The Psychology of Everyday Actions

Lecture 03 of Researching People-Centred Design with Tim Maciag



Faculty of Engineering and Applied Science

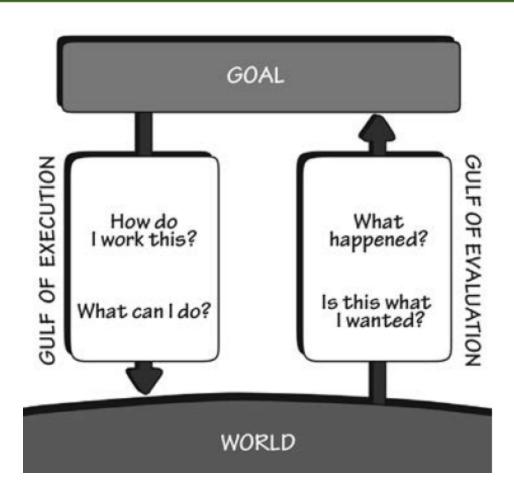


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Outline

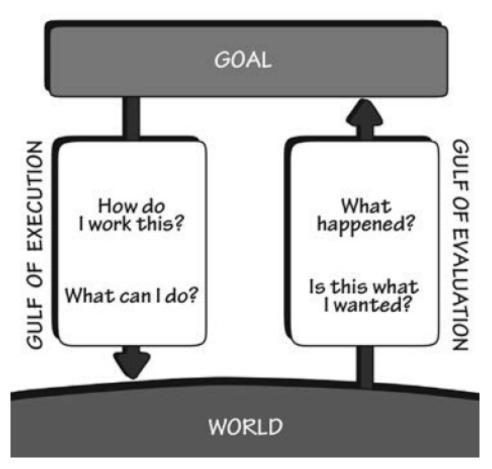
- Gulfs of Execution & Evaluation
- False-consensus effect
- Seven stages of action
- Human thought
- Levels of processing
- Emotion and cognition
- Blaming the wrong things
- Design advice

- "When people use something, they face two gulfs"
 - Gulf of execution
 - Gulf of evaluation



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 - Gulf of execution
 - Gulf of evaluation
- A designer's goal (our goal)
 - To bridge the two gulfs





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- User difficulty



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- A designer's goal (our goal)
 - To bridge the two gulfs
- User difficulty
- Importance of feedback and a good conceptual model (designer, system, user)
 - Having a good understanding of our psychology will help!



False-consensus effect

False-consensus effect

- Why do we need psychology?
 - "You are not the user"
 - https://youtu.be/TewiUcN35Yo



R. Budiu (NNGroup). You Are Not the User: The False-Consensus Effect (2017). Online: https://www.nngroup.com/articles/false-consensus/ (Accessed Jan 2019)

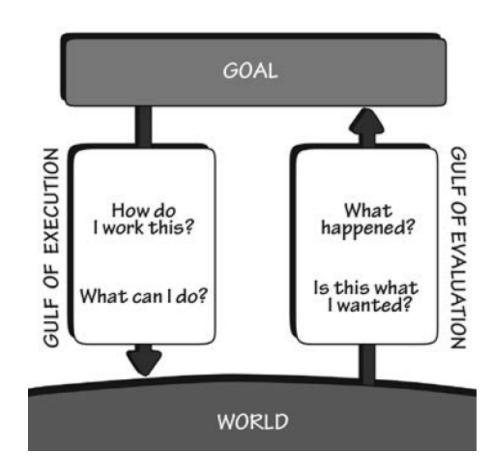
False-consensus effect

- Why do we need psychology?
 - "You are not the user"
 - https://youtu.be/TewiUcN35Yo
- Can get complicated in social environments, however
 - Explored in ENSE 405/805,
 - Just look online #filterbubbles

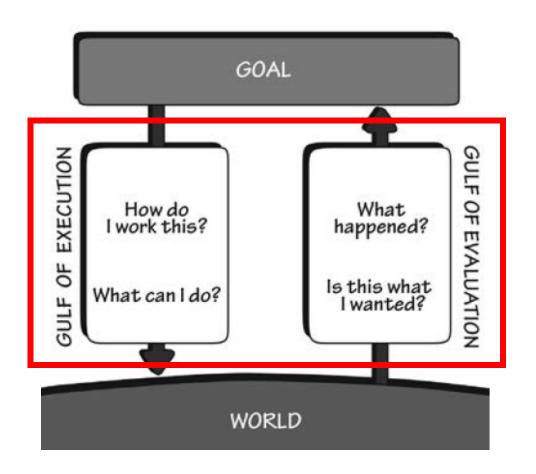


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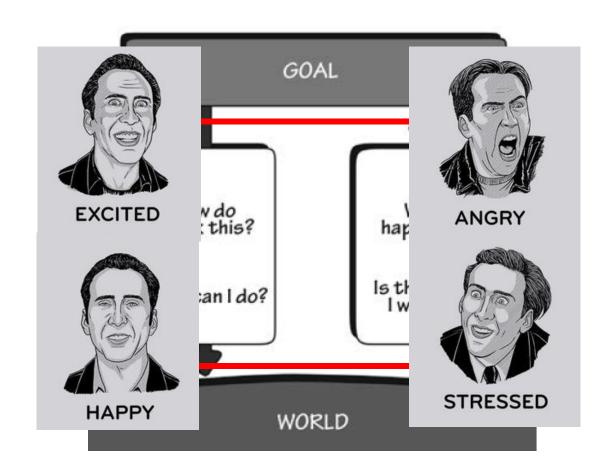
- Actions include both execution and evaluation
 - Requires discoverability & understanding
 - Experiences can affect our emotional state



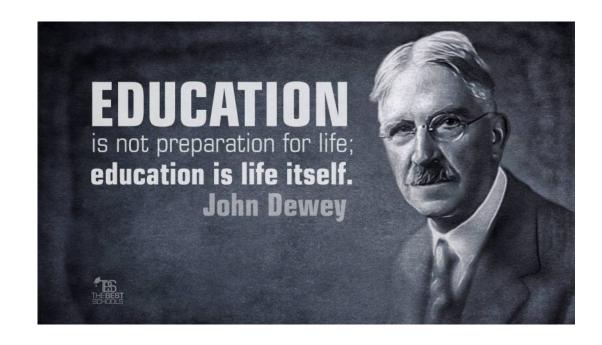
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- Learning interactions vs. habits
 - Learning = conscious process
 - Sub-conscious process = habits
 - John Dewey



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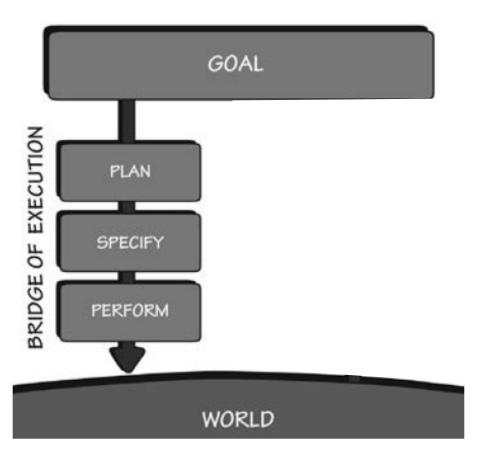
• Bridges the gap between our goals & the actions to achieve them

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- Starts with goal formation
 - 1. What is it we wish to achieve

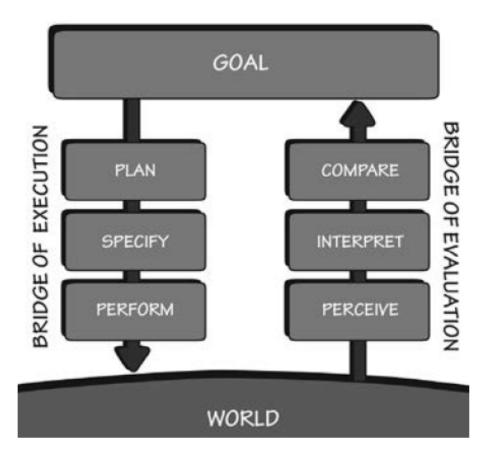




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 - 1. What is it we wish to achieve
- Stage (bridge) of execution
 - 2. Plan (the action)
 - 3. Specify (an action sequence)
 - 4. Perform (the action sequence)



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- Starts with goal formation
 - 1. What is it we wish to achieve
- Stage (bridge) of execution
 - 2. Plan (the action)
 - 3. Specify (an action sequence)
 - 4. Perform (the action sequence)
- Stage (bridge) of evaluation
 - 5. Perceive (the state of the world)
 - 6. Interpret (the perception)
 - 7. Compare (the outcome with the goal)



• Design is all about people



- Design is all about people
- Activity
 - 1. Wiggle the second finger of your hand
 - 2. Wiggle the third finger of the same hand
 - 3. Describe what you did differently those two times



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- However, conscious/reflective process is important for learning most things
 - After much practice, *overlearning* (mastery) occurs and our performance appears effortless (habitual), e.g.
 - What is the capital city of Saskatchewan?
 - What was Beethoven's phone number?
 - Is the door handle to get into ED 441 (our lab) on the left or right?



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- Declarative and procedural memory

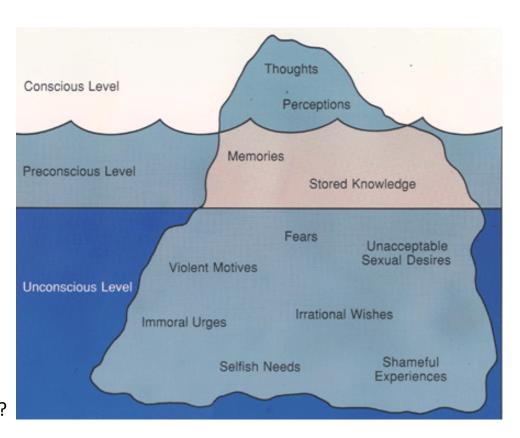
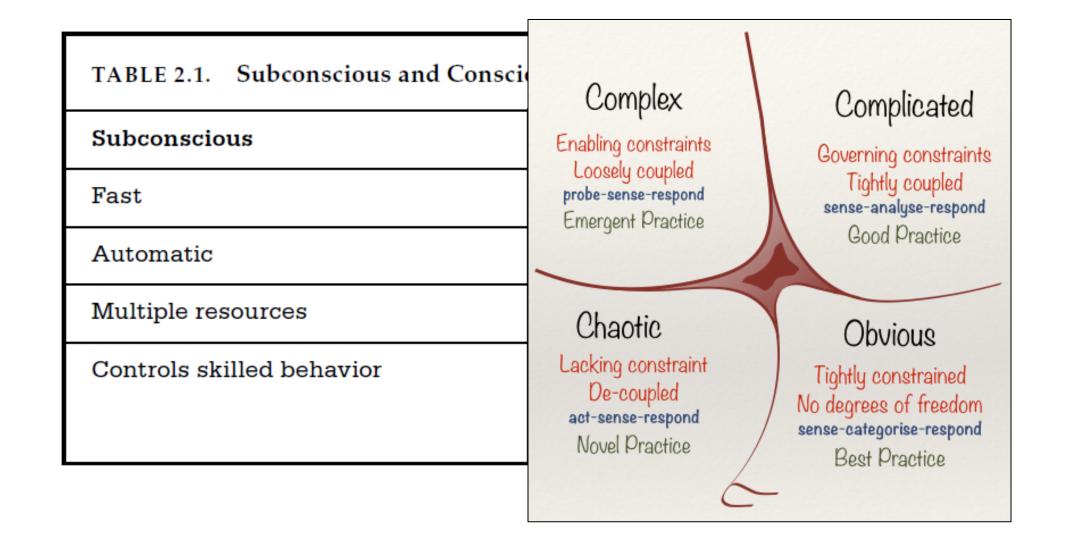


TABLE 2.1. Subconscious and Conscious Systems of Cognition	
Subconscious	Conscious
Fast	Slow
Automatic	Controlled
Multiple resources	Limited resources
Controls skilled behavior	Invoked for novel situations: when learning, when in danger, when things go wrong



Complex

Enabling constraints
Loosely coupled
probe-sense-respond
Emergent Practice

Complicated

Governing constraints
Tightly coupled
sense-analyse-respond
Good Practice

Chaotic

Lacking constraint
De-coupled
act-sense-respond
Novel Practice

Obvious

Tightly constrained
No degrees of freedom
sense-categorise-respond
Best Practice

ous Systems of Cognition

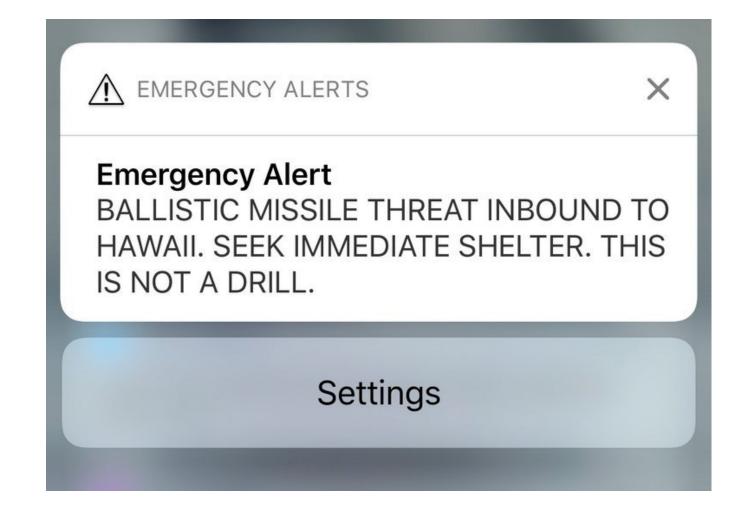
Conscious

Slow

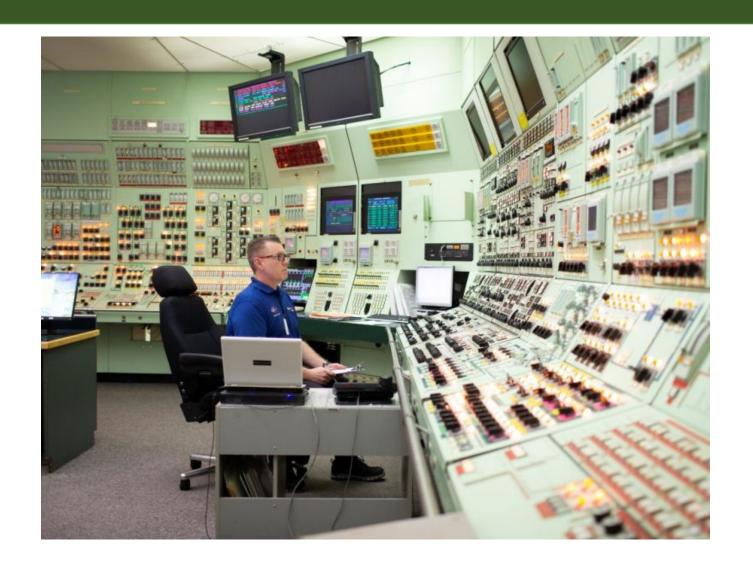
Controlled

Limited resources

Invoked for novel situations: when learning, when in danger, when things go wrong



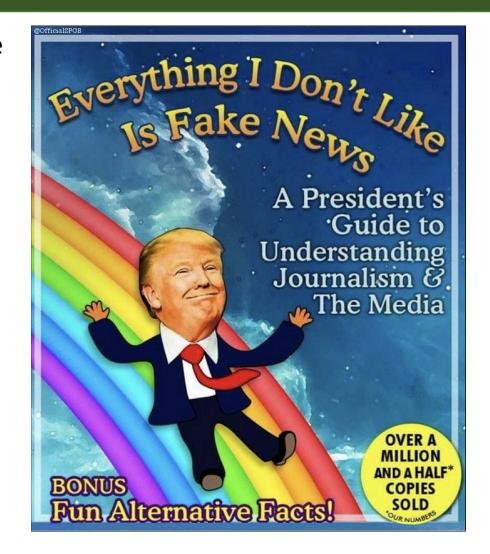




Cognition & emotion

Cognition & emotion

 Cognitive thoughts lead to emotions, emotions drive cognitive thoughts



Cognition & emotion

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- Levels of processing

Three Levels of Processing

Reflective

Behavioral

VISCERAL

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- Levels of processing
- Visceral
 - The "lizard brain" most basic level, subconscious
 - Design implications

Three Levels of Processing

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 - Learned skills and pattern matching, subconscious
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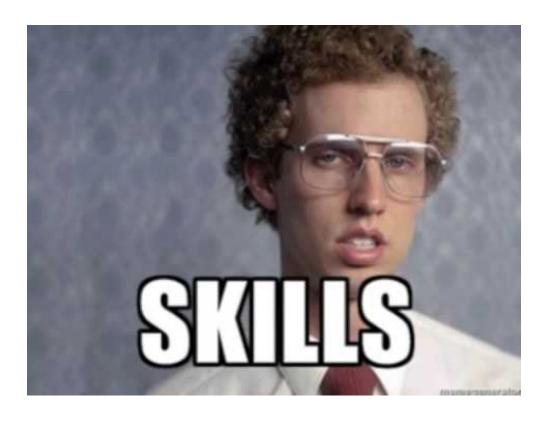


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 - Design implications
- Behavioral
 - Learned skills and pattern matching, subconscious
 - Design implications
- Reflective
 - Reasoning and decision making, conscious
 - Design implications
- Design at all levels

Three Levels of Processing

Reflective

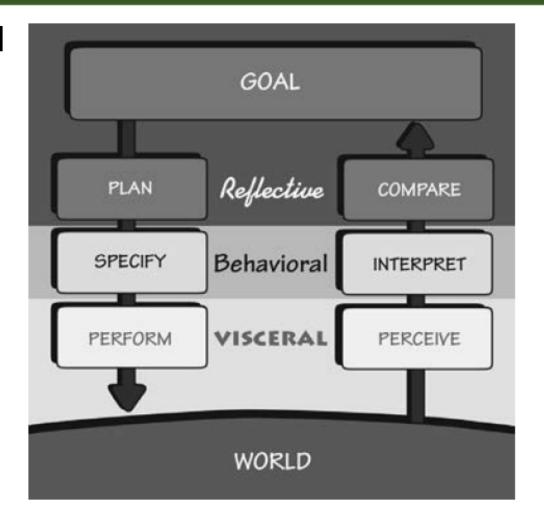
Behavioral

Linkage between stages of action and cognition and emotion

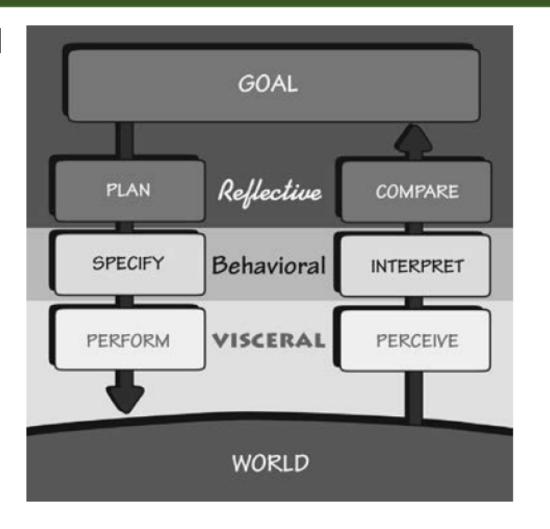


• D. Norman. The Invisible Computer. MIT Press. 1998

- Linkage between stages of action and cognition and emotion
- Design goal
 - The *invisible* computer



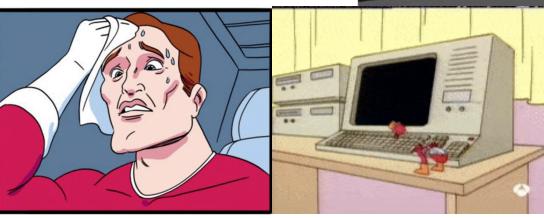
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- Flow & interaction

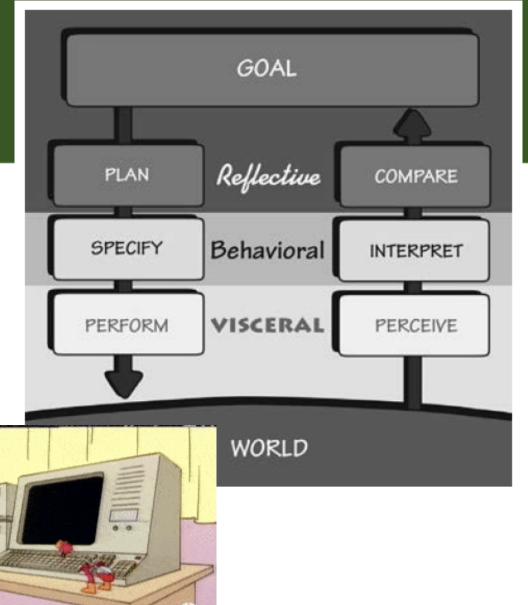


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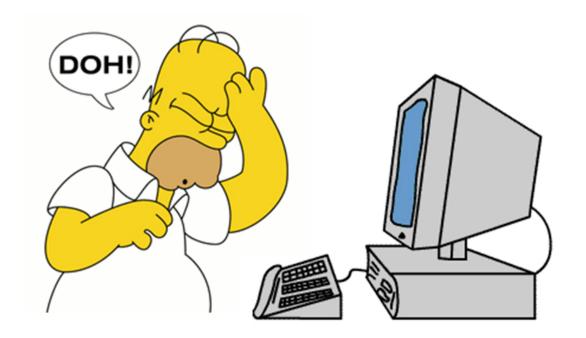




- We try to find causes for events
 - Put a USB key in wrong, flip it around
 - Mini HDMI is no different
 - If we don't get a "password changed successfully", we try again



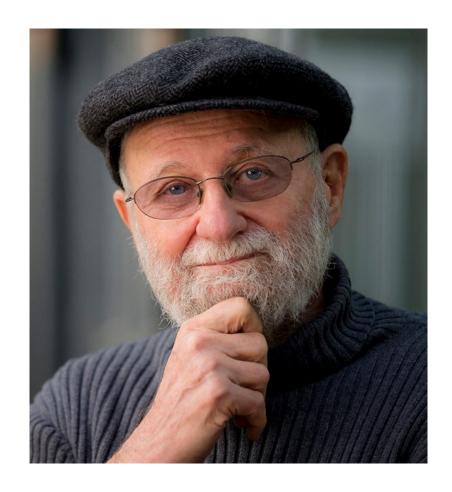
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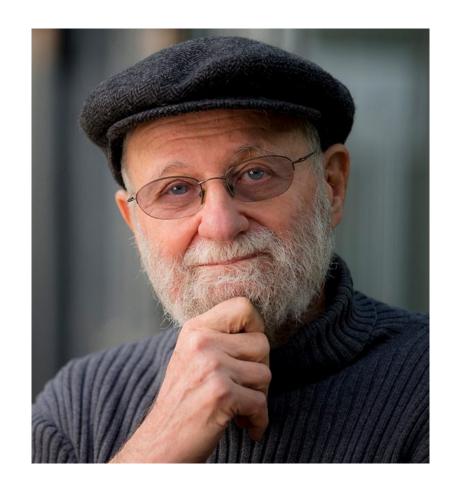
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- Positive psychology
 - A shift to when something doesn't work (as we expect), it's a challenge, not a failure
 - All failures are learning experiences
 - Lean: Fail-Forward Fast through PDCA



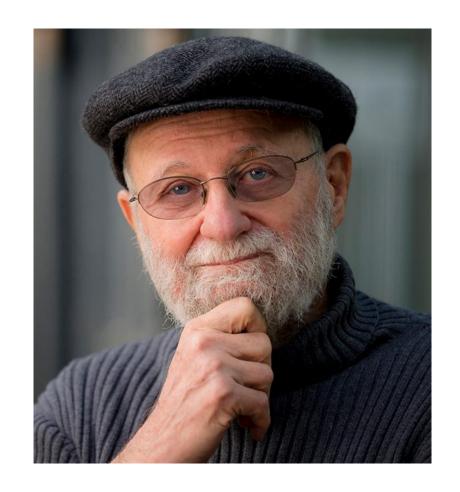
• Do not blame people when they fail to use your products properly #rtfm



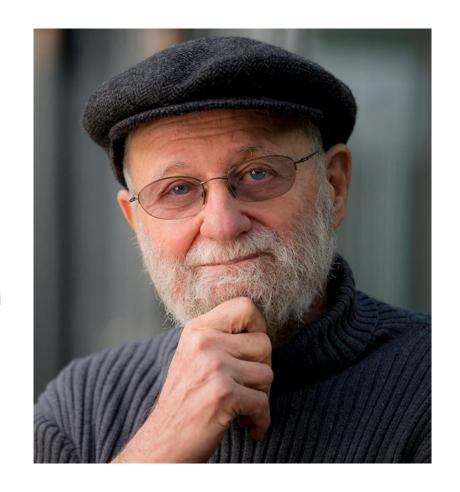
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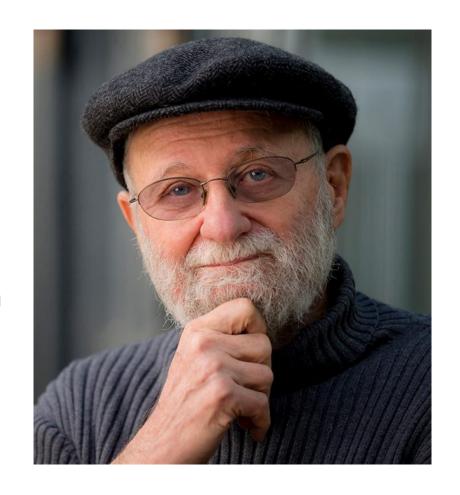
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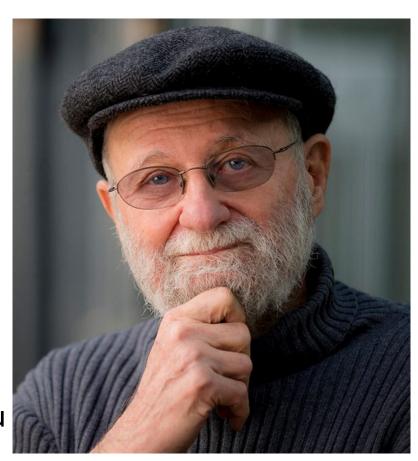
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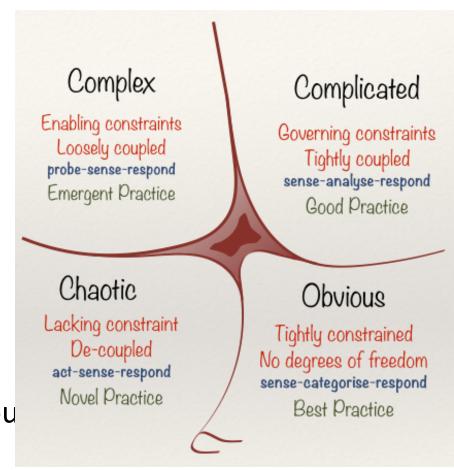
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- Think positively, for yourself, and for the people you interact with



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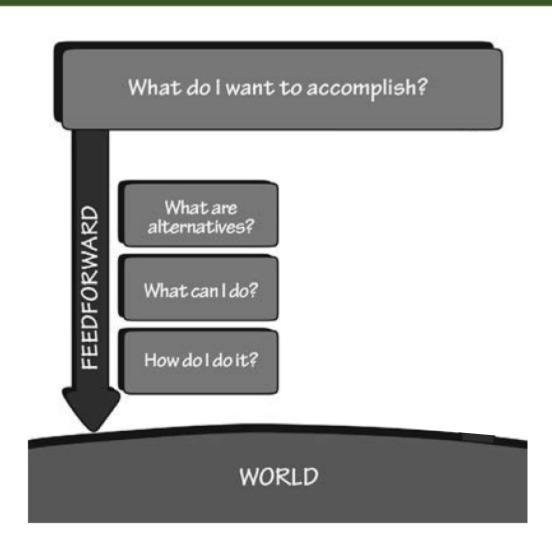


• The big user question

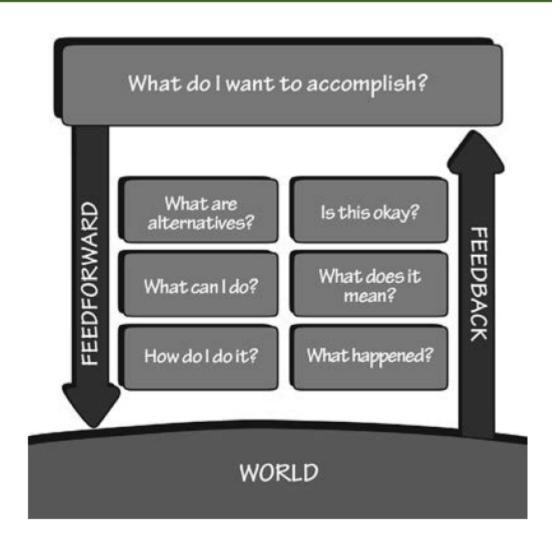
What do I want to accomplish?



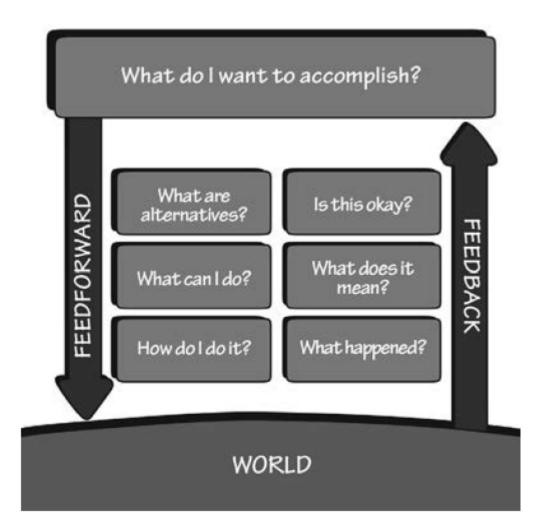
- The big user question
- Feedforward



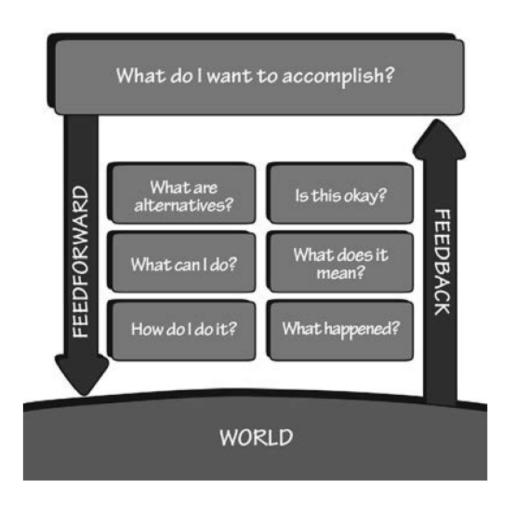
- The big user question
- Feedforward
- Feedback



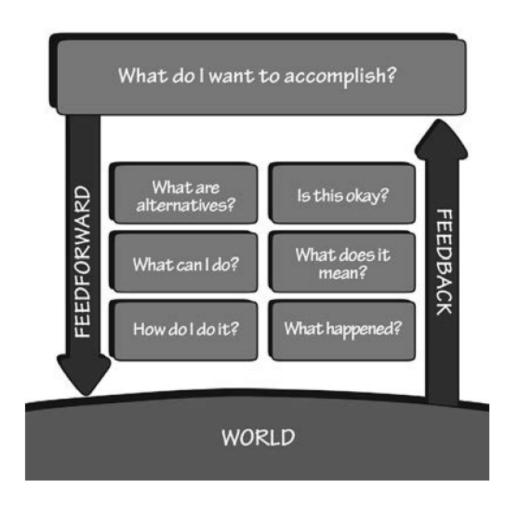
- The big user question
- Feedforward
- Feedback
- Seven stages of action as a model for design



Discoverability



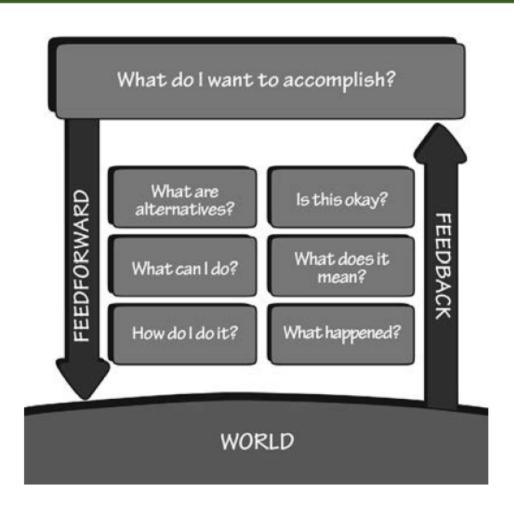
- Discoverability
- Feedback



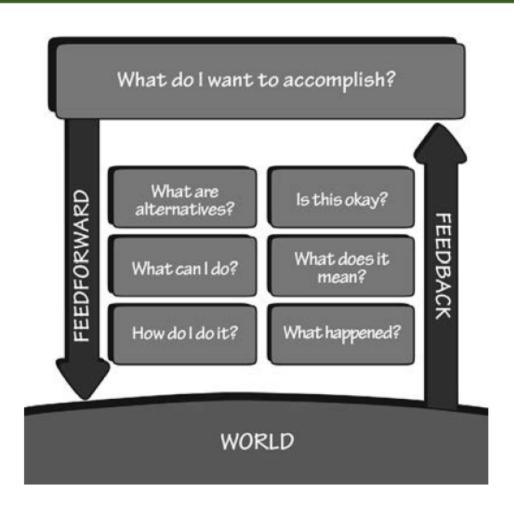
- Discoverability
- Feedback
- Affordances & Signifiers



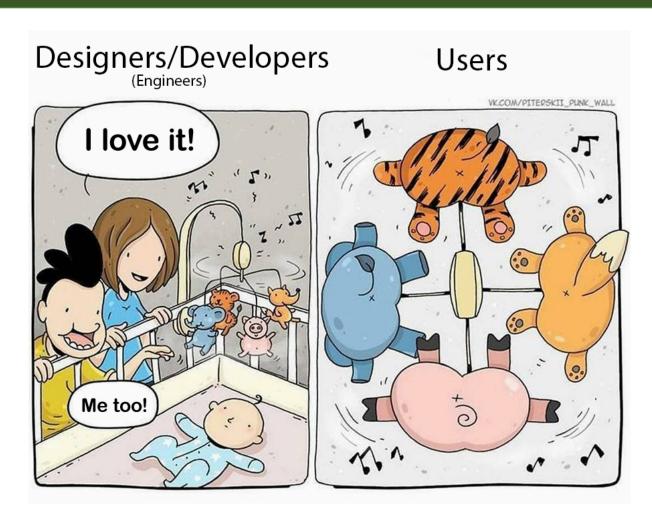
- Discoverability
- Feedback
- Affordances & Signifiers
- Conceptual models & mappings



- Discoverability
- Feedback
- Affordances & Signifiers
- Conceptual models & mappings
- Constraints



- Discoverability
- Feedback
- Affordances & Signifiers
- Conceptual models & mappings
- Constraints
- Our focus in all of this



Questions/Discussions

- Gulfs of interaction
- Seven stages of action
- Behavior
- Cognition and emotion #1
- Cognition and emotion #2
- Feedback
- Features & experiences

Image refs

- Bridge, http://i.ytimg.com/vi/VgolfyRO-RI/hqdefault.jpg
- User error, https://cdn-images-1.medium.com/max/1600/1*v66sjGvwB0XDzBR1jDV2Zg.jpeg
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