Instructions for methods carousel

For each activity, one person acts as the researcher, and another person acts as the participant.

These methods are designed to help people talk about *learning*, so 'participants' may need to focus on those aspects of their present experience which involve some formal or informal learning.

A. Diary prompts

Instructions:
- The *participant* is creating an audio diary of his/her week.
- The *researcher* reads through each diary prompt in turn. The *participant* responds as though speaking (informally) into an audio recorder.
- The *researcher* does not prompt any further until the participant has finished, when the next prompt can be read.
- The *researcher* must decide what to ask as the sixth and final prompt.

Discussion points:
- How does this approach differ from a standard video or audio diary (i.e. with no prompts)?
- Which questions were most useful for eliciting information?
- What alternative questions would you ask?

B. Interview plus

Instructions:
- The *participant* chooses something immediately available, such as a computer file or print-out, a photo, or even a business card, that they have produced using a digital technology.
- If this is not possible, the *participant* selects a recent event during which they used a digital technology to produce something for themselves.
- The *researcher* interviews the participant about their artefact, asking in progressively more detail how it was produced, why the participant used those technologies, how that practice came about. The *participant* uses the researcher's prompts to support reflection and recall.
- The *researcher* uses the participant's answers to probe further into the participants' practices with and attitudes towards using technology.

Discussion points
- How does this approach differ from a standard interview?
- What were you able to discover?
- What artefacts would you expect to be the most revealing for this activity?

C. Technologies card sort

Instructions:
- You will need the envelop marked 'technologies'
- The *researcher* asks the *participant* to rank the technologies in order of importance to them – they can focus on just the top six or ten.

- As they move the cards around, the *participant* talks out loud about what they are thinking and why they are putting cards in that order. The researcher prompts as necessary.
- Once the order is established, the *researcher* can ask other questions such as:
  o How were you introduced to the top three/four technologies?
  o What would be the impact on you if you could not use the top three/four technologies?
  o Has this picture/order changed for you in the last year?

Discussion points:
- How does the card sort approach differ from a standard interview?
- What issues came up when participants were forced to make choices?
- What might be the limitations of this approach?