

Stars

(Team 1)

ASSIGNMENT 2

POVs
HMWs
XPs



- THE TEAM -



Matthew



Jessica



Oumnia



Baihan

Last Week's Problem Domain

Teachers
Knowledge of
Students' Lives and
Learning

Helping teachers who do NOT collect student data.

★ **NEW** Problem Domain ★

Teachers **Sharing**
Knowledge of
Students' Lives and
Learning

Enabling teachers to collect data **and** share it with others.

Problem Domain:

Teachers Knowledge of
Students'
Lives and Learning



Teachers **Sharing**
Knowledge of Students'
Lives and Learning

Intended Audience:

Teachers who currently
don't collect student data
because it's too difficult and
time consuming.

Teachers who would like the
process of collecting of
student data to be more
standardized and shareable.

Mariah



- Mariah is a high school **math teacher**.
- This makes her a potential **user**.
- Other details:
 - Mariah was the friend of one of the team members.
 - Jessica conducted her interview on her campus.
 - She was not compensated.



Mariah



POTENTIAL USER

USER ROLE

Teacher

SCHOOL LEVEL

High School

SUBJECT

Math

Mariah, like many high school teachers, sends out a Google Form for students to complete as an assignment.

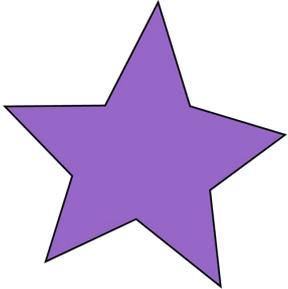
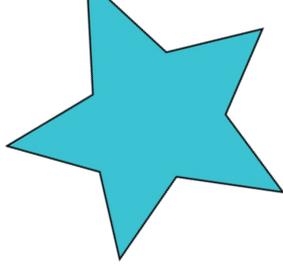
What we noticed: Students are forced into the process of sharing information; very impersonal & boring



Andrea



- Andrea is a **PreK teacher**.
- She is a potential **user**.
- Andrea is **an extreme user** because she is the first teacher that many of her students will have.
- Other details:
 - She is an acquaintance of a team member.
 - Jessica interviewed her via phone call.
 - She was not compensated.



Andrea



POTENTIAL USER

USER ROLE

Teacher

SCHOOL LEVEL

Pre-K

SUBJECT

All

Andrea creates student portfolios and offers them to her students' new teachers....

Shockingly, the teachers almost never accept the portfolios. Why?

Privacy? Time? Ethics?



ANDREA POV

WE MET Andrea, a Pre-K teacher in Plano who tracks a large amount of data regarding students' academic progress.

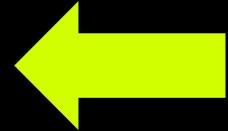
WE WERE SURPRISED TO REALIZE She has offered to provide data to her students' next teachers and they have not taken advantage of it.

WE WONDERED IF THIS MEANS

Teachers don't have time to take in the information **OR**
Teachers don't believe the information about their students is useful.

IT WOULD BE GAME CHANGING TO

Help teachers save time by learning about their students **OR**
Give teachers useful information tailored to students' ages.



Initial POV: Laurel POV Statement

WE MET...

Laurel, a high school student who lives in Palo Alto and attends a rigorous school.



WE WERE SURPRISED TO REALIZE ...

She has conflicting feelings about wanting to be known but not vulnerable.



WE WONDERED IF THIS MEANS...

She would be more accepting of a tool if she wasn't aware of its use.



IT WOULD BE GAME-CHANGING TO:

Give teachers a path to understand students without students' awareness.

UPDATED POV

WE MET Laurel, a high school student who lives in Palo Alto and attends a rigorous school.

WE WERE SURPRISED TO REALIZE she wanted her teachers to know more about her, but did not want to inform them personally.

WE WONDERED IF THIS MEANS she would be more accepting of a solution if she wasn't aware of its use.

IT WOULD BE GAME CHANGING TO give teachers a path to understand students without student involvement.

Shift from 'vulnerability' to clear pain-point: being involved in the process

Changed 'awareness' to 'involvement'



SAMANTHA POV

WE MET Samantha, a seasoned Acting lecturer, a professional actress, a director, and a key presence in the TAPS department.

WE WERE SURPRISED TO REALIZE despite her experience, Samantha still finds herself seeking advice from other educators and relying on her limited network of teachers.

WE WONDERED IF THIS MEANS there is a need for a network of educators and professionals in the education space.

IT WOULD BE GAME CHANGING TO shape classroom work around not only what other educators are doing, but with what's happening in the professional world as well.



Updated POV: Laurel POV Statement

WE MET...

Laurel, a high school student who lives in Palo Alto and attends a rigorous school.



WE WERE SURPRISED TO REALIZE ...

She has conflicting feelings about wanting information about her personal life and wellbeing to be known but not vulnerable.



WE WONDERED IF THIS MEANS...

She would be more accepting of a tool if she wasn't aware of its use.



IT WOULD BE GAME-CHANGING TO:

Give teachers a path to understand students without student involvement.

POV Statement: Samantha

WE MET...

Samantha, a seasoned Acting lecturer at Stanford and many institutions in the Bay Area, a professional actress (40 plus years), director, and a key presence in the TAPS department.



WE WERE SURPRISED TO REALIZE ...

despite her decades of experience, Samantha still encounters situations that she alone can't decide the best course of action for, and relies on her network of other teachers to consult regarding the situation.



WE WONDERED IF THIS MEANS...

teachers need to create and maintain networks with peer educators and professionals in the discipline.



IT WOULD BE GAME-CHANGING TO:

reference the work in the classroom with what's happening in other classrooms and with what's happening in the professional world.

Andrea POV Statement

WE MET...

Andrea, a Pre-K teacher in Plano who tracks a large amount of data regarding students' academic progress.



WE WERE SURPRISED TO REALIZE ...

She has offered to provide data to her students' next teachers and they have not taken advantage of it.



WE WONDERED IF THIS MEANS...

Teachers don't have time to take in the information

OR

Teachers don't believe the information about their students is useful.



IT WOULD BE GAME-CHANGING TO:

Help teachers save time by learning about their students.

Give teachers diverse information tailored to student ages.

How Might We- Laurel

1. HMW invite students to share personal information for another purpose like mindfulness?
2. HMW facilitate communication between teachers about their shared students?
3. HMW make the student excited about sharing private information with teachers?
4. HMW make the process of getting to know the student like a game?
5. HMW incentivize students to share their information with teachers?
6. HMW leverage parents, siblings, and classmates to help teachers know the student on a personal level?
7. HMW improve teacher training to recognize mental health challenges?
8. HMW improve teacher training to support mental health?
9. HMW train teachers on protecting student privacy?
10. HMW destigmatize open communication with educators?
11. HMW make students love sharing their information with teachers?
12. HMW derive insights about students using AI?
13. HMW make sharing an empowering instead of vulnerable experience?
14. HMW automatically upload assessment data?
15. HMW use AI to analyze student online traffic to share with teachers?

How Might We- Samantha

1. HMW create a social media network for students and teachers?
2. HMW connect one classroom to another?
3. HMW answer teacher questions before they ask them?
4. HMW make the teachers volunteer useful information before a fellow teacher reaches out?
5. HMW make the classroom like an internship?
6. HMW create an onboarding process for new teachers?
7. HMW provide teachers with a network of support?
8. HMW crowdsource answers for teachers?
9. HMW replace Facebook groups for teachers with something better?
10. HMW make LinkedIn but for K-12 education?
11. HMW eliminate the need to reach out to other teachers for advice?
12. HMW provide students with a different to support them besides teachers?
13. HMW improve student access to counselors?
- 14. HMW create a dashboard of personalized updates for teachers**

How Might We- Andrea

1. HMW motivate teachers to share information about students with each other
2. HMW make information about students like a fun book? An article?
3. HMW visually represent students' information?
4. HMW make receiving student information rewarding instead of burdensome?
5. HMW make teachers less tired/ overwhelmed?
6. HMW provide results from a single survey to all teachers?
7. HMW provide teachers with student information earlier?
8. HMW give teacher more time to prepare for a new school year?
9. HMW make teachers seek out information about their students?
10. HMW make info sharing like a game?
11. HMW make learning about kids into a game show?
- 12. HMW make sharing students' info the most fun party of the teacher's job?**
13. HMW standardize data collection from students for teachers?
14. HMW provide teachers with the information they want and not what they don't?
- 15. HMW provide teachers with standardized student data they want and not what they don't?**

**IT WOULD BE
GAME-
CHANGING TO:**

Help teachers save time by learning about their students.

Give teachers diverse information tailored to student ages.

**IT WOULD BE
GAME-
CHANGING TO:**

Give teachers a path to understand students without student involvement.

**IT WOULD BE
GAME-
CHANGING TO:**

reference the work in the classroom with what's happening in other classrooms and with what's happening in the professional world.

SELECTED POVs

IT WOULD BE GAME CHANGING TO:

Help teachers save time by learning about their students **OR**
Give teachers useful information tailored to students' ages.

Give teachers a path to understand students without student involvement.

Shape classroom work around not only what other educators are doing, but with what's happening in the professional world as well.

IT WOULD BE GAME CHANGING TO:

ANDREA

Help teachers save time by learning about their students.

OR

Give teachers useful information tailored to students' ages.

HMW make sharing students' info the most fun part of the teacher's job?

HMW provide teachers with standardized student data they want and not what they don't?

SAMANTHA

Shape classroom work around not only what other educators are doing, but with what's happening in the professional world as well.

HMW create a dashboard of personalized updates for teachers?

Best Solutions

HMW make sharing students' info the most fun part of the teacher's job?

An AI Empowered one-stop platform for improv games, quiz games, jeopardy, kahoot, etc.

An AI Empowered system that creates creative representations of student information.

HMW create a dashboard of personalized updates for teachers?

HMW provide teachers with standardized student data they want and not what they don't?

A platform that combines student survey data with currently collected data that provides AI alerts.

Experience Prototype: Profile Redaction

<p>Demographic Information</p> <p>Full Name: Emma Lewis Preferred Name: Emma Age: 17 Grade Level: 12 Date of Birth: August 14, 2007 Gender Identity: Female Pronouns: They/them Race/Ethnicity: White <i>How language?</i> Home Language: English Country of Birth: United States Immigration Status: U.S. Citizen <i>Legality?</i> Living Situation: Lives with both parents Parent/Guardian: Jane and David Lewis (parents) Siblings: Brother, age 20 Transportation to School: Drives her own car School District: Pine Valley High School District Neighborhood: Suburban area near the school Socioeconomic Status: Not eligible for free/reduced lunch Religious/Spiritual Beliefs: Agnostic</p>	<p>Academic Information <i>5 minutes</i></p> <p>GPA (Cumulative): 3.5 Favorite Subject: Art Least Favorite Subject: Math Number of Absences (Current Year): 4 Number of Tardies (Current Year): 3 Homework Completion Rate: 85% Reading Level: Above grade level Math Proficiency Level: Average Standardized Test Scores: SAT - 1150 IEP or 504 Plan: 504 Plan Course Load: 6 Most Recent Report Card Grades: A in Art B in English C in Math B in History A in Creative Writing B in Biology Favorite Teacher: Mrs. Thompson, her art teacher Attitude Towards Failure: Resilient, Sensitive to criticism College Aspirations: Yes</p>
<p>Personal Information</p> <p>Pronunciation of Name: "Eh-muh" <i>He (brother)?</i> Preferred Communication Method: Text or email Access to Technology at Home: Laptop and internet Favorite Hobby: Drawing and digital illustration Favorite Music/Artist: Indie pop and alternative music Favorite Book: "The Perks of Being a Wallflower" Sports Interests: Yoga Favorite Movie/TV Show: "Amélie" Dream Job: Illustrator or concept artist for video games Role Model: Her art teacher, Mrs. Thompson Languages Spoken: English, a little bit of French Pets: Yes, one cat named Luna</p>	<p>Allergies: Mild-pollen allergy Medical Conditions: Social anxiety Stress Level (1-10): 7 Conflict Resolution Style: Avoidant Introvert or Extrovert: Introvert Part-Time Job: Yes, part-time at a local coffee shop Weekly Work Hours: 8-10 hours Favorite Food: Sushi Biggest Fear: Speaking in front of large groups Comfort Level with Public Speaking: Low Relationship Status: Single Extracurricular Activities: Art club, creative writing club Career Goals: Graphic designer or illustrator</p>
<p>Personal Details:</p> <p>Support System: Close group of three friends, supportive parents, therapist Coping Strategies for Stress: Drawing, listening to music, taking walks Personal Goals: Become more comfortable with public speaking Leadership or Club Interests: Interested in joining an art-related club in college Desired Skills to Learn: Animation and digital painting techniques Parent/Guardian Occupation: Mother is a nurse, father is an engineer</p>	
<p>Academic Details</p> <p>Academic Strengths: Creative writing, drawing, interpreting literature Areas for Improvement: Public speaking, problem-solving under pressure Community Involvement: Participates in local art shows and supports animal shelters Favorite School Memory: Creating a mural with the art club for the school's hallway Support Needed in School? Extra time or accommodations for public speaking Preferred Way to Receive Feedback: Written feedback rather than verbal Most Proud Achievement: Winning first place in a local art competition</p>	

Middle School Teacher

Critical assumption: Teachers Want to Know a Significant Number of Things about Their Students

Prototype description: Teachers were given a single sheet with a near exhaustive list of information a teacher may want to know about their students. They were asked to circle things of high importance and cross off things they would rather not know. We recorded the questions they asked and how long it took them to complete the task.

Participants:

Who are they? Teachers
 How were they recruited? Friends of researcher
 Why are they relevant? They are the subject of the assumption and the potential users.

Results:

What worked/didn't work? **Teachers were able to quickly and easily prioritize the information they want to know.**
 New learnings? **This teacher selected a specific smaller set than expected.**

Was the assumption valid? Yes
 What does it mean for your work going forward? We have a better understanding of what specific knowledge teachers want to know.

Ethical Considerations: There are some legal limitations aimed at protecting students that could limit this work.

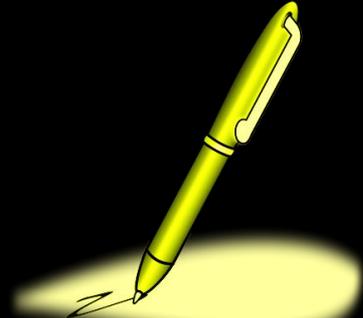
EXPERIENCE PROTOTYPE:

PROFILE

Critical Assumption

Teachers Want to Know (a Significant Number of)
Things about Their Students

Participants
Teachers. (Why?)



Demographic Information

Full Name: Emma Lewis
Preferred Name: Emma
Age: 12
Grade Level: 12
Date of Birth: August 14, 2007
Gender Identity: Female
Pronouns: They/them
Race/Ethnicity: White
Home Language: English
Country of Birth: United States
Immigration Status: U.S. Citizen
Living Situation: Lives with both parents
Parent/Guardian: Jane and David Lewis (parents)
Siblings: Brother, age 20
Transportation to School: Drives her own car
School District: Pine Valley High School District
Neighborhood: Suburban area near the school
Socioeconomic Status: Not eligible for free/reduced lunch
Religious/Spiritual Beliefs: Agnostic

Personal Information

Pronunciation of Name: "Eh-muh"
Preferred Communication Method: Text or email
Access to Technology at Home: Laptop and internet
Favorite Hobby: Drawing and digital illustration
Favorite Music/Artist: Indie pop and alternative music
Favorite Book: "The Perks of Being a Wallflower"
Sports Interests: Yoga
Favorite Movie/TV Show: "Amélie"
Dream Job: Illustrator or concept artist for video games
Role Model: Her art teacher, Mrs. Thompson
Languages Spoken: English, a little bit of French
Pets: Yes, one cat named Luna

Personal Details:

Support System: Close group of three friends, supportive parents, therapist
Coping Strategies for Stress: Drawing, listening to music, taking walks
Personal Goals: Become more comfortable with public speaking
Leadership or Club Interests: Interested in joining an art-related club in college
Desired Skills to Learn: Animation and digital painting techniques
Parent/Guardian Occupation: Mother is a nurse, father is an engineer

Academic Details

Academic Strengths: Creative writing, drawing, interpreting literature
Areas for Improvement: Public speaking, problem-solving under pressure
Community Involvement: Participates in local art shows and supports animal shelters
Favorite School Memory: Creating a mural with the art club for the school's hallway
Support Needed in School: Extra time or accommodations for public speaking
Preferred Way to Receive Feedback: Written feedback rather than verbal
Most Proud Achievement: Winning first place in a local art competition

Academic Information

GPA (Cumulative): 3.5
Favorite Subject: Art
Least Favorite Subject: Math
Number of Absences (Current Year): 4
Number of Tardies (Current Year): 3
Homework Completion Rate: 85%
Reading Level: Above grade level
Math Proficiency Level: Average
Standardized Test Scores: SAT - 1150
IEP or 504 Plan: 504 Plan
Course Load: 6
Most Recent Report Card Grades:
A in Art
B in English
C in Math
B in History
A in Creative Writing
B in Biology
Favorite Teacher: Mrs. Thompson, her art teacher
Attitude Towards Failure: Resilient, sensitive to criticism
College Aspirations: Yes

Allergies: Mild pollen allergy

Medical Conditions: Social anxiety
Stress Level (1-10): 7
Conflict Resolution Style: Avoidant
Introvert or Extrovert: Introvert
Part-Time Job: Yes, part-time at a local coffee shop
Weekly Work Hours: 8-10 hours
Favorite Food: Sushi
Biggest Fear: Speaking in front of large groups
Comfort Level with Public Speaking: Low
Relationship Status: Single
Extracurricular Activities: Art club, creative writing club
Career Goals: Graphic designer or illustrator

5 minutes

Middle School Teacher

PROFILE REDACTION: RESULTS

What worked/didn't work?

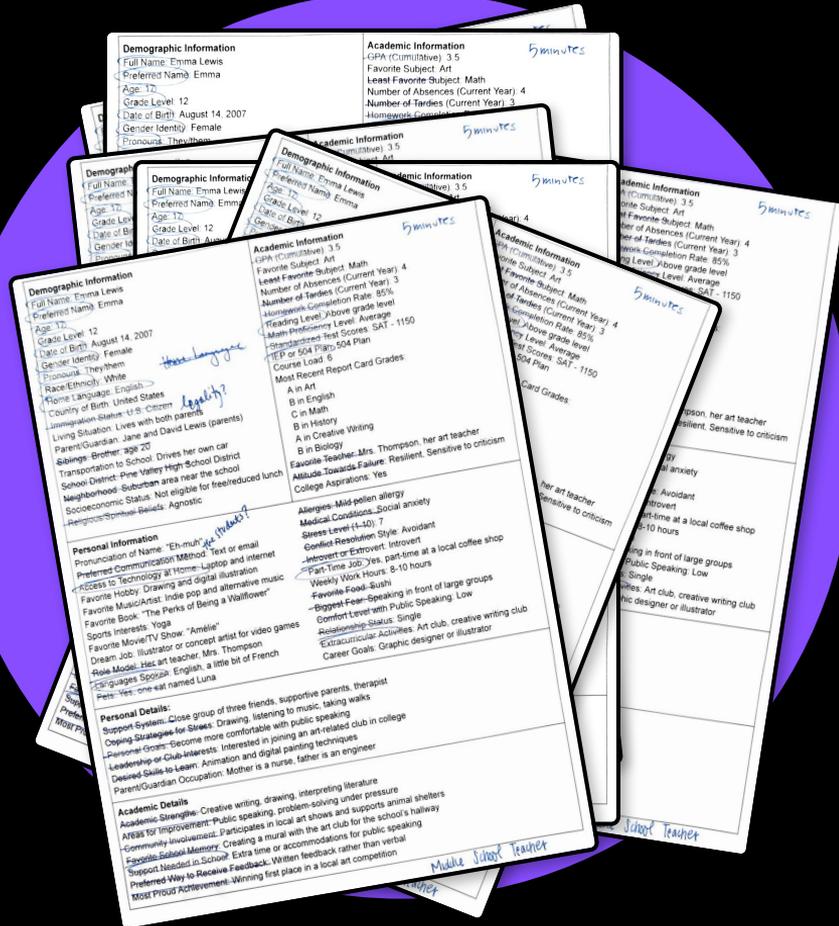
Teachers were able to quickly and easily prioritize the information they want to know.

Was the assumption valid?

Yes

How does it apply going forward?

We have a better understanding of what specific knowledge teachers want to know.





EXPERIENCE PROTOTYPE:

STUDENT SONGS / PODCASTS

Critical Assumption

AI-generated songs and podcasts are enjoyable and effective at getting to know things about someone.

Participants

Who are they?

Three random Stanford students: John, Julia, and Molly

How were they recruited?

They were cold-approached in the dining hall/ library

Why are they relevant?

They are relevant because their experience with these song and podcast represent what a typical user (a teacher) would experience when using these songs and podcasts to share and learn information about their students.



STUDENT SONGS / PODCASTS:

- Student info → Song/Podcast w/ AI
- Find Unlucky Participants → Listen to media
- Ask questions:

How much can you recall about Emma? Tell me everything you know about her.

How fun was the song? And the podcast? If you were asked to listen to either a podcast or a song about everyone in a 10-15 people class you are in to get to know them, would you do it?

- Text is preferred...

Was the assumption valid? No.

Researcher's Notes

"He kept giggling and couldn't stop cringing. We stopped the song around 1 minute."

"the fact that it's a podcast doesn't make it fun at all."

"Julia said 'hell no' to listening to 10 more podcasts"

"She said the song was absolutely horrible 'you'd have to pay me and I'd probably mute it.'"

Going Forward: Leverage AI Differently

EXPERIENCE PROTOTYPE:

TRUTH OR DARE

Critical Assumption

Students would rather share something with their teacher than do extra course work.

Participants

ESF Students @ Stanford

Truth or Dare

Truth: *What's a favorite hobby of yours most people don't know about?*

Dare: *Write 2 insights about this week's readings.*



TRUTH OR DARE: RESULTS

What worked/didn't work?

The students unanimously chose 'Truth'

Was the assumption valid?

Yes!

How does it apply going forward?

We know that (under certain conditions) students are very willing and eager to share personal information with their teachers. Students mentioned that they chose "Truth" because it was more fun!

Next steps:

Finding what and why students are willing to share.

Truth: What's a favorite hobby of yours most people don't know about?

Graphology: study of people's handwriting to gain insight on their personality.

Truth: What's a favorite hobby of yours most people don't know about?

I like to Scrapbook

Truth: What's a favorite hobby of yours most people don't know about?

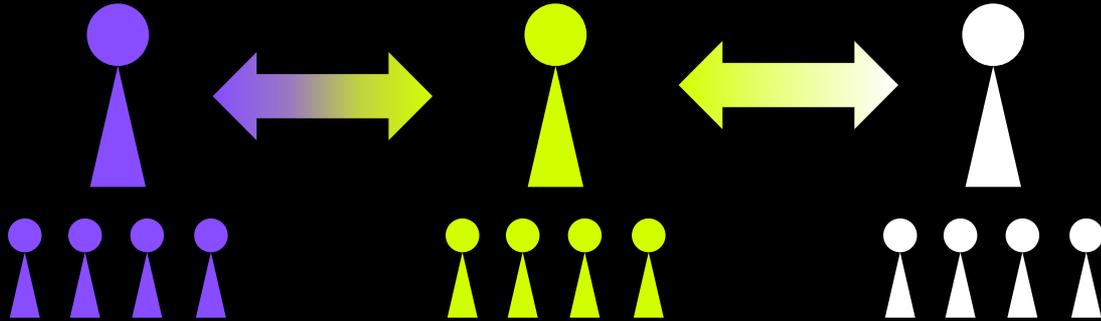
- I love watching interviews on youtube even if I don't know the person.

Truth: What's a favorite hobby of yours most people don't know about?

I love playing piano, guitar, & ukulele by figuring out the chords to my favorite songs! ♡

THE SOLUTION:

A software that allows teachers to easily share information about their students with one another, while keeping unwanted information from teachers. The tool will also generate activities based on your students' profiles to help teachers better connect with students.



Presentation Guidelines

One team member will present in studio. There will be 12 minutes for the presentation and an additional 5 minutes for questions and feedback.

Expected Content

1. Intro
 - a. Team name and member names 
 - b. Original and more focused problem domain 
2. Additional needfinding results and key insights
 - a. About the interviewees 
 - b. Additional learnings 
3. POV development
 - a. Initial POVs from studio 2 
 - b. Revised & selected POVs 
4. HMWs
 - a. In the slide notes, provide the 10+ HMWs generated for each POV 
 - b. Present the 3 top HMWs with their corresponding POVs on the slides 
5. Solutions
 - a. Present 3 best solutions 
 - b. In appendix, include screenshots of your brainstorm 
6. Experience prototypes   
 - a. Critical assumptions being tested
 - b. Prototype description, pictures of the setup
 - c. Participants: Who are they? How were they recruited? Why are they relevant?
 - d. Results: What worked/didn't work? New learnings? Was the assumption valid?
What does it mean for your work going forward?
7. What's next? 
 - a. Which solution (or combination) will move forward?
 - b. What are the ethical implications of this solution?
 - c. Who does it serve? Who might it leave out?
8. Appendix

Experience Prototype: Efficacy and Enjoyment of Student Song/Podcast

Picture

Critical assumption: AI-generated songs and podcasts are enjoyable and effective at acquainting people with someone.

Prototype description: We used NoteBook LM and Suno to create a podcast and a song about Emma. After having our test subject listening to both, we asked:

1. How much can you recall about Emma? Tell me everything you know about her.
2. How fun was the song? And the podcast? If you were asked to listen to either a podcast or a song about everyone in a 10-15 people class you are in to get to know them, would you do it?

Then we present the test subject with the paper version of Emma's information, and asked: "Would you have preferred to just read something like this if you had wanted to get to know Emma?"

Participants:

- Who are they?
Three random Stanford students: John, Julia, and Molly
- How were they recruited?
They were cold-approached in a dining hall, and in the library
- Why are they relevant?
They are relevant because their experience with these song and podcast represent what a typical user (a teacher) would experience when using these songs and podcasts to share and learn information about their students.

Results:

- What worked/didn't work?
The podcast and song both failed terribly. The songs were just too cringeworthy. The podcast were reported to be "rambling" and "time-wasting".
- New learnings?
AI isn't good enough yet to make really good art that people will serious enjoy.
- Was the assumption valid?
No.

What does it mean for your work going forward?

- We need to find new ways to leverage AI in making sharing information about students fun.

Ethical Considerations:

Experience Prototype: Attendance Check- Truth or Dare Edition

Picture

Critical assumption:

Prototype description:

Participants:

Who are they?

How were they recruited?

Why are they relevant?

Results:

What worked/didn't work?

New learnings?

Was the assumption valid?

What does it mean for your work going forward?

Ethical Considerations:

What's Next

1. Which solution (or combination) will move forward?
2. What are the ethical implications of this solution?
3. Who does it serve? Who might it leave out?



← Chosen HMWs

Solution generation ↓

HMW provide
teachers with the
information ~~user~~
they want, and
not what they don't

HMW make
sharing students?
info the most
fun part of the
teachers' job?

Create a dashboard
of personalized
updates for
teachers

A collection of approximately 15 sticky notes in various colors (yellow, green, purple, blue) on a light-colored wall. The notes contain handwritten ideas and questions related to the 'Chosen HMWs' section. Some notes include:

- Connect...
- Share with other teachers...
- PT assigned papers...
- Looking for...
- Protect...
- PII alerts & RSS feeds
- Parallel...

A collection of approximately 20 sticky notes in various colors (yellow, green, purple, blue) on a light-colored wall. The notes contain handwritten ideas and solutions related to the 'Solution generation' section. Some notes include:

- Print...
- Share links...
- Teacher...
- Target for...
- PII...
- PII...
- PII...

A collection of approximately 15 sticky notes in various colors (yellow, green, purple, blue) on a light-colored wall. The notes contain handwritten ideas and solutions related to the 'Solution generation' section. Some notes include:

- PII...
- Share links...
- PII...
- PII...
- PII...

All components
must be placed
in the same
area of the
system

BeReal
Easton
Person

Top in Jane
12 version

AI model
Student Agency

Competition/Leadership
against other
factors

Placeholder Card
Top in Jane
Version
Like 1-5

create a series
of these cards
with different
info

create a series
of these cards
with different
info

Placeholder
card for
the top in
Jane

Placeholder Card
Top in Jane
Version
Like 1-5

"OPT-IN"
SIS

Teachers decide if
opt in to card
100 fields
10 fields
10 fields
10 fields

Teachers
decide if
opt in to
card

AI model
model
model

Connect/
SW
SW

Placeholder
card

← Clustering similar solutions

Solutions to: HMW provide teachers with standardized student data they want and not what they don't

1. Anonymized discussions inside in-person classroom
2. Answer a survey -> info based on it
3. Use AI to take teacher preferences and generate relevant information
4. Schoolwide Google Sheet of the results of a Google Form
5. CMS for Students
6. Copy Stanford giving everyone the option of making a profile
7. Look at attendance trends to better help students
8. Record class using AI to give suggestions
9. Substitutes can input data, teachers choose what subs can see
10. "Opt-in" Sis
11. Teachers opt-in to certain info fields (e.g. pronouns, gender, behavioral history, past years notes)
12. Connect/ integrate w/ SIS/Gradebook (VA: Grade trends, late work)
13. AI recognized problems (increased tardies, missing assignments, etc)
14. Platform of collection of standard profiles, students can share whatever they want the teacher to know on it.
15. **A platform that combines student survey data with currently collected data that provides AI alerts**

Solutions to: HMW create a dashboard of personalized updates for teachers

1. Weekly newsletter in the academic discipline and the professional world related?
2. Platform to find out what other teachers are working on (personal projects, school policy changes)?
3. Have a board in each classroom that each teacher can get into and find updates?
4. Make teacher learning like browsing Pinterest- crowdsource the updates?
5. Have AI subscribe to RSS feeds?
6. Have AI that personalizes a feed of information based on viewing time?
7. Integrate with assignment/messaging software
8. Ask teachers to fill out a survey
9. Form a community of teachers in the discipline, each sharing what they want to know from students
10. Parrot corporate morale tactics to increase inter teacher interaction
11. Pay for lunches where teachers come together to share information
12. Teacher Fizz (Separated by Grade)

Solutions to: HMW make sharing students' info the most fun part of the teacher's job

1. Schoolwide positive feedback board
2. Every interaction they earn credits to buy coffee
3. Create a game for students while teacher goes through updates
4. Give teachers vacation time as a reward
5. Give teachers gift cards as a reward
6. Create hobby based clubs on campus for both teachers and students
7. Create a competition among teachers with a leaderboard
8. Have AI create a Jeopardy game with student information
9. Have students play truth or dare to learn about them
10. Be Real- Emotional Check-In Version
11. **An AI Empowered one-stop platform for improv games, quiz games, jeopardy, kahoot, etc**
12. Create a reality TV episode with AI about students
13. Create parodies of their favorite songs and insert student info
14. Podcast about students infor they can listen to when exercising
15. **An AI Empowered system that creates creative representations of student information**