

**Interview Protocol: Exploring How Adults Use Artificial
Intelligence in Out-of-School Settings**

Elizabeth Elie

Department of Educational Technology, New Jersey City University

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Dr. Christopher Shamburg

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Introduction

Artificial intelligence (AI) has become a more ubiquitous aspect of daily life, affecting how individuals communicate, solve problems, access information, and carry out personal and professional tasks. Gaining knowledge about how adults use AI outside formal educational contexts can inform work on lifelong learning, digital literacy, and technology adoption. This protocol was developed for a study of 35 participants spanning a range of ages, occupations, educational backgrounds, and life experiences.

The interviews are designed to investigate how adults use AI in their daily lives, the advantages and difficulties they encounter, and the ways AI supports informal learning. The protocol follows Jiménez and Orozco (2021), who argue that effective qualitative interviews should enable participants to communicate in-depth experiences, viewpoints, and meanings rather than supply brief or purely factual answers. Their guidelines favor open-ended prompts that let participants describe experiences in their own words while leaving the researcher free to follow up where more detail or clarification is needed.

Interview Questions

Question 1

Can you describe the different ways you use artificial intelligence in your daily life outside of work or school?

In addition to encouraging participants to talk about their experiences in general, this introductory question acts as an icebreaker. Before delving into more specialized subjects, Jiménez and Orozco (2021) argue that starting with open-ended prompts helps build rapport and enables participants to recount experiences using their own language.

Question 2

What motivated you to begin using AI tools, and how did you learn to use them?

Participants' paths to using AI and their informal learning methods are examined in this question. It sheds light on whether adults learned on their own, from friends, family, the internet, or through their jobs. Jiménez and Orozco (2021) hold that the goal of qualitative interviewing is to comprehend participants' experiences and the interpretations they make of them.

Question 3

Which AI tools or applications do you use most often, and what tasks do they help you accomplish?

This question asks participants about the kinds of AI technology they use and how those tools help with daily tasks such as writing, organizing, finding information, managing money, or working on creative projects. Gaining insight into specific applications contributes to a more comprehensive understanding of the function AI performs in informal learning.

Question 4

Can you describe a situation where AI helped you learn something new or solve a problem?

AI as a learning tool is the focus of this question. Participants are asked for concrete examples so that the researcher can better understand how AI supports lifelong learning outside conventional educational settings. Jiménez and Orozco (2021) recommend prompting for detailed narratives that supply context and relevance rather than summary judgments.

Question 5

Have you experienced any challenges, concerns, or frustrations while using AI? If so, please describe them.

This question looks at obstacles to AI use, including worries about accessibility, accuracy, privacy, bias, and misinformation. Inviting negative experiences alongside positive ones produces a more balanced picture of participants' perceptions and reduces the risk of a uniformly favorable account.

Question 6

How has using AI changed the way you make decisions, complete everyday tasks, or find information?

The wider impact of AI on participants' routines and habits is examined here. It gives participants an opportunity to consider how things have changed over time and offers insight into how AI affects productivity and decision-making.

Question 7

What advice would you give someone who has never used AI but wants to begin using it in everyday life?

In addition to producing practical insight, this closing question invites participants to synthesize their own experience. Jiménez and Orozco (2021) advise concluding interviews with reflective prompts that let participants raise ideas which may not have surfaced earlier.

Conclusion

The purpose of this protocol is to collect rich qualitative data on how adults use AI outside the classroom. The open-ended questions enable participants to consider their experiences, learning processes, perceived benefits, and concerns, while leaving room for follow-up inquiry. In line with the recommendations of Jiménez and Orozco (2021), the protocol places a strong emphasis on participant-centered discussion in order to produce detailed answers that advance understanding of AI use among varied adult learners.

The results of a study conducted with this protocol may give educators, researchers, and policymakers a clearer understanding of how AI facilitates informal learning, as well as opportunities to advance equitable and responsible AI literacy.

References

- Jiménez, T. R., & Orozco, M. (2021). Prompts, not questions: Four techniques for crafting better interview protocols. *Qualitative Sociology*, 44, 507–528. <https://doi.org/10.1007/s11133-021-09483-2>