Interviews

Unit 5

How to Interview

- Plan a set of central questions – what do you want to know?
  - a few good questions gets things started
    - avoid leading questions do not bias the interview
  - focuses the interview
  - could be based on results of user observations

- Let user responses lead follow-up questions
  - follow interesting leads
  - vary questions to suit the context
  - probe more deeply on interesting issues as they arise

Wording questions

- Start with an easy question then move into more sensitive ones
- Clearly phrased and easily understood
  - Start with what, how, why, when
  - Avoid questions which could be answered by yes or no or precise answers
- Use interview probes
  - Scenarios, pictures, contextual cues

Tricks

- Prompts
  - Remain silent
  - Repeat the last question
  - Repeat the last few words by the interviewee
- Probes
  - Verbal
    - ‘could you give me some examples of that’
    - ‘would an example of that be ……’
    - Could you give me a bit more details on ….
  - Design
    - Interfaces
    - Scenario, storyboard
- Checks
  - ‘If I can summarise what I think you’ve said…’
  - ‘What this means, then is that,…’
  - So let me check if I have understood you correctly’

Retrospective testing interviews

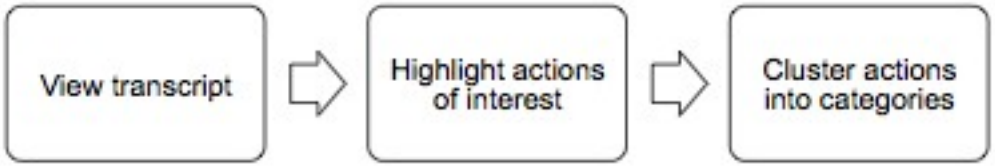
- Post-use
  - perform an observational study asking users to interact with a product
  - create a video record of it
  - have users view the video and comment on what they did
    - clarify events that occurred during system use
    - excellent for grounding interview
    - avoid erroneous reconstruction
    - users often offer concrete suggestions
    - Problem: prone to rationalization of events/thoughts by user

Transcribing

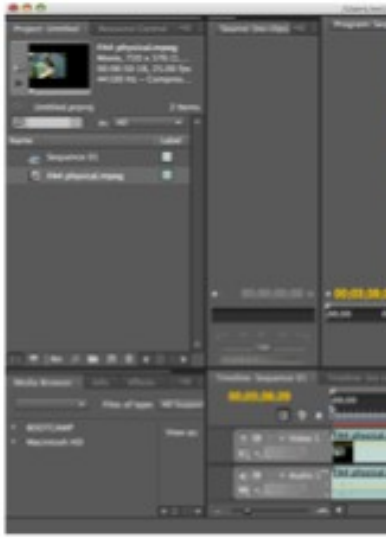
- Writing up the interviews / if needed
  - 5hours :1 hour (or more depending on typing speed and audio quality)
- Add informal notes (analysis – reflection)
- Think of level of richness needed
  - Emotion, false starts
- Labelling

Simple qualitative analysis

- Look for key events/patterns of behavior that drive the activity



- Recurring patterns or themes
  - Emergent from data
  - Emergent from theory
- Categorizing data
  - Categorization scheme may be emergent or pre-specified
- Looking for critical incidents
  - Helps to focus in on key events



C1 (copy C2 – raise her hands high)
C2 *once upon a time*
C1 *upon a time* (together with C2)
C1 *there was a bottle…*
C1 (tap the bottle)
C2 (watch C1)
C1 *and then along came the baby horsy..*
C1 (drags the baby horse to grass1)
C1 *and then*
C2 *she go to have a milk*
C2 (drags the bottle to the baby horse – animation)
C1 *and then.. mama came*
C1 (watch C2)
C2 *geetheeup.. geedeeup…* (mimicking the horse and drags the mummy horse to grass1 next to the baby horse)
C2 *daddy came along* (drags the daddy horse to grass1 next to the mummy horse)
C2 (watch C1)
C1 *then mummy when along..* (drags the mummy horse to grass2)
C2 *she go.. and she go.. to somewhere else.. and she live there up in the sky..* (steals the mummy horse from C1 and drags to the hill near grass3)
C1 (watch C2)
C2 *oh dear!.. i'm in the wrong way!*
C2 (watch C1)
C1 *but daddy..* (drags the daddy horse to the hill next to the mummy horse).. *oh dear.. the wrong way ..*
C1 *and then…* (try to drag the baby horse)
C2 *No! No!.. baby stay there* (prevent C1 from dragging the baby horse)
C2 *waaaa… she cried.. and the baby was lonely* (tap the baby horse)

--Minute: 1-2--
C1 (try to drag the baby horse)
C2 *No!.. stay there* (prevent C1 from dragging the baby horse)
C2 *and then.. here the bad.. bad witch came..* (drags the mummy human to grass1)
C1 *and the bad man..* (drags the daddy human to grass1)
C2 *smash.. smash.. smash..* (tap the mummy human)
C1 (drags the daddy human next to the mummy human)
C1 *a tree came along* (drags the tree1 to grass1)
C2 *the tree go there..* (steal the tree1 from C1 and drags to the corner of grass1)
C1 *but then.. they eat the tree* (drags the daddy human to tree1)
C2 (drag baby horse to tree1)
C1 (watch C2)
C2 *just go..* (drags the baby horse far away from tree1 at grass1)
C1 *and then.. and then.. along came.. and then..* (drags the baby sheep to the pond – animation)
C2 (drags the mummy human next to the daddy human next to tree1)
C2 (watch C1)
C1 *and then..* (smiling)
C2 (press the night button – animation)
C1 (sucks finger)

Categorising the data

- Different levels of details (general themes, word to word analysis)
- Based on theory or emergent from data
- Orthogonal category
- Reliability (inter-rater reliability: percentage of agreement between different categorisation)
- Example from book

Coding

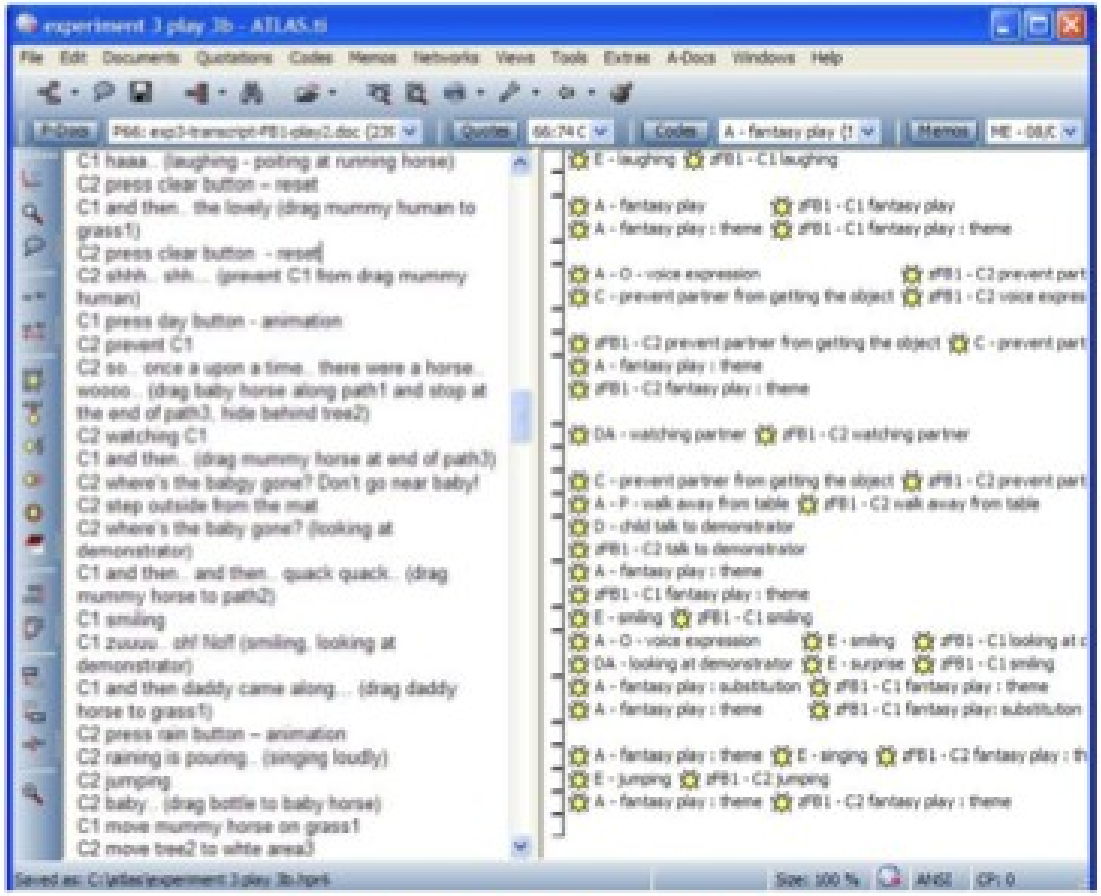


Figure 13: Atlas.ti qualitative analysis software

Affinity analysis

- Organise individual ideas and insights into a hierarchy showing common structure and theme
- Notes are grouped together because they are similar in some fashion
- The groups are not pre-defined but emerge from the data

Analyzing Critical incidents

- People talk about incidents that stood out
  - usually discuss extremely annoying problems with fervor
  - not representative, but important to them
  - often raises issues not seen in lab tests

Recommended reading

- Chapter 7 1st Edition
- Chapter 10 2nd Edition