Unifying Through Language

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Project Report

Introduction

The project **"Unifying Through Language"** is driven by the need to establish an accessible method for language learners to explore museums. Culture plays a crucial role in the process of integrating into the life of a new society, so it is fair to say that culture goes hand-in-hand with language, and they cannot be separated. Museums help understand culture and history better and can create a platform for many people from different backgrounds to share a sense of belonging and community. At the moment, most exhibitions, the information about cultural and/or historical artifacts and other materials are mainly available only in the local language or are translated to foreign languages, in other words, museums don't have a specific way to support language acquisition.

Our project is based on the permanent exhibition **„Minu vaba riik"** (in English „My Free Country") located in the **Estonian History Museum** and our goal is to encourage language learners to engage with Estonian culture and history while practicing the language. At first we had some people who preferred to create something interactive and others who wanted to create something tangible. We agreed to do something that would satisfy both parties and came up with the idea of a booklet that has QR codes which lead to games.

During the project, we split into three groups based on different key focus areas. **Target audience group** focused on the product's consumers and specifications like decision makers, selling points, and other aspects that could play into the product's usefulness and rate of engagement. **Content group** focused on the text, ensuring that it fits into the target audience's language knowledge level well enough to not require translation. **Design group** focused on the design of the booklet, to make it accessible, engaging and fit into the museum's authentic design.

Central Problem

The central problem of the project is the lack of accessible and tailored language support for language learners within museum environments. The vast majority of exhibitions, info about cultural artifacts and other materials are mostly available only in the local language.The English language leaflets with the most basic information may be the only source of information for the person unacquainted with the local language yet and those do not cover anything substantially. There is still very little language support in museums for people who want to explore exhibitions in the target language, but whose language skills are only at the A2/B1 level. By identifying and addressing this gap in language provision, our project attempts to modify access to cultural knowledge, making museum experiences more inclusive and empowering for language learners of all backgrounds.
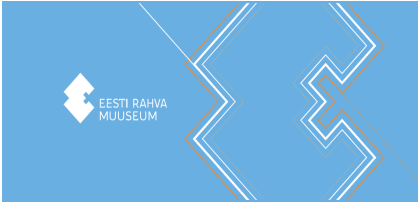
Research Base

For content development we relied upon seminal works in the fields of linguistics and teaching. To accomplish this goal we worked extensively with the exhibition materials, museum catalog, external resources as well as a variety of linguistic materials. The theoretical framework for the project is based on the communicative approach to language learning and teaching. Content and Language Integrated Learning (CLIL), Communicative Language Teaching (CLT), and Zone of Proximal Development (ZPD) theories are used in creating the content of the booklet. These three theories were chosen because they complement each other and provide an integrated frame of reference for the successful use of the target content in the target language in the museum setting. Both CLIL and CLT theories stress the importance of meaningful interaction between the learner and the language that foster successful communication and "respond to the practical needs" of the learner (Suemith 2). In the process of communication, the learner often may encounter the linguistic materials beyond their current level. In this case, ZPD theory encourages the learner by "scaffolding" the content instead of changing it (McLeod 11). Hence, by combining the main elements of the three theories, we create a communicative environment where the learner is given enough support to engage with the language and the exhibition content in Estonian through the series of adapted texts and interactive materials that nurture the comprehension.

Target audience team also did additional qualitative research on the target audience based on data provided by the museum and our supervisor. This research enabled us to determine that our primary target audience for this project is international students with A2-B1 Estonian, which will be later used in our questionnaire formulating for preemptive focus testing. We will be using the descriptive / status survey to form the initial understanding of general perception of the product. The framework for research basis and questionnaire is as follows:

1. Research Methods for Students, Academics and Professionals, Kristy Williamson (Chapter 5)
2. Shaping Higher Education with Students: Ways to Connect Research and Teaching, Eirini Gallou, Peter Abrahams (Chapter 2.6)

First source shaped our research according to the chosen framework, and the second is aimed at understanding the proficient capabilities of active learning, thus shaping the questions we want our focus group to answer into a more productive formula.
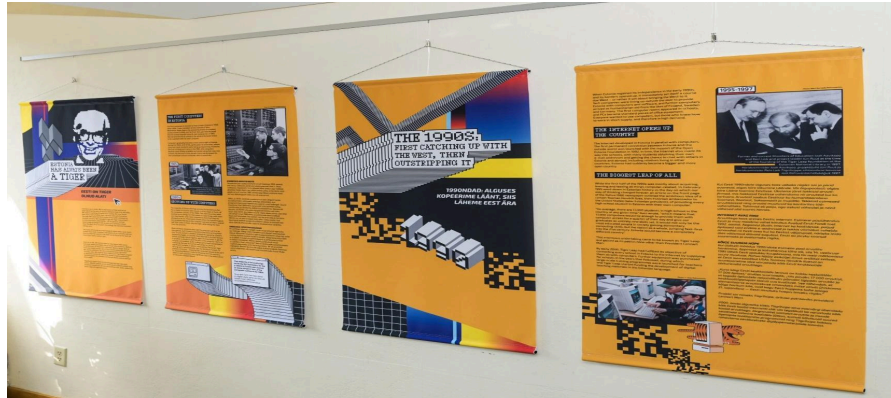
To figure out how we could best achieve our goal of connecting museum visitors with language learning, we conducted a research into what other museums in Estonia offer to their visitors.

Museum Name	Shop : Gift Cards (Content + Design)	Suggestions for Content & Design
1) Estonian National Museum	Annual Family Pass Gift Card 50 € KINKEKAART ERMi kinkekaardiga saate tasuda näituste piletite või giidteenuste eest ja osaleda õpitubades ning maksta muuseumipoes, restoranis ja kohvikus. VÄÄRTUS 50 € Lisainfo www.erm.ee Eesti Rahva Muuseum Muuseumi tee 2, Tartu Muuseum on avatud teisipäevast pühapäevani kell 10–18. Esmaspäeviti suletud. Kaart kehtib:	● Estonian and Finno-Ugric ethnology ● Promotional and consultancy activities ● Year Book ● Exhibitions : Encounters The Language Brew At The Language Brew, you can listen to and read Estonian. What makes the Estonian language special? What are the phonemes in this Finno-Ugric language and how do the vocal cords shape Estonian vowels? Estonia has historically been a linguistic patchwork quilt with over 100 dialects. How do they sound? Like all languages, Estonian can be subdivided into several sub-languages. Among them are oral and Internet variants. How are they different from the written language? What is Estonian sign language and is it, too, a subset of Estonian? All languages are in constant flux. How did Estonian become what it is now?
2) Estonian Open Air Museum	E-Store : Craft Shop Posters (Content + Design) 	E-Store : Craft Shop Prints (Content + Design) 1930s in Estonia. The art of cooking Estonian everyday life. A journey into the modern world

This Museum has Presences on Other Social Media Platforms : Facebook Page, Instagram & Twitter & they are providing E-Newsletter			
3) Vabamu Museum of Occupations and Freedom	Wall Posters For Exhibitions		
This Museum has Presences on Other Social Media Platforms : Facebook Page, Instagram &Youtube & they are providing E-Newsletter			
4) Eesti Kunstimuus eum	E-Shop :Books (Content + Design) ● Publications of the archive ● Books published by the Estonian Art Museum ● Art books ● Children's books ● Museum managers ● Catalogs of exhibitions ● Proceedings ● Foreign language literature	Catalogs of exhibitions Exhibition magazine "Art in the comfort zone? Nulls in Estonian art" 	Art Books "Kaido Ole ¾"

5) Eesti Meremuuseum	Museum Books HELL IN THE BALTIC SEA. JUMINDA 1941 	BEHÄPPI WOODEN PUZZLE GAME HOOP 	Looking for a new puzzle challenge? Here it is! This is Behäppi - an exceptional wooden IQ puzzle made from high quality SFC certified birch plywood. It's not an easy puzzle game because you never know exactly where one or another element fits. To solve the Behäpp puzzle game, you have to fill the playing area using all the puzzle elements. You can solve the Behäpp puzzle either alone or by creating a nice tournament with your friends. Behäppi is the perfect gift for all puzzle fans looking for a new challenge.

Description of activities

The product design group was responsible for the design and layout of the booklet, ensuring that it is visually appealing, intuitive to navigate, and accessible to language learners of varying proficiency levels. Through careful consideration of typography, color schemes, and graphic elements, we aimed to create a cohesive visual identity that reflects the aesthetic sensibilities of the Estonian History Museum while also catering to the preferences of our target audience. The booklet pages have been designed to represent each new room in the museum exhibition.

In addition to the booklet, the product design group developed the accompanying website, which serves as a dynamic platform for interactive language learning activities. Drawing upon principles of gamification and interactive design, we implemented engaging and educational games on the website, which were provided by the content team. By leveraging multimedia elements such as interactive quizzes, we seek to provide learners with a multisensory learning experience that caters to diverse learning styles and preferences.

Furthermore, the product design group is committed to ensuring seamless integration between the booklet and website products, creating an organized environment that enhances the overall learning experience. Through engaging design and user testing, we refine and optimize the user interface and experience, motivated to create a flawless shift between the physical and digital components of the language support materials. By encouraging harmony between the two platforms, we aim to maximize engagement and retention among language learners, empowering them to explore and engage with museum content in a meaningful and enriching way.

The progress of the booklet page design:

Version 1 is a mock-up, in order to show the possible design. **Version 2** is the first draft with the content we received from the content team. **Version 3** is the resulting page after realizing that the booklet page contained too much information, which makes it difficult for a language learner to focus.

MINU VABA RIIK

Muuseum, kus ajalugu ja keeleõpe on seotud

EESTI VABARIIGI SÜNNI EELLUGU

Aastatel 1905–1918 oli Eestis ja maailmas keeruline aeg. Eestit valitses keiser (tsaar) Nikolai II. Toimus kaks revolutsiooni ning algas Esimene maailmasõda.

Sajandi alguses oli eestlastel Eestis vähem võimu kui venelastel ja baltisakslastel. Rahva elu läks aeglaselt paremaks. Eesti rahvas hakkas uuel sajandil ennast rohkem hindama ja tekkis soov luua Eesti Vabariik.

HUVITAV FAKT:

Eesti lipu idee tekkis 29.09.1881 Tartus, tänase Eesti Üliõpilaste Seltsi poolt.

Kas tunned värve eesti keeles?
Loe paremalt vasakule:
eninis; **tsum**; **eglav**

Kuni <u>1917</u>. aasta sügiseni ei olnud I maailmasõda Eestisse jõudnud. Pärast 1917. aasta Veebruarirevolutsiooni hakkasid Eesti poliitikud Venemaa Ajutiselt Valitsuselt suuremat vabadust küsima. Eesti Vabariik sündis <u>24. veebruaril 1918</u> kui Vene väed olid Eestist ära minemas.

Uue vabariigi okupeerisid kohe sakslased, kes jäid siia 1918. aasta lõpuni. 28. novembril 1918 jõudis Punaarmee Narva ja algas Eesti Vabadussõda.

KONTROLLI TEADMISI

The cover page of the booklet and the booklet pages of the "Eesti Vabariigi sünni eellugu" exhibition room.

Additionally, we have made a website for interactive language learning games. These games are designed to reinforce language skills and facilitate deeper engagement with the museum exhibits. QR codes have been integrated into the booklet, linking visitors to the website, which works on a mobile phone as well as on a computer.

Stakeholders of the project

Within our project, we are actively engaging with several key stakeholders. The **Estonian History Museum** is one of our primary partners. We are closely collaborating with the museum to develop a solution for supporting Estonian language acquisition, specifically a booklet, for their "My free country/Minu Vaba Riik" exhibition. As a group, we visited the museum a few times, took pictures for the booklet, and communicated about using the colors and fonts utilized by the museum. We had maintained communication with the responsible person for the entirety of the project. The museum shared all of its internal materials with our team and granted access to the exhibition to facilitate the development of the booklet. As a result, the museum's environment will be more inclusive for the people with A2/B1 Estonian level who want to enrich their knowledge about Estonian history and culture and enhance their language skills.

Estonian language learners, specifically university students, are another important stakeholder group. Our booklet will provide them with engaging and interactive content to explore Estonian history and culture while improving their language skills. Importantly, our solution allows language learners to better integrate into Estonian society, contributing to their cultural immersion and language acquisition within the Estonian community. We launched a questionnaire for Estonian language learners of A1-B1 level aimed at understanding their level of comprehension and comfort while using the language. It helped us shape the project in the way that would benefit our audience the most.

Tallinn University is another significant stakeholder, serving as the platform for distributing the booklet to Estonian students. University can integrate the booklet into the Estonian language courses as a valuable educational tool for fostering language learning and interest in Estonian history and culture. Our team promoted questionnaires in Tallinn University group chat and Estonian classes. This helped us reach more people and gather more comprehensive information.

The sustainability of the project

The **"Unifying Through Language"** project exhibits characteristics of sustainable product design by incorporating a forward-thinking approach and a long-term perspective. The project aligns well with the three potential impact areas of sustainable product design, namely environmental impact, social impact, and economic impact.

Environmental Impact

Circularity: The project aligns with circular design thinking by creating a booklet that is not a one-time-use product. Instead, it is designed to be durable, reusable, and possibly recyclable. The content and design aim to have a lasting impact, fostering ongoing language learning and cultural immersion.

Dematerialization: The booklet, being a normal weight and paper-based product, embodies the principles of

dematerialization. It uses fewer materials in both production and packaging, contributing to resource efficiency and reducing the environmental footprint.

Social Impact

Inclusivity: The project's focus on language learning caters to a diverse audience, including Estonians, international students, and language learners. It promotes a prejudice-free environment for language learning and cultural understanding, fostering inclusivity and breaking down language barriers.

Community Engagement: Collaborating with the History Museum Maarjamäe Castle engages the local community and promotes cultural exchange. By creating materials for language learners, the project actively involves the community in the learning process.

Economic Impact

Skill Enhancement: The project contributes to the economic impact by facilitating language learning, which can enhance the employability and competitiveness of individuals, such as the Humanities School students studying at Tallinn University or the language learners visiting exhibitions within the museum. Improved language skills can have positive effects on career opportunities and economic participation.

Educational Resource: The created booklet will serve as an educational resource that can be used beyond the current exhibition. Its potential for repurposing in future exhibitions adds value to the museum's educational initiatives, contributing to long-term economic benefits.

The **"Unifying Through Language"** project maximizes environmental, social, and economic benefits over its lifecycle. The practices employed in the project, such as circularity, dematerialization, and community engagement, contribute to the project's sustainability and embody the driving forces behind sustainable product design.

Results

As a result, our team has successfully developed a booklet specifically tailored to the A2/B1 language proficiency level. Each page within the booklet corresponds to a specific era covered by the exhibition. Within these pages we integrated QR codes that take visitors to a website where they can practice their language skills using interactive exhibition-themed games.

We've concluded based on the data received from the questionnaire conducted by Target Audience group that the product was helping people build a strong enough understanding of the museum context without requiring translations with understanding and comfort levels growing **up to 50%** compared to without the booklet's help.

Project action plan

Activity and short description	Timeframe	Person (name + team) or team responsible
Project introduction, brainstorming session	14.02	All
Determine target audience, decision makers and create an ideal customer profile	28.02	Target Audience Group
Research of ideas for product design	28.02	Design Group
Research of theoretical background	28.02	Content Group
Meeting the stakeholders, visiting the museum, analyzing the material of the exhibition	05.03	ALL
Taking pictures of all 9 rooms of the exhibition	05.03	Noor (Design Group)
Previous Projects Analysis	06.03	Design Group
Dividing the exhibition rooms for content development	06.03	Content Group
First draft on the booklet	09.03	Angelica, Mariell (Design Group)
Emailing pictures of 9 rooms separately to content team and target audience team for their group tasks	09.03-16.03	Noor (Design Group)
Structuring and organizing our work, ideas and plans, dividing roles	11.03	Design Group
Establishing the website	12.03	Angelica, Vesela (Design Group)
Research pain points satisfiers, create UVP for the product	13.03	Target Audience Group

Content development for 8th room „Kaasaegne Eesti"	13.03	Sofiia, Yana, Ann (Content Group)
1st Presentation of the product in class for analysis and feedback from other 2 groups	13.03	Angelica, Mariell (Design Group)
Shaping the design of the booklet based on the feedback	14.03	Angelica, Mariell (Design Group)
Delivering the project booklet	15.03 - 17.03	Mariell (Design Group)
2nd Group Meeting for Implementing the concept	17.03	Design Group
Delivering the website with games incorporated	18.03	Vesela (Design Group)
Mid-term report compilation	19.03	Noor, Mariell (Design Group) Target Audience Group Content Group
Dissect selling points	20.03	Target Audience Group
Mid-term report presentation	22.03	Design Group
Mid-term report presentation	25.03	Target Audience Group
Create a survey for the focus group	25.03 - 3.04	Target Audience Group
Mid-term report presentation	28.03	Content Group
Content adjustments based on feedback (room 8)	29.03	Sofiia, Yana (Content Group)
Content development for all the rooms	03.04	Content Group: Rooms 1 and 4: Triin Room 2: Rain Room 3: Ann

		Room 5: Amin Rooms 6 and 7: Eleri Room 9: Nelli
Adjustments of all pages based on the feedback from the design and TA groups	06.04 - 01.05	Content Group
Find focus group [20-50 members]	10.04	Target Audience Group
1st Draft 5 Pages of Booklet for T.A Team for Initial Feedback	19.04	Mariell, Angelica (Design Group)
Test the product with the focus group and gather the feedback	19.04 - 24.04	Target Audience Group
Booklet compilation with synchronization of pictures and text	08.05	Design Group: Major Part (Mariell, Angelica) Minor Part (Kerry & Noor)
Working on ELU-report	08.05 - 12.05	ALL
Visit to Museum for Cross Verification of Rooms with the Booklet Design	09.05	Mariell (Design Group)
Writing the Short Text for Games on website	10.05	Kerry (Design Group)
Fully incorporated games on website with short texts	11.05	Vesela (Design Group)
Launch the promo for the product	15.05	Target Audience Group

Self-Reflection

Target Audience Group:

Johanna Pääsuke: During this project I learned a lot of new things. Now I know how to correctly make a questionnaire. I also learned about how important it is to communicate and work as a group. During this project I gained a lot of confidence as well because I am usually a shy person and while being in this project I had to communicate and work with a lot of new people. This project also encouraged me to speak more English. I also think that my group worked very well together. We had very good communication and got along very well. I chose this group (TA) because I think I can read and notice people well.

Gerli Aun: I learned a lot of new things during our project "Unifying Trough Language." For example, how to create a QR code, how to make a questionnaire, and what a good questionnaire should look like. Also, various smaller things added new knowledge. Additionally, I gained many interesting and educational experiences. Since our project was in English, it encouraged me to speak more in English and often pushed me out of my comfort zone. It also provided valuable experience for the future on how to work as a team, where everyone has different backgrounds and knowledge, and to achieve the necessary goals.
Our team worked very well together, and the goals we discussed initially were achieved. Everyone could contribute with their skills and knowledge. Throughout our collaboration, we maintained a harmonious atmosphere, resolving any misunderstandings through open communication.

Kristel-Meriliis Vahtra: This project has provided invaluable insights into product marketing strategies, task delegation methodologies, and the collaborative efforts required to achieve a cohesive end product. It afforded me the opportunity to cultivate a more structured approach to project management. Through this experience, I gained proficiency in identifying and refining target audiences, as well as in establishing productive relationships with external stakeholders, such as museums. Creating a questionnaire is another new skill I can use for future endeavors. Working and thinking alongside the other groups (design and content) also taught me what is the most efficient way for an international student to approach languages and actually gain something out of it. I am deeply grateful for the opportunity to work alongside such dedicated individuals and for the invaluable lessons gained from this experience.

Mariia Koliadiuk: Funnily enough, what I learned from this project in the first place was a lot of new stuff about marketing and researching the target audience for the product. I feel like I will need knowledge of these terms and processes in the future, and at some point of life they will certainly be useful to me. This project was also a great lesson of how important it is to split the tasks within the group effectively, and, at the same time, how teamwork is some much more than "everyone just does their own thing, and then we combine it all together"; it taught me the importance of communication with my teammates, and how it is always better to try and reach a compromise than argue unnecessary. I am also sure that the final product of the project — the booklet — will definitely be in use by me in my future studies of Estonian.

Anastasiia Romanova: During this project, I contributed to the presentation, coordinated the work around questionnaire, presented the midterm report, polished over the ideas for selling points, ICP, pain points, and deliverables. It also was a great experience for me to develop and practice the leadership qualities during this work process.

Personally, I am very thankful for the experience of working with these people — we have built a great system where everyone knows what is going on and can back each other up at all times.

Product Design Group:

Mariell Nõmm: I joined the project because as a future language teacher, a project focusing on language learning caught my attention. In the design team we divided the roles into focusing on the website and on the booklet. I chose my main role in our group to be responsible for designing the booklet, together with Angelica. As I am interested in graphic design next to my studies, it gave me an interesting opportunity to work on my skills in it. The work on the design of the booklet went smoothly and while there were some issues and misunderstandings in the group, we managed to overcome everything and created a product that we can be proud of.

What challenged me was to work together with another team and not be able to change what they had provided without discussing it first (as quite often the amount of the text provided did not fit well in the design).

Anželika-Alex Senin: I had much fun working on this project. Initially, I joined because I was interested in the topic of language learning and making culture more accessible to different kinds of people. As a part of the design group, I helped with creating the visuals for our final product – the booklet that helps people with beginner Estonian language level understand the museum exhibition that we partnered with. Mainly, I helped with creating the design of the booklet itself, as well as presenting our project to others. Everything went well and in my opinion we did a great job meeting all the goals that we set in the beginning of working on this project. In my opinion, everyone in my group fulfilled their side of the project really well. While we had a few initial misunderstandings, they were easily solved by talking it over and discussing the problem. Overall, I'm happy with the end result and the experience I've had with this project.

Noor Ul Huda: In our Product team, we actually need to work for the end result of the Project. We all have been actively involved in various aspects of the project, including brainstorming, analyzing, and contributing to Product development.

I took on the role of doing the basis of product research for 10 museums. I also took charge of specific tasks such as taking pictures of each of the 9 rooms, selecting them, editing them and emailing them to relevant teams, and compiling the mid-term report in its first and basic form.

The group dynamic was generally positive, with everyone bringing their unique skills and perspectives to the table. However, we did face some conflicts regarding task allocation and decision-making. To resolve these conflicts, we adopted a democratic approach, where each team member had the opportunity to voice their

opinions, and we reached consensus through discussion and compromise. I believe that our group dynamic formed based on mutual respect, open communication, and a shared commitment to the project.

During the project, I learned valuable lessons in time management, communication, and adaptability.

Vesela Ilieva: I joined the project because I found the idea interesting and think the final product will be useful for language learners. My expectations were meeting new people, learning more about the language and culture and pushing my comfort zone. All of these expectations were met more or less. I was part of the design group and focused on the website. I think we managed to work together alright. I can't say that we had conflicts. There were some misunderstandings but they were easily solved by talking over. This course/project felt more like a proper university experience to me with those presentations and documents. I am saying this just because AV media feels very different. I am happy that I was part of that project and in the end we managed to create a finished product and that in itself is exciting and satisfying.

Kerry Enn Jaam: The project went by surprisingly smoothly considering how many people we have. I sadly missed the first first meeting but I was there after that and the division into 3 different sub-groups in the project really helped with the progression of the project in my mind. I was on the design team, our goal was to choose, design and finalize the booklet (physical object which will be in the museum) and after that we had to design and complete the website for the museum. My role in our sub-group was presenter/designer/writer, I dabbled a little with everything, I was also one of the 2 presenters in our group who presented the project. I wrote the texts for the games which was surprisingly difficult because normal and easy words for me aren't easy for an A1 speaker. Our presentation also went incredibly well and I also helped with the design part of the booklet although that was mostly done by Mariell and Angelica. I feel like everyone gave enough effort, but I believe Mariell and Angelica went above and beyond and provided everything which was needed.

Content Group:

Triin Sepp: I am a quick decision-maker and I do not like things to be dragged on, that is why I tried to do as much as I could. Our cooperation went well and everyone fulfilled their tasks carefully, but it was noticeable that some members are more passive than others. The dynamics of the group turned out like this, because our group did not have a direct leader, everyone found their tasks by themselves. At first I was very confused about what exactly I should do. Today I feel like I was one of the most active people in the Content group – for example, I designed two booklet pages and I also participated in the Mid-Term Report Presentation as one of the presenters. Usually, a project has a specific leader who leads the group, but this is not the case with ELU project. Tasks tend to be not very equally divided. The faster ones usually do more, the passive ones tend to keep a low profile.

Eleri Kang: At the beginning I felt a bit uncomfortable due to a lack of ideas, but when the theoretical background was created the group started working. Our content group dynamics were good, but at some point I felt that there were too many of us. I learned valuable lessons in teamwork and time management; also learned some things about language theory and Estonian history. I think my contribution was enough as

I put together the initial outline of the action plan for our group and wrote the introduction to the mid-report. In the mid-term session, I presented 1/3 of the presentation. I generated content for the booklet about two periods. I also contributed to the final report. Writing content in a simpler language was challenging, but I liked it. The course was in English so it gave me an opportunity to improve my language skills. In the future I would try to be more confident in sharing my ideas.

Sofiia Martyniuk: With this project, I decided to challenge myself by practicing my Estonian skills and joining the content group to work on the texts for the booklet. As someone who has been learning Estonian for only 9 months, being able to conceptualize the idea for the page and write the short texts is for sure my biggest achievement in the project. During this project, I learned a lot about Estonian history and culture, as well as how to work with people from different backgrounds in one team. The teamwork has taught me to be more patient towards other people and to be flexible and open-minded in order to work effectively with others. Given that our team consisted of so many people, after dividing into three groups, each group did a pretty good job, and we managed to combine our knowledge and skills to create a final product that turned out to be great.

Yana Sinitsyna: As my primary occupation is teaching English as a second language, this project was beneficial in terms of applying the existing knowledge in the new setting. My main contribution to the final product was the theoretical base (linguistic theory). As for personal growth, having created the content for a room that was also a pilot version of the booklet, really encouraged me to see how the theory I am familiar with really works from the point of view of a language learner since my proficiency in Estonian is insufficient. Hence, our theoretical base was self-tested before applying it to the bigger picture. Working with a large team of people with diverse backgrounds was also a new, challenging and rewarding experience, which encouraged patience, effective communication and creative compromise. As a bonus, I had a chance to gain knowledge in Estonian history and culture and acquired some valuable subject-specific vocabulary.

Ann Abramson: At first I was slightly skeptical about the whole group dynamic since we didn't really have anyone telling us what each of us should do, but I feel like everything fell into place quite quickly as everyone seemed to find their specific area of interest almost naturally. For my own contribution, since I am a native Estonian speaker and also a pretty quiet person when it comes to presentations and communication, I quickly seemed to get a role of writing and helping to review texts. Besides making content and a game for my own chosen room, I also helped review and edit texts for rooms 1, 4 and 8, the last of which was used for the mid-term report. It was great to work with people from various backgrounds and having the entire project be in English – I really feel like I learned a lot within these 6 months.

Rain Rändva: At the beginning of the project I was quite skeptical about how we were going to begin the work process – we had no one to lead us toward one specific direction, which resulted in a significant amount of time passing before something concrete could be decided on by everyone working on the project. Once we came to an agreement on what specific focus we should have, the gears started turning and we were making great progress each week. Regarding my personal contributions, I wrote the text and designed

the game for the second room of the booklet and also did my best to aid others in my group however I could. As a native Estonian speaker, the project gave me an opportunity to work from the perspective of an Estonian language learner, which really broadened my horizons; I am also grateful to have had the opportunity to work with people from such varied cultural and academic backgrounds.

Mohammad Amin Abbasi: As a crossmedia student, working with people with different degrees and educational experiences was a significant experience. Developing projects such as the booklet and museum exhibit offered a special chance to smoothly combine different points of view. Because each provided unique informational layers that enriched and complemented the other, navigating the integration of these components was especially satisfying. Engaging with colleagues from diverse fields enhanced our ability to solve problems and promoted a more comprehensive approach to our project. In order to construct a coherent story, I had to bridge the gaps between only studying theories and what you actually do in real life.In the end, this group project not only broadened my views but also reinforced my resolve to use the combined strength of various viewpoints to create projects that have an impact.

Nelli Muhhamadijeva: At first, it was a little difficult to understand the ultimate goal of our project. With each new meeting, held every Wednesday evening, the project's goal became clearer, and what we needed to do became more evident. Since our group is quite large, we divided into three smaller groups and began working. The Estonian History Museum, which we visited together, gave a significant boost to our work because each of us understood what we would be focusing on. Everyone worked diligently to ensure the final product would be successful. It was interesting for me to work in a team with people from different fields of study. Together, we were able to contribute to our project. This project gave me the opportunity to learn a little more about the history of Estonia, process the knowledge I gained, and incorporate it into our work. Since the project was conducted in English, it provided an opportunity to practice my English language skills. Additionally, I gained valuable knowledge and good experiences from this project.

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