TEST

GOAL: Get feedback to uncover insights and develop next steps to improve a solution.

OUTPUTS: 4-5 user/expert quotes about your solution. 2-3 insights to inform next steps.

START IF YOU...
At least 2 built prototypes, and a list of important questions to learn, for the 2-4 concepts you are testing.

MOVE TO REFRAME IF YOU...
Have 4-5 quotes and 2-3 insights to help your team update your design goals and How Can We's.

If REFRAME does not seem appropriate, some teams try IMMERSE or IDEATE.

KEY QUESTIONS:

- **How are you ensuring that your tests will help you answer the important questions you have for each concept?**
  Remember to Be a Good Scientist and conduct Performance Tests on your prototypes.

- **What quotes and stories from users and experts stood out to you during testing?**
  Recruit Users to do Think Alouds or Fly-on-the-Wall tests then Cluster quotes and stories.

- **What insights from testing are directing further research and ideation?**
  Apply Feedback and compare with existing Personas, Flow Diagrams, or Stakeholder Maps.

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How are you ensuring that your tests will help you answer the important questions you have for each concept?

Remember to **Be a Good Scientist** and conduct **Performance Tests** on your prototypes.

Cart Accessories:

Question: Does giving elementary-school-aged kids a personal space to make shopping decisions influence how much they interact with produce?

Test Situation: We will observe how kids interact with the accessories and see if they actually put produce in the prototypes.

Question: Do the accessories encourage kids to select produce rather than junk-food?

Test Situation: We will have both junk-food and fruits available for kids to choose from, and ask kids to think aloud while they are testing to better understand their thought process.

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Store Navigation:

Question: Does providing interesting navigation landmarks in the produce section influence how much elementary-school-aged children interact with produce?

Test Situation: We will set up a simulated grocery store in the DFA studio and have users walk through the space. While they walk through we will have them do a think aloud and then ask them specific questions about the different prototypes they interact with.

Question: What do elementary-school-aged kids like or dislike about the new ways they navigate the produce section?

Test Situation: We will primarily utilize think alouds and we have an interview protocol to run through at the end of our test.

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What quotes and stories from users and experts stood out to you during testing?

Recruit Users to do **Think Alouds** or **Fly-on-the-Wall** tests then **Cluster** quotes and stories.

Cart Accessories:

A mother and her daughter came into the grocery store and tested our prototype. They came in to buy a backpack, but they agreed to test the cart accessory anyway. After finishing, they put the fruit from the cart back in the produce section. As they were checking out, the daughter ran back to the apples and said, "Mommy, can we buy this?" Then they bought the apple!

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Store Navigation:

"I don't know, the different stands didn't seem new to me. I liked the cart game better, that was fun to play with!" - Jimmy, quote after in-studio testing session.

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What insights from testing are directing further research and ideation?

Apply Feedback and compare with existing **Personas**, **Flow Diagrams**, or **Stakeholder Maps**.

Cart Accessories:

Playing matching games, like putting a green apple with other green things, is an activity that kids already understand which encourages elementary school aged children to interact with produce.

Elementary-school-aged children choosing their own produce does have an impact on their willingness to eat fruits or vegetables.

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Store Navigation:

Kids prefer having personal ownership of the things they play with while shopping, and the different prototypes in the store navigation themes did not provide enough personalization to be engaging for kids and reach our measures of success.

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