

Concept Videos

Prof. James A. Landay
Computer Science Department
Stanford University

Autumn 2026

October 7, 2026

Music: <https://soundcloud.com/dansuneroquette>

Hall of Fame or Shame?



Google app logos

2020



Hall of Shame!



2016



2020



Google app logos

Good (2020)

- colorful
- consistent

Bad (2020)

- cannot tell what is what at a glance

Hall of Fame!



2016



Google app logos

2020



Good (2026)

consistent yet distinct

2026



Concept Videos

Prof. James A. Landay
Computer Science Department
Stanford University

Autumn 2026

October 7, 2026

Music: <https://soundcloud.com/dansuneroquette>

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 = What

Interface = How

*Find interesting ingredients
for a new meal*



Prepare a new meal



Eat together



Focus
Here

Initial image by ChatGPT. Edited heavily by JAL.

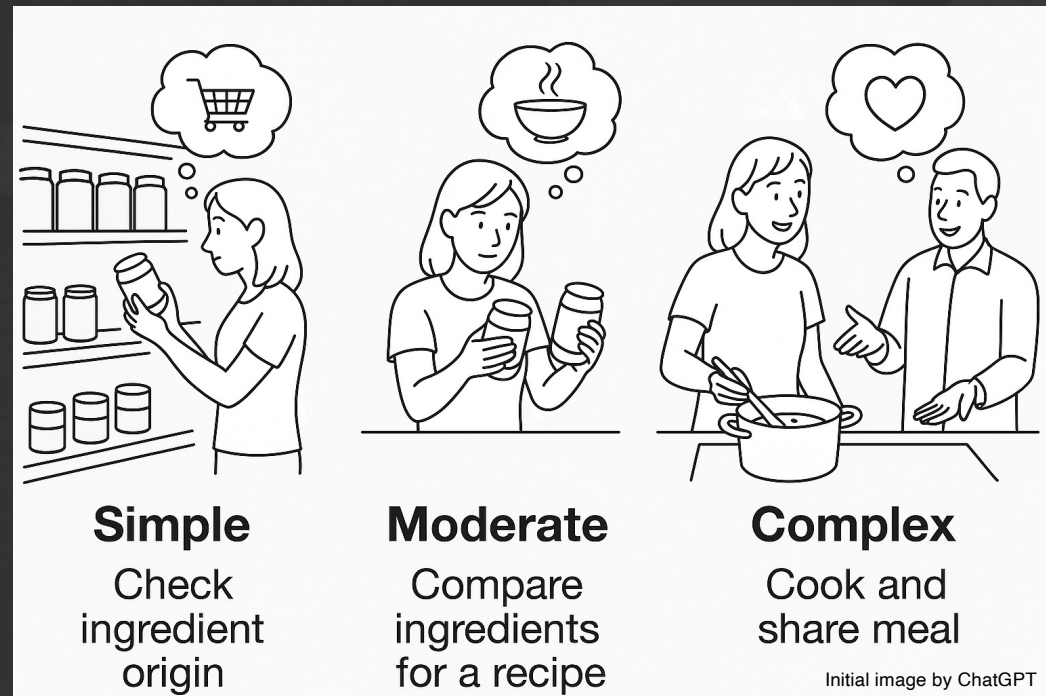
Task-based Design & Evaluation

- Real tasks customers have faced / will face
 - collect any necessary materials
- Do your tasks support the problem you are solving?

Task-based Design & Evaluation

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 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 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 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

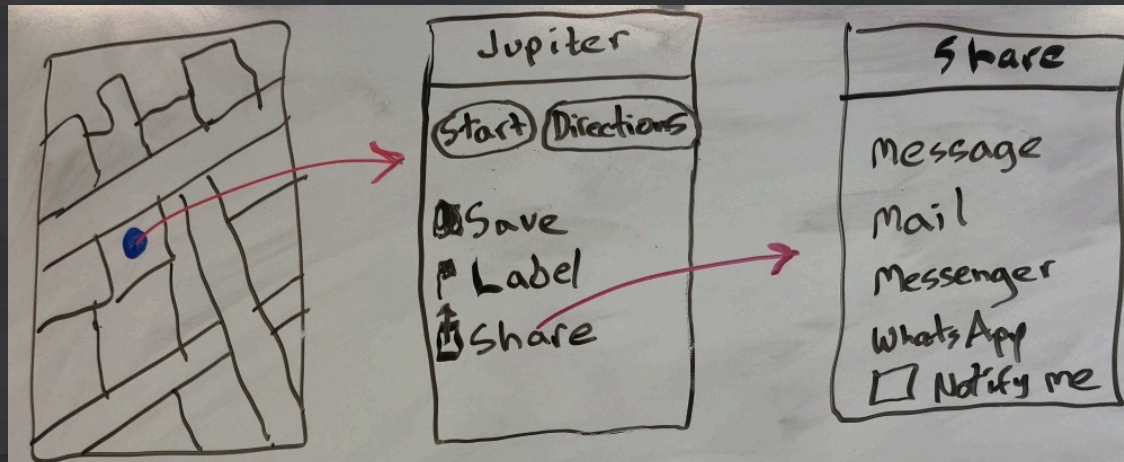
task description

Using Tasks in Design (cont.)

- Rough out an interface design
 - discard features that don't support your tasks
 - 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 task flows 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.

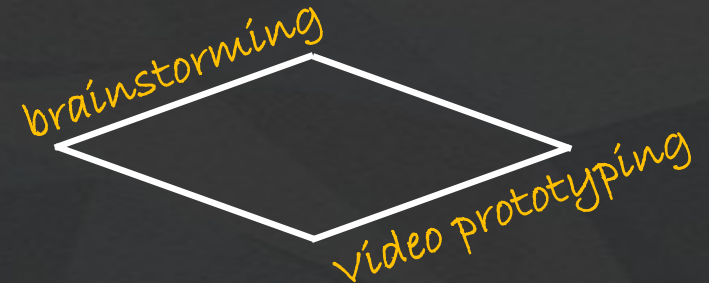
What ← → **How**

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 & inexpensive to build
- Forces designers to consider details of how users will **interact** with & **react** to the design
- May also 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**

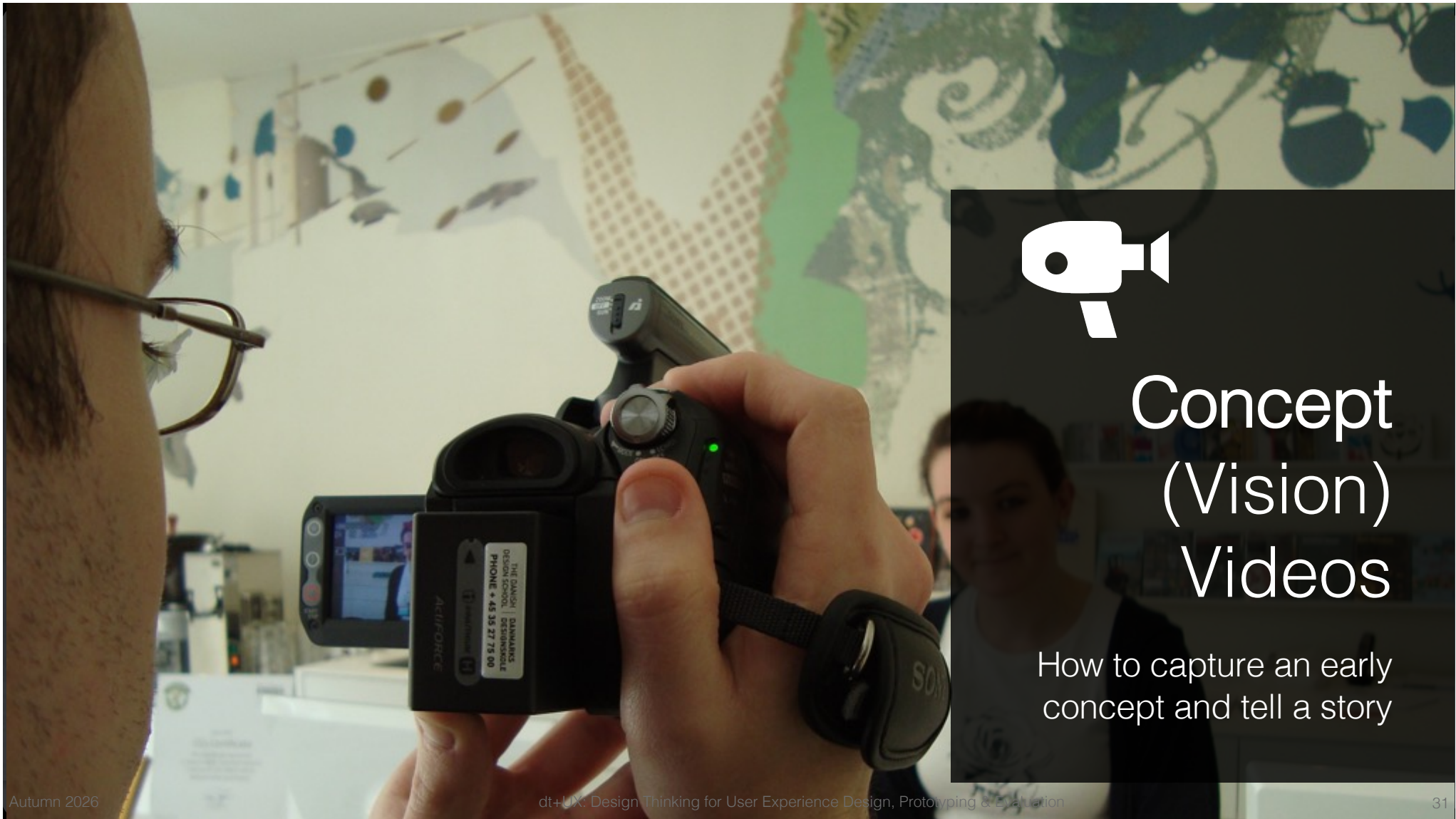


With **good storyboards**, a good short film can be shot in 2-3 hours
*With **good prompts**, a good short scene can be generated in minutes*

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/generate**)

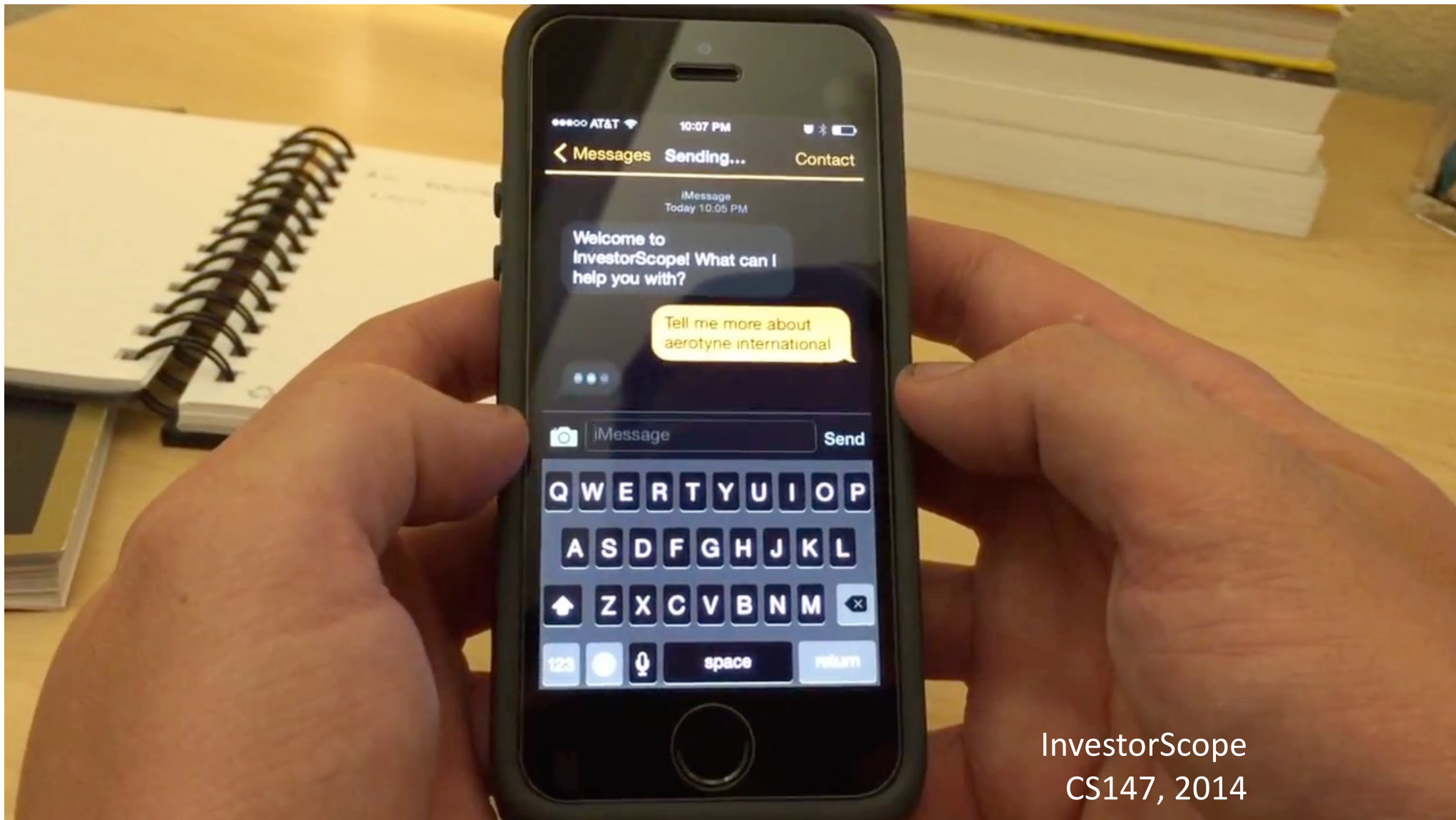
Concept Video Examples



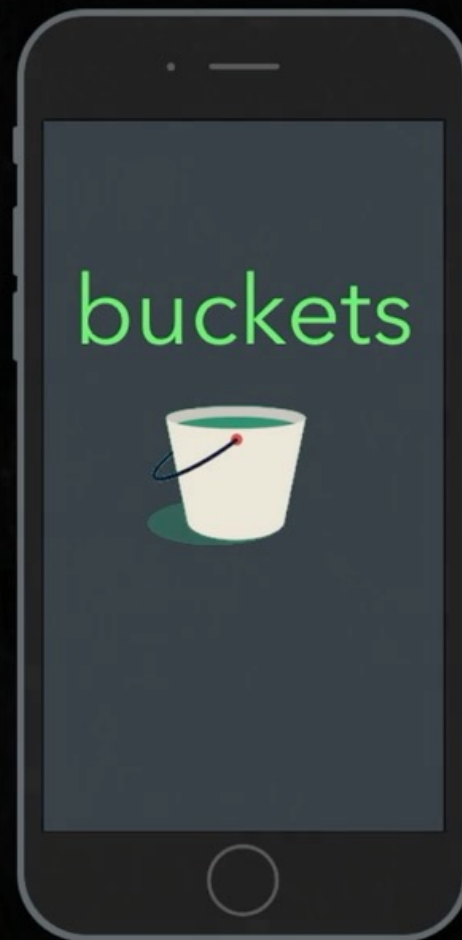
micro**health**

A little goes a long way

MicroHealth



InvestorScope
CS147, 2014



Buckets
CS147 Film Festival winner 2015

Administrivia

- Watch (if you haven't already)
 - *Experience Prototypes Tutorial*
by 2022wi Head CA Kristina Inouye (23 min)
<https://www.youtube.com/watch?v=QAWQIeGon0k>
- More workshops coming up led by our great CAs
 - recorded website workshop already online
- Only apps?
 - “all projects mobile/wearable/off desktop (e.g., AR/VR)/AI”

Administrivia: Assignment 1 Grades/Feedback

A1 Group Needfinding: -: 0% ✓ - -: 0% ✓ -: 0% ✓ : 73% ✓ +: 27% ✓ ++: 0%

A1 Individual Presentation: -: 0% ✓ - -: 0% ✓ -: 0% ✓ : 60% ✓ +: 40% ✓ ++: 0%

Administrivia: Assignment 1 We Liked

- “went above & beyond in number of in-person interviews”
- “asked open-ended, non-leading, & non-obvious questions” (e.g., not “what do you struggle with” but “what would you do for your business with unlimited money?”)
- “thoroughness of empathy maps”
- “intentionality behind the diversity of interviewees”
- “empathy maps that were deliberate and limited to high-quality insights”

Administrivia: Assignment 1 We Wished

- “more interpretation put into *insights*. Many just observations”
- “artifacts showed *interesting observations, rather than selfie* with interviewee”
- “needs were *grounded in deeper human emotions*”
- “insights revealed a *greater leap/guess* about the user”
- “more time spent on *empathy map synthesis* rather than quantity of maps”
- “greater intentionality on *how an ‘extreme’ user was defined*”
- “stronger *link between the selected quotes and the gleaned insight*”
- “more *discussion of the implications* of findings on the user”
- “*less slide text* during verbal presentations; *put it in the appendix* instead”
- “more *difference between observations and inferences* in empathy maps”
- “more *synthesis* and *bigger leaps* for insights”
- “focus on *grounded/specific needs* that were revealed by the interviews”

Assignment Grading Buckets

✓++

Far exceeds expectations: Reserved for ~ the top 1-2 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%).

Average Grade in CS147

✓

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%).

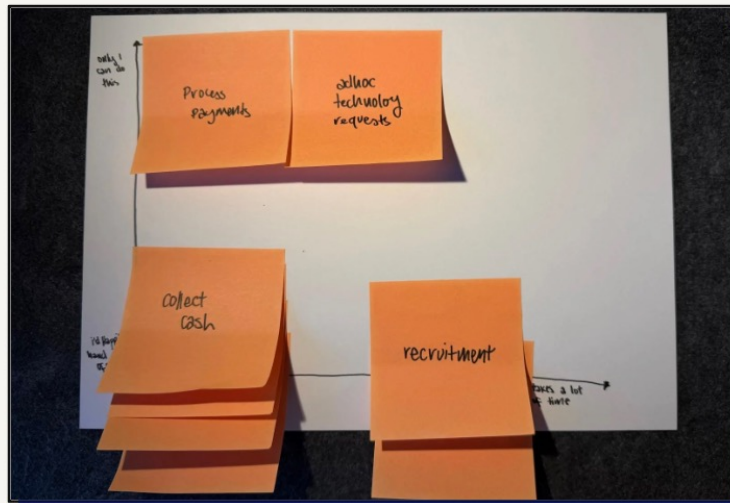
We recruited by



glass pumpkin patch @ south PA

WHAT WE HEARD · BEYOND Q&A

Beyond Q&A



SAMSEN · an interactive manual: sticky notes for each operation

Unlimited time?
Unlimited money?
Unlimited workforce?

BIKE SHOP · “what if” prompts to get past day-to-day limits

Empathy map

Say

"How do you know it's pure honey if you don't know the beehkeeper?"

"When you're in the store, you don't see that. They all look the same, for some odd reason."

"Vendors know each other... We're like a big family."

"People just don't know, and they'll just go to the store and buy honey that's our 'like cocaine.'" (out of context)

"During beekeeping releases pollen, and cleans the air by emitting negative ions, dropping dust and allergens."

1 I don't think there's a loss of interest... I think there's a lack of knowledge."

"95% of the people I meet that are new customers don't realize there's an amber and a dark... Nobody knows that."

"People don't realize how difficult the honeys can be. They think it's just"

"Customers need to be educated about honey's medicinal benefits"

"Pure honey has medicinal value, corn syrup has none. Dark year round honey has more than the spring/summer ones!"

Think

"Store honey can't be trusted, and the supply chain hides adulteration (corn syrup, 'not like cocaine')"

"The problem isn't that people don't know enough, not that they don't care! The biggest barrier for buying local is lack of knowledge, not"

"Labels and marketing rules mislead shoppers (D's, baseless)"

"Products that all look the same should be suspicious, not assuring"

2 Selling and educating are the same job

"True, comes from knowing the producer/beekeeper personally (the kids -- knowing the keeper matters more than the brand)"

"People learn more by tasting/experiencing rather than just being told"

"Business grows through relationships (i.e. trust the customer or mutual vendor relationship) -- rather than formal partnerships"

"Official labels and industry standards can't be taken at face value"

"Technical and field knowledge belongs to the beekeepers -- she's translating it to customers"

Do/Observe

Prints the pretty message on the lid of each container

3 Offers customers tastings without being asked

"Puts out a book of the medicinal benefits of honey when asked about 'medicinal benefits'"

"Supplies other market vendors (honey used in their confections, see moss, vet food, etc.)"

"Sells at markets for a partner apary not only her own honey"

"Explains the differences between all the honeys and the seasonal order differences"

"Points color differences between jars as proof they come from diff harvests"

"Makes value add: products beyond plain honey: vanilla infused, honey butter, creamed honey, hot honey etc."

"Runs a beekeeping school and apprenticeship program w/ her husband -- helping beekeepers grow their businesses (10 yrs)"

"Nix in the field much about the differences in the honeys"

Feel

"Frustrated that shoppers don't know the basic differences/benefits"

"Proud of the honey's purity! And disapproving of commercial processing 'not like cocaine' ultra processed"

"Warm and playful with customers and happy to answer any and all questions -- sales are more like conversations"

"Confident talking about honey/wax, parts and products, less into technical or medical specifics"

"Excited when customers get the difference between the types after longer tasting!"

"Energized when she's teaching people about the differences in the honeys"

"Worried about the bees -- they're in trouble with environment and climate change"

"Happy to depend anyone on her and her husband, her husband, other animals, etc."

"Protective of the local reputation and image"

"Motivated to get people to care where their food comes from -- the story, background, location, quality"

Numbered = our most interesting findings

1

SAY

Not a loss of interest, a lack of knowledge

→ The gap is education

2

THINK

Selling and educating are the same job

→ She sells by teaching

3

DO

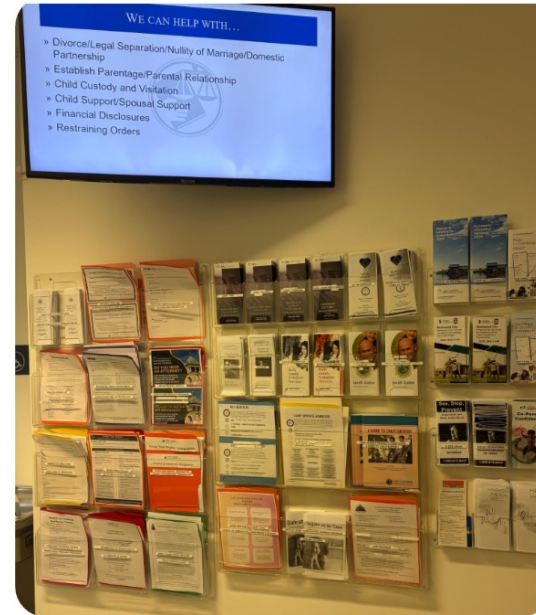
Offers tastings without being asked

→ People learn by tasting

NEEDFINDING METHODOLOGY – ARTIFACT PICTURES



"In our current physical situation, that literally is a **physical back and forth** where we have our **workroom, which is separate from our office suites**. So the volunteer or clerical staff member is literally physically having to walk back and forth."



"But they're in so many different resources. We have an **entire wall of pamphlets** out there."

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)

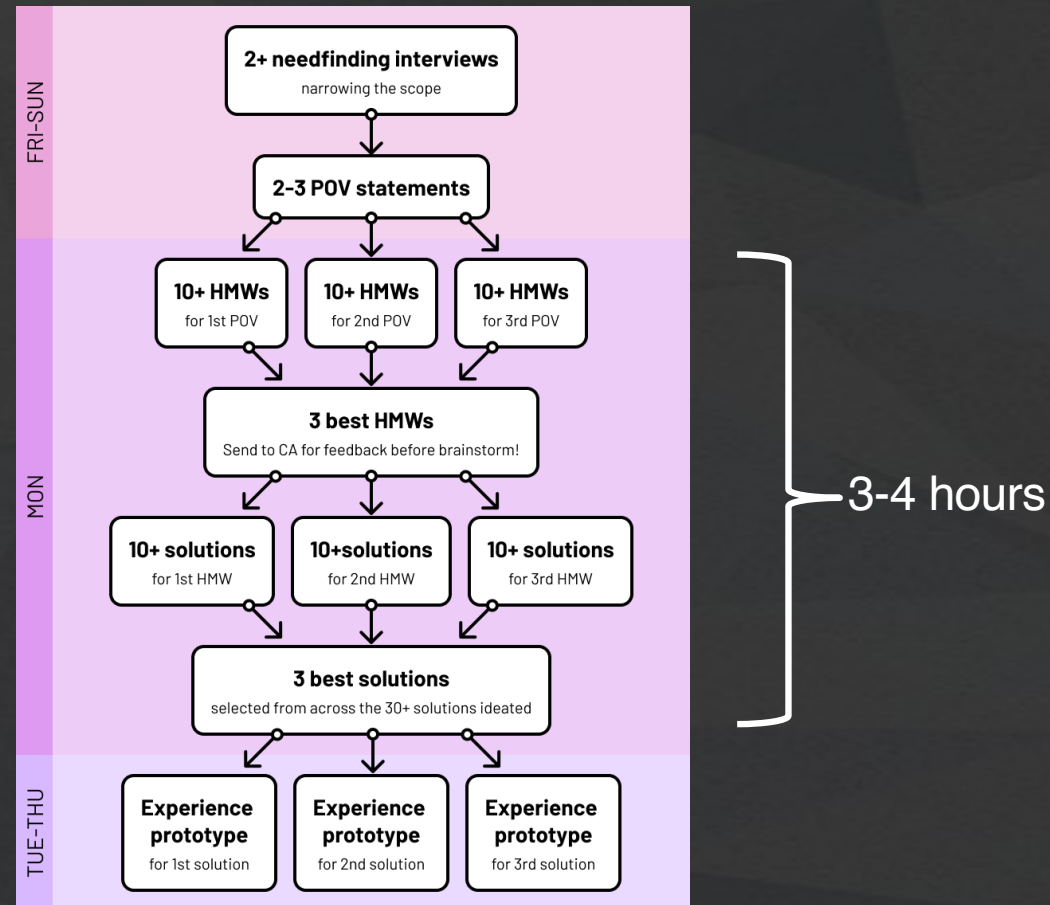
Exit Tickets & Attendance

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

Class Feedback

- Keep giving feedback on readings (we make some optional/remove based on feedback)
 - also note readings will reduce as quarter progresses
- Trying to keep giving at least 20 min of team time

Next Assignment (due this week's studio)



Team Break

- CAs will answer questions on A1
- Do POVs/HMWs/Solutions/EPs/Slides for A2
 - share on your studio slack to get feedback
- Ask the Teaching Staff Questions on A2!



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

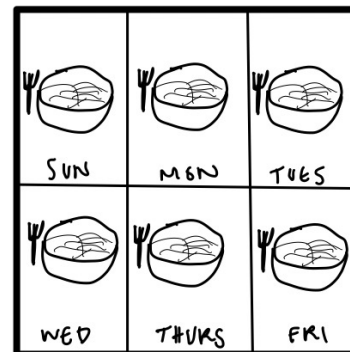
Use sticky notes so scenes can be moved

Include lines to be spoken if necessary

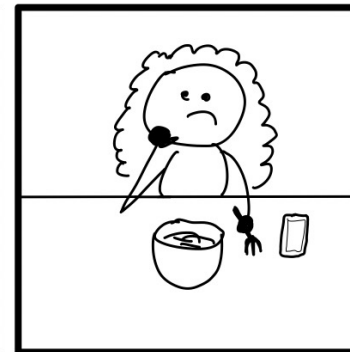
Use appropriate camera angles

1 2
3 4

Storyboarding



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

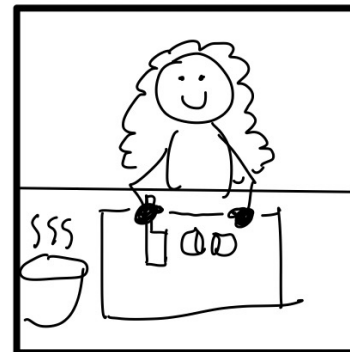


* emotion - look bored *



* bozz bozz *

animate typing?
ding!



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



"mmm
mmm"

looks yum, tastes
yum - emotion

Spice

1 2
3 4

Storyboarding



1 2
3 4

Storyboarding

SCENE 4

Words On Screen: Investigate

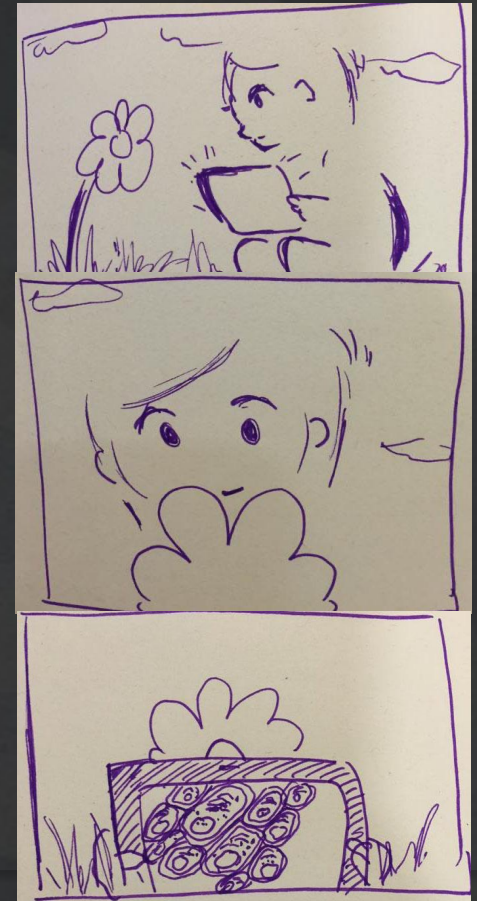
Voiceover: The mitochondria are the powerhouse of the cell

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)



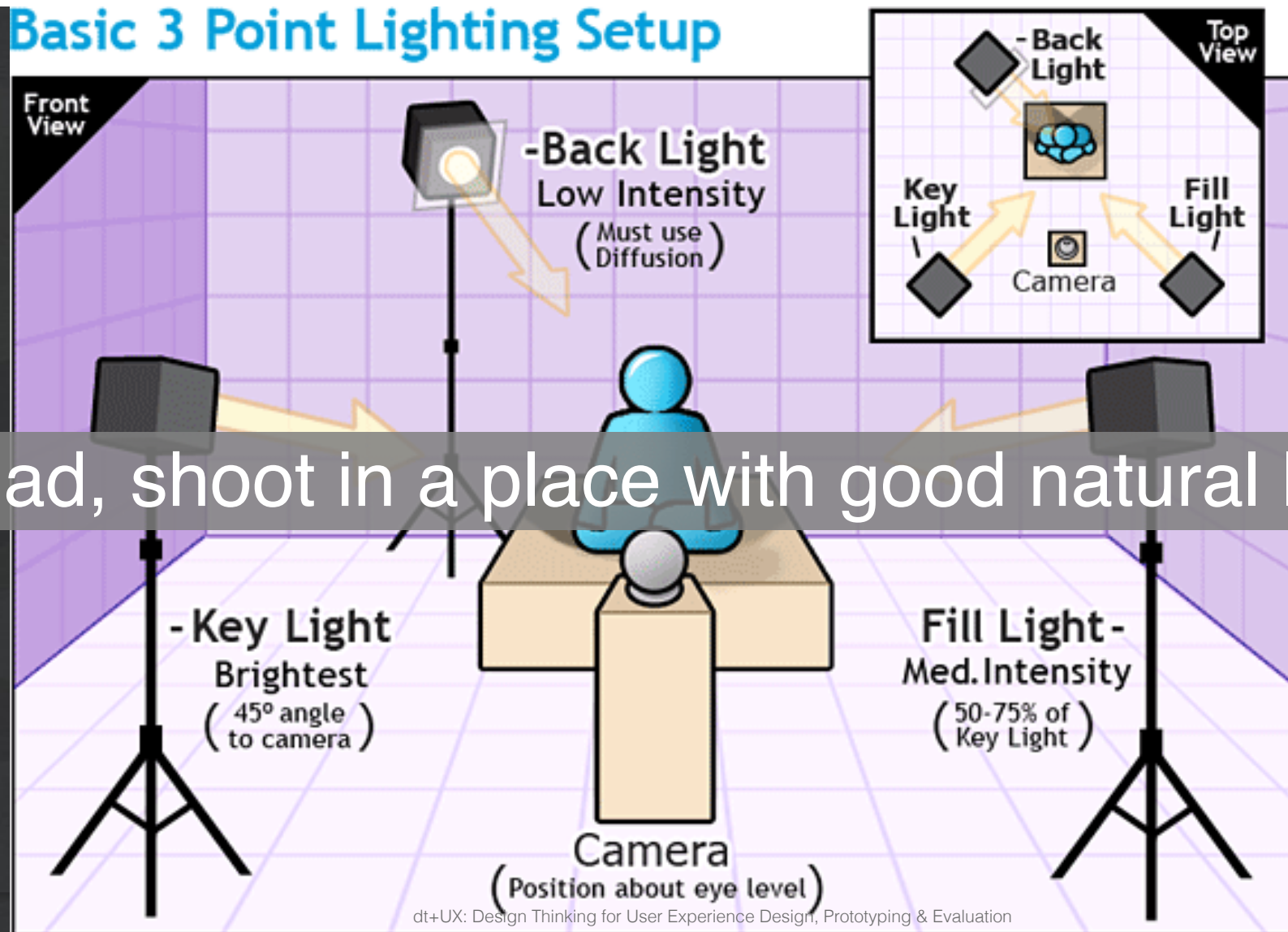
Edit your Film

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

Lighting



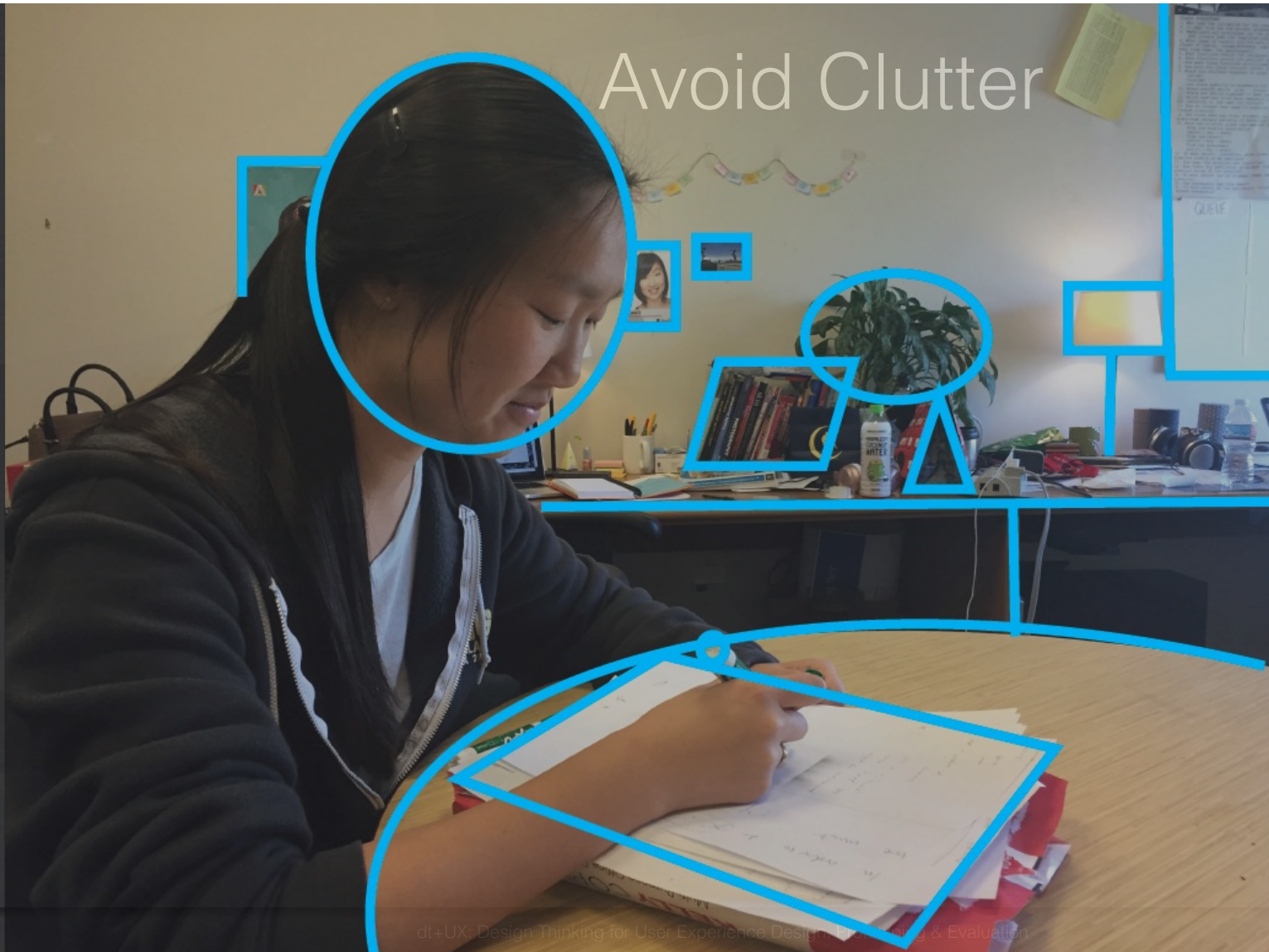
Basic 3 Point Lighting Setup

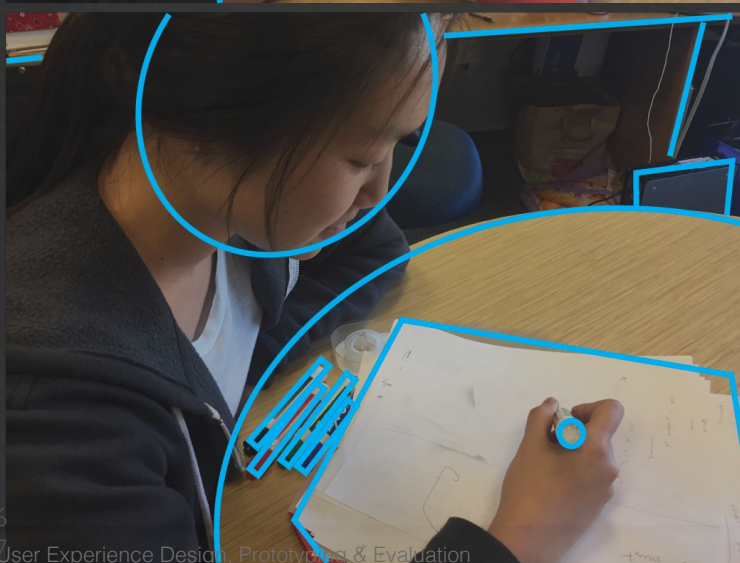
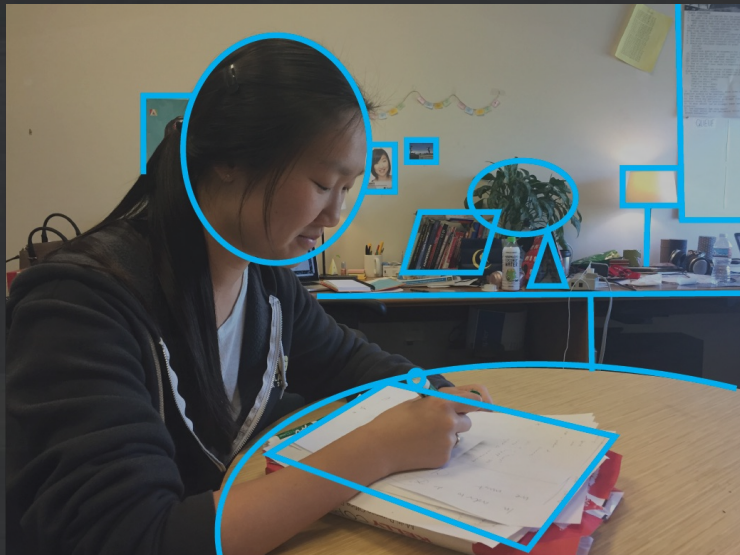


Instead, shoot in a place with good natural light



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)



parqtheapp

Autumn 2026

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

74

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



BONES

Pedro Andrade, CIID

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 15/16)
 - define your tasks starting in studio this week
 - shoot & edit a Concept Video
- Lecture (Mon)
 - 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**)

Exit Ticket



Exit Ticket #3b: hci.st/cs147-26au-exit-3b-729
due in 24 hours (by Thursday, Oct 8th, 3:30 PM PT)