

# critique 2 — interviews

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# Plan for today

Reading 2 (10 minutes)

Reading presentation (10 minutes)

Homework 2 checkin (10 minutes)

Administrative stuff (2 minutes)

Critique activity 2 (60 minutes)

# reading 2 — Contextual Inquiry

chapters 2 and 3 of Beyer and Holtzblatt's  
Contextual Design

what do they mean by the master/  
apprentice model?

how does it help elicit user needs?

reading 2 presentations on empathy and design

# homework 2 submission

Take 10 minutes to have your classmates read over your Contextual Inquiry or Interview report. Have them comment on it and sign the sheet.

If you wrote a report on someone outside the class, please use this time to prep your homework submission (finalize draft, make sure they have commented on your report)

January 18 - No class or lab (nothing due)

January 20 - Homework 3 and Reading 3

# homework 3 due 1/21

≥ 40 unique ideas.

at least 20 should be existing solutions in the world each with a caption that describes what the solution does to address the problem

 How do you present the information about the bill? People don't read it.	 Voice only describing content of bill.	 Write annotations, with highlighted online discussions about bill.	 Billboards showing most crucial impact.
 Presentations about impact of bill.	 Hundreds of papers on thousands then ask to they can relate to their own lives.	 Whole view to explain bill to help individuals associate impact with text.	 Personal testimonials to stories of impacted individuals.
 Inputs effects outputs and series of operations for when user gets a specific outcome and it's not demonstrated.	 Justifying policies about the bill.	 What would you want to see that might make you understand?	 Cause effect diagram.
 Collect all of the things someone might miss the larger term words help understand complexity.	 Strategy for address complexity in bill, needs defined at a lower secondary level.	 People should look at charts, graphs, etc. in addition to text.	 Movie presentation of impact of the bill.
 Send out notices about information in bill.	 Hold an awareness event to inform people.	 Videos.	 Present via websites in different languages.

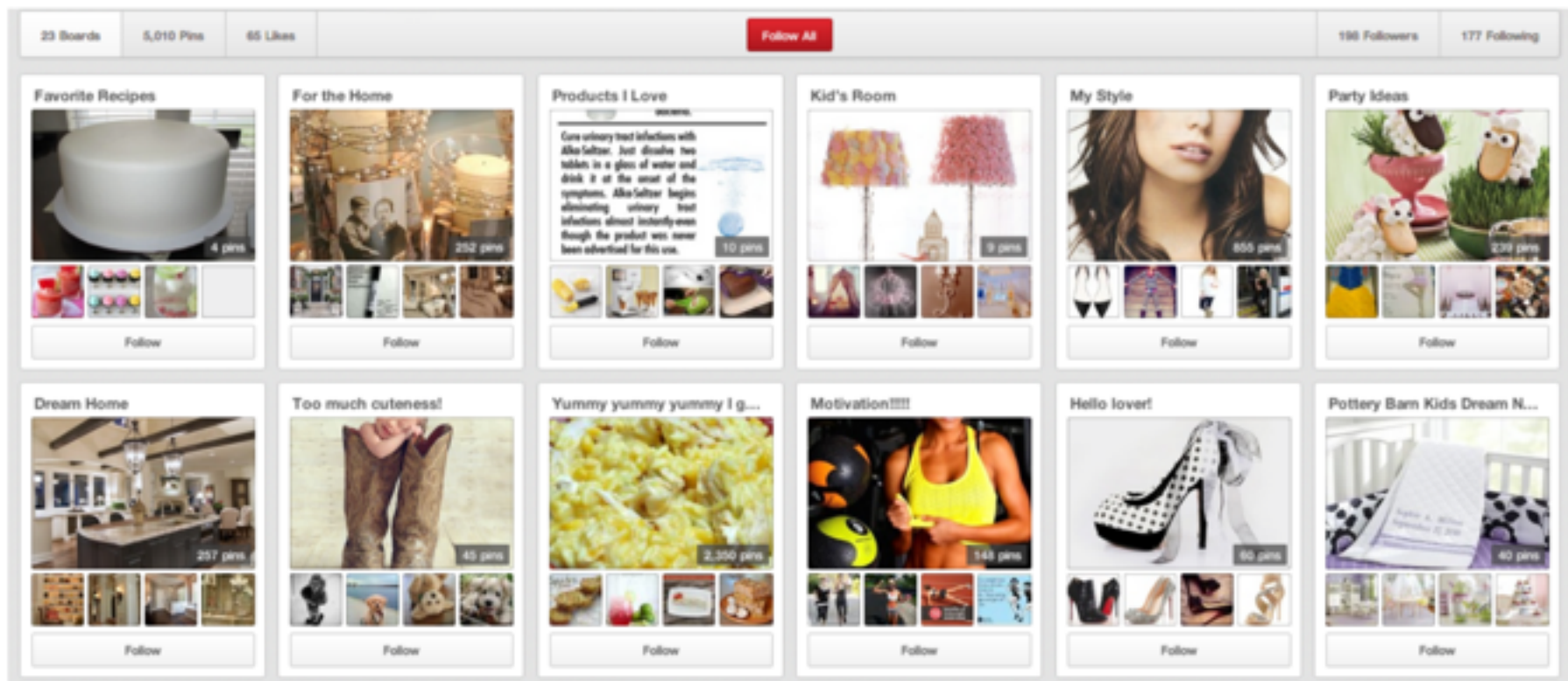
design question: How can we help middle-aged (26-60) citizens with reading levels?

 Simplified content and design using diagrams and icons.	 Simplified content and design using icons and text.	 Simplified content and design using icons and text.	 Present impact in a two-level.
 Attention programs regarding impact of bill.	 Personal stories for the bill.	 How relevant to discuss impact of healthcare bill.	 Simplify bill information into a story.
 Just that out of context of the bill.	 Offer navigation about impact of bill information.	 Online picture diagrams about various items with changes.	 Online videos (see above).
 The testimonials of others' opinions on impact of bill.	 The information, analyzing positive language to show the impact of the bill.	 Follow free to find with each individual person.	 Simplify bill information on sites.
 Use social to present impact of bill and explain how people love to make health insurance.	 Publish newspaper as illustrative edition with information about bill.	 Provide e-books online about bill.	 Daily discussions on radio stations about bill. (radio broadcasting).

design question: How can we help 5th grade understand the impact of the health reform bill on their own lives?

# Reading 3 due 1/20

**Ideation:** What is everyday ideation? How people use Pinterest to get ideas about design.



**Figure 1.** A selection of P9's 23 boards she uses to ideate and Keep Found Things Found. She says, *I do a lot, like, for the home: renovating or decorating ideas, I have kid's room stuff for my daughter, I have a lot of fashion, hair and beauty for myself, party ideas for little parties for my daughter ... my dream home ... food, ... exercise, one just for shoes, ... travel ... and parenting tips. ... This is where all of my ideas are. I don't have them anywhere else at all.*



## Critique activity 2 — devise a plan with your team (60 minutes)

discuss your observation/interview data

### **agree on a problem**

as you ideate as a team, will you all look for the same kinds of existing solutions, or can you avoid looking in the same places in order to cover more ground?

remember, you don't need to evaluate these ideas; the only thing that matters this week is quantity

Critique activity 2 — devise a plan with your team (60 minutes)

Does your evidence **conflict**?

Is it **consistent**?

During this time, converge towards a single design problem that came out of your evidence.

## Critique activity 2 — devise a plan with your team (60 minutes)

Produce a written statement of the design problem with the following:

What is the **overall** problem?

What **specific** part of the problem will your team address?

**Who** does the problem affect? (be specific)

What are **causes** of the problem?

What are the **consequences** of the problem?

## Critique activity 2 — devise a plan with your team (60 minutes)

Produce a written statement of the design problem with the following:

What are your **participants** saying about the problem? What is common? What is divergent?

How will your team use the **40 ideas** to complement each others' efforts? Will you all look for the same kinds of existing solutions, or can you avoid looking in the same places in order to cover more ground?