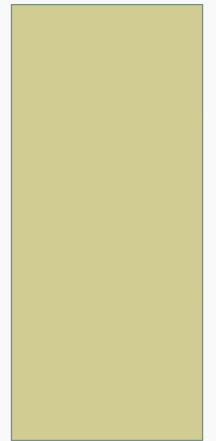


CROWD SOURCING

CS 147



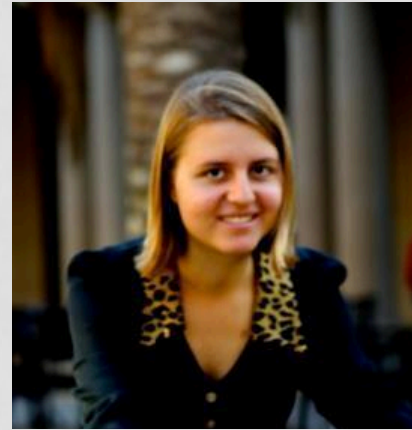
PROJECT TEAM



Sloane
CS, Senior Year



Marie
CS, Junior Year

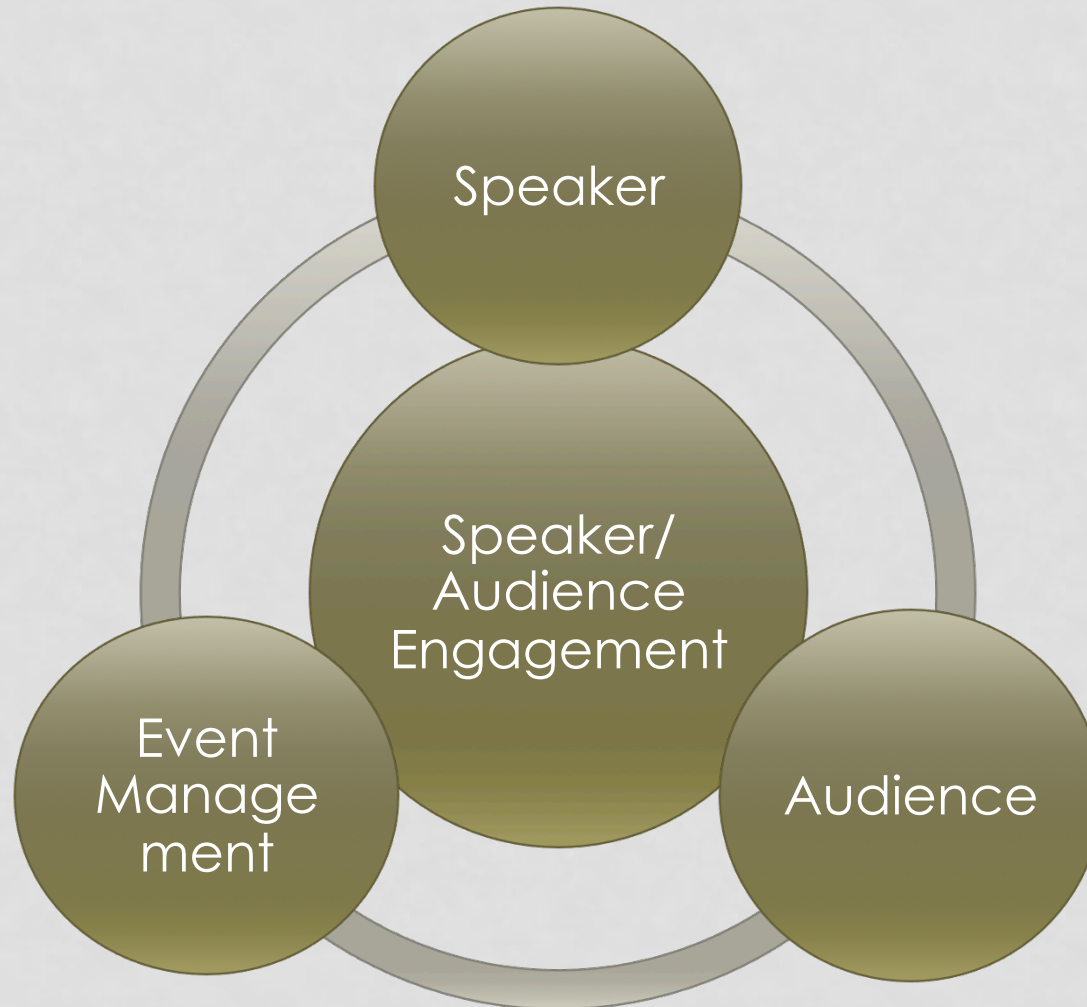


Tina
CS, Junior Year



Karna
MBA-GSB, 2nd
Year

NEEDFINDING METHODOLOGY



STUDENT



Felix,
Art and Literature
double major at UC
Santa Cruz

Skype Interview:

Questions:

- Describe to me your last lecture class?
- What happened before, during, and after?
- How did you feel about the class?
- Tell me a story about a particularly eventful lecture?
- Describe a recent reading you attended that you found interesting? What were you doing during the reading?

SPEAKER – EXTREME USER



Jerry Cain
STANFORD Prof
CS 110 - 210 Student

IN PERSON INTERVIEW

- How's 110 going? Are you teaching any other classes?
- How large is 110?
- How do you usually format your lectures? Why?
- Which topics do students have the most trouble with?
- And how do you make these topics easier to understand?
- Have you ever been surprised by which topics students found confusing?

EVENT MANAGEMENT- EXTREME

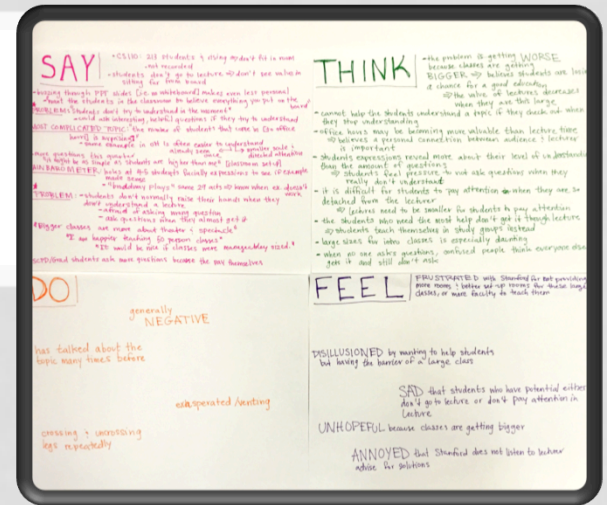


Robert Chun
Former President–
Stanford Speaker
Bureau

PHONE INTERVIEW:

- Tell me about a time Q+A session had a negative effect on the talk?
- Tell me about a time Q+A session had a positive effect on the talk?
- What kinds of people ask the most questions? (i.e. Extreme Users)
- What are alternatives to ‘floating mic’ Q +A sessions?
- What is the best question you’ve ever asked

INTERVIEW RESULTS



Jeery Cain , Prof

- Student don't go to lecture even when They are not recorded
- Students don't normally raise hand when they don't understand – ask when they almost get it
- SCPD/Grad students ask more questions because they pay themselves
- Students come a lot in office hour and learn better

Surprises:

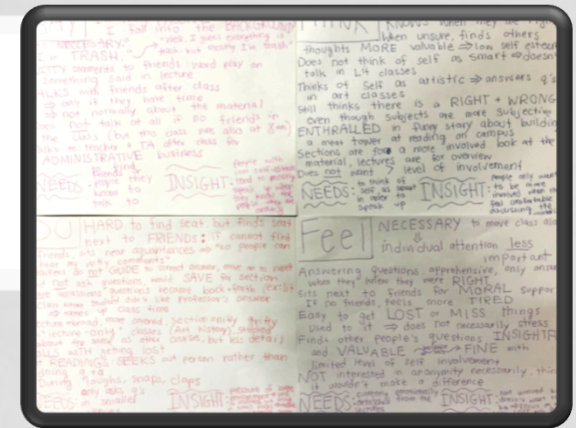
“Student don't try to learn in the moment”

“looks at same 4-5 student's facial expressions to see if it makes sense”

“lectures are like Broadway play with same 29 acts “

“I am happier teaching a class of 50 students”

INTERVIEW RESULTS



Felix Student :

- Passive in Class (normal class size 60 -200)
- Sat with a friend to talk something witty
- For answering questions: teachers wouldn't guide to right answer, would move on to next person (different in smaller classes)
- Prefers asking questions in Office hours for class
- Ask question to a speaker after the talk and Q/A

Surprises:

“I only answered in art classes - knew that they were right”

“Its necessary to move class along/ individual attention less important”

INTERVIEW RESULTS

Robert, Event management

- Speakers not always good at talking about what audience wants to hear ... impossible to judge your audience ahead of time.
- Q/A engages audiences more and challenges speaker

Downside of Q+A sessions- Sometimes questions are bad, off-topic

- Audience can soliloquy on their position rather than relating to speaker. Audience may try and ruin events

Downside of Index Cards – moderator decides questions and questions are not related to talk

Surprises:

- Generally older and male; in a room of Stanford students, frequently an older community member/prof will ask the questions. Mostly very confident people

EMPATHY MAP

SAY

CLASS

no Q } - Afraid of not knowing what's up
"embarrassing Q"

- Not trying to understand in class

- Jerry sees more OH

- answer questions only when they know they're right

- one detail of almost understanding
⇒ do ask questions

TALKS

- people come in w/ questions, sometimes not relevant

- best q's are the ones that probe

DO

CLASS - Jerry: look at the same couple of people's expressions to gauge understanding

- Felix: sit next to friends or people they knew to make comments to (mostly "witty" comments on lecture, when they were really just asked for help from friends)

- Jerry: goes through code slowly on whiteboard

- students don't go to not recorded lecture (no seating space?)

TALKS

- index cards ⇒ moderator picks cards

- tells people earlier about q+a: challenges speaker & engages listeners

- Felix: don't do q+a, ask questions to speaker personally

- clap, snap, laugh

THINK

Felix:

- think other people have more valuable insight

(thinks they are not as smart)

- worried people will judge them badly

- less involvement is necessary to make class along

CLASS

& individual attention is not as important

Jerry: personal connection w audience is important for students to pay attention

⇒ OH may be becoming more valuable than lecture

⇒ the students that need the most help don't get it through lec

Talks: challenging speaker makes them more honest

- index card system means you miss out on what audience wants & focuses on what the moderator wants

FEEL

CLASS

- Felix: passive, falls into background

→ not engaged but no strong wish to be engaged ⇒ used to it

- more comfortable engaging in smaller environments or w friends

- Jerry: frustrated that students aren't engaged b/c of barrier of large

- disinterested, hopeless ⇒ feels like university isn't resp

- Felix: low self-esteem (in lit.)

⇒ confidence (in art) ⇒ engaging

TALKS

- Frustrated when q's are unrelated & only for one person

- Felix: engaged & enthralled

NEEDS

• To find friends/people they know to talk to

• To think of self as smart in order to speak up

• to mostly understand topic to ask a q ⇒ need to be more confident in asking when they don't understand

• a way to make personal connections w students in a large classroom

• students to pay attention so that they can try to learn

• students to come to class

• find out best q's to be asked

• weed out bad q's

INSIGHT

People w. low self-esteem to mostly speak w/ who know the people they are

only want to be more in when they are comfortable

material.

(perceived stigma against asking bad q's (students afraid of betraying they don't

students learn better in smaller/more personal enviro (currently uses OH)

• students don't want greater involvement w/ it on their own time

• bad q's can ruin a talk: good q's can make it great

EMPATHY MAP

SAY

Class:

- Afraid of not knowing
- Not trying to understand in class
- Answer only when know answer
- Passive in large classes

Talk:

- People care about Q/A
- Sometimes its not relevant
- Best Q's are ones that probe on topic

DO

Class:

- Jerry – looks at same people's facial exp.
- Code working on whiteboard
- Students don't go to lectures
- Felix sits next to friends in class

Talk:

- Felix- Clap, Snap and Laugh
- Ask q's after the talk in person
- Telling ppl about Q/A before talk
- Index Cards – moderator picks cards

EMPATHY MAP

THINK

Class:

- Other people are smarter
- Worried ppl will judge badly
- Individual attention not necessary
- Personal connection with audience imp

Talk:

- Q/A challenges speakers -> interesting
- Index card system doesn't give best Q's

FEEL

Class:

- Felix- passive and lost
- More comfortable in small settings
- Jerry: frustrated with large class sizes
- Disillusioned and hopeless

Talk:

- Felix- engaged and interested
- Robert – frustrated that some audience “hijack”
- Excited about new prospects

Needs

To ask questions even when not understanding

To large class more beneficial for students

To know the status of audience

To find a better way to filter best Questions

Insights

Perceived Stigma with asking in public needs to be eliminated

Efficient communication of student status and queries need

Crowd opinion can be a good indicator of the smart

Crowdsourcing of opinions better for overall audience

SUMMARY

Significant Needs exist to improve the overall Class experience

- Student
- Teacher

- Needs exist for better interaction and Q/A in large talks