

Old Wine in New Bottles or Novel Challenges? A Critical Analysis of Empirical Studies of User Experience

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ABSTRACT

This paper reviews how empirical research on User Experience (UX) is conducted. It integrates products, dimensions of experience, and methodologies across a systematically selected sample of 51 publications from 2005-2009, reporting a total of 66 empirical studies. Results show a shift in the products and use contexts that are studied, from work towards leisure, from controlled tasks towards open use situations, and from desktop computing towards consumer products and art. Context of use and anticipated use, often named key factors of UX, are rarely researched. Emotions, enjoyment and aesthetics are the most frequently assessed dimensions. The methodologies used are mostly qualitative, and known from traditional usability studies, though constructive methods with unclear validity are being developed and used. Many studies use self-developed questionnaires without providing items or statistical validations. We discuss underexplored research questions and potential improvements of UX research.

Author Keywords

User experience, UX, Usability, HCI, Review, Meta-Analysis

ACM Classification Keywords

H.5.2 User Interfaces: Evaluation/methodology

INTRODUCTION

User Experience (UX) has emerged as an umbrella phrase for new ways of understanding and studying the quality-in-use of interactive products. Research on UX began around the turn of the millennium, initially employing labels such as pleasurable products [40], hedonic quality [26], or engineering joy [23]. Early UX research argues that existing usability research is too focused on task efficiency and work, and that more encompassing notions of quality are needed. Later research aims at defining, conceptualizing, and designing for UX (see [29] for a review).

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In contrast to an instrumental, task-oriented view of interactive products, UX research focuses also on hedonic qualities of use. Such qualities concern for instance aesthetics [77] or self-actualization [20]. Another frequently mentioned characteristic is a focus on the positive emotions and affect that people experience while interacting with products [66, 29]. UX research focuses on the dynamics of experience, and on modeling how interactive products, person characteristics, and context work together in shaping the experience of use [88]. Finally, UX research calls for new methods and approaches for designing and evaluating experience.

The motivation for the present paper is twofold. First, many authors in the field of UX claim that they methodologically or content-wise break new ground. We would like to understand if and how this happens in empirical studies. Second, taking stock of empirical studies may help clarify what UX is; survey approaches defining UX have advanced the field, but left many open questions [50].

This paper aims to provide an integrated review of UX. We look for similarities across products, dimensions of experience, and methodologies. For researchers, we aim to provide an overview, to point out under-explored research areas and potential improvements of methodology. For practitioners, our paper serves as a synopsis of current research on UX.

RELATED WORK

The phrase *user experience* is used in several ways in the HCI literature. One is to denote the design and use of user interfaces, in effect working as a synonym for interaction, usability, or even user-centered design. Such use occurs in early [73] and recent [80] HCI papers. Another use of the phrase is to denote an emerging movement in research – a new paradigm – that focuses on non-instrumental needs and experience in a more complex sense [22, 29, 51, 50]; this understanding of UX forms the focus of the present paper. Our goal is to take stock of the state of the art in the scientific UX literature. We therefore do not discuss the many companies that work with UX, practical resources for UX design, or the abundant discussions on UX on websites and blogs.

The key focus of the UX movement is on the experience of interaction with interactive products. In contrast to usability research, UX research represents “a turn to experience” [91], and its motivation may be summarized as a search for “new approaches to the design of interactive products, which accommodate experiential qualities of technology use rather

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Deborah Green, Deborah Price



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Handbook of Positive Psychology in Schools Kelly-Ann Allen, Michael J. Furlong, Dianne Vella-Brodrick, Shannon Suldo, 2022-02-23 The Handbook of Positive Psychology in Schools offers the most current and comprehensive insights into how positive psychology principles provide a framework for young people to become active agents in their own learning. The third edition of this groundbreaking volume assembles the latest global research identifying fundamental assets: hope, optimism, gratitude, self-efficacy, emotional regulation, among others that support students' learning and well-being. Chapters examining social-ecological perspectives on classroom quality and school climate provide best practice guidance on schoolwide policies and practices. These 35 new chapters explore positive psychology's ongoing influence and advances on prevention, intervention, and assessment practices in schools.

Fremdsprachliches Lernen und Gestalten nach dem Storyline Approach in Schule und Hochschule Doris Kocher, 2019-08-12 Der Storyline Approach ist ein Ansatz für integratives projektorientiertes und fächerbergreifendes Lernen, der ursprünglich in Schottland entwickelt wurde und heute in über 40 Ländern praktiziert wird und zwar in ganz unterschiedlichen Kontexten. Berraschenderweise liegen jedoch kaum Forschungsarbeiten zum Einsatz im Fremdsprachenunterricht vor. Kocher schließt diese Lücke. Sie befasst sich mit der Entwicklung von Storyline-Projekten für den Englischunterricht in der Sekundarstufe 1, die in verschiedenen Klassenstufen erprobt und im Hinblick auf Motivation und Lernerfolg beforscht wurden. Des Weiteren geht Sie der Frage nach, wie der Storyline Approach bestmöglich an Lehramtsstudierende vermittelt werden kann, um eine nachhaltige berufsbezogene Handlungskompetenz zum positiven Umgang mit heterogenen Lerngruppen zu erzielen. Das Seminarmodell wurde in mehreren Forschungszyklen untersucht und evaluiert.

Multiple Perspectives in Persistent Bullying Deborah Green, Deborah Price, 2016-12-08 Multiple Perspectives in Persistent Bullying: Capturing and listening to young people's voices recognizes that bullying plays a significant role in influencing the social, emotional, physical, and cognitive wellbeing of many children and young people. The authors of this insightful text question what reinforces and perpetuates persistent bullying despite intensive interventions and suggests proactive strategies to address this phenomenon. Multiple perspectives on persistent bullying are provided by giving voice to those who bully, are victimized, are both bully and victim, and those who desist their bullying behaviour. This book foregrounds these voices to gain new insights into the characteristics of those who persistently bully and the mechanisms that reinforce their behaviour. Examples drawn on include discussions of turning points, teacher expectancy theory, and self-verification. Multiple Perspectives in Persistent Bullying includes international research that explores bullying in relation to education, psychology, and social media, with implications for policy and practice. It is a crucial and fascinating read for anyone wishing to gain insight into the lives of those who are victimized or bully and find proactive support measures involving all stakeholders. These multiple perspectives will inform future school-based

interventions and serve to improve the life trajectories and wellbeing of students their peers and the school community

Paperbound Books in Print ,1984 The Publishers' Trade List Annual ,1977 **Social Cognitive Psychology**

David F. Barone,James E. Maddux,C. R. Snyder,2012-11-19 A pragmatic social cognitive psychology covers a lot of territory mostly in personality and social psychology but also in clinical counseling and school psychologies It spans a topic construed as an experimental study of mechanisms by its natural science wing and as a study of cultural interactions by its social science wing To learn about it one should visit laboratories field study settings and clinics and one should read widely If one adds the fourth dimension time one should visit the archives too To survey such a diverse field it is common to offer an edited book with a resulting loss in integration This book is coauthored by a social personality psychologist with historical interests DFB Parts I II and IV in collaboration with two social clinical psychologists CRS and JEM Parts III and V We frequently cross reference between chapters to aid integration without duplication To achieve the kind of diversity our subject matter represents we build each chapter anew to reflect the emphasis of its content area Some chapters are more historical some more theoretical some more empirical and some more applied All the chapters reflect the following positions

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Learning Challenge of the Knowledge Economy David Guile,2010-01-01 This book introduces a new perspective on the knowledge economy and the learning challenge it presents for individuals communities and societies It demonstrates that the debate about the role of knowledge in the economy has been framed in terms of Cartesian notions of objective and subjective knowledge and human capital notions that the aim of learning is to support people to adapt to a pre given economic reality The book argues that these framings rest on questionable assumptions about knowledge and learning and in the process deflect us from asking questions about our future economic political and social direction Taking ideas from Cultural Historical Activity Theory CHAT Social Theory and the Philosophy of Mind as its starting point the book rethinks the relation between knowledge learning and human activity It explores this rethinking through the form of learning Professional Vocational and Workplace most closely associated with the use of knowledge for economic political and social purposes

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Rik Carl D'Amato, Elaine Fletcher-Janzen, Cecil R. Reynolds, 2005-08-12 The book is a wonderful and much needed addition to the corpus of scientifically based literature on learning and learning disabilities especially reading disability Sally E Shaywitz MD Co Director Yale Center for the Study of Learning and Attention and author of Overcoming Dyslexia A comprehensive reference on the theory and practice of evidence based school neuropsychology As new studies reveal disorders once thought behavioral or functional to be neurobiological or neurochemical in nature clinical child neuropsychology has developed as an important discipline for understanding and treating a variety of child and adolescent disorders With neuropsychological assessment more widely used in school settings than ever before school psychologists require greater knowledge of both the discipline and its application in a school environment Bridging theory and practice the Handbook of School Neuropsychology provides critical information on neuroanatomy assessment and practical evidence based interventions for a variety of childhood neuropsychological difficulties and disabilities Featuring contributions from leading experts this groundbreaking resource covers all aspects of school neuropsychology from training and credentialing assessment and intervention to understanding and serving students with specific disorders or diseases This hands on resource also features an appendix filled with useful tools including a comprehensive neuropsychological questionnaire sample neuropsychological evaluations a list of associations as well as sample neuropsychologically based IEPs The text presents the material in five sections covering Foundations of school neuropsychological practice Development structure and functioning of the brain Neuropsychological assessment for intervention Understanding and serving learners with diseases and disorders and from special populations Neuropsychological interventions in schools The most comprehensive reference on the theory and practice of school neuropsychology the Handbook of School Neuropsychology is an indispensable tool for school and child psychologists special education professionals and students in both fields

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