ideas of how to change LUX

[3 sets of cards]

I'm not sure what a better way to say "3 sets of cards" would be, maybe something like "3 trials"? – Rachel (maybe 3 decks)

The three slides describing how the different sets were a little confusing due to the pictures shown. The text was very helpful because it used simple language and describes how each "set" had a different pattern, but the pictures below the text were a bit harder to follow. It may be helpful to call the sets "sections" instead, as "sets" isn't a word that 10–13-year-olds may be used to. – Jackson

**Background color**

Add a slide in front of each set reminding children that this is a new deck

Maybe you could explicitly point out that changing of the background color in the explanation (e.g., “See! Here, the background is light blue and the cards will give points out like this”). I’m assuming you want to see how quickly kids learn how the backgrounds are associated with points, but honestly the first time I did it I’m not sure I even noticed the background changing. Like, I remembered that you said the sets were associated with backgrounds but for some reason I thought that meant the background immediately behind the cards (again, this is probably just me not paying close enough attention). — Hannah

Maybe similar to the orchard task that we don’t ever mention the background color…

I was also confused whether the background color shown in the beginning (i.e., during instructions mirrored what would happen in the test rounds; e.g., is yellow always associated with the stars staying the same or is this just an example?). — Hannah

[important note]

Take out the important note, or think about a better way to illustrate it

I’d pop out the “important note” into its own frame (and illustrate), rather than have it on slides for each of the three decks. Or, honestly, I might get rid of it entirely - I think it’s clear from the instructions you’re only going to see one card at a time, and then the implications of that are sort of hard to fully grasp until you start practicing, regardless of what you say. – Andrea

Also, the big box of text on these three slides that says "important note" kind of distracts from the primary information on those slides about the different sets. It could be helpful to add this important note to its own slide. – Jackson

[general instructions]

Reduce instructions, leave explanations to 3 decks

I find it confusing that in the beginning, you tell us that which one is the better card can switch, but then when you talk us through the three different decks, it turns out that’s not always true (since it’s not true for the first deck). I would just get rid of the “But they can switch!” frame in the beginning, and save all the explanation about switching for when you get to the three decks. – Andrea

When you say “the stars they give are around the same,” for deck 2, my first thought was that you were referring to the blue cards and the green cards - that is, the blue cards and the green cards give around the same number of stars. (And then the opposite is true for deck 3). Since I don’t think that’s what you actually mean based on the pictures, I’d clarify your wording. – Andrea

In decks 1 & 2, is it always the case that the better card will give all 15 stars? (Doesn’t look like, it based on the practice, and based on what you say at the beginning).  If not, I would update the pictures accordingly, as if not, you definitely don’t want to give anyone any cues, even implicit ones, that they’re looking for the max/15 stars. – Andrea

[right arrow key confusion]

Mostly I just had some confusion about clicking next vs. pressing the right arrow key to advance through the instructions, because sometimes clicking the right key worked, but other times you had to click next. At first, I was only using the right arrow key to advance to the next page, but on the slide that says “At the beginning of each round, you will see a + in the middle of the screen and to choose the card on the left press the left key” I thought it was asking me to practice, so I kept hitting the left key which made it go back to the previous page. But then when I tried to move on by clicking the right arrow key it would not advance to the next page, so I had to click next at the bottom of the page to advance (same issue for the next few slides). – Laura

[preview manipulation questions]

I’d try to make it clearer that they’re only previewing the 4 questions to start - I know you say that, but then you say “Please answer these questions to your best knowledge” immediately after, so it’s easy to get confused. – Andrea

For the slides where it is showing you the questions (like ‘which box earns you more points”), it was unclear at first whether we were supposed to select an answer or just look at the slide, so I kept trying to click something but it wouldn’t let me select anything. Once I realized we were just supposed to look but not do anything I was also still only able to click next at the bottom to progress (not the right arrow key). – Laura

[manipulation question 2]

For the question “last time you said [blank] box earns you points. Did it switch?” I could see participants potentially getting confused whether it is asking if the box that gave more points switched within that trial, or if it referring to the previous trial. – Laura

[overall style]

I think the instructions are overwhelming in amount, and the wording isn’t always very clear. I think the instructions can be given in a much more succinct and clear way. – Abbie

At first when I started, it felt a bit wordy and slightly confusing (for example, the page with example card options) – Margaret

[wording changes]

Instead of saying “varies”, I’d say “is different” or “changes" – Andrea

Add an in to: “you will be **in** the top 10% of your age.” – Andrea