RideAlong

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Video Prototype Report
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Roles

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Video Prototype

For our video prototype we decided to show the complete interaction necessary to connect two groups of people for a shared ride through RideAlong, showing both the rider's and driver's perspective. We felt that this would adequately portray the primary purpose of the system as well as the important aspects of the interface. All of our filming was done in and around one of our houses, with one team member acting as a driver and two as riders.

To clearly illustrate the interface, we chose to show a close-up of the mocked up interface in a split screen while the characters in the video interacted with a prop. This allowed us to simply film our characters without the extra complications of pausing and changing bits of paper on some mockup they were holding. We filmed the video from an angle such that the face of the phone they were "using" was never visible, and later edited in a close-up of the interface in a split screen. The

technique we used made the actual filming much simpler, but made editing the film more challenging.

In the close-up of the interface we used highlighting to suggest where the user's finger would be touching the screen. To make it clear what interactions were being done on RideAlong interface, we always had the actor verbally describe what he was doing as he interacted with the system. The combination allowed us to portray the user's actions and the thought process behind them in relation to how the system was being interacted with.

The main difficulty was editing the interface into the video. We needed to draw distinct sketches for our scenario and splice them into the video, as well as show button clicks on the interfaces as the characters performed actions.

Generally, making the video went very well. We were able to come up with a logical sequence of events that showcased the trip making and social networking features of RideAlong. The video was also an example of the convenience provided by RideAlong in contrast to what we learned during our contextual inquiries.