

The Gamified Eye: Refraction tests as a conversational professional practice

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Dias 1

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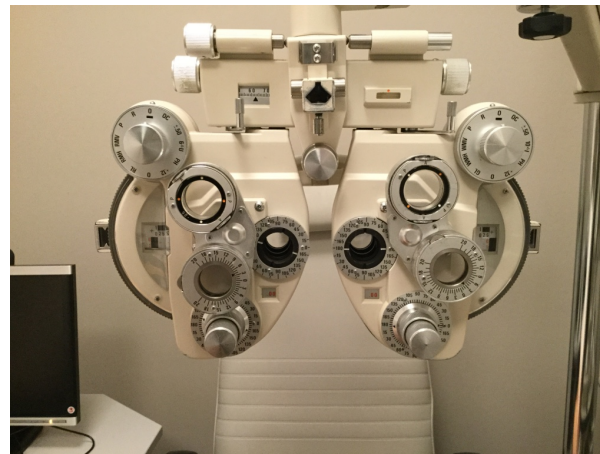


The subjective refraction test

Objective refraction test (autorefractor)



Subjective refraction test (phoropter)



Theoretical framework

Multimodal Conversation analysis

- Streeck, J., Goodwin, C., & LeBaron, C. (2011). *Embodied Interaction: Language and Body in the Material World*. Cambridge University Press.

CA studies of refraction tests:

- Gibson, W., Webb, H., & Lehn, D. vom. (2011). Re-constituting social praxis: an ethnomethodological analysis of video data in optometry consultations. *International Journal of Social Research Methodology*, 14(3), 207–218. <http://doi.org/10.1080/13645579.2011.563618>
- Vom Lehn, D., Webb, H., Heath, C., & Gibson, W. (2013). Assessing Distance Vision as Interactional Achievement: A Study of Commensuration in Action. *Soziale Welt*, 64(1-2), 115–136.
- Webb, H., Heath, C., vom Lehn, D., & Gibson, W. (2013). Engendering Response: Professional Gesture and the Assessment of Eyesight in Optometry Consultations. *Symbolic Interaction*, 36(2), 137–158.
- Webb, H., Lehn, D. vom, Heath, C., Gibson, W., & Evans, B. J. W. (2013). The Problem With “Problems”: The Case of Openings in Optometry Consultations. *Research on Language and Social Interaction*, 46(1), 65–83.

Gamification:

- Deterding, S., Dixon, D..m.fl. *From Game Design Elements to Gamefulness: Defining “Gamification”* MindTrek’11, September 28-30, 2011, Tampere, Finland.
- Hunter, R. (2011). *The Gamification Handbook - Everything You Need to Know about Gamification*. United States Tebbo.



The Refraction tests as a game

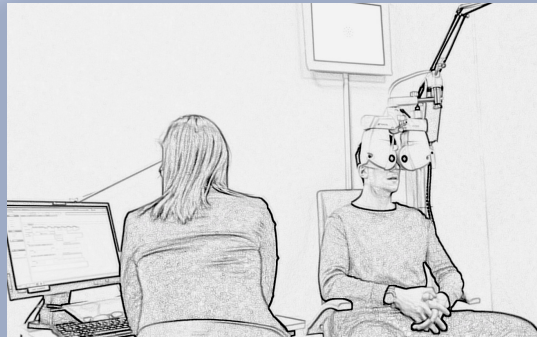
Language-games

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



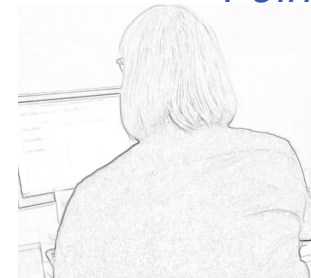
Clicks on remote control



Customer looks at chart



Points towards chart



Gazes towards computer

Excerpt 2



78 OP >oh that's good<



Excerpt 3



Changing strategy

Excerpt 3

275 OP and can you se 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

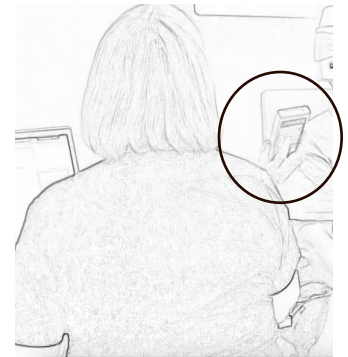
→ 280 so i'll pull out a trump here okay?

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

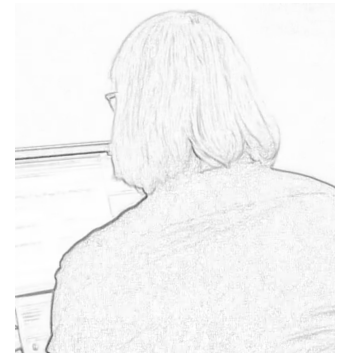
282 OP [↑ye:s] -----

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

284 CU [he he he he he he he]



Changes letters



Looks at computer



Changes letters

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”

