

Unit 9

- Interviews

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 --

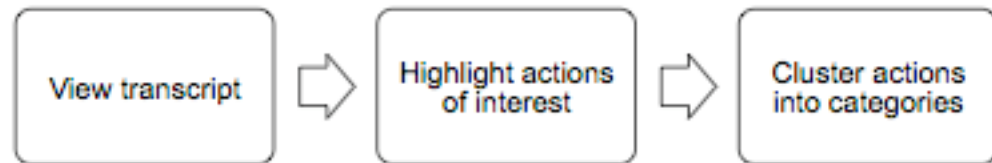
C2 (raise her hands high)
 C1 (copy C2 - raise her hands high)
 C2 *once upon a time*
 C1 *upon a time* (together with C2)
 C1 *there was a bottle...*
 C1 (tap the bottle)
 C2 (watch C1)
 C1 *and then along came the baby horsy..*
 C1 (drags the baby horse to grass1)
 C1 *and then*
 C2 *she go to have a milk*
 C2 (drags the bottle to the baby horse - animation)
 C1 *and then... 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 *No! No!.. baby stay there* (prevent C1 from dragging the baby horse)
 C2 *waaaa... she criid.. 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..* (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

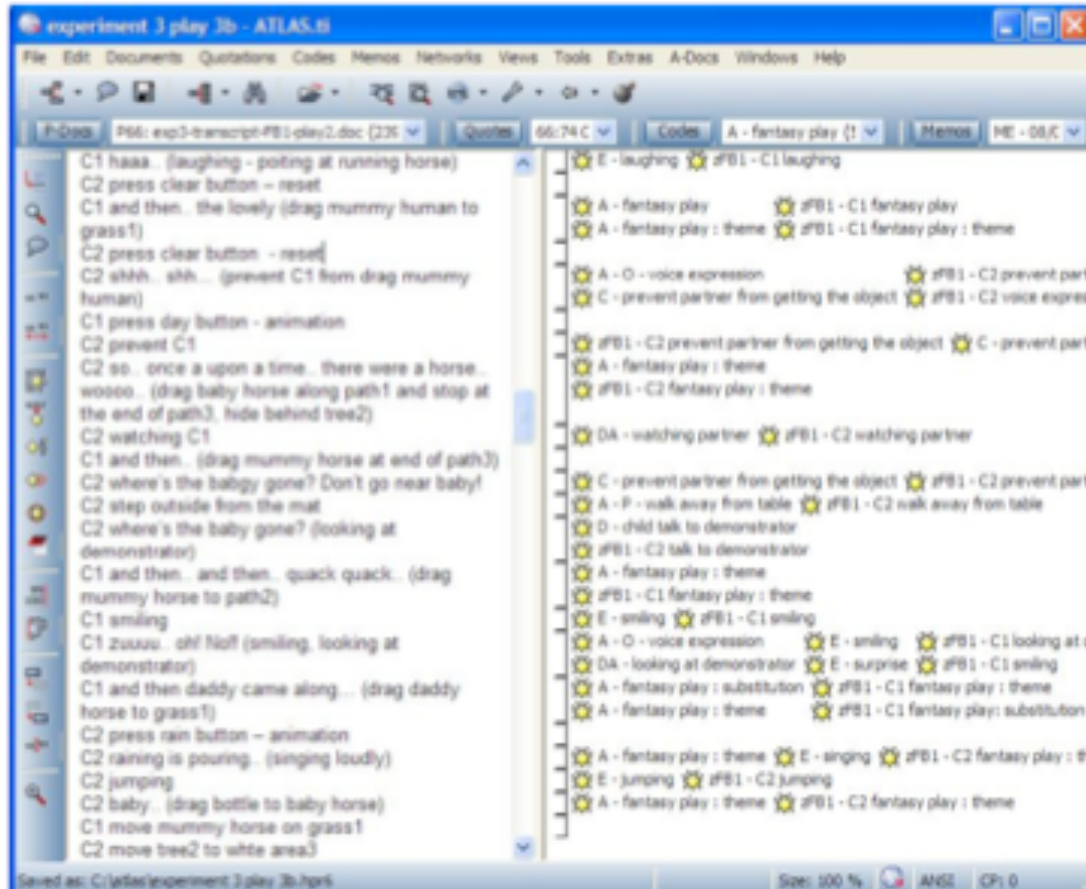
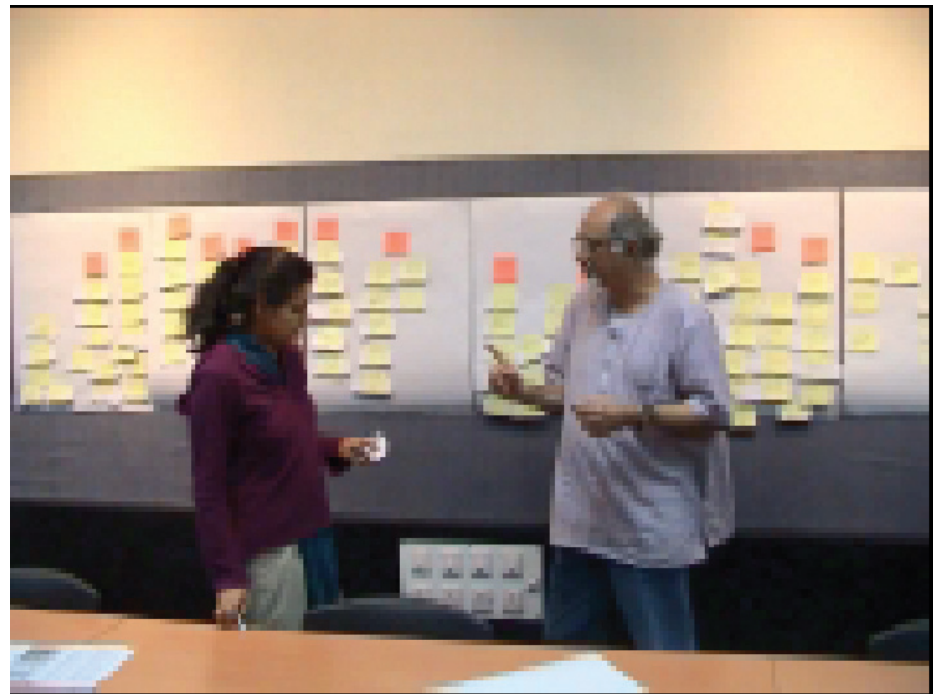


Figure 13: Atlas.ti qualitative analysis software

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