**All Session Recording Takeaways (Coded)**

**Category Colour:**

Light Blue: Confusion

Green: Positive

Red: Negative

Purple: Boredom

**Session Recording Takeaways I**

1:40 it begins

1:50 – woow!

2:43 – It is very uncanny valley. (initial reaction to the characters)

3:02 – It doesn’t have lip sync? (Jeroen did not see the lips move in the tutorial

3:20 – It is too much information for a child, as an adult I am a ready a bit distracted.

3:50 – Ah that’s nice (relating to the balloon interaction)

4:38 – I don’t like his sound, relating to the male voice

5:58 – It is nice that you see the visual feedback of the blowing

6:10 – This is really nice (referring to the blow football game)

6:36 – I am expecting that you can give an angle to the ball.

6:48 – Its quite hard (when the ball is towards the corners)

7:23 – It is much easier when the ball is in the middle of the table.

7:50 – It (the sticker) is gone and I didn’t even point.

8:20 – Ah nice! (referring to the corridor env)

8:40 (((Website fails))) – I explain him to press X to move on

9:10 – He doesn’t respond (referring to no feedback being present after each picture)

9:34 – It is nice that you see other children walking in the classroom.

9:47 – But this does not work very smoothly (referring to the interaction)

10:30 – The corridor environment does not seem to be very cosy. I Feel like I am playing a zombie shooting game. Should be more child friendly, with more colours.

11:00 – Also the sounds, for some of the sounds, I don’t see an object related to the sound I am hearing, and that can have a scary element to it for the children.

Side note – Jeroen asks multiple times about how certain interactions are done, this can refer to adjustments in the tutorial section to be more informing.

13:02 – It is not very clear of what some pictures can be.

14:27 – I personally want feedback. That I know where the sticker is, and to know that I have collected it.

**Session Recording Takeaways II**

**3:00** Lisbeth: Hallelujah! (Blowing football section)

**6:00** – Dutch comments from Lisbeth (Its kind of blurry for me, it is very very blurry (could be from my glasses))

**9:00** *Lisbeth*: It is blurry but if I push the device to me it becomes a bit better. … I see the pupils in the classroom very clearly and the teacher. The pictures, are not so clear (Game 3).

**9:59** *Rob*: You might want to think about not photos but drawings. (Lisbeth agrees)

**10:20** *Rob*: Explains what we missed with the bug (Game 2). Lisbeth comments “That’s nice”.

**10:30** *Emre*: Explains the web applications purpose. Lisbeth comments: “That’s nice”.

**10:53** *Lisbeth*: “About the with the football, I found it a little bit weird that if you breathe, it keeps on going, its too long. It was Harry Potter like. (referring to the length of the air particles).

**11:30** *Lisbeth*: “I don’t know if it is a lot of work for you but the male teacher is a little bit old. Is it possible to switch this. And the female teacher, her mouth was a little bit weird and the eyes seemed too closed all the time.

**12:13** *Lisbeth*: “Eye contact with children is important and the male teacher seems a bit severe. A little bit more friendly look would be nice.

**12:50** *Lisbeth*: I liked the classroom, but the pictures were black and white, It was hard to understand. The voices were nice (female).

**13:45** *Lisbeth* comments on having comic characters could be better. But comments that this is closer to real life.

**14:30** *Lisbeth*: “And the female teachers pose is a little awkward, looks like she needs to go to the toilet.

**15:29** *Lisbeth*: “It is actually very nice that I can see into the classroom, I am curious now on what is going on in there. It’s very real life.

**15:53** *Lisbeth*: “The volume is too low”. “My hearing is very ok, I have very sharp hearing but the voices are a little bit soft.”

**16:40** Discussion about how the pictures can be improved. The black and white does not seem to be very clear before the colours appear. Might would want to explain to the children about the process of this.

**END**

**Session Recording Takeaways III**

0:05 “is the grid part of it?” Placement of the subject within the play area should be done better.

1:28 the balloons have to pop as well, but its not popping.

1:35 calibration of the balloon interaction seems to be shaky.

1:42 the balloons worked, subject had to adjust their head.

2:25 chaya manages to get the sticker way easier than other evaluators.

4:55 the play area grid issues

6:20 how do I see if I get the sticker, when it disappears? (visual/audio feedback when sticker is selected should be added)

6:40 the steps are big but its nice

7:15 its nice that you can look around, idk if it was me but the images in the classroom were a bit blurry.

7:40 when the children were walking around that was good, but the adults looked a little frightening when they move their arms, for the older children it might be ok but the 4 or 5 year old ones it can be scary

8:35 the voice of the man was not clear. (Recording issues)

**Session Recording Takeaways IV**

Pt. I

0:58 Maybe the voice a little bit louder and the balloons a little bit softer (Tutorial)=

1:32 Maybe a friendlier face for the teacher (tutorial)

3:20 The voices should be clearer, and maybe do this exercise in real life, so that they already know the meaning of the game. You don’t see the teacher blowing, so in real life its important to clear that distinction

4:05 A little more excitement in the voices, need to get them excited about the activities.

8:30 Vocal feedback after scoring should be there, its important for the kids. And dialog to keep them engaged with the game.

10:00 When I blow louder with different sounds, the ball goes faster. That can also be a good exercise. (Have levels to the blowing from just blowing, blowing with s sound, etc…)

Pt. II

0:55 When children start the naming exercise, they are normally quiet/whisper it, so if it good that you can do that (website control for skipping to the next card).

3:20 Lynn appreciates the introduce a child function in the dashboard

4:03 This may be confusing for children with selective mutism since the children have a lot of anxiety and they might not know where the teacher is pointing to. -Lynn

4:40 Maybe put an explanation about black and white and colored picture rule in the introduction and make the images bigger. -Lynn

5:05 This is also difficult to distinguish. -Lynn

5:10 The children might not exactly know what to say exactly for the specific pictures if there are multiple objects in them due to their insecurity. Might make it even harder for them to speak. So the pictures have to be very clear.

5:50 In the normal exercise, they show pictures with he words at the bottom, making it extra sure for what the children need to say. Could implement that in the pictures as well.

7:05 The sticker pointing mechanic is not working well

**Session Recording Takeaways V**

0:00 – Immediate big reactions to the visuals

1:13 – The tutorial is a little bit too long for children.

1:40 – I heard her say hello but did she say “I would like to tell you something?” (conversations missed)

2:22 – Ohh, look at this. (gratidute for interactions in the tutorial)

2:35 – It is very good that you see the other children. (blowing game)

4:14 – It is nice that you see breath going (blow game)

4:33 – But he is not blowing (indicates the rules were not communicated well)

6:00 – I like the children walking around, and this guy (male teacher) is also ok.

Technical difficulties with skipping to the next level.

9:11 – The game is well understood, she proceeds to play the game

10:00 – She is pointing to the other side? (the b&w and color pictures are not communicated well)

11:30 – Adding a child function considered really good.

12:40 – With the children the moving is a little bit stiff, but still it is good enough.

12:53 – The surroundings are great

13:15 – It is especially nice when you start blowing, and then you go to the classroom and name the things they see. But you might would like to put intermediate levels in between them. Like more practice with sounds.