

Kinsa User Testing

Contact: Kirby Smith (kirbycsmith3@gmail.com)

Note that the hypotheses tested in these sessions are removed from this version for privacy reasons

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Outline & Intro

Testing Outline

Pre-Test (10 min)

- Introductions (5 min)
- Background & Rapport (5 min)

Problem Interview (15 min)

- Current behaviors and pain points for knowing “what’s going around” at school
- Current behaviors and pain points for sharing and receiving health information with school community
- Current behaviors and pain points for asking health related questions in school community
- Current behaviors and pain points for coordinating with school when:
 - Child is sick at school
 - Child is sick at home

Solution Testing (30 min, prototype [here](#))

Post-Test: Conclusion (5 min)

Pre-Test: Introduction (5 mins)

1. Hi, my name is [first name] and this is my teammate, [name]. Thank you for taking the time to talk with us today.
2. We're currently enrolled in a design program called Tradecraft. We are not a part of the company, called Kinsa, that makes this product. We just are seeking your perspective on the prototypes as part of our design project.
3. There are no wrong answers and the information you share will be kept confidential, so please feel free to speak openly about your impressions of the prototypes.
4. Is it alright if we record our talk, so our design team can review it later?
5. Here is a consent form for us to record the test. It also states that the recording will only be available to our design team. [Ask interviewee to sign waiver]
6. Do you have any questions for us before we begin?

Background

- Can you tell me about your daily routine?
- Relationship with child?
- Interactions with other moms?
- Family's health background

Problem Interview (15 min)

1. Can you tell me about the last time you were notified of a sickness going around at your child's school?
 - a. What information did you receive?
 - b. How did you receive the information?
 - c. How did you react to (or use) this information? Why?
 - d. Did you share the information with anyone else? Why?
 - e. Is there any additional information you would have liked to receive? Why?
 - f. What did you find to be most difficult or challenging about this process as a whole? Why?
 - g. What type of health information do you find most useful to be notified about? Why?
 - i. In this case, how would you define useful?
2. Can you tell me about the last time someone else in your school community shared information regarding his/her child's health with you?
 - a. What information did you receive?
 - b. How did you receive the information?

- c. How did you react to (or use) this information? Why?
 - d. Did you share the information with anyone else? Why?
 - e. Is there any additional information you would have liked to receive? Why?
 - f. What did you find to be most difficult or challenging about receiving health information from another parent? Why?
 - g. What type of health information do you find most useful to receive from other parents? Why?
 - i. In this case, how would you define useful?
3. Can you tell me about the last time you shared information to someone else in your school community regarding your child's health?
- a. What information did you share? Why?
 - b. How did you share the information?
 - c. How did the recipients react to (or use) this information?
 - d. Did you have any reservations in sharing this information? Why?
 - e. Is there any additional information you would have liked to have shared? Why?
 - f. What did you find to be most difficult or challenging about sharing information about your child's health? Why?
 - g. What type of health information do you find most useful to share? Why?
 - i. In this case, how would you define useful?
4. Can you tell me about the last time you asked a health related question to other parents in the school community?
- a. How did you ask the question?
 - b. What question did you ask? Why?
 - c. How did the parents respond?
 - d. How did you react to their response? Why?
 - e. Did you find their response useful?
 - f. Did you share the response with anyone else? Why?
 - g. Is there any additional information you would have liked to receive? Why?
 - h. What did you find to be most difficult or challenging about this process as a whole? Why?
 - i. What type of health related questions do you find most useful to ask other parents in your child's school community? Why?
 - i. In this case, how would you define useful?
5. If not covered in previous questions, can you tell me about the last time you had a group conversation with parents in your child's school community regarding health?
- a. What topics did you talk about?
 - b. How did you react to (or use) the information from the conversation? Why?
 - c. Did you share the information with anyone else? Why?
 - d. Is there any additional information you would have liked to have talked about with them? Why?
 - e. What did you find to be most difficult or challenging about having a health related conversation with parents? Why?

- f. What type of health related group conversations with parents in the school community do you find most useful to discuss? Why?
 - i. In this case, how would you define useful?
- 6. Can you tell me about the last time your child appeared sick at home?
 - a. How did you discover your child may be sick? Did you use any tools to verify the health of your child?
 - b. What did you do when you determined your child is sick?
 - c. Who did you share this information with?
 - d. Through what means did you notify your child's school (telephone, email, text message, etc.)?
 - e. Can you share the actions that followed notifying your child's school?
 - f. How did this event affect your day?
 - g. What did you find to be most difficult or challenging about coordinating with the school when your child is sick?
 - h. What type of support do you find most useful when caring for your sick child? Why?
 - i. In this case, how would you define useful?
 - i. What type of support do you find most useful when coordinating with your child's school when s/he is sick? Why?
 - i. In this case, how would you define useful?

Solution Tests (30 min)

Prototype [here](#)

Fluency Context (5 mins)

We're going to walk you through a scenario to provide you with relevant context that a potential user of this product would have.

1. You're reviewing your personal emails and see that your child's teacher has sent all of the parents of her students an email.
2. The email informs you that:
 - a. Your child's school was selected to participate in a program, called Fluency, that offers each family a free smart-phone enabled thermometer (\$25 value).
 - b. This thermometer also has an associated mobile app where parents can anonymously share health related and illness information to get a better view into "what's going around" at your child's school.
 - c. The goals of the Fluency program are early detection of illness and increased awareness around illness.
3. To join the program, you will need to download the app on your smartphone.

4. What other information would you like to know before downloading the app on your smartphone?

Pre-Groups Onboarding (5 min)

1. Okay, you've just downloaded the Kinsa mobile app to join the Fluency program for your school and to receive a free thermometer.
2. I'm now going to demo an initial prototype of the mobile app. Please freely share your thoughts and impressions as we demo the prototype for each screen.
3. Also, as a friendly reminder, we are not a part of the company. The more open and honest you are with your thoughts the more we can learn for our project.
4. [Last Onboarding Page]
 - a. What are your expectations of the product at this point?
 - b. What feature are you most excited about? Why?
 - c. What feature are you least excited about? Why?
5. [Location Approval Page]
 - a. Would you select Don't Allow or Allow? Why?
6. [Notifications Approval Page]
 - a. Would you select Don't Allow or Allow? Why?
7. [Privacy Modal Page]
 - a. What are your thoughts?
 - b. Would you select Join Group or Learn More? Why?
 - i. [Learn More Page] If Learn More, what do you think about this information?

Community Board + Healthcard

1. [Groups landing page]
 - a. What is your initial impression of this page? Why?
 - b. What would what to interact with first? Why?
2. [Health Card]
 - a. Each card
 - i. What does this information mean to you?
 - ii. How would you use this information? Why?
 - iii. Do you have any questions or concerns about the information in this card?
 - b. Which one do you find most useful? Why?
 - c. Which one do you find least useful? Why?
 - d. What additional information would you like to have in these sliding cards?
3. [Posting]
 - a. What type of information would you like to see here? Why?
 - b. What type of posts would you submit to this group? Why?
 - c. Would you post using your profile name or anonymously? Why? Is there ever a case when you'd do the other? Why?

- i. Do you have any questions or concerns about posting to this group?
4. [Commenting]
 - a. What type of information would you like to see here? Why?
 - b. What type of posts would you submit to this group? Why?
 - c. Would you post using your profile name or anonymously? Why? Is there ever a case when you'd do the other? Why?
 - i. Do you have any questions or concerns about posting to this group?
5. Which features would you find most useful?
6. How frequently would you use this Groups page?
7. Would you recommend this group page to another parent at your school?
8. How would you describe this group page to another parent?
9. If you could only have the health card or the community board for your school, which one do you think would be more useful? Why?
10. Is there anything else you'd like to tell us about this Groups concept?

Post-Test: Conclusion (5 min)

1. Is there anything else you'd like to tell us?
2. Okay, that's it for our questions.
3. [With remaining time, engage in small talk as the participant may provide new insights when they feel less like they're being interviewed.]

Interview Guidelines

Primary references: Erika Hall's [Interviewing Humans](#) and Steve Portigal's [Interviewing Users](#)

Pre-Interview: Introduction

1. Introduce yourself with a smile, expressing genuine gratitude that the person you are interviewing has taken the time to talk.
2. Describe the purpose of the conversation, length of time, and the topic without going into so much detail that you influence the answer.
3. Explain how the information will be used and shared.
4. Obtain their explicit permission to record the conversation. (do we need a permission form?)
5. Ask whether they have any questions about the process.
6. Emphasize there are no wrong answers; this is information that helps us direct our work.
7. Move on to the demographic information or facts you need to verify.
8. Use the collection of this information as the basis for the warm-up questions. "Oh, you live in San Diego. What do you like to do for fun there?"

Interview Questions

1. Create subsections for each of the areas you want to explore.
2. Include the exercises and activities that you plan to use (such as mapping, card sorting, demonstrations, and reactions to prototypes or other stimuli).
3. Be deliberate in how you sequence these sections.
4. You can start with the general and then dive into specifics; you can start with present day and move backward; you can start with a previous time and move toward the current state. There's no universal rule here, so much depends on your topic and how you are mentally picturing the inquiry. With a sufficiently talkative subject, you might get all of the answers you wanted and more without asking more than the initial question directly. Ask open-ended questions that encourage the subject to talk, not closed questions that can be answered with "yes" or "no." If the subject isn't talkative, then you can ask probing questions.
5. Remember the participant may take things in a different direction, so don't sweat too much over this. It's easy to revise the overall flow once you've completed a couple of the interviews.
6. Near the end of the interview is a great opportunity to ask more audacious questions. Because you've spent all this time with your participants, talking through a topic in detail, they've become engaged with you. You've earned their permission to ask them to go even farther beyond the familiar. Two questions that work really well here are:
 - a. If we came back in five years to have this conversation again, what would be different?
 - b. If you could build your ideal experience, what would it be like?

Post-Interview: Conclusion

1. A typical interview guide concludes with some basic questions and instructions:
 - a. "That's it for my questions. Is there anything else you'd like to tell me about what we discussed?"
 - b. Is there anything you want to ask us?
2. Turn off the video equipment and shift body language to imply the interview is over. Then engage in few minutes of small talk to see if there are additional insights that can be gained from them.
3. Thank them, give the incentive, and tell them about any relevant next steps on the project.

Shot List

As an appendix to the field guide, list the photos you want to capture, such as the following:

- Headshot of participant
- Participant and key piece of equipment
- Close-up of key piece of equipment
- Establishing shots, interior (cubicle or living room) and exterior
- Two-shot of interviewer and participant