1IK414
Tillämpad interaktionsdesign

Introduktion till
Upplevelsecentrerad Design

Introduktion

- AKA:
  - Experience-centered Design (Ex-CD)
  - Experience-based Design
  - Experience Design
  - Designing for experience
  - User-experience design
- Alla har blivit en del av HCI…
- …där många olika områden går ihop, kombinerat med kulturella ändringar
- **Socio-tekniska förändringar!**

Mot 3:e paradigm

- Moves from Human Factors…

- …towards "a more interpretive and qualitative approach to experience-centered design"

- Dialogical approach – relationships between users and designers

- "Differently placed centers of value in the process of design"

Experience-centered design

- Designing for the richness of human experience

- The wide variety of new technologies and media that are available

- The chance to have a richer life

- Ensure that everybody has a chance to **have a say** (Having a say – var känner vi igen detta från, och vad betyder det?)

HCI – upplevelsens roll?

- Stora system, opersonliga, fokus på arbete, att få system att fungera i arbetssammanhang, användbarhet, funktionalitet
  - upplevelse hamnar i bakgrunden
- Men arbete är komplext, inte bara en individ och en maskin. Teknologi hamnar utanför arbetsplatsen, får nya roller
  - Upplevelse blir viktigare (även kommersiellt)

En vardagsberättelse

- As I write this, my oldest daughter is sitting downstairs with her laptop on her knee, alternating between working on her Bebo page making new bands for some of her friends and keeping up with a number of conversational threads on MSN. My other daughter just popped her head round the door to remind me of a promise to take her to the cinema. So we opened up flixster on my iPhone – it finds the nearby cinemas and lists what is showing. We downloaded and watched a trailer for the film she wants to see. Meanwhile, my wife is working away in the back room on her university's virtual learning environment while listening to her iPod.

Olika element i berättelsen

- Människor, interaktion, relationer, kommunikation, planerande, distansarbete, digitala medier, information – lokal och distribuerad, artefakter, infrastrukturer, tjänster
- Det handlar inte endast om teknologi
- "…people's lived and felt experience as it is sometimes mediated by technology"

Experience Centred design: roots in HCI

- User-Centered System Design
- För att bygga system måste man veta
  - Vad användare vill att systemet ska göra
  - Hur användare utför sitt arbete idag
  - Om användarna kommer att förstå och använda systemet som byggs
- **Context, Interpretation, Participation**
- **Kontext, Tolkning, Deltagande**

HCI – användare & kontext

- Contextual inquiry, Situated Action Theory, Activity Theory (in detail – in situ)
- Challenge organizational accounts of work
- Field-based approaches – observation and involvement, actual activity, holism
- Concrete emerging design ideas, iterative, rapid prototypes
- "discount" usability evaluation, from formative to summative

From cognition to **interpretation**

- **Early UCD**, positivist science, plan-based models of actions, psychologists and computer scientists working together.
- **Response**: Alternative to Cartesian models of cognition – pragmatism, phenomenology.
- **Plans and situated actions** – ethnomethodologically informed concept of action as situated and contingent.
- **Interpretivist**. Technology embodies assumptions (designers') about how the system will be used – it is a theory and hypothesis of use
- "The social and physical contexts of our interactions with one another and with artefacts are seen as the building blocks for a design approach focused on *situated interaction and meaning making*"

Participation

- Samtidig med UCD, delvist samma vision
  - UCD = cognitive
  - PD (Scandinavian) – "moral, political and communitarian".
  - PD (American) – involving stakeholders to ensure usable systems & for "buy-in" of stakeholders across the political divide.

Humanist agenda

- UCD + PD + non-Cartesian approach = foundation for a humanist agenda in Experience-Centred Design (Ex-CD)

- Focus on the human beings: Democracy, equality, choice

- Humanist agenda not yet given in HCI, not always fully understood:
  - "can be hijacked to serve brand identity and product attractiveness and desirability, instead of enhancing the lives of the people who buy the products"

Experience-centered design

- "It can and should attempt to impact people's lived experience in ways that are socially, politically, and personally meaningful

- "…it is a growth and development of the moral and ethical impulse of PD and user-centered design"

Ex-CD & pragmatism

- "… all experiences grow out of previous experiences and help shape future experiences" – **continuous** & **cumulative**

- Everything depends on the **quality** of the experience

- Every experience lives on in **further** experiences

- Select the kinds of present experiences that live on fruitfully and creatively in **subsequent** experiences

Forlizzi and Battarbee

- Interactions:
  - Fluent (well-learned, automatic)
  - Cognitive (present at hand, conscious)
  - Expressive (relationship-forming)
- Types of experience:
  - Experience (stream of consciousness)
  - An experience (beginning, end, can be talked about)
  - Co-experience (shared, physical, social)

Sense making

- …an account of experience that begins with the idea of meaning or more specifically *sense making*. How do people make sense of the things, people, situations and experiences that constitute their *felt life*?

- … keep our attention on the fact that lived life is an **embodied experience**.

Life as lived and felt

- Dewey's pragmatist philosophy
  - Thoughts, ideas and emotions cannot exist separate from our bodies and from each other (as in Cartesian dualism)
  - Knowledge without a knower, language without a context, emotion without a thought or action, is meaningless
  - Life is felt: the sensory and sensual connection we have with it is integral. The connection is **situated** in and built up over time and space

Against reductionism

- Dewey's pragmatist philosophy
  - Against separating and reducing: they simplify our lived experience and destroy the phenomena we are trying to study.
  - Emotion holds experience together
- The importance of looking at experience in terms of the interplay between sensation, emotion, intellect and action situated in a particular place and time (Holism)

Against reductionism

- What is the experience of a run down the mountain on a snowboard? It depends on the weight and qualities of the board, the bindings and your boots, the snow conditions, the weather, the temperature of air in your hair, your skill level, your current state of mind, the mood and expressions of your companions (Buchenau & Suri, 2000 p.1)

Holistic view

- The experience of the current moment is conditioned by our past experiences and by others around us.

- See experience in terms of an interplay between sensation, emotion, intellect, and action, **situated** in a particular place and time

- How do we make sense of this stream?

Aesthetic experience

- **From** our sense of being a self, separate from the world, acting on it…

- …**to** the experience of our body being directly connected to the world without the mediation of a "thinking or talking self"

- FLOW

Flow

https://sv.wikipedia.org/wiki/Flow
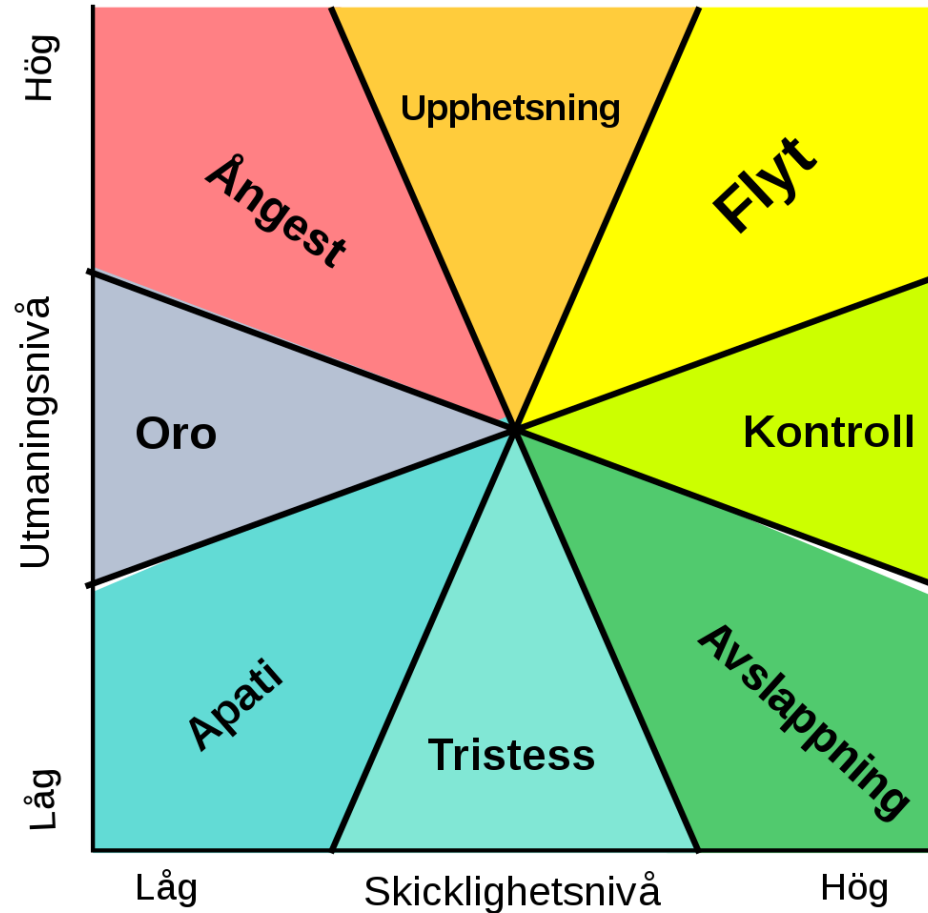
Breakdowns

- In new situations, we must engage in reflective processes of sense making – inquiry

- Breakdowns – when habitual actions fail us, and we cannot see what to do or how

- Common during interaction with technology

Breakdowns

- Often seen as negative – we try to achieve transparency – the tool becomes invisible.

- Not always negative – we are forced out of our normal ways of thinking, we look at the world differently, question our assumptions, reflect on what we take for granted.

Experiential enquiry

- Stable environments
  - Can make sense of our experience in terms of previous encounters with similar situations – predict, control, transform

- Precarious environments
  - In conflict, less able to make sense of the situation, bring it in line with desires, needs and purposes – frustration, anxiety, conflict.
  - A starting point for inquiry

Empathy - Experience as social

- Making sense of the world as social
1. Evaluative reflection on our own and others' experiences
   - was it a good experience, would I do it again, was it ground breaking?
   - Appropriation – how would others respond?
   - Empathic ability: central to how we define ourselves and what it means to be human
   - Multiple voices, internal dialogue

Empathy - Experience as social

- Making sense of the world as social

2. Co-experience
   - Not the same experience if it doesn't involve others.
   - Common history, common ground,
   - Stories to tell and share, building relationships
   - Gives individuals a different perspective to make sense of an experience

Empathy - Experience as social

- Making sense of the world as social
3. Sharing stories
   - Put experiences into words and actions
   - Circulate these words for others to make sense of
   - Edited versions –disclosing something about ourselves to others
   - Responses change the value and meaning of the story, impact how we think of ourselves
   - Change the meaning of the experience

Values (virtues)

- Values are central – what is important to a person in a given time, place and situation

- to make sense of ourselves and others, give explanations

- Determine how we feel about actions we (and others) take

- Concern: an other-oriented emotion related to empathy and perspective taking (Virtues, ethics of care)

Co-construction – creative agents

- Making sense: Active, creative engagement with the world (us and others)
- Co-construction of experiences (not just having experiences)
- Creative agent – a concerned person acting in a setting, reflecting, recounting and constructing understanding in relation to other people's concerns and values.
- Creativity comes from the ability to see things from two or more points of view at the same time

Doing Ex-CD

- The view of the human in HCI – richer if viewed in an experience-centered way
  - Value the whole person behind the user
  - Focus on how people make sense of experience
  - See designers and users as co-producers of experience
  - See the person as part of a network of relationships, where experience is co-constructed
  - See the person as a concerned agent, imagining possibilities, making choices, acting

How to do Ex-CD

- How do we find out about the experiences we want to design for?
  - Traditional UCD:
    - observation, interview, focus groups, ethnography – tools of social psychology and applied social science
  - Focus on experience: does the use of the methods change? Do we use different methods? Are they suitable for research into experience as lived and felt?
  - (Chapter 3)

How to do Ex-CD

- What are the relative positions of the designer and the people we design for?
  - Subject – object? Are we objective observers?
  - Understanding experience takes involvement, not just observation. Designers bring their own values and interests to the design process
  - (Chapters 4-5)

How to do Ex-CD

- In practice, what commitments and values does Ex-CD stand for, and where might they lead us in the future?

- Future questions for the discipline: Democracy, sustainability, the consumer society…

  – (Chapters 6-7)

The dialogical approach

- Narrative – stories – bring experience into design practice

- Places emphasis on relationships between people

- See the world from another's point of view

- Design as a form of co-production

Good design

- …centred on an engagement with people's values, emotions, and perspectives, with peoples experience and the sense they make of it.
    - Understanding through capturing and analyzing people's experience
    - Putting that understanding to work in design practice

Stories

- Using narrative or stories to gather and understand people's experience

- We transform the flow of experience into a meaningful life, and meaningful community, by telling stories of our experiences

- Stories provide information, exercise imagination, evoke response

Dialogical

- Narratives engage people in the experience of others

- Stories and storytelling are dialogical –involves **the storyteller** telling the story from their own point of view, whilst trying to understand the listener's point of view.

- **The listener** brings their point of view to their experience of the story and its teller

Ethnography

- HCI – ethnography: has established storytelling as a way to express observation and analysis of experience

- Written in narrative form, narrative structure

- Complex, layered representations of experience, giving a first-person perspective

- Rich descriptions, a rich understanding, empathy

Collecting stories

- – Diary studies
- – Focus groups
- – Drama
- – Role play
- – Evocative stimuli – cultural probes

- Many include some kind of interview

- Narrative inquiry often used in practical settings to understand social situations, in order to improve them

Using stories

- **Scenarios**: reflect the complexity of human activity, facilitate engagement
  - Setting, agents, goal, plot: action, events
- **Personas**: replace vague notions of "users" with characters with histories, goals and feelings. Elicit empathy
- **Pastiche**: using well-known characters from fiction to open up discussion, whilst helping identify important issues
- Mostly textual narrative

Using stories

- **Drama** and **role-play** – make drama out of stories

- create situations where potential users can contribute to develop scenarios looking to future technology use

- Experience the users' experience from their own perspective. Help users and designers imagine potential use. Create a more embodied engagement with user experience

Using stories

- **Participative approaches** – stories as a starting point for face-to-face dialogue between users and designers. The real, lived experience of the individuals.

- For example, using fiction to enable participants to imagine design possibilities that go beyond their own experience

Stories and dialogue

- The construction and reconstruction of people's experiences with technology. We know users through the stories they tell, and reconstruct and re-tell them in another context

- Different ways of using stories = different types of engagement between designers, researchers, users – different relationships

- Central relationships in Ex-CD: involve active listening, empathic responding, creative understanding.

Ex-CD as Dialogue

- Asking them about their lives, and how their lives are affected by a technological intervention, entails an ethical commitment to those people to take them and what they say seriously

- …stories of experience do not come ready-formed rather they are brought into being in dialogue.

Dialogue in Ex-CD

- Many methods in Ex-CD are dialogical
- Many of the concepts that define Ex-CD are also dialogical,
  - Intervention, participation, responsive relationship between designer and community, ambiguity as a source for design, the need to engage with multiple meaning...

Focus on dialogue raises questions

- Contacts and relationships between users, communities and designers

- Meanings of products and interventions

- Social, cultural and political aspects of interventions

- How knowing is understood

- The designers' sensibilties

Dialogue in Ex-CD

- Experiential, relational and community approaches to communication, knowledge, and identity

- Empathy, active listening and perspective taking

- Dialogism (Bakhtin): Human communication as dialogue focuses on the processes between the people involved

Dialogue in Ex-CD

- Dialogue is a metaphor for how communication, knowledge and identity are experienced

- Puts the focus on processes between people

- communication, knowledge and identity are constructed in relationships between people

Three ideas relevant to Ex-CD

- **Creativity and openness**: understanding involves new ways of seeing the world, is open to change in future experience

- **Responsiveness**: Relationship between designers and users – richly seeing the person as a separate center of value and unique individual. Mutual learning

- **Listening** – active or attentive listening. Going in as a learner, not as a teacher

Challenges

- Dialogue poses challenges for Ex-CD and the people who engage in it

- Challenges with strong ethical dimensions
  - Each of us must appreciate the skills and experiences we have and don't have, when engaging in dialogue with users.

Litteratur

- Wright, P. and McCarthy, J., 2010. Experience-centered design: designers, users, and communities in dialogue. Synthesis Lectures on Human-Centered Informatics