Empirical Example from the pilot study

During the task procedure, the student struggled to define a slider in order to visualise the camera's line of sight. Afterwards, the interviewer asked the student about his thoughts regarding this situation:

Interviewer:	What did you think when the tool displayed the error message?
Student:	Either it works (...) or it doesn't (...) and then I give myself (...) 2 minutes. I ask myself: Have I done something wrong, or am I capable of doing this, or, to put it another way, do I need to use this slider? If that had been my only option, I would have spent more time trying to get to grips with it. Before I start typing away for ages trying to fix it or something like that: forget that idea – how can I make it look as similar as possible?

Looking back: *I ask myself: Have I done something wrong*

Awareness of essential aspects: *Do I need to use this slider?*

Creating alternatives and choice making: *How can I make it look as similar as possible?*

Unaware: why the silder's definition was incorrect

→ deeper reflection could have helped to overcome this situation and to solve the task analytically