

More detailed guidelines from the Living Lab Methodology Book



Innovation Evaluation

Cycle 3, Phase 3

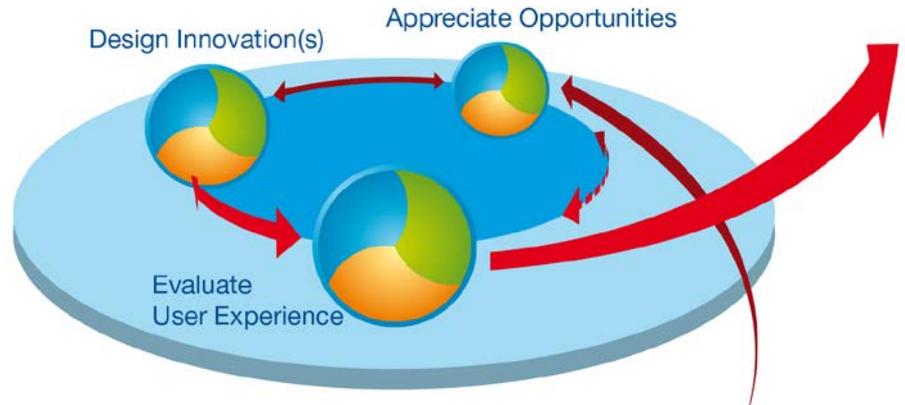
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Checklist for Innovation Evaluation - User Experience Evaluation

In this phase, the focus is to encourage users to express their thoughts and attitudes towards the design being developed from the basis of the needs in the developed system. User experiences goals can be both positive and negative, for example enjoyable or frustrating. They are primarily subjective qualities and are concerned with how a system feels, or are experienced, by a user.

INNOVATION DESIGN



User experience goals differ from the more objective usability goals in that they are concerned with how users experience an interactive service from their perspective.



During this process it is important to keep the five key principles in mind and to consider how, for example, **value** can be created for the users, how the users can **influence** the process, how **sustainability** take form, how openness should take form, and how the process should be designed to capture as **realistic** situation as possible in this phase.

Issues that need to be clarified before a user experience evaluation start is listed below:

- What is the purpose of the evaluation? What to you want to achieve?

- What is the main question that needs to be answered?

- Which method for data-collection should be used in the evaluation?

- Interviews
- Focus-Groups
- Questionnaires

- Observations
- Diaries
- Technical system.....
- Other method.....

- Who is the typical user? Where can they be found?

- How many users should we recruit? Which selection criterions such as age, gender, occupation, mobile phone, mobile operator, and so forth are relevant?

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- For how long period of time should the test pro-long?

- How much should we intervene with the users and how?

- How can we encourage and stimulate users to use the system during the test period?

Develop a test-storyline to support the users in their test showing what is expected from them:

- Activities they must do, for example, number of surveys, typical tasks, use of certain functionality, etc.
- Activities they can expect from us
- Frequency of use
- Test-period, for how long will the test pro-long

- Time required from them

- What technical equipment does the evaluation require?

- What competencies are important to involve in the process? Aim to have competencies of complementary technical as well as social character.

- Are there any ethical considerations that need to be handled?

- What resources are needed to start the evaluation?

- Which important time-frames needs to be handled?

- Where can the test take place?

- How can the physical context influence the users experiences?

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- How can the social context influence the users experiences?

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- How can the organisational context influence the users experiences?

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- How can the technical context influence the users experiences?

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- How can the test as such influence the physical context?

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- How can the test as such influence the social context?

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- How can the test as such influence the technical context?

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- How can the test as such influence the organisational context?
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Create questions or other preconditions for the evaluation focusing on **what should be**. At this stage – develop questions **on the basis** of the users identified needs, requirements and values in the system and relate them to experiences.

- **Carry out the evaluation**

The analysis of the data from the evaluation should emphasis **what went wrong** as well as **what needs to (or must) be changed and modified** in the next iteration.

Present the findings from the evaluation in an evaluation report including users comments, design suggestions.

