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?