User-Centered Goal Setting
The Bridge Between User-Research and Design

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Abstract

User information is an important source of new user-centered product ideas (of what should be designed), which has the potential to redirect a company's technology capabilities toward an entirely revolutionary innovation. Another essential ingredient of today's user-centered design success is the goal setting process, which defines the scope, nature, and direction of a design solution.

Through the investigation of twenty user-centered design case studies collected from leading design consulting firms, this study aims to identify the research elements and areas of analysis critical to goal setting for each of three innovation strategies: fundamental innovation, radical redefinition, and incremental detail change. The percentages of area of analysis used in each are calculated, compared, and discussed for where, why, and how in the multi-disciplinary design process the user-research and analysis should be done.

The finding demonstrates that research elements suggested in other approaches are not equally important for every strategy. The results also illustrate the areas of analysis that need to be developed across the three goal setting strategies. Better understanding of elements and patterns of analysis across cases suggest how user-research should be planned, conducted and tailored for each goal setting strategy.

Keywords
user-centered design, user-research, analysis, goal setting, innovation

Classification and Concept of the Design Education Items

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Abstract

The design area has been expanding rapidly, and the new age design practice should require the new educational items, which should be over the framework of the orthodox design field. What kind items are required for the new age design education? The purpose of the study is classification of the educational items and the consideration of its concept.

At fist, the items had been brainstorming which would be necessary for the design education. The items had been classified to the group by the KJ method. After the evaluation of similarity of each group, design education similarity map was made by the MDA analysis. Through the examination of the similarity map, items could be reduced to 31 items. The influence and priority of 31 items had been analyzed by the Graph theory. These groups should be classified into about nine small groups and four categories and layer. After the consideration these classification and the analysis of the educational items, the author get the concept graph ' Multiplayer Mandara Structure by Dynamic Relationship'. Asian design education should be renewed to the new synthesis and dynamic concept.

Keywords
Design item, Education concept, Classification