Wild for Water

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Did you know that if the ice in Antarctica would melt, it is believed that the sea would rise by 70 meters? (Solem & Letnes, 2007) And did you know that South Sudan has a lot of water resources, however, 30% of the population has to walk more than 30 minutes to get fresh water? (European Commission, 2012) Water is our most valuable resource and we are all equally depending on a supply of fresh water to survive.

Our team wanted to create an educational online game to raise the awareness of children and young adults (5th, 6th and 7th grade, 11-13 years old) about water issues concerning people all around the world.

“Wild for Water” provides information about water in a pedagogically adequate way and covers many of the learning goals of the intermediate stage in primary school. Users can explore an interactive world map and read about the water situation in various countries, answer questions and provide water resources to the countries. Good distribution of the right resources will be rewarded with points.

The game has been tried out at two schools and evaluated by both students and teachers. Based on the evaluations from the 5th graders, it turns out that “Wild for Water” increased the fun component for the pupils during learning. By using digital tools to create an interaction between the learner, the computer and the information embedded, “Wild for Water” is a creative alternative to the traditional whiteboard teaching. Young students can be able to achieve knowledge about the water situation in several parts of the world and will hopefully be curious to study water issues in a wider perspective.

We believe this is vital in order to heighten upcoming generations’ level of global understanding. Confronting young students with this type of knowledge might give future world citizens and potential decisionmakers inspiration to study these important matters in a wider perspective.

Electricity Treasure Hunt

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INTRODUCTION

The project is developed during this spring semester 2012 in the course ‘Holistic design of systems’. We have been working with the electric energy system in relation to private consumption. The problem is that the private consumer has an estimated overconsumption by 10% of electricity. By gaining awareness of own electricity consumption, the private consumer can reduce their electricity consumption with 10% without compromising their current life style. Based on this knowledge, the research question of this project has been: How can household consumption of electricity be visualised, realised and possibly changed by engaging the public with information and activities?

The developed concept solving this is the ‘Electricity Treasure Hunt’. The target group is private consumers, e.g. a family, single person etc.

ELECTRICITY TREASURE HUNT

The goal of the Electricity Treasure Hunt is twofold. The Treasure Hunt should create awareness on the private electricity consumption as well as maintenance support of the gained awareness. The different steps in the Electricity Treasure Hunt concept are shown below:

A physical treasure hunt with free access is placed in the public area. The treasure hunt consists of five interactive installations there should be engaging, explorative, reflective to own household and fun to experience. The participant gain awareness and knowledge of the system of practices around electricity consumption in the household. The challenge has been to link the gained awareness to the actual household. After finishing the physical treasure hunt, the participant(s) can borrow a “sparometer”. They can map the electricity consumption of each product in the household. To support this measuring at home, a virtual supporting platform is included in the concept. Research shows that this will reduce the electricity consumption with 10%. The documentation of 10% reduction is a crucial point when it comes to the business plan, there are based on founding’s, partnerships with electric companies, and sponsorships from other interests.