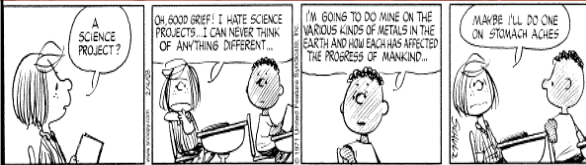


CS160 Discussion Section

Matthew Kam
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Office Hours

- John Canny (jfc@cs)
- Tu 11-12, W 1:30-2:30, 529 Soda
- Matthew Kam (mattkam@cs)
- M 4:30-5:30, Th 10-11, 551 Soda alcove
- Hesham Kamel (hesham@eeecs)
- W 11-12, F 11-12, 525 Soda

Concepts

- Contextual inquiry
- Task analysis
- Scenario
- Storyboard

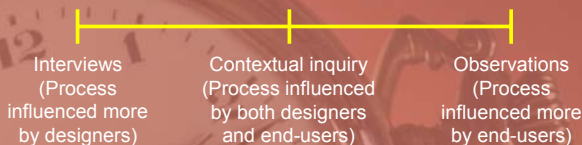
Contextual inquiry

- Methodology to gather information for task analysis
- Combines advantages of interviews and observations
- Should be performed in teams, not by individual team members!!!
 - Interviewers (1-3)
 - Different perspectives help create *cross-sectional* understanding of users
 - Team develops common understanding
 - Note-taker (1)
 - Smooth flow of interview is important
 - Photo, tape recorder, video (1)



Contextual Inquiry vs. Task Analysis

Where does contextual inquiry fit in?



Karen Holtzblatt and Sandra Jones. *Conducting and Analyzing a Contextual Interview*. In Schuler and Namioka, *Participatory Design: Principles and Practices*. Lawrence Erlbaum Associates, 1993, pp. 177, 181-188, 192-204, 207-210.

Contextual Inquiry Tips

- Start with potential users, users of competitive products, decision makers, etc.
- Use time after interview to analyze info and refocus for next interview
- Refocusing includes choosing subsequent interviewees
- Select interviewees who can develop our understanding of the users, their tasks and work contexts

Karen Holtzblatt and Sandra Jones. *Conducting and Analyzing a Contextual Interview*. In Schuler and Namioka, *Participatory Design: Principles and Practices*. Lawrence Erlbaum Associates, 1993, pp. 177, 181-188, 192-204, 207-210.

Contextual Inquiry Tips

- Make preliminary notes to focus interviews.
Can be based on
 - Assumptions
 - Info from previous interviews
- Clarify notes with interviewees
- If they use computers, ask what workarounds they resort to
- Don't talk all the time
 - Periodic silence during observation
- Resume with interviewee's words or thoughts if interrupt at inconvenient time

Karen Holtzblatt and Sandra Jones. *Conducting and Analyzing a Contextual Interview*. In Schuler and Namioka, *Participatory Design: Principles and Practices*, Lawrence Erlbaum Associates, 1993, pp. 177, 181-188, 192-204, 207-210.

What Should Tasks Look Like?

- Say what the user wants to do, but not how the user would do it
- Some should describe a complete job
 - Don't fixate on partial task elements
- They should be very specific
 - Hard for users to accurately evaluate something that isn't concrete and specific
- They should reflect who perform them
 - Features for tasks should be tailored for intended users

Slide adapted from Prof. John Canny and Lewis and Rieman reading, chapter 2.

Task Analysis

- Goal is to understand the users, their needs and work processes, and what supports or hinders them
- Analyze results obtained from contextual inquiry
- Use personas (and their characteristics, values, goals, etc.) to select tasks that are representative
- Use personas and their goals to ensure that tasks describe a complete job

Lewis and Rieman reading, chapter 2.

Task Analysis Tips

- Use questions given in lecture
- Easier to work from transcripts than original interview notes, tape recording
- Team (over individual) analysis of interview transcripts
 - Saves time in long run
 - Builds team ownership
 - Clear understanding of group's focus: "What is our purpose or design concern?"

Karen Holtzblatt and Sandra Jones. *Conducting and Analyzing a Contextual Interview*. In Schuler and Namioka, *Participatory Design: Principles and Practices*, Lawrence Erlbaum Associates, 1993, pp. 177, 181-188, 192-204, 207-210.

Task Analysis Tips

- Info analysis is not the same as decision making
 - Don't skip "ludicrous" ideas immediately
 - Don't structure / categorize info too early
 - Use Post-It notes (i.e. affinity diagram) instead <http://www.balancedscorecard.org/files/affinity.pdf>
- Use and reuse the interviewees' language
- May need to validate interpretation with original interviewee

Karen Holtzblatt and Sandra Jones. *Conducting and Analyzing a Contextual Interview*. In Schuler and Namioka, *Participatory Design: Principles and Practices*, Lawrence Erlbaum Associates, 1993, pp. 177, 181-188, 192-204, 207-210.

Scenarios



Alan Cooper and Paul Saffo. *The Inmates are Running the Asylum*. Simon and Schuster. April 6, 1999. Chapter 11.

Scenario

- Scenarios provide context of real work for users to evaluate storyboards
- Spells out what a user has to do
- And what user sees step-by-step in performing a task using a system
- While tasks are design-independent, scenarios are design-specific
- Force designers to get their designs specific and human-centered

Lewis and Rieman reading, chapter 2.

Scenario Tips

- Think of a scenario as “play acting” the persona
- Focus mainly on daily scenarios
- Also focus a little on necessary but less frequent scenarios
- Should have more breadth than depth, i.e. described from start to finish than exhaustive detail for each step

Storyboard

- Sequences of sketches that show what the screen would show
- And the actions that user can take at key points in the task
- But only show limited details
- Allow designers to show users (using scenarios) what it is like to do real work with their design

Slide adapted from Prof. John Canny, and Lewis and Rieman reading, chapter 2.

More Tips

- Don't confuse problem statement with abstract of solution
- Perform contextual inquiry conscientiously
 - Don't cut corners
 - Otherwise, where is your data going to come from?
- Cite *specific* details from contextual inquiry, etc. steps
 - Several individual project proposals graded down for being vague
 - Gives impression that corners were cut, sloppiness, etc.

More Tips

- Writing style
 - Write as if you would for a client, i.e. professional tone
 - To the point, i.e. short and sweet
- Reality check: Would you be impressed by your report if you were the client?

Administrivia

- Contextual inquiry / task analysis assignment due Feb 12, 2003
 - Turn in 2 printed copies in separate stacks
 - Single-spaced; quality over quantity
 - See me in OH with drafts if help needed
 - Extension may be granted; email request with reasons to jfc@cs, cc to mattkam@cs and hesham@eeecs
- Lecture today
 - EECS instructional and NT account forms to be handed out
 - Come with draft (whatever you've done so far) of contextual inquiry assignment, if possible

Administrivia

- Laptops TBA
 - Don't need them till hi-fi prototype assignment
- GUIR test subjects
 - One per group for now