Human Computer Interaction (HCI)

Week 7: Recap on Data Analysis, Report Writing and Brainstorming/Ideation

Dr Tara Capel and Dr Uta Hinrichs



THE UNIVERSITY of EDINBURGH

Today

- Strike Q&A
- Data Analysis
  - Analysing qualitative data
  - Thematic analysis
- CW1:
  - Report Writing
- CW2:
  - Overview
  - Building on CW1
- Brainstorming/Ideation
- Next steps

Strike Q&A

Analysing Qualitative Data

Why do we need to analyse data?

We analyse data to:

- Make sense of the data we have collected
- Identify meaningful, interesting, and valuable findings
- Translate findings into design specifications, guidelines, recommendations

Types of Data

Quantitative Data:

- Information that can be quantified or expressed as numbers
- Examples include responses to closed questions, time taken to complete task, error rate, log data, etc.

Qualitative Data:

- Difficult to measure as numbers
- Examples include descriptions such as field notes, responses to open ended questions, interview transcripts, think aloud talk, etc.

How to analyse qualitative data

- Qualitative data analysis involves organising large volumes of data into categories on the basis of codes, themes, concepts or similar features
- Often analysis starts as soon as data collection starts
- Many methods to analyse qualitative data

Thematic Analysis

Thematic Analysis of Qualitative User Research Data



https://youtu.be/KUZ6iGvJlGI

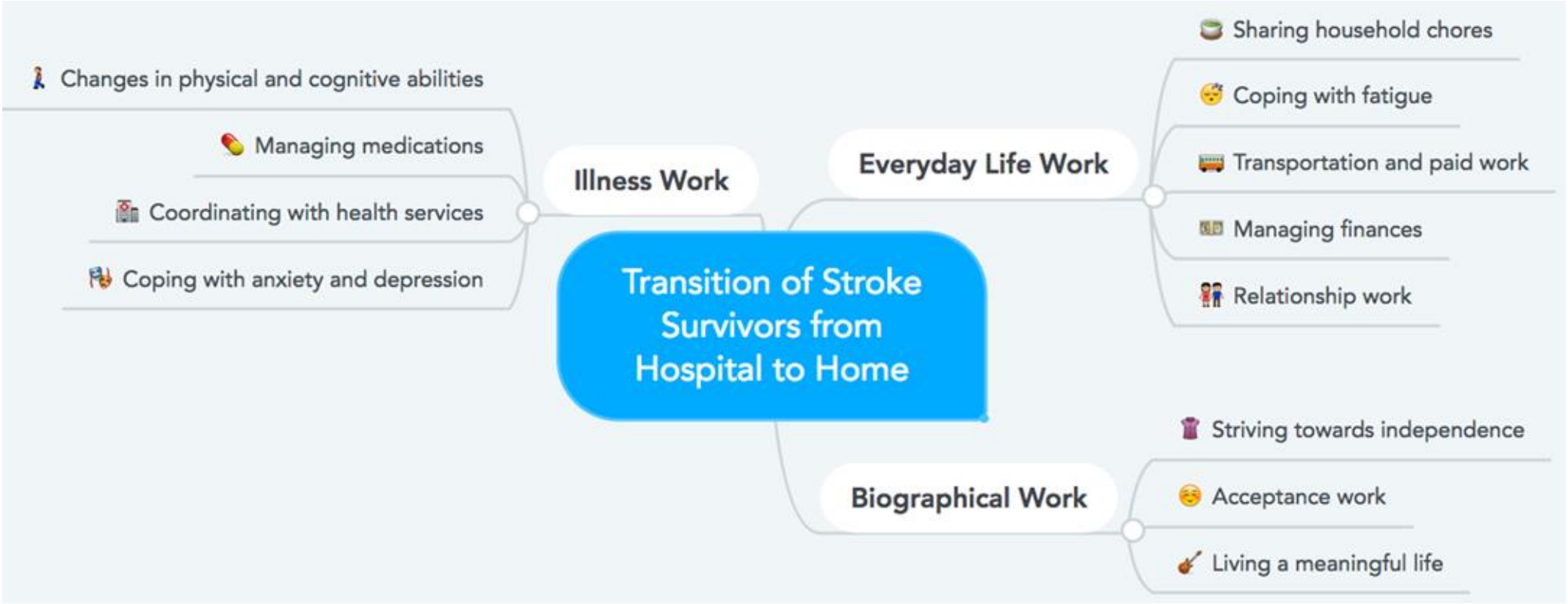
Thematic Analysis

- “Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail” (Braun and Clarke 2006).
- A six-step method for identifying, analysing and reporting patterns (themes) within data in response to a research question:
  - Familiarise yourself with the data
  - Generate initial codes
  - Search for themes
  - Review themes
  - Refine and name themes
  - Produce the report
- Thematic analysis is a practical method used across UX industry and research

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3,* 77-101.
https://www.researchgate.net/publication/235356393_Using_Thematic_Analysis_in_Psychology

https://www.nngroup.com/articles/thematic-analysis/

Example: codes and themes to describe the experience of stroke survivors in their transition from hospital to homes



Ploderer, B., Stuart, J., Tran, V., Green, T. L., & Muller, J. (2017). The transition of stroke survivors from hospital to home: understanding work and design opportunities. In *Proc. OZCHI* (pp. 1-9). https://doi.org/10.1145/3152771.3152772

Phase 1: Familiarise yourself with the data

- Transcribe verbal data
- Immerse yourself in the data: read and re-read transcripts, notes etc
- Read data in an active way: search for meaning, patterns, etc, and take notes about ideas for coding

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3,* 77-101.
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https://www.nngroup.com/articles/thematic-analysis/

Phase 2: Generate initial codes

- Codes identify a feature of the data that is important or interesting or meaningful to your research question
  - A code is a word or a short phrase that describes a piece of data - essentially a label
  - Codes can indicate the subject of a comment, the nature of a comment, feelings or emotions, etc
  - Each item can have multiple codes
- Inductive (bottom up) and deductive (top down) coding

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https://www.researchgate.net/publication/235356393_Using_Thematic_Analysis_in_Psychology

https://www.nngroup.com/articles/thematic-analysis/

Phase 3: Search for themes

- All data has been initially coded
- Group similar codes together into overarching themes
  - Some initial codes may form main themes, others may become sub-themes, others may be discarded
  - Group codes through an affinity diagram
- Affinity diagram process:
  1. Write one code per post-it note
  2. Place notes on surface and add similar notes in close proximity
  3. Keep revising arrangements
  4. Name each group

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3,* 77-101.
https://www.researchgate.net/publication/235356393_Using_Thematic_Analysis_in_Psychology

https://www.nngroup.com/articles/thematic-analysis/

Phase 3-6: Review themes, refine and name themes, and produce the report

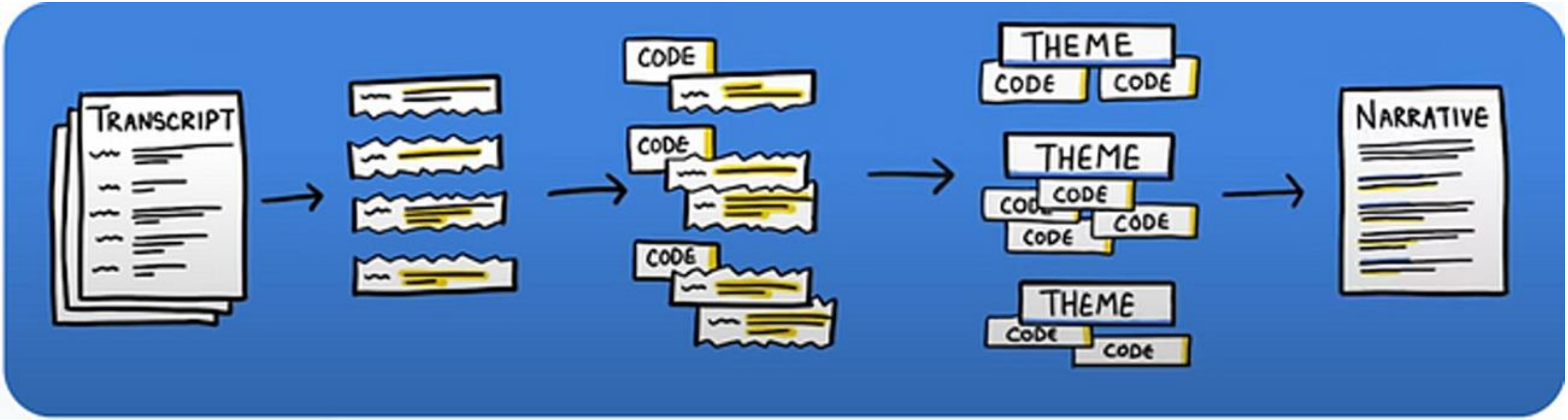


Image source https://medium.com/@aalaa.m.abdou/thematic-analysis-in-depth-ux-research-part-%E2%85%B0-6cbeca890aaa

Tools to support qualitative analysis

- Start coding on paper as you have more flexibility
- You can add codes as comments in Word or through a separate column in Excel
- Online whiteboards such as Miro
- Analysis tools such as Nvivo

CW1: Report Writing

Report Content

- Introduction
- Methods
- Findings
- Design Suggestions
- References
- Acknowledgement of use of GenAI
- Appendices
  - A: Method instruments used
  - B: Anonymised study data
  - C: Use of generative AI (if applicable)

The Brief

- Your goal for this coursework is to create technology design suggestions, based on findings from human-centred research in a real-world context.
- **Indicative length:** 4000-5000 words (not counting references and appendices; references and appendices have no word limit)

Introduction (Report Section)

Succinctly introduce your study

- Introduce the project topic, and problem/question you are addressing
- Describe the aim and scope of the work within the broader project topic
- Reference literature to define key terms and to provide further insights into the project
- Write in simple and clear language

Methods (Brief)

Choosing methods

- Each group (consisting of 3 students) will utilise at least **one "say", one "make", and one "do" method** to investigate:
  - the usability and user experience of an existing technology of your choice, and
  - the broader context in which the use of that technology is situated.
- You are asked to combine one "say", one "do", and one "make" method as this will provide you with a richer understanding of people, context and technology use.
- You will use the instruments you have created for your "say", "do", and "make" methods (for example, interview guide, usability test, collage - see Week 2 materials) to study the experiences, needs, and technology use of your participants.

Methods (Report Section)

Describe and justify the methods applied in the study

- Clearly state the project aim
- Describe the ethical process followed for your study
- Describe participants and their context
- Explain and justify the methods used with regards to your project aim; the study should cover one “say”, one “do”, and one “make” method
- Describe the data collection and analysis process
- Acknowledge the limitations of your research

Findings (Brief)

Gathering and analysing data

- You are asked to record each of your methods either via audio recording and/or video recording. For example, we recommend video and audio recording a usability test to capture the screen as your participant interacts with the technology. If using off-the-shelf tools that store recorded data in the cloud, please discuss with your tutor if the tool adheres to the data protection regulations. It is best to use Microsoft Teams through your University account to record video and audio. This also provides an AI-generated transcript as a starting point for you to transcribe your recordings. Each of your recordings must be transcribed and be included in your appendices.
- Ensure that you anonymise all participant data that you collect. For example, anonymise transcripts by changing participants' names to pseudonyms or "P1" and "P2". Anonymise any photos or images by covering or blurring faces. Similarly, video snippets should not be shared with participants' faces or any identifying information visible. You will then analyse your data through thematic analysis to give an overview of key findings that relate to your project aim. You must present data from all methods and all participants. Within your findings section, present each theme with evidence from your methods (for example, a participant quote, or an image).
- You should include appendices with all method instruments used and all anonymized data collected (see template for details).

Findings (Report Section)

- Describe key findings as relevant to your project aim and topic
- Structure your findings by key themes that relate to your topic and project aim
- Under each theme, describe concrete experiences supported by evidence from interview quotes, video stills, observations, objects (e.g., collages), etc. Apply HCI principles to illustrate different aspects of the experience. Describe what was unexpected, interesting, typical, problematic etc.

Findings Example

- Describe each theme in general terms
- Then illustrate your theme through examples of specific experiences
  - Include a quote from your interview or an image from you say-do-make research
  - Give the reader context to understand how this example illustrates your theme

Findings Example



Figure 4. Picture of P1's running playlist

This is supported by our survey where over 80% of the participants agreed that they were motivated to do sports because they wanted to stay healthy. Furthermore, we found out that specific personal goals as well as improvement and achievement acted as motivators. P5 describes her goal like this: "*We have cheerleaders on the side [of the football field] or dance teams and I want to be one of those girls. I have to train hard for that. I really want it* (P5, 21)". With the agreement of two-thirds of the participants the survey results strengthened specific goals and self-improvement as leading factors for motivation.

In the returned probe packs, P1 and P2's exercise diary revealed an unconscious dependency between the participants' mood and their exercise behaviour. The better the mood was on a day, the more they worked out. When the participants had not worked out, they reflected on why, and what could have motivated them. They mentioned this activity had helped them reflect on their individual barriers and change their behaviour afterwards. The maps and photographs in the returned probes pointed towards scenic locations for exercise acting as a motivating factor.

Barriers

The barriers we observed that prevented people from participating in sports were lack of time, lack of energy, prioritising other activities, weather and scheduling. The strongest barrier mentioned was the lack of time to participate in sport. The value of the cultural probes here was the additional insight regarding the causes behind participants reported lack of time. Most participants' diary entries showed that the reasons for not exercising were due to tiredness from university work or paid employment. When asked about his lack of motivation, P1 replied: "*When I'm super tired and I haven't slept because I have an assignment due that I haven't done… It's kind of like a lack of time and energy*" (P1, 19). Many participants enjoyed training or exercising with others, however scheduling activities to mutually acceptable times was a difficulty. For others, exercise became a low priority: "*You've got to cook dinner yourself or you go and see your parents and it's just kind of one of the things that gets shoved to the back*" (P6, 24). More than 60% of the survey participants agreed with the statement that 'there are other things with a higher priority' than sport. Further barriers identified in the returned probe materials and in interviews were scheduling sport amongst other activities and the weather: "*Winter is the hardest because it's cold and the days are shorter*" (P6, 24).

Technology

Five of the six participants used technology in their everyday physical activities. These ranged from a GPS watch used to track running speed, distance and location (P2, 24), to mp3 players used for listening to music while exercising (see Figure 4). These technologies played a key role in motivation: "*I really like running with the GPS watch. If your goal is to run a specific pace or get better it's really hard to do it without knowing how fast you run*" (P2, 24). P2's map, included as part of his returned probe, allowed us to see how he used this technology. He first tracks his run along the river, and then does a strength workout by the outdoor gym equipment (see Figure 5) where he requires his hands free for the activities. The use of favourite music at the right time scored high in the survey as a motivator. Through the interviews it emerged that people favoured lighter devices. For

https://dl.acm.org/doi/pdf/10.1145/2702613.2732800

Design Suggestions (Brief)

- Based on the findings, your group will generate novel and original design ideas for re-imagining the technology you have studied. Provide reasoning for your design suggestions based on the findings from your “say”, “do” and “make” methods, and the HCI principles you have learnt throughout the course (for example, human factors, Nielson’s heuristics, etc).

Design Suggestions (Report Section)

Describe how you have reimagined the technology.

- Ensure that the design suggestions are connected to your findings and consider HCI principles.
- You can include initial sketches or mock ups to further illustrate your design suggestions.
- 5 design suggestions are recommended.

References

- Provide the list of references. These can be course materials, textbooks, academic papers or news articles. There is no minimum number of references. You may choose the reference style of your choice, as long as it remains consistent.

Acknowledgement of use of GenAI

- If you have used Generative AI to support your work you should include a statement (up to 250 words) explaining how you have done this and with which AI tools. This should include a critical reflection of how your use of AI has influenced your research and thinking process. This statement does not count towards the word limit. Remove this section if you did not use Generative AI.

Appendices

- Structure your appendix well so that it is easy to find information and cross-reference appendices in the main report. Include the following sections
- **Appendix A: Method Instruments Used**
  - Instruments used in investigation e.g., e.g., interview guide, diary instructions
- **Appendix B: Anonymized Study Data**
  - Include anonymised study data e.g., coded interview transcripts, photos, drawings; evidence of your analysis e.g., affinity diagrams
- **Appendix C: Use of Generative AI (if applicable)**
  - Include key examples of your use of AI, using the template provided.

Marking Rubric

- **Application of human-centred research methods and principles (30%):** This evaluates the application of human-centred research methods and principles taught in the course to your project (LO1, LO2, LO3, LO4).
- **Quality of findings (30%):** This criterion focuses on whether there is evidence of findings from a combination of methods and participants that highlight concrete experiences (LO4).
- **Design suggestions (30%):** This evaluates the translation of findings into design suggestions (LO1, LO2, LO3).
- **Report presentation skills (10%):** This evaluates the presentation skills of the report as evidenced through the use of discipline specific vocabulary, accurate grammar, spelling and punctuation, clear structure, coherence, professional visuals, and adhering to the wordcount (LO4).

Any questions?

CW2: Design Pictorial

What is a pictorial?

A design pictorial is a visual narrative that communicates a design process and its outcomes

- Visual storytelling: unlike a traditional report, images tell the story while text provides context and explanation
- Shows the design journey: communicates how ideas were explored, developed, evaluated and refined
- Makes design thinking visible: explains the reasoning behind design decisions, not just the final outcome
- Tells a coherent story: visuals and text work together to clearly communicate the design process and its outcomes

For CW2 your pictorial should tell the story of how you moved from CW1 to a final interactive prototype

https://dis.acm.org/2026/pictorials/

What should your CW2 pictorial communicate?

Your pictorial should visually communicate:

1. Where you started: what research findings and design suggestions from CW1 informed your work?
2. What you explored: what different design ideas and concepts did you generate?
3. How your ideas developed: how did you sketch, experiment, and iterate on your designs?
4. Why you made particular decisions: how did your research findings, existing literature, HCI principles etc inform your choices?
5. Where you ended up: what is your final prototype and how does it address the identified user needs?

The Brief

- Your goal for this coursework is to create an interactive technology prototype.
- You will generate a range of design ideas and sketches. Your design process should loosely be grounded in the findings and design ideas created by your group in CW1, but can also be informed and justified through other sources, such as existing projects and literature, or HCI principles. Your design process will lead into an interactive prototype that presents novel and original ideas that reflect your analysis and that has the potential to be tested with target users.

- **Indicative length:** up to 20 pages (not including references)

Revisiting and Building on CW1

- Before beginning the design process for CW2, you should revisit your study findings and design suggestions developed through CW1. The aim is to identify relevant insights that can inform your design work and consider where additional evidence may help you further develop your ideas.
- As a starting point, you should:
  - Review your CW1 work: revisit the findings and design suggestions generated through your group's research. Identify key insights that could inform your design direction.
  - Identify gaps or limitations: consider whether there are aspects of your CW1 research that were incomplete or where your findings provided limited insight. Reflect on how these gaps might affect your design decisions.
  - Expand your understanding through existing projects and literature: draw on some relevant HCI research, theories, concepts or design principles to build on your CW1 findings, address gaps in your understanding, and identify additional opportunities for design.

Using evidence to inform your design

- Throughout CW2, you should justify your design decisions using a combination of empirical insights from CW1 and relevant existing projects, literature or HCI principles.
- ***We recognise that the extent and depth of empirical findings may vary between students due to the disruption to teaching.***
- You are therefore encouraged to draw on existing research, HCI theories or established design principles to complement you CW1 findings, particularly where your empirical research may be limited. However, you should still demonstrate how at least some of your design decisions are informed by insights gathered through CW1.
- The emphasis on CW2 is on how effectively you use and critically engage with the evidence available to you to develop and justify your design ideas, rather than on the quantity or completeness of your CW1 findings.

Ideate

- Drawing on your CW1 research and relevant existing literature, generate novel and original design ideas for re-imagining the technology you have investigated. Provide reasoning for your design suggestions using empirical insights from CW1 alongside relevant HCI research, concepts and principles. Your design decisions should demonstrate a clear connection to the evidence used to inform them.

<u>Brainstorming Process:</u>

- Based on your findings, generate at least 5 alternative design ideas.
- Avoid dismissing ideas too early, focus on quantity first and then assess quality and feasibility later.
- You can apply the following criteria for selecting and refining existing ideas. Ask each of the following questions for each of your ideas:
  - Experience: how does it enhance the experience of potential target users?
  - Insight: what will you learn from its deployment?
  - Innovation: is the design novel?
  - Feasibility: can you build a prototype to test it?
  - Write a short 2-3 sentence description for each idea, explaining its core concept and how it considers your findings

Sketch

Once you have brainstormed a variety of novel and original design ideas for re-imagining the technology, you will create sketches for 2 of the most promising or interesting ideas. Sketching helps to visualise how users might interact with the design and can highlight potential usability or user experience issues early in the process.

Selection of Ideas:

- Select 2 ideas that you believe have the most potential. You can apply the following criteria for selecting ideas. Ask each of the following questions for each of your ideas:
  - Experience: how does it enhance the experience of potential target users?
  - Insight: what will you learn from its deployment?
  - Innovation: is the design novel?
  - Feasibility: can you build a prototype to test it?
  - Sketching Process:
- Create simple hand-drawn or digital sketches that illustrate how a user would interact with the design. These do not need to be highly detailed, but should clearly communicate functionality.
- If applicable, include different views. For example, multiple screens for an application interface or different states of an interaction.
- Write a short paragraph for each sketch explaining what the design aims to achieve, how the user interacts with it, and any key features that support HCI concepts and principles (for example, human factors, Nielson's heuristics, Morville's UX honeycomb).

Prototype

- You will now select one of the two sketched ideas to develop into a prototype. While this prototype will not be evaluated by real users, it must be created in a way that a potential user could interact with it or in a way that it could be demonstrated to a potential user. The goal is to create a tangible representation of the design.
- You can create a paper prototype, interactive wireframe, a high-fidelity prototype, a video prototype, or a wizard-of-oz prototype. You will learn each of these prototyping techniques during the course.

Pictorial Content

- Introduction
- Design Ideas
  - Ideation
  - Sketches
- Prototype
- References
- Acknowledgement of use of GenAI

Introduction (max. 500 words)

Introduce your project and establish the context for your design work in CW2. You should draw on relevant research, findings and design suggestions from CW1 to identify the problem or opportunity your design will address.

- Introduce the project topic, the technology you are investigating, the context of use, and the problem or opportunity you are addressing through your design. Describe the aim and scope of your design work.
- Summarise relevant insights from CW1, including key findings and/or design suggestions that may inform your design process and direction. Focus on the insights most relevant to CW2 rather than reproducing your CW1 report.
- Reflect on any gaps or limitations in your CW1 research. If your research was incomplete or your findings were limited, briefly explain what you were able to achieve or what might be missing, and how this affected your design process.
- Reference relevant existing HCI research/literature, theories, concepts and/or design principles to provide additional context and support your understanding of the design problem and to guide your design decisions.
- Write in simple and clear language.

Design Ideas

Describe how you have reimagined the technology.

- 2.1 Ideation
  - Describe your 5 design ideas and how they were ideated. Write a short 2-3 sentence description for each of idea, explaining its core concept, and how it considers human-centred design concepts and principles.
  - Explain how your design ideas have been informed by empirical insights from CW1 and can be further supported and justified through relevant existing literature and HCI theories, concepts and design principles.
  - Where your CW1 findings are limited, you are encouraged to draw on existing literature to further develop and justify your ideas. However, you should still demonstrate how insights from your CW1 work have informed aspects of your design thinking.
  - Ensure that the reasoning behind your design suggestions is clear and supported by appropriate evidence.
- 2.2 Sketches
  - Present your 2 sketches and explain how they were selected from your initial 5 design ideas.
  - Write a short paragraph for each sketch explaining what the design aims to achieve and how the user interacts with it.
  - Justify your design decisions by drawing on relevant CW1 insights, existing literature and HCI principles, as appropriate.
  - Ensure that your sketches demonstrate how you have developed and refined your ideas in response to the evidence informing your design.

Prototype

- Describe your chosen prototype and include a short rationale for choosing this idea (or combination of ideas) to prototype based on the experience, insight, innovation and feasibility criteria above.
- Explain key functionality and how users can interact with the prototype.
- Explain how the final design builds on your earlier ideas and the evidence used to inform your design decisions.
- Include a link to a demonstration of the prototype (this could be a video demonstration of a wireframe or paper prototype, a link to a Figma prototype we can interact with, etc). If you are unsure how best to include a demonstration of your prototype, ask a member of the teaching team.

References

- Provide the list of references. These can be course materials, textbooks, academic papers or news articles. There is no minimum number of references. You may choose the reference style of your choice, as long as it remains consistent.

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Marking Rubric

- **Design interventions:** This evaluates the range and quality of design ideas and sketches, including how effectively they are informed and justified by empirical insights from CW1, relevant existing literature, and human-centred design principles and concepts (LO1, LO2, LO3, LO4).
- **Prototype demonstration:** This evaluates the innovation of the design intervention and the degree of resolution of the prototype (LO1, LO2, LO3, LO4).
- **Pictorial presentation skills:** This evaluates the presentation skills of the pictorial as evidenced through the use of discipline specific vocabulary, accurate grammar, spelling and punctuation, clear structure, coherence, professional visuals, and adhering to the page limit (LO4).

Any questions?

Brainstorming/Ideation

[re-cap from Week 06 lecture & Week 07 tutorials]

what is ideation?

what is ideation?

- Generating as many ideas as possible – for a given design brief
- Goal: To come up with lots of new ideas that you did not have initially
- Then narrow down, refine those considered best, and iterate

what is ideation?



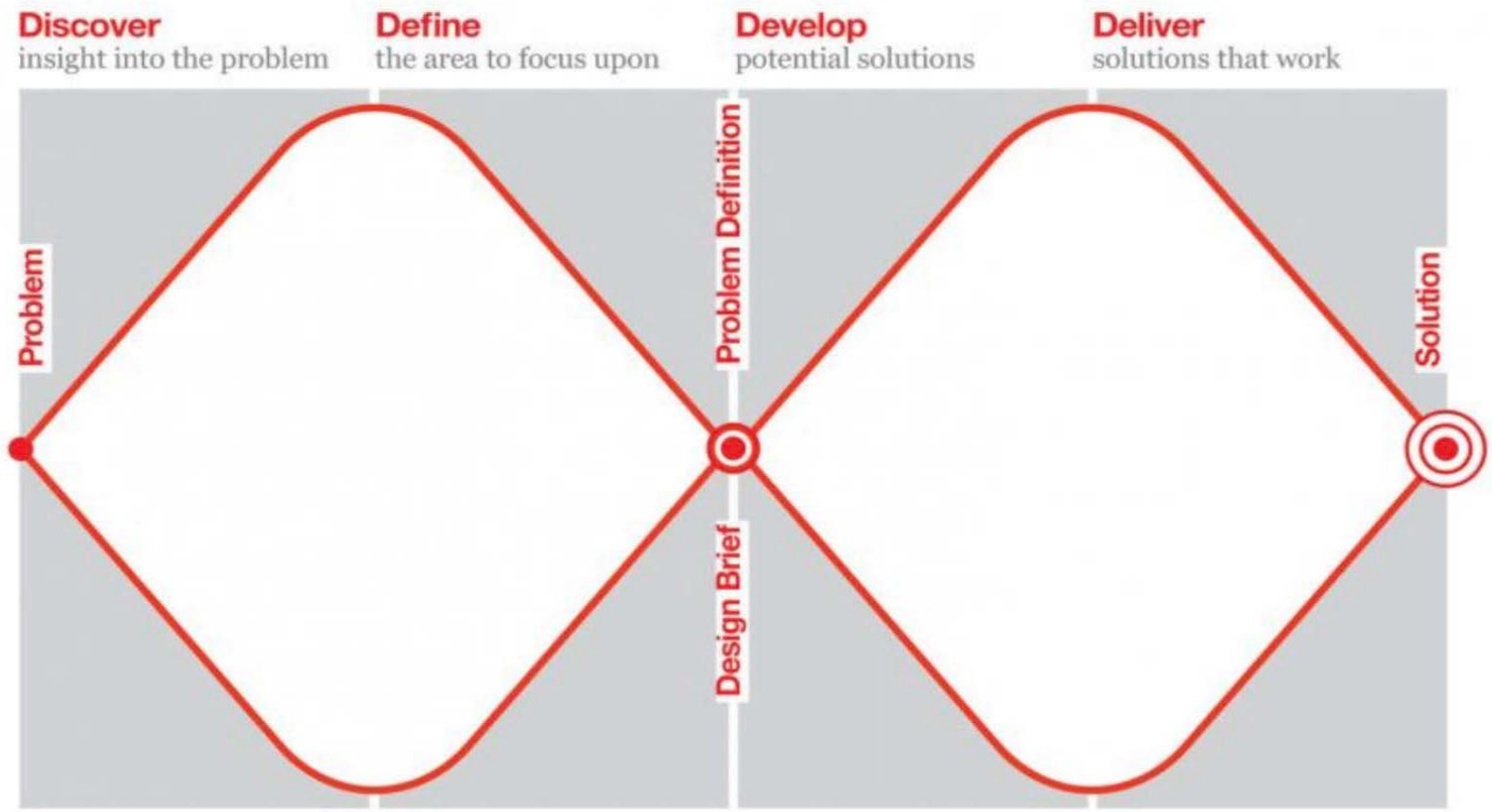
Divergent thinking

Many possible solutions

Convergent thinking

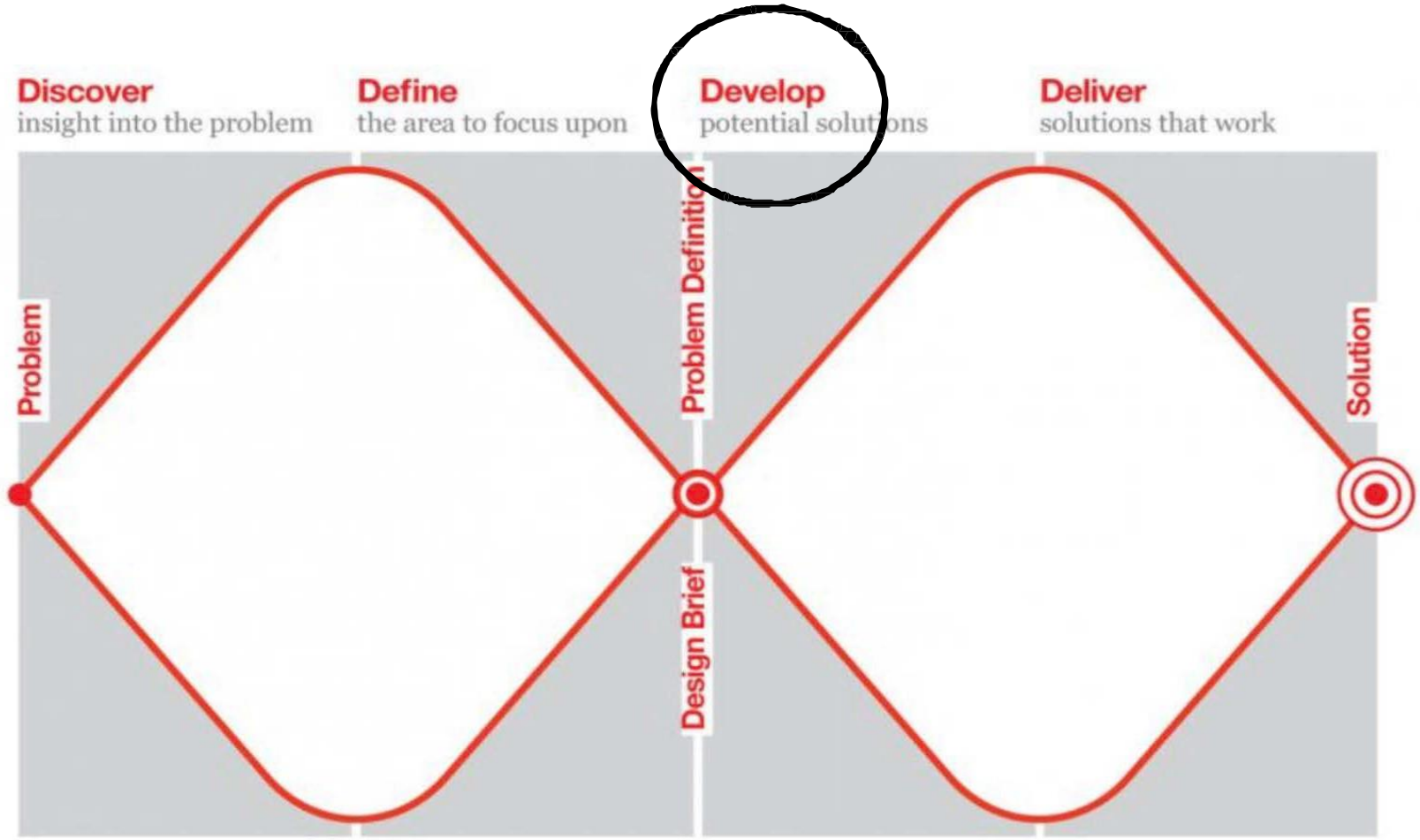
Developing a “good” solution

when do we need ideation?



British Design Council, 2004: The Double Diamond
https://www.designcouncil.org.uk/our-work/news-opinion/double-diamond-universally-accepted-depiction-design-process

when do we need ideation?



British Design Council, 2004: The Double Diamond
https://www.designcouncil.org.uk/our-work/news-opinion/double-diamond-universally-accepted-depiction-design-process

what is the value of ideation methods?

- You might gravitate towards (and get “stuck” on) an “obvious” idea
- Sometimes difficult to come up with more than a few ideas - especially without a set process/method in place

→ Ideation is all about getting you to think outside the box

how might we ideate?




Preparing for ideation

what should we have done before ideating?

what should we have done before ideating?

- Know what problem you are addressing!

- Understand the context and reason for the problem
- Know who your stakeholders and users are
- Understand what their needs and wants are



what should we have done before ideating?

- Understand the context and reason for the problem

Floor scrubbing robots were introduced at the airport in the wake of the Covid-19 pandemic. While initially, these robots were intended to be used in times of low foot-traffic, which was the case during the pandemic, over time they've been increasingly used during busy times. This has been leading to increased malfunctioning of the robots, which has had profound effects on janitorial staff's work. There have also been frustrations with how malfunctions are managed and janitorial staff feel that the current processes are further impacting and slowing down their work.

Derived from research by: Kang, Esther. Y., & Fox, Sarah. E. (2022, June). Stories from the Frontline: Recuperating Essential Worker Accounts of AI Integration. In *Designing Interactive Systems Conference* (pp. 58-70).



what should we have done before ideating?

- Know who your stakeholders are
  - Janitorial staff
  - Managers and shift supervisors
  - County Authority (makes executive decisions)
  - Engineers from Northfield Robotics

- Know what their needs/wants are
  - Janitorial staff need to feel that their voices and insights are heard by decision makers
  - Administrators would like a clearer line of communication with Northfield Robotics to anticipate robots' changes in behaviour and routes
  - …



distilling the problem

- Your research may reveal many possible problems or design briefs

- For ideation, it is important to narrow it down to the problem you actually want to address



“how might we…” questions

- One approach to narrow down the problem
- Questions to focus ideation, based on the problem in focus
- How might we…
  - Design technology that supports the work of janitorial staff?
  - Support better communication between janitorial staff and administrative staff?
  - Make the management of robot malfunctions quick and easy?



“how might we…” questions

- How might we…
  - Design technology that supports the work of janitorial staff?
  - Support better communication between janitorial staff and administrative staff?
  - Make the management of robot malfunctions quick and easy?
- Each question should afford different ideas, different forms of design



”how might we…” questions

- How might we…
  - Design technology that supports the work of janitorial staff?
  - Support better communication between janitorial staff and administrative staff?
  - Make the management of robot malfunctions quick and easy?
- Each question should afford different ideas, different forms of design
- Questions should be broad enough to inspire creativity, rather than point to specific solutions already



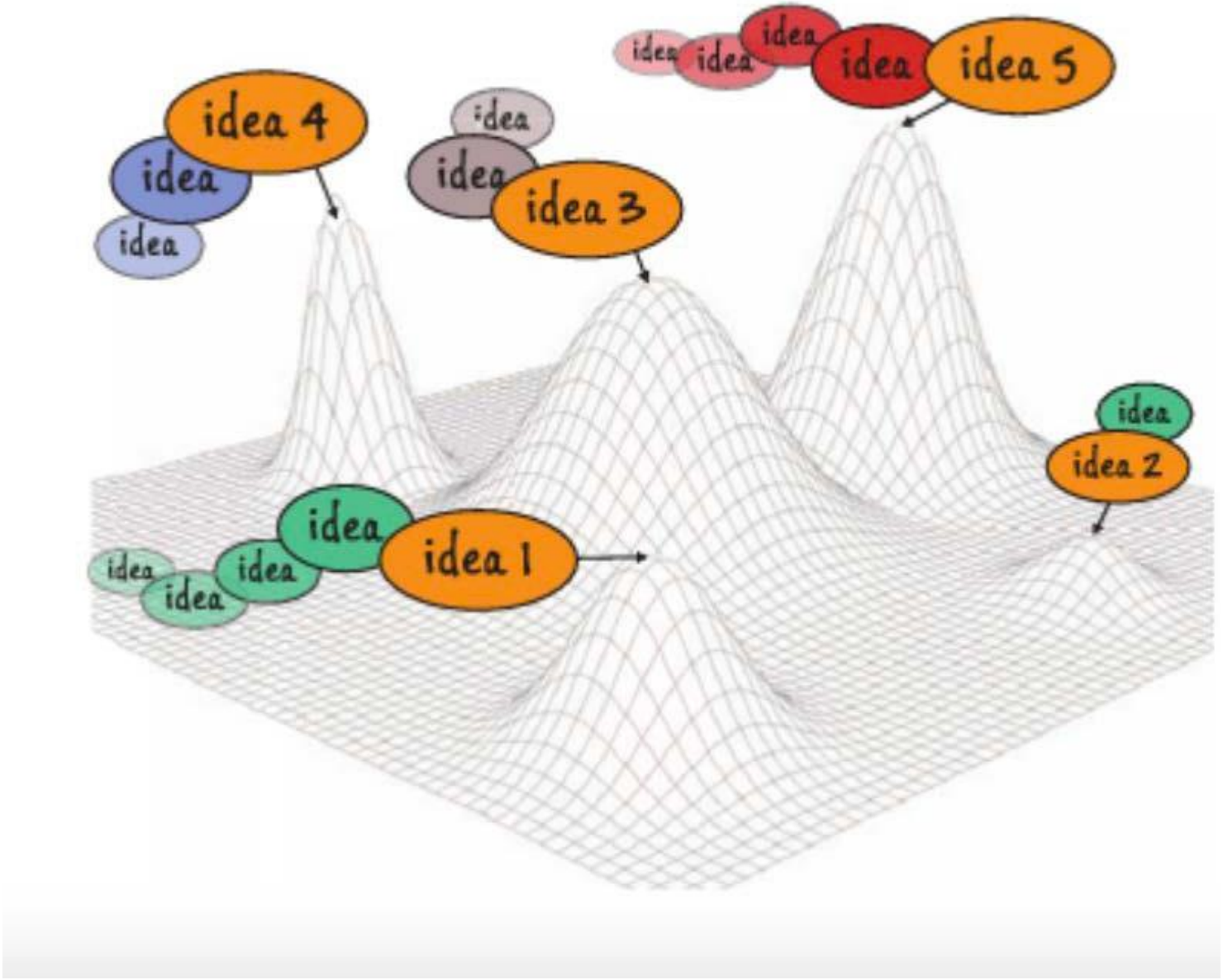
”how might we…” questions

- How might we…
  - Design technology that supports the work of janitorial staff?
  - Support better communication between janitorial staff and administrative staff?
  - Make the management of robot malfunctions quick and easy?

- Negative example
  - How might we create an app that tells administrative staff when a robot has malfunctioned?



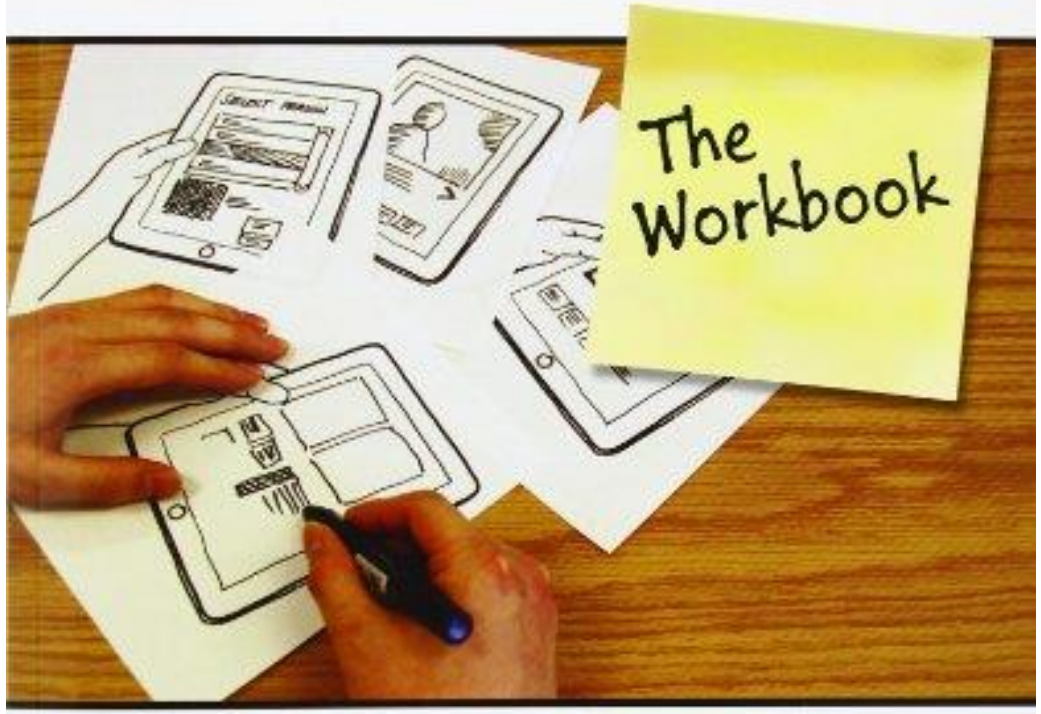

Divergent
thinking



Divergent thinking

Greenberg, Saul. Sketching User Experiences. 1st edition. Waltham, Mass: Elsevier, 2012. Print.

Sketching USER EXPERIENCES



Saul Greenberg
Sheelagh Carpendale
Nicolai Marquardt
Bill Buxton

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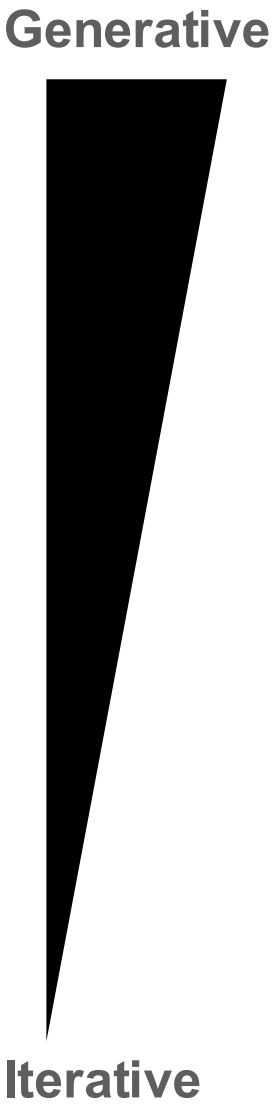
what are the goals of (early) ideation?

- Quantity > Quality
- Diversity
- Novelty over relevance
- Going beyond the obvious
- Wild ideas welcome
- High level thinking - no details



ideation methods

- Brainstorming
- Mindmaps
- Crazy 8s
- Crowdstorming
- Metaphors
- Sketching
- Mash-ups
- Storyboards
- … many more





Next Steps

Weeks 8-11

- Week 8 lecture: Physical and Digital Prototyping
- Week 8 tutorial: CW1 Clinic (opportunity for feedback)
- Week 9 lecture: Pictorials and Portfolios
- Week 9 tutorial: Physical prototyping and CW1 feedback
- Week 10 lecture: Dark patterns and critical perspectives
- Week 10 tutorial: Design Pictorials
- Week 11 lecture: CW2 Clinic (opportunity for feedback)

Next steps

- Collect and analyse data
  - **Collect data**
    - Use the instruments created over the past weeks to study the experiences and needs of 3 to 5 participants.
  - **Transcribe recordings**
    - Transcribe your recordings (MS Teams preferred).
    - Anonymise data (transcripts by changing names to pseudonyms; photos or images by covering or blurring faces).
  - **Analyse data**
    - Analyse the data thematically to give an overview of key findings. Present data from all methods and participants. Present each theme together with concrete evidence (e.g., interview response, image).
  - **Derive recommendations for re-designing the technology** based on your combined study findings.