

## Needfinding Plan

### **Focus of our team's research**

We believe that the social aspect is critical to education. Given the lack of physical social interaction in online learning environments, we are interested in the intersection of remote collaboration, communication, and social spaces. Specifically, we are exploring *ways in which we can spinoff technology so that students feel comfortable in class*. We are looking into collaborative working environments, tutoring and virtual educational help, and successful ways to engage students.

### **Target interviewees**

We understand that education is not a one-way street. As such, our target interviewees will include both college students and educators. Given our research domains and interviewee demographics, we will focus on improving the experience of university students.

We aim to interview university students enrolled in courses this Autumn, and we will try to interview students from both Stanford and other institutions. The college students we interview will be sophomores or older, so that they can speak to both prior in-person and current online experiences. We also plan to interview a few educators (grade-school teachers and university professors) in order to get key perspectives and goals that students might otherwise not consider.

### **Recruiting Plan**

1. Each team member will interview 5 college students currently enrolled in remote classes. We will include students from not only Stanford but also other universities. We will be targeting our direct friends as a first avenue.
2. There will no subject compensation

### **Logistics**

1. Each interview will be 30 minutes long at most
2. Each interview will be conducted/recorded by at least two team members.
3. We will be using Zoom to conduct the interviews so that we can record them. This will help with making observations post interviews.
4. Before starting the interviews, we will be asking for consent to record the call via a quick google form
5. The interviews will be scattered throughout the week, per the schedule of each team member

## Discussion Guide (Early Draft)

### 1. Introduction

- a. As education has moved to remote learning, in all its capacities. Our team, David, Paulina, and Jake, are looking forward to researching, designing, and developing technologies to help students both feel comfortable in the virtual classroom and form a social community without face-to-face interaction. Many students face social anxiety and it is a limiting factor in the classroom. This anxiety can only be exacerbated and hidden with the virtual barrier between students and teachers. We would like to develop a full scale solution to help students feel more comfortable in their new, virtual classroom.

### 2. Topics to cover

- a. Social anxiety surrounding the virtual classroom
- b. Interactions with peers in the online learning environment
- c. Connection to fellow classmates
- d. Study groups (social anxiety around creating study groups, and logistical difficulty)
- e. Connection to professors and other teaching staff
- f. Asking questions with the chat feature
- g. Having names attached to a student's questions in a written format

### 3. Specific questions

- a. Do you believe that you have classroom social anxiety? (Scale 1-10)
- b. Can you detail a time you felt anxious interacting in the online learning environment? (Examples may be with peers in breakout rooms, speaking up with the whole class, or with professors in office hours)
- c. Can you tell me about the last time you spoke up in a virtual classroom?
- d. How do you communicate with your classmates during a virtual class session? After?
- e. When do you anonymously ask questions vs when do you ask questions by your name? Which are you more comfortable with?
- f. Which of your classes are recorded lectures? How do you interact with the class in this format? Does recording lectures make you anxious to interact?
- g. Can you tell me about the last time you interacted with your fellow classmates outside of class? How do you stay in touch with your classmates overall?
- h. What are the most effective ways to study for you in a remote classroom?
- i. How do you seek help when needed?
- j. When was the last time you interacted with your professor? How would

this be different in-person?

### **Recruiting Update**

We have begun our recruiting process for interviewees by reaching out to a large group of our peers and several educators. We have each individually reached out to several colleagues to conduct introductory interviews in the coming days. We have also reached out to multiple university professors, and scheduled an interview with one professor in the Graduate School of Education at Stanford, Jennifer Wolf. In addition to teaching at Stanford, Wolf has 15 years of experience teaching in California high schools and is well-versed in both classrooms and research fields.

At this point, we have yet to solidify a majority of our interviews, but we have started the groundwork of outreach. This week we plan to schedule calls and begin the interview process with several participants.