

FOUNDATIONS OF

INTERACTION DESIGN

ENTERTAINMENT IN THE SITTING ROOM

ASSIGNMENT 2

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Contents

1. Introduction and reflections from Assignment 1

2. Choice and justification of the methods used to further progress our design

This report will contain a reflection on our work from the first assignment, as well as explain the methods which we used to progress further in our design process.

From our findings from Assignment 1, we were able to pin point the areas within the sitting room that we had particular interest in developing. From our findings resulting from the IDEO methods that we carried out as part of Assignment 1, it is clear that most users who use the sitting tend to use it for relaxation. This often entails either watching TV or being on social media via smart devices. We also discovered that the majority of conversations begin and end in the sitting room, making it a hub for social interaction. This is especially true for students, as this is the primary room where they would converse with other housemates. These findings allowed us to progress on to our concept development stage where began to brainstorm 100 ideas, make user personas and also utilize scenario mapping.

We began by creating user personas. This involved using our previous market research and making a series of users to fit that device. For example, one of the devices was a gaming console. For this, we created the persona of Sam and his mother Liz. Sam is nine and loves to play game on the gaming console. Sometimes he gets caught playing games over his age limit and gets in trouble. We then altered the gaming console in a way that if the x-rated game was played them the mother would be contact via smart device. These personas helped us get an Idea of the users we wanted to design for. We ultimately came to the conclusion that we wanted to design our device for busy students.

Moving on from the creation of personas, we then had a brainstorming session where we came up with 100 ideas each. With the guidance of Tara we spent over 3 hours using post it notes to bring together 100 ideas ,based on a number of guidelines given to us. When this was complete, we sorted our ideas using affinity diagrams. This made is easy for us to pick our best ideas. Once we had it limited to about 10 ideas, we were able to pick out our 3 strongest concepts to be brought forward for further development.



Figure 1. Affinity Diagram 1



Figure 2. Affinity Diagram 2

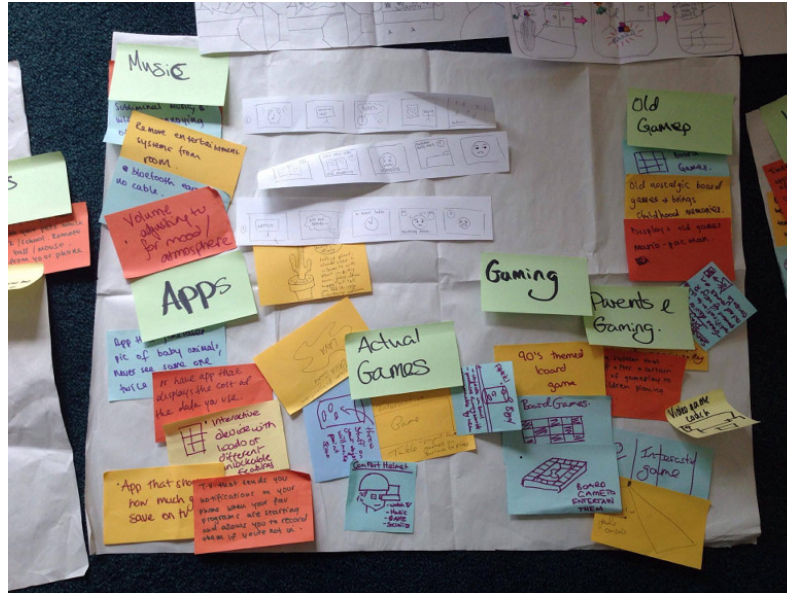


Figure 3. Affinity Diagram 3

Finally, we created a series of scenarios and scenario maps to highlight of three final design choices. For this process, we used the actual users from Carolyn's sitting room (as seen in Assignment 1). We each took one design idea and developed a scenario of how our design would be used. From these scenarios we created scenario maps which enabled us to see problems as well as questions that need to be addressed before we could fully develop our concept design.

Cian and Allana – students

Playing an interactive game to cheer up a housemate



Figure 4. Scenario Map

Rebekah and Alana

Hosting a party at their house

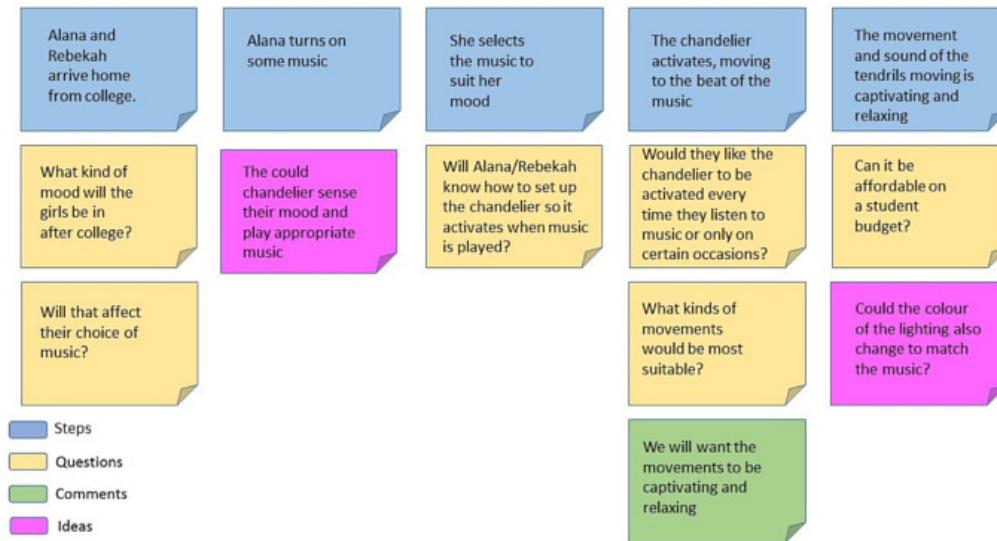


Figure 5. Scenario Map

Rebekah – College Student

Updating herself on news and social media through the device



Figure 6. Scenario Map

Having discussed the three possibilities, we decided upon developing “The Talking point” as we felt it was our strongest concept. It is a very original and quirky design whilst staying true to our room and theme criteria.