

Activity Scenarios

Aim

To develop experience with observing and modeling “context” and envisioning new activity

PART I – In Class

Scenario

Imagine a person with a small, wireless, high-performance mobile computer/phone. She is visiting a library, seeking out information on health and diet. She uses the online catalog to follow up on leads; browses books in the stacks; talks with the librarian, asking for advice on finding information; regularly uses her social bookmarking account at, for example del.icio.us; and prepares most of her own meals.

Process

A. *Breakout groups [20 min]*

In groups of 3–4, please spend 4 min imagining this setting and discuss its qualities.

Now, do the following:

- 1) [8 min] Sketch a “context model” and a “physical model” (Holtzblatt & Beyer, 1993, p. 97)
- 2) [8 min] Prototype an 2 minute experience that suggests how the mobile computer/phone could be used in a useful, innovative way – be prepared to demonstrate the experience;

B. *As a class [25 min]*

First, we shall discuss the models and enact 3 or 4 “experiences”; then, we shall reflect on the roles and usefulness of the a) Models; and b) Enacting the “experiences”.

Questions to reflect on

- 1) Why are models necessary? How
- 2) How does one validate a model?
- 3) Do models lead designers toward solutions? If so, how?
- 4) Did these activities facilitate empathy?
- 5) Are you persuaded by Leonard and Rayport that empathy is important for innovation?