**« How to script a focus-group or an experimentation »**

**When:** This document must be done during the construction of your experimentation and tested with a pilot experiment.

**Why:** It allows to organize the course of a focus-group or an experimentation that includes several steps. It helps to structure the experimentation.

**Inputs for the thesis writing:** It will be used to write the method part of the thesis. It will be attached to the annexes of the thesis.

To be « repeated » in the most precise way possible from one group to another, the focus-group must be scripted. It can also be used when an experiment includes several steps *(e.g. a user test with qualitative interview before and after the use of a device)*. This guide lists the elements that need to be accurately described and provides an example of a scripting table.

**The document is structured in the following steps**

* **Step number:** Indicate a step number.
* **Objective of the step:** Describe the objectives of the step. For the steps concerning the components, use the three action verbs of the usez-centred approach (explore, co-construct, evaluate).
* **Hypotheses and questions tested in this step:** Indicate the experimental questions or hypotheses that will be tested in this step. These questions and hypotheses correspond to those posed in the experimental protocol.
* **Activities carried out:** List the activities performed in this step. *(e.g. presentation of the model, user tests, reading the dictionary)*
* **Participants concerned:** Users, Teachers, Surgeons, Operators, ...
* **Associated tool(s) or component(s):** Indicate the tool(s) and/or associated component(s) that will be tested in the step.
* **Status of the tool or component:** Indicate the state of progress of the component(s) and in which for mit will be used by the participants (digital/static)
* **Persons responsible for the component(s):** Names of the persons in charge of making the component(s)
* **Experimental materials:** List the experimental materials needed for this step *(e.g. interview guide, annotation guide)*. Indicate the role of these documents (presentation, collection).
* **Estimated duration (min):** Indicate an approximate duration of the activity
* **Start time:** The start time of the step
* **Heure fin:** The end time of the step
* **Expected cumulative duration:** Cumulative duration of activities

**Scripting table**

*(to lighten the presentation, the durations are not indicated on this example)*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Step number** | **Objective of the step** | **Hypotheses and questions tested in this step** | **Activities carried out** | **Participants concerned** | **Associated tool(s) or component(s)** | **Status of the tool or component**  | **Persons responsible for the component(s)** | **Experimental materials**  |
| **1** | Presentation of the experimentation and the guide for conducting the research | / | Presentation by the researcher | Doctoral students/Thesis supervisors | / | / | / | Powerpoint (presentation) |
| **2** | Workshop: Customisation of the guide for conducting the research | The three specificities of the guide (tasks, indicators, roles/actors) can be used in a thesis work? (Q3) | User test | Doctoral students/Thesis supervisors | Guide “cyclic method THEDRE, and tasks list” | Static/ hard copy | Estelle | A3 sheets / envelope with the 60 tasks / stickers / Post-It |
| **3** | Workshop: Exchange on the use of the guide for conducting research | The three specificities of the guide (tasks, indicators, roles/actors) can be used in a thesis work? (Q3) | Focus group | Doctoral students/Thesis supervisors | Guide “cyclic method THEDRE, and tasks list” | Static/ hard copy | Estelle  | Recorder (dictaphone + camera) |
| **...** |   |   |   |   |   |   |   |   |