

# studysesh

Team D  
Info 360 - Autumn 2013

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SS

# Problem Space

Many students feel intimidated by the thought of attending a large university for the first time. The opportunity to try new things is absolutely evident and undergraduate students, many times, bite off more than they can chew. For some, they may be overwhelmed by the fact that they have too many tests lined up in one week or that they are stressed out because they are struggling to understand a particular concept introduced in lecture. Feeling stressed out leads to anxiety. It has been shown that undergraduate students tend to cope with their academic problems better in groups than when alone. **The idea of studying in groups helps students learn more effectively and more than 20 years of academic research has proven that it has consistently demonstrated that fact (Schoenherr, 2006)**. It is important to realize that developing good study habits in college will not only establish a successful and productive college lifestyle but it also establishes good teamwork, communication, and problem solving skills.

Forming study groups can be a difficult task at a large university. Undergraduate students may face a lack of social confidence to talk with others or a language barrier may persist that hinders their ability to find common ground and socialize. Students who commute to school may have a difficult time meeting people who study on campus late at night because they are unable to network with others due to travel constraints. In regards to how well students can develop foundational study habits, a 2008 survey of more than 160,000 undergraduates enrolled in the University of California system discovered that, **“The second most common obstacle to success, according to the students, was that they were depressed, stressed, or upset. And then came the number one reason, agreed upon by 33 percent of students, who said they struggled with one particular problem “frequently” or “all the time”: They simply did not know how to sit down and study” (O’Brien, 2010)**. This problem is prevalent for new students that are not accustomed to eliminating distractions in their study environments.

But regardless of what the situation is, undergraduate students can overcome these situations by finding motivation in the classes they take, whether those classes are taught by an amazing professor or just out of curiosity. Sometimes it’s easier to study with peers, but it can be hard to find people to study with, so we want to encourage and facilitate group study sessions. Studies at Montclair State University have discovered that **“Being in a study group with motivated classmates is often helpful. Instructors agree that study groups improve student performance on tests and in classroom discussions” (Peer Study Groups, n.d.)**. When students find themselves associated within a niche of students, they tend to form a social circle that often branches out to increased social activity and productivity in any objectives they pursue.

# Scope

To address the problem, we developed a web application that is centered on creating events for study sessions. This is StudySesh, a free mobile and web application that is capable of being accessed from any device and designed for the hosting and joining of study sessions. The prototype was initially built as a paper prototype to provide ease of iteration and a less expensive (time-wise) alternative to prototyping. The scope of the web application will be mainly focused on the events surrounding studying and the details that go with those events. The emphasis is on study groups and not on forming relationships or matchmaking peers based on classes.

Details that surround studying that are thus within the scope of our project include course and subject listings, location of study spots on campus, directions from current location via Google Maps to show how to get somewhere. You also have the ability to browse, host, and comment on events. For this website, we are seeking to be UW-specific and thus would allow a netID login. We recognize that if this website was not campus-specific, a Facebook or .edu verified email address would be the preferable login option. The basic user profile would either be pulled through the netID metadata or input upon account creation or when the user uses the website for the first time. This profile would include basic details like name, major, and other contact information.

Out of scope details that we acknowledge may be useful but are not within the aspirations of the design team or are future goals include deep personal profiles, and social-networking-specific features including but not limited to chat or messaging systems such as a wall. We also are not looking to integrate specific class TA's or introduce school-sponsored professor involvement since the number of professors and TA's are too large and change often. We can see how students may benefit and study sessions may be improved through involving professors and TA's, but at this time the exorbitant expense of time and money to integrate every class' resources with our website are too great.

However, this idea is not out of the question forever; it is definitely an avenue of potential future growth. In terms of our other excluded details, we are not trying to emulate Facebook or create a better Facebook, just a study-event-specific space where students can easily find times, places and people to study with for their courses.

# The Target Audience

The following personas stem from specific characteristics of the targeted users. Some characteristics of the users have been altered to protect the identity of the users in the study. The personas represent undergraduate student at the University of Washington. They share the common struggle to engage in study groups to become more productive while studying for upcoming tests. To accomplish this, they use StudySesh to find other students studying the same material as they are and meet up on campus to study together.

## Profiles

### Chet Retmann



Chet is a Junior at the University of Washington. He is heavily involved in the Greek System and is well-qualified in his leadership roles where he is the social chair of his fraternity. It has been stereotyped that the Greek Life emphasizes partying over studying. Yet, this has shown to produce social benefits such as establishing connections with all types of students. Chet considers himself to be very social and a personable young man.

With Greek Week in full swing, Chet is falling behind in his studies. Little did he know, he has a Chemistry Final in three days. Chet is not stressed over this because his house has all the test files he'll ever need to succeed in classes at the UW. Unfortunately, none of his brothers recall having any remaining Chemistry tests on file due to a house fire back in Autumn Quarter - ironic isn't it?

Chet feels doomed for his exam and he had wished that he established social connections outside of Greek Life to engage in a more academically-focused lifestyle. His pledge-brother Kendrick, always lending Chet a hand in times of stress, told him about a new website he heard that connects students with other students around campus to form study groups. Unanimous as it seems, Chet decides to try it out and registers with the site. As he browses through the web application, he finds a group that is meeting up at Odegaard in half an hour. Scrambling to collect his study materials and his laptop, Chet thanks Kendrick and heads off in a hurry to meet up with his study group at the Odegaard Undergraduate Library.

### Li Chan



Li is a first generation college student originally from Hong Kong. She moved to the U.S. when she was 13. She can read, write, and speak English but she has an accent which makes it difficult to communicate with proficient English speakers. She misses her friends in Hong Kong and has trouble making new friends in America due to the language barrier. Ming's social anxiety over her accent makes it tough for her to talk in class and make friends in class.

It is Winter Quarter and Li has decided to take a biopsychology class out of her scientific interest. The class is composed of two exams, a midterm and a final, and the class is lecture-based – meaning no group work is involved. This provides Li some relief because she has the preconceived notion that she will not have to assimilate herself with others for any classwork if she chooses not to. The class is extremely large; people come in, listen silently, and leave.

Li did poorly on the first midterm. She studied alone at home. She would have liked to spend more time studying but found it difficult to do that with homework in other classes and general stress over pressure to be academically successful. The next midterm is coming up and she would really like to change her study patterns. Li makes an attempt to post on the UW Class of 2016 Facebook page with the hope that someone replies in a timely manner. Unfortunately, no one replies to her post because everyone finds it difficult to understand her English. She needs a study buddy to motivate her so that she can also be comfortable with. She needs someone who understands her language barrier. Instead, she decides to strike up a conversation with her friend back in Hong Kong to discuss her academic struggles in America. Her friend recommends her to use StudySesh. StudySesh is simple to use, even for the English as a Second Language learner because all you need to do is identify which class you want to engage in a study group with and select that as your choice. Li is now intrigued by how intuitive StudySesh is and finds a study group session at the Allen Commons over the weekend to work out a few biopsychopathology scenarios. This gives Li a peace of mind knowing that she will receive help from other students.

## The User Tests

A total of six undergraduate students were selected at random to take part in testing the studysesh web application. These six students were chosen at random and have no familiarity with the development of studysesh. Two of the six were selected because their feedback are most representative of undergraduate students in the pool of testers.

# Test Protocol

Welcome and thank you for participating in the user research for our product. Today we will be testing a prototype called studysesh. Its purpose is to let people find study meetups nearby, or create their own.

While we are working, please understand that we are testing the product, not you. If you have any difficulty during the test, do not worry. This is the design's fault, not yours.

During testing, I will not be able to answer most of your questions or provide you with any guidance. This testing environment is intended to simulate a realistic interaction experience with our product. Would you like to ask anything before we begin?

Let's get started.

1. First, filter the events to only show sessions that start after 12pm.
2. Then, filter the events according to the most attendees.
3. Next, register for a Developmental Psychology study session. What are the event details you see here?
4. Okay, mark yourself as "attending".
5. Now, return to the previous page you were on.
6. Finally, host an event. Do not let more than 30 people attend.

Great! Thank you so much for your time. We will now ask you a few questions regarding your user experience.

1. Did you have any particular difficulties?
2. Were there any features that seemed excessive or unnecessary to the application?
3. Were there any features that seemed to be missing on the website?

Thank you for completing this usability study. Your responses will be used for research and developmental purposes only between our design team and class instructors. We appreciate your time and contribution.

## Participants

### Alissa Martin

| Assigned Tasks                                   | Description of the User's Behavior  |
|--|---|
| Filter events after 12pm                         | She looked over to the left side of the page and notices the "Filter" widget. She points to the "2pm filter".   |
| Filter events by who is attending                | She points to the home button. She takes a look at the "Filters" widget once more. She points to the "Attendees" field and points to "Apply".             |
| Register for a Developmental Psychology sessions | She clicks on the "Developmental Psychology" page and clicks on "Attending".  |
| Mark yourself as "attending"                     |   |
| Return to the previous page                      | She points to the back button on the browser  |
| Host an event for up to 30 people                | She spent some time scanning over the page. She then points to "Create". She scrolls down the page and points to the counter button and increments to 30. |

Alissa was hesitant with logging in with Facebook, say that she feels uncomfortable with disclosing her personal information to strangers using studysesh. However, she agrees with the fact that the “Make a FB event” feature is an addition that is worth noting for promoting social gathering. She recommends alternative login options to studysesh such as Email as well as an “Invite” option to encourage the growth of studysesh. Cancelling events is a viable option she mentioned as well to grant users control over sessions they host.

### Jessalyn Chang

| Assigned Tasks                                   | Description of the User's Behavior   |
|--|--|
| Filter events after 12pm                         | She examined the front page for over 30 seconds. She remarked about how we should chronologically sort the times and dates. She then points to “2pm”.    |
| Filter events by who is attending                | She points to the event details page and was confused with the similarity between the headers and filter. She does not know where to continue from here. |
| Register for a Developmental Psychology sessions | She points to the event details page. She questions the login functionality with Facebook. She does not proceed with login. She stalls on the page.      |
| Mark yourself as “attending”                     |  |
| Return to the previous page                      | She points to the back button on the browser.  |
| Host an event for up to 30 people                | She points to the “Create”button. She discusses what she would fill in the text fields and then points to “Create session”.                              |

Jessalyn offered lots of feedback regarding design consistency in the header and content organization. She wanted sessions to be organized chronologically so that it returns searches faster. She recommended a “help” page that would document ambiguously-seeming features on the website to ensure a user friendly experience while interacting through studysesh website. A Facebook plugin would also be useful for verifying students on studysesh to reduce spam and malicious activity.

## The Working Prototype

A working demo of studysesh is available for the public to use online.

1. Open your favorite internet browser and navigate to [http://pages.originalburn.com/studysesh/find\\_unauthed.html](http://pages.originalburn.com/studysesh/find_unauthed.html)
2. The header of the webpage consists of Find, Create, and My Sessions.
3. You may Sign up for an account or log in to a previously created account.

Please contact any member of Team D if you have any questions, concerns, or feedback related to studysesh.

# Design Details

**A** Feature: The main navigation bar is a global site structure that appears on the top of every page. It has the studyshesh logo, links to three main pages (Find, Create, and My sessions) and the user affiliation and account information. On the unauthenticated page, account info is replaced with authentication options.  
Rationale: The main navigation bar serves to tie the site together for the user. It presents the most important site features (finding sessions, creating sessions, and viewing sessions you have a relationship with) as well as quick access to your personal information.

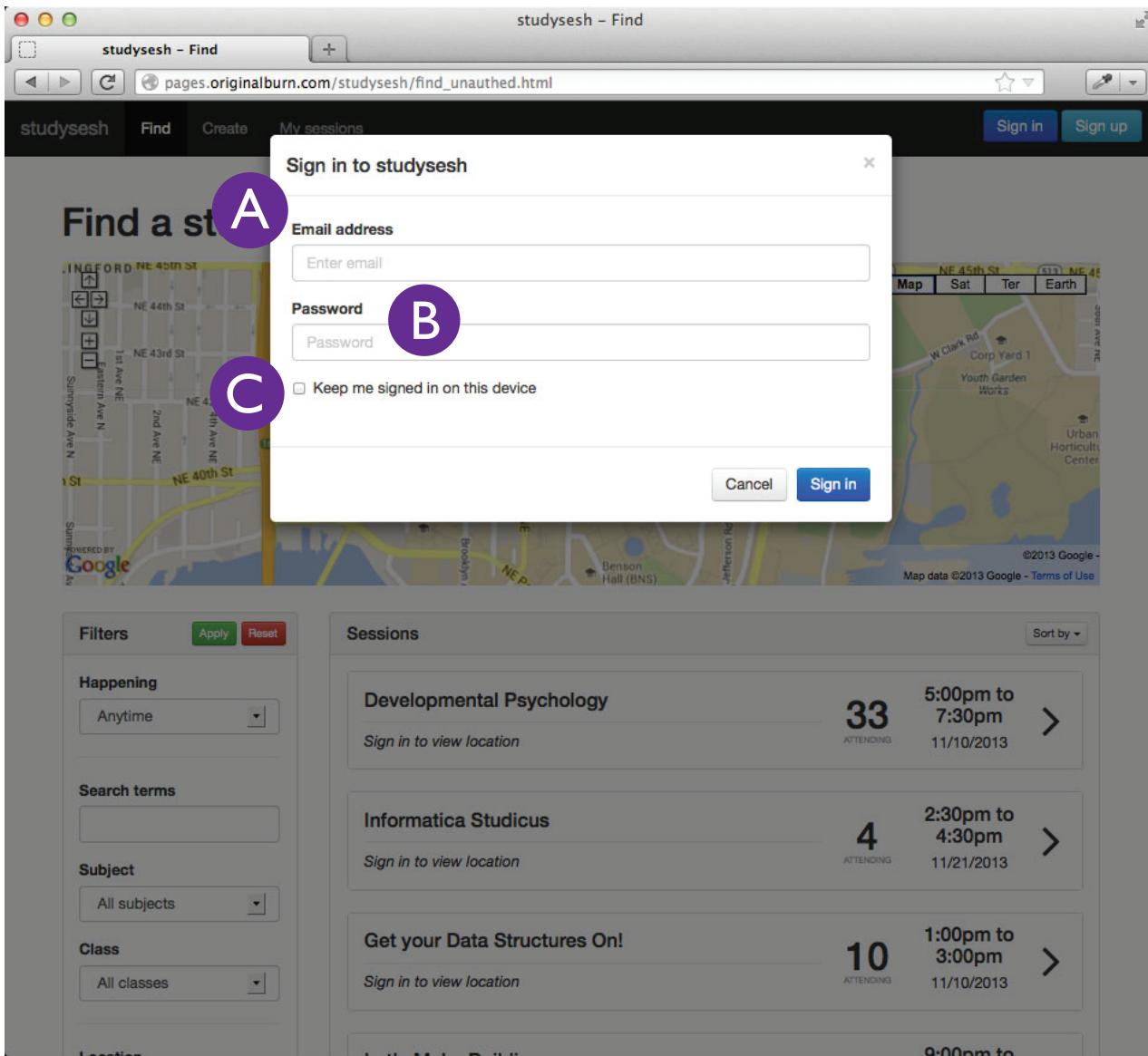
**B** Feature: When there is no authenticated user in the system, the account info portion of the navbar holds buttons for users to "sign in" (authenticate an existing account with the system) or "sign up" (create a new account for the system).  
Rationale: This is a classic control feature for personalized sites and apps. It is standard for users to be able to authenticate their credentials with a "sign in" option, and since we want this site to be open to any new users, offering a "sign up" button means that people can request new accounts with the system.

**C** Feature: When no user is authenticated, the session location details are withheld. The map is still present, but it doesn't show any session pins. Each session row asks the user to sign in to view location.  
Rationale: This system is intended for matriculated university students to learn together. For this reason, we do not want people to be able to attend study sessions unless they have proven their membership with the school. However, we still want newcomers to be able to see a preview of the site features so that they will entice them into joining.

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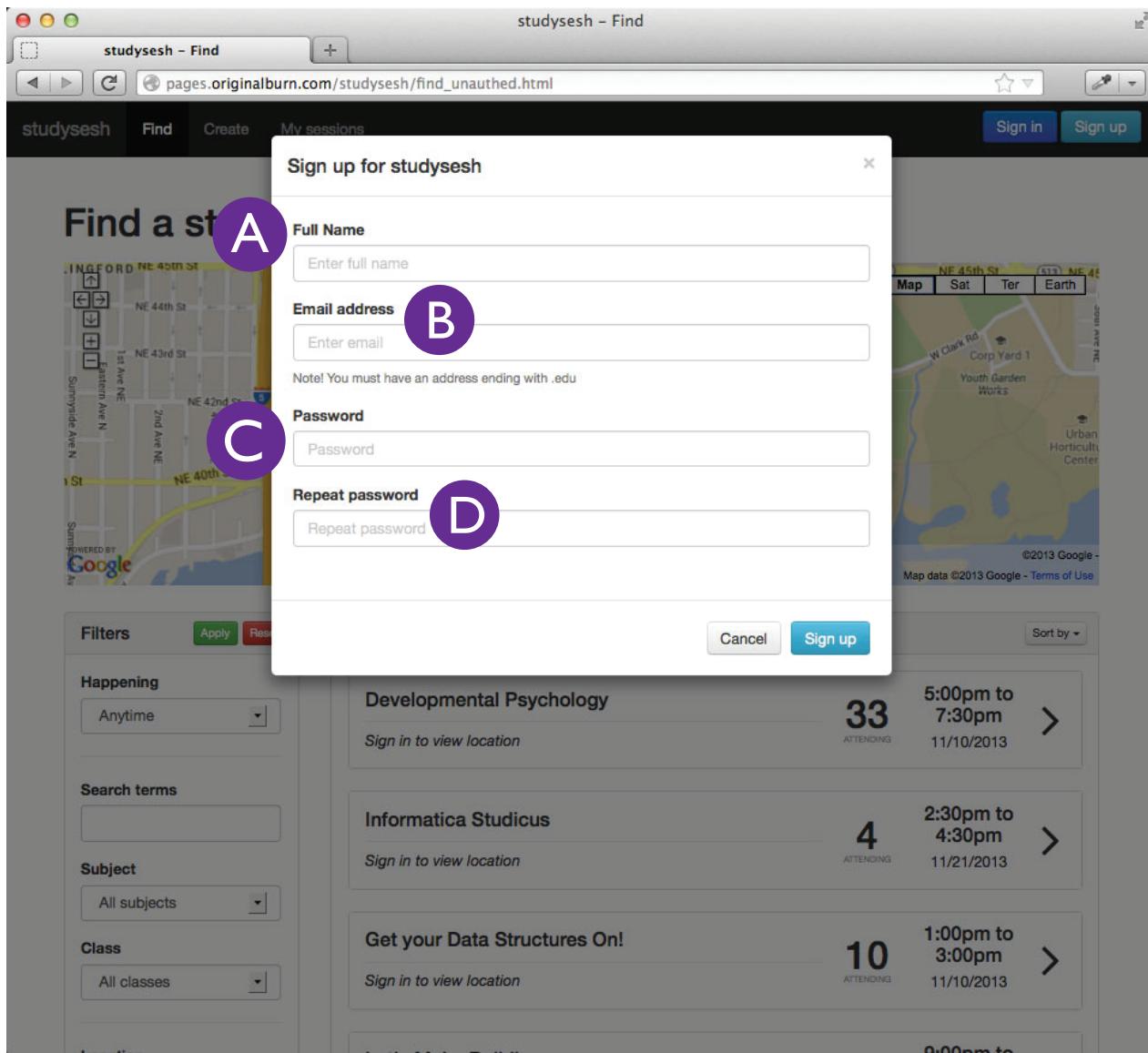
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**A** Feature: The user identity is based on their email address.  
 Rationale: It is a safe assumption that each user will have a unique email address (people do not typically share email addresses). It also guarantees the system will have a reliable piece of contact information for each user.

**B** Feature: The user must have a personal password to authenticate with the system.  
 Rationale: We do not want users to be able to pose as each other, and so to prevent identity fraud we require each user sets a personal password to protect their authentication.

**C** Feature: The user has an option to keep their account authenticated with the system across browsing sessions. If not checked, the user would have to re-authenticate if they closed the browser or were inactive for an extended period of time.  
 Rationale: Many students use public computers, so it is safest to have their authentication systems expire easily (to prevent others from using the computer and unintentionally gaining access to the wrong account). However, many students also own their own computers, and would not want to go through the pain of signing in each time. This is a convenience feature for them.



A

B

C

D

**Feature:** User associates their full name with their account.  
**Rationale:** Since this system is focused on facilitating in-person meetings, it is best for each user to represent themselves truthfully. Custom usernames would hamper meeting and greeting during actual study sessions.

**Feature:** User must have a .edu email domain to join the system.  
**Rationale:** This system is designed for users who are members of the same school. Requiring them to have a .edu email address both assures that they are a member of a school, and allows the system to figure out which organization they're affiliated. For example, any user with a @uw.edu email address will see UW-specific content when they interact with studysesh. In this way, many different users from many different schools can use the system, but they'll each be scoped to their own institution.

**Feature:** Users must choose a password for the system.  
**Rationale:** As described earlier, we do not want users to be able to pose as each other, and so to prevent identity fraud we require each user sets a personal password to protect their authentication.

**Feature:** Users must repeat their chosen password.  
**Rationale:** Repeating the password allows the system to check for a mismatch, which greatly reduces the chance that the user made any typos. This ensures that users get the password they intended.

studysesh – Account

studysesh Find Create My sessions UNIVERSITY OF WASHINGTON Jane Doe

## Account settings

**A** Full name: Jane Doe

**B** Email: jdoe4@uw.edu  
This email is associated with UNIVERSITY OF WASHINGTON

**C** Phone number: (206) 555-2364

**D** New password?: Enter new password  
Repeat password: Repeat new password  
Old password: Enter old password

Cancel Save changes

| What?  | Core   | Databank  | Community  | Developer  |
|--|--|---|--|--|
| This site is a place for students to find other students who are pursuing similar goals. | <a href="#">Find a session</a><br><a href="#">Create a session</a><br><a href="#">Logout</a> | <a href="#">Universities</a><br><a href="#">Locations</a><br><a href="#">Subjects</a> | <a href="#">About studysesh</a><br><a href="#">Contact the team</a><br><a href="#">Give feedback</a> | <a href="#">API documentation</a><br><a href="#">Project roadmap</a><br><a href="#">Demand feature</a> |

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**B**

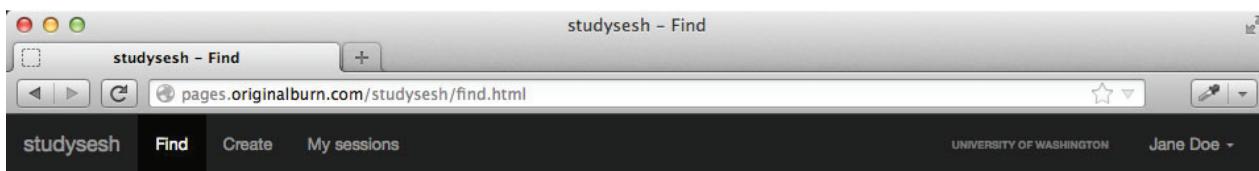
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**C**

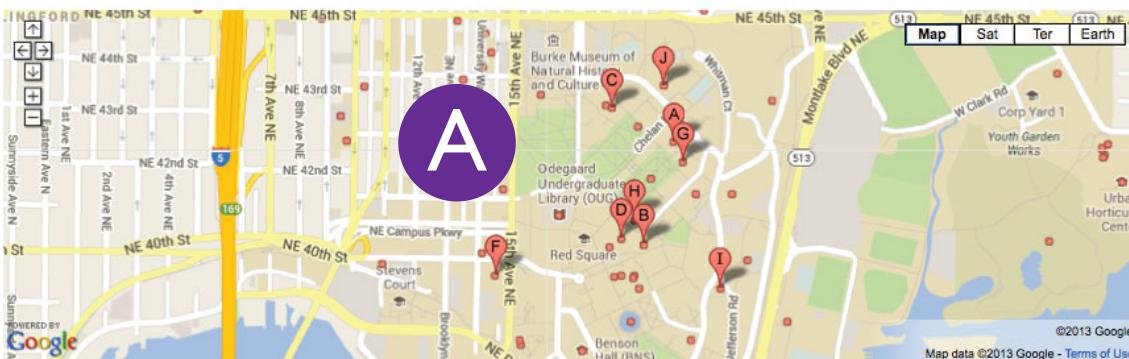
**Feature:** The user may associate a phone number with their account if they like.  
**Rationale:** If a user would like faster contact with other users, they can share their phone number with other members of the system. However, in our society a personal phone number is usually considered intimate and privileged information, so this feature is optional.

**D**

**Feature:** The user may change their password by entering a new one, repeating it, and entering their old one too.  
**Rationale:** Users may occasionally change their password for security reasons (it's never good to keep an old password for too long). Making them also enter their old password ensures that they have authority to change the account information, you don't want someone else tinkering with your account and locking you out as a joke.



## Find a study session



**A**

**B**

**C**

**A**

**B**

**C**

Filters
Apply
Reset

Happening

Anytime

Search terms

Subject

All subjects

Class

All classes

**Sessions**

Sort by ▾

| Developmental Psychology           |           |                                  |
|------------------------------------|-----------|----------------------------------|
| 33                                 | ATTENDING | 5:00pm to 7:30pm<br>11/10/2013 > |
| Allen Research Center - Red Room B |           |                                  |
| Informatica Studicus               |           |                                  |
| 4                                  | ATTENDING | 2:30pm to 4:30pm<br>11/21/2013 > |
| Mary Gates 410                     |           |                                  |
| Get your Data Structures On!       |           |                                  |
| 10                                 | ATTENDING | 1:00pm to 3:00pm<br>11/10/2013 > |
| CSE Building 3rd Floor Commons     |           |                                  |

[pages.originalburn.com/studyshesh/find.html](http://pages.originalburn.com/studyshesh/find.html)

**A**

**Feature:** A map containing pins for the locations of all of the sessions in the current filter/browsing context.  
**Rationale:** Users may want to browse by location, especially if they have a favorite library they want to study at. The map allows for quick geographical searching. Also, the map reflects the events in the current filter context, so the user gets immediate unconscious intuitive feedback about the amount and location of the events in their current search scope.

**B**

**Feature:** A panel of filters allowing users to narrow down results in the sessions list.  
**Rationale:** There will (hopefully) be many sessions occurring in the system, and users will need to be able to limit results by desired details, such as immediacy or subject of the session. This allows for faster and more accurate browsing.

**C**

**Feature:** A list of session preview panels. Each preview has the session name, location, number of people attending, time range, and date. Each preview links to the session detail page.  
**Rationale:** Users don't want to read all of the information for each session while they're browsing for the right one. We narrowed down the preview panels to only include the most pertinent information for browsing users.

**A**

| Session                        | Attendance   | Time              | Date       |
|--------------------------------|--------------|-------------------|------------|
| Developmental Psychology       | 33 ATTENDING | 1:00pm to 3:00pm  | 11/10/2013 |
| Informatica Studicus           | 4 ATTENDING  | 9:00pm to 10:00am | 11/24/2013 |
| Get your Data Structures On!   | 10 ATTENDING | 11:00am to 4:00pm | 11/22/2013 |
| Let's Make Buildings           | 5 ATTENDING  | 1:00pm to 5:00pm  | 11/18/2013 |
| Drawing Stuff                  | 27 ATTENDING | 2:30pm to 3:30pm  | 11/10/2013 |
| Hangukoro Speaking             | 7 ATTENDING  |                   |            |
| Studying for our next Midterm! |              |                   |            |

**B**

**A**  
Feature: The filters sidebar allows for users to change their session viewing area dynamically with specific filters designed around time, topic and location.

Rationale: Filters allow for users to be quick and efficient in their searching. This was an important feature for us because ease of use and speed are core to the user experience.

**B**  
Feature: The “sort by” dropdown allows users to sort the list of sessions by a given ascender or descender data key. The 3 sort types are by time, location, and attendance. Rationale: Users may have many different priorities for the sessions they are looking for. Perhaps some student wants to go somewhere new, so they find the furthest events. Perhaps another student wants the opposite. Perhaps a student wants the largest session, for plenty of company and input. Perhaps a student is shy, and wants the smallest session they can find.

The screenshot shows a web browser window titled "studysesh - Find". The URL is "pages.originalburn.com/studysesh/find.html". The page displays a list of study sessions:

- Interfacing with Neurons Review** (Bagley Room 245) - Attending: 3, Time: 4:00pm to 11:00pm, Date: 12/09/2013
- Jacky Robinson Film Viewing** (Suzallo 3rd Floor Study Room 2) - Attending: 7, Time: 12:00pm to 3:00pm, Date: 12/02/2013

A large purple circle containing the letter "A" is overlaid on the bottom left of the list.

The screenshot shows the footer of the studysesh website. It has a dark background with white text and links. The footer is organized into several sections:

- What?**
  - This site is a place for students to find other students who are pursuing similar goals.
  - We've been in those overcrowded lectures, where every face is anonymous. We've faced those exams, where it would be great to have peers but you don't know who to call.
  - This site is for people who want to reach out and learn together. Try a studysesh.
- Core**
  - Find a session
  - Create a session
  - My sessions
- Databank**
  - Universities
  - Locations
  - Subjects
  - Classes
- Community**
  - About studysesh
  - Contact the team
  - Give feedback
  - User forum
- Developer**
  - API documentation
  - Project roadmap
  - Report issue

A large purple circle containing the letter "B" is overlaid on the bottom left of the footer.

**A**  
**Feature:** The sessions list is paginated and has controls for navigating between pages.  
**Rationale:** The user could get easily overwhelmed with too many sessions on a page, so they will be limited to 20 per page, and then the user can navigate deeper if they need to look further.

**Feature:** The footer has a quick about blurb to give a fast overview of the site.

**Rationale:** New users may want to know just what is going on with studysesh, and people tend to scroll to the footer for nitty gritty details.

**B**

**Feature:** The footer has a site map with links to the main pages of the site.  
**Rationale:** Users can use this to visually get an overview for how the site is set up and what sort of content is available. They can also follow the links to quickly jump around different areas of the system.

## Study session

Name

**A** Developmental Psychology

Details

**B** Lorem ipsum dolor sit amet, consectetur adipisicing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Ut enim ad minim veniam, quis nostrud exercitation ullamco laboris nisi ut aliquip ex ea commodo consequat. Duis aute irure dolor in reprehenderit in voluptate velit esse cillum dolore eu fugiat nulla pariatur. Excepteur sint occaecat cupidatat non proident, sunt in culpa qui officia deserunt mollit anim id est laborum.

Comments

**C** Should I come to studysesh? I'm only in Psych 101 but I'd still like to study with more experienced people. Would anyone be willing to show me the ropes?

Ethan Blake (Maybe) 11/9/2013 @ 5:43PM

I'm bringing soda and chips! I've only got the bottle though, if anyone could bring like cups and napkins that would be a big awesome...

Tom Lincoln (Attending) 11/9/2013 @ 12:37PM

I've updated the room reservation, it was going to be in Green Alcove but now it will be in Red Room B. This also means we'll get some extra time to hang out if we need it.

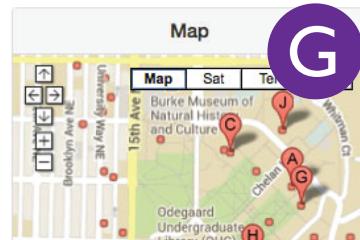
Date & Time

**D** 5:00pm to 7:30pm  
November 10th, 2013

| Attending                 | Maybe                     |
|---------------------------|---------------------------|
| <b>E</b> 33               | 2                         |
| <a href="#">Attend</a>    | <a href="#">Maybe</a>     |
| <a href="#">View list</a> | <a href="#">View list</a> |

Location

**F** Red Room B  
Allen Library Research Commons  
Seattle, WA 98195-2900  
P: (206) 543-0242



**A**

Feature: The session gets a custom name chosen by the host.

Rationale: Session names are not linked to class or subject, but completely chosen by the user. This means users can have general sessions, in the case of cross-disciplinary study or personal projects.

Feature: The session has a count of users marked as "attending" or "maybe" for the session, as well as lists of those users and an option for the current user to also mark themselves as attending or maybe. Rationale: This is a core feature, users may not want to go if the session is under- or over-crowded. Also, they can see specific attendees, to find friends they want to join or enemies they want to avoid.

**B**

Feature: The session gets a text block for details.

Rationale: There is many miscellaneous data the user may want to enter, such as restrictions on the location or what fun snacks to bring.

**C**

Feature: The session has an area for users to leave comments.

Rationale: This allows user discussion about the session, in case there is an important announcement, or users are wondering if the session is right for them.

**D**

Feature: The date and time of the session.

Rationale: Users need to know when the session is in order to find it.

**E**

Feature: The address of the session.

Rationale: Users must be able to find session.

Feature: A map of the session location. Rationale: This may seem repetitive, but it gives the user unconscious information about the geographical context of the event, which helps ground digital data with physical reality.

**F**

# A

**Feature:** Each user gets an image to represent themselves.

**Rationale:** This helps humanize the user and give them room to express themselves.

# B

**Feature:** Each user name is listed.

**Rationale:** Users may be looking to join friends or avoid enemies, or even just know the names of the strangers they will soon meet.

# C

**Feature:** Each user session relationship status is listed.

**Rationale:** Both “hosting” and “attending” users count as attending, so this allows the two different states to be differentiated.

**A**

Feature: Each user gets an image to represent themselves.

Rationale: This helps humanize the user and give them room to express themselves.

**B**

Feature: Each user name is listed.

Rationale: Users may be looking to join friends or avoid enemies, or even just know the names of the strangers they will soon meet.

**C**

Feature: Each user session relationship status is listed.

Rationale: Reminds users that all of these folk are marked as "maybe."

**A** Feature: Each user gets an image to represent themselves.

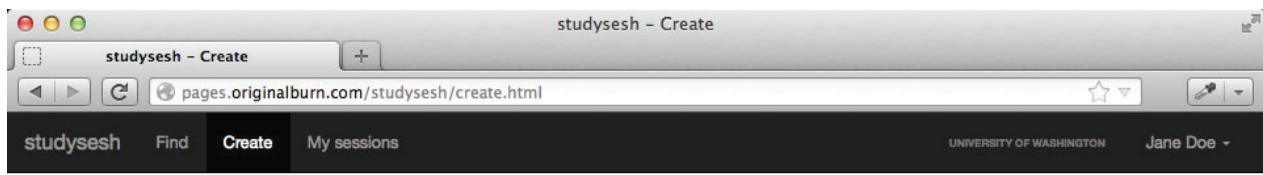
Rationale: This helps humanize the user and give them room to express themselves.

**B** Feature: Each user name is listed.

Rationale: Users may be looking to join friends or avoid enemies, or even just know the names of the strangers they will soon meet.

**C** Feature: Each user session relationship status is listed.

Rationale: Reminds users that all of these folk are marked as "maybe."



## Create a study session

A
B
C
D
E
F

**Name**

**Details**

**Location**

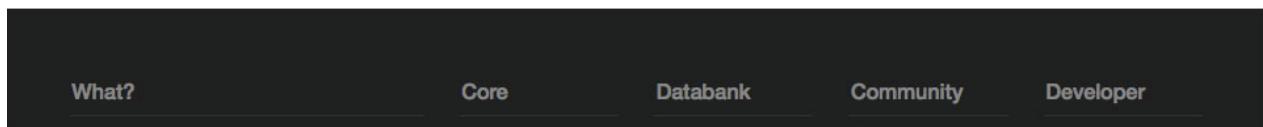
**Date**

**Time**

Subject
Class

Any subject
Any class

Cancel
Create session



A

**Feature:** The session gets a custom name chosen by the host.  
**Rationale:** Session names are not linked to class or subject, but completely chosen by the user. This means users can have general sessions, in the case of cross-disciplinary study or personal projects.

B

**Feature:** The session gets a text block for details.  
**Rationale:** There is many miscellaneous data the user may want to enter, such as restrictions on the location or what fun snacks to bring.

C

**Feature:** The address of the session.  
**Rationale:** Users must be able to find session.

D

**Feature:** The date and time of the session.  
**Rationale:** Users need to know when the session is in order to find it.

E

**Feature:** The user can select a specific subject for the session.  
**Rational:** If the user wants to restrict the study session to a specific subject.

F

**Feature:** The user can select a specific class for the session.  
**Rational:** If the user wants to restrict the study session to a specific course.

The screenshot shows a web browser window titled "studysesh - My sessions". The URL is "pages.originalburn.com/studysesh/mysessions.html". The top navigation bar includes "studysesh", "Find", "Create", "My sessions" (which is selected), and "UNIVERSITY OF WASHINGTON" with a dropdown for "Jane Doe". Below the navigation is a heading "My study sessions". A map of the University of Washington campus area is displayed, with various study session locations marked by red dots and labeled with letters A through J. Below the map is a table titled "Sessions" with three rows of data.

| Sessions                              |                   |                   |          |
|---------------------------------------|-------------------|-------------------|----------|
| <b>Essay Editing Fun!</b>             | 0                 | 9:00am to 10:00am | >        |
| Raitt Hall Room 013                   | ATTEND            | 11/24/2013        | <b>C</b> |
| <i>You are hosting this event</i>     |                   |                   |          |
| <b>Let's Make Buildings</b>           | 9:00pm to 10:00am | >                 |          |
| Odegaard Library Study Room 226       | 11/24/2013        | <b>B</b>          |          |
| <i>You are "maybe" for this event</i> |                   |                   |          |
| <b>Studying for our next Midterm!</b> | 7                 | 2:30pm to 3:30pm  | <        |
|                                       |                   |                   |          |

Annotations with large purple circles and letters A, B, and C point to specific features: A points to the "My relationship" filter on the left; B points to the "Attend", "Maybe", and "Leave" buttons for a session; C points to the "Edit" and "Delete" buttons for a session.

**A**  
Feature: The My session page has an additional filter field, My relationship, that allows users to filter their own sessions by “hosting” “attending” and “maybe” relationships.

Rationale: Users may want to only see sessions they are hosting, or attending, or maybe.

Feature: The sessions that the user is hosting are marked and given special Edit and Delete control buttons.

Rationale: The host of the session may need to change session information or remove the session if it no longer works for them.

**C**  
Feature: The sessions that the user is attending or maybe for are marked and given control buttons so the user can change their status to Attend, Maybe, or Leave.

Rationale: The user will want to see their status with their sessions, and possibly change it if they are more or less certain about their attendance.

studysesh – Session (hosting)

studysesh – Session (hosting) +

pages.originalburn.com/studysesh/session\_hosting.html

studysesh Find Create My sessions UNIVERSITY OF WASHINGTON Jane Doe

## Study session

You are hosting this session [Edit](#) [Delete](#)

**Name**

**Essay Editing Fun!**

**Details**

I've got a few papers I need to get together for a couple classes, and was hoping to get some peer reviews in. I'll read your paper if you read mine!

**Comments**

*None yet*

Type your comment here

[Post comment](#)

**Attendance**

**Attending** 0 [Attend](#) [View list](#)

**Maybe** 0 [Maybe](#) [View list](#)

**Location**

**Room 013**  
Raitt Hall  
Seattle, WA 98195-2900  
P: (206) 543-0242

**Map**

Map Sat Ter Earth

A

**Feature:** If you are hosting a session, the session detail page appears the same except you are notified of your status in the upper-right corner and given options to Edit or Delete the session.

**Rationale:** The host can view how their session looks to everyone else, but will also be given easy access to the special controls their hosting status affords them.

studysesh - Edit

studysesh - Edit

studysesh Find Create My sessions UNIVERSITY OF WASHINGTON Jane Doe

## Edit your study session

**A**ing Fun!

**Details**

I've got a few papers I need to get together for a couple classes, and was hoping to get some peer reviews in. I'll read your paper if you read mine!

**Location** Room 013 - Raitt Hall    **Date** 11/21/2013    **Time** 8:00pm - 11:00pm

**Subject** Psychology (PSYCH)    **Class** Any class

**Cancel** **Save session**

What? Core Databank Community Developer

A

**Feature:** This form is identical to the create session page, but prepopulated with the particular session details.  
**Rationale:** Hosts may need to update their session information as life unfolds.

The screenshot shows a web browser window titled "studysesh - University databank". The URL is "pages.originalburn.com/studysesh/db-universities.html". The page header includes "studysesh", "Find", "Create", "My sessions", "UNIVERSITY OF WASHINGTON", and "Jane Doe". A purple circle labeled "A" is overlaid on the title "University databank". Below the title is a paragraph about the system's purpose. A search bar with placeholder text "Enter terms to search this databank" and a "Search" button are present. A purple circle labeled "B" is overlaid on the search area. The main content is a table with two columns: "Name" and "Email domains". The "Name" column lists "University of Washington" 15 times. The "Email domains" column lists "@uw.edu, @u.washington.edu, @washington.edu" for each entry. To the right of each entry are two buttons: "Request change" (gray) and "Request removal" (red). A purple circle labeled "C" is overlaid on the first entry. A purple circle labeled "D" is overlaid on the top right corner of the page. A purple circle labeled "E" is overlaid on the "Request change" button of the 15th entry. A purple circle labeled "F" is overlaid on the "Request removal" button of the 15th entry.

| Name                     | Email domains                               | Options  |
|--------------------------|---|--|
| University of Washington | @uw.edu, @u.washington.edu, @washington.edu | <button>Request change</button> <button>Request removal</button> |
| University of Washington | @uw.edu, @u.washington.edu, @washington.edu | <button>Request change</button> <button>Request removal</button> |
| University of Washington | @uw.edu, @u.washington.edu, @washington.edu | <button>Request change</button> <button>Request removal</button> |
| University of Washington | @uw.edu, @u.washington.edu, @washington.edu | <button>Request change</button> <button>Request removal</button> |
| University of Washington | @uw.edu, @u.washington.edu, @washington.edu | <button>Request change</button> <button>Request removal</button> |
| University of Washington | @uw.edu, @u.washington.edu, @washington.edu | <button>Request change</button> <button>Request removal</button> |
| University of Washington | @uw.edu, @u.washington.edu, @washington.edu | <button>Request change</button> <button>Request removal</button> |
| University of Washington | @uw.edu, @u.washington.edu, @washington.edu | <button>Request change</button> <button>Request removal</button> |
| University of Washington | @uw.edu, @u.washington.edu, @washington.edu | <button>Request change</button> <button>Request removal</button> |
| University of Washington | @uw.edu, @u.washington.edu, @washington.edu | <button>Request change</button> <button>Request removal</button> |
| University of Washington | @uw.edu, @u.washington.edu, @washington.edu | <button>Request change</button> <button>Request removal</button> |
| University of Washington | @uw.edu, @u.washington.edu, @washington.edu | <button>Request change</button> <button>Request removal</button> |
| University of Washington | @uw.edu, @u.washington.edu, @washington.edu | <button>Request change</button> <button>Request removal</button> |
| University of Washington | @uw.edu, @u.washington.edu, @washington.edu | <button>Request change</button> <button>Request removal</button> |
| University of Washington | @uw.edu, @u.washington.edu, @washington.edu | <button>Request change</button> <button>Request removal</button> |

**A** Feature: Each databank has an explanation of the sort of data the user is viewing, as well as the scope of the data within the larger system.  
Rationale: Contributing users deserve to know the purpose and structure of the information resource they're contributing to.

**B** Feature: The search bar allows users to filter the data entries by keyword terms.  
Rationale: There will be pages and pages of data entries, and if a user is looking for a particular entry to update or delete they will need to search to find it quickly.

**C** Feature: The name of the university.  
Rationale: Users gotta know the name.

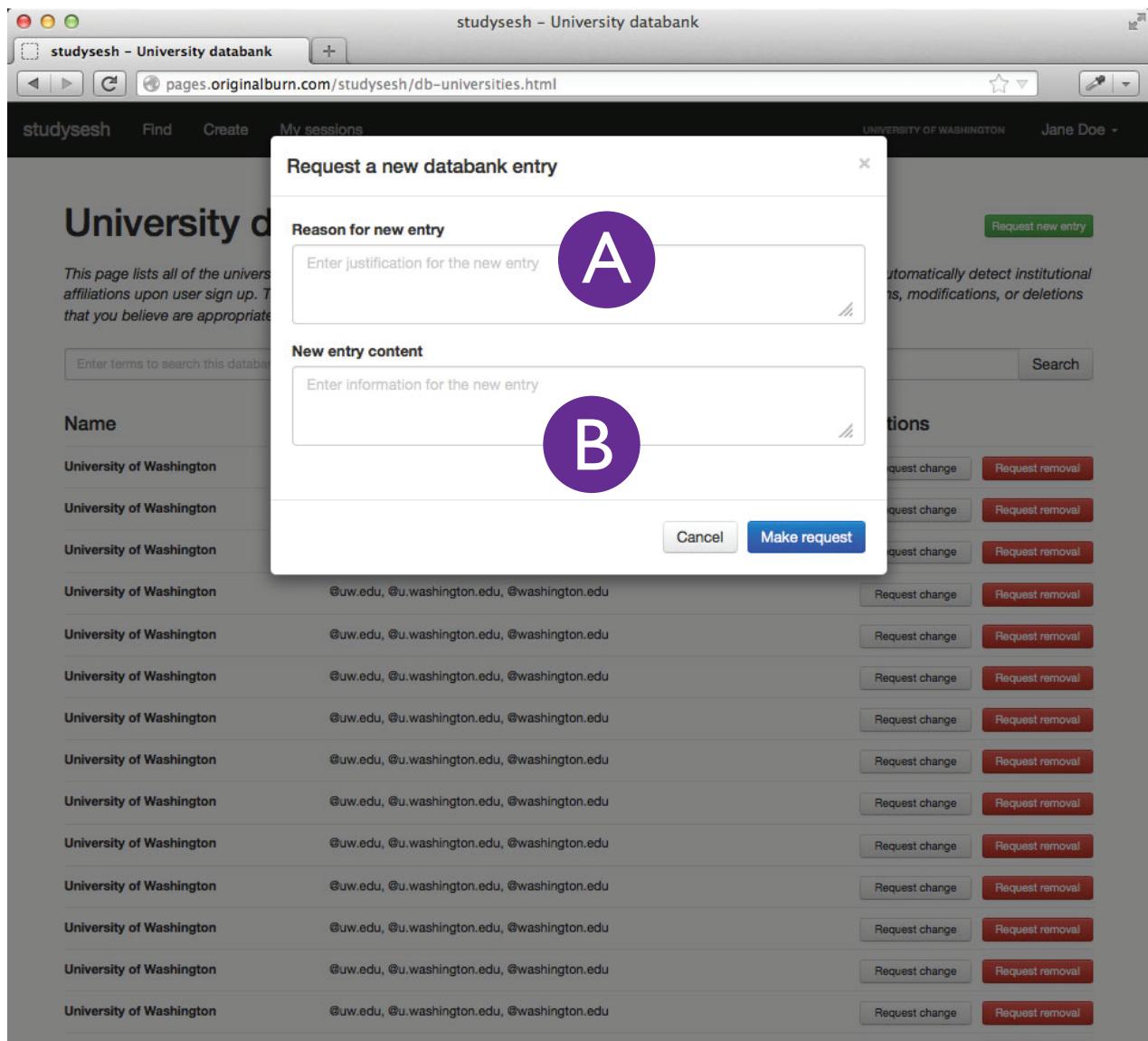
**D** Feature: Email domains associated with university.  
Rationale: These will decide how users are linked with institutions.

**E** Feature: Option buttons for each entry.  
Rationale: This allows users to request changes or removal for a specific entry.

**F** Feature: Users can request a new entry to the databank.  
Rationale: There may be missing information that should be added, and it will be much more efficient and comprehensive to allowed crowdsourced contributions.

**G** Feature: Users can request a change to a databank entry.  
Rationale: There may be missing or incorrect information that should be updated, and it will be much more efficient and comprehensive to allowed crowdsourced contributions.

**H** Feature: Users can request the removal of a databank entry.  
Rationale: There may be incorrect or inappropriate entries that should be removed, and it will be much more efficient and comprehensive to allowed crowd-sourced contributions.

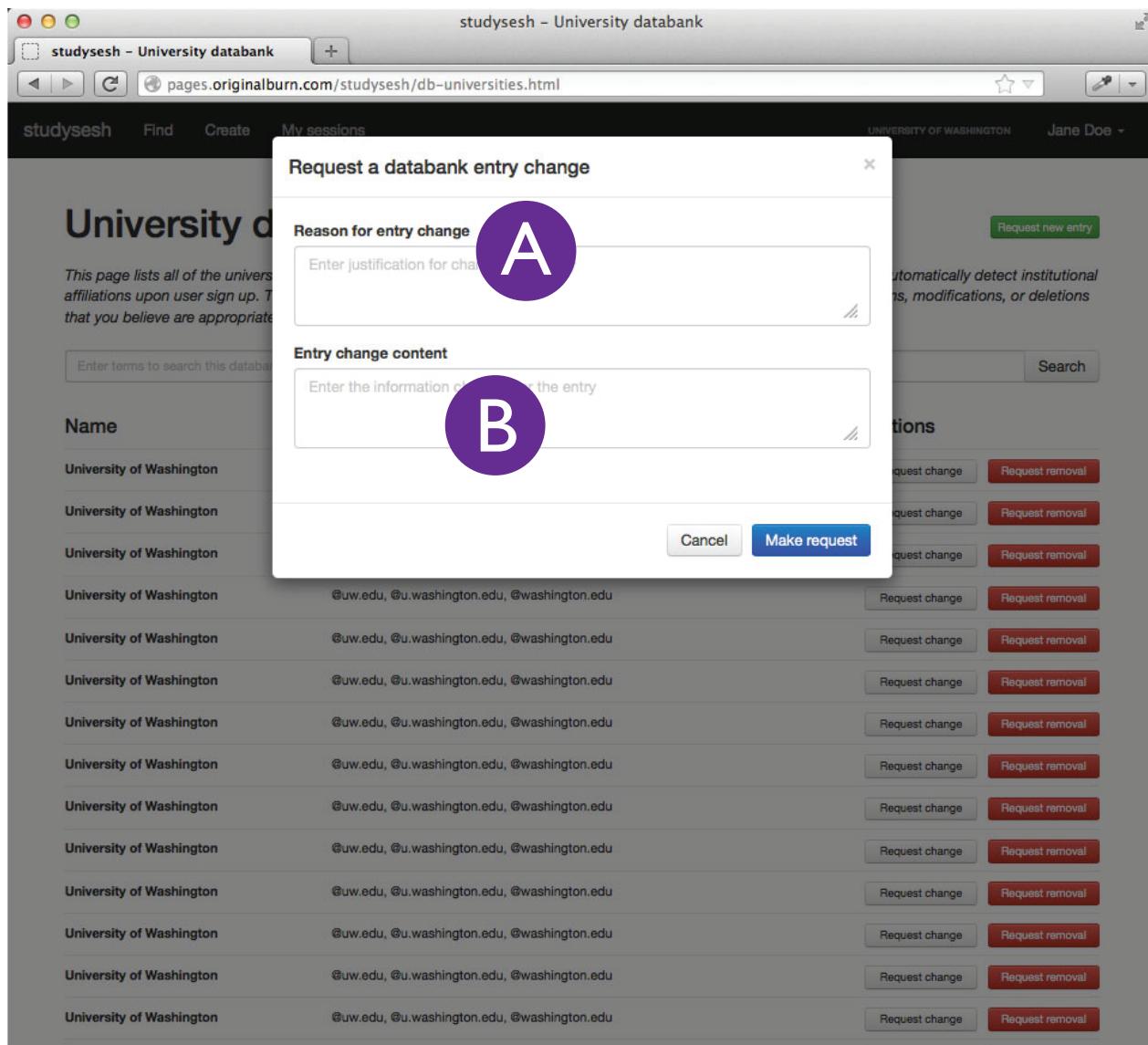


A

**Feature:** The user must give a reason for the new entry.  
**Rationale:** This allows system administrators to see and evaluate the justification for inserting new information in the databank.

B

**Feature:** The user provides content for the new entry.  
**Rationale:** The system administrators can add new entries more quickly if they already have the content to add.



A

**Feature:** The user must give a reason for changing entry.  
**Rationale:** This allows system administrators to see and evaluate the justification for changing information in the databank.

B

**Feature:** The user provides content for the entry change.  
**Rationale:** The system administrators need to know what content will be changed.

A

**Feature:** The user must give a reason for removing an entry.

Rationale: This allows system administrators to see and evaluate the justification for removing an entry from the databank.

**A** This page lists all of the locations currently loaded into the studysesh system for your institution. This set of pre-approved entities ensures that users can quickly choose places to study that are commonly known to you. If you have any additions, modifications, or deletions that you believe are appropriate, please use the buttons to make a request directly to the studysesh system administrators.

**B** Enter terms to search this databank  Search

| Name   | Address  | Phone          | Website   | Options  |
|--|--|----------------|---|--|
| Red Room B   | Research Commons<br>Allen Library<br>UW Campus | (206) 543-0242 | <a href="http://www.lib.washington.edu/suzzallo/">http://www.lib.washington.edu/suzzallo/</a> | <button>Request change</button> <button>Request removal</button> |
| Cafe Allegro   | 4214 University Way NE<br>Seattle, WA 98105    | (206) 633-3030 | <a href="http://seattleallegro.com/">http://seattleallegro.com/</a>                           | <button>Request change</button> <button>Request removal</button> |
| Cafe Allegro   | 4214 University Way NE<br>Seattle, WA 98105    | (206) 633-3030 | <a href="http://seattleallegro.com/">http://seattleallegro.com/</a>                           | <button>Request change</button> <button>Request removal</button> |
| Cafe Allegro   | 4214 University Way NE<br>Seattle, WA 98105    | (206) 633-3030 | <a href="http://seattleallegro.com/">http://seattleallegro.com/</a>                           | <button>Request change</button> <button>Request removal</button> |
| Cafe Allegro   | 4214 University Way NE<br>Seattle, WA 98105    | (206) 633-3030 | <a href="http://seattleallegro.com/">http://seattleallegro.com/</a>                           | <button>Request change</button> <button>Request removal</button> |
| Cafe Allegro   | 4214 University Way NE<br>Seattle, WA 98105    | (206) 633-3030 | <a href="http://seattleallegro.com/">http://seattleallegro.com/</a>                           | <button>Request change</button> <button>Request removal</button> |
| Cafe Allegro   | 4214 University Way NE<br>Seattle, WA 98105    | (206) 633-3030 | <a href="http://seattleallegro.com/">http://seattleallegro.com/</a>                           | <button>Request change</button> <button>Request removal</button> |
| Cafe Allegro   | 4214 University Way NE<br>Seattle, WA 98105    | (206) 633-3030 | <a href="http://seattleallegro.com/">http://seattleallegro.com/</a>                           | <button>Request change</button> <button>Request removal</button> |
| <a href="http://seattleallegro.com">Cafe Allegro</a> | 4214 University Way NE<br>Seattle, WA 98105    | (206) 633-3030 | <a href="http://seattleallegro.com/">http://seattleallegro.com/</a>                           | <button>Request change</button> <button>Request removal</button> |

**A** Feature: Each databank has an explanation of the sort of data the user is viewing, as well as the scope of the data within the larger system.

Rationale: Contributing users deserve to know the purpose and structure of the information resource they're contributing to.

Feature: The search bar allows users to filter the data entries by keyword terms.

**B** Rationale: There will be pages and pages of data entries, and if a user is looking for a particular entry to update or delete they will need to search to find it quickly.

Feature: Name, address, phone number, website and option buttons for each entry.

**C** Rationale: Users need to know the name, location, a way to contact, a way to learn more about and a way to change or remove the entries in the database.

**D** Feature: Users can request a new entry to the databank.

Rationale: There may be missing information that should be added, and it will be much more efficient and comprehensive to allowed crowdsourced contributions.

Feature: Users can request a change to a databank entry.

**E** Rationale: There may be missing or incorrect information that should be updated, and it will be much more efficient and comprehensive to allowed crowdsourced contributions.

Feature: Users can request the removal of a databank entry.

**F** Rationale: There may be incorrect or inappropriate entries that should be removed, and it will be much more efficient and comprehensive to allowed crowdsourced contributions.

**A** This page lists all of the major & minor academic subjects loaded into the studysesh system for your institution. If you have any additions, modifications, or deletions that you believe are appropriate, please use the buttons to request directly to the studysesh system administrators.

**B** Enter terms to search this databank

| Code   | Name                                      | Website   | Options  |
|--------|---|---|--|
| ANTH   | Anthropology                              | <a href="http://www.washington.edu/students/crscat/anthro.html">http://www.washington.edu/students/crscat/anthro.html</a> | <button>Request change</button> <button>Request removal</button> |
| ARCHY  | Archaeology                               | <a href="http://www.washington.edu/students/crscat/anthro.html">http://www.washington.edu/students/crscat/anthro.html</a> | <button>Request change</button> <button>Request removal</button> |
| AMATH  | Applied Mathematics                       | <a href="http://www.washington.edu/students/crscat/anthro.html">http://www.washington.edu/students/crscat/anthro.html</a> | <button>Request change</button> <button>Request removal</button> |
| ASTR   | Astronomy                                 | <a href="http://www.washington.edu/students/crscat/anthro.html">http://www.washington.edu/students/crscat/anthro.html</a> | <button>Request change</button> <button>Request removal</button> |
| BIOL   | Biology                                   | <a href="http://www.washington.edu/students/crscat/anthro.html">http://www.washington.edu/students/crscat/anthro.html</a> | <button>Request change</button> <button>Request removal</button> |
| CS&SS  | Center for Statistics and Social Sciences | <a href="http://www.washington.edu/students/crscat/anthro.html">http://www.washington.edu/students/crscat/anthro.html</a> | <button>Request change</button> <button>Request removal</button> |
| HUM    | Center for the Humanities                 | <a href="http://www.washington.edu/students/crscat/anthro.html">http://www.washington.edu/students/crscat/anthro.html</a> | <button>Request change</button> <button>Request removal</button> |
| CHEM   | Chemistry                                 | <a href="http://www.washington.edu/students/crscat/anthro.html">http://www.washington.edu/students/crscat/anthro.html</a> | <button>Request change</button> <button>Request removal</button> |
| COM    | Communication                             | <a href="http://www.washington.edu/students/crscat/anthro.html">http://www.washington.edu/students/crscat/anthro.html</a> | <button>Request change</button> <button>Request removal</button> |
| CHID   | Comparative History of Ideas              | <a href="http://www.washington.edu/students/crscat/anthro.html">http://www.washington.edu/students/crscat/anthro.html</a> | <button>Request change</button> <button>Request removal</button> |
| C LIT  | Comparative Literature                    | <a href="http://www.washington.edu/students/crscat/anthro.html">http://www.washington.edu/students/crscat/anthro.html</a> | <button>Request change</button> <button>Request removal</button> |
| DANCE  | Dance                                     | <a href="http://www.washington.edu/students/crscat/anthro.html">http://www.washington.edu/students/crscat/anthro.html</a> | <button>Request change</button> <button>Request removal</button> |
| DXARTS | Digital Arts and Experimental Media       | <a href="http://www.washington.edu/students/crscat/anthro.html">http://www.washington.edu/students/crscat/anthro.html</a> | <button>Request change</button> <button>Request removal</button> |
| DIS ST | Disability Studies                        | <a href="http://www.washington.edu/students/crscat/anthro.html">http://www.washington.edu/students/crscat/anthro.html</a> | <button>Request change</button> <button>Request removal</button> |
| DRAMA  | Drama                                     | <a href="http://www.washington.edu/students/crscat/anthro.html">http://www.washington.edu/students/crscat/anthro.html</a> | <button>Request change</button> <button>Request removal</button> |

**C**

**D** Request new entry

**E**

**F**

**A** Feature: Each databank has an explanation of the sort of data the user is viewing, as well as the scope of the data within the larger system.

Rationale: Contributing users deserve to know the purpose and structure of the information resource they're contributing to.

**D** Feature: Users can request a new entry to the databank.

Rationale: There may be missing information that should be added, and it will be much more efficient and comprehensive to allowed crowdsourced contributions.

**B** Feature: The search bar allows users to filter the data entries by keyword terms.

Rationale: There will be pages and pages of data entries, and if a user is looking for a particular entry to update or delete they will need to search to find it quickly.

**E** Feature: Users can request a change to a databank entry.

Rationale: There may be missing or incorrect information that should be updated, and it will be much more efficient and comprehensive to allowed crowdsourced contributions.

**C** Feature: The code, name, website and option buttons for each entry.

Rationale: Users need to be able to identify the subject of their abbreviation, the name, a way to learn more about the subject and have a way to change or remove the subject from the list.

**F** Feature: Users can request the removal of a databank entry.

Rationale: There may be incorrect or inappropriate entries that should be removed, and it will be much more efficient and comprehensive to allowed crowdsourced contributions.

**A** This page lists all of the major & minor academic classes currently loaded into the studysesh system for your institution. If you have any additions, modifications, or deletions that you believe are appropriate, please use the buttons to request directly to the studysesh system administrators.

**B** Enter terms to search this databank

| Subj | Num | Name                         | Website   | Options  |
|------|-----|------------------------------|---|--|
| ANTH | 100 | Introduction to Anthropology | <a href="http://www.washington.edu/students/crscat/anthro.html#anth100">http://www.washington.edu/students/crscat/anthro.html#anth100</a> | <button>Request change</button> <button>Request removal</button> |
| ANTH | 100 | Introduction to Anthropology | <a href="http://www.washington.edu/students/crscat/anthro.html#anth100">http://www.washington.edu/students/crscat/anthro.html#anth100</a> | <button>Request change</button> <button>Request removal</button> |
| ANTH | 100 | Introduction to Anthropology | <a href="http://www.washington.edu/students/crscat/anthro.html#anth100">http://www.washington.edu/students/crscat/anthro.html#anth100</a> | <button>Request change</button> <button>Request removal</button> |
| ANTH | 100 | Introduction to Anthropology | <a href="http://www.washington.edu/students/crscat/anthro.html#anth100">http://www.washington.edu/students/crscat/anthro.html#anth100</a> | <button>Request change</button> <button>Request removal</button> |
| ANTH | 100 | Introduction to Anthropology | <a href="http://www.washington.edu/students/crscat/anthro.html#anth100">http://www.washington.edu/students/crscat/anthro.html#anth100</a> | <button>Request change</button> <button>Request removal</button> |
| ANTH | 100 | Introduction to Anthropology | <a href="http://www.washington.edu/students/crscat/anthro.html#anth100">http://www.washington.edu/students/crscat/anthro.html#anth100</a> | <button>Request change</button> <button>Request removal</button> |
| ANTH | 100 | Introduction to Anthropology | <a href="http://www.washington.edu/students/crscat/anthro.html#anth100">http://www.washington.edu/students/crscat/anthro.html#anth100</a> | <button>Request change</button> <button>Request removal</button> |
| ANTH | 100 | Introduction to Anthropology | <a href="http://www.washington.edu/students/crscat/anthro.html#anth100">http://www.washington.edu/students/crscat/anthro.html#anth100</a> | <button>Request change</button> <button>Request removal</button> |
| ANTH | 100 | Introduction to Anthropology | <a href="http://www.washington.edu/students/crscat/anthro.html#anth100">http://www.washington.edu/students/crscat/anthro.html#anth100</a> | <button>Request change</button> <button>Request removal</button> |
| ANTH | 100 | Introduction to Anthropology | <a href="http://www.washington.edu/students/crscat/anthro.html#anth100">http://www.washington.edu/students/crscat/anthro.html#anth100</a> | <button>Request change</button> <button>Request removal</button> |
| ANTH | 100 | Introduction to Anthropology | <a href="http://www.washington.edu/students/crscat/anthro.html#anth100">http://www.washington.edu/students/crscat/anthro.html#anth100</a> | <button>Request change</button> <button>Request removal</button> |

**A** Feature: Each databank has an explanation of the sort of data the user is viewing, as well as the scope of the data within the larger system.  
Rationale: Contributing users deserve to know the purpose and structure of the information resource they're contributing to.

**B** Feature: The search bar allows users to filter the data entries by keyword terms.

Rationale: There will be pages and pages of data entries, and if a user is looking for a particular entry to update or delete they will need to search to find it quickly.

**C** Feature: The subject, number, name, website and optional buttons for the entry.

Rationale: The user needs to be able to filter their classes by subject, number, name, have a way to learn more about the class online and allow the user a way to change or remove specific entries.

**D** Feature: Users can request a new entry to the databank.  
Rationale: There may be missing information that should be added, and it will be much more efficient and comprehensive to allowed crowdsourced contributions.

**E** Feature: Users can request a change to a databank entry.  
Rationale: There may be missing or incorrect information that should be updated, and it will be much more efficient and comprehensive to allowed crowdsourced contributions.

**F** Feature: Users can request the removal of a databank entry.  
Rationale: There may be incorrect or inappropriate entries that should be removed, and it will be much more efficient and comprehensive to allowed crowdsourced contributions.

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