

# critique 1

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Reading 1 (10 minutes)

Group introduction (15 minutes)

Class activity #2 (30 minutes)

Break (5 minutes)

Lecture 1.3 (30 minutes)

Homework 2 (10 minutes)

reading 1 (10 minutes)

Who is this Buxton guy?

What does Buxton think design is?

Do you agree with him?

He believes that **design is a choice**, and there are two places where there is room for creativity. 1, the creativity that is brought to enumerating meaningfully distinct options from which to choose, and 2, the creativity that is brought to defining the criteria, or heuristics, which shapes the choice that is made.

An important part of a design is that ideas come and go, not all ideas survive. More get tossed out than kept. The most important question is "Do I want this rather than that, and why?"

**'Compromise'** affects 'choice' because it plays a huge role in the definition of criteria. Designers are bound by the needs and demands of stakeholders in the project such as engineers, marketers, and businesspeople.

Design also is a **product that works in the wild**. In a sense it means that the product is usable and works in the context of the real work. That there is a case in the real (wild) world that product is usable and doesn't falter. No matter how pretty, high tech or cutting edge the product might be, a failure to solve the problem that people are trying to solve isn't indicative of good design.

**Design is not a straight path.** “It is a funnel that is narrower at the end than at the beginning. What that implies is that no matter how many great ideas get tossed into the hopper, in one sense, there is less at the end than at the beginning.” Design is a process where you’re required to make and eliminate decisions and choices.

15 minutes: introduce yourselves, swap schedules, find a weekly meeting, elect a manager to keep you on track



# I've created teams on Canvas

you can use your group page to share documents, make a wiki, contact each other, have discussions, etc.

The screenshot shows the Canvas LMS interface for course INFO 360 A. The top navigation bar includes 'Courses', 'Assignments', 'Grades', and 'Calendar'. The user is logged in as ANDREW J KO. The main content area is titled 'Project Groups' and shows 27 groups. Three groups are visible: Team A (2 students), Team B (3 students), and an Unassigned group (1 student). The Unassigned group has a link to 'randomly assign students'. A sidebar on the right lists 'Group Pages' for each team from Team A to Team N.

Canvas

ANDREW J KO | Inbox | Settings | Logout

Courses ▾ | Assignments ▾ | Grades | Calendar

INFO 360 A > People > Groups

**Project Groups** 27 Groups [drag students to assign to groups](#) [Expand All](#) | [Collapse All](#)

**Team A** 2 students

WAI, JONATHAN EDWIN  
INFO 360 A

ZITTER, ANDREW PHILIP  
INFO 360 A

**Unassigned** 1 student

[randomly assign students](#)

OPINCARNE, DAVID MICHAEL  
INFO 360 F

**Team B** 3 students

RETZLAFF, ASHLEY JADE  
INFO 360 A

STEBBINS, CODY MICHAEL  
INFO 360 A

Valentin, Carlo Angelo Matute  
INFO 360 A

**Group Pages**

**Project Groups**

- Team A
- Team B
- Team C
- Team D
- Team E
- Team F
- Team G
- Team H
- Team I
- Team J
- Team K
- Team L
- Team LetterAfterZ
- Team M
- Team N

# activity (30 min)

choose one design **problem** (not solution) as a team

it should be something everyone is excited about doing

once you've agreed on it, refine it until time is up:

- define **every word** in detail

- describe the **consequence** of the problem

- describe the **causes** of the problem

get feedback from the TA or myself on whether your problem is interesting, tractable, etc.

have **ONE** person post the problem in CANVAS

**lecture (30 min)**

**how do you learn about  
your users' problems?**

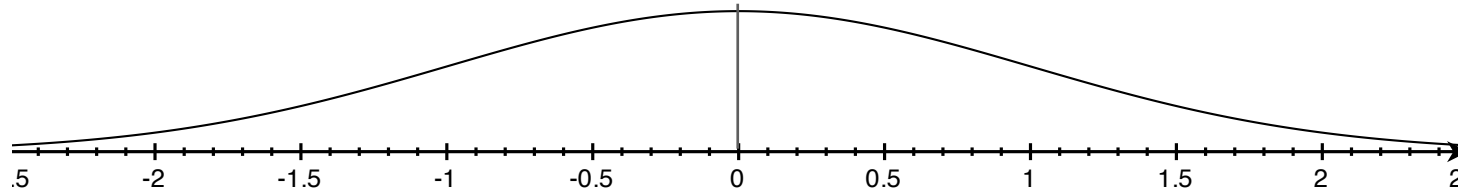
all you have to do is figure out what  
the average user needs, right?

**WRONG.**

# there is no average user

an **average** implies a single dimension

average height, average salary, average age



but people are multidimensional

people have different needs, priorities, desires, constraints, motivations, fears, goals, etc.

**the people you're  
designing for are  
not like you**

say it with me...

**“The user is not like me!”**

(this is your new mantra)

# how do you learn about the ways in which your intended users differ?

there are an infinite number of ways!

today, we'll talk about **two**

**ask** them about their problems (e.g., an **interview**)

**observe** their problems (e.g., a **contextual inquiry**)

# interviews

a qualitative method involving questions and answers

interviews can vary in...

**formality.** Are questions prepared in advance or is it a conversation?

**structure.** Are all questions asked in the same order or can the interviewer skip around?

**responses.** Do interviewees choose from a set of fixed responses or are the answers open-ended?

let's try a **informal, open-ended** interview

no prepared questions

welcome informant, thank them for helping, explain the purpose of the interview

(nothing prepared in advance)



let's try a **semi-structured** interview

prepared questions, optional followup questions

welcome informant, thank them for helping, explain the purpose of the interview

Q: It's flu season. Can you tell me how you or if you prepare for this time.

let's try a **formal, fixed-response** interview

prepared questions, optional followup questions

welcome informant, thank them for helping, explain the purpose of the interview

Q: It's flu season. Can you tell me how you or if you prepare for this time.

Q: do you go and get a seasonal flu shot?

Q: what do you do when you get the flu?

each kind of interview has benefits

the more **formal** the interview, the easier it is to guarantee you learn specific things

the harder it is to learn about unanticipated topics

the more **structured** the questions, the easier it is to combine responses

the harder it is to ask questions that come to your mind during the interview

the more **fixed** the responses, the easier it is to compare the responses

the harder it is to learn unanticipated answers

# good questions

ask about specific, concrete things your informant will know about

are **not leading**, suggesting a desired answer

“is there any part of bus riding you actually enjoy?”  
vs. “tell me about your experiences on buses”

are **not loaded**, containing implicit assumptions

“have you stopped riding the bus?” assumes that a person rides the bus

avoid **double negatives**

“are you not dissatisfied with your transit options?”

good interviewers

**listen**, *then* ask followup questions

The interviewee should talk way more than the interviewer

make an informant comfortable

establish rapport with an informant, earning their trust  
perhaps by starting with informal conversation first

good interviewers

One trick in interviews is to start with:

**“Can you tell me about \_\_\_\_\_”**

and always follow up with:

**“Can you tell me more about \_\_\_\_\_?”**

# interviews have tradeoffs

they require informants to **recall** experiences and memory is **fallible**

because they are out of context, you only learn about design opportunities that a person can remember

they can be done anytime, anywhere, and even over the phone or e-mail

# contextual inquiry (CI)

in contrast to interviews, CIs are done “in situ,” when a real problem is actually happening

one way of gaining insights about user needs, tasks, conventions and preferences

*“go where the customer works, observe the customer as he or she works, and talk to the customer about the work. Do that, and you can’t help but gain a better understanding of your customer.”*



Karen Beyer,  
inventor of CI



OK/CANCEL

PRESENTS

# Odd places for contextual inquiries

OK/Cancel

SCUBA

\*BUBBLE\*  
\*BUBBLE\*  
\*BUBBLE\*



AT A CHESS TOURNAMENT

SO WHAT ARE YOU DOING  
THERE? CAN YOU EXPLAIN  
YOUR THOUGHT PROCESS  
BEHIND THAT LAST MOVE?



AT A PUB

UM, ALRIGHT ... SO WHAT  
DRINKS DO YOU NORMALLY  
CONSUME AND HOW OFTEN?

ARE YOU BUYING?



www.ok-cancel.com 03:03:06

Odd Places for Contextual Inquiries : copyright 2006 tom chi and kevin cheng -

<http://www.ok-cancel.com>

a example contextual inquiry thanks to NozPortfolio on YouTube

[http://smartplayer.captionsync.com/play.php?  
vid=1451503090jondm\\_b7461188ecb9](http://smartplayer.captionsync.com/play.php?vid=1451503090jondm_b7461188ecb9)

# principles of CI

## in context

performed in the participants' setting, not yours

## partnership

investigator is a humble observer, participant is the knowledgeable informant

## interpretation

raw facts are not useful until you interpret them

## focus

you can't focus on every detail; need a focus to filter out irrelevant details

based on master/apprentice learning

you are the “apprentice”

unafraid to ask questions

eager to learn

admire the master and their skills

aspire to see the world from their eyes

the participant is the “master”

they teach you

# preparing for observations

don't prepare questions in advance

prepare a **focus** in advance

what aspect of the work are you trying to learn about?

a concrete statement about what you want to accomplish with your design

rely on an apprentice mindset to ask questions that make sense in the situation

# find informants

where do your potential users work?

if you're designing something that people are **not yet using**, where are they using similar technologies in **similar** contexts?

don't be afraid to venture into the world and find these places

most are not that easy to gain access to

# contextual inquiries have tradeoffs

they **must** be done in a real context, not an artificial one, to be valid, and real contexts can be difficult to find and observe

they are more time-consuming than interviews; you don't control when they begin and end

because they involve direct observation and are in context, they are far more **valid** than interviews that ask users to recall their experiences with a design

direct observation can more easily inspire design ideas (as we'll talk about next week, ideas come from the details of the world, not the generalities)

how do you decide between interviews and observations?

how much time do you have?

how much do you need to trust your data?

how much do you already know about a problem?

can you observe a context in which people might be experiencing a problem?



who do you interview or observe?

who are your intended users?

find people that you think might experience the problem you're focused on

the people you interview or observe might not experience the problem you're designing for

this might be because they're not part of your target population

it might also be because your problem simply doesn't happen in real life

# the gist

interviews are good for general patterns based on informants knowledge and memories

contextual inquiries are good for specific details about informants' lives, observed in context

choose based on what kind of knowledge you need about a design problem

## questions?

# homework 2

**individually** perform semi-structured interviews or a contextual inquiry with **2** of your classmates (resulting in 2 x # of teammates interviews)

participate in **2** semi-structured interviews

report due in 1 week online

please use the **template** in Canvas

you're required to bring a printout to class next week

# Interview or Contextual Inquiry

If you do an interview, write your interview questions that you'll use before you interview your classmates.

If you choose to do a contextual inquiry, write your focus before you observe your informants.

you have the rest of class to

- recruit 2 classmates for your interview

- find a time to perform the interview

- continue to refine your design problem with your team

- brainstorm questions for your interviews

you can sign out when you're ready