

# Assignment 2

## Interview & User Data

Flow Overstack Team

### Preparation

- Information needed
- Type of questions

### Interview and Data Analysis

**Expectations** To do

### Outcome

The kids were very collaborative and forthcoming, allowing us to conduct an impeccable interview and gather a lot of useful data. Some of their answers were very diversified while some others were almost unanimous.

**Alan Turing** As an introductory question, we asked all of them if they knew who Alan Turing was: the teacher did, while among the kids only one group answered that “they had heard the name somewhere but couldn’t tell much more” and all the others had never heard of him.

**Role models** This was one of the few questions with the most different results overall. There were famous sportsman like Roger Federer, football players (Messi, Ronaldo), chess players, gymnasts, but also scientists (Einstein, Galileo Galilei, Leonardo Da Vinci, ...) and entrepreneurs like Bill Gates and Steve Jobs. Some kids also mentioned actors, artists, singers and writers like Emma Watson, Beyoncé, Veronica Roth and Van Gogh, or even some youtubers that provide interesting and personal content, not only your “simple typical Fortnite stream”. A girl said that her biggest inspiration and example was her sister.

The general line of thought was that they are inspired by people who did something

great for humanity, like scientific discovery or technologic innovations, that leave a sing or a message for the future generations, invest themselves into showing the right example and fight for what they believe in, to achieve their goals.

They also brought up the fact that there are good and bad examples to follow: Chiara Ferragni was mentioned as a good example for how she built her career from nothing, but as a bad personality example; a group said that many of today's rappers were not a good example to follow because "they only talk about sex, drug and violence".

**Being famous** When asked what does it mean to be famous, the answers ranged from "being a noble inspiration and model for others" to "having people that know who you are and what you do" to "yeah, uhm, people with money". The message is that there are various types of famous people: while some are recognised and praised for their actions and achievements, others are just fuzzing around and doing nothing valuable.

According to the kids, being famous has some advantages: you earn a lot of money that can help others and you obtain some kind of exposure or fame that can be used to transmit a message and show the right example. Although it "would be nice to be recognised", fame also comes with some downside. The examples the kids came up with are stress, bullying, stalkers: it appears that sometimes, being famous is something it can be difficult to deal with.

For all of those reasons, there were mixed responses when asked whether they would like to be famous or not; the most common answer was "yes, but not too much".

**Mobile phone** Of all the 21 kids we interviewed, only one didn't have a smartphone. While this wasn't a big surprise for us, the next questions threw us off quite a lot: not only almost everyone had time restrictions imposed by their parents, but they were more then willing to comply with them, considering them "right" and being aware that mobile phone addiction is actually a thing. For example, when a kid noticed he was exceeding the time specified by his parents by five or ten minutes, he set up an automated lock of his own will to respect it. Chapeau.

## Affinity Diagram Description

**Categories** The main points we gathered from the interviews were categorized via the orange post-its while the blue-green ones represent the main attributes of those categories. Other than role models, being famous and smartphone usage that we directly got from the interviews, we also extracted more categories after a more in depth analysis of our data.

In particular we expanded upon how children use their social media by either watching videos, playing mobile games or using messaging applications, how they would use social media to take pictures of family, friends, food or landscapes and how they would like to learn as they proposed different methods such as learning by doing or self-teaching to make learning a more involving experience.

**Connections** We also accompanied the categories and their attributes with connective arrows to underline how some points might relate to each other. We saw how the kids wanting to become inspiration for others can directly connect to the role models as they could aim to become one themselves.

Then we saw how taking pictures through applications and posting them on social media implies the whole pictures category as a direct consequence, this is important as photography is the main tool of our application.

Last but not least, the restrictions regarding mobile phones usage includes doing homework before being able to use their phones, this can relate to learning as kids may be interested in learning through their own research on their devices other than by traditional ways.

## User Requirements

Yet to be defined



Figure 1: The WAAD