

Request for: Feedback [DG622 [Final deliverables]]

Wensveen, S.A.G.

Dear Peter,

based on your involvement in class activities concerning homework, the final interaction concept and your reflections you demonstrate awareness towards understanding in this assignment. Depth is not evidenced, although expected at some levels for this assignment.

Swingle, your group's final design for the interaction with a Spotify Music controller stays on the safe side and demonstrates main functionality (navigation, volume, but not sharing music). It is judged by your peers as the lowest for its aesthetic and innovative qualities and average for intuitive. After the video, your explanation raised the scores. Intuitiveness: 6,7 Aesthetics: 5,5 Innovativeness: 4,9 (see attachment)

The reflections show that you can identify the different forms of feedback and feedforward. You don't discuss Functional Feedforward, nor describe their relations between them through mappings. You loosely identified theoretical notions from one other academic paper both don't really show a good understanding beyond awareness. The reflections remain shallow and descriptive.

Better next time,

Kind regards,

stephan.

dr.ir. S.A.G. Wensveen

Assignor DG622 'Exploring Intuitive and Aesthetic Interaction'

Attachments

- [Scores_DG622](#)

final feedback form

- 01. quality of deliverables handed in by the student
 - 1. Mention each deliverable and give feedback on the quality of them (individual and integrated).

Swingle Concept:

Basic functionality of 'turning on' the device is clear in the form and the required action of turning the shape upside-down. This is the strongest feature.

Other basic functionalities such as volume-up-down, next-previous song is pretty clear, but remains close to a button-like interface with the icons.

Questions you should ask yourself here:

What is the added value of the tilting object?

When we remove the icons is the functionality still intuitive? (Probably not, as the form, where each 'arm' is similar doesn't disclose which type of functionality is behind it, nor does it require different types of interaction).

Navigating the menu is done in a pretty discrete way. The tilting actions seem more like on-off actions than continuous actions. The latter one would relate more to scrolling up and down menu lists.

Overall the interact remains (too) close to existing interactions with musical devices. The tangibility offers little more than the 'rocking' motion that results from 'button' pressing.








Therefore it is understandable that your concept is judged by your peers as the lowest for its aesthetic and innovative qualities and average for its intuitive qualities.





Swingle Video:

Video is informative about the basic interaction, but doesn't sell the interaction as great experience. You nicely paid attention to some of the detailing, e.g. the timing aspects when the next song actually plays. You didn't manage to give form to the on-screen information in the video.

Swingle artifact:




Functional for exploration and to be used in the video. As the swinging, rocking of the shape is the unique feature I would have like to see that that motion (and therefore the curved shape) was perfected. The material detailing of the prototype should be improved.

- 02. the student's competency development
 - 2. Indicate learning activity & development of competency areas and give feedback on this.
 - indicate type of learning activity 
 - project /minor and Competency Coach Feedback FMP brief and Competency Coach Feedback assignment / module or other learning activity
 - indicate development 'ideas and concepts' 
 - yes, substantially yes, to some extent no, although expected / intended NA
 - indicate development 'integrating technology' 
 - yes, substantially yes, to some extent no, although expected / intended NA
 - indicate development 'user focus and perspective' 
 - yes, substantially yes, to some extent no, although expected / intended NA
 - indicate development 'socio-cultural awareness' 
 - yes, substantially yes, to some extent no, although expected / intended NA
 - indicate development 'designing business processes' 
 - yes, substantially yes, to some extent no, although expected / intended NA
 - indicate development 'form and senses' 
 - yes, substantially yes, to some extent no, although expected / intended NA

- indicate development 'teamwork and communication' 
 - yes, substantially yes, to some extent no, although expected / intended NA
 - indicate development 'design and research processes' 
 - yes, substantially yes, to some extent no, although expected / intended NA
 - indicate development 'self-directed and continuous learning' 
 - yes, substantially yes, to some extent no, although expected / intended NA
- Spend more time on deepening your reflections. They need to improve.
- indicate development 'descriptive and mathematical modelling' 
 - yes, substantially yes, to some extent no, although expected / intended NA

- 03. process (approach)

- 3. Indicate which activity of the (design) process the student has done and give feedback on this.

- envisioning / transforming society 
 - yes, substantially yes, to some extent no, although expected / intended NA
- exploring / validating in context 
 - yes, substantially yes, to some extent no, although expected / intended NA
- making: synthesising / concretising 
 - yes, substantially yes, to some extent no, although expected / intended NA
- thinking: analysing / abstracting 
 - yes, substantially yes, to some extent no, although expected / intended NA

- 04. attitude

- 4. Describe and give feedback on the student's attitude.

Attentive in class, but you should improve your reflections to demonstrate that your care and understand.

- 05. advice

- 5. What advice would you like to give to the student?

Pick it up!!