Ed and Nate's Visit

Ed Langstroth

Nate Bolt

Announcements show all + Add

Visiting Speakers in Class Today (1/24): Edit Delete

Ed Langstroth and Nate Bolt

1/24/17 6:44 AM

Today Ed and Nate will talk about their careers following graduation from UCSD. I think you will enjoy their presentations and we will leave time at the end to chat with them.

Here are links to brief profiles of Ed and Nate from the Cognitive Science alumni page.

Here are links to Ed's slides and Nate's slides.

View on Piazza

Class Activity Portfolio Entries

Use portfolio entries to document your project-related activities.

- Document what you did the previous week
- Describe what you plan to accomplish this week.
- Mention issues and problems you are confronting

This will be a record of your project activity and will help the TAs/IAs (and teammates) stay in touch with what you are doing.

Project Coordination

As groups get larger it will be increasingly challenging to coordinate your project activities. That is one purpose of the studio session each week but we will often also try to leave some time at the end of class for your group to coordinate activities.

If you need a place to get together, the studio space in HSS 1346 is available for our class on Wednesdays 4-6.

Important to make use of Piazza for questions. Also best to make questions public rather than ask them privately so answers are seen by everyone.

Important that you work as a real team on projects. There were a few Project I's in which the team just divided up the project with one person doing the good design and the other doing the bad design.

Two TA/IAs grade each student's project. Grading projects takes time. Our goal is to return comments and grades as quickly as we can.

If the grades are within 10% of each other, the student receives the higher of the two grades

If the grades are more than 10% apart, the student receives the average of the two grades

Quiz

https://goo.gl/forms/N6qgIbpjpNJTuDSB3

http://shoutkey.com/red

Project II: Identify Problems Using a Common Object and Brainstorm Design Ideas

The goals of this project are to gain additional experience seeing as a designer by identifying problems with the design of a common everyday object, apply the ideas from lecture and textbook (e.g, conceptual models, gulfs of execution and evaluation, etc.) in your analysis of the object and its use. In addition to observing we want you to develop experience interviewing, sharing your observations with your team, and brainstorming.

By the due date (2/6), your three person group will jointly write one document describing the project.

The selection of object is up to each team.

Project II: Identify Problems Using a Common Object and Brainstorm Design Ideas

Advice about selection

An everyday simple object (e.g., a wallet, backpack, light switch, …).

Interesting to you and your teammates

Access to people (likely other students) you can easily observe really using it and who you can interview

Project II: Identify Problems Using a Common Object and Brainstorming Design Ideas

Project I was worth 5%. Project II is worth 10%

This project adds interviewing and brainstorming design ideas

Rubric

- Description of data collection procedures for observing and interviewing
- Problems identified, tradeoffs involved, and why it is the way it is
- Use of course concepts
- Describe the design ideas and design space generated from brainstorming
- Clarity of writing

People-Centered Design

*When I first came to UCSD we did a book entitled **U**ser **C**entered **S**ystem **D**esign (note the **UCSD** acronym). This is now more commonly known as **User-Centered Design**. Never really liked "user" in "user interface" or in "user-centered". People-Centered Design is better.*

The evidence-based design approach we advocate in DSGN 1 is known by multiple names: "*Contextual Design*" or "*User-Centered Design*" and also as "*Design Thinking*" or "*User Experience Design*" (UX). Each emphasizes different aspect of the design process but **the important feature for us is being focused on people and what they do in real situations**.

No matter what term is used the important idea is that the focus both in collecting data and in doing design **we need to consider the whole situated ecology of people, tasks (what people are doing, why they are doing it, and how they are doing it), context the activity, and social and cultural factors involved.**

Our Design Mantra

Context: Go where the activity is and watch it happen

Partnership: Talk about the activity while it happens

Interpretation: Find the meaning behind the user's words and actions

Focus: Challenge your entering assumptions

Master/Apprentice Model

An effective model for collecting data, since the **best time to unravel the vital from the irrelevant and explain the difference is while in the middle of doing the activity.**

But it is not natural to stop your activity to think about it; the **apprentice relationship provides the opportunity** to do so.

People depend on the environment and things in it to tell them what to do.

Talking about activity while doing it protects one from the human propensity to talk in generalizations that omit the detail designers need.

Master/Apprentice Model

An interviewer taking on the role of apprentice automatically adopts the humility, inquisitiveness, and attention to detail needed to collect good data.

Use the real artifacts to ground the user in specific instances. Return the user to the activity in front of them whenever possible.

The common process is **periods of watching activity unfold, interspersed with discussions of how the activity is structured.**

This is followed by interpretation of the data in your groups. **Interpretation is the chain of reasoning that turns a fact into an action relevant to the designer's intent.**

> From the fact, the observable event, the designer makes a hypothesis, an initial interpretation about what the fact means or the intent behind the fact. This hypothesis has an implication for the design, which can be realized as particular design ideas for the system.

Master/Apprentice Model

Take the attitude that nothing any person does is done for no reason; if you think it's for no reason, you don't understand the point of view from which it makes sense.

Take the attitude that nothing any person does is unique to them; it always represents an importance class of users whose needs will not be met if you don't figure out what's going on.

Probe the thing that is unexpected and see what you find.

Take the attitude that everything is new, as if you had never seen it before.

Look for ways that what they are doing differs from what you the designer think they should be doing.

Master/Apprentice Model

Begin as a Conventional Interview

Introduce yourself and your focus. The user should know from the outset what you care about and can start with activity relevant to the focus.

Promise and be sure to **ensure confidentiality**.

Explain that the user and their activity is primary and that you depend on them to teach you the activity and correct your misunderstandings.

Master/Apprentice Model

Transition to Master/Apprentice

State the new rules: the user will do their activity while you watch, you will interrupt when you see something interesting, and the user can tell you if it is a bad time to interrupt.

Anytime you want to break social norms, it's best to define the new rules for the social interaction so everyone knows how to behave appropriately.

Master/Apprentice Model

Contextual Interview

User starts doing her task and you observe and interpret. This is the bulk of the interview.

You are the apprentice, observing, asking questions, suggesting interpretations of behavior.

You are examining artifacts and eliciting accounts.

You should **keep the user concrete**, getting back to real instances. Use the actual artifacts to help keep things concrete.

You should take copious notes by hand; don't depend on a recorder to catch everything. You have to be nosy. Often useful to interview in pairs with an interviewer and a notetaker.

Sometimes video or audio recording is useful but it is complex and don't resort to it unless it is really needed.

Master/Apprentice Model

Wrapped-up

Wrap up your understanding of the activity.

Skim back over your notes to summarize what you have learned.

Try not to just repeat verbatim what happened, but say what seems important about the activity.

This is your last chance to correct and elaborate your understanding. Allow the user to help.

Thank them for their time

Interviews

One goal is a description of users' activity

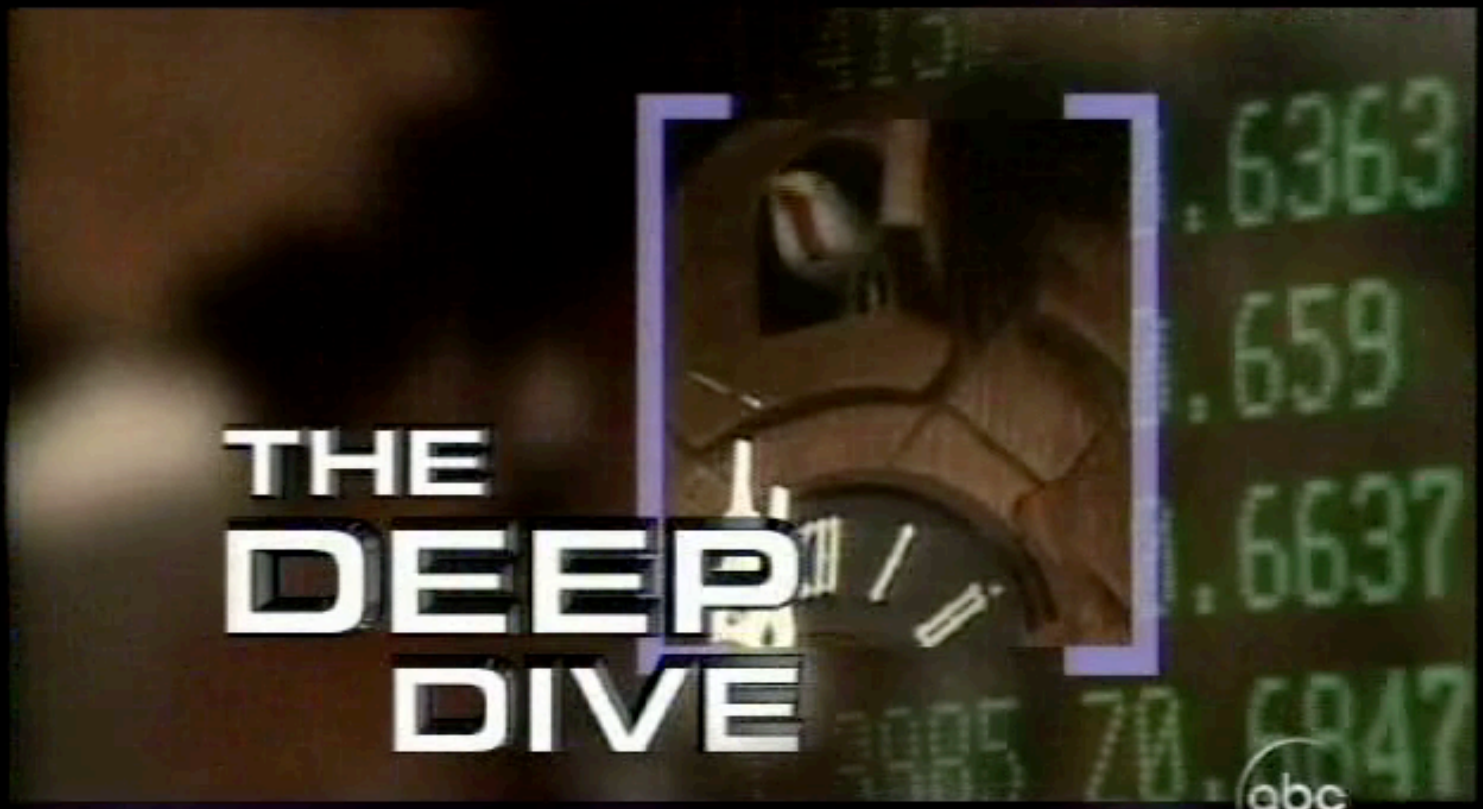
- Flow or structure of the activity
- Problems in the activity
- Problems with other contextual elements that influence the activity

Design ideas emerge from understanding activity

Importance of sharing and discussing the data from interviews with others

Identify the presuppositions

Identify root problems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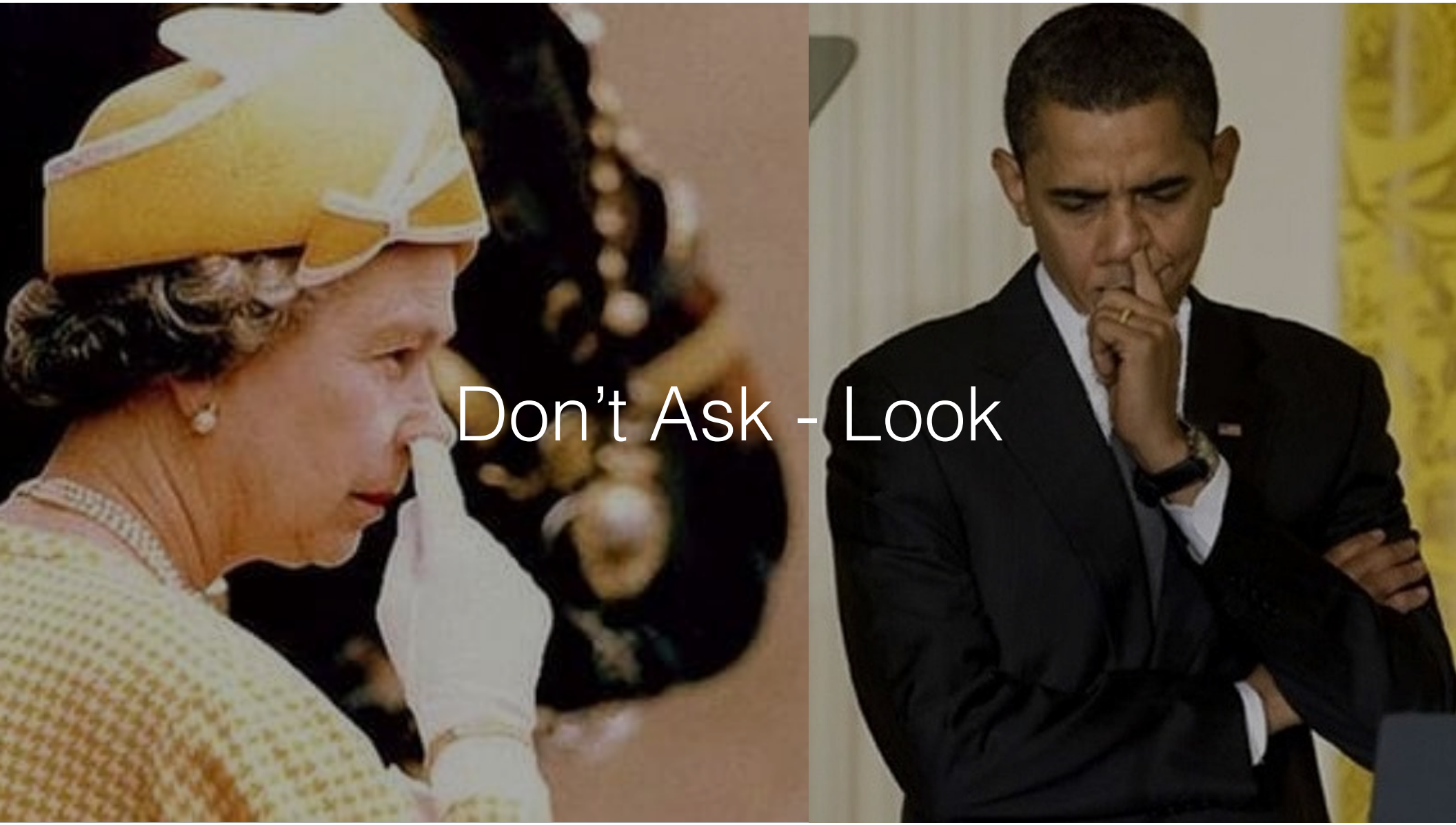
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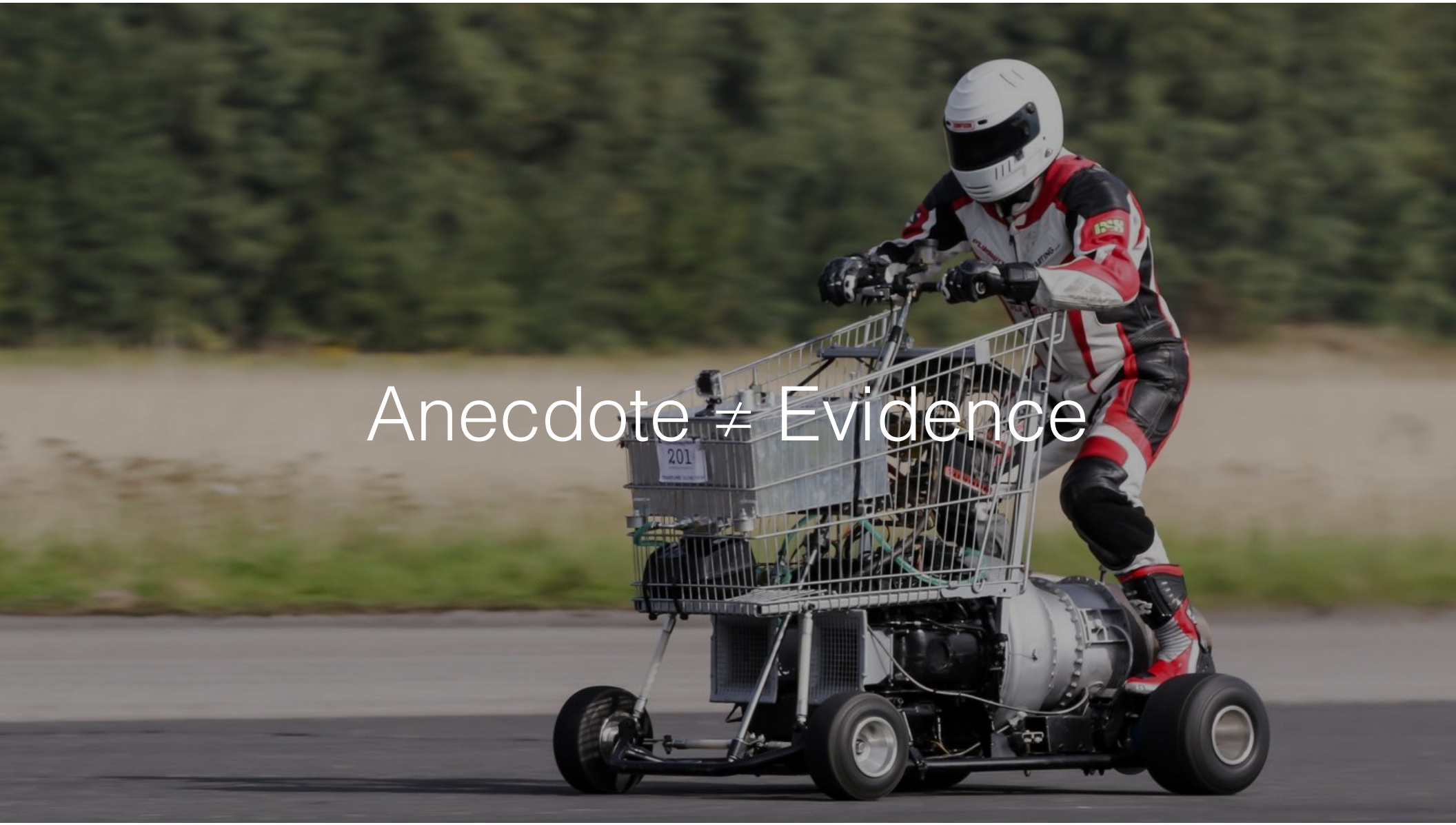
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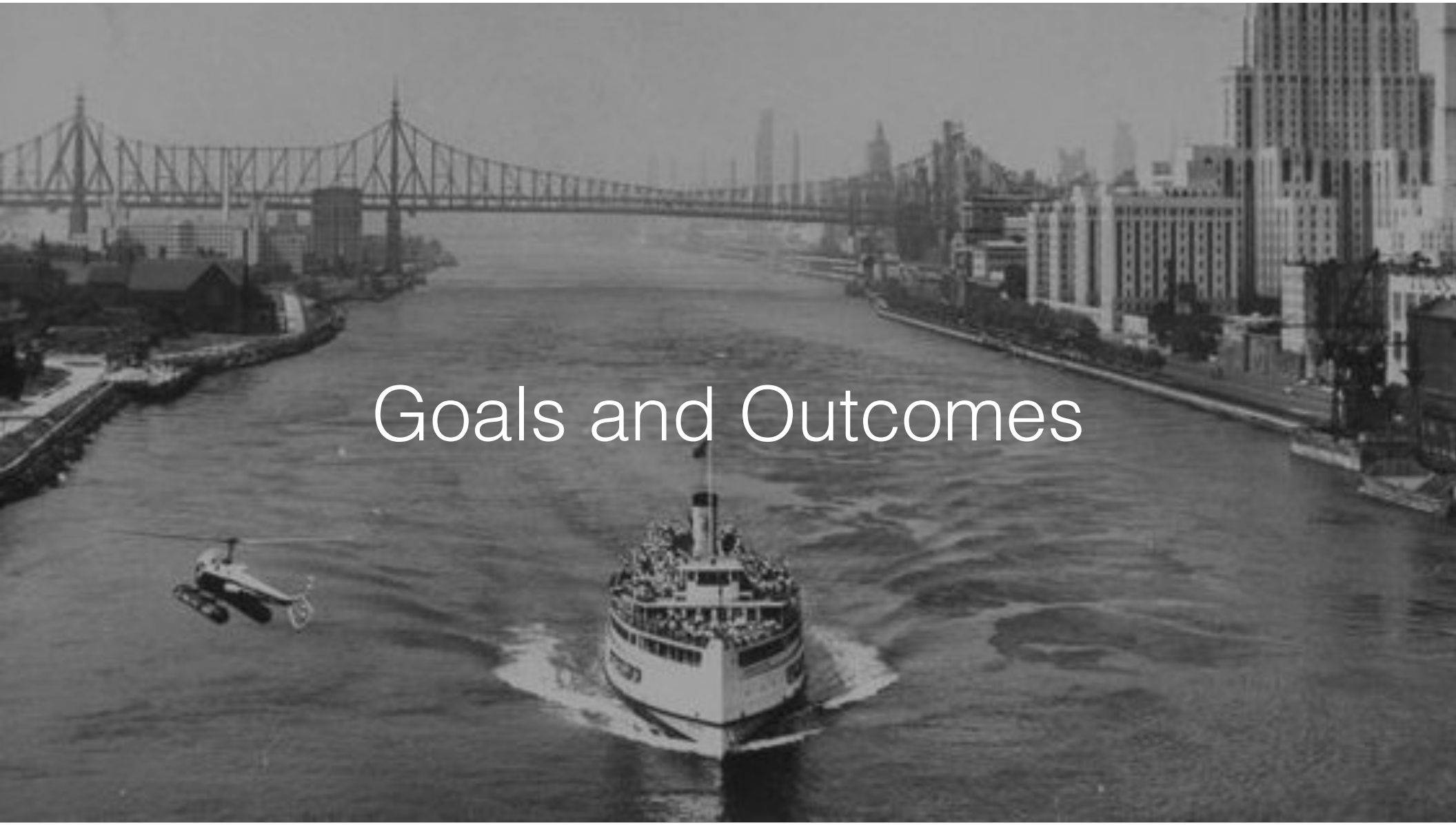
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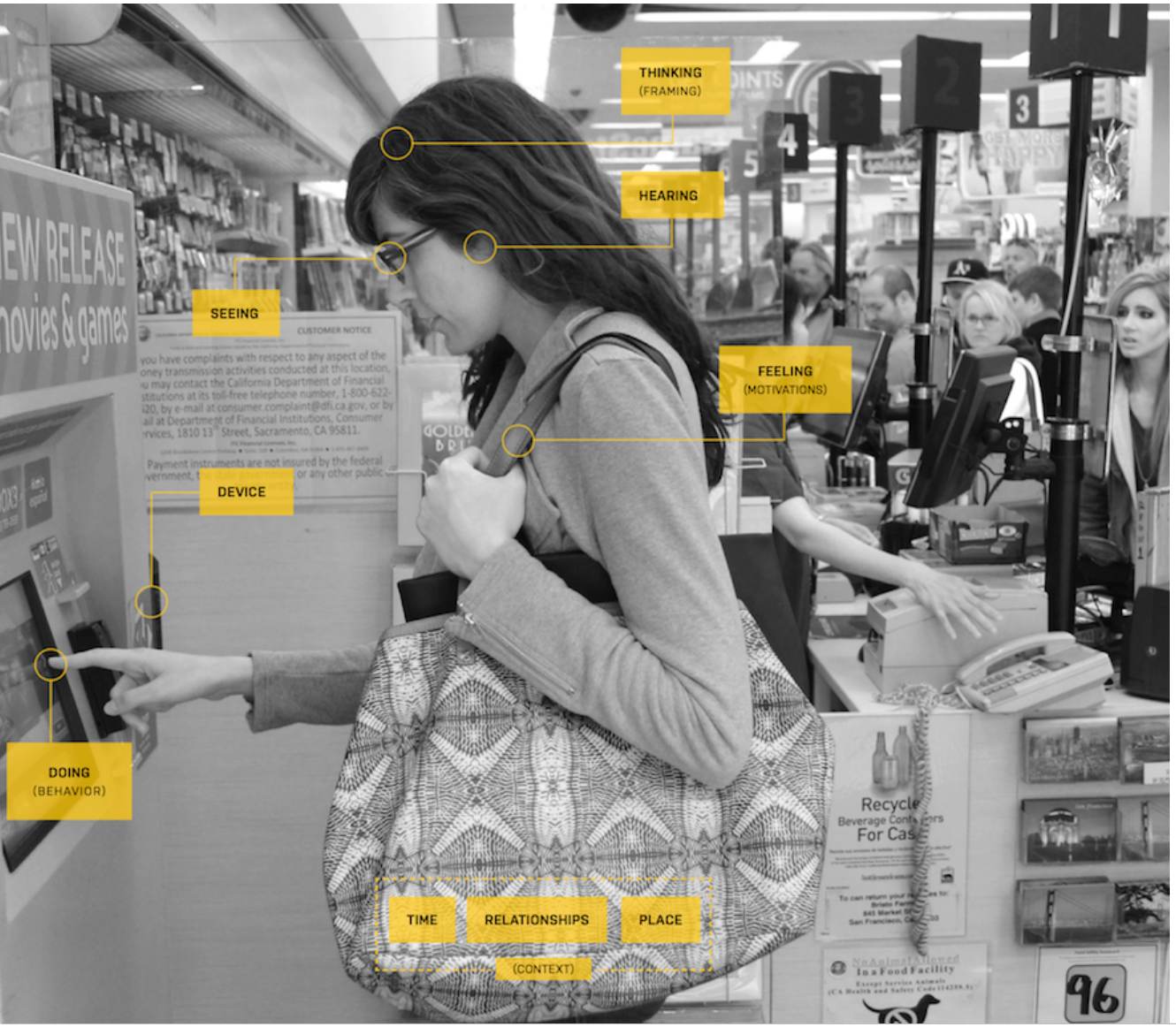

What are people trying to do?

- Observation
- Empathy
- Synthesis