**Administrativia**

- Project team formation this Friday in workshop
- We will announce selected project ideas IN workshop
  - Staff will explain what WE liked about the topic
  - We will also ask the topic author to briefly explain (pitch) the topic and motivation (informal!)
    - We plan/hope to alert the selected topic authors night before to give heads up (likely by piazza)
- Then a team formation exercise!
- MSII released by Fri (will largely follow draft posted now)
- Followed by a mini design review
  - talk to course staff about next steps

**Administrativia**

- Reminder: TCPS2 certificates needed
  - Should be able to download from website if you don’t have your 344 copy
  - Submit via handin by whichever is earlier:
    - January 27, 2017 @ 10am
    - OR before you start running subjects
    - handin still to be set up for this (and other deliverables)
  - If you haven’t done TCPS2, talk to me after class/break

**Field Studies II - Learning Goals**

- Design and evaluate focal points for field study research
- Generate, evaluate, and critique field interview questions
- Other practical considerations
- Ethical considerations – including using Video
PLANNING FOR FIELD WORK

General steps and considerations:
• Determine research objectives
• Develop focal points
• Identify participants and sampling strategy, recruit participants
• Determine data collection methods and design materials
  – E.g., creating interview questions
• Other pragmatics
  – How will data be recorded?
  – What do you need to bring?
  – Ethics
• Piloting
• Post-session debriefing
• Data analysis

FOCAL POINTS

• Focal points are like research questions (not interview questions) or "areas of interest"
  • Provide structure for study method(s)
  • Set expectations
  • Create shared understanding
  • Articulate a perspective or viewpoint
  • think focus & scope
• Good focal points (usually 2-5) are / have:
  - driven by research objectives or development goals
  - centered on general issues (not narrow specific issues)
  - scoped such that, together, they cover the breadth of your inquiry
  - answers that are not anticipated or assumed
  - answers that require rich description

ACTIVITY PART 1 (~5 min)

• Discuss the focal points from the prep activity as a group
**Activity Part 2 (~20 min)**

- develop 2 focal points for a field study (~3 min)
  - Individually
- critique others’ focal points (~10 min)
  - Group up with 2-3 people near you
  - Share your focal points with your group members
  - Critique and roll focal points into ONE SET of 3-5 focal points
- swap your set of focal points with another group (~7 min)

**Interview Question Example**

Imagine you are trying to understand how home inhabitants communicate with one another using post-it notes.

Which interview question is most appropriate? Why?
1. Can you show me where you leave information for someone else?
2. Can you show me where others leave information for you?
3. Where do you leave information for someone else?
4. Where do people leave information for other people?

**Activity Part 3 (~25 min)**

- generate ~3 interview questions based on your focal points (~5 min)
  - individually
- critique others’ questions (~10 min)
  - Get back into your groups and share
  - Roll critiques in and try to develop a set of ~8-10 questions as a group
- (if time) swap and critique with another group

**How Will Data be Recorded?**

- handwritten notes (free form, coding sheet)
- audio recording
- video capture
- still photos
WHAT DO YOU NEED TO BRING?

• consent forms
• screening forms (if participant selection not done in advance)
• audio/video equipment
  – extra tapes, microphone?, extra batteries, tripod
• note taking equipment
• instruments: interview scripts, questionnaire?

• just because it is a qualitative method does not mean that detailed preparation is not required!

PRIMARY AND SECONDARY INTERVIEWING ROLES

• there is often too much for one person to do!
• primary
  – usually the person who has contacted the participant
  – guides the discussion

• secondary
  – responsible for most data capture (all recording devices, primary notes, artifact collection)

PILOT TESTING

check for:
- duration
- clarity of interview questions, non-repetitive, ability to deliver the script fluidly
- utility of observation sheet
- robustness and ability to operate recording equipment
- bottom line: do you get meaningful data?

POST SESSION

• debrief immediately with partner/team
• type notes right away – expand as appropriate (make sure to note clearly what are expansions b/ c they are subject to recall)
• check your recordings and label media
• make a log of all the items from the session (artifacts, audio/video tapes, still images, notes...)
• write up reflection on session (things that were not clear, surprising, ...)
• plan for transcripts of dialog, as appropriate
**ETHICS OF VIDEO**

**NOTES ABOUT HCI COURSE ETHICS**

- Consent form confidentiality clause:

  **Confidentiality:** The results of your participation will be reported without any reference to you specifically. All information that you provide will be stored in Canada. It will be treated confidentially and your identity will not be revealed in reporting the study results. The two exceptions are: (1) excerpts from the video/audio recording in which a participant can be identified may be presented in a class project presentation (but any other presentation venue, such as a scholarly conference, will require that participants be non-identifiable in the video/images), and (2) we request but cannot enforce focus group members to keep discussions from any focus group confidential.

**NOTES ABOUT HCI COURSE ETHICS (CONT’D)**

- Section 8.2 (refresh yourselves!)

  ... No one other than those mentioned above will have access to the data. Therefore, it will be strictly prohibited for any raw data, including audio/video recordings and still images, to be made publicly available over the Internet or any other medium. The one exception is that audio/video and still images where the participant is not identifiable may appear in scholarly publications and theses, which are now commonly available online. The only other permitted uses of audio/video recordings will be for data analysis, and for the purposes of creating a short (3-5 min) video that is an overview of the entire student project and that may include short snippets of participants, for example, interacting with the prototype. That video will be shown as a part of the class project presentations. Permission to videotape class project presentations will not be granted if the presentation includes identifiable participants. Permission to videotape class project presentations will not be granted if the presentation includes identifiable participants. Permission to videotape class project presentations will not be granted if the presentation includes identifiable participants.

  Students who wish to show images/videos in presentations at a venue other than their final class presentation (for example, at a conference) can only do so if the participants are not identifiable. If students cannot achieve this, they will be required to make a ‘demonstration’ version with a ‘stand-in’ rather than showing any actual participants in the video. . . .

**ETHICS OF VIDEO: IS THERE AN ISSUE?**

- video is objective (or a transformation of the objective reality)

  - typically a special consent form is used

  So . . . . what are the ethical concerns then?
APPROPRIATE RE-USE?

The lights dim in the plenary talk at CHI’95. You settle back in your seat to hear from one of the early innovators in HCI – in fact, your former thesis advisor from a decade ago. As expected, he is an entertaining speaker. He quickly has the audience laughing as he shows videos of early interfaces and very perplexed users. Suddenly, you’re not laughing. You see a familiar face projected on the 40 foot screen: It’s you, ten years ago. You watch in horror as the 2500 members of the audience, now your peers and colleagues, laugh at your ‘inept’ use of the technology.

CONSENT ALWAYS REQUIRED?

The XYZ research laboratory allows people in the lab to communicate with each other via live video connections. Privacy issues have been carefully considered and there are a variety of ways for people to select how others may connect to their cameras. A separate program takes snapshots every few minutes from the media space and displays them in a window. One day, one of the participants in the media space walks into a room where a group of her colleagues is laughing at something. She discovers it’s a picture of her with someone giving her a kiss on the cheek (actually, her husband). Since it is impossible to see who the person is, the group laughingly teases her about who it might be.

SELECTIVITY OF CLIPS OKAY?

Harry conducts usability studies of new software products for his corporation. He videotapes each usability session and carefully analyzes what causes the user’s problems and where they make errors. He then discusses the issues with the software developers. Harry is particularly annoyed by one feature and wants to convince the software developer that it should be changed in a particular way. He shows a video clip of one of the users struggling with the feature as proof that his way is better. He does not show other clips in which users do not experience the problems with the feature.

COVERAGE OF ETHICAL GUIDELINES IN HCI

- who needs protection:
  - person being videotaped
  - creation of objective view for benefit of audience
  - confidentiality of clients
  - producer of video tape
PRELIMINARY GUIDELINES: PRIOR TO RECORDING

1. establish what constitutes informed consent
2. inform people of the presence of live cameras
3. ask for permission before videotaping
4. explain purpose of the video
5. explain who will have access to the video
6. explain possible settings for showing the video
7. explain possible consequences of showing the video
8. describe potential ways video might be disguised

PRELIMINARY GUIDELINES: AFTER RECORDING

1. treat videotapes of users as confidential
2. allow users to view video videotapes
3. if use of the videotape changes, obtain permission for new use

PRELIMINARY GUIDELINES: EDITING VIDEO

1. avoid misrepresenting data
2. distinguish between envisionsments, working prototypes and finished products
3. label any changes made to enhance technology

PRELIMINARY GUIDELINES: PRESENTING VIDEO

1. protect users’ privacy
2. do not highlight clips that make users look foolish
3. educate the audience
4. do not rely on the power of video to make a weak point
5. summarize data fairly
PRELIMINARY GUIDELINES: DISTRIBUTING VIDEO

1. do not use videos for purposes for which they were not intended

7.3.8 Videotaping:

• If any individuals present in an experimental setting that is being videotaped decline to participate, researchers must take extra care to protect their rights. On the one hand, it is unfair to require non-participants sit outside camera range if this also excludes them from participating in any activity that is not part of the research project or marginalizes them in some other way. On the other hand, subjects’ rights not to take part in the research must be respected.

• Electronically distorting the facial features of non-participants does not honour the subject’s wish not to participate. It is not a matter of non-identification but a matter of non-participation.

VIDEO GUIDELINES AT UBC’S BEHAVIOURAL RESEARCH ETHICS BOARD

CONSENT

•Photography, Video / Audio Taping: If there are any plans to use photography (including digital photographs), video or audio taping in the research, who will have access to the recordings and the methods used to protect the subject’s identity must be described in the consent form. The eventual fate of the records must also be disclosed (i.e. where and for how long they will be stored and whether they will be destroyed, any plans for secondary uses of the recordings). If there are plans to use these materials for any other purpose than the research project (e.g. for teaching purposes) and the subject could be identified, separate consent is required.

NEXT TIME

• Lecture will cover:
  — Data analysis
  — Strengths / weaknesses of video for data collection for HCI
  — interaction analysis of video (+ activity)
  — Porcheron et al. case study
• readings posted, prep posted by Friday

• For next lecture, BRING:
  — a computer / device you can watch video on in a group (headphones not strictly necessary)
  — copy of Porcheron et al. paper