

## Notes from Thesis Meetings and other

### Categories

att = attitude, reflection  
 bkgrnd = background info  
 plan = plan, timing, schedule  
 regs = rules, regulations, documents  
 res = research this  
 subj = getting test subjects, users  
 topic = topic, ideas  
 write = writing

date	category	notes
5.10	att	handhold user through failing, desensitizing to error, remind human and machine
5.10	att	is this a quality elder novices have or is it an impediment?
5.10	att	uncover with ethnographic approach
5.10	att	user's high cost of making mistake, expect to get it right, shame at errors
5.24	att	chuck wants to help elders, not alot of informally collected data
5.24	att	think of freedom of hub of choices instead of singleminded
5.24	att	usability, assume a goal then how smooth the path to goal. If multiple goals, how well allow multiple approaches. A channeling/directed use vs. flexibility of accomplish how user likes, i.e. usefulness
9.15	att	treat thesis like class, block out time on schedule, read mirel and take notes
9.20	Att	Mirel makes me sad re: thesis and SW eng because is such complex language and considered *easy* but happy because it's about people and getting better tools so at core am reminded why do CS
9.15	bkgrnd	get copy of good example of masters thesis from chuck
9.15	plan	am I behind? am I on track? told to get mirel reading done
5.10	regs	committee? Sydney as resource (people or ideas/observations)? [chuck, "later"]
5.10	regs	work with chuck and do thesis?
6.2	regs	turn in form with dr. carr signature
6.2	regs	ask to see example thesis
7.28	regs	what is timing of graduation and thesis, what about being instructor and course load
9.15	regs	sign my form for degree audit

5.10	res	how to find out what they're afraid of? interview? think aloud?
5.10	res	measure before and after training
5.24	res	solve complex problem by following script (less experienced user) vs. more flexible approach
5.24	res	what are mental models of what's happening inside computer, because that gets at the special imprinted behavior, their story of how computer is working
5.24	res	for novice: what do they know about in the real world that can use to explain computer?
5.24	res	big picture: learned behavior of some experience and been imprinted, narrative, fragile, little room for change, fetish of one way: "because that's the way I've always done it"
5.24	res	senior's have a fragile/thin understanding of what's going on in the computer: can handle one bit of info at a time, have etching of one experience from past that is stuck
5.24	res	use open ended questions in any questionnaire, remember context and goal: senior attitudes to computer
5.24	res	need age cutoff for research?
5.24	res	seniors have perception of privacy
9.1	res	use CSCW or SIGCHI for research
9.15	res	[chuck] evaluative: do type-gen user shy away from helpful computer tools? e.g. mobile device? design: how encourage those tools? or indicate their availability?
9.15	res	do unstructured surfing to get ideas flowing
9.9	res	older user activity is not clearly defined, they have vague idea what want to do, find strategies and they seem like magic incantations, not reasoned strategy: similar to not clearly codified multiple strategies required for complex problem solving
6.2	subj	get them to tell stories with questions, ask them about stuff other than computers. If talk about something already skilled in, then the interviewee is empowered
6.9	subj	if young: do loss or cost and not affect teen brain: loose and open learning, fearless browser
9.15	subj	does gogebic teaching or observe fit my thesis? Yes per chuck
9.15	subj	Gogebic teaching?
9.9	subj	aiming for 10 or more subjects in research
4.2	topic	tech amplifies what already intend, could amplify immoral or negative use, OK to help them get tech then?

4.2	topic	alternative input: manual, gesture, voice engines, ingenuity of human and resourcefulness
4.2	topic	appropriate in context of community: climate, sociology, sustainable, population equitable, empowering
4.2	topic	tech determinism: build it and they will use it VS need computer, and if already have way to do may not need computer: metaphor to fit community, e.g. papers under rock, not file drawer
4.2	topic	social well being/ democratization? relevance of computers? digital divide or digital inclusion
4.2	topic	using scenarios to train
4.2	topic	game for women, game for elders, game for kids, game for kids ot help elders?
4.2	topic	computer as caretaker, recognize need and offer help or suggestion (not tell what to do)
4.2	topic	people don't want to be all the same so not try ot do something all the same for them with UI
4.2	topic	is UI preference as individual as variety of humans? touch, mouse, etc
4.2	topic	could art make it easier to do/use? could art make use computer longer/
5.24	topic	doesn't have to be elders [chuck]
5.24	topic	background education, CS crossover to MTU common
6.2	topic	purpose: analyze existing situation and research adn dream solutions
6.2	topic	domain: HCI and usability as well as sociology
6.2	topic	advocate trying computer, making it easier, waht's in the way 9analysis & research) and how to fix (dream big)
6.2	topic	idea: what's stopping novices, not elderly specifically
7.28	topic	idea: best practices to help older users, with eye to starting own business as user coach
7.28	topic	idea from Kitty: why users don't read on screen unless it's kindle sized
7.28	topic	idea for comparing novice old and young leraning? make dummy app with measuring logs
9.1	topic	compare keyboard and typewriter users actions on computer
9.1	topic	users want usefulness but not to be bothered with learning
9.15	topic	chuck response to comparing key-gen with type-gen: draw lessons re: whether/how cling to old ways of negotiating with technology. relevance for move "this tech" to the next, e.g. ipad.
9.15	topic	observe/visit Leo U's class to get ideas re: subjects/users - are there people to fit study?

9.20	Topic	Domain can fit my education and people person, and creative artist background and my data vis, HCI, Vir envir classes can support my thesis
9.22	topic	<a href="#">inexperienced</a> Part of Speech: <i>adjective</i> Definition: unskilled, unfamiliar Synonyms: <a href="#">amateur</a> , <a href="#">callow</a> , <a href="#">fresh</a> , <a href="#">green</a> *, <a href="#">ignorant</a> , <a href="#">immature</a> , <a href="#">inept</a> , inexpert, <a href="#">innocent</a> , <a href="#">kid</a> *, <a href="#">naive</a> , <a href="#">new</a> , prentice, <a href="#">raw</a> *, <a href="#">rookie</a> , <a href="#">rude</a> , <a href="#">sophomoric</a> , spring chicken, tenderfoot, unaccustomed, unacquainted, unconversant, undisciplined, unfamiliar with, unfledged, unpracticed, unschooled, unseasoned, <a href="#">unsophisticated</a> , untrained, untried, <a href="#">unused</a> , unversed, unworldly, <a href="#">verdant</a> , wet behind ears, <a href="#">young</a> [thesaurus.com]
6.2	write	outline idea: 1. intro to point; 2. background: previous, current, expected #'s on computer/online, how fix prev to get on, what stop prev 3. what curr novice say: factors, research, original research (with details) 4. analysis: what's stopping them? is it valid? how fix? 5. dream big solutions 6. pilot project to fix, project plan, execute plan, results, followup & analysis 7. conclusions, future work