

Star's Stars

(Team 1)



Us shooting for the moon



Meet the team!



Jessica



Matthew



Baihan



Oumnia

Problem Domain: Teachers Knowledge of Students' Lives and Learning

- As a group we brainstormed challenges faced by today's teachers:
 - Students find the content **challenging**.
 - Tasks that teachers are not trained for.
 - Areas where practice has not caught up to research.
- We focused on **helping teachers to know their students better**:
 - This area has an underserved market.
 - We have some pertinent experience.



Needfinding



Hannah



James



Samantha



Laurel

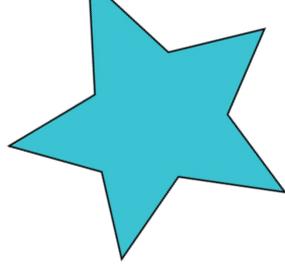
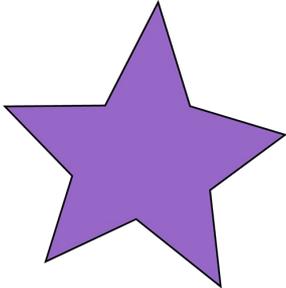
Hannah



- Hannah is the **founder** of a graduate school focused on **teacher preparation**.
- This makes her both a domain expert and a potential **user as a teacher herself**.
- Other details:
 - Hannah was the acquaintance of one of the team members.
 - Matthew conducted her interview virtually.
 - She was not compensated.



James



- James teaches ancient texts and manages a residential liberal arts education program.
- He is a potential user **as a teacher** and **manages a group of teachers** who are potential users.
- James is **an extreme user** because he is expected to know students more than other educators but he is only given 10 weeks to do so.
- Other details:
 - He responded to a request for interview to professors at their institution.
 - Baihan interviewed him on his university campus
 - He was not compensated.

Samantha



- Samantha teaches acting at a large university.
- She is a potential user **as a teacher**.
- Other details:
 - They responded to a request for interview to professors at their institution.
 - She was not compensated.
 - Baihan conducted their interview on their university campus.



Laurel



- Laurel is a **high school junior** at a high achieving high school.
- She is a stakeholder in any tool used by teachers as it would affect her experience.
- Other details:
 - She was the sister of an acquaintance of the one of the team members.
 - Oumnia conducted her interview in her home.
 - She was not compensated.



Scripts

Teacher Questions:

1. Tell me more about your experience at [Insert name] school. (Time spent there, teaching experience etc.)
2. What kinds of information are you typically provided when you receive a new student, and how do you use that information?
3. In what ways do you think having more information about your students could help you?
4. If you could learn anything about your students to better support them, what would it be?
5. How do you usually gather personal or academic information about your students?
6. Do you currently share student information with other adults? Can you tell me about that? (What? Why? Who?)
7. Can you describe your current approach to keeping notes or records about your students?
8. How do you keep track of those notes, and how do you organize them?
9. What factors influence when or how often you update your notes about a student?
10. How do you balance student privacy concerns with the need to document important information?
11. What online tools or platforms do you and your school use to manage student data, and how do they impact your workflow?
12. When a student shares a personal challenge with you, what factors guide your decision on whether to share that information with other teachers?
13. If a student is struggling academically, how do you collaborate with other teachers to address their needs?

Student Questions:

1. Tell me more about your experience at [Insert name] school. (Time spent there, classes, friends etc.)
2. Do you think it's important for teachers to keep notes or records about students? What kind of information do you think should be recorded?
3. What concerns do you have about your personal data or academic information being recorded or shared?
4. What online tools does your school use for managing student data, and how do you feel about them?
5. What's something about you that you wish your teachers understood better?
6. How do you think a teacher's understanding of your personal experiences or challenges could affect their ability to teach you?
7. Have you ever felt comfortable sharing personal or academic information with a teacher? Why or why not?
8. How would you feel if a teacher shared information about a personal or academic challenge you were facing with other teachers? What circumstances would make this acceptable or unacceptable to you?

Domain Expert Questions:

1. Tell me more about your research/your experience with [insert field].
2. Why is it important for teachers to get to know their students on a deeper level?
3. What are some effective methods you've seen or recommend for teachers to build better relationships with students?
4. What kind of additional information do you think could help teachers better support their students' needs?
5. In your experience, how do teachers handle the balance between gathering useful information about students and respecting their privacy?
6. What are the potential risks and benefits of teachers collaborating and sharing personal or academic information about students?

Scripts

Intro: Tell us more about your experience at [...]

Background

Building Rapport:

What tools have you seen teachers use [...]?

Evoke stories:

Tell me about a time when you wish a teacher knew more [...]?

Explore emotions:

How would you feel if a teacher shared information about [...]?

Reflection

Wrap-up:

What are the potential risks and benefits of teachers sharing [...]



Tools



**Video
Conference**



**Note
Taking**



Directories

Interview results



Hannah

“Come teach in your community for your community so we are real big of theory as well as practice.”

“Teachers when they are **empowered** with this kind of data, make a difference and they **help students succeed at higher levels.**”

“Stanford teachers usually do not see it as their job **to care about the student as a whole person.**”

“One-on-one meetings were **essential** to understand what the student thought college was going to be about!”



James

Interview results



Samantha

“When you teach entry level classes, often students will come in with hugely varying levels of experience. You must make sure you level the class that will be useful and interesting for everybody.”

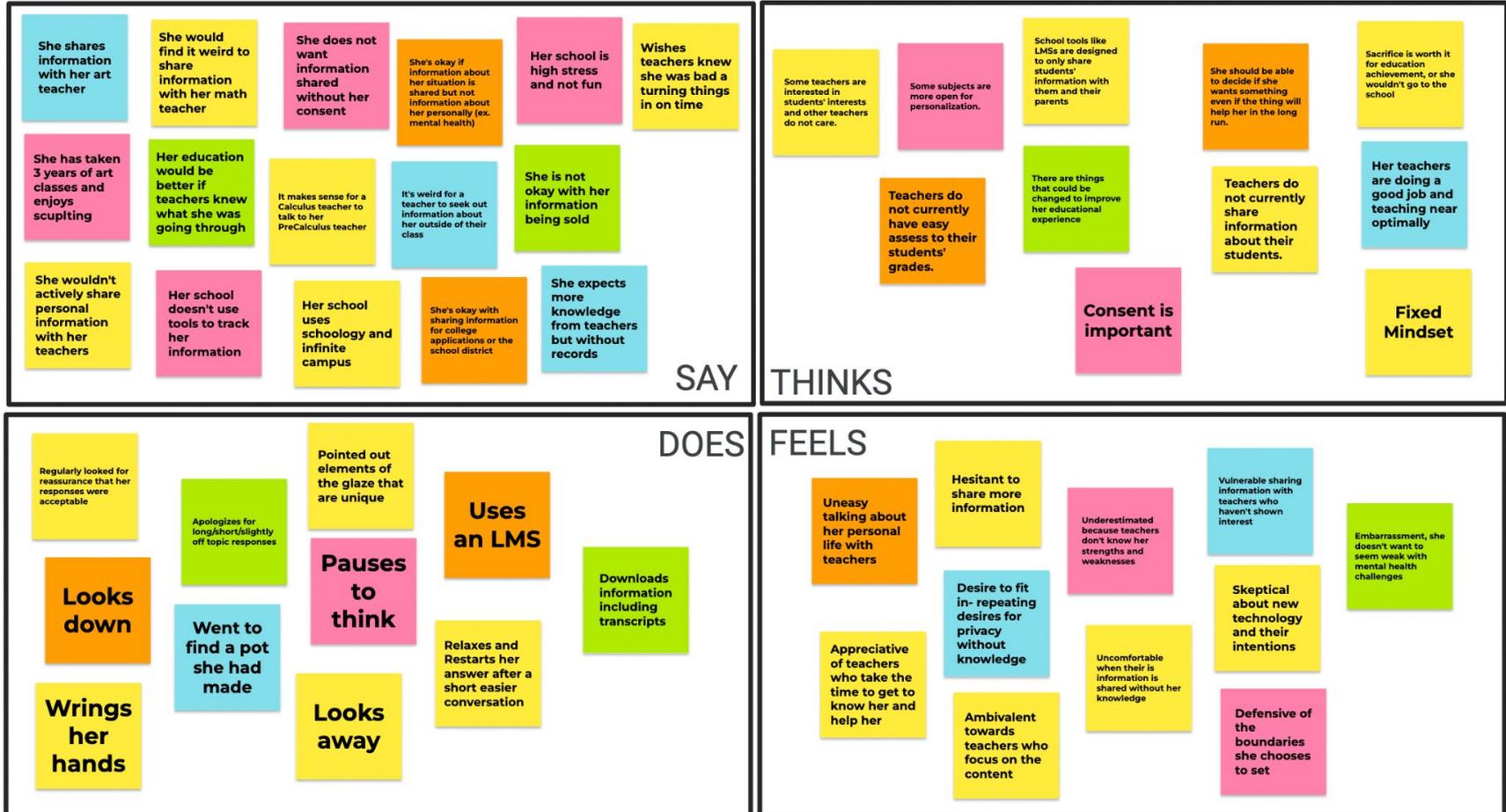
“Teachers want to get together to talk about students they share, but **schedules are too tight** and often **there’s no time**. It happens much more informally.”

“It would be **easier** at times if teachers knew some important information about me, especially in situations where **it would be weird to go up to a teacher** and tell them.”



Laurel

Empathy Map



Key Insights

Observations:

- Special Challenge for New Teachers.
- Teachers Gain Information Invisibly.
- Confidentiality/Consent is Important.
- Value of 1 on 1 Interactions.
- Research is Not Applied.
- Teachers Have No Time.

Insights:

- General Goal of Personalization.
- **A Relationship is the Real Goal.**
- Teachers Lack Support.

Key Learnings



- Teachers want to know more about their students.
- Knowing additional information about their students would assist teachers.
- Students may not necessarily want to share information with their teachers.

What's Next

1. Gather more perspectives from different stakeholders including current K-12 educators and parents.
2. Gather the most applicable research with high impact and consider how that applies to potential solutions.
3. Create a list of requirements/limitations as a checklist.

