


COURSE MATERIAL

**COMMENTS 77**

REPORTS

RESEARCH REPORTS

A stylized illustration of a person with a large, light-colored rectangular box for a head. The person is wearing dark pants and red shoes, and is shown in a walking or running motion. The background is a textured, orange-red wash.

Markus Hatakka & Kaisa Adair (eds.)

# EXPERIMENTING WITH PROCESS DOCUMENTATION IN SOCIAL MEDIA

A Case Study MIMO



TURUN AMMATTIKORKEAKOULU  
TURKU UNIVERSITY OF APPLIED SCIENCES

COURSE MATERIAL

**COMMENTS 77**

REPORTS

RESEARCH REPORTS

Markus Hatakka & Kaisa Adair (eds.)

# EXPERIMENTING WITH PROCESS DOCUMENTATION IN SOCIAL MEDIA

A Case Study MIMO

MIMO  
MOVING IN,  
MOVING ON!



TURUN AMMATTIKORKEAKOULU  
TURKU UNIVERSITY OF APPLIED SCIENCES

The content of the publication reflects the author's views and the Managing Authority cannot be held liable for the information published by the project partners.

Cover illustration by Kuisma Väänänen  
from a photo taken by Stefanel Oey.

COMMENTS FROM TURKU UNIVERSITY OF APPLIED SCIENCES 77

Turku University of Applied Sciences  
Turku 2013

ISBN 978-952-216-453-7 (pdf)

ISSN 1459-7756 (electronic)

Distribution: <http://loki.turkuamk.fi>

# CONTENTS

PROCESS DOCUMENTATION IN THE DEVELOPMENT OF PROFESSIONAL PRACTICES <i>Arja Tulonen</i>	4
THE LIFE CYCLE OF PROCESS DOCUMENTATION IN MIMO <i>Kaisa Adair &amp; Markus Hatakka</i>	12
SOCIAL MEDIA TOOLS IN PROCESS DOCUMENTATION <i>Päivi Timonen</i>	25
SOCIAL MEDIA – A NOTEBOOK AND BAROMETER OF EMOTIONS <i>Kari Keuru</i>	41
DPPD – DOCUMENTING THE PROCESS OF MY PROCESS DOCUMENTATION <i>Kadri Karu</i>	50
PROCESS DOCUMENTATION BY STUDENTS <i>Kari Keuru</i>	59

# PROCESS DOCUMENTATION IN THE DEVELOPMENT OF PROFESSIONAL PRACTICES

*Arja Tulonen*

The purpose of the MIMO (*Moving In, Moving On! Application of Art-Based Methods to Social and Youth Work*) project was to develop the use of art-based methods and multiprofessional cooperation in the prevention of social exclusion among young people. The use of art-based methods requires collaboration between various sectors, such as art and culture, social work, youth work and health care. When planning the project, I pondered how we could record experiences and the thoughts provoked by these experiences in various stages of the process. Collecting, sharing and reflecting on experiences are the driving forces behind the development of new operating practices.

When planning the MIMO project, research and operational development were essential goals from the very beginning. The goal of process documentation was to develop various ways of collecting data on thought processes and the accumulation of information. The purpose was to develop multiprofessional operating methods and expertise. Collaborative information creation between students and professionals in various fields was an essential part of the development work.

## OBSERVATIONS ON THOUGHT PROCESSES

Work in the fields of art and culture is often carried out in projects or in productions. Working groups are production-specific as well, and the permanent organisations of the productions are small, usually consisting of only a few people. There is a need to record information in order to develop organisations and the operations of professionals involved in productions. Keeping a work journal is a common professional practice among production



*Photo: Sini Vainio*

professionals. Notes can be used later to review what types of solutions were applied and why. In terms of format, these journals can vary considerably and be based on personal preferences and methods of taking notes.

Engeström (1998, 2004) discusses the relationship between the actions of an individual and those of a community in his developmental work research. In the MIMO project, the development of multiprofessional art-based methods involved professionals and other participants with different backgrounds and interests from various fields, such as culture, youth and social work and health care. In multiprofessional operations and project work, all of the participants affect each other's actions as well as the progress and results of the project. When developing new ways of working, there are no solutions readily available, nor is there information on what the result will be. This presents challenges for those involved in the development work, requiring collaboration to find solutions. The roles of the participants may change rapidly during the process, as may interaction between them. Interaction is affected by what is perceived to be the target of the operations and what is perceived to be important, among other aspects. The structures of professional information differ in various fields, and it takes time to find a common language.

Existing operating methods are viewed in a new light when developing multiprofessional operations and new ways of working. New requirements or expectations will be included in existing work processes. In the operating environment, some factors affecting the processes will change, while some remain unchanged. Changes in work processes often take place gradually as operations develop. The deployment of new operating and working methods does not happen smoothly. Earlier operating methods will not disappear – instead, they often clash with new ones. The practical purpose of a new operating or working method is not necessarily understood at once, as changes may be regarded as additional work or a hindrance. However, conflicts are not harmful – at best, they drive development.

Developmental work research offers an opportunity to process qualitative and operational changes in work contexts and organisations. In the MIMO project, qualitative and operational changes took place at various levels. Engeström (2004) discusses changes related to organisational practices in relation to the concept of quality. Quality means setting and achieving goals, evaluating results and identifying the necessary improvement measures. This way of thinking was well suited for methodological development. Engeström defines the expansive cycle related to the concept of quality as a series of learning activities. These include

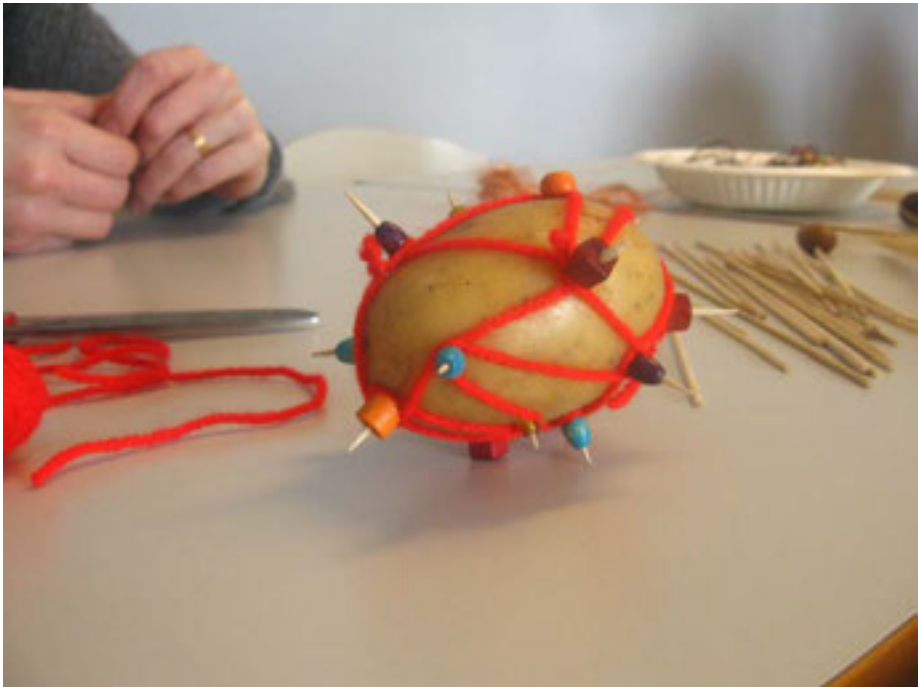
1. the questioning and analysis of prevailing practices
2. the modelling of a new solution
3. the examination and deployment of a new model
4. process evaluation.

When planning the MIMO project, prevailing practices were evaluated, and a plan was prepared for the modelling and examination of a new solution: process documentation. In the MIMO project, learning activities were shared and carried out in collaboration with various operators. Clashing views are typical of the learning cycle in multiprofessional operational development. Luckily, success is not measured in terms of consensus, but in terms of the vitality of the new operating model. This publication evaluates the vitality of process documentation and creates a foundation for the next expansive cycle. It features various operators' experiences and views of process documentation.

## CHALLENGES IN LONG PROCESSES AND DEVELOPMENT PROJECTS

As in many other organisations, numerous development projects are carried out at the Turku University of Applied Sciences every year. Some of these projects are short, while some take several years to complete. Topical themes recur, and all too often, earlier work carried out by others in the same field cannot be utilised. With project operations increasing at universities of applied sciences, challenges include the distribution of earlier experiences and results as well as the accumulation of information in the organisation.

Over the years, I have served as project manager in many projects. After a project is completed, its results are reported to the party who provided the funding. The results are examined in terms of goals, and the necessity for further measures is evaluated, along with any new ideas for projects that may have emerged. Providers of funding issue clear guidelines on how projects must



*Photo: Tatu Gustafsson*



be documented and reported in terms of both administration and operations. The work is documented in meeting memoranda and payment claims, which are archived. In addition, operations are often photographed and recorded on video. These materials are mainly used to verify project operations and illustrate results, and they are also used for marketing purposes. When preparing project reports, there is often a need to review the early stages of the project in order to reflect on operations. Which thought process led to the choices that were made? Sometimes there are differing views of how a result was achieved. Which choices in the early stages of the project affected the following choices and, eventually, the result? In which way?

In the planning stage of the MIMO project, based on my earlier experiences, I found the long working process and the collaborative development of new multiprofessional working methods to be particularly challenging. Special attention needed to be paid to differences in the learning cultures in Finland and Estonia as well as differences in operating cultures in various organisations and professional fields, not to mention operating methods at workplaces. Because of the high number of project participants, I also pondered the challenge of sharing the information in the memory and sphere of experience of individual participants when seeking to increase the common knowledge base within the project and in the background organisations.

The MIMO project was an extensive project in many respects. In the planning stage, it was known that teachers and students of culture, youth and social work and health care from the project organisations would participate in the development of multiprofessional art-based methods. The project partners in Estonia were the University of Tartu Viljandi Culture Academy as well as PW Partners and the Von Krahl Theatre from Tallinn. The project participants in Finland were Turku University of Applied Sciences, the Humak University of Applied Sciences and the Youth Department of the City of Turku. Turku University of Applied Sciences, the main partner, was represented by three faculties: Arts Academy, Well-Being Services and Health Care. The diverse range of project partners meant that the project involved a wide variety of operating methods and terminology. In addition, there were differences between operating practices in different countries. The MIMO project was scheduled to last for 38 months. Challenges in the implementation of the project and the development of art-based methods included the following:

- How could we create and maintain interaction, cooperation and operational development beyond national borders in a manner that enables both countries and all of the partners to contribute to common development by sharing their experiences?
- How could we share and reflect on experiences and develop working methods together?
- How could we share experiences when the project partners do not meet on a daily basis?
- How could we shorten the distance between the project partners?

The main challenge in this extensive project was to collect and distribute experiences and information to all operators for the development of multiprofessional methods.

There are as many ways of making notes of personal work as there are participants. Some prefer to make daily notes of key issues, while some rely on their memory. In the planning stage, we discussed the need to jointly record issues related to the development of working methods as well as personal observations. In the early stages, the need for jointly recording key issues was questioned on many occasions. At first, process documentation was seen as something similar to reporting to the provider of funding and documentation at a more general level. It was seen as additional work that was not integral to personal ways of working. There was also a need for detailed instructions on making notes.

## COLLABORATIVE INFORMATION DEVELOPMENT

Collaborative information development beyond national and professional boundaries was a fascinating challenge that also provoked many questions. How should collaborative information development be carried out, and how willing are we actually to share information? How can we encourage individual participants to share thoughts and experiences? How will we be able to discuss the problem of the “right solution” together and tolerate incompleteness and imperfection? How will we be able to accept that our thoughts are incomplete and acknowledge the incomplete thoughts of others? When information is published formally, it is typically not seen as a foundation for future thoughts and observations. It is easily seen as the “truth” – you can either agree or argue.

When planning process documentation, key issues included how to become party to the thoughts of others. Will others share their thoughts when they are still incomplete? How can we build trust between various operators to enable sharing and open discussion? Does collaborative information development require all parties to have a similar outlook on objectivity and other aspects of information? Operational development presupposes that the participants are prepared to examine their own actions and adjust them during the development process. This is not always easy or uncomplicated.

Challenges in collaborative information development included finding a common language. From a linguistic perspective, the challenge was twofold. Different professional fields have different ways to process information and concepts. In addition to finding common concepts, challenges in the MIMO project included the use of three languages: in addition to English, our common language, we used Finnish or Estonian in our professional thinking. How should we carry out development work beyond borders when such work is often challenging even between speakers of the same language? In addition, differences in customs and working cultures presented challenges in the development of multicultural and multiprofessional working methods.

In response to the challenge of collaborative information development, we began to plan process documentation. The goal was to record thought processes and common experiences as well as create common information. In documentation development, challenges included improving the functionality of tools for the recording of project content and events as well as participants' reflections on their thoughts and observations. In addition, attention needed to be paid to the evaluation, publicity and archiving of the information collected during the project.

When planning internal and external communication in the MIMO project, we decided to choose solutions that allowed for encouraging collaboration and sharing information via the project intranet and social media. This created a foundation for examining the usability of social media in process documentation. As a rule, social media tools are collaborative by nature. The accessibility of social media applications and their usability in various environments played a key role in choosing communication tools. At the time of the project launch, social media was gaining momentum, but it was mainly used for entertainment and recreation. The entertainment use of social media applications presented challenges in the development of working methods,

as professionals were and continue to be divided on the use of social media. Not everyone wants to belong to an online community, and some members of online communities do not want to discuss work on social media.

## PERSONAL WORK DEVELOPMENT

I had to leave the MIMO project because of other commitments before it was completed. However, the experiences I gained in the project continue to generate thoughts and ideas about personal work and teamwork development.

When planning the MIMO project, I evaluated challenges related to process documentation using risk analysis and my earlier experiences of projects. In my mind, the big question was: is process documentation needed? Is 38 months enough to achieve changes in operating methods? Have we succeeded in integrating process documentation into project operations? As a separate task, process documentation is often seen as additional work. Do project participants have time to think about and develop process documentation? With these questions in mind, I was convinced that there was a need for the development of collaboration in order to further develop project operations and organisations. The challenge was accepted. The following articles present thoughts and perspectives on process documentation.

When I was writing this article, MIMO project manager Johanna Krappe told me that she felt she was not “the same project manager as she was when the project was launched and that the experiences that she had gained had changed her. They have changed me, too. I continue to be convinced that there is a need for process documentation – but are new solutions still needed in its implementation?

## REFERENCES

- Engeström, Y. 1998. *Kehittävä työntutkimus – perusteita, tuloksia ja haasteita*. Helsinki: Edita.
- Engeström, Y. 2004. *Ekspansiivinen oppiminen ja yhteiskehittäely työssä*. Tampere: Vastapaino.

# THE LIFE CYCLE OF PROCESS DOCUMENTATION IN MIMO

*Kaisa Adair & Markus Hatakka*

In the MIMO project, process documentation refers to the documentation of thinking, not operations. In projects spanning several years, it is challenging and interesting to monitor the development of context-related thinking and record project events and operations from the participants' perspective. This was the purpose of process documentation in the MIMO project. In other words, the idea was to document not events, but thoughts and experiences. In addition to project reporting, the purpose was to use the material collected through process documentation in research and the development of workshop methods, for example. In this article, we briefly describe the implementation and practices of process documentation in the MIMO project and define the concept of process documentation from the perspective of the project.



*Photo: Toni Kandelin*

In the MIMO project, reporting and process documentation were considered to be separate issues. The project involved two types of reporting: a monthly report to the project manager and a report to the funding provider every four months. Reporting enabled the project manager and the provider of funding to monitor progress in terms of the goals and plans defined in the project application. Process documentation was related not to these goals or plans, but to the participants' thought processes during the project. However, process documentation was included in the MIMO project plan and was required from the participants.

The goal of process documentation was to collect information about events during the project to make it possible to examine the progress of the participants' thought processes and the accumulation of information after the project. The purpose was to carry out process documentation mainly in social media to make the material easy to produce, share and access, regardless of time and place. The participants were allowed to carry out process documentation with the tool of their choice, and they were also able to decide whether or not the results were public. The challenge was to find a suitable tool for each participant to record information and thoughts. The intention was also to examine the suitability of various social media applications for use as process documentation tools.

## **ENCOURAGING, PUSHING AND BEGGING: MAKING MIMO PARTICIPANTS CARRY OUT PROCESS DOCUMENTATION IN PRACTICE**

MIMO was divided into five subprojects (work packages), with process documentation being one of the areas of the fourth subproject (research and evaluation). In other words, process documentation was not structurally integrated into project operations. Instead, the intention was to plan process documentation separately and include it in every workshop and event as well as the tasks of the project staff. There was no detailed plan on practical measures, so it was up to those responsible for process documentation to motivate other participants and provide them with instructions on implementing process documentation in accordance with the project plan. In the early stages, the participants responsible for process documentation were Degree Programme Manager Arja Tulonen and Lecturer Markus Hatakka. Tulonen created the concept of process documentation for the MIMO project and was behind the idea of using social media as the platform.

Tulonen and Hatakka prepared presentations on social media tools suitable for process documentation for the project intranet. They also provided instructions on using the tools, including how to create a blog and what issues to consider when deciding on the publicity of blog entries. The instructions were mainly suggestions for use, and the participants were asked to provide further suggestions. Information on process documentation was provided at project meetings. The instructions were only published in printed format at the meetings. In the early stages, planning was characterised by optimistic thinking about the ease of process documentation – providing information was deemed to be sufficient to enable implementation. In hindsight, project staff should have been encouraged more strongly from the very beginning, and some of the most active participants could have been used as examples of process documentation in the MIMO project. By providing good examples, process documentation could have been expanded to cover the entire project.

In November 2011, a year after the start of the project, Markus Hatakka met with representatives of the Estonian project partners in Tallinn to launch process documentation in Estonia. The purpose of the meeting was to discuss process documentation, examine how process documentation had already been carried out by the Estonian project partners and agree on how and where process documentation would be implemented in the future. At the beginning of the meeting, Hatakka discussed the starting point and principles of process documentation in the MIMO project and presented case studies. It was discovered that action similar to process documentation had mainly been carried out on the Facebook pages of University of Tartu Viljandi Cultural Academy and Von Krahl Theatre, but social media had not been seen as a meaningful tool for personal process documentation. A need for more formulated documentation – using questionnaires, for example – was also discussed. At the time, PW Partners had not yet started process documentation. It was agreed that each partner would consider how process documentation could be included in their operations.

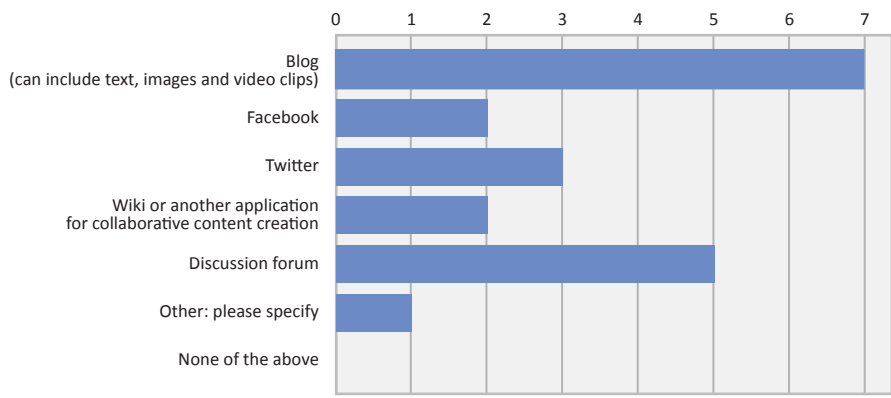
At the beginning of 2012, Arja Tulonen left the project, and Kaisa Adair took over the responsibility for process documentation in the MIMO project with Markus Hatakka. In other words, the authors of this article have been responsible for process documentation in the MIMO project since the beginning of 2012. At the time, process documentation was in its early stages: only a few project staff members carried out process documentation (and even them infrequently) along with a group of students that supervised young people and maintained a private blog about the process.

## GETTING TO KNOW THE FIELD: SURVEY AND FINDINGS

In the spring of 2012, we actively sought ways to engage project participants in process documentation. To collect background information, we carried out a Webropol survey on the state of process documentation in the project and the level of interest in process documentation among Finnish and Estonian project participants. The purpose of the survey was to provide those responsible for process documentation with information on its progress and participants' needs and wishes. The questions were related to preferred process documentation tools and desired frequency. We also asked about the preferred level of publicity, as the privacy of social media tools can be adjusted from completely public to private. We received a total of 27 responses, including five responses from Estonian partners. The sample can be regarded as representative: nearly all of those working regularly in the project responded. The survey was carried out separately in Finnish and in English. This article is based on responses by 21 Finnish-language participants.

When launching the survey in January 2012, we assumed that not many participants had included process documentation in their daily work in the project. We were right: slightly more than half of the respondents had carried out process documentation in some form or had a group carry out process documentation under their supervision. A blog was the most popular tool, but the rest of our suggestions for process documentation tools were popular as well (see Figure 1).





**FIGURE 1.** Which tools would be natural for you to carry out personal process documentation (or which tools have you already used)? (Survey on MIMO process documentation 2012).

Responses to the open questions in the survey indicated that most of the respondents had not yet adopted the basic principles of process documentation: the use of social media, the description of thoughts and experiences and the differences between process documentation and project reporting, evaluation and other written materials. The respondents presented reports, paper-based work journals and task evaluations by students in the Optima online learning environment as examples of process documentation that had already been carried out. In other words, most of the participants that reported having carried out process documentation had not actually done so and were not familiar with the concept of process documentation.

Half of the respondents were willing to make their process documentation process completely public, while only two wanted to carry out process documentation in private. Judging from these responses, the public nature of social media was not an obstacle to process documentation. The two respondents who wanted to carry out process documentation in private were representatives of an Estonian partner and clearly even less familiar with the concept of process documentation than their Finnish colleagues. One of these two respondents was not aware that process documentation has to be carried out personally; the respondent thought that it could be done in conjunction with reporting.

The responses clearly indicated that a great deal of work was still required to familiarise the participants with process documentation and integrate it into daily work. For this reason, we discussed the concept of process documentation, various ways of carrying out process documentation and the results of the survey at partner meetings in late 2011 and the spring of 2012 as well as at the meeting for the Finnish project partners in December 2011 and at an international partner meeting in March 2012. We held PowerPoint presentations, which were followed by workshops where we provided personal advice and guidance on process documentation.

We also discussed the privacy of recording thoughts and experiences as well as the restrictions that the public nature of social media sets on sharing personal thoughts. Even though the public sharing of process documentation was slightly more popular among the survey respondents than semi-public sharing, the quantity of process documentation in the project was in the end very modest. Apart from process documentation carried out by students as part of courses, such as the Facebook page of the ABM course and its comments, there were only a few examples of public process documentation. Were we correct in assuming that personal process documentation was not carried out at all? Or was it carried out as before: analogically, in a personal notebook, only for personal use?

Several studies show that writing by hand activates the brain to learn. The results of these studies have been confirmed by magnetic resonance imaging of the brain at Indiana University, for example (James & Atwood 2009). Writing by hand stimulates several areas of the brain, for which reason it is easier to remember text written by hand than text written on a computer, for instance. According to Virginia Berninger (Berninger et al. 2009), Professor of Educational Psychology, a research team at the University of Washington noticed clear differences in learning and remembering between people writing by hand and people writing on a computer.

According to Berninger, this has to do with cooperation between the brain, eyes and hand – when writing by hand, each letter consists of a specific series of movements. Magnetic resonance imaging of the brain shows how the areas related to thinking, language production and working memory are activated extensively. This does not happen when writing on a keyboard, with each letter being produced in the same manner, by simply pushing a key. In addition, writing by hand has been shown to develop many aspects of the brain, such as motor, visual and idea generation skills – not only among those in the best

learning age, but also among adults (James & Atwood 2009). It is no wonder, then, that we continue to choose, consciously or subconsciously, the note-taking method that serves us best.

When asked about his documentation practices in the process documentation survey, Lecturer David Yoken – one of the founders of the MIMO project – was brief and very clear: “My handwritten notes and comments in my MIMO notebook”. In the end, was the discussion on the publicity and privacy of process documentation in the MIMO project actually about analogue and digital ways of working?

## EMOTIONS IN SOCIAL MEDIA: PRIVACY, PLEASE!

At the partner meetings, project participants’ attitude towards process documentation was confused but positive. Clearly, the concept of process documentation and the preconditions for process documentation were difficult to understand, in terms of content and tools as well as their combination. The purpose of process documentation was to collect professional experiences and thoughts and examine the accumulation of information. However, many thought that this meant recording only personal emotions or thoughts, which was not the purpose – but it is understandable that experiences of working life also involve emotions. It does not always feel appropriate to express emotions related to work. For this reason, many found it confusing to learn that they were expected to record their work-related emotions in social media in a project that involved several partners and new colleagues.

The use of social media as a process documentation tool was another precondition that caused confusion. Many were used to recording their thoughts about work in a work journal on paper. This was particularly true of those involved in performing arts and practical teaching, who spend only a little time on the computer during the workday. For this reason, many asked whether their work journal would qualify as process documentation and if they “had to” write in social media in addition. In such cases, we recommended keeping the journal in electronic format during the project. The project plan obliged each participant to participate in process documentation, which by definition excluded other than electronic tools.

As a concept, process documentation is very close to existing concepts that refer to entirely different operations. For this reason, the concept of process documentation was often misunderstood in the MIMO project, which caused major problems. In other contexts, the concept can refer to the documentation of process stages verbally or using images, figures and diagrams. Concepts similar to process documentation include “documentation of a process”, which is used relatively widely in various sectors, such as financial administration, software development and the social work sector, to refer to the documentation of the stages of a process by using images, words or diagrams. In the MIMO project, however, process documentation is not based on this concept. Instead, it is based on the combination of knowledge management and an explorative approach to work. It may have made the concept easier to understand if we had only talked about writing a work journal or the recording of work-related observations in social media, or if we had used another term instead of “process documentation”.

## NETWORK-LIKE PROJECT GROUPS OPERATE ACTIVELY BUT SKIP DOCUMENTATION

From the beginning, the MIMO project group was large and fragmented. It had participants in several locations in Finland and Estonia. This also affected the formulation of the concept of process documentation, because the exchange of thoughts was expected to become easier with electronic communication. However, we were not able to launch process documentation in the early stages of the project, after which it became more challenging.

In addition to the large size of the group, major challenges were caused by part-time participation in the MIMO project as well as high project staff turnover. Many of the project employees were only able to devote part of their working hours to the project, beginning from an annual input of a few dozen hours. For this reason, it was difficult to include additional operations, such as process documentation, which had no allocated financial or time resources. Many of those who were able to devote more time to the MIMO project complained that the hours were not enough for the actual work, not to mention writing about the work or pondering which social media platform to choose for process documentation.

In the MIMO project, those in charge of the implementation of process documentation felt that they should have been more involved in practical operations like workshops etc. in order to help with process documentation or remind participants of the requirement. More effective internal communication could have improved the situation so that the teachers and group leaders would have been more aware of the guidelines and instructions and probably have carried out process documentation more actively. For example, the purpose was for participants and supervisors to carry out process documentation at dance and theatre workshops for young people. In some cases, teachers had received sufficient information on process documentation, and students recorded their experiences in a blog, for example. In most cases, however, student and youth groups had no opportunity to learn about process documentation and its goals.

The MIMO project included many small groups, such as groups and workshops for young people, but also larger public events, such as seminars and camps. Information on their times, dates and responsible persons was available well in advance, but last-minute planning and the flow of information presented problems. Process documentation was intended to be an integral part of the programme of the events. For this reason, information on the goals of process documentation should have reached all those contributing to the programme.



*Photo: Stefanel Oey*

At some events, a satisfactory level of success was achieved in process documentation. These included the project seminar in the spring of 2012, where topics and workshops were commented on through Twitter. This method worked, because it had been planned in collaboration with the working group responsible for the seminar, and all of the organisers were aware of it. Twitter had also been used in the seminar in the spring of 2011, but the tweets had not been made visible to the audience. At the seminar in the spring of 2012, the tweets were projected in real time for the audience to see. Apparently, public commenting attracted more interest: only a few messages were sent in the first seminar, and a large amount were sent in the second one.

*#mimoprodoc: For young people to be seen as important sources of expertise and knowledge, ask them, not (always) the youth researcher ;-)*

[Erja Anttonen @Erjuska]

*#mimoprodoc Interesting from MIMO's point of view: young people do clearly less performing art activities than they would like to do*

[Johanna Krappe @jkrappe]

## DIFFERENT RESULTS: WHAT WAS DONE AND ON WHICH SOCIAL MEDIA PLATFORMS?

During the MIMO project, process documentation was carried out most frequently in blogs and on Facebook. Most project blogs were private or group blogs created on the Wordpress platform. Blogs included in teaching as part of the MIMO project – such as the blog of the ABM course – were most active, probably because writing blog entries was a course requirement, among other reasons. Project employees also had blogs, including *Mimoilua* by Lecturer Kari Keuru from Humak and *Documenting the MIMO Process Documentation Process* by Kaisa Adair and Markus Hatakka, with the former being very active from the perspective of process documentation.

In addition, process documentation was carried out to some extent on Facebook, where MIMO had several groups and event pages for various purposes. Of these, the official MIMO Facebook page was the most active, because it was intended for all of the project participants: Finns, Estonians, students, professionals, young people. The page was used for publishing event invitations, announcements and images. It was also used for discussion to some

extent. In terms of process documentation, images of past events made for the most rewarding content, attracting a large number of comments from young people who had participated in the performances and activities. Unfortunately, comments were only posted after the premiere and not throughout the process, from rehearsals to a post-premiere wrap-up.

Some MIMO student groups had private Facebook pages that were active throughout the course. The dance project for young people (Nuorten tanssiprojekti) in the first year of the project was a trailblazer in process documentation; its Facebook group was relatively frequently used as a communication channel and discussion environment by students. The Facebook group of the multiprofessional ABM course in 2012 mainly served as a communication tool between students from various fields and universities. However, it also features material that can be classified as process documentation, such as students' experiences of guiding groups of young people.

The purpose was to carry out process documentation in social media. Strictly speaking, documentation published in any other way could not have been regarded as process documentation in the MIMO project. However, the concept of process documentation remained unclear for many participants, and material was also produced that was not published using any social media tool. Such material produced for process documentation purposes includes video material recorded by Project Specialist Kadri Karu in Estonia and Finland as well as texts published in the blog on the MIMO website by employees responsible for project communication on behalf of the writers.

The blog on the MIMO website was the most active process documentation blog in terms of the number of texts and writers. Students and teachers participating in the project were asked to write blog entries, and existing texts were modified to be published in the blog. In other words, this blog served as an official communication tool with edited content rather than an actual process documentation tool. Its content does not reflect the progress of the project participants' thought processes or the accumulation of information.

## TOOLS FOR INNOVATIVE PROCESS DOCUMENTATION: HOW WOULD WE CHANGE AND DEVELOP IDEAS AND PRACTICES IN FUTURE PROJECTS?

This article was written in early 2013, about a year after the survey was conducted. It has become evident that those who had already carried out process documentation at the time also needed to be motivated and encouraged. Many of them had written one or a few blog entries or tried Twitter. Many of the blogs created during the MIMO project only include a few entries written in the early stages, after which the writers lost interest. This happened for several reasons, including lack of time, commitment and motivation.

For process documentation to succeed and continue throughout the project, it should become a routine, part of everyday project work. Process documentation should have been taken into account in working time planning for each project participant by supervisors and those responsible for the division of work in subprojects. This requires motivation and time as well as an understanding of the purpose of process documentation and a commitment to its goals. Process documentation should not be regarded as a separate activity. Instead, it should be integrated into everyday work on operations in the project to allow for sufficient time and motivation. It is very difficult to motivate experts to do anything that they do not consider to be meaningful, relevant and necessary. In addition, employees in large projects do not know each other well or at all, which may raise the threshold for publishing personal thoughts.

If a similar project was launched now, it would be necessary to pay special attention to process documentation, particularly in the early stages. Social media tools and platforms should be selected in advance and be readily available, so that project employees could select one and discussion would begin in the planning stage. Documentation should be made very easy to start, and the selection of tools should also be considered from the perspective of workloads. The easiest solution could be offering a common Twitter wall on the project website where participants could express their thoughts as part of process documentation. The further the project progresses and working practices are formulated, the more difficult it may prove to start documentation. Those responsible for process documentation should be highly active, helpful and available, particularly in the early stages, so that each participant would be able to start and continue process documentation.



The responsibility for providing instructions, monitoring and reflecting on practices with project employees should be divided between those responsible for various subprojects, for example, as they are familiar with the operations and people in their respective areas of responsibility. This would make it possible to integrate process documentation into all operations, even in the planning stage.

## REFERENCES

Berninger, V. W.; Abbott, R. D.; Augsburger, A. & Garcia, N. 2009. Comparison of pen and keyboard transcription modes in children with and without learning disabilities. *Learning Disability Quarterly*, Vol. 32, No. 3 (Summer, 2009), pp. 123-141. Thousand Oaks: Sage Publications, Inc.

Mangen, A. & Velay, J. L. 2010. Digitizing Literacy: Reflections on the Haptics of Writing. In Mehrad, H. Z. (ed.) *Advances in Haptics*. Rijeka: InTech.

James, K. H. & Atwood, T. P. 2009. The role of sensorimotor learning in the perception of letter-like forms: Tracking the causes of neural specialization for letters. *Cognitive Neuropsychology*, Volume 26, Issue 1, 2009. London: Routledge.

Survey on MIMO process documentation. 2012. MIMO project archive material.

# SOCIAL MEDIA TOOLS IN PROCESS DOCUMENTATION

*Päivi Timonen*

As a part of the MIMO project (*Moving In, Moving On! Application of Art-Based Methods to Social and Youth Work*), the usability of collaborative social media environments in process documentation was examined. My article presents practical examples of how process documentation has been carried out in online courses in the project. My intention is to observe issues that have become apparent in conjunction with social media and process documentation and that need to be taken into account. From there, I will proceed to challenges and reflection. Finally, I will present social media tools that can be used in similar work and educational activities and that facilitate collaboration in work development and learning.

Social media is an online environment where people can operate, produce, share and develop content together (Finnish Terminology Centre TSK 2010). Isokangas and Kankkunen (2011, 10–11) consider all digital services that promote social interaction to be social media. Interactivity is included in my definition of social media as follows: “In social media, people produce and edit content, create links and groups, provide information, network, send video clips, announce events, sign up for events, produce citizen journalism and act in the here-and-now, as the publishing is immediate.” (Timonen 2011, 151.)

In the MIMO project, one of the goals is to examine the functionality of collaborative social media platforms in process documentation (Tulonen 2013, an article in this publication). In process documentation, the goal is to make employees’ and students’ experiences and thoughts visible in order to aid joint development work. In her article in this publication, Tulonen compares process documentation to work journals. When planning online learning processes, I compare process documentation to learning and research journals, because their goal is to reflect on the subject matter at hand and the learning process of an individual or a group. A specific concept of process documentation was created in this project. For this reason, the concept has not been defined in

great detail. The idea of promoting process documentation is commendable. When using process documentation or learning journals, the goal is to make students' or employees' thinking and learning visible.

Collaborative learning, socio-constructivist learning, exploratory learning as well as learning by exploring and developing are examples of learning pedagogies where the teacher assumes a coach-like role (Kalliala & Toikkanen 2012, 12–16). According to the concept of socio-constructivist learning, learning and development take place when individuals make their thoughts and what they have learned visible collaboratively and learn more by analysing them (Kalliala & Toikkanen 2012, 14). In practice, learning is made visible in social media through writing, drawing or describing. More attention is being paid to collaborative learning in working life as well (Auvinen 2013).

With regard to social media and development, Arina (2010, 4–5; 2012, 87–92) uses the concept of Personal Learning Environment (PLE). The idea of a PLE is that individuals create and choose the learning tools that best suit their needs and then link them together. Arina (2010, 5) discusses lifelong learning with social media as the learning environment. The MIMO project promoted the use of social media platforms and communities in process documentation in order to further develop thinking and reflection, because the purpose was to examine social media as a process documentation tool. For this reason, process documentation was carried out in social media communities partly in public.



*Photo: Tatu Gustafsson*

Organisations have provided guidelines on the use of social media, such as the ethical guidelines issued by the Humak University of Applied Sciences (2012a) and the social media recommendations issued by the Turku University of Applied Sciences (2010).

## PROCESS DOCUMENTATION IN PEER LEARNING GROUPS

My work at the Humak University of Applied Sciences involves planning and implementing online learning related to youth work and organising courses with MIMO colleagues, such as Youth Work (4 credits, with Tuija Mehtonen), Youth Research (3 credits, with Marjaana Kojo) and Games and Youth Work (5 credits, with Tero Huttunen) in 2012–2013 and Preventing Online Bullying (2 credits) in 2013–2014. In my work, I have drawn parallels between process documentation and learning journals, because, in my opinion, these have similar goals.

The students and employees participating in the MIMO project were instructed to carry out process documentation in community-based media of their actions, thinking and challenges as well as their ideas of work or learning. Employees recorded their thoughts in open blogs or Facebook groups. Students selected which social media services they used to reflect on their studies.

*In addition to project reporting, material created in process documentation can be used in research and the development of workshop methods, for example. Instead of the actual content of the texts, the study focuses on the use of social media instruments as tools. The names of project participants are not mentioned in conjunction with the material. (MIMO 2012.)*

Students document the process individually or in peer learning groups. In the Art-Based Methods (ABM) course (10 credits), students documented the process in the online environment of their choice (Humak University of Applied Sciences and Turku University of Applied Sciences 2012). In the Games and Youth Work course, we instructed students on process documentation in peer learning groups (Humak University of Applied Sciences 2012b). We adapted principles of blended learning to the course. The learning environments included moodle.humak.fi for online learning, the Helsinki campus of Humak and Maximum Gaming for contact teaching, social media for gaming as well as peer learning groups in social media for authentic game situations and process

documentation. We chose working in peer learning groups in order to make use of the opportunities offered by social media in collaborative reflecting and find out about the ways in which students use these opportunities.

The peer learning groups chose a social media service in which they kept a joint learning journal (process documentation) during the course. Two of the peer learning groups chose a closed Facebook group. One of the groups chose a drive.google.com document as their process documentation tool. The groups consisted of five students on average. In addition to texts, we encouraged the students to use other social media opportunities to aid process documentation. It is possible to include sound files, images and video clips as well as real-time video broadcasts (live streaming), among other tools, in the process stream. The following is an example of guidelines on process documentation based on the instructions for the MIMO Art-Based Methods course. These guidelines were used in the Games and Youth Work course:

During this course, you should:

- *Record your thoughts in your peer learning group's process document by writing or taking photographs or videos at least once every two weeks.*
- *Use the social media tool selected for process documentation in your peer learning group.*

*In the MIMO project, the goal of process documentation is to collect information on events during the process as well as the development of thinking and the accumulation of information. Each of the students participating in process documentation can select the tool that he or she wants to use to document his or her thinking in peer learning groups (text, image, sound, video, live stream recording, etc.). (Humak University of Applied Sciences 2012b.)*

In the MIMO project, the study of process documentation focuses on the ways of using social media (MIMO 2012). Next I analyse how students used social media when reflecting on what they had learned during the Games and Youth Work course. To facilitate the learning process, the responsible lecturers were included as members in the communities selected by the peer learning groups. This allowed us to monitor the progress the students made in reflecting on what they had learned and adjust the course accordingly. In the following table (Table 1), I have described what the students did in these process documentation groups.

**TABLE 1.** *A summary of process documentation carried out by students during a 5-credit course (Timonen 2013a).*

Credits achieved: 5 for the course (16 students)	<b>Facebook group 3 months</b>	<b>Facebook group 3 months</b>	<b>drive.google.com 3 months</b>
<b>Image sharing</b>	Several	No	No
<b>Learning journal: reflections on the course content</b>	Several short observations, which were commented on frequently	Longer observations, no comments	Longer observations, some interaction
<b>Exchange of thoughts</b>	Active	Active	Active, with emphasis on the last month
<b>Links to content created by others (video, images)</b>	Many links	Some links	Few links
<b>Tips on games</b>	Many	Some	Some, in addition to a shared gaming journal
<b>Use of peer group in the acquisition of information</b>	Active	Some	During the last month
<b>Encouraging others and rejoicing in success</b>	Yes	Yes	Yes
<b>Comment threads – interaction</b>	In-depth discussion, many long comment threads on various topics	No commenting	Interaction in texts
<b>Creation and sharing of content (sound, video)</b>	Some, for blogs	No	No
<b>Discussion on and suggestions for curriculum</b>	Regularly	Regularly	Regularly
<b>Individual, relatively long reflections</b>	Short, online writing	Yes	Yes
<b>Gaming journal</b>	Discussions, comments and links served as a gaming journal	In the style of a learning journal	Gaming journal, 63 games (1 student)

## THREE OBSERVATIONS ON PROCESS DOCUMENTATION IN SOCIAL MEDIA

An open communication culture and the use of social media enable thoughts and learning to be made publicly visible and experiences to be shared through process documentation. In social media, process documentation can be closed (personal) or open (public). Some observations related to this openness should be examined in conjunction with process documentation in social media, whether the participants are employees or students. In the following, I will describe observations I made as the project progressed. I have divided my observations into three areas, which are students' rights and responsibilities, development work within the MIMO project and employees' rights and responsibilities. I will illustrate my observations in the following.

Studies increasingly include learning exercises linked from an educational institution's online learning environment to social media environments. During their studies, students must be able to gain expertise in the social media services and communities used in their operating environment. For example, the goals for collaborative competence in degree programmes in community education at universities of applied sciences include the goal of students being able to recognise the diverse nature of community, from local to virtual communities (Koulutusohjelmakohtaiset kompetenssit 10/12).



*Photo: Nina Lusto*

Students have the right and freedom to choose how they want to create their online identity. Creating user IDs for social media services as part of learning exercises is subject to agreement. Content that is published openly in social media will live on and can be found through information searches. It will accumulate to create a type of document archive that describes growth and the development of a professional identity. Students should take this publicity into account when carrying out process documentation in social media communities and choose the way of working that best suits them. Their opinions and competences are likely to change as their studies progress. For this reason, students should give thought to whether they will be able to remove their tentative thoughts, reflections and content from social media later, after their thinking has advanced.

The MIMO project launched a new operating method for the development of work through process documentation. Setting an example is one way to promote the new practice and operating model. Luukka (2011a, 72–73) has

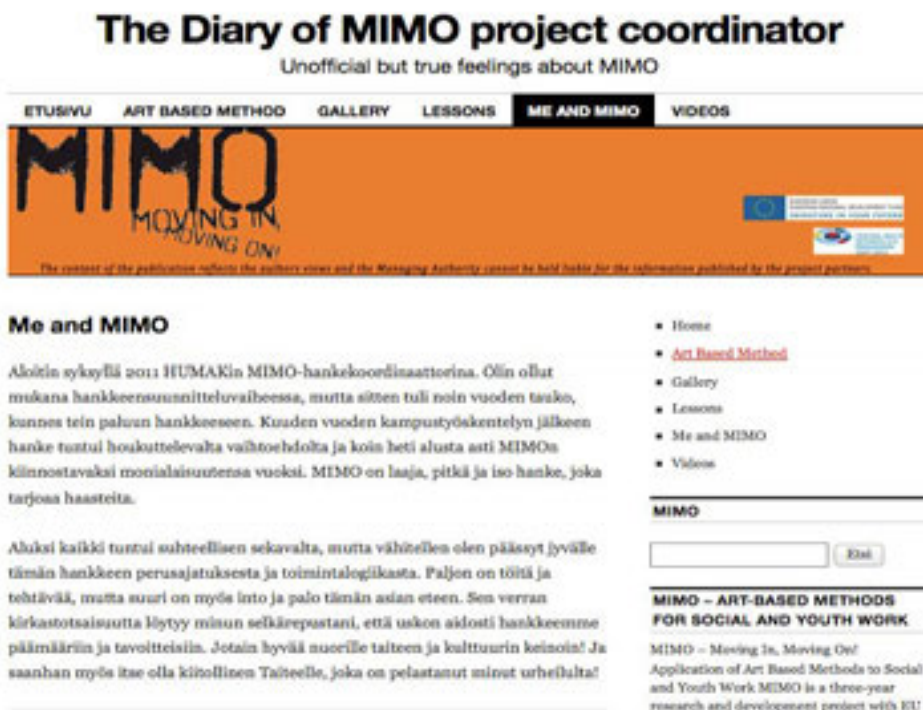


FIGURE 1. *The Diary of MIMO project coordinator* (Keuru 2012).



studied social media and leadership. She emphasises the power of example, discussing coach-like management in conjunction with social media. In the MIMO project, project leaders and responsible employees have served as examples to some extent. For example, Kari Keuru, MIMO project coordinator at Humak, actively used blogs and Facebook as process documentation tools (Keuru 2012), discussing project progress and reflecting on his feelings with regard to the project. The blog is shown in Figure 1. In addition to blog entries, his blog includes learning materials, images and video clips related to MIMO events. Keuru discusses his blog in more detail in an article in this publication.

Earlier in this article, I mentioned that employees primarily adhere to their organisation's guidelines and regulations on the use of social media. These guidelines can be related to internal communication, work development and online presence, among other aspects. It may prove challenging for an employee to openly create MIMO process documentation in a social media community in accordance with his or her organisation's internal communication guidelines. MIMO receives funding from the European Union, and the information related to development within the project is public. Among other media tools, the MIMO project uses blogs, such as the blog on the MIMO website: <http://mimo.turkuamk.fi>.



*Photo: Satu Aalto*

An observation related to employees' rights and responsibilities is their right not to be present in social media. Everyone builds his or her private online identity in social media. In the early stages of the project, on 27 August 2011, after the cooperation seminar in Viljandi, I established a closed Facebook group. The purpose of the MIMO Social Media Workshop group was to share good practices and familiarise project participants with social media through peer interaction (<https://www.facebook.com/groups/MIMOsocialmedia/>). The group had 20 members, two of whom were from Estonia and the rest of whom were from the Turku University of Applied Sciences and the Humak University of Applied Sciences in Finland. While active in the early stages, the group subsided and did not develop into a peer communication tool. In my opinion, it was not seen as a way to develop employees' social media competence and skills. Perhaps its goals were not communicated sufficiently clearly, and information about the group did not reach all of the project participants. This closed Facebook group did not become an object of analysis for process documentation in social media. I believe that employees want to operate as private individuals in social media rather than in their professional roles. It should be noted that the Facebook group was a closed one, meaning that messages posted in the group were not included in user profiles.

## CHALLENGES OF PROCESS DOCUMENTATION IN THE MIMO PROJECT

Generally, communication rules and guidelines in organisations dictate that challenging and problematic work development content is kept closed and confidential. The development of an EU-funded project is public, which may cause contradictions. In our sector, people may not be used to making thoughts "in development" in process documentation public. In the planning stage of the project, it might have been a good idea to think about the relevancy of discussing social media platforms from the perspective of process documentation. The purpose of using social media platforms in the MIMO project is different from that of using them for other learning purposes in an educational institution. It is good that different ways to make thinking processes visible are developed and tested. When using process documentation as a development tool in the future, instruments and content should be combined in a synergic manner. In the MIMO project, the planning and research of process documentation were launched at a different pace in different organisations, which presented

challenges. It is advisable to have guidelines in place at the beginning of a project to allow for more effective use of process documentation. The project participants should agree on joint tags and hashtags, such as #mimoprodoc on Twitter, to facilitate process visibility.

In this project, the goal of process documentation is to test the opportunities and usability of social media in development work (MIMO 2012). The launch of a new development tool or method is often a demanding phase. Employees must be familiarised with the method and committed to the idea, students need to be motivated, and so on. In hindsight, it would have been a good idea to produce a basic introduction to the goals of process documentation as digital materials (images + PPT + sound), for example. This would have provided all MIMO employees and course participants with an equal opportunity to understand the goals of process documentation. I believe that the functionality of process documentation was tested more diversely in courses than among project employees. This assumption is based on the scope of the material available.

## PROCESS DOCUMENTATION ENVIRONMENTS

The work of an organisation is usually developed on the extranet, the intranet or social media services limited to working group members. An organisation can consciously develop its operations through collaborative development in social media. For outsiders, the result – a product or service – is the most important aspect of the development work, instead of the process of development and self-evaluation. In her article in this publication, Tulonen (2013) describes the development of the process documentation method from a work journal perspective. Closed or restricted social media services can be used as development tools in process documentation work. The following table contains my suggestions for social media tools that can generally be used in process documentation (Table 2). The table presents social media services that could be used at work and in work development as well as in studying and reflecting on learning. The third column includes examples of the tools we have used in the MIMO project. At the end of the table, I present a list of general social media services that can be used in process documentation in organisations in the future. These are included in my article as tips for future use. I would like to challenge you to familiarise yourself with social media communities that are previously unknown to you and think about how you could use them in your work or studies.

**TABLE 2.** *Social media tools and process documentation opportunities (Timonen 2013b).*

Process documentation environments	Social media tool or service	Used in the MIMO project?
Online learning environments as process documentation tools	For example, Moodle (not part of social media), learning journals, employees, students	<p>Online courses Moodle</p> <p><a href="https://moodle.humak.fi/">https://moodle.humak.fi/</a> (private groups for each course)</p> <p>Optima (blog)</p>
Facebook.com	<p>Closed, secret and open groups</p> <p>Websites</p> <p>Profiles (ID)</p> <p>Events</p>	<p>MIMO – Moving In, Moving On: <a href="https://www.facebook.com/MovinInMovingOn">https://www.facebook.com/MovinInMovingOn</a></p> <p>MIMO Von Krahl (profile): <a href="https://www.facebook.com/pages/MIMO-Von-Krahl/203778722992329">https://www.facebook.com/pages/MIMO-Von-Krahl/203778722992329</a></p> <p>MIMO Social Media Workshop: <a href="https://www.facebook.com/groups/MIMOSocialmedia/">https://www.facebook.com/groups/MIMOSocialmedia/</a> (closed group)</p> <p>NTP dance project for young people: <a href="https://www.facebook.com/pages/NTP-nuortentanssiprojekti/148161835238314">https://www.facebook.com/pages/NTP-nuortentanssiprojekti/148161835238314</a></p> <p>ABM II FB group: <a href="https://www.facebook.com/groups/415621301785545/">https://www.facebook.com/groups/415621301785545/</a></p> <p>Students' process documentation Process documentation in closed peer learning groups during the Games and Youth Work course (5 credits)</p>

*Table 2. continues on next page...*

<b>Process documentation environments</b>	<b>Social media tool or service</b>	<b>Used in the MIMO project?</b>
Blogs	<a href="http://www.wordpress.com">www.wordpress.com</a> <a href="http://www.blogger.com">www.blogger.com</a> <a href="http://site.google.com">site.google.com</a> <a href="http://www.vuodatus.net">www.vuodatus.net</a> <a href="http://www.posterous.com">www.posterous.com</a> <a href="http://www.tumblr.com">www.tumblr.com</a> <a href="http://www.webnode.com">www.webnode.com</a> <a href="http://www.wix.com">www.wix.com</a> <a href="http://www.yhdistysavain.fi">www.yhdistysavain.fi</a> <a href="http://www.blogilista.fi">www.blogilista.fi</a> (directory) <a href="http://www.livejournal.com">www.livejournal.com</a>	Employees' process documentation  Kari Keuru: <a href="http://mimoilua.wordpress.com/">http://mimoilua.wordpress.com/</a>  Kaisa Lehto & Markus Hatakka: <a href="http://mimoprodoc.blogspot.com/">http://mimoprodoc.blogspot.com/</a>  Students in Estonia: <a href="http://movinginmovingon.wordpress.com/">http://movinginmovingon.wordpress.com/</a>  Students of occupational therapy: <a href="http://mimotrio.wordpress.com/">http://mimotrio.wordpress.com/</a>  <a href="http://artbasedmethods.wordpress.com/">http://artbasedmethods.wordpress.com/</a> (closed group, students)
Microblogs	<a href="http://www.twitter.com">www.twitter.com</a>	#mimoprodoc
Collaborative tools: workbooks	<a href="http://drive.google.com">http://drive.google.com</a>	Students' process documentation Process documentation in peer learning groups during the Games and Youth Work course (5 credits)
Collaborative production, writing and sharing	<a href="http://docs.google.com">http://docs.google.com</a> <a href="http://drive.google.com">http://drive.google.com</a> <a href="http://muistio.tieke.fi">http://muistio.tieke.fi</a> <a href="http://prezi.com">http://prezi.com</a> <a href="http://site.google.com">http://site.google.com</a> <a href="http://www.docs.com">www.docs.com</a> <a href="http://docs.zoho.com">http://docs.zoho.com</a> <a href="http://www.dropbox.com">www.dropbox.com</a> <a href="http://www.box.net">www.box.net</a> <a href="http://noodi.metropolia.fi/">http://noodi.metropolia.fi/</a> (collaborative script-writing tool)	Collaborative planning of the Games and Youth Work course and progress monitoring at <a href="http://drive.google.com">drive.google.com</a>  Prezi:  11/4/12: MIMO Art-Based Methods for Social and Youth Work (presentation)  <a href="http://prezi.com/26fhwwkqjdx/mimo-moving-in-moving-on/">http://prezi.com/26fhwwkqjdx/mimo-moving-in-moving-on/</a>  - Editing rights granted to four employees, two of whom can edit the presentation simultaneously.

*Table 2. continues on next page...*

Process documentation environments	Social media tool or service	Used in the MIMO project?
Videos	Internet Archive <a href="http://www.archive.org">http://www.archive.org</a> (Creative Commons)  <a href="http://www.youtube.com">www.youtube.com</a>  <a href="http://www.vodpod.com">www.vodpod.com</a>  <a href="http://www.vimeo.com">www.vimeo.com</a>	MIMO's MPT cruise (recording published 2/2/2013)  <a href="https://www.youtube.com/watch?v=PrigGDQkCjQ">https://www.youtube.com/watch?v=PrigGDQkCjQ</a>  ABM exercises at Narinkkatori (recording published 29/5/2012)  <a href="https://www.youtube.com/watch?v=jq_30ThVYAk">https://www.youtube.com/watch?v=jq_30ThVYAk</a>
Live online broadcasts (mobile)	<a href="http://www.bambuser.com">www.bambuser.com</a>  <a href="http://www.ustream.tv/new">www.ustream.tv/new</a>  <a href="http://www.justin.tv">www.justin.tv</a>  <a href="http://new.livestream.com">http://new.livestream.com</a>  Real-time broadcast editing software:  Wirecast (free to use, the logo of the service and ads will be displayed; fee-based in broadcasting) <a href="http://www.telestream.net/wirecast/overview.htm">http://www.telestream.net/wirecast/overview.htm</a>  <a href="http://www.telestream.net/wirecast/resources.htm#community">http://www.telestream.net/wirecast/resources.htm#community</a>	
Communities/online learning communities	<a href="http://www.facebook.com">www.facebook.com</a> <a href="http://www.socialcast.com/">http://www.socialcast.com/</a>  <a href="http://www.ning.com">www.ning.com</a>  <a href="http://plus.google.com">plus.google.com</a> (Tips by Tarmo Toikkanen: G+, Google+ <a href="http://blogi.sosiaalinenmediaopetuksessa.fi/2011/07/10-vinkki-googlen-kayttoon.html">http://blogi.sosiaalinenmediaopetuksessa.fi/2011/07/10-vinkki-googlen-kayttoon.html</a> )  <a href="http://www.socialgo.com">www.socialgo.com</a>	Facebook, see above

*Table 2. continues on next page...*

Process documentation environments	Social media tool or service	Used in the MIMO project?
	<a href="http://www.socializr.com">www.socializr.com</a> <a href="http://www.deviantart.com">www.deviantart.com</a> <a href="http://www.linkedin.com">www.linkedin.com</a> <a href="http://www.suomi24.com">www.suomi24.com</a> <a href="http://www.demi.fi">www.demi.fi</a> <a href="http://www.sumatocampus.com/">http://www.sumatocampus.com/</a> <a href="http://www.livejournal.com">www.livejournal.com</a>	
Images	<a href="http://www.flickr.com">http://www.flickr.com</a> (partly Creative Commons)  <a href="http://www.sxc.hu">http://www.sxc.hu</a> (Creative Commons?)  <a href="http://www.google.com">www.google.com</a> Google image search (Creative Commons)  > advanced settings  > rights of use  <a href="http://img.ly/">http://img.ly/</a>	
Mind maps, charts, project charts, mock-ups, etc.	<a href="https://creately.com/">https://creately.com/</a>  <a href="https://gomockingbird.com/">https://gomockingbird.com/</a> (fee-based)  <a href="http://www.pdfmerge.com/">http://www.pdfmerge.com/</a> (PDF files into a single file)  <a href="http://cmap.ihmc.us/">http://cmap.ihmc.us/</a> Mind maps (downloadable software)  <a href="https://www.mindmeister.com/">https://www.mindmeister.com/</a> (free 30-day trial)	

## REFERENCES

- Arina, T. 2010. Kid Power: uusi sukupolvi sosiaalisessa mediassa. *SeOPPI* 02/2010, 4–5.
- Arina, T. 2012. Pilvioppinen ja nuori sukupolvi verkossa. In Niemi, H. & Sarras, R. (eds.) 2012. *Tykkää rästä!* Opettajan ammattietiikkaa sosiaalisen median ajassa. Jyväskylä: PS-Kustannus, 85–94.
- Auvinen, A-M. 2013. Kirjallisuuskatsaus työelämästä oppimisympäristönä. Association of Finnish eLearning Centre. Accessed on 26.2.2013 at [http://wiki.eoppimiskeskus.fi/download/attachments/7635237/TYYNE-kirjallisuuskatsaus\\_Ama\\_2013\\_01\\_21.pdf](http://wiki.eoppimiskeskus.fi/download/attachments/7635237/TYYNE-kirjallisuuskatsaus_Ama_2013_01_21.pdf).
- Chaffey, D. 2011. *E-Business and E-Commerce Management: Strategy, Implementation and Practice*. 5th edition. Essex: Pearson Education Limited.
- Humak University of Applied Sciences 2012a. *Eettiset ohjeet*. Laatutyöryhmä. Helsinki: Humak.
- Humak University of Applied Sciences 2012b. *Games and Youth Work*. Accessed on 29.10.2012 at <https://moodle.humak.fi/mod/resource/view.php?id=9999>.
- Humak University of Applied Sciences and Turku University of Applied Sciences 2012. *Ohjeita prosessidokumentointiin ABM-kurssilla*. Unpublished material.
- Isokangas, A. & Kankkunen, P. 2011. *Suora yhteys*. Näin sosiaalinen media muuttaa yritykset. Finnish Business and Policy Forum EVA. Helsinki: Taloustieto Oy.
- Kalliala, E. & Toikkanen, T. 2012. *Sosiaalinen media opetuksessa*. 2nd, revised edition. Helsinki: Finn Lectura.
- Keuru, K. 2012. *The Diary of MIMO project coordinator*. Unofficial but true feelings about MIMO. Accessed on 16.1.2013 at <http://mimoilua.wordpress.com/about/>.
- Koulutusohjelmakohtaiset kompetenssit 10/12. Kansalaistoiminnan ja nuorisotyön koulutusohjelma. yhteisöpedagogi (amk) tutkinnon opetussuunnitelmien osaamisperusta. Update 2012. Humanistinen ja kasvatusala / kansalaistoiminnan ja nuorisotyön kompetenssien valmisteluryhmä.
- Luukka, K. 2011a. *Managers' Experiences of the Use of Social Media as Part of Their Leadership: Towards the Social Media Leadership Theory*. MBA. University of Wales.
- MIMO 2012. *Official MIMO Project Application*. Turku: Turku University of Applied Sciences.



Finnish Terminology Centre TSK 2010. Social media vocabulary. Accessed on 7.11.2010 at [http://www.tsk.fi/tiedostot/pdf/Sosiaalisen\\_median\\_sanasto](http://www.tsk.fi/tiedostot/pdf/Sosiaalisen_median_sanasto).

Timonen, P. 2011. Sosiaalisen median hyödyntäminen nuorisotyön ulkoisessa viestinnässä. In Merikivi, J.; Timonen, P. & Tuuttila, L. (eds.) Sähköä Ilmassa. Näkökulmia verkkoperustaiseen nuorisotyöhön. Helsinki: Finnish Youth Research Network, Humak University of Applied Sciences, City of Helsinki Youth Department, 151–158.

Timonen, P. 2013a. Yhteenveto yhden opintojakson 5op opiskelijoiden tavasta dokumentoida prosessia sosiaalisessa mediassa. Unpublished material.

Timonen, P. 2013b. Sosiaalisen median palvelut ja välineet. Accessed on 16.1.2013 at <https://docs.google.com/document/d/1yy-vcEWT07m7jCzW9EoaOtVss8lIqYIkEUhO3fPJg7w/edit?authkey=CM7E17EL>.

Turku University of Applied Sciences 2010. Sosiaalisen median suositukset. Turku: Turku University of Applied Sciences.

# SOCIAL MEDIA – A NOTEBOOK AND BAROMETER OF EMOTIONS

*Kari Keuru*

I joined the MIMO project as a project coordinator at the Humak University of Applied Sciences in the autumn of 2011. At the time, the first four-month period of the project was already in progress, which presented challenges. I decided to process these challenges by writing about them and created a blog. In this article, I will discuss my experiences of writing a blog and using Twitter during the MIMO project. Later, I also created a blog for students, and I will discuss the content of their entries in my *Process documentation by students* article as well.

I have some ten years of experience in using social media. I wrote my first blog entries in 2004 and have used social media in teaching since 2007. In this article, the general discussion is partly based on my own experiences of social media.

*#mimoprodoc, I prefer reading tweets to reading emails. If you can't compress your thoughts to 140 signs, you probably don't have anything to say.*  
(@KariGuru, 10 Dec 2012)

Tens of millions of blogs have been created on various platforms. Some of them are updated regularly, while some only live for a moment. Some have thousands of readers and active followers, and some are only accessible to their authors. Major media outlets publish blog entries written by columnists or use blogs as news sources. In other words, blogs are part of modern media. (Keen 2007.)

Blogs have been compared to journals. This analogy is based on blogs being updated regularly and often featuring very personal content. However, the publicity of blogs is inconsistent in this respect, as journals are often kept secret. The author of a blog aims at publicity and readership, while authors of a journal are writing primarily for themselves, to support their memory. The journals of statesmen, for example, are an exception, as they are intended to be published posthumously.



*Photo: Satu Aalto*

Many people have blogs, from street fashionistas and bakers to virtual travellers and public figures. For those fond of writing, blogs have become an easy way to document their lives and publish their texts rapidly and effortlessly for a large audience. The most popular blogs are carefully targeted at specific groups. In addition to material of interest to the followers, they include personal material, much like journals. At best, blogs are excellent sources of information and windows into the soul.

The popularity of blogs is related to the second phase of the Internet – to Web 2.0 technologies becoming increasingly common. The Internet used to be intended mainly for engineers and experts, but new and free publication platforms turned it into an eldorado of crowdsourcing and social networks dominated by amateurs. The first blogs to reach popularity with the masses were published by product development management at Microsoft. Once seen as a stronghold of secrecy and conspiracies, the company used blogs to make its internal processes visible to the public. The key element of making operations public has been part of blogs from the very beginning. (Scoble & Israel 2008, 26; O'Reilly 2005; Hintikka 2008.)

## BLOGS, MICROBLOGS AND PROCESS DOCUMENTATION

Blogs are a functional tool for the documentation of operations. Blog platforms are easy to use, and text and images can be stored and published to large audiences, if deemed necessary. A variety of devices can be used to document operations. Today, the user interfaces of major blog platforms can be downloaded on smartphones and tablets, which means that documentation can be carried out regardless of time and place. (Tuominen 2012, 266.)

Process documentation principles include systematic and regular documentation. When documenting, we create an archive of aspects related to our operations. It is important to plan in advance what will be documented and in what style the entries will be written as well as what will be stored and on what schedule. Some like to record essential issues continually, while others prefer to do so less frequently. Blog entries can be supported by using microblog services, such as Twitter. Concise microblog entries with a maximum of 140 characters are effortless to write alongside other operations. They can be saved on Twitter and further directed to a blog or Facebook page.

*#mimoprodoc Trying to write an article about process documentation. It is very hard to be an expert and a role model if you are just lazy...*

(@KariGuru, 21 Nov 2012)

Regular tweets constitute a whole that provides a detailed picture of operations. Short notes have been stored on Twitter and distributed to other social media services. Tweets can later be used as source material in the documentation of operations for the purpose of writing more extensive and detailed blog entries. Tweets can also be compiled to be used as qualitative material in self-evaluation.

In terms of process documentation, tweets offer major benefits: speed, effortlessness and a low level of self-censorship. Thoughts must be expressed concisely on microblogs. Tweets resemble “SMS prose” in style and can include abbreviations and smileys.

*#mimoprodoc 2 much 4 me*

(@KariGuru, 21 Nov 2012)

In terms of process documentation, both of these channels store valuable material for evaluation. Tweets are stored on the user account, but it is not possible to find older tweets directly by using the sign #.

I have used my present Twitter account occasionally since 2009. It has proved beneficial in course and project communication, for example. Tweeting is fast and easy, and the messages are short, which lowers the threshold to use the service.

The MIMO project inspired me to use Twitter for process documentation. We agreed that we would use the hashtag #mimoprodoc in tweets related to process documentation. Among the project staff, Twitter usage and, consequently, its effects have been low. A larger group of users would be able to generate Twitter trends, at least within the MIMO project, as well as discussions, retweets and contacts via new followers. In such an event, tweets with the hashtag #mimoprodoc would be related not only to process documentation, but also to project communication and the distribution of project results in a concise form. This would require a change in ways of working and thinking. Discussions would be more public, consisting of short comments shared to all users following the topic, and not just discussion within the project.

I chose English as my process documentation language, because MIMO is an international project and partner meetings are conducted in English. I also changed the language of the [mimoilua.wordpress.com](http://mimoilua.wordpress.com) blog to English. This has



*Photo: Tatu Gustafsson*

made my tweets and blog entries less impulsive and my writing more carefully thought out. The highest threshold in carrying out process documentation in a foreign language has been related to my language abilities, grammar mistakes and poor expression. However, I decided to ignore these concerns and focus on the writing. When tweeting or writing blog entries, I have never regarded MIMO project staff and students as being my primary target groups, which has given me a greater freedom to write.

I have not carried out process documentation via Twitter and the Wordpress blog on a regular basis. There have been long breaks, but there have also been periods during which I have been extremely active. I have missed many significant project events in my process documentation and have decided not to document them or comment on them later in my blog. The most difficult part has been integrating process documentation into my daily work. Writing requires time and space. My tweets and blog entries reflect my working rhythm and use of working time.

*I am ashamed not to have written here for a long time. I am giving lessons regularly about using social media, and one of my favourite points is to remind everybody to write regularly if blogging. So I have not lived according to my teachings. I regret this and will try to be a better blogger in future.*

(<http://mimoilua.wordpress.com>, 24 Jan 12)

In my experience, the regularity of the process documentation should be taken into account in work time planning. Process documentation differs from project reporting. It is a more extensive process that requires more time, and the collected material resembles a cultural deposit and contains a great deal of meta-level information.

*When doing part-time coordination in MIMO, the days are getting longer. Sometimes office hours are reserved for other jobs, and MIMO has to wait till the night. The whole autumn I didn't have a lot of other things to do, but now after one month I have to make a confession – it has been very hard to find time for everything. Of course this was just the beginning, and I still have eleven months left. Hopefully I will find more time to focus on what is essential in MIMO.*

(<http://mimoilua.wordpress.com>, 1 Feb 2012)

## I KEEP WRITING

For me, writing is an efficient way to process my thoughts and experiences. In other words, I do not rely only on my memory, but keep creating a personal archive for further use through written documentation. The first phase of processing involves turning my sensory perceptions into text. I make choices related to which parts of my operations I will record and archive.

*#mimoprodoc Today MIMO has a partner meeting. This means a long day!*  
(@KariGuru, 5 Mar 2012)

My daily documentation of events creates a chronology that allows for the reconstruction of process progress afterwards. My blog and microblog entries constitute a whole that I can use later. Open and immediate writing ensures a diverse range of material. It would be difficult to create a detailed picture of events without good notes. I have used blog entries and tweets to record my thoughts and feelings at the time that various events took place.

*I had a great opportunity to spend the first three days of this week in Helsinki with the ABM group studying new skills to lead and guide youth groups. Staying with the students and getting to know each other better was a useful experience.*  
(<http://mimoilua.wordpress.com>, 31 May 2012)

*#mimoprodoc Processing the MIMO project in Nurmijärvi. Multiprofessional teamwork, different people and various ideas, acceptance is needed!*  
(@KariGuru, 8 Feb 2012)

## PUBLIC OR PRIVATE?

As a rule, social media activities are public. We publicly share and publish material. Publicity is usually a default setting in social media communities and publication tools, but it is also possible to choose privacy. When carrying out process documentation in social media, we have to choose how publicly we want to share our thoughts and documentation process. We also have to consider how our documentation process affects others, and vice versa. Will we be completely honest if we know that our colleagues read our blog?

Publicity may also provoke us to write too boldly about sensitive issues and exaggerate at the expense of honesty.

*Lately I have been quite regularly in contact with our financier. Of course not personally, but I have made some email requests for changes to our budget. Maybe this is a sign of poor planning or the big activity rise in HUMAK. Our personnel have been waking up to the possibilities of MIMO, and they are finding out new ideas all the time. That's great!*

*So again today I wrote twice, Dear financier, I would like to know if this and this is possible... so now I am waiting and hoping for the best!*

(<http://mimoilua.wordpress.com>, 21 Feb 2012)

On the other hand, publicity may result in restraint and self-censorship. Naturally, legal issues and agreements regulate publication. The author of a blog is always responsible for the material published in the blog, much in the same manner as the editor-in-chief of a newspaper or magazine. Sharing thoughts too freely in online communities may turn out to be counterproductive, but neutral and strictly matter-of-fact documentation may not attract readers. In public documentation, it is necessary to find a balance between privacy, freedom of expression and good taste.



*Photo: Emmi Hyvönen*



*#mimoprodoc Today I am trying to reach a north-east dimension of the project. This cooperation is a mind-blowing experience!*  
(@KariGuru, 16 Feb 2012)

Blog entries often reach only a small audience. The communication potential of a blog can be increased by effectively creating links to other social media services. A blog created on the WordPress platform can easily be linked to a separate page or a specific page or group on Facebook. This increases its visibility and publicity. Tweets can also be integrated into blogs and Facebook pages, as can YouTube, Flickr and other video and image sharing services. In addition, it is possible to create a network between various social media services in order to share material in communities selected by the user. This makes the process of documentation more public, but also increases the responsibility for content.

I have chosen to include public blogging and tweeting in my process documentation. Project work is lonely at times, but public documentation puts me in contact with a virtual workplace community. My blog is accessible to everyone, and I have integrated my blog and my tweets with the hashtag #mimoprodoc into the Facebook page of the MIMO project. Readers can comment on my blog entries, and new readers have found my blog through the Facebook page. Tweets with the hashtag #mimoprodoc have been retweeted to other users.

My process documentation in social media has focused on discussing my assignments and my thoughts about the project as well as my feelings, such as joy or exhaustion. In other words, the documentation process also has a therapeutic aspect.

*#mimoprodoc, writing the MIMO activity report. Maybe the next boring activity, but something that has to be done by me!*  
(@KariGuru, 15 Feb 2012)

*#mimoprodoc My confession for this day – now I feel uncomfortable to be a MIMO project coordinator at HUMAK. Not the purpose of my life!*  
(@KariGuru, 21 Nov 2012)

## REFERENCES

Hintikka, K. A. 2008. Johdatus osallistumistalouteen – Internetin uusia taloudellisia toimintaympäristöjä. Tiek 32. Publications of TIEKE, the Finnish Information Society Development Centre. Helsinki: Tiek.

Keen, A. 2007. *The Cult of the Amateur: How Today's Internet Is Killing Our Culture and Assaulting Our Economy*. London. Boston: Nicholas Brealey Publishing.

O'Reilly, T. 2005. *What is Web 2.0? Design Patterns and Business Models for the Next Generation of Software*. Accessed on 14.3.2013 at <http://oreillynnet.com/lpt/a/6228>.

Scoble, R. & Israel, S. 2008. *Naked Conversations: How Blogs Are Changing the Way Businesses Talk with Customers*. Translated into Finnish by Ljungberg, T. Helsinki: Basam Books.

Tuominen, L. 2012. Mobiili. In Häivälä, J. & Paloheimo, T. (eds.) *Klikkaa tästä. Internetmarkkinoinnin käsikirja*. Helsinki: Mainostajien liitto.

# DPPD – DOCUMENTING THE PROCESS OF MY PROCESS DOCUMENTATION

*Kadri Karu*

Process documentation! One day these two words slashed the air of the MIMO partner meeting room in Turku. Loudly and demandingly. People were caught by surprise. The project had run for some time now. “What is it for and who will be involved?” people asked. “I wonder if it is something extra to my regular project work? Oh no...” The truth was about to reveal itself.

This article is not my process documentation (PD) of the MIMO project, but an attempt to document the process of my process documentation. I just love the calembour of it! My PD will be a documentary film about the project. When I started MIMO, I did not know it yet. For me, one important part of DPPD was understanding, what PD means. As it appeared later in the course of the project, I had been doing PD before I even knew that I was doing it. So the journey of realisation of PD is actually one big part of the process of PD itself.

In the MIMO project, in Estonia run by University of Tartu Viljandi Culture Academy (UT VCA), I am a project specialist, who is responsible for video documentation of the process connected to UT VCA. My job also includes tutoring multimedia students to make their own short documentary films about the project. As I understood PD, it means mainly two things for the participants: first, expressing and, second, storing thoughts and experiences related to MIMO activities. In my case, I should express my thoughts about filming MIMO and collect them somewhere the material is accessible at any time. That means using one of the social media applications as a channel.

Studying the definition of PD, I encountered a personal-philosophical dilemma concerning the matter. While filming Estonian MIMO activities, I was already expressing and storing my subjective point of view of the project, because I have been taught that no documentary film can ever be objective. One starts



*Photo: Stefanel Oey*

expressing his/her opinion as soon as the camera is put in place. That is when I first got an idea: to be an artist means to do PD all the time. Whether you want it or not. So is my job in MIMO entirely PD already? Or do I have to make a step to a meta-level and find a way to describe my feelings about the filming process? For some reason, I do not think people would find it too interesting. So I made up my mind to concentrate on feelings concerning the project activities and not on my personal *sturm und drang* during the filming process.

Having had it decided, I began to find my tools. What kind of genre would be the most effective for my PD: words, sounds, images? Image has always been my favourite channel of expression – maybe that is why I can call myself a visual artist. Anyway, it seemed to me that PD is something messy (who knows anyone who knows what it is?) and slightly aggressive (to be stereotypic: when have Nordic people ever wanted to express their feelings?). These were my first feelings about PD. For some period of time, I just hoped the whole issue would just simply fade away. Like it had never been brought out...

## MOVING IN: encounters with specialists

The first period of the MIMO project of UT VCA – from winter to summer 2011 – was meant to be a preparation time for performing arts students. This academic year offered them several workshops in the artistic and social field. The purpose was to introduce the essence of art-based methods and give them a chance to try out the team-work for upcoming performing arts clubs. Workshops were held by a number of specialists in different genres of art: Estonian Playbacktheatre and Estonian Improvisational theatre, visual artists of MOKS, rhythms in music, photography and video documentary, dance. The workshops culminated in a summer camp called Summer Summit I, where the artistic teamwork was tested for the next academic year of the MIMO project.

During that time I did not hear even once about PD. What it is or how it should be done. I was still puzzled by the MIMO project itself, its concept and my personal part in it. Although Irene Hütsi, our project manager, had described to me the meanings of the words, such as “cross boarding collaboration”, “multi-professional teamwork” or “art-based methods”, the whole thing was still beyond my comprehension. Being an impatient person, I wanted to grasp the goals and possible results of this project quickly and clearly. How will all the bits and pieces – me running with the video camera for instance – come together? So that one day, when MIMO has ended, I could say with a smile: “It was really worth running that day!”

While filming the first workshop, I remember asking myself questions like: Has MIMO begun? Is this MIMO that I am doing right now? How do I know what to film? What is important and what is irrelevant? Who is going to use or see the video material in future? My only consolation was to find out that students had their doubts as well: the workshops are interesting, but how exactly will they help us to deal with young people later on? That was a time where everybody involved in MIMO had to start to find their own key for making this project work.

It is obvious that even the most eager video documentarist cannot film everything and objectively. As a cameraman, I can only try to do it. And while trying, I still must have some kind of idea beforehand. Besides artistic issues, I had ethical and technical problems. Should I use additional light or microphones when necessary? Should I use several cameras at a time? Would I disturb the natural atmosphere of the workshops? Something that is needed in order to act free or

discuss rather delicate topics? Having all these aspects in mind, I had to make some kind of selection. What I actually wished back then was some wise man from MIMO telling me exactly what to do. What is right and what is wrong. Naturally, there was no such man or woman. So, I finally made a decision to be as invisible as possible and to shoot according to my inner feeling and last but not least – enjoy the workshops.

## MOVING ON: encounters with youngsters

The second stage of practical MIMO started in autumn 2011 and ended at the final summer camp in 2012. It consisted of performing art clubs for youngsters all over Estonia held by students of UT VCA. During that time, new professional doubts started to haunt me and the content of PD was introduced. In autumn 2011, I had to decide whether I should take part in those performing art clubs as a cameraman and documentary maker or not. Is the presence of the camera rather inspiring or disturbing for the group of youngsters? In case of filming, should I observe the development of all ten groups or just pick out one?

I found the solution hidden in my other MIMO task: tutoring multimedia students. Five students were given a task to choose one group of students and make a short film of it. The focus and style of this piece of art is up to them, as long as they find something interesting in the progress of each multiprofessional team. Only a personal approach can make a movie alive and interesting. After giving this exercise to my students, I suddenly realised it is PD that they are about to do! It is personal, and it reflects their point of view and emotions connected to MIMO activities. Films will be presented and be accessible for lots of people. Perfect! When students can do their PD through documentary films, then why can't I?

In the end, I had minimum contact with youngsters. I only filmed two workshops (Ardu and Puhja), when they had long days in the main building of UT VCA and the final camp in Mooste. What can I say? It was good to witness young people doing something together and making new acquaintances. What concerns my PD, I did not and I still do not think that everything should be filmed though. My opinion is that it creates more or less artificial atmosphere and reactions. Maybe it could be avoided by observing same people during the whole project – day and night – until they forget the presence of a cameraman.

The whole process was hopefully more natural with multimedia students, who had their “personal” groups to follow. All in all, I think I caught some quite good moments in addition to students’ footage that sums up the essence of MIMO – youth in action.

## **MOVIE: encounter with myself**

I had previously thought about the different ways and tools of documenting my MIMO experience. The only rule was: I should like the media that is going to reflect my personal thoughts and emotions. To say it in terms of semiotics: what kind of sign system – media – do I like? What is the best media for my PD? Is it a word, formed to sentences and texts or so-called tweets in blogs or Twitter? I am not very good with words though. I would gladly leave words for poets and writers. Besides, neither blogging nor tweeting are my personal favourites in communication. I consider most of the blogs and personal exclamations in social media as visual noise, – useless information in many cases. Do I want to invest in something I do not believe in, even if it would be emotionally sincere and seen only by selected people? No.

Images perhaps? One image says more than a thousand words, right? The problem is, to my mind, photos are too fixed for documenting a process. Maybe if I had been an official photographer for this project and had been carrying a camera with me at day and night, I could have gathered up a proper collection of images. Photos would really say and show something important through my point of view. To make random photos here and there besides my other MIMO job is not my interest. I like visual arts, but, unfortunately, I have not had enough time to sketch any pictures, paintings, caricatures or cartoons that would sum up this project. That is a genre I would really have liked to try.

What if I tried a photo with sound, would it be a pair with more life in it? To make a piece of music, for instance? I decided that I do not wish to sing about MIMO. What I could try is to play some percussion instruments, like we were taught in one of the workshops. Or make an audio diary? There is the same problem similar to written words: I am even worse with words said out loud than I am with written ones.



*Photo: Tatu Gustafsson*

What if I use both words and photos together, as is very common in Facebook environment? I knew that there would appear a problem for me: which is more important, a word or the picture above it? Which of them illustrates the other one? There is always the competition between them. A second thing that bothered me was that no text or a picture will ever change. A personal thought or emotion that is fixed and attached to the Internet for eternity? I loved a lecture from one IT and librarians' professor at UT VCA. He reminded his students of the famous words of Mihhail Bulgakov in his novel *The Master and Margarita*. *Рукописи не горят* – manuscripts do not burn. It was a reference to Russian writers who were considered to be dangerous by the Soviet Union government. Plenty of them saved their novels from the secret police by memorising the manuscripts. They did not want their texts to vanish. These days we have a rather opposite situation. The Internet is like a common memory of all people that forgets and erases nothing, even if we wanted to. I wish some things I have expressed would disappear one day. That is why I select very carefully what I leave behind in that system that keeps you from vanishing.

What else? I am not satisfied with words or sounds only. I like images, but they are too fixed for the reflection of processes. How can I make images move? To combine three media – words, images and sounds – together? Let them



compose a dynamic and organic whole: a digital story or a film. I share the thought of a famous essayist Susan Sontag, who has said that life is a movie and death is a photograph. A process is certainly life. It is constantly changing as a living organism. It is full of surprises and it has the face of all its participants. Since I am not an admirer of the digital story telling method, the only logical media for me to capture the process of MIMO, would be film or video – a picture in motion.

I was finally beginning to solve my PD riddle – the video filming had suddenly gained a fresh meaning for me. The criteria of filming (what to take, what to leave) and editing (what to take, what to leave) is up to me, because this documentary film is going to be my PD. There is no wise man in MIMO, who would tell me what to do. I am that wise man! In the context of PD anyway. I basically named my work for MIMO as process documentation and it seemed alright.

From that moment on, the concept of filming became clearer to me. I started to notice and film things that I had probably seen and filmed before, but not so consciously and boldly. I let go the regrets that I could not reach every MIMO activity in Estonia (performing art clubs) and Finland (Summer Summit II) with my camera. Being absent from some (important?) events was just part of my subjectivity. To be totally honest, sometimes it was also a good excuse to be lazy. I found myself thinking: “I shall not go shooting it, because it does not belong to my concept!”

I felt particularly free filming at meetings with Finnish partners. I realised that I cannot archive the whole project, the material is simply too wide for one camera to grasp. So in Finland I allowed myself a more abstract and creative style (window reflections of people, abstract compositions of objects labelled with MIMO logos, potatoes in my creativity workshop or tired faces of project staff in the spring seminar 2012) and a more objective style in Estonia (full time recordings of the outcomes of performing art clubs in Mooste summer camp 2012).

In addition to the conscious artistic choice, there are distinctive features of film art that make the video documentary even more subjective: the position and angle of the camera, different types of shots, framing and composition of objects and subjects, the length of one shot, the concept of exposition. The more wild you let your personality run, the more subjective it all gets. Which I still did not do in most of cases. Why? Maybe I was afraid the film would be overloaded with different emotions of different people: organisers, students,

youngsters, partners and me. Secondly, I think that a thing called personal style (a good thing) can easily turn into exhibitionism (a less good thing) if one pets one's ego too much.

The list of subjective choices lengthens even more when the editing process starts. Which video clips are chosen and which are thrown out? What is the sequence of the chosen ones? What kind of extra texts or music is added to the film, and so on? Countless possibilities of being creative and personal! Another brilliant definition about film making comes from world famous director Werner Herzog, who has named most of his documentaries feature films in disguise (Simington 2009). I could not agree more!

Both documentary and feature films need a concept. I had reached a stage where the observation period had more or less ended and I had to put even more of myself into my PD. That means a clear vision and structure for the film. That is when the hard and most creative part started. Do I have a concept? If so, what is it? Shall I find it during editing in case I haven't found it yet? Or shall I lose it in the middle of it? "Both yes and no" is probably the only right answer to any similar question in life.

I started watching through the raw material. What I first thought would be boring, turned out to be quite an interesting experience. In a way, it reanimated the MIMO situations I had taken part in. Even some thoughts and emotions came back to me that I had back then. Some of them were still fresh and I could agree with them even some time later. Some details seemed irrelevant and some were just boring.

After having an overview of my material, I sat behind the editing desk. My first task was to make a short video clip about the Mooste summer camp 2012 to be presented at the next MIMO international partner meeting. I sat behind the computer realising that my own opinion about the whole project is slowly starting to unfold. In order to make it real (through video), I have to take account of the following points:

- 1) My concept allows me to use both my own material and material filmed by other people since I am the director, cameraman and editor in one person. If someone else's (mostly students') footage inspires me, I can use it in my PD.

- 2) My concept depends on the technical quality of the video footage more than I want to admit. Sometimes I had to change my initial concept because of the poor quality of image or sound. In numerous cases I felt frustrated first, because I strongly felt that the movie needed some particular piece of film. Luckily working in the video studio of UT VCA has taught me the art of forgiving and letting go of small professional failures. It has usually led me to something new and better.
- 3) My concepts can change. They can change through three main stages: filming, analysing the material and editing. Change is good, as long as it makes your work better.

So, what is my film – my PD – going to be about? I do not know yet. There are just some components of it spinning around in my head. I want Irene – our project manager – to be the key person in this film, because for me she has been the key person in the whole project. I want my PD to have music and rhythms. I found various musical moments both from the MIMO events that I took part in or witnessed as a spectator – both in Estonia and in Finland. Common rhythm making is something that works really well among any group of people. To feel unity, creativity and joy without thinking or talking, what we do too much anyway. I would like to make the film soundtrack myself as much as possible. Do I end up singing about MIMO after all? Related to music, I want this video film to be flowing. I am not sure yet what it will look like technically. In my mind, it is moving like a sound or light wave, which does not mean there would be any pauses or blackouts. Video is life, but even life has its breaks.

## REFERENCES

Simington, B. 2009. A Documentary is Just a Feature Film In Disguise: An Interview with Werner Herzog. Notebook Digital Magazine 12.12.2009. Accessed on 16.12.2013 at <http://mubi.com/notebook/posts/a-documentary-is-just-a-feature-film-in-disguise-an-interview-with-werner-herzog>.

# PROCESS DOCUMENTATION BY STUDENTS

*Kari Keuru*

I created a blog (<http://artbasedmethods.wordpress.com>) on the WordPress platform for the Art-Based Methods (ABM) courses organised as part of the multi-professional studies in the MIMO project. The participants of the courses included students of health care, social services, occupational therapy and arts at the Turku University of Applied Sciences and students of civic activities and youth work at the Humak University of Applied Sciences. In addition to art-based methods, the ABM courses familiarised students with the related degree programmes and group supervision work. In other words, they participated in art-based groups, but also guided groups of young people.

My original purpose was to use the blog as a discussion area to enable students to freely share their experiences of guiding groups of young people and discuss issues related to guidance. However, writing entries for the blog was also included as an assignment in the course. Each participant was required to write a certain number of entries about guidance situations. This ensured that everyone participated and that the number and quality of blog entries increased, but it also reduced spontaneous writing, as students became increasingly conscious of the content of their entries.

The blog was also used to document art-based group work during the ABM II course in Helsinki between 29 and 31 May 2012. In addition, students were able to compensate for absences from contact teaching by contributing to the blog. In other words, the blog was used to record students' experiences of guiding art-based groups for young people as well as their experiences of participating in such groups. In their blog entries about their own experiences, students reflected much more strongly on their emotions and thoughts, while the entries about guiding groups focused on descriptions of exercises.

*On Monday morning, when sitting in a bus to Helsinki, I couldn't even have imagined what a wonderful experience the trip would turn out to be. For some reason, I was quite anxious and didn't get much sleep the night before. I have very little experience of arts and applied arts in particular, which may explain the anxiety. On the other hand, I had no expectations, which enabled me to engage more freely in the activities.*

(<http://artbasedmethods.wordpress.com>, by nurse2013, 31 May 2012)

Blog entries for [artbasedmethods.wordpress.com](http://artbasedmethods.wordpress.com) were written by participants in both of the ABM courses intended for degree programme students at the Turku University of Applied Sciences and the Humak University of Applied Sciences.

I provided all groups of students with general guidelines on writing for a blog in advance:

<http://www.slideshare.net/KariGuru/sosiaalinen-media-wp2-mpt-ryhmlle>.

I also instructed them on using WordPress:

<http://www.slideshare.net/KariGuru/wordpress-blogin-luominen>.

We discussed content, target groups, links, publicity and information security as well as writing concisely, sharing content and using categories and tags. The students' strongest concerns were related to their entries being public, but we decided not to compromise publicity, as peer learning was one of the key ideas behind using a blog.

The students wrote entries in which they described the exercises they had used with the groups of young people under their guidance. This documentation is valuable for peer learning, because it makes the exercises easy to adopt by other groups. The blog is an excellent databank with information on group-building and art-based exercises for young people. It would also be possible to create a separate section for the exercises to make them even more easily accessible.

*At the first meeting, we introduced ourselves by using photo cards. Everyone selected a photo that reflected his or her mood on that day. After that, we carried out exercises in which the group formed lines and patterns reflecting the shoe size of each participant or the distance each student had travelled to the venue, for example. Then we wrote the first page for our portfolios. We printed "I" in the middle of the page and, around the middle, we wrote things that were characteristic and descriptive of ourselves. We discussed the descriptions in small*



*Photo: Stefanel Oey*

*groups and wrote down thoughts about our future on the other side of the paper. At the end, we selected a picture that described our feelings after the meeting.*  
(<http://artbasedmethods.wordpress.com>, by satu, 6 September 2011)

Interaction would have added to the value of the documentation. The young people who participated in the groups could have been given an opportunity to comment on the exercises on Facebook. For example, blog entries could have been published in a Facebook group for the young people and the students serving as their supervisors to allow for direct and immediate feedback.

The blog also includes information on attendance and the composition of the groups. This documentation is useful for reporting, among other purposes. Documenting the composition of the groups could have been taken into account when issuing assignments. In addition, blog entries include information on students' level of activity and attendance. Their emotions and the atmosphere are implied in the blog entries as well, even if not explicitly stated.

*Four participants were in attendance this Monday. One girl was ill, and one of the boys just didn't show up.*  
(<http://artbasedmethods.wordpress.com>, by mimotrio, 18 October 2011)

*We continued with status exercises, but the young people were not that enthusiastic about participating. They watched and commented when Heini and I showed examples of high and low status. They participated to some extent. They were clearly nervous about embarrassing themselves and allowing themselves to fully engage in the activities. Heini came up with an excellent solution: she realised that we wouldn't need to interrupt and abandon an exercise if the supervisors took over and completed the exercise when the young people lacked the courage to participate.*

(<http://artbasedmethods.wordpress.com>, by KariGuru, 27 October 2011)

*This is what it's like to work with young people. Sometimes they simply don't show up.*

(<http://artbasedmethods.wordpress.com>, by mimotrio, 28 November 2011)

In the blog, students have also shared problems and solutions related to guidance. Other groups can adopt good practices via the blog. In other words, the benefits of peer learning can be shared without actual meetings. Discussing problems also helps students understand that all groups have similar problems. With the help of the blog, it is possible to reconstruct teaching situations and



*Photo: Emmi Hyvönen*

make use of experiences in the planning of supervisory situations. In addition, earlier practices can be applied to new groups, because the blog entries remain available to all users online.

*We had some difficulty getting started because some of the pupils were late. We agreed that if we were not able to start on time, the meetings would last longer, correspondingly.*

(<http://artbasedmethods.wordpress.com>, by satu, 12 September 2011)

*It was not exactly plain sailing. The meeting (from 1.15 p.m. to 3 p.m.) had not been included in the students' timetables, and they felt that they were "forced" to stay after school to participate in the MIMO project.*

(<http://artbasedmethods.wordpress.com>, by marakassi, 19 September 2011)

*We had trouble deciding on a name for the group and drawing up rules, even though the supervisor helped by participating whenever needed. Problems with successfully completing this exercise hindered other activities.*

(<http://artbasedmethods.wordpress.com>, by marakassi, 11 October 2011)

*We divided the group into two smaller groups, which allowed for variation and deeper and more extensive discussion. In the small groups, the participants were better able to focus on listening to one another.*

(<http://artbasedmethods.wordpress.com>, by ansor18, 31 October 2011)

Technical problems related to guidance were also discussed in the blog. For example, students wondered why attendance was so low at a meeting and then explained the reason in the following entry. Problems related to guidance at different meetings have also been recorded, as the process was documented regularly. If the author had documented the process less often, such observations would probably not have been included in the entries.

*Once again, the others had a meeting at the Finnish Red Cross group home. We didn't find out until now that the meeting coincides with the MIMO group every other Monday. This explains why attendance has been so low at times, but it would have been nice to know about this overlap in advance. We might have even been able to change the day for the group meetings (facilities allowing). We contacted the group home about the schedule for the rest of the meetings. None of the young people notified us of their absence in advance, even though they had been asked to do so. At the very beginning, we learned from supervisors from the Finnish Red Cross that the young people had difficulty with committing to*



*appointments. For example, if they had an appointment with a social worker, they didn't necessarily show up and didn't think that this was a problem. In other words, this type of behaviour may be related to cultural differences.*

(<http://artbasedmethods.wordpress.com>, by mimotrio, 10 November 2011)

*We contacted the Finnish Red Cross group home about non-attendance. After that, the participants were allowed to skip the group home meetings. They would be informed afterwards about the issues discussed at the meetings. We hope more participants will attend the rest of the meetings.*

(<http://artbasedmethods.wordpress.com>, by mimotrio, 18 November 2011)

The blog allowed for peer feedback. Students described the programme for the meetings they supervised and commented on their own and others' actions. In a guidance situation, it is not always possible to provide immediate feedback, but the blog made it possible to reflect on the situation and offer feedback on successful guidance. In addition, providing feedback in a blog often feels easier than offering feedback in person.

*All in all, everyone in our group of supervisors is willing to assume their share of the responsibility. For this reason, I like working with the group. :-)*

(<http://artbasedmethods.wordpress.com>, by marakassi, 11 October 2011)

*Overall, the third meeting went well, and we were feeling positive about this Monday. The young people seemed happy as well.*

(<http://artbasedmethods.wordpress.com>, by mimotrio, 18 October 2011)

*Heini had prepared guidelines on laminated paper, which was impressive. :-)*

(<http://artbasedmethods.wordpress.com>, by marakassi, 24 October 2011)

Students reflected on their actions in the art-based group in particular, as this was part of their assignment. This produced valuable information for the teacher and the supervisor, who was able to make use of the information even during the course.

*Those three days were an experience that taught me to fully engage in activities and, above all, commit to activities. There was no reason to hold back, since we were already there. The main point was not whether I could relate to everything that went on. The old saying about doing things properly or not at all applied to this situation. In addition, I think that "group pressure" had a positive effect.*

*If I had refused to participate wholeheartedly, I would have probably felt like a complete fool. I didn't feel embarrassed in any situation.*

(<http://artbasedmethods.wordpress.com>, by sapaa, 31 May 2012)

*I would have hoped that we would have focused even more on our future projects and shared tips and exercises for future use. I felt that people were only able to discuss their plans superficially, and we never had an opportunity to discuss things profoundly.*

(<http://artbasedmethods.wordpress.com>, by aalto, 4 June 2012)

The blog entries reflect the students' different ways of experiencing things. Sometimes their observations are very contradictory. From a research perspective, the documentation of the same topics by different writers is fruitful and presents a more objective picture of events. For example, compare the quote above to the one below:

*It was good that we had an opportunity to present some of our group's ideas for the autumn and even get constructive comments. It made us think about how we could improve our work and whether there still were issues we might have overlooked.*

(<http://artbasedmethods.wordpress.com>, by MONBAA, 4 June 2012)

Or compare the following two opinions on the teaching being organised in Helsinki. It should be noted, however, that the first comment was made about six months after the event.

*Even though most of the students did not live in Helsinki, I think it was a good idea to organise the course outside Turku. This "forced" us to spend time together and get to know one another, which facilitated group building, because we could not just go home and spend evenings alone.*

(<http://artbasedmethods.wordpress.com>, by DIUDIDIUDIDIU, 27 November 2012)

*After participating in the event, I still oppose the thought of travelling to Helsinki for the course.*

(<http://artbasedmethods.wordpress.com>, by Aalto, 4 June 2012)

Blog entries can be used in the planning of supervisory situations. It is easier to remember the successes and failures in group guidance when they are documented in a blog immediately after the event. Documenting emotions

and the atmosphere is important, because it helps participants understand and analyse events afterwards. Experiences from several events constitute a whole, with material that can be used in the development of activities. Process documentation is an effective development tool. It is important to record both positive and negative experiences, so that the process development can be documented for future reference.

*To solve the problems mentioned above, it is a good idea to first create common rules for the group and expect everyone to commit to the rules. We will discuss these issues with the group at the following meetings.*

(<http://artbasedmethods.wordpress.com>, by Satu, 10 October 2011)

*As a supervisor, I could have done a better job at sticking to the schedule. Now I know where I can improve... At this meeting, we collected feedback by asking the young people to stick their thumbs up, down or to the side depending on whether they liked the meeting or not. Many gave neutral feedback, but no one actually gave negative feedback.*

(<http://artbasedmethods.wordpress.com>, by marakassi, 24 October 2011)

The blog entries also reflect the development of the groups as well as courage and trust among the participants. The students reflected on their own learning as well as the young people's progress in various areas.

*One of the participants dreamt of becoming a doctor. The group was the first place ever where this participant had mentioned the dream. The young people had the courage to talk about their dreams in the group.*

(<http://artbasedmethods.wordpress.com>, by Satu, 14 November 2011)

*This Monday was a success: the young people participated actively and had the courage to show their feelings. This means that we have succeeded in creating a safe atmosphere for our MIMO meetings.*

(<http://artbasedmethods.wordpress.com>, by mimotrio, 21 November 2011)

When writing about art-based groups, students also reflected on issues related to society in general.

*The mobile phone tent added a nice contrast. It made us think about who actually owns public spaces in cities and towns and decides on their use.*

(<http://artbasedmethods.wordpress.com>, by mystiskissa, 11 June 2012)



*Photo: Susanna Pyörre*

Art-based group activities were physically and emotionally demanding. Elevated stress levels were evident in blog entries written after intensive periods of training. Stress and the freedom of expression brought out meta-level issues. An intensive three-day course requires students to throw themselves into situations, and they also had to step outside of their comfort zones, which added to the intensity of the entries. The blog served as a stress management method.

*When walking slowly, I soon noticed that I felt like an outsider. I didn't belong to the group of people passing me in a hurry. I deviated from the norm at Narinkkatori, a square where people usually are headed in a specific direction, in a hurry to the metro, a bus, work, go shopping or meet someone. I liked the feeling of breaking the norm, walking unhurriedly in a space where people were hectic. I had time to observe others, but they didn't seem to notice me.*

(<http://artbasedmethods.wordpress.com>, by hennamiddeke, 4 June 2012)

Memories were cherished more in blog entries that had been written several months after the art-based groups. The criticism was not as sharp as earlier, and the memories were mainly positive and inspired. In terms of process documentation, the value of these entries differs from that of entries

documenting events immediately after they took place. Learning is more evident in entries written later, but the documentary value of these memories is not as significant as that of entries written nearer the time of the events.

*Now that I've had a few months to process the three days that I spent with Ursula and the MIMO participants, I can say that I think fondly of that time.*  
(<http://artbasedmethods.wordpress.com>, by [name removed], 23 November 2012)

I encouraged the students to write openly and add personal observations about everyday life in their blog entries. Strictly matter-of-fact blog entries feel distant, but personal comments make them feel more authentic and documentary. They also convey emotions and the atmosphere to the reader. Standard information security guidelines apply to blog entries: do not divulge anything you would not be willing to tell other people in real life!

*And now: shopping for food. Yay!*  
(<http://artbasedmethods.wordpress.com>, by ansor18, 19 September 2011)

*We had a nice MIMO meeting, and the weather was fine as well. :-)*  
(<http://artbasedmethods.wordpress.com>, by marakassi, 31 October 2011)

*The students were allowed to use smileys in their blog entries. For some writers, smileys offer an opportunity to express more emotion if they want to underline the humour in their entry and avoid misunderstandings related to sarcasm.*

*I was more worried about the germs on the floor (did I mention that I'm a nurse? 😊)*  
(<http://artbasedmethods.wordpress.com>, by k4tri, 3 June 2012)

In terms of creating links to other social media, interoperativity was also used in the blog. I created links from my tweets and blog entries to MIMO on Facebook and other blogs. The activities of the art-based groups in Helsinki were also documented as photos and videos. Students had mixed feelings about being photographed and captured on video.

*Recording our activities on video was both a helpful and a distressing element. It was helpful in that by simply being there, the camera enables many things. It is as though it gives permission to participate more freely. Then again, it was distressing in the sense that it is difficult to forget that the camera is there, and it becomes an obstacle of sorts.*  
(<http://artbasedmethods.wordpress.com>, by sapaa, 31 May 2012)

I am in favour of using images and videos in process documentation. The visual dimension makes the documentation more authentic. Written material is more filtered and predigested. Even though photographers and videographers choose the topic and perspective, images and videos always include random material, allowing viewers to make observations. Images can be used in blogging to emphasise the message. However, it is advisable to discuss taking photographs or videos of events in advance and prepare the required written agreements if the intention is to take photos or videos of people. The students documented supervisory situations in groups by taking photos, but only a few photos were published in the blog.

The blog entries written by students constitute a document about group supervision and art-based group activities in ABM studies. The entries are not organised by topic or chronologically. Some students wrote their entries regularly after the events, while some wrote theirs several months later. Blog entries make for raw material that supports reporting and excellent research material on the project. A blog has its benefits as a process documentation tool: crowdsourcing, the sharing of experiences and the related peer support, the sharing of content to the selected audience and the preservation of material for various users. The challenges are related to adopting and observing common rules as well as the ethical responsibility for the published content. I have more than six years of experience in using blogs in personal project documentation and that of students, and my experiences are predominantly positive.

*I created this blog because the MIMO project fills my days and I need a breather and an outlet for my feelings every now and then. The purpose is to share thoughts and feelings about project work in an informal forum. I also want to encourage other project participants to share their thoughts and experiences. After all, the goals of the MIMO project include the innovative use of social media. In other words, I wish the best of luck for my blog and hope that writing here will become a long and rewarding chapter of my life.*  
(<http://mimoilua.wordpress.com>, 8 September 2011)

## Blogs and other links

<http://artbasedmethods.wordpress.com>, accessed on 15.1.2013.

<http://mimoilua.wordpress.com>, accessed on 15.1.2013.

<http://www.slideshare.net/KariGuru>, accessed on 15.1.2013.