POV/
HMW/
Experience
Prototypes
POV #1

We Met...

Samia, a shy ESL student in her senior year of high school who moved to the USA from Afghanistan in 2016.

We were amazed to learn that...

she struggled to ask for help, even though teachers were always willing to help her.

It would be game changing if...

ESL students feel well-supported and receive the help that they need.
Help non-ESL teachers track ESL student learning progress to better anticipate their needs?
POV #2

We Met...
Ana,
a former ESL student who moved to the US from Cuba in 2010 and joined the ESL program in 7th grade.

We were amazed to learn that...
as an ESL student, she felt completely separate and siloed from the rest of her peers and in the classroom.

It would be game changing to...
help Ana feel more comfortable in American classrooms and with American culture.
Help teachers design lessons that bridge the students’ home cultures and classroom environment?

HMW....
Media for Language Learning

Including a cultural or media component to education will improve engagement with and confidence in the language
Things that worked

- Correlated words with personal experiences where that word was used, similar English words, and American culture

Things that didn’t

- Video clip too advanced
- Media that isn’t properly calibrated to the student’s level may be demoralizing

**Assumption was valid** as she **felt more confident** after viewing media, but more testing required to solidify engagement.
Student Backgrounds

Providing information about students’ cultural background, interests, and skills will be helpful for teachers in formulating effective lesson plans.
Things that worked:
- Shifted class groups and teaching methods

Things that didn’t:
- Not enough detail on cards
- Missing most important factor: English proficiency

Surprises
- Strategy of tapping into student strengths

Assumption was valid as her lesson plans shifted, but we would like to give more information for future testing.
POV #3

We Met...

Sandy, a teaching aid with over 30 years of experience teaching low and middle-income K-5 students, including ESL students.

We were surprised that...
she is given little information about her students and no preparation for assisting newly immigrated students.

It would be game changing to...
help prepare non-ESL teachers to interact with and understand students of diverse backgrounds and varying English proficiency.
Immerse teachers in the different cultures and experiences of their students?
Embodied Student Stories

First-person storytelling of a persona increases non-ESL teacher empathy and changes teaching methodologies.
Description

Things that worked:
- Clear emotional change
- Verbalized understanding of situation and novel interventions to help

Things that didn’t:
- Previous emotional familiarity with subject
- Elicited sympathy as well as empathy

Surprises
- Definition of culture became more specific

Assumption was valid, as her emotions shifted but we added new target user considerations.
Moving Forward

- Solidifying target user category
- Leaning towards Embodied Empathy from Student Stories