



# Data Gathering Techniques

Lecture 7, Week 4  
January 26, 2015  
CSC318HIS  
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# Announcements

**Assignment 2** is due Friday at 6 pm.

**Photos** were due by e-mail to me by Wednesday at 11 am.

**Elevator pitches** on Wednesday:

*"What is your research plan: where will you find potential users and what will you ask them?"*

**Groups:** Make sure your group rosters are accurate on Blackboard. If anyone still does not have a group, please raise your hand.

# Data Gathering

# 3. Ethics

Here's a question:

*How long can a human being last in freezing cold water before they die?*

There are clear and significant issues with finding the answer.

Essential principles of ethical research:

- Do no harm
- Respect for participants
- Informed consent
- Voluntary participation and right to withdraw
- Right to privacy

# 3. Ethics: Informed Consent

Typically only adults 18+ are able to give consent.

Elements:

- Disclosure: experimenter explains the purposes of the study and the procedure truthfully
- Capacity: the participant should be able to understand the study and form a reasonable judgment with the information provided
- Voluntariness: free of coercion, manipulation, or bias, non-conditional compensation (!)

# 3. Ethics Gone Wrong

- Nazi medical experimentation (1940s)
- Tuskegee, syphilis experiment (1932 - 1972)
- The Milgram experiment (1961)
- The Stanford prison experiment (1971)

## Accidental awesomeness:

- Phineas Gage (projectile iron rod, 1848)
- H.M. (epilepsy treatment, 1957)
- K.C. (motorcycle accident, 1981)

## 4. Triangulation



Probing the same phenomenon using multiple experimental and observation techniques to obtain greater confidence in the results.

# 5. Pilot Testing

Before you deploy your study to your actual users, make sure you have thoroughly tested all the instruments (questionnaires, scripts, prototypes, etc.) you are using.

Participant time is valuable to them.

Their data is valuable to you.



# Data Gathering

# Evaluation Methods

## **Sample survey**

Obtain a representative sample of a population in order to understand population-wide trends and preferences. Great for **generalizability**.

## **Laboratory Experiment**

Perform fine measurements of user performance in tightly controlled laboratory conditions. Great for **precision**.

## **Field Study**

Understand underlying user needs in the wild by observing them in their environment. Great for **realism**.

# Field Study Techniques

**Naturalistic observation:** no involvement, observation only

**Questionnaires:** wide distribution, many responses

**Interviews:** great detail, adapt to responses

**Focus groups and workshops:** multiple participants, consensus

**Studying documentation:** existing process/system

**Diaries/logging:** details on duration of usage and performance

# Questionnaires

# Questionnaires

Administered to large samples to answer clear and concise questions: what they're doing, how much they like something, etc.

Can be administered in person or over the phone/Web/e-mail

Advantages: precision and comparability across a wide range of users.

Disadvantages: inflexible, does not adapt to individual variations or specific situations.

# Questions

Questions should be clear, brief and concise.

Questions should be few in number to avoid fatigue.

Questions should avoid unnecessary jargon, biases, leading questions and making assumptions.

# Checkboxes, Boxes and Ranges

Checkboxes provide a quick and easy way for participants to select one or more of a set of options that are already known.

<input type="checkbox"/>	Male	<input type="checkbox"/>	Female
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Known quantities such as age can be asked for in a simple answer box.

Age:	<input type="text"/>
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If the exact age is not required or to avoid reluctant responders we can use ranges:

0-17	18-30	31-50	51-70	71+
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# Rating Scales

Rating scales are used to elicit information about an attribute along a continuum.

1	2	3	4	5
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Excellent	Good	Average	Poor	Terrible
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Strong reject	Weak reject	Weak accept	Strong accept
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# Scales

The Likert scale is used to indicate the level of agreement with a series of statements (Likert items).

*"Velian is a mindboggling genius."*

Strongly disagree	Disagree	Undecided	Agree	Strongly agree
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Semantic differential scales explore a range of bipolar attitudes about an item.

Attractive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ugly
Exciting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dull
Clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Confusing

# Open-ended Questions

Hard to analyze.

Give participants a chance to expand on their answers.

Should be free of bias.

*Explain why Velian is a mindboggling genius:*

A large, empty rectangular box with a thin black border, intended for a participant to write their answer to the question above it.

# Questionnaires Can and Cannot <sup>©IP</sup>

Questionnaires **can** measure:

- data about users (demographics, cognitive abilities, personality traits)
- prior knowledge (task domain, technical expertise)
- attitudes and experiences (user satisfaction, frustration, **perceptions** of user experience)

Questionnaires **cannot** measure:

- speed, response time, errors and error rates
- how users learn commands or interfaces
- anything the user is unaware of

# Common Questionnaire Issues

1. How many televisions do you own?

0-1	1-2	2-4	4-8	8+
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2. Which do you prefer: being able to call people while riding the subway, or having to wait?

3. Do you feel tired while driving because your children are noisy?

Always	Sometimes	Sometimes, but not important	No, I don't	No, they are quiet as a mouse
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# Interviews

# Interviews

Interviews can give you detailed information about how each individual participant feels about complex issues.

**Advantages:** flexible and adaptable, rich data

**Disadvantages:** expensive, impossible to compare respondents

Types: structured, semi-structured or unstructured.

Open-ended questions:

*Tell me about the last time you underlined text.*

Closed ended questions:

*Do you underline text?*

# Interview Components

## **Introduction**

- introduce yourself
- explain the goals of the interview
- reassure participant about ethical issues
- ask to record
- present informed consent form

## **Warm-up**

- first questions should be easy and non-threatening

## **Main body**

- present questions in a logical order
- follow ideas but keep interviewee on track

## **Cool-off period**

- Include a few easy questions to defuse tension at the end

## **Wrap-up / Closure**

- Thank interviewee
- Signal the end of the interview

# Challenges

- Building trust
- Following the script but
- Allowing digression
- Avoiding repetition
- Timekeeping
- Capturing (notetaking, audio, video)
- Multitasking: talking, listening, filtering, notetaking
- Bias



# Questions?

This lecture is based on slides and content by:  
ILONA POSNER

Materials from:

*Interaction Design: Beyond Human-Computer  
Interaction.* Rogers, Sharp and Preece. 2011