

- Model of flow experience by Mihalyi Csikszentmihalyi
- Enjoyment: enough challenge, but not too much, so as to avoid frustration
- Fully concentrated
- Enhanced learning

- John Dewey (1859-1952): Aesthetic experience
- Aesthetic experiences are enjoyable
- In an aesthetic experience the recipient has an active role
- Emotional information inherent

- Susanne Langer (1895-1985): Aesthetic experience
- All experiences that bring enjoyment and satisfaction are aesthetic
- Enjoyment: triumphant realization of having been able to learn something new
- The main purpose of art is to create and present information on emotion through direct experience

- Monroe Beardsley (1915-1985): Aesthetic experiences
- The essence of aesthetic experiences is emotional states
- Receiving emotional information

 Csikszentmihalyi and Robinson (1990) say that aesthetic experiences and flow experiences are basically the same thing. Only when one has this kind of experiences with art, they are called aesthetic experiences. In all other contexts the same experience is called a flow experience.

- Flow experiences do occur in information technology use
- The World Wide Web would be especially suited for flow experiences
- If flow experiences are aesthetic experiences by nature, then aesthetic experiences are an essential part of information technology use

 Study (Pilke 2004) asked 20 computer users whether they did experience flow: Flow experiences with information technology were almost as frequent as were flow experiences in general

- Study (Pilke 2004) asked 20 computer users about factors facilitating flow
- A lesser cognitive load
- A pleasurable interface

- Study (Pilke 2004) asked 20 computer users about factors hindering flow
- Slow feedback
- Excessive simplicity
- Too much cognitive load

- Designing for flow experience = designing for aesthetic experience = designing for good usability
- Gelernter (1998) says a combination of simplicity of structure with powerful functioning would amount in an aesthetic end result.

