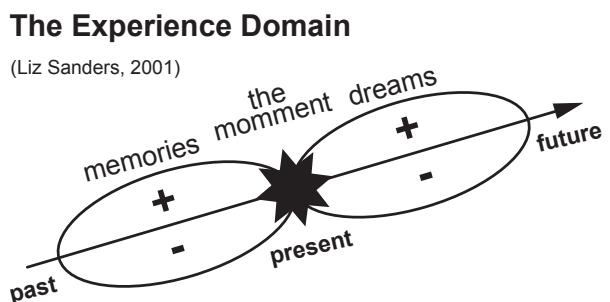


UX DESIGN RESEARCH

- 1/ USER RESEARCH PLAN
- 2/ HUMAN-CENTERED FIELDWORK REPORT
- 3/ COMPETITIVE AND EVALUATIVE RESEARCH REPORT
- 4/ IDEA GENERATION AND FINAL PRESENTATION



Scope

Research and prototype a mobile experience that further engages an audience with one collection from The Met that is outside of the physical or traditional museum visit experience.

Digital museum experiences tend to focus on the 'learn more' model. This model assumes that the audience is looking for in-depth knowledge, but is that really the case? For this assignment consider and explore what other frameworks or models might be relevant.

- Identify an audience and an exhibition for your project.
- Based on your research, define a mobile experience that serves the users' needs and interests. The goal is to use different research techniques to help you define a user-centric mobile experience that enhances the reach and engagement with the chosen exhibition.
- Use The Met's website and visit the museum to help you accomplish your project.

How can you learn about your audience and what they are likely to enjoy but might not know exists? What are their unmet needs? The Goal of the final presentation is to build a report summarizing your findings and to make a prototype of your project.

1/User Research Plan

Project Goals

Create a mobile experience that will enhance how people experience The Met's art collection. The focus is on virtual assembly, participation and creating.

universal issues / co-creation / local knowledge / learn from our past and integrate into our future

Research Objectives

Discover how viewers experience the museum, what is their emotional connection. What role does the museum play in their everyday lives and where is there opportunity for enhancement. Identify how the museum can be part of their local and virtual community.

Research Methods

1.Observation/Field Study

Goal — To see how visitors experience the art and the space at The Met.

Methodology — (1) note the visitors actions; (2) make a mind map; (3) check assumptions and note what is "certain" and what is "uncertain." Prepare interview questions based on 4 or 5 topics.

Observation will take place in one of the Met's galleries and will include several participants.

2.Participatory Research

Goal — To engage the user in the creative process.

Methodology — Prepare topics/questions from the field study. Create a time line with "certain" actions noted. Ask the participant to: (what) describe the things they do; (how) indicate good + bad moments (emotional); (why) explain motivations.

3.Interview Participants

Goal — To meet with participants one-on-one to find out what they think about the topics/questions.

Methodology — (What else) ask for further explanations based on prepared topics/questions.

4.Interview Content Owners/Stakeholders

Goal — To understand the museum's perspective about visitors and the museum's current and future role within our culture and community.

Methodology — Reference "What will museums be like in the future? Short essay collection by museum leaders and innovators from around the world" (museum-id.com)

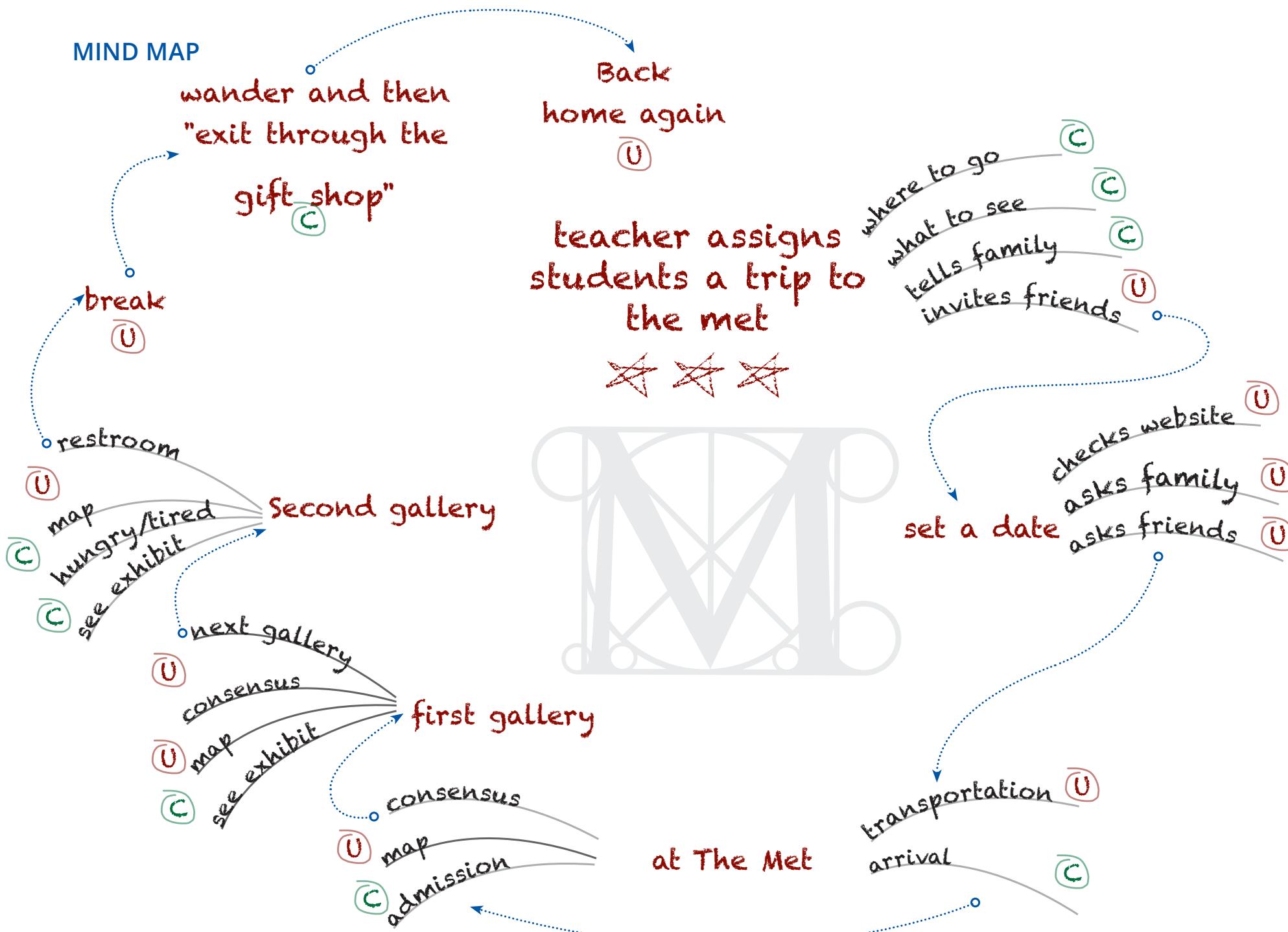
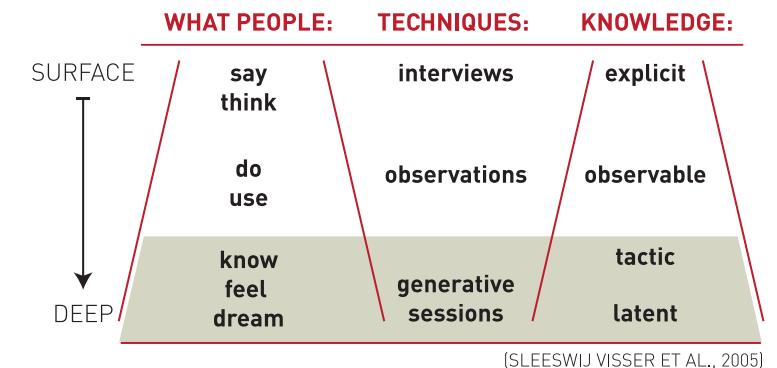
5.Concept Testing

Goal — To share the value proposition of the new concept in order to determine if it meets the needs of the target audience.

Methodology — Propose value preposition to participants and record their response.

2/Human-centered Fieldwork Report

The contextual inquiry phase was useful in uncovering knowledge the participant wasn't conscious of as well as a depth of information. Although a specific problem was not identified, the openness allowed for more exploration and understanding. At this initial stage, looking at the "what" produced a lengthy list of items and by putting them into a sequence, it added meaning. The next step is to uncover what is unknown—the "why."



CHECK ASSUMPTIONS

C CERTAIN

- The is a general sense of where to go
- Everyone is excited upon arrival
- Standing in line is time consuming and tiresome
- Museum map is somewhat helpful at the beginning
- Navigating The Met takes more time than expected
- Visitors are not always aware of all the programs the museum offers
- Likely to feel tired at the end of the visit

U UNCERTAIN

Planning your trip to NYC—what information is being searched; how do you prepare and plan your time. Do you tell your friends what you are doing

At the Met—how do you get to the Met; once inside the museum, do you know where to go and what to do; do you just wander

First/Second Gallery—how do you decide what to see and in what order; do you know how to get from one gallery or exhibition to the next

Break—where is there a good place to hang out where you don't need to spend money

Shopping/other activities—do you partake in any other activities: shopping, drawing classes, lectures, guided tours.

Back home—do you tell your friends and family about your visit to the museum, post pictures on social media

2/Human-centered Fieldwork Report

MEET UP INTERVIEW QUESTIONS

1. Planning trip

- How did you prepare for your visit to the museum
- Did you tell your friends/family about visiting the museum

2. Visiting The Met

- What was your plan for the day
- Did you do all the things you wanted to do
- How was it getting around the museum
- Did you know about or take advantage of any other activities The Met offers visitors
- What was harder than you thought
- What surprised you

3. End of visit

- How will you remember your day at The Met
- How will you tell your friends/family about your visit
- Did you connect with a new experience, how did/will you share it.

GENERATIVE SESSION-TIMELINE

Participatory co-design produced insight into the participants' emotional connection and reasoning for their actions and preferences. The difference between the mind map and the generative phase is stark in that the generative phase, using a projective method, brought out thoughts, feelings, and desires. Pulling out the meaning behind the actions, lead to more questions, established a knowledge base and empathy with the participant.



3/Competitive and Evaluative Research Report

Process

SHORTLIST

Obtained a set of keywords which describe the services offered. Shortlisted the top 10 sites from the search result.

COMPARE

Identified a section of the site for comparison and evaluation, checked against a set of user experience metrics.

MEASURE

Conducted the website evaluation with a scoring/rating system. Summarized findings in a written report that includes SWOT and recommendations.

WHY DOES THIS NEED TO BE DONE

1/ To discover the strengths and weaknesses of competing products or services displayed in your competitors' websites in terms of user experience metrics.

2/ To gain consensus among project stakeholders and aid them in strategic goal-setting and planning when developing an interactive product.

3/ Fast track app development through new design ideas.

Possible Competitors

1. Social Media—Facebook, Instagram, Snapchat, Vine, Tumblr, Kik

2. Museums—Museum Teen Summit, teens.moma.org, The Met/for teens, New Museum, Brooklyn Museum

Competitive Analysis

Background—I want to design an app for teens visiting The Met's European paintings gallery.

Before I pin down what the app ought to be, I needed to understand what is happening in the market.

Questions:

- Do the apps meet NN/g's criteria for "[Teenage Usability: Designing Teen-Targeted Websites](#)"?
- What is the experience like for the user?
- Is there a social aspect to the app?
- Is there interaction between the user and the museum?

Problem—before figuring out what my app should be, I had to find the gaps in the market so I could build something people might actually need.

Process—I spent time on each of the 3 sites: [teens.moma.org](#), [instagram](#), [metmuseum.org/learn/forteens](#). I tried to identify what each did well, and what could be improved.

Result—even this review was done quickly with screen grabs and text, it was enough to help me isolate a gap in the market and pin down a feature priority list for my app, going forward.

3/Competitive and Evaluative Research Report

Summary

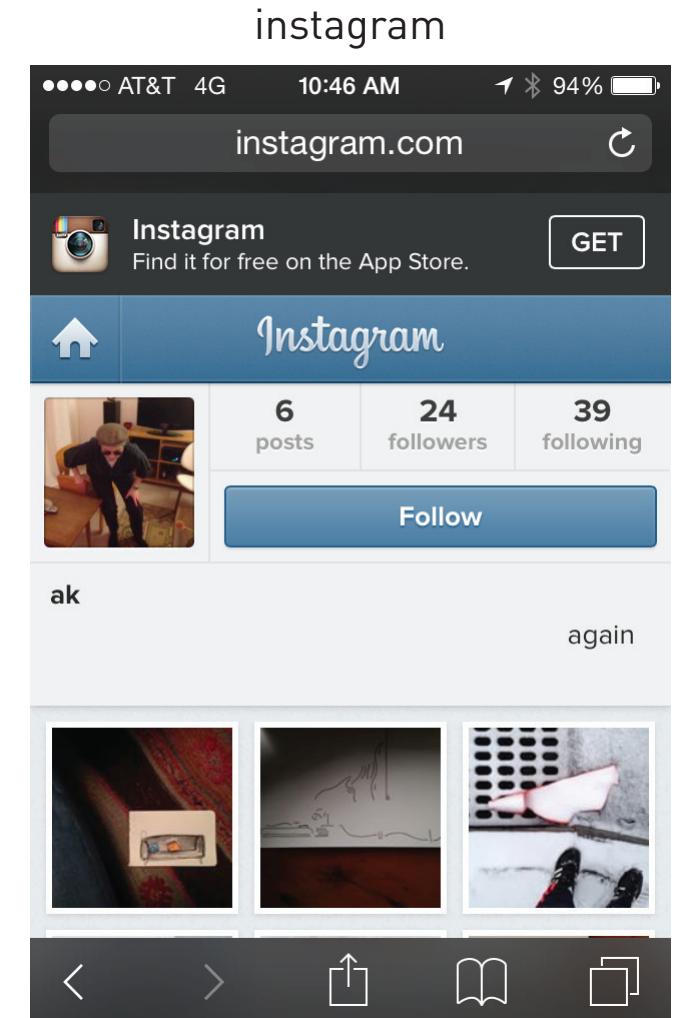
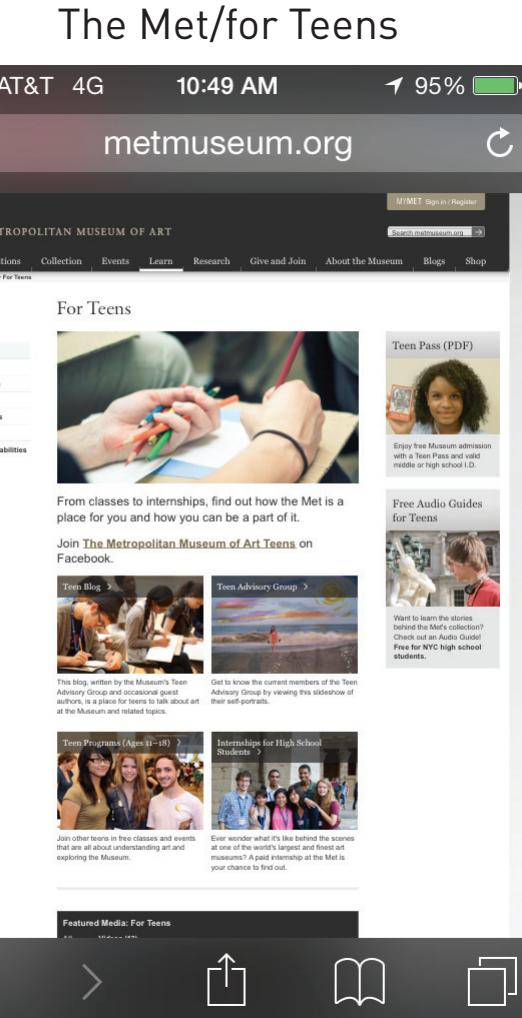
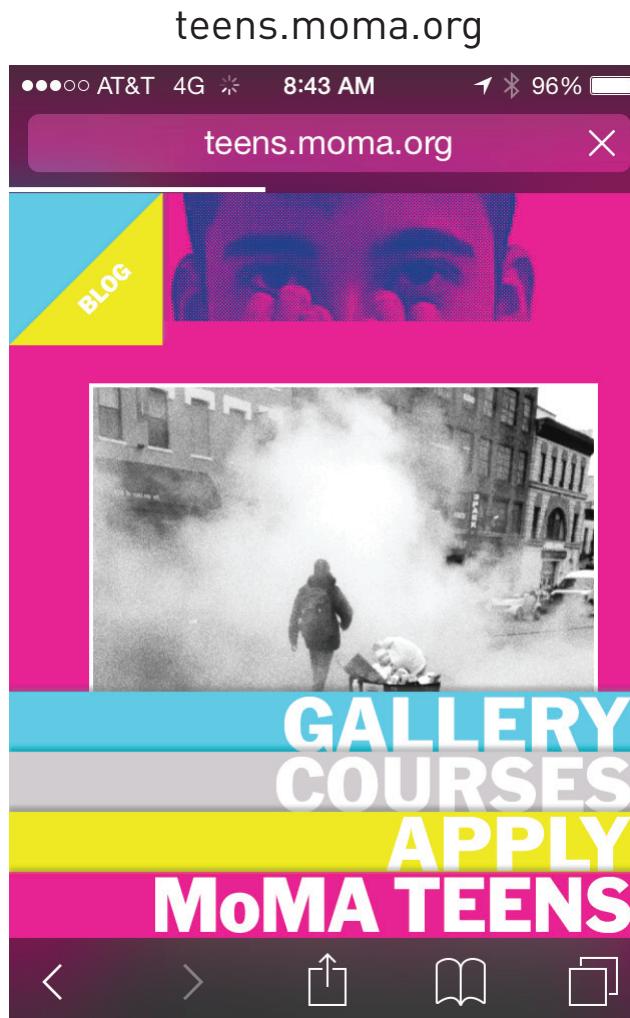
The sites I studied had things they did well. MoMA really followed UX criteria for teens and had a beautiful design, The Met For Teens showcased teen selected art + blogs, and Instagram had all the social features teens like in an app.

The issue is that the apps fell short in creating an interactive experience for teens and with allowing them to own their content.

There may be an opportunity to create an app that has all the sociability of facebook or Kik leveraging The Met's content and expanding on the user's experience whether they travel to The Met or not.

Priority List

- Ability for the user to post content and become content 'curators.'
- Ability for user to follow other users.
- Ability to search art based on teen specific criteria
- Ability to sort and group images on a specific theme
- Ability to post images, blog, and create composite videos.
- Ability to post and share.



1/ Do the apps meet NN/g's criteria for "Teenage Usability: Designing Teen-Targeted Websites"?

YES—really thought out website; it meets all of NN/g's criteria.

NO

2/ What is the experience like for the user?

Takes a long time to load, navigation is easy, fun and has discovery. Content is not overly relevant.

Not mobile-friendly. Directs users to download the Met app which only takes you back to site.

NO

3/ Is there a social aspect to the app?

NO

NO

YES

4/ Is there interaction between the user and the museum

NO

NO

NO

Met BlackBook app Inviting teens to transform the museum

Teens think museums are boring, filled with old stuff, and have an elitist attitude; museums think that teens are difficult, unruly and consequently, treat them suspiciously. In the past 10 years those perceptions have changed dramatically, museums now program for teen audiences even encouraging them to provide fresh perspectives and energy. Within a few short years, teens will be the next generation of leaders, workers, artists and inventors and museums want to promote teens to embrace the culture.¹

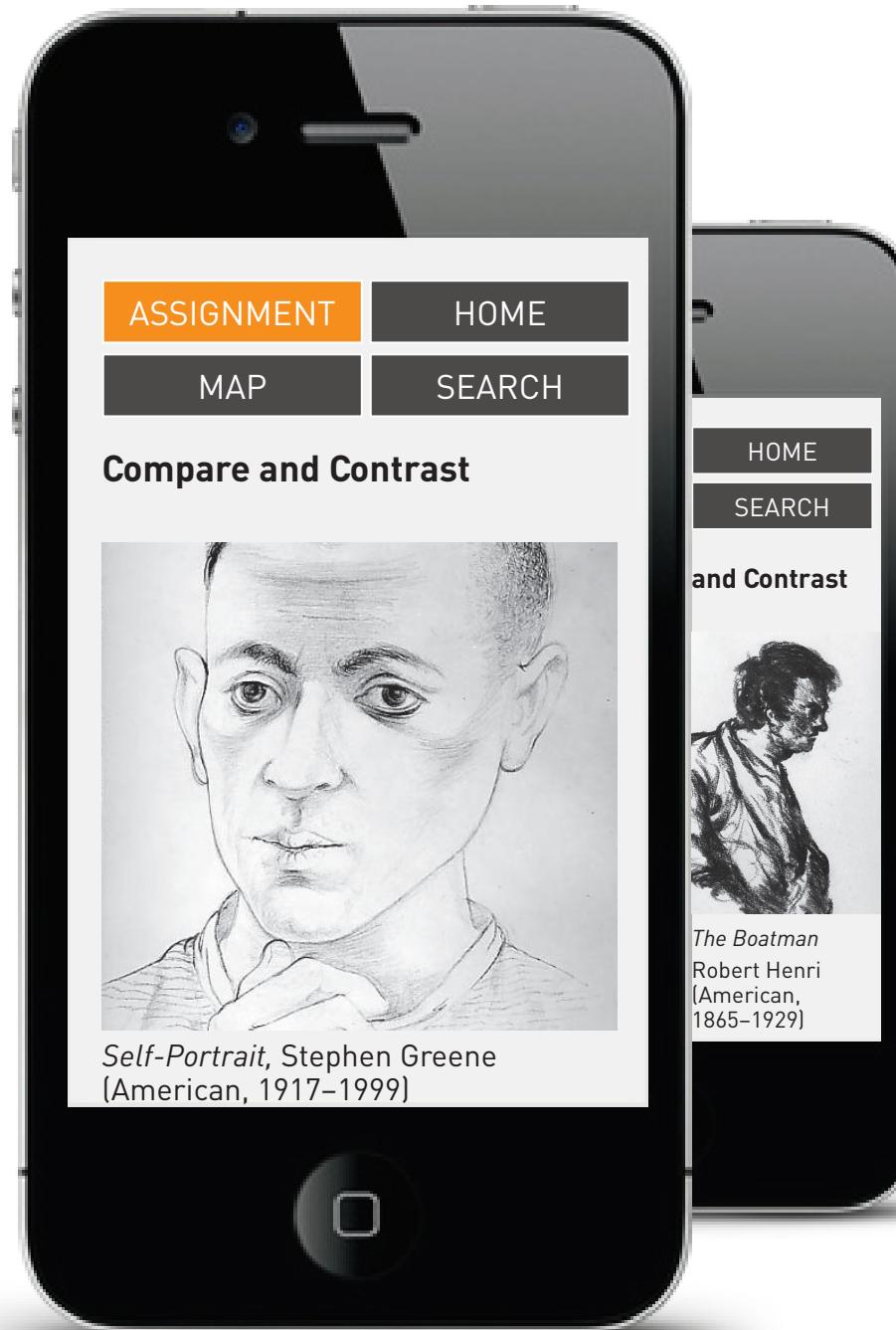
The **BlackBook** app is an electronic sketch book that leverages The Met's images and resources. **Teens post their photos, writings and create videos** of their experiences in The Met. They **create an online portfolio, share their work with their peers**, educators and The Met's teaching administrators or they can keep their work private. Educators can use the app to assign visits to The Met posing questions and promoting **discovery, exploration and literacy**. The personalized app adds to the teen's experience and reinforces an affiliation with the museum.

1 "Dude Where's My Museum?" Deborah F. Schwartz; Museum News, 2005.

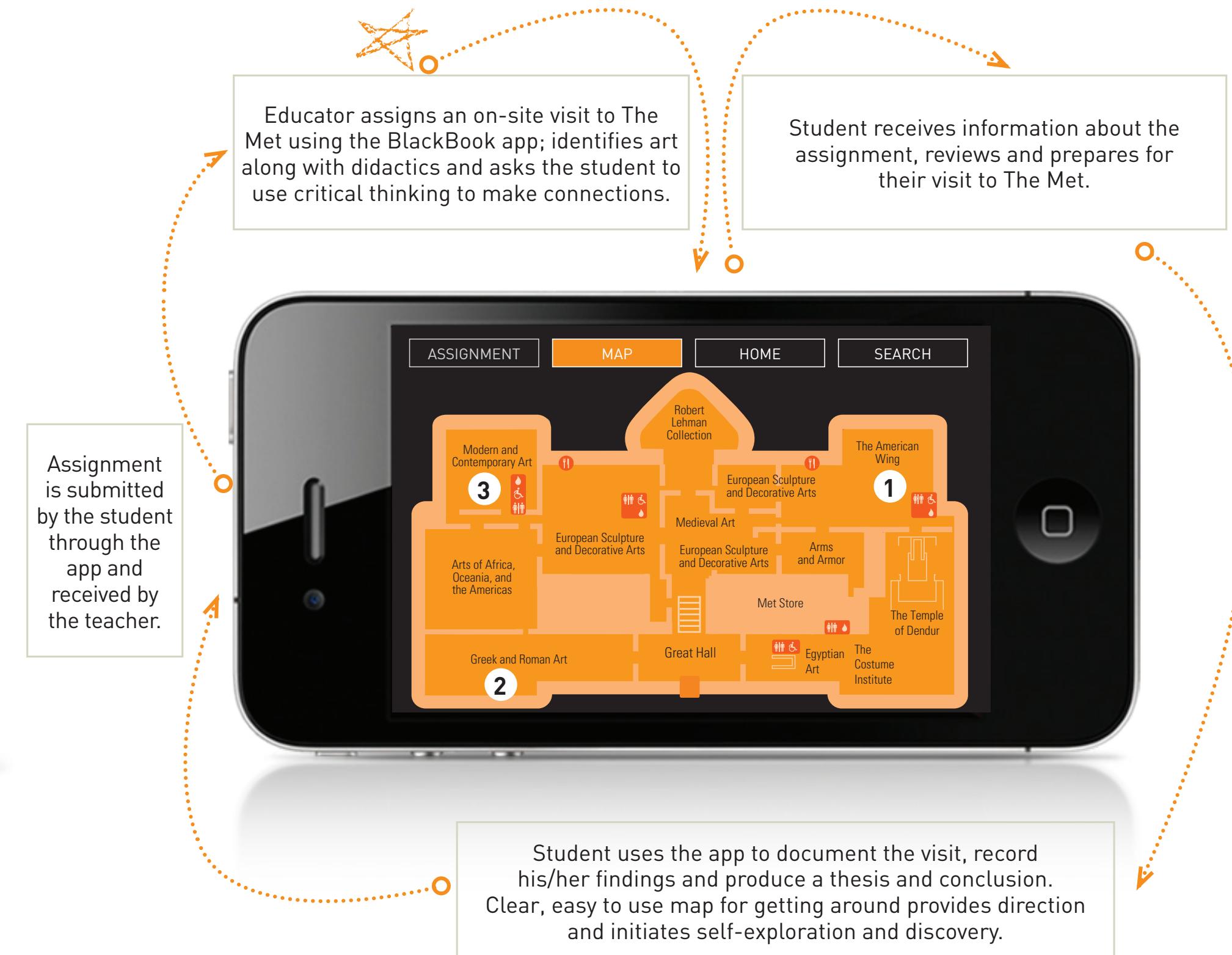
Design Challenge/ I want teens **to** have an emotional connection to the art at The Met **so that** they can have enhanced experiences and a participatory role in the museum.



4/Final Presentation



The Interactive Map provides direction and focus by identifying exactly where the works of art are, but it also promotes the ability to wander, explore, discover and to have fun at the museum. Solves for the frustration of getting lost or of not being able to meet all of the student's objectives.



4/Final Presentation

Examples of Possible Assignments

ASSIGNMENT

HOME

MAP

SEARCH

Compare and Contrast



Self-Portrait, Stephen Greene
(American, 1917–1999)



The Boatman, Robert Henri
(American, 1865–1929)

Objective

Practice writing descriptively and persuasively about two works of art.

Use a compare and contrast strategy to interpret the meaning of two works by observing and analyzing the art. Describe the elements and principles, subject matter, history and mediums used.

Assigning visits with the Met BlackBook app allows educators to introduce the student to a much wider range of art. Having information on hand about the art helps structure the lesson and allows the student to suggest topics of discussion, reinforcing connected learning.

ASSIGNMENT

HOME

MAP

SEARCH

Taking a Visual Inventory



Portions of a costume armor, ca. 1525
Kolman Helmschmid (Germany)

Objective

Stand in front of the selected art for 10 minutes. Write down as many formal adjectives as you can to describe the art. For example, shiny, etched, dull...

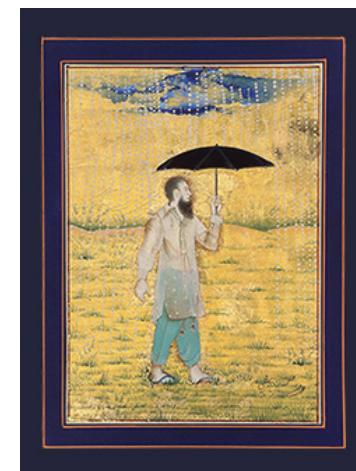
ASSIGNMENT

HOME

MAP

SEARCH

Write a Critique

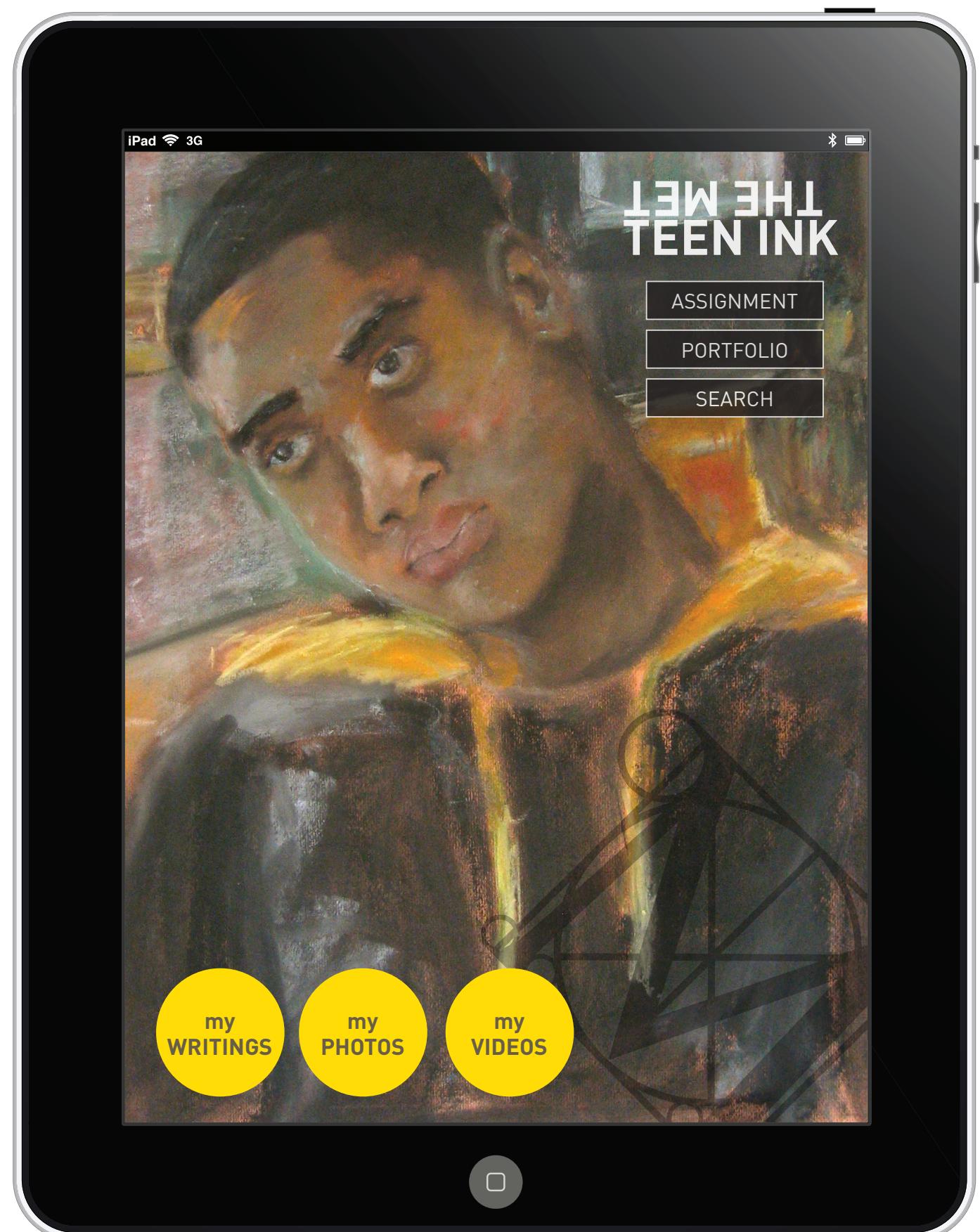
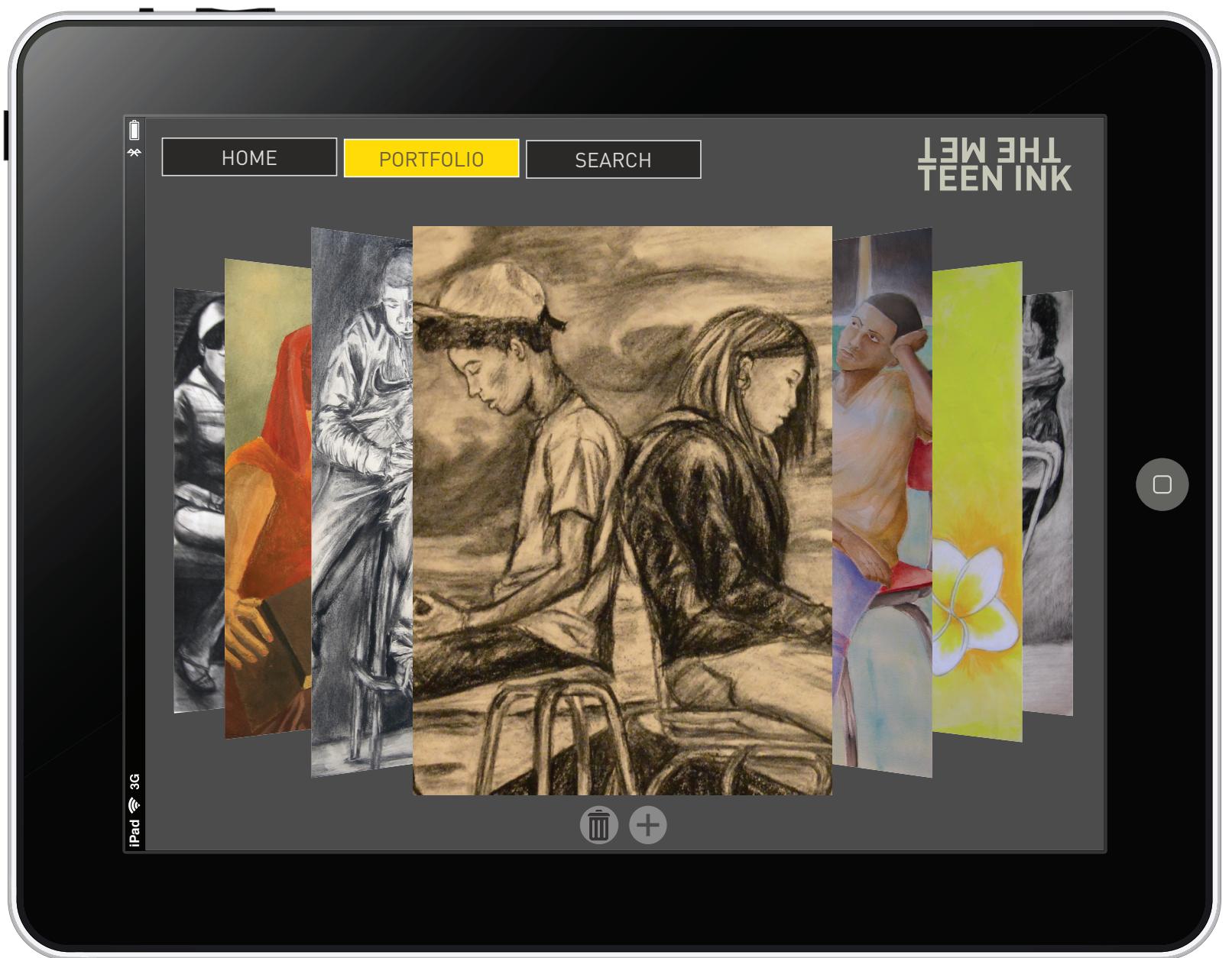


Minature Paintings
Imran Qureshi (b. 1972,
Hyderabad, Pakistan)

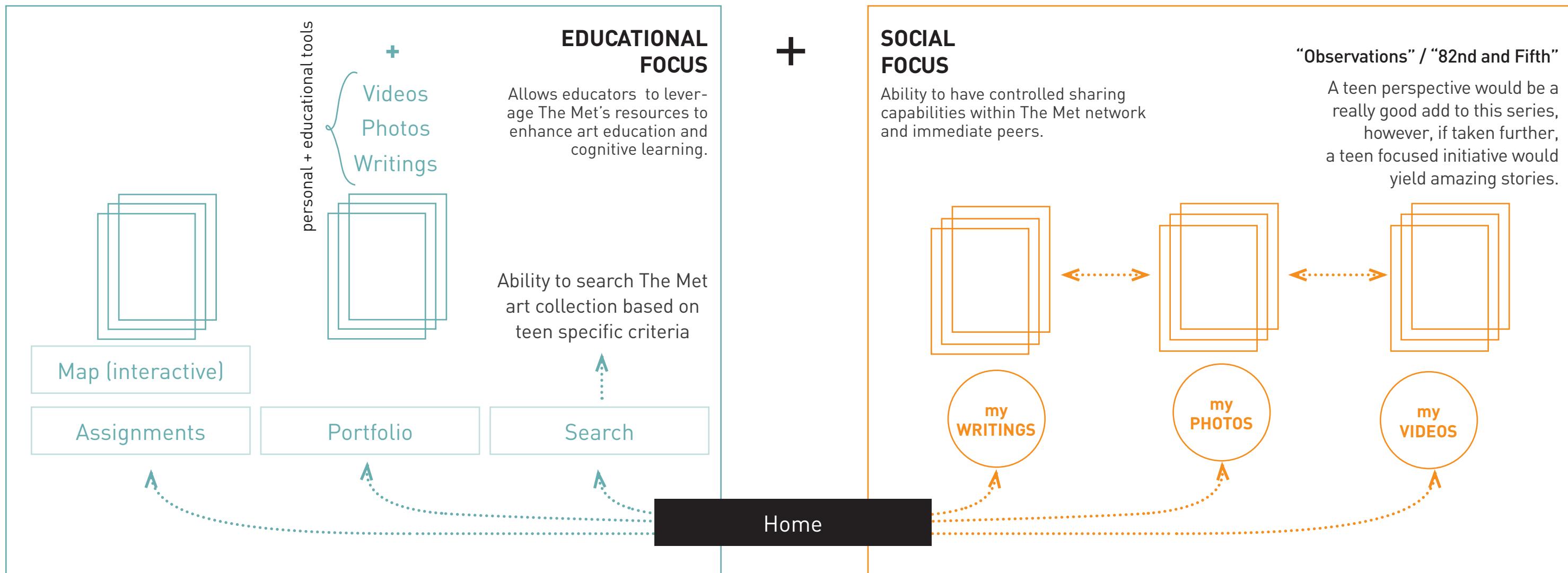
Objective

Observe the artwork and write down your observations. Formulate a main claim. Support your main claim with visual details. Use vocabulary words mentioned in class (i.e., foreshortening, linear perspective, and cross-hatching). Incorporate terms appropriate to the object.

4/Final Presentation



Site Map



4/Final Presentation

The overall objective of the app is to create a forum at the museum where teens feel welcome and their contributions appreciated. Being able to experience the museum either in person or virtually, allows teens to make their own decisions and learn at their own pace, by exposure and exploration.

/ What could be improved

The app requires more testing, although this is one concept, there are several ideas here that can exist on their own or enhance The Met's existing applications/initiatives. There would need to be further exploration into the needs of all the stakeholders.

/ Reflection on process

The methods provided insight, meaning, direction, strategy and the freedom to imagine beyond what is possible. I would have liked to had spent more time on research as well as conceptualizing and exploring ideas that pushed boundaries.

/ Reflection on concept

I discussed the concept with a NYC and a New Museum educator, both had positive responses and felt would be a useful tool based on the types of assignments they give teens. The students also liked the idea.

/ Takeaway

As museums take on more responsibility to provide art education to children, there will be a need to innovate ways to fully engage them.

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