

Guide for Researcher-Visitor Interaction Protocol: Observation and Interview

Date: _____

Evaluator Initials: _____

Study name: _____

| Visitor group composition | Children (#) | Adults (#) |
|------------------------------------------------------|--------------|------------|
| <i>, including study participant and interviewee</i> | | |

Description of researcher (Check all that apply):

- High School student Undergraduate student Graduate student
 Post-doctoral researcher Professor Other _____

Behaviors *In your notes, use A: to indicate what the adult caregiver is saying or doing C: to indicate things the child is saying or doing, and R: to indicate what the researcher is saying or doing. Try to record statements or ideas verbatim where possible, rather than summarizing what is said. It is often helpful to record key words during the conversation, and then to fill in details after the conclusion of the interview.*

Prior to child's participation (check all that apply)

- Researcher explains consent form and details of participation
 Caregiver(s) asks questions about research study or consent process (please note questions)
 Visitor is an educational opportunity only (i.e. not eligible for inclusion as study data)

During the study (check all that apply)

Caregiver(s) observes child's participation / behavior

- Not at all Part of the time Most/all of the time

- Caregiver makes comments or asks questions (*please note specifics below*) (*Includes comments/questions from the caregiver to the researcher, conversation between caregivers, and explanations/coaching from parents to children*)

Before, during, or after the study:

Researcher, caregiver(s), and/or child discuss:

- Purpose of study / research questions (*i.e. "R: We're hoping to learn how text color influences math ability."*)
 Scientific relevance or connection to previous studies (*i.e. "R: One study found text color influences attention and focus."*)
 Hypotheses (what do participants or researchers think will happen and why) (*i.e. "R: What do you think we might see or hear from participants?"*)
 Description of study activities (*i.e. "R: We're going to have your child solve 5 word problems."*)
 What the researcher was focusing on (i.e. what evidence the researcher was recording) (*What data the researcher is collecting – i.e. "R: I'm timing how long it takes for him to answer each problem correctly."*)
 Differences between study conditions (i.e. with and without videos) or groups (i.e. males / females, different ages) (*i.e. "A: Does red text color relate to improved math ability in comparison to green? Do you think that boys and girls will be different?"*)
 Overall observations thus far (i.e. what trends have the researchers noted during the trial) (*i.e. "A: Have you seen any differences between younger and older children?" or "R: We've noticed a lot of similarities between males and females so far."*)
 Connection to everyday life or museum (*Includes pointing out the sample activities on the insert. i.e. "R: How do books and magazines use text color? How does that influence what you or your child get out of reading?"*)

 Caregiver asks about the performance of child, or requests a diagnosis (i.e. Does this mean he's autistic? Did she do better than the other kids her age?) (*Please note question and researcher's response*)

Notes (conversations, questions, etc.)

In your notes, use A: to indicate what the adult caregiver is saying or doing C: to indicate things the child is saying or doing, and R: to indicate what the researcher is saying or doing):

A: Is my child a genius? R: Well, this research really is just focused on learning more about how different conditions influence performance. We're not looking so much at whether she's getting answers right or wrong, but we are looking at whether the different text colors are related to increased accuracy. Instead of comparing children, we're trying to look for trends in their performance related to text color. A leaves when C says "I need to go to the bathroom."

Did the visitor give consent to be interviewed?

- No Yes

If no, please explain briefly. If yes, continue to the next question.

What is your relationship to the child or children you came with today?

- Parent or guardian Grandparent Other relative (cousin, aunt, uncle, brother) Sitter/nanny/Au Pair Teacher Other

1. How would you explain to a friend what the researcher wanted to find out, and what he/she is doing here in the Museum?

2. From your perspective, was this activity and discussion interesting? Yes / No *(circle response)*

- a. *If yes: What was the most interesting thing about this activity, to you?*
b. *If no: Why not? (or, tell me more.)*

The goal of this question is to learn more about what aspects of the activity or discussion were most compelling to visitors, or to find out what kinds of interactions or activities do not capture visitors' interests. ("ex. I thought it was interesting to think about how my daughter might think about things.")

3. Did you learn anything new from this activity and discussion? Yes / No *[If yes: Probe: What kinds of things did you learn?]*

The goal of this question is to find out whether adult visitors see the activity / discussion as a learning experience for themselves, or if the activity/discussion might help the visitor think about things in a new way. We also hope to learn details about the kinds of new things people are taking away from participating in Living Lab. (ex. "Sure – I learned that kids group things differently at different ages.")

4. We'd love to hear any feedback you have about how the researcher communicated with you. Was there anything he/she did well in explaining the study or his/her research to you? How could he/she improve? *[Probe: Was anything confusing or hard to follow? Was the information they told you about the study before you started clear?]*

In this question, we want to give the visitor the opportunity to identify both good and bad aspects of researcher communication. We'll use this information to support researchers to develop techniques for effective communication with visitors. (ex. I liked that she explained how they were figuring out what my child was thinking. She summarized it really well in 1 minute – and I learned from her summary - and then I could go on to do other things with my kid.) (ex. She really didn't say much – just asked if I had any questions. I didn't really feel like they had time to talk to me.)

5. How do you think this research might be relevant to your everyday life? *[Probe: What kinds of things could you do or observe with your child related to this research?]*

In this question, we want to hear what visitors find relevant about the research, or if they understand the implications of cognitive science research on their day-to-day observations and interactions with their child. (ex: I don't know - maybe it could help my daughter take better notes in class?) (ex: It's not really relevant, because I don't think they'll find that color really makes a difference.)

6. Do you have any additional questions about this study or about child development research in general?

This question is a catch-all – an opportunity for the visitor to ask further questions or make further comments. It is not unusual for visitors to say that they don't have further questions, but often, visitors have suggestions or questions that can be informative. (ex. Maybe you could put a schedule of researchers online, I'd definitely like to participate in another study.)

Thank you for your participation!