Phase 2 Intro

Phase 2 Readings

- Hitlin & Piliavin, *Values: Reviving a Dormant Concept*
- Mannan, *The Hidden Privilege in Design*
- Moore, *Target-Customer Characterization – The Use of Scenarios*
- Bono, *The Way the Mind Works*
- Papanek, *Rebel with a Cause*
- Ehn & Kyng, *Cardoard Computers: Mocking-it-up or Hands-on the Future*
- Wong, *Rough and Ready Prototypes: Lessons from Graphic Design*
- Teaching Tolerance *Hidden Bias test*

Ideate

Check Your Engagement, Orient Toward a Direction, Propose Possibilities
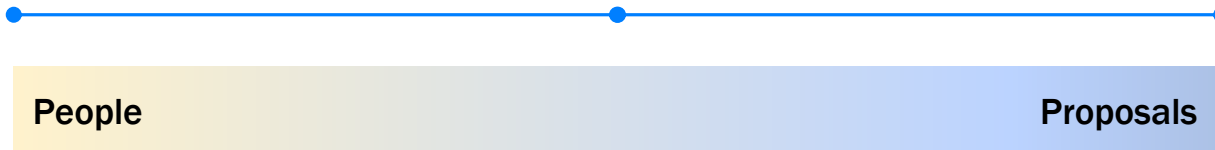
UOCD Structure

‣ Inquire Into
‣ Identify With

Explore
Phase 1

‣ Generate
‣ Co-Design

Ideate
Phase 2

‣ Expand Upon
‣ Specify

Develop
Phase 3

People   **Proposals**

UOCD Structure

‣ Inquire Into
‣ Identify With

Explore
Phase 1

Interviews
Look-Ask-Try-Why
Do-Say-Think-Feel
5 Why's
Storytelling
Word-Mood Cards
People Portraits
Personas
Interaction Narratives
Areas of Opportunity

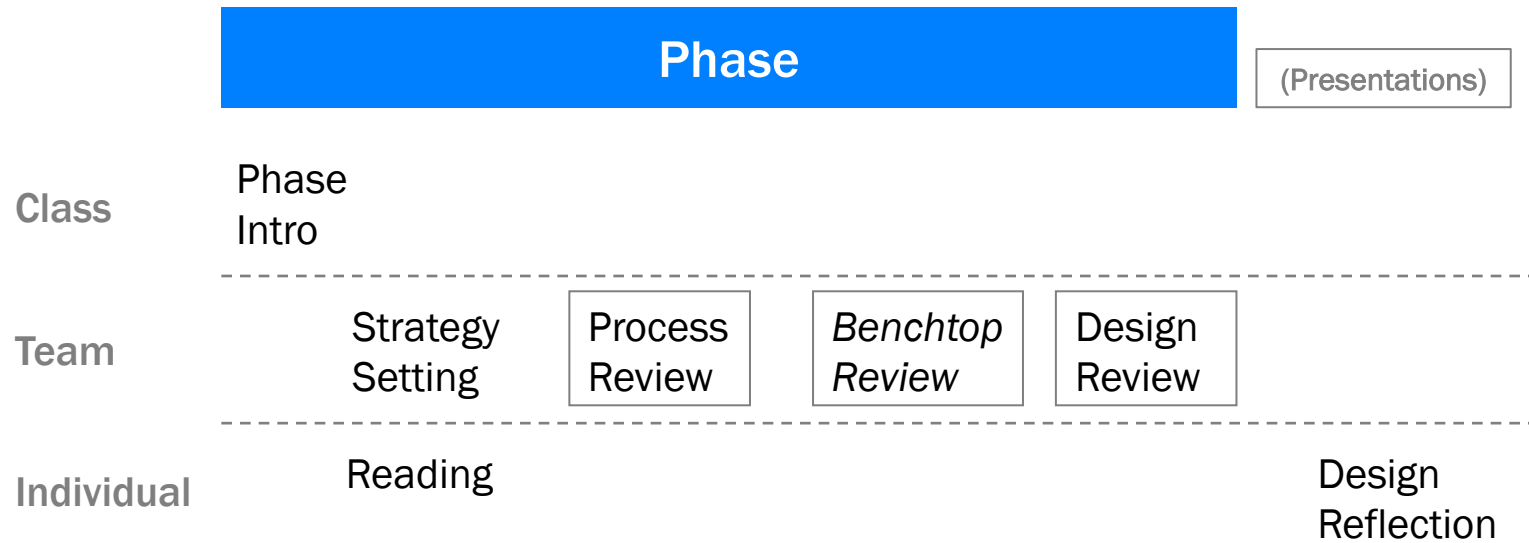‣ Generate
‣ Co-Design

Ideate
Phase 2

Human Values
Raw Idea Generation
Idea Mapping/Shaping
Scenarios
Idea Selection
More-Complete Ideas
Co-Design
Acting Out With Props
Role Playing
Card Sorting

‣ Expand Upon
‣ Specify

Develop
Phase 3

Experience Shaping
Interaction Mapping
Mappings/Affordances
Interface Definition
Requirements
Sketch Modeling
Visual Models
Product Posters

UOCD Structure

	Phase	(Presentations)
Class	Phase Intro	
Team	Strategy Setting · Process Review · *Benchtop Review* · Design Review	
Individual	Reading	Design Reflection

UOCD Structure

‣ Inquire Into
‣ Identify With

‣ Generate
‣ Co-Design

‣ Expand Upon
‣ Specify

Explore
Phase 1

Ideate
Phase 2

Develop
Phase 3
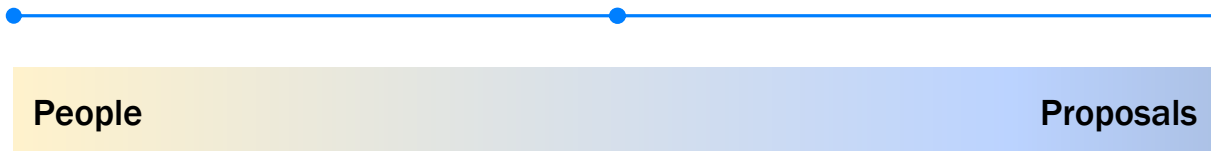
People   **Proposals**

Checking. Orienting. Proposing.

UOCD Structure

‣ Inquire Into
‣ Identify With

Explore
Phase 1

‣ Generate
‣ Co-Design

Ideate
Phase 2

‣ Expand Upon
‣ Specify

Develop
Phase 3

People   **Proposals**

100   9   1-2   1

Raw ideas   **More-complete ideas**

Many Directions to 1
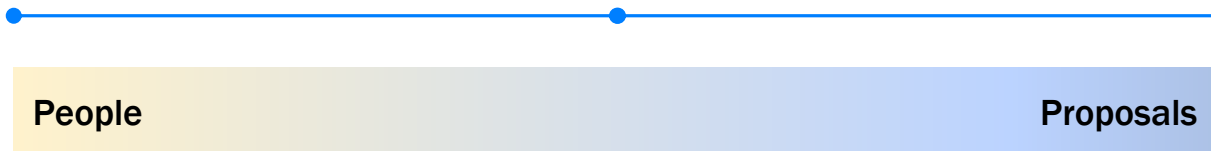
UOCD Structure

‣ Inquire Into
‣ Identify With

Explore
Phase 1

‣ Generate
‣ Co-Design

Ideate
Phase 2

‣ Expand Upon
‣ Specify

Develop
Phase 3

People   Proposals
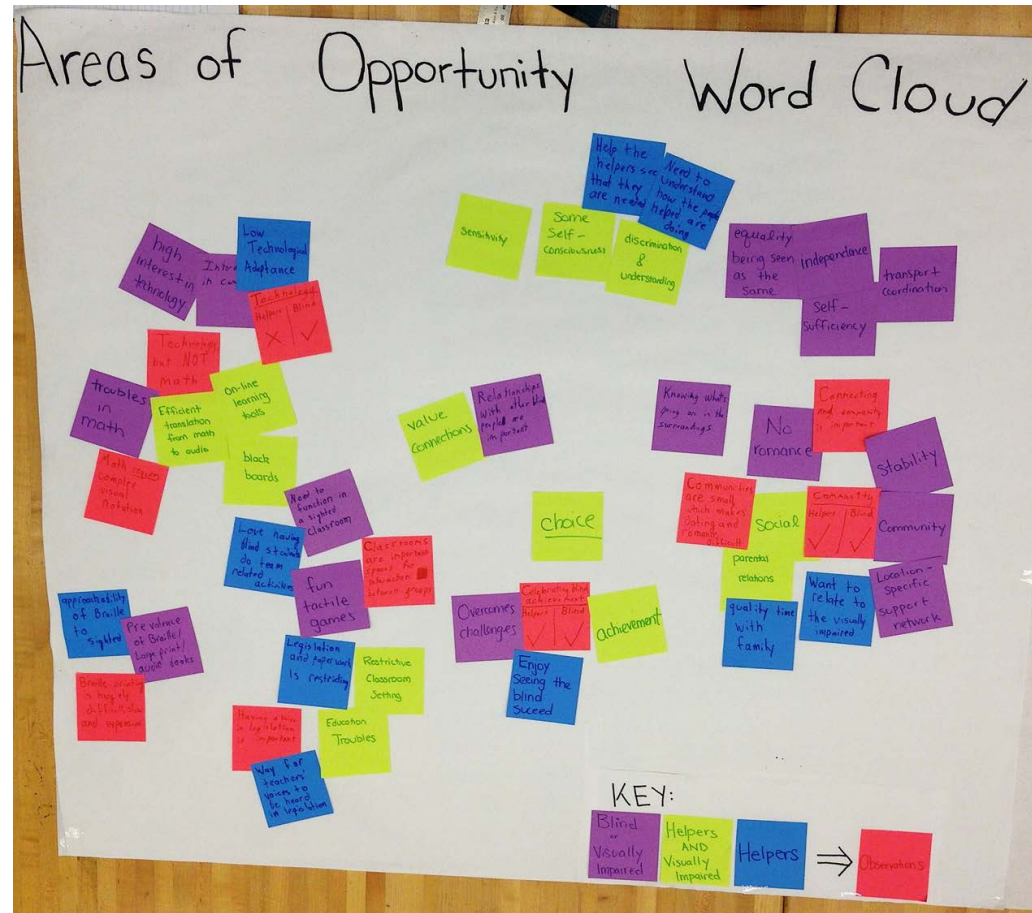
?

Product/Service, Experience, Campaign, etc.

Phase 2

1. Understanding ourselves to check our biases
2. Pointers towards areas of opportunity
3. Screening and assessing ideas

Linder, Benjamin. Conceptualize Phase Introduction, Areas of Opportunity, and Human Values. Jan 2019. https://canvas.instructure.com/courses/1518820/files/75101885. Powerpoint Presentation.

Areas of Opportunity & Insight Statements

Areas of Opportunity & Insight Statements

Step 1. Gather insights and opportunities in one place

Linder, Benjamin. Conceptualize Phase Introduction, Areas of Opportunity, and Human Values. Jan 2019. https://canvas.instructure.com/courses/1518820/files/75101885. Powerpoint Presentation.

Areas of Opportunity & Insight Statements

Step 2. Color-code opportunities and insights according to stakeholder/persona.
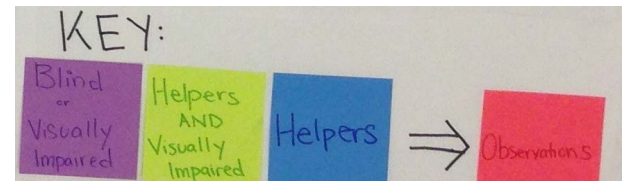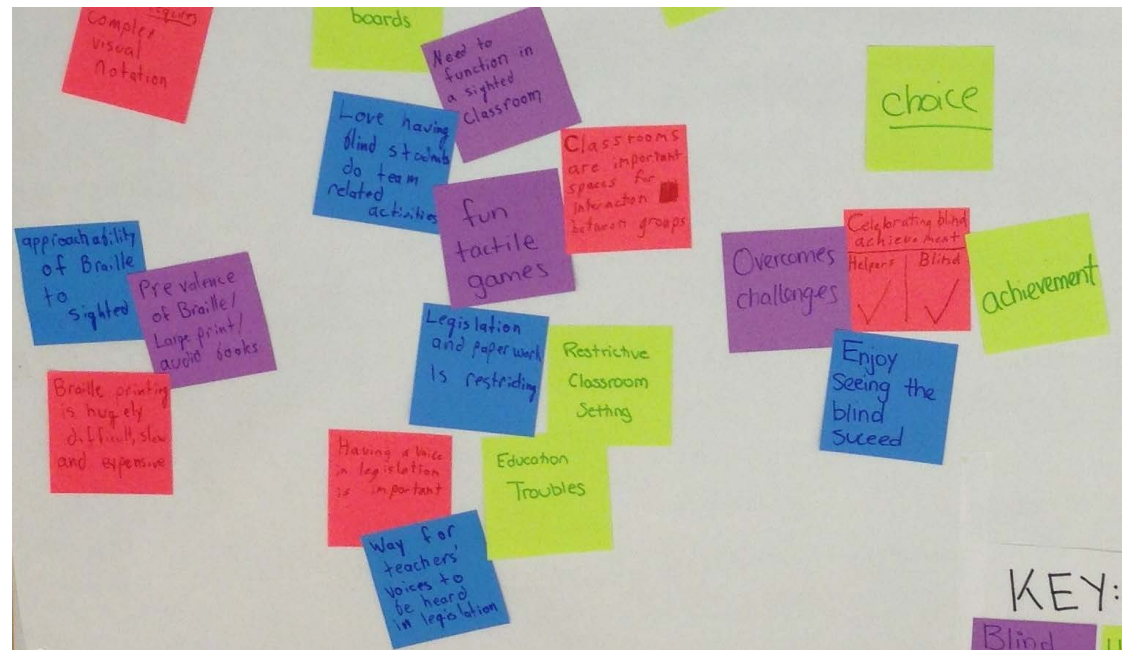
Step 3. Group opportunities/insights into potential directions

Areas of Opportunity

Teaching Math

"I had trouble with math class because it was all on the board."

"It's difficult because math is so visual"

"I have trouble describing abstract concepts to the blind."

Integrated activities for blind and sighted peers

"I want to be just like everyone else"

"Integrated [blind & sighted] classes are very valuable"

Enjoy seeing the blind become as competent as a sighted student.

"Seeing blind students engage in an activity is one of the biggest rewards of my job"

Tools to convey intangible to tangible

Interested in things outside my world

"It's hard to explain things like colors and stars"

Voices in Legislation

"Rehab used to be stogy and regimented"

"Things were a lot harder until legislation was passed to help"

"I can't use shaving cream in my class anymore"

"I'm so frustrated I can't cook with my blind students because of legal constituents"

Creating a community between blind and helpers

Frustrated with how the school system handles the blind

"Community is so important to me"

"I have trouble identifying with the blind"

Physical representation of progress

"Seeing students being able to do something new is the best part of working with the blind."

Achieving self-sufficiency is important

Knowing I am helping (and needed)

Human Values

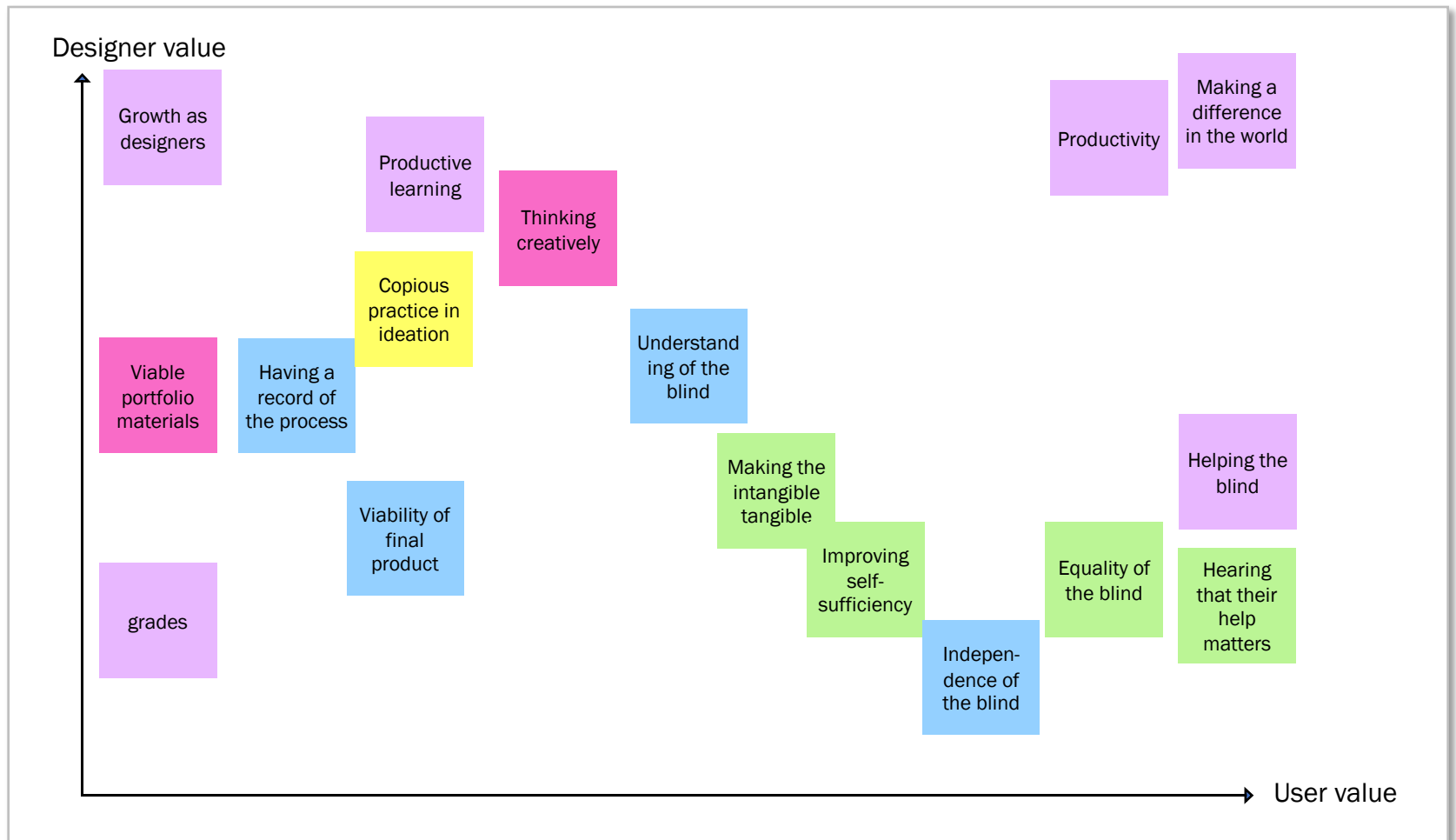Hitlin & Piliavin, *Values: Reviving a Dormant Concept*

Why Values?

- Hitlin & Piliavin, p.379
    - "An improved understanding of values is important so that sociologists can begin to 'determine the rightful place of subjectivity in social analysis'"

- Participatory Design
    - Inserts the centrality of primary stakeholders into the design process & takes as its primary concern stakeholder well-being.

Participatory Design

Designer value

Growth as designers

Productive learning

Thinking creatively

Copious practice in ideation

Making a difference in the world

Productivity

Viable portfolio materials

Having a record of the process

Understanding of the blind

Helping the blind

Viability of final product

Making the intangible tangible

Improving self-sufficiency

Equality of the blind

Hearing that their help matters

grades

Independence of the blind

User value

What they are

Oft-Conflated Concepts

- Attitudes = ?

Values	$\neq$	Attitudes
- Focus on ideals (i.e. the abstract) - Higher role in internal evaluative hierarchy - More central to issues of personhood - Less directly implicated in behavior		- Focus on concrete social objects

Oft-Conflated Concepts

- Traits = ?

Values	$\neq$	Traits
- Enduring goals - Primarily positive - Used to justify legitimacy of one's actions - Standard for judging others'/one's own behavior - More cognitive control over values-based behavior		- Enduring dispositions - Can be positive or negative

Oft-Conflated Concepts

- Norms = ?

Values	≠	Norms
• Cross-situational • Measured as individual-level construct • Capture a personal ideal ("ought" as *desirable*) • Intrinsic drive		• Situation-specific • Measured as group-level construct • Capture what is expected ("ought" as *correct/duty*) • Exert extrinsic pressures to act

p.361   values capture a personal or cultural ideal. People acting in accordance with values do not feel pushed as they do when acting under normative pressure. Turner (1976)

Oft-Conflated Concepts

- Needs = ?

Values	≠	Needs
• (Socially acceptable, culturally defined) Way to articulate needs		• Biological influence on behavior

Values

- Broad preferences about appropriate courses of action/outcomes

- Reflect a person's sense of right and wrong or what "ought" (desirable) to be

- Tend to influence attitudes and behavior

Linder, Benjamin. Conceptualize Phase Introduction, Areas of Opportunity, and Human Values. Jan 2019. https://canvas.instructure.com/courses/1518820/files/75101885. Powerpoint Presentation.

Values

...are beliefs.

Tied inextricably to emotion, not objective cold ideas.

...are a motivational construct.

Refer to the desirable goals people strive to attain.

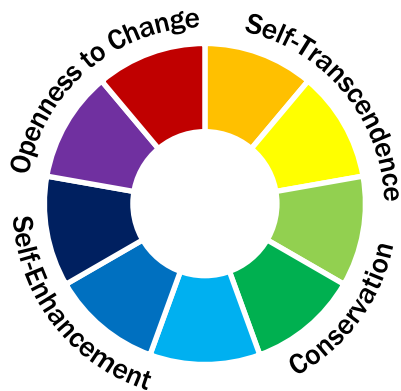**...transcend specific actions and situations.**

Abstract goal-like nature of values distinguishes them from norms and attitudes, which usually refer to specific actions, objects, or situations.

...guide the selection or evaluation of actions, policies, people, and events.

...are ordered by importance relative to one another.

People's values form an ordered system of value priorities that characterize them as individuals. This hierarchical feature of values also distinguishes them from norms and attitudes.

10 Basic Value Orientations

Self-Direction
Autonomous thought and action (idea of agency). *Choosing, creating, exploring.*

Stimulation
Encourage risk taking and adventure. *Excitement, novelty, and challenge in life.*

Hedonism
Self-centered sensual gratification. *Pleasure and sensuous self-gratification.*

Achievement
Competitive personal success D*emonstrating competence according to social standards.*

Power
Social status and prestige, control people and resources

Universalism
Tolerance and concern for welfare of others. *Understanding, appreciation, tolerance, and protection for the welfare of all people and for nature.*

Benevolence
Preserve and enhance welfare of those with whom one is it in frequent contact (the "in-group")

Conformity
Self-restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms, and subordination of one's own inclinations to the expectations of others.

Tradition
Respect, commitment, and acceptance of the customs and ideas provided by traditional culture/religion.

Security
Stability, safety, and harmony of society, relationships, and self

Schwartz, Shalom H. *Basic Human Values: An Overview*. 2005.

Value:

> **_Equal rights for all_**

Value Orientations:

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Schwartz, Shalom H. *Basic Human Values: An Overview*. 2005.

Value:

> *Excellence deserves admiration*

Value Orientations:

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Security
Stability, safety, and harmony of society, relationships, and self

Schwartz, Shalom H. *Basic Human Values: An Overview*. 2005.

Value:

> *People should be treated with respect and dignity*

Value Orientations:

Self-Direction
Autonomous thought and action (idea of agency). *Choosing, creating, exploring.*

Stimulation
Encourage risk taking and adventure. *Excitement, novelty, and challenge in life.*

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Schwartz, Shalom H. *Basic Human Values: An Overview*. 2005.

Statement:

Gay people have the right to live their life as they wish.

Value Orientations:

Self-Direction
Autonomous thought and action (idea of agency). *Choosing, creating, exploring.*

Stimulation
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Security
Stability, safety, and harmony of society, relationships, and self

Schwartz, Shalom H. *Basic Human Values: An Overview.* 2005.

Attitude:

*Gay people **do not** have the right to live their life as they wish.*

Value Orientations:

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Schwartz, Shalom H. *Basic Human Values: An Overview*. 2005.

Attitude:

> *Gay people **do** have the right to live their life as they wish.*

Value Orientations:

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Schwartz, Shalom H. *Basic Human Values: An Overview*. 2005.

Values

...are beliefs.
...are a motivational construct.
...transcend specific actions and situations.
...guide the selection or evaluation of actions, policies, people, and events.
...are ordered by importance relative to one another.

Invasive species removers

Identify three values that might be held by this people group

Linder, Benjamin. Conceptualize Phase Introduction, Areas of Opportunity, and Human Values. Jan 2019. https://canvas.instructure.com/courses/1518820/files/75101885. Powerpoint Presentation.
https://images.app.goo.gl/ZGZTryFrwTtffRWc9

Values

- "Family"

- "Hard work"

- "The Environment"

- "Patriotism"

- "Pursuit of wealth"

- "Economic stability"

- "Seeking adventure and novelty"

- "Challenging oneself"

- "Original creation"

- "Materialism"

- "Human rights"

- "Animal rights"

<u>NOT</u> Value Orientations

- Self-Direction

- Stimulation

- Hedonism

- Achievement

- Power

- Universalism

- Benevolence

- Conformity

- Tradition

- Security

(Can help you think about relationships between values)

What they do

Values & *Motivation*

- Provide initial motivation

- Relate to maintaining commitment in the face of adversity

- Provide language to rationalize prior conduct

Ask yourself:
- To what extent do initial values motivate their different activities?
- In what ways do certain activities lead them to simply employ values as legitimizing discourses to explain their actions?

Values & *Concrete Behaviors*

- Influence may be overwhelmed by situational factors (e.g. normative pressures)
- Highly mediated relationship

Values & *Concrete Behaviors*

- However, when cognitively activated, values can effect related behavioral changes.

- Preconditions for influence of cognitive value structure on behavior:
  1. Well-established in a person's cognitive system
  2. Activated from long-term memory
  3. Accepted by a person as relevant & proper for conceiving of the current situation.

Logical fallacy: **Truism**
- Genocide is bad.
- Under appropriate conditions, the sun rises.
- If he were not dead, he would still be alive.
- A bachelor is an unmarried man.

Values & *Concrete Behaviors*

- Some values correlate with accordant behaviors better than others
  - **Strong**: Stimulation, Tradition
  - **Reasonable:** Hedonism, Self-Direction, Universalism, Power
  - **Weak:** Security, Conformity, Benevolence

Values & *Concrete Behaviors*

- Core value & behavioral changes
- Rokeach (p.381)
  - People may change values when made aware of their […] value hierarchy and given information about how such a value constellation situates them with respect to positive and negative reference group. When individuals find their value rankings diverge away from positive reference groups and toward negative reference groups, they are more likely to shift both their values and behaviors

Values & *Concrete Behaviors*

Ask yourself:
- How do life circumstances impose constraints on their ability to pursue or express certain values?
- In what ways have they altered their values to adapt to life circumstances? How might these limitations be reshaped or alleviated?
- To what extent do personal values mix with consumerism/role strain?
- In what ways do their personal values compete with societal values and their effects?
- What role do values play in shaping individual prejudices?

Values & *Self*

- Values are central to self identity

Ask yourself:
- What values are core to their self-identity?
- What socially shared values are incorporated in their self-concept? How do they personally interpret those shared values?
- How do their personal values affect decision-making?
- To what extent do personal values impact their psychological well-being? That is, how do the congruousness/incongruousness of personal values with those emphasized by society contribute to their positive/negative well-being? How might those incongruities be addressed or improved?

Values:
What to Remember
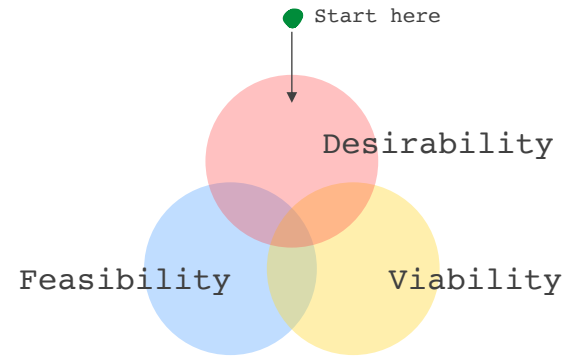
Values reveal

- Causal relationships between **social structural positions** and **individual functioning and decision making.**
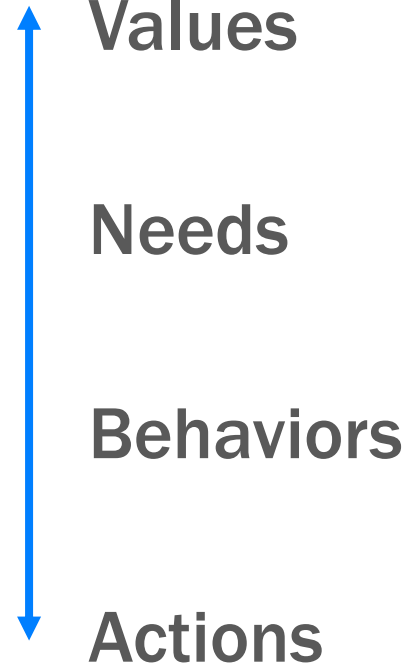
- Role in shaping views on *the desirable*

- Links between antecedent social positions and the individual choices that serve to reproduce aspects of social structure

This lets us see how to inject elements of agency into the process of social stratification and reproduction.

Final Considerations

- What values do individuals hold at different points across their life? To what extent are values stable, and to what extent do they shift with individual and societal changes?

- How do values explain variation of individual values within social groups? (Tells us about the relationship between the individual and their social memberships.)

- Your project involves **multiple stakeholders**. How do users and the people they interact with come into play in reinforcing/suppressing each others' values? How might these factors be instrumentalized to bring about more positive behavior?

- What conflicting values do your users hold? How will you chart this balance during your conceptual design work?

Values

Why?
Why?   Needs
Why?
            Behaviors

            Actions

Linder, Benjamin. Conceptualize Phase Introduction, Areas of Opportunity, and Human Values. Jan 2019. https://canvas.instructure.com/courses/1518820/files/75101885. Powerpoint Presentation.

This Week

- Phase 2 Strategy Setting, due Saturday 23-Nov @ 12:00 noon

- Phase 1 Design Reflection, due *Tuesday 26-Nov* @ 12:00 noon

- Opportunity Directions, due Thursday 28-Oct
  - See Slides 12-14

- Value Frameworks Assignment, due Thursday 28-Oct

Value Frameworks Assignment

- One (1) Designer-user value comparison framework
  - See Slide 17

- Two (2) Value frameworks comparing *at least* **four** different user values.
  - Example: next slide

- A brief description of your conclusions derived from each of the frameworks, and the core stakeholder values you have chosen to guide the overarching goals and developmental direction your project.

Value Framework Example 1

- Color-code insights, observations, quotes according to stakeholder/persona
- Identify value clusters
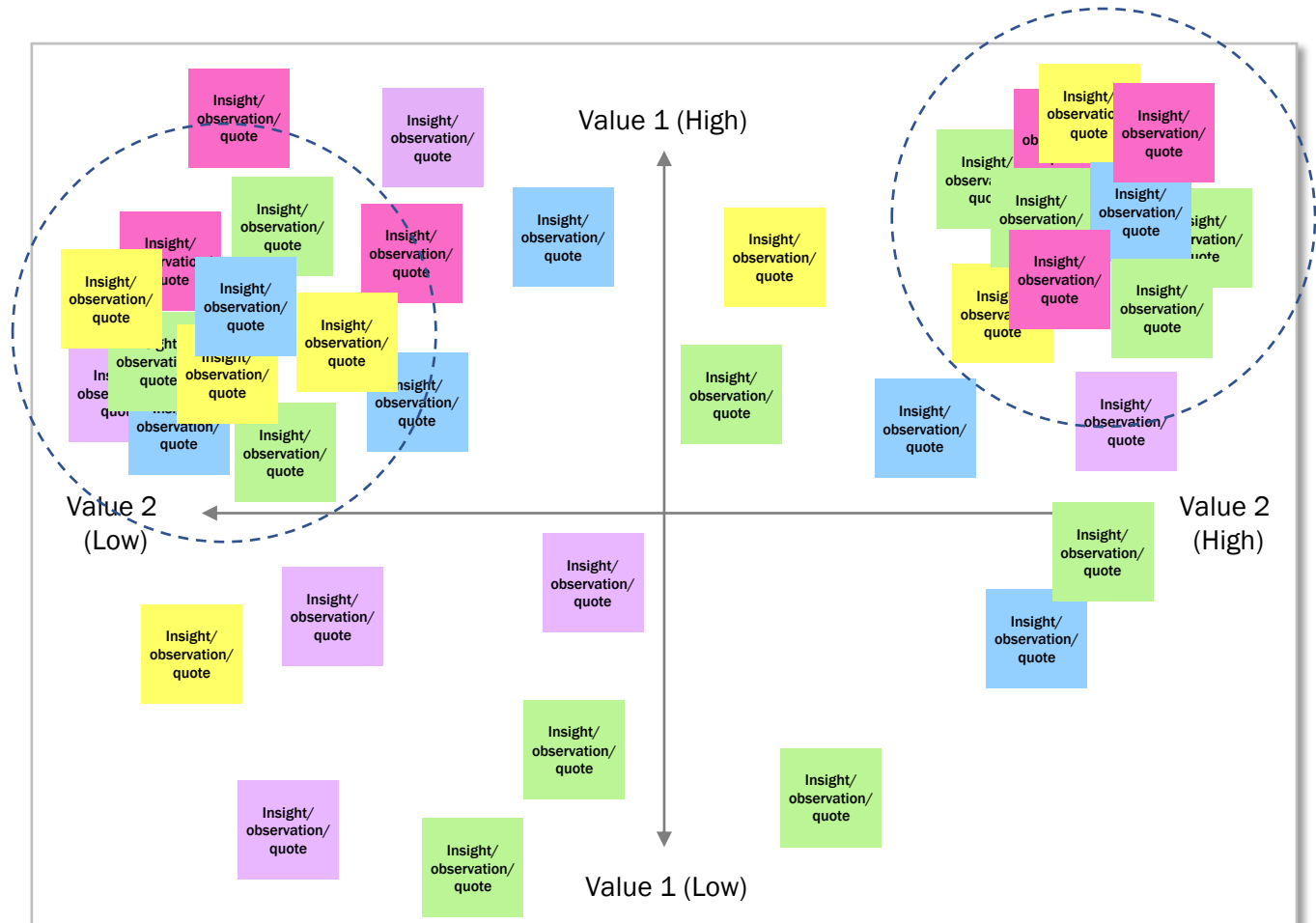
Value Framework Example 2

- Color-code by stakeholder/persona
- Chosen variables must enable comparison (avoid list-making)

	???	???	???	???	???	???
Value 1	Insight/ observation/ quote · Insight/ observation/ quote	Insight/ observation/ quote · observation/ quote	Insight/ observation/ quote · observation/ quote	Insight/ observation/ quote · observation/ quote	Insight/ observation/ quote · observation/ quote	Insight/ observation/ quote · observation/ quote
Value 2	Insight/ observation/ quote · observation/ quote	Insight/ observation/ quote · observation/ quote	Insight/ observation/ quote · observation/ quote	Insight/ observation/ quote · observation/ quote	Insight/ observation/ quote · observation/ quote	Insight/ observation/ quote · observation/ quote
Value 3	Insight/ observation/ quote · observation/ quote	Insight/ observation/ quote · observation/ quote	Insight/ observation/ quote · observation/ quote	Insight/ observation/ quote · observation/ quote	Insight/ observation/ quote · observation/ quote	Insight/ observation/ quote · observation/ quote
Value 4	Insight/ observation/ quote · observation/ quote	Insight/ observation/ quote · observation/ quote	Insight/ observation/ quote · observation/ quote	Insight/ observation/ quote · observation/ quote	Insight/ observation/ quote · observation/ quote	Insight/ observation/ quote · observation/ quote

Sources

Hitlin, Steven, and Jane Allyn Piliavin. "Values: Reviving a Dormant Concept." *Annual Review of Sociology*, vol. 30, no. 1, 2004, pp. 359–393., doi:10.1146/annurev.soc.30.012703.110640.

Linder, Benjamin. Conceptualize Phase Introduction, Areas of Opportunity, and Human Values. Jan 2019. https://canvas.instructure.com/courses/1518820/files/75101885. Powerpoint Presentation.

Linder, Benjamin. Explore Phase Introduction and Teams. Jan 2019. https://canvas.instructure.com/courses/1518820/files/73815689. Powerpoint Presentation.

Schwartz, Shalom H. Basic Human Values: An Overview. 2005.

*Search Shalom H. Schwartz for more writings on human values.