

Assignment 1: Needfinding

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Needfinding

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Studio: Learning

Team: Jacob, Dana, Tuan



Problem domain:

Barriers between knowledge
and exchange.

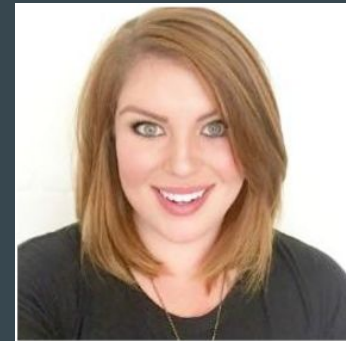


Needfinding Methodology

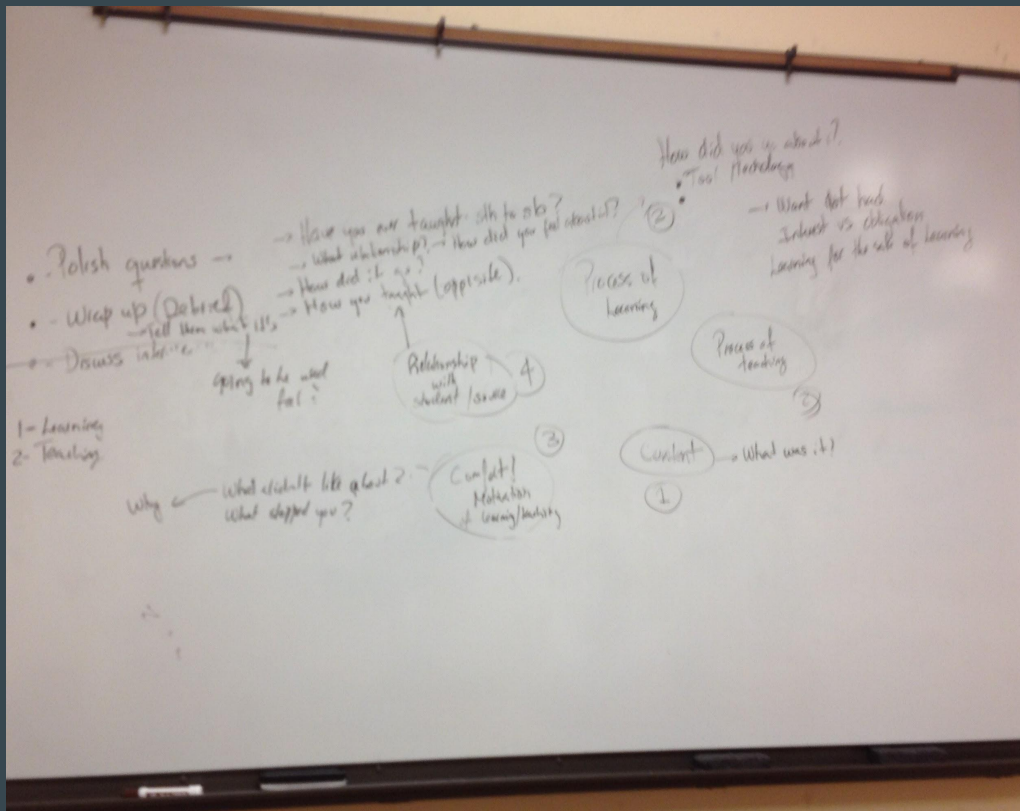
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Interviewees

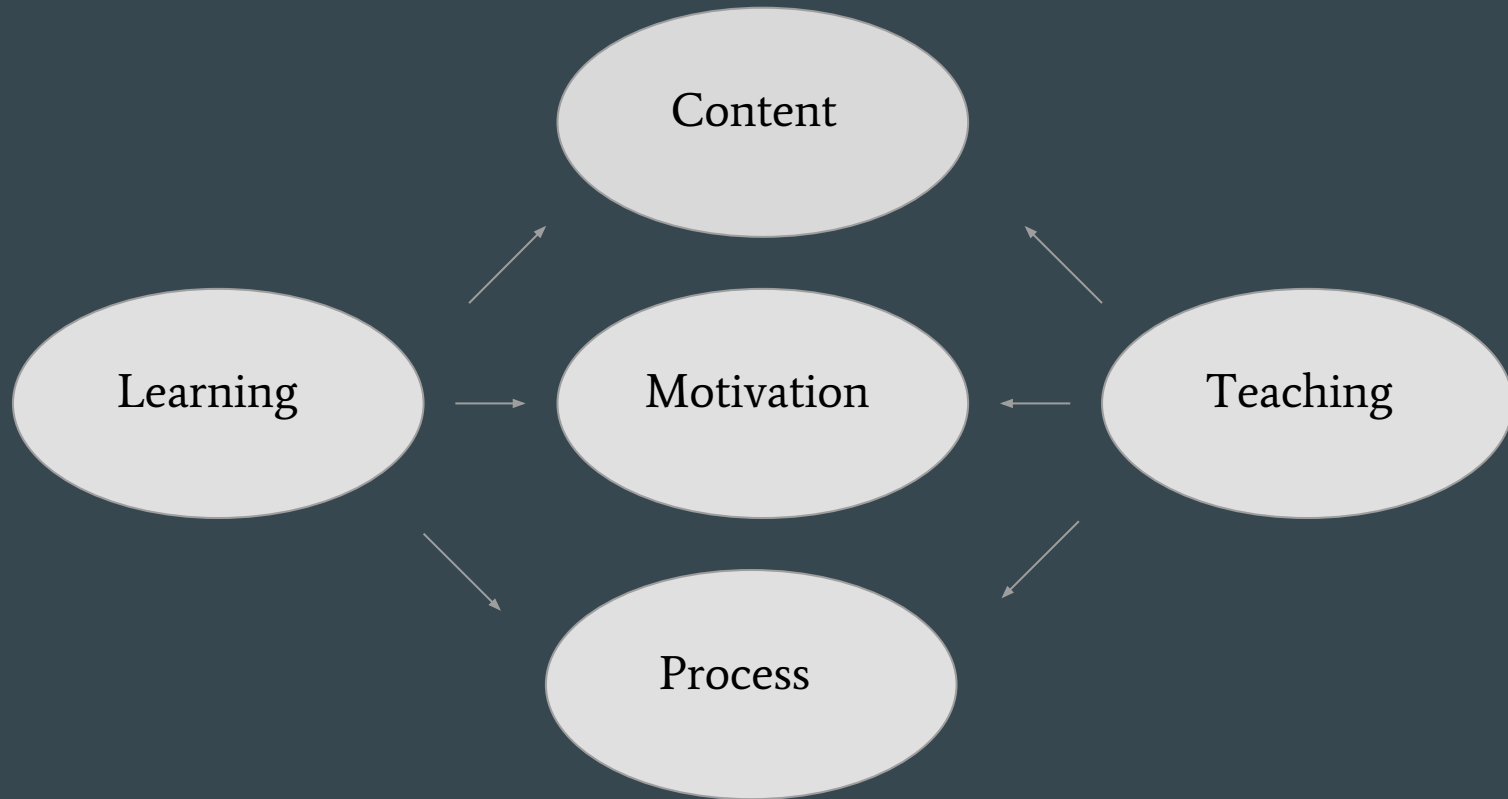
- Mary Esther Schnaubelt
 - Residential Fellow in Branner Dorm
- Bonnie Tam
 - Toxicologist working at Chevron
- Kate Milani
 - Administrative assistant



Question Design Thinking Process



Question Focus



We asked interviewees...

- About a time they **learned** a new skill or topic
 - What motivated them to learn it?
 - How did they learn it?
 - What part of learning it worked/ didn't work?
- About a time they **taught** a new skill or topic
 - What motivated them to teach it?
 - How did they teach it?
 - What part of teaching it worked/ didn't work?

Interview Results

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Tension

- “For me... if my own personal balance gets out-of-wack when I’m trying to go through the learning process, then I don’t learn things properly. **Stress creates blinders.**” -Mary Esther
- “He (professor) is an **older man** who doesn’t know how to engage young people ... **young teachers** know better how to do this ...” -Kate
- “[To teach] I want to be a supervisor, but **I don’t have that opportunity** just yet.” - Bonnie

Contradictions

- “[Teaching] definitely relies on the teacher being the **authority**... [as a teacher] I would try to **flatten the hierarchy** in the class.” -Mary Esther
- “[Class] was pretty structured, and I felt pretty **stressed out** about that.” - Bonnie
- “[**Structure**] **helps** with the process of learning. There’s a clear outcome. You know when you’ve achieved or failed to achieved the desired outcome.” -Mary Esther
- “I **don’t feel comfortable** learning from strangers ... you feel more **pressured to perform well** and learn when you are overseen by somebody you don’t know”
-Kate

Surprises

- “[when talking with peer groups] you’re also getting a sense of how people are thinking about it... **values** come out, and how people are valuing the process, and levels of anxiety around it.. As a learner, I think ‘who’s making the most sense? **Where do I fit in on the spectrum?**’ Then I take the steps that **align with my beliefs.**” -Mary Esther
- “**My coworkers** understood that what I had learned was good, but they **didn’t really try to improve themselves** and learn the same thing.” - Bonnie
- “People don’t like **change.**” - Kate

Analysis

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Say

When have I learned something? Me personally? As an adult learner?" - Mary Esther

"I think it's a great, unique skill for a scientist to have. It's really empowering." - Bonnie

"I teach people the way that I was taught." - Bonnie

"I took the accounting because because my dad majored in accounting and I thought if he could do it, I could also do it." - Kate

Do

Mary Esther paused when asked why anxiety makes learning harder

Mary Esther got out her phone when she wanted to know how to record audio

Bonnie would pause when thinking about negative answers

Kate laughed at memory of messing up friend's hair

Think

I identify more as a teacher than a learner now

More than anything else, a teacher's authority comes from their knowledge of a subject.

I want to inspire and empower others

My dad and friends inspire me

Feel

Proud

Overwhelmed

Bored

Secure in role of teacher

Anxious

Nostalgic despite mess-ups

Uncertain

Confident learning simple skills

Needs

- Practical applications for subjects being learned
- Some form of pressure (but not stress)
- relatable teacher
- Feeling empowered through learning/teaching

Insights

- Teachers and learners can have incongruent preferences
- People want to inspire and be inspired
- People have an ingrained belief that being a teacher/student is mutually exclusive

Thanks for Listening!

