

# Concept Videos

Prof. James A. Landay  
Computer Science Department  
Stanford University

Autumn 2023

October 9, 2023

# Hall of Fame or Shame?



## Google app logos



# Hall of Shame!



## Google app logos

### Good

- colorful
- consistent

### Bad

- cannot tell what is what at a glance

# Pioneers in Design

## *Loretta Staples*

- One of the early important UI designers
- Although trained at top art & design schools, she didn't see where she fit in
- As digital design was rapidly changing in the late 80s, she was at the forefront

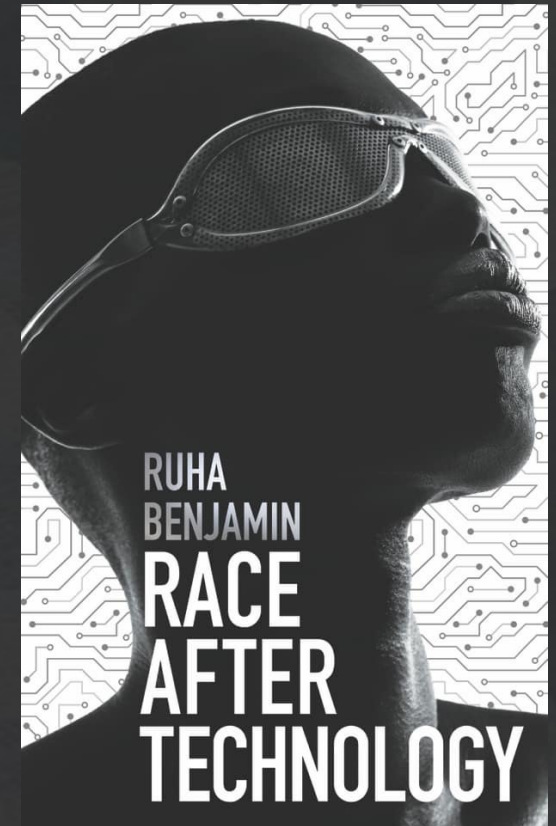
<https://www.nytimes.com/2021/03/18/style/loretta-staples-ui-design.html>



Sasha Rudensky for The New York Times

# Racial Justice through Design

- Only 30% of the tech workforce is non-white
  - products (voice assistants, facial recognition, anonymous posting sites) perpetuate bias
- Learn about Black history and design
  - The push to redefine “good design” amid the Black Lives Matter movement
  - Race After Technology by Ruha Benjamin
  - Designing and Organizing for Black Liberation, a 2021 conference by “Where are the Black Designers?”
  - Anti-Racist Reading List for Designers



<https://www.appspringtech.com/wp-content/uploads/2020/09/descarga.jpg>

"REMEMBER TO IMAGINE + CRAFT THE WORLDS  
YOU CANNOT LIVE WITHOUT, JUST AS YOU  
DISMANTLE THE ONES YOU CANNOT LIVE WITHIN"

- RUHA  
BENJAMIN



ASHLEY LUKASHEVSKY

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# Outline

- Tasks
- Video Prototypes
- Concept Videos
- Administrivia
- Team Break
- Making a Concept Video
- High-fidelity Video Examples



***Task.*** The structured **set of activities** or high-level **actions** required to **achieve a high-level user goal.**

***what*** a user wants to do

\* not how

# Task-based Design & Evaluation

- Real tasks customers have faced / will face
  - collect any necessary materials
- Do your tasks support the problem you are solving?
- Mixture of simple & complex tasks
  - simple task (common or introductory)
  - moderate task
  - complex task (infrequent or for power customers)

# What Should Tasks Look Like?

- Say what customer **wants to do**, but **not how**
  - allows comparing different design alternatives

Good (Task)

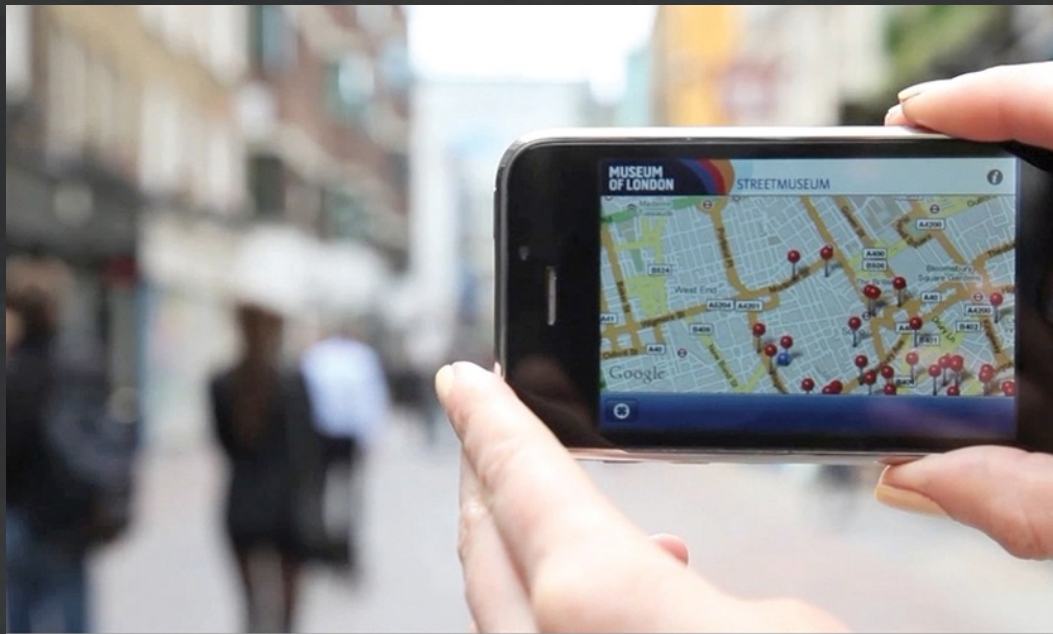


Tony is visiting London and wants to find the pub that his friend told him about. He is walking down the street using his phone to navigate to the place that he has previously looked up.

# What Should Tasks Look Like?

- Say what customer **wants to do**, but **not how**
  - allows comparing different design alternatives

Bad (this is a **Task flow**)



Tony clicks on the Charing Cross Pub icon and selects “directions to” as he walks down the street.

# What Should Tasks Look Like?

- Say what customer **wants to do**, but **not how**
  - allows comparing different design alternatives
- Be specific – stories **based on facts!**
  - say who customers are (use people in your POVs)
    - design can really differ depending on who
    - name names (allows getting more info later)
    - characteristics of customers (job, expertise, etc.)
  - forces us to fill out description w/ relevant details
- Tasks should usually describe a **complete goal**
  - forces us to consider how features work together
    - example: phone-in bank functions

# Using Tasks in Design

- Write up a description of tasks
  - formally or informally
  - run by customers and rest of the design team
  - get more information where needed

## **Let my friends know where I am**

Manny is in the city at a club that he wasn't planning to go to and would like to let his girlfriend, Sherry, know where he is and be notified when she is about to get to the club.

*task title*

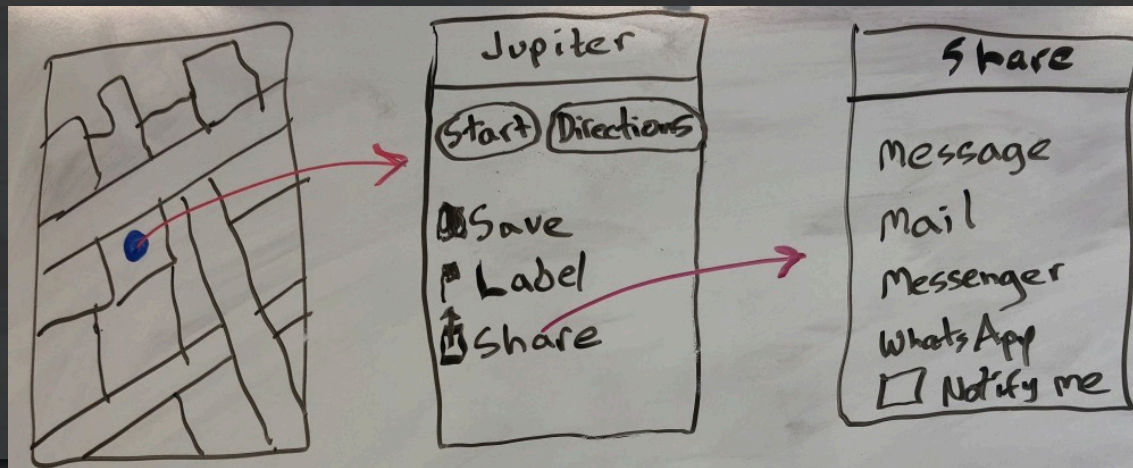
*task description*

## Using Tasks in Design (cont.)

- Rough out an interface design
  - discard features that don't support your tasks
    - or add a real task that exercises that feature
  - major screens & functions (not too detailed)
  - hand sketched
- Produce *task flows* for each task
  - **how** customer completes task & what they would **see**
  - step-by-step performance of task
  - illustrate using storyboards (AKA **wireframes**)
    - sequences of sketches showing screens & transitions

# Task Flows Show How to Do the Task

- Task Flows are *design specific*, tasks aren't
- Task Flows force us to
  - show how various features will work together
  - settle design arguments by seeing examples
- Show users taskflows to get feedback





# Recap

How might we make the wait the most exciting part of the trip?

**Solution:** An app that leads kids on a scavenger hunt adventure around the airport.

# What are the tasks?

SIMPLE: hunt for treasure

MODERATE: set up a custom scavenger hunt for your kids

COMPLEX: create teams & compete against other kids/families

# DO IT NOW

Work in groups of 3-4 to generate a set of **simple**, **moderate**, and **complex** tasks for this HMW/solution pair:

*HMW make fellow passengers joyful around kids?*

*Solution: An interactive game wall with activities at varied heights that both kids and adults can play with.*

Post your **best tasks** in slack when done.

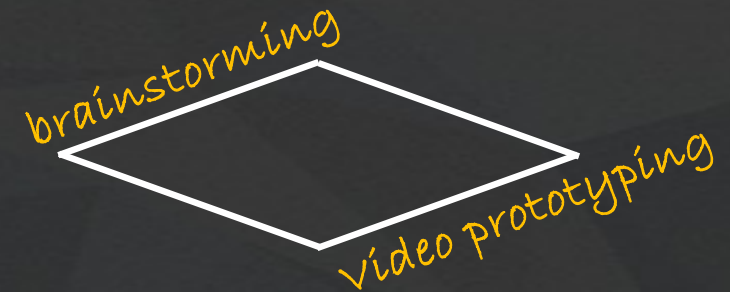
**What** ← → **How**

**Task** ← → **Task  
Flow**

**Concept  
Video** ← → **Video  
Prototype**

# Video Prototypes

- Illustrate **how users will interact** w/ system
- Unlike brainstorming, video prototyping contracts the design space
- Quick to build
- Inexpensive
- Forces designers to consider details of how users will **interact** with & **react** to the design
- May better illustrate **context** of use



# Video Prototype Characteristics



Paper Prototypes, Interactive Prototype, Existing Software or Projected Images as a background



Optional Narration, Conversation preferred  
narrator explains events & others move images/illustrate interaction while actors perform movements—viewer expected to **understand w/o voice-over**



With **good storyboards**, a good short film can be shot in 2-3 hours

# Video Prototype Examples



## Carbon Shopper





# Concept (Vision) Videos

How to capture an early  
concept and tell a story

# It's About Stories



# It's About Details



# Key Pieces of Successful Concept Videos



People  
(roles)

Kid & parents



Context  
(scene)

Wants to use force, but failing  
Upper middle class – VW land



The Solution  
(props)

Dad's car let's you remotely  
turn it on. The force is alive!



Keep it Simple

Use what you **know** and what you **have** (or can easily **get**)

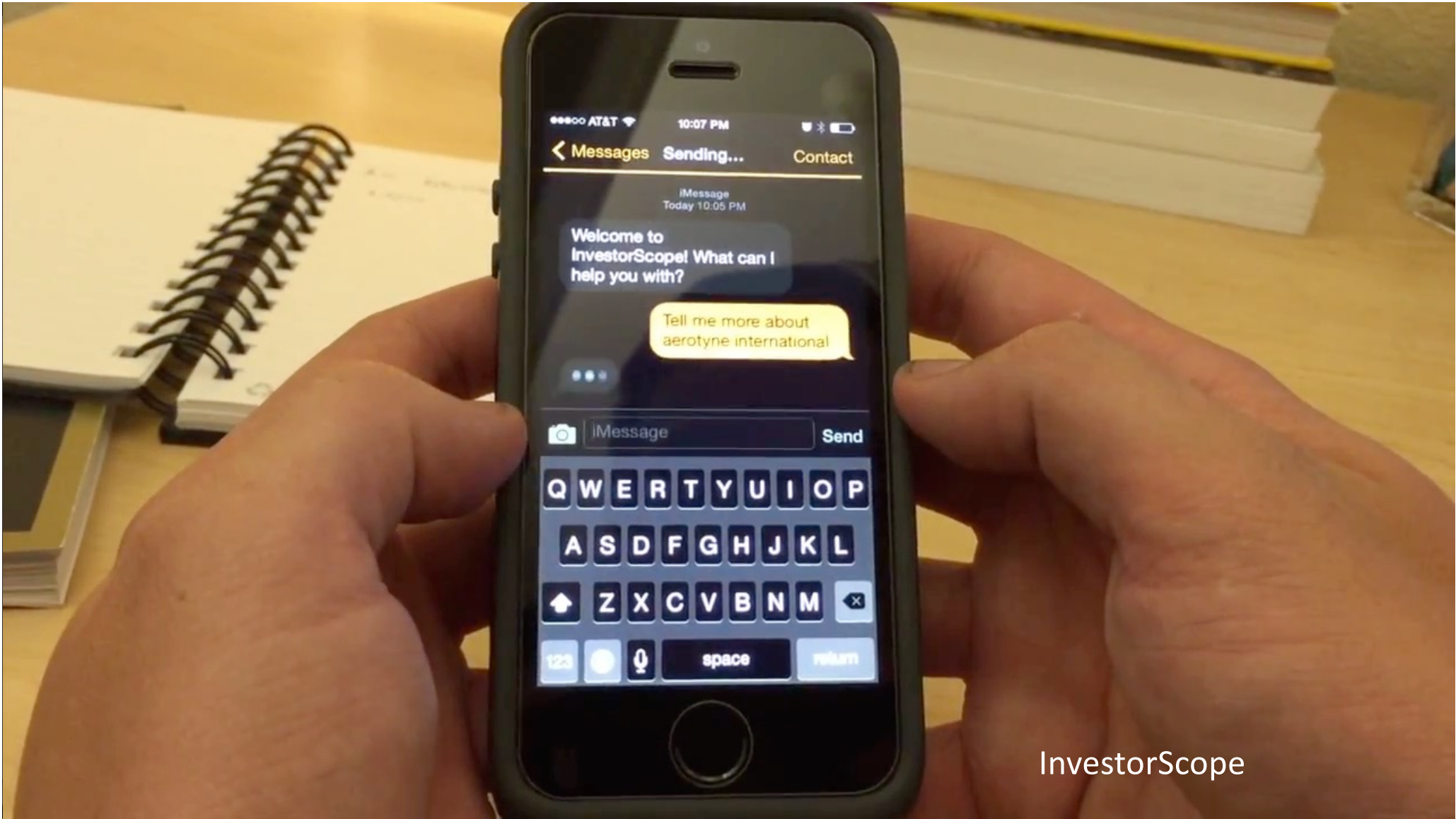
# Concept Video Examples



micro**health**

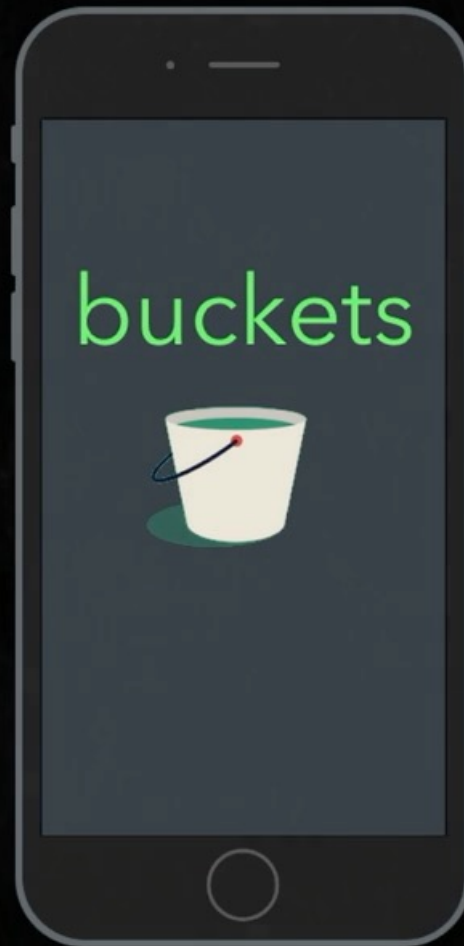
A little goes a long way

MicroHealth



InvestorScope





Buckets  
CS147 Film Festival winner 2015

# Administrivia

- Watch (if you haven't already)
  - *Experience Prototypes Tutorial*  
by 2022wi Head TA Kristina Inouye (23 min)  
<https://www.youtube.com/watch?v=QAWQIeGon0k>
- More workshops coming up led by our great TAs

# Administrivia: Assignment 1 Feedback

## We liked

- “didn’t just follow interview guidelines – dug deeper”
- “good job identifying needs”
- “good job with empathy maps & interview questions”
- “asked interviewee to walk through a task & narrate process out loud”

## We wished

- “more interpretation put into *insights*. Most just observations” (what is an insight?)
- “developed stronger insights – *surprising* inferences from observations”
- “deeper inferences”
- “done better *grounding* insights into *specific observations*”
- “emphasize user perspective / *emotions* while formulating insights”
- “wish *more images/audio/video* of their environment”
- “*more unpacking* of interview results in each empathy map (i.e., more reflection)”
- “less slide text” [*put extra in notes or appendices at end*]

# Assignment Grading Buckets



**Far exceeds expectations:** Reserved for ~ the top 1-3 submissions that can be used as examples in class. This is an A+, often a perfect or > 97% score.



**Fulfills the expectations** in the spec and **some elements exceed expectations.** Strong engagement with the design process. Excellent presentation of the work. This is an A range grade (93 - 97%).



**Fulfills the expectations** in the spec. Students engaged with the design process, though maybe **some small issues remain.** Presentation understandable. This is a B+/A- range grade (88 - 92%).



**Relatively complete, but there are components of unsatisfactory quality.** Presentation may fall short (e.g., poor image resolution, too much text). This is a B range grade (83 - 87%).



**Incomplete or multiple parts are of unsatisfactory quality.** Shows sub-par engagement with the design process. Presentation likely falls short in many ways. This is a C+/B- range grade (78 - 82%).



**Missing substantial assignment components and/or mostly poor quality.** Does not represent engagement with the design process. This is a C range grade or lower (< 78%).

# Our participant search



## Lifestyle

Different active lifestyles  
(sedentary, moderate,  
intense)



## Diversity

A wide variety of ages  
(18-65), cultures, and  
gender identities



## Non-Stanford

Looked for people that  
were not students at  
Stanford



# Our Interviews

- 6 participants
- 5 in-person, 1 zoom
- Each team member led at least one interview
- Audio recorded interviews (e.g. Voice Memos) where we had permissions/transcribed



# Our interviewees



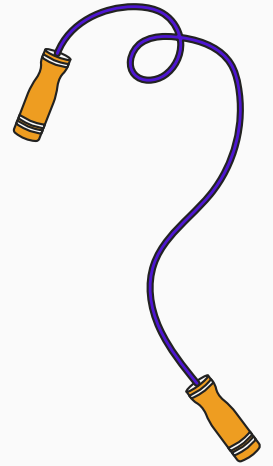
**Bernardino**  
Stanford Employee  
57 yrs old  
San Jose, CA



**Sean**  
Banker/DCI Fellow  
57 yrs old  
Palo Alto, CA



**Bettina & Achim**  
Nurse & Consultant  
64 (B), 65 (A) yrs old  
Germany



# Our interviewees



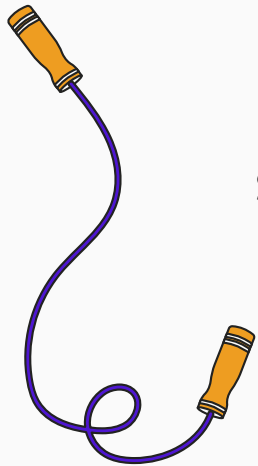
**Jill**  
Journalist  
45 yrs old  
Stanford, CA



**Rishi**  
Student at JHU  
20 yrs old  
Baltimore, MD

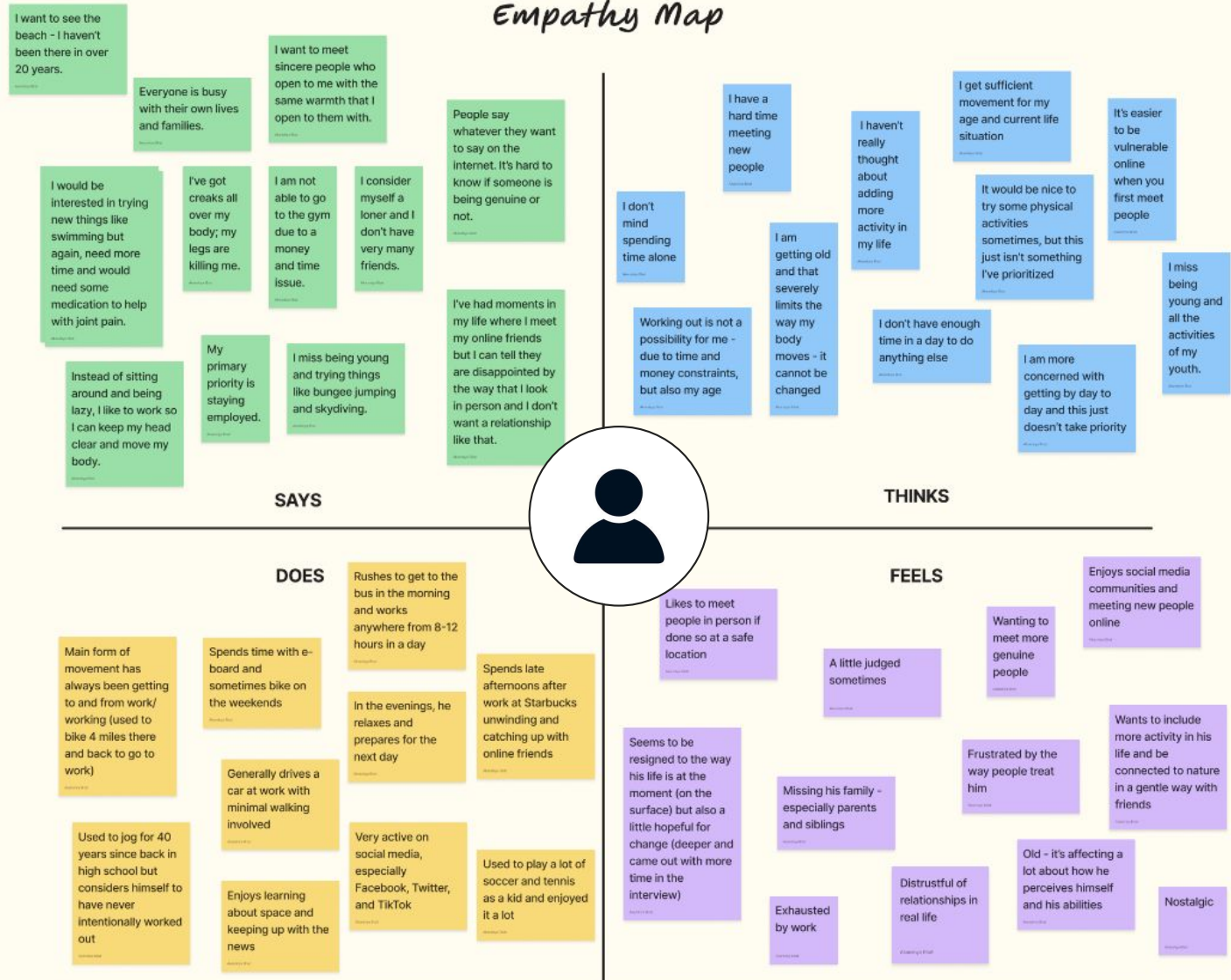


**Anissa**  
Physical Scientist  
23 yrs old  
San Francisco, CA





# Empathy Map



Bernardino

# Empathy Map





# Key patterns

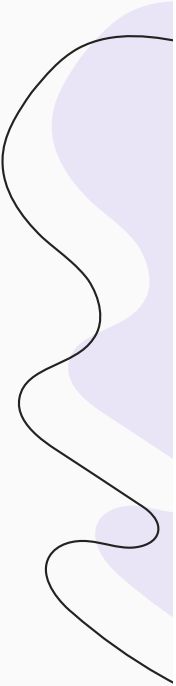


## Insight #1

The way you perceive your age affects your activity levels.

## Need #1

People need a source of empowerment and education to know what their bodies are capable of.

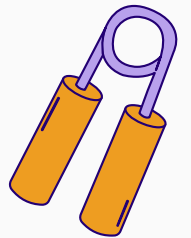


“Climbing isn’t as motivating for me—as much as I love doing that activity—because I don’t have a **community** of people around that I go with and enjoy doing it together, whereas I do have that for soccer.”

---

—Jill





# Administrivia

- Goal of project presentations this week is to select a project direction for the quarter using feedback from TA & peers
- Project Selection Criteria
  - novelty (e.g., with respect to market & past CS147 projects)
  - significant UI component
    - e.g., bad if all smart AI but no UI
  - impact (e.g., frequency, density & pain)
  - team is excited to work on it
  - could this be harmful to individuals & communities? (is it ethical?)
- Selection is not about
  - business feasibility
  - implementation feasibly in 1 quarter
    - need only a way to approximate (high-fi prototypes are functioning apps, but do not have everything in them – e.g., may be missing a backend, a real social network, or help)

# Exit Tickets & Attendance

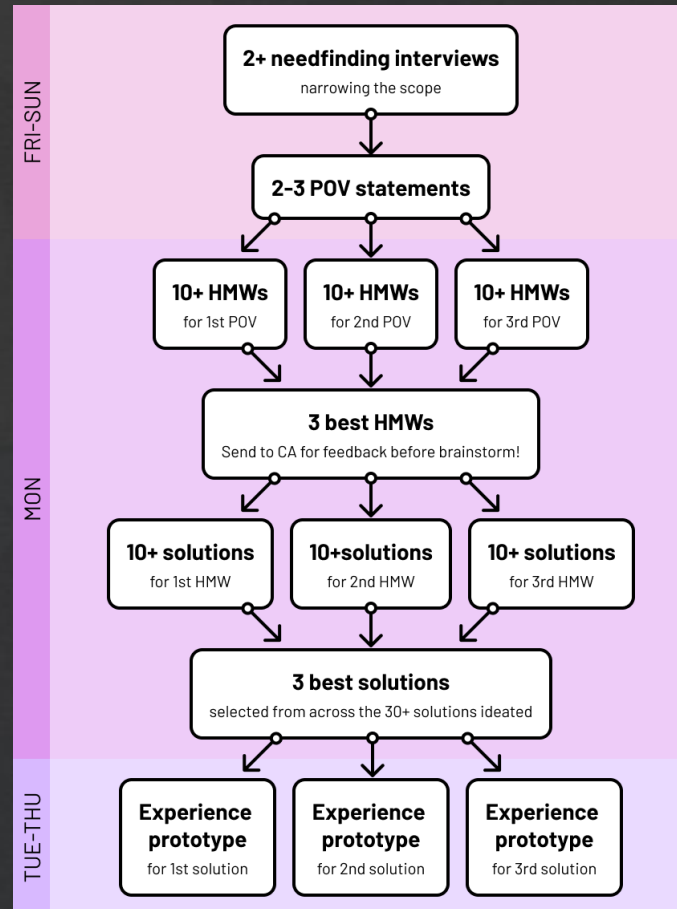
- There will be 1 exit ticket per week. You will have 24 hours from the end of lecture to turn it in.
  - exit tickets shouldn't take longer than 5 minutes to complete, and will be based on both lecture and readings/videos/podcasts.
  - exit tickets are graded on accuracy and will count as a part of your participation grade (participation worth 10% of your grade).
  - there is an optional (anonymous) feedback section at the end of every exit ticket; we encourage you to fill it out! We read all feedback!
- Reminder that attendance is recorded at every lecture!

# Class Feedback

- Keep giving feedback on readings (made some optional/removed this year based on last year's feedback)
  - also note readings will reduce as quarter progresses
- Trying to keep giving at least 20 min of team time
- WiFi – I've put in a service ticket & haven't heard back
- Slides (draft) will sometimes be on web site in advance



# Next Assignment (due this week's studio)



3-4 hours

# Team Break

- Team Contracts (finish over break)
- CAs will give live feedback on A1 (stay in the room)
- Generate POVs or HMWs for A2
  - share on studio slack to get feedback
- Ask the Teaching Staff Questions!
  - make sure you've scheduled your 15 minute mid-week checkin



The Goal of any good  
conceptual film...

# Making a Concept Video



## Define

What is the **message** of the film?

What is the **value proposition** you offer?

Can you describe it in a few lines?



## Make a basic **plot**

Discuss plot ideas until you get a few that really make sense, decide characters



## Storyboard

Turn these into storyboards of scenes to plan how you will film it

\* note: **not** UI storyboards!

1 2  
3 4

# Storyboarding

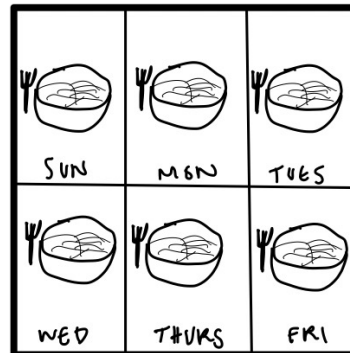
Use sticky notes so scenes can be moved

Include lines to be spoken if necessary

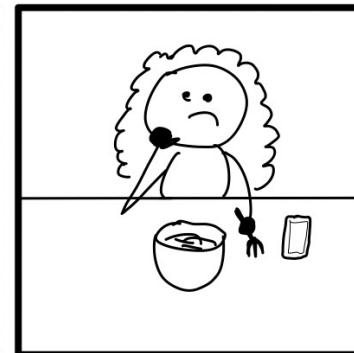
Use appropriate camera angles

1 2  
3 4

# Storyboarding



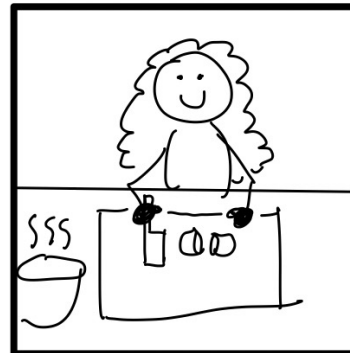
same boring food every day  
sounds: microwave, dish scraping, silverware clatter



\* emotion - look bored \*



\* bozz bozz \*  
animate typing?  
ding!



\* cooking sounds: chop, sizzle \*  
happy! excited!!

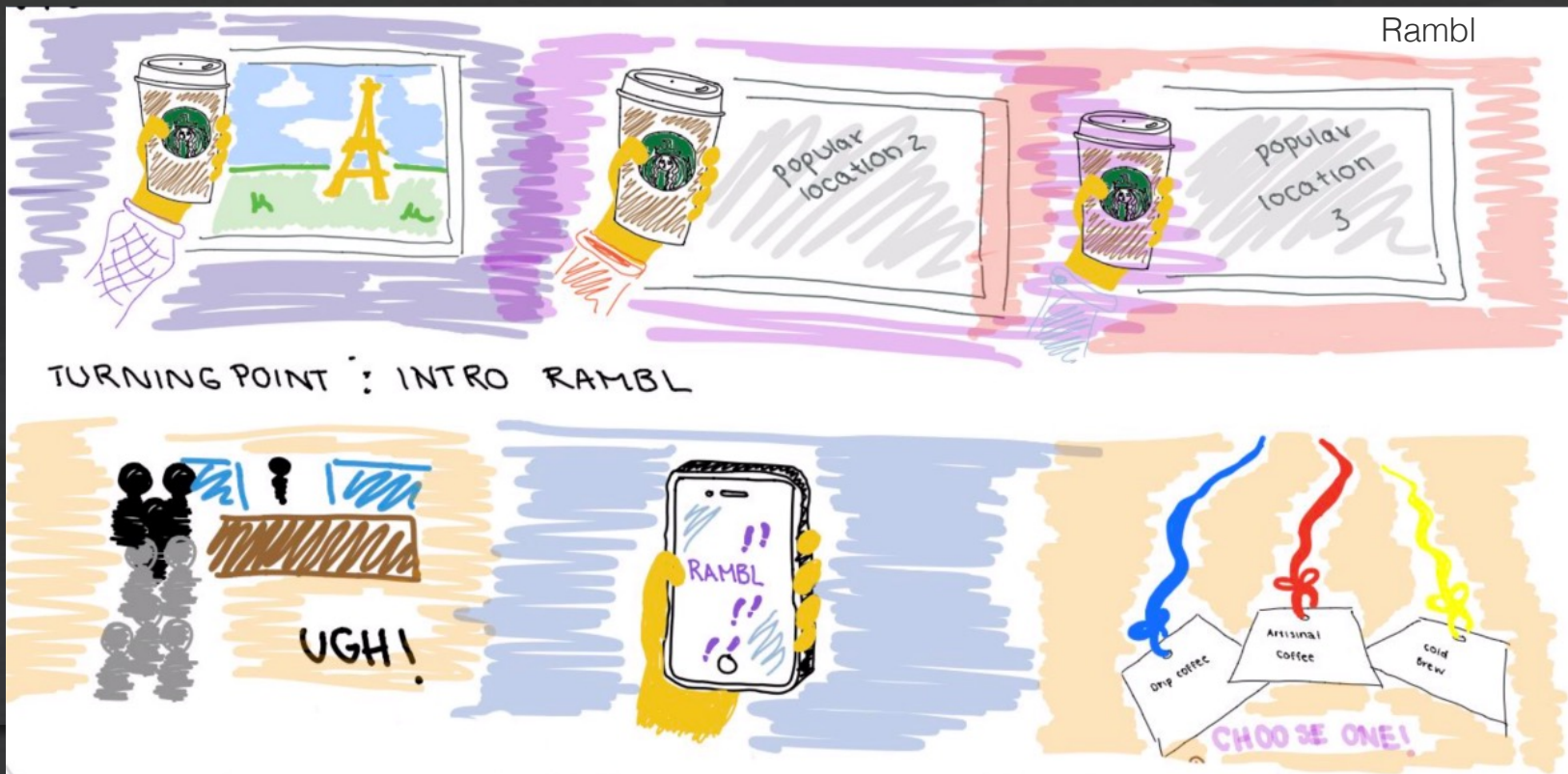


looks yum, tastes yum - emotion

Spice

- 1
- 2
- 3
- 4

# Storyboarding



1 2  
3 4

# Storyboarding

## SCENE 4

Words On Screen: Investigate

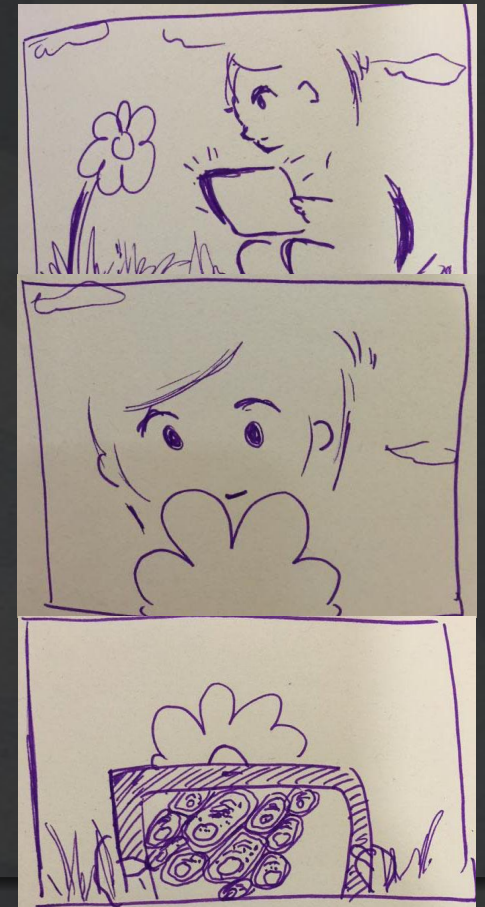
Voiceover: The mitochondria are the powerhouse of the cell

## SHOT 1

beautiful flower, child's eyes are wide looking at it head is cocked to the side, inquisitive

## SHOT 2

tablet pans into view, image on screen shows the cellular structure of the plant







## Shoot your Film

Get as many shots (angles, close ups, distance...) as you can! you never know what might be useful later.



## If you choose to use music

Now is a good time to pick some songs. Music can be very powerful if chosen well. (see Vimeo for music you can use free)



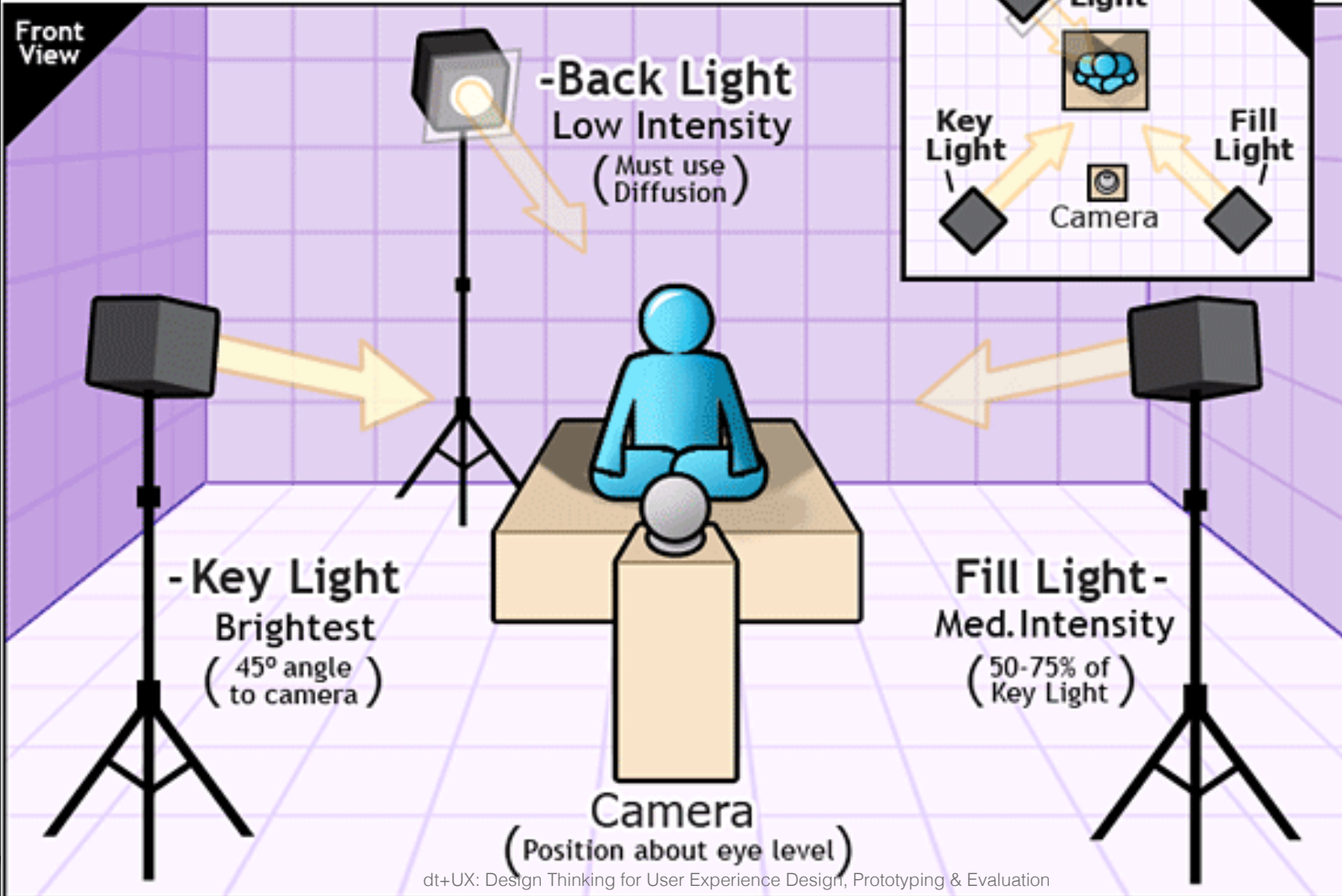
## Edit your Film

Use your storyboard! This part should be simple if you have storyboarded correctly.

# Lighting

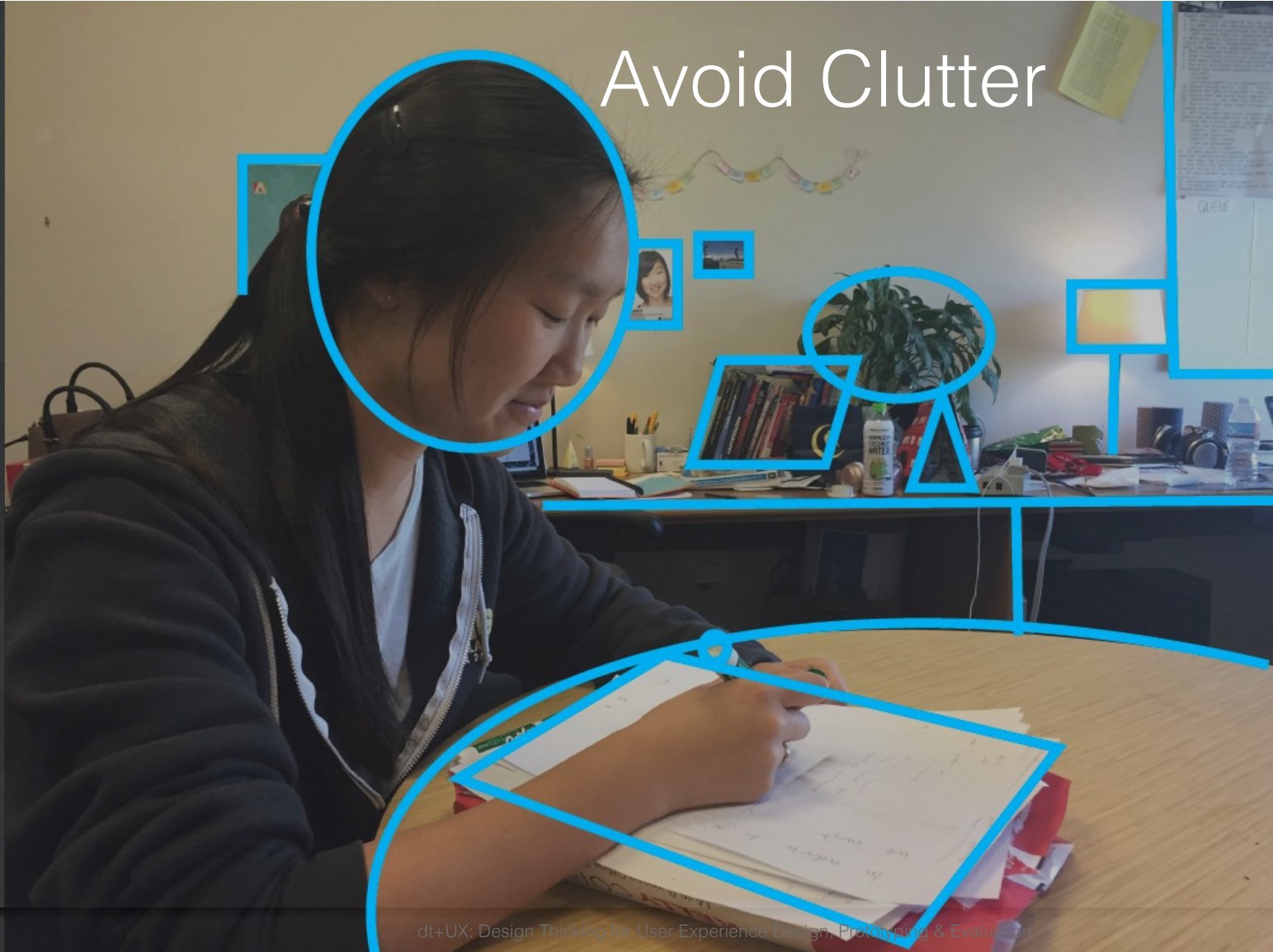


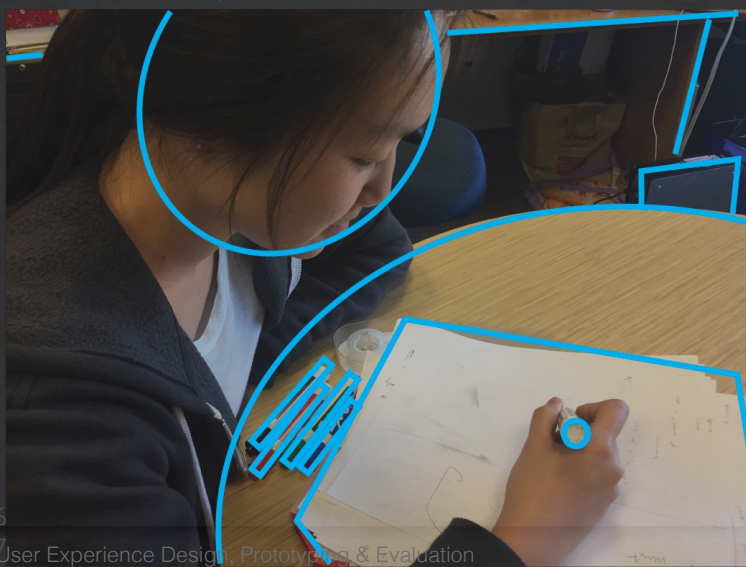
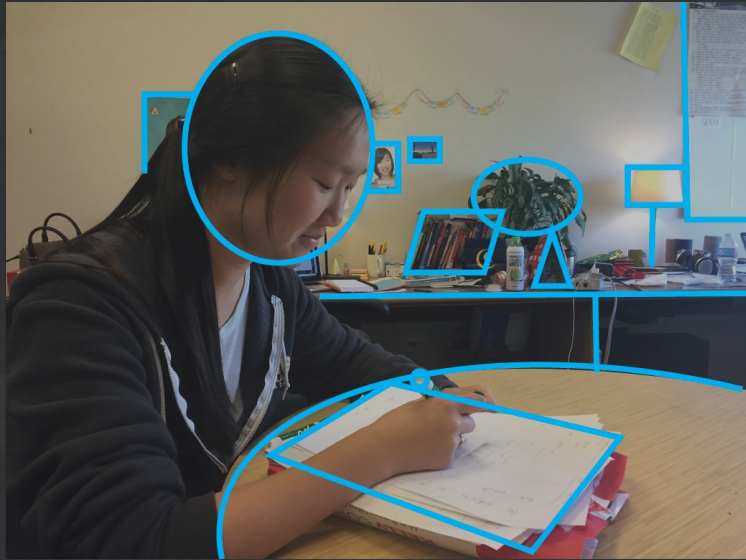
# Basic 3 Point Lighting Setup





# Avoid Clutter







AWI  
Vink, Cauchard, & Landay



# People

Use Close-Up shots

Capture emotion

Avoid conversation  
(This is the hardest to get right  
and ends up distracting)

Use the right person  
for the role-ask friends





# Context

Plan your story –  
Storyboard it.

Is the story believable?

Film multiple angles

Film longer than the  
shot needs (you can  
always cut down)



# The Solution

## Wow Effect

Show your solution at it's best, save the best for last

## Subtlety

Show how the solution makes the user *feel* – subtly

## Don't 'Sell' it

Don't tell people to use your solution, *show* them why

# ChoreoLab (2015 runner up)

Dan  
San Francisco



1 / 5





Munch (2015 runner up)

# Cabana (2017 winner)



# Token (Concept Video)

TOKEN

DISCOVER, RELIVE, AND SHARE MEMORIES  
OVER TIME AND SPACE





# ALTogether (2021 winner)





# High Fidelity Concept Videos



BONES

Pedro Andrade, CIID

# High Fidelity Concept Videos



parqtheapp

## High Fidelity Concept Videos

# Smart Primer

active learning in the real world



Stanford HCI Group

Smart Primer

# High Fidelity Video Prototype Examples

# Token (hi-fi video prototype)



# High Fidelity Video Prototypes



# Summary

- Video prototypes allow us to quickly communicate **how** a user will **use** a design
- Concept videos tell the **story & context** of use
- Both techniques are useful
  - your projects are at the concept video stage



# Next Time

- Project & Studio (this week)
  - create/test experience prototypes for top 3 solutions
  - test each prototype with at least 1 target user (**new participants!**)
  - in presentation, get across what you **learned!** Were **assumptions valid?**
  - studio will be used to select the idea to move forward
- Project Assignment 4: Concept Video (due next Thur/Fri Oct 11/12)
  - define your tasks starting in studio this week
  - shoot & edit a Concept Video
- Lecture (Wed)
  - Design Exploration
- Read
  - Pg. 135-151 from [Buxton's Sketching User Experience](#) (pw: hcid)
  - Tohidi, Buxton, Baecker, Sellen, "[Getting the Right Design and the Design Right: Testing Many Is Better Than One](#)", CHI 2006.
- Assignment 3: Project Web Site
  - online later this week
  - not graded until part way check-in & near end of quarter
  - all project assignments need to be linked off this site (**relative links**)