# PickUp
## *Video Prototype*

## Team Members

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## Overview

We made our video prototype by first creating a script based on the three tasks which we described in the previous assignment. Based on this script, we recorded the scenes related to the tasks' high-level stories on-location, and recorded all interactions with our interface afterward. We then edited these clips into a chronologically coherent story.

While we played the role of all of the primary characters in our video, we relied on friends and some subjects from our initial contextual inquiry to play the secondary roles of team members with whom events were being planned.

## Technique

We checked out a digital camcorder from the STF resources provided by UW, which worked very well for all of our outdoor filming. As transitioning between our interface screens can be particularly time consuming and difficult while filming, we decided to take an approach that would give fairly good detail of our interface without having the deal the interface itself on-location: we filmed each screen of our paper prototype individually, using our hands to point at various options and simulate any interactions. Then, as part of the editing process, we cropped the frame to capture each screen as appropriate.

We did encounter some problems with filming our interface interactions, as the camera did not properly focus for the close distance at which we filmed, so we had to re-record those segments.

## Challenges

Since our application is sports-related, we chose to conduct the majority of our filming on-location at the IMA fields on campus. This was not a problem until the filming of our final scene, where we were simply taking establishing shots of our team members walking along the sidewalk in front of the building. Apparently, this is not allowed, as we were sternly asked by a staff member to show authorization for filming on premises and told that we needed to leave. Upon following up with UW, it turns out that there is an approval process that all filmmakers need to go through for on-campus recording, whether or not it is for academic purposes.

Additionally, the video editing process proved to be time-consuming. Under more pressing time constraints, it may be a better option to record segments chronologically as suggested in the MacKay videos in order to avoid the editing process.

## What Worked Well

In general, the process proved to be an effect low-cost way of extending paper prototypes by clearly demonstrating some of the possible use cases for our application.