

# Quiz 5, on Chapter 7, Tuesday, May 29th, 2012

Name and student ID:

Answer each of the following questions concisely, within the number of words/sentences specified in parentheses after the question. No sentence should be longer than 2 lines (unless you have unusually big handwriting). Any text that goes beyond these limits will be ignored!

Show that you have learned something from the textbook and the lectures; avoid generating answers on the basis of common sense or prior knowledge.

There are 7 questions, but only the 6 best answers will be counted, at 1/2 point each.

1 Give one reason why you might want to conduct a *structured interview* instead of administering a questionnaire with the same questions. (One sentence.)

1. 7.4.2 + class discussion

The situation may make it impractical for the respondent to fill in a questionnaire. For example, they may be busy doing some work, walking down a street, or simply very short of time.

An answer is OK if it shows an understanding of what a structured interview is and gives a plausible reason for using one.

2 Give an example of a special method that people have used for gathering data from children which is especially suitable for children. (One sentence.)

Box 7.2 (not discussed in class)

Any method mentioned in this box is OK. A plausible other method described by the student is OK ONLY if some evidence is given that it has been applied somewhere with children. In particular, invented common-sense answers that are not in the book are not adequate.

3 Give an example of an interesting thing that can happen in a *focus group* that cannot happen in individual interview. (One sentence.)

7.4.4 in book; slide 4 of May 23rd (discussion of video)

Any idea mentioned in the book is OK. The point mentioned most in class was that one participant can respond to an idea mentioned by another participant.

4 What is a difference between a *Likert scale* and a *semantic differential scale*? (One or two sentences.)

7.5.2 and discussion of slides 13 and 14 from May 22nd

Any answer that describes a real difference is OK.

5 When you ask a user how much they liked a given system, the evaluation that they report can be *constructed* or *stored*; what is the difference? (One or two sentences.)

Slides starting with 15 from May 22nd

An evaluation is stored if the respondent has previously expressed an evaluation of the same system and is now just remembering and reproducing the same evaluation. It is constructed if the respondent remembers particular things about the system (more precisely: samples various associations) and uses these as a basis for the evaluation.

6 In the video that we watched in which a person was observed trying to use a website, what aspect of the behavior of the observer was problematic? (One sentence.)

Video shown on Slide 11 from May 23rd

The way in which the observer instructed the user to persist in trying to accomplish the assigned task even after the user reported having serious difficulties was considered problematic.

7 Give an example (real or made-up) of an *ethnographic* study of technology use. (One or two sentences.)

Later part of Section 7.6.1; slides 13-16 from May 23rd, discussed briefly in class.

Various examples were given in the chapter and in class. Any example, even if made up by the student, is OK if it concerns technology use and shows that the student understands what an ethnographic study is.