

James Teng

### Assignment 3

1) I am not that into computer gaming, but I am thinking about an interesting way to evaluate if people is deeply engaged in a certain activity. Whether it is engaging does not necessarily mean that it's gonna be a hit (in the computer game title case here). So I am focusing on more on the perspective of whether playing the game (or watching a movie or other activities) is engaging or not.

The way I see it, is we want to find a way to see if users are willing to stop their current activities (like playing a video game) and do something else. In my point of view, we have our own list of priorities on a variety of things. And we can test the **unwillingness** of giving up the current activity such as playing the game and do some other stuff in their list of activities. For example, if I am watching a movie that is really engaging, I might stop answering the MSN messages that my friends are sending to me, I might prefer stay watching the movie than going out for dinner with my friends. But if the friend who is asking me out for dinner is some friends from Taiwan and we haven't met up for like a year, than I am willing to postpone the movie watching activity and go out to have dinner with him/her. But if this movie is not really engaging, then I will probably still constantly answering the my MSN messages, or I am willing to stop it anytime my friends call me to hang out.

So, for the computer game case here, we might wanna have a focus group. To evaluate if this game is engaging or not, we ask each of them to list of bunch of activities with priorities. And after they start playing the game for like half an hour, we start to **interrupt** them with some activities on the list, and see if they are willing to stop the game and do the activity we proposed to interrupt them. (This is a very coarse description of the experiment, we definitely need a more rigorous way to perform it)

How do you guys think about it? =) (I know some other works out there to evaluate the interruptability of users, I will take a look at them and maybe we can discuss them.)

2) For the case of designing curriculum, I think the goal of a course is to make students quipped with the knowledge (and make sure they know how to apply the knowledge) to solve problems in the filed of the course. Professors can have a list of problems. Those are the problems that they think are fundamental and important for students to be able to solve independently.

Under this particular goal, then we can start to think how to make students' learning processing more engaging and stimulating. In my opinion, I think if the cirriculum is flexible to be adapted to fit different needs from different students is very important. Because the most suitable pace of learning for each student can be quite different. For example, for those who can pick up the material more quickly, the instructor would be able to adjust the level of challenging to make students more engaged by keeping them up to solve more difficult problems.

Also I am interested in the physics class example Karen mentioned. Learning by doing is definitely important.

3)

4) To put it simply, I think for a robot, I can only have a long term relationship only if it acts very much like a human. Otherwise, it's more a machine to me. [more to come]