

Week 6

Notes on journey frameworks (lab & lec)

According to the TA, we need to construct 2 journey frameworks. She put some examples in her slides, this is what I got from the lecture/lab.

- A JF Provides a sequence of events and the thoughts/reactions of 3 parties to these events.
- The 3 Parties are:
 1. The persona being targeted
 2. Any secondary parties affected by the scenario
 3. The design team (you)
- For each event, and each party, provide:
 1. What that person is thinking at that time
 2. What they want
 3. What they do
 4. Other details that come to mind
- The journey framework generally takes the form of a narrative with the following structure. This narrative should not be explicitly stated, but may be used to structure the framework.
 1. Introduction
 - Establish the setting (time, place & context)
 - Establish the goals for each party
 2. The Obstacle
 - Introduce a problem that prevents the goal
 - Take this from the informances designed last week
 3. Design Intervention
 - How do you prevent the problem, lessen its consequences or turn them to advantages?
 4. Resolution
 - The afterglow. What happens after the intervention is over?
 - Success, no success, compromise

Journey Frameworks

Demograpfics: 14-40

Scenarios.

Theme: Activity. (get to know people better through sharing).

SUE's PROBLEM: Sharing personal matters.

Intro: goal/setting/action: Sue attends Youth Group meeting she wants to share a problem with out overthrowing the "vibe" of the Youth Group.

Obstacle:

Setting: the Youth group makes her uncomfortable sharing the problem with the whole group. she assumes its best to share it 1 on 1.

Sue's mindset: she thinks/feels insecure.

Intervention: "Speak to me bottle". The group members have an opportunity to write their problems on a card/piece of paper and drop it into the bottle. Rob then takes the bottle around having each member of the group draw one piece of the paper from the bottle to share. This detaches the individual from the problem he or she shared, therefor remains anonymous.

Resolution: based on our understanding of Youth Group meetings, the “Speak to me bottle” activity has made Sue feel more comfortable and secure about sharing her problems within the group without making it personal.

FRAMEWORK:

Intro goal/objective: Sue attends the Youth Group meeting.

Sue's view: Attending my Youth Group meetings are enjoyable. I look forward to them because it allows me to keep a stable social life with people that share similar interests and my faith, considering how busy my schedule is outside of church.

Group's view: The Youth Group was created in order for them to become more sociable, and interact with people that share a social space, which is their church, and also connect with people that share the same perspective in their faith. They discuss different ideas through bible study, worship practices, creating events for fundraising and even have movies nights.

Designer's view: A social and interactive installment.

Sue wants to share her situation(something she is going through) with in her life, specifically her job/ career future and the paths that its taking.

Sue's view: I feel as though if I share my thoughts about changing the paths in my career are a vital decision I have to make. I trust my friends at church, especially in the Youth Group, and want to ask them for advice --- but will my personal conflicts take over how our meetings flow? Maybe I should consider seeing a career advisor who maybe able to help me, or a therapeutic session with a psychologist to help lay out all possibilities.

Group's view: The Youth Group always respects anybody's perspective and opinions, however if they don't feel comfortable sharing something, than there is no pressure. The Youth Group is created also for being able to rely on others for support and advice.

Designer's view: Sue seems troubled and is contemplating of whether she feels comfortable sharing her personal problems with her Youth Group. She trusts them enough to be there for her and give her vital advice. What can be provided for Sue to feel comfortable sharing her questions and decision-making ideas, without feeling insecure or overwhelmed, and also for the group to participate in this activity without feeling that Sue has all the attention in their meeting? What kind of system can include the social group as a whole, and help them interact their own questions they need others opinions and advice on?

Obstacle: The setting of the Youth Group is making Sue uncomfortable to share her personal matters.

Sue's view: I believe I can share my personal life with my friends here in the Youth Group, but I'm not sure how comfortable I feel with them knowing that it is me that needs advice. I feel a little embarrassed.

Group's view: The group does not realize that Sue feels a little down today, and that she wants to share her problems, so that she can talk to someone. Maybe there are other members that feel the same way?

Designer's view: How can a design intervention help Sue and other individuals in the Youth Group to feel more open about sharing ideas and thoughts. Maybe also sharing a special quote they remembered or even a new idea for an event. Considering there is a difference in age, some individuals may feel a little intimidated by the older members. How does the design allow younger individuals feel more anonymous, but still a part of the group?

Intervention: Sue writes her problem on a piece of paper and drops it into the “Speak to me bottle”.

Sue's view: This activity was a great idea. I don't have to feel so embarrassed asking the group about my problem verbally because it's now an anonymous activity, and we can each give our opinions about each others written blurbs. Then maybe after I feel more comfortable or am ready to share it with the group members in my personal time, I would be thankful because of the Speak to me Bottle. It made me become a stronger person.

Group's view: The Youth Group seems excited about using a new activity to motivate them to share their ideas and questions, and things they might have encountered or seen outside of church. The social interactivity between the group members will be heightened and raised to a new level of being comfortable with one another and thus, building a stronger bond between the group members.

Designer's view: The Speak to Bottle is developed for people like Sue and any other individuals who wish to share a personal problem or question without feeling embarrassed, or feel as though their over throwing the group meetings. The idea of being an unknown identity as to who has written on each paper, allows the activity to be of an enjoyable experience.

Opt1: During the meeting Sue's piece of paper gets pulled and the problem gets discussed in the group for possible solutions.

Sue's view: My problem was actually brought up, and I feel confident in my group members to give their opinions.

Group's view: Rob pulls out a paper describing a problem about career paths, and gives his honest opinion about his own changes and obstacles that occurred when he was trying a stable job. A younger member of the group voiced another question based on the same idea, explaining that she doesn't even know what she wants to do in her future. Each member was able to express their idea of what they want to do in their future, if they could anything they want.

Designer's view: The Speak to Bottle is used to encourage discussion, and also used to motivate individuals to share ideas and opinions without feeling rejected. Successfully, the bottle created a social interaction through an initiated problem, and sparked other members to share their own opinions and personal thoughts.

Opt2: Sue manages to pull her own paper and asks for help “solving” this situation.

Sue's view: I actually managed to pull out my own paper. Thank God it was an anonymous activity, because when I shared it, I didn't feel the feeling of being scared or insecure, I felt as though I was just sharing somebody else's scenario.

Group's view: The bottle is passed around and each member picks out a paper to share with the group. Sue is next and picks out a piece of paper. The group listens to Sue sharing somebody's scenario on a piece of paper she pulls out.

Designer's view: Although Sue picks out her own piece of paper she put into the Speak to Me Bottle, it is an anonymous activity, and allows her to feel a little more secure and gains confidence in speaking out loud when she manages to pull her own out and share the written blurb.

Resolution: Based on the feedback Sue receives from the anonymous discussion of her problem she can see a light at the end of the tunnel... she is able to find some comfort knowing her situation is not a lethal one.

Sue's view: I have taken all the opinions and questions that were said into consideration. I am so glad it

turned into a group discussion, and we were able to discuss an anonymous scenario without having to put all the attention on me.

Group's view: The Youth Group's energy level in terms of interactivity has stepped up a level, and the Speak to me Bottle allowed them to get to know each other more, based on their opinion and questions they raised from each written blurb which was shared.

Designer's view: The Speak to Me Bottle gave the group motivation in a social activity, and has also been successful in making the group feel more confident with other members of the group. It also successfully, encouraged members to be able to share other questions they might come up with during their time outside of church, if they feel like they need advice.

ROB's PROBLEM: Youth Group Absentees

Intro: Leading the Youth Group, Rob wants to make sure those who miss the meeting are kept in the loop and updated.

Goal: Update Youth Group meeting absentees on the missed stuff

Setting: Youth Group Meeting/Church

Action: provide updates of the meeting.

Obstacle: time constraint / requirement for updating (how much time Rob can/want to put into this goal), level of commitment.

Intervention: Virtual bulletin board / news feed (on the screen). The "House" poster (from the probe package) had influenced the creation of this design. The poster taught us of the group dynamics in a social group. Our intervention is designed so an individual can be still updated on the things that had happened during their absence and be integrated in the community.

Resolution: The next time Sue and others who had missed previous meeting are able to check news feed that was updated by Rob after the previous meeting and learn things they missed.

FRAMEWORK:

Intro/goal: Rob leads Youth Group meeting.

Rob's view: Taking on a leader role at the Youth Group makes me feel more ambitious as opposed to the job I currently have. Being a leader allows me to understand my strengths and weaknesses. By understanding my flaws, I will be able to change and become a better leader; therefore, be a more effective leader in the Youth Group.

Group's view: The Youth Group was created in order for them to become more sociable, and interact with people that share a social space, which is their church, and also connect with people that share the same perspective in their faith. They discuss different ideas through bible study, worship practices, creating events for fundraising and even have movies nights.

Designer's view: Because of the group members' lives and schedules outside the group, it is common and understandable that some members may not be able to attend all meetings. Like Sue, some if not all members value what is discussed during the weekly meetings. One may even feel disappointed in oneself for being absent. The design has to allow the absentees to not feel left out because of conditions

one cannot control. This design medium should also require minimal time to maintain and update for Rob, or any other leader because of their schedules outside the group.

Rob wants to keep everyone updated even when they miss a meeting.

Rob's view: Some times the things we discuss at the meetings are quite important and might be of help for all members. I do not want the absent group members to miss out on this vital information or topic we discussed today. How can I inform the absentees what they missed without spamming their e-mails, facebook wall, or cellphone with countless pages of text messages? I have to wake up early for work the next day so time required to update also plays a key factor.

Group's view: Rob works hard to organize and keep the whole thing together. He arranges when fundraisers would be held and that all group members contribute to the group and community. He wants to make sure the communication within the group and its group members are present even if some members could not make it to the meeting because of other commitments. Group members feel the same way but are unsure how they can help Rob. Can each member take turns typing messages for the absentees? Or can one member volunteer to call the absent members and fill them with what they missed without making it feel like a task.

Designer's view: Design something that allows the coordinator (Rob) to keep recent updates without taking too much time out of his busy schedule. This is a non-profit position so it would be crucial to make this updating process enjoyable and completed effectively and efficiently.

Obstacle: It takes too much time to talk to each one person who had missed the meeting and let them know what they had missed.

Rob's view: When someone misses the meeting, Rob have to personally talk to them in the beginning of the next meeting to fill them in on what they had missed. That takes too much time and requires both Rob and the absentees to arrive earlier before the meeting.

Group's view: Although Rob is the leader of the group, it is not fair to have him update absentees all the time. He has a full-time job and an early shift. He is volunteering at the youth group too. If the group asks or has Rob updating absent members may be too overwhelming; he may start to hate coming to youth group meetings.

Designer's view: After each meeting, it is already late. It would not be fair to any of the group members to have to log on to their computer to send emails to absentees about what was missed. It takes precious time out of their already busy schedules (university student, full-time employees). Something that provides quick feeds about what was discussed in meetings should reduce the commitment level required from the group and Rob for updates.

Intervention: Rob posts notes from the meeting on the news feed and ask people to refer back to it for information about the last meeting.

Rob's view: The virtual bulletin board allows me to post updates effectively and efficiently. After the meeting, I want to go home and get to bed because I have to get up early next morning. The virtual bulletin is a quick interface. It allows me to quickly type out whatever it is I want and post it on the board with the touch screen interface. An on-screen keyboard is available on the wide 52" television. The wide canvas allows me to see the keys clearly.

Group's view: With the virtual bulletin board installed in the youth group meeting location, everyone will be able to contribute and help with updates. This will help lower Rob's responsibilities and enhances the group meeting. It enhances the group because this bulletin board encourages team collaboration. Maybe what one forgot, another remembers and adds it to the virtual bulletin. As they say, two brains (or multiple brains) is better than one.

Designer's view: An interactive virtual bulletin boards has multiple functions and purposes. It allows the group to achieve it's goal --- to update absent group members about what they missed. The leader, or other group members who were present for the meeting is given equal opportunity to update the bulletin. This encourages team work and collaboration within the group. It is a medium for the group members to assist other group members in a more subtle way. The bulletin board also helps the group members that were present for the group meeting because less time is required for them to update the absentees (sending emails and text messages).

Resolution: Rob is able to keep everyone in the loop of what is happening at each meeting, without being too intrusive. Even when people are absent, they can still come the next time and learn of things they need to know about the missed meeting.

Rob's view: With the virtual bulletin, Rob can post updates effectively and efficiently. It allows him to do so without spamming absentees with emails that may not be read by some. He also has more time to himself. He will not have to worry if a group member received or read up on his updates because now, all the updates are stored in the interactive virtual bulletin board that allows easy access to all group members.

Group's view: The group can now help with the updates equally. Rob won't be the only one who is updating. A short break may allow the group members to update the bulletin board because it is during meeting time. They would not have to take time out of their personal schedules to help update the absentees.

Designer's view: The bulletin board is now a collaborative and interactive design project. It creates and activity that allows the group members to help absent group members as well as present group members. Having just one person updating is unfair. It also requires a substantial amount of time for one person to type out the emails and ask if an absentee would like to receive updates. With the virtual bulletin, anyone who is interested to know what was missed can now easily access the bulletin when arriving to the meeting the week after.

1. **CHOOSE** two out of the three informances that you wish to explore
2. **EXPAND** the events. Break them down into sub events (i.e. Going to class after Kendo practice -> Finishing Kendo practice, packing up equipment, traveling to the bus, commuting on the bus, arriving at school, walking to the classroom, getting to the classroom)
3. **INCLUDE:** in each scenario list:
 - Introduction: state the goal or the objective, actors and setting (i.e. Playing a Yugioh game at the Yugioh club after school)
 - Obstacle: What is preventing the persona from achieving that goal/obstacle or making it hard, impossible, or unpleasant? (i.e. Being new to the game, disturbing gameplay because opponent has to explain rules)
 - Design Intervention: The integration of a design or system to alleviate the obstacle (i.e. interactive gameboard that explains the purpose of each card when placed on a special square. Lights that indicate if a card was a valid move, etc)
 - Resolution: The outcome in the end. Was the event prevented? (i.e. persona asked opponent less questions and the gameplay went faster)
4. **PORTRAY:** the persona, secondary parties, and the designer in each sub-event. Include their thought process and their actions/reactions. For the designer, include what the sub event and the persona/parties' reaction states about requirements for the system.

* Remember not to focus too much on the system's literal features. You are exploring how the inclusion of the system or design concept changes the situation.

BAD EXAMPLE:: "User goes on computer, logs on system, posts message, etc ..."

GOOD EXAMPLE:: "Jane uses system to inform other members of event. YOURS members see message and change schedule accordingly."

Good properties of scenarios

- vivid and detailed descriptions
- explorations and experimentation
- what-ifs and design interventions
- settings and context
- be ahead of technology

Deliverables

Introduction: (paragraph before the framework or as a blurb of text/voice-over before the scenario video): how was the scenario generated? what is it about? Any assumptions or claims before going into the story

Scenario The actual story showing rich dimensions and relationships in a context-specific setting, No limit on length of video or poster - as long as you need to portray the event properly.

End-referencing A one page document outlining data you used to create the scenarios (interviews, probes, census data, personal observations, etc)

- Drawing from our probe items, one of the most used and used creatively item was the Speak-To-Me-Bottle. One participant dropped tinfoil into the bottle while some placed inspirational quotes. It appears as though it was an item that would allow the participants to do as they please with it because it was not limiting them in anyway. They can share their most personal thoughts if they wanted to and would remain anonymous. This was one factor why we wanted to develop the Speak-To-Me-Bottle. In Sue's journey framework, she had an issue that she wanted to share with the group but was afraid that she would be overtaking the group dynamics. She did not want fellow group members to feel as though the group meeting is centered on her. By implementing the bottle to the framework, people like Sue would be able to share their thoughts with the group anonymously because all thoughts are placed in the bottle and drawn by group members. This detaches the problem itself from the specific group member itself. It would be different when hearing the problem shared from a different group member. This may provide greater insight into the problem for that person who actually wrote the issue because now, he or she is observing the problem instead of experiencing it him or herself. However, it can also make it feel more personal because it is possible for the individual to pick the issue oneself wrote. Then this would allow the person to share the problem without concern because everyone in the group is sharing, not just that one person; thus, making it a group activity and not centered on only one individual.
- After viewing the interview video, the group agreed that some members were quieter than others. A couple participants were eager to share their experiences while a couple were less persistent. Even though the quiet ones were not as excited to share their ideas, they surely did have opinions about the cultural probe. It would not have been fair to have their voice unheard. The bottle allows the participants and users to use express their ideas and opinions with the group while maintaining the desire to not be the verbal member but still have their ideas presented to the entire group.
- The cultural probe was used to measure the group member's individuality. However, a group probe item was also included to get a better understanding of the group dynamics in the youth group. The house poster made the designers understand that some group members are not

present at all meetings for other commitments. Some felt bad for being absent because they missed that week's opportunity to share and just be around the close-knit group. From the poster, only one team member was able to draw herself on the poster. The other three were absent from that week's (the week the probes were deployed) gathering. A participant mentioned that when another member was not able to attend a meeting, the absentee would call the participant asking for updates and what was missed. However, if there was a new member the group, one may not be as eager to call a group member and ask what one had missed because of the unfamiliarity one has for the group members. With the virtual bulletin board, the entire group is given equal opportunity to contribute in the group meeting updates. The bulletin board reduces the time commitment required of an individual because one is no longer asked to be the only one updating the absentees (either via email, text messages or even social networking sites). With the proposed idea, the group now helps each other as well as oneself because of the effectiveness and efficiency of the virtual bulletin board.

- Participants also mentioned in the interview videos how they preferred some digital items (iPods, digital cameras). With the stage technology is at, it is understandable why they would suggest the ideas that they did. Almost everyone has a cellphone or a smartphone now. With the virtual bulletin board, it adds to the participants' desire of technology, digitally based items. The touch-screen interface increases the interactivity of the group --- not only with technology but also within the group.