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Semester Recap

03.06.16

Time	Subject
08.35	- Evaluation of Interdisciplinary assignment - Short recap on UX
09.00	- Presented: Themes and questions for the exam - Exam walkthrough
09.25	**Break**
09.40	- Quiz of Knowledge - In Groups: Work on a theme
10.30	**Break**
10.45	New groups: Present a theme
11.30	- A few last corrections and tips - Small evaluation - Questions and good luck

Todays Schedule

Use material

Use pictures of sketches and screen dumps from wireframes and mock-ups to build an argument and a discussion of your process.

Ex1: "Here we see the early ideation sketch. Note this element, that we kept through out the process, but changed at the very end because it didn't feel right in the prototype." (why not?)

Ex 2: "As seen, we add this rotation-function in our wireframe. It was never part of a sketch because we focused on simplicity and ease of use in the early iterations. As such we did not imagen that a user could get it wrong. As we will see in the prototype the function became central to or design." (why?)

Comments from Interdiciplinary

Use Theory

Get down into and use theory from the course. It is okay to use my slides but it is way, way, way better to use your own experience in connection with theory.

Ex 3: We wanted to maintain a structured design process to make sure we didn't miss anything. Therefor we planed our work according to Alan Coopers Goal Directed Design Process. (what is that?)

Ex 4: The user should have an experience of the interface working for her creative ideas, not against them. Therefor it was important that the interaction had pliability as an main quality. (what is that?)

Comments from Interdiciplinary

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What do you think?

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<u>Tip</u>

If you really want to know users. Read the same books they do. Watch the same movies. Buy the same food and work in their footsteps. Find out what values and ideals they have and borrow them for a time.

Get information about users from users (not from Minerva or Gallup).

Only then can you say you understand. Only then do you have a strong and solid argument behind every design choice.
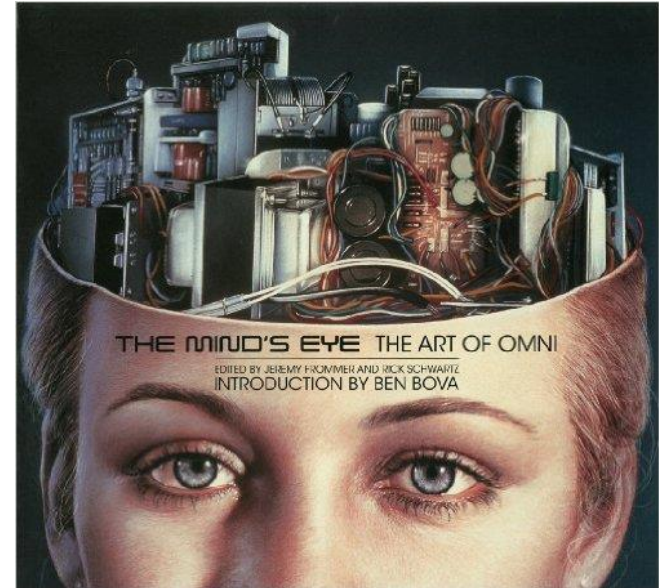
This time:

Topic: Semester Recap- Semester recap and prep for examination. Themes for the exam and examples of questions

Re-Read and do:

Go through the semesters literature – was there anything you did not understand? Do you feel prepared?

THE MIND'S EYE THE ART OF OMNI
EDITED BY JEREMY FROMMER AND RICK SCHWARTZ
INTRODUCTION BY BEN BOVA

Next time

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Understanding User Experiences

- In the mind of the user!
- Experiential qualities and experience.
- Spatial and temporal elements.

- Pliability – as an experiential quality.
- Enchantment – as a meta-experiential quality.
- Fluency or answering graceful demands.
- Peepholes, Engagement and Inquery.

- Stephen P. Anderson – Eye Candy and aesthetics
- Donald Norman – Attractive things work better.
- Visceral, Behavioural and reflective

"Attractive things work better."
— Donald Norman
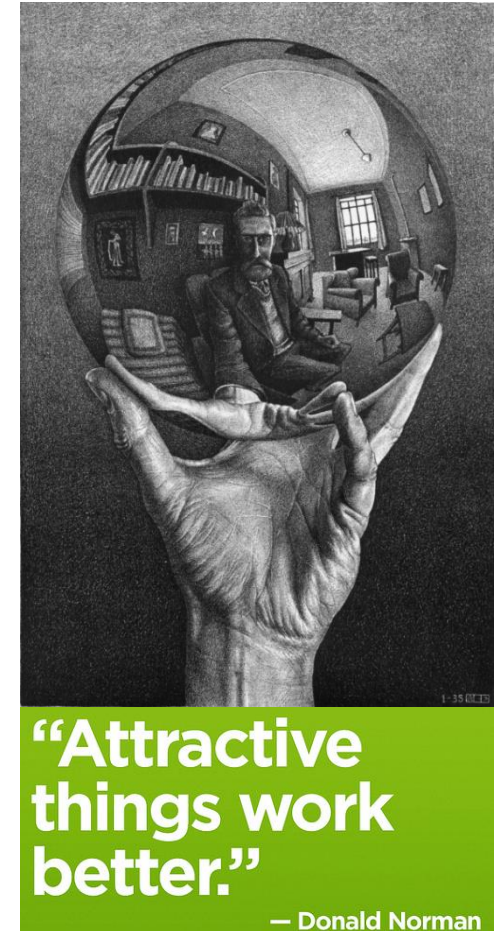
What happened?

Web-design is to simple(dead) – we are doing UX and we are doing more than just web!

Can user experience be applied to CMS system and other backend systems? Why and how?

"Technologies are not just functional tools employed to carry out intended operations, they also influence our initial perception of a situation, our experience of inquiry, and our feelings of fulfilment when a challenging situation is resolved. In this manner, interactive artefacts and environments may function as means of engagement."

- Dalsgaard & Dindler

Technology as a functional tool
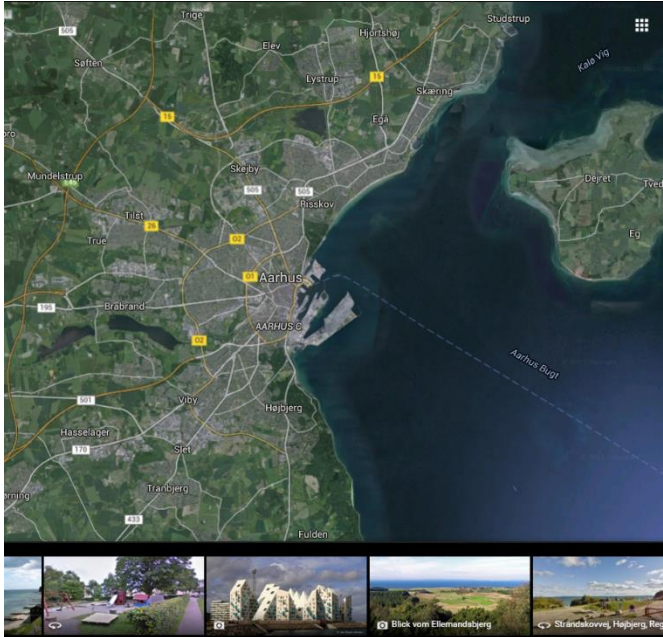
experiential quality?

Spatial vs. temporal

Spatial elements can be design. This is where our design experience and design choices become important.

Temporal elements can not be designed – but we can influence them and set the frame, the time and place, for the use of our designers. This is were knowledge about our users becomes important.

Balance elements to heighten the chance that the resulting experience will develop the way you intended.

Experiential quality!

Pliability is:

- A tightly connected loop between eye and hand, between action and response.

- A pliable interaction is one where the user is drawn into a sense of shaping the digital information with his/her fingertips.

- Pliability is a sensuous quality, having to do with how it feels to use the artifact in the here and-now of the use situation.
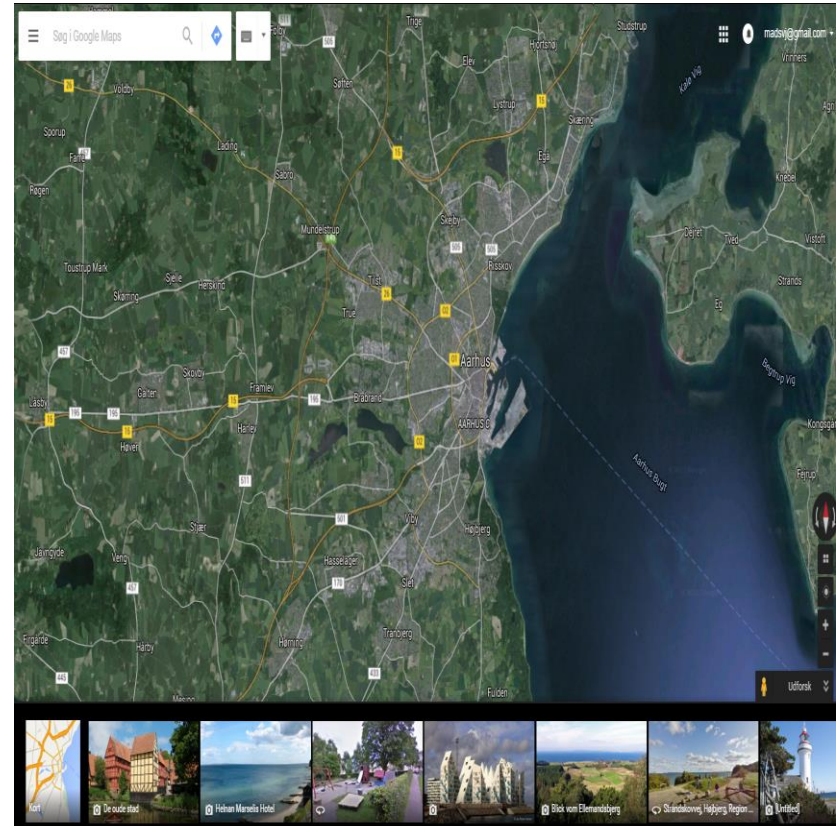
Pliability as an experiential quality!

What is Enchantment?

- a feeling of being **attracted** by something interesting, pretty, strange etc.
- a quality that **holds your attention** by being fascinating, mysterious etc.
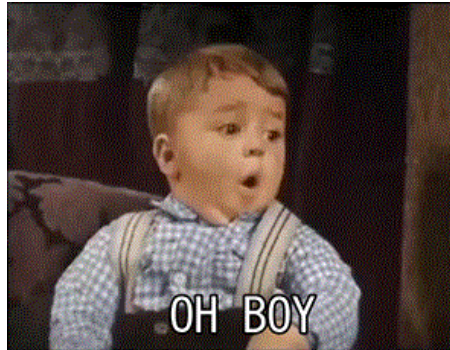
*"An experience of being **caught up** and carried away, in which, although we are disoriented, **perception and attention are heightened**. To the extend that it **awakens us to wonder** and to the wonder of life, it is **enlivening**."* - McCarthy & Wright

Experience of enchantment

Words on fluency by Löwgren

"The degree of gracefulness with which the users deals with multiple demands for their attention and action. "

Implications for fluency:
Digital media can be designed to reflect the rhythms of the communication that they mediate. It is called content fluency.

Large volumes of data can be fused into compact representations that provide users with conveniently accessible highlights. //Related to data visualisation. //
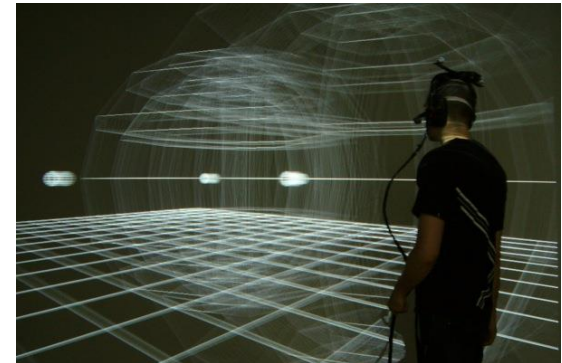
Peepholes are a means of creating engagement.

To be engaging the interaction must have:

- Depth. There has to be something to explore. This requires inquiry.

- Emergent and relational quality. Unfolds over time between user and system.

- Leads to a transformation. i.e. from problematic to comprehensible.

Engagement

Engagement is about investment:
Investing time or resources in exchange for an experience. Willingness or **motivation** to invest comes from a range of places and is determined by socio-cultural settings.

You are experiencing the sites we look at and you reflecting on how they work. You are engaging on different levels, motivated by different means.

When designing UX try to work out what would motivate users to engage (invest) in you product.
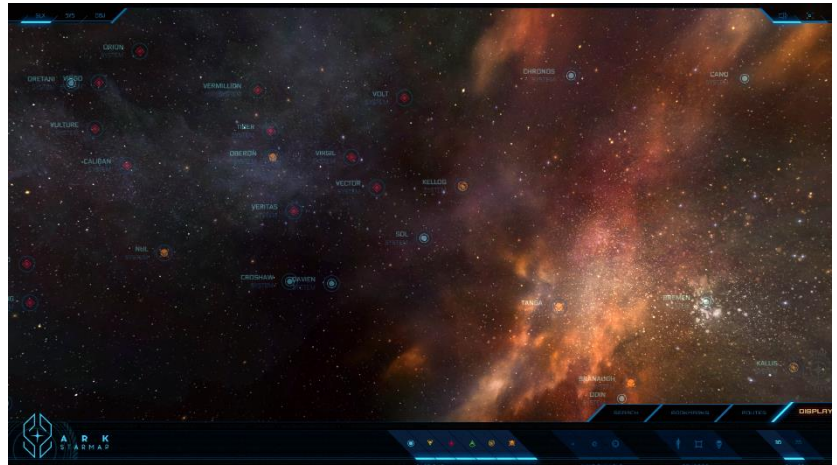
Engagement and motivation

At the visceral level it is mysterious with a complex aesthetics that hints at a layers of mechanical functionality.

At the behavioural level it just works. You push the log in, the fire gets more fuel and burns longer. The lens keeps it safe and the room free of smoke. You know when to get more wood.
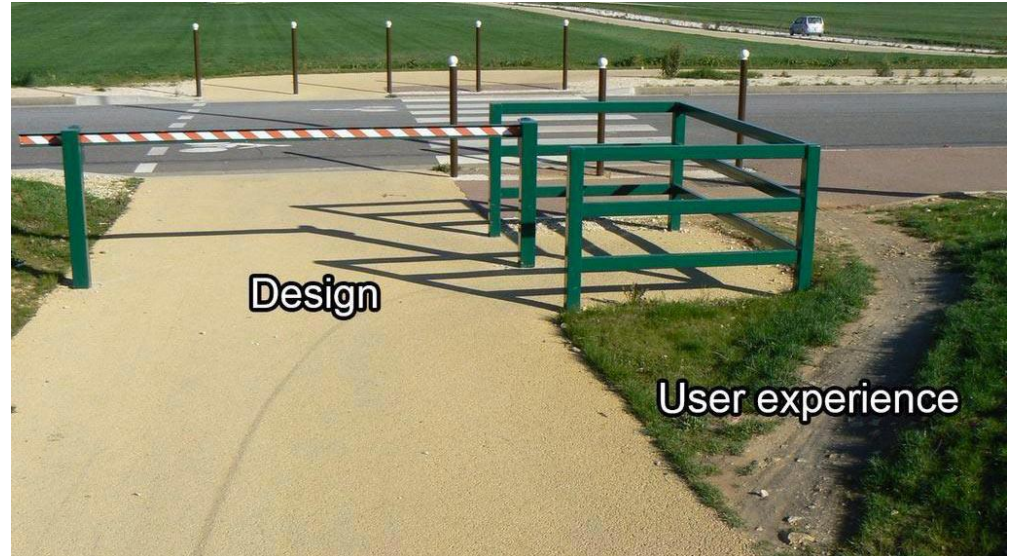
At the reflective level it tells a story. Beauty and function must come together and are more important than practicality. It is unique.

Personal example: The Spruce Stove

You **can not**
design an experience!

You **can**
design the frame and
setting for an experience!

Design

User experience

Designing experiences

The Exam in Interface design

The exam is an external individual, oral examination, based on a drawn question. The examination is conducted orally and is judged individually according to the Danish 7-point scale.

At the oral examination in which the student draws a question, they will have 30- minutes for preparation.

The actual exam takes 30 minutes including deliberation.

The Exam

Knowledge:

Students should have acquired knowledge about:

- Common interface design development methods.
- Human-computer interaction (HCI).
- Communication theory.

The Exam

Skills:
Students should have acquired the skills to:

- Create convenient user interfaces adapted to relevant target groups based on the theory and methods of the relevant subject area
- Apply design methods pertaining to visual design, interaction design and information architecture when designing user interfaces, including prototyping
- Work on the development of communications solutions across platforms and media.

The Exam

Competencies:

Students should have acquired the competencies:

- To analyze choices of devices and effects in user interfaces and situate these choices in a context
- To manage design processes based on analysis and planning
- To take part in complex usage situations and independently manage…
- the design process when designing complex user interfaces.

The Exam

Example – total time 70 minutes:

9:00: Ready at the door, waiting for the teacher.
9:30: Exam start – say hello – draw a question – start working.

10:00: Teachers back – start you presentation.
10:10: Presentations done – now for questions.
10.22: Questions done – get out and wait(bring your stuff).
10.27: Feedback and grade.

10.30: Celebrate.

Exam Walkthrough

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When is it?

21. 22. 23. June

Where is it?

Examination in A2.05
Preparation in A2.08
(A supervisor will be present)

Who will be there?

Teacher: Mads – Goal: To test the students knowledge of course curriculum and evaluate against official learning goals. And to pass as many students as possible.

Censor: Michael Ohrt Fernel – Goal: To make sure the teacher is fair.

Exam Details

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What is there?

- Water and a glass – drink it.
- A pen and some paper – just in case.
- Projector, whiteboard and pens.

What should **YOU** bring?

- A presentation and your computer (fully charged!!)
- Any projects and reports, prepared and easy to find.
- Test it out the day before so you know it works!
- Converters if you need them.
- A smile ☺

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Any questions for the practical side of the exam?

Exam Details

Your will answer a question related to one of the following themes:

User Research

Design Research

Tools for the design process

Designing for other platforms

Infographics, communication strategy and content

Designing User Experiences

Themes

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Questions will be similar to this example:

Explain what User Experience is, and based on a case of your choice explain what is meant by experiential qualities?

Reflect upon different experiential qualities. In what ways can you use them to make an interface better? Reflect upon whether any of your previous projects could have gained value by designing for user experience.

A typical question

Any questions for themes and questions?
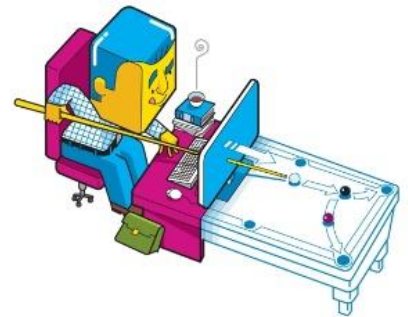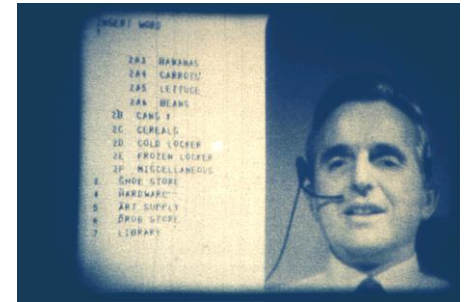

"Go ask your search engine."

Break 15 min

New updated cards!!

Some of the questions pin two concepts against each other. This requires you to explain both concepts and then compare their strengths and weaknesses.

The risk is: A wrong answer can be shared among you! Be critical and guard against this!
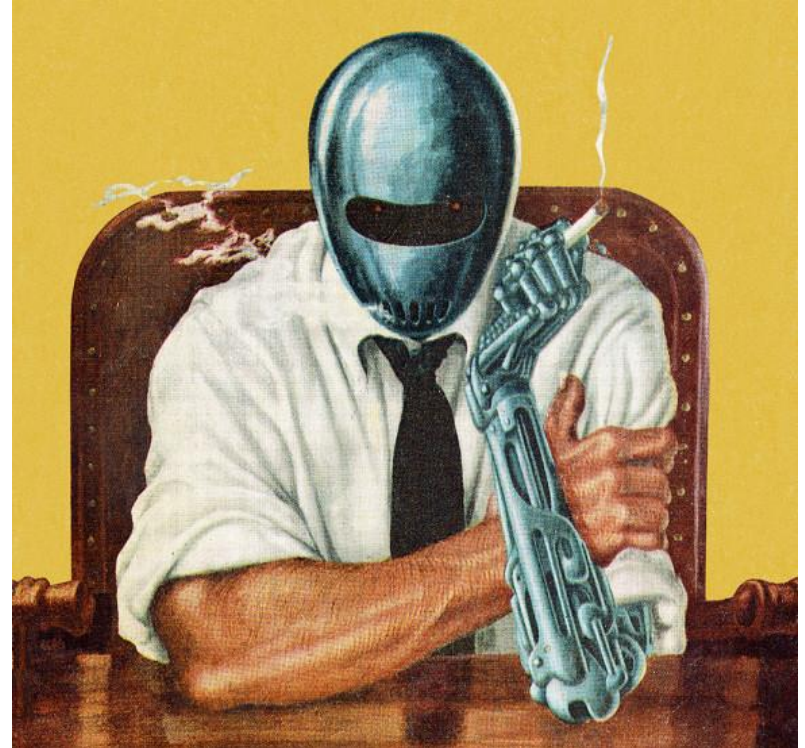
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Step 1.

Divide into six groups - Each group will be working with one theme for 30 min. **Prepare a 10 min presentation**.

Step 2.

Three new groups are made consisting of one member from each of the previous groups.

Take turns to present the theme you have worked with. 10 min each.

Exam preperation Exercise

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Your will answer a question related to one of the following themes:

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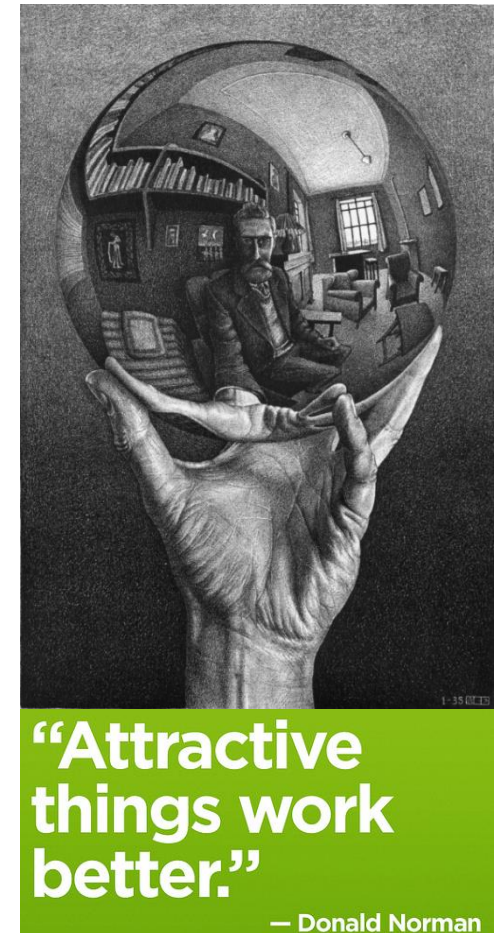
Designing User Experiences

Themes

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Tip 1. Look for the <u>why</u>, <u>what</u>, <u>how</u> and <u>then what</u> of each theme.

*Ex. **Why** do we collect qualitative data? **What** is qualitative data? **How** can we collect it, analyse it and interpret it? **Then what** can we do next?*

Tip 2. Find all concepts, tools and methods relevant to the theme. Describe strengths and weakness and **relate it to your experience**.

Tip 3. Make sure what you present is right! You are sharing knowledge with fellow students.

"Attractive things work better."
— Donald Norman

Step 1: What to present

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Present your theme for the group.

Keep it a max 6 minutes – including questions from the group.

Task for group members:
- Ask questions and help answer them!
- Ask how they know what they do
- Work together to improve the foundation for each theme.
- Take notes and your basic exam preparation will be done.

A saying: You have not truly understood something, until you can make someone else understand it too.

Present your theme

How did this exercise work for you?

Did it help you in terms of exam preparation?

What did you gain by this exercise?

Could anything be done differently?

Note : this presentation is not like the one for the exam! This will be a general presentation – way to general for the exam.

Øvelsen

Break 15 min

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List of sites:

http://www.wunderhund.nl/index.html
http://www.lexus.com/performance/
http://www.onthegrid.city/
http://www.squarespace.com/seven
http://www.clashem.io/en
http://www.fredfarid.com/
http://my.deejo.fr/
http://kotelett.info/
http://artbank.gov.au/
http://brandts.dk/en/
http://everylastdrop.co.uk/
http://www.rleonardi.com/interactive-resume/
http://www.subaru.com/csr/environment.html
https://robertsspaceindustries.com/starmap

Work together 2 and 2.
Find **2 examples of each** of the experiential qualities in some of the sites we have looked at through out the semester. Write down a description of them!

Experiential qualities:
Pliability
Fluency

Meta-qualities:
Engagement
Enchantment

UX on semester sites

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Any questions? About class, exam or life and everything?

Now is the time to ask them!

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Send me an email (mvkh@eaaa.dk) right now with your thoughts regarding the following:

- What were your expectations to this course?
- Have your expectations been met?

- Do you believe that the skills you have learned can be used in another context (next semester, internship or future job, etc.)?
- Does the course prepare you to fulfill the requirements in the course curriculum?

- What will you suggest as improvement - what did you miss?
- Any comments you might have to me.

Feedback

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See you June 21, 22 and 23

Good luck

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