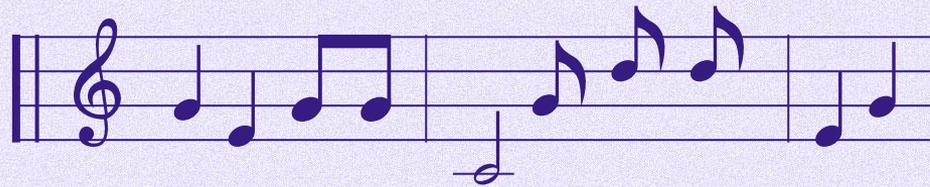


# Assignment 2: POVs and HMWs

**Team SEAL:**  
Sophia, Ellie, Amy &  
Leilenah





# Team SEAL



Sophia  
Ramsey



Ellie  
Vela

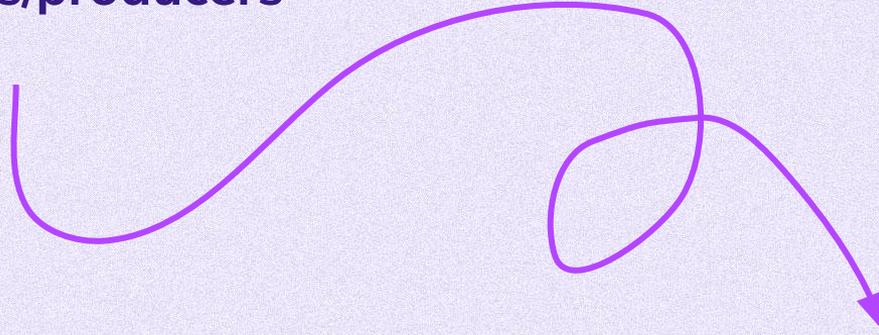


Amy  
Lo



Leilenah  
Mamea

**Highly-skilled music  
creators/producers**



**Less-skilled musicians  
& music consumers**

*Problem Domain*

*Needfinding*



Limited to moderate experience

Music consumers

No professional experience



**Connor**  
Stanford alum,  
former band  
member

---

*“Some of my  
music choices are  
driven by **mood**,  
and some are  
driven by  
**purpose.**”*





# Needfinding Insights



## OBSERVATION

Connor often **associates songs** with certain periods of their life and creates playlists to **change their mood**.

+

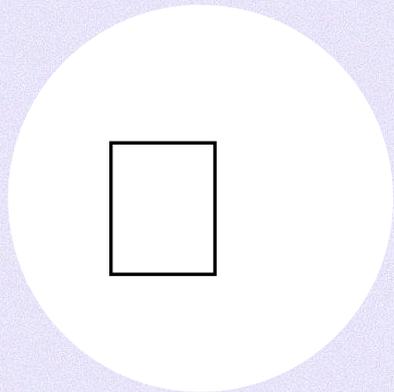
## INFERENCE

Having an **emotional connection** to music gives it power **to evoke different feelings**.

=

## INSIGHT

Music can be used to **identify, explore, and alter emotions**



**Candice**

New mother, avid  
music listener

*“Music made me feel like I wasn’t alone. **It would get me through my postpartum.** Music was there with me when no one else was.”*





# Needfinding Insights



## OBSERVATION

Candice enjoys listening to music sung in **her partner's native language** (Spanish), even though she **doesn't understand** the lyrics.

+

## INFERENCE

Listening to her partner's music with him makes her feel **connected** to his **culture**, and therefore **closer** to him.

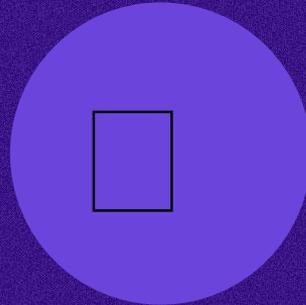
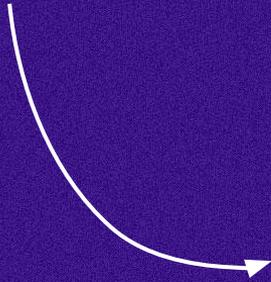
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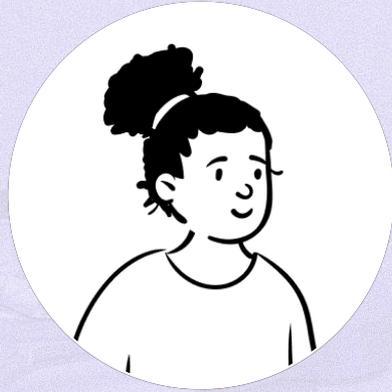
## INSIGHT

Music can be an effective **tool** for enhancing **cultural understanding** and **appreciation**.



# POV *Development*





**Rachael**  
Band Director,  
Casual musician

*“I lean on my **creative and improvisation skills** with my personal music more than anything I do at my **day-job**”.*



# *Initial POV*

WE MET...

Rachael, a **band director and casual musician** who plays gigs in her free time.

# *Initial POV*

## WE MET...

Rachael, a **band director and casual musician** who plays gigs in her free time.

## WE WERE SURPRISED TO REALIZE...

Rachael feels **frustrated collaborating with less skilled musicians** when she has to teach music, despite being a music educator.

# *Initial POV*

## WE MET...

Rachael, a **band director and casual musician** who plays gigs in her free time.

## WE WERE SURPRISED TO REALIZE...

Rachael feels **frustrated collaborating with less skilled musicians** when she has to teach music, despite being a music educator.

## WE WONDER IF THIS MEANS...

Rachael wants her **collaborative experiences not to feel like a lesson plan.**

# Initial POV

## WE MET...

Rachael, a **band director and casual musician** who plays gigs in her free time.

## WE WERE SURPRISED TO REALIZE...

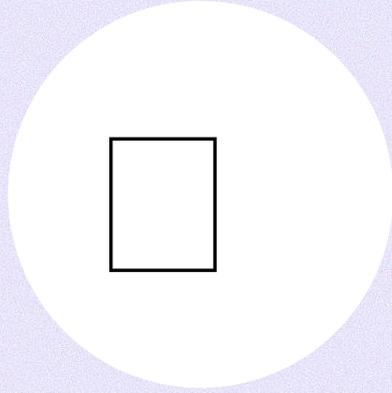
Rachael feels **frustrated collaborating with less skilled musicians** when she has to teach music, despite being a music educator.

## WE WONDER IF THIS MEANS...

Rachael wants her **collaborative experiences not to feel like a lesson plan.**

## IT WOULD BE GAME CHANGING TO...

give **amateur musicians equal weight** in collaboration as highly-skilled musicians.



**Candice**

New mother, casual  
music consumer

*“Music made me feel like I wasn’t alone. **It would get me through my postpartum.** Music was there with me when no one else was.”*



# POV #1

## WE MET...

Candice, a **casual consumer of music** and **30-year-old new mother** living with her husband in Southern California.

# POV #1

## WE MET...

Candice, a **casual consumer of music** and **30-year-old new mother** living with her husband in Southern California.

## WE WERE SURPRISED TO REALIZE...

her husband shares “**hispanic music**” with her, and she “**gets down**” to it, although she doesn’t speak Spanish.

# POV #1

## WE MET...

Candice, a **casual consumer of music** and **30-year-old new mother** living with her husband in Southern California.

## WE WERE SURPRISED TO REALIZE...

her husband shares “**hispanic music**” with her, and she “**gets down**” to it, although she doesn’t speak Spanish.

## WE WONDER IF THIS MEANS...

she connects with her **husband’s culture** through his music.

# POV #1

## WE MET...

Candice, a **casual consumer of music** and **30-year-old new mother** living with her husband in Southern California.

## WE WERE SURPRISED TO REALIZE...

her husband shares “**hispanic music**” with her, and she “**gets down**” to it, although she doesn’t speak Spanish.

## WE WONDER IF THIS MEANS...

she connects with her **husband’s culture** through his music.

## IT WOULD BE GAME CHANGING TO...

help Candice to gain a **deeper understanding** of her husband’s culture **despite the language barrier**.

### WE MET...

Candice, a **casual consumer of music** and **30-year-old new mother** living with her husband in Southern California.

### WE WERE SURPRISED TO REALIZE...

her husband shares “**hispanic music**” with her, and she “**gets down**” to it, although she doesn’t speak Spanish.

### WE WONDER IF THIS MEANS...

she connects with her **husband’s culture** through his music.

### IT WOULD BE GAME CHANGING TO...

help Candice to gain a **deeper understanding** of her husband’s culture **despite the language barrier**.

How might we  
**bridge the language  
gap** for people  
listening to music  
outside their own  
**culture?**

*Solution #1*

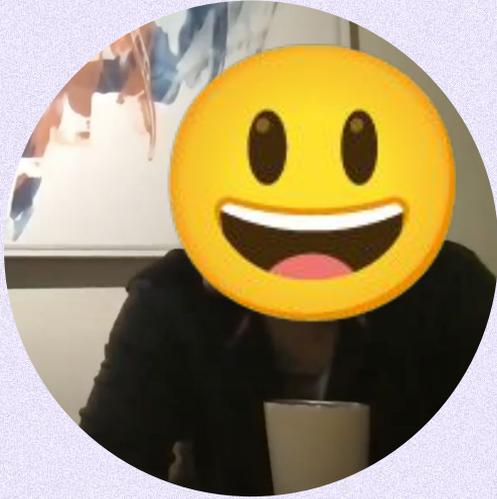
A product, given any song in a different language, provides **cultural context** in your **native language** while listening.

### *Solution #1*

A product, given any song in a different language, provides **cultural context** in your **native language** while listening.

### *Assumption*

People want to know the **history of a song** and **its meaning** while listening to music.



**Bryan**

*CTO at tech startup,  
Bachelors in Music, plays  
drums and trombone*

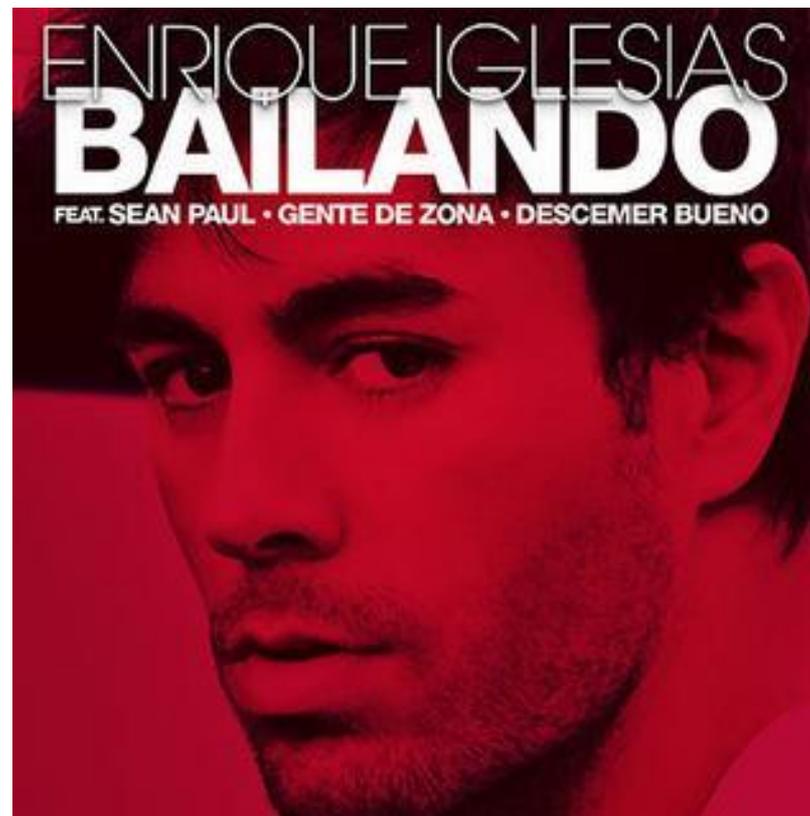
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***Listen & learn  
about culture***

**Prototype 1**

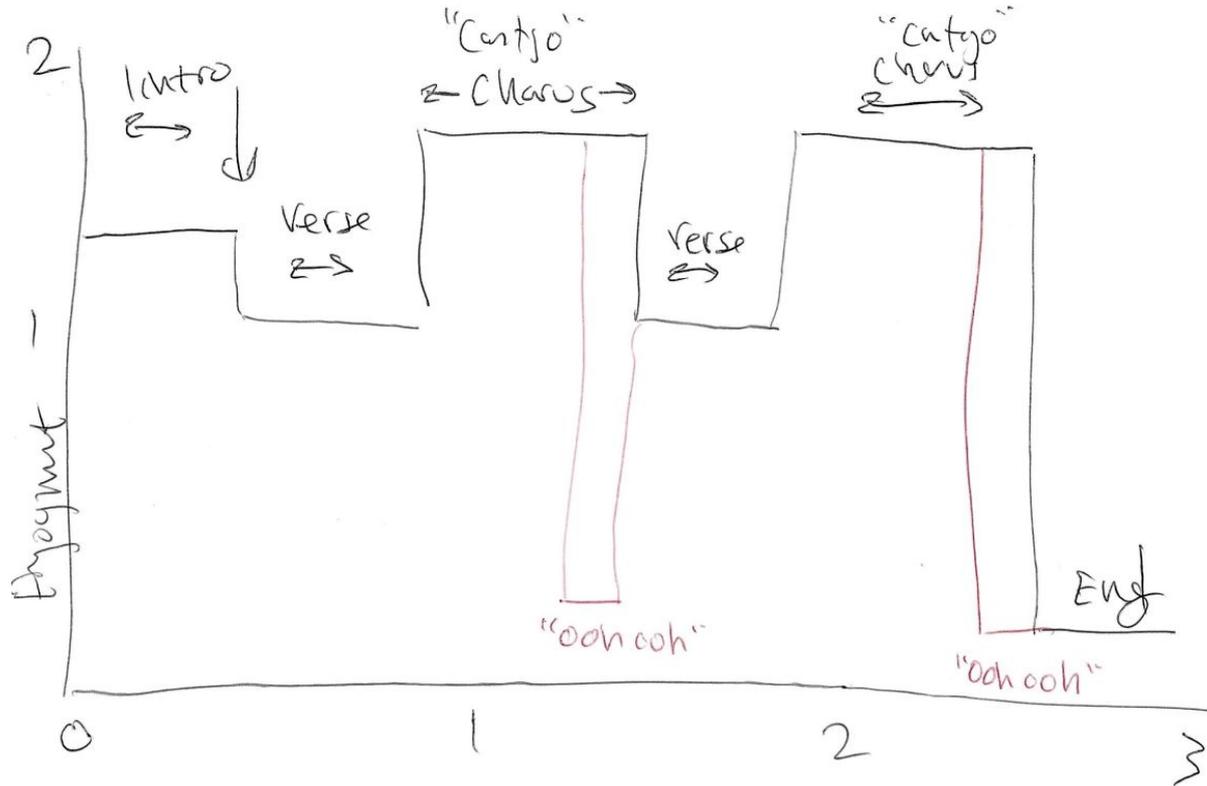
## PROTOTYPE 1

- Slowish 100bpm
  - He says his name
  - minor key
  - Reggae beat
  - Guitar + accordion
  - Common key prog
  - multiple singers/rappers
  - Ooh ooh sounds almost like sample - I don't like because it reminds me of a song I don't like
  - Somewhat uncommon structure
  - call/response
  - guy's voice deeper guy I like it
  - I like the cantijo part
  - The ending very abrupt, felt lazy
- Corazón
  - Sol
  - bailando
  - fuego
  - ¿quién?
  - ¡a no puedo más
  - cantijo la noche
  - amada
  - la permito
  - fantasía
  - bailar contigo
  - bailamos



Real-time annotation of song

# PROTOTYPE 1



Timeline

Graph of emotional timeline

## SPANISH

Yo te miro y se me corta la **respiración**  
Cuando tú me miras se me sube el **corazón**



## ENGLISH

I see you and this takes my **breath** away.  
When you look at me I feel my **heart**

“I could sense what the gist of the song was **just by listening to it.**”

#### Cultural and Historical Context:

"Bailando" is a 2014 single by Enrique Iglesias originally written by Cuban musicians Descemer Bueno and the popular reggaeton act Gente De Zona in 2013. It is considered a prominent example of Latin pop music and represents the broader Latin music movement, particularly in the reggaeton and Latin pop genres.

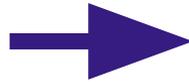
The music of Cuba, including its instruments, performance, and dance, comprises a large set of unique traditions influenced mostly by west African and European (especially Spanish) music [1]. Due to the syncretic nature of most of its genres, Cuban music is often considered one of the richest and most influential regional music in the world.

#### Impact on Latin Music:

1. **International Success:** "Bailando" gained immense international popularity and topped the charts in multiple countries. It played a significant role in introducing Latin music to global audiences and contributed to the growing popularity of Latin music worldwide.
2. **Crossover Appeal:** The song's catchy melody, danceable rhythm, and blend of Spanish and English lyrics made it accessible to a wide range of listeners, further promoting cross-cultural appreciation of Latin music.
3. **Latin Grammy Awards:** "Bailando" received several nominations and awards at the Latin Grammy Awards, underscoring its significance in the Latin music industry.

#### Fun facts:

- The song is a collaboration between Spanish singer Enrique Iglesias, Cuban group Gente de Zona, and Cuban singer-songwriter Descemer Bueno. This collaboration represented the fusion of different Latin music styles, contributing to the song's unique sound.
- "Bailando" was not only a commercial success but also a critical one. It received praise for its infectious melody, engaging rhythm, and the blend of traditional Cuban music elements with modern Latin pop.
- The music video for "Bailando" was shot in various locations, including the Dominican Republic and Cuba, showcasing the vibrant cultures and landscapes of these regions. It contributed to the song's visual appeal and cultural representation.
- The song's lyrics are about the joy and celebration of dance, which is a common theme in Latin music, and it encourages people to let go and enjoy the moment.



# Cultural context

# Latin impact

# Fun facts

*... opted in to learn about all*

# Findings (Prototype 1)



**Bryan**

CTO at tech startup,  
Bachelors in Music, plays  
drums and trombone

## *What worked*

Opted in to learn about cultural context and **impact on latin music**

## *New learnings*

Listeners “happy” to learn about the culture **without being a fan of the music**

## *What didn't work?*

**Too much information all at once** (lyrics, translation, song itself)

## *Going forward*

**Focus on the listening experience**



**Connor**  
Stanford alum,  
former band  
member

---

*“Some of my  
music choices are  
driven by **mood**,  
and some are  
driven by  
**purpose.**”*

# POV #2

## WE MET...

Connor, a **23-year-old recent Stanford graduate** who plays the trombone and was formerly in marching band.

## POV #2

### WE MET...

Connor, a **23-year-old recent Stanford graduate** who plays the trombone and was formerly in marching band.

### WE WERE SURPRISED TO REALIZE...

they use music to help **quell feelings of anger**, but are **unable to use music** to help quell other types of negative emotions like **sadness**.

## POV #2

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Connor, a **23-year-old recent Stanford graduate** who plays the trombone and was formerly in marching band.

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they use music to help **quell feelings of anger**, but are **unable to use music** to help quell other types of negative emotions like **sadness**.

### WE WONDER IF THIS MEANS...

there is something specific about the emotion of sadness that **makes it difficult to alleviate via music**.

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### WE WONDER IF THIS MEANS...

there is something specific about the emotion of sadness that **makes it difficult to alleviate via music**.

### IT WOULD BE GAME CHANGING TO...

enable Connor to **resolve emotions through music**, furthering their self-discovery.

### WE MET...

Connor, a **23-year-old recent Stanford graduate** who plays the trombone and was formerly in marching band.

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### WE WONDER IF THIS MEANS...

there is something specific about the emotion of sadness that **makes it difficult to alleviate via music**.

### IT WOULD BE GAME CHANGING TO...

enable Connor to **resolve emotions through music**, furthering their self-discovery.

*How might we let  
music be the map  
for emotional  
exploration?*

*Solution #2*

A digital diary that uses **natural language processing** to **curate music** that goes along with the user's diary entries

## *Solution #2*

A digital diary that uses **natural language processing** to **curate music** that goes along with the user's diary entries

## *Assumption*

Music consumers enjoy using **personalized music** to explore or alter their emotions.



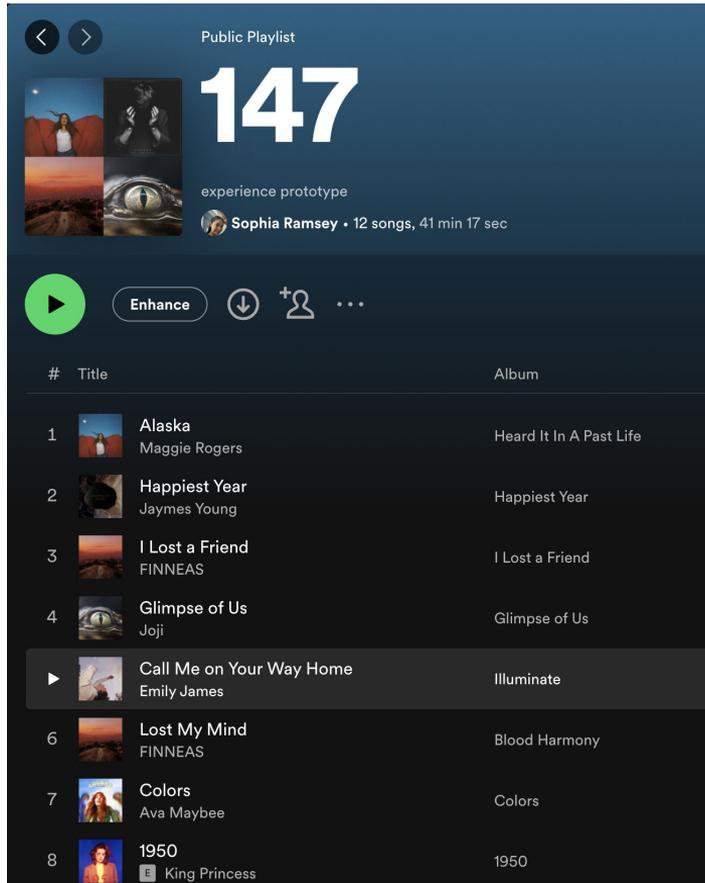
**NICOLE**

*22 year old teacher  
going through a breakup*

---

## *Mood journaling with music*

**Prototype 2**



**Mood journal**



**Music selection**

- Current mood
- Ideal mood

# Our findings



**NICOLE**

22 year old teacher  
going through a breakup

## What worked

Personalized experience  
for music exploration

## New learnings

Songs that are too  
personalized **might be  
harmful**

## What didn't work?

Only journaled about  
emotions **she didn't want  
to experience**

## Going forward

**Filter or prioritize** on  
matching general  
sentiment, vibes, or lyrics



**Elliott**

Professional  
Guitarist, Music  
YouTuber & Teacher

*“[After COVID took away live gigs,] I guess I should start Youtube. **Which is an idea I should have had four years prior.**”*

# POV #3

## WE MET...

Elliott, a **professional guitarist, music Youtuber, and new dad** in his mid-30's, currently living with his wife in Amsterdam.

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## WE MET...

Elliott, a **professional guitarist, music Youtuber, and new dad** in his mid-30's, currently living with his wife in Amsterdam.

## WE WERE SURPRISED TO REALIZE...

Elliott believes aesthetically pleasing YouTube videos helps with video performance; but he refuses to **spend more than 6 hours editing a video.**

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## WE WERE SURPRISED TO REALIZE...

Elliott believes aesthetically pleasing YouTube videos helps with video performance; but he refuses to **spend more than 6 hours editing a video.**

## WE WONDER IF THIS MEANS...

musicians want to **spend their time on craft**, and not on other tedious tasks (even if those tasks could increase their popularity).

# POV #3

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## WE WONDER IF THIS MEANS...

musicians want to **spend their time on craft**, and not on other tedious tasks (even if those tasks could increase their popularity).

## IT WOULD BE GAME CHANGING TO...

enable Elliott to **perform tedious tasks** in ways that are **artistically gratifying.**

### WE MET...

Elliott, a **professional guitarist, music Youtuber, and new dad** in his mid-30's, currently living with his wife in Amsterdam.

### WE WERE SURPRISED TO REALIZE...

Elliott believes aesthetically pleasing YouTube videos helps with video performance; but he refuses to **spend more than 6 hours editing a video**.

### WE WONDER IF THIS MEANS...

musicians want to **spend their time on craft**, and not on other tedious tasks (even if those tasks could increase their popularity).

### IT WOULD BE GAME CHANGING TO...

enable Elliott to **perform tedious tasks** in ways that are **artistically gratifying**.

*How might we make  
doing tedious tasks  
feel like making  
music?*

*Solution #3*

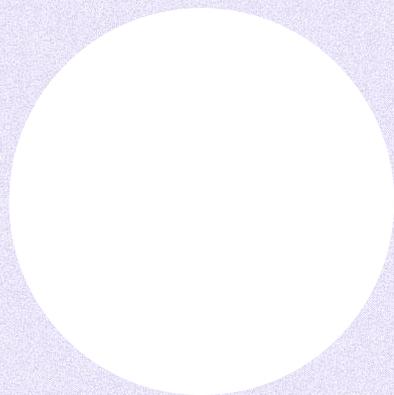
A task manager that intersperses tedious tasks with **breaks** of creative tasks that **encourage you to make music.**

### *Solution #3*

A task manager that intersperses tedious tasks with **breaks** of creative tasks that **encourage you to make music.**

### *Assumption*

People are **more likely to perform tedious tasks** if they can continue working on what they enjoy.



**JAMES**

*Tech worker*

*Hobbyist drummer*

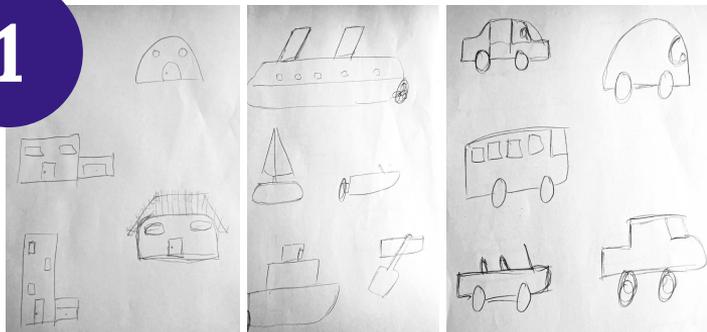
***Tedious tasks +  
music making***

**Prototype 3**

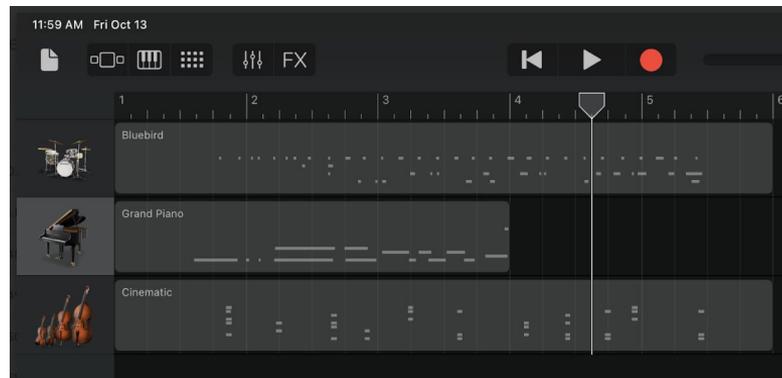
## PROTOTYPE 3

### Creative tasks

1

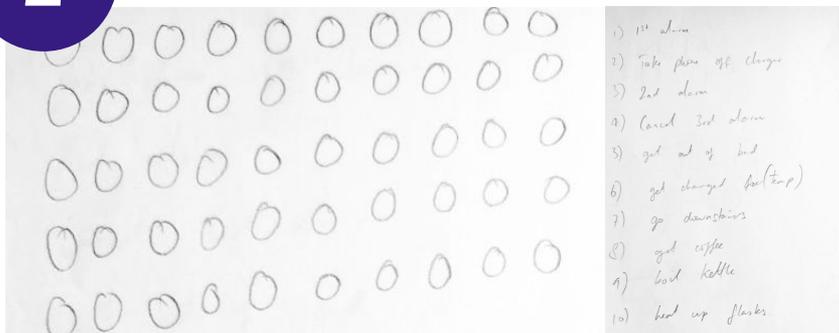


### Music making

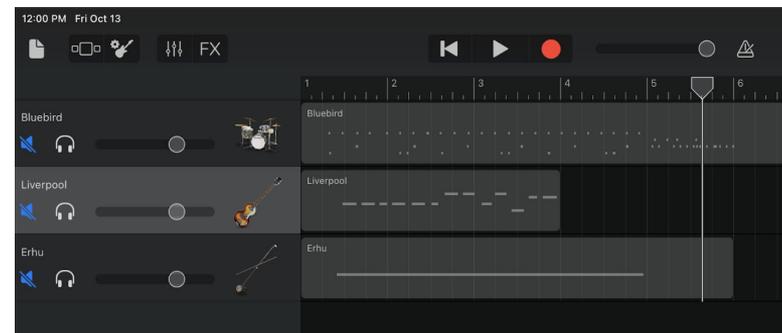


2

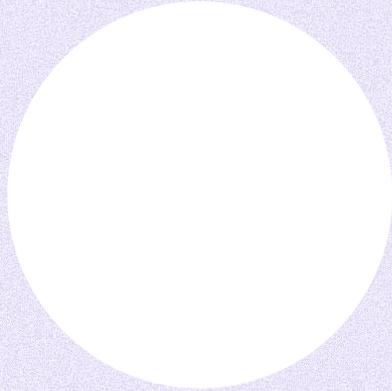
### Tedious tasks



### Music making



# Our findings



**JAMES**

*Tech worker  
Hobbyist drummer*

## *What worked*

making music **felt easier**  
when combined with the  
tedious tasks

## *New learnings*

the “breaks” to do tedious  
tasks **took pressure off** of  
music making

## *What didn't work?*

the music making sessions  
**felt too short**, like they  
were getting **cut off**

## *Going forward*

balance the tasks and  
music making **without**  
**cutting off the creative**  
**flow**

## FINAL PROTOTYPE

Listen to  
**personalized**  
music and make  
music while you  
journal your  
**emotions**

### *Ethical implications*

Privacy, data security,  
wellness

### *Who does it serve?*

Novice musicians, artists,  
musical hobbyists

### *Who might it leave out?*

Experienced musicians,  
people with severe mental  
health issues

# *Appendix*

# *Needfinding*

# Interview Details

## Connor

**Interviewer:** Sophia

**Notetaker:** Leilenah

**Location:** In-Person on Campus

**Apparatus:** Google Docs [transcription]

### Discussion Topics:

- Engagement with Music:
- Motivation in group settings.
- Spontaneity vs. Schedule in Music:
- Exploration of Music Genres:
- Origins of Love for Music:
- Using Music to Tell a Story
- Creating Playlists for Others
- Impact of Songs on Playlists on Memory
- Mood and Music Choices:
- Managing Emotions with Music

## Candice

**Interviewer:** Ellie

**Notetaker:** Amy

**Location:** In-Person on Campus

**Apparatus:** Google Docs [transcription]

### Discussion Topics:

- Music as Stress Relief and Emotional Connection
- Music Preferences and Genres
- Hispanic Music and Its Appeal:
- Listening Habits:
- Attending Live Music Events:
- Experience with Musical Instruments:
- Singing as a Form of Self-Expression:
- Interest in Pursuing Music Further:
- Personal Passion and Career Choice:

# *POV Ideation*

We created 15 different POVs,  
analyzing them and voting in  
order to select our final 3.

Interviewee	We met...	We were surprised to notice...	We wonder if this means...	It would be game-changing to...	Does your frame start by focusing on one specific person and sharing relevant context?	Does your frame present a truly surprising observation or quote related to a pain point?	Does your frame offer an insight about the person and is emotional and flows logically from your surprise?
Candice -	Candice, a casual consumer of music and young mother	She quit music performance (playing flute) because she was bored, but she also loves singing because she feels she can express herself freely	she was frustrated by having a limited vocabulary on flute	help her create something she can be proud of while still learning to perform music	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>
Candice -	Candice, a casual consumer of music and young mother	She quit music performance (playing flute) because she was bored, but she also loves singing because she feels she can express herself freely	she held her musical ability to too high a standard	help her set realistic goals for musical learning	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>
Candice -	Candice, a casual consumer of music and young mother	She said music "calms her down", but she also "gets down" to spanish music and frequents raves	dance music occupies a significantly different role in her life than other types of music	help her bring dance-music energy into other genres of music	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>
Candice -	Candice, a casual consumer of music and young mother	She said music "calms her down", but she also "gets down" to spanish music and frequents raves	dance music occupies a significantly different role in her life than other types of music	help her look for new music based on activity i.e. dancing, singing, doing chores, etc.	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>
Candice -	Candice, a casual consumer of music and young mother	She said music "calms her down", but she also "gets down" to spanish music and frequents raves	she finds high energy music soothing	make casual music listening feel like going to a rave	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>

Interviewee	We met...	We were surprised to notice...	We wonder if this means...	It would be game-changing to...	Does your frame start by focusing on one specific person and sharing relevant context?	Does your frame present a truly surprising observation or quote related to a pain point?	Does your frame offer an insight about the person and is emotional and flows logically from your surprise?
Candice	Candice, a casual consumer of music and young mother	her husband shares "hispanic music" with her, and she "gets down" to it despite not understanding the language	she connects with her husband's culture through his music	allow her to share her culture with her husband through her music	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>
Candice	Candice, a casual consumer of music and young mother	her husband shares "hispanic music" with her, and she "gets down" to it despite not understanding the language	she connects with her husband's culture through his music	allow her and her husband to share music with their child as he grows up	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>
Connor	Connor (they/them) – a young recent Stanford graduate who plays the trombone, and was formerly in marching band.	<p>When we asked how their mood shapes their music choices, they expressed that their music choice at a given moment is often driven less by mood and more by purpose.</p> <p>For example, if they're doing math homework, they might choose a specific playlist that is suitable for that activity.</p>	Certain types of music inherently enhance the experience of performing certain tasks.	Create expertly-curated playlists for people based on exactly what they are doing at any given moment in time.	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>
Connor	Connor (they/them) – a young recent Stanford graduate who plays the trombone, and was formerly in marching band.	<b>They use music to help quell feelings of anger, but are unable to use music to help quell other types of negative emotions like sadness.</b>	Thought 1: There is something specific about the emotion of sadness that makes it difficult to alleviate via music.	Enable Connor to alleviate their sadness using music.	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>

Interviewee	We met...	We were surprised to notice...	We wonder if this means...	It would be game-changing to...	Does your frame start by focusing on one specific person and sharing relevant context?	Does your frame present a truly surprising observation or quote related to a pain point?	Does your frame offer an insight about the person and is emotional and flows logically from your surprise?
			Thought 2: The vast amount of sad music in existence makes music apps an unsuitable resource to turn to when feeling sad.				
Elliott -	Elliott (he/him) – a professional guitarist and new dad in his mid-30's, currently living with his wife in Amsterdam.	<p>Observation 1: He believes that having beautifully shot, aesthetically pleasing YouTube videos helps drastically with channel viewership / growth, but he refuses to spend the time required to produce such videos.</p> <p>Observation 2: He believes that you have to be "rich" in order to hire someone to edit your YouTube videos for you, but he has never actually looked into how much it would cost to hire a video editor.</p>	<p>Thought 1: He's not actually that interested in being a YouTube content creator, but is just pursuing that as a potential source of income to support himself and his family.</p> <p>Thought 2: He is interested in publishing music-related YouTube content, but not interested in the tedium involved with editing videos.</p>	<p>Thought 1: Enable musicians to earn income in a way that is artistically gratifying and fulfilling to them.</p> <p>Thought 2: Enable musicians to publish beautiful / aesthetically pleasing video content in an affordable way that does not require them to spend exorbitant amounts of time editing their videos.</p>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>
Elliott -	Elliott (he/him) – a professional guitarist and new dad in his mid-30's, currently living with his wife in Amsterdam.	He describes his own YouTube content as "too esoteric," and believes that his occasional "basic" videos tend to perform much better than his other "esoteric" content.	Elliott does not have a good understanding of who his target audience is and / or how to get his content in front of them.	Make it easy for Elliott to identify & reach his target audience.	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>

Interviewee	We met...	We were surprised to notice...	We wonder if this means...	It would be game-changing to...	Does your frame start by focusing on one specific person and sharing relevant context?	Does your frame present a truly surprising observation or quote related to a pain point?	Does your frame offer an insight about the person and is emotional and flows logically from your surprise?
Ethan -	We met Ethan P, a DJ at Stanford's KZSU radio station.	We were surprised to notice that Ethan feels like he's run out of music, even though he has a long queue of things to listen to.	We wonder if this means his mood affects what he wants to listen to.	It would be game changing if we could give Ethan a way to stay excited about listening to new music.	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>
Ethan -	We met Ethan P, a DJ at Stanford's KZSU radio station.	We were surprised to notice he puts an emphasis on indie music and believes indie artists deserve the spots on his show.	We wonder if this means smaller music creators feel a sense of responsibility to support each other.	It would be game changing if there were a way for small artists to easily share their work for feedback and distribution.	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>
Rachael -	Rachael, a professional music educator and part-time gigging musician	When Daisie pivoted from being a collaboration-focused site to being a learning-focused site, Rachael lost interest in the product	She prefers to learn via collaboration as opposed to learning via formalized music lessons	connect her to skilled collaborators she can learn from	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>
Rachael -	Rachael, a professional music educator and part-time gigging musician	Rachael was frequently surprised by collaborators on Daisie being of a lower skill-level than she expected	Highly skilled musicians want to find other highly skilled musicians to collaborate with.	empower amateur creatives to collab equally with highly-skilled creatives	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>	<ul style="list-style-type: none"> <li>• Yes: 😊 0</li> <li>• Somewhat: 😐 0</li> <li>• Not really: 😞 0</li> </ul>

# *POV #1: Candice*

# How might we...

## 25 HMW Questions

HMW encourage cultural understanding through music?

HMW remove the language barrier for people enjoying new music?

HMW celebrate the different music of different cultures?

HMW help her connect with her husband through other types of music?

HMW connect strangers of the same culture to each other through music?

HMW help people connect with their own culture through music?

HMW make it easy for someone to share music with their partner?

HMW make connecting over cultural music like a buffet?

HMW help her find culturally-significant music on her own?

HMW facilitate cultural exchange through music?

HMW share music between people automatically?

HMW find similarities between different cultures' music?

HMW facilitate a space for Candice to curate playlists or share songs with her husband?

HMW design a musical experience that fosters a stronger connection?

HMW enable Candice to understand the Hispanic music she enjoys?

HMW make music transport you to another place?

HMW introduce her to new elements of Hispanic culture and language?

HMW connect people of different cultures who want to share their music?

HMW create a platform for Candice to share her cultural music with her husband?

HMW tie musical moments into other aspects of life?

HMW make music discovery outside one's culture more accessible?

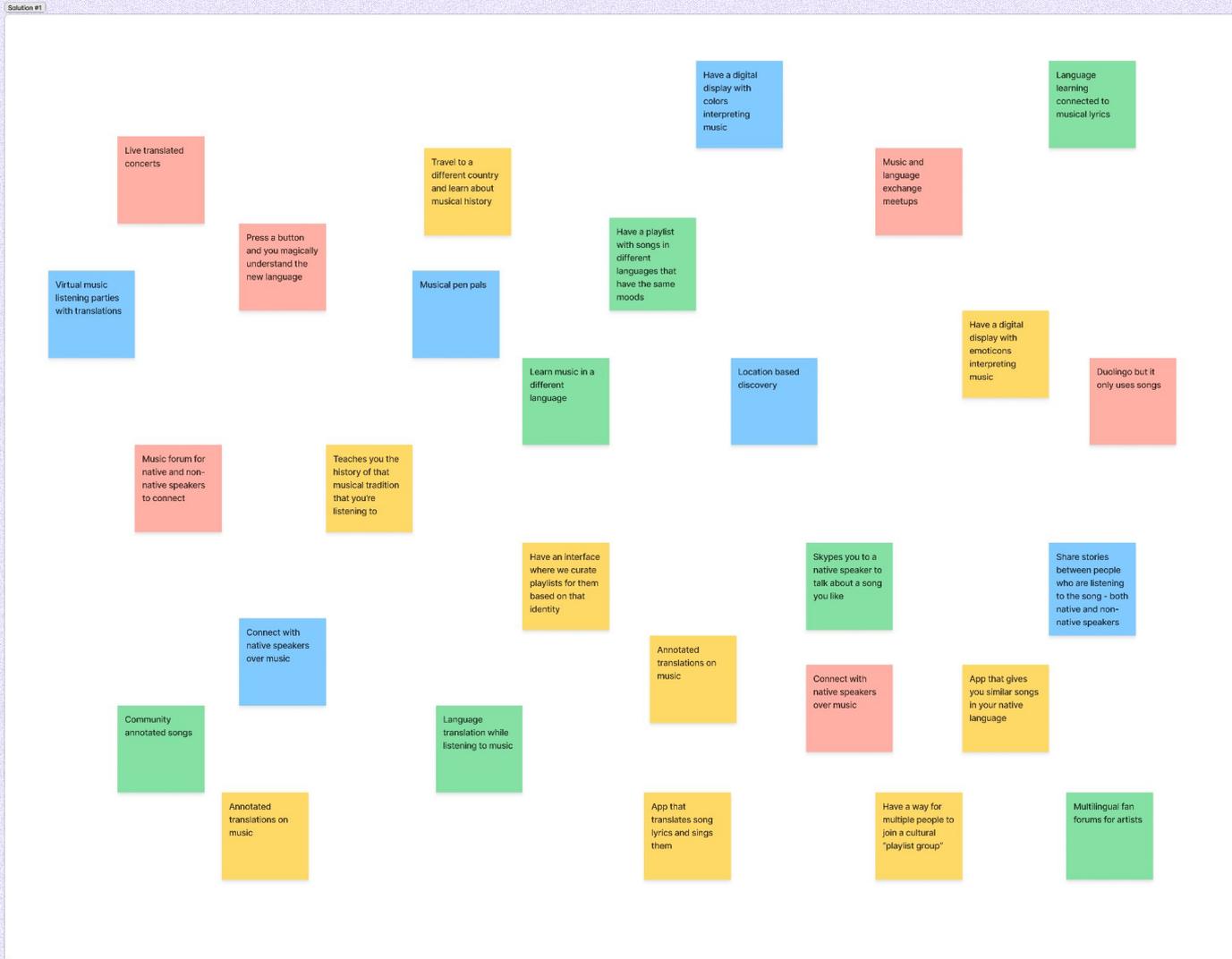
HMW create a supportive community for Candice?

HMW create a supportive community for Candice?

HMW make all forms of cultural music more relatable?

# Solution Ideas

28 Ideas



*Experience*  
*Prototype #1*

## Experience Prototype

### Materials:

- A device for playing the song "Bailando."
- Lyrics of "Bailando" in Spanish and English.
- Pieces of paper to draw on and a writing utensil
- Information on the cultural and historical context of "Bailando."

### Procedure:

1. **Introduction:** Briefly introduce the purpose of the experiment, ensuring participants understand that they will be listening to and analyzing the Spanish-language song "Bailando" by Enrique Iglesias.
2. **Participant information:** Gather information about the participants' cultural backgrounds, previous exposure to Spanish-language music, and musical preferences.
3. **Initial Impressions:** Ask participants about their expectations or initial thoughts regarding the song "Bailando" after playing 30 seconds of the song.
4. **Real-time Annotation:** Instruct participants to listen to "Bailando" while annotating their thoughts and emotions in real-time. Encourage them to be specific about the parts of the song that trigger their reactions.
5. **Emotional Timeline:** After the song ends, ask participants to create a timeline or graph that represents the evolution of their emotions during their listening experience to "Bailando." Then, ask them to explain.
  - a. As you listened to "Bailando," can you describe your thoughts, emotions, and any specific moments in the song that evoke a strong reaction?
6. **Lyrics Comparison:** Play the song again, but present the lyrics of "Bailando" in Spanish alongside the lyrics translated in the participant's native language. Encourage them to analyze any differences in meaning and emotional impact. (When you look up the song on google, you can translate it from Spanish to English).
7. **Cultural and Historical Context:** Share information about the song "Bailando," including its cultural and historical context, its impact on Latin music, and any interesting facts about its creation.
  - a. After learning about the cultural and historical context of "Bailando," did this new information alter your perspective or understanding of the song in any way?
8. **Perspective Change:** Conclude the study by asking participants to reflect on their overall experience with "Bailando" and its potential impact on their perception of Spanish-language music and culture.
  - a. How has this experience with "Bailando" influenced your perspective on Spanish-language music and culture, if at all?

### Cultural and Historical Context:

"Bailando" is a 2014 single by Enrique Iglesias originally written by Cuban musicians Descemer Bueno and the popular reggaeton act Gente De Zona in 2013. It is considered a prominent example of Latin pop music and represents the broader Latin music movement, particularly in the reggaeton and Latin pop genres.

The music of Cuba, including its instruments, performance, and dance, comprises a large set of unique traditions influenced mostly by west African and European (especially Spanish) music.[1] Due to the syncretic nature of most of its genres, Cuban music is often considered one of the richest and most influential regional music in the world.

### Impact on Latin Music:

1. **International Success:** "Bailando" gained immense international popularity and topped the charts in multiple countries. It played a significant role in introducing Latin music to global audiences and contributed to the growing popularity of Latin music worldwide.
2. **Crossover Appeal:** The song's catchy melody, danceable rhythm, and blend of Spanish and English lyrics made it accessible to a wide range of listeners, further promoting cross-cultural appreciation of Latin music.
3. **Latin Grammy Awards:** "Bailando" received several nominations and awards at the Latin Grammy Awards, underscoring its significance in the Latin music industry.

### Fun facts:

- The song is a collaboration between Spanish singer Enrique Iglesias, Cuban group Gente de Zona, and Cuban singer-songwriter Descemer Bueno. This collaboration represented the fusion of different Latin music styles, contributing to the song's unique sound.
- "Bailando" was not only a commercial success but also a critical one. It received praise for its infectious melody, engaging rhythm, and the blend of traditional Cuban music elements with modern Latin pop.
- The music video for "Bailando" was shot in various locations, including the Dominican Republic and Cuba, showcasing the vibrant cultures and landscapes of these regions. It contributed to the song's visual appeal and cultural representation.
- The song's lyrics are about the joy and celebration of dance, which is a common theme in Latin music, and it encourages people to let go and enjoy the moment.

## SPANISH LYRICS

[Intro: Alexander Delgado & Randy Malcom]  
Jejeje  
Enrique Iglesias (¡One love, One love!)  
¡Gente De Zonal!  
Descemer

[Verso 1: Enrique Iglesias & Randy Malcom]  
Yo te miro y se me corta la respiración  
Cuando tú me miras se me sube el corazón  
Me palpita lento el corazón  
Y en un silencio tu mirada dice mil palabras (Uh)  
La noche en la que te suplico que no salga el sol

[Coro: Alexander Delgado & Randy Malcom]  
Bailando (Bailando)  
Bailando (Bailando)  
Tú cuerpo y el mío  
Llenando el vacío  
Subiendo y bajando (Subiendo y bajando)  
Bailando (Bailando)  
Bailando (Bailando)  
Ese fuego por dentro  
Me va enloqueciendo  
Me va saturando

[Post-Coro: Enrique Iglesias & Alexander Delgado]  
Con tu física y tu química  
También tu anatomía  
La cerveza y el tequila  
Y tu boca con la mía  
Ya no puedo más (Ya no puedo más)  
Ya no puedo más (Ya no puedo más)  
Con esta melodía  
Tu color, tu fantasía  
Con tu filosofía  
Mi cabeza está vacía  
Y ya no puedo más (Ya no puedo más)  
Ya no puedo más (Ya no puedo más)

[Refrán: Enrique Iglesias & Descemer Bueno]  
Yo quiero estar contigo  
Vivir contigo, bailar contigo  
Tener contigo una noche loca (Una noche loca)  
Ay, besar tu boca (Y besar tu boca)  
Yo quiero estar contigo  
Vivir contigo, bailar contigo  
Tener contigo una noche loca  
Con tremenda nota

[Armonización: Randy Malcom]  
Oh-oh-oh-oh  
Oh-oh-oh-oh  
Oh-oh-oh, oh  
Oh-oh-oh-oh

[Verso 2: Enrique Iglesias & Randy Malcom]  
Tú me miras y me llevas a otra dimensión

(Estoy en otra dimensión)  
Tus latidos aceleran a mi corazón  
(Tus latidos aceleran a mi corazón)  
Qué ironía del destino no poder tocarte (¡Wuh!)  
Abrazarte, y sentir la magia de tu olor

[Coro: Alexander Delgado & Randy Malcom]  
Bailando (Bailando)  
Bailando (Bailando)  
Tú cuerpo y el mío  
Llenando el vacío  
Subiendo y bajando (Subiendo y bajando)  
Bailando (Bailando)  
Bailando (Bailando)  
Ese fuego por dentro  
Me va enloqueciendo  
Me va saturando

[Post-Coro: Enrique Iglesias & Alexander Delgado]  
Con tu física y tu química  
También tu anatomía  
La cerveza y el tequila  
Y tu boca con la mía  
Ya no puedo más (Ya no puedo más)  
Ya no puedo más (Ya no puedo más)  
Con esta melodía  
Tu color, tu fantasía  
Con tu filosofía  
Mi cabeza está vacía  
Y ya no puedo más (Ya no puedo más)  
Ya no puedo más (Ya no puedo más)  
[Refrán: Enrique Iglesias & Descemer Bueno]  
Yo quiero estar contigo  
Vivir contigo, bailar contigo  
Tener contigo una noche loca (Una noche loca)  
Ay, besar tu boca (Y besar tu boca)  
Yo quiero estar contigo  
Vivir contigo, bailar contigo  
Tener contigo una noche loca  
Con tremenda nota

[Armonización: Randy Malcom & Enrique Iglesias]  
Oh-oh-oh-oh  
Oh-oh-oh-oh  
Oh-oh-oh, oh  
Oh-oh-oh-oh  
Oh-oh-oh-oh  
Oh-oh-oh-oh  
Oh-oh-oh, oh  
Oh-oh-oh-oh  
Oh-oh-oh-oh  
Oh-oh-oh-oh (Bailando, amor)  
Oh-oh-oh-oh (Bailando, amor)  
Oh-oh-oh, oh (Es que se me va el dolor)  
Oh-oh-oh-oh

## ENGLISH LYRICS

I see you and this takes my breath away.  
When you look at me I feel my heart  
(My heart beats slowly)  
And in silence your look tells a thousand of words.  
The night when I'm begging of you not to let the sun rise.

(Dancing, dancing, dancing, dancing)  
Your body and mine filling the void  
Moving up and down (up and down)  
(Dancing, dancing, dancing, dancing)  
That fire inside me is driving me crazy  
It's filling me up

With your physics and your chemistry and your anatomy  
Beer and tequila and your mouth with mine  
And I can't take it any more (and I can't take it any more)  
With this tune, your colour, your fantasy  
With your philosophy my head is empty  
And I can't take it any more (and I can't take it any more)

I want to be with you, to live with you  
to dance with you, to have  
a crazy night with you (a crazy night)  
and kiss your mouth (kiss your mouth)  
I want to be with you, to live with you  
to dance with you, to have a crazy night with you,  
with a tremendously crazy one

You look at me and take me to another dimension  
(I'm in another dimension)  
Your heartbeats accelerate my heart  
(Your heartbeats accelerate my heart)  
What irony of fate not being able to touch you  
embrace you and feel the magic of your smell

(Dancing, dancing, dancing, dancing)  
Your body and mine filling the void  
Moving up and down (up and down)  
(Dancing, dancing, dancing, dancing)  
That fire inside me is driving me crazy  
It's filling me up

With your physics and your chemistry and your anatomy  
Beer and tequila and your mouth with mine  
And I can't take it any more (and I can't take it any more)  
With this tune, your colour, your fantasy  
With your philosophy my head is empty  
And I can't take it any more (and I can't take it any more)

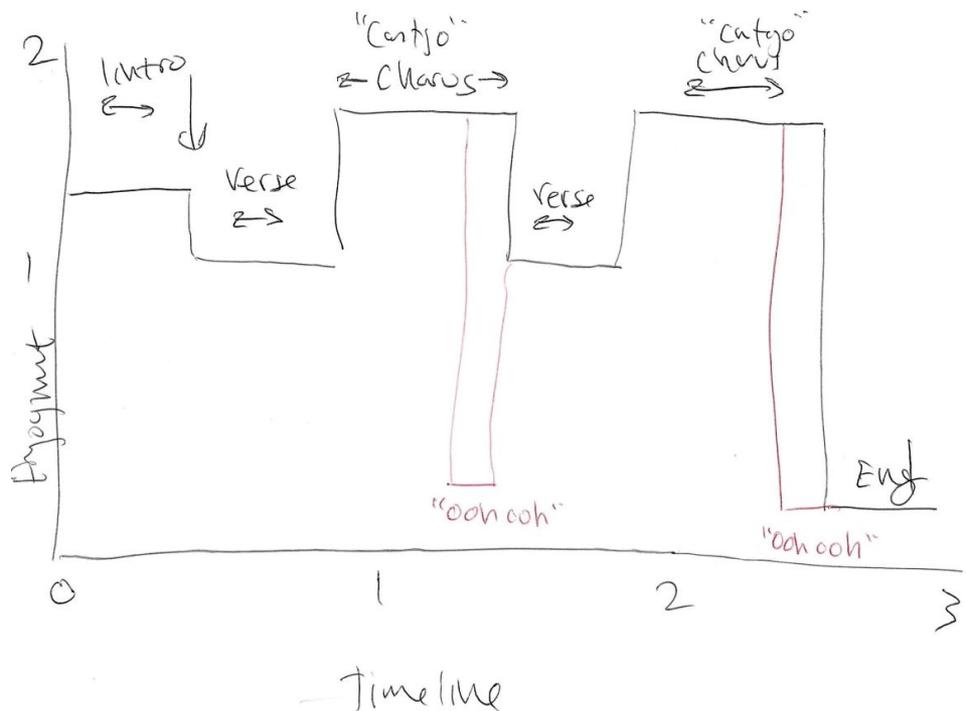
I want to be with you, to live with you  
to dance with you, to have

a crazy night with you (a crazy night)  
and kiss your mouth (kiss your mouth)  
I want to be with you, to live with you,  
to dance with you, to have a crazy night with you,  
with a tremendously crazy one

(Ooooh, ooooh, ooooh, ooooh)  
Ooooh, ooooh, ooooh, ooooh  
Ooooh dancing love ooooh  
Dancing love ooooh the pain is leaving me  
Ooooh).

- Slowish 100 bpm
  - He says his name
  - minor key
  - Reggae beat
  - Guitar + accordion
  - Common key prog
  - multiple singers/rappers
  - Ooh ooh sounds almost like sample. I don't like because it reminds me of a song I don't like
  - Somewhat common structure
  - call/response
  - guy's voice deeper guy I like it
  - I like the cantijo part
  - The ending very abrupt, felt lazy
- Carateu
  - Sol
  - bailando
  - frego
  - teyua?
  - ja no pundo mas
  - cantijo la roche
  - amade
  - la permitte
  - fupasion
  - bailar cantijo
  - bailar mas

Real-time annotation of song



Graph of emotional timeline

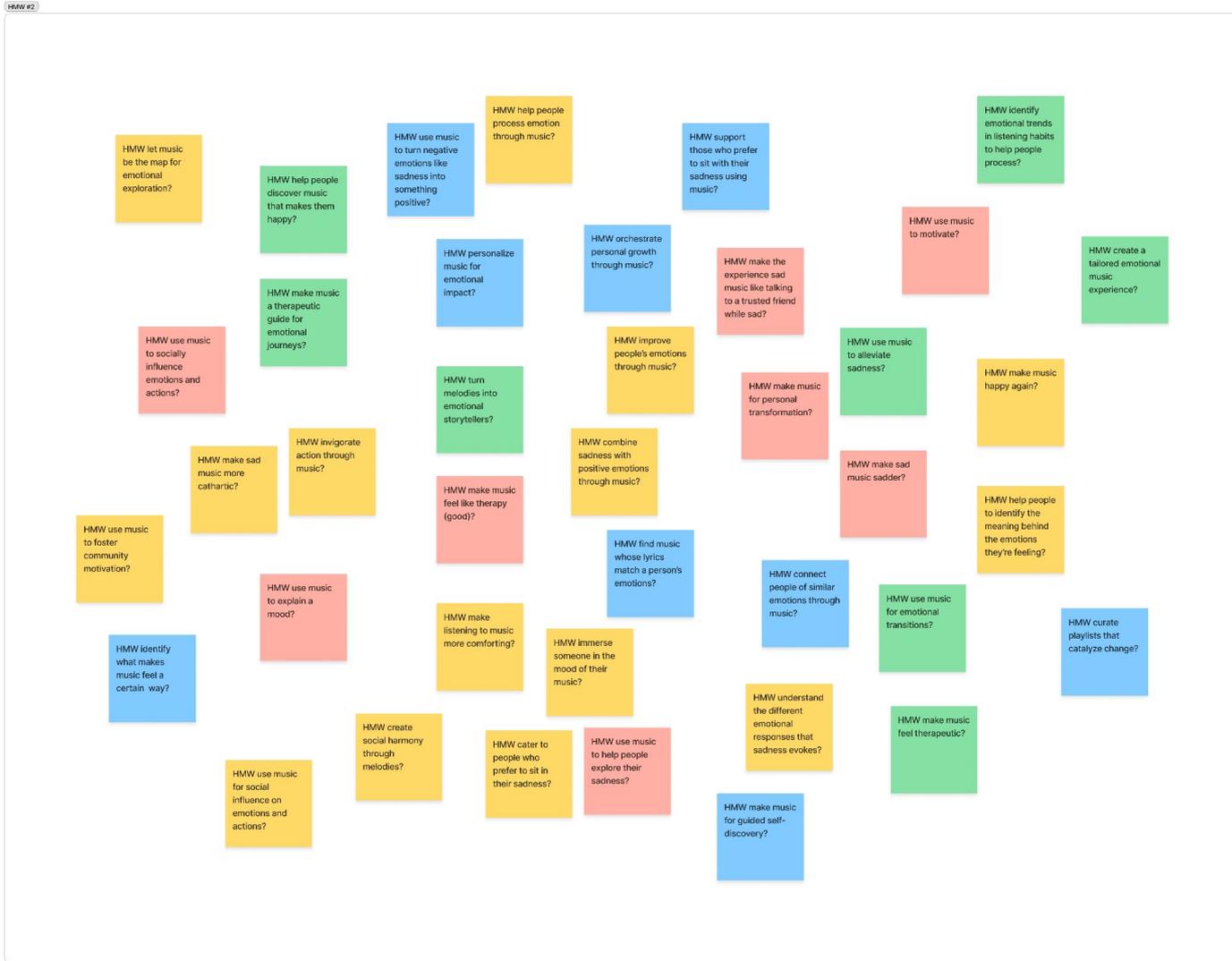
# EXPERIENCE PROTOTYPE RESULTS

- It would kind of have to be primarily a journal app
  - If she's feeling really emotional she might just put on a playlist and wallow
  - Not wanting to put that amount of effort just into picking a song unless she's in the mood to explore new music or emotions
- Maybe some sort of voice memo feature? Since talking about the problems might feel faster/more organic than journaling
- Journaling could lead to the NLP only suggesting songs that help with wallowing
- She would want a way to filter through genres and specific songs before starting
  - Ex. knows she's going to write about a breakup and being sad but not wanting to hear love songs that are too specific
  - Ex. wanting to exclude songs her ex-partner showed her

## *POV #2: Connor*

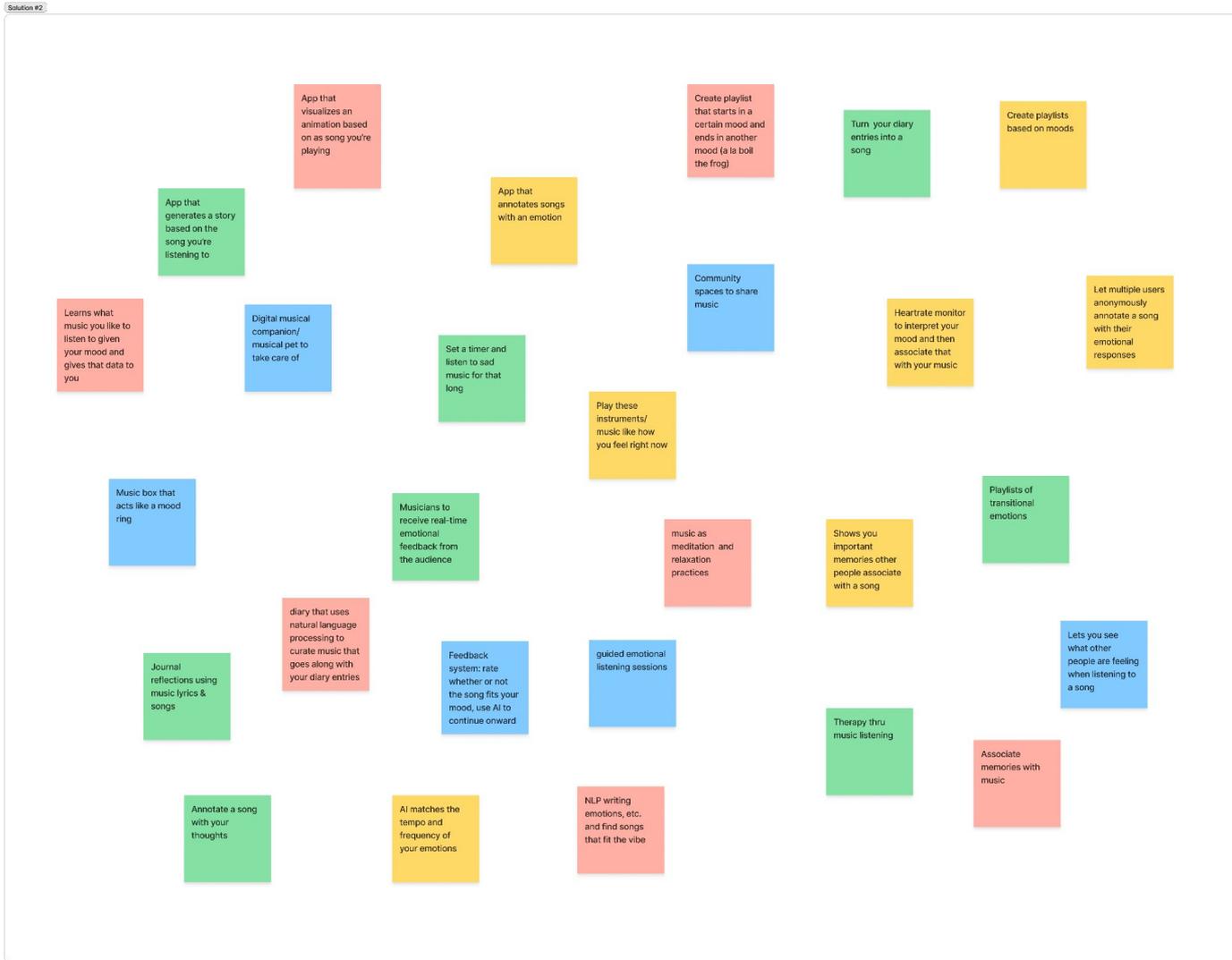
# How might we...

40 HMW



# Solution Ideas

28 Solutions



*Experience*  
*Prototype #2*

## Experience Prototype

### Materials:

- List of songs that are associated with certain moods (selected by the tester).
- Music player or streaming device.
- Journal or note-taking materials.
- Graph paper or timeline sheets.
- Comfortable seating or meditation area.

### Procedure:

#### 1. Pre-Experiment Assessment:

Participants are asked to provide their current mood and emotional state.

**Question 1:** What mood are you in, and how are you feeling today?

Participants are then asked to describe their ideal mood.

**Question 2:** What would your ideal mood be like?

#### 2. Task #1: Mood Journaling

Participants are instructed to spend 5-8 minutes journaling about their mood in silence.

#### 3. Task #2: Music Selection Reflecting Current Mood

The tester reviews the participants journal entry, and attempts to identify the current mood that they perceive the participant to be in. The tester then selects a song based on this mood, and plays it for the user.

**Question 3:** The participants are then asked to reflect on why they think the tester chose a particular song, and whether or not the mood of the song matches their current self-perceived mood.

#### 4. Task #3: Music Selection for Ideal Mood

Participants choose a song that they believe represents their ideal mood. They are asked to sit quietly and meditate while listening to this song. Afterward, they are prompted to describe how they felt during the song.

**Question 4:** Please select a song that represents your ideal mood. Listen to it while sitting quietly and meditating. Afterward, describe how you felt during the song.

Public Playlist

147

experience prototype

Sophia Ramsey • 12 songs, 41 min 17 sec

Enhance

#	Title	Album
1	Alaska Maggie Rogers	Heard It In A Past Life
2	Happiest Year Jaymes Young	Happiest Year
3	I Lost a Friend FINNEAS	I Lost a Friend
4	Glimpse of Us Joji	Glimpse of Us
5	Call Me on Your Way Home Emily James	Illuminate
6	Lost My Mind FINNEAS	Blood Harmony
7	Colors Ava Maybee	Colors
8	1950 King Princess	1950

## EXPERIMENT PROCEDURE

Pre-experiment assessment

Mood journaling

Music selection for current  
mood

Music selection for ideal  
mood

## USER BEHAVIOR

Currently: “fine” but recently broken up with  
Ideally: knowing she’ll be able to move on

Wrote a lot about the breakup, even though  
it wasn’t necessarily on her mind before

Lyrics fit too well, made her want to wallow  
in sadness and get sadder

Lyrics fit where she wanted to be and  
reminded her of previous experiences  
where she was okay

One song sounded like “something [her ex]  
would’ve liked”

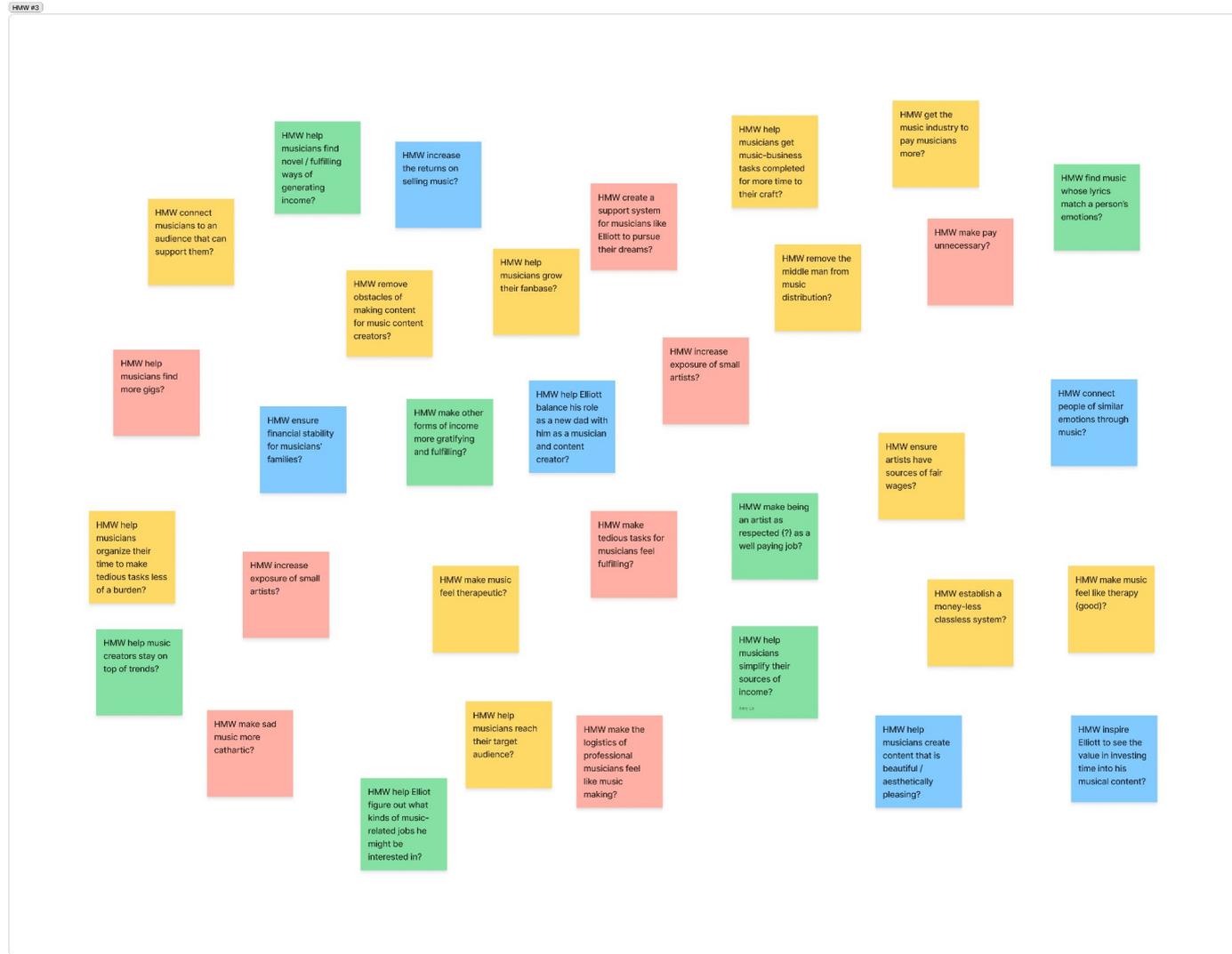
# EXPERIENCE PROTOTYPE RESULTS

- Enjoyed the experience
- Thought it would be best for the purpose of music exploration or emotional exploration
  - Would prefer something simple in times of “emotional crisis”
- Would enjoy a speech-to-text or voice memo feature
- Would want to filter genres and specific songs
  - Didn’t want any love songs
  - Certain songs reminded her of her ex
- Songs based on her current mood (which is all she journaled about) would have encouraged her to stay sad, but she wasn’t in the mood to write about her ideal feelings

## *POV #3: Elliott*

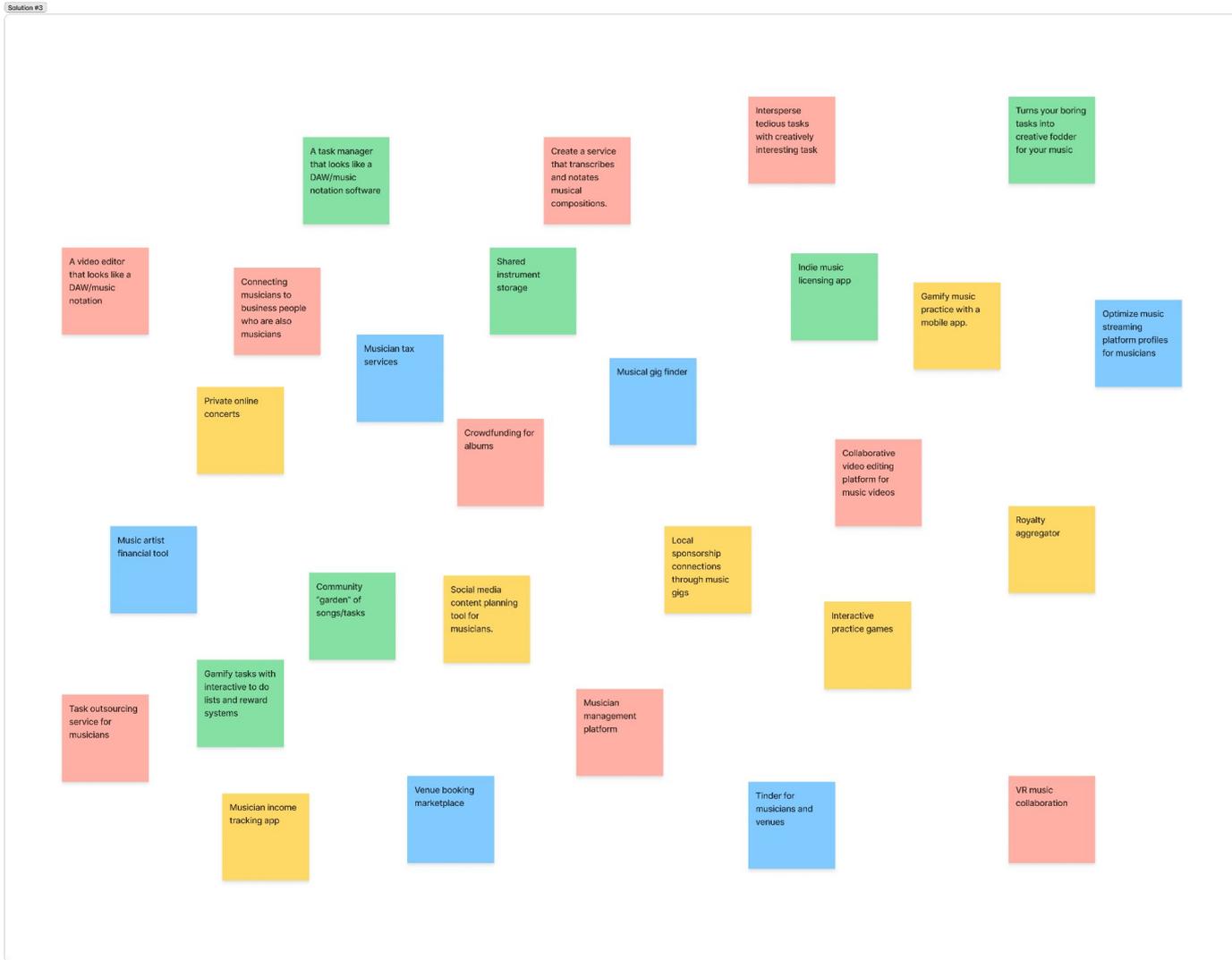
# How might we...

33 HMWs



# Solution Ideas

28 Ideas

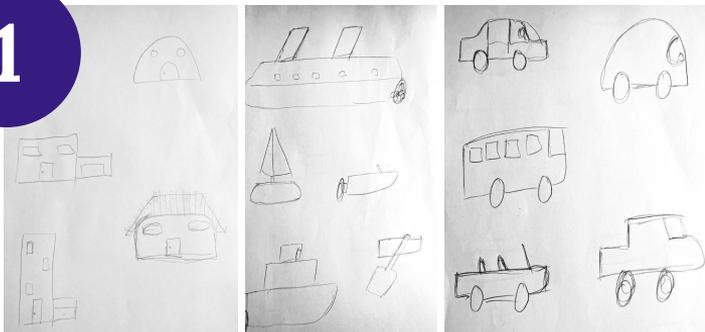


*Experience*  
*Prototype #3*

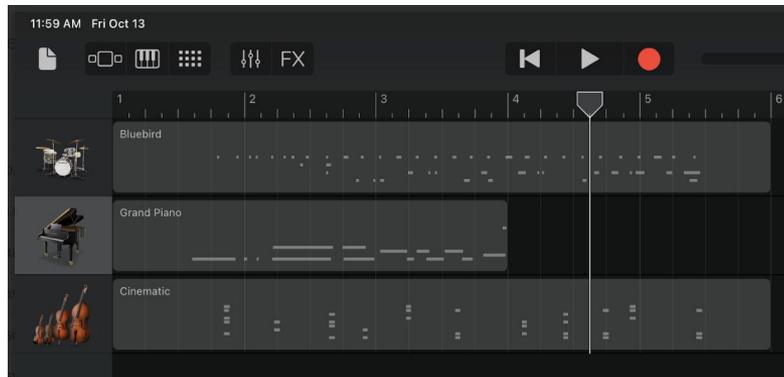
## PROTOTYPE 3

### Drawing

1

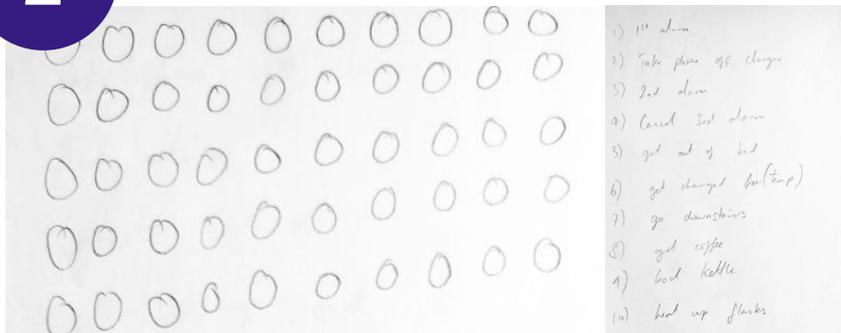


### Music making

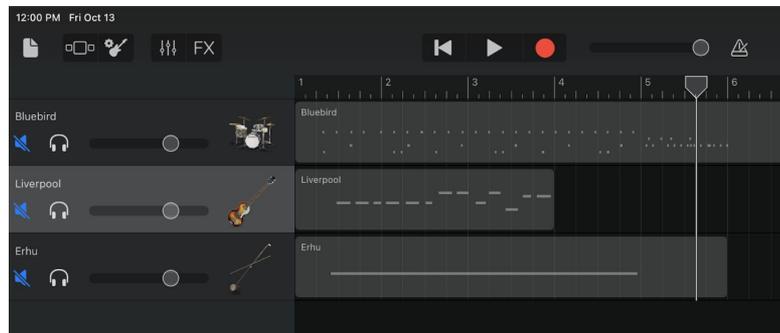


2

### Tedious tasks



### Music making



**Procedure:**

**1. Introduction:** Briefly introduce the purpose of the experiment, which involves alternating between tedious tasks and musical interludes.

**2. Task #1: Drawing and Musical Interludes:**

Ask participants to perform a boring, repetitive task, such as drawing circles on a blank sheet of paper. Instruct participants to draw 5 visually distinct houses and then pause.

During the pause, ask participants to make music, which can include singing, playing 'fake drums,' or creating any sound they choose. Record their input. Repeat, asking them to draw 5 visually distinct boats before the next pause for music. Repeat one more time, asking them to draw 5 visually distinct cars. When they finish, play all the sounds they made back to them.

\* note: for the music, I asked the participant to record a short snippet of music using garageband on my ipad

**Questions for task 1:**

- Initial Task Experience:
  - Can you describe your experience when you were asked to draw 50 circles on a blank sheet of paper?
- Musical Interludes:
  - How did you feel during the musical interludes when you were asked to make music in between drawing circles?
  - What types of sounds or music did you create during these interludes? Why?
  - Did you find the musical breaks engaging or distracting from the drawing task? Why?
- Overall Experience:
  - What was your overall impression of Task #1?
  - Did the experience of hearing all the sounds you made during the task change your perspective on the activity?

**3. Task #2: Variety of Repetitive Tasks and Musical Descriptions:**

Request participants to perform multiple boring, repetitive tasks. These tasks may include drawing 50 circles or writing the same sentence 20 times.

After completing each task, instruct participants to make music for 30 seconds, using the same methods as in Task #1. When they finish, play all the sounds they made back to them.

\* note: I asked the participant to complete these tasks:

- 1) Write your morning routine in at least 10 steps
- 2) Draw a grid of 50 circles
- 3) Pick a room in your house and draw a map of it

**Questions for task 2:**

- **Task Variety:**
  - How did it feel to perform multiple repetitive tasks, such as drawing circles or writing the same sentence multiple times?
  - Did you notice any differences in your engagement or focus when switching between tasks?
- **Musical Descriptions:**
  - During the 30-second musical descriptions after completing each task, how did you choose to express the feeling of the task?
  - Did they provide a different perspective or outlet for your experience of the task? Why or why not?
- **Overall Experiment:**
  - Reflecting on the entire experiment, how do you think the inclusion of musical breaks influenced your experience of the repetitive tasks?
  - Did you find the experiment engaging and did it impact your creativity or mood in any way? Why or why not?
- **Sound Playback:**
  - How did it feel to hear all the sounds you made during the experiment played back to you after Task #2?
  - Did listening to the sounds change your perception of the task and the music you created?

# EXPERIENCE PROTOTYPE RESULTS

- It would kind of have to be primarily a journal app
  - If she's feeling really emotional she might just put on a playlist and wallow
  - Not wanting to put that amount of effort just into picking a song unless she's in the mood to explore new music or emotions
- Maybe some sort of voice memo feature? Since talking about the problems might feel faster/more organic than journaling
- Journaling could lead to the NLP only suggesting songs that help with wallowing
- She would want a way to filter through genres and specific songs before starting
  - Ex. knows she's going to write about a breakup and being sad but not wanting to hear love songs that are too specific
  - Ex. wanting to exclude songs her ex-partner showed her