Assignment 4

Alt n' Routez

Team: Monica Chang, Simran Jobanputra, Arlex Gole, Daiki Itoh, Yumei Jin

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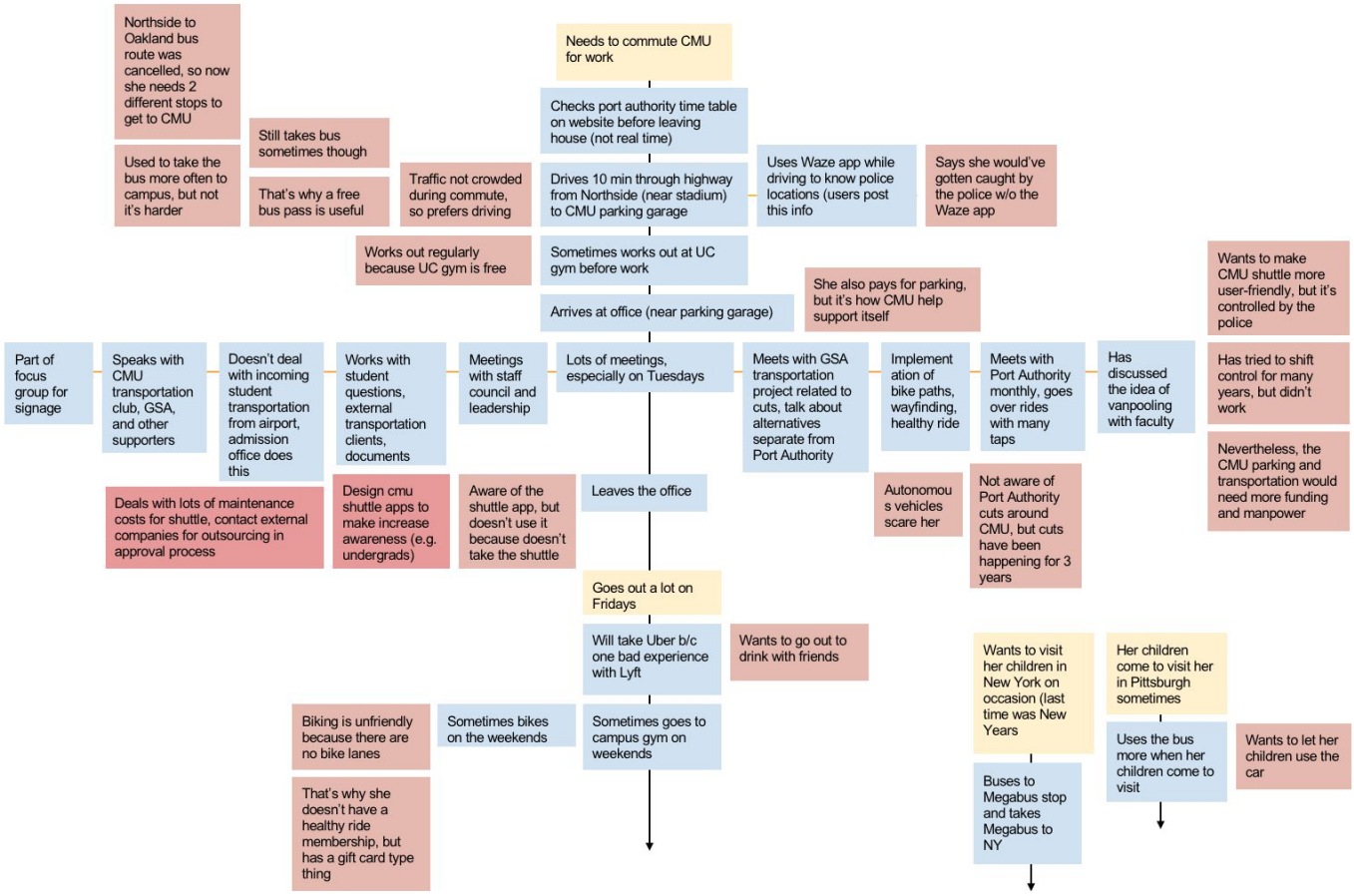
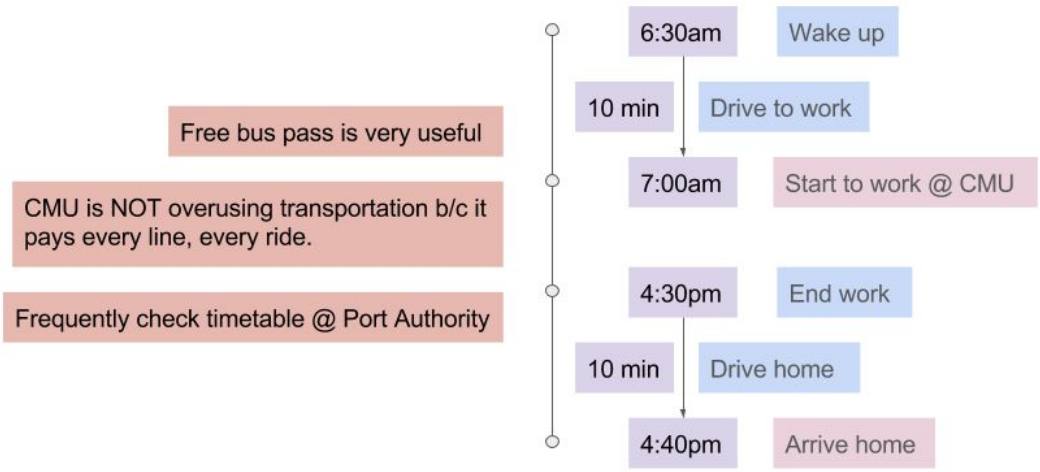
Original Models

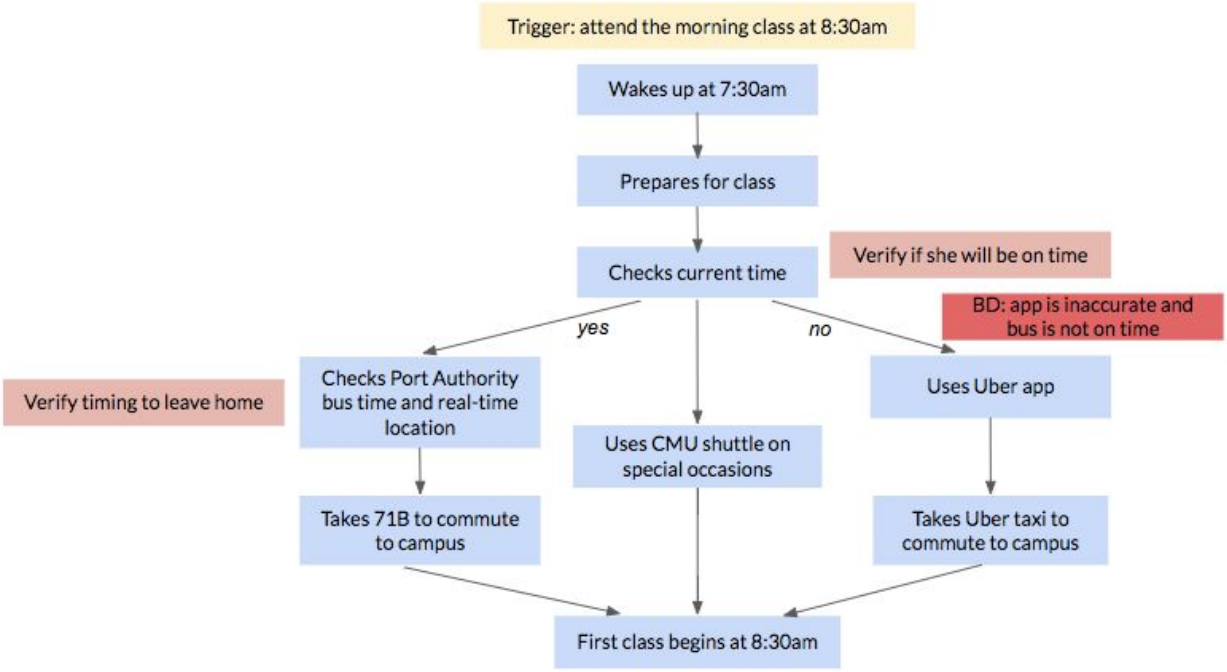
S1: Sequence Flow



S1: Day-in-the-life Diagram



U1: Sequence Flow



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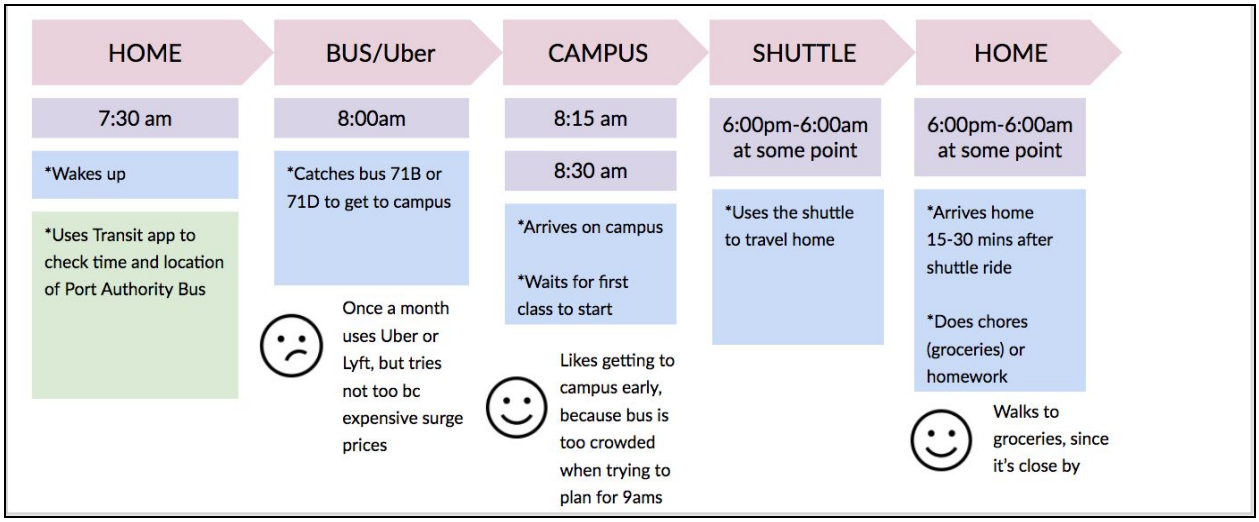
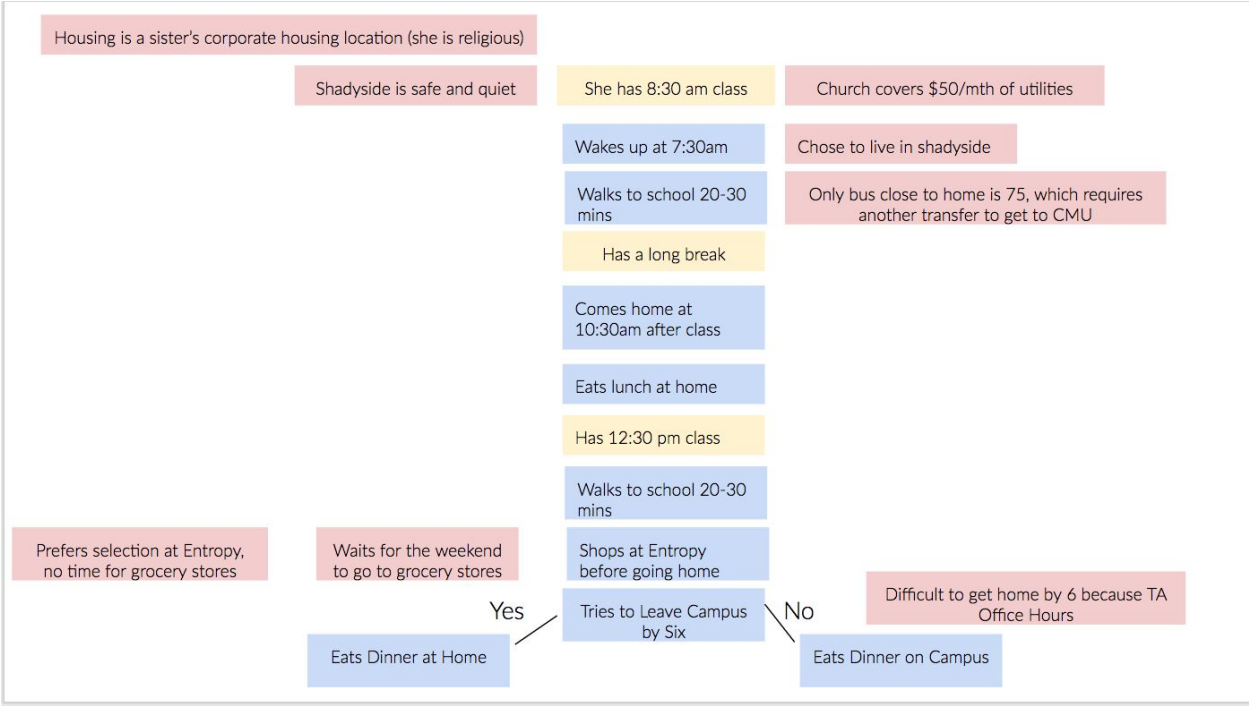
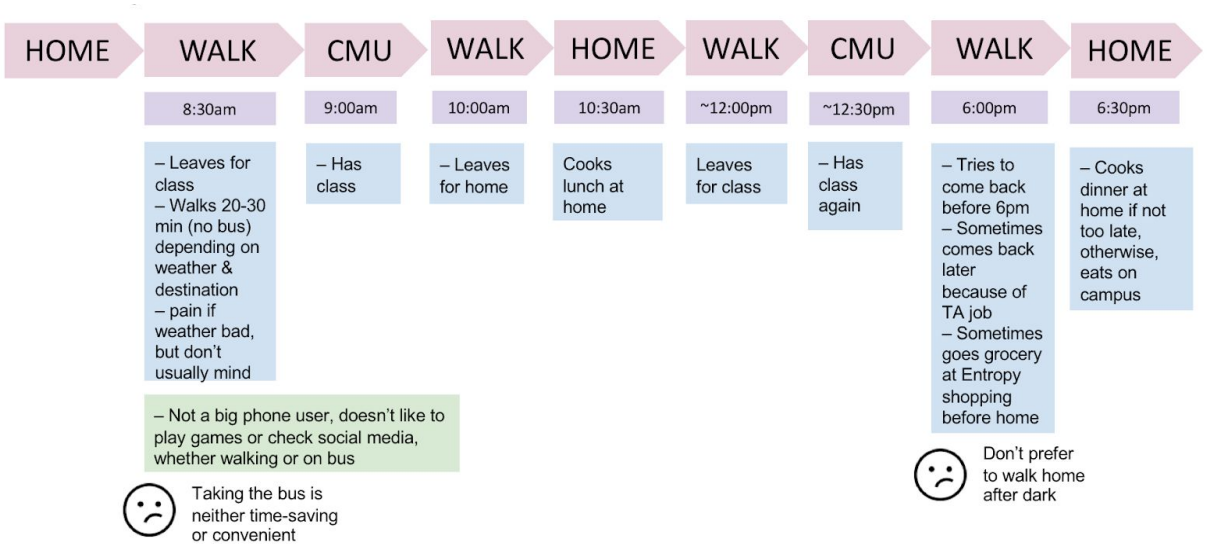


U2: Sequence Model

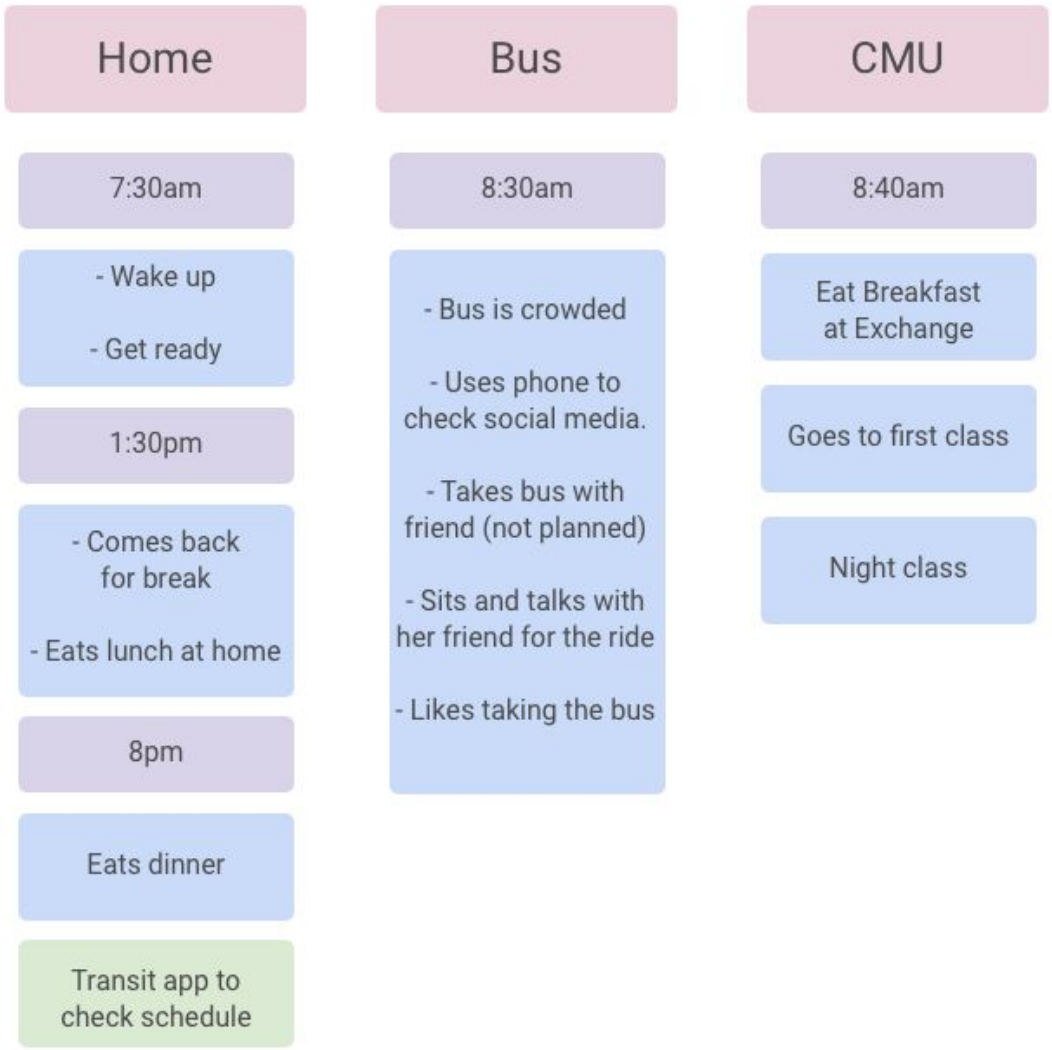


U2: Day-in-the-life Diagram

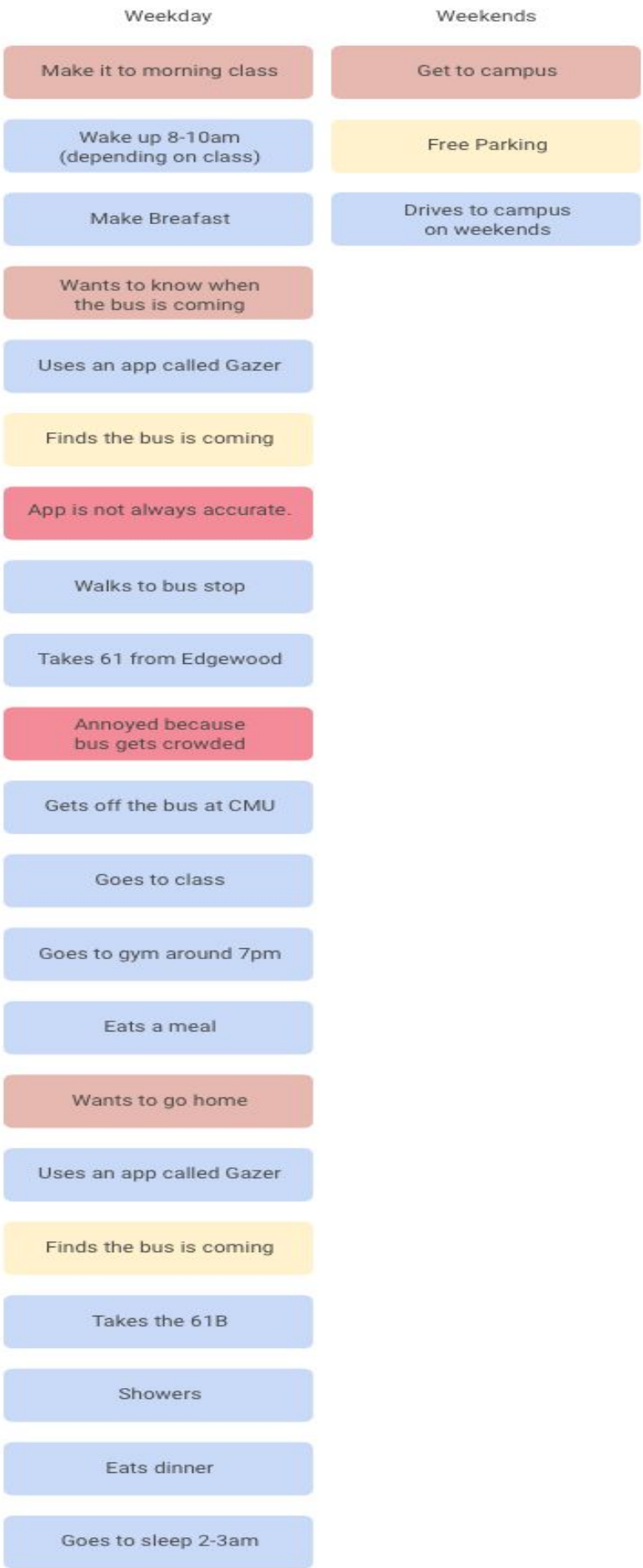


U3: Sequence Flow

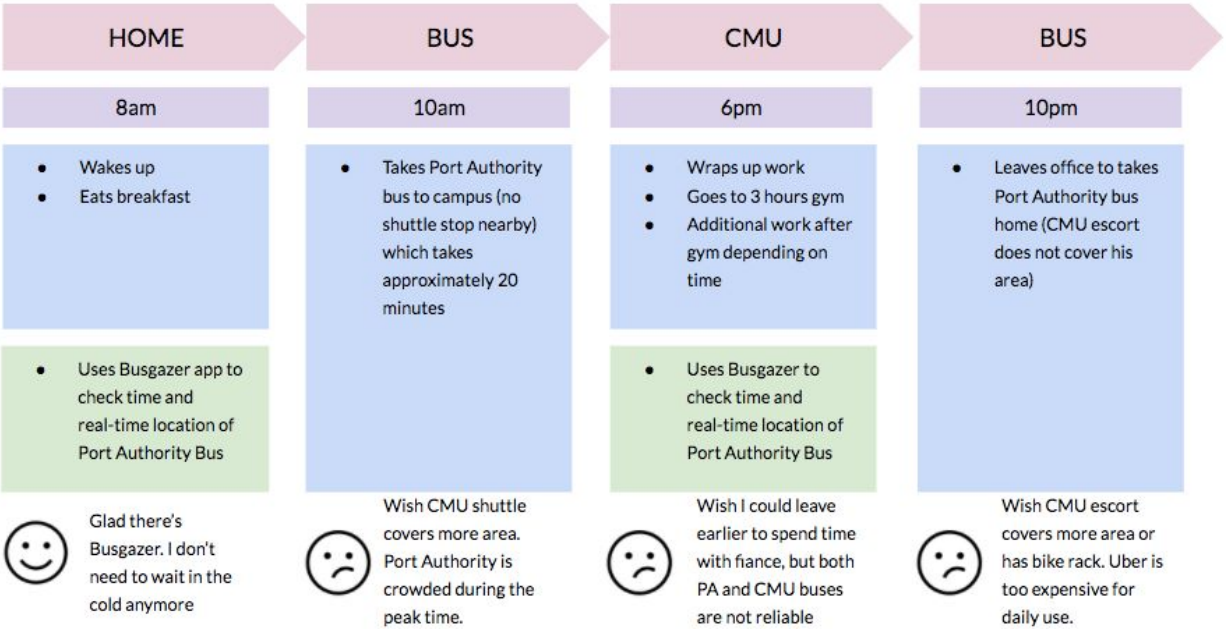
U3: Day-in-the-life Diagram



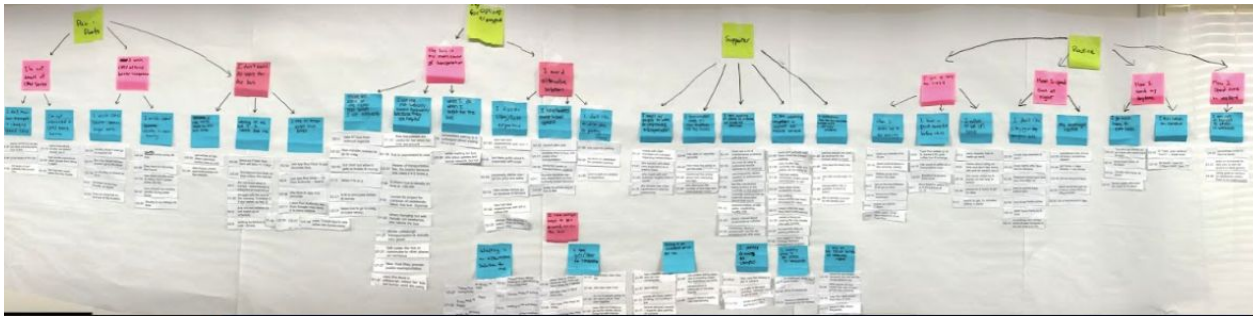
S2: Sequence Flow


Weekday
Weekends
Make it to morning class
Get to campus
Wake up 8-10am (depending on class)
Free Parking
Make Breafast
Drives to campus on weekends
Wants to know when the bus is coming
Uses an app called Gazer
Finds the bus is coming
App is not always accurate.
Walks to bus stop
Takes 61 from Edgewood
Annoyed because bus gets crowded
Gets off the bus at CMU
Goes to class
Goes to gym around 7pm
Eats a meal
Wants to go home
Uses an app called Gazer
Finds the bus is coming
Takes the 61B
Showers
Eats dinner
Goes to sleep 2-3am

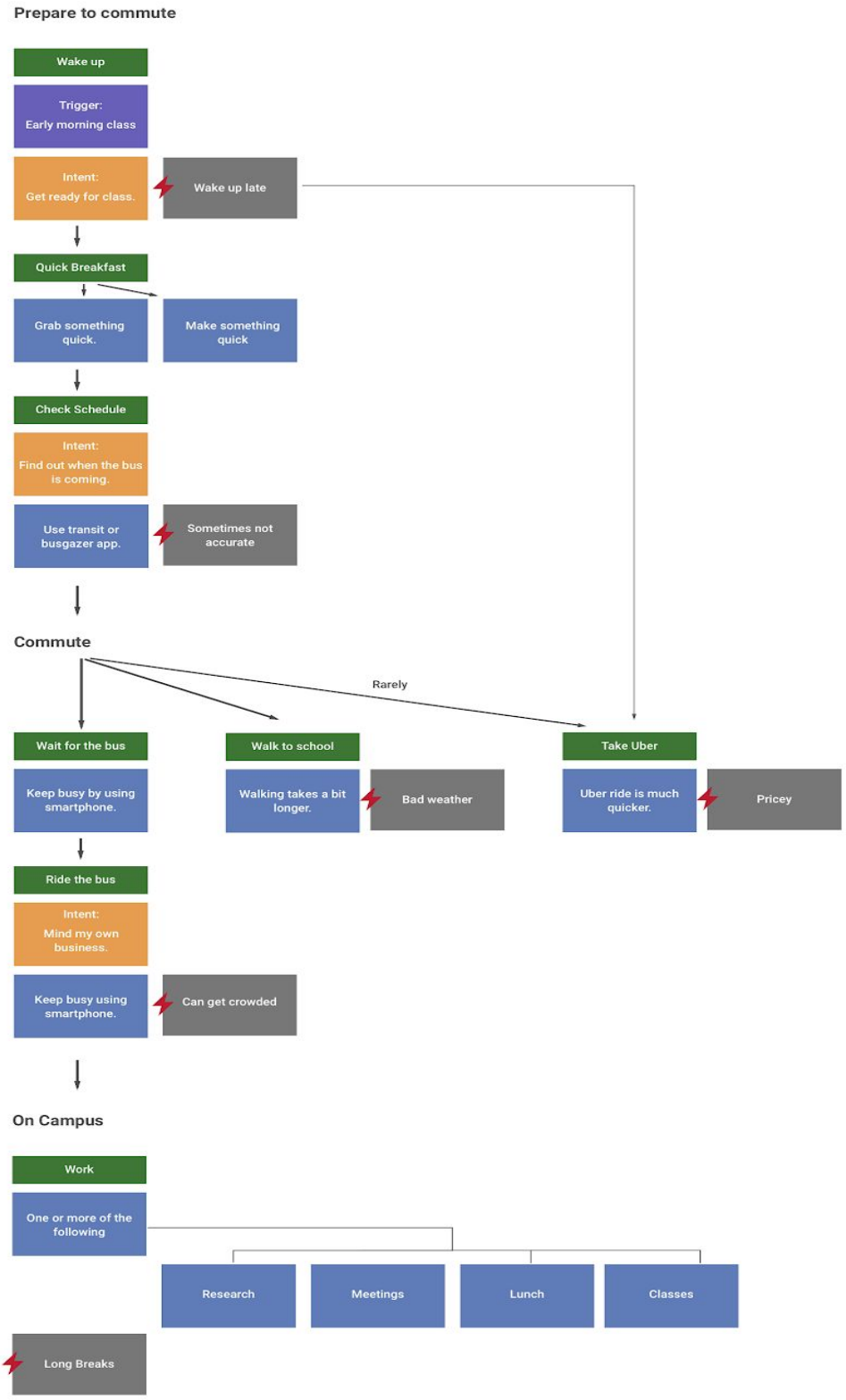
S2: Day-in-the-life Diagram



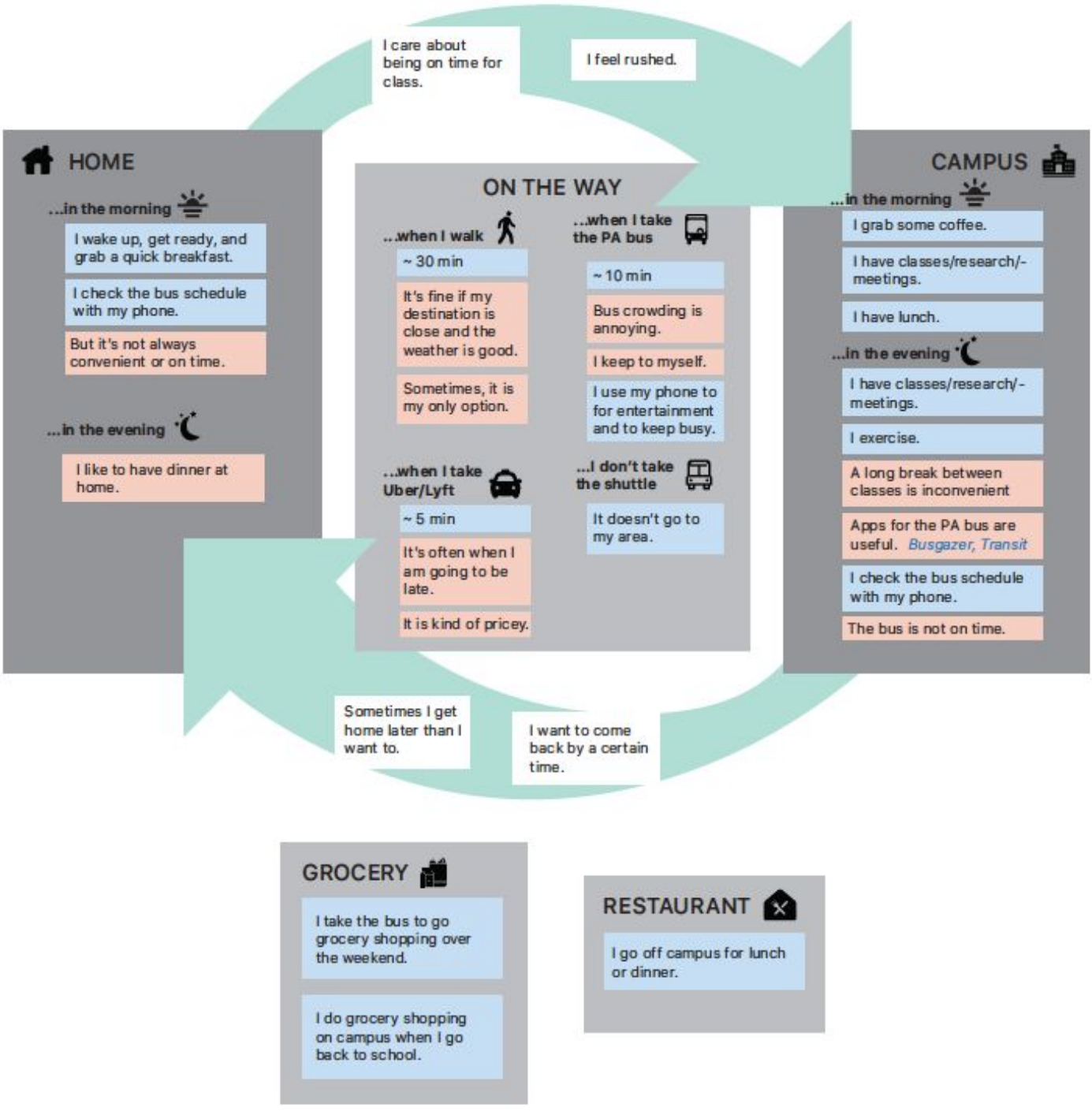
Affinity Diagrams



Consolidated Sequence Model



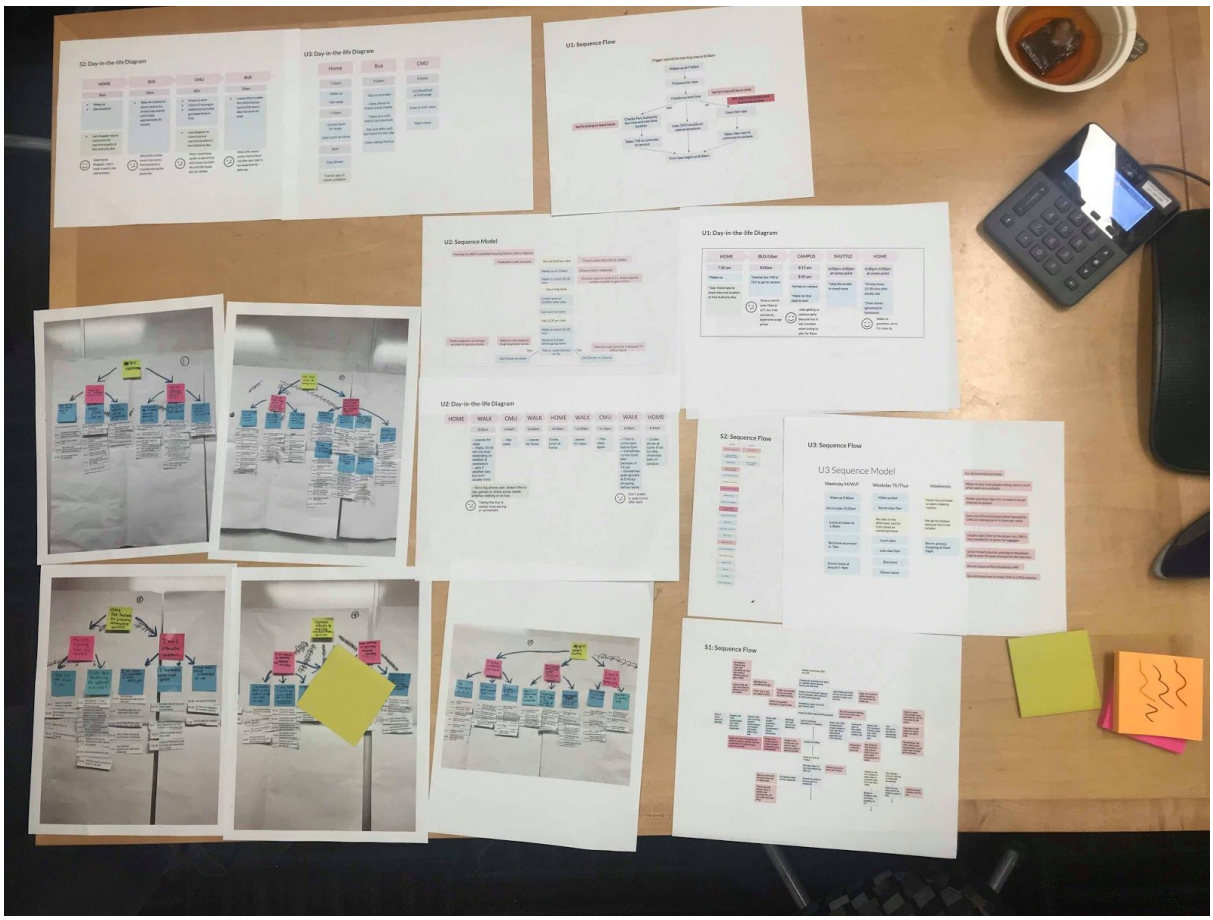
Consolidated Day-in-Life Model



Report

Preliminary Brainstorming:

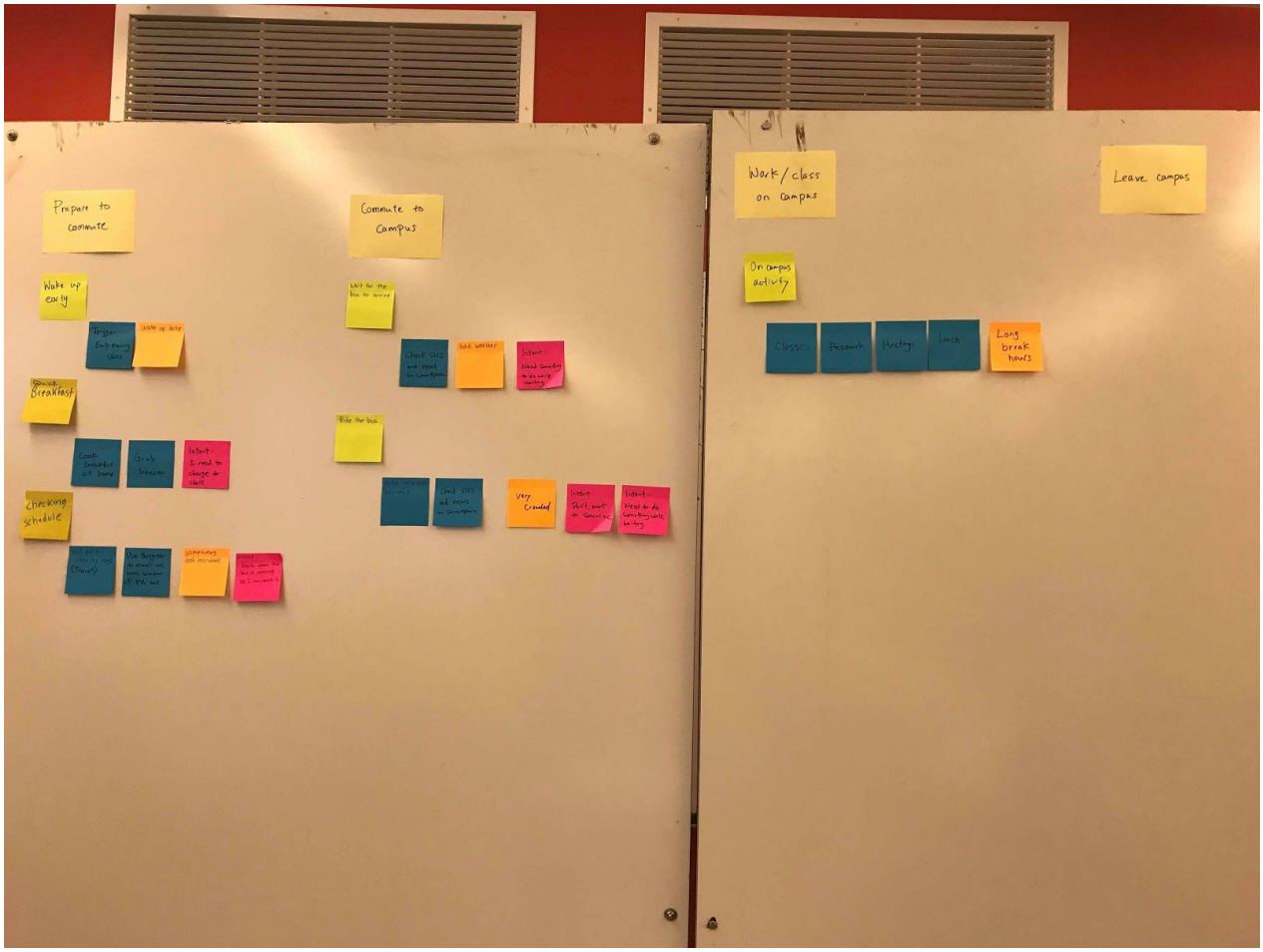
We started the consolidation process by reviewing all the previous diagrams. We found out that each user has a unique routine for transportation to/from campus and throughout the day. For instance, one graduate student is not hesitant about walking to campus, although she lives 30 minutes away, while another user who works for CMU drives everyday from North Side. This made it harder for us to consolidate the patterns. To structure the process, we first consolidated the common patterns and then figured out the ways to fit the outliers, such as weekend activities and driving to campus, into the process.



Previous diagrams lined-up on a table

The Sequence Model:

We came up with a tentative path that was followed by all users: Waking up and getting ready, using some sort of transportation to get to school/work, doing activities while on campus, and then commuting home. Throughout the process, some sort of technology was used to commute to/from campus. We then made a sequence for each path focusing on PA bus transportation since all of our interviewees take advantage of it. As we added breakdowns, naturally, the alternative solutions fit into the diagram. Something interesting we found from the sequence model was that although several alternative transportation routes existed, using the PA bus was most common. Additionally, one of the users actually used the bus to go back and forth during the day to her home. Since there wasn't enough evidence to support this as an occurrence, we omitted this as part of our consolidated model, since it was one user's experience. We learned from this process that the interview should be conducted to thoroughly cover the entire sequence. We had several interviews with no information about going back home, which would have been useful in order to compare to other users. Additionally, in the future we would want to ask all the questions in a more precise manner and take more focused notes. A lot of our notes were unfinished and did not have complete thoughts from the user, which directly affected the continuity of our assignments 3 and 4.

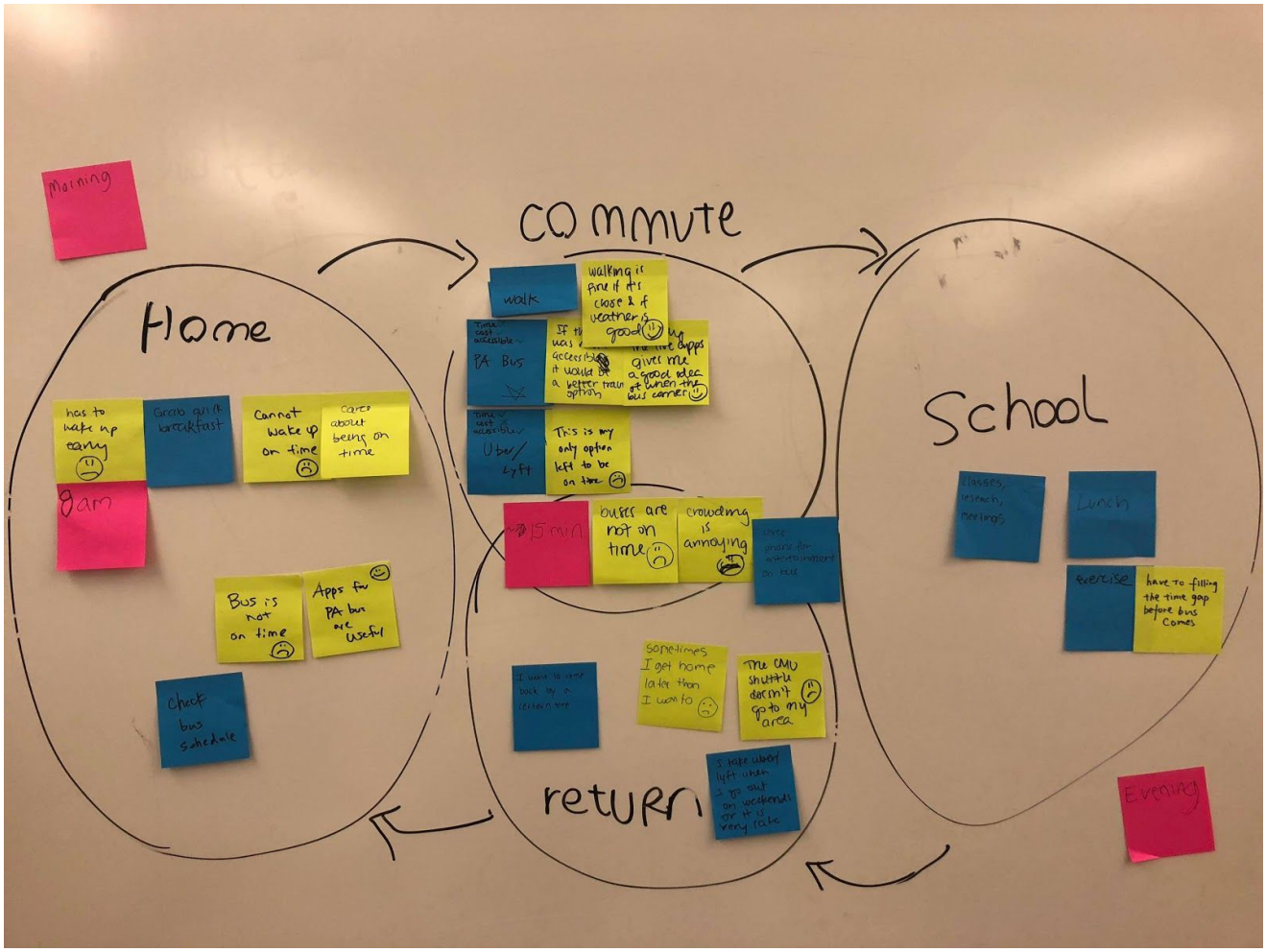


Initial sequence model consolidation

For the Day in the Life Model:

Our previous diagrams were split by the user's location in a sequential order, but this led to redundant notes and symbols. We came up with a simpler approach by setting up 3 columns for location (home, between home and campus, and campus), and the transportation details in between home and campus. We thought of merging grocery and restaurant/food into the transportation details, but since they uniquely tell stories about the outside of home/campus timeline, we decided to give them each their own location categorized as between-home-campus. Furthermore, we focused on incorporating the user's feelings since this provides important insights that cannot be extracted from the sequence model. Something we realized is a lot of the storytelling for a typical student occurs either in the morning or evening as you're going to school and getting back home. This led to the insight that the typical student life is fairly monotone and similar since there are limited cheap transportation options and many students run on the same, typical schedule of homework, classes, sleeping, studying, and eating. We learned from this process that having the right structure of thinking at the beginning is key for productive discussion. During the process, we started mixing locations, times, actions, feelings, etc. which led to confusion. So, having a simplified matrix of the

commonalities between each user was highly important to create a focused and consolidated day in the life model.



Initial day-in-life model consolidation