

| Technique | Used by researchers when their goal is to understand: | Volume of data | Also used by software engineers for |
|--|---|-----------------|--|
| Direct techniques | | | |
| Brainstorming and focus groups | Ideas and general background about the process and product, general opinions (also useful to enhance participant rapport) | Small | Requirements gathering, project planning |
| Interviews and questionnaires | General information (including opinions) about process, product, personal knowledge etc. | Small to large | Requirements and evaluation |
| Conceptual modeling | Mental models of product or process | Small | Requirements |
| Work diaries | Time spent or frequency of certain tasks (rough approximation, over days or weeks) | Medium | Time sheets |
| Think-aloud sessions | Mental models, goals, rationale and patterns of activities | Medium to large | UI evaluation |
| Shadowing and observation | Time spent or frequency of tasks (intermittent over relatively short periods), patterns of activities, some goals and rationale | Small | Advanced approaches to use case or task analysis |
| Participant observation (joining the team) | Deep understanding, goals and rationale for actions, time spent or frequency over a long period | Medium to large | |
| Indirect techniques | | | |
| Instrumenting systems | Software usage over a long period, for many participants | Large | Software usage analysis |
| Fly on the wall | Time spent intermittently in one location, patterns of activities (particularly collaboration) | Medium | |
| Independent techniques | | | |
| Analysis of work databases | Long-term patterns relating to software evolution, faults etc. | Large | Metrics gathering |
| Analysis of tool use logs | Details of tool usage | Large | |
| Documentation analysis | Design and documentation practices, general understanding | Medium | Reverse engineering |
| Static and dynamic analysis | Design and programming practices, general understanding | Large | Program comprehension, metrics, testing, etc. |