

# Designing Interaction

## HCI Lecture 6

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# Outline

Conceptual Design

Physical Design

Interaction Modes

Exercise

References

# Outline

Conceptual Design

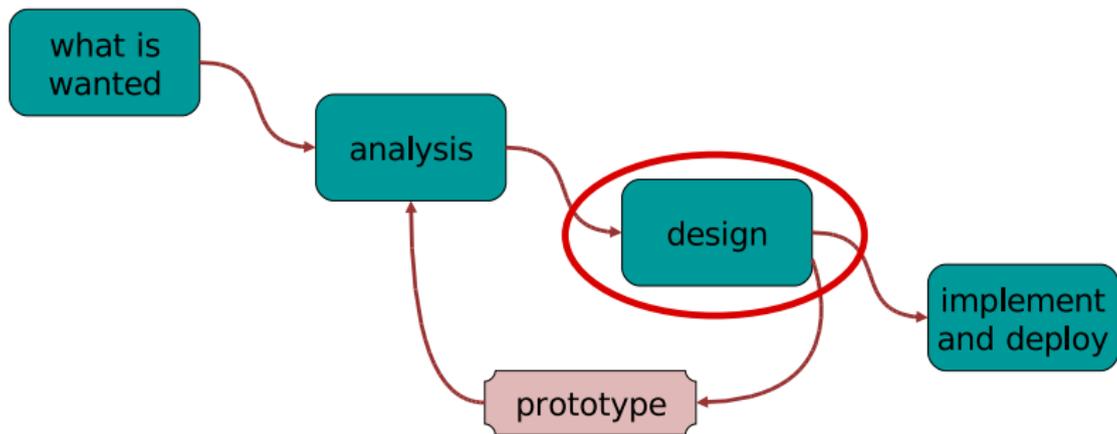
Physical Design

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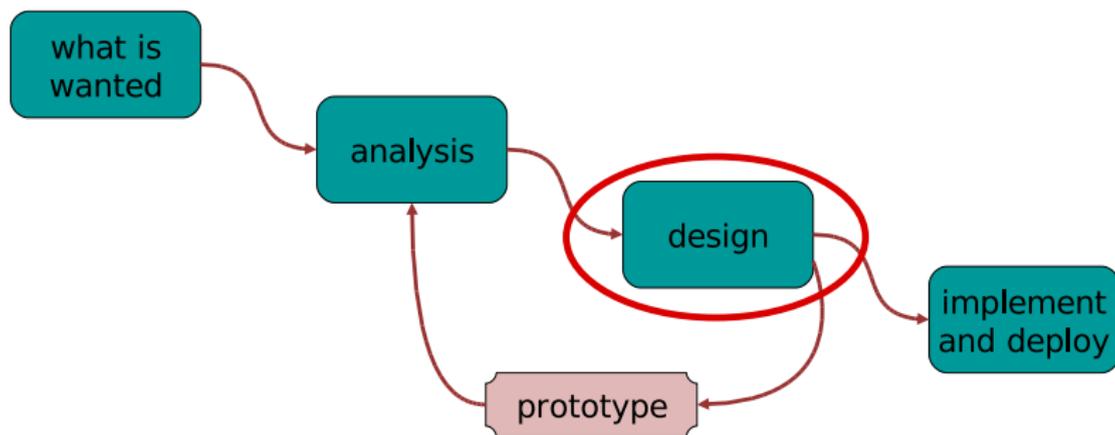
Exercise

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# Focus on Design

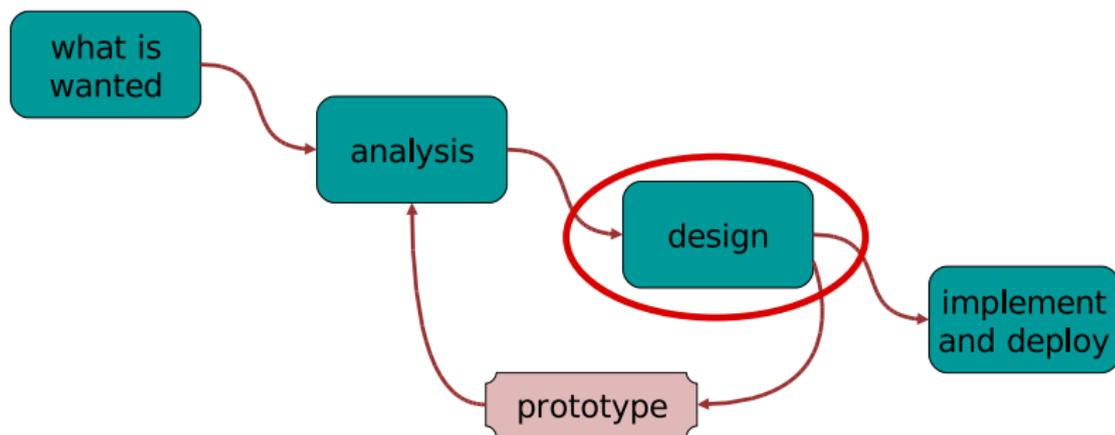


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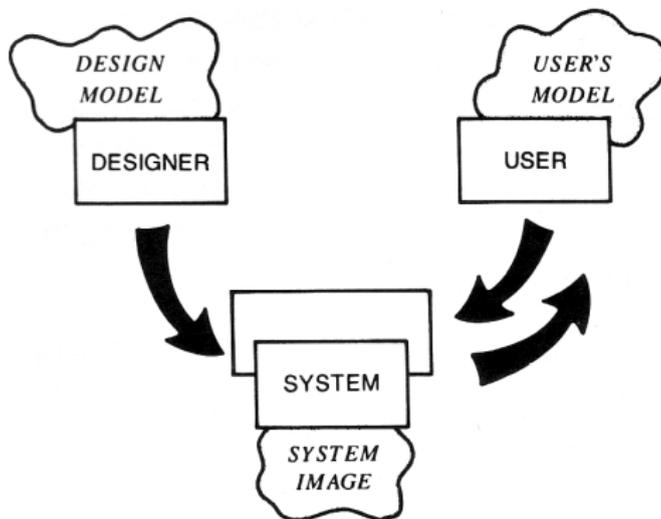


- ▶ How do we actually *do* the design?
- ▶ Temptation: start sketching windows, menus and buttons. . .
- ▶ But we can do better by starting from thinking about the *user experience* we want to provide.

# Conceptual Models

A **conceptual model** is the designer's intended mental model for the user of the system: a set of ideas about how it is organized and operates.

Norman (1986) called this the *design model*:



# Advantages of a Conceptual Model

- ▶ A conceptual model
  - ▶ is a starting point for interaction design
  - ▶ should help the user “figure it out”
- ▶ It helps design team:
  - ▶ Not to become narrowly focused early on
  - ▶ Ask questions about how the conceptual model will be understood by users
  - ▶ Establish a set of common terms they all understand and agree upon (a standard **lexicon** for the project)
  - ▶ Reduce the chance of misunderstandings and confusion arising later on

See Johnson and Henderson (2002) for more motivation and methodology.

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- ▶ the **mappings** between concepts and task domain

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Outputs of Task Analysis can inform object and action analysis for conceptual model.

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- metaphor** information is organised as a physical card catalogue
- concepts** *item, book, periodical, issue, DVD, shelf-mark, user account, librarian, ...*
- object relationships** a book is a type of item; periodicals contain issues
- mappings** *item* corresponds to a physical object; *shelf-mark* to its physical location
- functions** *issue item, return item, search item*
- function relationships** issue before return for same item; for different items, in parallel, ...
- data** new items added by typing data

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- ▶ Benefits:
  - ▶ make learning easier
  - ▶ enhances understanding of conceptual model
  - ▶ introduce innovation and widen accessibility
- ▶ Three steps to consider:
  1. understand functionality
  2. identify potential problem areas
  3. generate metaphors



# Classic example: The Xerox Star

**XEROX  
6085 Workstation**

**User-Interface Design**

To make it easy to compose text and graphics to do electronic filing, printing, and mailing all at the same workstation, requires a revolutionary user interface design.

**Bit-map display** - Each of the pixels on the 19" screen is mapped to a bit in memory; thus, arbitrarily complex images can be displayed. The 6085 displays all fonts and graphics as they will be printed. In addition, familiar office objects such as documents, folders, file drawers and in-baskets are portrayed as recognizable images.

**The mouse** - A unique pointing device that allows the user to quickly select any text, graphic or office object on the display.

**See and Point**

All functions are visible to the user on the keyboard or on the screen. The user does filing and retrieval by selecting them with the mouse and teaching the MOVE, COPY, DELETE or PROPERTIES command keys. Text and graphics are edited with the Z keys.

Year	Non 6085	6085
1978	35.2	15.8
1980	41.1	39.3
1982	45	55
1984	30	70
1986	10	90
1988	5	95

Table 1: Percentages of use of methods.

Activity under the old and the new

Figure 1: Data from Table 1 drive

$$\sum_{i=1}^n \frac{1}{i^2} = \frac{1}{1^2} + \frac{1}{2^2} + \frac{1}{3^2} + \dots + \frac{1}{n^2}$$

Workstation usage percentages Table 1 and illustrated in Figure 1. 6085 users are likely to do more composition and layout, create process including printing and distribution.

**Text and Graphics**

To replace typesetting, the 6085 offers a choice of type fonts and sizes from 6 point to 36 point:

Here is a sentence of 12-point text.  
18-point text.  
24-point text.  
36-point text.

**Shorter Production Time:**

Experience at Xerox with prototype work stations has shown shorter production times and thus lower costs, as a function of the percentage of use of the workstations. The following equation can be used to express this:

**EMULATOR** - Emulates other office systems  
**PC** - Personal Computer  
**Emulated Rigid Disk** - Virtual Hard Drive  
**Virtual Floppy** - Virtual Disk  
**Example ViewPoint** - Sample Document  
**Remote Files** - Network Storage  
**1127** - Blank Reference File  
**DOS & Lotus** - Operating System & Spreadsheet  
**Drawers in Japan** - File Management  
**Mailkey** - Mail Management  
**OS/2** - Operating System  
**Mouse** - Input Device  
**Tape Drive** - Storage Device  
**Floppy Drive** - Storage Device  
**Wastebasket** - Deletion Function  
**Directory** - File Management

# Issues with interface metaphors

- ▶ A metaphor can have a big impact so should be carefully considered:
  - ▶ How much structure does it provide?
  - ▶ How much is relevant to the problem?
  - ▶ Is it easy to represent?
  - ▶ How extensible is it?

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- ▶ Problems:
  - ▶ Break conventional or cultural rules
  - ▶ Constrain designers in problem space
  - ▶ Conflict with design principles
  - ▶ Forces user into one mode of understanding
  - ▶ May transfer over bad design
  - ▶ May limit imagination for new conceptual model

# Infamous failure: Microsoft Bob (1995)



[See <http://toastytech.com/guis/bob.html>]

# Outline

Conceptual Design

**Physical Design**

Interaction Modes

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# Physical Design

- ▶ We may have lots or little choice:
  - ▶ a new special-purpose physical product, with our own choice of input/output features
  - ▶ new I/O mechanisms for existing device
  - ▶ new usage of existing mechanisms
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**manipulation** user interacts with physical or virtual objects, e.g., holding, moving, opening, closing; object is a *focus* of attention

**exploration** user moves through physical or virtual environment

Other possibilities and higher-level classifications exist, e.g., we may interact by **learning**, **problem solving**, **socializing**, **searching**, ...

# Instructing

- ▶ Examples:
  - ▶ Shell command line interpreters for operating systems
  - ▶ Menu and key-driven GUI shells for OSes and applications
  - ▶ VCRs, hi-fis, alarm clocks, vending machines, etc.

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- ▶ Advantages:
  - ▶ Quick and efficient
  - ▶ Good in case of repetition or multiple objects (especially if programmable)
- ▶ Disadvantages:
  - ▶ Hard to learn
  - ▶ Seldom standardised
  - ▶ May be overly specific

# Vending machines



# Conversing

- ▶ Examples:
  - ▶ Help facilities (Microsoft's Office Assistant paper clip, Bob)
  - ▶ Search engines (<http://www.ask.com>, although Jeeves has now retired)
  - ▶ Phone services (voice recognition query answering/navigation)
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- ▶ Advantages
  - ▶ No special knowledge required; onus on system to understand user
- ▶ Disadvantages:
  - ▶ Limited scope of understandability
  - ▶ Dialogue can become one-sided and cumbersome

# Manipulation

- ▶ Shneiderman (1983) coined the term **Direct Manipulation** (DM).
- ▶ Digital objects should allow interaction analogous to how physical objects are manipulated
- ▶ Core DM principles:
  - ▶ Continuous representation of objects and actions
  - ▶ Physical **actions and button pressing** instead of issuing commands with complex syntax
  - ▶ Rapid **reversible** actions with immediate feedback on object of interest
- ▶ Examples:
  - ▶ desktop files metaphor in OSES and applications
  - ▶ also true manipulable objects: physical objects with sensors (e.g. Wii controller)

# Issues around DM

- ▶ Advantages of direct manipulation include:
  - ▶ Novices can learn the basic functionality quickly
  - ▶ Intermittent users can retain operational concepts over time
  - ▶ Error messages rarely needed
  - ▶ Users can immediately see if their actions are furthering their goals and if not do something else
  - ▶ Users experience less anxiety; gain confidence and feel in control

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  - ▶ Users can immediately see if their actions are furthering their goals and if not do something else
  - ▶ Users experience less anxiety; gain confidence and feel in control
- ▶ But there are drawbacks, e.g.:
  - ▶ Some people take the metaphor of direct manipulation too literally
  - ▶ Not all tasks can be described by objects and not all actions can be done directly
  - ▶ Some tasks are better achieved through delegating rather than manipulating e.g., spell checking

# Exploring

- ▶ Examples:
  - ▶ 3D desktop **virtual worlds** where people navigate using mouse around different parts to socialize (e.g., Second Life)
  - ▶ **CAVEs** (Computer Automatic Virtual Environment) where users navigate by moving whole body, arms, and head
  - ▶ physical **context-aware environments**, embedded with sensors, that present digital information to users at appropriate places and times (e.g. cell phone tourism, smart home)
- ▶ Currently rather specialised, will be more important in future with rise of ubiquitous computing.

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## Exercise: Interface for Robot Cleaner

Design an interface for controlling a robot vacuum cleaner.

1. Extend and deepen the task analysis for house cleaning given in the previous lecture, to consider:
  - ▶ individual tasks that performed by the robot
  - ▶ interactions necessary to control the robot
2. Propose a suitable conceptual model
3. Consider the physical design of the system
4. ... and interaction modes that would be appropriate for different tasks.
5. Justify your choices.



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**References**

# References



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*Some slides here are adapted from this book's materials, at*  
<http://www.id-book.com>.

Further reading: Dix et al, Chapters 6, 7, 8, 18.