

Relation-Education

Paulina Reyes



Jailene Miranda-Enriquez



Sanura N'Jaka

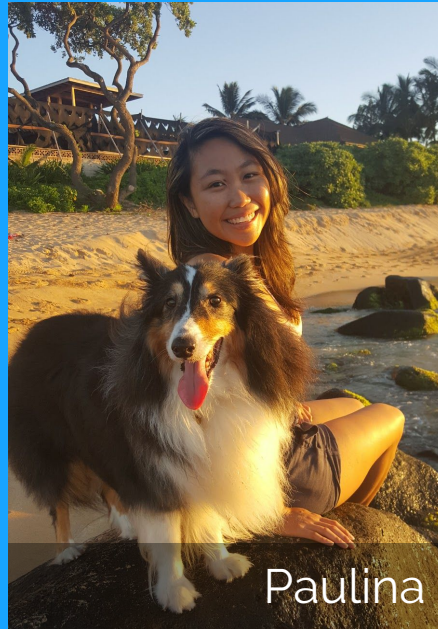


Kristina Inouye

Meet Our Team



Kristina



Paulina



Jailene



Sanura

Needfinding Methodology

Teachers

What do you like about your job?

How do you keep students **engaged** in a lesson?

What is your **ideation process** when you prepare to teach?

What resources **help** you in the classroom?



Students

Tell me about a time that you **enjoyed** your classroom lesson.

Describe a typical lesson in _____ class.

What about school **excites** you? What about school do you **dread**?

What incentives help you **participate** in class?



Interview Results

Parul Chandra

Head Teacher, Bing Nursery School



“In [our] classroom... it's all about **group teaching and learning**.... Our lessons are based off of **students' interests** - if it rains and they all talk about worms they see on the ground, we'll teach them about worms.”

Stations with specific resources together **encouraged interactions.**



Taken with permission at Bing Nursery School, do not copy.

Danielle Green

Current Stanford PhD Student

Former Middle/High School
Teacher

"I'm a
storyteller."



She hardly ever used the textbooks. It's all about knowing the kids and **connecting** lessons to their interests.

"If you don't tell them **why** they need to learn something, why does it matter? Be **honest** with them."



Ashley Diaz

Program Supervisor for Third Street Community Center

“Our goal is to make sure students are **improving.**”

Allowing students to figure out what their **creative factor** is helps to keep them engaged.

She believes in sharing her own story to help **connect** with the kids.

Jocelyn Miranda

High School Freshman

Chicano Arts is exciting for her because she learns something **different** and it **connects** to her heritage.

Enjoys socratic circles because it's **student led** and a **collaborative** environment





Maria Victorio

ELL Middle School Teacher

She engages with students by **getting to know** them.

When creating lessons, she uses backwards planning **based around standards**, called the "common core."

Daniella Reyes

High School Teacher



“It is helpful to learn at least one personal aspect about the students to **connect** with them.”

She uses online resources to find lesson plans from other teachers.

When she **connects** lessons to the real world, she gets more engagement.

Señorita Lorena Adame

High School Spanish Teacher

“I’ve been working a lot on
building community”

“The main thing we’re trying to do is change the layout of the classroom to be more **dynamic.**”

“We’re trying to **change the environment of school,** so hopefully they’ll be attracted to being there as well.”



Empathy Map

SAY

"**Social development** is the most important aspect of this nursery school."

"I get **tired of sitting down** in my seat for most of the class."

"I like going to my Chicano Art class because we're **learning something different...more interesting**"

"...make it relevant... tell them **why this is important, why they need to know this, and how it can help them...**"

"I enjoy my english socratic circles because **we lead them** and they're collaborative."

"**Getting to know my students** is the first step to engaging them."

"They're so social and **just want to talk**"

"The system is **consequence-driven** for teachers rather than **support-driven.**"

She appreciates the **common core** because it gives **structure** to keep her students on track.

Students **flocked** to areas of the classroom that allowed for collaboration.

Every resource was **in use**.

Teachers tried to make time to **talk** to each student individually.

DO

Held her hands together when talking about how much she loves her job.

Expressed excitement when talking about activities that were successful.

One student was very **attached** to the teacher, "like a barnacle."

Reached with excitement to show pictures of her former students.

"I **think** that students are a lot more distracted with their phones."

"I **think** it is scary for teachers to try new things."

"I **think** there are barriers that need to be broken down with students"

THINK

"We're trying to change the environment of school, and I **hope** that they'll be attracted to being here as well."

"I **wish** I had more one-on-one time with students."

"I **think** when students do not know each other, it is more difficult to get them to work in groups."

Students were **excited** when the teacher announced they would get to take home books

Disappointed that not every student could be helped

It is **heartwarming** for her to see the kids and even their parents come for her because they trusted her

FEEL

Afraid that a new lesson plan will be boring and unsuccessful

Looked **tired** when talking about how teachers are treated

Students were **eager** to get to make a podcast, just as their teacher does

Nervous to try new things in the classroom.

Needs, Insights, & Analysis

Insight: Students get bored in class because the outside world is more interesting and available at their fingers.

Need: Bring the outside world into the classroom OR the classroom into the outside world!

"I think they're **bored** of doing the same **repetitive** things... Students are a lot more distracted with their **phones** and maybe they see the **outside world** in a SnapChat and that makes them want to **get out...**"

Insight: Students like taking ownership over their education.

Need: Education strategies and classroom layouts based around collaboration between teachers and students.

Jocelyn Miranda enjoys socratic circles because it's **student led** and a **collaborative** environment

Insight: It is vital that teachers meet standards, but they don't want to use traditional means to get there.

Need: Exciting education strategies built around meeting “common core” requirements.

When creating lessons, Maria Victorio uses backwards planning **based around standards**, called the “common core.”

Insight: Teachers like to borrow ideas that are successful and well thought out because they are afraid of trying a new lesson and having it be unsuccessful.

Need: Creative and engaging lesson plans that are produced and used successfully by other teachers accessible through any search engine.

Daniella Reyes uses **online resources** to find lesson plans from other teachers.

“I usually work with the other teachers in language when creating lesson plans.”

Insight: Students are afraid to sound dumb or generally not fit in with their peers.

Need: Learning environments that celebrate failure as a step towards success and build community; student-student and teacher-student.

“I think there are **barriers** that need to be broken down with students... I take that into consideration and [ask myself] how can we make them feel like everybody's in the **same boat?**”

Insight: Students need to understand the value of the subject they are learning.

Need: Interdisciplinary, cultural, and personal connections forged between the student and the material in the classroom.

Chicano Arts is exciting for Jocelyn Miranda because it **connects** to her heritage.

“It is helpful to learn at least one personal aspect about the students to **connect** with them.”

“If you don’t tell them **why** they need to learn something, why does it matter? Be **honest** with them.”

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OR the classroom into the outside world!

...education strategies and classroom layouts based
around collaboration between teachers and students.

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SUMMARY

The classroom experience needs...

Interdisciplinary, cultural, and personal connections forged
between the student and the material in the classroom.

...creative and engaging lesson plans that are produced and used
successfully by other teachers accessible through any search engine.

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education
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