Concept Videos

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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

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
"Remember to imagine and craft the worlds you cannot live without, just as you dismantle the ones you cannot live within."

- Ruha Benjamin

Ashley Lukashevsky
Concept Videos

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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.
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

Task

Concept

Video

How

Task

Flow

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

brainstorming

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

Keep it Simple
Concept Video Examples
microhealth
A little goes a long way

MicroHealth
Welcome to InvestorScope! What can I help you with?

Tell me more about aerotyne international
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](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
I'm too old to be moving more - everything hurts.
I have a hard time socializing and meeting new people.
It hasn't crossed my mind to make movement a priority.
Would be nice to try new outdoor activities with friends.

Says:

I want to see brakes - I haven't been there in over 50 years.
I want to meet strangers people who open to me with the same warmth that I do.
People say that they want to make movement a priority.
I don't have a helmet.

Does:

Spends most of his time in a day sitting or driving with limited activity.
Rides his bike or e-board on the weekends.

Feels:

Nostalgic of his youth and the activities he used to do/play.
Uninterested in making lifestyle changes.

Units:

Nostalgic.
Uninterested in making lifestyle changes.
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)

2+ needfinding interviews
narrowing the scope

2-3 POV statements

10+ HMWs for 1st POV
10+ HMWs for 2nd POV
10+ HMWs for 3rd POV

3 best HMWs
Send to CA for feedback before brainstorm!

10+ solutions for 1st HMW
10+ solutions for 2nd HMW
10+ solutions for 3rd HMW

3 best solutions
selected from across the 30+ solutions ideated

Experience prototype for 1st solution
Experience prototype for 2nd solution
Experience prototype for 3rd solution

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!
Storyboarding

- Use sticky notes so scenes can be moved
- Include lines to be spoken if necessary
- Use appropriate camera angles
Storyboarding

Autumn 2023

dt+UX: Design Thinking for User Experience Design, Prototyping & Evaluation

Spice
Storyboarding

TURNING POINT: INTRO RAMBL

Rambl
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.
Basic 3 Point Lighting Setup

- Back Light
  Low Intensity
  (Must use Diffusion)

- Key Light
  Brightest
  (45° angle to camera)

- Fill Light
  Med. Intensity
  (50-75% of Key Light)

Camera
  (Position about eye level)
Avoid Clutter
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
Plan your story – Storyboard it.

Is the story believable?

Film multiple angles

Film longer than the shot needs (you can always cut down)
Wow Effect
Show your solution at its 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)
Munch (2015 runner up)
Cabana (2017 winner)
Token (Concept Video)

TOKEN
DISCOVER, RELIVE, AND SHARE MEMORIES
OVER TIME AND SPACE
ALTogether (2021 winner)
CoCo (2022wi winner)
High Fidelity Concept Videos

Pedro Andrade, CIID
High Fidelity Concept Videos
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*)

- **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*)