

Breath as key to life: Designing an awareness campaign for University Students

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Abstract

The educational system annually provides society with young professionals all over the world, forming the future and creating new connections. This structure became an orderly part of the modern lifestyle, that brings a wide range of possibilities, but at the same time adds particular challenges. One of the issues that universities worldwide have discovered is the decline of student mental health and increase in severe psychological disorders among the student population. In the past two decades, this problem has received more publicity among the general public as well as attracted attention in the academic world.

Ben Bulsink in collaboration with Parvis Sassanian have been developing a breathing wearable that is capable of accurately tracking breathing patterns in order to support the wearer in developing healthier breathing habits. Breath as a Key to life is an ongoing project that has been passed on to Creative Technology students that have found scientific proof of benefits of abdominal breathing, showing that it can significantly improve both physical and mental health. Combining the motivation of the clients of this project and the student mental health issue it was decided to create a video awareness campaign that introduces breathing practices to university students as a possible solution for mental health treatment. This led to the research question: "How should an awareness campaign be designed in order to introduce breathing practices as a possible solution for mental health treatment for university students?"

Background research collected information on the problem, providing insights on student mental health, as well as the existing support system. The research also includes a target audience analysis, describing general interests and design preferences of millennials. In addition to that information on current marketing trends and principles of persuasion were collected in order to support the future design of the film and message. Using the background research and feedback sessions with the client and representatives of the target audience a final film concept was chosen and the functional and non-functional requirements were formed. The final film had to be inspiring, motivating, relatable, truthful and focused on real personal stories.

The evaluation of the campaign proved that the preferences of the target audience were included and the final film was a success. In conclusion, the report provides valuable insights on student mental health, the wellness market, existing marketing strategies and methods that can be used to develop a successful awareness campaign. The report also gives a detailed guideline of the ideation and realization process that can be used by scholars in future similar projects. The final film is evaluated through a user test and describes how the requirements were executed. It showed the importance of direct communication with the audience and client and how it greatly contributes to the result.

For future work, a set of guidelines for designing awareness campaigns for university students is presented as well as suggestions that explain how a similar project can potentially be improved through adjustments in the planning and organization.

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1. Introduction

1.1 Problem description

Breathing is the base to our existence, an essential function of the body that provides oxygen for our system. People do it unconsciously every single moment, while being awake and while sleeping. From the day we are born till the last breath we take before passing away. What is fascinating, that this simple action does not only provide the possibility to simply exist, but also, if used consciously, can significantly effect and improve overall wellbeing. In the twenty-first century of fast technological development essential values are often forgotten and people rarely get a chance to relax and focus on their mental and physical health. A lifestyle revolving around the modern system creates endless opportunities, yet also brings new challenges and obstacles.

In the constant change of the information environment one important part of society for the past hundreds of years stayed constant – the educational system. In fact, the amount of people taking part in this have only been growing. According to the U.S. National centre of Education Statistics the number of enrolled students in American colleges and universities in fall semester of 2018 was 19.9 million. The U.S. Department of Education predicts that the enrolment numbers will keep increasing between 2018 and 2027 and will reach 20.5 million [1]. These staggering numbers that represent the amount of university students provide insights on how enormous the amount of students truly is. In comparison to the United States, in 2016 the European Union had a total of 19.6 million tertiary education students [2]. It is expected of this system to annually provide society with new professionals in a variety of different fields, yet the student populations wellbeing has been decreasing throughout the past years.

University students, being in the young adult age group are known to be generally healthy and vital, but they have also been proven to be at the highest risk of having mental health issues [3]. According to a study made in the University of Michigan, a national survey of college counselling centre in 2005, 86% reported an increase in severe psychological problems among students [5]. To support the claim, research done by universities in the territory of the European Union and United Kingdom showed that the general mental health of university students, including all degrees, has been gradually declining throughout the past decade [4]. Clearly, mental health has become a more open topic in the past 20 years and has attracted a lot of attention in the academic world and the eye of the public.

As the problem received more publicity, common ways of improving mental health emerged and became popularised. The variety of methods may include: participating in social events, keeping in touch with friends and family, regular physical activity, regulation of alcohol and other substances, as well as meditation, practicing mindfulness and using breathing techniques for different purposes. As the interest of people became more obvious and trends like meditation and mindfulness gained attention, an idea of creating a simple device that is capable of accurately tracking breathing patterns emerged. The concept suggests, that the device is initially designed to assist people in developing awareness and control over their breathing and as a result provides not only a solution for existing problems, but also is capable of preventing health issues in the future. Throughout the previous year's scholars have done research on medical and physical aspects of breathing as well as potential benefits of abdominal breathing. Research has proved that correct breathing patterns and specific techniques can have significant impact on one's physical and mental state, [7] yet this type of treatment requires a lot of effort through practice and is often forgotten as a possible solution.

“Breath as a key to life” is an ongoing project passed on from the developer to university students and is aimed to bring its product and philosophy to the market. Now that a working prototype is ready, the device and project has to be introduced to the consumers. It is important to note, that in the past years the product and company has been developed without communication with potential end users. In collaboration with the client, it has been decided to choose a target audience in order to investigate the problems, behaviours and motivations of people and bring the project to the next level of development. In collaboration with the client the decision was made to choose university students as a target audience for this graduation project. An important aspect of this project is raising awareness of this problem and making a contribution by introducing a possible solution. The core of the project is building the bridge between the client and the consumer by developing a video campaign, that can clearly show the intentions of the company and inspire people to take control over their wellbeing. The final product will be given over to the client for future use. The aim of the campaign is to suggest a mind-set change that can be beneficial for the audience’s mental health, overall wellbeing and, as a result, overall performance. It is very important to invest into the student population, as they will be the building base of society in the upcoming years.

1.2 Research questions

Based on the data presented above, the main research question was developed: ***“How should an awareness campaign be designed in order to introduce breathing practices as a possible solution for mental health treatment for university students?”***

As the main research question and the goal of the thesis cover a wide range of scopes, sub-research questions for the research phase of the project were specified. The sub questions will serve as an outline of the next chapter this paper and will help gain a sufficient amount of knowledge for further ideation and realisation:

- *What are the general characteristics of the target audience generation – millennials?*
- *What are the main mental health issues among university students?*
- *How is student wellness monitored and assisted currently in universities?*
- *Is the target audience motivated to put effort into improving their wellbeing?*
- *What is the current situation on the market in the field of wellness?*
- *What are the existing successful awareness and marketing campaigns?*
- *Why were those campaigns successful?*
- *What marketing techniques and theories can support the process of designing an awareness campaign?*

1.3 Report Structure

In this report data will be collected answering the various research sub-questions, such as the general description of the target audience, their attitude towards mental health and the state of their wellness and mental health and the rest of the sub-topics mentioned in section 1.2. Throughout the project, new questions have a potential to emerge, as communication with the target audience and the client will take place. Literature research of scientific articles and online sources will be combined with localised questionnaires.

After analysing and combining all the research in the first phases of the project, the ideation and specification phase will take place where the focus will be creating an effective film plan and formulating requirements of the final video. Later in the realisation phase the awareness campaign will be designed and produced. Chapters 7 and 8 will provide insights on the evaluation of the final product and conclusions. The report will provide valuable insights on the process on designing an awareness campaign, that can be used as a guideline by other scholars in similar future projects.

2. Background Research

2.1 Literature research

In this part of the report information about the generation of the target audience will be collected to gain a better overview of their interests, attitudes and life choices based on online articles and scientific research. Later throughout the paper more scientific information will be analysed on student mental health and the current support system in the University of Twente. This chapter is separated in two main parts – target audience analysis and market research, where more information on the current trends and marketing strategies will be analysed.

2.1.1 General characteristics of Millennials

In order to get a general overview of the target audience, literature on the generation that the majority of university students belong to was collected. Millennials, also known as Generation Y - from 1980s to early 2000s. The generation is generally known for an increased use and familiarity with communications, media and digital technologies. Because of the fast development of the internet, generation Y can be considered the first generation to grow up with a possibility to be constantly connected to the rest of the world. Causal use of technology became an everyday habit, making it easy for Millennials to adapt to technological changes and new developments. That can be supported by the fact, that Millennials do everything tech-related in higher percentages than all other generations.

Millennials are the largest generation in Western history, that suggests that the generation will dominate everything for the upcoming years. 34% of 25 to 29 year-olds Americans held a bachelor's degree, master's degree, professional degree or doctoral degree last year, a higher share than in any year in data going back to 1968 [8], showing that educational achievements are very important for Millennials.

This generation is known for being more open-minded, and more supportive of gay rights and equal rights for minorities [9]. Other positive adjectives to describe them include confident, self-expressive, liberal, upbeat and receptive to new ideas and ways of living. Millennials value individuality, uniqueness and honesty, whether it comes to personal development, social interactions or work.

When it comes to health, social, economic and environmental issues, Millennials are considered the most conscious generation so far. Consider themselves as global citizens, they value diversity and do not approve of any social injustice or discrimination. They have shown to be willing to take action and make the world more sustainable and fair. Millennials in particular - those who came of age at the turn of the century - are leading the charge by making health-promoting diet and lifestyle choices a priority. Today's informed consumers are no longer in a purely reactive mode when it comes to their health needs. They are proactive, even progressive in their approaches.

Millennials try to live within their means, save for emergency and not buy things they don't need. Millennials are estimated to be as much as 70-80% less loyal to brands than previous generations, which makes targeting them less about on-shelf presence and more about global, digital, and social presence and attractiveness. The generation is known to also be practical, they expect a service or product to work and they have no tolerance for services that do not continuously and reliably add value [8].

2.1.2. Student Wellbeing

As mentioned in the introduction, previous studies have shown, that the general state of student mental health has been becoming more alarming over the past decade. In order to have a better understanding of the problem and type of disorders that are reported, in this section more insights on university wellbeing is presented. Analysis of scientific articles showed, that the main problems that university students face are depression, anxiety, panic disorder, stress disorder, suicidality and mood disorders. All of the works included the disorders mentioned above, but it is important to note, that students have also reported having insomnia and nightmares [3]. General depression disorders in different forms appears in both earlier studies and latest ones alongside with general anxiety disorder. The mentioned above anxiety spectrum disorders appear to be the most dominant. A study from 2019 introduces insomnia and poor sleep patterns that are reported by 62% of students, making it a statistically significant issue as well [3]. In the past 10 years' suicidality and suicidal ideation has also become a larger issue among young adults. A study from 2007 stated, that only 4.1% of students had suicidal thought, but according to a systematic review from 2019 concluded that 65% of students experienced suicidal ideation and 3% attempted suicide [4] [3].

The increase of suicidality among young adults studying in university is becoming more alarming as the years pass by. Another mental disorder that has been discussed and researched more frequently is insomnia. It can be characterised as a difficulty to initiate sleep and inability to rest. A study from 2019 introduced insomnia and poor sleep patterns that were reported by 62% of students, making it a newly developing statistically significant issue [3]. This disorder is frequently linked to anxiety, as being a result or is also often described as a contributing factor to depression spectrum disorders and suicidal ideation. [6]. Throughout reviewing papers that discuss relationships and correlations between different mental disorders, it can be concluded, that each one of them can either be a triggering factor for new issues or a result of interacting with environmental pressures.

Mental health seems to be generally a more prevalent concern in the academic world as it has direct effects on academic performance [3], but physical wellbeing of young adults also has to be taken into account. According to a recent study on student health perception done in Spain provided statistics showing that only 28.1% of students were not in a healthy weight category, meaning that physical health of university students is a lot less alarming than mental. As well as the fact that more than half of the population reported to regularly participate in light physical activities and did not support substance abuse in form of alcohol or tobacco [35].

The young adult population can generally be considered healthier physically but are daily affected by psychological pressures, that through long-term exposure negatively affect physical wellbeing [36]. It is important to be aware, that psychological well-being can also be directly affected by healthy lifestyle choices and regular physical activity [38]. The evaluation of well-being should not be described by absence of illness, therefore all factors should be taken into consideration in order to achieve the ultimate state of body and mind that will work towards prevention of any possible disease.

In order to provide necessary help and understand the nature of problems, it is important to find and analyse the initial causes of it. Analysis of information gathered from the reviewed articles, showed a very important fact, that three out of five studies point out that university students are currently at highest risk of being severely affected by mental disorders. Age is a significant factor that determines whether an individual is more prone to adopt health risk behaviours. More specifically, older teenagers between eighteen and twenty years old were found to use drugs such as alcohol and cannabis significantly more than the younger participants [37]. That Factors that affect mental health that were mentioned throughout all the literature were social support, emotional isolation and

financial pressure. Mental health issues are also tightly linked to substance abuse, meaning that it could be either a cause of other issues or a result of them. In a study done in 2018, it was revealed that excessive commitments and extensive course loads to be stress triggers of the academic pressure that initiated the use of substances [39]. Factors that showed to trigger psychological distress less were academic pressure, physical activity and poor sleep patterns. Therefore, it would be necessary to review more focused research in the field of factors causing psychological distress to identify which of these two factors are more likely to be the initial cause. Factors that had the least amount of mentions were sexual victimization, overworking, marital status and place of residence.

Through the past years the percentages of mental health issues among young adults have only been increasing. The amount of people reaching out for help has increased with the change of the mental health stigma. One of the latest studies suggest that it is important to take into account that as the mental health awareness became more popular, alongside with the positive effects, such as openness to the topic came the abuse of the system, causing individuals to self-diagnose mental disorders and falsely report their condition [40]. Mental health being a very sensitive topic and attracting so much attention of the media, it partially became depreciated. It is mentioned in many articles, that a lot of the data cannot be completely accurate as it is not visible to personally interview and diagnose each individual for mental health disorders. Each mental health disorder does not have exact boundaries, it is always a spectrum, that should be taken into account when viewing percentages in research papers.

In order to monitor and support the students' higher education institutions arrange not only physical but also mental health assistance. Most universities provide limited free counselling and online screenings, yet not all in need reach out for help. Fewer universities promote healthy lifestyle and reach out to students if they notice distress themselves. The situation in general in the field of supporting students is improving as more professional psychologists and psychiatrists are contributing their observations and research. It is still a very broad field to analyse and discover as the factors that affect student's may vary depending on their cultural background and region of residence and is also heavily determined by an individual's personal characteristics [38].

2.1.3 Help-seeking behaviours

One of the problems that raised after researching student mental health both from the inside and outside perspectives was the problem of help-seeking behaviour and attitudes. It is very important to not only be aware of the external factors that can cause psychological distress, but also be aware of the internal barriers that contribute to the overall situation. Research by various scholars has shown that the main barriers that prevent people from seeking for help are negative health beliefs, misinterpretations about consequences of treatment, negative stigma and lack of awareness of possible treatments. Results from the WHO World Mental Health survey proved, that the vast majority of respondents who recognise a need of treatment and did not receive it admitted to have at least one attitudinal barrier. The most common attitudinal barrier reported by this study was the will to handle the problem on their own. The next most common barriers were based on the belief that the problem is not severe and that it would get better on its own [16].

A later study from 2017 focusing on behavioral problems and treatment seeking specifically among university students mentioned that 18.6% of students said that they would most likely not seek help for a problem related to emotional distress. A big part of these students were positively screened for a range of problems [17]. It was also noted, that this behavior may be related to the severity of their problem, since some of the student only had mild symptoms, while others might not be fully aware of

their problems at all. A recent study stated that mass media was the main source where students obtained information about mental illness. The study had also recognized the problem that students are not likely to seek out formal help and prefer referring to personal connections, such as friends and family. [18] Scholars suggested including anti-stigma campaigns, gatekeeper training and effective screening problems as a possible strategies to encourage help-seeking behaviours among young adult. It is very important to take in considerations those possible internal barriers when designing a campaign in order to create an appealing message that will not hurt or offend the target audience.

2.1.4 Expert interview

After doing research about worldwide trends, a clear picture of the overall situation could be made. Now the research shifts to a more localised focus, specifically on the University students in the Netherlands in the University of Twente. In order to gain more insights, I have interviewed a study advisor of Creative Technology from The university of Twente. A Study Adviser monitors a student's study progress, advises and assists within the field of skills concerning the process, such as planning, stress management, etc. A study adviser is also considered a contact person for any student that is facing personal issues and needs assistance in making adjustments to their study arrangements, exams, resits, etc. Therefore, such a person has personal encounters with students, their complaints and problems.

In this interview the focus was mainly on the mental health of university students and how the university assists students in treating or preventing issues. The conclusions of the interview can be listed as follows:

- The main problem of psychological distress such as anxiety and depression, that it is mostly not diagnosed, as very few people actually seek help from medical professionals, while the majority chooses to self-diagnose. This creates tension as the study adviser is not allowed to make adjustments to an academic plan without having an official diagnosis.
- In the past year's students have become more open about their mental health, but also the requests became more demanding. Thea has also noted, that students are still a lot more open to their peers than to any of the teaching staff.
- Students usually do not recognise their own problems and missing out on the right moment can lead to complications. Therefore, now, within the university of Twente teaching staff is being coached in acknowledging student mental and emotional wellbeing in order to possibly prevent more serious issues in the future.
- Mental health and coping with stress is a skill that requires work and patience, students need to take responsibility and action in order to be in charge of their emotional wellbeing instead of staying in the role of a victim.
- Students are offered five free therapy sessions with a student councillor. Psychological health is currently overcrowded and the waiting list for receiving such assistance may last from one day to over a month. Searching for help outside of university usually requires either paying yourself or having dutch health insurance, which makes it more difficult for some students to receive help.

Student mental health has been a more serious issue in the past several years not only worldwide, but also within the University of Twente. Recently the university has started providing more free workshops on planning and coping with stress alongside with sending out questionnaires to all the

students to monitor their emotional state. This information is valuable as it shows that the problem is noticed by higher educational institutions and there are attempts to create solutions, yet a lot of improvement has to be done in order to create a safe space for students that need assistance.

2.2 Market research

In this section of my research I will be shifting towards analysing the market. Information on the latest online trends in the field of meditation and breathing practices will be shown, the general situation on the market of wellness will be discussed based on observations of experts. Information on effective marketing strategies will be collected that will further serve as a base to designing the campaign.

2.2.1 Millennial design preferences

As more millennials became self-sustainable and are now able to invest in services and products the interest of large corporations in understanding this generations preferences grew. Alongside with a new generation joining the work force the importance of internet took over the world and changed the world of advertisement and marketing to satisfy the consumers. For millennials to be interested in a product or service, it needs to be on trend globally, digitally accessible and unique compared to other products and socially appealing [19]. This can be explained by the facts mentioned in section 2.1.1 suggesting that millennials consider themselves global citizens and are constantly connected to the rest of the world through social media. As the information flow online is very rapidly changing and the audience is exposed to hundreds of services and brands daily, a new brand or product must immediately explain its goals and pros clearly and effectively in order to reach this target audience.

Another factor contributing to the idea of functionality and clarity is the design and style of a brand. When it comes to millennials, minimalism is key - complex packaging and explanations are difficult to process and require a longer time to process the information and make conclusions that later affect the decision of engaging with the product [12]. Rather than limiting colour palettes or fonts, modern take on minimalism combines cleanliness with uncluttered layouts, effective use of white space and symmetry. Flat design is also one of the most popular trends within minimalism. It makes bold use of bright, contrasting colours and unique typography, along with texture and shadow.

As discussed in the previous section, Millennials value truthfulness and clarity, therefore it is very crucial to tell them more about the brand in a unique and genuine way, explain the reasoning behind the decisions making and show how it can benefit a user can be the winning factor, regardless of cost [8]. The generation is constantly connected to the internet, using online mediums will significantly increase the chance of reaching them. Social media presence that is unique and differentiates itself from the competition will higher the chances of attracting attention and making the audience engage with the product [21].

Millennials are informed and often research new products. They want to hear success stories from other buyers, not advertisements. Mediums used to convey information in the past, such as stock images for example, no longer work in the present. They are seen as clichéd and can actually downplay your brand's credibility. The figure below shows a helpful infographic that shortly explains what points should be taken in consideration when developing content for my chosen target audience.



Figure 1 – Graphic design guide infographic

2.2.2 Use of Mainstream Media

Returning to the medium which should be used to reach the target audience, millennials are proven to be the most technologically aware generation to this day and that shows in their preferences in information sources. This generation proved to show significantly more attention to online recourses such as websites, Facebook pages, YouTube, Twitter, making sources like television and hard-copy newspapers secondary [19]. It is clear, that social media is increasing importance and power, allowing organisations and individuals reach out for a large audience.

This brings us to the emerging trend of social media marketing. Social media marketing differs from classic marketing as it introduces a different attitude of the audience. [20] Kujur, F., and Singh, S., (2016) clarify the difference as follows: "In traditional marketing system, people are involuntarily confronted with the banner ads or TV ads whereas in the social media marketing, people voluntarily choose to like the brand pages on SNS so that they get regular posts from the company." This choice of reaching your target audience can be considered relatively inexpensive and allows receiving direct feedback. However, effective social media marketing requires active presence, preferably across multiple platforms, depending on the type of product provided. This type of marketing also encourages strategies that are engaging and make the audience interact within itself or with the company [21] [22] The facts mentioned above can be both considered an advantage and a huge responsibility for content creators and marketing experts as all the messages have to be carefully tailored to the audience and cause.

2.2.3 Latest trends online

Since my target audience is mostly communicating and receiving information through the internet, in the first phases of my graduation project I have chosen to research the data from Google Trends. It allows anyone to see how much a specific request or a word is sent to Google through retrieving data from search histories. Even though the website does not allow to filter the data by age, I believe that it is still very valuable for finding insights and an overall picture. These are the graphs I have retrieved from Google trends based on a list of specific words and requests that are related to my general research goals. The graphs show the worldwide interest of the chosen word or phrase and represents the time frame from 1st of January 2004 until December 2019 based on Google databases.

Google Trends suggests the following explanation of the values showed in the charts: “Numbers represent search interest relative to the highest point on the chart for the given region and time. A value of 100 is the peak popularity for the term. A value of 50 means that the term is half as popular. A score of 0 means there was not enough data for this term.”

The first two graphs in Figure 2 and Figure 3 both show a very clear increase in the interest of the public in the topic of mental health in general and mindfulness. That can be explained by the fact that millennials are shown to be more self-conscious about their wellness as a whole and the overall trend of people reacting and fighting everyday stress more actively.



Figure 2 - “Mental health awareness”



Figure 3 - “Mindfulness”

Next I chose to investigate a more complex type of search inputs where breathing techniques and the mental health problems that were mentioned early were combined. Since the next two graphs in Figure 4 and Figure 5 represent more specific search inputs, it makes the output a lot less gradual. Even though the results are less evident compared to graphs in Figures 2 and 3, it is still noticeable, that these searches have become more consistent in the past 5 years.



Figure 4 - “Breathing techniques for anxiety”



Figure 5 - “Breathing techniques for sleep”

The last search I chose to see was more simple and generalized, but it showed an interesting insight. The graph from Figure 6 shows that meditation was popular in the early 2000’ and had a slight decrease approximately 10 years ago but it is now slowly gaining its power and increasing throughout the past 5 years. I believe that the interest in meditation is a very important criterion that can determine whether the public is open to learn and know more about their wellness and breathing techniques as most basic meditations often focus on one’s breath patterns.

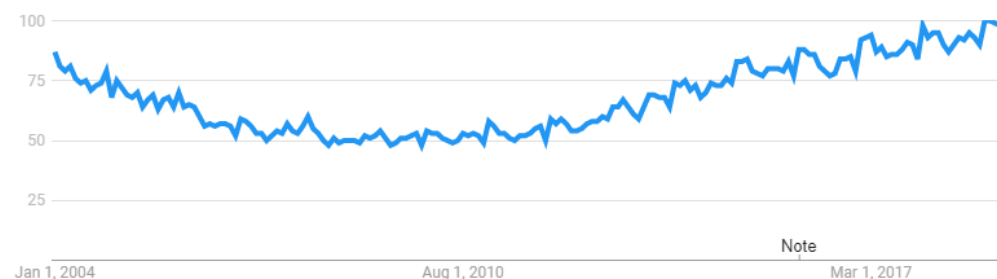


Figure 6 - “Meditation”

2.2.4 Wellness market

Based on the interest research mentioned in the previous paragraph, it can be assumed, that consumers are placing more value on mental health and wellness in general. The definition of good health has evolved as it no longer refers to a lack of illness, but to a state where mental and physical health is balanced and taken care of. Award-winning global retail analyst Deobrah Weinswig concludes in her online article: “Looking great, feeling good and sleeping well are the new luxuries that consumers want to enjoy and flaunt.”[11]

According to Euromonitor International, the global market for health and wellness offerings reached \$686 billion in 2016 and it is expected to grow at a 3.5% CAGR, to \$815 billion, by 2021. As it was discovered through research that the interest is rising worldwide among all age groups, market experts state, that millennials are currently making the biggest contribution to this trend. It is important to note, that this thriving interest and awareness will gradually lead society to working on illness prevention rather than treatment [13]. In addition, according to the Global Wellness Institute, the overall Wellness market is now a \$4.2 Trillion Global Industry – with 12.8% growth from 2015-2017 [15]. Research reveals that this market is growing nearly twice as fast as global economy, making it one of the world’s biggest and most thriving industries. These staggering numbers and rates allows the assumption that the user is not only open to the idea of introducing change, but is also willing to act on it. Whether it is a minor adjustment to a daily routine or a major life change, it is clear, that the wellness mind-set is spreading among the masses, especially within the younger generations. This leads to an assumption, that this field is very promising and creates a lot of space for new products to be introduced and embraced by the consumers as well as creating a lot of competition.

2.2.5 Marketing strategies

Promoting a product or service is a very tedious task, that requires attention to detail, researching the needs, problems and preferences of the chosen target audience. In the previous section of the literature research we have covered the problems of university students, the system that provides support for student well-being and the possibilities of the medium, where the campaign can be promoted. Now that the base outline has been set, marketing choices and techniques should be specified in order to set a direction.

Marketing through social media platforms proves to me the most effective when the target audience within the millennial generation. It was reported in an article from 2018, that social media played a very important role in medical crowdfunding campaigns [25]. It is important to note, that users tend to trust personal connections recommendations when deciding whether the information is trustworthy, social media provides the possibility of easily sharing those kind of opinions. An active presence online and a strong social media network was always accompanied with a higher success rate. That leads to a range of specific formats that internet based platforms require.

The possibilities of sending across a message range from simple text posts on platforms like Twitter or Facebook, to campaigns on crowdfunding campaigns like Kickstarter, including videos or static imagery. Researchers has proven to be more effective than others when spreading promotional content – YouTube [26]. Digital video has been growing in popularity in the past decade and is one of the fastest growing social media with approximately 4.5 billion users, with the vast majority of them being Millennials. It is expected, as the multiple studies have highlighted, that videos are reported as the first-choice learning format. That can be explained, by the fact that a video is more likely to evoke emotions since it combines both visual and audial content.

Using video as a tool to get a message across has an important advantage. When viewing a video, individuals do not need to put a lot of effort into extracting the message, when text and pictures on the other hand requires more concentration. [23]. When marketing towards university students, it makes sense to lean towards video format, as it is proven to be more appealing and effective applied to age group. In general, studies have concluded that digital video may be used as an efficient component in traditional advertising models [27]. This information supports the idea of using video as a way of designing an appealing and effective message for university students.

2.2.6 Designing a message

Earlier in the paper millennial design and marketing preferences were described as minimalistic, clear, simple and effective. As this gives a good base to the visual content of the video, the underlying emotional content becomes a more complex part of designing an appealing message. Earlier studies suggest that there are several message appeals that can be used in persuasive videos – threat appeal, social appeal and humour appeal [26]. A threat appeal is used to draw attention to the harm, possible negative outcomes. A social and humour appeals focus more on positive emotions, showing possibilities and solutions. Studies have shown, that younger audience are less likely to be influenced by the threat appeal as they see themselves as relatively invulnerable [26]. Each message type can have its own disadvantages, if used incorrectly, best way to choose one may include user testing on a specific target audience.

2.2.7 Principles of persuasion

Persuasion of an audience, creating a long lasting impact and influencing other people may seem like a complex task, that revolves around human emotions and experiences. In order to better understand and implement marketing strategies and design a successful campaign and an attractive message in this project I will be referring to the 6 principles of Persuasion by Dr. Robert Cialdini [32]. The principles are:

Reciprocity

One of the first principles of persuasion can be simply described as a feeling one gets, when receiving a gift. When we receive something, we get a feeling that we are obliged to give something back, to keep the balance. This principle focuses on creating and providing a personalized experience, present, that will potentially make the recipient wanting to give something back. In case of creating a video campaign, it could mean providing the viewer with positive emotions or a valuable thought.

Scarcity

Of course, the main part of persuading someone to purchase a product or a service is building up a valuable proposition, letting people know about all the benefits that they will acquire. This principle shows that it is just as crucial to create an offer that is unique and, most importantly, limited. That way people are more motivated to make a decision faster.

Authority

This principle describes the fact, that people are more likely to listen to someone who is credible and knowledgeable. Before trying to convey a message it is necessary to establish authority, make it clear for the audience why they should listen. When the connection is established and the relationship becomes more solid, there is a higher chance of persuading the audience. It is important to note, that authority doesn't have to be considered literally, as a figure in power. Authority can be anyone, who

had a personal life experience, specific knowledge that may be valuable for the user. Especially in the case of designing a message for university students, they are more likely to open up to their peers, than a teacher.

Consistency

People tend to choose things that they are used to or are familiar with from previous experiences, they choose options that they have already chosen in the past. This principle is important to take into account when establishing a long-lasting connection with your audience or customer. One of the ways of doing that includes a gradual build-up of requests, starting with small favours, leading up to more serious decisions. The way to earn loyalty is to support the customer on their journey to committing to a certain stand or identity.

Liking

People are more likely to listen to someone they like. There are multiple factors that should be taken into account when creating a likable message or character. It starts with the initial first impression, that is based on the physical attractiveness such as a visual design that is tailored to a specific audience. It is also important for the audience to be able to relate to the spokesperson or the content of the message, earning trust and creating a safe space for people to make decisions. Considering this principle and applying it to a video, it is important for the participants of the video to be relatable and approachable. As well as the video itself has to consider the target audiences design preferences.

Consensus

When in doubt, people tend to base their behaviours on other people's opinions and actions, meaning that one is more likely to take a certain stand if someone else already did it. Feedback from previous customers, real life examples and stories of others are a powerful tool when it comes to persuading your audience to use your product or service. This can be one of the most powerful aspects to be applied in an awareness campaign as it can introduce viewers to experiences of other students. One of the possible ways of using this principle is having real people share their thoughts on a topic that is relevant to the company or its product in the film.

2.2.8 State of art - campaigns for Millennials

Airbnb

As mentioned in the previous chapters of this paper, millennials prefer spending money on experiences and choosing brands that have an appealing message, ethic and clear vision. Airbnb is a platform that allows anyone to host events and rent out accommodation as well as finding those events and finding a place to stay anywhere in the world. When the company first established it suggested a unique product and opportunity that was instantly picked up by millennials. Throughout the years Airbnb has created multiple ongoing campaigns that mainly focus on triggering emotion, telling a personal story. This company choose to have a very active social media presence, posting 1 video a week on YouTube. There are several playlists to which videos are added such as: "Airbnb host stories" or "Airbnb experiences". The videos are very short, usually not more than 2 minutes long and include vibrant aesthetic shots usually accommodated with a voiceover and a mild background soundtrack. These videos maintain the style and message of the brand by triggering emotion, rather than giving a lot of information, which makes it very appealing for millennials. The videos also emphasize the idea of entering a community of travellers and hosts.

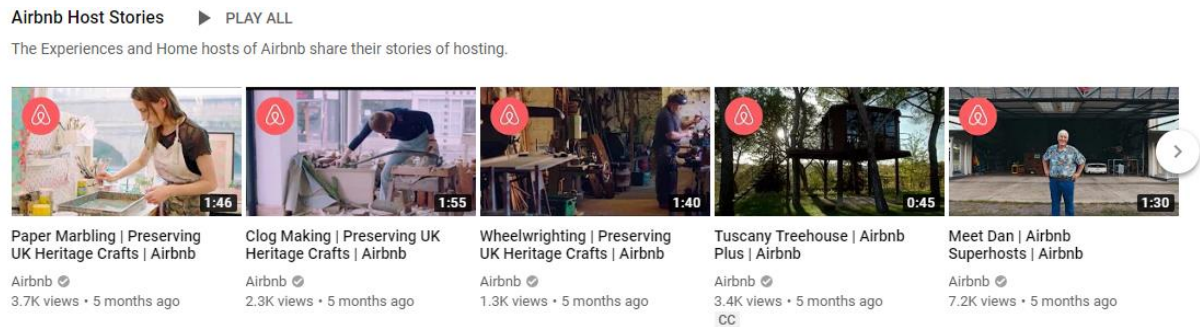


Figure 7 – Part of the official Airbnb YouTube Channel

Nike

Continuing the practice of brands focusing on creating a memorable experience, in 2016 Nike has launched a long-term campaign. The campaign is design to create a whole customer journey, to make the user feel emotion, attachment, inspiration through showing a series about two sisters and their competitive nature. The story they tell ties together with their moto “Just do it” and is targeted at female millennials. This example shows how unique a companies approach can be and how much the culture of marketing has changed, going from a short persuasive commercials to creating an immersive, long lasting experience. It is important to note, that this is one of the ways to creating a relationship with your customer through a personal journey.



Figure 8 – Screenshot of the Nike campaign video [29]

Dove

Millenials are usually considered the most open-mindeda and accepting generation to date, making them interested in raising awareness in all different aspects of life. “In 2018, Dove began a two-year collaboration with Cartoon Network’s Steven Universe “to take on body confidence and self-esteem

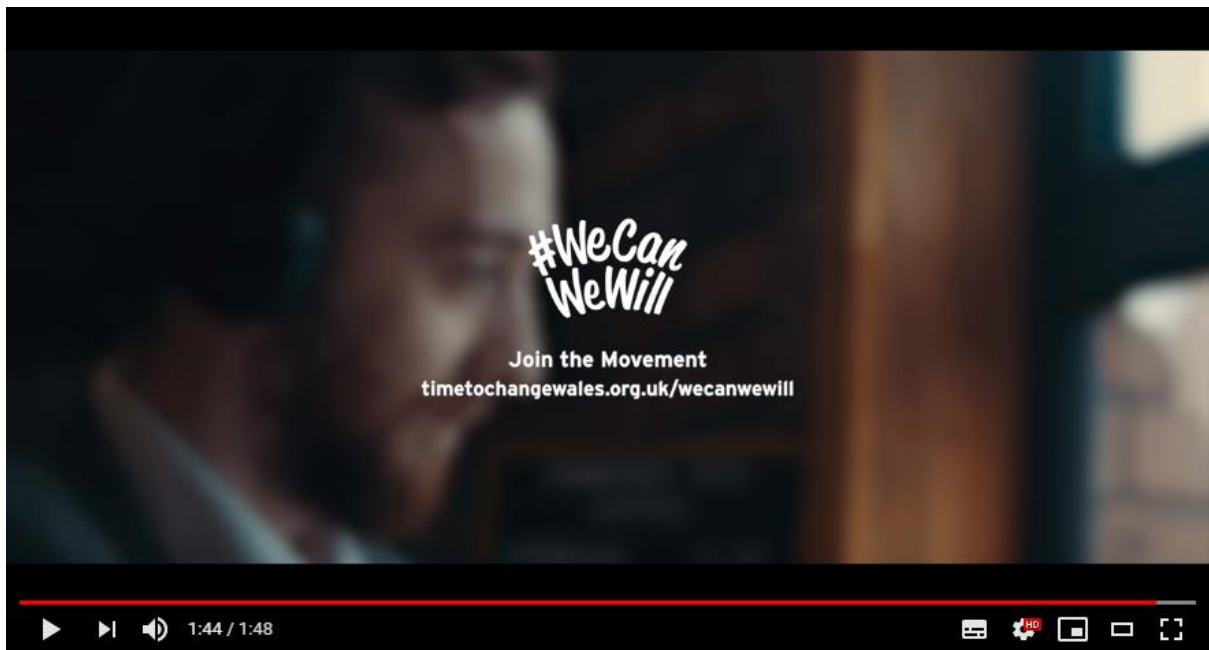
issues. The first video in the series, published to Cartoon Network's channel in July 2018, has more than 2 million views, 103,000 likes, and 9,500 comments—many of them wildly positive.” The first published video includes the main characters of the cartoon signing a song about acceptance and beauty of diversity. This campaign is a great example of conveying a message in a unique and fresh way.



Figure 9 – Screenshot of the Dove campaign video [30]

#WeCanWeWill mental health awareness campaign

This video can be considered a rather “classic” awareness campaign as it includes acted out aesthetic cinematic shots, a powerful voiceover, inspirational instrumental background music. Even though this campaign can be considered a cliché, it still proves, that a well thoughtthrough design of the visual and audio experience can be very effective. This video focuses on showing diversity between people and how they all face similar issues as well as sending across a powerful message through the voiceover.



[#WeCanWeWill](#) | Mental Health Awareness Campaign

Figure 10 – Screenshot of the mental health awareness campaign video [31]

Through analysing examples of different campaigns that mainly focused on targeting millennials, the following conclusions were made:

- Showing personal stories and real experiences tend to be more effective, as people are capable of finding something to relate to and build a relationship with the video.
- Brands tend to push themselves on the background while prioritizing a deeper message, that can potentially make the person reflect on their behaviours and actions long after the video is over.
- Long-term campaigns allow the company to create a more lasting and meaningful connection with the customer, building trust and interest.
- Emotional experiences don't require a lot of concentration and effort from the viewer and are long-lasting.
- All the campaigns can be connected with several messages – “take action”, whether it is becoming a host on Airbnb or deciding to start exercising, “reflect on your thoughts”, ranging from self-esteem to mental health and personal preferences. Also all of the campaign videos mentioned above can be described with the message “join a community”, as they invite you to join the Airbnb community, the #WeCanWeWill movement or bigger communities for fitness or body-positivity.

2.3. Decisions for ideation

In order to support the findings from the research phase of the project, a localised questionnaire will be created to receive more details from the target audience within the scope of the University of Twente. The questionnaire will focus on identifying patterns in the problem and student approaches of dealing with their mental health. This additional research will provide valuable insights on the problem that may not have been found in scientific papers reviewed in this section of the paper as well as help collecting additional information for the company development. After the follow-up additional research, the following steps will be taken:

- Organising a brainstorm/feedback session with a group of students in order to make an unbiased choice of final film idea.
- Creating an appealing campaign. (Choosing the right message to interest the target audience, searching for materials on creating video content for millennials, etc.)

Based on the research in chapter 2, basic requirements for the video can be summarised as follows:

- The video has to be clear and not include too much information that can be hard to process (Such as scientific data)
- The video should be relatable, include a personal experience or story that the viewer can relate to in order to achieve a deeper emotional connection with the audience.
- The brand/product should not be the main focus of the video, it should only support the message
- The video should include unique elements and avoid cliché campaign choices.
- The message should be light and easy to process, focusing on emotion rather than cognition
- The message should be truthful and truthful, show real life as it is without making it seem worse or better.

3. Method

3.1 Creative Technology Design process

The general outline of the project workflow is defined by the structure and design process described in “A Design process for Creative Technology”. This method of organising a design process suggests separating the project in four segments: ideation, specification, realisation and evaluation. The outline of the phases can be found in figure 11 [41].

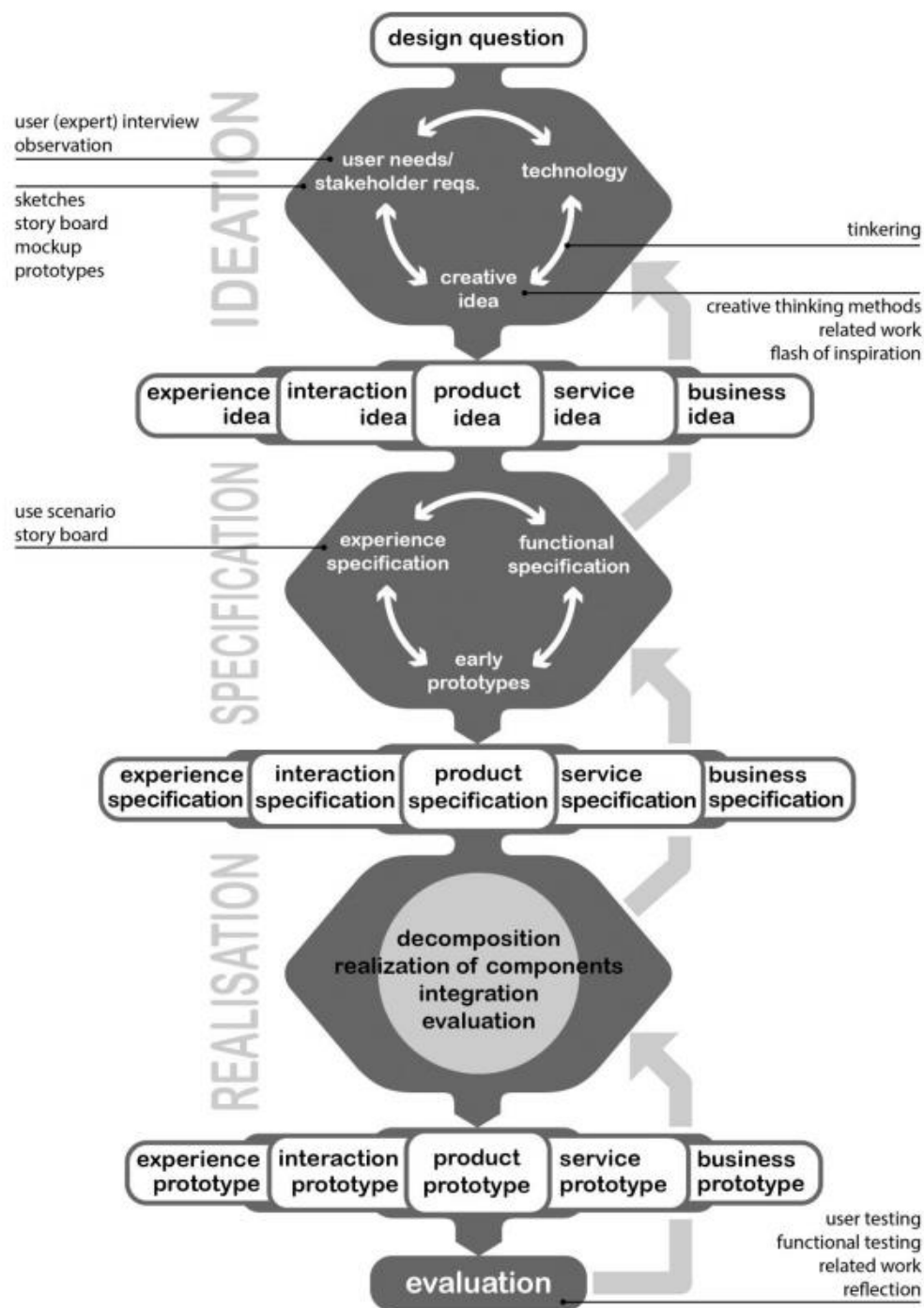


Figure 11 – Creative Technology design process infographic

In the scope of this project each phase can be described as follows:

- Ideation - Creating concepts, sketching storyboards based on the information found in the previous chapters, receiving feedback and making final iterations for the film plan.
- Specification – Based on the supplementary information received from feedback sessions with peers, supervisors and the client during the ideation phase the requirements for the final video are collected in order to choose the appropriate tools. Creating the final storyboard that will be used as an outline to the filming process and creating more specific functional and non-functional requirements for the film.
- Realisation - Preparing the filming session based on the storyboard and requirements (finding people for participation, creating a setup), then executing the plan by collecting all the necessary footage, additional audio material if necessary and editing the final video.
- Evaluation – Receiving feedback from peers, supervisors and the client. Arranging a user test to evaluate whether all the pre-set requirements were set and the target audience reacts positively to the final film.

3.2 Questionnaire

In order to receive more supporting data about student mental health and wellbeing that will be valuable not only for the design process, but future developments of the breathing wearable project and the company, a small online questionnaire will be formed and sent out to university students within the University of Twente. The questionnaire will be anonymous and will combine quantitative and qualitative data on student mental health, coping mechanisms and overall wellbeing. The questions will be designed based on the requirements of the client, supervisors and the needs of the video designer. This type of questionnaire is easy to create and adjust, is free of charge and does not put any pressure on the person that is filling it in, as it can be filled in at any time and in any space.

3.3 Brainstorm session

An unstructured interview with the client will be an essential step to understanding the message that the company is aiming to send out to the public. In this type of interview, the interviewer will not follow any guidelines and will not have predetermined questions in order to engage in an informal spontaneous discussion. Creating a video campaign is a creative process and involves emotion and the personal drive of both the person developing it and the one behind the product and company, therefore it is important to understand the client, their philosophy and motivation in order to portray the correct message.

3.4 Storyboard sketching

In order to create more clear visual prototypes of the video idea, all explanatory textual explanations will be supported by simple sketches of shot examples, transitions and sequences. The sketches do not require any professional training and are not supposed to be very detailed, as they will serve as a supportive element of the prototype. Combining written and spoken information with visual examples will help the producer to clearly explain each idea to the peers, project supervisors and the client, as well as helping to get more ideas on the further filming process.

3.5 Feedback session

Before choosing the final video idea it is valuable to receive formative informal feedback from the target audience. Throughout the Brainstorm and sketching sessions many ideas may arise, yet they all come from one source and therefore, may be biased. In order to avoid that and gain the best result is to receive feedback from people that are not participating in the design process, but can be directly affected by the final product. The feedback session will be arranged in a group setting, starting

with the description of 4 different options. After the designer will describe the ideas and show sketches assigned to them, each member of the group will be asked to choose a favourite and explain why it appeals to them and also why the other options do not seem effective to them personally. If the designer needs to ask leading up questions that form during the feedback, it is allowed, as it will help in clarifying details. While the feedback is received, the most important points will be written down for further analysis and decision-making.

3.6 Stakeholder identification analysis

Identifying and analysing the effect of stakeholders is an important part of any project, especially one that is aimed to create an impact on a large audience. This assessment supports decision-making throughout each phase by creating an outline of which stakeholder has a specific percentage of importance versus influence on the end product. Stakeholders can be divided into four groups, where each group requires specific actions, such as: keep satisfied, manage closely, monitor, keep informed. In order to better classify their importance and subsequently extract an ordered list of their requirements, a stakeholder matrix can then be used to place them on the influence-importance axis. A template of a stakeholder matrix can be viewed in Figure 12 below [34].

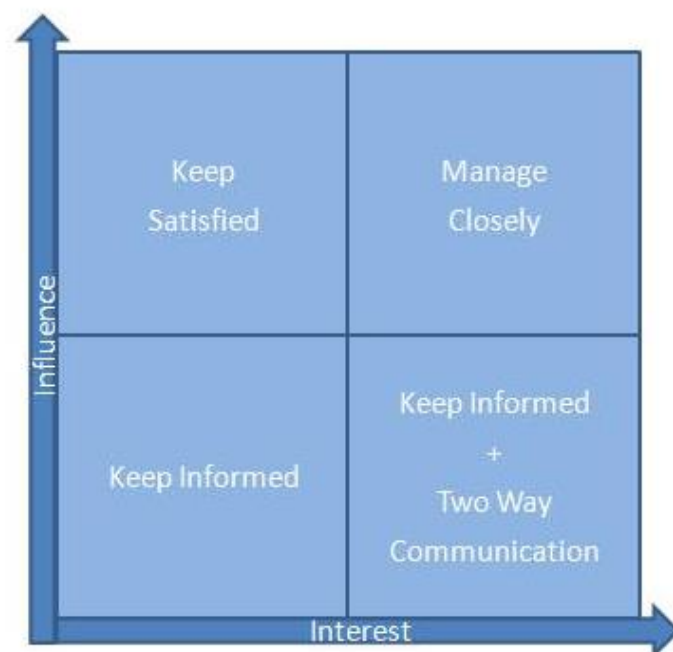


Figure 12 – Stakeholder matrix template

3.7 Requirements

There are certain requirements that will have to be fulfilled within the scope of the project. The first set of objectives can be seen in the end of Chapter 2. Those requirements and decisions were derived based on the knowledge and observations gained throughout the literature research. The preliminary requirements that will be formed in the ideation phase will serve as a guideline for the process of filming and editing the final video. Within the list of requirements will be determined the functional and non-functional requirements. In the case of film-making, the functional requirements will include the more technical information about the video, and the non-functional requirements will describe the more qualitative aspects of the video and its performance. The objectives will be further prioritized using the MoSCoW method [43]. This method can help in creating clear guidelines

and organising the necessary tasks leading up to the final product. The MoSCow method suggests organising the requirements in four different groups:

- M - Must have this requirement to meet the business needs
- S - Should have this requirement if possible, but project success does not rely on it
- C - Could have this requirement if it does not affect anything else on the project
- W - Would like to have this requirement later, but delivery won't be this time

4. Ideation

4.1 Sketches and ideas

The very first sketches for the film are a combination of data collected from the research phase of the project and ideas of shots that could represent the visual aspect of the video. The first ideation sketches can be seen in figure 13 below. Based on the initial sketch more diverse storyboards for different types of videos were developed further in the ideation phase.

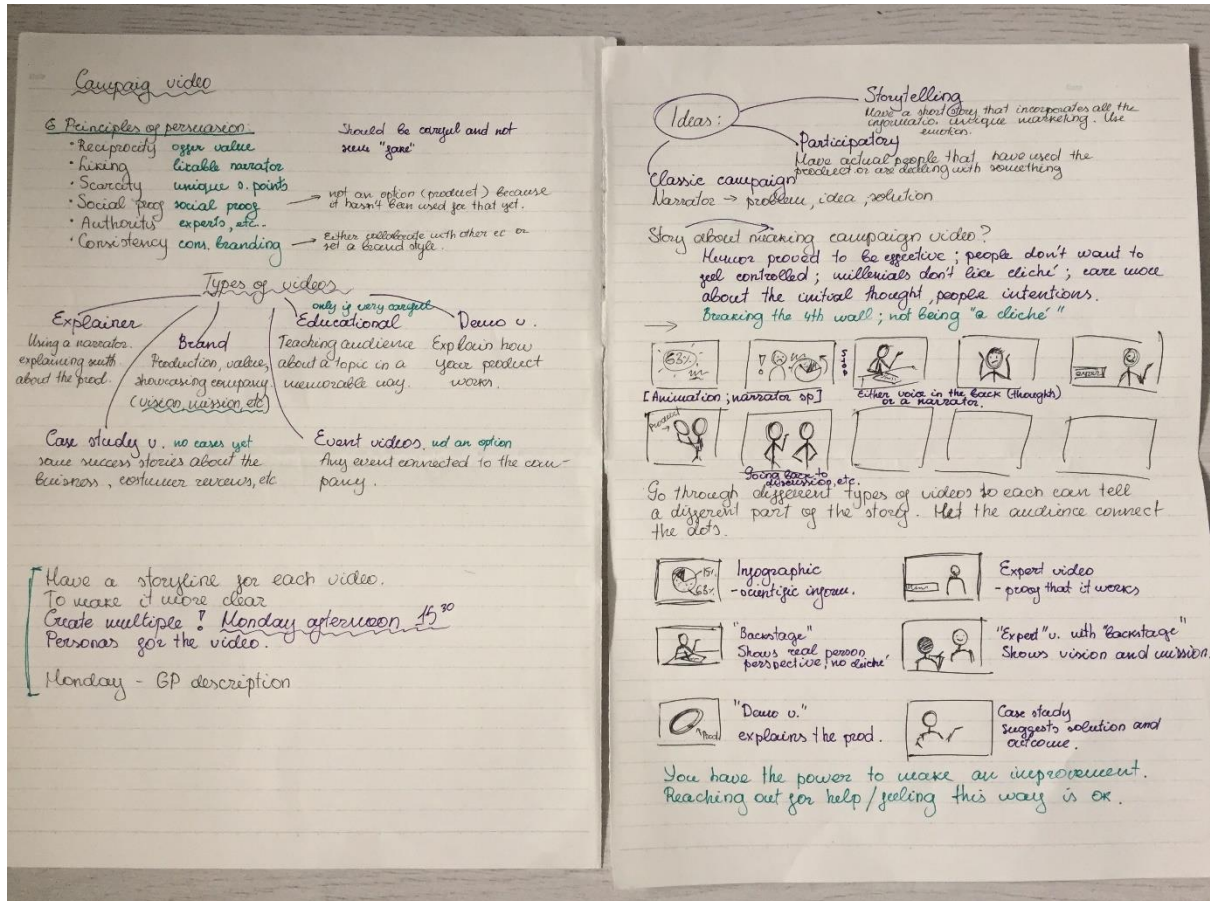


Figure 13 – Photo of initial ideation sketches

4.2 Stakeholder analysis

In order to identify the influence and importance of stakeholders, it was necessary to first write down all the people that are participating in the project and may be affected by it [33]. For clarity it was done in a table that describes the position and interest of the chosen stakeholder, that can be seen below in table 1.

Stakeholder	Role	Main interest
Ben Bulsink, Parvis Sassanian	Client, external supervisor	End result
Kasia Zalewska	Internal Supervisor	Organisation
Erik Faber	Internal Supervisor	Organisation
University students	End user	Content
Simona Vasiljeva	Producer	Final video production

Table 1 – Table of stakeholders

All the stakeholders mentioned above can be grouped as follows:

- **University** – Kasia Zalewska and Erik Faber. This group is responsible for organisation within the university and support coordination and communication between the client and student. As internal supervisors, they do contribute to the project with constructive feedback, and are responsible for the final evaluation and assessment of the project.
- **Client** – Ben Bultink and Parvis. This stakeholder group is interested in the end result of the project and the research results that come with it. The client is expected to use the video to improve the company through reaching out to the audience. The clients are who decide what message will be given to the target audience.
- **Simona Vasiljeva** – producer of the final film. As the producer of the video, I take feedback from university students and internal supervisors of the project and also closely communicate with the clients in order to understand exactly what the end result is expected to be. I make the final artistic choices in filming, editing and producing the film, based on the information received from other stakeholders.
- **University students** – end user/target audience. This stakeholder group is the ones that have to be satisfied in the end, the film has to appeal to this group in order to build a relationship with the company. The target audience determines the style in which the information is delivered, based on their preferences artistic choices are made.

Next all the stakeholders were transferred to the template stakeholder matrix depending on the level of interaction that has to be considered throughout the project, see figure 14 below.

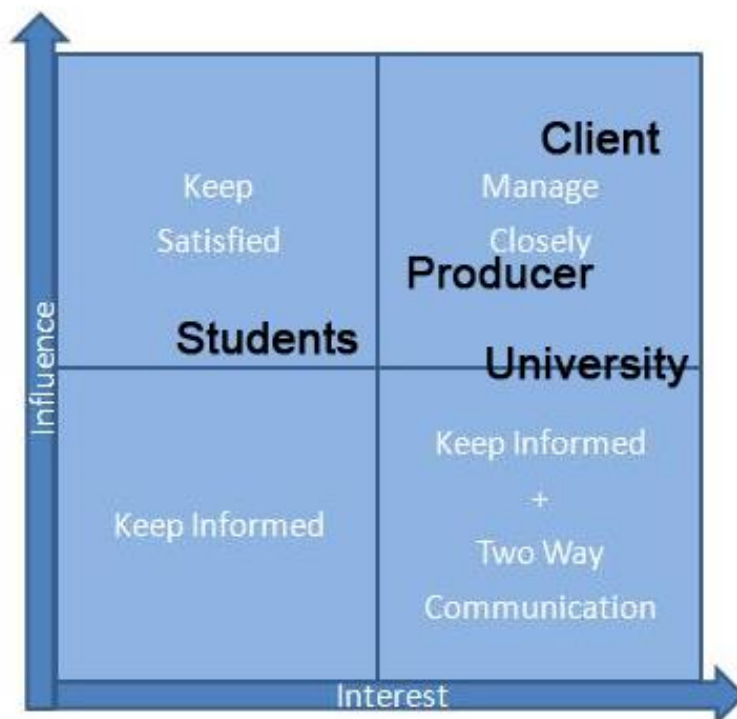


Figure 14 – Stakeholder matrix

4.3 Questionnaire

To get more insights on mental health among university students in University of Twente, a questionnaire was designed and sent out via personal emails and post on Facebook. Additional details such as the questions and the results of the questioner can be found in the appendix - Questionnaire 1 – list of questions and questionnaire 1 – result graphs. 36 answers were collected during the first round. Below are the insights that are the most important and useful for developing the video campaign:

Have you experienced/currently experiencing any type of emotional strain? (anxiety, depression, poor sleep patterns, intense mood swings, etc.)

36 responses

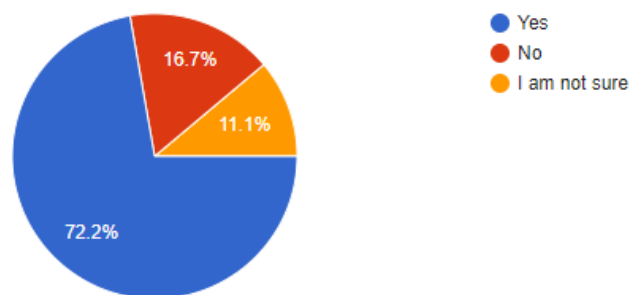


Figure 15

Referring to figure 15 it is important to notice, that the questionnaire supported the previous assumptions based on the literature research. The majority (72.2%) of students have stated that they have experienced some kind of emotional strain, proving that the problem is present. The main symptoms that people have stated are organised for clarity in Table 2 below. The number states the amount of mentions out of the total number of answers (28) The symptoms are organised in a descending order, starting with the one that was mentioned the most and ending with the least mentioned symptom:

Description of symptom	Number of mentions
Poor sleep	10
Anxiety	8
Mood swings	7
Stress	5
Inability to concentrate	4
Lack of motivation	3
Sadness	3
Anger	3
Loneliness	2
Busy mind	2

Table 2 – Mentioned symptoms

In Figure 16 the graph shows the cause of emotional distress among students. This graph shows very valuable insights, describing that the majority (63.9%) of students claimed, that academic pressure is the main cause of their emotional distress in their opinion. For building up the campaign message this could mean including academic pressure as an aspect of student life that the majority will be able to relate to.

What do you think is the cause of this distress?



36 responses

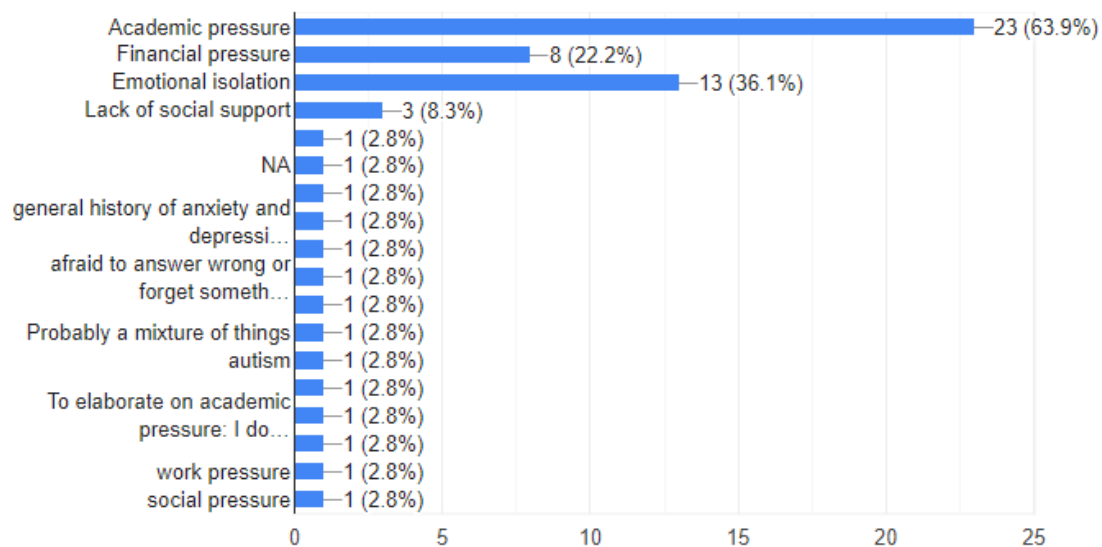


Figure 16 – Causes of Distress

How do you cope with distress?

36 responses

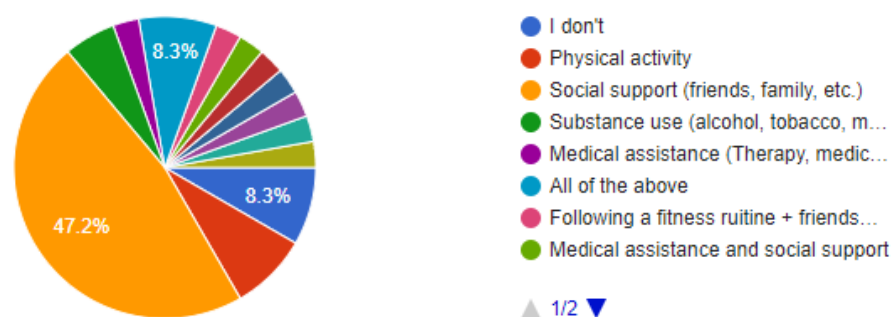


Figure 17 – Coping methods

A large part of the participants (47.2%) have claimed that social support is their main way of coping with mental distress. This information can be a valuable starting point when building up the script and message of the video campaign. These finding could mean that if the message includes the idea of community building and socializing it has bigger potential in being more relatable and motivating.

Would you be interested in using a wearable that can help improve your wellbeing?

36 responses

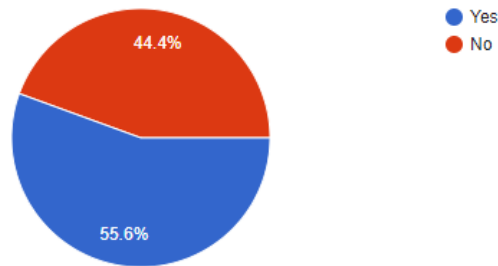


Figure 18 – Interest in using wearables

A large part of the participants (44.4%) stated that they wouldn't be interested in using a wearable that can improve their wellbeing, but there is still a significant interest shown by the other part of the audience (55.6%), that is more than half of the total sample. The results of this question can support the decision of putting the brand and product to the background, while emphasizing a more personal message. Generally speaking, with such a relatively low interest, the script has to be designed very carefully in order to not cause any resistance and negative reactions. These findings also show that a large part of students is open and willing to make changes in their life.

4.4 Feedback session

During the feedback session I have presented four different video concepts to my peers. The feedback group consisted of 4 university students, each coming from a different mental health background and country. This group allowed receiving feedback with diversity not only in ethnicity but also differences in lifestyles. All the participants of the session were introduced to the project, product and the initial message that the video will be used to convey. The sketch used for the feedback session can be found in Figure 19 below. The different concepts are described as follows:

1. Participatory video that includes regular people, specifically university students participating in a guided meditation/ breathing session with a doctor/professional. The experience is recorded so are their first reactions after it. Another parallel storyline suggests comments from one of the clients that is explaining the philosophy behind the product and the potential benefits of this activity. No voiceover, minimalistic design, transparency in story.
2. Storytelling style film with a life of a student that is experiencing emotional distress. Focus on portraying one story with either acting or a voice over. This video could show a possible example of what some students go through and the solution within breathing techniques and the breathing wearable.
3. Storytelling focusing on sound, showing a day in a student life through the sounds of activities such as – typing something on a computer, flipping pages in a book, making coffee, etc. The video does not include any words or explanations, predominantly sound and image and only a short written message in the very end. The video is focused on triggering emotional reactions and does not have any language barriers.
4. A more complex storytelling film that combines multiple storylines. The main storyline is about students discussing how an awareness campaign should be made. The main storyline portrays a casual project work in university life and is capable of depicting different

characters while also showing the underlying problem. The other storylines appear for a short amount of time throughout the discussion of students. For example, an infographic that shows specific data or a expert interview that explains the point of the product. This video can not only include all the necessary information the audience needs to know about the product and company, but also tell a relatable story that also recreates the “behind the scenes”.

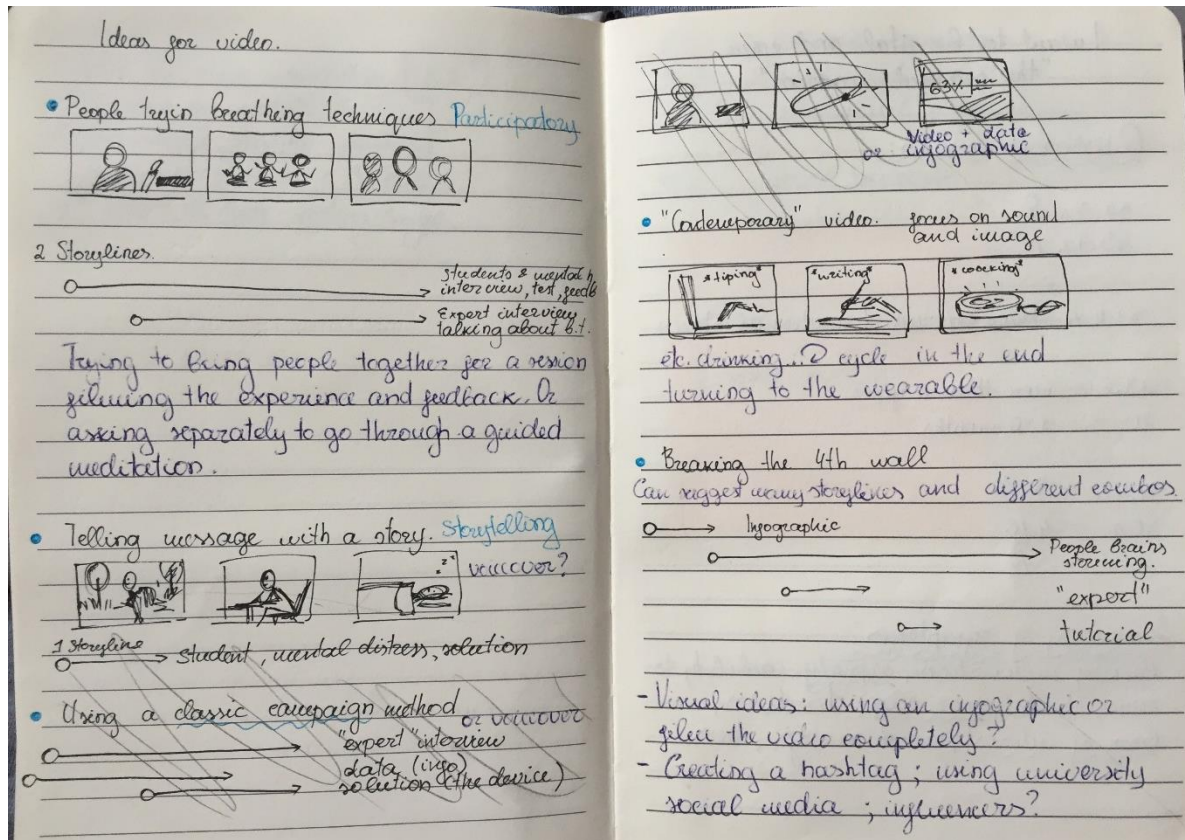


Figure 19 – Sketches of different video concepts used for feedback

Based on the feedback received the concepts were organised in a descending order, starting with the most preferred one, ending with the one that received the least interest: 3, 1, 4, 2. It is important to note, that all the participants of the feedback session did not show interest in the second concept, but did enjoy the idea of the third one. Students mentioned that they prefer video campaigns that include relatable stories and trigger emotional reactions. Important suggestions include:

- “It would be good to represent different problems that students face so more people could relate to the video.”
- “Voiceovers and interviews “break the mood” of awareness campaigns that include real personal experiences, some things should be explained by a narrator.”
- “I would like the video to focus more on the solution rather than the problem. Otherwise it may seem very negative.”
- “Leave more space for the audience to reflect on their actions and make their own decisions. Teaching people something may trigger resistance.”
- “Sound an image on their own is very powerful, including recognisable moments from life and combining them with music or sound effects can be very powerful.”

- “Concept number 4 is unique and can convey a lot of information, but can also seem more of an advertisement rather than a serious awareness campaign.”
- “Concept number 4 has a higher chance of being confusing and the initial message may be lost.”
- “Emotional experiences last longer”
- “It is always more interesting to see real first impressions and reactions rather than any situations played by actors.”
- “It is important to not dive too deep into the problem and portray the situation worse than it actually is and make the video in such a way that even people that don’t have problems with their wellbeing will be interested in it.”

After receiving the feedback and analysing the possible risks and benefits of each video concept the most reasonable option was to use concept number 1 as the base and partially include the style of concept number 3 for more impact.

4.5 Preliminary requirements

Summarizing the data found in the research and ideation phase of the project, the functional and non-functional requirements for the final film were collected in Table 3 and 4 according to the MoSCoW method (refer to section 3.7)

MOSCOW	FUNCTIONAL REQUIREMENTS
MUST	The video must be approximately 2-4 minutes long
MUST	Video of a real life experience, no animation or additional visual material
MUST	The video has to be rendered and presented in a high-quality video format – at least 1080p.
MUST	Explanatory text in the beginning and end of the video to guide the audience throughout the storyline
MUST	There should not be more than 5 shots with explanatory text
MUST	The explanatory text should not be longer than one sentence
SHOULD	The text should not distract viewers from the main video
SHOULD	The fonts used in the film should be readable
SHOULD	Include informal interviews with participants
SHOULD	Include supplementary background music to support the flow of the story
COULD	Use of high-quality audio recording devices

Table 3 – Preliminary functional requirements

MOSCOW	NON-FUNCTIONAL REQUIREMENTS
MUST	The message has to inspire people to take action and make a change in their thoughts or actions
MUST	Show breathing as a possible solution to psychological distress
MUST	Include information that the audience can relate to in order to build a relationship and emotional connection with the video
SHOULD	Show diversity in gender, ethnicity, race, etc.
SHOULD	Portray the existing problem of student mental distress through real personal stories of participants
SHOULD	Trigger positive emotions and thoughts (Smile, calmness, relaxation, laughter)
SHOULD	Have steady shots that show in detail how the experience happened
SHOULD	Use composition rules to create aesthetic shots that appeal to the audience

Table 4 – Preliminary non-functional requirements

5. Specification

5.1 Storyboards

More specific description of the shots that can be viewed in Figure 20 - "Plan A":

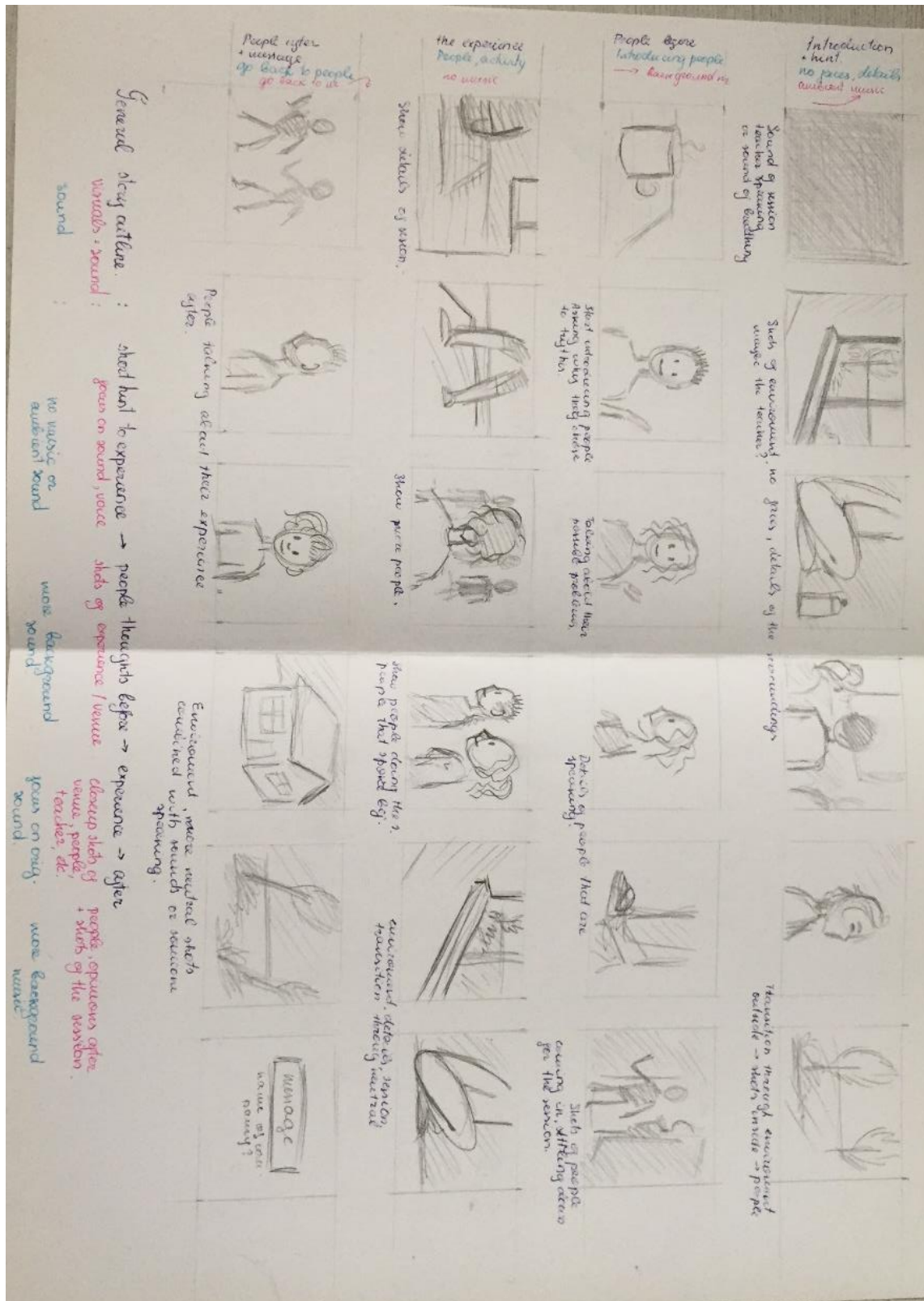


Figure 20 – Final storyboard for "Plan A" video campaign

The **general storyline**: Neutral introduction to the experience -> people before the session -> footage of experience -> people reactions after the session

Video: neutral shots of the environment, showing the session but not showing people's faces -> start introducing people and their stories -> neutral shots that explain the mood of the session -> showing people after the session -> environment

Audio: focus on sound and environment -> add ambient music -> focus on the environment and the mood of the session -> soft background music + people speaking

Since the video will be filmed with minimum intervention of the producer to create an authentic and non-staged experience the final results can not be fully predicted. The environment and the questions that will be asked can be planned and designed to support the film plan. Adjustments to the plan can be made depending on the outcome of the filming process.

"Plan B"

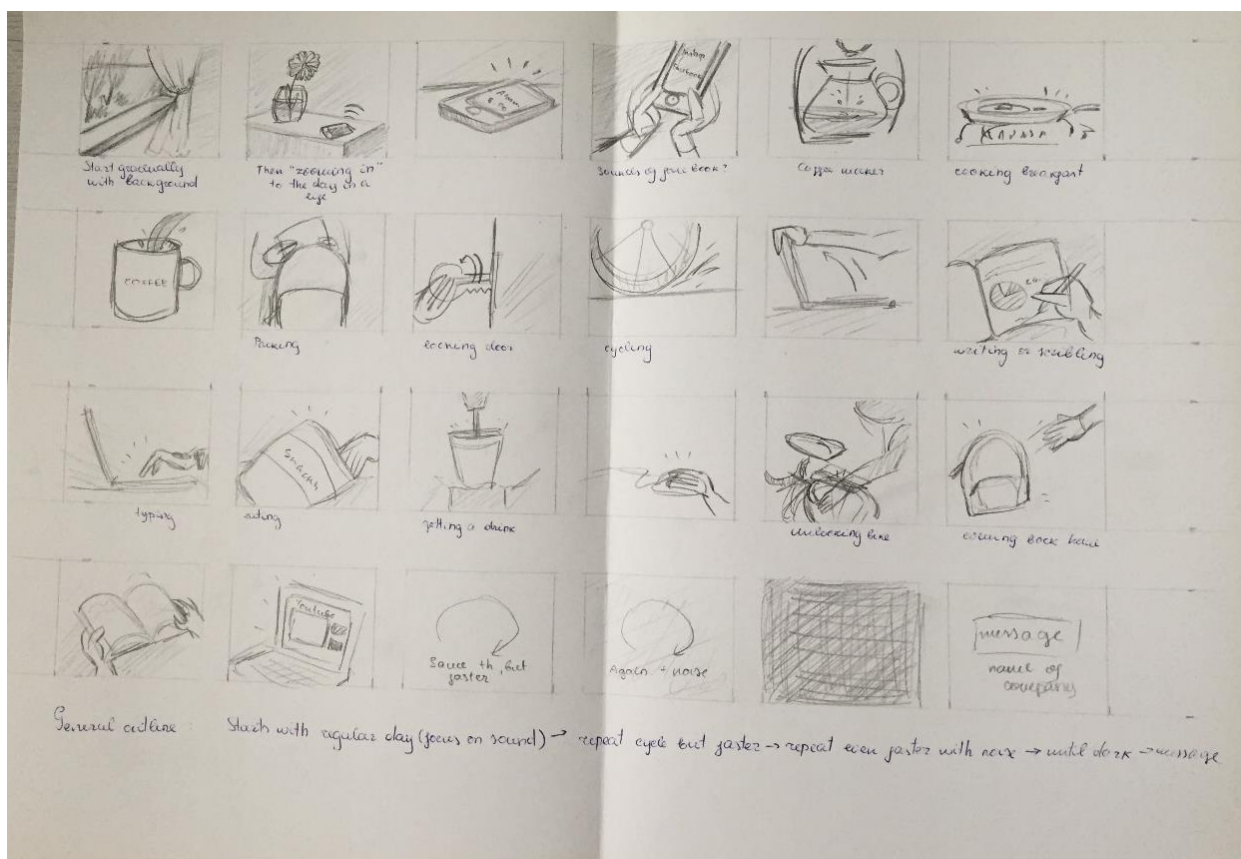


Figure 21 - Final storyboard for "Plan B" video campaign

Figure 21 shows the final storyboard for the second film plan. The second option of the video campaign was chosen based on the feedback received in the peer feedback session. Based on the data this type of campaign was the second most impactful method to reach out to the target audience. This plan will only be executed in case of failure of the first one.

5.2 Final requirements

The following requirements organised in tables 5 and 6 below describe the “Plan A” showed in Figure 20 in section 5.1. The separation in two groups supports the film producer in making decisions on choosing the most appropriate setup, equipment and creative choices on the realisation phase of the project. The requirements are organised in groups according to the MoSCoW method, described in section 3.7 of this report.

MOSCOW	FUNCTIONAL REQUIREMENTS
MUST	High quality video and audio material
MUST	Final film between 2-4 minutes long
MUST	Explanatory text in the beginning and end of the film
MUST	Not more than 5 shots of explanatory text
MUST	Explanatory text is no longer than one sentence
MUST	Use copyright free background music
SHOULD	Smooth shots of the environment and people
SHOULD	No voiceover
SHOULD	Show diversity (gender, ethnic background, level of experience, etc.)
SHOULD	Use own material as main source of audio (Sound of environment, people speaking)
COULD	Have multiple camera's set up at the same time
COULD	Use of subtitles in order to avoid any misunderstanding of what the participants of the video are saying

Table 5 – Functional requirements

MOSCOW	NON-FUNCTIONAL REQUIREMENTS
MUST	Include a message that inspires and motivates people to make change in their thoughts or actions
MUST	Trigger positive emotions (smiling, laughing, realising that there is a solution)
MUST	The storyline must focus on the solution (abdominal breathing is capable of helping one improve their wellbeing, reduce stress and anxiety)
MUST	Video shows personal experiences and emotions
SHOULD	Portray the problem through the use of participant stories and feedback
SHOULD	The video should give the audience the feeling of participating in the breathing session, hearing the sounds of the environment the participants of the session are in.
SHOULD	The film should have smooth transitions from the introduction to the experience and conclusions
SHOULD	Be relatable to the target audience (through personal stories, thoughts and reactions of the participants)
SHOULD	Text should not distract from the rest of the screen and compliment the overall footage
SHOULD	The film should not feel like an attempt to persuade the target audience in the correctness of the presented solution and allow an open discussion
COULD	Inspire people to repost/post the film on their social media to share the idea

Table 6 – Non-functional requirements

6. Realisation

6.1 Tools

In the realisation phase of the project one of the most important steps is choosing the tools for executing the film plan. When creating video content, choosing the right filming equipment is the most crucial step, as it will affect the quality of the audio and visual material and contribute greatly to the final film. Hardware used for this project is also a very important aspect as it contributes to the effectiveness of the editing process. The recommendations of software developers should be followed and so the computer used for editing is capable of supporting the software at full capacity for best results.

6.1.1 Hardware

For filming the session a set of compact **filming equipment** was chosen:

- Camera: Sony α6300 + Lens (16–50 mm)

The chosen camera is light and easy to use, has automatic focus that is very important and helpful when capturing moving objects. Another important aspect of the camera and the lens used with it is that it has built-in image stabilization and provides steady and smooth shots when filming without any external stabilizing equipment.

- Microphone: RODE “VideoMicro”

The microphone can be easily attached to the top of the camera, and captures the sound coming from the front of where it is pointed. This allows to easily pick up any environmental sounds, provides clear sound when recording interviews and removes any possibilities of the cameraman interfering with the audio.

The memory card installed in the camera is also a very important aspect as it has to inscript and safely store all the information in a high quality format and have enough storage to encode 2 hours of footage. The memory card that was used for this filming session has the space of 64GB.

Editing equipment is also a very important aspect of film making as it will be the tool that allows to freely manipulate and render the final video. For this project a laptop from MSI is used. More detailed descriptions of the filming and editing equipment can be found in the appendix.

6.1.2 Software

Software: Premiere Pro CC (v. 2018) by Adobe [52]

Premiere Pro is a video Editing softer by Adobe. This software allows to create compelling content with motion graphics and compositing techniques. The process of editing video and sound is efficient as the software has an easy and user-friendly interface that can be viewed in Figure 22. The software has built-in video and audio enhancing effects that can be adjusted to the editor’s preferences in order to create the desirable results. In this project only Premiere Pro 2018 will be used as it includes the possibility to manipulate both video and audio material.

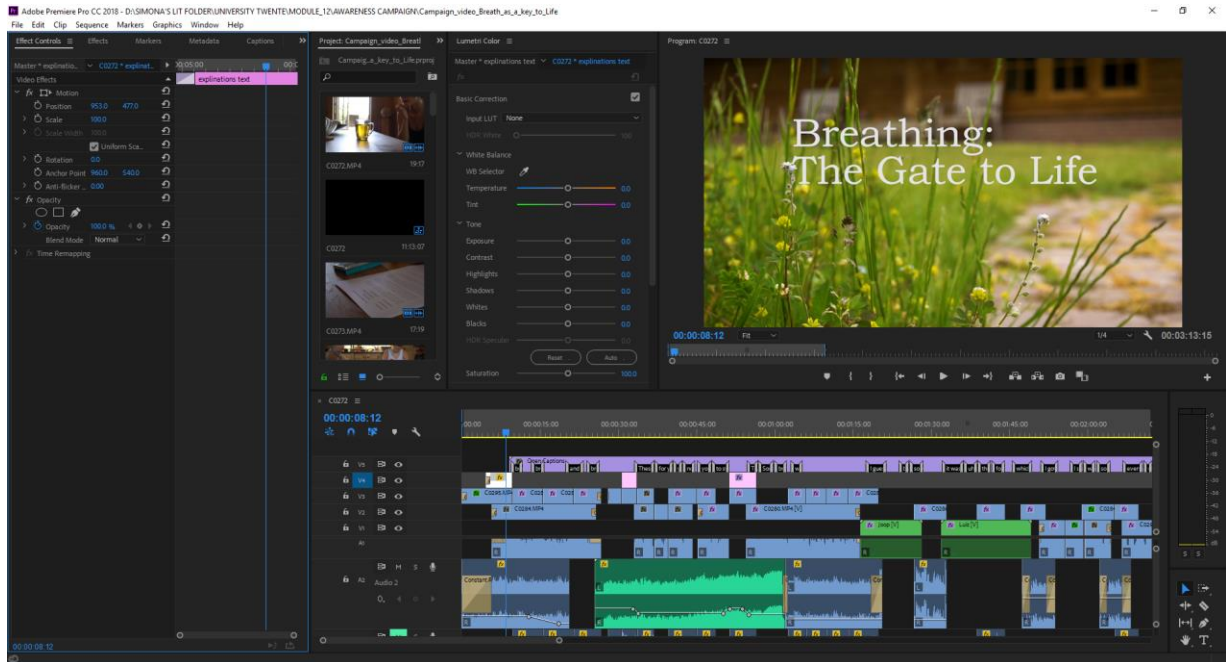


Figure 22 – Screenshot of Premiere Pro CC 2018 user interface

6.2 Filming process

6.2.1 Filming space

One of the most important steps of planning an event that will be filmed is the venue, at it will affect the quality of sound and image, depending on the amount of natural light and acoustics of the room. It is also important for the space to contribute to the feeling that I want to capture and not distract the audience from the other parts of the video. The venue that was chosen for this session is “The Golden Tree” in Enschede, Netherlands. The golden tree is a space used for meditation and tai chi practices. The space was suggested by the client and was reviewed by me before filming. It was chosen because of several important reasons:

- The building is located outside of the city, surrounded by nature, therefore, it can assure that it will be quiet and will contribute greatly to the quality of the audio recordings. The area can be seen in figure 23 below.
- The space is tailored for meditative practices and creates the right atmosphere for the volunteers and the teacher leading the session. See space in figure 24 below.
- The inside space is very simple and minimalistic, therefore will not distract the audience from the people participating in the film.
- There are at least 6 big windows that provide natural light inside the room that reassures the final quality of the footage.



Figure 23 – “The Golden Tree” outdoor space



Figure 24 - “The Golden Tree” indoor space

6.2.2 Volunteers

As described in previous sections of the project, the video is built up on a real-life experience, meaning that there will be no actors or scripts. This type of film requires organisation in booking a venue, leader of a meditation session and finding volunteers. This is done through social media posts, that include all the information about the project. (see flyer and text in appendix). In total 8 people have volunteered to participate in the filming of the awareness campaign. Before the beginning of the session each volunteer received a consent form that included all the necessary information (see full version of the consent form in appendix – Volunteer consent form).

6.2.3 Collecting materials

Continuing the process of organizing the event in order to film a real-life experience, the filming process had important requirements that had to be taken into account. It is important to note, that in this type of film, most of the process is based on improvisation. The key moments that were focused on while collecting material are:

- Not using a tripod for filming in order to create a more natural flow and look
- Filming people from a perspective that would resemble someone participating in the session themselves
- Focus on small details that show the calm atmosphere, such as people faces, slow movements, parts of the environment indoors and outdoors.
- Making sure that there is minimal intervention of the producer in the process. When filming the session I have to move silently, not create too much noise to not distract people from meditating
- Always film more, than the estimated amount. It is always more beneficial to have extra footage, than too little, since with this type of movie there is only one chance to capture it

After the meditation I had to interact with the students and ask simple questions: “how do you feel after the session?”, “have you done this before?”, etc. The questions may have differed depending on the person’s attitude and willingness to share their thoughts and feelings. As mentioned previously, the general guideline of the process was capturing the experience with minimal intervention.

6.3 Editing Workflow

6.3.1 Personal media manipulation

Filming took place in one day, all the footage was collected at once. After all the footage was collected, it was transferred to the laptop that used for editing. The initial step was going through the untouched footage and deleting any shots that are unusable for the final film. A video can be considered unusable in case of corrupted or unclear audio as well as blurry and shaky imagery. After finishing the initial clean-up all the footage is transferred into the editing software for further editing, grouping and re-organisation. After finishing the outline of the video, including audio and visual materials, text and subtitles were added in order to guide the audience through the story and avoid any possible misunderstanding of participants. Alongside with text it was necessary to enhance the footage by performing colour-correction and making sure that the audio levels of all parts are equal and flow naturally. For this film I chose to manipulate the footage very slightly and give it a natural look by adding more contrast and saturation alongside with keeping the audio very focused around silence and sounds of nature. Both of those artistic choices contribute to the overall vibe of the video, making it easy for the audience to imagine being here and experiencing it with other students.

Throughout the process of creating the final video 3 test videos were made at a certain stages of the process in order to get feedback, make adjustments and troubleshoot the imagery and soundtrack.

One of the first draft videos was shown to the client and internal supervisors, that gave feedback. After the first feedback session the following adjustments were made: some of the quotes of participants were removed and a part of the ending was replaced by a quote chosen by the client to create the right message.

6.3.2 Use of media found online

The main part of the video was constructed out of the video and audio acquired during the session. Some parts of the video required additional background music for creating the right mood and completeness to the film. The project is limited in time and resources, therefore original music cannot be produced. One of the most common ways of avoiding any problems with copyrights, YouTube offers a free to use copyright free music libraries, such as “HearWeGo” YouTube channel [46]. In order to avoid confrontation with any music producers and to simplify the process of using the video later on by my client and scholars, music from those libraries is used. These libraries provide copyright free music that can be used in any video as long as the artists are mentioned. Music used: AK - We're Older Now [50] ; Resonance – Myself [51].

6.3.3 Additional iterations

Before finalizing the film, the video was shown to at least 1 person that has not seen it before in order to troubleshoot any errors in text, sound or footage. When editing footage and seeing the same film multiple times, it becomes hard to notice small mistakes, therefore a critical observer is necessary. It is most efficient if the chosen critical observer is not related to the film maker or is able to provide objective and constructive criticism.

For this task I have chosen to ask my peers to review the intermediate versions of the film in the university. After those short feedback sessions, adjustments to the text and subtitles were made as students have found typos.

6.3.4 Important notice

Section 5.1 mentioned that there were 2 storyboards developed and named “plan A” and “plan B”. It was intended to have two storyboards in order to execute the first plan and have the other one in case throughout the process the first film plan cannot be finished. During the realisation phase the initial “Plan A” was executed smoothly, therefore there was no necessity to take on “plan B”.

7. Evaluation

7.1 Method

For the final evaluation of the film several tools will be combined. The MoSCow method was described in section 3.7 of this paper and further it was elaborated to provide more specific guidelines for the realisation phase in section 5.7. This method of describing functional and non-functional requirements not only provides a clear guideline for the realisation phase, but can serve as an evaluation outline. In order to get quantitative and qualitative feedback from the chosen target audience a user test that included viewing of the film followed up by a questionnaire. The data was collected with Google Forms; questions can be seen in Appendix - Questionnaire 2 – questions. Questions that were in this questionnaire were based on some of the user-related non-functional requirements initially specified in section 5.7 of this report. The user test took place on campus of the university of Twente. Each student that participated in the user test was given a consent form (can be found in appendix - User Testing Informed Consent Form). Each test consisted of one student watching the film and filling the questioner afterwards. No interference took place to avoid any possible bias. In total, 20 user tests were collected. The informal part of the evaluation took place with a feedback session with the client, where he watched the video and gave feedback.

7.2 Results

7.2.1 MOSCOW method and Questionnaire

The tables below were taken from section 5.7 of this report and have a new column included that will serve to evaluate each requirement based on the final film. The evaluation will be described and also color-coded as follows: green means that the requirement was executed fully, yellow meaning that it could be improved and red meaning that the requirement was not met. The functional requirements that are collected in table 7 below can be evaluated based on the final video itself as it mainly is based on quantitative data.

Colour code for evaluation tables:

GREEN – Requirement executed fully

YELLOW – Requires improvement

RED – Requirement not met

MOSCOW	FUNCTIONAL REQUIREMENTS	END RESULT
MUST	High quality video and audio material	Included. Video rendered in 1080p with high quality audio
MUST	Final film between 2-4 minutes long	Final video is 3 minutes 12 seconds long
MUST	Explanatory text in the beginning and end of the film	Included
MUST	Not more than 5 shots of explanatory text	4 shots with text
MUST	Explanatory text is no longer than one sentence	Included
MUST	Use copyright free background music	Included
SHOULD	Smooth shots of the environment and people	Included
SHOULD	No voiceover	Included
SHOULD	Show diversity (gender, ethnic background, level of experience, etc.)	The final video shows 4 women and 4 men, at least 5 different nationalities. The video includes both people that have experienced meditation and those who have not considered it before.
SHOULD	Use own material as main source of audio (Sound of environment, people speaking)	Included
COULD	Have multiple camera's set up at the same time	Not included
COULD	Use of subtitles in order to avoid any misunderstanding of what the participants of the video are saying	Included

Table 7 – Functional requirement assessment

Based on the functional requirement evaluation, it can be concluded that the majority of the requirements were accomplished. The Requirement that describes the necessity of showing diversity in the participants of the video could be potentially improved by finding more people that could represent continents such as Africa and Asia. In general, I think that that requirement was generally well executed. The video could have been done with multiple cameras for more angles, but that could not be executed because of lack of resources. One other reason to not have more than one cameraman in the filming of such video is that it can possibly disrupt the mediation atmosphere and distract the participants from the session.

The non-functional requirements that are presented in table 8 had to be evaluated mainly based on the results of user testing, as the target audience had to give feedback on the film. The evaluation of non-functional requirements is a combination of user testing results and client and supervisor feedback. The results in this section are also colour coded. More detailed results of the user test questionnaire can be found in Appendix - Questionnaire 2 – results.

MOSCOW	NON-FUNCTIONAL REQUIREMENTS	END RESULT
MUST	Include a message that inspires and motivates people to make change in their thoughts or actions	45% of students that participated in the user testing said, that the video inspired them to make changes in their thoughts/actions. 20% of students mentioned that it did effect their thoughts and 35% said that it didn't inspire them in any way. As students were watching the film, at least 60% of them had smiled during the viewing and laughed at certain quotes of the participants. Included
MUST	Trigger positive emotions (smiling, laughing, realising that there is a solution)	
MUST	The storyline must focus on the solution (abdominal breathing is capable of helping one improve their wellbeing, reduce stress and anxiety)	
MUST	Video shows personal experiences and emotions	
SHOULD	Portray the problem through the use of participant stories and feedback	
SHOULD	The video should give the audience the feeling of participating in the breathing session, hearing the sounds of the environment the participants of the session are in.	The majority of user test participants as well as critical observers have mentioned that the film made them relax. The feedback also showed that the audience enjoyed the shots of the environment, especially footage of nature outdoors. Included
SHOULD	The film should have smooth transitions from the introduction to the experience and conclusions	
SHOULD	Be relatable to the target audience (through personal stories, thoughts and reactions of the participants)	
SHOULD	Text should not distract from the rest of the screen and complement the overall footage	Some of the improvement suggestions mentioned minor problems in the text within the video such as: typos in the subtitles and a random font change towards the end of the video. Therefore, the audience noticed it and claimed to be slightly distracted. This could have been voided through extra troubleshooting before the final render of the video.
SHOULD	The film should not feel like an attempt to persuade the target audience in the correctness of the presented solution and allow an open discussion	None of the user test participants claimed to give the film a "thumbs down" neither was it mentioned that the film was too persuasive
COULD	Inspire people to repost/post the film on their social media to share the idea	25% of the students said that they would repost the film on their social media, 35% said no and 40% didn't know whether they would do it or not.

Table 8 –Non-functional requirement assessment

As a conclusion, non-functional requirements for a film are more easily controlled and managed during the production process, whilst the non-functional requirements cannot always be fully predicted as they are mainly based on emotion and user experiences.

7.2.2 User testing

For a better overview in the evaluation phase the user test questionnaire included questions that both provided quantitative and qualitative data. One of the most general and representative part of the questionnaire can be considered the score on a scale of 1 to 10 that students had to give to the video and the ratio of potential “thumbs up”, “thumbs down” and possibilities of people ignoring the content. The overall score of the video based on user testing is 8,65/10, that is a very high grade and can conclude that the video was generally very attractive to the target audience. Following up the score with the question: “If you would see this video online what would be your reaction?” – 65% of students answered “Give it thumbs up” and 35% answered “Nothing, I wouldn’t react”. In this question no one chose the “thumbs down” answer, that can mean, that the video did not trigger negative emotions, therefore the video is a success with such a high ratio of “thumbs up” compared to “thumbs down”. The non-functional requirements of the video have to be evaluated in a more complex way as they mostly depend on emotion and reactions.

It is important to note, that analysing answers from open questions showed a variety of different reactions and opinions. When the participants were asked what could be improved in the film, one answer was: “It’s a little long. if it would be a little shorter I would think about it more”, when on the other hand, the next participant said: “Make it longer and deepen the topic, since it is very interesting”. These results showed diversity in personal reactions as well as proved that this type of projects are evaluated by the target audience very subjectively.

After receiving feedback from the client and supervisors, it can be concluded that with the time frame of the project and available resources the video was considered a success and the client was pleased with the end result. The video will not be used by the client in the nearest future but does provide valuable insights about the market and the possibilities of communicating with the chosen target audience.

7.3 Evaluation discussion

Depending on the person’s experiences with the shown method of improving wellbeing, they may have a prejudice that makes them more or less interested in the video. It can be concluded, that the majority of viewers were interested and inspired by the content of the video, even though not the same amount of people would choose to repost it on their social media. The decision of posting something on social media can be affected by the person’s current mood, friend group online, the type of social media that is used, etc. Therefore, the amount of reposts should not be the main criteria for evaluating the successfulness of an awareness campaign.

- Some data could be biased as the feedback partially was taken from people that are in some way personally connected to the producer of the video.
- Specific results in the evaluation that can be considered as something that could be improved have a complex combination of factors that may have affected the answers of user test participants.

8. Conclusion

8.1 Key findings

To summarize the evaluation phase, based on the user testing and feedback from the client, the final film can be considered a success as it fulfils all the most important requirements and has received an overall score of 8,65 based on its attractiveness. Overall attractiveness was used as a criterion for receiving the overall score that could be described with a decimal. It allowed to see the general reaction of the audience, but does not provide insights on the film content. Based on the open questions of the user testing it can be seen, that the video successfully introduced breathing practices as a possible solution for dealing with emotional distress and has inspired the majority of the audience to make a change, whether it is taking action or even thinking about this aspect of everyday life. The project overall, including the report has also provided valuable insights on the target audience and market for the client and can serve as a starting point for future projects.

In the first phase of the project the research question was formed: *“How should an awareness campaign be designed in order to introduce breathing practices as a possible solution for mental health treatment for university students?”* In order to answer this question extensive research on the millennial generation, wellness market, student mental health was done, based on scientific papers as well as personal interviews and questionnaires. The research also included valuable marketing strategies and concepts, such as principles of persuasion and state of art successful video campaigns that have allowed to create an outline of the ideation phase. The video production including both the ideation and realisation phase was supported by several feedback sessions and iterations, that provided valuable practical insights on the audience reactions and overall preferences. Throughout all the subsequent phases of the project a rather clear answer to the question formed and can be shortly concluded as follows:

- Most importantly, **students prefer receiving information from peers** as that helps them relate to the problems and thoughts of the person, sharing their experience. This important finding was supported by the overall positive reactions in the user test, which showed that the most memorable part of the film usually included a quote by one of the participants. Important to note, that none of the participants mentioned quotes that was said by the teacher that guided the session. Delivering information through peers is a safe way of reducing any possible resistance of the audience towards the message.
- **Showing diversity** is crucial, it ensures that every viewer of the film is able to form a relationship with it. In this film diversity was shown in several different aspects: gender, level of experience, nationality and attitude towards breathing exercises. Not only did 95% of users admit, that they could relate to a part of a video, in addition the users described that they could relate specifically to one of the participant quotes in the film.
- **Leaving an open discussion** is a way of not putting too much pressure on the audience when sending a message across. When designing a message for students, it is important to not take a “preacher” stand, as that can unconsciously cause resistance. This important aspect of the film was formed during feedback sessions with representatives of the target audience. In the case of this film, the message was built up from quotes of participants of the breathing session and was organised in a specific way to guide the audience through a story. But in the end there should not be a clear judgement so the viewer can make their own decisions and conclusions.

- **Make it personal.** Scripted and acted campaigns have become a cliché and no longer attract as much attention of the online audience, specifically millennials. People, no matter their social status or age will more likely be drawn in by other people telling about their thoughts and feelings.
- **Create impact through emotions.** During the ideation and specification phases of the project, it was concluded, that students were more interested in film concepts that were designed to trigger emotions, whether they were negative or positive. The video concepts that were mainly based on delivering information were the least favourite, as information is easily forgotten, but emotions have the potential of lasting even after the film is over. In this project the two final film planes were heavily based on emotional impact, but in the end the path of positive emotions and relaxation was chosen.
- **Paying attention to the quality** of the footage and audio recordings is a large part of any film process that provides security for the message to be received and interpreted the expected way. Paying attention to small details during post-processing of the footage and also reassuring high quality filming equipment will contribute greatly to the overall score of the campaign.

All of the factors mentioned above play an important role in creating an awareness campaign that will be accepted by the majority of a student audience. Each aspect can be used separately or in combination with other in order to create a unique film. Research and evaluation phases have proven for these guidelines to be effective in designing an attractive awareness campaign. Designing an awareness campaign is a process that has to be heavily focused on constant feedback and iterations, as the target audience will directly contribute to the success of the project.

8.2 Future Work

The first suggestion that can be made based on the workflow of this graduation project is starting the realisation phase earlier in order to potentially increase the scale of the final film and also leave more extra time for troubleshooting and potential changes. One of the other factors that could improve the final film could include project planning in such a way, that two scholars are able to work on filming and producing the video. In this case there is a potential in creating more complex films as there can be more than one person working on filming, recording and organisation.

As a suggestion for improving the feedback and iteration process throughout designing film concepts and also improving the final versions of the campaign, a critical observer group could be formed out of people that represent the target audience. Such a group could highly benefit the process of tailoring a campaign towards a specific user group and speed up the iteration process.

Throughout the process of developing the concept video and message, it was concluded that the most valuable parts of ideation were communication with the client. Even though the final artistic choices are made by the producer based on a combination of different sources, the most important guidance can come from the client and it is crucial to prepare questions and possible interview guidelines beforehand.

Data collection and feedback can be affected by the region where it takes place. In the scope of this project most of the feedback was received within the university of Twente in Enschede. For further projects it could be beneficial to find ways of contacting other institutions from different regions of the Netherlands or even different countries to potentially have more findings and more diverse audience within the chosen target group.

The research phase of the project has contributed greatly to the further ideation and brainstorming. Throughout the workflow of designing the message and the right approach of delivering it to the target audience, it became clear, that more research should be done on the motivations and problems of the target audience. In the scope of this project, more time could be spent on designing questionnaires that give valuable insights about the preferences and life decisions of university students. It would also be beneficiary to have interviews with students as that would give the designer more information about the reasoning behind decisions that are made by students daily. To conclude, the research phase of this project was heavily focused on the general overview of student mental health, the wellness market and existing campaigns, future campaign development can be improved by focusing more on analysing the target audience, preferably through personalized interviews and questionnaires.

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Appendix

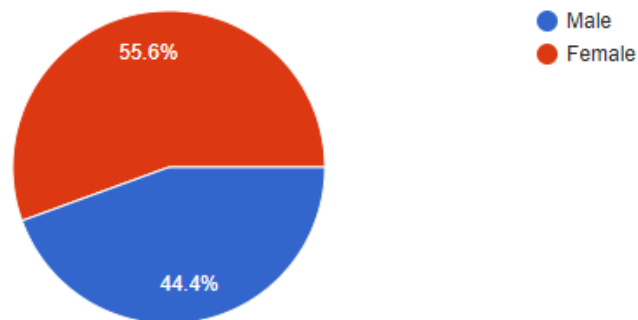
Questionnaire 1 – list of questions

1. Age
2. Gender
3. Have you experienced/currently experiencing any type of emotional strain? (anxiety, depression, poor sleep patterns, intense mood swings, etc.)
4. For how long have you experienced this?
5. How intense is this problem for you?
6. What are the symptoms that you have noticed?
7. What do you think is the cause of this distress?
8. Have you considered consulting a medical professional?
9. Have you been diagnosed with a mental disorder by a medical professional?
10. Are you taking any medication for your mental health?
11. How do you cope with distress?
12. What kind of drugs do you use?
13. How often do you use drugs to cope with distress?
14. Have you ever reached out for mental health assistance within your university?
15. Was it helpful?
16. Why?
17. What kind of assistance provided by the university would you find helpful?
18. Have you reached out for help outside the university?
19. Are you currently using any mental/physical health "assistants" or trackers? (It can be a wearable or an application)
20. Are you currently using any mental/physical health "assistants" or trackers? (It can be a wearable or an application)
21. Would you be interested in using a wearable that can help improve your wellbeing?
22. Is this technology successful in helping you?
23. What application/wearable are you using?

Questionnaire 1 – result graphs

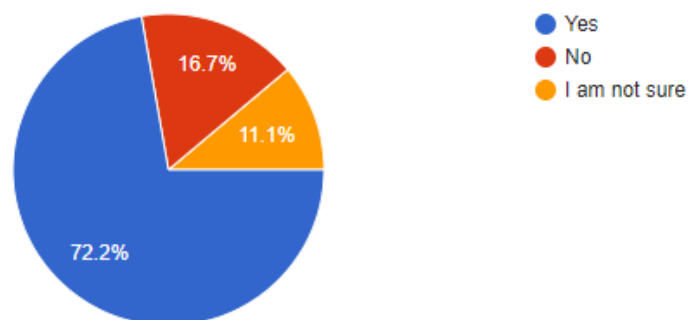
Gender

36 responses



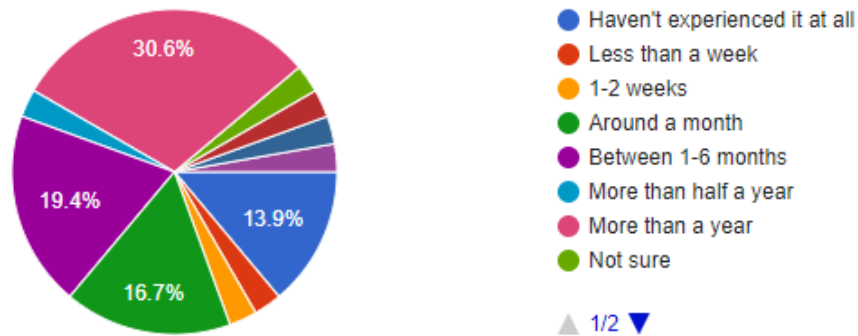
Have you experienced/currently experiencing any type of emotional strain? (anxiety, depression, poor sleep patterns, intense mood swings, etc.)

36 responses



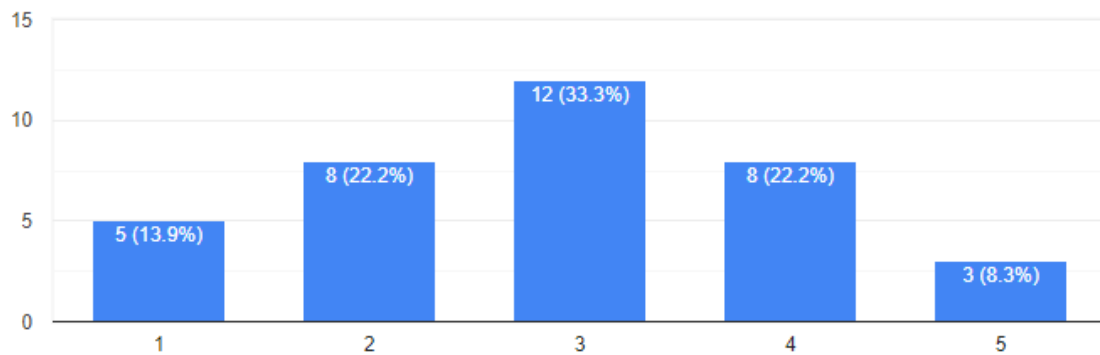
For how long have you experienced this?

36 responses



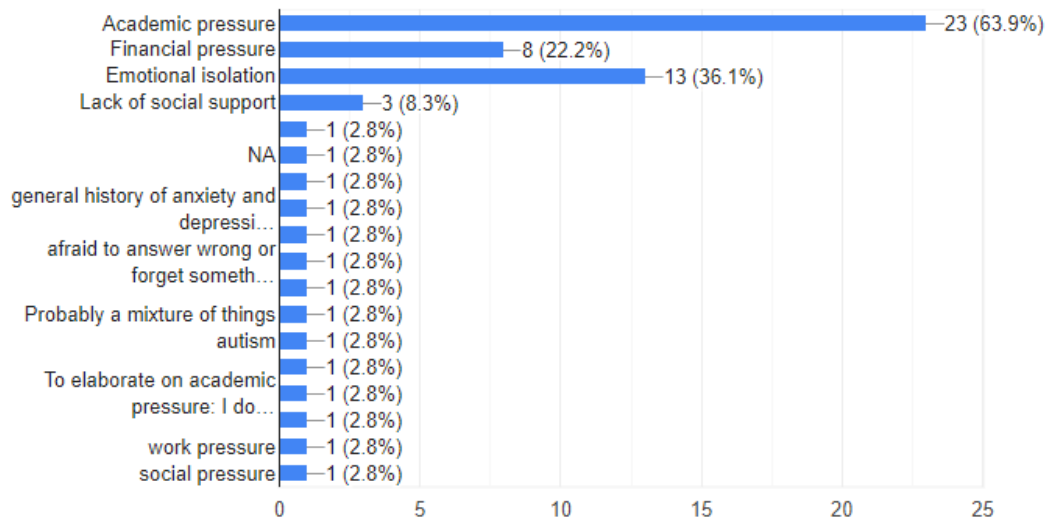
How intense is this problem for you?

36 responses



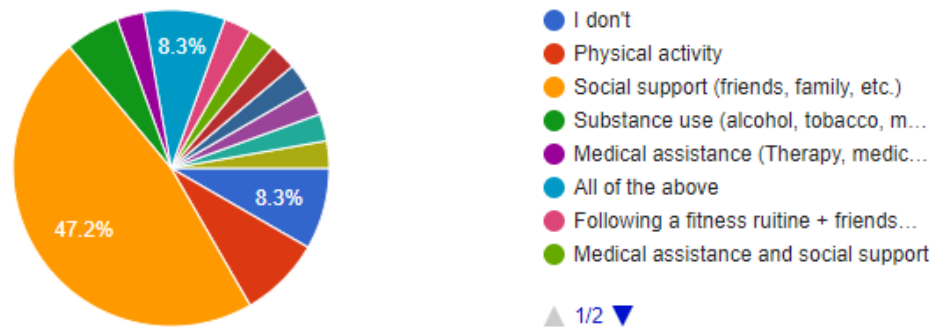
What do you think is the cause of this distress?

36 responses



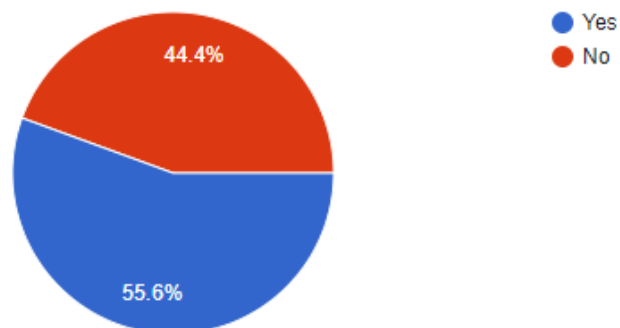
How do you cope with distress?

36 responses



Would you be interested in using a wearable that can help improve your wellbeing?

36 responses



Filming equipment technical specifications

Camera: Sony α6300 [41]

Lens compatibility	Sony E-mount lenses
Sensor type	APS-C
Sensor	APS-C type (23.5 x 15.6 mm) Exmor® CMOS sensor
Number of pixels (effective)	Approx. 24.2 megapixels
ISO sensitivity	Still images: ISO 100-25600 (expandable to 51200), AUTO (ISO 100-6400, selectable lower limit and upper limit), Movies: ISO 100-25600 equivalent, AUTO (ISO 100-6400 equivalent, selectable lower limit and upper limit)

Memory card: 64GB SF-64P SDXC UHS-I Memory Card - SD Card for Professional [42]

Supported formats	HD using AVCHD, HD using MPEG HD 422, 4K and HD recordings using XAVC-S format, as well as 4K and HD XAVC Long format.
Transfer speed	Up to 95MB/s (Read)*3 and 90MB/s (Write)*3 using the UHS-I SD interface.

Lens: PZ 16–50 mm F3.5–5.6 OSS [43]

Minimum focus distance	0.25-0.3 m
Mount	E-mount
Maximum magnification ratio (x)	0.215x
Filter diameter	40.5mm
Important features	<ul style="list-style-type: none"> Built in Optical SteadyShot image stabilization Exceptionally smooth powered zoom

Microphone: RODE VideoMicro [44]

Acoustic Principle	Pressure Gradient
Active Electronics	JFET impedance converter
Capsule	0.50 "
Address Type	End
Polar pattern	Cardioid
Frequency range	100Hz-20kHz

Editing equipment

Laptop: MSI GL 62 6QF

Processor	Intel® Core™ i7-6700HQ CPU @ 2.60Ghz
Graphics card	NVIDIA GTX960M
Installed RAM	8.00 GB
System type	64-bit operating system, x64-based processor
Drivers	<ul style="list-style-type: none">• Local disk - 254 GB• Additional drive - 931 GB
Windows Edition	Windows 10 Home

Hardware minimum specifications for Windows (recommended by Adobe) [45]

Processor	Intel® 6thGen or newer CPU – or AMD equivalent
Operating system	Microsoft Windows 10 (64-bit) version 1703 or later
RAM	8 GB of RAM
GPU	2 GB of GPU VRAM
Hard disk space	<ul style="list-style-type: none">• 8 GB of available hard-disk space for installation; additional free space required during installation (will not install on removable flash storage)• Additional high-speed drive for media



Hey everyone!

This is for people who are studying and living in Enschede, Netherlands

I am currently working on my graduation project - "Breath as a key to life - developing a campaign for university students" And now is the time when I will start producing the video and I need YOUR participation!

MONDAY 3rd of June - AT 10:00

I am organizing a free event, where you can experience the power of breathing through a Tai chi/Qigong session with an experienced teacher at "The Golden Tree" in Enschede.

Breathing techniques proved to help with stress, anxiety and a busy mind.

So if you are willing to try this to improve your wellbeing, if you like to try new things, even if you're skeptical or simply have nothing better to do on a Monday morning, feel free to join! Anyone who is interested and is willing to participate can DM me for more details.

!!!!!! IMPORTANT INFO

- you should be a university student to participate
- there is a limited amount of spots! Only 10 !!!
- the event will be filmed and the footage will be used for creating a video campaign.
- I will have to ask you a few simple questions before and after the event (and that will also be filmed)

Volunteer consent form
Use of photo and video materials

Film producer: Simona Vasiljeva

Participant name: _____

Participant number: _____

This is a graduation project intended to create an awareness campaign for university students. Our goal is to make the final video appealing to the target audience by basing it on a non-staged experience.

In this session you will be participating in a short Tai Chi/Qigong session with a professional teacher. The teacher of the session can help you if you are stuck or have questions. The producer (Simona Vasiljeva) will not be participating or in any way interrupting in the session and will be in the same room, filming the participants.

All information collected in the session belongs to the producer and the University of Twente and will be used for internal purposes. We will videotape the session. We may publish the finished film online and in our reports, but all such reports will be confidential and will not include your name.

This is a common way of creating awareness campaigns. We are not testing you. You may take breaks as needed and stop your participation in the study at any time.

Statement of Informed Consent

I have read the description of the study and of my rights as a participant. I voluntarily agree to participate in the project.

Signature: _____

Date: 03.06.2019

User Testing Informed Consent Form

Study administrator: Simona Vasiljeva

Participant name: _____

This is a graduation project about creating an awareness campaign for university students. My goal was to make the final video appealing to the chosen target audience. Your participation will help me assess whether this goal was achieved.

In this session you will be watching a video. You will be asked to watch the film that will take no longer than 3 minutes and then fill in a short questionnaire. The study administrator will sit in the same room and help you if you are stuck or have questions.

All information collected in the session belongs to the University of Twente and will be used for internal purposes. This session will not be videotaped and/or audiotaped. The results of this evaluation session will be published in a bachelor thesis, but all the results will be made anonymous and will not include your name. The data will be collected with Google Forms in a survey database and later archived in an excel sheet. The deposited data will be anonymised as you are not required to provide any personal details in the questionnaire. The data will not be used for commercial purposes.

This is an assessment of my work. I am not testing you. I want to find out what aspects were successful and what can be improved. You may take breaks as needed and stop your participation in the study at any time.

Statement of Informed Consent

I have read the description of the study and of my rights as a participant. I voluntarily agree to participate in the study.

I hereby declare that I have been informed in a manner which is clear to me about the nature and method of the research as described by the interviewee. My questions have been answered to my satisfaction. I agree of my own free will to participate in this research. I reserve the right to withdraw this consent without the need to give any reason and I am aware that I may withdraw from the experiment at any time. If my research results are to be used in scientific publications or made public in any other manner, then they will be made completely anonymous. My personal data will not be disclosed to third parties without my express permission. If I request further information about the research, now or in the future, I may contact Simona Vasiljeva. I give permission for the questionnaire answers that I provide to be archived by so it can be used for future research and learning.

Signature: _____

Date: _____

Questionnaire 2 – questions

User test - Video feedback

* Required

If you would see this video online what would be your reaction? *

- ☐ Give it thumbs up
- ☐ Nothing, I wouldn't react
- ☐ Give it a thumbs down

What is the general vibe of the video? *

- ☐ Positive
- ☐ Neutral
- ☐ Negative

On a scale of 1 to 10, how would you rate the video in terms of its attractiveness to you? *

1 2 3 4 5 6 7 8 9 10

not attractive at all ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ highly attractive

Did this video inspire you to make any changes in your thoughts or actions? *

- ☐ Yes
- ☐ No
- ☐ Other: _____

What was the most memorable part of the video for you?

Your answer _____

Can you relate to any parts of the video? (Recognize your own feelings or situation, etc.) *

- ☐ Yes
- ☐ No

Optional question

Which part of the video was relatable? *

Your answer

Would you post/repost this video on any of your social media? *

- ☐ Yes
- ☐ No
- ☐ I don't know

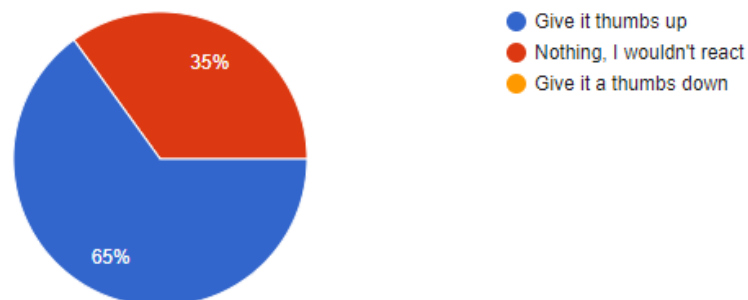
What would you suggest to improve?

Your answer

Questionnaire 2 – results

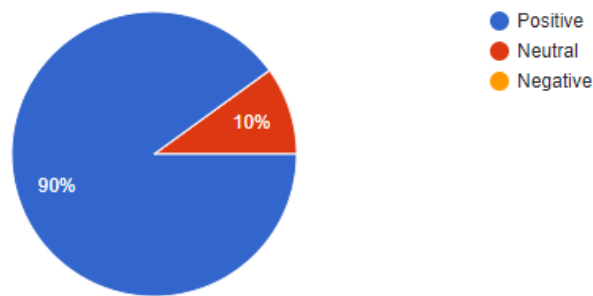
If you would see this video online what would be your reaction?

20 responses



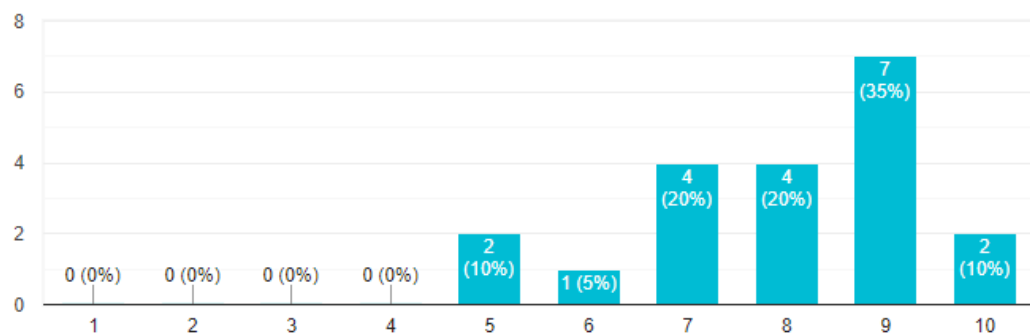
What is the general vibe of the video?

20 responses



On a scale of 1 to 10, how would you rate the video in terms of its attractiveness to you?

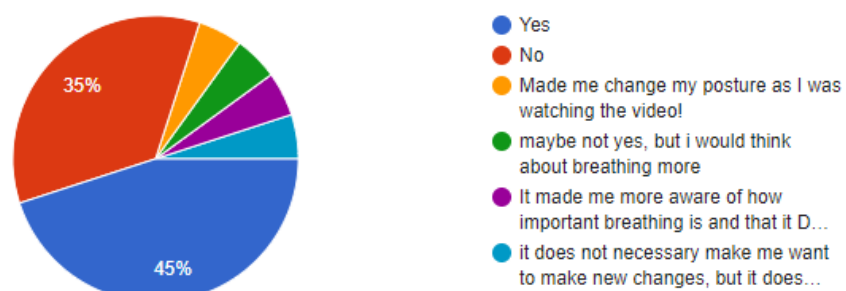
20 responses



Did this video inspire you to make any changes in your thoughts or actions?



20 responses



- It made me more aware of how important breathing is and that it DOES help relaxing, but I might not think about it anymore after a few hours.

- it does not necessary make me want to make new changes, but it does make me want to remind myself more often to the changes in those thoughts/actions to make myself more aware of my breathing and calm down exercises.

What was the most memorable part of the video for you?

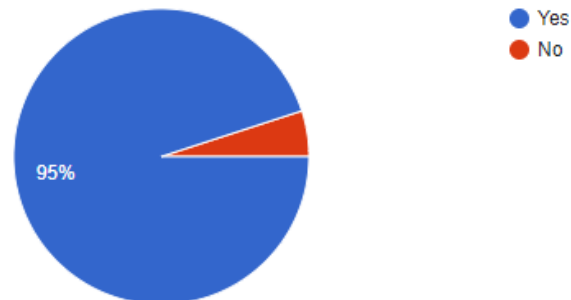
20 responses

The nature shots
Seeing people in my situation (fellow students) take an active approach to reduce stress, and focus on breathing and relaxation. The video was very inspiring, and relaxing, in general, but I think the most memorable part for me was seeing how people were practicing the breathing exercise and looking so relaxed.
Not one particular scene, but the idea in general. I never thought about 'breathing' when I was stressed or wanted to relax.
The personal experiences shared by others. So the realization that problems such as stress are common and that these activities helped them relieve their stress.
The feedback the students gave on the session
the positive vibe from relaxation
How the session looks. never seen a breathing group
The beginning and some of the explanations by the students
the reactions of the participants, the general mood of the video, very calm
breathing exercise
"When you feel nice, the whole world feels nice."
The part where someone said that either all worries are in the future or about the past.
The way the technique is presented.
people sharing how they felt
The one girl that mentioned that sometimes you really need to just consciously just stop for a moment and breathe in and relax. It really made me think how I haven't done that in a long time.
Being reminded of the importance of breathing exercises
The interviews after the session - people talking about their experience of that session. The little jokes, it was just really sympathetic.
Nature shots, Thought of the guy who said that he doesn't know whether its chi or just eyes closed.
The quiet sections in the video that act like breathing breaks
When you heard the participants talk about their experiences from the session, towards the end of the video.

Can you relate to any parts of the video? (Recognize your own feelings or situation, etc.)



20 responses



Which part of the video was relatable?

19 responses

Anxiety causing reduction in productivity
I think all of it was very relatable!
The stress and anxiety were relatable.
The fact that you shouldn't worry about problems in the past or the future
The focus on your mental well being
All the things about stress
The part, which is about resetting and just giving it a try
when participants talked about how the breathing exercises could help them zone out, and live in the moment, and forget about the outside world, and feel good with your own self.
stress part
When you are just focusing on your breathing, I also feel relaxed and I feel like sometimes it helps me to just take a moment and relax.
That I also think that mindfulness is important and that sometimes I also try to relax by focusing on breathing.

When the students talked about how the breathing exercises helped with their anxiety.

where the girl said that even a breath or two can be of help

One guy who mentioned that closing your eyes for 10 minutes extra is a huge bonus, because.. yea, who gets any sleep?

Being extremely stressed

I related to the "not understanding what makes you relaxed but being relaxed" whether it comes from chi or if it is just something physical, I don't know but it helps.

That you don't know how but it works...

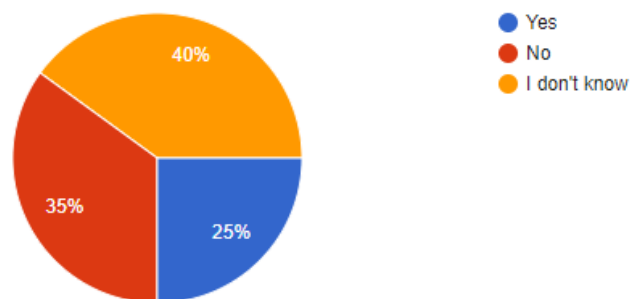
The moments that states the benefits of just stopping and taking even a single breath

Some of the parts of the things the participants said in the end, having breathing exercises as something to reduce stress/anxiety.

Would you post/repost this video on any of your social media?



20 responses



What would you suggest to improve?

15 responses

Some errors in subtitles

There were minor things that distracted a little bit, like how the audio was cut when people were talking (it felt a bit abrupt at times).

I am unclear about the end objective of this video, some introduction or conclusion may help, on top of the short interviews of the students on how they felt...

The audio quality, the acoustics were not great in the rooms shown in the video

the shots of cups and tea were a little much

its a little long. if it would be a little shorter i would think about it more

Make it longer and deepen the topic, since it is very interesting

subtitles formatting and the some words were not written correctly. maybe subs attract too much attention because they are so readable.

applying it on real life situation

I wouldn't repost it because its not really something I do. I think the video was well done!

nothing

The subtitle font changed towards the end of the video, the first font was the best. Otherwise. great video!

There are minor spelling mistakes like "challenge" and "conscious" at some point. Also the typeface of the subtitles change after a certain time. Maybe keep that coherent over the entire video.

Scale

Maybe a little bit more fact/info to help hook others that don't believe too much