interaction design basics

• design: what it is, interventions, goals, constraints
• the design process: what happens when
• users: who they are, what they are like ...
• scenarios: rich stories of design
• navigation: finding your way around a system
• iteration and prototypes: never get it right first time!

interactions and interventions

design interactions not just interfaces
not just the immediate interaction
e.g. stapler in office – technology changes interaction style
• manual: write, print, staple, write, print, staple, ...
• electric: write, print, write, print, ..., staple

designing interventions not just artefacts
not just the system, but also ...
• documentation, manuals, tutorials
• what we say and do as well as what we make

what is design?

achieving goals within constraints
• goals – purpose
  – who is it for, why do they want it
• constraints
  – materials, platforms
• trade-offs

golden rule of design

understand your materials
for Human–Computer Interaction

understand your materials

• understand computers
  − limitations, capacities, tools, platforms
• understand people
  − psychological, social aspects
  − human error
• and their interaction …

To err is human

• accident reports …
  − airplane, industrial accident, hospital mistake
  − enquiry … blames ‘human error’
• but …
  − concrete lintel breaks because too much weight
  − blame ‘Lintel error’?
  − no – design error
  − we know how concrete behaves under stress
• human ‘error’ is normal
  − we know how users behave under stress
  − so design for it!
• treat the user at least as well as physical materials!

Central message …

The user

The process of design

Central message …

The user

Steps …

• requirements
  − what is there and what is wanted …
• analysis
  − ordering and understanding
• design
  − what to do and how to decide
• iteration and prototyping
  − getting it right … and finding what is really needed!
• implementation and deployment
  − making it and getting it out there

… but how can I do it all !!

• limited time ⇒ design trade-off
• usability?
  − finding problems and fixing them? ✗
  − deciding what to fix? ✓
• a perfect system is badly designed
  − too good ⇒ too much effort in design
user focus
know your user
personae
cultural probes

know your user
• who are they?
• probably not like you!
• talk to them
• watch them
• use your imagination

persona
• description of an 'example' user
  – not necessarily a real person
• use as surrogate user
  – what would Betty think
• details matter
  – makes her ‘real’

element persona
Betty is 37 years old. She has been Warehouse Manager for five years and worked for Simpkins Brothers Engineering for twelve years. She didn’t go to university, but has studied in her evenings for a business diploma. She has two children aged 15 and 7 and does not like to work late. She did part of an introductory in-house computer course some years ago, but it was interrupted when she was promoted and could no longer afford to take the time. Her vision is perfect, but her right-hand movement is slightly restricted following an industrial accident 3 years ago. She is enthusiastic about her work and is happy to delegate responsibility and take suggestions from her staff. However, she does feel threatened by the introduction of yet another new computer system (the third in her time at SBE).

cultural probes
• direct observation
  – sometimes hard
    • in the home
    • psychiatric patients, …
• probe packs
  – items to prompt responses
    • e.g. glass to listen at wall, camera, postcard
  – given to people to open in their own environment they record what is meaningful to them
• used to …
  – inform interviews, prompt ideas, enculture designers
scenarios

stories for design
use and reuse

• stories for design
  – communicate with others
  – validate other models
  – understand dynamics

• linearity
  – time is linear - our lives are linear
  – but don't show alternatives

scenarios ...

• what will users want to do?
• step-by-step walkthrough
  – what can they see (sketches, screen shots)
  – what do they do (keyboard, mouse etc.)
  – what are they thinking?
• use and reuse throughout design

scenario - movie player

Brian would like to see the new film “Moments of Significance” and wants to invite Alison, but he knows she doesn’t like “arty” films. He decides to take a look at it to see if she would like it and so connects to one of the movie sharing networks. He uses his work machine as it has a higher bandwidth connection, but feels a bit guilty. He knows he will be getting an illegal copy of the film, but decides it is OK as he is intending to go to the cinema to watch it. After it downloads to his machine he takes out his new personal movie player. He presses the ‘menu’ button and on the small LCD screen he scrolls using the arrow keys to ‘.bluetooth connect’ and presses the select button. On his computer the movie download program now has an icon showing that it has recognised a compatible device and he drags the icon of the film over the icon for the player. On the player the LCD screen says “downloading now”, a percent done indicator and small whirling icon. ... ...

also play act ...

• mock up device
• pretend you are doing it
• internet-connected swiss army knife ...

but where is that thumb?

use toothpick as stylus

... explore the depths

• explore interaction
  – what happens when

• explore cognition
  – what are the users thinking

• explore architecture
  – what is happening inside
use scenarios to ..

- communicate with others
  - designers, clients, users
- validate other models
  - 'play' it against other models
- express dynamics
  - screenshots – appearance
  - scenario – behaviour

linearity

Scenarios – one linear path through system

Pros:
- life and time are linear
- easy to understand (stories and narrative are natural)
- concrete (errors less likely)

Cons:
- no choice, no branches, no special conditions
- miss the unintended

So:
- use several scenarios
- use several methods

levels

- widget choice
  - menus, buttons etc.
- screen design
- application navigation design
- environment
  - other apps, O/S

the web ...

- widget choice
- screen design
- navigation design
- environment
- elements and tags
  - <a href="...">
- page design
- site structure
- the web, browser, external links
physical devices
- widget choice
- screen design
- navigation design
- environment
- controls
  - buttons, knobs, dials
- physical layout
- modes of device
- the real world

think about structure
- within a screen
  - later ...
- local
  - looking from this screen out
- global
  - structure of site, movement between screens
- wider still
  - relationship with other applications

goal seeking
start

global

local
from one screen looking out

progress with local knowledge only ...

... but can get to the goal
goal seeking

start

... try to avoid these bits!

golden rules

• knowing where you are
• knowing what you can do
• knowing where you are going
  – or what will happen
• knowing where you’ve been
  – or what you’ve done

where you are - breadcrumbs

shows path through web site hierarchy

web site

top level category

sub-category

this page

live links to higher levels

beware the big button trap

• where do they go?
  – lots of room for extra text!

modes

• lock to prevent accidental use ...
  – remove lock - 'c' + 'yes' to confirm
  – frequent practiced action
• if lock forgotten
  – in pocket ‘yes’ gets pressed
  – goes to phone book
  – in phone book
  – ‘c’ – delete entry
  – ‘yes’ – confirm
  ... oops!

global

between screens
within the application
hierarchical diagrams

- the system
  - info and help
  - management
  - messages
    - add user
    - remove user

hierarchical diagrams ctd.

- parts of application
  - screens or groups of screens
- typically functional separation

navigating hierarchies

- deep is difficult!
- misuse of Miller’s 7 ± 2
  - short term memory, not menu size
- optimal?
  - many items on each screen
  - but structured within screen

think about dialogue

what does it mean in UI design?

Minister: do you name take this woman ...
Man: I do
Minister: do you name take this man ...
Woman: I do
Minister: I now pronounce you man and wife

think about dialogue

what does it mean in UI design?

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network diagrams

- show different paths through system
network diagrams ctd.

- what leads to what
- what happens when
- including branches
- more task oriented than hierarchy

wider still

between applications and beyond ...

wider still ...

- style issues:
  - platform standards, consistency
- functional issues
  - cut and paste
- navigation issues
  - embedded applications
  - links to other apps ... the web

screen design and layout

basic principles
- ask
  - what is the user doing?
- think
  - what information, comparisons, order
- design
  - form follows function
available tools

- grouping of items
- order of items
- decoration - fonts, boxes etc.
- alignment of items
- white space between items

order of groups and items

- think! - what is natural order
- should match screen order!
  - use boxes, space etc.
  - set up tabbing right!
- instructions
  - beware the cake recipe syndrome!
  - mix milk and flour, add the fruit after beating them

decoration

- use boxes to group logical items
- use fonts for emphasis, headings
- but not too many!!

alignment - text

- you read from left to right (English and European) ⇒ align left hand side
  - boring but readable!
  - fine for special effects but hard to scan

alignment - names

- Usually scanning for surnames ⇒ make it easy!
alignment - numbers

think purpose!

which is biggest?

532.56
179.3
256.317
15
73.948
1035
3.142
497.6256

alignment - numbers

visually:

long number = big number

align decimal points
or right align integers

627.865
1.005763
382.583
2502.56
432.935
2.0175
652.87
56.34

multiple columns

• scanning across gaps hard:
  (often hard to avoid with large data base fields)

| sherbert   | 75 |
| toffee     | 120|
| chocolate  | 35 |
| fruit gums | 27 |
| coconut dreams | 85 |

multiple columns - 2

• use leaders

| sherbert  | 75 |
| toffee    | 120|
| chocolate | 35 |
| fruit gums| 27 |
| coconut dreams | 85 |

multiple columns - 3

• or greying (vertical too)

| sherbert   | 75 |
| toffee     | 120|
| chocolate  | 35 |
| fruit gums | 27 |
| coconut dreams | 85 |

multiple columns - 4

• or even (with care!) 'bad' alignment

| sherbert  | 75 |
| toffee    | 120|
| chocolate | 35 |
| fruit gums| 27 |
| coconut dreams | 85 |
white space - the counter

WHAT YOU SEE

THE GAPS BETWEEN

space to separate

space to structure

space to highlight

physical controls
- grouping of items
- defrost settings
- type of food
- time to cook
physical controls

- grouping of items
- order of items
  1) type of heating
  2) temperature
  3) time to cook
  4) start

- decoration
  - different colours for different functions
  - lines around related buttons (temp up/down)

user action and control

- entering information
- knowing what to do
- affordances
entering information

- forms, dialogue boxes
  - presentation + data input
  - similar layout issues
  - alignment - N.B. different label lengths

- logical layout
  - use task analysis (ch15)
  - groupings
  - natural order for entering information
    - top-bottom, left-right (depending on culture)
    - set tab order for keyboard entry

N.B. see extra slides for widget choice

knowing what to do

- what is active what is passive
  - where do you click
  - where do you type
- consistent style helps
  - e.g. web underlined links
- labels and icons
  - standards for common actions
  - language – bold = current state or action

affordances

- psychological term
- for physical objects
  - shape and size suggest actions
    - pick up, twist, throw
  - also cultural – buttons 'afford' pushing
- for screen objects
  - button-like object ‘affords’ mouse click
  - physical-like objects suggest use
  - culture of computer use
    - icons ‘afford’ clicking
    - or even double clicking … not like real buttons!

appropriate appearance

presenting information

- purpose matters
  - sort order (which column, numeric alphabetic)
  - text vs. diagram
  - scatter graph vs. histogram
- use paper presentation principles!
- but add interactivity
  - softens design choices
    - e.g. re-ordering columns
    - ‘dancing histograms’ (chap 21)

aesthetics and utility

- aesthetically pleasing designs
  - increase user satisfaction and improve productivity
- beauty and utility may conflict
  - mixed up visual styles – easy to distinguish
  - clean design – big differentiation – confusing
- backgrounds behind text
  - good to look at, but hard to read
- but can work together
  - e.g. the design of the iMac
  - in consumer products – key differentiation (e.g. Mac)
  - name
  - size

14
1. **colour and 3D**
   - both often used very badly!
   - colour
     - older monitors limited palette
     - colour over used because 'it is there'
     - beware colour blind!
     - use sparingly to reinforce other information
   - 3D effects
     - good for physical information and some graphs
     - but if over used ...
     - e.g. text in perspective!! 3D pie charts

2. **bad use of colour**
   - over use - without very good reason (e.g. kids' site)
   - colour blindness
   - poor use of contrast
   - do adjust your set!
     - adjust your monitor to greys only
     - can you still read your screen?

3. **across countries and cultures**
   - localisation & internationalisation
     - changing interfaces for particular cultures/languages
   - globalisation
     - try to choose symbols etc. that work everywhere
   - simply change language?
     - use 'resource' database instead of literal text
     - ... but changes sizes, left-right order etc.
   - deeper issues
     - cultural assumptions and values
     - meanings of symbols
     - e.g. tick and cross ... +ve and -ve in some cultures
     - ... but ... mean the same thing (mark this) in others

4. **prototyping**

5. **iteration and prototyping**
   - getting better ...
   - ... and starting well
prototyping

- you never get it right first time
- if at first you don’t succeed ...

pitfalls of prototyping

- moving little by little ... but to where
- Malverns or the Matterhorn?

1. need a good start point
2. need to understand what is wrong