What is a ticket allowed to tell you?

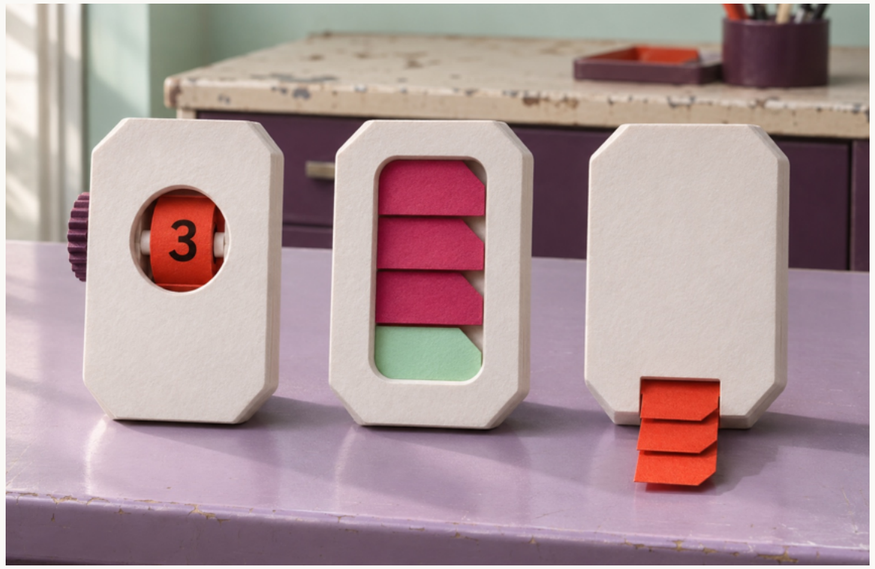
An ordinary queue ticket makes a promise about your place. Changing what it reveals can change how waiting feels.

The setting

One shared campus workshop, one host and a first-time visitor with ten minutes to spare.

Today’s outcome

Read a published concept. Develop three original rules and choose a question worth investigating.



Illustrative workshop concepts

Tarati changes the gesture

NONOBJECT’s Tarati is a speculative phone in which a finger passes through an opening to dial.

Source

Branko Lukić and Barry M. Katz, NONOBJECT, MIT Press, 2010. Case film: Tarati.

First viewing

Trace the hand. Where does it begin, what does it approach and where does it end?

Second viewing

Which familiar telephone gesture has been changed? Which part of the task remains recognisable?

Read an object in three passes

A close reading names an expectation, identifies the changed rule and traces a consequence for somebody.

Expectation

In a familiar keypad, a finger meets a surface at the chosen number.

Intervention

The proposed dialling action takes place through an opening.

Consequence to investigate

What would let a person know that their digit had registered?

Make a trace another person can read

Draw the caller’s action in three frames and attach one unanswered question to a specific frame.

W01 · Work alone

Three frames: reaching, passing through, expecting a response.

Exchange

A partner retells the gesture. Underline the first thing they had to invent.

Move the method to the workshop door

A counterfactual changes one rule of an ordinary relationship. Set the ordinary situation first.

Earlier course prompt studies

Stefan Kainbacher, 30 April 2026: a fork with extremely short tines and a paper-thin phone that is hard to grasp.

Workshop fixture

Same host, visitor, doorway and ten-minute interval. The reference ticket reports the people still ahead.

One reversal

The new ticket reports only how many people have arrived after its holder.

Hold the scene still while you change the rule

Make three propositions comparable by changing the information the ticket reveals while holding its context fixed.

A · Later arrivals

Count everyone who joins after this visitor. The count can only rise.

B · Visits to the door

Count the times the host comes to the threshold after this ticket is issued.

C · Silence

Show whole minutes since the host last gave the room a public update.

Write three rules before opening a generator

Author the behaviour first. A sketch and an event trace make a rule easier to test than a product name.

Sixteen minutes

3 min fix the case, 8 min write three rules, 5 min compare the traces.

Evidence

For each rule, record one trigger, what changes on the ticket and which decision the holder still cannot make.

Could you tell which rule was running?

A cold read tests whether a rule is specific enough for somebody else to enact.

Play the host

Read the same events to a partner and let them update the three displays.

Find the ambiguity

If two interpretations are possible, rewrite the rule and preserve the earlier wording.

Break

Return in fifteen minutes with the three rules, the common scene and one disputed event.

Leave open

W01 with your pre-generation sketches and original rules.

On return

We will turn one ambiguity into a constraint in the prompt.

Write a prompt that can fail

Ask for at least three new concept rules under fixed conditions. Save the exact prompt, the outputs and your decisions.

Prompt fixture	One shared workshop door, host and first-time visitor. Same ticket and ten-minute event list.
Requested output	Propose three different disclosure rules. For each give its trigger, two successive display values and what the visitor still cannot learn.
Reject if	An option adds staff, changes the queue policy, copies Tarati’s form or supplies unsupported claims about real visitors.

Generate, then test the three replies

Use AI to generate at least three original candidate variants for your case. Keep a trace of what you accept, reject and rewrite.

Run	Save the prompt, tool, date and original responses. Label a teacher-run or provided run accurately.
Inspect	For every response, run two of the same events through it. Annotate the first unsupported or ambiguous step.
Revise	Ask one targeted follow-up or rewrite one rule yourself. Mark who made each change.

Build a paper proof of your strangest rule

A simple performance makes a speculative relationship visible and exposes features that the prompt silently assumed.

Props	Ticket face, event slips, host/visitor role labels and a blank state for the start.
Run twice	Start with the same state. Replay once with an ordinary event and once with a difficult event.
Keep	Photograph or draw the two moments and identify one decision the visitor still faces.

Which question could survive the disappearance of the ticket?

Move from a speculative object to a question about a real situation that could produce several kinds of design.

Object question	Would people buy a ticket that counts later arrivals?
Researchable question	How do newcomers decide whether to wait, ask a host or leave when the next step is unclear?
Counterexample to look for	A visitor leaves quickly because the purpose of their visit is already complete.

Leave with an artefact and a field question

Assemble the W01 record so another designer can reconstruct the choice you made and the evidence you still need.

Case → concepts

Cite Tarati. Preserve the fixed scene, three self-authored variants and the prompt with at least three generated candidates.

Decision → question

Show the rejection or revision, two states of the chosen proposal and a question to take into the field.

What can the ticket tell its holder?

A speculative ticket counts the people who arrived after you. Its display now reads 04.

Read the number

What event would make it change to 05?

Read the situation

What decision might you still be unable to make?

Where are we in the Double Diamond?

We can choose a place to look before we know what the eventual design challenge will be.

Discover → Define

Expand the possible accounts. Use material from the field to choose a meaningful challenge.

Develop → Deliver

Explore different responses. Try them on a small scale and revise them.

Today's decision

Choose a situation in which the first framing could change.

How wide should the challenge be?

Start with Frame Your Design Challenge, the first original worksheet. Try three versions of one brief.

Object

How might we redesign a ticket that counts later arrivals?

Situation

How might people decide what to do next when they arrive at an unfamiliar workshop?

Ambition

How might everyone get fair access to shared facilities?

Make two competing versions

Use one ordinary decision from your own example. Keep the first draft visible.

Draft twice	Change one boundary, such as actor, moment, location or consequence.
Test both	Name possible responses and a field encounter for each.
Retain a reason	Choose a working version. Save one reason you could reopen it.

Build an Impact Ladder

Use the Impact Ladder in Align on Your Impact Goals, the second original worksheet, to agree on a near-term outcome and long-term impact.

Long-term impact

People with different levels of workshop experience can participate on fair terms.

Near-term outcome

A newcomer can choose a next step and explain what informed the choice.

Open assumption

Knowing the options would help at least some people act. Who could challenge that?

Whose account could change this question?

Use the Ecosystem Mapping worksheet in Define Your Audience to trace who shapes a decision.

Directly involved

A first-time visitor chooses whether to enter or wait.

Shapes the conditions

A technician allocates equipment. A returning visitor explains an informal routine.

Missing perspective

Someone who turned away may be absent from the very place we planned to visit.

Choose whom to hear first

Connect a hoped-for change, a missing perspective and a question you could ask.

4 minutes	Write two rungs and one assumption in the space between them.
7 minutes	Map one directly affected person, one person who shapes the situation and one absent voice.
7 minutes	Choose a first encounter, a practical invitation route and one consequence of that choice.

What can a document establish?

Secondary research gives a field question a history, a vocabulary and limits.

Find the document

Who published it, when, for whom and for which site or event?

Bound the claim

Write one sentence that fits what the source actually covers.

Name the gap

Which local practice or experience still needs investigation?

Break

Return in fifteen minutes with your audience map, your near-term outcome and one claim to check.

Pause

Step away from the screen.

Return

Bring your draft claim and the source you will check.

Watch one claim get smaller

Compare a dated event notice with the official contact page for the Green FabLab.

2020 event notice

A programme announcement directed prospective attendees to registration information.

Contact page

The institution lists a visitor address and a separate postal address.

Field question

How does a first-time visitor work out which entrance to use?

Run a nineteen-minute source audit

Produce two short source records someone else could check.

0–6 minutes	Choose a claim. Find the original publisher and another source with a different purpose.
6–14 minutes	Record title, publisher, date or undated, link, precise claim and limit.
14–19 minutes	Exchange records. Trace one claim back to the page and write the unresolved question.

Which inference survives the audit?

Read one precise sentence, its source and one remaining uncertainty.

Author	Show where a reader can check the sentence.
Reader	Identify a word that reaches beyond the document.
Group	Edit that word and formulate the resulting field question.

Can one encounter answer it?

Turn a design challenge into a field question that asks about an actual episode.

Design challenge	How might newcomers choose a next step at an unfamiliar workshop?
Field question	What did a newcomer use to decide what to do during their most recent arrival?
Opening prompt	Talk me through that arrival, starting just before you reached the door.

Build and rehearse the field plan

Give one question a place, a participant, a method, a record and a fallback.

0–7 minutes	Name the question, encounter, access route, researcher and time window.
7–17 minutes	Rehearse the invitation and opening. Decide what to note and what permission you need.
17–25 minutes	Write a fallback and a finding that would make the team revise its frame.

Hand your plan to another pair

A peer should be able to locate the uncertainty and carry out the first step.

Read back	What will the team learn, from whom and under which conditions?
Challenge	Which answer would make the team redraw its scope?
Leave with W02	Save the challenge, source records, ladder, audience choice and one field plan.

What can a ticket tell its holder?

A workshop ticket shows how many people arrived after you. You are deciding whether you have time to fetch your materials.

Read the number	Two people arrived after you. What can you establish from that?
Compare decisions	What information would change whether you stayed by the door?
Open W03	Keep one question about the waiting situation open.

Ask for a particular occasion

An interview can recover the order of remembered events, the choices somebody recalls and the cues they remember using.

Open

“Tell me about the last time you arrived somewhere and had to decide where to wait.”

Follow the event

“What happened just before that? What did you do next?”

Check a term

“You called it your turn. What told you it had begun?”

Agree what may be recorded and shared

The person chooses whether to participate, which part of an experience to show and which details may enter the class record.

Explain the invitation

Give the topic, duration, audience and note-taking plan. Offer an observer role or an invented scene.

Ask separately

May we take written notes? May we read back a short line for the class?

Respect the boundary

Pause on request. Close personal screens and use a blank sketch for places outside the agreed route.

Listen for the first change of plan

Invented demonstration. A visitor waits with a sheet of material and moves when a second bench becomes visible.

Begin with the episode

“Where were you when you first needed to make a decision?”

Pick up their words

“You said ‘in the way.’ What happened just before you moved?”

Read back a line

Check the wording and ask permission to keep the short excerpt.

Let the guide choose the route

Invented tour. The guide arranges a door, a bench and a service point on a sheet of paper.

Invite a route

“Choose where our tour should begin. Show me where you go next.”

Pause at a decision

“What can you pick up from here? Could you show me what changes over there?”

Mark the setting

A desk reconstruction records what the guide demonstrated in class.

Repair three questions

Write a small question guide your group can use even if the person has never visited this workshop.

Remove the proposed fix	“Would a countdown help?” → Ask about a time when the next step was unclear.
Remove the judgement	“Were you frustrated?” → Ask what happened and what they did.
Make room to show	Add one invitation to demonstrate a movement, object or change of viewpoint.

Further reading Group Interview Expert Interview

Calibrate your field notes

Invented scene. Separate what a person said, what a note-taker saw and what the team thinks might explain it.

Quote or paraphrase	Quotation marks require exact words. Label a remembered gist as a paraphrase.
Observation	Describe a visible action and its setting, including whether the scene was reconstructed.
Interpretation	Attach a possible reading to a note ID and name a competing explanation.

Break

Return after fifteen minutes. Close or cover working notes before leaving the table.

Pause

Leave draft notes with their note-taker.

Return

Bring W03, a pen and three small objects or paper cards.

Keep a usable line without identifying the person

A classroom field note needs enough context to interpret the line and little enough detail to protect the person who gave it.

Remove the identifying combination

A unique role, rare project and exact time may identify someone even without a name.

Keep a checked excerpt

Use a short, continuous excerpt that can stand on its own, with permission.

Change the form if needed

Use a labelled paraphrase, or leave the line out if the person or situation remains recognisable.

Run three seven-minute interviews

Work in triads. Each person interviews once, tells a chosen episode once and takes notes once.

Minutes 0–2	Choose roles and assign a source code. A role-play gets a simulation label.
Three rounds of seven	Invite and agree scope for 1 minute, follow the episode for 4, read back for 2. Rotate roles.
Last two minutes	Highlight a checked excerpt or paraphrase and mark the permission for class sharing.

Follow one decision through a guided tour

The guide chooses the route, the level of detail and whether to work from a sketch, a model or an accessible agreed location.

Set the scene	Choose a safe, permitted section of a route or draw one from memory.
Rotate through three stops	Per round, guide for 2 minutes, explore one decision for 2, confirm a note for 1.
Capture the distinction	Record one observed gesture or action, a reported explanation and where each occurred.

Edit one field record for a class reader

Assemble a compact W03 record that preserves source, permission, evidence type and an open question.

Header	Add a source code, broad context, method, setting and agreed sharing scope.
Evidence lines	Keep one checked quote or labelled paraphrase and one observable detail, each with an ID.
Interpretation	Link a tentative reading to the lines. Add an alternative and a question that could distinguish them.

Can another group recover the evidence?

Exchange only the reviewed record. Ask a reader to reconstruct the event and challenge the team’s interpretation.

Read it cold	Identify what happened, where the record came from and the strongest uncertainty.
Challenge a reading	Offer a second plausible explanation for the same evidence.
Return a precise edit	Underline the first phrase whose evidence type or sharing scope you cannot determine.

Hand over the question that remains

Finish W03 with one traceable record and a question a later research visit could answer.

Revise	Clarify the evidence type or setting flagged by the reader.
Carry forward	Write a follow-up tied to an evidence ID. Identify who could answer or what you could observe.
Submit	Share only the approved de-identified field note, with the real, analogous or invented source identified.

Further reading Analogous Inspiration Peers Observing Peers

What can this ticket tell you?

Hypothetical teaching case • Shared campus workshop. Your ticket reads ‘4 people have arrived after you.’

Write privately

You need to collect material upstairs. What do you know? What decision is still open?

Pair comparison

Name one fact on the ticket and one assumption you made. Keep both for W04.

Open the hypothetical research packet

Training evidence only. A–D are separate invented episodes. N1–N8 are the permanent note IDs within them.

A · N1–N2	N1 observation: holder A looked at ‘4 after you’, picked up a bag, then set it down. N2 invented quote: ‘If I get the sheet upstairs, who hears my name?’
B · N3–N4	N3 observation: B gave another visitor a sketch and walked upstairs. N4 invented quote from B: ‘They'll wave when the tutor comes.’
C and D · N5–N8	N5: C read ‘2 after you’ and kept sanding. N6 quote: ‘I've got work right here.’ N7: tutor checked the marked bench before calling D. N8 quote from D: ‘I didn't know they checked the bench first.’

Tell one encounter twice

Share Inspiring Stories • Keep the people, setting, sequence and source visible while another person takes notes.

First telling

‘A was frustrated by an inaccurate queue estimate.’ Find every word this packet cannot support.

Second telling

A read ‘4 after you’, raised and lowered a bag, and asked who would hear their name upstairs. The observer stopped there.

Listener's capture

A/N1 action • A/N2 words • I: leaving might make a call easy to miss • ? what happens if a call is missed?

Story circle with a return ticket

In rooms of three, rotate storyteller, listener and source checker. Use a permission-cleared account or the labelled packet.

Tell	One episode per round. Where was the person? What changed? Where does the record end?
Return	The listener reads two cards back. The checker names the source ID and one inference to flag.
W04 evidence	Keep two source-linked cards per episode and one unanswered question per room.

What does your own Top Five reveal?

Top Five gives every team member a chance to choose what deserves attention before the group settles on a pattern.

Selection prompt

Pick five details worth pursuing. For each, finish ‘This matters because …’ and attach an ID.

Possible selection

N2 decision about leaving • N4 delegated attention • N6 task at hand • N7 readiness check • N8 hidden condition.

Keep difference visible

Repeated choices show team attention. One detail selected by one teammate can change the whole reading.

Reveal the five side by side

Record individual choices before the team negotiates labels. A reason can matter more than the rank.

Private pass	Four minutes. Choose five IDs and write a short reason beside each.
Reveal	Four minutes. Read one shared choice and one choice with a different rationale.
Keep a minority pick	Four minutes. Preserve one overlooked ID and explain how it could change the next question.

Move the same note into two different clusters

Find Themes • Compare relationships between episodes. A theme name should say what is happening.

Try a topical sort

Ticket / person / equipment. N2 fits all three and tells us little about the next decision.

Try a relational sort

T1 ‘Going upstairs raises a question about who attends to the call’ ← A/N2, B/N3–N4. Limit: C/N5–N6.

Keep a competing reading

T2 ‘Some work can continue near the call’ ← C/N5–N6; B/N3 suggests off-site preparation. Mark B's precise task unknown.

Cluster, rename, and find a case that pushes back

Two provisional clusters and one troublesome note are enough to continue.

First arrangement	Group details that share an action, condition, consequence or tension. Leave unmatched material visible.
Second arrangement	Rename one cluster as a small claim. Try a different grouping and state what each reveals.
Decision record	T__ [claim] ← [IDs + distinct episodes]. Edge case [ID]. Competing reading __. Next question __.

Break • leave the theme board where it is

15-minute break starts at minute 90. We resume at minute 105.

Save

Keep each team's W04 link and the two provisional theme names.

Return

Bring back one detail that makes your preferred reading more difficult.

What does an insight explain?

An insight offers a provisional explanation for a pattern and names the circumstances in which it may hold.

Start with the tension

A considers collecting material upstairs. Attending to the call still matters while A is away.

Name the implication

A and B suggest that making useful use of waiting time can require an arrangement for attention.

Bound the claim

C could sand nearby. A and B suggest a mechanism in a particular setting. Other explanations remain open.

Build the audit trail, including its weak link

Keep the chain readable in both directions. The short explanation beside each arrow is where the reasoning lives.

Evidence → T1	A/N2 asks who hears the call; B/N3–N4 shows a handover and a planned signal. Both episodes connect leaving with continued attention.
T1 → I1	When a visitor is unsure a call will reach them upstairs, leaving to prepare can depend on arranging someone to notice it. Limit C/N5–N6.
Alternative / check	B may already have been working with a partner. Ask how the arrangement began and what happened the last time no one could stay.

Write an insight someone could challenge

Work from your strongest theme. Put one provisional insight and a rival explanation beside the original notes.

Draft	In [specific circumstance], [who] may [action or concern], because [interpreted mechanism].
Test	Which words came from a person? Which did your team add? What would you need to learn to distinguish explanations?
Submit to W04	I__ ← T__ ← case/IDs. Include one edge case, one rival interpretation and one open, non-leading follow-up.

Open a design question wide enough to work with

How Might We turns a grounded interpretation into a question that can support several kinds of response.

Three widths	Too wide: How might we improve campus life? Too narrow: How might we send a phone alert? Try: How might a visitor prepare upstairs and still take part when called?
Breadth check	Try a change to where preparation happens, an agreement with staff, and a tangible signal. Each must answer the same question.
Alternative route	From C/N5–N6: How might visitors find a useful task they can do close to the workshop? C offers an early direction for inquiry.

Draft two HMWs and use each for a minute

Choose deliberately. Keep the wording you rejected and say what it would have made hard to explore.

Write two directions	H1 ← I__. H2 ← I__ or a separately labelled evidence line. Use an action, person and situation.
Try three answers	Sketch a spatial change, a service arrangement and an object or interface. Adjust the question if every answer requires the same device.
Select the working question	Record the chosen HMW, its grounding, the rejected wording and one person whose perspective is missing.

Peer review by tracing the arrows backwards

Swap W04 records. The visiting team should be able to find the research source behind one consequential word in the question.

Reviewer	Choose a word in H1. Which phrase in I1 warrants it? Which episode or edge case limits the claim?
Author	Point to the record first. Then explain the inference and invite a competing reading.
Return one edit	‘Keep __ because N__. Change __ because __. Ask __ before taking this further.’

Close W04 with a check you could actually do

Leave one traceable design question and one ethical, feasible way to challenge the interpretation behind it.

Deliver	H__ ← I__ ← T__ ← notes/cases; edge case; alternative explanation; one consequential revision from review.
Plan a check	Who could clarify the uncertainty? Ask about a recent event. Request permission, use minimal anonymised notes and allow the person to decline.
Exit line	‘Our question is __. It is grounded in __. We would reconsider it if __.’ Label the status: hypothetical / field-based / mixed sources identified.

What is still worth keeping?

Return to the real situation behind the speculative ticket.

Context	Shared campus workshop, just before the induction session.
Speculative object	A ticket reports how many people arrived after its holder.
Today	Build contrasting proposals and select a question worth prototyping.

Separate an observation from an invitation

Use a concrete tension to frame a productive design challenge.

Illustrative note

A visitor returned twice to the workshop door.

Possible interpretation

They needed a dependable next moment to check in.

Design prompt

How might someone use a short gap without losing their place?

Generate mechanisms, not just appearances

Change who acts, what moves or when information becomes available.

Change the actor

A workshop host announces the next decision point.

Change the place

A visible waiting area shows when help is available.

Change the timing

A return window replaces continuous checking.

Generate alone first

Create a broad field before discussing which proposals deserve attention.

0–4 min	Write one mechanism per card without talking.
4–10 min	Try changes of actor, setting, timing and medium.
10–15 min	Post six legible ideas, including one without a screen or ticket.

Build on a peer’s idea

Make a different proposal from a borrowed mechanism.

Keep	One useful part of another idea.
Change	One assumption about the setting or person.
Trace	A short credit showing which earlier card prompted the variation.

Build a coherent bundle

Combine cards when their actions support the same visitor decision.

Bundle A	Workshop host + check-in time + return marker.
Bundle B	Self-service materials table + clearly available preparatory task.
Outlier	A tactile personal reminder could address a different need.

Break

Step away for fifteen minutes.

Return

Bring the bundle you find hardest to explain.

Next

We will test its logic before selecting a concept.

Turn the bundle into a concept card

A concept states who gains a choice and who must do the work.

Person and situation

First-time visitor carrying materials between classes.

Mechanism

Host agrees a next check-in; visitor marks their intended return.

Open assumption

The host can reliably maintain that promise when interrupted.

Choose criteria before choosing a favourite

Use criteria to make disagreement visible.

Value

Could this help someone decide what to do next?

Burden

Who must keep the information current?

Learning

What can we investigate with a small, honest test?

Challenge the strongest concept

Ask what would have to be true for the proposal to work.

Role A	Advocate for the outcome and show the mechanism.
Role B	Describe a case where the mechanism breaks.
Record	Write the assumption that survives the conversation.

Select a direction and keep the runner-up

Explain the choice, the cost and a condition for revisiting it.

Decision	Develop the agreed return point for one workshop visit.
Reason	It addresses a decision the current cue leaves open.
Revisit if	A host cannot communicate a changed check-in when interrupted.

Run a short selection review

Another team should be able to challenge your reasoning.

Show	The original prompt and your two different mechanisms.
Explain	One consequence for the visitor and one for the people running the workshop.
Invite	Ask a question that could change your choice.

Prepare the handover to a journey map

Finish W05 with a person, a moment and a question.

Archive	Six idea cards, two bundles and the criteria-based choice.
Carry	A brief account of the current situation and one unresolved handover.
Next	S06 will map what happens before and after the chosen moment.

Where does the visit begin?

Choose a boundary large enough to include an actual decision.

Narrow boundary	Collecting a number and standing in the line.
Wider boundary	Deciding to visit, finding the queue, stepping away and returning.
Evidence	Which moments did your research actually cover?

Read a journey as a claim

A journey map presents one account of events across time.

Columns

Before arrival → entering → waiting → leaving or returning.

Rows

Action, information available, contact with people or objects, open questions.

Evidence key

Observed · reported · inferred · unknown.

Construct a current-state map in public

Keep the existing journey separate from your proposed intervention.

Arrival

Visitor reaches the door and sees four people nearby. Illustrative observation.

Waiting

The after-counter shows three later arrivals. Its holder still needs a next action.

Return

How staff recognise a returning visitor is presently unknown.

Map one observed or reported visit

Start with the sequence, then annotate evidence and gaps.

First 8 minutes	Lay out five to seven actions from the current situation.
Next 8 minutes	Add what the person could know, who they met and where evidence came from.
Final 6 minutes	Mark one handover and one gap worth investigating.

Further reading Create Frameworks

Find a consequential transition

Identify a moment where someone’s options change.

Before	A visitor can remain within sight of the workshop.
Transition	They need to leave to collect materials.
After	The group has changed and their status may be unclear.

Draw a scene rather than a screen sequence

A storyboard shows who is there, what is possible and what changes.

Frame 1	A visitor checks the wall clock while carrying a box.
Frame 2	A host points to a written next check-in time.
Frame 3	The visitor returns after the posted time has changed.

Break

Return with one scene you want to perform.

Pause

Leave the current map and future storyboard labelled.

Restart

Choose the moment containing the most uncertainty.

Storyboard the proposed encounter

Give the scene a setup, an action and a consequence.

Draw	Four to six frames with people, props and spatial cues.
Annotate	Write one sentence per frame about the choice or change.
Challenge	Include the moment when the preferred route cannot proceed.

Cast the scene with unequal information

Give each role only what that person would know at that moment.

Visitor

You need to leave for ten minutes and return with materials.

Host

You can promise the next update; machine availability is uncertain.

Observer

Record who says what, when they wait and how they recover.

Rehearse an interruption live

A complication reveals where responsibility passes between people.

First run

The host posts the next check-in time and the visitor leaves.

Interruption

A machine fault delays the next update while the visitor is away.

Return

The visitor must decide whether to wait, ask or leave.

Run two versions in breakout rooms

Change one condition and record what the scene reveals.

Round one	Play the intended encounter from approach to outcome.
Round two	Introduce a delay, missed signal or simultaneous return.
Evidence	Capture a line, a gesture and an unresolved responsibility.

Repair one handover

Choose a revision at the smallest scale that changes the encounter.

Observed in the rehearsal	The visitor asked whether returning at the posted time guaranteed a turn.
Possible change	Name the next update separately from the position in the queue.
New question	Who informs a returning visitor if conditions change?

Make W06 usable to the next designer

Close with a bounded scene and a researchable uncertainty.

Save	Current journey with evidence labels and future storyboard.
Add	Two role runs, the interruption and the revised handover.
Bring forward	One uncertainty that a prototype could answer.

Which question deserves a prototype?

Begin with the moment of doubt from the role play.

Current concern	Does a next check-in time sound like a guaranteed turn?
Consequence	Someone might leave and return expecting immediate access.
Question	What can a visitor infer from the cue before anyone explains it?

State the assumption and stakes

Decide what evidence would make you reconsider the idea.

Assumption

Visitors distinguish an information update from a reserved appointment.

If it fails

A person may leave expecting a guaranteed turn they do not have.

What to look for

Their interpretation and the next action they choose.

Match the material to the uncertainty

Use an actual-size object, a scripted handover or a working control.

Interpretation

Two paper signs with different wording.

Reach and placement

A full-size marker fixed to a wall at the intended height.

Changing state

A person swaps cards after a timer or visitor action.

What people can do and what they can perceive

Use Don Norman’s distinction between an affordance and a signifier.

Affordance

A movable magnetic marker can be repositioned by someone able to reach and grip it.

Signifier

A labelled handle or dashed target suggests where to place the marker.

Question

Can the intended visitor discover the possibility before anyone teaches it?

Map a control to its effect and show the result

A visitor needs to know which object an action affects and what changed.

Mapping	Two workstations have separate update markers aligned with their names.
Feedback	After the host moves one marker, the relevant time and status visibly change.
Check	Cover the host’s hand. Can a returning visitor still identify the current state?

Write the build brief

Describe the minimum encounter you need to make real.

Question	What will the person think the time allows them to do?
Build	Start state, one available action and a changed state.
Boundaries	Specify the actor, simulated elements and one factor held constant.

Break

Return ready to build the first version.

Prepare

Gather paper, a timer or a simple drawing tool.

Resume

Open W07 and your build brief.

Build version one

Make the selected decision playable from start to outcome.

First 10 minutes	Build the starting state with actual labels and content.
Next 10 minutes	Add the human or system response and the returned state.
Final 5 minutes	Rehearse operating the prototype without extra hints.

Demonstrate the test without coaching

A neutral task gives the visitor room to form their own interpretation.

Leading

“Read the check-in time and return for the next update.”

Neutral

“You need to collect materials elsewhere. Decide what to do next and show your plan.”

Probe

“What do you expect to happen when you come back?”

Pilot the encounter and record the first surprise

Use a fresh partner and allow unexpected routes.

Host	Set the same scene, give the task and operate the prototype consistently.
Visitor	Act on the information you can perceive. Say what you expect if comfortable.
Observer	Capture the first action, the result and any help given.

Diagnose the difficulty before changing the surface

Locate the problem in the relationship between action, cue, mapping and response.

Action impossible	The visitor cannot reach the movable marker.
Action unclear	They can move it but do not recognise who is allowed to do so.
Effect ambiguous	They move it successfully but cannot tell which station it changed.

Build version two and keep a comparable trace

Change a feature because of a finding, then repeat the relevant moment.

Choose	One misread cue or ambiguous consequence from the pilot.
Revise	Change the label, grouping, action or response that could explain it.
Record	Save the original, revised state and a prediction for the next test.

Package the prototype for feedback

Give the next facilitator everything needed to reproduce the starting state.

Deliver	Two versions, scenario and operating instructions.
Document	Real, simulated and omitted elements, pilot observation and revision.
Prepare	A neutral task and the question for S08.

What would count as evidence?

Compare an expert concern with the trace of a person attempting a task.

Inspection finding	“This time could be mistaken for an appointment.”
Observed finding	“Visitor A said the machine would be ready at 14:20.”
Question	Can both be useful while carrying different weight?

Three heuristics for one workshop encounter

Use three of Jakob Nielsen’s ten heuristics as inspection lenses.

Visibility of system status

Can the visitor tell which update is current and what it refers to?

User control and freedom

Can someone change their plan or recover after choosing to leave?

Error prevention

Could the arrangement lead someone to treat an update as a guaranteed appointment?

Inspect a worked example on screen

Move through a defined scenario and record a predicted consequence.

Scenario

Laser cutter, new time 14:20, visitor wants to collect a material sample.

Inspection I-01

“14:20” is aligned between two workstations; its target is ambiguous.

Predicted consequence

A first-time visitor could return to the wrong workstation.

Inspect independently, then compare

Use independent judgements before negotiating the findings.

First 8 minutes	Inspect a partner’s prototype silently with the three lenses.
Next 7 minutes	Compare notes and locate each concern in a specific state.
Final 5 minutes	Keep one high-consequence risk and one question you could test today.

Turn an inspection risk into a neutral task

The participant should discover the available actions unaided.

Concern	The visitor may think a posted time guarantees access to the laser cutter.
Task	“You need a material sample from another room and want to use the laser cutter today. Show me how you would proceed.”
Follow-up	“What do you expect will happen when you return?”

Prepare a fair test

Write the task, starting state, observation rule and reset.

State	Same prototype version and workspace status for both participants.
Observation rule	Record first action, expectation, assistance and outcome before adding an explanation.
Reset	Restore the initial sign and remove notes left by the previous run.

Break

Return with the first participant and a reset prototype.

Prepare

Leave the task card and observation sheet visible to the facilitator.

Restart

The participant sees only the prototype and their task.

Moderate the first attempt

Leave space for the participant to surprise you.

Open

“We are trying the design. You can stop at any time.”

During

Wait. If needed, ask “What are you looking for?”

After

Ask what they expected, then record any assistance you gave.

Run two short sessions

Keep the task, setup and note categories comparable across attempts.

Run T-01	Start from the agreed state. Record actions and words in sequence.
Reset and run T-02	Invite a different person; keep the task wording stable.
After each	Record the setting, prototype version and any help or departure from the plan.

Read observations at the right level

A small study can reveal a mechanism without establishing prevalence.

Action

What the person tried, when and with what outcome.

Interpretation

Why it might have happened; alternative explanations remain possible.

Design decision

What to change or test next, with a reason.

Compare predictions with what happened

Use one table to bring the two methods into conversation.

I-01 prediction	The alignment could send a visitor to the wrong workstation.
T-01 / T-02 evidence	Record the actual routes, expectations and assistance in each run.
Status	Supported in this run, challenged, untested or inconclusive.

Revise the smallest consequential feature

Keep the relation between the evidence and the proposed change visible.

Example revision	Assign each update to a specific workstation and state what that update means.
Before / after	Preserve matching states, task and starting context.
Next test	Can a fresh visitor choose a station and explain what is promised?

Report the evidence and its limit

Show the route from an inspection concern to a next test.

Report	One prediction, one actual observation and one change.
Limit	What was simulated, who participated and what remains uncertain?
Handover	Save W08, versions, anonymised notes and the next test question.

What did the ticket make visible?

Begin with the relationship your first object disturbed. Your own project may already have left that object behind.

Provocation

An AI-assisted teaching sketch shows how many people arrived after its holder.

Question

What information helps a visitor decide what to do while waiting?

Evidence

Bring one genuine field note and the version of the concept that was tried.

Reconstruct one encounter

A remark becomes easier to interpret when you can reconstruct the moment in which it arose.

Illustrative record · A

After reading “3 arrived after you”, A turns towards the host and asks when they can leave.

Illustrative record · B

B reads the same number aloud and stays beside the door.

Unknown

Neither record establishes what people usually do in this workshop.

Integrate feedback without turning it into a vote

Compare requests, observed difficulties and operational constraints before choosing a revision.

Request

“Give me an exact time.”

Reported constraint

A host may be unable to predict when a complicated material question will finish.

Design decision

Try communicating the next event and where to wait.

Change one relationship

Keep the test task and setting stable enough for a comparison you can explain.

A

Counter only. The visitor sees “3 arrived after you”.

B

Same counter and location, plus “Wait by the blue table; the host will call your ticket.”

Question

After reading the card, can the visitor identify the next event and place?

Rewrite one decision in W09

Keep a version, an observation, a competing explanation and a revision together.

Evidence	“After ___, the participant ___.” Include task and version.
Decision	“We will change ___ because ___. Another explanation is ___.”
Transfer	If the work has moved away from queues, identify the equivalent decision in your own setting.

Which revision deserves the next trial?

Present one risk to a peer who did not design the concept.

Presenter	Show the task and both variants. Withhold the conclusion for the first minute.
Reviewer	Identify what could change the decision, including an unwanted effect.
Record	Keep, change or investigate. Add one reason and one unresolved question.

Break

Return to the same page. We will use your open question to choose an indicator.

Pause

Leave the materials in place.

Return

Bring your notes back to the same station.

Choose an observable indicator

An indicator specifies what someone will collect, under which conditions and for what decision.

Outcome of interest

The visitor can make an informed next move.

Operational indicator

For each uncoached attempt, record whether the visitor indicates the waiting place and expected signal.

Context

Note the prototype, task, assistance and prior familiarity.

Count attempts without losing the story

Use fictional results to check your counting rules before observing a participant.

Invented practice set

A identifies place and signal alone; B does so after a hint; C is interrupted by a class announcement.

Display

1/2 completed unassisted among the two completed attempts. Report one interrupted attempt separately.

Decision

Follow the delayed attempt to find what the hint supplied.

Make a record another person can use

Exchange your sheet and try recording the same staged attempt independently.

Columns	Version, task, outcome, help, observed action, exact words if available.
Disagreement	Circle any column you and your partner scored differently.
Repair	Rewrite the rule or simplify the sheet before the pilot.

What can a bounded pilot tell us?

Make the smallest plausible rehearsal of the real encounter, with a way to stop and restore the setting.

Scope

One agreed station, a short time window, a willing participant and an ordinary route around it.

People

Name the host, facilitator and observer. Agree who can stop the run.

Conditions

Specify reset, access, fallback, missing participants and what you will record.

Write the pilot invitation and stop rule

Build a one-page rehearsal plan that a colleague can operate while you watch.

Invite	State the activity, what you will record and the option to leave or decline.
Run	Give a neutral task, hold assistance until the agreed point, reset the station.
Decide	Specify what result would make you repeat, change or abandon the proposal.

Carry one decision into S10

Hand in the decision log, paired versions, indicator and trial plan together.

Show	One observed action and one documented design change.
Question	Under what result would the team reverse its decision?
Next	Name the owner and the resource the rehearsal depends on.

Who would have to say yes?

Bring a prototype, your W09 trial outline and the name of the person affected by your next decision.

Audience

A workshop host who can lend a station for a short rehearsal.

Decision

May we stage a reversible trial with volunteers at a side table?

Evidence

A labelled version pair, an unanswered question and a way to record what happens.

Build the roadmap backwards

Start with the decision the rehearsal should support. Work back to the first dependency.

Review

A host and a student inspect a run log and decide whether another visit is worthwhile.

Before review

A comparable set of attempts, both versions and a record of interruptions.

Before any attempt

Agree on invitation, accessible station, materials, roles and reset.

Follow the resources through one encounter

A resource is anything that must be available when the visitor, host or observer needs it.

Set up

Sample cards, clear surface, consent script, accessible route, host briefing.

Operate

Human attention, reset time, desk space and backup pen or duplicate set.

Close

Restore the ordinary arrangement, store notes and return borrowed materials.

Assign the handovers

A named responsibility needs a person, a trigger and a successor when that person is busy.

Host

Can offer a side table and return to normal service immediately.

Facilitator

Invites volunteers and states the neutral task. Does not score their own explanations.

Observer

Records assistance, version and reset; signals a pause if the trial blocks ordinary access.

Make a one-page operating plan

Draw four milestones. Give each an owner, dependency, sign of readiness and fallback.

Prepare	What would stop tomorrow’s run before anyone arrives?
Try	What would stop a live run already in progress?
Review	Which artefact will the decision-maker see at the end?

Use the Double Diamond to critique the plan

Map an actual decision onto Discover, Define, Develop and Deliver. Locate where the team reopened a question.

Discover → Define	Which encounter changed the way you described the problem?
Develop → Deliver	Which alternatives did you try and what limited the choice?
Critique	Whose work, disagreement or influence disappears in a tidy drawing?

Break

After the break we will decide what result would justify another test.

Pause

Leave the materials in place.

Return

Bring your notes back to the same station.

Define success before the pitch

Give an outcome, an operational guardrail and a decision rule for your limited trial.

Visitor outcome

Can the visitor identify their next move without coaching?

Operational condition

Can the host reset the station while preserving the welcome for other people?

Decision rule

Pause, revise or repeat depending on what the trial reveals.

Give the host a ninety-second pitch

State the human situation, show a concrete change and ask for the smallest useful commitment.

Situation

A visitor wants to pick up material while waiting and cannot tell when to return.

Proposal

Stage the paper information beside the existing welcome. Keep the normal route open.

Ask

May we use the side table for a short, reversible rehearsal and debrief with you afterwards?

Prepare two pitches from one set of facts

Make a version for the host and another for the person trying the prototype.

Keep	The same prototype, uncertainty and evidence status in both versions.
Change	The listener’s decision, responsibilities and language.
Cut	Remove one abstract claim and replace it with something the listener can point to.

Rehearse the difficult question

Ask the reviewer to play a stakeholder with a specific obligation. Answer using evidence and uncertainty.

Host	“What happens when I have to leave the desk?”
Visitor	“Does that number tell me how soon I will be seen?”
Response	State what is known, what is still assumed and which trial could separate the two.

Package a kit for someone else

Assemble materials and authored instructions in the order a substitute facilitator will encounter them.

Envelope one	Invitation, neutral task and setup diagram.
Envelope two	Versions, record sheet and stop/reset instruction.
Decision card	Owner, next review, source credits and where to leave the field note.

Leave with a decision and a handover

W10 holds the roadmap, required resources, staffing, success rule and pitch.

Check	Can another person locate each component and run the first minute?
Bring	The complete kit, both prototype versions and the recording rules.
Open	Write the one dependency that still needs an answer.

09:00 · Open the studio

Work in stations of three or four. Each station needs an owner, an available space and one research question.

Lay out

Versions A and B, invitation, neutral task, observation sheet and reset instructions.

Choose

Agree one live question. Queue information, material choice and a different local case are all workable.

Boundary

Mark the ordinary route and who may invite participants. Use an in-class rehearsal where access is unconfirmed.

09:20 · Show the whole encounter once

Watch a complete model run from invitation to reset, then identify where the designer could have influenced the outcome.

Setup	A paper ticket displays the number of people arriving after the holder. An alternative adds the waiting place and host signal.
Task	“You have arrived with something to make. Decide what to do next.”
Record	Version, observable action, assistance and what the visitor says they expect.

09:45 · Build two runnable versions

Keep the version a participant actually tested and construct one alternative whose difference you can name.

Build	Prepare A and B at the available scale, with real wording or tangible objects.
Handover	Another person operates the first and last steps while the owner watches.
Check	Label what is simulated, what is functional and who changes the state.

Break

Meet at your station at 10:45 with the setup still visible.

Pause

Leave the materials in place.

Return

Bring your notes back to the same station.

10:45 · Audit the station from the doorway

Walk the route as a first-time participant, a host and somebody who wants to pass by.

Visitor

Can I see where the invitation starts and decline without explaining myself?

Host

Can I continue ordinary work if somebody asks a question elsewhere?

Passer-by

Can I reach the workshop without going through the trial?

11:10 · Rehearse without coaching

Run the first full rehearsal within each group. Rotate the person speaking, observing and operating the prototype.

Run cards	Start condition, exact invitation, neutral task and when assistance is allowed.
Observer prompt	Record any hint as an event; preserve the reason the facilitator intervened.
End	Thank the participant, reset, label the record “classroom rehearsal”.

11:50 · Calibrate the observers

Have two people score the same staged event independently, then make the rules clearer.

Stage	An invented visitor points correctly after the facilitator repeats the task.
Compare	Do both observers record the same action and classify the repetition the same way?
Repair	Define completion, assistance, interruption and how to mark unknown.

Lunch

Lunch until 13:15. Leave the ordinary workshop route clear.

Pause

Leave the materials in place.

Return

Bring your notes back to the same station.

13:15 · Field or classroom?

Make a go, adapt or stop decision for each station. A clearly labelled rehearsal is a useful outcome.

Go

Space owner agrees, ordinary routes remain open, roles and stop condition confirmed.

Adapt

Move to a quieter side area or use a simulated classroom encounter with a peer.

Stop

Pause if consent, ordinary access, participant comfort or the observation conditions change.

13:30 · Trial round one

Run short encounters in parallel. Collect only what is needed for the research question.

Prepare	Set the start state, note version and give the invitation.
Watch	Record a timed sequence and one immediate interpretation separately.
Reset	Thank the person, record assistance or interruptions, clear the station.

14:15 · Trial round two

Try the comparison version under a documented set of conditions.

Keep stable	Task wording, start position and assistance rule.
Record differences	Version order, visitor familiarity, host availability, noise or access.
Compare later	Retain raw notes. A useful surprise may sit outside the chosen indicator.

15:00 · Report one surprising moment

Before anyone edits the prototype, freeze the current version and the evidence that unsettled it.

Tell	“At this step, the visitor did or said …”
Locate	Hold up the state that was visible at that moment.
Ask	Which interpretation could you check in a second attempt?

Break

We return at 15:30 to compare the records and choose a single revision.

Pause

Leave the materials in place.

Return

Bring your notes back to the same station.

15:30 · Compare attempts side by side

Make each attempt visible before stating what a version did better.

Rows	Attempt code, version, context, assistance, outcome and observed sequence.
Compare	Identify a common event and one divergent case or missing condition.
Qualify	Keep simulation, first-hand field evidence and earlier invented examples visibly separate.

16:15 · Make a targeted revision

Change the state or handover that the evidence put in question. Preserve the previous version.

Revise	One change, tied to one observed event.
Predict	Describe the difference you expect in the next trial.
Hold	Name one element that must remain stable for the comparison.

16:50 · Retest the disputed moment

Run the original task with the new version. A repeat attempt can challenge the change made today.

Retest	Use a new participant where feasible; record familiarity and prior exposure.
Inspect	Did the predicted change occur? What else changed?
Return	Restore ordinary service and return borrowed resources.

17:25 · Close the field notebook

Prepare material another group could audit at the start of studio day two.

Keep	Versions, neutral task, genuine raw records and labelled classroom examples.
Decide	One revision with its reason, one remaining uncertainty and who should be consulted.
Bring	W11 and the W10 roadmap. Mark what changed in running the trial.

09:00 · What can you defend today?

Open yesterday’s field notes before opening your presentation.

Find	One first-hand record with its version and conditions.
Choose	One comparison that genuinely influenced a decision.
Flag	Anything fictional, simulated, untested or AI-assisted.

09:20 · Read two outcomes carefully

Use an invented dataset to rehearse the distance between a count, an explanation and a design decision.

Imaginary A

Two completed attempts: one unassisted, one after a hint.

Imaginary B

Two completed attempts: both unassisted; one visitor had seen the setup earlier.

Defensible statement

B merits a fresh trial with unfamiliar visitors. The example cannot establish a general effect.

09:45 · Write the evidence panel

Give visitors to your exhibit one before-and-after comparison they can inspect in under a minute.

Panel	Task, labelled photographs or drawings of A and B, one direct observation.
Conditions	Report who took part by role or anonymous code, where, whether assistance occurred and how versions were ordered.
Conclusion	A justified decision, a competing interpretation and a remaining test.

Break

Return at 10:45. Bring the evidence panel and both prototype versions.

Pause

Leave the materials in place.

Return

Bring your notes back to the same station.

10:45 · Curate the exhibition path

Imagine a visitor with three minutes and no knowledge of the course. Give them a beginning, a chance to try and a decision to inspect.

At the entrance

The person, the setting and the question in ordinary language.

At the prototype

A neutral task and a working or explicitly simulated encounter.

At the evidence

What changed, why, who bears the work and what remains open.

11:10 · Build and rehearse the display

Set an artefact, a usable instruction and an evidence panel within a short, legible route.

Build	Start state, action, visible response, version card and reset.
Access	Offer another way to read or hear the essential instruction and space to decline the demonstration.
Practice	Let a peer try silently; fix the first point at which they require your explanation.

11:50 · Pitch one decision

Rehearse a three-minute pitch followed by two minutes of questions. Speak to the role that can make the next decision.

Opening	Identify the human difficulty and the starting provocation.
Middle	Show the evidence, variant and reasoning. Name one cost or uncertainty.
Close	Ask for a concrete decision about the next trial, change or responsible owner.

Lunch

Lunch until 13:15. Return to your signposted station.

Pause

Leave the materials in place.

Return

Bring your notes back to the same station.

13:15 · Open the exhibition

Run presentations in parallel clusters, with time for each individual project.

Plan	Form clusters of three to four projects. Use equal timed turns and a named timekeeper.
Visit	Half the groups host while the others visit; swap at the start of the second circuit.
Record	Each project owner keeps one question that could change the design.

13:30 · Exhibit and pitch · Circuit one

The first set of stations hosts. Each project presents its artefact and an evidence-backed decision.

Per project · 9 min	Three-minute pitch, three-minute encounter, two minutes for questions, one minute for reset.
Visitor note	One observed design detail, one question about evidence and one concern about operating the concept.
Time budget	Up to four projects per cluster leave nine minutes for transitions and notes.

14:15 · Exhibit and pitch · Circuit two

Swap hosting and visiting responsibilities. Give the second set of projects the same time and the same quality of attention.

Per project · 9 min	Pitch, encounter, evidence questions and reset.
Cross-check	Ask how the prototype would behave for a less familiar visitor or when the host is busy.
Owner	Write one useful challenge and indicate whether you will act on it.

15:00 · Choose what the critique changes

Close the exhibition with a decision each owner can carry into the process PDF.

Keep	Which design choice still has persuasive evidence?
Change	Which qualification or operational issue belongs in the handover?
Leave open	What would you test next, with whom and why?

Break

Return at 15:30 with the process material and your source notes.

Pause

Leave the materials in place.

Return

Bring your notes back to the same station.

15:30 · Assemble the process PDF

Use a reader’s route from challenge through evidence to a decision. The archived summer 2026 submission was a single process PDF.

Challenge and research	Framing, secondary sources, plan, audience, interview framework, findings and their limits.
Methods and concept	Explain two Inspiration and two Ideation methods; include stories, insights, How Might We questions, journey map and storyboard or user journey.
Implementation	Roadmap, resources, staffing, definition of success, pitch, prototype versions, test evidence and decision.

16:00 · Make the chain auditable

Assemble a reading copy in which people can find each important source and outcome without your commentary.

Captions	State what is shown, who produced it and which decision it supports.
Provenance	Distinguish field record, classroom rehearsal, reconstruction, speculative AI output and team-authored revision.
Access	Use readable type, working links, clear labels and selectable text where practical.

16:40 · Write a five- to ten-sentence reflection

Use five to ten sentences to state what you learned, what changed, why it changed and what you would do differently.

Decision	Give the initial assumption, a concrete encounter and the resulting change.
AI provenance	Name the tool or AI-assisted material actually used, its purpose, your edits or rejection and how you checked its claims. If none was used, say so.
Limit and next move	State an unresolved question and a feasible way to investigate it.

17:15 · Exchange the PDF and close

A reader checks the work on another device, then returns one precise correction and one open question.

Find	The question, one genuine observation, a version comparison, implementation plan and reflection.
Open	Check PDF, links, image captions, readable labels, source and AI acknowledgements.
Leave with	A corrected reading copy and a named person, setting and question for the next test.