

Team LoopedIn



Simone J



Maddy B



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Problem Domain

- Low resource communities, East Palo Alto
- K-12 education
- Students, parents, and teacher communication

Initial POV 1

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We were surprised to find that teachers can't grade everything, but want to.

It would be game changing if we could reduce the time spent grading homework while still providing students with individual feedback on their work.

Initial POV 2

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We were surprised to learn that low resource parents have difficulty engaging with parent/teacher communication tools.

We think it would be game changing if we removed barriers to parent communication and involvement.

Additional Needfinding



Marianne Dray, Math Teacher (Palo Alto)



“It can get so **adversarial**, and teachers get frustrated that parents aren’t more involved... But really trying to build **a team where the student is at the center and in charge**, has the central role, and then you’re all working to some goal on behalf of the kid. I don’t know how to foster that, but it would be a great message. School communication can get so heated; **it’s so personal.**”

Zoe Woldorf, TFA Math Teacher (New Orleans)



"Teachers wish they had more time to talk to parents, but they have so many things to do that it becomes a lower priority. Contacting parents can't happen until 7 pm and you can't tell if you're going to talk to parents for 5 minutes or an hour. And no one like talking to people they don't know well on the phone... Sometimes parents get mad about not being called. Some want more communication, but **they aren't willing to make the first step and communicate with me.**"

Ines, EPATT Parent



“We work all day, and we’re super busy, and then sports. We get home super late and sometimes I have to feed them dinner, shower, so it’s so hard to be in touch every day. So, I make deals with my kids about trust.”

New POVs

POV/Experience Testing BRAINSTORM

- ① We met: math teachers in low resource communities

We were amazed to find: parent involvement is unreliable, and often

it would be game-changing to: create a team environment by aligning the goals of the parent/teacher/student

tense
uncomfortable
adversarial
negative
- ② We met: administrators at an educational after school program for kids from EPA

We were amazed to find: even though parents care, they aren't often going to initiate communication

it would be game-changing to: provide a passive way for parents to receive info from teachers
- ③ We met: a low resource parent from EPA

We were amazed to find: she relies mostly on her kid to self report (not teacher)

it would be game-changing to: facilitate a closer relationship b/w the parent & teacher in support of the student

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New POV 1

We met math teachers in low resource communities.

We were amazed to find that they think communicating with parents is adversarial.

It would be game changing to make parents, teachers, and students feel like a team.

New POV 2

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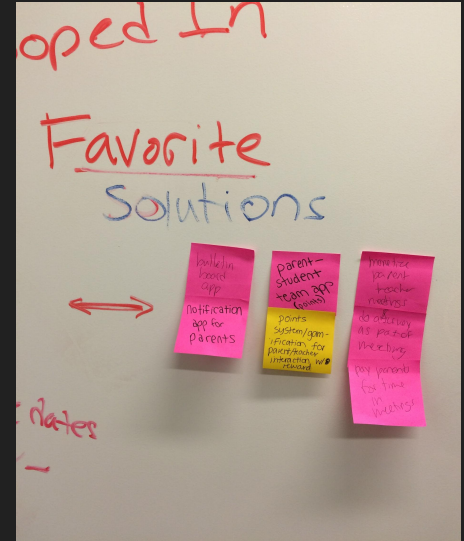
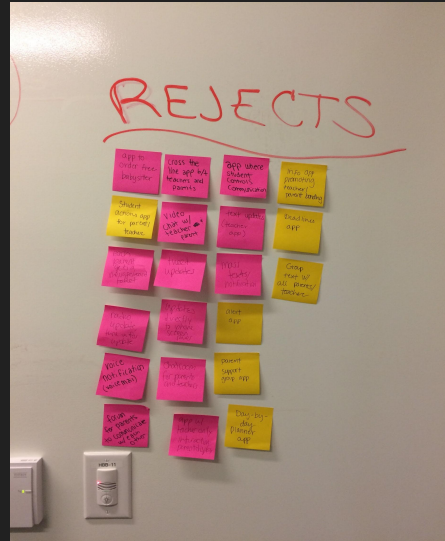
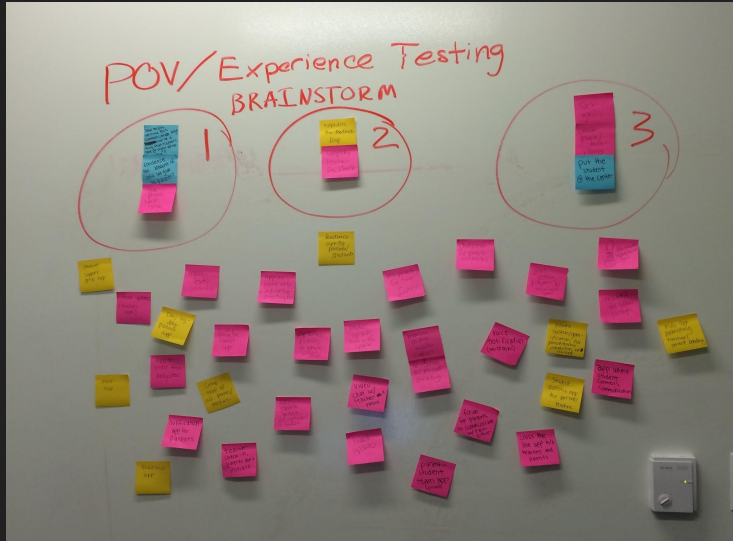
We were amazed to find that parents don't initiate communication with teachers, even though they care about their kids.

It would be game changing if we could provide a passive way for parents to receive information from teachers.

Top 3 HMW

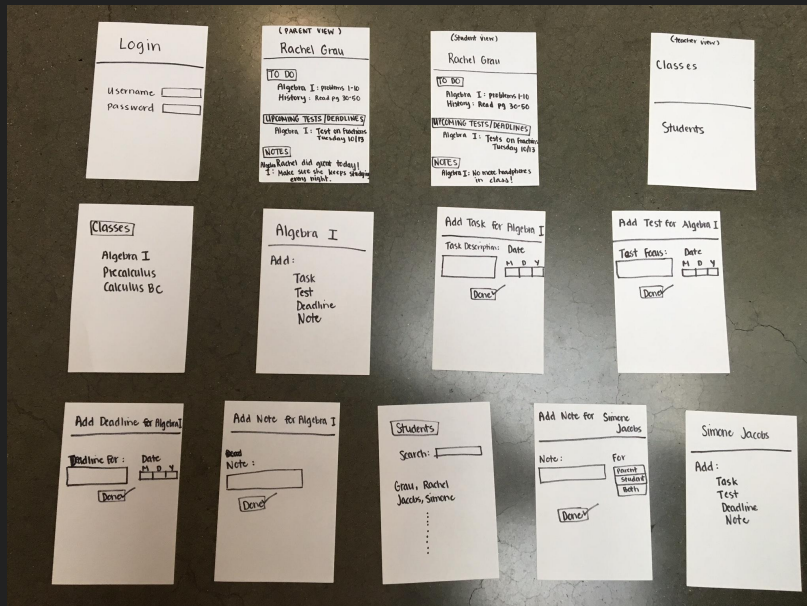
- 1) Expedite and simplify teacher communication
- 2) Make time spent communicating less of a burden for parents
- 3) Create a team environment by setting goals, making plans together, and putting the student at the center

Solution Brainstorm



Experience Prototype 1

Bulletin app, super simple,
one page, low interactivity,
notification to iphone



Experience Prototype 1

Interviewee:

Austin, Stanford Teacher Education Program (STEP)

Results

- General flow and layout worked well
- Very specific wording is important
- More functionality: “learn more”, “uploads”, “how my child is doing”

Validity?

- Assumption: Needs to be super simple to be usable, teachers have the motivation to take on the burden of communication
- New Assumption: Parents and students can benefit from more resources on a portal platform

Experience Prototype 2



Points system/gamification for parent/teacher/student interaction, with reward (food/money/pizza party?) for number of interactions

Experience Prototype 2

Interviewee:

Anna, parent from EPATT

Results

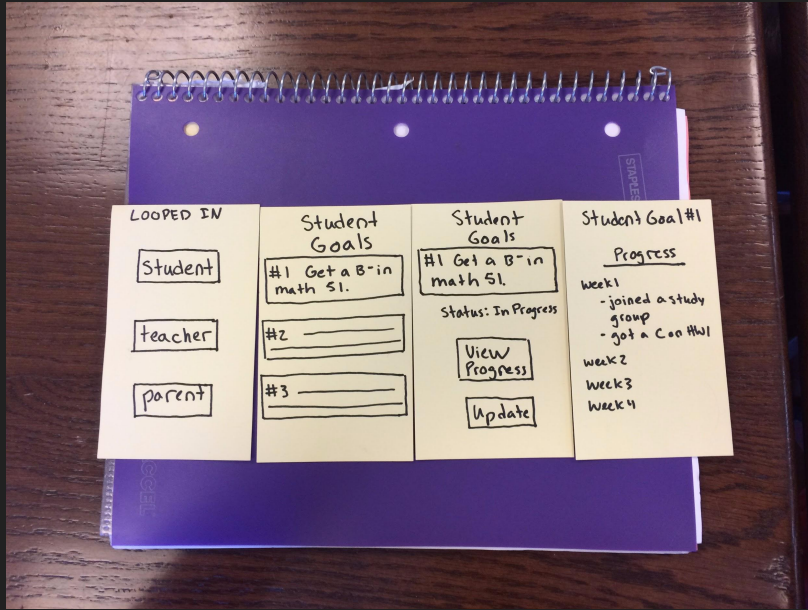
- Wanted to see the reward
- Wanted to track progress
- Concerned that there wouldn't be funds for rewards
- And wanted to work with a group instead of just with her kid

Validity?

- Assumption: Parents need an incentive to make the time to communicate
- New Assumption: Communalism is important to parents

Experience Prototype 3

Goal setting program for back to school. P/S/T each set goals, can see how close they are to achieving them



Experience Prototype 3

Interviewee:

Margaret Seaton, freshman in college

Results

- Students like snooping
- Goal setting is hard
- Don't want to include the negative

Validity?

- Assumption: Creating goals together will foster team spirit
- New Assumption: Focus on accountability over teamwork

Looking Forward