




Previous Experience



 Starting points



 Long distance interactions

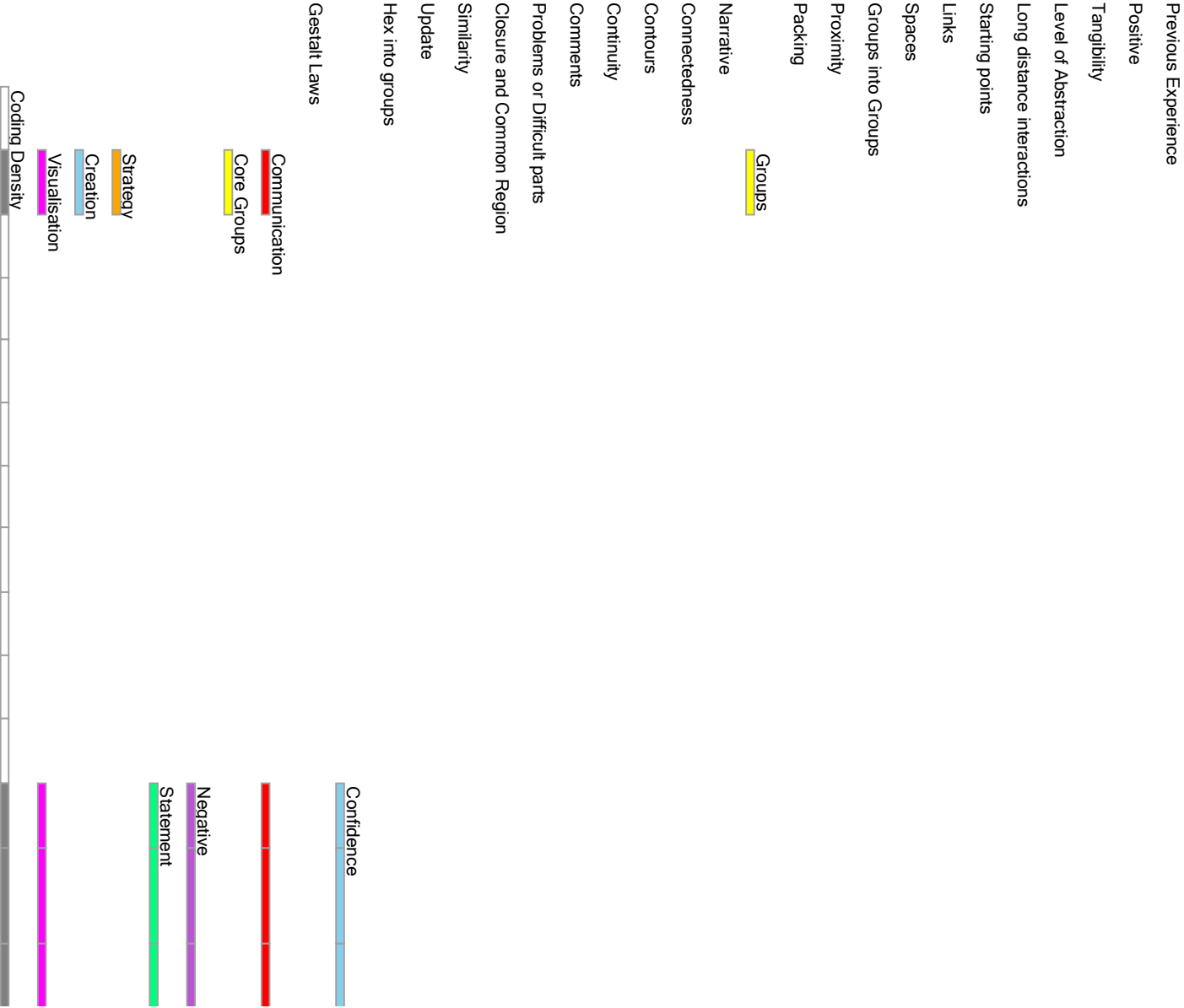
 Spaces
  Links

 Level of Abstraction

 Tangibility
 Positive



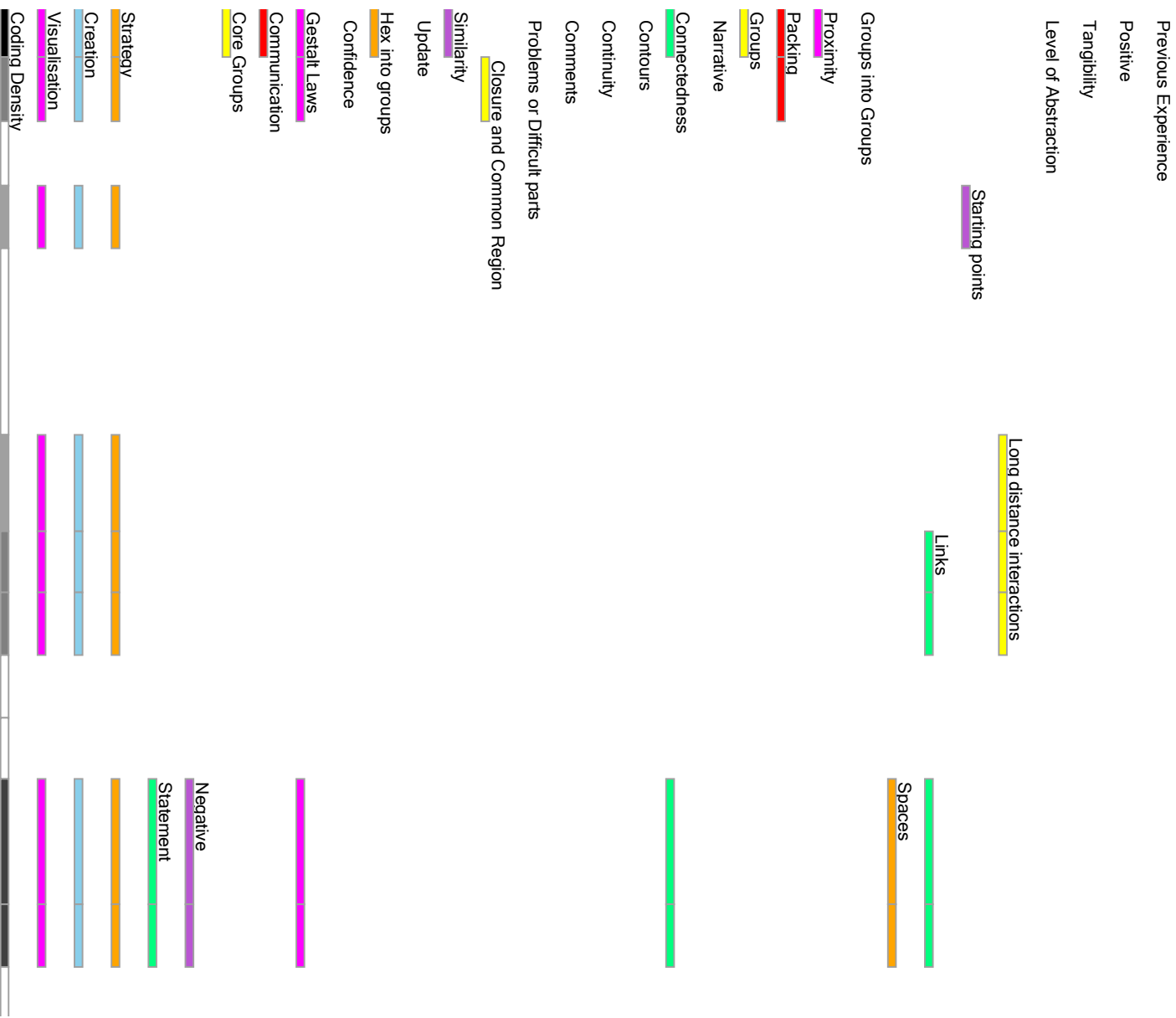
| | Timespan | Content | Speaker |
|----|-----------------|---|---------|
| 1 | 0:00.0 - 0:11.8 | Can you explain to me what you have done here, if you were explaining it to someone else? | SP |
| 2 | 0:11.8 - 0:30.0 | I divided the research categories to different categories. This is related to the school, the language, religion, the art, the social. | P3 |
| 3 | 0:30.0 - 0:36.3 | This is for climate change, the universe, there [??] okay. | |
| 4 | 0:36.3 - 0:47.6 | And this is about the... erm... Africa and the animal use, the short of food, and the war, and okay. | |
| 5 | 0:47.6 - 0:57.3 | Here is erm, the maybe the material and particle like, viruses, DNA. | |
| 6 | 0:57.3 - 1:05.9 | This is the health sector, like care of patient, child, health service | |
| 7 | 1:05.9 - 1:13.8 | This is the market, with public and [??] policy. | |
| 8 | 1:13.8 - 1:25.7 | Erm... this is... erm... security, like police or something, they need to good behavior reaction with people and erm... to be [??] | |
| 9 | 1:25.7 - 1:36.0 | This is for technology, network, and program [??] theory [??] and the structure | |
| 10 | 1:36.0 - 1:43.5 | Okay, this is the measurement of the erm... the harmful ones, protein and fat in the body. [Laughter] | |
| 11 | 1:45.9 - 1:59.4 | It's good, it's good yes. I was just wondering how happy are you about your overview? Are you really happy about it, I mean if you were going to show it to someone would you be happy about that? | SP |
| 12 | 1:59.4 - 2:17.7 | [Thinks] Erm... I think some categories need more details. I don't know, this maybe, the market, this is less information about this category. | |
| 13 | 2:17.7 - 2:52.2 | This is, I think, this is quite big. I mixed both, for example, the solar, so I think that the star is not related to the climate change, so I think this should be divided in two. For example, the star, solar, but I couldn't. I was thinking about the climate change with earthquake and the eyes[??] and the ocean. | |



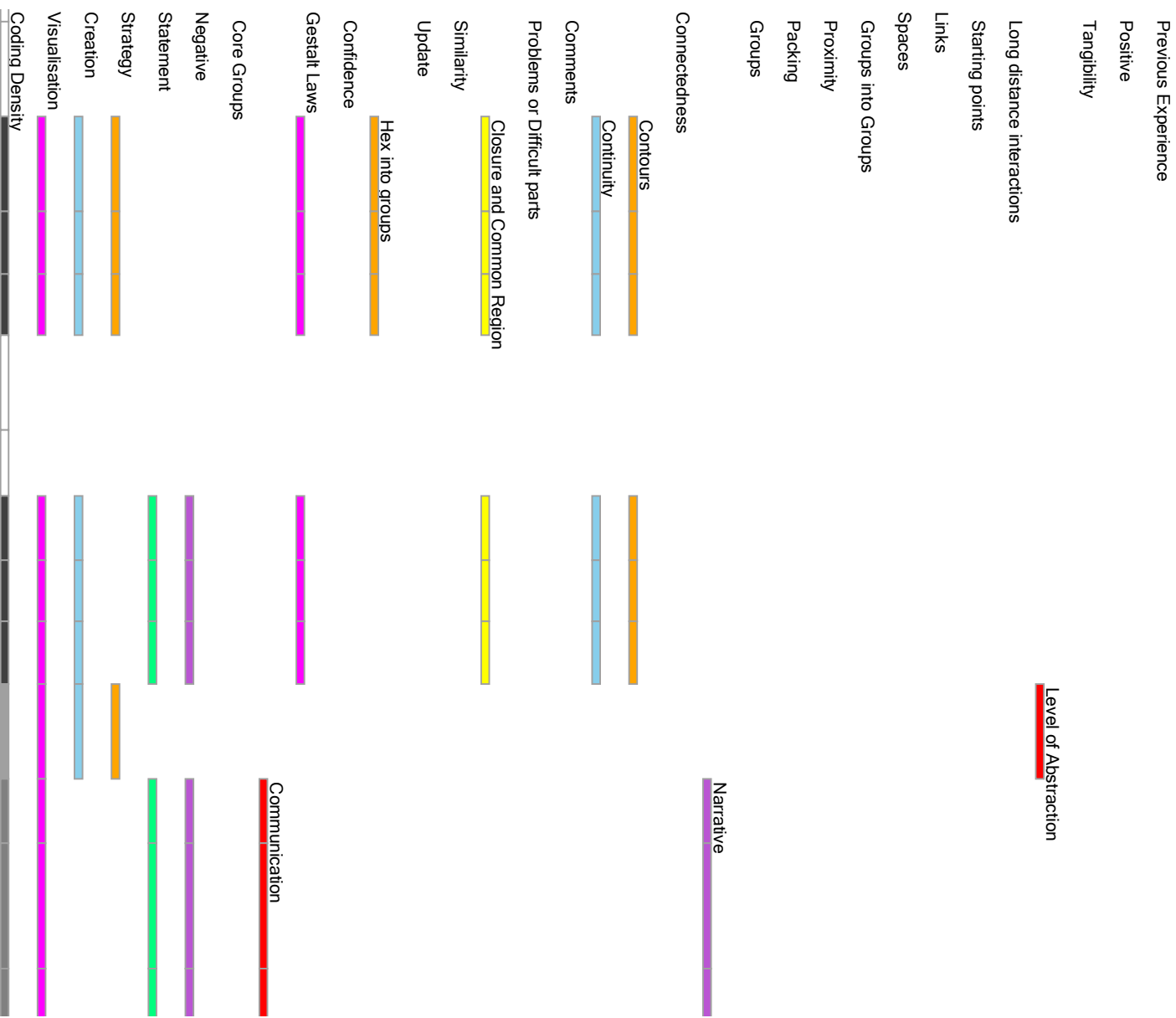
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|----|-----------------|--|----|
| 14 | 2:52.2 - 3:07.2 | I think this school, I'm happy with the school, what the student needs to study in the school. Different, art, films, music, language, religion. I think caught what I was thinking. | |
| 15 | 3:07.2 - 3:20.0 | So, if you think about it, is there any part that you really don't like or is wrong, or that you're not very happy with. I mean, you said this main one was maybe a little to big, or something. | SP |
| 16 | 3:20.0 - 3:32.1 | Yes, I'd like to divide it, but I'd like to divide for the solar and the like solar energy, or solar and the climate change. | |
| 17 | 3:32.1 - 3:40.7 | Right, so you thought it was already too big. And it could have gone into smaller groups. I'm just wondering why you didn't divide it into smaller groups? | SP |
| 18 | 3:40.7 - 4:01.8 | Because I thought it... because I didn't have for example, if I divide it I have just the two... the one which I can't see any relation to the climate is the star and the solar. This is just two which are not related to the climate change | |
| 19 | 4:01.8 - 4:30.2 | The nuclear, the carbon, maybe the magnetic, solar and star. Maybe I should take these three. I'm not sure, I did not avoid the climate change, they have any [??] to the climate change. But it is the universe. Carbon, nuclear. | |
| 20 | 4:30.2 - 4:43.7 | That's very interesting. Let me ask you a little bit about how you actually build the overview. I was just wondering if you have... how did you start, did you have any strategy? | SP |
| 21 | 4:43.7 - 4:56.3 | First I just see the card and put every connected word together. | |
| 22 | 4:56.3 - 5:03.8 | And then I start build up which is the more connected words. | |
| 23 | 5:03.8 - 5:14.9 | So you try to do like groups or something like that of words? I was just wondering, so, how do you start doing the groups. Did you start with one word, or... | SP |
| 24 | 5:14.9 - 5:31.5 | Er, no, I put, for example, I think I started, you can see in the record, but I think I start with putting one or two or three words and then I start matching. | |
| 25 | 5:31.5 - 5:42.1 | Did you though about joining, so, you started with some small groups and then did you try and make the groups bigger, or... like joining two groups | SP |
| 26 | 5:42.1 - 6:22.9 | Yes, I think I joined two groups together. I think this one was two groups. The first one was... the social service, for example, and then I combined it with the school. For example, I had community service like social and culture. And then I say I don't know how many words should be in the category, so I was like this and maybe language and then when I see the school, I just match it. | |



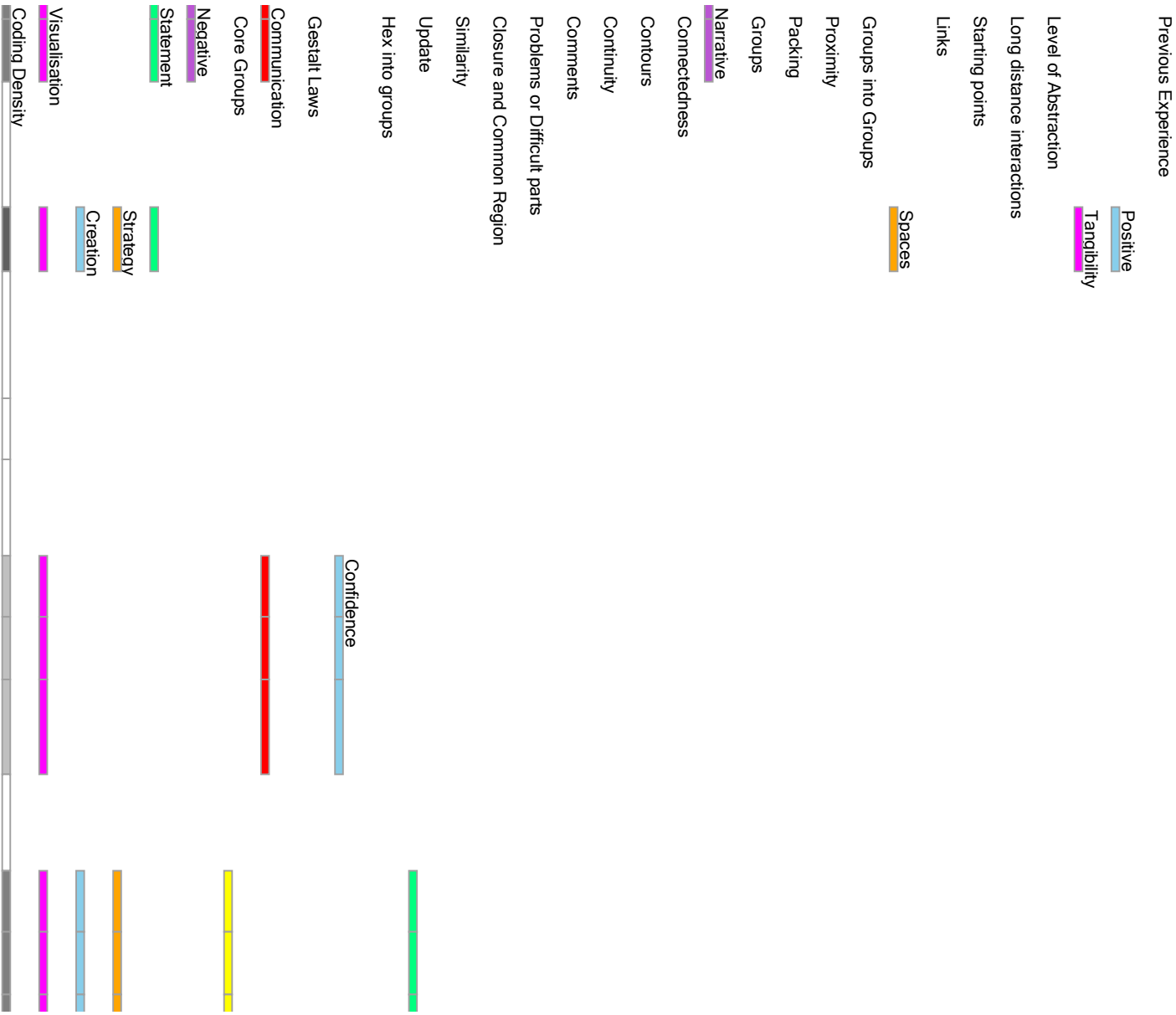
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| 27 | 6:22.9 - 6:28.4 | Oh and then you join it together. Okay. | SP |
| 28 | 6:28.4 - 6:41.9 | So, I was wondering if you felt like... you didn't felt like packing everything really like really tightly together. Or... Because I can see these ones are really packed together, but these ones... | SP |
| 29 | 6:41.9 - 7:01.3 | Yes because the number [of cards?] and I usually want to find the central word. For example, the centre is 'Africa', with the shortage of food, animal, war, water. So, they are all about Africa. | |
| 30 | 7:01.3 - 7:14.3 | But here I have three, for example. I have the universe, the climate, and also the number of words is very high, so I can't pack like this in a good shape | |
| 31 | 7:14.3 - 7:22.3 | I was just wondering, if you started at some point. Did you start it in the middle, or did you start it in the corners? | SP |
| 32 | 7:22.3 - 7:26.5 | I think I start with the corner. | |
| 33 | 7:26.5 - 8:05.8 | You started with the corners, yes. Good. I was just wondering, so, let me just think. So... so, for example, you have things here, for example, you have 'measurement' here. And it's really close to 'hormones' and 'fat', but then you also have in this group, you have 'protein' here, but that's a little bit farther away from 'fat' and the other one, so does that mean that it's a little bit not related to it, or you didn't think about it? | SP |
| 34 | 8:05.8 - 8:21.1 | I think that, when I saw the 'protien'... now I understand there is no relation between 'protien' and 'fat', but when I saw the 'protien' I just connect it to the 'fat'. I didn't... [laughter] but now I know there is no relation between 'fat' and 'protien' | |
| 35 | 8:21.1 - 8:26.2 | But you never thought about, well, this is really far away from this one? | SP |
| 36 | 8:26.2 - 8:29.6 | No, I didn't think about that. | |
| 37 | 8:29.6 - 8:31.2 | Okay, right | SP |
| 38 | 8:31.2 - 8:35.7 | But I think this is something which we can measure in the body, I think. | |



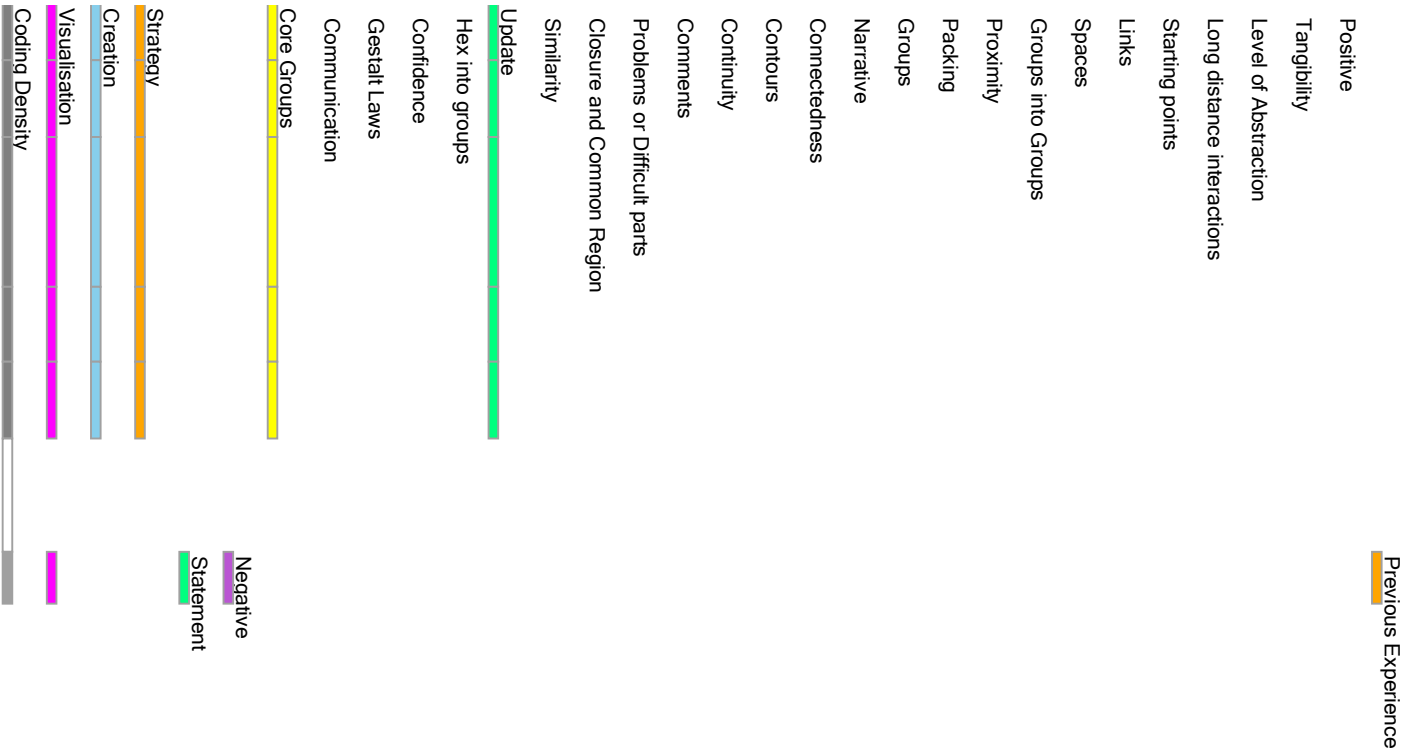
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| 39 | 8:35.7 - 8:53.5 | Yeah, it is something that you can measure, yes. I was just wondering if you had, I don't think you had, I don't think you have empty spaces, so that's good. What about the empty spaces between the two groups here. Do you think there is something connected here, or was it just like that because... | SP |
| 40 | 8:53.5 - 8:57.0 | No, it was just by accident | |
| 41 | 8:57.0 - 9:10.2 | Just by accident, okay. Okay, I have another page. More questions, sorry about that. | SP |
| 42 | 9:10.2 - 9:29.8 | So, I guess you group everything that was similar together, right? Did you thought about doing like some kind of like continuity, or flow, or something like that? For example, I see that you tried to do some circles. Or this one. | |
| 43 | 9:29.8 - 9:50.4 | In the beginning, I start, the plan was to do like this in good shape, okay, and have a good picture in the end. But in the end, when I found some mergers[?] I couldn't understand. I start have many words. For example, there is no space for it, so I just put it like this. [Laughter] | |
| 44 | 9:50.4 - 9:54.6 | Yeah, did you try and make them really round and shaped? | SP |
| 45 | 9:54.6 - 10:00.4 | Yes, I like to have a good picture in the end. | |
| 46 | 10:00.4 - 10:19.8 | So, were you a little bit annoyed when you didn't find something that was a little bit, say for example, if this one wasn't here would that annoy you and you try to make it very symmetrical and packed. Is that what you tried to do? | SP |
| 47 | 10:19.8 - 10:34.8 | What about the whole chart? I see there is quite a lot of space up here. Is that... will you try to fill that space, or... | SP |
| 48 | 10:34.8 - 10:47.4 | No, actually, because there was... before I combine these two together there was another group here, so I just take it from there and put it here. And then, erm... | |
| 49 | 10:47.4 - 10:52.8 | So it didn't annoy you that it was a little bit empty up there? Did it, or did it not, sorry I didn't catch that.. | SP |
| 50 | 10:52.8 - 11:04.5 | No, because there was a category of three pieces here, I just take it and put it here, so this what made it happen. | |



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| 51 | 11:04.5 - 11:24.5 | At some point did you find that you maybe needs some more levels, or that you wanted to do something on multiple levels, or you didn't thought about that? Okay, that's fine, just a few more questions. | SP |
| 52 | 11:24.5 - 11:39.1 | I was just wondering if you tried to do a small narritive, or a small story, or a tale in the overview. Did you try to make it so you can explain it to people, or that... | SP |
| 53 | 11:39.1 - 12:09.8 | I think that because there is many research, yes, so I think each group has, so that people when they see they say 'ah okay, this research is about climate change and the universe' and then they say 'ah, this is talk about the school and the improvement of the school' and here is about the health service. So each group can talk about itself. | |
| 54 | 12:09.8 - 12:14.8 | Oh, right. But there's no, like an overall story to it? | SP |
| 55 | 12:14.8 - 12:17.8 | Erm... no? [Laughter] | |
| 56 | 12:17.8 - 12:41.9 | That's fine, that's good. Okay. I was just wondering... how do you feel about the experiment. Like, do you like using the cards? Say, for example, if I had iPad and I have the kind of task but it was in an iPad and you could just drag and drop... do you think that would be better, or do you actually like feeling the small cards and moving them around? | SP |
| 57 | 12:41.9 - 12:54.9 | Yes, the small cards, and also the space. For example, the iPad, it would be small, hidden, make... it is difficult sometimes. | |
| 58 | 12:54.9 - 13:19.5 | Yeah, okay. So it's kinda small, yes. I was just wondering, if you, say for example you leave the office today and you go around and someone asks you like 'can you explain what research areas, or what research this whole thing was about?' so you think you are confident that you could do it? | SP |
| 59 | 13:19.5 - 13:19.9 | To talk about? | |
| 60 | 13:19.9 - 13:33.9 | Yes, to talk about it. Say, someone else, when you are having your tea or something like that. He asks you like 'oh yeah, I did the experiment, what areas did you have?' Do you think you'd feel confident about talking about them. Do you think you could explain it? | SP |
| 61 | 13:33.9 - 13:44.5 | Yes... but not all of them. Yes, so I'm confident about maybe 1, 2, 3, 4... 5 | |



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|----|-------------------|--|----|
| 62 | 13:44.5 - 13:46.9 | Is that the bigger ones? | SP |
| 63 | 13:46.9 - 14:07.5 | Yes, the bigger ones. Because there is more information about it. So, I can't see what the research is about this [points to small group]. Maybe what it's about... but what's the benefit, for example, from this research. What will come to the public, or... | |
| 64 | 14:07.5 - 14:26.7 | Oh, yes, okay. Got it. One last thing. Say for example, that I kinda forgot to give you a few of them, like these three ones. How do you think you would put them back to the chart? If I came later and said, well, can you actually... | SP |
| 65 | 14:26.7 - 14:30.8 | Yes, this is 'history'. This is maybe good for students, so I put it with the school. | |
| 66 | 14:30.8 - 14:40.4 | So, will you actually just put it there, add it to the whole thing? Yes, that's pretty much what you're doing, right? | SP |
| 67 | 14:40.4 - 15:05.8 | Yes, but if you didn't like... I think... I mean the card which I have, it's enough. Even if I didn't add this, I think that people, they can, when they see the school, I think it's enough that this research talks about the school. Yes. | |
| 68 | 15:05.8 - 15:16.4 | And 'data', this is for the technology and for the programming and also if I take it off, it's not very important I think. | |
| 69 | 15:16.4 - 15:53.5 | This is the blood, now I think it is related to the DNA, I think... and protein... I think this is very important. 'Blood' is the important word, because now I can make this category the measurement of the blood, the protein, we can see the DNA, the gene, the hormone. All are from the blood. 'Cell' maybe 'cell' this comes with the blood as this is not related to 'virus' and things. | |
| 70 | 15:53.5 - 15:56.9 | So you're saying like the middle one is... | SP |
| 71 | 15:56.9 - 16:16.2 | It's the center, the word which can talk about the whole thing. So I think I can name each category... this is the technology, the climate change, school, Africa, the health | |
| 72 | 16:16.2 - 16:49.8 | Just a couple more questions. Do you have any experience working with visualisations and 2D or 3D graphics. Like I mean in your research do you do any visualisations. I'm just wondering how much of an expert are you in visualising stuff? Would you say that you do that, or ... | SP |
| 73 | 16:41.9 - 16:48.0 | No... I... erm... | |



Previous Experience
Positive
Tangibility
Level of Abstraction
Long distance interactions
Starting points
Links
Spaces
Groups into Groups
Proximity
Packing
Groups
Narrative
Connectedness
Contours
Continuity
Comments
Problems or Difficult parts
Closure and Common Region
Similarity
Update
Hex into groups
Confidence
Gestalt Laws
Communication
Core Groups
Negative
Statement
Strategy
Creation
Visualisation
Coding Density