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DECO3500 - Social and Mobile Computing

Concept Proposal

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# Introduction

The project aims to address the identified problem of the lack of social engagement of students when moving around the UQ campus. This will be achieved through creating a mobile installation that projects different visual interactive images on the ground around the campus. The intention is that the design will encourage students to interact with each other as they move around between classes.

Throughout the project, the team hopes to learn more about the goals of students moving around campus, ways to visually prompt social interaction that do not involve written text, and insight into some of the ways that social distancing guidelines have affected students’ attitudes towards social interactions. This will be achieved through research, user interviews and tests, and design iterations through a variety of prototypes.

In this report the domain and problem space will be discussed, followed by the team’s current plans for the project concept, in combination with examination of existing research and technology in this space. The team will be introduced in the final section. Full research and interview data can be found in the appendices.

# Domain/Problem Space

The problem space that the team will explore is focused on students’ lack of engagement with the UQ campus and each other. Through preliminary research, a connection between the difficulties of social interaction and the lack of engaging physical installations around UQ was found and acts as the primary reasons for students’ lack of engagement with the campus. Additional research into the domain was conducted through interviews with UQ students and observations of the UQ campus.

The problem space that our team decided to work in came from the culmination of the domains that we individually researched. Otis chose Human Urban Navigation as his initial domain, and his critique of it can be seen in appendix 1.1. Through this research he found that many people do not find their travel within their city meaningful due to a lack of interaction with others and a lack of engagement with their environment. His research then delved further into existing methods for encouraging social and environmental engagement whilst uncovering the problems that face these current iterations such as privacy concerns and people not being willing to make a first move socially. Otis’ findings were supported by team members’ further observations and interviews of UQ undergraduates. Appendix 2.2 shows team member Kendy’s interview transcripts. The main insights he was able to gather from these interviews were that people craved to be more social around UQ but did not want to initiate conversations, which supported Otis’ findings.

This domain was agreed to be too broad for our team, resulting in it being refined to travel within the UQ St Lucia campus. This domain understanding translated to a hypothesis that a similar issue of students lacking engagement with the campus negatively impacted their University experience, which could be improved by supporting interaction with other students as well as with their environment. This hypothesis was supported by further research, as interviews with UQ students and observations of their movement by Gloria in Appendix 2.3 around campus supported these ideas.

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# Design Opportunity / Concept / Justification

The design opportunity that the team have chosen to explore is that of an interactive projection onto the surface of various walkways within the UQ St Lucia Campus. This projection will display a football-esque game in which students kick a virtual soccer ball towards another walker in the area and they can kick it back, continuing for as long as they can while walking until one of the pair misses the pass. The location of this design will be extremely fluid and will be changed daily, in order for the experience to feel spontaneous and ensure that students will engage with their environment in order to spot the installation.

A potential temporary location for this design is outside of the Food Court (Figure 1), as the team's observations (Appendix 2.1) revealed that students walking through this area often kick at the seed pods on the ground, displaying that the game behaviours are not foreign to students in this location. Observation 1 also demonstrated that students do not walk extremely quickly through this area, giving them time to engage with the design.



Figure 1: Example Location of Installation

Through initial research conducted in the form of observations around UQ as well as interviews with UQ undergraduate students, the audience that the design will seek to target, it became clear that students were struggling to meaningfully engage with the St Lucia campus. Interviews with students (Appendix 2.1) revealed that many students struggle to engage with campus outside of studying or interacting with friends, leading to a desire to spend as little time at University as possible. This was seen with participants 1 and 2, as all of their time on campus was spent either in libraries, classrooms or socialising with friends. This is a missed opportunity due to the many interesting facets of the campus, and so this aspect of the interviews suggested that a design that would engage students with the campus would be beneficial for students' campus experience. The preliminary research (Appendix 1), suggested that a commuter’s experience of travelling to work is significantly improved when they engage with their environment (Bissell, D. 2015), leading to the assertion that an installation would be beneficial for students’ university experience.

Observations conducted in the Great Court and outside of the Food Court at UQ demonstrated that people walking through these areas who were by themselves and not in a hurry tended to look down and at their surroundings significantly more than those who were either in a rush or with others. Thus these students are the ones that will be targeted, as they are most likely to be looking around to see the installation and will have the time to engage with it while walking. As well as this, these observations revealed that people already engaged with their environment by kicking obstructions in their path, such as fallen sticks and leaves in the Great Court, or seed pods outside of the Food Court, with the latter often being kicked into the path of another where it will be kicked again. This inspired the idea of a virtual football game, in which people are encouraged to pass a virtual ball to others they are walking alongside, as this physically engages people with their environment whilst also encouraging social interactions with new people.

Finally, the decision to utilise a projected image rather than a screen embedded within the floor was due to the mobile capabilities of the projection. These projections can be easily moved between locations, as each location will impact how the design is interacted with. The design's gamified nature ensures that it is a social experience, as users must collaborate and coordinate with one another in order to succeed in the game.

## Use Case Scenario

Marie is a UQ student in her 2nd year of her engineering degree. James is also in his 2nd year of the same degree. Marie and James have never talked but see each other in their classes each semester. They have just finished a lecture in the UQ centre lecture hall and both are heading to the Engineering library to work on their assignments. Their respective small circles of friends have stayed behind as they have a tutorial, so Marie and James are both walking alone, with their heads down and avoiding eye contact with others. Suddenly, Marie sees her foot brushing through a projection of a grass field, leaving a shadow beneath, until her foot comes to a projected soccer ball. This ball is slightly glowing with a bright green arrow pointing to the side, in the direction of where James is walking. Marie nudges the virtual ball, flinching when the ball reacts by rolling forwards a little. She then kicks it in the direction of the arrow to see the ball roll away in that direction, and a score of 1 appears beside her.

James is walking and notices a projected football field appear around him. Suddenly a virtual soccer ball rolls towards him with an arrow pointing back to his peer Marie. He kicks at it with his foot and as the shadow connects the ball rockets back towards Marie. A score of 2 appears beside him. The two classmates continue kicking the virtual ball between each other as they walk towards the library, continually building their score and walking closer together. Eventually, James miskicks it sending it past Marie and “Game Over, Score: 17!” appears in front of them both. Marie jokingly complains about his pass and James retorts, then they start chatting as they walk to the library together.

In this scenario, the two users have had a social experience that has made their experience of being on campus more meaningful. In the future these students will discuss the experience with their friends, ensuring that they remain observant while walking around campus, in the hope that they’ll get to engage with the projections. This anticipation of engaging installations on campus results in students being more engaged with the campus in order to experience these installations. A storyboard of the above scenario can be seen in Appendix 3.0.

# Intended Audience

This design is intended to be primarily experienced by new students at UQ, as they will likely be interested in engaging with the campus. As the concept is to be used at UQ, it directly involves most students, however it will target primarily the newer students for various reasons. For example, new students are less likely to have existing friends and would more likely be interested to meet new friends with commonalities. Existing students might also already have their favourite study spots and not need to discover more, as well as already being familiar with the campus.

This is a resource available easily to the team as well, especially during the pandemic, where the team are still able to contact them online, since many of the other jobs and extra curricular activities have been temporarily suspended, narrowing the available sources of information and user input.

# Critique of Existing Designs

## Information Signage

The UQ’s St Lucia campus has a number of existing designs that seek to engage the people that experience it, however the most relevant to the team's chosen domain is the assortment of signage giving insight into the campus. These can be seen in a variety of locations, informing readers on a range of topics, from the fauna that inhabit the lakes to the history of the great sandstone buildings surrounding the Great Court. However these installations have failed to engage students as evidenced by interviews 1 and 2 (Appendix 2.1), as students were either not aware of their existence or had never stopped to read them.

The students who had observed these signs were disinterested due to their dated appearance. This insight suggests that an installation on campus should use more visible technology such as screens or projections, as the student interviewed believed these would more effectively attract the attention of passers by. Although many people visiting UQ have been observed reading these signs, they do not attract the attention of students and so although their information is likely interesting, the design is ineffective as it does not engage the attention of students.

## Uq Libraries Projection

This design has been recently implemented inside of the libraries in UQ and consists of a projected image displaying the availability of seats within the library, on the floor of the entry, as well as the availability of other libraries. This is a very effective design as in observations, most students are seen to at least give the screen a cursory glance, indicating that the projection is captivating, whilst the nature of information being below one’s feet is interactive as you can inadvertently block information from being displayed. This design effectively encourages students to engage with their surroundings, however lacks the critical element of social interaction beyond deciding where to sit. However this idea of information or a design being displayed beneath one’s feet is promising as it is very likely to be noticed and the act of stepping on a design has great potential for interactivity. Furthermore the use of projectors allows for this design to be moved around, which would be more engaging as students would constantly be observing their environment to see where these projections would appear next.

## Virtual Arcade Table

This design is commonly seen at arcades and features games such as pong in a virtual setting. This game is best played with two people as they compete and is very effective at encouraging social interaction, as the game is best with more than one person. A drawback to the social aspect of this design is that it does not have a system to prompt two strangers to play together, instead requiring people to initiate the game request themselves. For the team’s design it will be important to include this prompt, as the initial step of making contact with a stranger is the most difficult part of an interaction, and bypassing this would better support social engagement. This design is not so effective in engaging people with their environment, as it requires almost complete concentration solely on the screen and does not connect with the surroundings. The social aspect of gaming could be very important for encouraging interaction between students, however this will have to be more effectively connected to the campus environment.

# Plan of Work

## Initial Requirements & Design (Week 8)

Based on the concept proposal, additional user testing (surveys) will be done to finalise the concept, and the first iteration of the system design. This will include a low fidelity prototype, and another round of user testing will be completed based on this prototype. A SUS evaluation will be completed as well as a think aloud combined with an interview at the end.

The low fidelity prototype is planned to be a projection of an image on the ground, where the rough gameplay is controlled by team members based on observing what the users are doing. This allows the best possible idea for how the actual concept would look and feel.

## Prototype & Initial Evaluation (Week 10)

A medium fidelity prototype will be created from the feedback and insights gathered from the initial prototype. This prototype will be created in Unity as it provides an easy method to create a functioning and aesthetically pleasing prototype.

This will be accomplished by the end of Week 9, allowing the team to have more qualitative testing done including both SUS, think aloud, as well as in detailed user observations and interviews, compiling that into key changes and insights.

## Iteration & Formal Evaluation (Week 11)

Any changes are made, checking for any bugs or loopholes. The final round of user testing is done to ensure nothing is missed and the user interaction is intuitive. The team will design user testing plans with techniques such as surveys and think alouds to determine how the experience of using the design can be improved.

## Final Prototype (Week 12)

Final touches to the prototype, running through full gameplay, also allowing time for any emergency work spillovers.

# Team

## Kendy Nguyen

Kendy Nguyen is the final year of his IT degree majoring in software Design. Kendy’s strengths lie in his programming skills, specifically the development of software and web applications. Being at the end of his IT degree, Kendy has a multitude of experience in group design courses and in leading a multidisciplinary team towards a common goal. Kendy struggles with creativity and in designing interesting and original concepts. Throughout this project, Kendy hopes to improve his design skills and develop a fun and unique installation.

## Otis Carmichael

Otis Carmichael is highly experienced in user centred design relating to human computer interactions, and will use this knowledge to gather user research that can inform and support the team’s design. Otis’s domain research is also serving as the foundation of the team's design and so he will focus on using his insights to justify design decisions for the team, as the inquiry of other members will shape the target audience and make the domain more specific. Although Otis has a strong foundation in coding languages such as HTML, CSS and Python, he is inexperienced with specific languages such as PHP and JavaScript and is hoping to work with these in the design in order to strengthen these skills.

## Gloria Cheah Phaik Hui

Gloria Cheah majors in User experience design, in her final year, and apart from being able to apply HCI principles to her work, she is also versed in many design tools, such as the Adobe suite, Invision studio, Vuforia, Unity, as well as more simple prototyping methods. She has experience with Java and Python, SQL, as well as HTML, CSS, and JavaScript for Web development. Gloria can best contribute to the team by creating intuitive prototypes from user feedback that is functional as well as aesthetic.

## Kelsey Quinn

Kelsey Quinn is in her final year of her degree, majoring in User Experience Design and Japanese. She has experience with user-directed design, user evaluation, and incorporating user feedback into design iterations. She has also gained experience in a variety of coding languages and platforms, such as HTML, CSS, Python, Java, and Unity. Her experiences with physical computing tools include work with Arduino and Augmented Reality. Kelsey has extensive experience working in teams, and is highly effective in both a leadership and supportive role. In this project she hopes to further challenge herself with new human computer interaction tools and concepts, and create a prototype that the team is proud of.

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# Appendix

## 1.0 - Initial Domain Research

### 1.1 - Otis Domain Research

**Paper 1**

Reference

*Bissell D. 2015. Understanding the impacts of commuting: Research report for stakeholders*. Project supported by: The Australian National University and The Australian Research Council, Canberra, Australia. ISBN: 978-0-9943186-0-2.

Abstract

This project is the first of its kind to explore how commuting stress emerges, plays out through home and work life, and impacts on the longer term plans of city workers and their families. There are important economic productivity and public health reasons for understanding how commutes are impacting on people’s lives. However, improving the wellbeing of city workers and their families is an important objective in itself. This project was designed to develop a richer understanding of: • how commutes are changing people • how commutes are impacting on people’s work and home lives • how commutes are impacting on people’s longer term plans • how the negative impacts of commuting are responded to by a range of diverse stakeholders. Research was conducted with commuters and stakeholders in Sydney, Australia. It aims to be useful for those involved in making cities better for their inhabitants. The findings of this project increase our understanding of how life in our cities is undergoing change. They will be used to engage key industry stakeholders, policymakers and politicians on current issues of urban transportation.

Critique

This paper explores the impact that people’s commuting habits have on their lives and will be used to further understand the domain of human navigation habits, especially how factors such as social engagement can impact one’s travel experience. Bissell (2015) explains that commuting can be a positive social experience, as sharing a space with others, be it sitting in a bus or driving together on the road can be a valuable opportunity to prevent the feeling of social isolation. This social engagement can benefit the attitude of travellers, improving their travel experience. This significantly contributed to my understanding of the domain, as I believe the opportunity for social interaction whilst commuting can be extrapolated to general travel. Therefore, it is important to keep in mind the possibility for incorporating social engagement whilst further researching this domain. However, the social aspect of travel can also be strenuous for people, as travellers increasingly use this time to be alone, often leading to feelings of isolation from people in their surroundings. Although it is often a distinct choice to distance ones self socially, it is important that people do not make this choice only because not socialising is the easier option, thus making social engagement while travelling as easy and natural as possible is crucial for reducing this solitary experience.

Bissell also states that people grow stressed when they consider the time that they spend commuting as it has potential for productivity. This can be in various forms, from getting work done to utilising the time for leisure, however it is important for people that this time is spent with purpose and is meaningful. This paper helps to inform the domain, as it explains that people wish for their travel experiences to be meaningful, and it is suggested that this could be achieved by supporting the social engagement that travellers already find so valuable in these spaces. Some potential opportunities to support greater social engagement for travellers will require further research into how social technology can be used to improve the experience of urban travel and how it can encourage social engagement between travellers.

## 2.0 - Supplementary Research

### 2.1 - Otis Interviews and Observations

Interview 1

Participant 1, 2nd year psychology undergrad. Spends 14 hours on campus, mostly studying in libraries, mostly with friends. Uses messenger to meet up either when someone’s already in a spot.

Q. What determines the route you take around campus?

An isolated route, e.g. language building instead of red room stairs, as walking on campus is pleasant, but does not wander aimless. Would be more motivated to wander around if there were little secrets that could be found.

Q. Are there any experiences that make a day at uni feel more meaningful?

Not sure, enjoying the ‘sexiness’ of the campus, when she feels productive and gets a lot of work done and gets to see her friends. Walking between classes with people in her class is meaningful to her, adjusts her route to go with these people.

Q. When walking from one part of uni to another, what would make you stop and interact with your surroundings?

Has stopped to look at the new construction and to look at the turtles in the lake, strange architecture like hidden areas make her curious. Seeing another side to a current feature, example finished design of the construction would be fascinating.

Q. What type of physical installations interest you?

First idea is little models of construction project, is much more engaged when she can interact.

Q. What are some of your goals with being in uni with regards to your friends - meeting friends, studying together, meeting new friends with something in common?

Really identifiable landmarks are really good for setting a place to meet, would be interested in meeting new people on her journeys around uni, but wouldn’t want to be required to make the first move.

Q. How has COVID19 affected your social life and is there something you wish existed to help maintain connections?

Yeah, not able to see people at lectures and less people to see on campus.

Q. What do you pay attention to when you come across the Law Library projector and Campus Info signs?

Law Library projector: Notices the information, pays similar attention to wall or floor.

Campus Info signs: Has noticed them but has never stopped to read them, always look really dirty. Would this be more engaging as a digital sign? Yeah probably because it would appear better maintained, not sure if she would stop to read but would look more interesting, “glowy stuff always draws my attention”.

Insights: Is interested in meeting new people, does not want to have to make the first move. Perhaps a collaborative interactive installation to bring two people together even if they don’t know one another. Also finds the projector screening real time information on the ground or on surfaces engaging, stands out from other communication methods. Could use these floor mounted projections/screens as a game requiring two people to kick things to one another as they are walking, connected to insights from observation 1.

Interview 2

Participant 2, 1st Year undergraduate studying BArts. Probably going to major in Philosophy but not sure yet. Still doesn’t feel very comfortable getting around campus, mostly uses UQ maps but continues to walk into buildings and not be able to find the exit.

Q. What determines the route you take around campus?

Pretty much just the fastest way to get to the destination, but hates feeling like he’s retracing steps. Enjoys seeing the world go on around him like events happening as he walks past.

Q. Are there any experiences that make a day at uni feel more meaningful?

Mostly social experiences, if he heads to the Red Room or plays some basketball with others, the worst days are when he just comes to get work done.

Q. When walking from one part of uni to another, what would make you stop and interact with your surroundings?

Maybe a social event like if they saw people they know, but is usually going somewhere specific if walking around campus, doesn’t wander.

Q. What type of physical installations interest you?

Something he could interact with, things like scenery or nice pictures are kind of boring unless you can reach out and engage.

Q. What systems do you wish existed as options to make your social life in uni easier?

Travelators around campus to get places faster would be cool, social life maybe just comfier places to chill out with other people.

Campus Info Signs: Never noticed them, usually doesn’t walk past the lakes and has never seen the one near the great court.

Law Projector: Never been to the Law library, says he’ll check it out now.

Jack Mason Interview – Technical Coordinator at UQ

Used to be a product manager, taking care of designs as the head coordinator.

- How are you thanks for meeting, how’s everything going, is this the busy stage of the design, do you work on multiple projects simultaneously, do these help one another

The team is still fixing bugs and implementing new features, whilst getting weekly feedback. New students continue to test it out and give feedback, but this can be all over the place as they don’t have a benchmark for what the students like. New eyes give new ideas, but same testers can respond to a change that you’ve made. He only works on one product at a time but engages in multiple areas concurrently, best to keep different parts of a product distinct in order to clarify deliverables for the stakeholders.

- What is your first step of your design process, do you work with the client to determine target audience or minimal requirements or is that through your own user research

Telstra purple actually approached UQ and gained support to do research about what students needed, figured out maps were most important. Lots of work went into creating the pitch to UQ, approaching students in order to first understand what students needed, then conducting heaps of qualitative and quantitative research to justify that this was important. Even after the pitch, UQ wasn’t interested in supporting a system designed to suit students so additional research had to be done just to prove the importance of it.

- How do you avoid your own experiences and opinions shaping the way you interpret the design problem (as in stop yourself from designing something to suit your needs)

Strong intuition is very important for leadership, but also its important to separate yourself and be critical of it.

- What were the key ideas that you decided would be critical to target for creating a more engaging UQ maps application

- How do you decide where the line is for using individual’s data to create a positive experience, and infringing on privacy (e.g. location data)

ITS has strong security policies, assume that you’ve been hacked in order to not reveal sensitive information. Location services are used by not identifying who is where, but how many devices are connected to a wifi service.

No good feature makes bad security worthwhile

- Can it be hard to justify features that are important but aren’t exciting for users.

Need your stakeholders to believe in your vision, data can be used to justify your ideas but it’s critical for ideas to also make sense to stakeholders. Give shiny features to make them happy, do the important little bits on the side.

Observation 1 - Outside Food Court

People looking down at their phone often walk much slower than others. People who are walking the fastest appear to be looking forward most of the time, as if looking at their destination. These people appear urgent in their travel. When people are walking slowly they spend more time looking at their phones or the ground, or around at their surroundings. They are more likely to briefly check their phone than fast walkers and have it in their hand.

Slow walkers: look around a lot more than fast walkers in general, at their surroundings, other people and their phones.

Fast walkers: will look at the ground occasionally but mostly straight ahead.

People walking with others: walk significantly slower, most of the time look around a lot while walking. When talking to one another they angle their faces 300 towards the other but don’t look at one another. These groups will also point out and talk about something in the environment, like a sign.

A couple of people have kicked at the seed pods on the ground, dribbling them almost like a soccer ball.

Insights: Designing something for people who have time to engage with it can come from their movement speed, as someone without time will be walking much faster and based off this research will not look around as much. On the other hand, someone walking slower probably is not in a hurry, and they tend to look around at their surroundings or at their phone much more often. Thus slow walkers would be much more likely to notice and then engage with a physical installation.

People walking with others could be engaged with visible designs, as they will likely point it out to the other people and discuss it.

A couple of walkers were engaging with their path by kicking debris (seed pods, leaves, sticks), could be implemented into a game as people kick toys on the ground, perhaps an interactive screen.

Observation 2 - Great Court

Majority of people walking across the grass are walking quite leisurely, people walking on the paving are walking faster in general.

Younger looking people, probably less experienced with the university are spending more time looking around, older people that must be more accustomed to campus mostly look in the direction that they’re walking.

Some people kicking sticks on the ground, one person kicked a stick into the path of another person who kicked it back.

Birds are swooping around people as they walk, continually circling them as they walk, the walker always looks at the bird that’s surrounding them and often step away somewhat. These birds are flying extremely close to the ground

Insights: The moving elements of the birds are very engaging for walkers, if a bit scary, forces them to look at their surroundings.

Kicking debris on the ground between two people has great potential for social engagement.

### 2.2 - Kendy Nguyen interviews

2.2.1 Interview 1

Interviewee : Participant 3, 4th year business/IT student.

Me: What does Transport and social experiences around UQ mean to you?

P3: Uh it means the speed it takes to travel around UQ and the atmosphere provided by different parts of the university.

Me: You mentioned the atmosphere provided by UQ, does the atmosphere affect what route you would take to get around the Uni?

P3: Yes normally as I don't mind taking extra time to walk a nicer route like at the UQ lakes but at the same time I like to experience different parts of the uni and see what is happening around UQ.

Me: Can you elaborate on what you mean by "what is happening around UQ"

P3: Yeah I mean I like to see what other people are doing at UQ. Different faculties act differently and it’s interesting to see them. There’s also usually events or booths that interest me.

Me: That’s interesting. Are you part of any social clubs and if so why that club?

P3: I’m part of the business club as that’s part of what I’m studying and I like the perks that come with it. Um I’m also part of some other random societies that I never participate in.

Me: Is there any reason you don't participate in them?

P3: I just don't have time or some I joined with friends with intentions to do stuff with but then my friends never have time so I just don't participate.

Me: When travelling from one point of campus to another is there any technology that would make your walk more engaging or social?

P3: I'm not sure about technology but one reason I like taking the path through UQ lakes is the informational signs they have about the local fauna and flora.

Me: Is there any specific reason you like these signs?

P3: It’s always interesting reading about new things like that although they don't change it much so it’s nothing new for me now.

Me: Okay sweet thanks for your time.

2.2.2 Interview 2

Interviewee: Participant 4

Me: What determines your route when you move around campus?

P4: The quickest route

Me: What if you weren't in a rush?

P4: Food and music always make me stop.

Me: Why food and music?

P4: As I enjoy food and music, I guess. I am a very big fan of music.

Me: Are there any experiences that make a day at uni more meaningful?

P4: I like to discover new things around campus like new study areas and also when they have free food and stuff.

Me: When walking from one part of uni to another, what would make you stop and interact with your surroundings?

P4: Art and the environment normally get me to stop. Also food obviously.

Me: What type of physical installations interest you?

P4: Water fountain, the environment, same as the other answers.

Me: What systems do you wish existed as options to make your social life in uni easier?

P4: An easier way to meet new people and make friends like a social media just for uni students

-- make way for people to communicate as an installation. Like a screen that you can use to talk to people at different locations on campus

Me: What are some of your goals with being in uni with regards to your friends - meeting friends, studying together, meeting new friends with something in common?

P4: Just to be with them and socialize with them while at uni. Everything’s more fun with friends.

2.2.2 Kendy’s Insights from Interviews

* Students would like to interact with campus more
* Atmosphere big part of why student would interact with campus
* Would like to be more social but does not know how to initiate.

### 2.3 - Gloria Cheah interviews and observations

2.3.1. Interview 1

* What determines the route you take around campus?

If I have time, I like to walk around a little, but as I’m usually running late, whatever is fastest. If it's after class, I will walk by and say hi to my friends if they are nearby.

* Are there any experiences that make a day at uni feel more meaningful?

Getting work done, meeting with friends

* When walking from one part of uni to another, what would make you stop and interact with your surroundings?

If I see something different i haven't noticed before or freebies or anything interesting I guess

* What type of physical installations interest you?

Usually anything that looks different, especially something I've never seen before, at least to satisfy my curiosity.

* What systems do you wish existed as options to make your social life in uni easier?

I guess if there is something that lets me know if any of my friends are around and wanting company without texting everyone or accidentally missing someone. Group chats are hard because we have different friend groups and a giant friend group is hard let alone the spam for irrelevant things

* What are some of your goals with being in uni with regards to your friends - meeting friends, studying together, meeting new friends with something in common?

I don't mind meeting new friends if we have something in common, like personality or hobby or courses, but mainly meeting but also not meeting if i don't want to

* How has COVID19 affected your social life and is there something you wish existed to help maintain connections?

Many of my friends do not bother coming to uni anymore. It switched from hating the restrictions, but as they got used to it they now are too lazy when they have gotten used to working at home in comfort. Club activities are harder to run but also meeting up with friends that move back in far away with their family. I guess an incentive for people to come to uni might help but also fit with the necessary restrictions.

2.3.2. Observations (Among friends)

* Like company to study - motivate each other by having collective break times
* Hard to keep track without messaging many people who is in uni
* Need easier way of meeting up between each person's classes

## 3.0 - Storyboard Scenario

