

# Vignettes & Visions

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## Fundamentals

# Vignettes are visual sketches that communicate the value of an idea in a snapshot.

**Experience**

The things and pressures on people that define and shape their interactions

**Emotional Insight**

Finding meaning in data by looking at it from the perspective of people

**Narrative, Stories & Value**

Stories of how a person can achieve their goals, and the value they get from an experience

Empathy

## Fundamentals

# Vignettes build on previous research, scenarios, and sketches, to show *value*.

A vignette is a single-page illustration of a concept that emphasizes the core attributes or “Magic Moments” of a product, system or a service.

It distills the “forest and the trees” into something that is rapidly digestible.

A vignette is descriptive enough to show intention, but vague enough to allow for additional inference from the viewer. Low fidelity is effective – your audience will fill in missing details.

Often includes:

- Users & their interactions or emotional state
- Context of use (where, when, frequency, etc..)
- Emotional value proposition
- Key features and capabilities

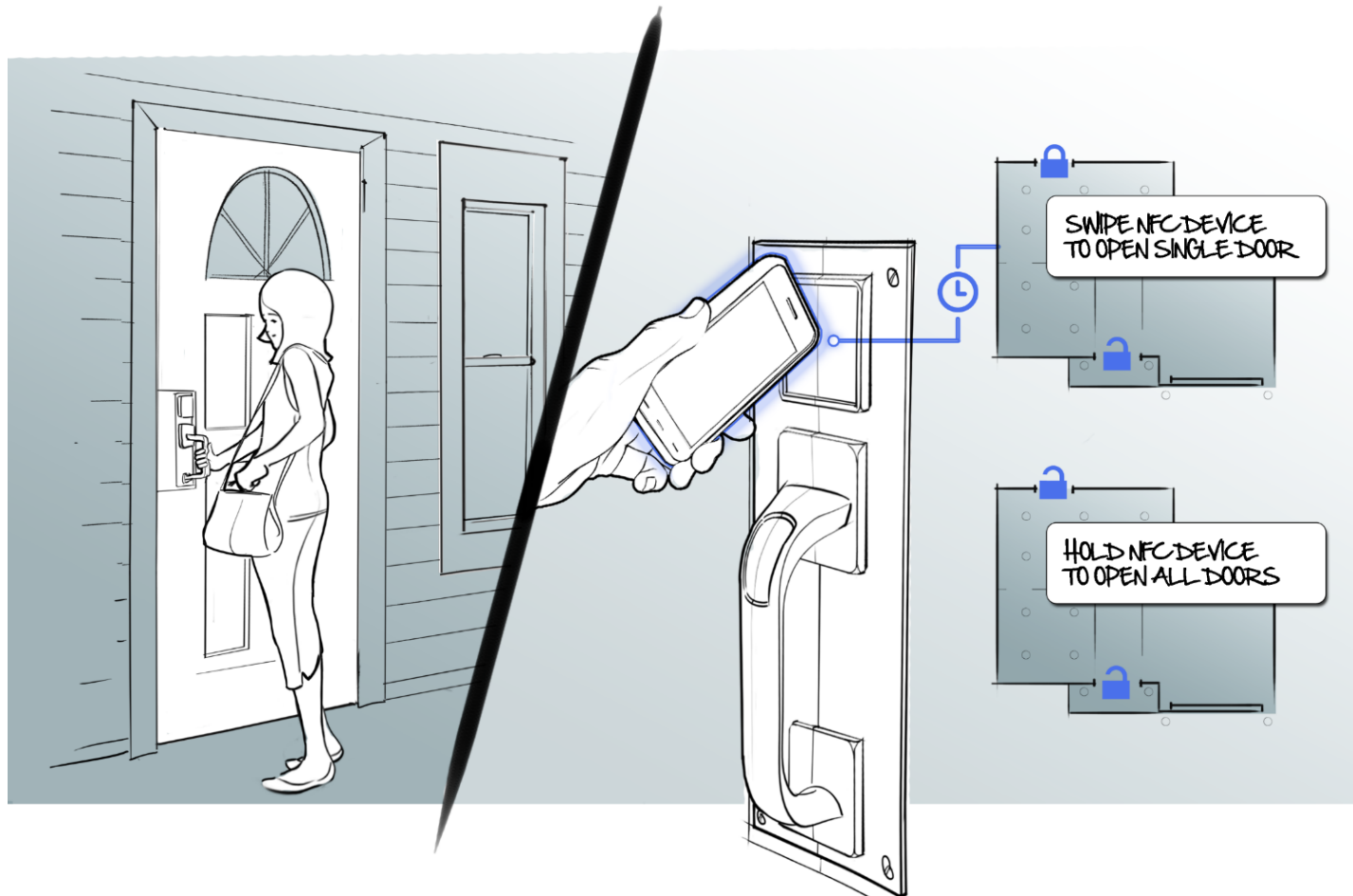
Examples

# They can be low fidelity...



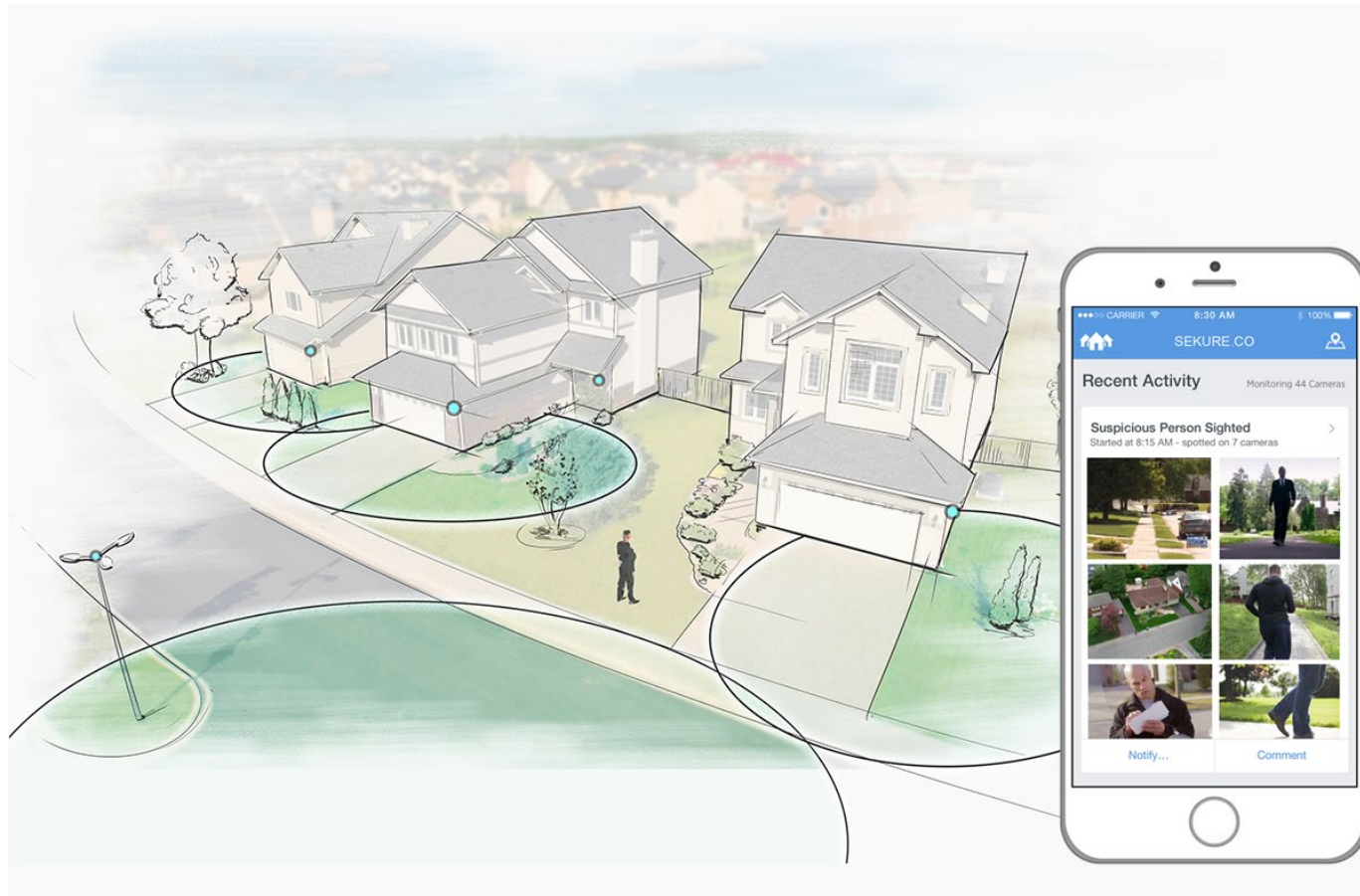
Examples

# ...mid fidelity...



Examples

...or very realistic.



## How to make a vignette

# Build on your research, insights, scenarios, sketches, and journey maps to create the vignette.

Identify your top insights, and the key breakdowns in your customer journey map

Sketch multiple new product and service interactions that can fix the problems you've identified in the insights and journey map

Down-select the sketches to identify the best ones

Create an emotional value promise

Create the Emotional & Behavioral Outcomes and the v1 capabilities

## How to make a vignette

# Start with your research observations and insights.

Students don't see immediate relevancy about their education, so they don't consider course selection seriously, resulting in delayed graduation or attrition.

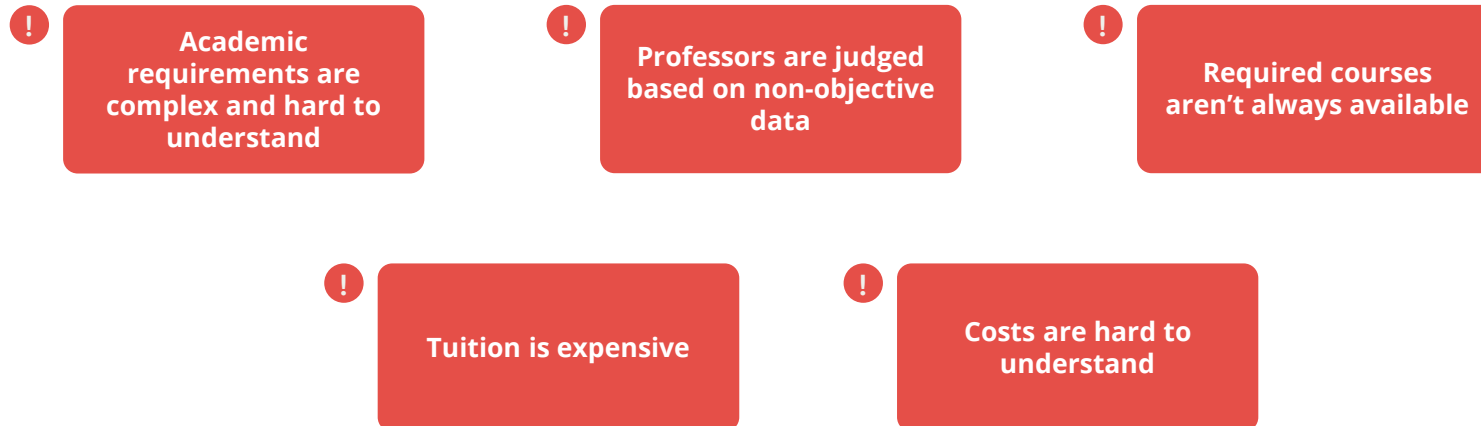
Educational institutions have gotten so large that they can't optimize for learning; instead, they need to optimize for operations. This negatively diminishes the quality of education.

Since public universities receive federal funding, there are increased expectations that the school is run like a business, resulting in an emphasis on graduation rates rather than learning.



## How to make a vignette

# Revisit problems and breakdowns you've identified as opportunities for improvement.



## How to make a vignette

# Identify the people we're helping.

Students don't see immediate relevancy about their education, so they don't consider course selection seriously, resulting in delayed graduation or attrition.



**Academic requirements are complex and hard to understand**



**Required courses aren't always available**

### Person

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**Students** are confused.

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**Academic advisors** are poorly resourced.

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**Parents** are frustrated.

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**Administrators** are under pressure.

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**Employers** are short staffed.

## How to make a vignette

# Identify their goals.

Students don't see immediate relevancy about their education, so they don't consider course selection seriously, resulting in delayed graduation or attrition.



**Academic requirements are complex and hard to understand**



**Required courses aren't always available**

### Person

Students are confused.

Academic advisors are poorly resourced.

Parents are frustrated.

Administrators are under pressure.

Employers are short staffed.

### Goals

Find a major they are passionate about

Dedicate personalized attention to each student

Spend as little as possible, and have happy children

Maximize efficiency, minimize costs

Quickly Identify top-tier talent to hire

## How to make a vignette

# Identify the design implications.

Students don't see immediate relevancy about their education, so they don't consider course selection seriously, resulting in delayed graduation or attrition.

! Academic requirements are complex and hard to understand

! Required courses aren't always available

### Person

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### Goals

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### Design implications

Our design must:

- Help students see relevancy in their course of study
- Help students make informed decisions about their course of study
- Help students remain in college and graduate on time

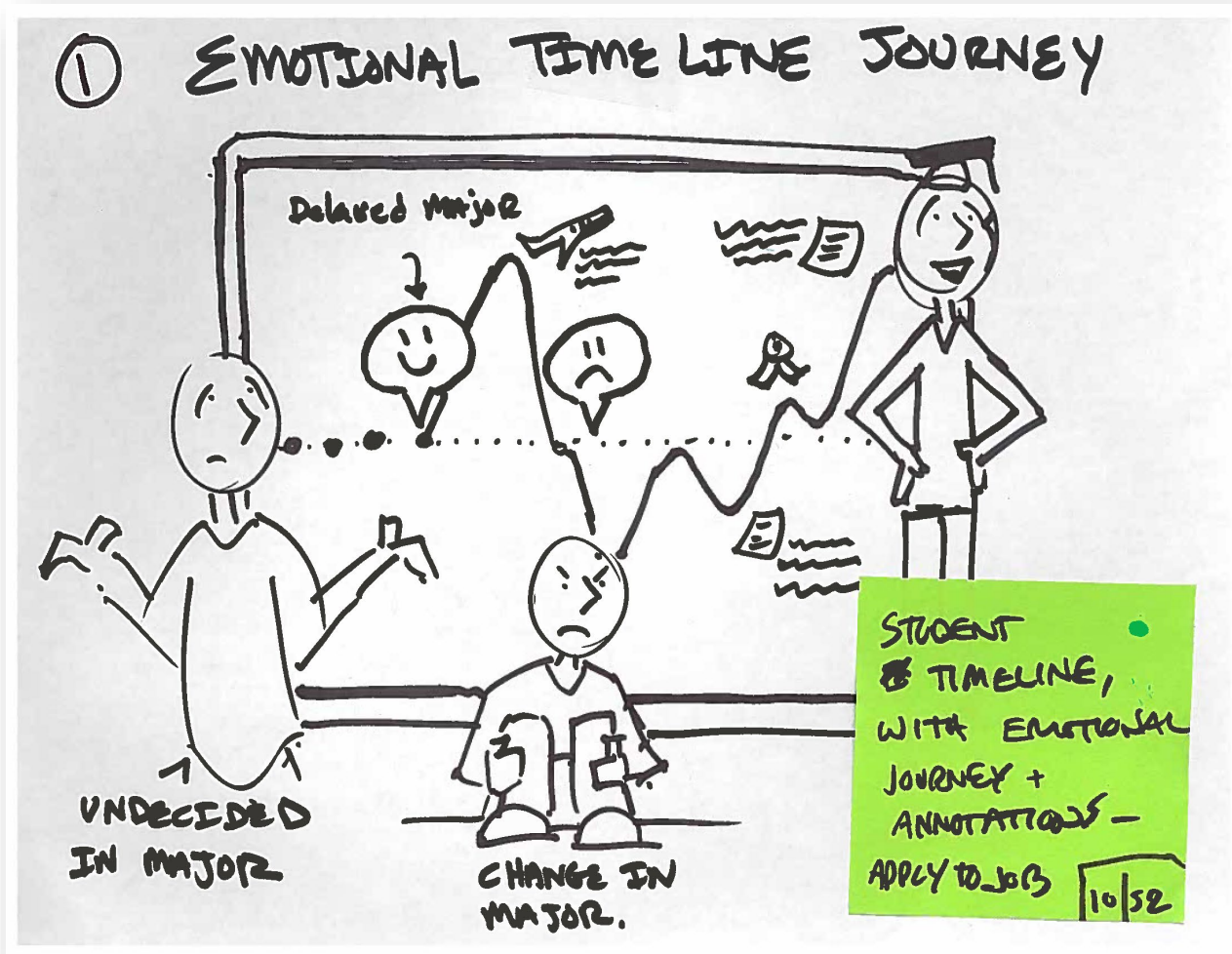
## How to make a vignette

# Sketch new product and service designs that can fix the problems you've identified, and that conform to the design implications.

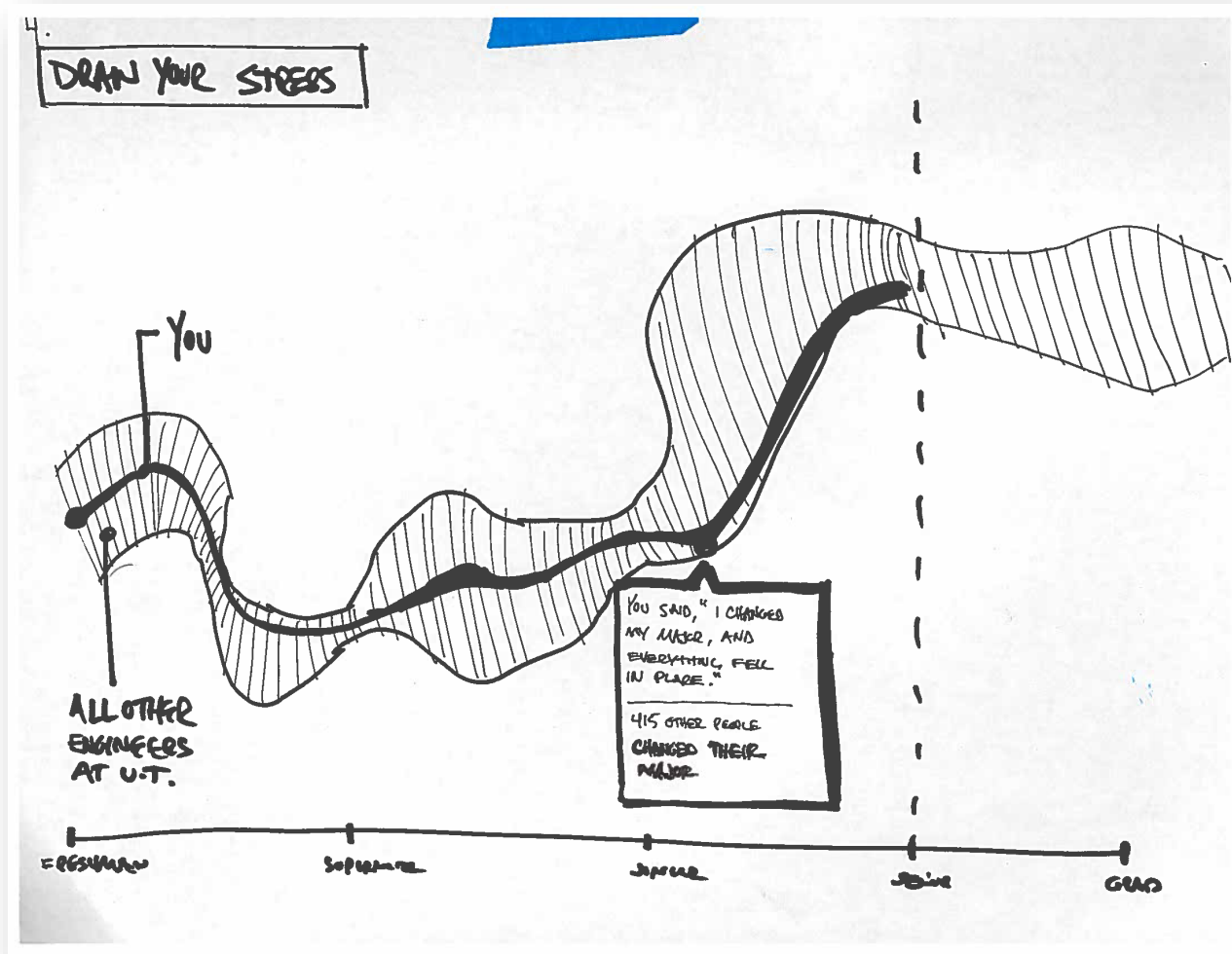
Brainstorm new products and services that fit within the scope of your design implications. Consider:

- Why are the problems happening?
- What types of things would fix the problems we've identified?
- Who will benefit from new ideas?
- How will they benefit the most?
- What are the key points of interaction where we can make a positive impact through design?

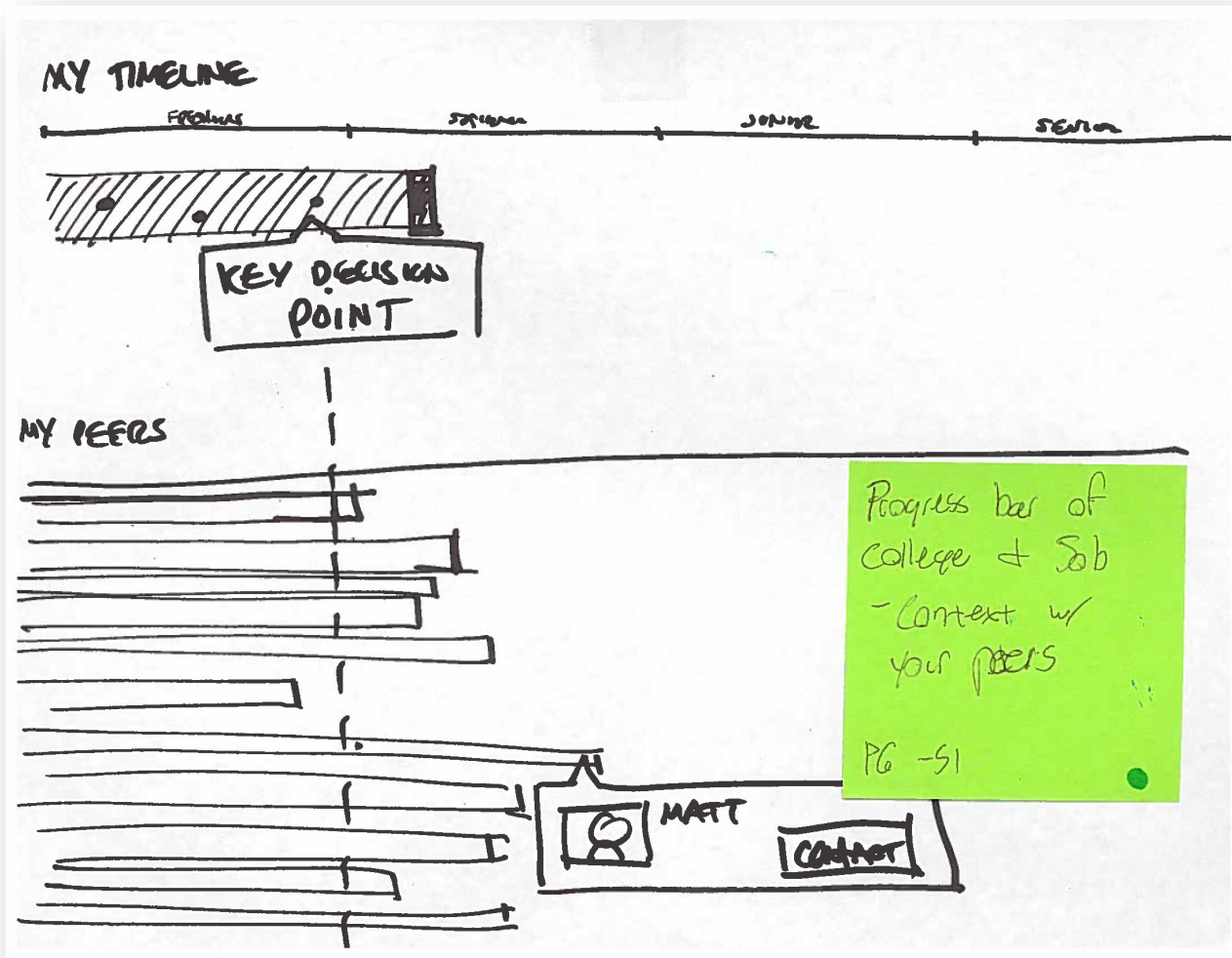
Draw lots and lots and lots of ideas!



Draw lots and lots and lots of ideas!



Draw lots and lots and lots of ideas!





40,000 Followers

253 graduates

scholarly 15 publications

85

TEACHER

IMPACT SCORE

BB

define the impact score!

H F3

MY RESUME

2014

2013

2012

STUDENT COURSE COURSES & EVALUATE.

Quality Matters

Faculty Complete Ratings:

Give suggestions to improve stats! Based on other successful courses

PH FZ

CHEM 101 Prof: Max

Learned: LESSONS: TEST:

COURSE EVALUATION

1. How Well Did They Use Blackboard

2. Great For Remote Users

3. Social

4. Cost

5. TIME

6. Local

7. Engagement

COURSE STRENGTH AND STATS

SECTION 2H

SECTION 18

SECTION 104

AMBIGUITY:

RECOMMENDED RATING:

94%

91%

88%

PI0 F1

FACULTY WHO PROVIDE AMBIGUOUS & INDEPENDENT CIRCUITRY ARE RATED HIGHER

10 VIDEOS

2 AUDIO

4 POWERPOINT

134 PDF DOCS

CONVERT "Pick your own adventure!"

Select delivery method audio / video / lecture / presentation

Select forum PAPER / PROJECT / VIDEO / AUDIO

STUDENT HIGHLIGHTED MOMENTS

Record lecture / prof / TA etc in lecture, discussion, office hours - not all time

New Button ADDED TO LEARN - keeps Scribe Down

Flash courses & lessons & tutoring.

PS - S1

ADD ME

MECH E.

INDUSTRIAL DESIGN

NET/NET: 2 EXTRA JEMES.235

30,000\$

Similar but Related Majors -> encourage Courses from 1-2 maps away.

PIB - Sd

MY SKILLS

IBM

TAKE THESE COURSES TO WORK @ IBM

Students can learn skills desired by top employers & connect that to courses & degrees.

10 S2

STUDY SESSION WITH PROF JONES!

HAPPENING NOW, IN FRANKS HALL.

24 STUDENTS ATTENDING:

MAFT

TIM

JALY

MARVIN

39 MINUTES LEFT

10 INSTANT "BITCH/COMPLAIN" BUTTON

PROF DAN

PROF DAN

PROF DAN

Give "Bitch" Button

Allow student to push feedback to professor. Goes w/ existing suggestions. Course F3 - P7

Academic Advising

College Confidential?

11 S1

open discussion on advisor conversations so others can see Quora-like.

Questions relevant to you...

Q: How many general ed credits will apply if I switch to CS?

Q: What time can I register for classes?

Q: What careers can I get with a CS degree?

Q: What prerequisites will...

A: Gen ed credits can apply to any major! +2

A: Any gen ed class not in your new department requirements will apply. +1

A: All of them! To double-check, check out the "Change my Major" tool here. -3

NURSING

PHARMACY

CONNECT

CONNECT

CONNECTION DAY TO THE LIFE.

Use my Successes the Game of the Job, but using tools like Rezi & Twitter to organize syllabus & responses from letters / professionals.

PI - S1

My Educational Board of Advisors

How Should I move forward?

Teacher

Professional

Friend

Peer

My educational board of advisors.

Student, Faculty, & Professionals

PI-S3

## How to make a vignette

# Down-select the ideas, and iterate on them.

Look at all the sketches at once (put them all on the wall) and start to consider:

- Which sketches best support the people you are trying to help?
- Which ideas are most technically feasible?
- Which innovations fit best with our mission statement?

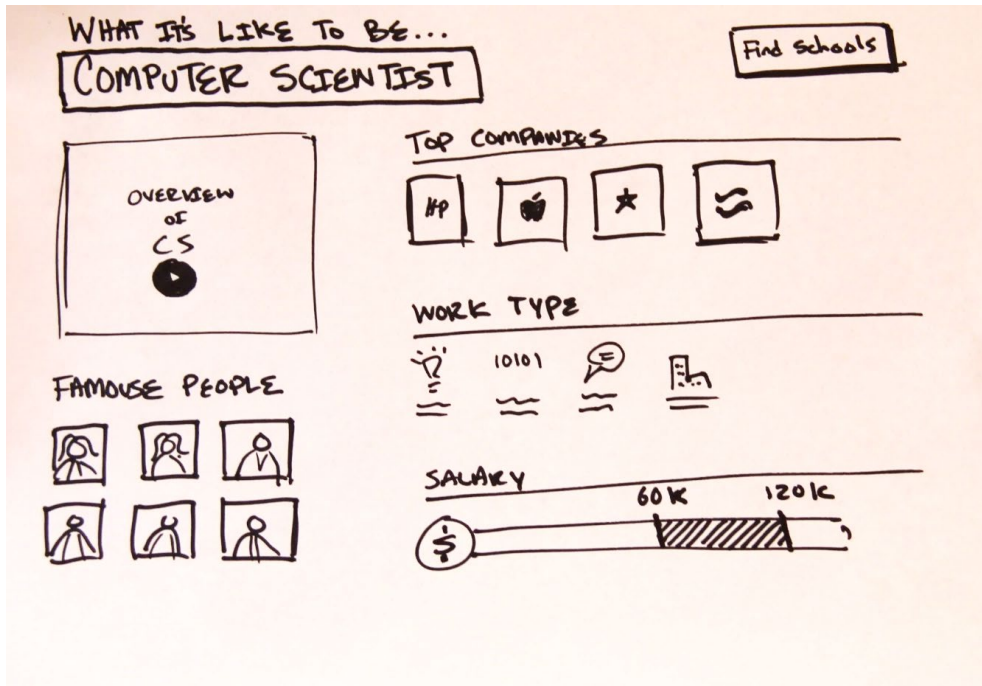
Group vignettes that seem to be related. Do another iteration for these so that a single page is representative of the complete concept.

Make the sketches clearer and cleaner.

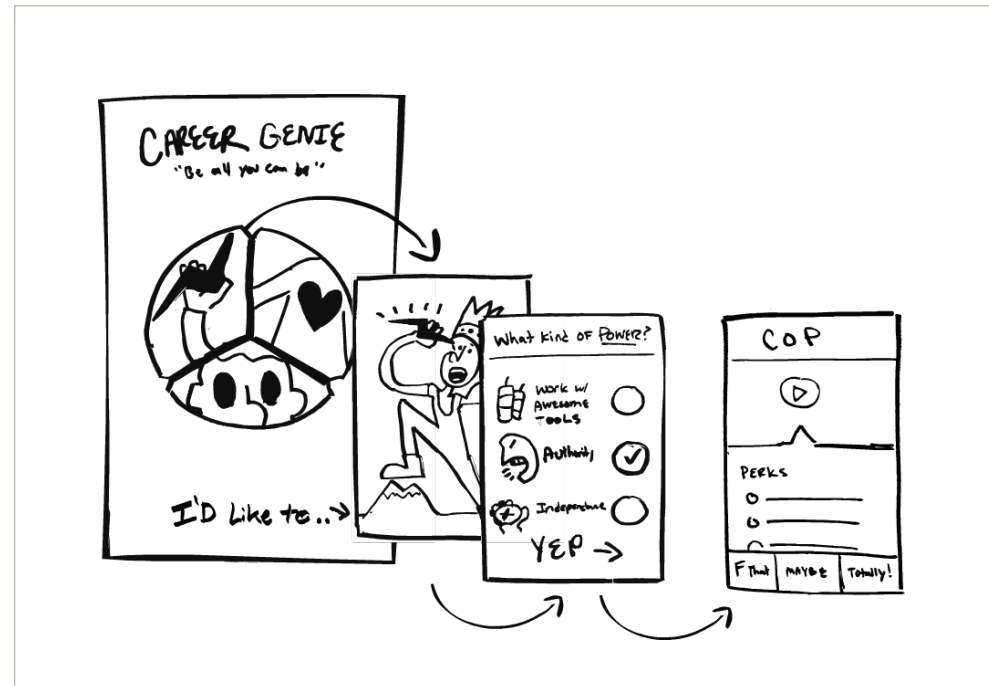
How to make a vignette

# Refine the sketches—and the ideas themselves—to be clearer and simpler.

Original Sketch



Refined Sketch



## How to make a vignette

# Now, build out the idea with written details. First, describe the value of the idea.

Value is a benefit that someone receives from using our product, service, or system.

Value can be **utilitarian**:

- I pay for electricity to my house, and I receive electricity to my house

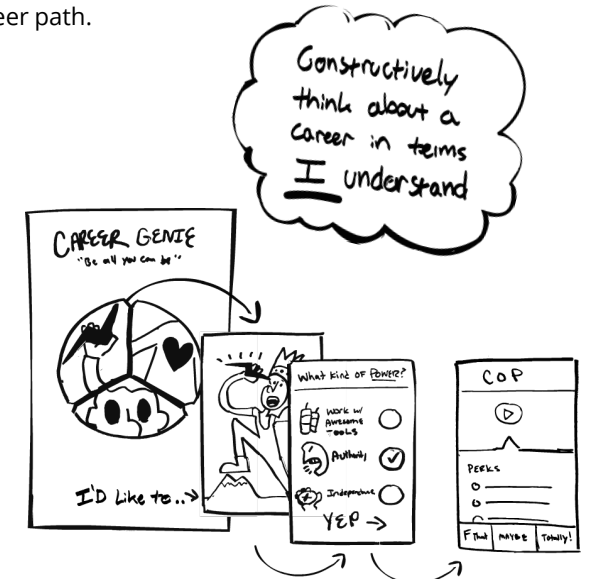
Value can also be **emotional**:

- I pay for a generator, and I feel comforted that, in the case of an emergency, I'll still have electricity.

### Career Explorer: Product Requirements

#### Description Of Value

Promotes light hearted, emotionally rich interactions between a student and the qualitative data points they use to “imagine” themselves in a given career path.



## How to make a vignette

# Then, write the outcomes that will result if someone receives the value we're providing.

Outcomes describe what a person will be able to do and achieve once they use our new product or service.

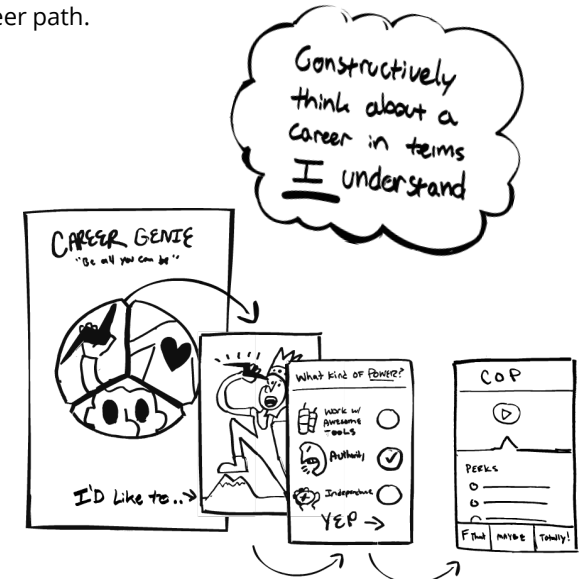
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#### Emotional & Behavioral Outcomes

- Learn about different career paths
- Find schools and courses relevant to a selected vocation or career
- Connect with celebrities, alumni, employers, and other students in a particular career area
- Minimize anxiety around career selection
- Make empowered, considered choices about the future



## How to make a vignette

# This is a vignette: a glimpse of a new idea, with enough detail to communicate, but still with freedom to explore.

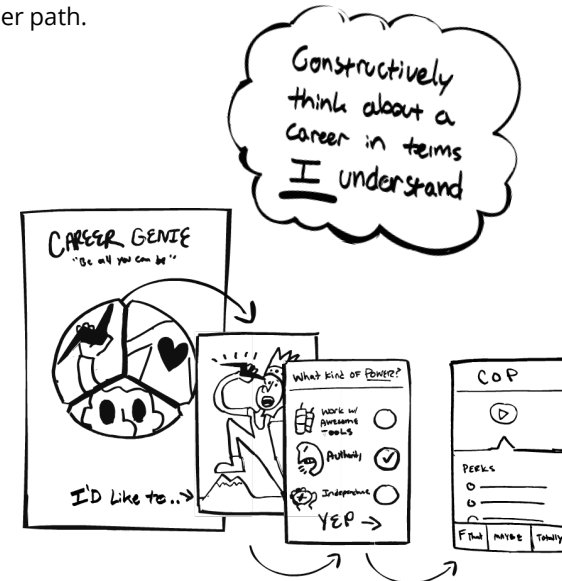
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# Thank you!

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