

## Appendix A Examples of Cultural Probes

Cultural Probe Examples	Citation
<ul style="list-style-type: none"> <li>● Postcards               <ul style="list-style-type: none"> <li>○ Pre-addressed and stamped for return (to researchers)</li> <li>○ Images on front</li> <li>○ Questions on back with questions that elicited info about the attitudes participants held</li> <li>○ Used in order to approach the questions in a causal way</li> </ul> </li> <li>● Maps               <ul style="list-style-type: none"> <li>○ Used to gauge attitudes about participant’s environment</li> <li>○ Questions which prompted participants to mark certain locations with stickers (e.g. Where have you been? Where would you go to do X?)</li> <li>○ Printed on textured papers to emphasize individuality</li> </ul> </li> <li>● Disposable camera               <ul style="list-style-type: none"> <li>○ Prompts for photos listed on the back of the camera packaging</li> <li>○ Unassigned photos used for “whatever they wanted to show us”</li> </ul> </li> <li>● Photo album               <ul style="list-style-type: none"> <li>○ Use photos (from their life) to tell a story</li> </ul> </li> <li>● Media Diary (records made for a week)               <ul style="list-style-type: none"> <li>○ Record TV, radio use—what they watched, with who, when</li> <li>○ Record incoming/outgoing calls—who, when, subject of call</li> </ul> </li> </ul>	<p>(Gaver et al., 1999)</p>
<ul style="list-style-type: none"> <li>● Disposable camera               <ul style="list-style-type: none"> <li>○ Labelled with requests for particular pictures</li> <li>○ Prompted people to take pictures of their home that they normally would not have</li> </ul> </li> <li>● Friends and family map               <ul style="list-style-type: none"> <li>○ Diagramming their relationships with others</li> <li>○ Provided a visual framework to encourage participants to see relations in new ways</li> </ul> </li> <li>● Dream recorder               <ul style="list-style-type: none"> <li>○ Digital memo maker repacked with instructions to use when waking up from a vivid dream (10 seconds to record, no deleting, reviewing, or editing)</li> </ul> </li> </ul>	<p>(Blythe, 2004)</p>
<ul style="list-style-type: none"> <li>● Collage               <ul style="list-style-type: none"> <li>○ Asked children to collect and paste pictures of “technology that looks fun” from the internet, magazines, newspapers, or other media.</li> </ul> </li> <li>● Subject Ratings               <ul style="list-style-type: none"> <li>○ Allowed children to rate subject areas (for example reading, mathematics, art and music) on two scales: enjoyment and ease.</li> </ul> </li> <li>● Classroom Architect               <ul style="list-style-type: none"> <li>○ Required children to draw a picture of their current classroom and a picture of a classroom of the future.</li> </ul> </li> <li>● Technology Gadget Design</li> </ul>	<p>(Wyeth &amp; Diercke, 2006)</p>

<ul style="list-style-type: none"> <li>○ Asked children to design and describe their own gadget to assist with learning at school.</li> <li>● Brainstorming Bubbles <ul style="list-style-type: none"> <li>○ Asked children questions such as: What makes science interesting? What makes science boring? How could I make science more interesting?</li> </ul> </li> <li>● Excursion Day Plan <ul style="list-style-type: none"> <li>○ Allowed children to plan an excursion as an alternative to their next mathematics lesson.</li> </ul> </li> <li>● Science Toy <ul style="list-style-type: none"> <li>○ Asked children to create a new science toy that would help them to understand their science homework.</li> </ul> </li> <li>● Open ended writing prompt <ul style="list-style-type: none"> <li>○ When I grow up...</li> <li>○ Required children to describe the work they would like to do when they grew up.</li> </ul> </li> <li>● Journal <ul style="list-style-type: none"> <li>○ Allowed children to record their thoughts, ideas and memories from school in text and in pictures.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>● Capture artifacts <ul style="list-style-type: none"> <li>○ a repackaged digital memo-taker enabling participants to describe a vivid dream upon waking</li> <li>○ stickers of cartoon faces and other illustrations to support humorous, emotional responses</li> <li>○ Polaroid cameras for taking photos of participants' own rooms, friends, visitors and other 'important' things; hand-written addressed and stamped postcards</li> <li>○ a messaging technology allowing logging of communication using digital Post It notes</li> </ul> </li> <li>● (Auto)-biographical accounts</li> <li>● Making the invisible, visible <ul style="list-style-type: none"> <li>○ taking a photograph</li> <li>○ writing something in a diary</li> <li>○ speaking into a Dictaphone</li> <li>○ scrapbook</li> </ul> </li> <li>● Participant as expert</li> <li>● Dialogue and conversation</li> </ul>	(Graham et al., 2007)
<ul style="list-style-type: none"> <li>● Prompt card <ul style="list-style-type: none"> <li>○ "Capture your day"</li> <li>○ No other prompts given, meant to have them discuss the mundane events in their life</li> </ul> </li> <li>● Dictionary exercise</li> <li>● Notebook</li> <li>● Exercise cards on: <ul style="list-style-type: none"> <li>○ People</li> <li>○ Rituals</li> <li>○ Small things</li> <li>○ Repetition</li> </ul> </li> </ul>	(Mols et al., 2014)

<ul style="list-style-type: none"> <li>○ Media creation</li> <li>● USB stick</li> <li>● CD</li> <li>● Pedestal for a ‘museum’</li> <li>● Photo folder and exercise cards on missing media</li> </ul>	
<ul style="list-style-type: none"> <li>● Map <ul style="list-style-type: none"> <li>○ A map with colored self-adhesive dots and picto-grams to visualize one’s social network (friends, family, and colleagues) and preferable ways of communicating with each person.</li> </ul> </li> <li>● Telephone diary <ul style="list-style-type: none"> <li>○ A journal of communication partners, the form of communication and the associated thoughts and moods</li> </ul> </li> <li>● A disposable camera <ul style="list-style-type: none"> <li>○ Initial instructions what to take pictures of (e.g., ‘the favourite place to be’, ‘the tele- phone’s place’, ‘the pet’)</li> </ul> </li> <li>● Postcards <ul style="list-style-type: none"> <li>○ Providing open-ended questions about mobile phones (e.g., ‘how would you call your mobile phone by name?’).</li> </ul> </li> <li>● Bag <ul style="list-style-type: none"> <li>○ To collect olfactory and sensual probes.</li> </ul> </li> <li>● Material examples (rubber, fabric, metal, and paper) <ul style="list-style-type: none"> <li>○ For inspiration and as raw material for collages.</li> </ul> </li> <li>● Blank notebook <ul style="list-style-type: none"> <li>○ For drawings, collages, to collect things</li> </ul> </li> </ul>	(Bredies et al., 2008)
<ul style="list-style-type: none"> <li>● “DRAW YOUR FINANCIAL LIFE.” <ul style="list-style-type: none"> <li>○ Research question: What items comprise their financial life? What tools do they use?</li> <li>○ Activity: Participants were given an 11x17 piece of paper and instructed to draw the important items, tools, and flows that make up their financial lives. (Similar to the method that Adams described)</li> </ul> </li> <li>● “LETTER FROM THE FUTURE” <ul style="list-style-type: none"> <li>○ Research question: What are people’s financial goals?</li> <li>○ Activity: Participants were asked to write a letter to their present selves from their future self who had accomplished their financial goals, telling them what they’ve achieved and how they got there.</li> </ul> </li> <li>● “PORTFOLIO DEFINITION” <ul style="list-style-type: none"> <li>○ Research question: What is included or excluded from their portfolio?</li> <li>○ Activity: Participants completed a dictionary definition based on their own view of what a portfolio was.</li> </ul> </li> <li>● “GUIDED TOUR OF YOUR PORTFOLIO” <ul style="list-style-type: none"> <li>○ Research question: How do they currently use their online portfolio?</li> <li>○ Activity: Participants filled a museum tour booklet of their portfolio and took photos of highlights on the tour. They covered private information with the provided sticky notes.</li> </ul> </li> </ul>	(Berkovich, 2009)

<ul style="list-style-type: none"> <li>● “TEAMS OF INVESTMENTS” <ul style="list-style-type: none"> <li>○ Research question: What categories are important in their investments?</li> <li>○ Activity: Participants completed a booklet of “teams” (groups) of investments that they had in their portfolios. They named each team and listed its members.</li> </ul> </li> <li>● “PORTFOLIO REPORT CARD” <ul style="list-style-type: none"> <li>○ Research question: How do they evaluate their portfolios?</li> <li>○ Activity: Participants listed “subjects” on which to evaluate their portfolio and then graded it.</li> </ul> </li> <li>● ACTIVITY 7: “PHOTO CHECKLIST” <ul style="list-style-type: none"> <li>○ Research question: What else is important?</li> <li>○ Activity: Participants were given a checklist of open-ended items to take pictures of to show their environment—such as where they keep track of investments, good sources of information about investing, etc.</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>● Pictures taken by participants on phones <ul style="list-style-type: none"> <li>○ Given prompts as to what to capture</li> <li>○ Something good during their journey</li> <li>○ Something unexpected</li> <li>○ Something that makes the journey shorter</li> <li>○ Unique, annoying</li> <li>○ Something to be changed</li> <li>○ Something of their choice</li> </ul> </li> </ul>	(Belloni et al., 2009)
<ul style="list-style-type: none"> <li>● The Sustainability Diary <ul style="list-style-type: none"> <li>○ Directs participants to record green acts they are proud of and things they wish they had done differently.</li> </ul> </li> <li>● Several cards with questions and images <ul style="list-style-type: none"> <li>○ Intended to provoke visual or metaphorical thinking</li> </ul> </li> <li>● Cards offering “three wishes” for new tech for EcoHouse</li> <li>● Disposable camera <ul style="list-style-type: none"> <li>○ Photo prompts such as “something green” and “a guilty pleasure”</li> </ul> </li> <li>● House floor plans <ul style="list-style-type: none"> <li>○ Annotate</li> </ul> </li> </ul>	(Davis, 2010)
<ul style="list-style-type: none"> <li>● Image “Tweets” <ul style="list-style-type: none"> <li>○ Take a picture of something that represents a certain hashtag e.g. #family, #opportunity, #culture</li> </ul> </li> <li>● Describe the community <ul style="list-style-type: none"> <li>○ “As you walk around the neighborhood, tweet a list of words that describe the kind of community you see”</li> <li>○ Tweet a description of the character of the community with the hashtag</li> </ul> </li> </ul>	(Halpern et al., 2013)

<ul style="list-style-type: none"> <li>● Postcards <ul style="list-style-type: none"> <li>○ “tell me” prompt</li> <li>○ “what do you associate with certain terms?”</li> </ul> </li> <li>● Social map <ul style="list-style-type: none"> <li>○ Six activities of daily living—some needed to involve technology, others could be facilitated by technology</li> <li>○ Looked to see what activities were shared with other people, and who those people were</li> <li>○ Participants placed stickers farther or closer to “them” on the map depending on how “involved” the other person was in the activity</li> </ul> </li> <li>● Disposable camera <ul style="list-style-type: none"> <li>○ Given prompts for what photos to take (abstract)</li> </ul> </li> <li>● Story prompts <ul style="list-style-type: none"> <li>○ “Remember when” story prompts meant to have participants provide a recount of when they were in certain situations</li> </ul> </li> </ul>	<p>(Burrows et al., 2015)</p>
<ul style="list-style-type: none"> <li>● Photo elicitation book <ul style="list-style-type: none"> <li>○ With a set of photos and questions related to them</li> <li>○ This was done to elicit experiences pertaining to certain life events such as the boat journey (during immigration to AUS)</li> </ul> </li> <li>● Disposable camera <ul style="list-style-type: none"> <li>○ Instructions to take photos of specific objects, places and situations.</li> </ul> </li> <li>● Logbook <ul style="list-style-type: none"> <li>○ to record daily activities and communications with friends and family members and their reaction after these communications.</li> </ul> </li> <li>● Sketchbook <ul style="list-style-type: none"> <li>○ To draw a design idea that will help their existing situation.</li> </ul> </li> <li>● Map of the city <ul style="list-style-type: none"> <li>○ To highlight important areas of personal and social significance, with colored stickers.</li> </ul> </li> <li>● Audio recorder <ul style="list-style-type: none"> <li>○ For participants to express their feelings complementing any of the other material.</li> </ul> </li> </ul>	<p>(Almohamed &amp; Vyas, 2016)</p>
<ul style="list-style-type: none"> <li>● Digital camera <ul style="list-style-type: none"> <li>○ Prompted to take photos during the week of different things related to bread</li> </ul> </li> <li>● Photo journal <ul style="list-style-type: none"> <li>○ Prompted to write about each photo they took in the journal</li> <li>○ Stickers to show frequency</li> <li>○ Coloring pencils (for fun)</li> </ul> </li> <li>● Set of postcards <ul style="list-style-type: none"> <li>○ Prompted to draw or write a response to the questions on the postcard</li> </ul> </li> <li>● Deck of cards <ul style="list-style-type: none"> <li>○ Free association card game</li> <li>○ five question cards, 29 images</li> </ul> </li> </ul>	<p>(Pantidi et al., 2017).</p>

<ul style="list-style-type: none"><li>● Comment cards<ul style="list-style-type: none"><li>○ Open ended prompts/questions</li><li>○ Instructed to write a response on the card</li></ul></li><li>● Digital camera<ul style="list-style-type: none"><li>○ Prompted to take photographs of certain things</li></ul></li></ul>	(Wyche, 2020, 2019)
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