Workshop Packet: Designing Experiences

ChickTech: High School Class of 2013

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Introduction

Welcome to ChickTech's Designing Experiences Workshop! By the end of this workshop, you'll be able to answer two questions:

- How do we know what to build?
- How do we know what we built worked?

So what are we building? A new feature for a website! When we say feature, we mean anything that adds some new functionality to a website. For example, adding a “donate” button to a website would be a new feature.

By the end of the workshop, you will have designed a new feature for a local non-profit!
Challenge 1: Try to program an alarm clock

Length: 15 minutes

Purpose
The purpose of this challenge is to get an understanding of a user experience. By trying to program an alarm clock, you will understand what it means to have a good or bad experience with a piece of technology.

Supplies
- A digital alarm clock

Goals
- Task 1: Set the alarm clock so that Alarm 1 will go off (play the radio) 2 minutes from now.
- Task 2: Set the alarm clock so that Alarm 2 will go off (play the radio) at 4pm.

Instructions
One participant will be asked to get up in front of everyone to program an alarm clock. It might be hard, but that's okay! Just try to see if this alarm clock’s interface makes sense to you!

Lessons Learned
What you just went through when trying to program a digital alarm clock is an example of a user experience. Did we mention that a user is anyone who is using the piece of technology? You’ll hear that word a lot, and don’t let it confuse you -- it’s really just another word for person. With every piece of technology, we want a user to have a GOOD experience. GOOD is an ambiguous term, and GOOD really depends on the context.

As user experience gurus, sometimes we want the user to fun have and be engaged and other times we just want to make sure they can program the alarm clock. Whatever we’re trying to help the user accomplish, we want them to have a good experience.
Introduction to User Experience Design

Length: 15 minutes
Information adapted from http://abbytheia.wordpress.com/2012/07/16/what-is-this-ux-thing-anyways/

User Experience Design is all about answering the following questions:

● How do you know what to build?
● How do you know what you built worked?

Sometimes User Experience is shortened to “UX”, so you might see and UX in this workshop and if you look for jobs in this area. UX is a broad term that can include the following careers:

● **Information Architecture**: How do you organize information so that it makes sense? This is when Facebook would need to make sure that how the information is presented makes sense. Where do we put the link for privacy settings?

● **Interaction Design**: How do you create an interface that is easy-to-use? How does the user interact with the system? If Facebook wants users to type their “status” into a status bar, they need to make sure the status box is easy to understand and use.

● **Content Strategy**: How do you get your content message across to people in a clear way? If Facebook wants people to know that the purpose of the service is to connect with friends, they need to make sure that the content is explained in a clear way.

● **User Research**: How do you know what do build AND How do you know what you built worked? User experience research happens *before* we build anything AND after we have something built. They are responsible for asking users what they think and testing new ideas and designs with users. If Facebook or Twitter asked me to complete a survey based on my experience with their services, that would be called User Research.

User Experience is a result, not a tool. We can measure:

● How a user feels
● How a user acts

We want the result to be GOOD.

In User Experience Design, there are many components:

● Getting to know your users
  ○ In this workshop, we’ll do this by interviewing our clients and creating personas
● Measure user reactions at any point along the way
  ○ In this workshop, we’ll do this through Usability Testing
● Document solutions
  ○ In this workshop, we’ll do this through sketching and rapid prototyping
● Work with creatives and developers to build
○ We’ll work with you and the clients throughout the year on making the sketches come to life!

Measure and react
○ You will work with us and your client to make sure our results are good!

How do you keep that all straight? ADDIE! This is a design process that will help you keep track of how to do user experience design.

● **A: Analyze. How do we know what to build?** This is where you get to know your users and clients through interviewing and collecting data from their website. Imagine we’re working with the humane society. We want to know about the humane society’s goals, the current state of their website, and what the typical user of the human society is like.

● **D: Design.** Here comes the sketching! After we do analysis, we need to create something that matches the goals and needs of the humane society. We’ll come up with a few different ideas and sketch them out. If the humane society wants to make sure that people know how to volunteer, we need to design a page of the website with clear information on how to volunteer.

● **D: Develop.** Now there’s developing! This is where you use more technical skills to program the website. You turn paper sketches into an actual website.

● **I: Implement.** After developing a website, we need to release it to the public so everyone knows how they can volunteer at the humane society.

● **E: Evaluate. How do we know what we built worked?** Throughout the entire process, we will make sure to continually evaluate. This means we will check with clients and users to make sure our designs are appropriate and meet the needs of the organization. We also want things to be easy-to-use! We will change our ideas at any stage of the process if we get feedback from evaluating.

Now, we ask you. What is user experience design?

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Teams

*Length: 5 minutes*

Break into teams! We will count you off and put you into teams of 3.

Non-Profit Client Pitches

*Length: 1 minute introduction, 1 minute per non-profit*

For this workshop, our clients will be local **non-profit organizations**, which are companies or groups of people who are usually creating a service for the community without making a profit. This means that they want to help the community in some way. An example of a large non-profit is Toys for Tots. They collect toys and give them to children who would otherwise not be able to have any toys.

A **pitch** is where the client is going to try to get you to choose to work with them! At some point in your career, when you become a user experience guru, clients will come to YOU asking for your help. So we’re going to pretend that you’re all experts now. All of these non-profits are really great, and we’re excited that they’ll be working with us. While they are giving the pitches, think about who you would like to work with, but don’t say anything out loud. We will go through the selection process after all the pitches have been completed.

Choose Your Non-Profit Client

*Length: 8 minutes*

After the pitches, we will ask the non-profits to leave the room so you can choose which ones you would like to work with. We will give you 5 minutes to discuss with your group about your top 3 choices. Then, we will pull a group number out of a hat randomly, and they will get to choose first.
Introduction to Interviewing

Length: 10 minutes

As good user experience designers, first we need to answer the question:
How do you know what to build?

We need to get to know our users. However, we don't have our users here! So we will be interviewing our clients to get a better idea of what they want and who they think will use their website. In the real world, you would interview both the client AND actual users, because interviewing JUST the client only gives you part of the picture. We simply don't have time to interview users as well today.

The purpose of an interview is to learn:
- Purpose of the website and organization
- Needs
- Desires
- Limitations
- Resources

The format of an interview should be:
- Ask general questions first.
  - We want to ask an “easy” open-ended question first to get the interviewee used to talking. An example would be, “What is the name of your organization and what is its purpose, in your eyes?”
- Then get more specific.
  - After we ask some general questions, we can get more specific. For example, “How much time do you expect a user to spend on your site in one visit?”
- And even more specific.
  - For example, “How many users visited your site last week?”

Tips for interviewing:
- Don’t interrupt!
- Start off with a broad easy question
- Listen intently
- Be empathetic. Put yourselves in their shoes.
- Ask open-ended questions. Instead of “Do you like the website?”, you could ask, “What do you think about the website?”
- Take notes (or have someone take notes)
- If they’re quiet...
  - Wait! A little bit of silence is okay
  - Prompt gently for more information
Challenge 2: Interview Your Client

Length: 20 minutes

Purpose
The purpose of this task is start answering the question: How do you know what to build? You will interview your non-profit to learn more about their organization and needs.

Supplies
- Interview Your Client Template
- Pencil or pen

Goals
We want you to learn as much as you can about the non-profit organization and their needs.

Instructions
There are 3 participants in each group.
- Divide the number of questions evenly by the number of participants.
- Each participant will ask the non-profit client a set of questions.
- The participants not asking the questions will be responsible for taking notes. Take detailed notes. Make sure you know who said what. If you don’t understand your client’s response to a question, be sure to ask them for more detail. Remember our tips about interviewing!

Lessons Learned
- Interviewing is the first step in answering, “How do we know what to build?”
- Interviewing can be difficult because you are unfamiliar with the organization and the interviewer
- Sometimes interviewees are quiet, and it is hard to get more information from them
- Interviews are helpful in learning about the organization’s needs
Interview Your Client Template

Name of the organization: ___________________
Name of the interviewee: ___________________
Name of the interviewers: ___________________________________
Date: _______________
Time: _______________
Location: ______________________

Draw a quick sketch of the table and put names next to each person at the table:

Get information about the organization

1. What is your name and your role in the organization?

2. What is the mission of the organization?

3. What are the goals of the organization?
Get information about the website in general

4 What are the purpose and goals of the website?

5 Why do people come to the website?
   ...from the organization’s point of view?
   ...from the user’s point of view?

6 How will the user access the website? (Laptop? Phone? Desktop? School computer?)

7 Are there any restraints, mandates, or guidelines for the site? (ideas to prompt them with: can it only be updated once a month?, are there only certain people who can update it? do changes have to be approved through a particular person?)
Talk about the new feature

8 You have mentioned that you would like us to work on a new feature for the website. What is the problem you are trying to solve with the new feature?

9 Please describe your vision for the new feature.

10 How will the new feature solve the problem you're trying to address?

11 How would you define success for that feature? (ideas to prompt them with: if people use the feature a lot is it a success? if it looks really nice, is it a success? if it take the user 2 minutes to complete their task, is it a success?)

12 Are there any sites you would like to model or a particular style that you prefer?
Talk about the users
13 Who will use that new feature? Please describe their age, occupation, and any other details you can think of.

14 What does the user want to do with the new feature? (What task?)

15 When and where will the user access the new feature on the website? (We are looking for information about the context and environment.)

16 Will everyone be able to view that feature, or should access to the feature be restricted to certain people?

17 When the user is using the new feature, should the task be....

...quick?

...done frequently? (every day, every week, every month?)
...fun?

...engaging? (should they spend more time with the task?)

18 What characteristics/attributes/attitude should the new feature convey to users?

19 Is there anything else you would like to tell us about the organization or the website?
   [after they respond, thank them for their time]
Extra Space for Notes:

______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________
______________________________________________
Explain Client’s Desired New Feature

Length: 10 minutes

Now we will ask each group to come up one at a time and explain the client’s desired new feature for their website.

What does your client want?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Improv Exercise: Tell-A-Story

Length: 15 minutes

Purpose
This exercise is to get you all to think on your feet. To be a user experience designer, you have to work on being creative. Professional designers have to work on their creativity all the time!

In user experience, stories are called scenarios which you create based on what you think people actually do. We’re going to create personas, which are characters of users, and make stories based on them. So let’s work on a silly story together to boost our creativity!

Supplies
- String of Pearls Instructions (see below)

Goals
We want to create a story one line at a time.

Instructions
- Pick someone to say a topic or subject
- Pick someone to tell the first line of a story based on the topic or subject
- Pick someone to tell the last line of the story
- Go through the rest of the participants, and randomly assign them a location and ask them to say one sentence
- Each time you add a new participant, make sure every says their line

Lessons Learned
We created a silly story full of ups and downs, twists and turns. We learned that we can work on our creativity through improv exercises like this one. Stories are important in user experience design. Sometimes UX designers call stories scenarios, and the characters that represent our users, who are actos in our scenarios are called personas. This exercise helped us practice creating a silly story.
Personas

Length: 15 minutes

A persona is a character you create that represents your user. It helps answer the question, **How do you know what to build?**

Why create them?

- We’re almost never designing for ourselves
- It keeps us focused

We create very different products based on who our user is. Personas help us keep our user in mind and design something FOR THEM.

When you create a persona, you should answer at least the following questions:

- What do they look like?
- What’s their name?
  - Lady Gaga
- One quote about their attitude and beliefs:
  - “Life is a theater.”
- Age? 26
- Life goals: To be a famous pop icon!
- Pain points: I hate the way most websites make me buy things. It needs to be easier! I also do everything on my iPhone.
- What do they want to do with the website?
  - Buy a hairbow
- What’s their history? (Tell a story about them)
  - She is a 26 year old rich woman who used to be an acoustic singer, and now is a pop icon
- What are their interests/hobbies?
  - Meat dresses, singing, and gay rights
Challenge 3: Create a Persona

Length: 30 minutes

Purpose
The purpose of creating a persona is to help answer the question How do we know what to build? To know what to build, we have to get to know our users. Normally, we would interview them, then create a persona based on common themes from interviews. But this time, you'll have to use information from your client interview to create the persona. We will use the personas to help guide our designs, so we make sure to build something that perfectly fits our users.

Supplies
- 1 pair of scissors per participant
- 1 glue stick or roll of tape per participant
- 2 magazines per participant
- Persona Template (next page)
- 1 popsicle stick
- A laptop with the non-profit website open

Goals
We want to make a collage from magazine pictures about a “typical user” for your non-profits website. Also, we want to make sure to answer the questions on the Persona Template

Instructions
- Refer to your interviews to remember what kinds of people will be using the website and what they want to achieve
- We have the websites open on laptops at each table that you can refer to
- There might be different types of users, so each person in your group could be a different type of user
- Use the first page of the Persona Template to create a collage of your user, include pictures that represent their interests and what they look like. Tape a popsicle to the bottom.

Lessons Learned
We learned how to create a persona which will help us in designing a new feature for the website that perfectly suits a “typical user”.


Persona Template

This page is for you to make a collage using magazine photos.
Introduction to Storyboards

Length: 15 minutes

What is a storyboard?
- It’s kind of like a comic strip, with different frames for different ideas

Why create storyboards?
- Storyboards help you think through your idea in more detail
- Storyboards help communicate your ideas to others
- They are rough sketches to show how a user will use your product

What storyboard should include:
- A problem a user has
- Design solution to the problem (focus on the context and concepts, rather than the actual interface)
- Benefit to the user

When you are creating the storyboard you can ask yourself:
- Who is in your story?
- What happens?
- What is the user’s goal?
- Where does it take place?
Challenge 4: Create a Storyboard

Length: 30 minutes

Purpose
Personas (that you just created) tell you how users behave now and what problems or needs they have. Storyboards help you to sketch your ideas to resolve a user’s problems. Through storyboards you will design an ideal solution to a user’s problem and show how the user will behave in the future thanks to your new design.

Supplies
- Storyboard Template
- Pencils, markers
- A laptop with the non-profit website open

Goals
We want to sketch:
- A story about your user
- A problem the user has
- Your solution to resolve the problem

Instructions
- Refer to your interviews and personas to remember what kinds of people will be using the website and what they want to achieve
- Client told you the user’s need or problem
- Come up with an ideal design idea to help the user with the need or problem. This should include the concept for the new idea. We will refine everything tomorrow!

Lessons Learned
We learned how to create storyboards which help us communicate the design ideas to others. Now you will be able to develop the idea into more detailed user interface.
Storyboard Template
Introduction to Sketching

Length: 10 minutes

Why Do We Sketch?
Sketching is a powerful tool. It’s an application of doodling, which people tend to naturally do when pen enters their hand and is given the opportunity to meet paper. It’s far from art, and that is what is so great about it. There are 3 benefits for sketching:

Working Faster
There are plenty of ways to create designs or create websites. Some work well when working alone, and others may be better fit for teams. Sketching has the benefit of working well no matter the situation. It is a great way to start a project.

The problem with letting only the designer design is it promotes perfectionism and attachment to one’s ideas. Sketching isn’t like that. It’s quick and dirty, and that’s okay. This brings a project to development faster, and by doing so, it results in less waste.

Communicating Better
Communication is an incredibly important part of design. A designer is expected to have proficiency in design tool and techniques, but a good designer caters to the users. A designer can’t be expected to know everything, so collaboration with users and clients is key.

Fortunately, even clients can draw boxes and squiggles. Since sketching happens in real time, a conversation between designers and clients can take place simultaneously. Questions will be asked and then answered, and this will all be reflected in the sketches. These sketches can then be used as notes later on.

Exploring Solutions
Since sketching is so quick, it is easy to create multiple designs. Since sketching happens so fast, it’s much harder to get attached to an idea before considering other ones. It is foolish to think that the first attempt at solving this problem is going to be the best one possible. Since sketching is cheap, no one is going to feel bad about this exploration process.

Another benefit of exploring solutions and thinking all the way through solutions by way of sketching is it tends to get the forgotten questions out in the open faster. It is normal to overlook little details, or even big ones. Through exploration, designs become well refined. By applying what was learned from early designs to later designs, a designer is iterating on the solution.
Challenge 5: Sketch an Improvement Protocol

Length: 30 minutes

Purpose
Sketching is another step in the pursuit of answering the question How do we know what to build? Now that we know our users and we know our problem, we are going to use both in combination to come up with an idea that will later be built.

Supplies
- Paper
- Pens (preferably multiple colors)
- Sticky Notes

Goals
- Sketch various ways to improve a feature for your client’s website
- Take note on how this will in fact be an improvement

Instructions
1. Host will tell you a problem with the website
2. Summarize a problem with the website or a feature that has room for improvement
3. Explain “why” this is a problem (hint: use of your personas!)
4. As a team, ask questions and answer questions
5. Come to a solution to the problem via sketching and question answering
6. Repeat steps three and four. Also include questions about your first design.
7. Come up with at least 3 total designs through this sketching process
8. Work together to create a final design using the best ideas from the 3 designs
9. Write down how the chosen design is an improvement.
10. Write down why the chosen design is better than the other designs.

Lessons Learned
We learned how to apply sketching to design problem-solving.
Introduction to Writing for the Web

Length: 5 minutes
Information adapted from: http://people.mozilla.org/~morgamic/webwriting.pdf

The first piece of advice we can give you for writing on the web is this: **People don’t read, they scan!**

Also, make sure you are writing for the user.

- **Writing for the writer**
  - Example: Johnson and Johnson proudly develops the world’s most innovative solutions for wound management.
  - Your user’s reaction:

- **Writing for your stakeholders**
  - Example: Super Happy FunApp is so amazing and developed by a team of experts in Python, C++, and Jython! Experience the best the web has to offer in enterprise open source and open up a new world of excitement to enhance your browsing experience using our visionary new vaporware!
  - Your user’s reaction: Okay...but what does it do for me?

- **Instead, you should be writing for the user!**
  - Example: Firefox Sync remembers your history across all your computers and phones so you don’t have to.
  - Your user’s reaction: Awesome, I won’t have to remember the page for that awesome red panda video.
  - Even better, use the **active** voice. “You don’t have to remember the page for that awesome panda video because Firefox Sync does it for you.”

Tips for writing on the web:

- bulleted lists, highlighted keywords
- meaningful sub-headings
- one idea per paragraph
- inverted pyramid style - conclusion first!
- half the word count
- use active voice

Pretend like you’re explaining something to your friend over text! ...just remove omgs, smh, and lols!
Mini-Challenge 1: Improve Language

Length: 10 minutes

Purpose
Every good website has good content. You will learn how to improve the language of a website to ensure that users will actually read it and understand it.

Supplies
- Laptop with the client’s website open
- Improve Language Template (Zoya first, Client second)

Goals
We want to take a paragraph from Zoya.com and improve it using the tips we learned. Then, we will take a paragraph from your client’s website to improve.

Instructions
You will work individually for this task.

1. Read the Zoya.com paragraph
2. Re-read the Zoya.com paragraph and think how you can make it better
3. Re-write the Zoya.com paragraph
4. We will go over the improvements to the Zoya.com paragraph as a group
5. Read your client’s paragraph
6. Re-read your client’s paragraph
7. Re-write your client’s paragraph
8. We will go over the improvements to your client’s paragraph as a group

Lessons Learned
We learned that bullet-points are our friends and that we need to write for the user!
Improve Language Template: Zoya

**Old Paragraph:** For the perfect manicure and make your nail polish wear up to 10 days, try the Zoya Color Lock System. The Zoya Color Lock System includes the Zoya Remove, Zoya Anchor Base Coat, Zoya Geteven ridge filling base coat, Zoya Armor top coat, Zoya Fast Drops speed drying drops and Zoya Renew nail polish thinner and rejuvenator. All Zoya nail polish and nail polish treatments are free of toluene, formaldehyde, DBP and camphor.

**New Paragraph:**
We believe that everyone has a right to live free from violence and abuse. We value the dignity and personal story of everyone who comes to us for support and believe that survivors of domestic violence should be treated respectfully and have control over their own lives. We strive to offer inclusive and accessible programs for survivors of diverse cultures, backgrounds, experiences, and lifestyles. We are committed to compassionate care and participant-centered services that recognize their strengths and resiliencies. We know that domestic violence doesn’t just impact individuals and families, but the whole community. Responding effectively must involve the community. We aim to work collaboratively wherever and whenever possible. We acknowledge current and historical inequities and work towards ending oppression. We are always learning and have a hungry appetite for innovation.
In 2003, the US Congress awarded $150,000 for a longitudinal study of CFS to be conducted by the Northwest Regional Educational Laboratory. The study compared the students involved in the CFS program with a matched comparison group of students from the same school with similar characteristics, who chose not to become involved with the CFS program. One of the misconceptions about our program is that only the “smart” kids join the chess club which is why they have better scores. The study found that our clubs attract kids with a broad range of abilities including special education students. The final report of the two-year study showed:

• The CFS students (91.7%) had a higher percentage in meeting or exceeding standards in reading in 2006 than the state (86.7%) and district (87.7%) percentages.

• CFS students (93.0%) had a higher percentage in meeting or exceeding standards in math in 2006 than state (88.3%) and district (89.7%) percentages.

• When evaluated with a comparison group of non-CFS students, 17% more of CFS students exceeded standards in math and 10% more of CFS students exceeded standards in reading than the comparison group.

New Paragraph:
Adolescent pregnancy and parenthood present formidable challenges for teens’ development into productive and fulfilled adults. In addition to the physical implications of adolescent pregnancy, the reality is that most teen mothers raise their children as single parents, which may lead to girls not completing high school and thereby being employed in a low wage job. Although the most recent decrease in teen pregnancy rates is promising, the U.S. continues to have the highest teen pregnancy rate among industrialized countries, with Canada’s rate less than half of that of the U.S., but still higher than many industrialized countries. Further, sexually transmitted disease rates among young women, especially young women of color, is still of great concern.

New Paragraph:
Improve Language Template: On-the-Move

http://www.onthemoveonline.org/about/

On-the-Move activities have a health and wellness focus. Many groups volunteer for animal welfare organizations, exercise, go hiking, visit art galleries, farmer’s markets, and do cooking projects. We avoid the mall and fast food! We do lots of volunteer projects and always make a positive impact on our community. We educate ourselves and others on how to be respectful and responsible towards the environment.

New Paragraph:
Improve Language Template: Youth Ending Slavery

http://www.youthendingslavery.org/international.html

While Tier 1 is the most desired status, it does not imply an absence of human trafficking. “A Tier 1 ranking indicates that a government has acknowledged the existence of human trafficking, made efforts to address the problem, and complies with the TVPA's minimum standards.” Tier 2 countries qualify as such because although they do not meet the TVPA's minimum standards, they are making significant efforts to do so. Between Tiers 2 and 3 is the Tier 2 Watch List, which consists of countries that require special supervision due to a “significantly increasing number of victims; failure to provide evidence of increasing efforts to combat trafficking in persons.” (dosomething.org) Finally there is Tier 3. Countries in this category not only fail to meet the TVPA's minimum standards, but they make no effort to comply.

New Paragraph:
Day 2!

Content & Navigation Introduction

Length: 2 minutes
Websites are made of two main things:

- Content: The big chunks of text or video which is usually the bulk of the website
- Navigation: How you get around on the site and move from page to page

We need to make sure that content is clear and the navigation is easy-to-use and understandable. We need to help the user complete their task through clear navigation.
Mini-Challenge 2: Content & Navigation

*Length: 2 minutes*

**Purpose**
- Learn the difference between content and navigation

**Supplies**
- A laptop opened up to the client’s website

**Goals**
- Identify content and navigation

**Instructions**
- With your group, talk about what parts of your client’s website are content, and what parts are navigation

**Lessons Learned**
We learned that content are the main chunks of information on the website and navigation helps you get from one page to another.
Mini-Challenge 3: Website Memory Test

*Length: 10 minutes*

**Purpose**
- To learn that user experience impressions are made quickly! We need to make sure that the user knows what the website is about and how to navigate it very quickly.

**Supplies**
- Pencil
- Paper
- Laptop open to the website

**Goals**
- We want to see what we can remember from a website

**Instructions**
- Navigate to [http://last.fm](http://last.fm) on the browser
- Look at the website for 10 seconds
- Minimize the website, and take 2 minutes to draw anything you remembered
- Let’s discuss the following questions:
  - So what parts of the website do you remember first?
  - What is the first thing you sketched out?
  - Was there a header? What was in it?
  - Where was the navigation?
  - Was that the only navigation?
  - What types of content were on the page?
- Now we'll show you an example of a bad website: [http://www.lingscars.com/](http://www.lingscars.com/). Imagine trying to remember anything from that!

**Lessons Learned**
- We learned that there are good and bad examples of websites. Good websites have clear navigation and content at a first glance, which is really important for user experience.
Introduction to Sketching: Part 2

Sketchboards
Sketching is a great tool for brainstorming with other people, but most of the time, projects go beyond a single meeting. Most projects start with nothing, and over the course of days or even months, become something. Sketching is going to be a tool that designers will come back to throughout this entire time. Sketchboards are used to keep sketches together, and to keep the project organized.

What Goes on A Sketchboard
Whatever is helpful, is the short answer. However, there are common pieces of information that are re-occurring among sketchboards.

1. **A vision statement**: This is what the project started as. It is broad sentence or few that describe what the problem is.

2. **Project requirements**: This details everything that a proposed solution will need to achieve.

3. **Exploratory sketches**: These are very rough sketches that outline potential ideas. There should be many of these.

4. **Refined sketches**: These are cleaned up exploratory sketches that have been elaborated on and potentially combined.

5. **Scope changes**: Projects are living things, and as such, they are subject to change. Those changes should be detailed on the sketchboard.

6. **Miscellaneous notes**: Many other things are bound to come up throughout design and development. They should be detailed on the sketchboard as well. They typically take the form of a sticky note.
Challenge 6: Sketch a New Feature

Length: 40 minutes

Purpose
Just like when we sketched an improvement to an existing feature, we are seeking the answer to the question, “How do we know what to build?” However, the question is harder to answer when we start from scratch.

Supplies
- Paper
- Pens (preferably multiple colors)
- Sticky Notes
- Large paper

Goals
- Sketch many potential solutions to the problem
- Better understand the problem
- Narrow our ideas to a single idea to pursue
- Sketch this single idea in detail

Instructions
1. The host will provide the group with a vision statement and requirements
2. Each girl in the group will sketch their own exploratory sketch of a potential solution to the problem
3. All the girls will discuss their own exploratory sketches with each other, making sure to ask and answer questions as they do so
4. All the girls will evaluate all potential ideas and elements of each other’s designs
5. All the girls will collaborate to create a final refined sketch that best solves the problem
6. All the girls and the host will reflect on the exercise, sharing what they learned about sketching and how they would go about it differently next time

Lessons Learned
We learned how to work together and use sketching to quickly come up with a good solution to a problem.
Introduction to Usability Testing

Length: 10 minutes

The Importance of Usability

Good design goes unnoticed. The user of a good tool doesn’t question the tool. It is obvious what the tool does, and the tool does this without question. Our goal is to create products that can be used by humans. If a user doesn’t have to think, that is a compliment. Our work should never get in the way of what a user is trying to achieve. This is why usability is important. We are creating a means to an end. The user is only concerned about the end. As designers, we concern ourselves with the means, so others don’t have to.

Usability Testing

Usability testing is a practice used to answer the question: How do you know what you built worked? This is an important question because the answer to it will help shape what you do next with the product. Should you reevaluate what you have already made, or should you focus on new features and growth?

Usability testing starts with a script that seeks to test a certain feature or aspect of a product. The test administer guides a user through this script as the user thinks aloud. It is important to remember that usability testing tests the product. It does not test the user. The user is only there because they represent the people who will be using the site, and unlike those responsible for making the product, they are not familiar with it. We want the user to think aloud because we will use their stream of consciousness to learn their mental strategies when using the site.

After the user has run through the script, the designer (or designers) will evaluate all the data and come to conclusions about the feature or aspect that was tested. Sometimes it is obvious the feature was a failure. The user did not use it as expected. Other times it is difficult. Even other times, you may be skeptical to attribute the failure of the test to the feature. Maybe the test user didn’t actually represent the real users. No matter what the data says or what is made of it, after the test, the designers know more about the feature than they did before.

The Importance of Usability Testing

We are seldom right in our first attempts. We should not seek to be right the first time. We should only seek to be constantly improving. In order to constantly improve, we must constantly ask and be able to answer the questions, “How do we know what to build?”, and, “How do we know what we built worked?” These two questions compose a reinforcing loop that can only improve a product.
Challenge 7: Usability Testing

Length: 20 minutes

Purpose
Create a script for a usability test that will test the effectiveness of the sketched out new feature.

Supplies
- Paper
- Pen
- Usability Test Template

Goals
- Determine the goal of the test
- Determine a list of positive outcomes
- Write a list of directions that we hypothesize will lead the user to the goal of the test

Instructions
1. Review the vision statement of the new feature
2. Determine what the “end” of this statement is
3. Phrase a goal statement that includes the “end” (e.g., The user sent an email using the contact form with the correct topic--bug report).
4. Write a list of positive outcomes (e.g., The user used the contact button on the home screen, the user knew what the topics drop down was for, the user made it back to the home page after sending the email).
5. Write a list of open-ended directions/tasks that will be read to the tester
   a. Good example: Navigate to the contact page
   b. Bad example: Click the “Contact” link on the far right of the navigation bar on the top of the page

Lessons Learned
How to put together a usability test, and how to determine if the test was successful or not.
Usability Testing Template

Goal Statement

Positive Outcomes

❑
❑
❑
❑
❑

Directions/Tasks

1
2
3
4
5
6
7
8
9
10
Introduction to Rapid Prototyping

Length: 10 minutes

What’s the Point?

The idea of making something that resembles the real thing, except severely lacking in detail, durability, distribution, and perhaps even features is counter-intuitive. Why make this prototype if we are just going to throw it away? Why wouldn’t we just spend our time making the real thing?

The point is to figure things out before we take the time, resources, and money to make the right thing. Oftentimes, concepts hinge on questions that can be answered without creating the entire product. We want to answer these questions as early and as cheaply as possible rather than guessing now and running the risk of being wrong later on. Other times, we are interested in just pitching our concept to stakeholders. Words can say plenty, but they will always fall short of design examples in a demonstration.

Paper Prototyping

When it comes to designing a website, there are only two things we care about at the core: how the user interprets what they see, and how the user interacts with what they have interpreted. This can all be achieved with paper, and a human director whose job is to change the state of the paper prototype.

Prototyping for Demonstration

Since demonstrations are linear by nature, the prototype only needs to include the things mentioned in a script that corresponds with the demonstration. The demonstrator will then speak through the script while updating it. The prototype only serves as a visual aid.

Prototyping for Testing

Instead of a script, testing requires a list of actions and questions. This is a science, and as such, the tests are experiments that seek to validate or invalidate a hypothesis. The prototype will be a version of a prototype that could be used for demonstration. Since testing is non-linear, the prototype must include all elements required for any state that a user may end up in. For example, if the prototype includes a list of five options that a user could choose from, the prototype needs to include states for all five of those options. In a demonstration, the prototype only needs to include one of the states. The demonstrator would just always choose that one option. However, in testing, the user shouldn’t be exposed to the limitations of the prototype. All the tester can do to keep the user in the confines of the prototype is direct the user through the prepared list of actions.
Challenge 8: Create a rapid prototype

*Length: 40 minutes*

**Purpose**
Create a rapid prototype that will be used to test the solution the group has come up with for the new feature on a website. This will allow us to answer the question, “How do we know what we built worked?”

**Supplies**
- Paper
- Scissors
- Tape
- UI controls templates
- Pens (preferably multiple colors)

**Goals**
- Use the usability test script to create all the pieces of the website and the new feature that are required for testing the new feature
- Perform a dry-run through the test to make sure no pieces were forgotten

**Instructions**
1. The girls will review their script and itemize all the website elements, (e.g., buttons, pages, textboxes, checkboxes, etc.) that need to be created
2. The girls will split the elements among themselves
3. The girls will create all these elements
4. The girls will assemble and organize the elements to prepare for a usability test
5. One of the girls will be the tester
6. The other two girls will direct the tester through the usability test script to make sure it does in fact work

**Lessons Learned**
We learned what it takes to create a rapid prototype and organize it for conducting a usability test.
Challenge 9: Perform a Usability Test

*Length: 20 minutes*

**Purpose**
This is going to help us discover how our newly designed feature will actually be used. We are going to use what we learn to help us improve our design.

**Supplies**
- The usability test script we created in Challenge 7
- The rapid prototype we created in Challenge 8
- The Usability Test Follow Up Template

**Goals**
- Perform the scripted usability test with a user who is not familiar with the design
- Review the results of the test with our group

**Instructions**
1. One girl in each group will randomly placed in another group as The User
2. The other girls (The Testers) will introduce themselves to The User that has been placed in their group
3. The Testers will guide The User through the usability test with the assistance of their script **making sure to record the start time and the finish time**
4. When the usability test is complete The User will return to her group to observe the rest of their usability test in session
5. When a group has finished their test, and all members of the group are present, the group will review the test results
6. The group will answer the questions in the Usability Test Follow Up Template

**Lessons Learned**
We learned the importance of treating our designs as hypotheses and what it means to test these hypotheses. We additionally learned how to conduct a usability test and how to interpret the results of said test.
Usability Test Follow Up Template

About the Test

Did the user complete all tasks? How long did it take?

What were the major issues, if any?

What were the minor issues, if any?

Is this design successful?

List any outside influences that may have affected the test.

About Usability Testing

These are questions to discuss as a group. Take notes if you desire.

1. How hard was it to follow the script?
2. Did the script include everything that should have been covered?
3. Did the user understand the questions and tasks from the script?
4. Was the user at ease while testing the prototype?
5. How was it being the user testing another group’s prototype?
6. As the user, did you feel like you were being tested?
7. As the user, did you feel anxious or uncomfortable?

As the user, were you interested in what you were testing?
Improving an Interface after Testing

*Length: 10 minutes*

By doing the usability test, you should have identified anything that was:
- confusing to the user
- hard to use
- easy to use
- could be changed before finalizing the design

After testing, you know what parts of your design needs to be improved. For example, perhaps there was a point in the task where your user struggled to finish a task or perhaps the task took a long time to complete. You may have discovered your new design is still missing something the user needs or was looking for. Now is time to refine and improve your design based on what you learned!
Challenge 10: Improving an Interface after Testing

*Length: 20 minutes*

**Purpose**
Refine your design to provide the best user experience for those using your design. Most often, designs are refined several times before arriving at ideal design. Great design stays out of a user’s way and allows them to have fun and accomplish their task.

**Supplies**
- Paper
- Pens/pencils/markers
- Sticky notes

**Goals**
You will refine your current design based on what you heard from users testing your prototype. The goal is to improve the design such that it is easy for the user to use and be able to finish the task without struggling.

**Instructions**
- Collaborate: As a team go through the notes taken during the usability testing and discuss together what flaws you think you discovered through the usability testing.
- Identify the problems in your design
  - What was hard for the user?
  - Did anything not make sense to your user?
  - Was the user able to finish the task?
- Write down identified problems on sticky notes
- Group similar problems discovered, if any
- Refine the design (from the perspective of the user)

**Lessons Learned**
We learned what to do with the usability testing data and how we can improve the current design based on what we heard and saw how users interact with our design.
Introduction to Critiquing Websites

Length: 2 minutes

What’s a website critique?
- A critique is an in-depth analysis of a website
- You pretend you are a user and ask critical questions about the website

Why are critiques important?
- It is important to critically analyze websites to ensure we have the best user experience

Along with critiquing, you will get accustomed to receiving critiques of your designs. Remember when you receive a critique, they are critiquing the design, not you! Do not take it too personally. Also, try not to get defensive. Instead, take notes and use it as an opportunity to learn from others.

We are introducing you to critiquing because your clients or people attending the Tech Show might give you critical feedback, and we want you to be able to handle it.
Mini-Challenge 3: Critiquing Websites

*Length: 10 minutes*

**Purpose**
Critiquing is the ability to form a critical review or commentary for the given website. The ability to view websites critically will allow you to train your brain to think like a user, and ultimately develop sites that provide a satisfactory user experience.

**Supplies**
- Your well-trained eye
- A laptop opened to your client’s website
- Critiquing Websites Template (next page)

**Goals**
We want to critique your client’s website!

**Instructions**
- We are going to look at the website in a variety of ways listed in the template
- You will work individually on answering the questions for 5 minutes
- Then you will talk with your group and share your answers for 5 minutes

**Lessons Learned**
We learned that critiquing a website is beneficial in learning the pitfalls of a website’s user experience.
Critiquing Websites Template

The “Five Things” trick - Scan the page for five seconds and list the 5 things you remember most.

1

2

3

4

5

Note where your eyes go first - What can you explain about the page by this?

Squint your eyes - What is your brain trying to make of the image you see?

Scan the page diagonally from top left to bottom right - Is the content presented in clear logical order?

Find the Intersections - Where do the lines of the page force the eye to focus? Is it the most important elements of the site?

The more the merrier - Compare your answers with those of your peers and evaluate common answers and differences.
Coming to a Close

Let’s recap your adventurous 2 days! You got a taste of almost every aspect of user experience design.

First you dove into User Experience Design and learned that it’s all about answering the following questions:

- How do you know what to build?
- How do you know what you built worked?

Then we had you interview your clients!

After interviewing, we used the information to create personas.

We put the personas to work by creating storyboards.

Then we learned more about sketching. You sketched an improvement to your client’s website.

You even got experience improving the language of the website.

You learned that content are the main areas on a webpage that hold text, videos, and images, and navigation is how you move from one page to another within a website.

Then you worked as a team using your sketching skills, to create a new feature for your client’s website.

To see if what you built worked, you developed a usability testing script.

Then you created a rapid prototype to use during usability testing.

You performed usability testing and improved your design after the testing!

Phew, that was a lot of work! Good job everyone! Let’s give ourselves a round of applause.

Now, let’s go around the room and say:

- What was your favorite part?
- What was your least favorite part?
- What was one thing that you learned?
Preparing for the Tech Show

Length: 5 minutes

Effective Presenting Tips
- Maintain a clear message to keep your audience interested
- Use graphics to help tell your story
- Don’t overwhelm your audience with too many details
- Practice your presentation prior to the real one

Presentation Poster
Your final poster should include:
- What did you learn?
- Who is your client?
- What did your client want?
- What did you create for them and why?
- What was your favorite part?
- What do you want to learn more about
Resources

We have compiled a list of resources for you so you can learn more about user experience at your leisure. They're in no particular order. Have fun exploring!

A handy online encyclopedia with great articles: http://interaction-design.org/

All you could ever want to know about website design (and a whole bunch of other topics): http://www.alistapart.com

Crash course on Design Thinking by Stanford: http://dschool.stanford.edu/dgift/

Learn how to create great products: http://www.designstaff.org/

A rad blog about user experience: http://www.lukew.com/

Online user experience magazine: http://uxmag.com/

Online user experience publication: http://www.uxbooth.com/