



eServices for Life and Health

JOURNEY MAP – GUIDELINE for User Experience Evaluation

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INTRODUCTION

The *Journey Map* tool provides a graphic and structured visualization about all the factors that can influence the User Experience, directly constructed from the user's perspective. Basically it is a schematization of the user path, crossing different service touchpoints¹, as the user starts to use a service until some goals are achieved. Into the user journey also the emotional aspects that affect the quality of the user experience and its level of satisfaction are considered.

Graphically the *Journey Map* is a matrix composed by columns and rows.

The columns, from left to right, show all the steps that form the user journey, a timeline that provides a sequential and chronological disposition of each stage for further details.

In horizontal are displayed several rows, representing the research areas of interests (eg. Where the action takes place, the touchpoints involved in the context considered, the unexpressed needs of the user, his/her level of confidence to technology, etc...).

All these elements together usually have different impacts along the journey steps; in this way the *Journey Map* can better track them and represent and identify these changes that interact with the user experience.

In this specific occasion, the *Journey Map* will be used with the purpose to extrapolate qualitative and quantitative data about the User Experience of children with T1DM aged 8-10 in using the first prototype of the MyPAL app, as a graphical facilitator for an interactive discussion.

In order to obtain reliable proofs of children's experience, the *Journey Map* activity will be exploited with a co-creation methodological approach, where interactivity is essential and represents a great tool to collect insights in a playful and stimulating environment.

In fact, this activity will involve directly our users (children) by mapping his/her experience and telling indirectly to us his/her feedbacks and expectations. This tool allows both individual and choral sessions and participatory techniques between deductive and analytical thinking.

In this context, the *Journey Map* will be used as an individual explorative tool of investigation (one child per time).

¹ "Touchpoint describes any interface (physical or virtual) of a service with users, non-customers, employees and other stakeholders, before, during and after a transaction" - Spengler, Christoph; Wirth, Werner (2009).

OBJECTIVE

The objective of this interactive *Journey Map* activity is to analyse the User Experience of children with T1DM, for the first time using the preliminary release of the MyPAL app of the PAL system. In particular, through this activity, we aim at tracking the usage of MyPAL (e.g.: how many times a day, in which moment of the days, etc.) and its interaction modalities (e.g.: children use it alone or in collaboration with parents?). In addition to that we want to explore their feelings related to its usage (e.g.: are they bored? Happy to use it?), the level of engagement and, last but not least, their suggestions and feedbacks to implement possible future features and functionalities.

PARTICIPANTS , TOOLS, SETTING:

The *Journey Map* activity session requires a proper physical space according the number of participants. They are going to be:

- 2 researchers from the PAL research team (a moderator and an observer)
- 1 child with T1DM aged 8-10, participating to the protocol PAL-643783-2

The moderator has to actively participate with the child, involve and stimulate him/her to provide answers and interact with the *Journey Map*. The observer does not interact with the participants, but has to report any relevant insight provided from them, both looking at verbal and non-verbal communication.

In this occasion the main physical support is represented by:

- One flexible whiteboard (2mx1m) that will be placed on the wall or on the floor
- Marker pens
- Proper set of magnetic icons (see next section for more details)

The session will be conducted standing up in order to facilitate the attention and engagement through physical activation, only the observer will need a desk where to take notes and stay aside to the rest of participants.

Sets of needed magnetic icons

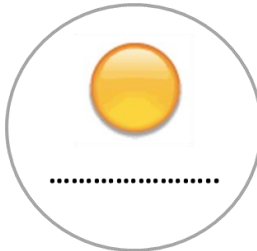
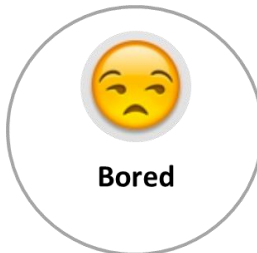
- *T₁DM related therapeutic instruments:*



- *Parental/ Adult support:*



- *Emoticons²:*



- *MyPAL related Technological devices (Nao robot, MyPAL app for tablet and alert signal to be used in case of not functioning):*



² The icons' captions are going to be provided in Italian or Dutch, depending on the site of the activities

Example of elements arrangement:

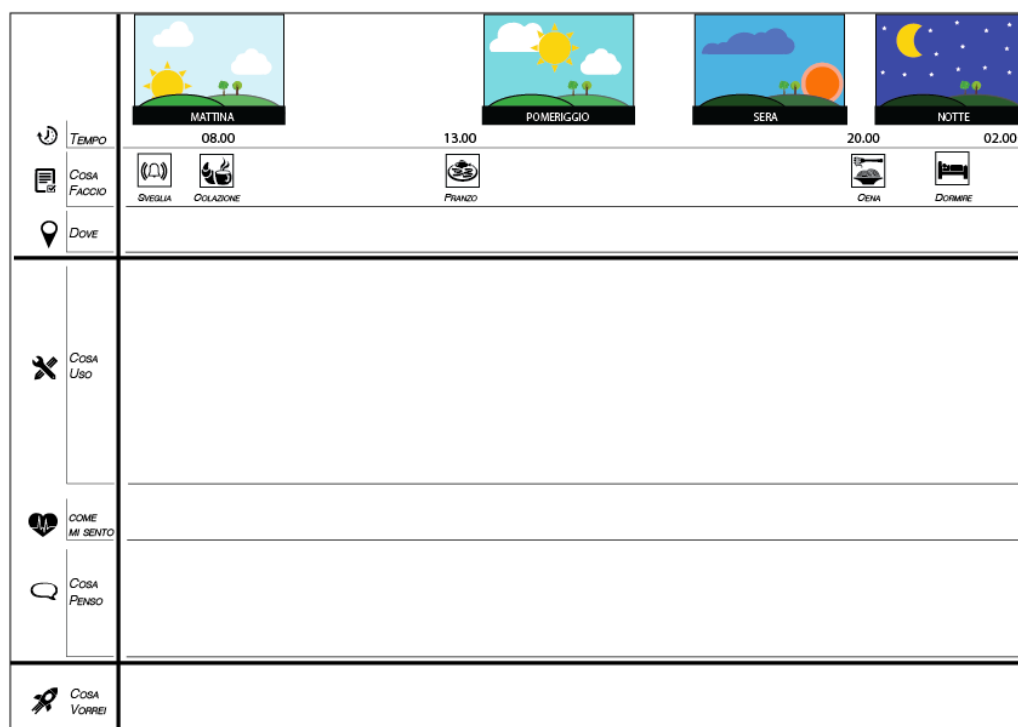


Figure 1 - exemplification of the Journey Map layout

METHOD:

Before to start, the moderator should explain very clearly to the child:

- The meaning of the icons placed on the whiteboard
- The meaning of the icons that the child can use during the session

Mapping:

The moderator plays a key role in facilitating the creation of a clear framework, outlining the objectives and guiding the child through the activity, and keeps him/her motivated and engaged.

The process of mapping the experience is in fact only possible in a collaborative environment.

In order to stimulate the child in finding out his/her task long a typical day, the moderator will provide to them four pictures representing the four main phases of the day: morning, afternoon, evening, night. Then will be positioned the three main meals of the day: Breakfast, Lunch, Dinner. These pictures will be placed on the top of the journey map (see Figure 1).

In this way should be easier to figure out the personal schedule with all aspects related to the T1DM management. At the same time the moderator should consider the different context where the all the experience takes place long the day. For instance it's very likely to have “home” as the context for the most appropriate MyPAL use. During this step, the moderator should highlight if there are specific need related to the single context and if a new context could represent a new opportunity to PAL system.

Identify the main phases of the day:

The moderator has to stimulate the child to explore and consider the most significant moment in managing the therapy and which are the current challenges and achievements of his/her experience as a child with T1DMons. These macro phases must represent a time segment wide enough to include a series of actions generated by the user according his/her decisions/ choices. Identify with the child the main phases along the axis of abscissas (e.g.: wake up, breakfast, setting up diabetes kit, school, lunch, sport activities, free time, snack, dinner, sleep and so on.). Step by step, write them down on the whiteboard.

*In order to help the participant is possible to put some default phases like: wake up, breakfast, lunch, dinner, sleep. For each phase indicate the time and place (see Figure 2).

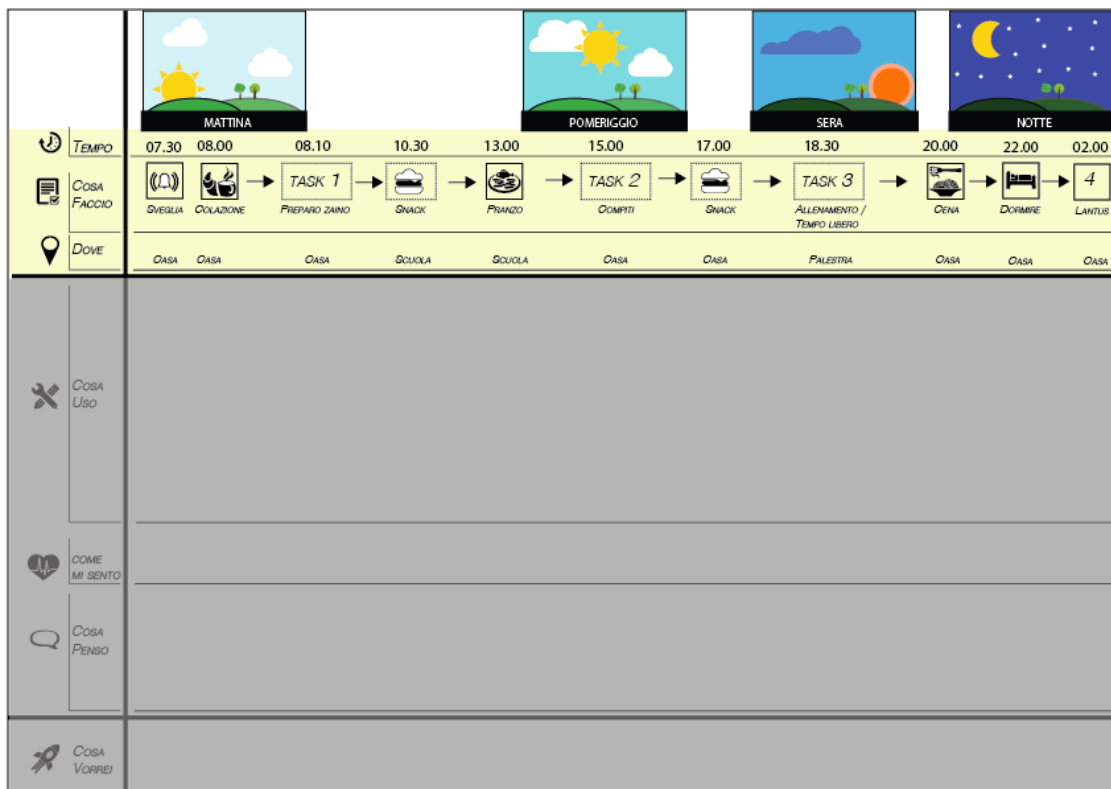


Figure 2 - time line on the Journey Map

Identify the diabetes tasks and relation to MyPAL:

Starting from a macro overview the moderator can choose to focus attention on "micro" elements, by asking to the participant to provide more details about his/her daily experience, basically all the tasks that the child has to face related to diabetes. After having found the main "phases" of the day, the moderator should proceed along the ordinate axes (phase by phase, see Figure 3) asking to the participant to position the icons related to the diabetes management and MyPAL into the section "What I use".

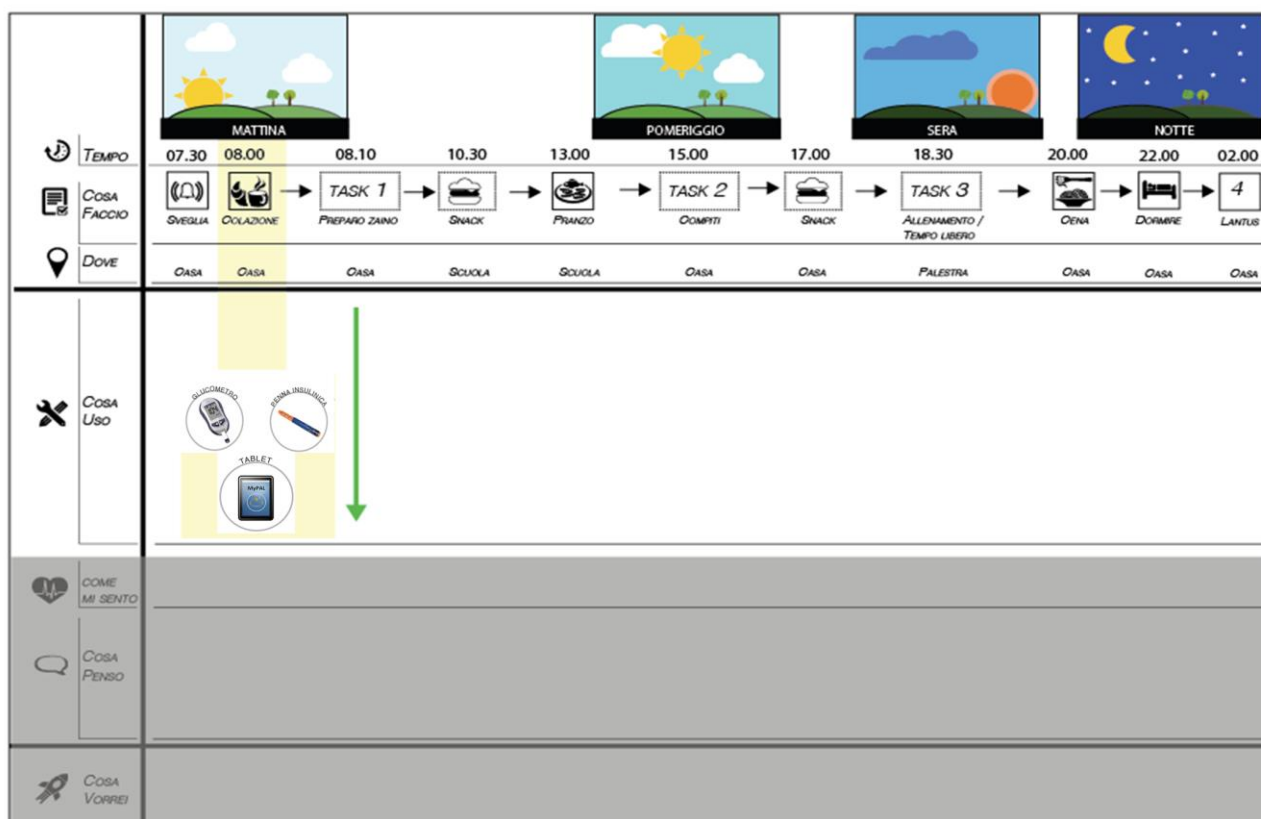


Figure 3 - T1DM related tasks

In general during this moment the moderator has to understand how the user sequence of tasks intersects with the rows related to the touchpoints. Particular attention should be paid to the possible use of PAL-related icons in the diabetes management flows of actions: *is the child spontaneously adding these icons into the set of MyPAL related actions? If yes, is there any specific and recurrent moment in which they are used? Etc...*

The moderator has to generate a series of questions that refer to every task, inviting the child to answer by using the magnets icons that refers to the touchpoint involved in to the tasks placed on the whiteboard.

*If child requires an icon not provided from our set, use a post-it o other solution (empty icon) in order to depict it.

**If child does not spontaneously add the MyPAL icon on the board, ask simple questions about it, being aware not to influence his/her performance (biased data).

During all the activity timeframe the observer should take notes about any verbal answer.

Parents / Adult support:

Then will be asked to the child to place the icon that refers to the “adult – parents support” close to any touchpoint/ action that involves their participation (see Figure 4). This element could provide to us new insights about the child autonomy and parents’ approach. Of course for our investigation the most interesting insight is to see if the MyPAL app is used together by the child and his/her parents or in autonomy (this kind of data can be correlated with the specific objectives of each child to be pursued in the intervention period).

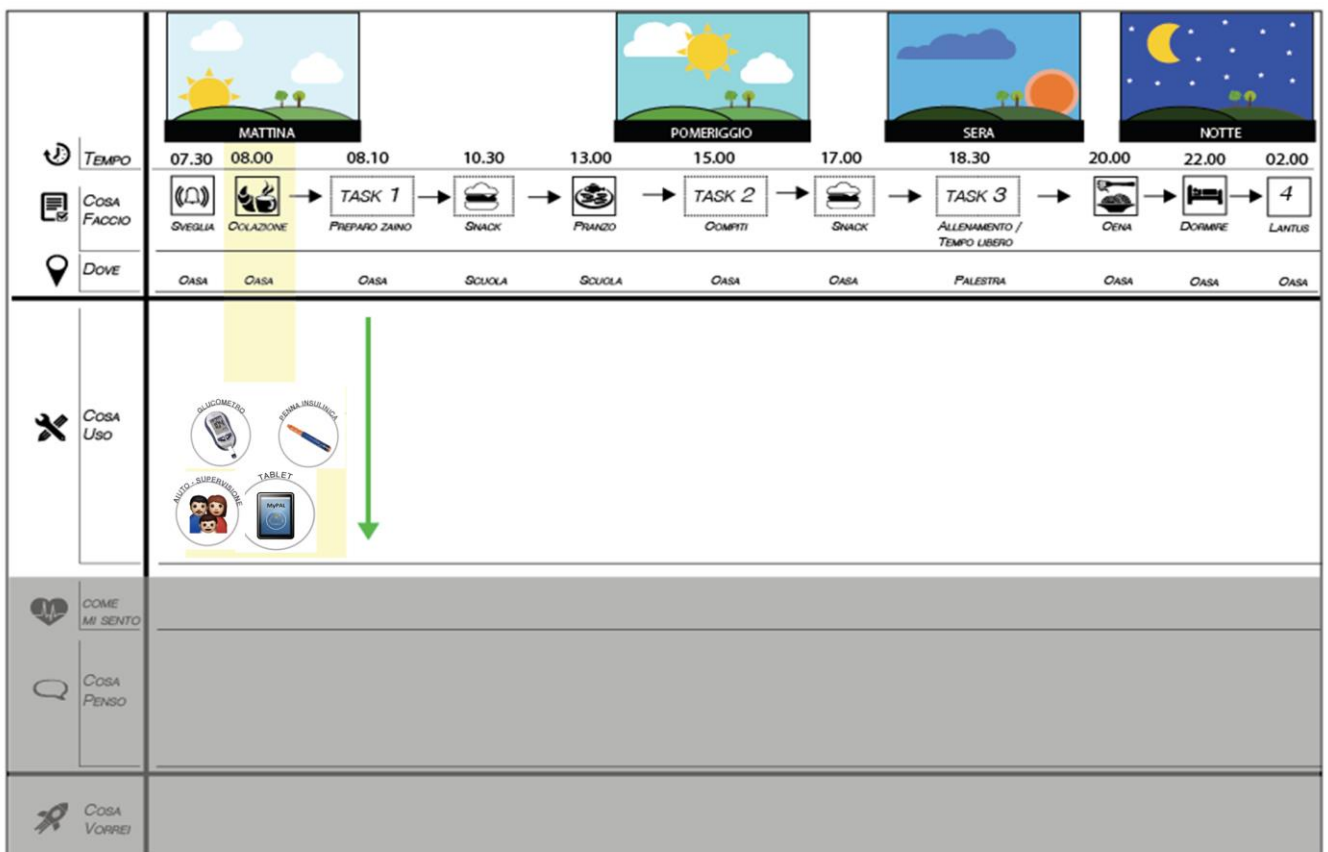


Figure 4 - the use of the support icon

Emotional aspects:

Proceeding to other details along the ordinate axes, the next step has the purpose to investigate about emotional aspects and feelings related to the usage of MyPAL.

The moderator will ask to the child to place the emoticons icons to the whiteboard where, according to his/her personal experience, the child can link different feelings to different moments (see Figure 5). This element would provide to use more qualitative data, about need and expectations. When is worth the moderator can ask to the child to add a small comment to his feeling, providing more details and explaining better the situation.

	MATTINA	POMERIGGIO	SERA	NOTTE
TEMPO	08.00	13.00	20.00	02.00
COSA FACCIO	SVEGLIA COLAZIONE	FRANCO	CENA	DORMIRE
DOVE				
COSA USO				
COME MI SENTO				
COSA PENSO				
COSA VORREI				

Figure 5 - example of emotion icon use

MyPAL expectations / confidence:

At the end, the moderator will ask to place long the board *only the icons that refer to the MyPAL technological devices*, inviting him/her to write down and discuss his/her expectations about them, if these have been attended or not, what have been the drawbacks (using the alert icon) of the experience (if any) and his/her suggestions (example in Figure 6). This element would provide to us the level of confidence and acceptance of PAL the technology of each child.

















	 MATTINA	 POMERIGGIO	 SERA	 NOTTE	
TEMPO	08.00	13.00	20.00	02.00	
COSA FACCIO	 SVEGLIA	 COLAZIONE	 PRANZO	 CENA	 DORMIRE
DOVE					
COSA USO	 GLUCOMETRO  PENNA INSULINICA  AUTO-SUPERVISIONE  TABLET 				
COME MI SENTO					
COSA PENSO					
COSA VORREI					

Figure 6 - Journey Map wish list

At the end of the session, pictures have to be taken in order to record the result of the activity.

Eliciting:

The mapping activity builds a shared understanding and consensus between the research team and the stakeholders, the map is intended as graphic artefact displaying better the dynamics of user experience to the researchers involved into implementation process of the solution proposed. After the end of the activity, the elicitation process can be articulated in two steps:

Identify moments of truth:

In order to have a right understanding of each participant experience the first step consists in reconstructing the single user path, in order to be (in future) able to point out differences or similarities among the pool of participants.

Then make a general list of all the needs / limits / issues founded, in this way should be easier to gather all these information (needs-expectations) more common among the participants to define what limit or problem recurs and prioritize them (frequency).

- Sharing learning across the experiences
- Adjust voice of user listening posts to prioritize moments of truth

Establish baseline of experience:

Having a more complete overview about user point of view, with needs and situations never emerged or considered before. At this point it's possible to start thinking how to turn them into opportunity of improvement. This moment represent an intermediate step before to get solutions.

- Prioritize and act upon opportunity for fixing the problems reported
- Embed learning about users
- Define metrics and track performance for moment of truth.