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# Assignment 2: POVs and Prototypes

— Team Banana Cat Judo —

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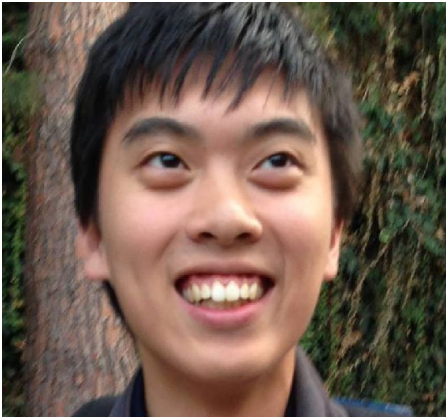
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# POVs and Prototypes

Presented by: Dana Murphy

Team: Jacob, Dana, Tuan

Team focus: barriers in exchange of information



# Initial POVs

It would be game changing to...

Mary Esther: instill the belief that you can be a learner and a teacher

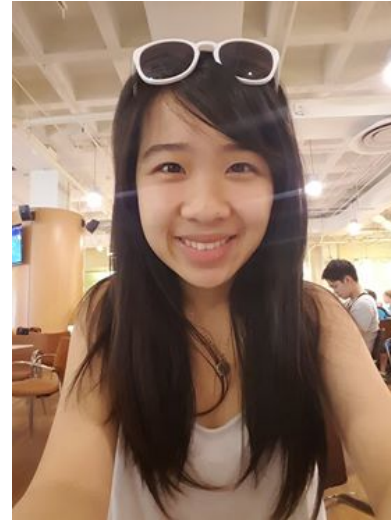
Bonnie: create a way to implement stress-free structure in learning/teaching

Kate: add (desirable?) pressure to learning.

# Additional interviewees



Mashbayar Tu  
Senior at Stanford University,  
Chemistry Tutor

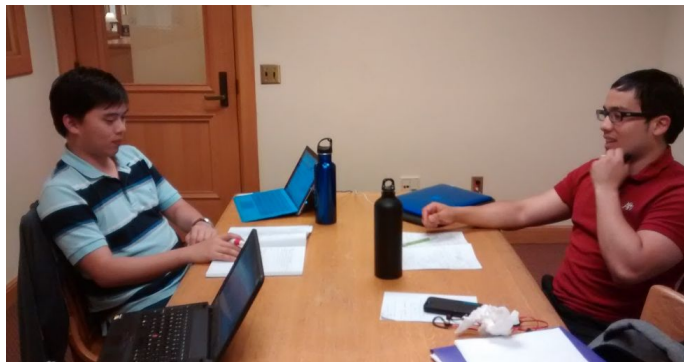


Grace Ching  
Community College Student,  
Grad School Applicant

# Digging deeper

“If you’ve never struggled with the material, you’re not going to be a very good tutor... I can tutor chemistry because I struggled with it.”

“I watched one [Japanese drama] episode without subtitles and it was really hard. It took so much energy so I kinda stopped... it’s hard to see what I’m going to use it for.”



**POVs**

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# POVs

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- We were amazed to realize that **she didn't identify as a learner** – to her, being a teacher and a learner was somewhat mutually exclusive
- It would be game changing to **close the perceived gap between learner and teacher**



# POVs

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- We were amazed to realize that **she emphasized empathy over raw knowledge in being a good teacher.**



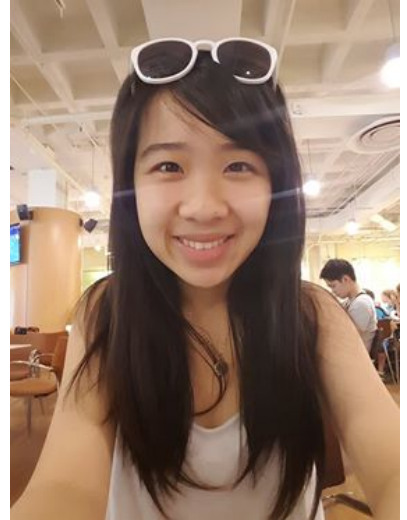
# POVs

- We met with **Mashbayar Tu, a student and chemistry tutor.**
- We were amazed to realize that **she emphasized empathy over raw knowledge in being a good teacher.**
- It would be game changing to **help teachers develop that sense of empathy.**



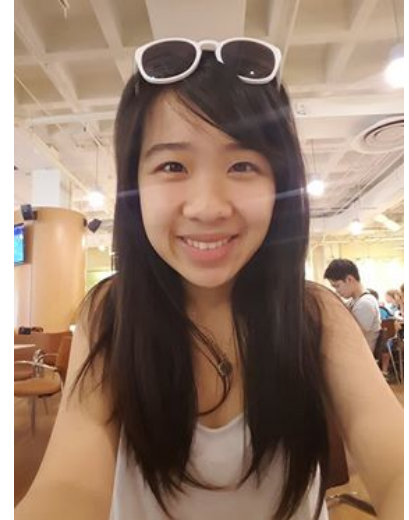
# POVs

- We met **Grace Ching, a community college student preparing for grad school.**



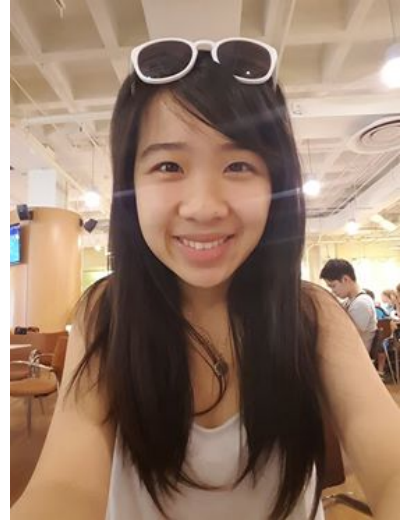
# POVs

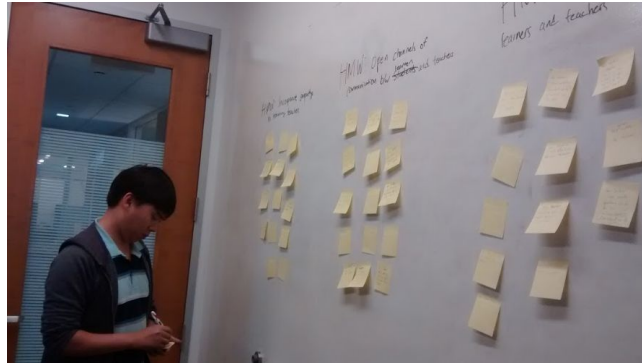
- We met **Grace Ching**, a **community college student preparing for grad school**.
- We were amazed to find that **her approach to learning was severely hindered when she thought that the subject wasn't applicable/interesting.**



# POVs

- We met **Grace Ching**, a **community college student preparing for grad school**.
- We were amazed to find that **her approach to learning was severely hindered when she thought that the subject wasn't applicable/interesting.**
- It would be game-changing to **create that sense of both applicability and interest to any given topic.**



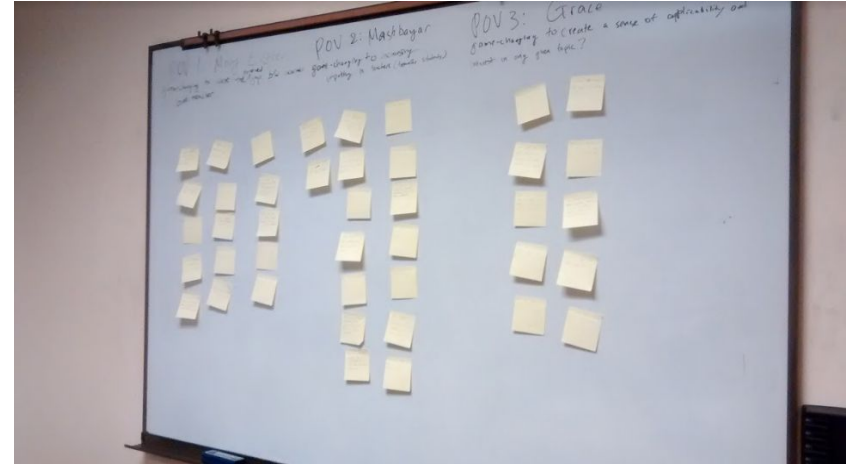


# HMWs

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From the game-changer:  
“help teachers develop a  
sense of empathy.”

...HMW incorporate empathy  
in the training of teachers?



# HMW

From the game-changer:  
“help teachers develop a  
sense of empathy.”

...HMW opening channels of  
communication between  
students and teachers?



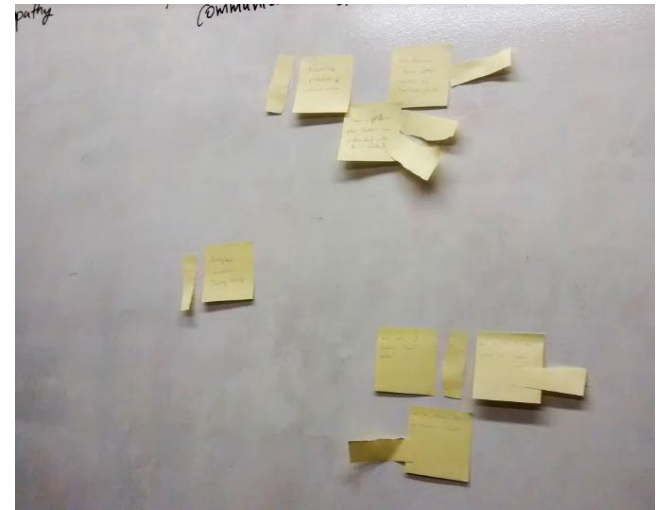
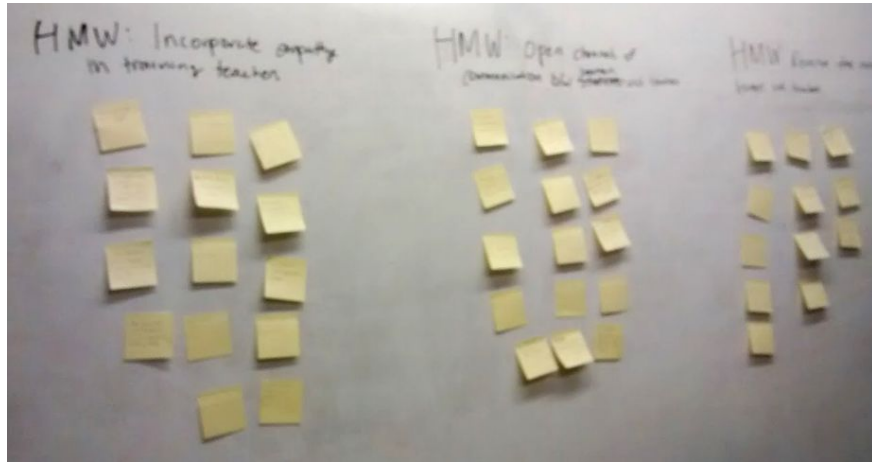
# HMW

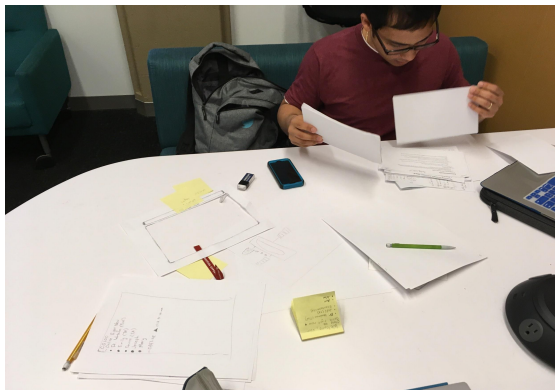
From the game-changer:  
“close the perceived gap  
between learner and teacher”

...HMW reverse the roles of  
students & teachers?



# Brainstorming





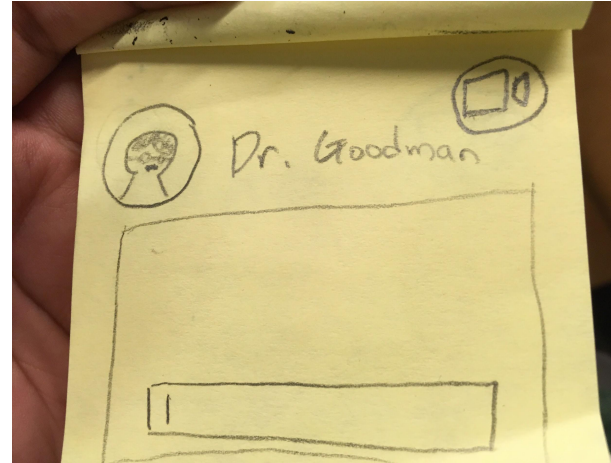
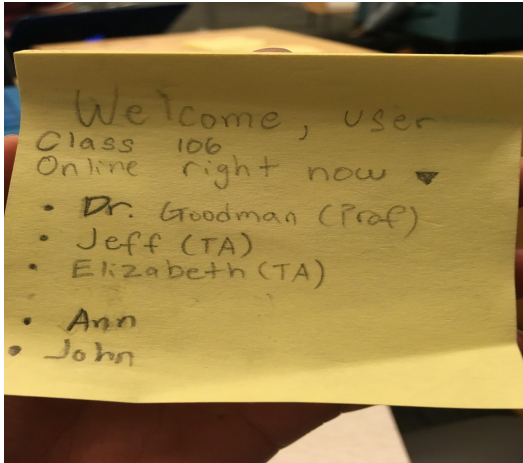
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# Prototypes

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# Solution 1

“Accessible platform of online communication between learners and teachers”



# Process



# Assumptions:

- The learners/teacher would prefer to speak in real time

# Assumptions:

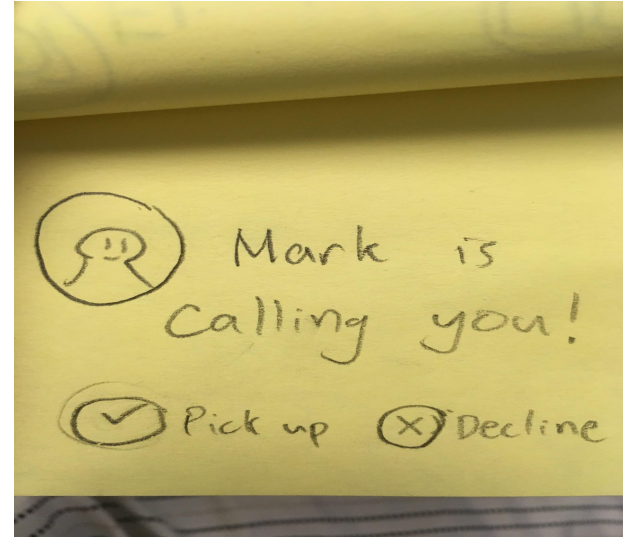
- The learners/teacher would prefer to speak in real time
- Teachers would be willing and able to talk to students online

# Assumptions:

- The learners/teacher would prefer to speak in real time
- Teachers would be willing and able to talk to students online
- New: Teachers prefer direct conversation more than students

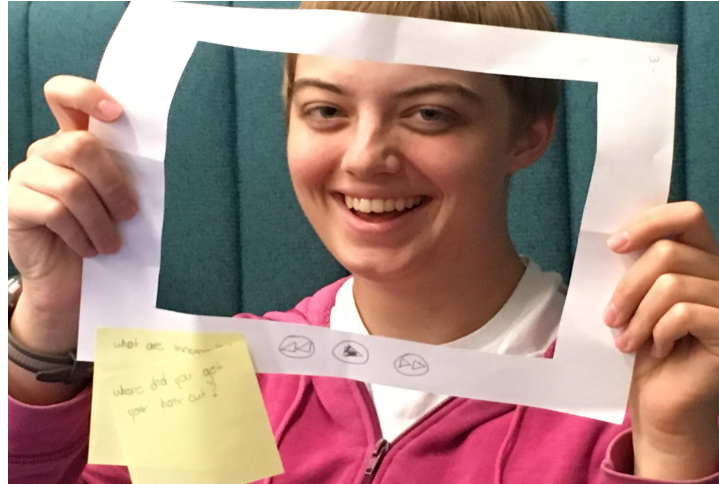
# Results:

- What worked
  - Straightforward, Useful
- What didn't work
  - Unexciting, a "feature"
- Surprises
  - Preference for TA
- New Learnings
  - Prefer "on-hold" option

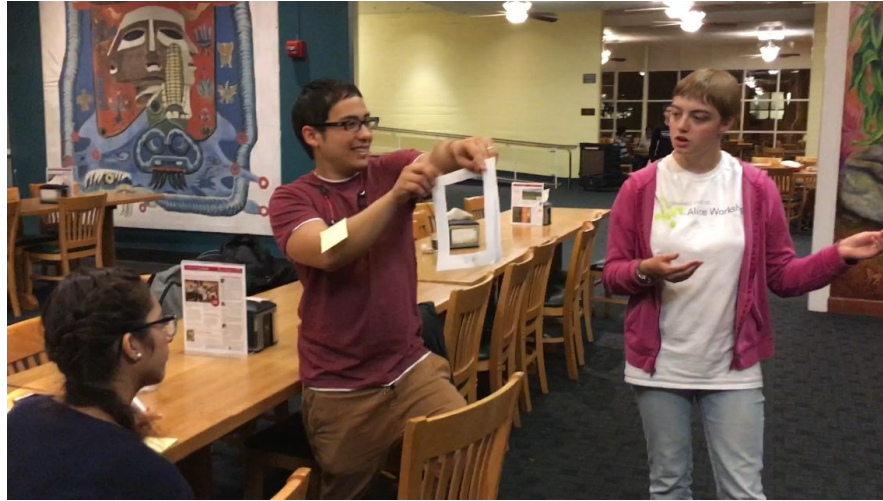


# Solution 2

“Recordings of lectures that may be annotated with comments and questions”



# Process



# Assumptions:

- Students would provide annotations if given the chance

# Assumptions:

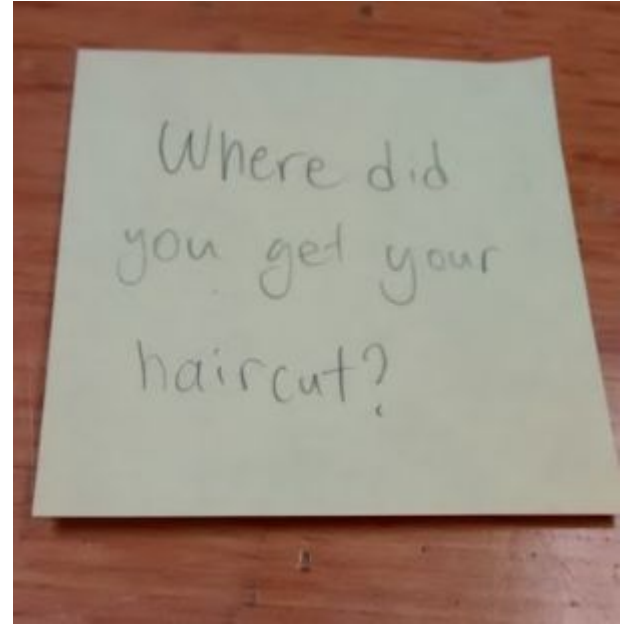
- Students would provide annotations if given the chance
- Students wouldn't abuse anonymity

# Assumptions:

- Students would provide annotations if given the chance
- Students wouldn't abuse anonymity
- New: Annotations aren't a suitable substitute for coming in person

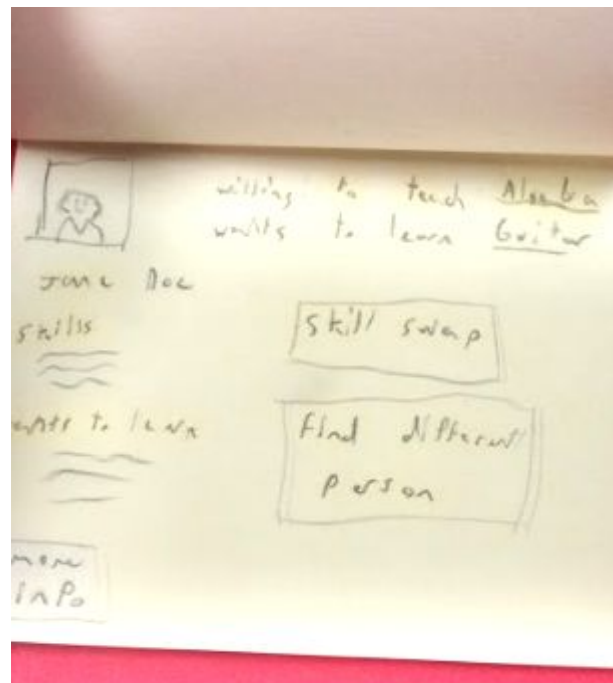
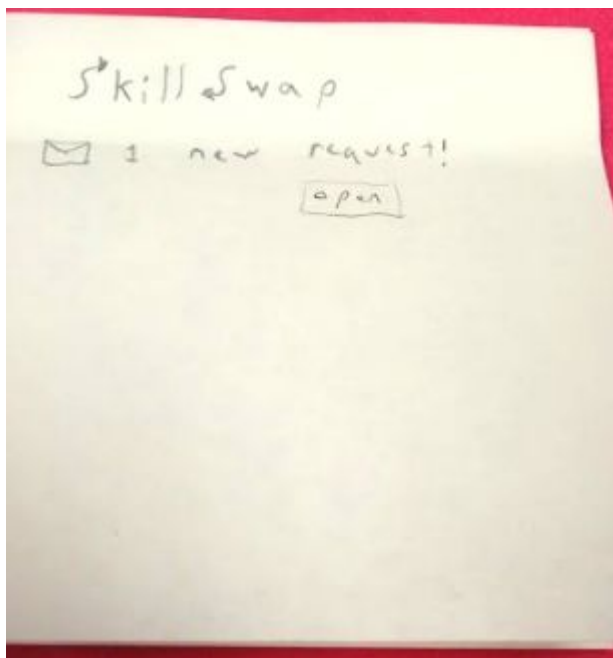
# Results:

- What worked
  - Engaging, Fun
- What didn't work
  - Selectively useful
- Surprises
  - Response from extreme user
- New Learnings
  - Vetting process for posts



# Solution 3

“Switch whether the user is learning or teaching a subject”



# Assumptions and feedback



# Assumptions:

- User is willing to be a learner and teacher

# Assumptions:

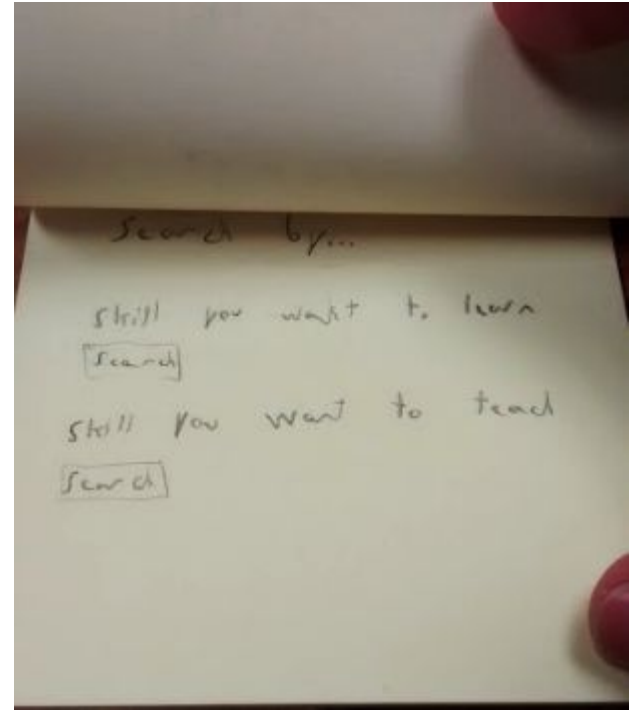
- User is willing to be a learner and teacher
- User is willing to meet with a stranger

# Assumptions:

- User is willing to be a learner and teacher
- User is willing to meet with a stranger
- New: Two users may never have matching skills

# Results:

- What worked
  - Interested, engaged
- What didn't work
  - Skeptical of two-person network
- Surprises
  - Use of video chat
- New Learnings
  - Larger network of learning/teaching



# Thank you



Any questions?