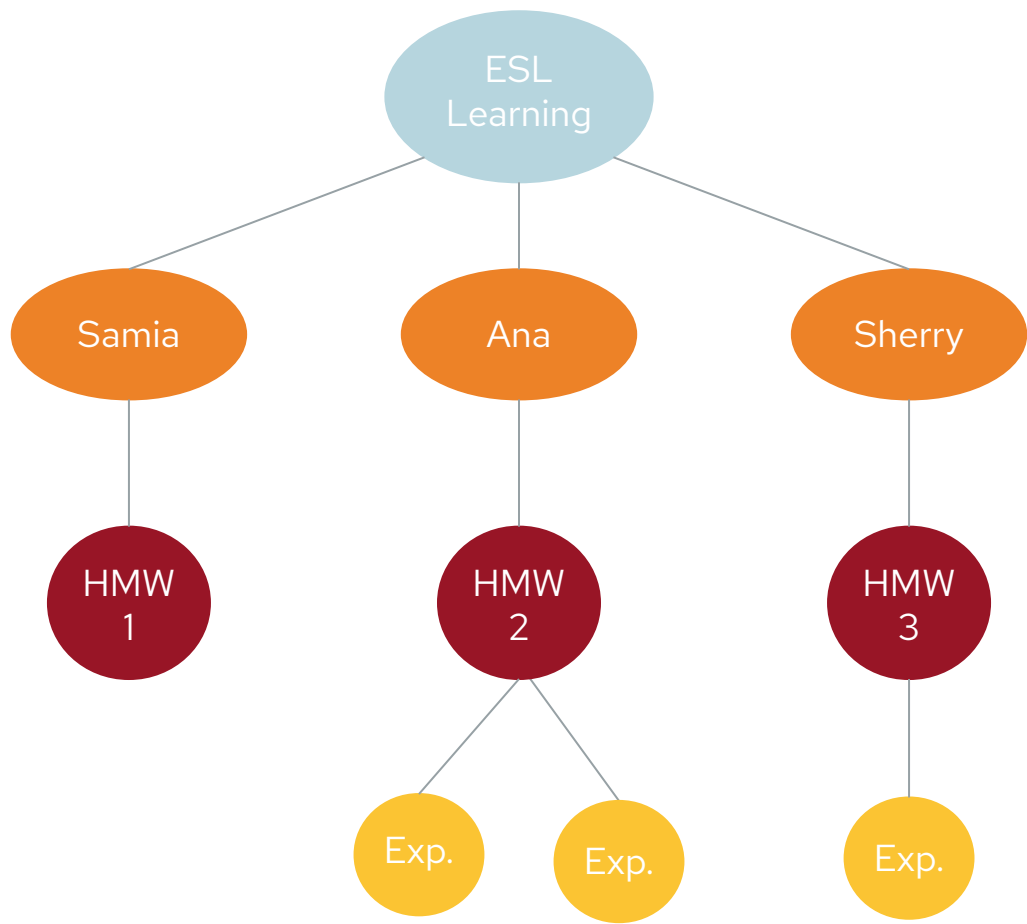


Team
Coterm

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.



HMW....

**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.



HMW....

**Help teachers design lessons that
bridge the students' home
cultures and classroom
environment?**

Experiment

1

Media for Language Learning

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

Description

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.



Experiment

2

Student Backgrounds

Providing information about students' cultural background, interests, and skills will be helpful for teachers in formulating effective lesson plans.

Description

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.

 <p>Luisa</p> <p>Hometown: Reno, NV</p> <p>Home Language(s): ENGLISH, PORTUGUESE</p> <p>Strength: sign reading, reading camp</p> <p>Weaknesses: spelling, division</p> <p>Interests: piano, music, reading</p>	 <p>Ciara</p> <p>Hometown: San Diego</p> <p>Home Language(s): ENGLISH</p> <p>Strength: reading, writing</p> <p>Weaknesses: gaming, division</p> <p>Interests: tennis, basketball, Harry Potter</p>	 <p>Ana</p> <p>Hometown: Havana, Cuba</p> <p>Home Language(s): SPANISH, ENGLISH</p> <p>Strength: division, multiplication</p> <p>Weaknesses: sign reading, math problems</p> <p>Interests: science, music, Disney movies</p>	 <p>Ben</p> <p>Hometown: San Diego</p> <p>Home Language(s): ENGLISH</p> <p>Strength: reading camp</p> <p>Weaknesses: listening, general tests</p> <p>Interests: basketball, soccer, SpongeBob, Tom + Jerry</p>	 <p>Martin</p> <p>Hometown: Tijuana, Mexico</p> <p>Home Language(s): SPANISH, ENGLISH</p> <p>Strength: listening camp, reading books</p> <p>Weaknesses: sign reading, reading camp</p> <p>Interests: running, math, animals</p>
 <p>Ella</p> <p>Hometown: San Diego</p> <p>Home Language(s): ENGLISH</p> <p>Strength: art, science camp, math</p> <p>Weaknesses: focusing, reading camp</p> <p>Interests: dinosaurs, space, softball</p>	 <p>Ada</p> <p>Hometown: San Diego</p> <p>Home Language(s): MANDARIN, ENGLISH</p> <p>Strength: reading, science camp</p> <p>Weaknesses: grammar, pronunciation</p> <p>Interests: writing stories, pens, music</p>	 <p>Japhen</p> <p>Hometown: San Diego</p> <p>Home Language(s): ENGLISH</p> <p>Strength: listening camp, art</p> <p>Weaknesses: spelling, reading</p> <p>Interests: basketball, Disney Channel, cartoons</p>	 <p>Matthew</p> <p>Hometown: Manila, Philippines</p> <p>Home Language(s): ENGLISH, FILIPINO</p> <p>Strength: math, science camp</p> <p>Weaknesses: non-participation, social settings</p> <p>Interests: computers, Lego, piano</p>	 <p>Emily</p> <p>Hometown: San Diego</p> <p>Home Language(s): ENGLISH, MANDARIN</p> <p>Strength: reading, writing</p> <p>Weaknesses: multiplication/division</p> <p>Interests: history, languages, golf</p>

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**



HMW....

Immerse teachers in the different cultures and experiences of their students?

Experiment

3

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

The background features a variety of colorful, abstract shapes including circles and ovals in shades of red, orange, yellow, teal, and light blue, scattered across the white space. In the upper center, there are three yellow stars and a teal crayon pointing downwards.

Questions?