

“MEET THE MOBILE SHOE RACK!”: INTERVIEWING PARTICIPANTS

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WHEN PEOPLE MEET A NEW ROBOT, HOW DO THEY LEARN HOW IT WORKS?



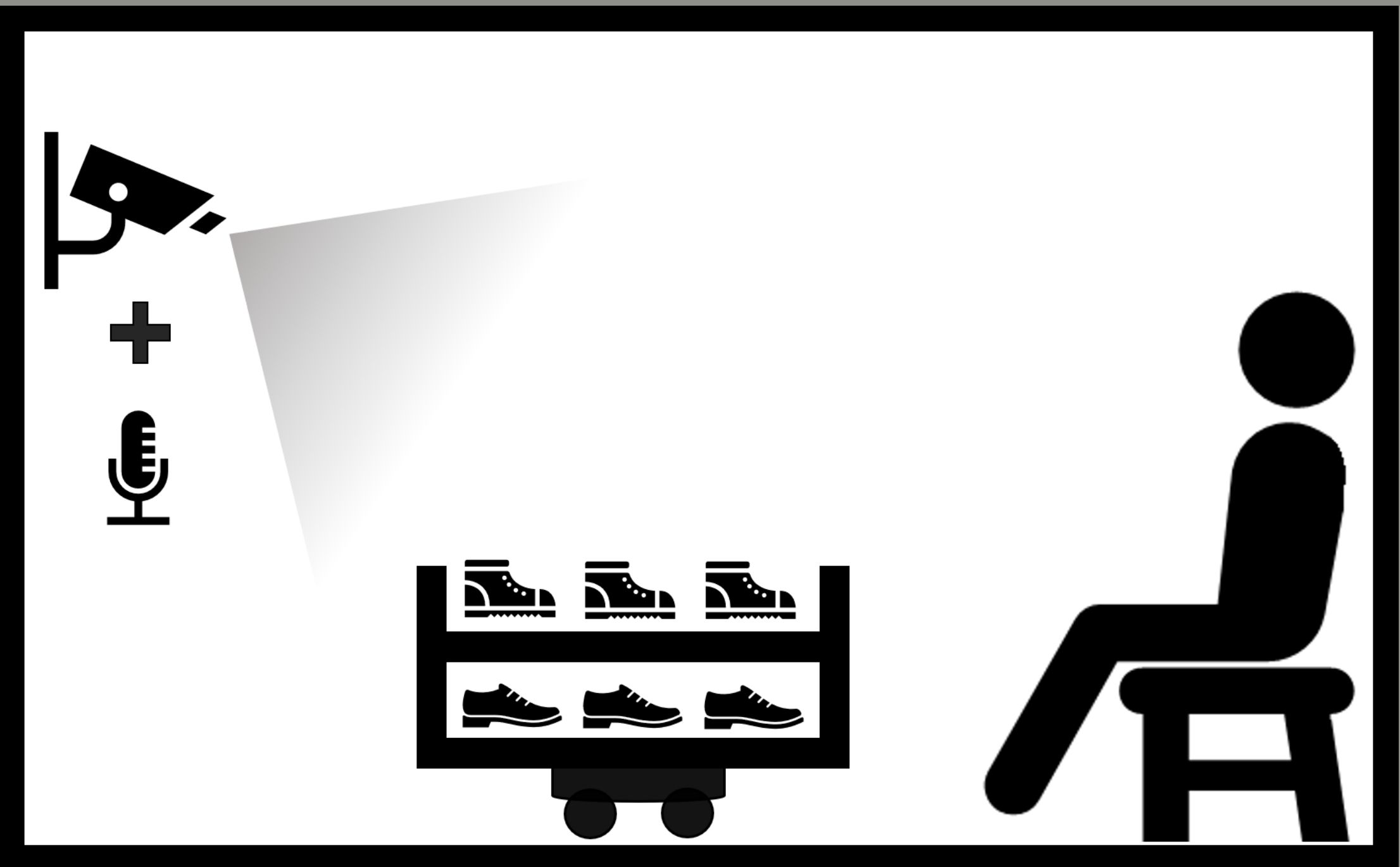
RESEARCH QUESTIONS

- What do our participants **think** the shoe rack can **do**?
- Do they think it can ... see them?
- ... hear them?
- ... understand their gestures?
- ... remember them the next day?
- How do people **learn** these things?
- How long** does it take?

THE SCENARIO

- Where?** Outside a yoga classroom.
- Who?** OSU faculty and staff in the yoga class.
- What?** A “mobile shoe rack” collects shoes before class, and then returns them after class.
- How often?** 2x per week for 6 weeks.

EQUIPMENT SETUP



HOW NOT TO BE A BAD INTERVIEWER

Don't do this:	(Bad examples)	Instead, do this:	(Good examples)
Don't approve certain answers.	"I agree." "Yes, that's a good point." "I think you're right."	Instead, praise all clear, detailed responses equally.	"Interesting." "Tell me more." "Thank you for giving such good details."
Don't prompt participants to think more than they usually would.	"Why do you think that happened?" "What does that imply?"	Instead, ask about what's already on their mind.	"What else do you remember?" "Do you have any thoughts about that?"
Don't suggest things that the participant might not have thought of.	"Can the robot understand speech?" "Are you worried about privacy?"	Instead, ask open-ended questions that give them an opportunity to say what's on their mind.	"What is your favorite feature of the shoe rack?" "Would you have any concerns about putting the shoe rack in your home?"



UNDERGRADUATE RESEARCH TEAM



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