

ENHANCING USABILITY AND EXPERIENCE OF USER WHILE VIDEO STREAMING USING HAND GESTURES

Abstract:

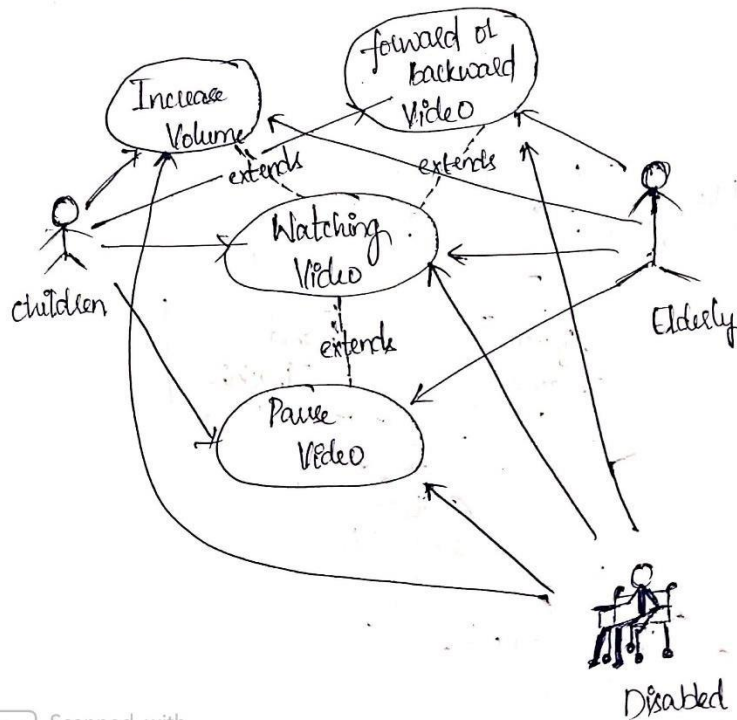
Current state of video streaming and watching Tv's is comfortable, but in this project, we aim to revolutionize the comfortability of the viewer. Using hand gestures has always been a part of communicating in our daily lives, we would like to use the same mode of communication to change the way a viewer interacts with the computer to watch movies or stream videos. In this project we aim to make the usability even higher and also, we will help some especially abled sections to have equal entertainment and involvement as normal people. We would like to make this experience available to everyone at an affordable rate, so keeping that in mind we plan on creating a cost-effective product. We hope that in the end we have a product, which will increase the usability and enhance the user experience in consuming video content. We will be using Arduino Uno (micro-controller) and some sensors. This project will change the current interaction method.

Objectives of the project:

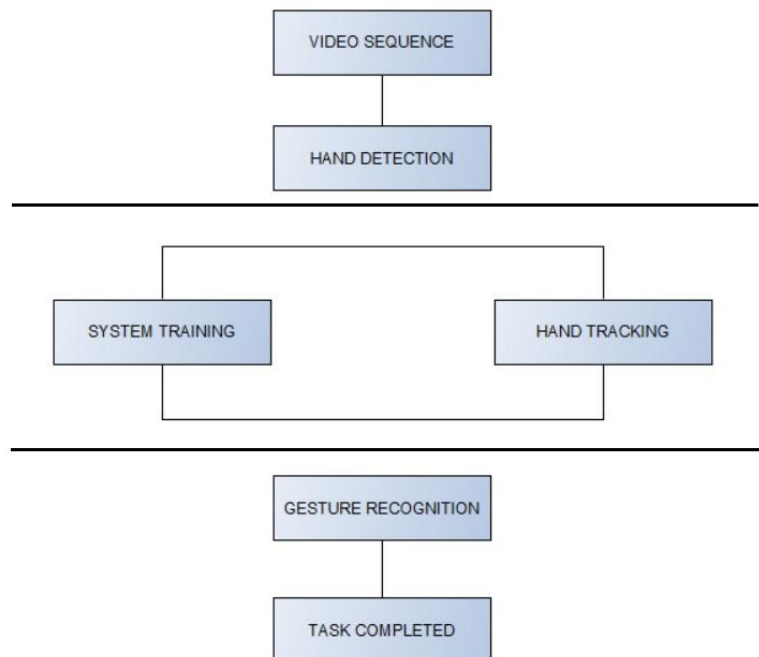
1. Revolutionize the video streaming experience
 - High usability
 - Better interaction
 - User comfort
2. Help differently abled sections enjoy the movie watching experience better.
 - Physically disabled
 - Old age people
3. Provide cost – effective product
 - Low maintenance cost
 - Cheap purchase price
 - Durability
4. Learn new technologies.
 - Arduino Programming
 - Working with sensors
 - 3-D printing

Use Case Diagram:

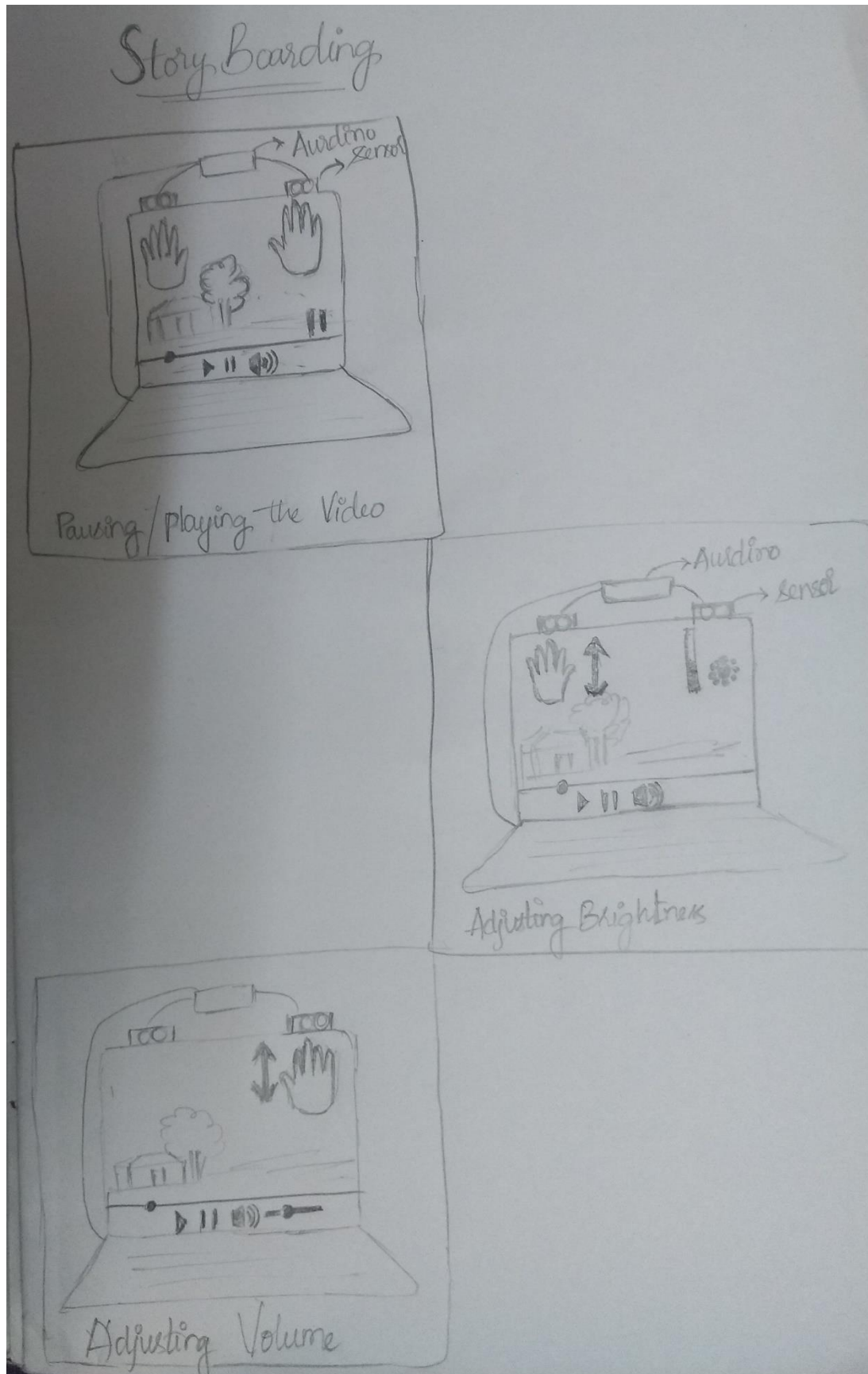
Use Case Diagram :



Hierarchical Task Analysis:



Story Boarding:



Stakeholder Profiles:

The three target clients are

- Children □ Elderly
- Disabled

Elicitation technique used for observing for collecting requirements is Questionnaire (Google Form). This project will be very useful, children enjoy by controlling the system with hand gestures. Elderly can handle the without any efforts, Disabled people also can handle the system without moving, just use hand for task accomplishment.

Context of Use

Motivation <input checked="" type="checkbox"/> Discretionary <input type="checkbox"/> Mandatory	Social Environment <input checked="" type="checkbox"/> Public <input type="checkbox"/> Personal <input type="checkbox"/> Collaborative <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Work <input checked="" type="checkbox"/> Entertainment <input checked="" type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous	Technical Environment <input type="checkbox"/> Networked <input checked="" type="checkbox"/> Isolated <input type="checkbox"/> Wired <input checked="" type="checkbox"/> Wireless <input type="checkbox"/> Intranet <input type="checkbox"/> Extranet <input type="checkbox"/> Internet <input type="checkbox"/> PAN <input type="checkbox"/> LAN <input type="checkbox"/> MAN <input type="checkbox"/> WAN <input checked="" type="checkbox"/> Fixed <input type="checkbox"/> Mobile <input checked="" type="checkbox"/> Peripherals <input type="checkbox"/> Contained
Frequency of Use <input type="checkbox"/> Non-User <input checked="" type="checkbox"/> Infrequent <input type="checkbox"/> Frequent	Physical Environment <input checked="" type="checkbox"/> Indoor <input type="checkbox"/> Outdoor	
User Category <input type="checkbox"/> Beginner <input type="checkbox"/> Intermediate <input checked="" type="checkbox"/> Expert	Auditory (Noise Level) 1 = Low 5 = High 1 2 3 4 5 2	
Task Nature <input type="checkbox"/> Mission Critical <input checked="" type="checkbox"/> Calm	Visual Quality 1 = Poor 5 = Good 1 2 3 4 5 4	
Interaction Mode <input type="checkbox"/> Direct <input checked="" type="checkbox"/> Indirect <input type="checkbox"/> Continuous <input checked="" type="checkbox"/> Intermittent	Haptic <input type="checkbox"/> Constrained <input checked="" type="checkbox"/> Free	

Cognitive Ability

Educational Level <input type="checkbox"/> Elementary <input checked="" type="checkbox"/> Middle School <input type="checkbox"/> High School <input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate School <input type="checkbox"/> Post Graduate	Typing Skill (Words per Minute) Novice _____ Intermediate _____ Expert _____
Computer Literacy System 1 = Low 5 = High 1 2 3 4 5 2	Domain Knowledge 1 = Novice 5 = Expert 1 2 3 4 5 3
Application 1 = Low 5 = High 1 2 3 4 5 4	Cognitive Style <input checked="" type="checkbox"/> Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Graphical <input type="checkbox"/> Linguistic

Physical Ability

Visual <input type="checkbox"/> Blind <input type="checkbox"/> 20/200 <input type="checkbox"/> 20/100 <input type="checkbox"/> 20/70 <input type="checkbox"/> 20/50 <input type="checkbox"/> 20/40 <input checked="" type="checkbox"/> 20/30 <input checked="" type="checkbox"/> 20/25 <input checked="" type="checkbox"/> 20/20	Color Vision <input type="checkbox"/> Trichromatic <input type="checkbox"/> Protanomaly <input type="checkbox"/> Deuteranomaly Auditory 1 = Deaf 5 = Normal 1 2 3 4 5 5
	Haptic <input checked="" type="checkbox"/> Disabled _____ <input type="checkbox"/> Fully Functional

Individual Profile

Age	<input type="checkbox"/> Early Childhood	Occupation
	<input checked="" type="checkbox"/> Childhood	Interests
	<input type="checkbox"/> Preteen	
	<input type="checkbox"/> Teen	Country
	<input type="checkbox"/> Young Adult	Region
	<input type="checkbox"/> Adult	Language
	<input type="checkbox"/> Middle Age	Ethnicity
	<input type="checkbox"/> Senior	Religion
		Socio-Economic

Gender

☒ Male

☐ Female

Individual Profile

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		Socio-Economic

Gender

☒ Male

☐ Female

Important Tasks:

- Aurdino Coding – Tough Task
- Python Coding – Moderate Task
- Hardware Assembling – Moderate Task
- 3-D Printing – Moderate Task

The two major tasks involved in our project are :-

1. Increasing/decreasing volume
2. Pausing a video

In design alternatives, we will compare the times taken by traditional methods and by using our product. Then we will compare the times and create a comparison table.

★ MHP :- (Model human processor)

1. Pausing a video :-

→ Traditional method :-

The user sits before a computer screen playing the movie. Whenever he/she wants to pause, s/he must press the space bar. Let's calculate the time between stimulus and response.

$$\rightarrow T_p + T_c + T_m$$

$T_p \rightarrow$ Time for perception (realizing they want to pause)
= 100ms

$T_c \rightarrow$ Time for recognition (realizing they have to press 'space' + finding where the 'space' is?)
= 70ms + 70ms

$T_m \rightarrow$ Time for action (pressing the 'space' key)
= 70ms

$$= 100 + 70 + 70 = 240\text{ms} \quad \text{or} \quad 240\text{ms} + 70\text{ms} = 310\text{ms}$$

→ Using our product:-

The user sits before the computer screen and watches a movie, whenever he/she wants to pause the video, s/he must raise both the hands above. Lets calculate the time between stimulus and response.

$$\rightarrow T_p + T_c + T_m$$

$T_p \rightarrow$ Time for perception (Realizing they want to pause)
 $= 100 \text{ ms}$

$T_c \Rightarrow$ Time for recognition (realizing they have to raise both their hands)
 $= 70 \text{ ms}$

$T_m \rightarrow$ Time for action (raising both hands)
 $= 70 \text{ ms}$

$$= 100 + 70 + 70 = 240 \text{ ms.}$$

2. Increasing/decreasing volume:-

→ traditional method:-

The user sits before a computer screen watching a movie. whenever he/she wants to calculate the time between stimulus and response.

$$\rightarrow T_p + T_c + T_m$$

$T_p \rightarrow$ (realizing they want to want to inc/dec the volume)
 $= 100 \text{ ms}$

$T_c \rightarrow$ Time for recognition (realizing to press up/down arrow
+ finding where the arrow key is?)
 $= 70ms + 70ms = 140ms$

$T_m \rightarrow$ Time for action (putting hands on keyboard
+ pressing the up/down key)
 $= 70 + 70ms = 140ms$

$$= 100 + 140ms + 140ms$$

$$= 380ms$$

\rightarrow using our product:

The user sits before the computer screen and watches a movie, whenever he/she wants to pursue the video, s/he must raise both the ~~hands above~~ left hand above. Let's calculate the time between stimulus and response

$\rightarrow T_p + T_c + T_m$

$T_p \rightarrow$ Time for perception (realizing they want to inc/dec the volume)
 $= 100ms$

$T_c \rightarrow$ Time for recognition (realizing to move left hand up)
 $= 70ms$

$T_m \rightarrow$ Time for action (moving the left hand up)
 $= 70ms$

$$= 100 + 70 + 70 = 240ms$$

Key-Stroke Level Model (KLM)

(i) KLM for pausing the video:

General/traditional Method:

Description	operators
Move hand to keyboard	H
Searching space bar	M
clicking the space bar	K

$$\begin{aligned}\text{Time, } t &= H + M + K \\ &= 0.4 + 1.35 + 0.2 \\ t &= 1.95 \text{ secs}\end{aligned}$$

Using our product:

Description	operators
Raising hands towards sensors	H
Adjusting hands	M

$$\begin{aligned}\text{Time, } t &= H + M \\ &= 0.4 + 1.35 \\ t &= 1.75 \text{ secs}\end{aligned}$$

(ii) KLM for volume changing:

General/traditional Method:

Description	operators
Move hand to keyboard	H
Searching volume button	M
Increase or Decrease Volume	M
click-the volume button	K

$$\text{Time, } t = H + M + M + K$$
$$= 0.4 + 2.7 + 0.2$$

$$t = 3.3 \text{ secs}$$

Using our product:

Description	operators
Raising hand towards sensor	H
Increase or decrease volume	M
Adjusting hands	M

$$\text{Time, } t = H + M + M$$
$$= 0.4 + 2.7$$
$$t = 3.1 \text{ secs}$$

1. Pausing the video :-

Goal : PAUSE THE VIDEO

GOAL : RAISE LEFT HAND

operator : Think to raise left hand M

operator : move ^{left} hand above H

operator : Hold hand in air H

GOAL : RAISE RIGHT HAND

operator : Think to raise right hand M

operator : move right hand above H

operator : Hold hand in air H

* Selection rule for subgoals

The Subgoals can be performed in arbitrary order

Considering an average user the timing required are :-

$$(M + H + H) * 2 = (1.35 + 0.40 + 0.40) * 2$$

$$= 2.15 * 2$$

$$= 4.30 \text{ seconds.}$$

2. Increasing/Decreasing the Volume:-

Goal: INC/DEC THE VOLUME

[Select GOAL: Increase the volume

operator: deciding to change volume M

operator: raising the left hand H

operator: moving hand back nH

verify increase of volume M

GOAL: DECREASE THE VOLUME

operator: deciding to change volume M

operator: raising the left hand H

operator: moving hand towards sensor nH

verify decrease of volume M]

* Selection rule:-

if (user wants to increase volume)

{ Goal 1 };

else if (user wants to decrease volume)

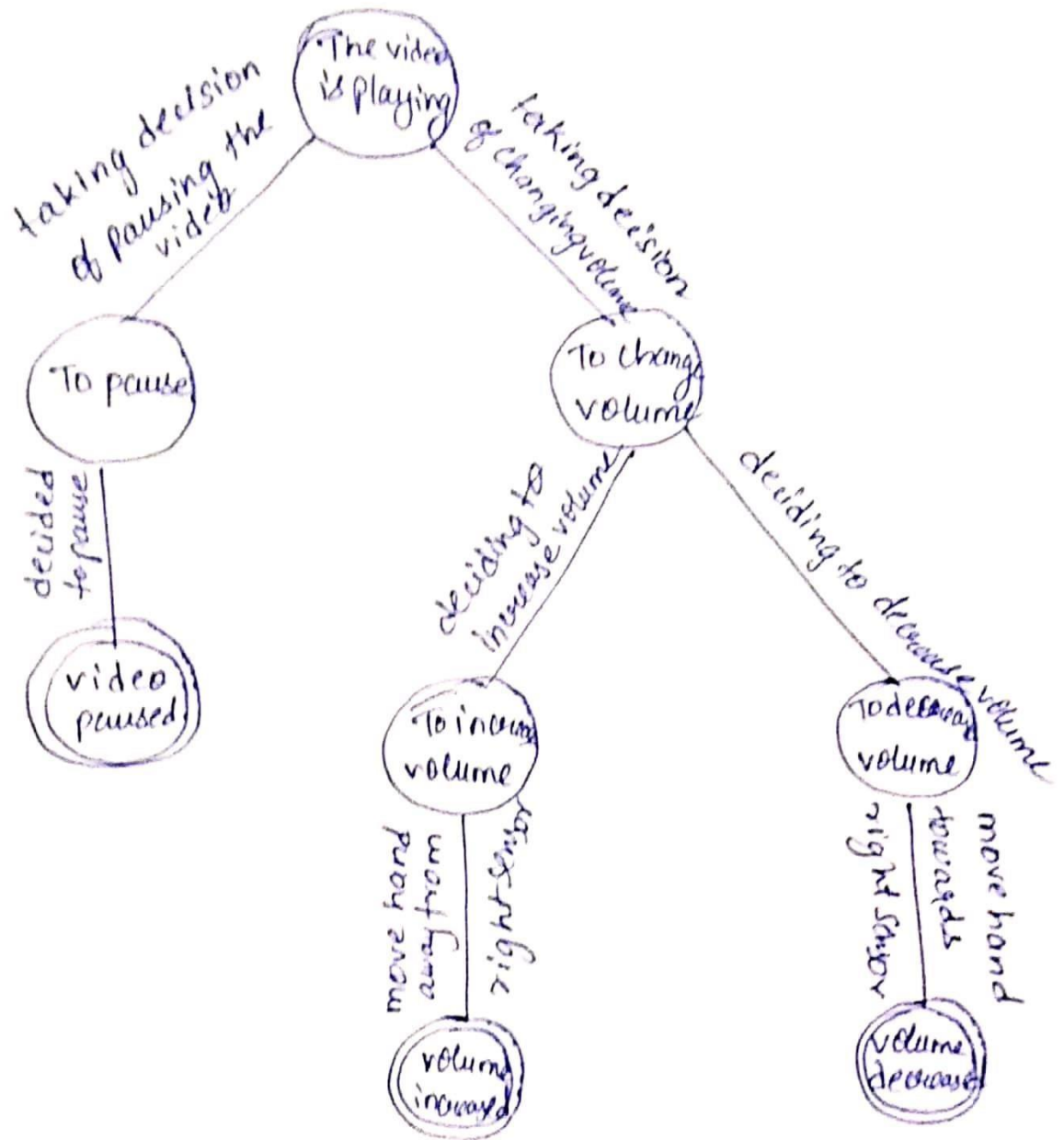
{ Goal 2 };

time for inc/dec volume is $M + H + H + M = 1.35 + 0.4 + 0.4 + 1.35$
 $= 3.5s$

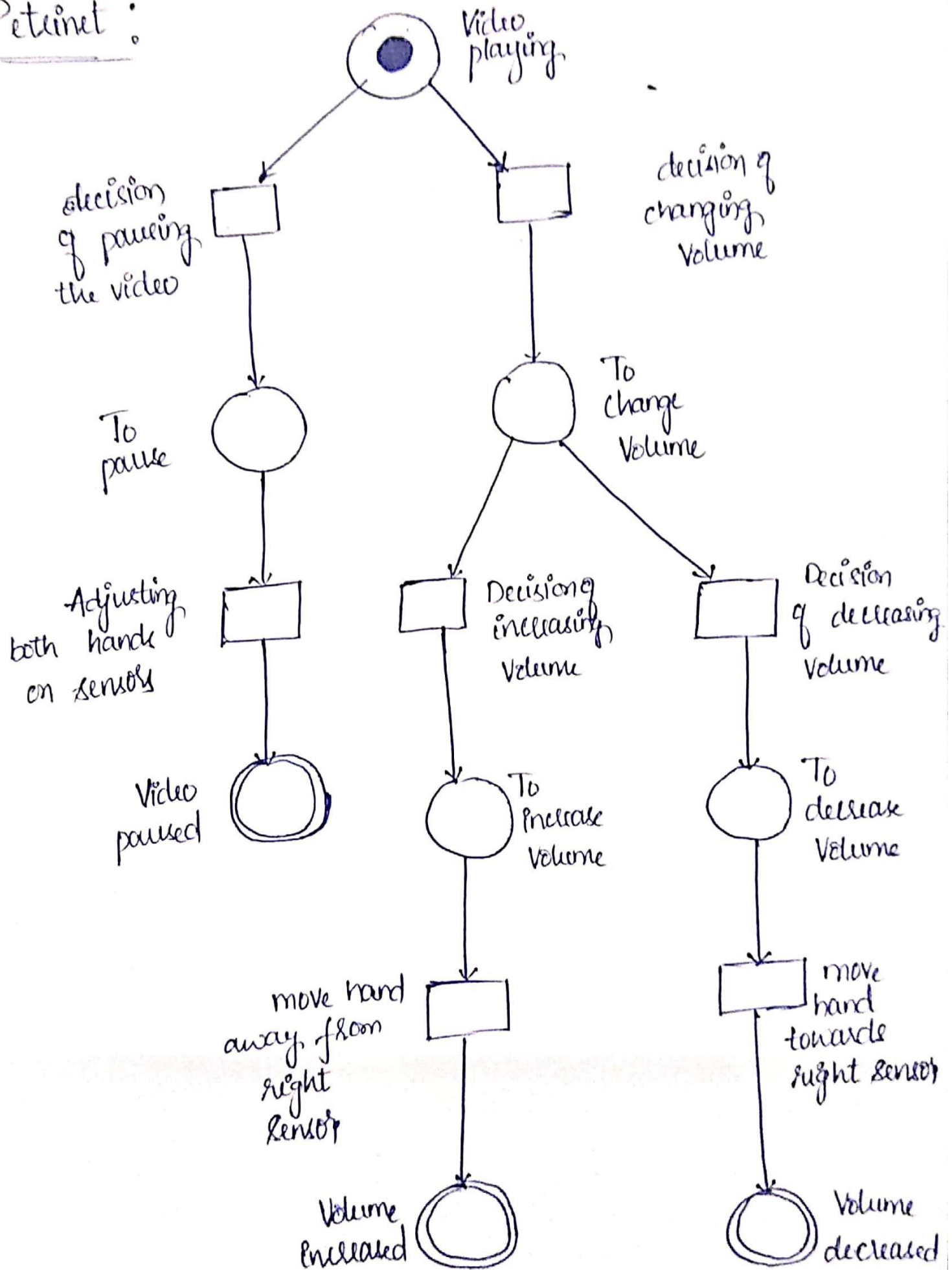
Empirical formula :- $2M + (n+1)H$

$n \rightarrow$ number of levels the sound needs to be changed.

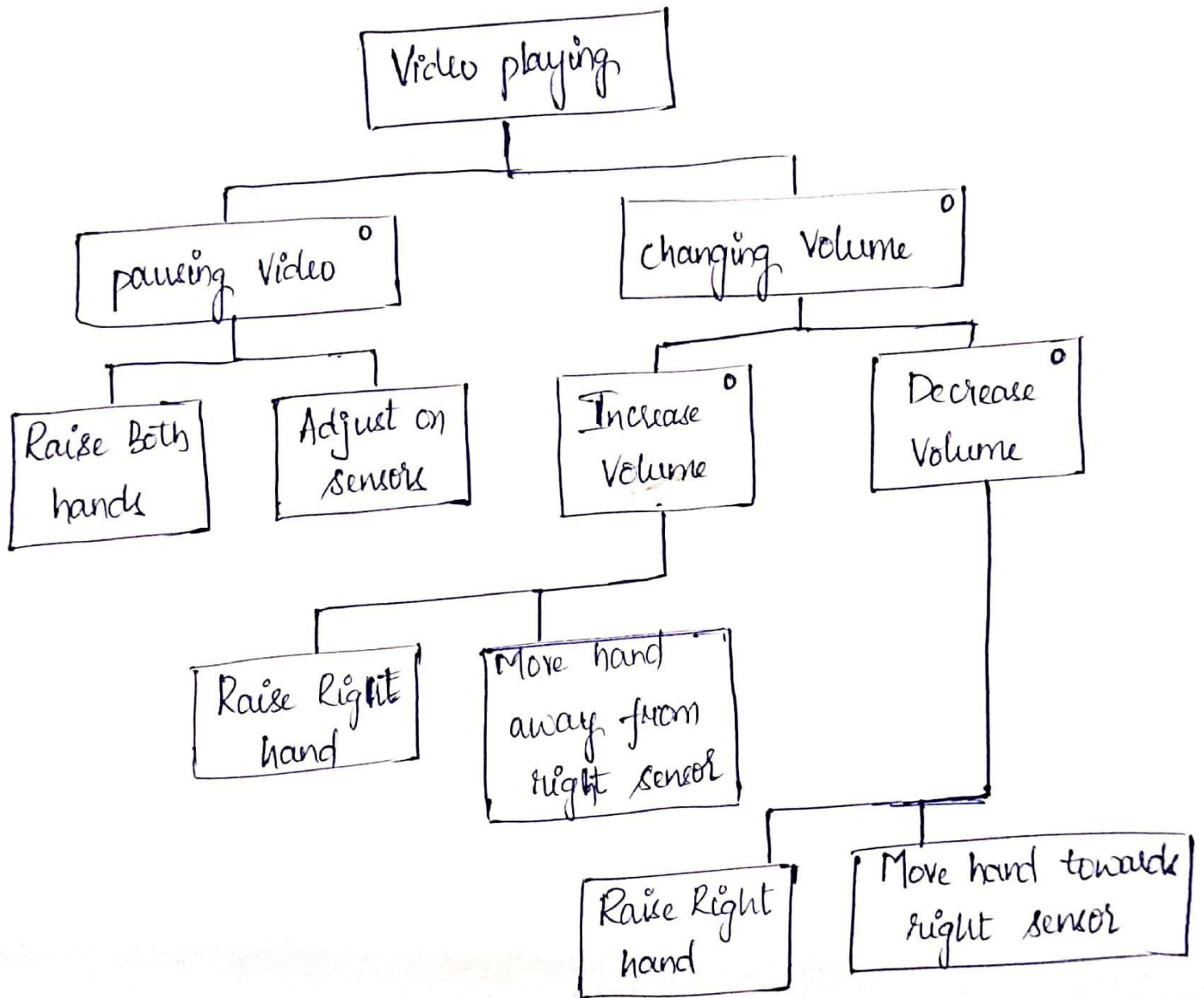
→ State transition network:



Petri net :



Jackson Structured Diagram:



	Pausing +traditional / product		Inc/dec volume +traditional / product	
KLM	1.95s	1.75s	3.3s	3.1s
MHP	310ms	240ms	380ms	240ms

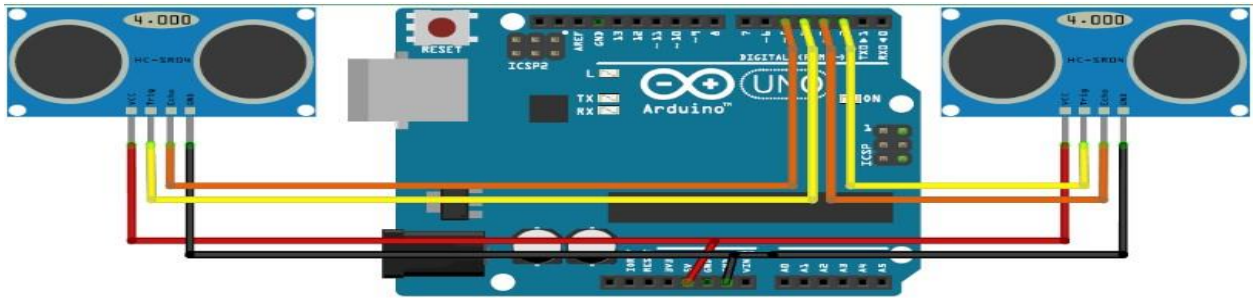
fig: Comparison table

SNAPSHOTS OF THE PROJECT IMPLEMENTATION:

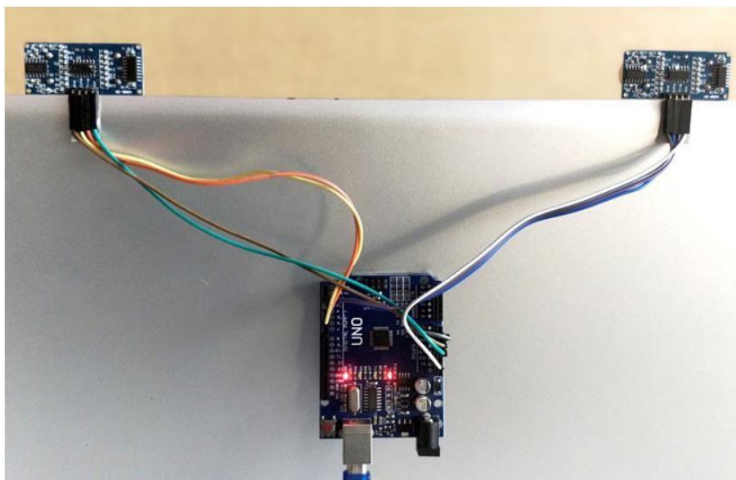
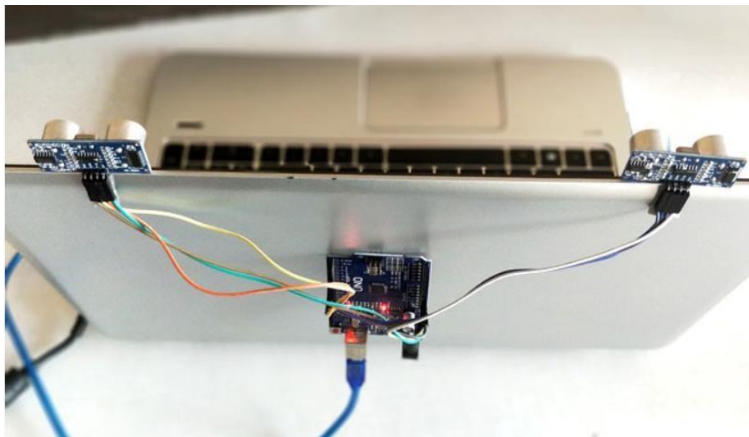
Basic circuit diagram:

We connect two ultrasonic sensors to a hardcoded Arduino which will determine the distance between the hand and the sensor and control the keyboard accordingly.

In the picture below we can clearly see that input & output as well as GND pins are connected, this will allow the ultrasonic sensors to work without the use of an external battery.

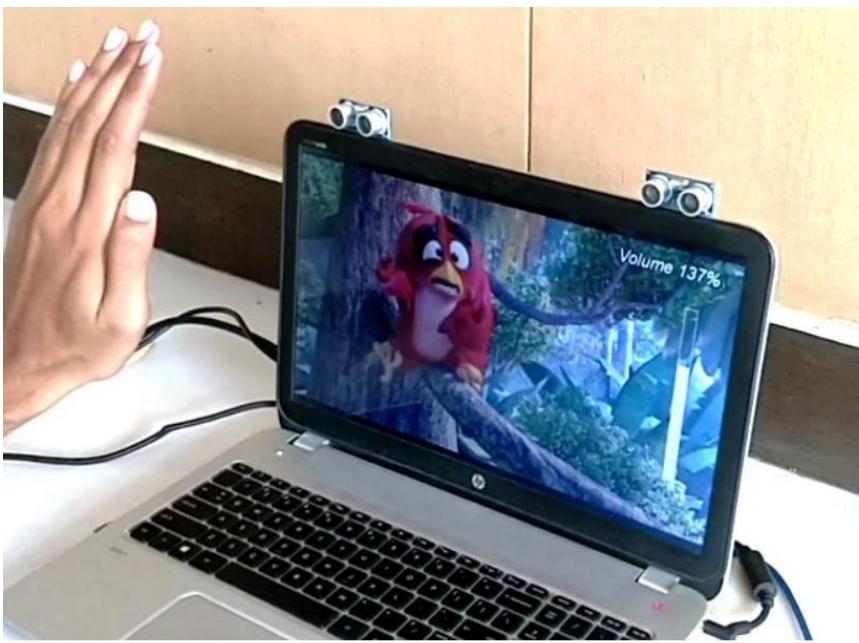


Setting up the environment



In these pictures we can see that the sensors and the Arduino are placed in such a way that the Arduino is not visible to the user and also the Sensors are placed so that it is comfortable for the user to use his/her hands to use the product. This positioning of the components has been designed keeping in the mind the usability factors. You can also see that the Arduino is connected to the Machine (PC, Laptop) using an USB Connector, this is not only useful for communicating with the python module but also it allows the Arduino to function without the need of an external battery.

In working Snapshot:



This is a snapshot taken while testing **Test case 2.1**, here the hand is placed on the left sensor which controls the Audio aspect in our project, when the Hand is pulled away from the sensor, you can see an increase in volume in the screen.

Test Report:

TEST ID	MODULE NAME	TEST DESCRIPTION	ACTUAL RESULT	EXPECTED RESULT	TEST CASE
1.1	US -1,2	Pausing the video	Video paused	Video paused	Pass
1.2	US-1,2	Playing the video	Video started	Video started	Pass
2.1	US-1	Increasing the volume	Volume increased	Volume increased	Pass
2.2	US-1	Decreasing the volume	Volume decreased	Volume decreased	Pass
3.1	US-2	Forwarding the video	Video forwarded	Video forwarded	Pass
3.2	US-2	Rewinding the video	Video rewind	Video rewind	Pass

AS we can see all the Test cases have been passed! Thank you