Micro-survey top topics we’ll review today:
- Good interview questions
- Info for work models
- Cognition types
- Breakdowns

TODAY:
- In-class work model practice
  - Focus: on-line shopping
  - Use interview data from Wed
  - WorkModelsQuickGuide.pdf

THIS WEEK:
- Mon: In-class work modeling (organizing data) practice
- Wed: Other techniques:
  - Qualitative/Quantitative, “coding”/interpretation

CHECKPOINT 1: AT LEAST 1 INTERVIEW COMPLETE BY WED, SUBMIT AT LEAST 1 OF EACH WORK MODEL TO CANVAS BY THURS, 5 PM

Micro-Survey Topics - Focus

What is a good focus for our on-line shopping exercise?

Based on this info and what goes into the 5 different work models, decide on the kinds of info you need to elicit during the interview. Then think about the kinds of questions that help you get them.
Micro-Survey Topics - Focus

Knowing your focus helps you decide what information is relevant to your inquiry, and therefore when to gently move the discussion back to something you will find useful if the customer/user gets off-topic.

Micro-Survey Topics – Work Models

• Your entire team creates these and notes for the Affinity Diagram during the interpretation session that follows every interview.

• Interpretation should be the next day if possible, no more than 2 days later – remember, you’ll have a lot of interpretations to do.

• Each interpretation session shouldn’t take more than 2 hours; otherwise people get burned out.
Work Modeling

- Five graphical models
  - Flow models
    • Depicts relationships between various individuals in work environment
    • Rare that one person does everything
  - Sequence models
    • Work is divided up into steps
    • Captures steps and the intention behind steps
  - Artifact models
    • People use and modify things
    • Understanding how and why reveals characteristics and break downs
  - Cultural models
    • Expectations, desires, policies influence work
  - Physical models
    • People adapt their environment so they can accomplish work
- Notes for affinity
  - Everything that doesn’t fit into one of the graphical models, plus key observations, insights, cultural model influences, questions, design ideas, and breakdowns you identify as you create the work models

What is 1 thing that goes into each model? How do you elicit it in an interview?

Micro-Survey Topics - Cognition

Cognitive types:
- Embodied – physical constraints imposed our bodies
  ▪ Can help you think about how people use gestures, vision, may lead to discussion about strategies
- Situated – dynamic response to what is going on
  ▪ Can help you find out about strategies, breakdowns
- Distributed – coordination between people and artifacts
  ▪ Can help you find out about other people, cultural issues, information flow
Micro-Survey Topics - Breakdowns

Definition – anything that is a problem or somehow interferes with the user being able to do the job. Missing data, missing tools, incorrect data, software bugs, missing functionality in software, cultural issues, organizational issues, ...

Why capture these? They usually represent opportunities!

Ethics Clicker Quiz – part 1
1. Which of the following **does not** fit the IRB definition of human subjects research:
   - A. Studies that involve human subjects to test or develop devices, products, or materials that have been developed through research for human use.
   - B. Data collection for internal departmental, school, or other institutional administrative purposes
   - C. Studies using private information that can be readily identified with individuals, even if the information was not collected specifically for the study in question
   - D. Information-gathering interviews where questions focus on things, products, or policies
   - E. B and D.

2. Which of the following is **not** a type of IRB approval:
   - A. Exempt Review
   - B. Expedited Review
   - C. Extended Review
   - D. Full Board Review
   - E. None of the above.
3. In 2014, Facebook announced the results of a massive psychological experiment manipulating the emotions of 689,003 users. The users were not debriefed following the experiment. Facebook justified their actions by stating it was “consistent with Facebook’s Data Use Policy, to which all users agree prior to creating an account on Facebook, constituting informed consent for this research.”

This study was/would have been:

A. Ethical without IRB approval
B. Ethical with IRB approval
C. Unethical
D. None of the above.
E. All of the above.

4. Google frequently conducts A/B testing, which consists of designing two versions of a web page (A & B), dividing the traffic between the two, and identifying the winning page design.

This practice is:

A. Ethical without IRB approval.
B. Ethical with IRB approval.
C. Unethical.
D. All of the above.
E. None of the above.
Practicing CI Interview Interpretations

Learning objectives:
1. Practice roles in interpretation session.
2. Broaden interviewer’s focus to see more data while interpreting interview information.
3. Practice creating work models and affinity notes
In-class Activity (20 min)

Work with your entire project team. At least every 10 min switch roles so someone else is telling about the retrospective interview and everyone else does a different task. You should get through at least 3 interview interpretations. (If it doesn’t take 10 min to get through an interpretation, switch sooner.)

• Roles:
  – Person who took the notes during the retrospective interview
    • Tells the story of what happened, creates Physical model and Artifact models
  – Everyone else:
    • 5-person team:
      – 1 person is Moderator
      – 1 person create Notes for Affinity diagram
      – 1 person creates Flow and Sequence models
      – 1 person creates Cultural model and helps with Sequence model
    • 6-person team:
      – 1 person is Moderator
      – 1 person create Notes for Affinity diagram
      – 1 person creates Flow model
      – 1 person creates Sequence model
      – 1 person creates Cultural model

NOTE: WE ONLY HAD 10 MIN - TIME TO DO 1 INTERPRETATION, SO EACH STUDENT ONLY GOT TO TRY 1 ROLE

Self-evaluation

1. How did you do at each role?
2. What did you learn from the other people you worked with as you moved between roles?
3. What will you do differently in your project interpretation sessions?
4. What kinds of things did you include in your models and affinity notes (e.g. breakdowns, variations, design ideas, etc.)?

NOTE: WE ONLY HAD 10 MIN - TIME TO DO 1 INTERPRETATION, SO EACH STUDENT ONLY GOT TO TRY 1 ROLE;
#1 – how did you do with your role
#2 – what did you learn from watching other people in other roles
Micro-survey

Add to self-eval or turn in anonymously, separately.

Today’s learning objectives were:
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