

Seeing Scientifically Iteration 1

Formative Evaluation

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August 2016

THIS IS **NOT** A DEFINITIVE FINAL REPORT

FORMATIVE evaluation studies like this one often:

- **are conducted quickly**, which may mean
 - small sample sizes
 - expedited analyses
 - brief reports

- **look at an earlier version** of the exhibit/program, which may mean
 - a focus on problems and solutions, rather than successes
 - a change in form or title of the final exhibit/program

Formative Evaluation

Seeing Scientifically Iteration 1

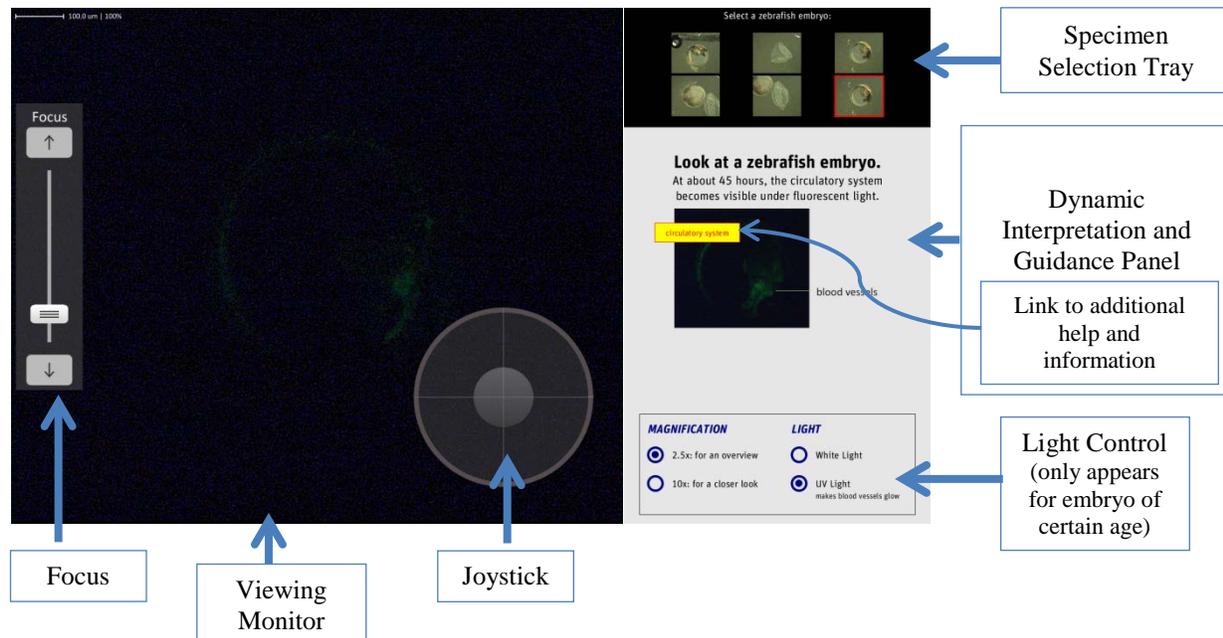
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BACKGROUND

This study looks at the first iteration of a Seeing Scientifically prototype that incorporates dynamic scaffolds to help visitors use a research-grade microscope and make sense of the living zebrafish embryos in view. At this prototype, visitors could control the microscope by moving the stage, focusing, changing objectives (between 2.5X and 10X), and changing the light (between DIC, Differential Interference Contrast, and UV). A selection panel displaying the photographs of the current set of embryos on the slide allowed visitors to choose and jump to one among (at most) six zebrafish embryos to investigate. See Figure 1.

Figure 1. Key features of the touchscreen prototype.



In addition, dynamic interpretation and guidance that aligned to what was in view scaffolded visitors in what to look for (e.g., blood, heart, yolk, etc.) and how to look for it. This information in the right side panel changed depending on the age of the specimen visible, the light condition and the objective in place, for example:

- With a specimen in view at 2.5X with DIC, or transmitted, light (Figure 2a). If the zebrafish has already begun to develop its circulatory system, which can be seen under UV light, visitors can choose to look with the UV or White Light (i.e., DIC). If the zebrafish in view were younger without a nascent circulatory system, the LIGHT feature would *not* have been available, and the interpretation would describe other structures visible (e.g., the yolk, the eyes, the tail).
- With a specimen in view at 2.5X with UV light (Figure 2b). The dynamic interpretation changes to reflect the light conditions currently in use and the cardio vasculature that glows under UV.
- With a specimen in view at 2.5X with DIC light (Figure 2c). Links in the dynamic panel give visitors access to more specific information about different parts of the specimen that should be evident for the living zebrafish at that particular developmental age.
- With a specimen in view at 10X with DIC light (Figure 2d). Currently, there is no 10X specific interpretation or guidance because of the technical difficulties in recognizing features at this level of magnification. Instead, the dynamic interpretation is the same as that for 2.5X.
- Without a specimen in view (Figure 2e). The dynamic guidance gives pointer on how to search for a zebrafish.

PURPOSE

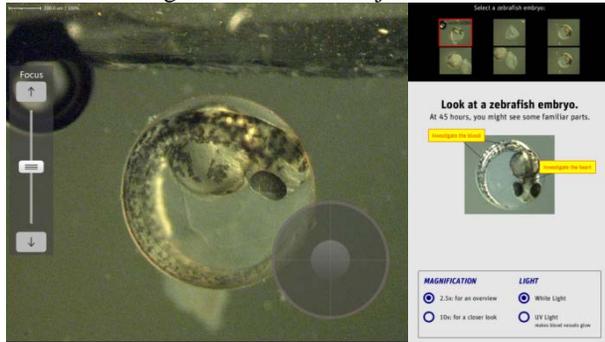
This study's primary purpose is to characterize visitors' interactions at the first iteration of the Seeing Scientifically exhibit, with a focus on visitors' use of the dynamic interpretation that accompanies the specimen in view under the microscope. More specifically, it seeks to address the following questions:

- What did visitors find interesting and not interesting about the experience?
- How did visitors use the microscope to look at the specimen? What aspects were challenging?
- What was helpful and what was confusing about the dynamic interpretation provided?

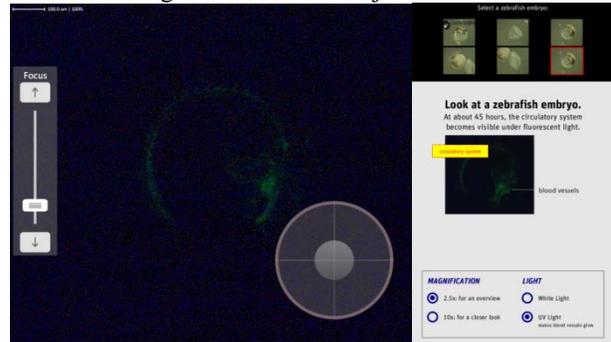
The findings serve to identify usability issues and the potential and challenges of the interpretation and guidance that change as the specimens under the microscope develops. This evaluation, thereby, serves to inform the improvement the Seeing Scientifically prototype.

Figure 2. Example screenshots of the dynamic interpretation and guidance under different conditions.

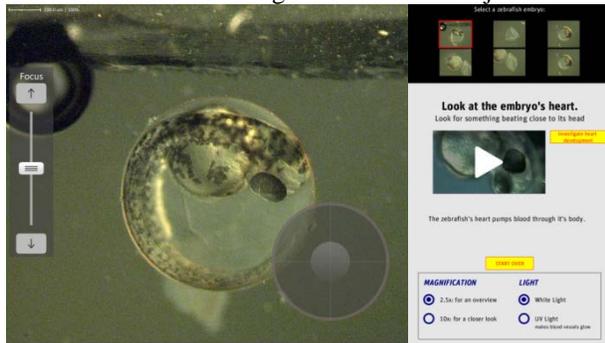
a. A zebrafish with a developing circulatory system under DIC light with the 2.5x objective.



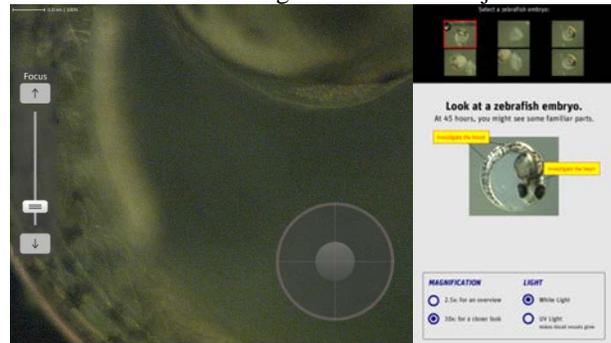
b. A zebrafish with a developing circulatory system under UV light with the 2.5x objective.



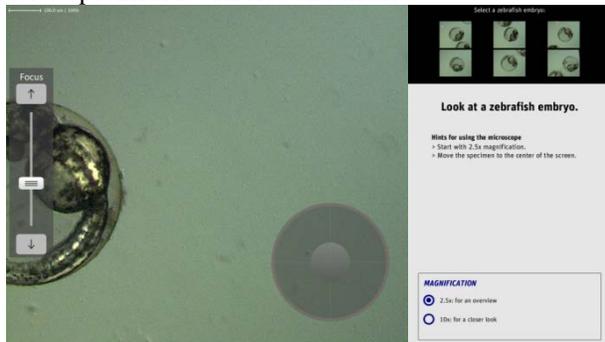
c. Zebrafish under DIC light with the 2.5x objective.



d. Zebrafish under DIC light with the 10x objective.



e. No specimen is centered and in view.

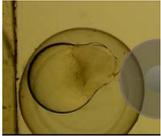
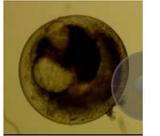
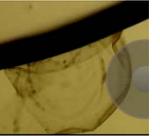
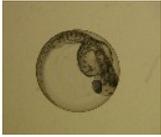
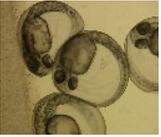
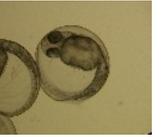
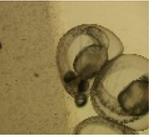
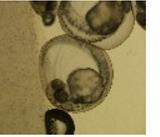


METHOD

Setup

For each day of data collection, the Living Systems Lab staff prepared a slide with five to six live zebrafish embryos. Although they tried to have embryos in various stages of development, a broad age range was not always possible. Photographs of the embryos used, taken towards the end of each day of data collection are shown in Table 1 below.

Table 1. Embryos used for each day of data collection

Date	Specimen 1	Specimen 2	Specimen 3	Specimen 4	Specimen 5	Specimen 6
8/4/2016						
8/14/2016						
8/18/2016						
8/21/2016						

Data Collected

An evaluator approached every third visitor, 8 years old or older, who crossed a predefined imaginary line. If the person was with another visitor, both people were invited to participate. If the person selected appeared younger than 18, the evaluator asked the accompanying adult for permission to speak with the minor. Consenting visitors were asked to use the prototype however they like while the evaluator took notes of key interactions. In addition, the prototype logged the movement of the microscope as well as clickstream data from the interactive interpretation panel on the right side of the monitor. When the visitors were finished using the exhibit, the evaluator asked a set of interview questions about their experience with the prototype. The interview questions can be found in the appendix to this document.

In total, 26 visiting groups, singletons or pairs, used the prototype and answered the interview questions administered immediately after their exhibit experience. Their demographic information is shown in Table 2.

Table 2. Participants' demographics

Gender	Count
Female	5
Male	6
Female – Female	4
Female – Male	10
Male – Male	1

Age Group	Count
Adult	9
Minor	2
Adult – Adult	10
Adult – Minor	4
Minor - Minor	1

RESULTS AND DISCUSSION

How interesting did visitors find the experience?

Similar to prior evaluation results, this study found that visitors thought the exhibit was interesting because

- They saw something of interest (20/26). For example,
 - Visitor2: That you can see the heartbeat. It's fun to look at. ... Cool to see parts you recognize, like eyes and mouth
 - Visitor5: To see blood moving, different stages of development.
 - Visitor6: Because you can see the details, and up close. How it works. And what happens inside the egg.
 - Visitor8: It gives you an up close look at the eggs. With the light on, you can see blood vessels and veins. It's actually showing how it has progressed, with one hatched and the others still developing.
 - Visitor11: It's always fun to look at embryos
 - Visitor13: To see the shape within the embryonic sack is pretty interesting.
 - Visitor17: Blood vessels--that you can see blood vessels. ... I never knew what a zebrafish was so it was cool to look at an embryo.
 - Visitor18: it was neat to see them flipping around
 - Visitor24: have a hard time looking through microscopes and seeing anything normally, so this was really great to get to do that. ... I liked the focus. It showed depth so different things came in and out of focus at different levels which was really cool ... But it was cool that some were moving when others weren't.
 - Visitor25: I liked looking at the heart and watching it beat. I've never seen an embryo up close before.
- It featured living specimens (10/26). For example,
 - Visitor3: Live embryo
 - Visitor4: It's real time.
 - Visitor5: That it's a live exhibit. Different experience. Usually, like in high school, when you look at the stages of an embryo, they aren't alive.
 - Visitor14: It's cool that it's a live specimen and you can see movements.
 - Visitor23: It's live. You can see it moving. It's constantly active. It's really interactive. It's not static; every time you look at it, you see something different.

- The exhibit allowed visitors to control a microscope (7/26).
 Visitor2: The fact you have control ... and being in charge of a super microscope ... And that you could change the focus.
 Visitor5: Liked how you can see the microscope--that added a positive aspect, made it more thorough. The power was from you.
 Visitor9: It is very effective for direct manipulation of the microscope.

Alternatively, a few visitors found aspects of the experience not interesting:

- They had a personal bias (3/26)
 Visitor10: It's not something I'm interested in. I guess it's just a personal bias and I'm not a microbiologist.
 Visitor18: Watching embryos [isn't interesting to him]
 Visitor21: Not interested in fish
- There was little to do and explore (3/26)
 Visitor10: I didn't see much interactive.
 Visitor24: F: I want to know more. We maxed out what we could learn pretty quickly.
 Visitor11: There's not much to look at since they're all the same species.
- The poor image quality detracted from the experience (1/26)
 Visitor17: clearer on the big screen [the monitor above exhibit, vs exhibit display]

How did visitors use the microscope to look at the specimen? What aspects were challenging?

All of the visitors interviewed saw a zebrafish specimen at some point during their exhibit experience. Most visitors jumped to an embryo using the specimen selection tray, moved the stage, changed the focus, and changed objectives. To a lesser extent, 74% used the UV light, and a small minority of visitors clicked on a link in the right-hand side of the screen for more information. Table 3 tallies the number of visitors who used the different interactive features to either control the microscope or retrieve additional material.

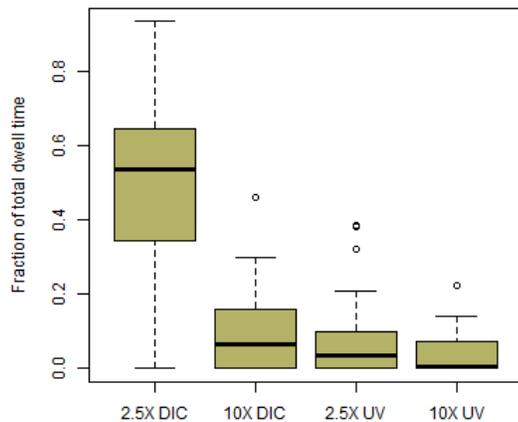
Table 3. The count of visitors' use of microscope controls and interactive features.

	Select a specimen	Move the scope	Focus	Use the UV ¹	Use 10x	Click on a link ²
Yes	25	26	24	14	24	6
No	1	0	2	5	2	19
N/A	0	0	0	7	0	1

¹ not available on one of the data collection days, 8/4/2016.

² available to 25 visitors.

An examination of the computer logs indicated that the crux of the experience for most visitors was in viewing a zebrafish specimen using the 2.5X objective under DIC (i.e., transmitted) light, the default settings of the microscope. A boxplot of the amount of time visitors had a specimen in view is shown in Figure 3.

Figure 3. Time spent with specimen in view according to objective and light condition.

The short percentage of time visitor spent using the 10x objective and the UV light could be an indication of visitor difficulties with those features. An analysis of visitors' interviews revealed that, although the UV light and the higher magnification were useful to some, others found them confusing or superfluous.

UV Light

More specifically, visitors reported that the UV light was helpful and easy to use because:

- It revealed the circulatory system (3/14 visitors)
 - Visitor8: Yes because it shows veins. [What did you notice about the veins?] It has one main vein throughout the whole body.
 - Visitor19: UV to see vessels
 - Visitor22: It's pretty cool. M: It's helpful, lets you have a different view. [Can you say a little more?] You can see his heart pumping.
- The prototype made clear what the UV light did and what it showed (3/14 visitors)
 - Visitor9: F: I liked that it told me it made it glow.
 - Visitor14: tells you it's the circulatory system that you're looking at.
 - Visitor22: you've got to figure out how to use it. F: UV is clearer after you read it (the label that says that you're looking at the circulatory system).
- It nicely transitioned between DIC and UV (unlike objective change, which is jarring) (1/14 visitors)
 - Visitor9: M: It fades in and out, doesn't jump so you stay oriented. The label was especially helpful.

But, visitors reported being confused by the UV light because:

- It was hard to see with the UV (10/14 visitors)
 - Visitor8: On some it was harder to see the lit areas.
 - Visitor11: I tried to see the UV light but it disappears ... It was super dark. You see green then it turns black.
 - Visitor15: UV didn't do a great deal.

Visitor12: the issue with the focus cannot take advantage of the UV light which remains fuzzy and unfocused.

Visitor14: Helpful, although I'm not sure I would figure it out (what part was the circulatory system).

Visitor24: the UV light was sometimes static

Visitor25: (UV light) R: I'm confused why it goes black. L: I didn't notice much of a difference. How is different than the white? What's the point?

- particularly at 10x (2/14 visitors)

Visitor16: F: 10x & UV difficult. Couldn't see anything.

Visitor26: L: you get to change the colors. R: it's hard to see when the magnifier is selected at the same time, it just looked black

- particularly at 2.5x (1/14 visitors)

Visitor19: 2x view don't see anything in UV. Only see when it's zoomed--maybe that's the point

And two (out of 14 visitors) simply didn't see the UV option until later in their explorations.

Visitor13: I didn't see the light option at first. Was too focused on moving around. I thought about it and then got distracted.

Visitor22: UV light (they discovered and started using it after observation ended, saying they never saw it before that)

10X and 2.5X Objectives

Likewise, allowing visitors the ability to switch objectives was both helpful and confusing. In particular, visitors appreciated the option because:

- The 10x objective allowed them to take a closer look (11/24)
 - Visitor2: Zoom in.
 - Visitor8: Yes because it gives a closer look than the overview.
 - Visitor11: You can clearly see a little more in depth.
 - Visitor12: It was helpful to look at the embryos in more detail.
 - Visitor13: thought it was interesting to drill down and see the heart beating.
 - Visitor15: Understood what it was trying to do--zoom... It allowed me to look at different bits, especially when switching zoom levels.
 - Visitor17: A: Used light to zoom blood vessels
 - Visitor21: So you can look more closely so you could see more details, like the line here [the edge of a bubble]
 - Visitor23: M: zooming in on the spinal area was cool.
 - Visitor25: you are seeing it up close, since it's kind of blurry when zoomed out.
 - Visitor26: L: It's good to get a closer look. [How so?] You can see things you can't see with your eyes.
- They can still use the 2.5x objective for orientation (2/24)
 - Visitor9: F: I found it helpful to touch 2.5x to get back. Smaller increments would be good. M: "Get me out of here" function was helpful.
 - Visitor24: I liked having the two options (of magnification), the overview and the closer look.

Yet, some visitors reported difficulties with the objectives:

- It was hard to control the stage at 10X magnification (4/24)
 - Visitor11: For me it's really hard to navigate. It is too sensitive for me.
 - Visitor13: It was hard to navigate when zoomed.
 - Visitor19: The disc--position of it, and it was sensitive. You got off screen and then had to circle back.
 - Visitor24: It was hard to navigate close up.
- The jump from 2.5X to 10X was too large and jarring (4/24)
 - Visitor9: The jump was too much for me.
 - Visitor16: Magnification between 2.5 and 10x would be nice...F: Being able to control magnification like you can focus would help.
 - Visitor19: 10x too close.
 - Visitor22: The 10x works but it blows it up almost too much. It'd be better if it was 5x or 7x. F: You don't know what it went to; you have to figure it out (what part of the embryo you're looking at)
- Viewing with the 10X objective was disorienting (3/24)
 - Visitor11: If you click on 10x it would be helpful to have a big map pop up to help you navigate, like an overview so you can see what part you're looking at. ... It would be nice to know what part of the body you're looking at.
 - Visitor18: Tried to target, to zoom. Didn't know what I was zooming in on. Wanted to zoom on particular section, wouldn't know where to find it once I zoomed. When I zoomed closer I got lost. 10x not giving much more information.
 - Visitor19: Run into focus problem--you immediately go out of focus, now you have to try to find it. First you have to position and focus [after zooming in].
- They preferred iPad gestures to control zoom (3/24)
 - Visitor2: Could point-slide it like an iPad, and zoom
 - Visitor13: It took me a while. I wanted to expand it with my fingers.
 - Visitor19: You expect to pinch and zoom.
- The 10x view didn't show them anything new (3/24)
 - Visitor4: Yes, at first. It didn't seem helpful. I knew to move [the microscope] but not what else it did.
 - Visitor8: It was a bit confusing because it didn't change when I clicked it. It was hard to see what had changed.
 - Visitor18: Zoom had no difference. 10x least significant [part of exhibit].
- It was difficult to see anything with the 10X objective under UV (2/24)
 - Visitor26: R: it's hard to see when the magnifier is selected at the same time, it just looked black
 - Visitor23: M: if you move around the option for UV goes away
- They could not focus with the 10X (1/24)
 - Visitor15: 10x couldn't focus to look at structures

These difficulties with both the UV and the magnification control indicate that the current scaffolding was inadequate in helping visitors learn when and how to use these tools to look more closely and investigate the specimens in view.

Of all the interactive features available, visitors were least likely to click on a link within the dynamic panel to retrieve further help for what to look for and how to look for it. Although almost all (25 out of 26) of the visitors interviewed reported looking at the information on the right-hand side of the screen, the computer log indicated that less than 25% of the visitors ever went beyond the initial screen. So, although there were deeper levels of dynamic scaffolding, they were infrequently seen and thus used.

What was helpful and what was confusing about the dynamic scaffolding provided?

The study looked at two aspects of dynamic scaffolding:

- The dynamic panel that includes 1) interpretation, which points out those aspects of the zebrafish that are visible at that particular stage of development under the current light selected, and 2) guidance on what and how to look for those specimen features.
- The selection tray that updates at least every 20 minutes (or upon stage jump) with the latest photo of the specimens on the slide. This tray was designed to help visitors more easily navigate to a specimen and to better give them an overview of what is available on the slide.

Dynamic Interpretation and Guidance Panel

Visitors found the dynamic panel helpful for various reasons:

- It helped identify what visitors saw (5/25)
 - Visitor16: [Center] cool because it tells what's what.
 - Visitor17: Knew because center told me it was blood vessels
 - Visitor18: Age. Found out what I was looking at. ... [Center] is cool to explain what you're seeing.
 - Visitor24: we figured out blood was happening already but it was good to see what we were looking at. It was nice to have a clear picture of one. It helped me navigate by giving me a reference picture.
 - Visitor25: the videos are cool; they help you know what you're looking at.
- It guided their investigations (4/25)
 - Visitor15: Looked at the circulatory bits because of prompts [in the center]...Used center as prompts to focus on display.
 - Visitor16: Especially paired with the this [the center panel], it helped to figure out what to look at
 - Visitor19: see what to do /reading center interpretation/ "investigate head, body." What I could do. ...Then zoom to see blood vessels, because it said to.
 - Visitor20: Straightforward. Liked that it told me to look at 2.5x before going on to 10x. [What told you?] The instructions in the center. ... It told where the heart was and I tried to look at it.
- It provided information (1/25)
 - Visitor18: The center was good when I needed information.

Alternatively, they found this dynamic interpretation confusing or inadequate. Their feedback is sorted below according to whether or not it was related to the *changing* nature of the panel.

Related to the material's dynamic nature

- It changed too quickly (1/25)
 - Visitor19: Instructions need to stay up longer as you go through them. They're up too fast.

- It did not align with what was visible (1/25)
Visitor23: (center info panel) M: I read "investigate the blood" but didn't see it immediately match up with the screen so I kept going.

Unrelated to the material's dynamic nature

- It was superfluous or even distracting to the experience (2/25)
Visitor10: I thought it was distracting.
Visitor21: Didn't need it. Not helpful to me.
- Visitors wanted information it did not provide (2/25)
Visitor18: Put hours down here [center]
Visitor20: Would be nice to know how old each embryo is.
- They did not know there was a deeper level of interpretation they could access (1/25)
Visitor9: Did not realize "investigate" were buttons, thought they were labels.

Embryo Selection Tray

The selection tray was useful to visitors because:

- It provided easy navigation, including finding something to look at and reorienting oneself, particularly when the joystick does not provide precise enough control (10/26)
Visitor9: Yes, you touch it, and it's there. ... When you're lost on the screen, you can get found by touching this.
Visitor10: Yes. I knew where to go from step to step.
Visitor12: Selecting by the chart is easier to use than the knob which is not really precise.
Visitor14: because it zooms straight to the thing and autofocuses on it. It's easier than manually finding a specimen.
Visitor18: Jumping to the selection
Visitor20: helped to find the embryos, to know where they are. [She didn't press on the embryos, just used clues like the bubble to find with joystick]
Visitor21: so you don't have to search for another which is kind of hard (navigating with the drive tool).
Visitor23: The drag tool was sensitive and hard to use but this one was fine.
Visitor24: M: It was more like a start over when it got frustrating. Cause moving around is the hard part, but this lets you jump to a new one
Visitor25: yes, you didn't have to search for it which is the hardest part of using a microscope. R: it goes right to it without having to move around since moving around is kind of hard.
- It aided switching among and looking at multiple specimens (4/26)
Visitor9: There is an ease of switching.
Visitor19: cycled through embryos to see how they were different
Visitor21: Looked at different cells so I could research the other ones. ..Whenever one would get stale, you can choose one here
Visitor26: R: yeah, you can see smaller sizes L: or fatter fish. (embryos in different stages of development)

- It autofocused (1/26)
Visitor14: autofocuses on it

On the other hand, visitors felt that the selection tray could be improved in the following ways. Again their feedback is sorted according to whether or not it is related to the tray's ability to auto-update both the photo and the embryo's age.

Related to the tray's dynamic nature

- Visitors wanted more context about what is featured and why (4/26)
Visitor16: M: Label stages above embryos because it's here [center] but now we're just randomly selecting.
Visitor19: Labels would be nice--5 hour, etc.
Visitor22: You see different stages, but it doesn't say that. It doesn't say what stage it's in. It looks like different age groups.
Visitor24: I'm not sure I would feel the need to look at all six. I didn't know how they were different or if they were
- Unclear what it does (2/26)
Visitor13: It took a little bit to get what I was looking at. Thought when I clicked it it would tell you the difference between the slides.
Visitor20: [she didn't use embryo selection after touching the embryo already selected, but did refer to it while moving around slide].
- Should be in age order (2/26)
Visitor18: --if it said hours [by embryo selection] it would tell me "here's the evolution."
Visitor19: Not in chronological order [embryo selection]. Would imagine it would show them in order.

Unrelated to the tray's dynamic nature

- Not readily noticed (3/26)
Visitor3: I didn't know it was there at first.
Visitor4: Not this [embryo selection]
Visitor15: Didn't spot selection

It is unclear from these findings whether the dynamic nature of the interpretation and guidance panel and the selection tray added to the visitor experience. For both, there were more basic issues of visibility and usability, which should be addressed before the project takes a more detailed look at how visitors are using dynamic scaffolding to support seeing scientifically.

SUMMARY

This observation and interview study found the following:

- Similar to past studies, visitors found the exhibit interesting because they saw something of interest under the microscope, they appreciated seeing something that was alive, and they could control the microscope to determine what they saw. Alternatively, a few visitors were simply not interested in biology or the zebrafish specimen, felt that there was little to do at the exhibit, or were disappointed by the image quality available.

- All of the visitors interviewed saw a zebrafish specimen at some point during their exhibit experience. Most used the specimen selection tray, moved the stage, changed the focus, and changed objectives. About three-quarters of the visitors used the UV light, and a small minority of visitors clicked on a link in the right-hand side of the screen for more information or guidance.
- The crux of the experience for most visitors was in viewing a zebrafish specimen using the default setting, 2.5X objective under transmitted light, with visitors spending more than 50% of their time looking at a zebrafish under these conditions. Part of the reason why this might be was because there were still usability and comprehension issues associated with visitors seeing something they could make sense of under the UV light and with the 10x objective. This suggests that visitors need more help in knowing when to use these features and what to look for when their view changes from the default settings.
- This study could not clearly determine if the dynamic aspects of the prototype were effective mainly because there were more fundamental usability issues with these components. That is, many visitors did not click on any of the links in the dynamic interpretation and guidance panel that would have provided them with more specific scaffolding appropriate for the particular specimen in view. Likewise, a few visitors did not seem to know that the selection tray could be used to navigate to different specimens on the slide. These usability issues should be addressed before a more detailed study is conducted to assess the promise and pitfalls of scaffolding that changes with the living and changing specimens in view.

ACKNOWLEDGEMENTS

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APPENDIX A

Observations:

Start Time (hh:mm:ss) _____

Touch specimen selection? Yes No

Move microscope? Yes No

Use Focus? Yes No

Change Light? Yes No

Change Objective? Yes No

Ever have specimen in view? Yes No

End Time (hh:mm:ss) _____

Questions

May I ask you a few questions?

1. How interesting did you find this? Would you say this was ...

Not Interesting	Somewhat Not Interesting	Neutral	Somewhat Interesting	Interesting
-----------------	-----------------------------	---------	-------------------------	-------------

2. What made it _____ for you? [Probe for why they found it xxx --- e.g., 'Say more?']

3. Can you tell me what you tried to do?

*[Question 4 is all about the interpretation screen (right-hand side of the monitor)]*4. Did you use this part of the exhibit at all *[gesture to right-hand side of the monitor]*.

NO YES

[If NO]

a. Is there any reason why you did not? [Probe: Say more? Anything else?]

*[Skip to Q5]**[If YES]*

a. Which part of this?

[For each of the three parts]

Part 1 (used):

- a. Did you find this part *[gesture to used part]* helpful in any way? How so? [Probe: Anything else?]
- b. Was this part *[gesture to used part]* confusing in any way? How so? [Probe: Anything else?]

Part 2:

(if used)	(if not used)
a. Did you find this part <i>[gesture to used part 2]</i> helpful in any way? How so? [Probe: Anything else?]	c. Is there any reason why you did not use this part <i>[gesture to unused part 2]</i> ? [Probe: Say more? Anything else?]
b. Was this part <i>[gesture to used part 2]</i> confusing in any way? How so? [Probe: Anything else?]	

Part 3:

(if used)	(if not used)
a. Did you find this part <i>[gesture to used part 3]</i> helpful in any way? How so? [Probe: Anything else?]	c. Is there any reason why you did not use this part <i>[gesture to unused part 3]</i> ? [Probe: Say more? Anything else?]
b. Was this part <i>[gesture to used part 3]</i> confusing in any way? How so? [Probe: Anything else?]	

5. Do you have any special interest or background that might have helped you understand what you saw?