The Gamified Eye: Refraction tests as a conversational professional practice
The subjective refraction test

Objective refraction test (autorefractor)

Subjective refraction test (phoropther)
Theoretical framework

Multimodal Conversation analysis


CA studies of refraction tests:


Gamification:

- Deterding, S., Dixon, D..m.fl. From Game Design Elements to Gamefulness: Defining "Gamification” MindTrek’11, September 28-30, 2011, Tampere, Finland.
The Refraction tests as a game

**Language-games**
Characterized by “ordinary” talk-in-interaction

**Gamification**
Characterized by game elements in a non-game context

**Games**
Characterized by explicit rules in defined games
Excerpt 1
Adjacency pairs and third-turn assessments

Excerpt 1

1  OP  good (.) >you know what let’s get going<

2  CU  [okay ]

3  OP  [so you] will get (.) ↑this letter chart

4  =so without exerting yourself (.) what can you re:ad

5  CU  h >i can read the bottom line< (0.6) r z uh:m c l

6  OP  oh my (.) that was very fine indeed

Dias 6
Excerpt 2
Are you violating the rules?

Excerpt 2

73  OP  and then i close for one of your § eyes § (0.7)

74  and what are you able to now without exerting yourself

75  CU  .hhh r z u:hm c l

76  OP  o:h do you ↑↑remember it or du you ↓see it?=

77  CU  >i see them<

78  OP  >oh that’s good<
Changing strategy

Excerpt 3

275  OP  and can you see the bottom line without difficulties

276  CU  yes (0.6) [r z c m]  

277  OP  yes and you just carry [on if you can]

278  CU  [r d z t] (0.3)

279  OP  >yes< (0.6) you have tried it so many times now

280  so i’ll pull out a trump here okay?

281  CU  well [↓<okay>] f- >↑may i read the upper line?><

282  OP  [↑ye:s]

283  on(h)ly [the upper one that’s fine]

284  CU  [he he he he he he he]
The interactional architecture: Some of the features that constitute the conversational professional practice as a *gamified activity*:

- **Multimodal resources**: Customers use different verbal and embodied semiotic resources for showing how good they are at “playing the game”, cf. excerpt 3.

- **Interactional nudges** (cf. Stokoe, 2014)
  - **Third turn actions**: Assessments as interactional nudges encouraging the customer do to well, cf. excerpt 1.
  - **First pair part actions**: For instance questions:
    1. OP can you see the upper line? (.) that is what i t- expect you to

- **Moral accountability**: Rules (*allowable contributions*) for “proper” refraction test are made visible through accounts, thus displaying how the rules can be violated, cf. excerpt 2.

- **The “board game”**: The letter chart as a board for playing, with the letter lines as “levels”