# Week 9

## Midterm Portfolio:

Create a website that represents your project to date. Make it concise, professional, and presentable.
- Include all the assignments: Cultural Probe/ Interviews, Personas, Informances, Scenarios
- Include any supporting documents that highlight your process (post its, storyboards, sketches.
- Reflect on each assignment, stating what went well and what you would change (1-2 paragraphs)
  ○
- Include a final section entitled Rationale stating which scenario you decide to pursue for your prototype and how the previous assignments helped you make that decision. (1-2 paragraphs)
  ○ We will be pursuing Sue's scenario and informance for our prototype. We will be adapting our original cultural probe item, the "Speak-to-Me-Bottle" for our design prototype. The initial purpose of the cultural probe item was for each individual to write an affirmation, a quote they enjoyed or any sort of message they feel they needed to share, and put it into the bottle, labelled "Speak to Me". Each of the participants in our social group used the bottle in their own way.Sue's informance is about her feeling self-conscious about sharing a personal problem during a group meeting, allowed us to understand Sue's character and what she is going through in life and the youth group. Similarly, we would like to create a design which allowed individuals of the church youth group to feel comfortable sharing ideas and engage them in the process of sharing ideas by making the experience more interactive and enjoyable, and not an experience where they feel intimidated by what group members will say or judge them. The scenario assignment helped us brainstorm several design ideas such as a Virtual Bulletin Board, a re-developed Speak-to-Me-Bottle, a Digital Whiteboard, and a Message in a Bottle prototype idea --- all of which we can further explore, develop and ideate. Each of these ideas can help Sue in her scenario in feeling insecure when sharing thoughts and ideas with her Youth group.
- You will be presenting these in lecture (1 min) and lab (10 minutes). Prepare accordingly.

## Website url

http://team55378008.blogspot.com/

## Preliminary Sketches:

Submit pictures documenting your initial brainstorming / paper prototype ideas.

# Reflections:

Week 3 : Cultural Probes.
This week, we found an interesting group of people, of diverse ages and social standing united under the Christian Church. Through careful consideration of the course material and readings provided for this week, most notably B. Gaver's "Cultural Probes", we put together our own Cultural Probes package that reflected our intent to learn more about each individual member of the youth group as well as the group dynamics. We brainstormed a list of possible items to include in the probe. It went well because we were able to justify all the items. At the end, we went through a process of elimination to determine which items would be best for our cultural probe package. If we had more time to complete this week's task, we would like to change some of the items in our package so that we would get a wider range of responses covering various areas regarding their individuality.

Week 4 : Probe Findings.
After having our probes packages returned to us by the participants, we concluded the general themes that stood out were Inspirations, Reflections on Life, Preserving Identity in a Social Group, Living an Organized Life and starting a New Chapter in Life. We were also able to note general traits such as Creativity and Individuality.

Some of the information we received was predictable, but at the same time some of the items in the package were used differently thus showing us the participants creativity, which also provided us with additional information. From the group interviews, participants suggested the use of digital items such as digital cameras and iPods. A group member managed to break the disposable camera. Another group member suggested iPods as incentives. If we were able to redeploy the items, we may take their suggestions into consideration but digital devices such as those may be hard to come by, especially with a strict budget.

Week 5 : Personas.
After the analysis of our findings from cultural probes was completed, we developed two unique personas. Sue Jacobs is a 24 years old SFU graduate with a degree in Education, who is working as a teacher on call in Richmond. She is striving to get a full time position at work, although she feels a bit insecure about her future. Robert Brauer is a 26 years old UBC Okanagon graduate with a degree in Engeineering. He works full time at the Golf and Country Club in Richmond as a part of the grounds crew. He is a bit introverted and thought of as a serious person with a silly side that he lets out only in the company of friends. He is striving to advance in his job in hopes that the increased income will solve most of his problems.
Both, Sue and Robert are involved in the Youth Church Group.

The purpose of creating these two fictional personas is to represent the main audience for future designs and prototypes. The personas also helped us to think like our users because of the role-playing sessions we had in lab. We were able to "be in their shoes" and not SIAT students. The role-playing session, although useful could have been better. At times, it was difficult to hear over peers in the tutorial because the volume was too loud. It also disorganized because some personas met the same persona on multiple occasions. All opposite personas also commented on the lighting of Sue's image. We would adjust the brightness of the image for future projects if her picture was to be displayed so it would be easier for classmates to put a face to Sue's name.

Week 6 : Informances.

Creating detailed informances allowed us to place our personas in actual real life situations to help us better understand and analysis their problems. We were also able to explore possible problems or issues that may arise in the social group. For example, members unable to attend a meeting, and updating the absent members what was missed. The informances allowed us to start brainstorming possible design prototypes that would address the youth group's needs. If it was possible, we would have liked to have been able to create informance videos instead of stills with narration. There was some sound distortion when played in tutorial but when played on school computers and computers at home, there was no audio problem. Changing the pitch in FinalCutPro may have influenced the possibility of distortion; we wanted to have a male voice and a female voice in our film. But because we weren't able to find male voices, we had to improvise.

Week 7 : Scenarios.

These scenarios pursue the two out of three informances we created in the previous week and explore each situation in more detail. These scenarios present an objective view from various perspectives towards the obstacle or problem that each persona is faced with. We expanded on our infromance scenarios and included three different perspectives: from the persona, the group, and the designers perspective. This allowed us to think like the persona, the group and as designers. Different approaches reflected in each framework also offered opportunities to explore possible design possibilities. We decided to pursue the Sue Jacobs scenario because it was the most interesting in terms of personal development and individual expression in a group setting.