

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
 - 5 hours : 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

Video analysis

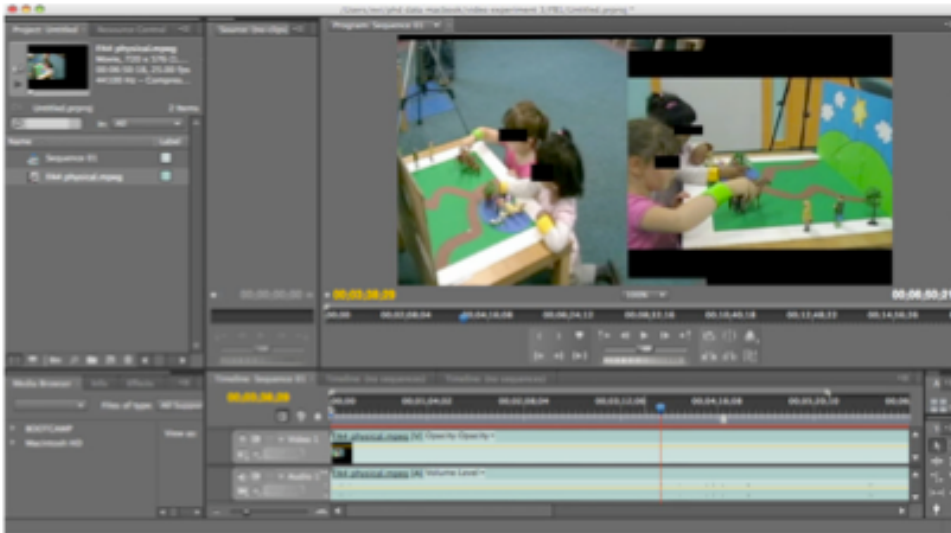


Table 1: An example of the video transcription

Experiment 3: Virtual, Session 2, Female - Dyad 1 (C1 = child 1, C2 = child 2, D = demonstrator)

-- Minute: 0-1 --

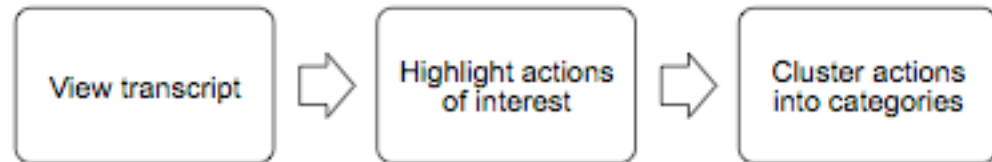
C1 (raise her hands high)
 C1 (copy C2 - raise her hands high)
 C2 (once upon a time)
 C1 upon a time (together with C2)
 C1 there was a bottle...
 C1 (tap the bottle)
 C2 (watch C1)
 C1 and then along came the baby horse...
 C1 (drags the baby horse to grass1)
 C1 and then
 C2 she go to have a milk
 C2 (drags the bottle to the baby horse - animation)
 C1 and then... mame 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 Nol Nol... 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 Nol... 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... (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 right button - animation)
 C1 (sucks finger)

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

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)

Coding

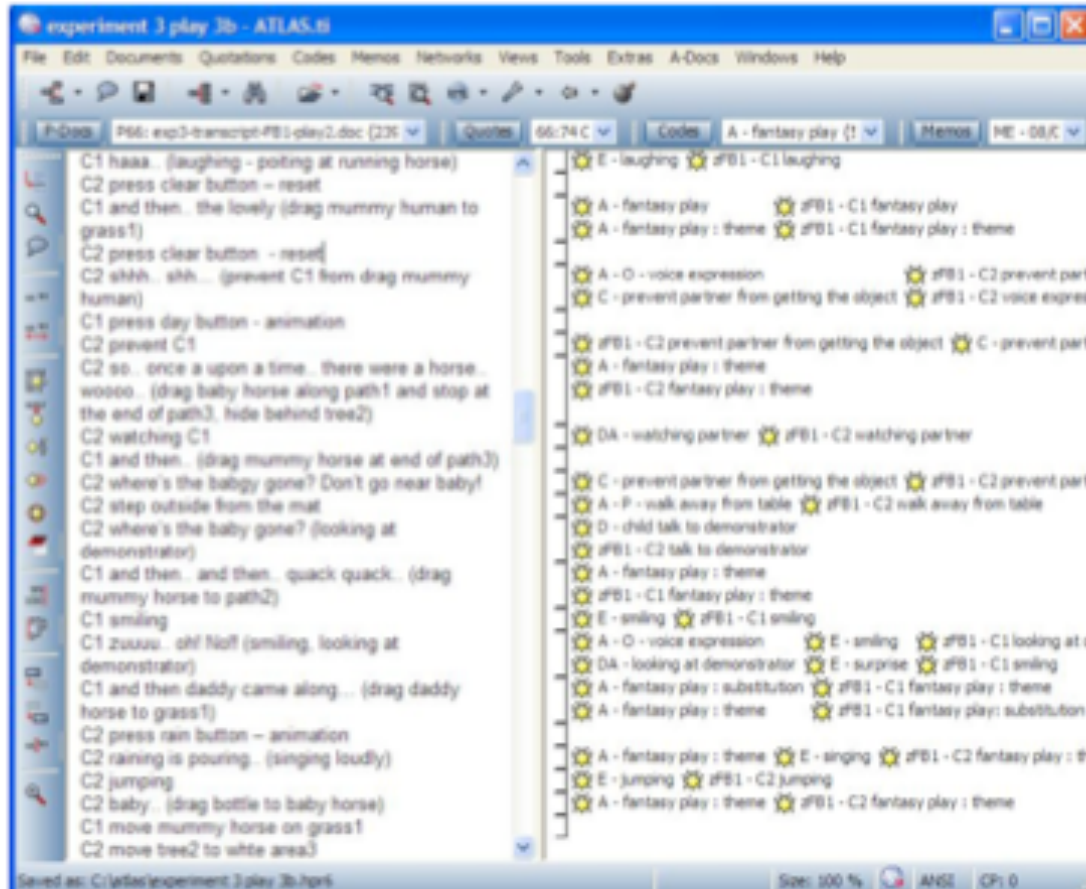
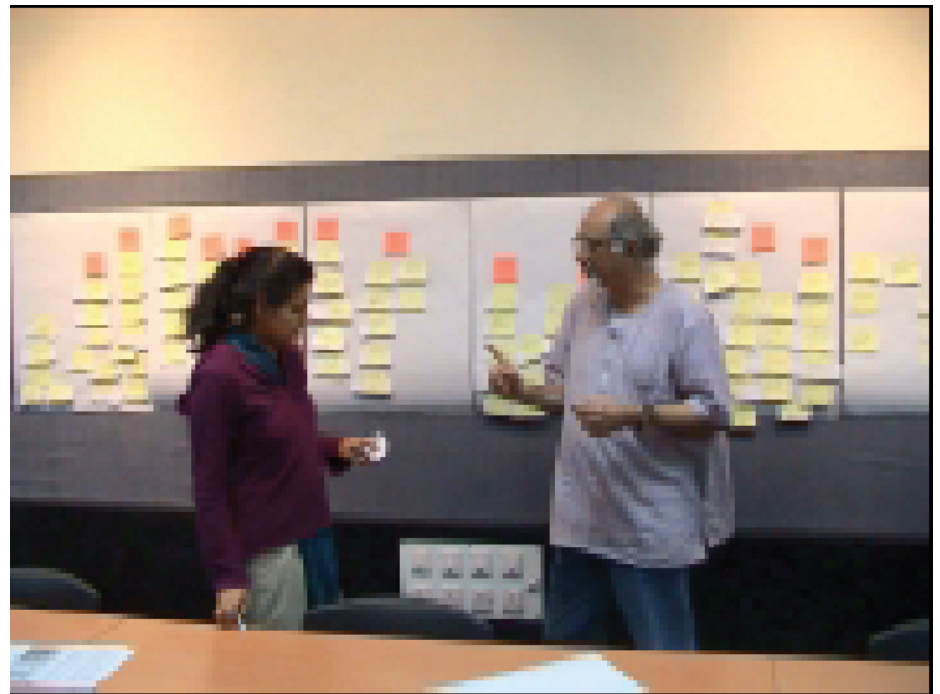


Figure 13: Atlas.ti qualitative analysis software

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