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REGULATIONS ON USE

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Background

The field manuals were originally intended as working documents for internal use only. They were supplemented by verbal instructions and additional guidelines in many cases. If you have questions about using the materials, or comments on the viability in various field situations, feel free to get in touch with the authors.

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Route Descriptions: Interactive Games with Eric's Maze Task

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Material: 2 Maps (without letters)
2 little Persons
1 chain (approximately 40 cm long;
(start marked with black tape,
end marked with red tape)

Subjects: at least 6
(= at least three dyads with one subject being the
director and the other subject being the matcher.

Interactive Game (see below) Instruction: "You two will play a game now". Instruct the director as follows: "You will see a route on the piece of paper in front of you outlined by a chain and you should move the man along the route that is indicated by the chain and describe the (little person's) route to your partner so that he or she is able to have a little person in his hand follow this route." Instruct the matcher as follows: "You listen to your partner, take this little person and follow the route described by your partner on the piece of paper that is in front of you. Feel free to ask questions whenever you are uncertain or want more clarification with respect to the route description".

Game description: This game was devised to collect additional data on route descriptions (see section on "Route Description Elicitation" in the "Cognition and Space Kit" booklet) and also to allow for a comparison between the verbal data collected with the main pathways 1-5 and the results of the nonverbal cognitive Maze Task (see section "Eric's Maze Task" in the "Cognition and Space Kit" booklet).

The route description games our subjects are asked to play follow the general methodological outline as all the other interactive games developed in our group. All these games involve a "director" consultant who is allowed to see the stimulus, and a "matcher" who is not. The players are sitting side by side with a screen separating them so that they cannot see each other's stimuli. The orientation of the players is taken note of, and the field researcher instructs the players what to do in their own language - all instructions are standardized (see instruction above).

On the basis of the verbal descriptions given by the "director" in this game, the "matcher" is asked to have the little person follow the route that the director describes on the maze in front of him. The researcher decides on what route the director is to describe and uses the chain to mark the route on the maze in front of the director. The end of the chain marked with black tape indicates the start of the route, and the end of the chain that is marked with red tape indicates the end of the route. The researcher should select the routes to be described more or less at random; however, it seems to be a good strategy to start the games with simple routes and to make sure that the directions of the selected routes alternate (such a sequence may run as follows: Routes 1, 5, 3, 2, 8, 6, 7, 9, 10, 4). Moreover, the field researcher should encourage the players to interact verbally, especially if they think they have difficulties to understand each other.

All games are played at least three times with two consultants (director and matcher) each. As an additional variant of this game it could be interesting to run the game with the same two consultants twice, changing the consultants' roles in this second game so that the matcher of the first game takes over the role of the director, and the director of the first game becomes the matcher. It may also be of interest to test what happens when the game is played without the little persons.

