Interpretation & Patterns to Insights
Professor Jon Kolko

ac4d
Austin Center for Design

Arriving at Insight

| Research | → | Transcription | → | Utterances | → | Patterns & Anomalies | → | Interpretation | → | Insights | → | Principles | → | Value Promise | → | Stories |

Ethnography

Synthesis

Prototyping

Immersion in the cultural context of a wicked problem

Making meaning through inference and reframing

Hypothesis validation through generative, form-giving activities

ac4d

Why are we driving through this process?

Research	Transcription	Utterances	Patterns & Anomalies	Interpretation	Insights	Principles	Value Promise	Stories

Insights

We're trying to get to insights: provocative statements of truth about human behavior (that may be wrong, but is stated as fact).

Insights act as the foundation for great products, systems, and services.

Our Formula

Research	Transcription	Utterances	Patterns & Anomalies	Interpretation	Insights	Principles	Value Promise	Stories

I saw this + I know this = Insight

Our Formula

Research	Transcription	Utterances	Patterns & Anomalies	Interpretation	Insights	Principles	Value Promise	Stories

I saw this + I know this = Insight

Data gathered through ethnography, contextual inquiry, questionnaires, and interviews

Our Formula

Research	Transcription	Utterances	Patterns & Anomalies	Interpretation	Insights	Principles	Value Promise	Stories

I saw this + I know this = Insight

Guided by ethics & morals,
intellectual prowess, and the
accumulation of world view
and breadth of experience

Our Formula

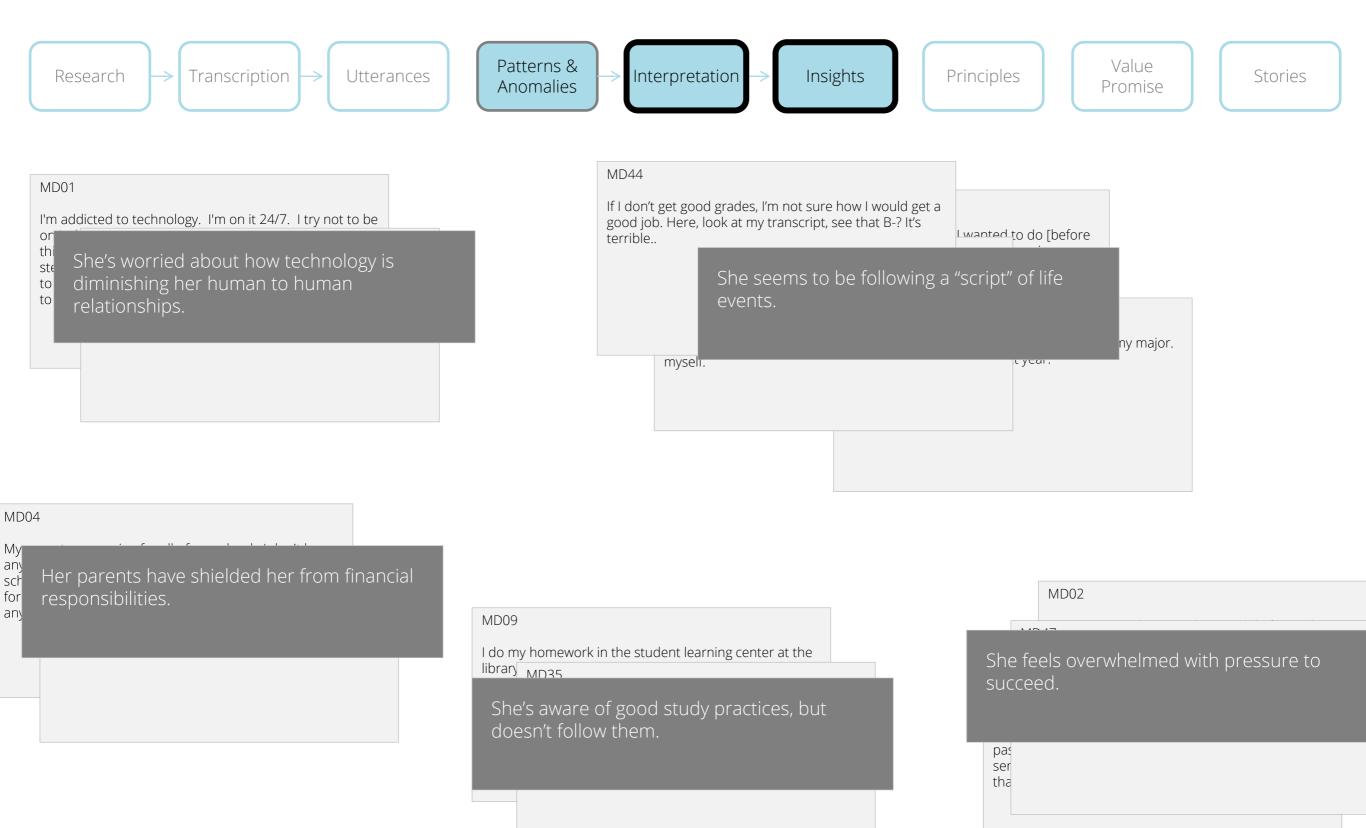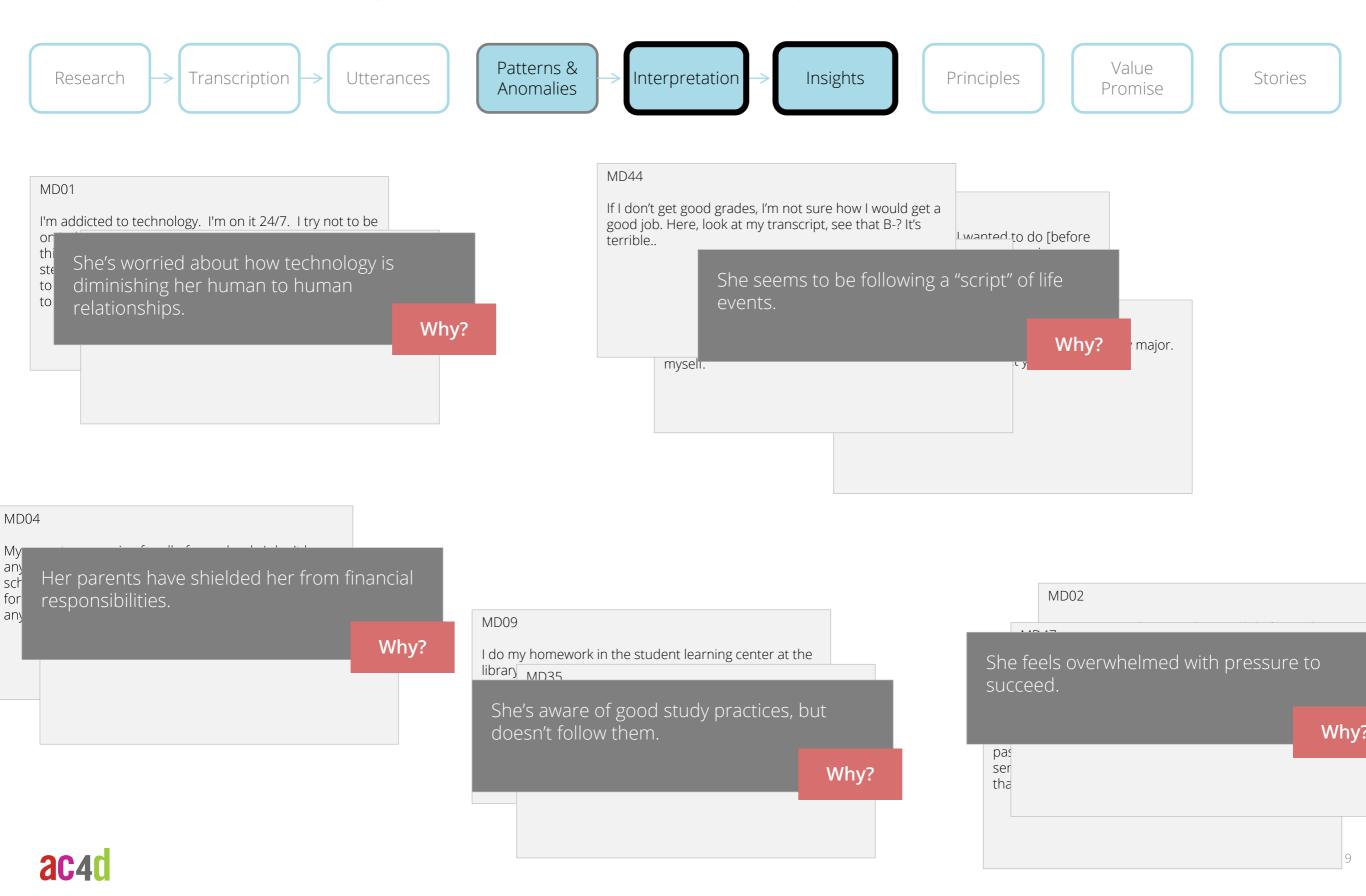| Research | Transcription | Utterances | Patterns & Anomalies | Interpretation | Insights | Principles | Value Promise | Stories |

I saw this + I know this = <u>Insight</u>

A provocative statement of truth about human behavior (that may be wrong, but is stated as fact)
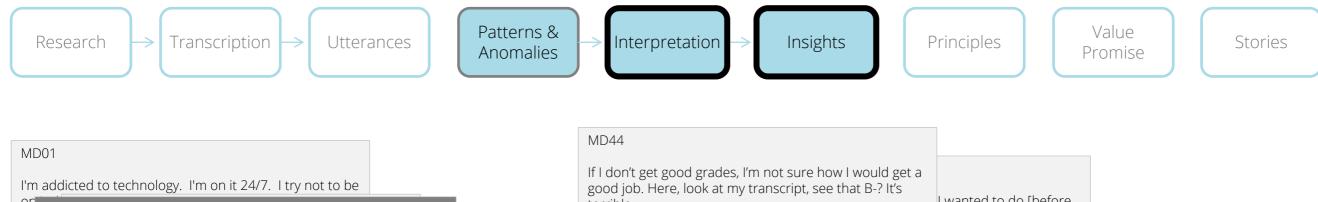
Back to our pattern groups...

MD01

I'm addicted to technology. I'm on it 24/7. I try not to be on...

> She's worried about how technology is diminishing her human to human relationships.

MD44

If I don't get good grades, I'm not sure how I would get a good job. Here, look at my transcript, see that B-? It's terrible..

I wanted to do [before ... my major. ... year. myself.

> She seems to be following a "script" of life events.

MD04

My ... any... sch... for... any...

> Her parents have shielded her from financial responsibilities.

MD09

I do my homework in the student learning center at the library MD35

> She's aware of good study practices, but doesn't follow them.

MD02

MD17

> She feels overwhelmed with pressure to succeed.

pas... ser... tha...

ac4d

Provoke Interpretation: Ask Why

Research → Transcription → Utterances | Patterns & Anomalies → Interpretation → Insights | Principles | Value Promise | Stories

MD01

I'm addicted to technology. I'm on it 24/7. I try not to be on...

She's worried about how technology is diminishing her human to human relationships.

Why?

MD44

If I don't get good grades, I'm not sure how I would get a good job. Here, look at my transcript, see that B-? It's terrible..

I wanted to do [before...

She seems to be following a "script" of life events.

myself.

y major.

Why?

MD04

My...
any...
sch...
for...
any...

Her parents have shielded her from financial responsibilities.

Why?

MD09

I do my homework in the student learning center at the library... MD35

MD35

She's aware of good study practices, but doesn't follow them.

Why?

MD02

MD17

She feels overwhelmed with pressure to succeed.

pas
ser
tha

Why?

... And Answer.

MD01

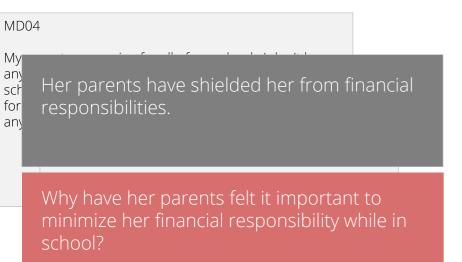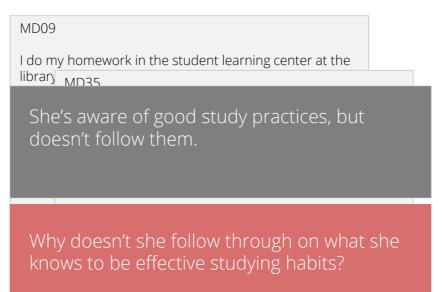I'm addicted to technology. I'm on it 24/7. I try not to be on...

She's worried about how technology is diminishing her human to human relationships.

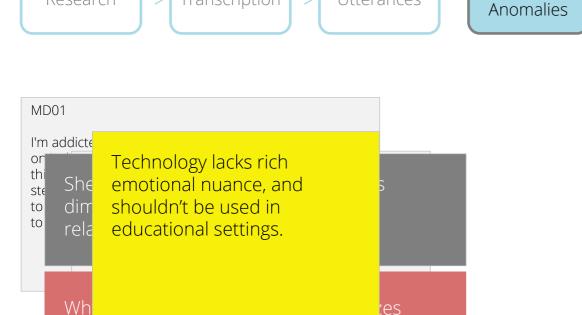Why does she feel technology minimizes actual human relationships?

MD44

If I don't get good grades, I'm not sure how I would get a good job. Here, look at my transcript, see that B-? It's terrible..

I wanted to do [before myself.

She seems to be following a "script" of life events.

Why does she feel like her life is scripted?

MD04

My...
any...
sch...
for...
any...

Her parents have shielded her from financial responsibilities.

Why have her parents felt it important to minimize her financial responsibility while in school?

MD09

I do my homework in the student learning center at the library MD35

She's aware of good study practices, but doesn't follow them.

Why doesn't she follow through on what she knows to be effective studying habits?

MD02

MD47

She feels overwhelmed with pressure to succeed.

Why does she feel so much pressure to succeed, rather than live in the moment?

ac4d

Insights

MD01

I'm addicte[...]
on[...]
thi[...]
ste[...]
to[...]
to[...]

She [...]
dim[...]
rela[...]

Technology lacks rich emotional nuance, and shouldn't be used in educational settings.

Wh[...] [...]es
actual human relationships?

MD44

If I don't get good grades, I'm not sure how I would get a good job. Here, look at my transcript, see that B-? It's terrible..

[before

She s[...]
even[...]

ny major.

myself.

Children are told an idealized narrative of coming-of-age by society, and it's damaging to them as they grow older.

Why does she feel like her life is scripted?

MD04

My[...]
any[...]
sch[...]
for[...]
any[...]

Her pa[...] [...]ncial
respon[...]

Financial responsibility is seen as "real", while education is seen as "ideal". This sets students up for failure.

Why ha[...]
minim[...] [...]e in
school[...]

MD09

I do my h[...] in the st[...] [...] with
librar[...]

She's [...] [...]t
does[...]

There's no obvious short-term incentive to follow arduous long-term best practices, so students don't.

Why [...]sn't she follow through on what she knows to be effective studying habits?

MD02

She fe[...]
succe[...]

Higher education has an enormous hidden cost: guilt.

Why does she feel so much pressure to succeed, rather than live in the moment?

ac4d

11

Insights

Technology lacks rich emotional nuance, and shouldn't be used in educational settings.	Children are told an idealized narrative of coming-of-age by society, and it's damaging to them as they grow older.	Financial responsibility is seen as "real", while education is seen as "ideal". This sets students up for failure.	There's no obvious short-term incentive to follow arduous long-term best practices, so students don't.	Higher education has an enormous hidden cost: guilt.

These are insights – provocative statements of truth about human behavior, that may be wrong.

ac4d

Insights

Technology lacks rich emotional nuance, and shouldn't be used in educational settings.	Children are told an idealized narrative of coming-of-age by society, and it's damaging to them as they grow older.	Financial responsibility is seen as "real", while education is seen as "ideal". This sets students up for failure.	There's no obvious short-term incentive to follow arduous long-term best practices, so students don't.	Higher education has an enormous hidden cost: guilt.

- Insights are framed as universal truths, even though they are based on a small, biased data set.
- Insights make statements about generalized behavior at a cultural level.
- A good insight is provocative: it should cause debate, potentially offend some readers, and make people uncomfortable.
- Insights should challenge accepted norms and conventional thinking.
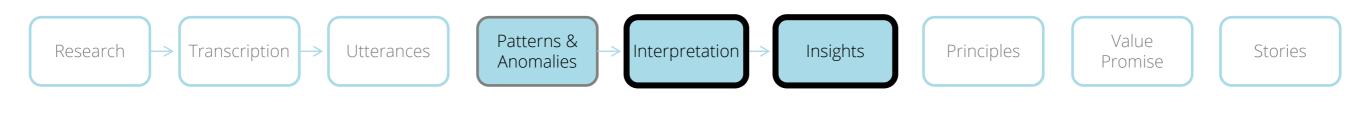- Insights are concise.

ac4d

Insights

Technology lacks rich emotional nuance, and shouldn't be used in educational settings.

Children are told an idealized narrative of coming-of-age by society, and it's damaging to them as they grow older.

Financial responsibility is seen as "real", while education is seen as "ideal". This sets students up for failure.

There's no obvious short-term incentive to follow arduous long-term best practices, so students don't.

Higher education has an enormous hidden cost: guilt.

These insights are valuable – this is abductive reasoning!

ac4d

Insights

Technology lacks rich emotional nuance, and shouldn't be used in educational settings.

Children are told an idealized narrative of coming-of-age by society, and it's damaging to them as they grow older.

Financial responsibility is seen as "real", while education is seen as "ideal". This sets students up for failure.

There's no obvious short-term incentive to follow arduous long-term best practices, so students don't.

Higher education has an enormous hidden cost: guilt.

We want to get to insights, because insights act as the "magical bridge statements" between research and an articulation of user-value and design capabilities.

ac4d

Insights

Technology lacks rich emotional nuance, and shouldn't be used in educational settings.

Children are told an idealized narrative of coming-of-age by society, and it's damaging to them as they grow older.

Financial responsibility is seen as "real", while education is seen as "ideal". This sets students up for failure.

There's no obvious short-term incentive to follow arduous long-term best practices, so students don't.

Higher education has an enormous hidden cost: guilt.

We want to get to insights, because insights act as the "magical bridge statements" between research and an articulation of user-value and design capabilities.

fact ▢ ▧ ▨ ▨ interpretation

ac4d

Jon Kolko
Professor, Austin Center for Design

jkolko@ac4d.com
@jkolko