Considering Qualitative Evaluation

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Overview

Talk 1: Setting the stage: qualitative

Talk 2: Observation as a skill

Activity 1: Practicing observation

Activity 2: Interviewing 1

Activity 3: Interviewing 2

Talk 3: Interviewing as a skill

Activity 4: Interviewing 3

Panel: open discussion

Talk 4: In summary – next step analysis
Overview

A discussion of

• Motivation – why observe
• Observation as a skill – how to learn/teach
• Observation for new insight – how to catch that ‘edge’
• How to get from insight to design
• Design critique as method
Why do we do empirical research?
Purpose

1. Understand effectiveness
   (getting the design right)

2. Understand want people want/need
   (getting the right design)

3. Trigger invention and/or innovation
   (getting the right design)
Purpose

1. Understand effectiveness, usability (getting the design right)
   • after creation of prototype/software/system
     – usability studies
     – ‘usability considered harmful (some of the time)’ (Greenberg & Buxton)
       • When?
Purpose

2. Understand want people want/need (getting the right design)
   • Participatory design
     – Do the people who will use it know best?
     – What is the role of the designer?
‘If I had asked people what they wanted, they would have said faster horses’
Purpose

3. Trigger invention and/or innovation
   (getting the right design)
What to do?
observation for inspiration
informed by ethnographic methods
ethnographic studies done professionally
Ethnographic studies done professionally

- not the right settings
- no intention for invention
we have an
ethnographically inspired approach
with intention for invention
or possibility intervention
heavily based on observation
observation is a skill
observations on several levels
one level can lead to requirements
Other observation possible levels

• Lower level
• Meta level
• Finer details
• Kinetic level
• ….
• Multiple possible ‘levels’
Other observation possible levels

- Lower level
- Meta level
- Finer details
- Kinetic level
- ….
- Multiple possible ‘levels’
  - leads to ideas about ‘self as lens’
How to teach/learn observation?
Teaching observation

How I learnt

• Enforced lengthy observations
• Lots of drawing exercises
  – Upside down
  – ‘No peeking’
  – Quick response (1\textsuperscript{st} thought best thought)
  – Minimizing (a few good lines)
Teaching observation

How I teach

• Parallel observation
• Discussion of field notes
• Dissecting a small video sample
• Self as lens
problem is we see what we expect to see
the challenge
to see beyond our expectations to reality
relates to change blindness
• Show change blindness videos
bottom line
unless we work at it we see
what we expect to see
successful observation gathers a lot of data
Possible results

- Rich ‘slice’
- New understanding
- Theoretical insight
- Inspiration
If success

• Still work to do

• How do these results get used in design
In summary we want

- Sensitive observation
- Brilliance in catching a new edge
- Creative design response