

Interview guide: StikkApp Spring 2020

Cohort: student

Time frame: ca. 90 minutes

Roles:

Tord: Leading the interview.

Gry: Assistant, ensures time use is respected and supports with professional knowledge. Provides a summary and ties up loose ends.

Phase 1: Framing	<p>1. Loose talk (5 min)</p> <p>Presentation round: Tord Gry Students</p> <p>Informal chat: Where are the participants? Is it OK to get back to courses again after the summer vacation?</p> <p>2. Information (10 min)</p> <p>Talk a bit about the theme of the conversation (background, purpose): The goal of this interview is to illuminate a variety of aspects related to use of serious games in your education. Your perspectives as students are very important for our research. We wish that you use your experience with StikkApp and other serious games as background for your answers.</p> <p>Suggestions and improvements to StikkApp is not the main goal here.</p> <p>It will be necessary for you to take some notes, so please find something to write on if you don't use your PC for it.</p> <p>We are recording the interview today. The interview will be used for research. The recordings will be stored on a secure server and will be deleted after the project has concluded. All involved researchers have a duty of confidentiality. You are anonymous and no names or recordings will be made available for persons outside of this research project.</p> <p>Does anyone have any questions? Is anything unclear?</p> <p>The recording will be started.</p>
Phase 2: Experiences	<p>3. Transition: (10 min)</p> <p>What experiences do you have with digital games for learning?</p>

	<p>Can you spend three minutes to write down keywords for what you think characterizes digital games for learning?</p> <p>Question is repeated: What do you think characterizes digital games for learning?</p> <p>Discussion in the group: What have you written? What do you think characterizes digital games for learning?</p> <p>In the end a comment from Tord: What characterizes serious games from his point of view.</p>
Phase 3: Focus	<p>4. Key questions: (45-60 min)</p> <p>This spring you have learned the procedure of venous phlebotomy. What did you feel was the most difficult things to learn?</p> <p>Which parts of the procedure in StikkApp do you feel can be learned using simple graphics and which do you think need a more realistic representation?</p> <p>If StikkApp would have been improved with aspect such as more interaction, 3D elements and more varied content, how would you foresee that you would use the application throughout the semester?</p> <p>If you consider digital games as a learning tool that can be developed for other learning goals, is that something that you would like to have in your continued studies?</p> <p>You mentioned *** as difficult to learn. How can serious games be used to help learn this in a better way?</p> <p>StikkApp was an optional offering for you to use in your studies, how would you imagine such a game as an integrated/compulsory part of your education?</p> <p>Imagine shorter breaks in the theoretical education where you have to play through a game level where you are faced with what has been the theme of the lecture. How would this affect your learning? How can this affect your motivation to participate in the lectures?</p> <p>In the questionnaire you have answered, a majority of the answers regarding the importance of practical training are positive. Of the aspects you are learning there, imagine a supplemental learning game. Such a game could utilize both physical and virtual elements such that it is possible to train: dexterity skills, knowledge of procedures, human interaction, knowledge of and familiarity with the laboratory environment. Which aspects of the practical skill-based training in the laboratory (at campus or in the practice field) do you wish that you could train in such a supplemental game?</p> <p>Imagine that the biomedical laboratory scientist education has access to a collection of games, both for mobile, PC and more advanced games using VR-HMDs. The different game versions focus on different aspects (mobile for practicing procedural skills, PC for interaction with other students and VR for increased presence), and you use these</p>

	<p>different games to collect points in a course. You get points based on how good you perform, and friendly, optional, competition is encouraged. Is this something that you think you would use, and that would have a positive effect on your learning? Would you participate in the competitions with your fellow students? Why or why not?</p> <p>If such a solution was a part of the evaluation of the course, would that be positive?</p> <p>This spring you have participated in a research project using StikkApp. How did the project relate to your expectations?</p> <p>Bonus question if time permits: As the covid-pandemic has affected your opportunities to conduct laboratory exercises this semester, would a form of more comprehensive game-based learning be more interesting for you?</p>
<p>Phase 4: Retrospective</p>	<p>5. Summary (ca. 15 min)</p> <p>Summary of findings. Have we understood you correctly? Is there anything you would like to add?</p>