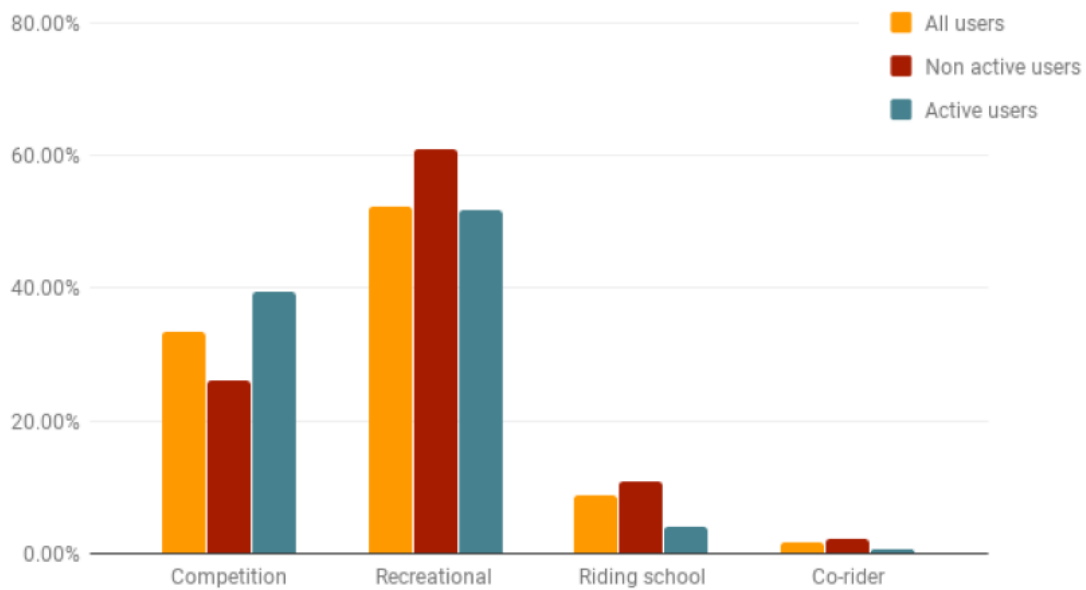


Figure 5.3: Percentage of equestrian types among the participants of the questionnaire

5.1.1.4 Discipline

The diagram in Figure 5.4 presents the percentage of disciplines in the different user groups. Within the discipline of show jumping, there are a majority of non-active user.

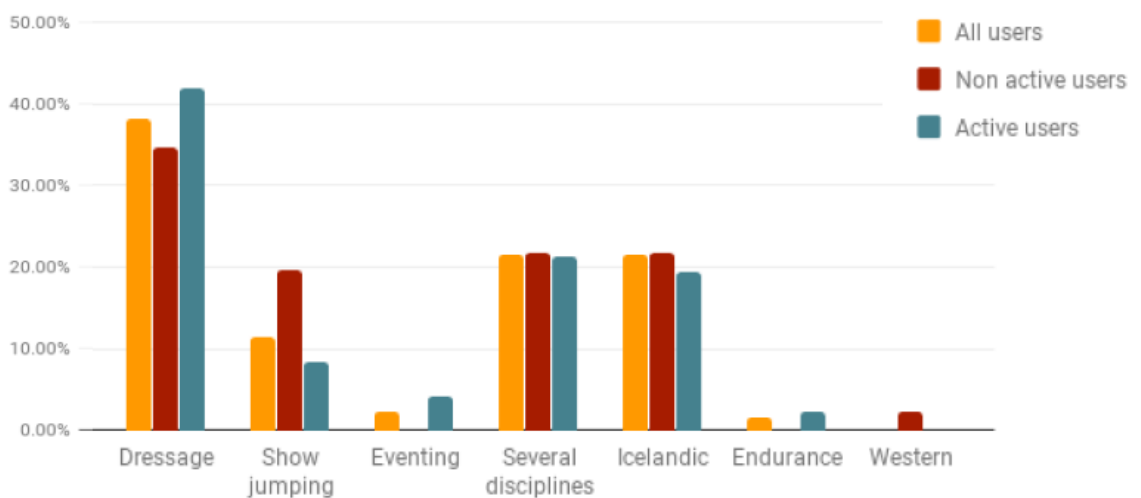


Figure 5.4: Discipline distribution among the participants of the questionnaire

5.1.1.5 Reasons and goals

To analyze the answers of reason and goal of riding, the most used words of all the answers were counted. Prepositions and other irrelevant words were not included in the counting. The words used most frequently for reasons to ride were *fun* (used in 492 answers) and *horses* (used in 252 answers). For goals with riding, horse was the most mentioned word (in 166 answers). Furthermore, the second most used word was *compete*, including competing and competition, with 139 answers. The third most used word for goals was *develop*, including the words developing and development, with totally 86 answers.

5.1.2 Gamification user types

The responses of the gamification user types were summarized to form a united Hexad gamification user type of all the participants. The diagram in Figure 5.5 displays that Philanthropists and Achiever attributes were most common among the participants. All answers of the questionnaire can be found in Appendix B.



Figure 5.5: Gamification user types among the participants of the second questionnaire

5.1.3 Interviews

A summary of each interview is presented in Table 5.1 and a full transcript of the interviews can be found in Appendix C. The overall outcome of the ten interviews was that progress, goals and development is important for many equestrians. Some interviewees stated they would probably not continue riding if it was not for the aspiration of development and improvement. While some of the interviewees were

driven to improve the scores at competitions, others were driven to improve the feeling of riding the horse and not necessarily the score at competitions. Another important factor within equestrian sport was the togetherness with the horse. Not many of the interviewees said they played games on their phone, and those who did played games as Candy Crush or Tetris when they were bored. Otherwise, many of the interviewees used their phone for social media and discussion groups.

Nr	Gender	Age	Equestrian type	Summary
1	F	14-17	Competition	Focus is to keep the horse healthy Ride because of personal well-being Phone for function and discussion groups
2	F	30-50	Competition	Cleans up and adds notes in the app Compete to get confirmation of development Plays Candy Crush when bored
3	F	18-30	Competition	Development and goals are important Get confirmation by competing Checks Facebook when bored
4	M	30-50	Competition	Interaction with the horses is important Have several co-riders, wants to know how much the horses are ridden
5	F	30-50	Competition	Compare previous trainings Need goal and competition to train for Choose discipline because of the horse and the opportunities for good results
6	F	14-17	Recreational	Compare speed at trainings Gets motivated by having goals Interaction with the horse is important
7	F	18-30	Competition	Add notes and info to get better Detailed information on trends and trainings Mental rehab, must focus on the horse.
8	F	18-30	Competition	Biggest motivation is to develop and improve, wouldn't ride otherwise Wants to compare and see differences Varied training of horse
9	F	30-50	Recreational	Explore information - fun even if not needed Likes competing because of the challenges, speed and techniques Plays games like Tetris
10	F	14-17	Recreational	Competes to feel like a team with horse Documents a lot to see progress and to diversify the trainings of the horse

Table 5.1: Summary of the interviews

5.1.4 KJ-Analysis

The KJ-analysis was done to sort all of the gathered information from the user research. It resulted in the making of eleven information groups which are described in this chapter.

Goals

It was important for many of the interviewees to have goals. The fun in riding was to progress and learn. Highest score on the second questionnaire was the statement "I like mastering difficult tasks". The top three words of goals with riding were compete, develop and improve. Develop was also in the top five reasons to ride.

Intrinsic confirmation

Some equestrians get confirmation of development by a feeling during trainings and better communication with horse. Regular app-users have goals like fun, train and feel.

Competing

Some love to compete for the challenge and feeling. Some compete for confirmation. App-users with few trainings have more goals like better, jump, SM and higher.

Interaction with the horse

The cooperation with an animal was the most important of riding. The horses are friends and the togetherness is important. Top three words in reasons to ride were fun, horse and love. Interaction within the top seven reasons to ride.

Personal health

Three interviewees mentioned health or anxiety as a reason to ride. When riding, you must stay focused on riding because of the teamwork with the horse. Similarly, from the questionnaire, many ride to feel good and healthy. Well-being and exercise were the top eight of the reasons to ride.

Info in app

Important to be able to see progress, compare over time and if the goal was reached. Some of the participants added notes to trainings afterwards and wanted to see details and explore information in app.

Horse's wellbeing tracked in app

Many use the app to document trainings for the horse's health to develop the best training possible for the horse. Want to keep a varied training and keep track of multiple co-riders. Important to warm up horse and diversify the trainings.

Forgets to use app

Some users forgot to use app. 14 - 17 years old and jumpers did less amount of

trainings.

Phone when bored

Checked phone for Facebook and games when bored. Added notes and details of the trainings when having time.

Social

Almost all of the interviewees used Facebook to keep updated of their friends, news and join horse discussion groups.

Games

Very few played games, 2/10 who played Candy Crush or Tetris games on phone when bored. Otherwise no time for games and games are perceived as boring.

5.1.5 Personas

Four personas were created based on the information gathered during the user research. Two of the personas were in the age group of 14 to 17 years old, since the project aims to mostly target this group (see Figure 5.6 and 5.7). The other two personas were 28 and 37 years old (see Figure 5.8 and 5.9). All personas are female since the majority of the user group are females.

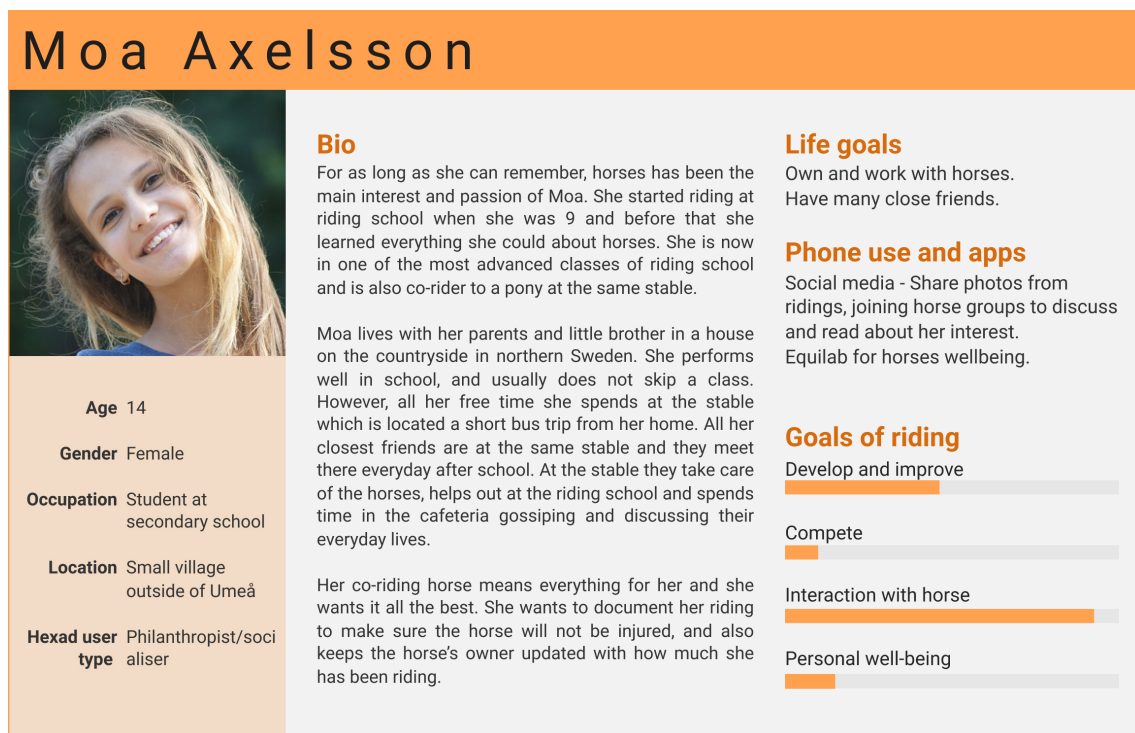


Figure 5.6: 14 year old persona



Figure 5.7: 17 year old persona

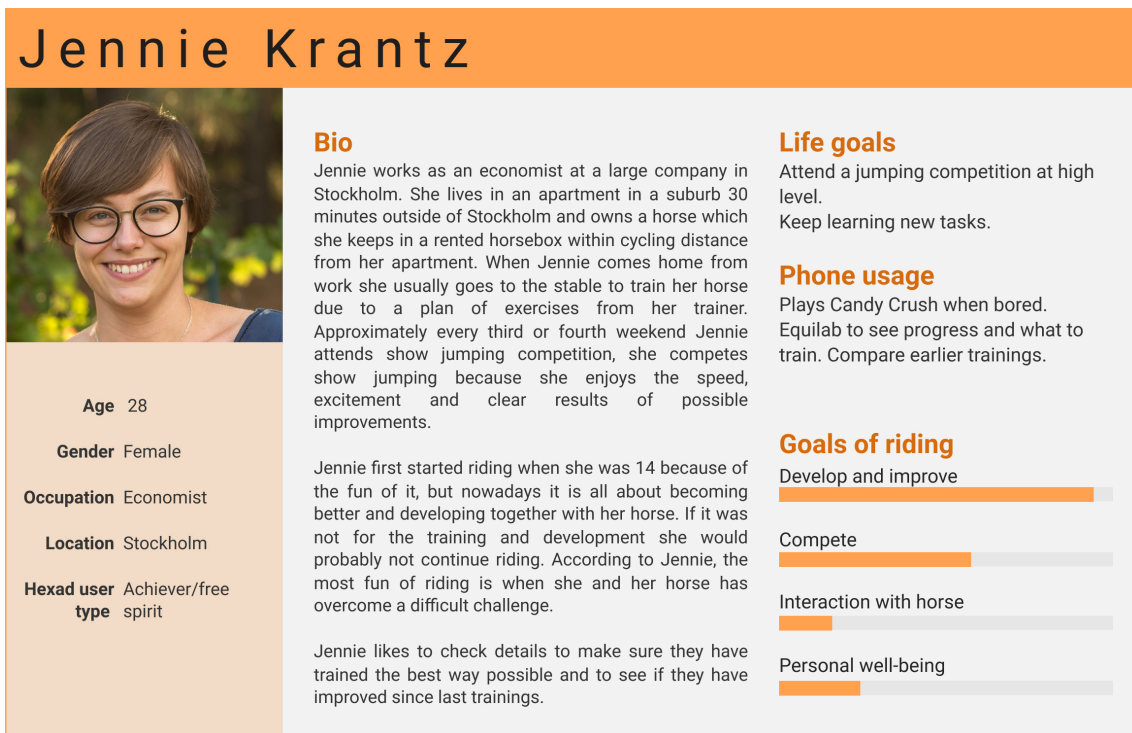


Figure 5.8: 28 year old persona



Figure 5.9: 37 year old persona

5.1.6 Scenarios

Four scenarios were written based on the personas presented. The scenarios are described below.

Scenario with persona Moa

Moa is on the bus on her way to the stable. She is excited about soon being at the stable. She picks up her phone, starts Equilab and goes to the profile side of her co-riding horse. She sees that the horse's owner rode a tough dressage session yesterday and decides she will take a calm ride in the nature.

Scenario with persona Emilie

Emilie is just done with a dressage session with her trainer. She is proud of her training and takes a photo of her and her horse to share on Instagram with the Equilab filter showing details of her session. In the Equilab app she sees that she is on a leaderboard for dressage equestrians and adds that to the posts as well. When she is done taking care of the horse after the training, she adds all the notes her trainer told her during the session.

Scenario with persona Jennie

It is 9 PM and Jennie is home after a fitness training with her horse. When she is done riding she picks up her phone to analyze her recent training. She receives a badge telling her she has done the exact amount of galloping as her goal this week.

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She compares to last week when her horse got too tired and they could not reach this goal. Then, she goes to the recent training to add notes and sets up a goal on which exercises to do next week.

Scenario with persona Sarah

Sarah was out riding one of her horses in the afternoon. It is now evening and Sarah has nothing to do and picks up her phone. She opens Equilab and looks at her recent training. She adds notes about how the horse felt and compares to earlier ridings. She checks trends and fixes the trainings to make it look like she prefers.

5.2 First prototype

The brainstorming, sketching and KJ-analysis resulted in three main ideas. Digital prototypes were made in Figma by using the current design of the Equilab app as a base. The prototype of the first idea is shown in Figure 5.10, where the screen to the left shows how additional performance criteria could be added for the user to fill out after a training. The screens in the middle and to the right of Figure 5.10 shows how the overall performance is visualized over a week and a month. By selecting specific days or weeks, detailed information about the trainings within that time scope is shown below the graphs.

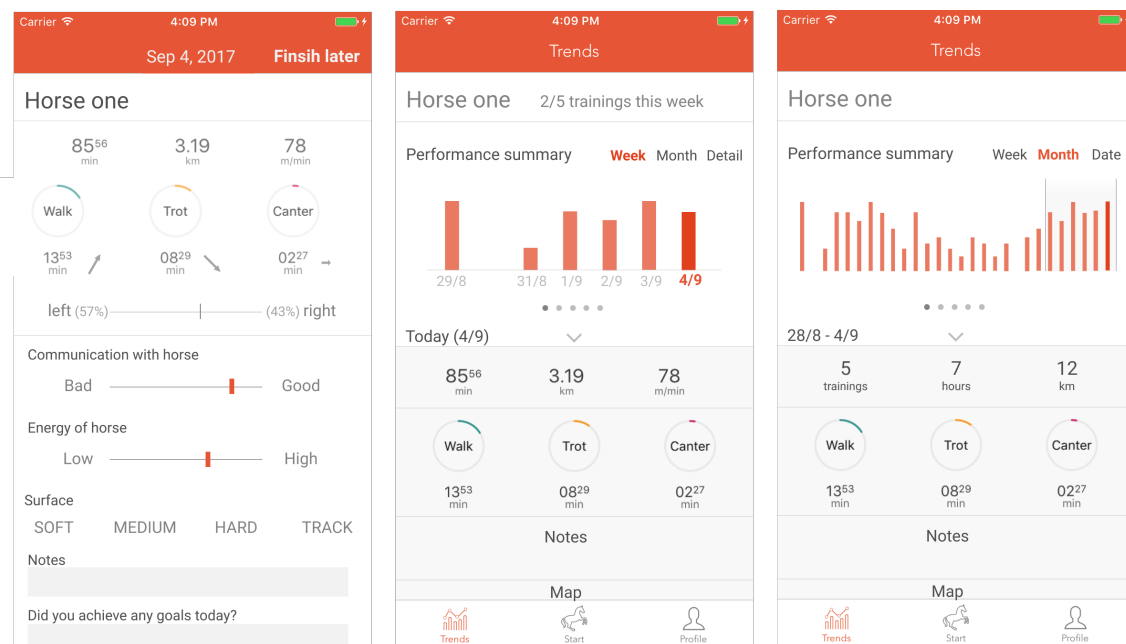


Figure 5.10: Idea one: users can see their development by comparing trainings in the app

The second idea involves possibilities to receive badges that are collected by the profile, which is shown in Figure 5.11. Furthermore, the icons by the horses' profiles indicates the status of the horse according to how well requirements stated by the user have been fulfilled.

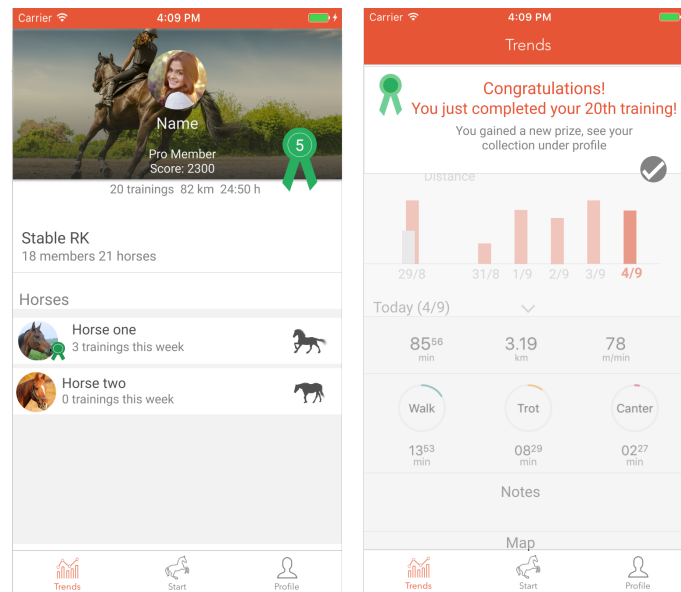


Figure 5.11: Idea two: badges in the users' profile and the level of the horses

Figure 5.12 shows the third idea of the first iteration, where users can zoom in on the map and explore additional information about their riding sessions.

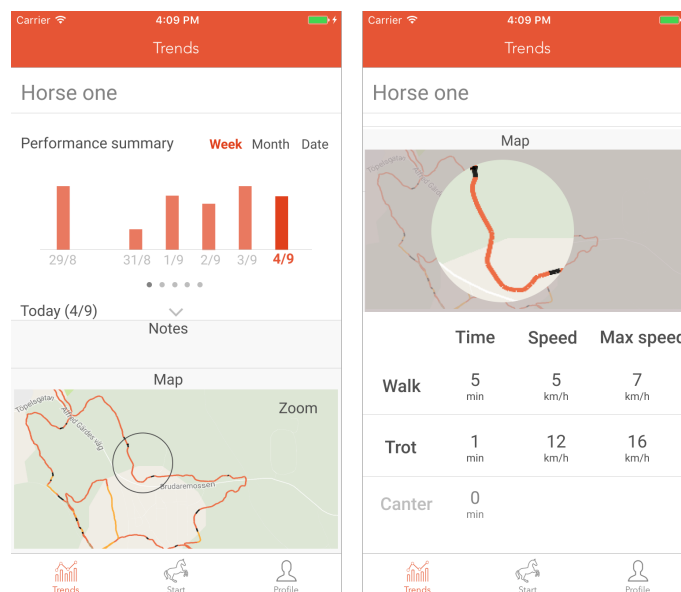


Figure 5.12: Idea three: users can explore the map and see detailed information

5.2.1 Feedback

The ideas were presented to the company where the thesis was conducted for a first feedback session. Since an earlier thesis project recently had concerned the training diagrams it was decided to focus on idea number two; badges in the users' profile and the level of the horses.

5.3 Second prototype

Three new ideas were generated with a focus on the user’s profile and development. The three developed ideas were *goals*, *status of the horse* and *progress*. Figure 5.13 shows the idea *goals*, where users can add their goals and track their goal in the app.

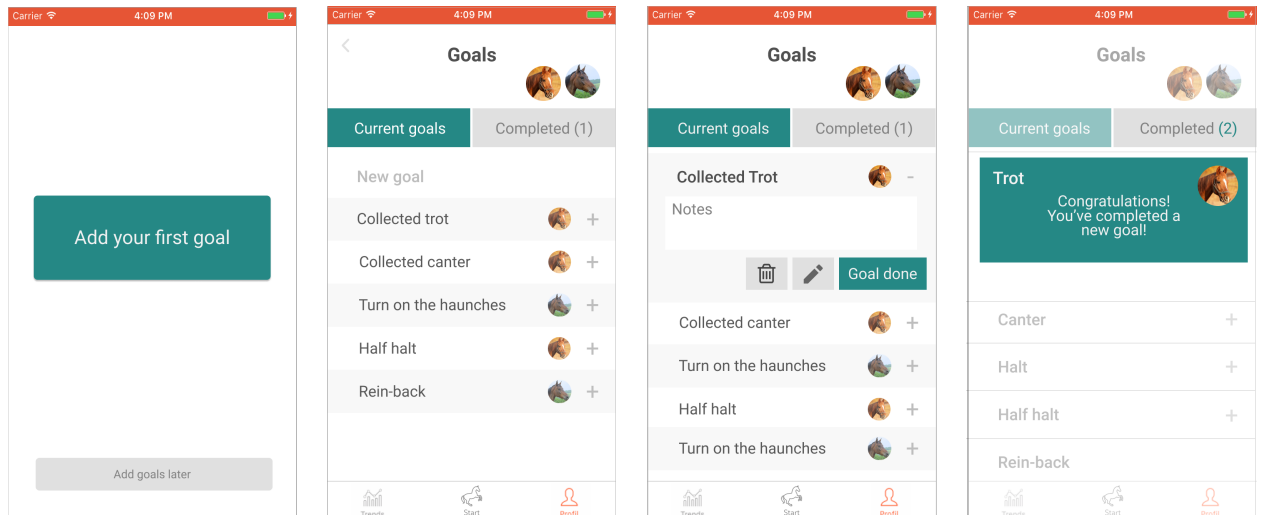


Figure 5.13: The idea *goals*

Figure 5.14 shows the idea *status of the horse*, where users can see the status of the horse according to their own requirements.

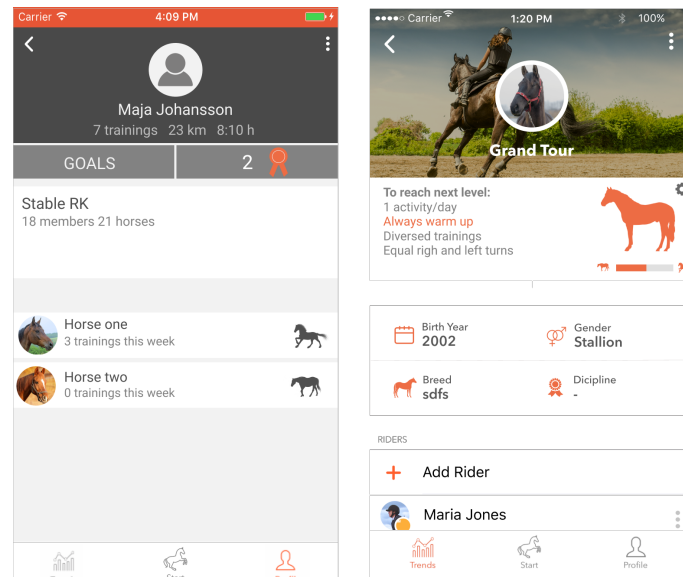


Figure 5.14: The idea *status of the horse*

The *progress* idea is shown in Figure 5.15, where achieved rewards and top score can be found.

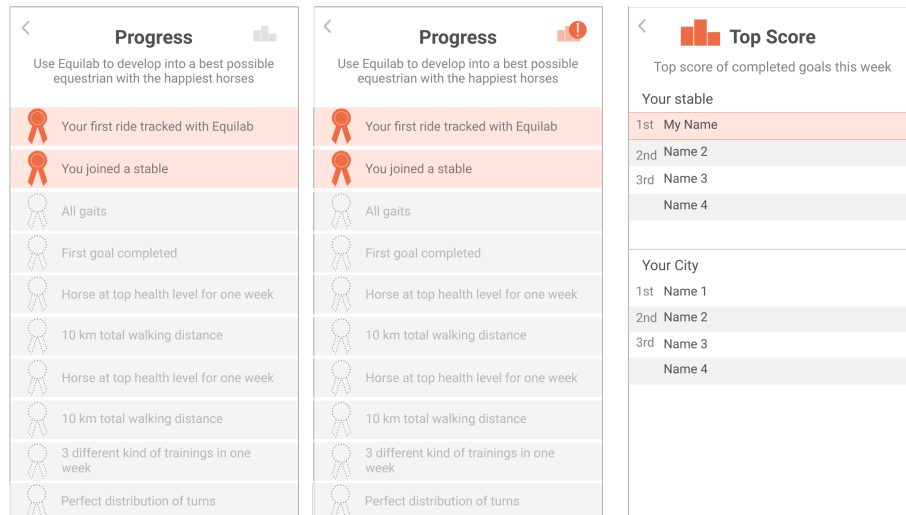


Figure 5.15: The idea *progress*

5.3.1 Feedback from form and focus group

The goal idea was partly misunderstood at the form, since some participants thought they would not be able to add their own goals but to only use the goals that were included in the concept visualization. The results of the form were that the idea *status of the horse* received the most positive feedback. The idea *status of the horse* was perceived as the most fun, motivating, interesting and meaningful idea. The idea that was associated with the most negative words was the *progress*, which was perceived as uninteresting and irrelevant. The idea *goals* was perceived as motivating, meaningful and serious. However, it was neither associated with uninterested nor interesting for most of the participants.

The feedback from the focus group was that the idea *goals* was the most interesting concept. Since the evaluation form was partly misunderstood, the feedback from the focus group were taken into greater consideration than the feedback from the form. Therefore, it was decided to continue working on the idea *goals*.

5.4 Third prototype

The following process consisted of developing the goal idea. Two versions of the goal functionality was first developed; one extended and one simple version. The extended version was the first idea and the simple version was designed to compare the extended ideas at user testings.

5.4.1 Extended version

To add the first goals, the user has to go through a couple of steps which are shown in Figure 5.16. These steps emerged from research on how to write successful goals

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and the aim was to guide the user when adding goals for the first time.

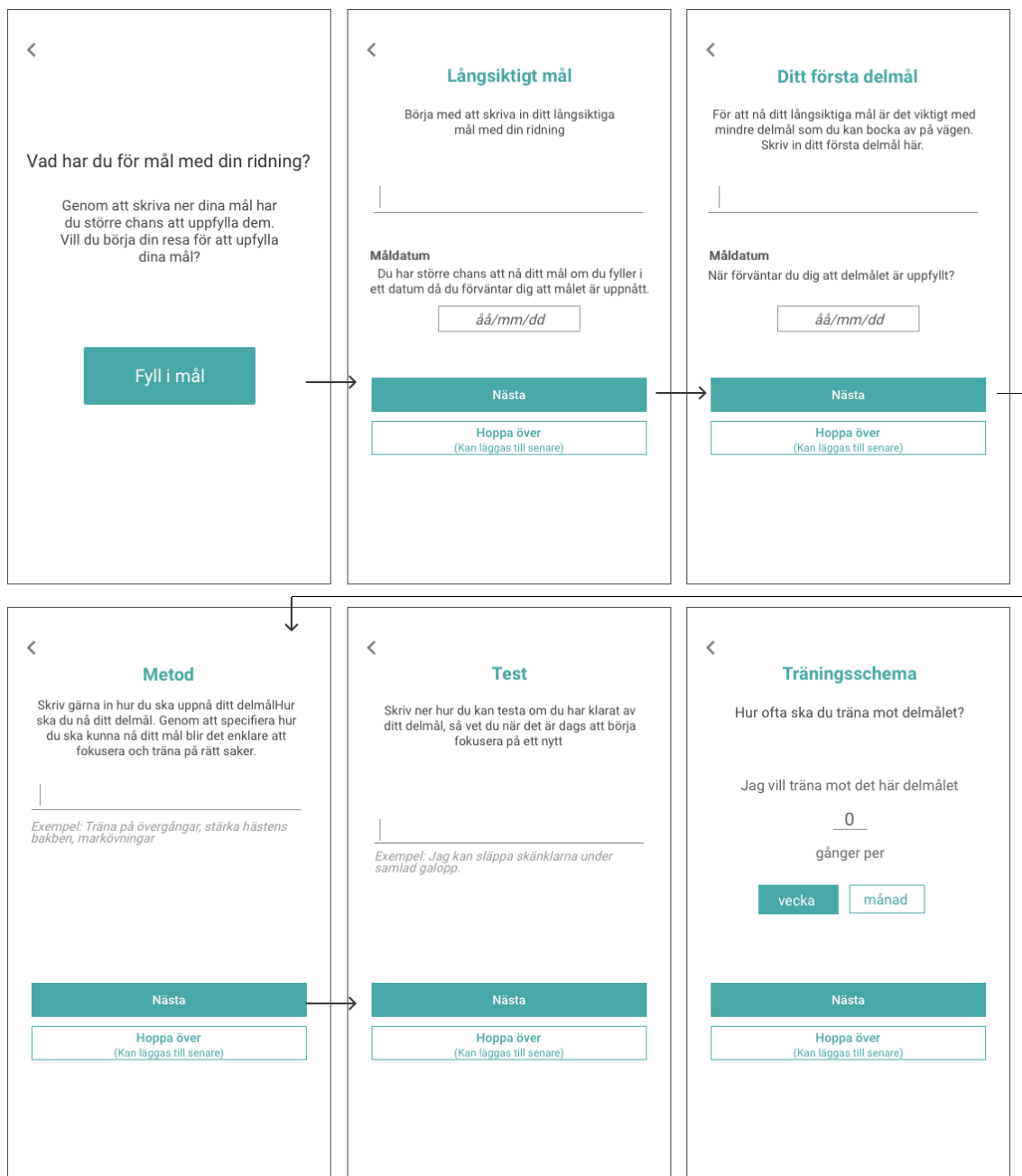


Figure 5.16: Adding first main and sub goals

Figure 5.17 shows the view of a long term goal and three sub goals. When pressing a sub goal, an extended view allows the user to edit, delete or mark sub goal as done. Additionally, the user can see previous trainings for that sub goal and the method and test of the goal.

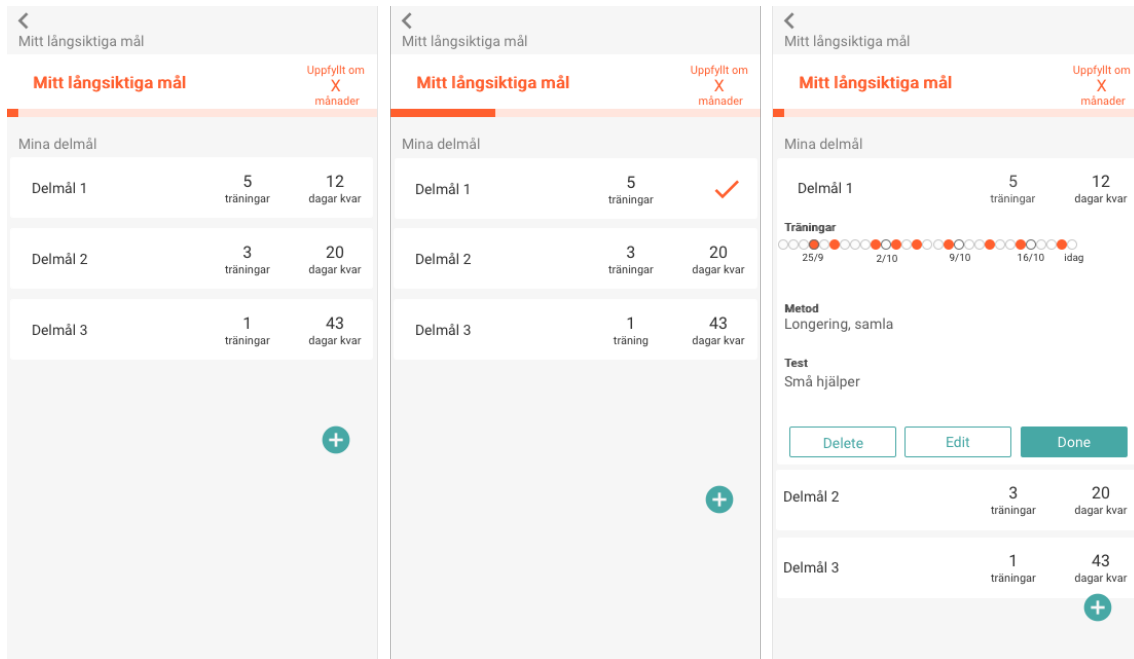


Figure 5.17: Editing goal

5.4.2 Simplified version

The simple version is shown in Figure 5.18 and was created as stripped as possible. The user can not add more information than the title of the goals and to mark a goal as accomplished the user checks the box by the sub goal.

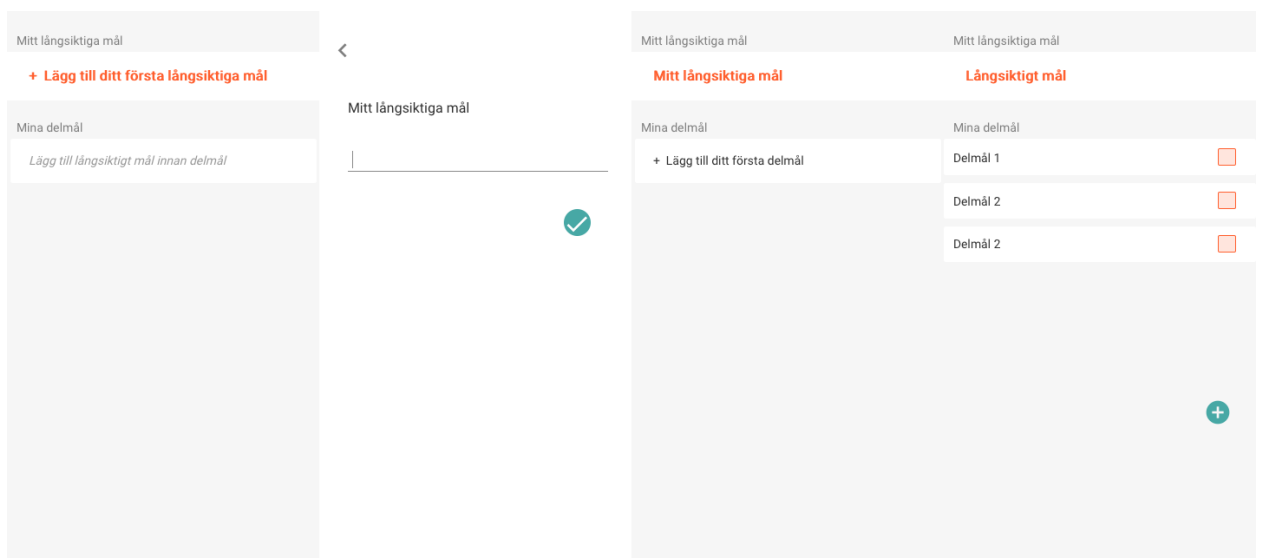


Figure 5.18: Simple version

5.4.3 User feedback

The extended and simple version were tested with one equestrian. Since it resulted in a lot of valuable feedback and reflection, it was decided to do an other iteration of the design before continuing the testing with more participants.

5.5 Fourth prototype

The feedback of the first user testing resulted in a design combining the extended and simple version. Furthermore, the orange color theme was changed to green to make it perceive less aggressive. The goals are located by the profile page of the user, in a similar style as stable and horses. Figure 5.19 shows the sequence of adding the first main and sub goal.

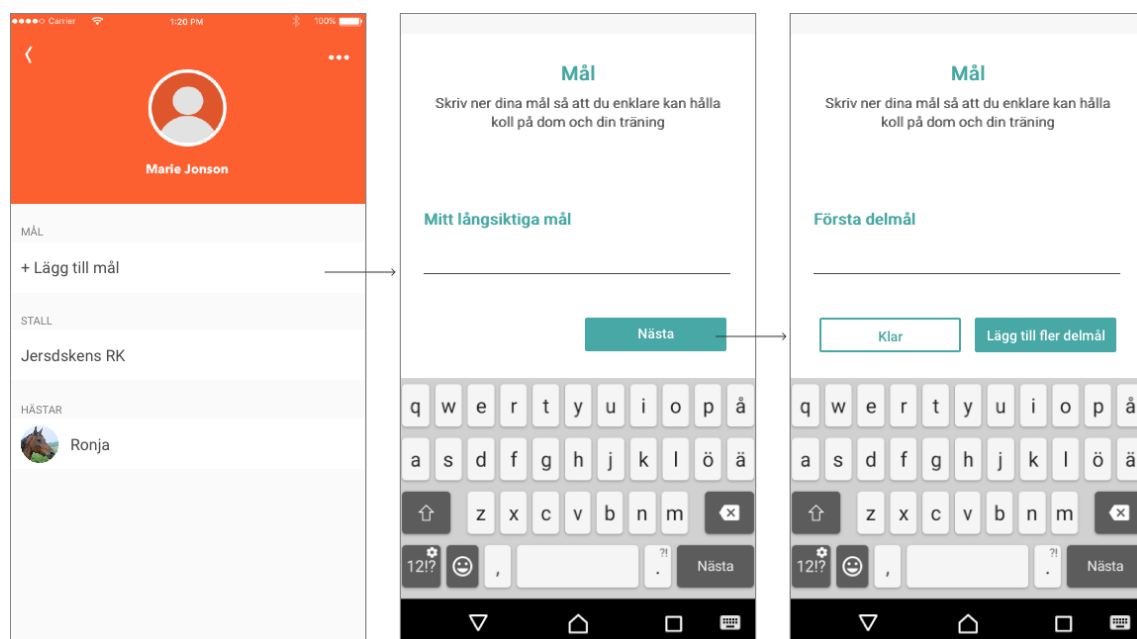


Figure 5.19: Screens of adding first main and sub goal

Figure 5.20 displays the view of one main and one sub goal added. By tapping on the sub goal, a detailed view of the sub goal is shown. In this view, the user can add goal date and notes to the sub goal.

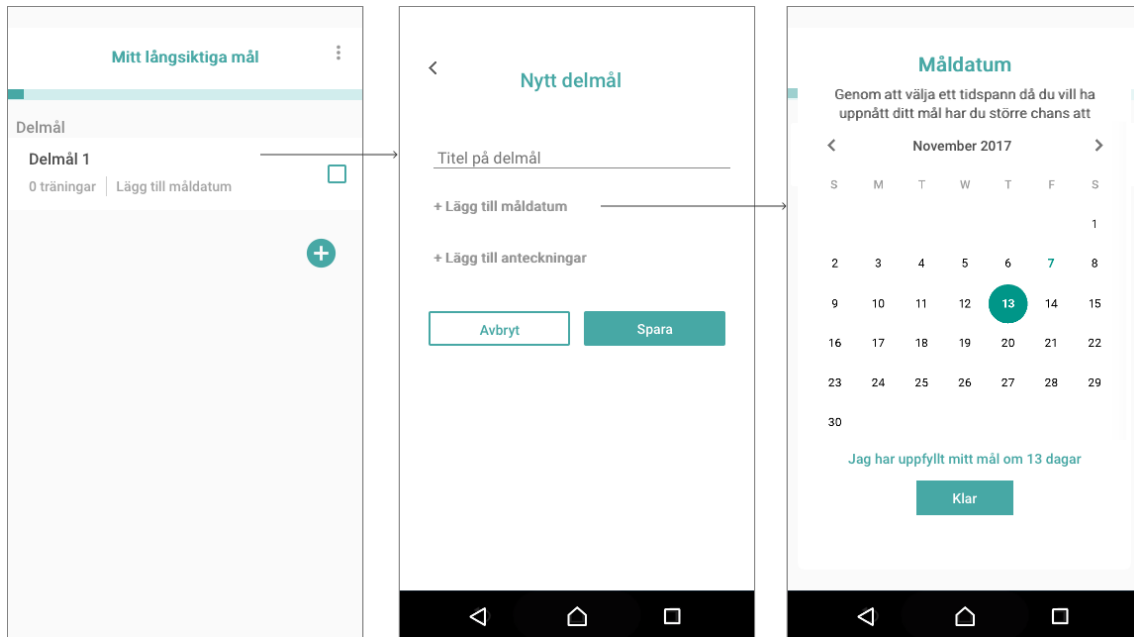


Figure 5.20: Adding goal date

Similarly to the simple version in the third iteration, the user ticks a box by the sub goal to mark it as accomplished (see Figure 5.21).

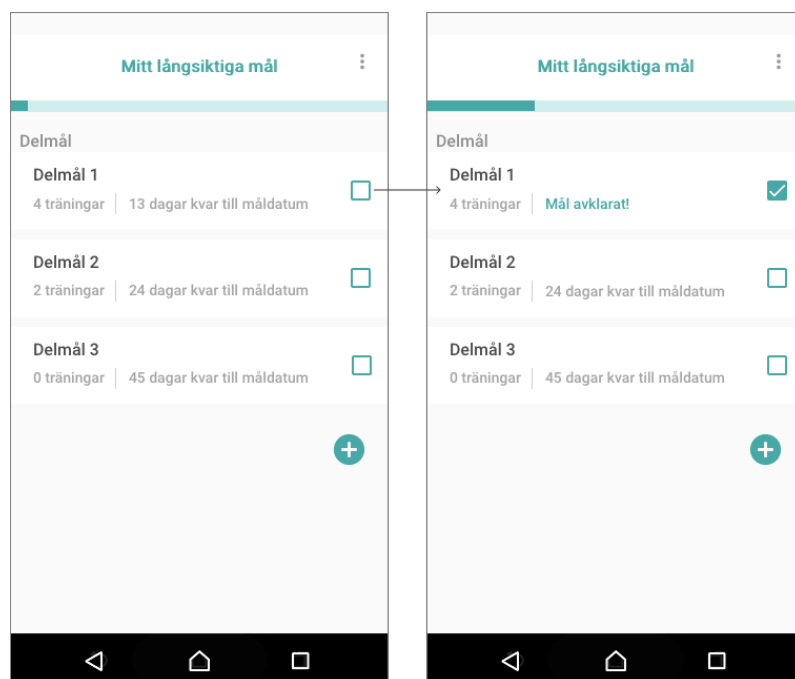


Figure 5.21: Marking sub goal as accomplished

5.5.1 Outcome of User Tests

The tasks were simple to complete in the mock-up for all users. Being able to tag trainings with sub goals and seeing the number of trainings for each goal was considered as interesting. However, it was not necessary to be able to see the dates of the trainings. Instead, it would be useful to be able to see notes and details of the trainings for the sub goals. Furthermore, it was shown during the user tests that it must be possible to tag several sub goals in one training, since the participants usually trained for more than one sub goal at each training.

The user tests showed that sub goals can be perceived differently for jump riders and dressage riders. The current mock-up would suit dressage equestrians better since their sub goals included movements that they could train for. For the show jumping equestrians, the sub goals consisted of competitions which would be difficult to tag trainings with. For one of the show jumping participants, she would like to add notes for the sub goal on what to train for to accomplish the goal. Then she would like to tag riding sessions with the training areas.

The opinion on adding goal dates differed among the participants. For some it was no problem while one participant would never want to set a date for the goal due to stress. Furthermore, the user tests showed that it must be possible to have several main goals at a time and that sub goals might be added further ahead.

5.6 Final design

The outcome of the user tests resulted in the development of the final design. Figure 5.22 shows the process of adding a new main goal and its sub goals. To guide users to write specific training areas as sub goals, instead of competitions, the text above adding sub goals says: *"To accomplish my main goal I need to:"*. To engage users to add several sub goals, the option *" + sub goal "* appears as soon as a new sub goal is added.

Figure 5.23 shows what happens when pressing on a sub goal. In the sub goal view, users can add goal dates, notes and edit the sub goal by pressing the editing icon by the bottom right. The user does not need to add any goal dates and will not be reminded about it on the list of sub goals (left screen in Figure 5.23). In the previous version there was a text by the sub goal that said "add goal dates", which is now removed.

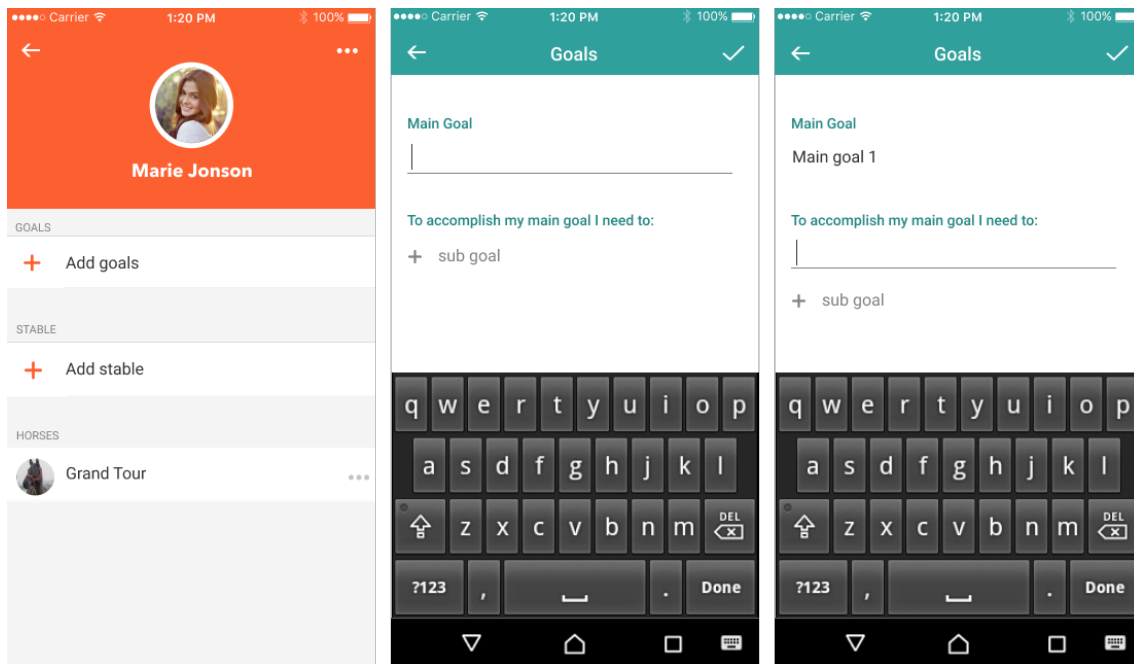


Figure 5.22: Adding first main and sub goals

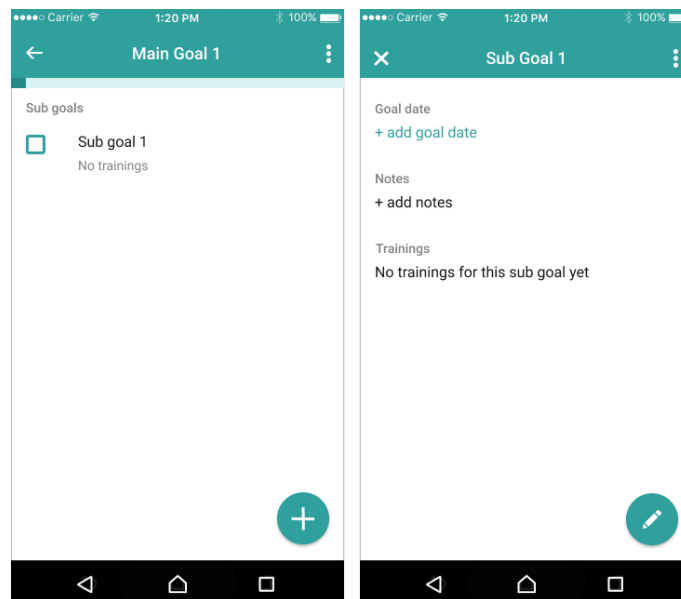


Figure 5.23: Adding goal date and notes to a sub goal

Figure 5.24 shows the sequence of going to one of the main goals from the user's profile page and then to one of the sub goals. The main goals are placed by the profile where main goals can be added, changed to accomplished or deleted. On the screen to the left of Figure 5.24, the main goal *Compete Div 1* is still in progress, while the goal *Compete Div 2* is accomplished and therefore has a colored badge. By pressing the main goal, a page with the main goal and its sub goals are shown. When pressing on a sub goal, the goal dates, notes and recent trainings tagged with

5. Results

the sub goal is shown (screen to the left of Figure 5.24). From this view, it should be possible to access the trainings listed in the sub goal.

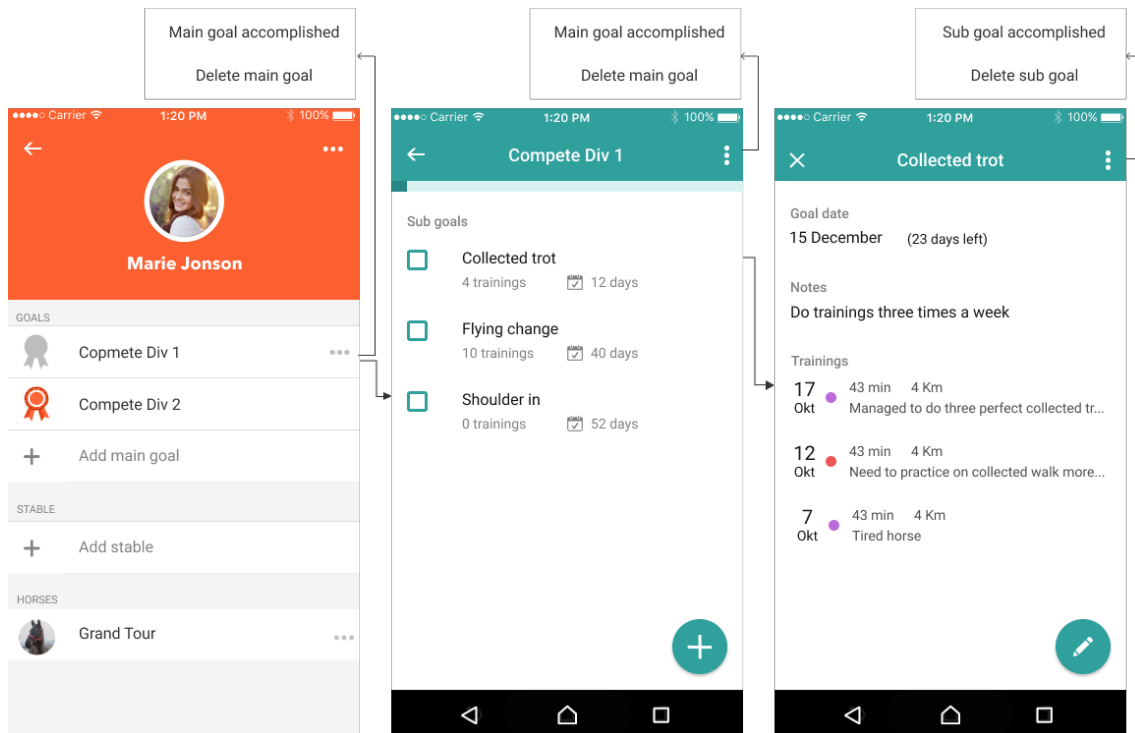


Figure 5.24: Profile view, main goal and its sub goals and details of one sub goal

After a training, the user can tag the training with the sub goals that she focused on for that training, which is shown in Figure 5.25. It must be possible to tag several sub goals for the same training.

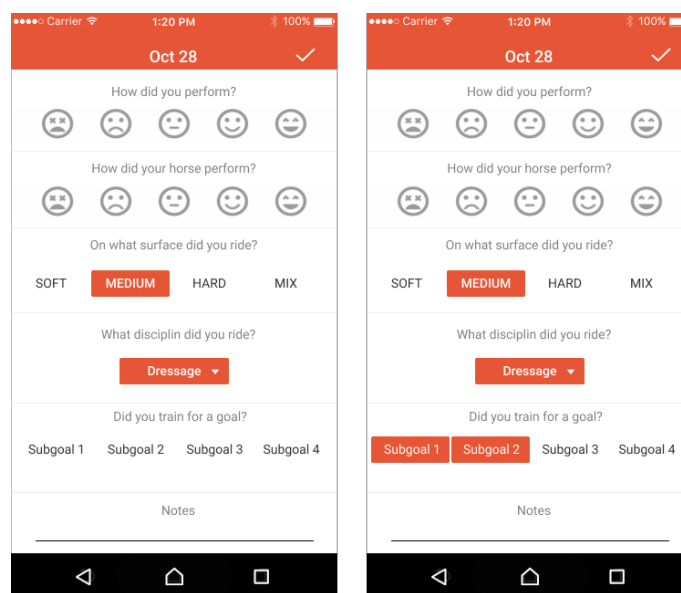


Figure 5.25: Tagging sub goals after a training

Figure 5.26 displays the sequence of adding a new sub goal. The "plus-icon" at the bottom is pressed and the user needs to add a title of the sub goals. If wanted, the user can add goal date and notes.

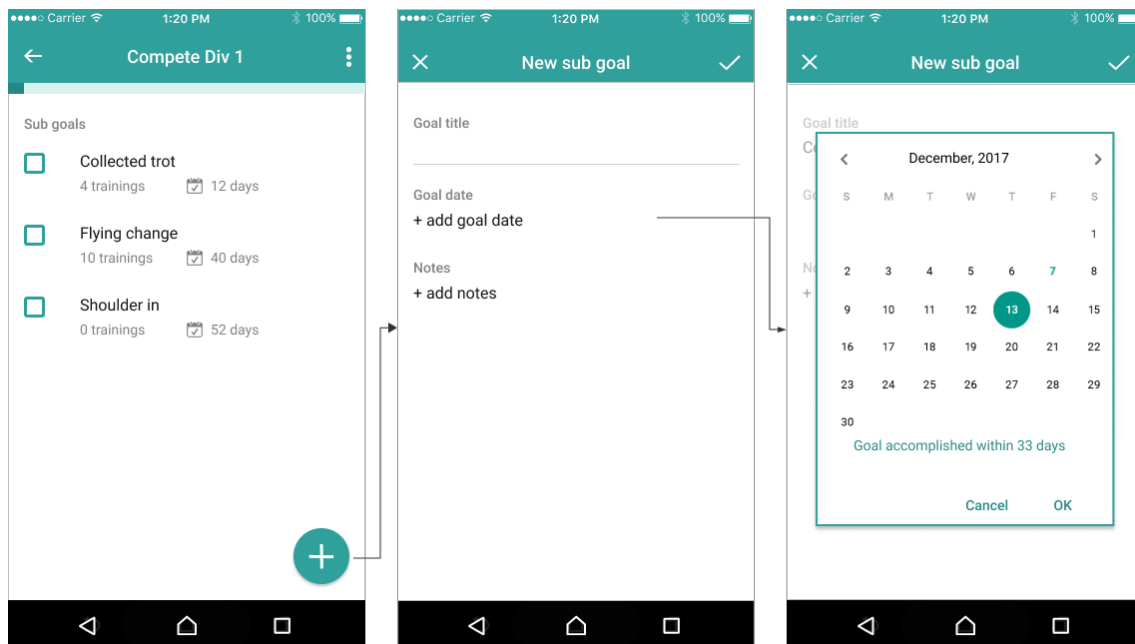


Figure 5.26: Adding a new sub goal

Similar to previous version, the box is tapped to mark a sub goal as accomplished. The left screen in Figure 5.27 shows how it looks when one sub goal is accomplished. The middle screen of Figure 5.27 shows that when all sub goals are done, the progress bar at the top is full and a button for marking the main goal as accomplished appears. The screen to the right shows how it looks when the user presses the button and marks that the main goal is accomplished. The badge is colored, a congratulation text appears and visualizations of confetti falling down. The badge was designed to resemble the award ribbons that are handed out as prize of equestrian competitions. Furthermore, a button at the bottom of the screen urges the user to set up a new main goal at once.

The accomplished main goals and their award ribbons appears at the profile page of the user, which can be seen in the left screen of Figure 5.24. If the user has several accomplished main goals, only the most recent are visible at once by the profile page. To see them all the user has to press a button. Users can have several main goals in progress, for example one for each horse.

5. Results

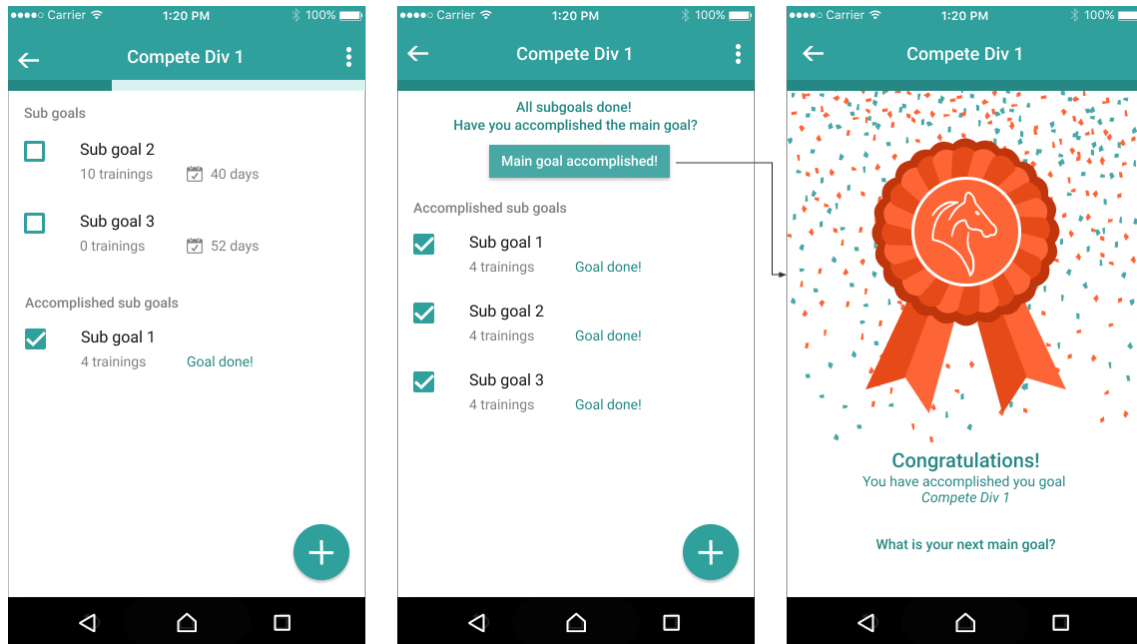


Figure 5.27: Marking sub and main goal as accomplished

6

Discussion

This chapter contains a discussion of the project, including reflections about the process, results and future work.

6.1 Process

The final process mostly followed the user-centered design process but with influences of the double diamond and gameful design process. According to the user-centered design process, the overall process of the project consisted of a research phase followed by design and design evaluation. However, the overall process also follows a double diamond process, but with three diamonds instead of two. The first diamond was the research phase, the second was the design exploration phase and the last was the development of the goal design. Furthermore, the last part of the project followed a gameful design process due to the iterative process with prototyping and user testing.

The completed process followed the initial plan with a few exceptions. The initial plan was to have three iterations, but instead four iterations were done. When planning the project, it was not considered that the project would consist of two processes with different focus. Instead of one coherent design process, the project ended up with one phase of exploring design solutions and another phase of designing a usable goal design.

The first phase consisted of two iteration with the aim of exploring design solutions and defining what to finally develop further. During this phase, focus was on developing ideas according to the user research and exploring what could be done. To improve this process, more effort could have been put on the ideation phase. Instead of conducting the brainstorming solitarily, a workshop with equestrians and other stakeholders could have been conducted. This could have lead to more ideas which now were not considered. However, the ideas from the ideation phase were iterated twice, once with feedback from the company and once with feedback from a focus group of equestrians. The final decision was to develop a goal design.

During the next stage of the project, the goal design was developed by two iterations. During this phase, focus was to find out how equestrians would like to fill out their goals and how to make the design as easy and fun to use as possible. It was

easier to work with this phase since the aim was more graspable. The user tests lead to a lot of valuable feedback which simplified the iterative design process.

6.1.1 User Research

When conducting the user research, the questionnaire was very helpful for preparing the interviews. The questionnaire resulted in insights of what groups of equestrians did not find Equilab useful and a brief understanding of their intrinsic motivations. The insights from the questionnaire could be used to ask more detailed and deep questions during the interviews.

The questionnaire was posted on several Facebook groups. The dressage and Icelandic equestrians groups were larger than the group for show jumping. This led to show jumping equestrians being underrepresented in the questionnaire, even though it actually is the largest discipline in Sweden. Furthermore, posting the questionnaire on Facebook might have effected the age distribution of the participants, since Facebook is more or less popular among different age groups.

For the second iteration, the different concepts were presented to participants of the questionnaire in a form and they could fill out their thoughts. This method led to some initial feedback of what direction to take, but a focus group was needed for more feedback. The problem of presenting digital concepts in a form was that the participants focused too much on details rather than the whole concept. The concepts were thoroughly described and the interaction flow was shown, but there were still misconceptions that could have been avoided by doing the testing face to face. Another way could have been to present the ideas in sketch form, which might have made them more difficult to understand and grasp, but maybe also made the participants focus less on details.

6.1.2 Prototyping

Each iteration resulted in some sort of prototype, from paper sketches to fully interactive mock-ups. Most of the design was prototyped in Figma, but also the softwares Axure RP 8, UXPin and Invision were used. The reason of using different softwares was mostly that they suited well for different purposes, but also that I wanted to test and compare them.

The first design ideas were made in Figma, before discussing the hand sketches with the team of Equilab. Later on, the hand sketches were presented before developing them digitally. Thus I had time to present a lot more ideas and not focus on the details but instead the interactions and main concepts. Making digital prototypes before needed takes unnecessary time since color and exact positions of objects is

considered in comparison to and black and white hand sketch.

For the second iteration, the prototype was developed using Figma and then exporting the screens to Invision to add interactivity. The main negative aspect of this method was the time it took to export the screens from Figma to Invision, which had to be redone every time a screen was changed. Figma had recently developed a prototype functionality which is easy to use, but cannot be used to test an app in a phone, only in desktop view. Because of this, UXPin was used to make the interactive prototypes in the later iterations, which had to be interactive to be used in user tests. UXPin works similarly to Invision, but the designing of the screens is done in the same system.

Since the final design did not need to be interactive and used for more user tests, it was finalized in Figma. There are many advantages of using Figma instead of UXPin. For example, all screens are next to each other in the same view, which gives a good overview and access to all screens at the same time. Furthermore, Figma was experienced as more stable and easy to use than UXPin.

6.2 Result

The aim of this project was to answer the following research questions:

- *What are equestrians' intrinsic motivations?*
- *How can the application be re-designed to enhance the intrinsic motivations for equestrians?*

The first research question was answered during the research phase by conducting a questionnaire and interviews. However, several aspects might have influenced the result of the user research and the diversity of the participants. First of all, a large majority of the participants answered via a post on Facebook, which might have attracted the more enthusiastic and engaged equestrians. Further on, the participants of the interviews were those who added their email address for further contact in the questionnaire. This method could have narrowed the diversity of the participants further, to the most engaged and extroverted equestrians. These factors might have affected the results and possibly lead to an exaggeration of the focus on development and improvements among equestrians.

When the first research question was answered, focus was on answering the second research question, which could be reformulated to: *how can the application be re-designed to enhance the motivation to develop for equestrians?* The best solution that emerged from this project was the final goal design. Compared to the original design of the app, the new design gives a broader perspective to the app and lets the user focus less on specific trainings and more on a long-term purpose. The re-design

highlights the users' reasons of riding and assists the user to form goals.

According to the Self-Determination Theory, intrinsic motivation occurs when the three tenets of autonomy, competence and relatedness are satisfied. The final solution lets the user choose how to write the goals without having too many or too few options, according to the autonomy principle of SDT. The solution lets the user add information if requested. When it comes to the principle of competence, the task of adding goals itself is not very challenging and might not leave the user with a feeling of competence. However, the process of adding goals and achieving them will give the user a feeling of competence. The design solution is also correlated to the principle of relatedness since it is connected to a bigger purpose outside of the app. The design helps the user to develop and achieve her goals within equestrian sport. In the term of relatedness to other people, other parts of the app lets the user connect with different users.

Gamification was considered from the start of the project and many of the first ideas were more connected to gamification. However, focus was to find the intrinsic motivations and, if applicable, make use of gamification to enhance these motivations. One intrinsic motivation among many equestrians is to develop and the goal design helps users to see their development and progress by visualizing fulfilled goals. Additionally, the goal design helps users structure their goals and what they want to achieve in the long-term. However, the gamefulness of equestrian sport is what makes this design gameful.

It can be argued that the activity of accomplishing goals within sport is a gameful experience, with or without an app. What the goal design does is simply enhancing this experience and adding more gamefulness to it. But without the connection to the sport, the activity of adding and accomplishing goals would not lead to a very gameful experience. As stated in the theory, receiving an award is positive if the user has worked for accomplishing it. In the case of the goal design, the user has to work for accomplishing the goals depending on what goals she adds. However, the work the user does to accomplish the goals is not within the app but in the real world. The final design direct the user to structure the goals in a way that makes them more gameful, since they are structured in steps of sub and main goals and it is possible to see the progress by the progress bar.

6.3 Future work

To further develop the design, more user tests could be conducted to ensure no factors are missed. A wider scope of equestrians could be included in the user tests, for example equestrians from other disciplines and countries. In the conducted user tests, all participants were dressage or show jumping equestrians from Sweden. A larger diversity among the participants of the user tests would probably lead to ad-

ditional valuable insights. Further on, to evaluate the final design, the usage data from when it is released can be analyzed. The data to look for can be which screens users go to and which functions are used or not. It could also be interesting to analyze if the daily usage and retention is changed by adding the goal design.

Apart from evaluating the final design, more functions could be added to it in the next version. For example, the goals could be shared with trainers, co-riders or others that might benefit of seeing the goals. Additionally, the goals could be connected to a specific horse. Then, after a training, only the sub goals connected to the horse of the training could be viewed. This would simplify the tagging of sub goals if the user has many horses with different goals for each horse.

7

Conclusion

The purpose of this thesis was to make a re-design of the app Equilab to enhance long-term engagement and continuous usage of the app. To fulfill this purpose, the goal was to understand the intrinsic motivations and values of equestrians and develop a design where these motivations can be enhanced. The aim of the project was summarized by the two research questions:

- *What are equestrians' intrinsic motivations?*
- *How can the application be redesigned to enhance the intrinsic motivations for equestrians?*

The research phase was conducted for answering the first research question. The outcome of the user research was that many equestrians are motivated by the feeling of development and improvement together with the horse. It is important to have goals to strive for and the fun of riding is when progressing and learning. The confirmation of progress can either be a feeling at trainings or higher scores at competitions.

Other important intrinsic motivations among equestrians is the interaction with the horse and the positive effect on personal health. It is a powerful feeling to cooperate with a large animal and feeling togetherness with a horse which is also a friend for many equestrians. Furthermore, riding can be good for stress since it is needed to keep all focus on the horse. However, the intrinsic values for many equestrian is likely a combination of the three mentioned above, but with different ratio of importance between them.

The final solution aimed to enhance the intrinsic motivation of development and progress. To be able to prove that the second research question is answered, further research on long-term usage of the design is needed. However, the structuring of goals, results in a progress bar and receiving rewards when completing main goals are all factors that might enhance the already existing intrinsic motivation of developing and improving.

In the case of designing for equestrians, the findings of this project shows the importance of involving users in the design process to understand their motivations. Without input of potential users, the design would most likely have been developed

7. Conclusion

differently and to something that would not suit the users. The early discussions of this project were more focused on a gamified app experience, but due to involvement of equestrians the process changed direction towards more focus on the sport.

Throughout the project, it was easy to find participants and I have learned that many equestrians are engaged, willing to participate and have strong opinions. A training application for equestrians is more complex than for many other training areas since it includes the workout of the horse and every horse needs to be trained differently. When it comes to equestrian, it is important to be able to customize and personalize the application since it needs to fit both the equestrians and their horses' needs.

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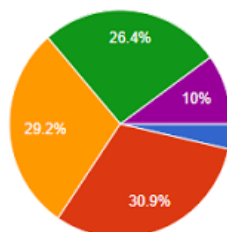
Zichermann, G. and Cunningham, C. (2011). Gamification by design. Sebastopol: O'Reilly

A

Questionnaire 1

Vad är din ålder?

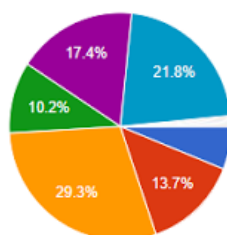
592 responses



- Under 13 år
- 14 - 17 år
- 18 - 30 år
- 30 - 50 år
- Över 50 år

Hur länge har du haft appen Equilab?

591 responses

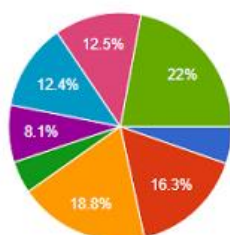


- Mindre än en vecka
- Mellan 1-3 veckor
- Mellan 1-3 månader
- Mellan 3-6 månader
- Mer än 6 månader
- Jag har inte laddat ner appen
- Har inte laddat ner appen men ska
- Från och till

▲ 1/2 ▼

Hur ofta använder du appen Equilab?

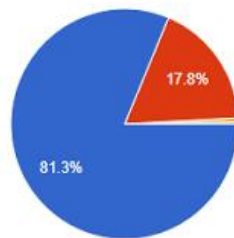
590 responses



- Minst en gång per dag
- 4-6 gånger per vecka
- 2-3 gånger per vecka
- 1 gång per vecka
- 2-3 gånger per månad
- 1 gång per månad eller mer sällan
- Vel ej, skaffade nyligen appen
- Aldrig, jag har inte appen

Äger du någon häst/hästar?

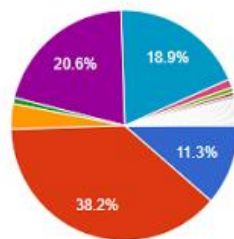
583 responses



- Ja
- Nej
- Ja, jag äger en eller fler hästar
- Nej, jag äger inga hästar

Vilken disciplin tränar du mest?

592 responses

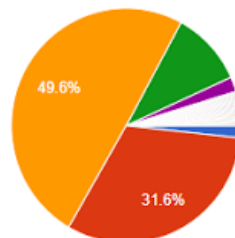


- Hoppning
- Dressyr
- Fältritt
- Trav eller galopp
- Islandsritt
- Jag tränar olika discipliner
- Främst uteritter
- Western

▲ 1/5 ▼

Vilket av nedanstående stämmer bäst in på dig och din ridning?

591 responses



- Jag är professionell ryttare. Jag lev...
- Jag är tävlingsryttare. Jag tävlar fler...
- Jag är fritidsryttare. Jag äger egen...
- Jag rider på ridskola. Jag befinner...
- Jag rider sällan eller har en häst i a...
- Påbörjar tävlingar i år, kör 5-6 dagar...
- Medryttare 3 ggr/vecka fritidsridning
- Galopptränare

▲ 1/5 ▼

Vad är främsta anledningen till att du rider?

544 responses

Hobby (12)
Kul (10)
Roligt (8)
Skoj! (7)
Roligt (7)
För att det är kul (6)
Det är kul (5)
Det är roligt (5)
Jag vill hålla mig i fysisk och psykisk form och älskar hästar (5)
Nöje (4)
Älskar det (4)
Det är roligt. (3)

Vad har du för mål med din ridning?

544 responses

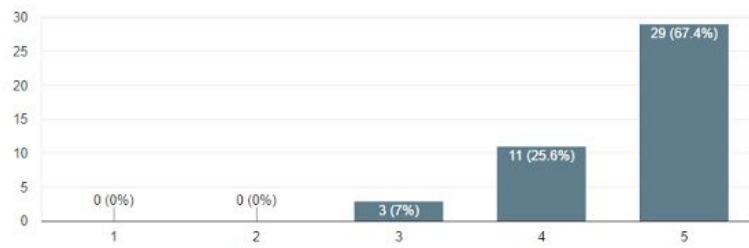
Att prestera så bra vi kan på de träning o tävling, upp till H100 fälttävlan. (10)
Bli bättre (9)
Må bra (8)
Bättre psykiskt välmående (7)
Börja tävla (6)
Utvecklas (4)
Ha kul (4)
Att bli bättre (4)
Att må bra (3)
Bli bättre (3)
Bli bäst (3)
Ha roligt (3)

B

Questionnaire 2

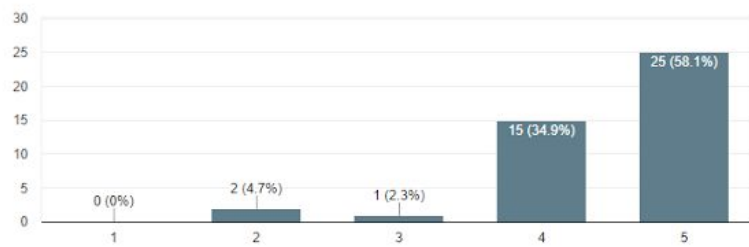
Jag blir glad av att hjälpa andra

43 responses



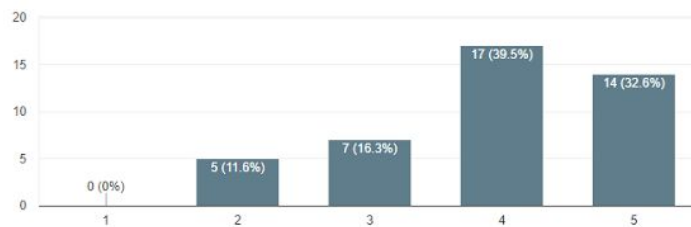
Andras välbefinnande är viktigt för mig

43 responses



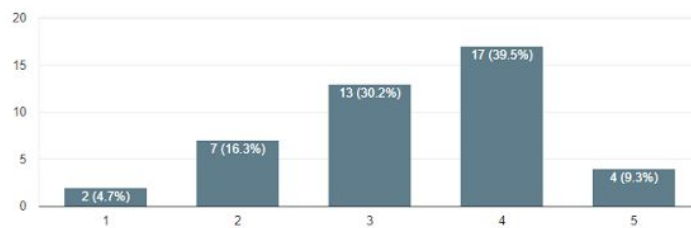
Jag tycker om att vara en del av ett team

43 responses



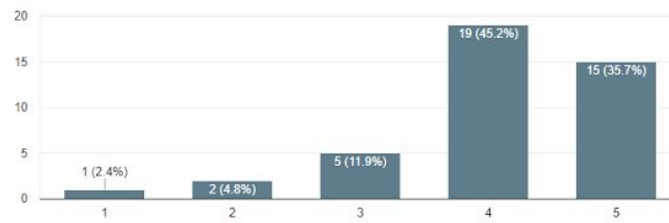
Jag tycker om gruppaktiviteter

43 responses



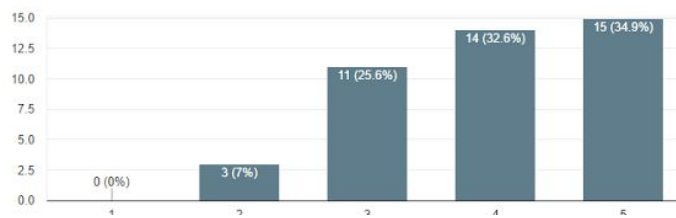
Det är viktigt för mig att gå min egen väg

42 responses



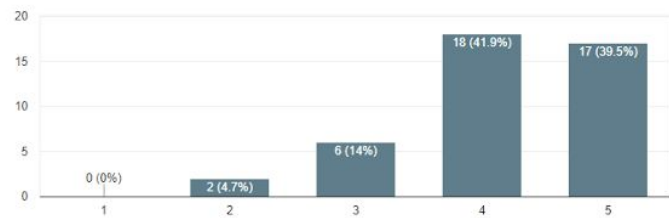
Jag styrs ofta av min nyfikenhet

43 responses



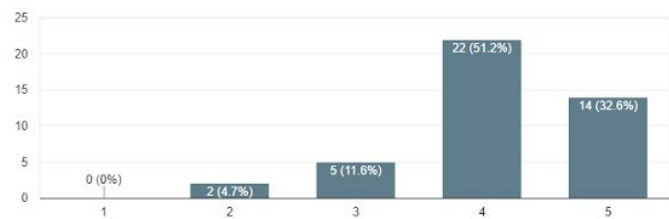
Det är viktigt för mig att alltid göra klart en uppgift

43 responses



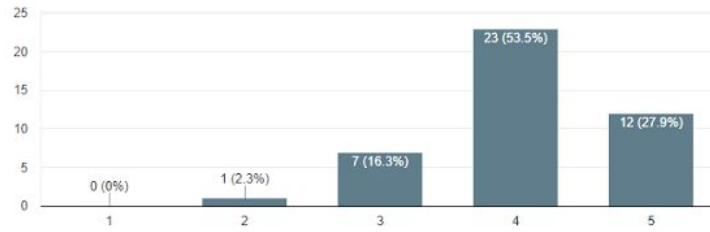
Det är svårt för mig att överge en uppgift som jag har påbörjat utan att först finna en lösning

43 responses



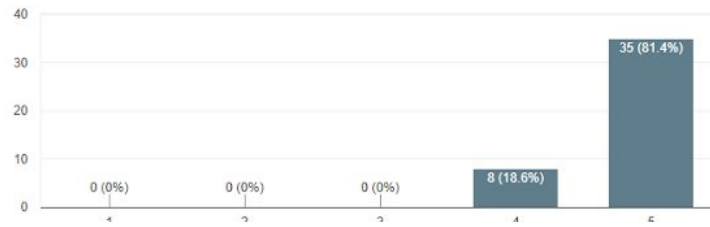
Jag tycker om att prova nya saker

43 responses



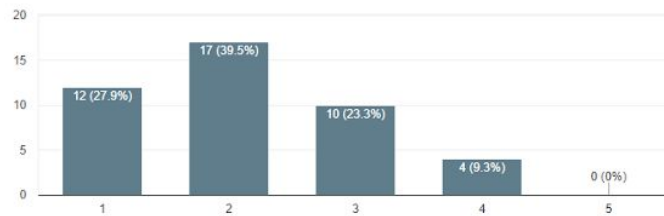
Jag blir glad av att klara av svåra uppgifter

43 responses



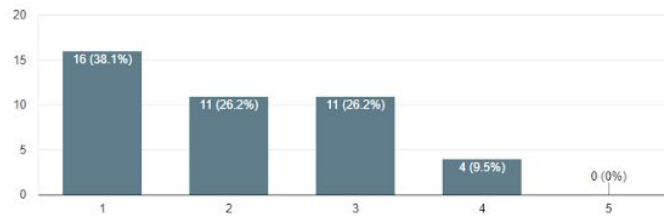
Jag tycker om att provocera

43 responses



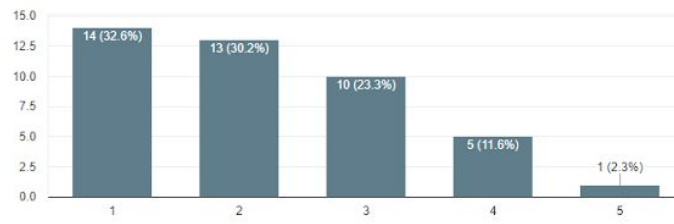
Jag ser mig själv som en rebell

42 responses



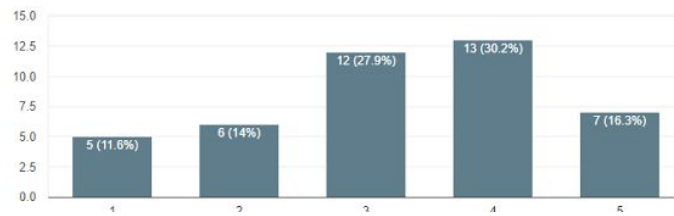
Jag tycker inte om att följa regler

43 responses



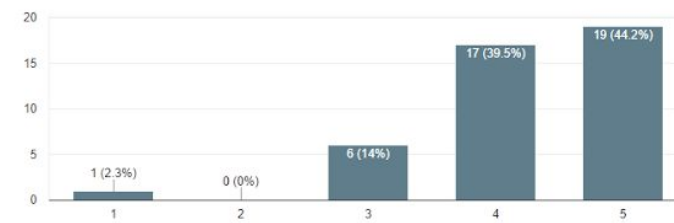
Jag tycker om att tävla när det finns möjlighet att vinna ett pris

43 responses



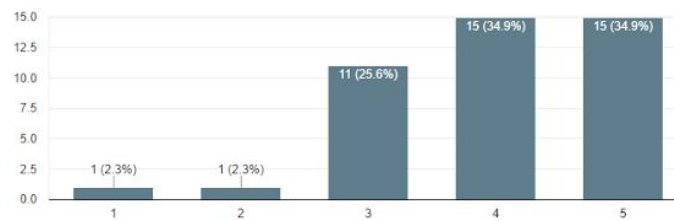
Jag motiveras av belöningar

43 responses



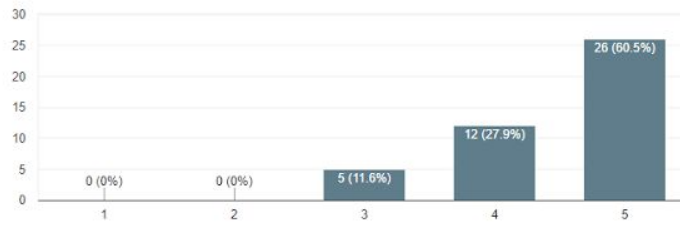
Om belöningen är stor nog kommer jag att anstränga mig

43 responses



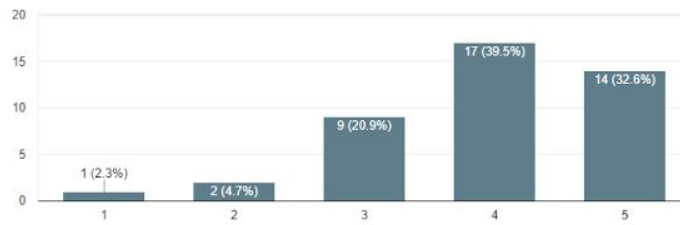
Jag tycker om att dela min kunskap

43 responses



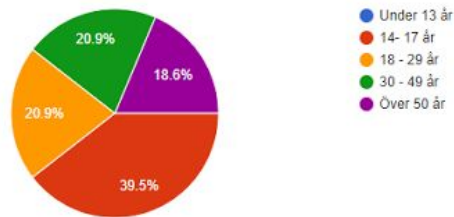
Interaktion med andra människor är viktigt för mig

43 responses



Vad är din ålder?

43 responses



C

Interviews

INTERVJU 10

14 - 17 år	Mellan 1-3 månader	3-5 träningar	2-3 gånger per vecka	Ja	Dressyr	Jag är fritidsryttare. Jag äger egen häst eller hästar och rider flera gånger i veckan. Jag kanske tävlar ibland.
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Intresse	Mot grand prix	Skador	Träningsplanering	Se fördelning av gångarter	Väldigt bra app för igångsättning av skadad häst
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Jag ser att du använder Equilab idag, skulle du kunna förklara vad som är största anledningen till att du använder Equilab idag?

Jag har en ponny som är 24 som fick en skada för 9 månader sen. Jag vill hitta ett sätt att dokumentera min ridning när hon skulle sättas igång, hur mkt travar/galopperar mig och hur mycket rider jag i volter. Mamma tipsade mig om appen och kollar i appen när jag rider på ridbanan.

När brukar du kolla på analysen?

Olika, om jag ska rida ut så kollar jag efter jag har ridit hur mkt vi har travat/galopperat, när jag rider på ridbana så kollar jag då och då under ridpasset och kollar hur jag har tränat för att få en mer **varierad träning**.

Kollar du på trender eller specifika träningar?

Specifika träningar, jag går in på alla träningar och klicka mig in på datumet och ser hur jag har ridit.

Varför vill du ha en träningsplanering i appen? I nuläget skriver jag i en kalender, men hade varit skönt att ha allt samlat på ett ställe som ett forum, kan skriva imorgon ska jag göra det här...

Skulle du kunna förklara lite mer varför du satte grand prix som mål?

Jag har en storhäst som jag ska börja träna och tävla, det är ju många små mål fram dit men det är en dröm. Man får sätta ett högt mål. Jag ska gå över till storhäst, köpa en egen inom kommande år att träna, tävla och utvecklas med. **Varför vill du tävla? Älskar känslan inför en tävling** och känslan av att man är ett team med sin häst. Min ponny nu tycker om att tävla och härligt att se att hästen tycker det är roligt.

Hur känner du av att du har utvecklas?

Jag filmar mycket när jag rider och då ser jag formen och rörelser på hästen hur det har utvecklats.

Hur ofta skulle du uppskatta att du kollar på din mobil under en dag eller timme?

Rätt mycket, i snitt 3ggr/timma. Inte under lektionstid men mycket annars, buss och raster.

Vilka appar använder du oftast?

Equilab när jag rider, Endomondo när jag tränar och gymmar annars, instagram, facebook, snapchat.

Spelar du några spel på mobilen eller annars?

Nej.

Varför använder du en träningsapp när du tränar?

Bra att kunna **dokumentera sin träning**, om man är ute och springer så kan man se tempo. Bra att kunna se medelhastigheten, kaloriåtgång.

INTERVJU 9

30 - 50 år	Mer än 6 månader	Över 20 träningar	4-6 gånger per vecka	Ja	Jag tränar olika discipliner	Jag är fritidsryttare. Jag äger egen häst eller hästar och rider flera gånger i veckan. Jag kanske tävlar ibland.
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För att det är så roligt att rida, att utvecklas m hästen att komma ut i naturen, få lugn	Bli bättre, tävla hoppning och dressyr, kanske distans	Att det kostar mycket pengar och att man har ansvar varje dag, aldrig ledig	Koppla på pulsmätare	Se karta över ridpass	Jättebra att jag kan se fördelning av gångarter och intervaller av dessa, tempo och distans! Jättebra app!
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Jag ser att du använder Equilab idag, skulle du kunna förklara vad som är största anledningen till att du använder Equilab idag?

För att jag vill mäta hur vi tränar så att jag vet, det är lätt att få en generell uppfattning men det är bra att man nu vet exakt hur länge man har varit ute och att man själv inte behöver ha koll på de olika gångarterna. En **ögonöppnare** att se hur mycket jag skrittade. Bra med kartan att se fördelningen, **har inte så stor användning av den idag men det är coolt och roligt att kolla.**

När brukar du kolla på analysen?

Jag har inte börjat använda den till att strukturera upp träningen än, men den är bra att ha för att kolla vart jag red om jag red på ett nytt ställe eller vill kunna visa det för andra.

Vad är det med ridning som du tycker är roligt?

Att vara ute i naturen är jätteskönt, tillsammans med en häst som man gör det tillsammans med. Få hästen som är så stor och har såna otroliga muskler att göra som man vill.

Hur märker du av om du och hästen har utvecklats?

Till exempel, nu har jag en valack och **han blir bättre på saker och förstår mer.** När han inte behöver prova så mycket utan vet vad jag vill av en skänkel.

Kommer du ihåg senaste gången du märkte av att ni hade utvecklats?

Han gjorde lite skänkelvikningar, vi hade lektion och på passet efter så märkte jag att det va mycket bättre.

Du har som mål att du vill tävla, varför vill du tävla?

Vill börja tävla, jag har precis tagit grönt kort. **Vad är det som lockar med att tävla?** Det är bara så roligt att hoppa har jag kommit på. **Farten, utmaning, teknik i det och tävlingsmomentet. Jag är en tävlingsmänniska.**

Hur ofta skulle du uppskatta att du kollar på din mobil under en dag eller timme?

Kanske en timma vid frukost, lunch och två timmar på kvällen.

Vilka appar använder du oftast?

Facebook, spel, bookbeat, kollar mail och kalender. Svtplay, youtube.

Facebook - se vad mina kompisar gör och få en del nyheter.

Vad för spel? Mot **tetrishållet, spelar på kvällen eller om jag sitter och väntar på något.**

Jag skulle för övrigt vilja kunna lägga till puls. Jag vill se pulsmätaren samtidigt som jag rider. Jag skulle även vilja kunna bestämma intervall, nu kan jag bara gå tillbaka måndag till söndag, inte 23 - 27e. Skulle vilja se energibehovet för exempelvis tre specifika veckor. När man är i skogen skulle jag vilja titta på kartan och kunna flytta och zooma. Om jag rider fel så är det jättebra om jag kan se vart jag ridit.

INTERVJU 8

18 - 30 år	Mellan 1-3 månader	3-5 träningar	1 gång per månad eller mer sällan	Ja	Jag tränar olika discipliner	Jag är tävlingsryttare. Jag tävlar flera gånger per år vid sidan av övrig sysselsättning (jobb eller studier). Jag äger sannolikt en eller flera hästar.
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För att det är roligt	Att bli bättre och utvecklas	Träningsplanering	Kunna följa träningar över tid (trender)
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Jag ser att du har laddat ner Equilab men använder den inte så ofta, är det någon speciell anledning till att du inte använder den?

Glömmer att sätta igång den tror jag. Jag brukar inte ha mobilen med mig när jag rider, har i ett skåp i stallet, har ibland med men då glömmer jag att sätta på den.

Vill se hur ett ridpass ser ut och de olika gångarterna, kan se om man rider samma varv.

Varför vill du se det? Så att man tränar hästen **allsidigt**.

Skulle du kunna förklara varför du tycker det är roligt med ridning?

Jag har ridit sen jag va 6 år, är nu 28. Först för att jag tyckte det va kul, **nu är det för att bli bättre** och för att det är kul. **Älskar att lära mig, min största drivkraft att bli bättre och då är det roligt.**

Vad betyder det för dig att bli bättre och utvecklas?

Jag har en häst som är arab-nordsvensk. Hon har blivit så himla fin, man kan inte tro att det är samma häst. **Att se skillnaden. Få uppmärksamhet**, som alla andra. Jag har varit hopprädd och jag är ingen tävlingsmänniska egentligen, men jag vill ut och tävla. Hästen är grön. Utvecklingen är helt sjuk, hon har stått på lösdrift, förra ägaren sa att det va väldigt skillnad nu första gången dom skulle ut och tävla hoppning. Jag har en tränare också och rider på ridskola i tävlingsgrupp för att bli bättre. **Det roliga är att man blir bättre** och att det driver en.

Hur ofta skulle du uppskatta att du kollar på din mobil under en dag eller timme?

Inte alls när jag jobbar men **när man har dötid** och inget att göra, då kollar jag på den jätteofta. Säkert runt 1/h.

Vilka appar använder du oftast?

Facebook, snapchat, messenger. Jag ser vart jag rider på Moves, den går åt automatiskt och säkert därför jag inte använder Equilab. Den spårar vart jag än är. Jättesimpel app, kan lägga in promenad, bil, cykling, handling. Brukar ta promenad när jag rider. Ingen aning hur väl den stämmer.

Spelar du några spel på mobilen eller annars?

Nu är jag inne i en Candy Crush stråk, det är ganska beroendeframkallande. **När?** När jag har tråkigt.

Du sa att du inte är tävlingsmänniska, men du vill ändå tävla? Jag har för mycket **prestationsångest**, jag tror att folk ska tycka att jag är jättekass. **När känner du att du har uppnått dina mål,, är det via tävling eller träning?** Det är mer **på träning**. Jag tävlar bara på ridskolehästen och inte på min egen. Min häst hoppar ganska högt över hindrena, hon är så grön, bättre att jag tävlar min ridskolehäst. **Men du tänker ändå tävla längre fram?** Jo men det tänker jag, man får höra att hon är för liten. Jag har häst för hästen, ville ha den hästen. Annars hade jag kanske köpt en prestationshäst.

INTERVJU 7

18 - 30 år	Mellan 1-3 månader	Över 20 träningar	4-6 gånger per vecka	Nej	Dressyr	Alternativ två stämmer förutom att det inte är min egen häst.
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Roligt, bra träning!	Att komma upp till Msv inom en snar framtid och köpa egen häst igen :)	Tidskrävan de.	Träningsplanering plus dela pass med ägare till hästen.	Kunna följa träningar över tid (trender)	I stora drag en otroligt bra app! Saknar dela fiktion så att hästägaren kan se hur, var och när jag rider. Hade också stor roligt om man kunde göra en träningsplanering i appen så man ser har läget är.
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Jag ser att du använder Equilab idag, skulle du kunna förklara vad som är största anledningen till att du använder Equilab idag?

Intresserad av att kunna följa hur jag rider när jag rider ut. När jag började använda appen såg jag att det fanns **mer funktioner** så nu använder jag den till mina vanliga pass. Kollar energiåtgång på hästen så att ägaren vet hur mycket foder hästen behöver. Brukar **lägga till anteckningar**. Jag är en **tävlingsmänniska** och blir lite manisk med sådan här. Vill fylla i för att se vad jag kan förvänta mig, hur många pass jag har gjort och för att få en översikt. Brukar kolla **både trender och specifika träningar**.

Varför vill du kunna ha en träningsplanering i appen?

Vill kunna lägga in planerade pass och komma ihåg tips på övningar, det har kan jag göra imorgon.

Hur gör du nu? Skriver anteckningar men glömmet av att göra dom. Rider för tränare, vad dom säger att man ska träna på.

Skulle du kunna förklara vad det är med ridning som du tycker är roligt?

Får ut mycket mentalt men även fysiskt. Det fungerar som **rehab** för mig. Släpper allt annat, bara fokusera på det.

Varför kan du släppa allt annat när du rider? På grund av samspelet med hästen, jag kan inte tänka på annat för jag **måste samarbeta med hästen**. Tänker jag på nåt annat vet inte hästen vad den ska göra.

Hur ofta skulle du uppskatta att du kollar på din mobil under en dag eller timme?

Många gånger, mer än 1/h. Kollar när jag är rastlös och kollar tiden om jag har glömt klocka.

Vilka appar använder du oftast?

Facebook, messenger, spotify, inte instagram. Facebook – socialt, nyheter. **Instagram – opersonligt, gillar att läsa, för lite texter.**

Spelar du några spel på mobilen eller annars?

Nej, det är tråkigt.

INTERVJU 6

14 - 17 år	Mer än 6 månader	Över 20 träningar	2-3 gånger per vecka	Ja	Distansritt	Jag är fritidsryttare. Jag äger egen häst eller hästar och rider flera gånger i veckan. Jag kanske tävlar ibland.
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För att jag gillar att rida och sätta upp olika mål att träna mot	Just nu är det att starta 20 km på Billingeritten och ha en häst som mår bra och är i bra form.	Hitta och dela ridvägar	Se karta över ridpass	Equilab är den absolut bästa ridappen. Lägg gärna till så att man kan hitta och dela ridvägar.
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Jag ser att du använder Equilab idag, skulle du kunna förklara vad som är största anledningen till att du använder Equilab idag?

Se hur långa mina rundor är hemma, hur lång tid det tar att rida dom och **jämföra med olika träningspass**. Tävlar i distansritt och vill kunna se vad jag har för tempo när jag tävlar.

Vad gör att du tycker om att rida?

Samarbetet mellan människan och hästen och få hästen vilja göra det man ber om.

Varför är det viktigt för dig att sätt upp mål att träna mot?

Jag blir mer motiverad till att träna.

Senaste tiden du har uppnått något av dina mål eller delmål?

Ja, tränade inför Billingeritten på två mil. Jag fick väldigt bra resultat och jag använde appen så jag vet vad jag hade för tempo.

Hur ofta skulle du uppskatta att du kollar på din mobil under en dag eller timme?

Ganska ofta, två gånger/timme ungefär. **Vilka appar använder du oftast?**

Facebook, instagram och Equilab. **Vad tycker du om med Facebook?** Man kan se vad ens vänner gör, se vad som har hänt med **nyheter** ganska enkelt.

Spelar du några spel på mobilen eller annars?

Nej, otroligt lite.

Varför distansritt?

Gillar att rida i skogen och mina föräldrar håller på med det.

INTERVJU 5

30 - 50 år	Mer än 6 månader	5-10 träningar	1 gång per månad eller mer sällan	Ja	Rider både hoppning och distansritt	Jag är tävlingsryttare. Jag tävlar flera gånger per år vid sidan av övrig sysselsättning (jobb eller studier). Jag äger sannolikt en eller flera hästar.
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Träna mina hästar	Prestera på tävling	Att det finns för få timmar på dygnet. Jobb och träning av häst tar alla vakna timmar.	Det största problemet med Equilab är att datan är felaktig. Hastighet stämmer hyfsat men gångarter blir fel för att nämna ett exempel.	Se karta över ridpass
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Jag ser att du har laddat ner appen men att den inte har fungerat för dig med datan?

Om det tekniska hade fungerat. Hade det varit mer rättvisande hade jag använt den mer.

Brukar ha nån tracking på mig när jag rider för att få ett hum om hur jag tränar. Tidigare använt Endomondo, ger mig hastighet och sträcka men inte gångart. Blir fel med gångart i Equilab, då stör det mer än att ge bra feedback. Sistone köpt pulsmätare med gps, drar inte batteri på telefonen. **Vad vill du få ut av att se olika gångarter?** Kunna se olika hastigheter i de olika gångarterna. Vill se för konditionsträning, dressyrpass ger inte så mycket att trecka, men intressant att veta hur länge man hållit på. Vill ha det som logg att kunna gå tillbaka och kolla vad man har gjort. Distanspassen mest intressant, se hastighet. Vill kunna jämföra över tid hur fort jag rider i varje gångart, håller jag mig till min plan.

Brukar kolla efter ett ridpass, intressant att se en hastighetsangivelse i realtid. Har kollat för att kolla hastighet under ett galopp-pass ex. I efterhand vill jag kolla på snitthastigheten, **vill se att jag har klarat mitt mål.**

Vad är det du tycker om med att träna dina hästar?

Vara ett med hästen, fantastisk upplevelse att kunna samarbete med ett djur och nå mål tillsammans. **Jag rider inte för att bara rida, jag vill också ha ett mål. Mål är kommande tävling och upplägg mot det.** Träning mer än att bara sitta på hästen.

Hur ofta skulle du uppskatta att du kollar på din mobil under en dag eller timme?

Mycket oftare än 1ggr/timma, mindre när jag jobbar. Har alltid med mobilen till stallet, kollar meddelanden frekvent

Vilka appar använder du oftast?

Facebook. **Gillar att ha kontakt med folk och dom olika grupper som finns inom mitt intresseområde**, hålla sig uppdaterad om vad som händer.

Spelar du några spel på mobilen eller annars?

Nej

Varför håller du på med just hoppning och distansritt?

Tävlar i både hoppning och distansritt. Alltid hållit på med hoppning, på lägre nivå än vad jag ska va men målet är att komma tillbaka till hög nivå igen. Distansritt har jag hamnat på för att jag har en häst som passar för det. Travhäst som inte passar in i travet. Distansritt - fart och mycket taktik vilket är roligt. Handlar om att komma fort i mål med fräsch häst. Lägga upp sin rytt så att hästen mår så bra som möjligt. **Mycket träning och tanke bakom** hur man ska träna, **sporrar mig när det finns någon form av träning bakom och ett mål att nå.**

INTERVJU 4

Över 50 år	Mindre än en vecka	Inga träningar	Vet ej, skaffade nyligen appen	Ja	Hobbyridning	Jag är fritidsryttare. Jag äger egen häst eller hästar och rider flera gånger i veckan. Jag kanske tävlar ibland.
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Umgänget med hästarna	Livskvalitet	vet ej	Att kunna använda appen	Har inte kunnat använda den än
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Jag ser i formuläret att du har laddat ner appen men inte gjort några träningar än, stämmer detta fortfarande? Ja

Finns det någon anledning till att du inte har gjort några träningar? Jag får inte igång appen har inte de sensorer, kompass och gyron som jag behöver. samsung i5

Vill använda appen **för att se hur hästarna rids, flera som rider samma hästar.**

Vad är det med umgänget med hästarna som du tycker om?

Vi har egna hästar, man får en kompisrelation till den. Man blir vänner och känner en tillgivenhet för varann, han kommer när jag vislar. **En samhörighet och gemenskaphetskänsla som jag tycker är viktig.**

Hur ofta skulle du uppskatta att du kollar på din mobil under en dag eller timme?

Varannan timme.

Vilka appar använder du oftast?

Smhi använder jag ofta, chrome, hitta.

Spelar du några spel på mobilen eller annars?

Historyquiz. Lite spännande att spela mot någon annan och se vilka historiska frågor man får och vad man klarar av. Underhållning och spänning.

INTERVJU 3

18 - 30 år	Mellan 1-3 månader	Inga träningar	1 gång per månad eller mer sällan	Ja	Working Equitation	Jag är tävlingsryttare. Jag tävlar flera gånger per år vid sidan av övrig sysselsättning (jobb eller studier). Jag äger sannolikt en eller flera hästar.
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För att det är kul och utmanande! Jag sporras av att utvecklas och bli bättre tillsammans med mina hästar och att se resultatet av det på tävlingsbanorna.	Att prestera på tävling. Det största målet just nu är att träna upp min egenuppfödning (nu 2 år) till internationell tävling.	Flera av ovanstående.	Kunna följa träningar över tid (trender)
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Tävlar i Working Equitation, skulle du kunna berätta lite om varför du har valt just den tävlingsgrenen?

Red westernridning och tävlade hoppning. WE innehöll lite av allt, saknade högre skolorna som finns i dressyren i western. Teknikmoment, praktiska jobbet med häst i teknikmomenten och farten i omhoppning, väldigt mångsidig och utmanande gren.

Någon speciell anledning till att du inte använder Equilab så mycket?

Vill inte alltid ha med telefon när jag rider, skulle jag kunna koppla till **aktivitetsarmband** skulle jag använda mer. Den är inte så precis när jag har ridit på bana, ser att det inte stämmer.

Vad med ridningen tycker du är kul?

Känna utvecklingen, skulle lagt ner om det bara va att rida i skogen. **Sätta upp mål, nå dom, känna att hästen utvecklas och få bekräftelse att det fungerar.**

Hur får du bekräftelse?

Får en känsla att det funkar, har en 2 åring att rida in då blir det tydliga resultat. **Från tränare och resultat av tävlingar.**

Kan du komma ihåg senaste gången du kände att ni hade utvecklats och blivit bättre?

Bara igår, det va unghästen, saker som innan har krånglat, höger skänkel, bara funkade.

Hur ofta skulle du uppskatta att du kollar på din mobil under en dag eller timme?

Använder telefon i tjänsten, minst 5-6ggr/h.

Vilka appar använder du oftast?

Facebook, instagram, gmail jättemycket, gps-app (waze), spotify, storytell hela tiden.

Varför använder du Facebook?

Det är kul, har mycket fritid i mitt arbete. **Så fort jag har lite tråkigt så kollar jag facebook.** Mitt företag har en facebook sida, marknadsföring för min tränare och mitt företag.

Spelar du några spel på mobilen eller annars?

Nej det gör jag inte

INTERVJU 2

30 - 50 år	Mellan 1-3 månader	10-20 träningar	4-6 gånger per vecka	Ja	Dressyr	Jag är tävlingsryttare. Jag tävlar flera gånger per år vid sidan av övrig sysselsättning (jobb eller studier). Jag äger sannolikt en eller flera hästar.
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Älskar träningen, tävlandet och att utveckla och förbättra både mig själv och hästarna.	Att tävla StG och utveckla mitt lilla företag med tillridning och utbildning av ponnier.	Att hästarna skadar sig.	Information om olika delar i träningen (tex hastighet i en specifik backe)	Se fördelning av voltar/svängar
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Jag ser att du använder Equilab idag, skulle du kunna förklara vad som är största anledningen till att du använder Equilab idag?

Började för såg på ett nätforum om någon som gjorde det. Tycker om att när man rider ut kan man se var man ridit och fördelningen av gångarterna. När man rider på banan för att se fördelningar av svängar, för att se hur liksidig man är och att man inte fastnar i samma varv. Kollar efter en träning, kollar på specifika träningen som jag just har ridit. Har jag tråkigt så städar jag upp lite grann och fyller i lite mer vad jag har gjort, lägger till någon anteckning, men det är ingen som jag prioriterar att göra.

Vad gör att du tycker om att tävla?

Få bekräftelse att man jobbar hästen på rätt sätt, kvitto på arbetet man gör att man förbättras på tävling.

Skulle du kunna berätta om senaste gången du kände att du hade utvecklats?

En häst som bara är riden ett år, hade svårt för galoppfattningarna och spänner till sig på tävling. Till nästa tävling va det som att hela hästen landade och allt fungerade.

Hur ofta skulle du uppskatta att du kollar på din mobil under en dag eller timme?

Alldeles för många, jobbar och sitter med telefonen i handen hela tiden. Har jag inget att göra så tittar jag på telefonen. Ca 10 gånger/timme.

Vilka appar använder du oftast?

Facebook, instagram, yr.no, Candy Crush, equipe, finns ingen app för tävlingsdatabasen någon måste utveckla det, equilab, google maps.

När spelar du candy crush?

När jag jobbar, dödar tid. Det får tiden att gå.

Finns en sak med appen som jag saknar - står fältritt när man rider ut, vill ha fler alternativ för att kunna göra det snyggare.

INTERVJU 1

14 - 17 år	Mellan 1-3 månader	10-20 träningar	4-6 gånger per vecka	Ja	Dressyr	Jag är tävlingsryttare. Jag tävlar flera gånger per år vid sidan av övrig sysselsättning (jobb eller studier). Jag äger sannolikt en eller flera hästar.
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Jag mår bra av det! Har en del problem med psykisk ohälsa och stallet och hästarna är det ändå som får mig att må bra!	Att ha en sån bra kommunikation med hästen att det känns som vi bara flyger fram. Målet är att kunna starta medelsvår i dressyr inom ett år!	Min häst är GIGANTISK och väldigt klumpig. Mitt största problem är nog att hitta utrustning som passar och alla dessa förbannade tappskor. Han är även ganska svårskodd... Jag hittar inga gummiboots som är tillräckligt stora för att kunna lösa tappsko problemet...	Träning	Se förde lning av volta r/svängar	Tycker att appen är superbra! När den väl funkar... Den är inte helt klockren när det gäller gps gångartsfördelningen. Förstår att den är under utveckling, men det är vad som stör mig lite! Vet att jag var ute och konditionsträna, men stog att jag bara skrittade... Toppenapp förövrigt!! :D
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Största anledningen till att du använder Equilab idag?

Jag vill försöka **hålla kolla på min häst**, försöka variera min träning. Vill variera träning - stor och tung häst, utsätter sig för mkt belastning av att gå i hagen, **bästa möjligheterna träningen hästen kan få**.

Varför mår du bra av att rida?

Har haft problem med tvångstankar - när jag rider får jag någon helt annat att koncentrera mig på. Brinner för ridning och **brinner för djuret**, allt annat släpper i huvudet.

Hur ofta skulle du uppskatta att du kollar på din mobil under en dag eller timme?

Kollar på mobil ca 1/h, **använder telefonen när jag behöver** eller när någon försöker kontakta/avisering, sitter inte med telefonen bara för att.

Vilka appar använder du oftast?

Använder Stable - för att logga mer skriftligt, logga hovslagare/veterinärer, bra ridövningar. Sociala medier, snapchat, instagram, facebook - **kollar facebook pga är med i många grupper kring hästar**, följer aftenbladet, hippson för att se vad som händer.

Spelar du några spel på mobilen eller annars?

Spelar inga spel, har inte tid.

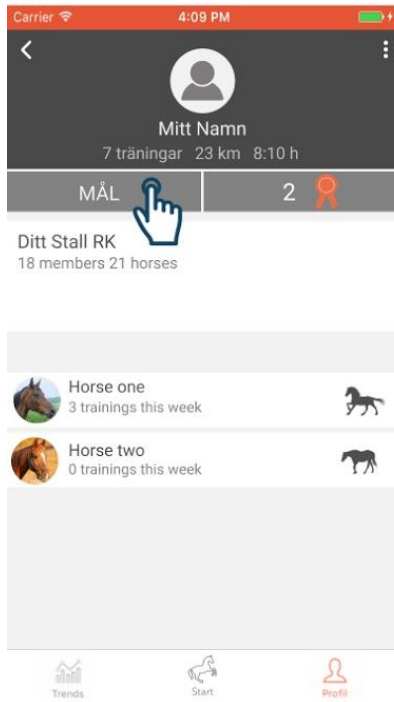
D

Evaluation form

MÅL

1 Profilsida

På din profilsida kan du klicka dig vidare till dina mål.



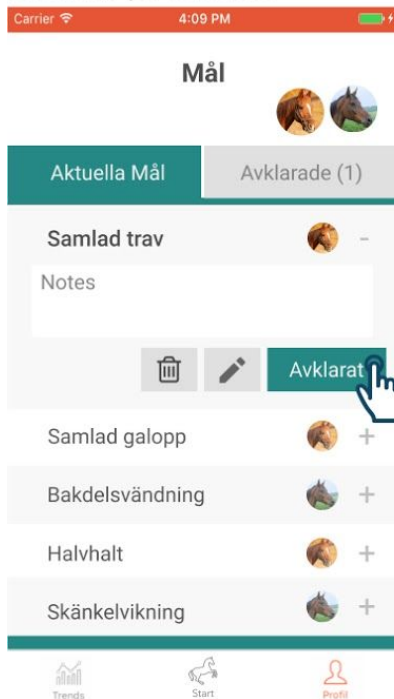
2 Mål

Din sida med dina aktuella och avklarade mål. Du klickar på "+".



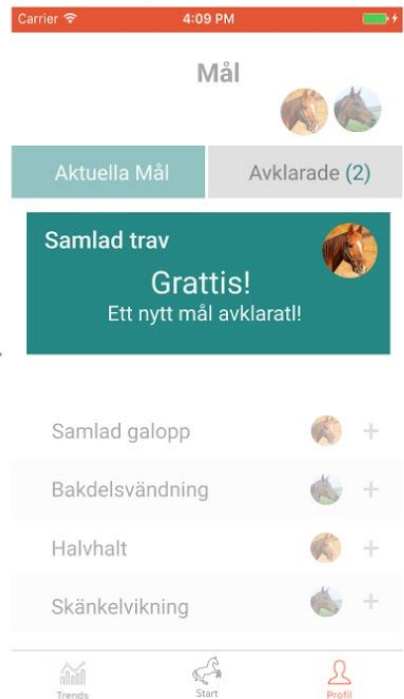
3 Mål

Du klickar på "avklarad".



4 Mål

Bekräftelse på att målet är avklarad



Kolla igenom sekvensen ovan. Fyll sedan i vilka ord du mest associerar med sekvensen, där en 1:a betyder "associerar mycket med ordet till vänster" och en 5:a "associerar mycket med ordet till höger".

	1	2	3	4	5	
Tråkigt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Roligt
	1	2	3	4	5	
Hämmande	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Motiverande
	1	2	3	4	5	
Ointressant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Intressant
	1	2	3	4	5	
Tvunget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lättsamt
	1	2	3	4	5	
Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Betydelsefullt
	1	2	3	4	5	
Oseriöst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Seriöst

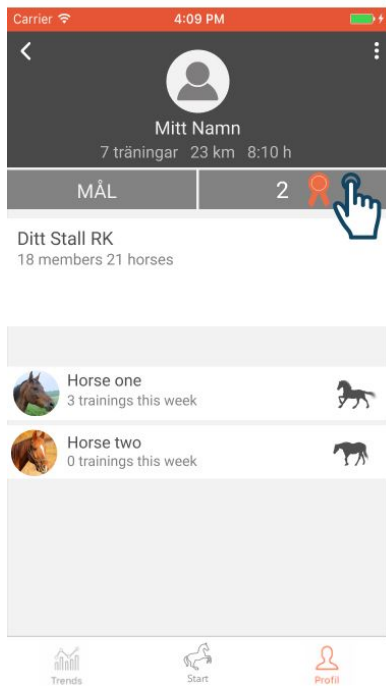
Övriga kommentarer

Your answer

FRAMSTEG

1 Profilsida

På din profilsida kan du klicka dig vidare till framsteg



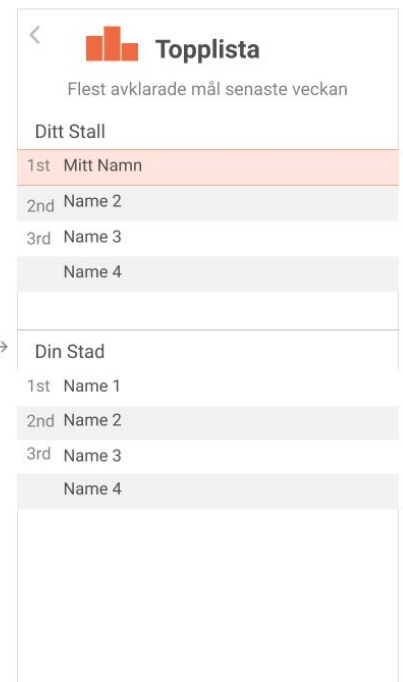
2 Framsteg

Din sida av framsteg inom appen. Längst upp till höger kan du klicka dig vidare till en topplista.



3 Mål

Topplista för medlemmar i ditt stall och inom din stad. I nuläget står det att Topplistan utgår från antalet uppfyllda mål under senaste veckan, men andra förslag på relevanta listor mottages gärna.



Kolla igenom sekvensen ovan. Fyll sedan i vilka ord du mest associerar med sekvensen, där en 1:a betyder "associerar mycket med ordet till vänster" och en 5:a "associerar mycket med ordet till höger".

	1	2	3	4	5	
Tråkigt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Roligt
	1	2	3	4	5	
Hämmande	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Motiverande
	1	2	3	4	5	
Ointressant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Intressant
	1	2	3	4	5	
Tvunget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lättsamt
	1	2	3	4	5	
Irrelevant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Betydelsefullt
	1	2	3	4	5	
Oseriöst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Seriöst

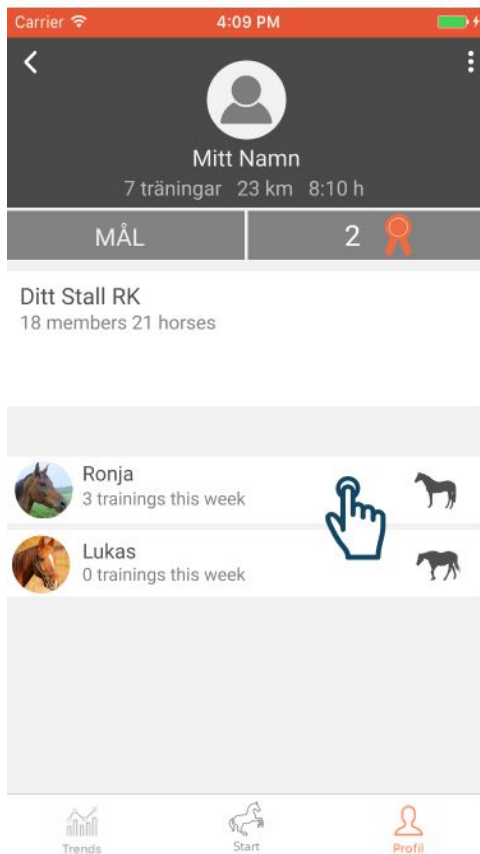
Övriga kommentarer

Your answer

HÄLSONIVÅ HÄST

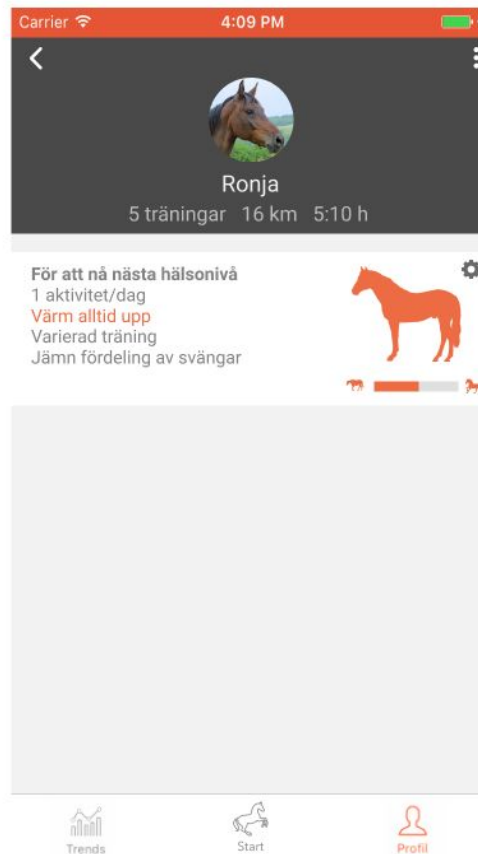
1 Profilsida

En symbol vid varje hästens visar hälsnivå enligt appen. Ex hästen Ronja nedan har fått träna tre gånger under denna veckan och är därför i neutralt läge. Hästen Lukas har inte fått träna något och är därför i negativt läge som visas av en trött häst.



2 Hästens profil

Hästens profil med dess hälsnivå och faktorer för att uppnå nästa nivå. Vilka faktorer som värderas kan ändras för att anpassas till varje häst.



Kolla igenom sekvensen ovan. Fyll sedan i vilka ord du mest associerar med sekvensen, där en 1:a betyder "associerar mycket med ordet till vänster" och en 5:a "associerar mycket med ordet till höger".

	1	2	3	4	5	
Tråkigt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Roligt
	1	2	3	4	5	
Hämmande	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Motiverande
	1	2	3	4	5	
Ointressant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Intressant
	1	2	3	4	5	
Tvunget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Lättsamt
	1	2	3	4	5	
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	1	2	3	4	5	
Oseriöst	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Seriöst

Övriga kommentarer

Your answer
