

IBM x RISD

Designing with Emotion Intelligence

Design Challenge

How might RISD students make more informed decisions regarding the class registration process?

Qualitative Research & Interviews

We interviewed over 20 students and talked to 6 professors at RISD asking about the class registration process. Before interviewing we had goals for interviewing the students and the professors. We also interviewed students from other schools in order to know about existing systems that might or might not be working in their course registration process.

Interviewing Goals

Emotional

How would evaluate the current student review/evaluation system: effective, not sure, non-effective.

Would you feel better if there was a larger sense of transparency when registering for classes?

Have you ever been frustrated going into classes at RISD?

Habit / Procedure

What factors are important to you when registering for a class? Credit, Requirement, Interest, Practicality, Difficulty of the Course, Professor Rep, Scheduling, Workload

Receiving Information

How do you receive information about classes? (What information do you rely on most when selecting a course?)

Do you anticipate selecting some courses or just start searching on the spot?

Do you use additional resources when picking a class, what are they?

Which resource is the most important to you?

User Insights

RISD Student

Many of the RISD students had found frustration with not getting into the classes that they had signed up for or were interested in. Most of the RISD students had to search up the class on a search engine and had little to no information on the class beforehand, except for what is given on the course registration website (only the course description is provided). Most RISD students said that "word of mouth" is how they receive their information but there is no certainty regarding "word of mouth" as it is hard to make a holistic decision when choosing classes with no objective perspective of the class. RISD students also mentioned frustrations with registration time and requirements they need to fill.

RISD Professor

Professors expressed that they do wish students had more interest regarding the classes. It was frustrating to see students who weren't engaged in the class and taking the class just for the credit requirements. Thus causing bad course evaluations and forming a negative relationship with the professor and the student. Professors also complained about the advertising for the class, as there were some classes that were less popular because of how information was spread among students. Regarding transparency and a more open system, some professors were receptive, others not as much. Having an open, public evaluation system made some RISD professors uncomfortable. Other RISD professors struggled with the course evaluation itself and felt that students could be polarizing and subjective in their evaluation.

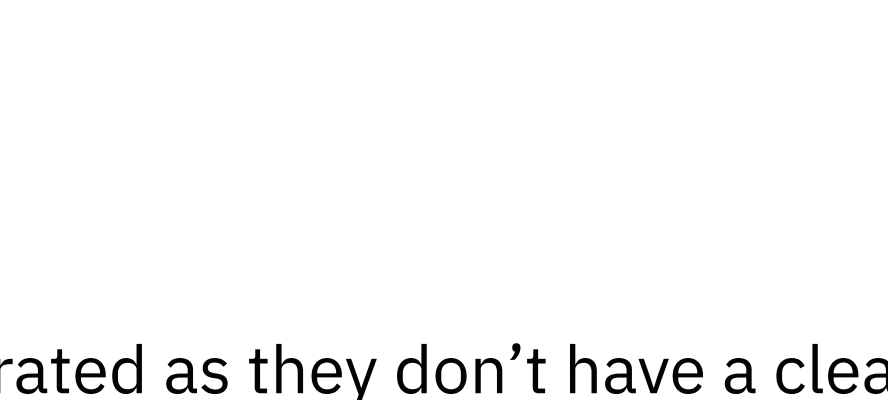
Non-RISD Students

Brown University, which is right next to RISD has a completely different course registration system. Brown Students said that class registration is innately stressful, but Shopping period, a period where Brown Students can test out different classes, helps facilitate their decisions a little better. The Critical Review, an online public review of the specific course, and the course syllabus is also available on the course registration website, which also helps in class decision making.

Quote

"Taking classes at RISD is such a **search-and-destroy process**. We just find a class and hope we enjoy it because we have to end up filling our requirements anyways."

Our Main Stakeholders



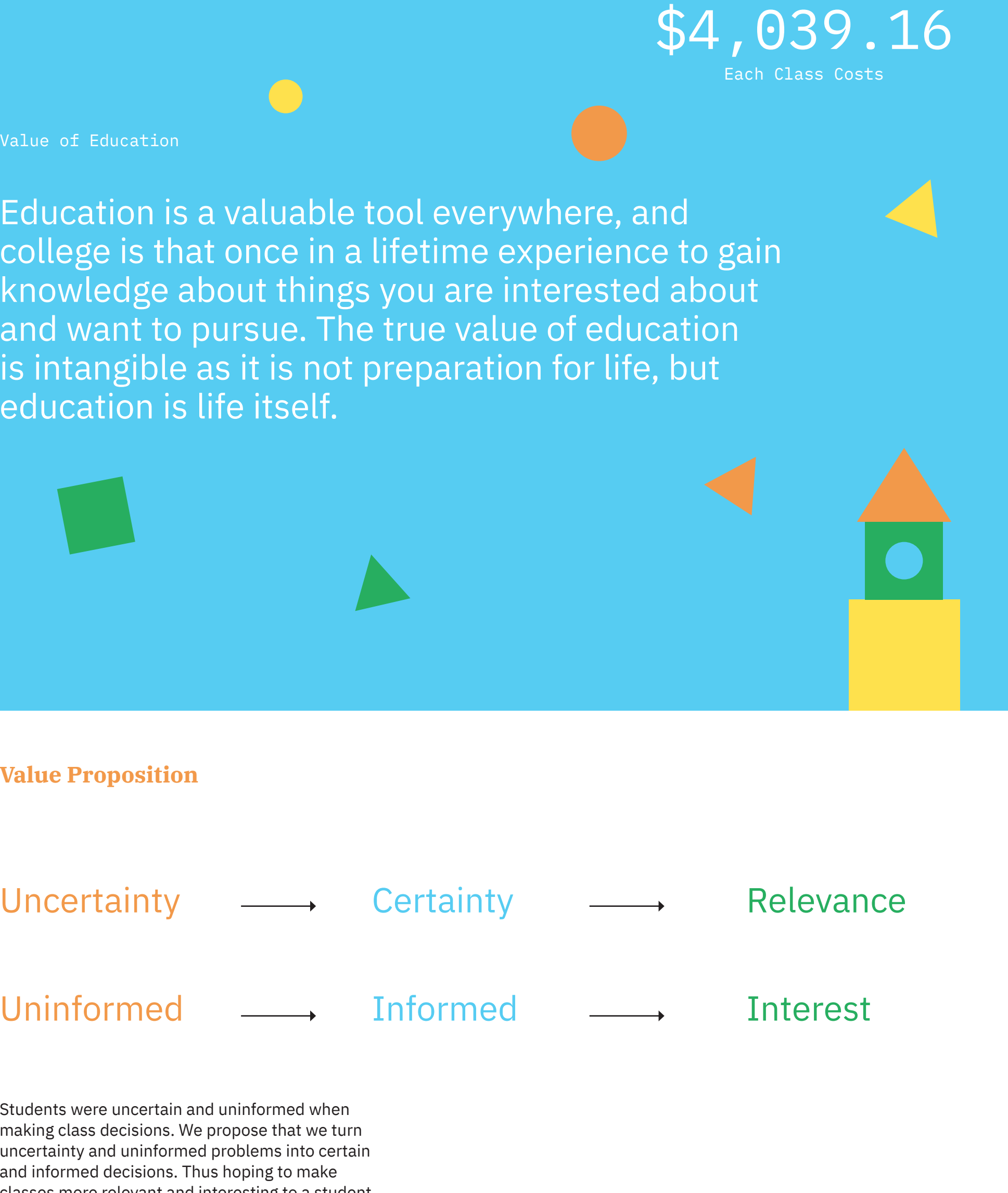
Problem Statement

Student Planning (RISD's Course Registration Website) lacks information and restricts students to make holistic decisions.

Mission Statement

Provide decision making tools to aid students during their registration process.

Experience Map

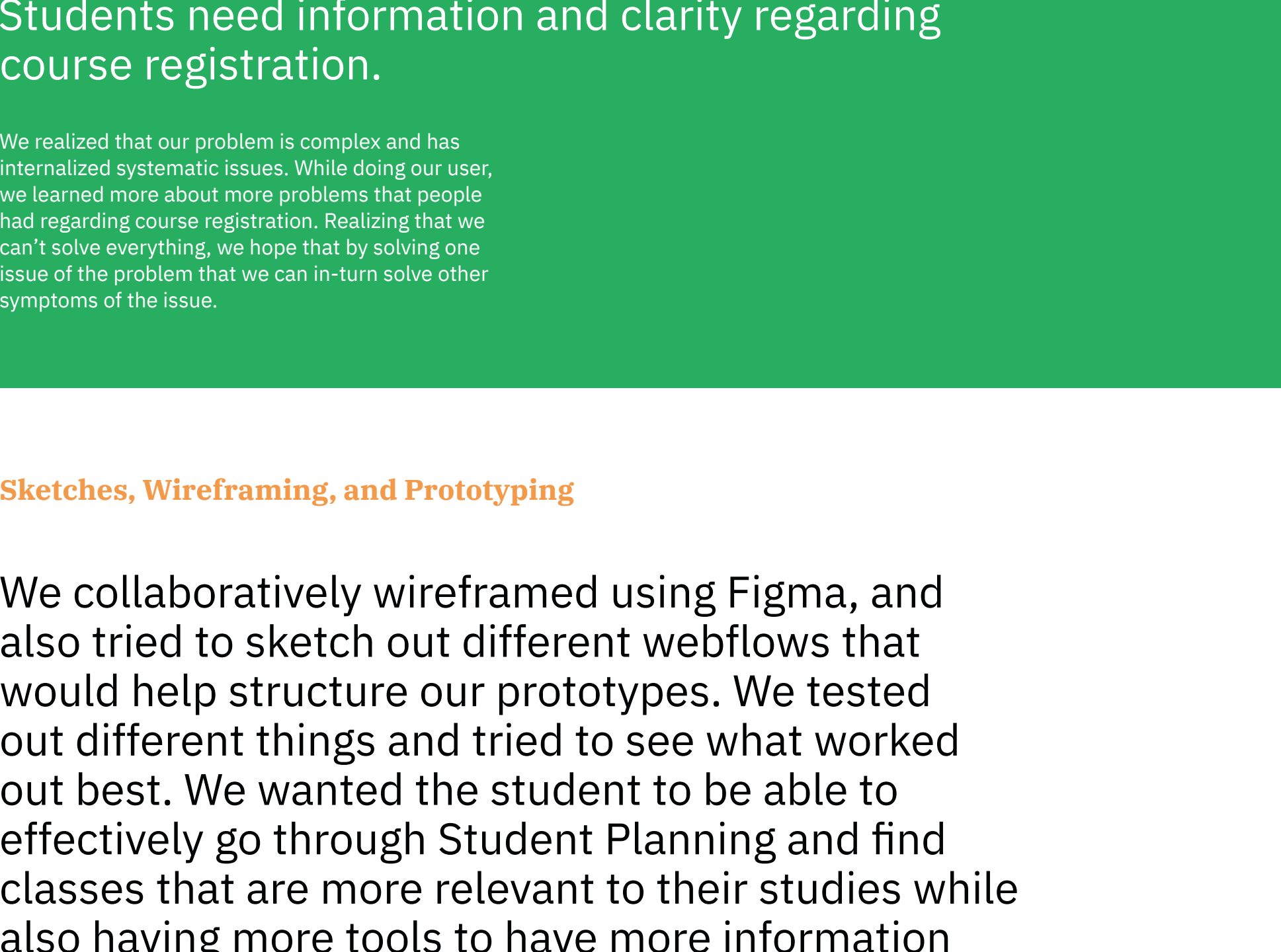


User Painpoints

Students are frustrated as they don't have a clear vision while making course decisions. Drawing out our user journey and persona helped us map out our main user painpoints.

Gravity

Scale of the issue



Education is a valuable tool everywhere, and college is that once in a lifetime experience to gain knowledge about things you are interested about and want to pursue. The true value of education is intangible as it is not preparation for life, but education is life itself.

Value Proposition

Uncertainty → Certainty → Relevance

Uninformed → Informed → Interest

Students were uncertain and uninformed when making class decisions. We propose that we turn uncertainty and uninformed problems into certain and informed decisions. Thus hoping to make classes more relevant and interesting to a student.

Competitive Analysis

	Brown	Harvard
Shopping period	Time period for students to try out classes	
Class Syllabus	A class syllabus to review before classes start	
The Critical Review	An online public review system for Brown students too look at	

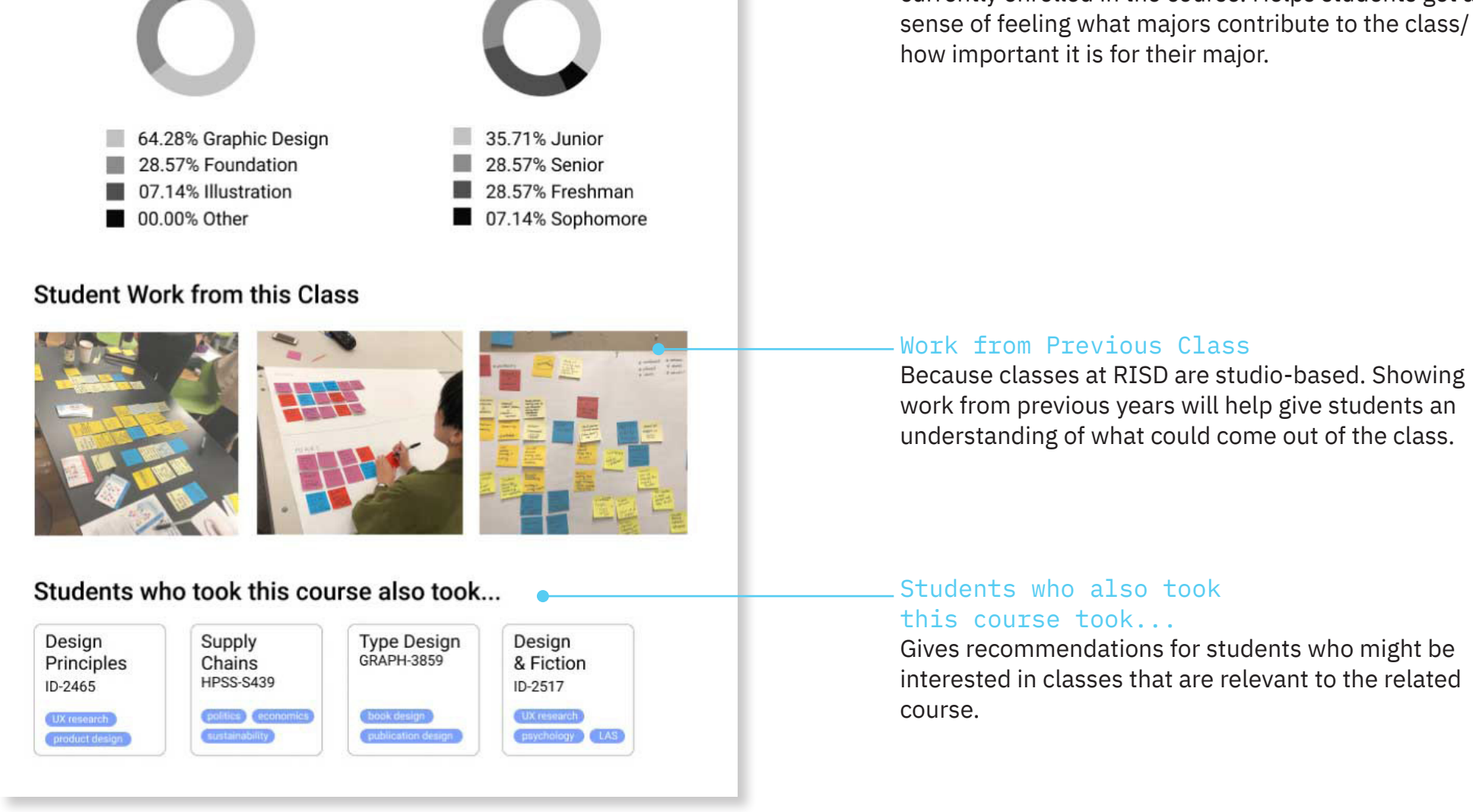
Needs Statement

Students need information and clarity regarding course registration.

We realized that our problem is complex and has internalized systematic issues. While doing our user, we learned more about more problems that people had regarding course registration. Realizing that we can't solve everything, we hope that by solving one, issue of the problem that we can in-turn solve other symptoms of the issue.

Sketches, Wireframing, and Prototyping

We collaboratively wireframed using Figma, and also tried to sketch out different webflows that would help structure our prototypes. We worked out different things and tried to see what tested out best. We wanted the student to be able to effectively go through Student Planning and find classes that are more relevant to their studies while also having more tools to have more information about the class.



Faulty Filter
The filter, only lets us select one subject and it becomes really hard to navigate all that is possible and narrow down our course selection when there are so many available courses.

Lack of Info
This is all that is given to the students. A course description, which at times be very vague depending on the class or however much the professor wants to put on the course description.

Recommended Class Cards
We added courses that could be personalized and relevant to the student's studies

Filter
This filter option would allow students to search for classes in a more organized fashion than it was previously. This would help students organize and plan for their classes easier.

Profile
The Profile is now accessible anytime on the landing page.

Filter Exit
You can exit the filter by clicking outside the filter box or clicking the (x)

Previously on Student Planning
You couldn't change your filter using majors but now you can!

Course Catalog Results
The course description would pop up on the left side still allowing you to scroll through the course catalog and the course description.

Filter Results
After searching for your course. You can see your results on the left side. I will admit there are still problems with the UX on dealing with the filter results.

Class Tags
Tags associated with the class visually helps the student know about the class without having to read a long description, helping the student filter through the course catalog.

Course Description
The course description would pop up on the left side still allowing you to scroll through the course catalog and the course description.

Class Date
The class dates are visible as bubbles. Helps the student know what the class dates immediately are.

Designing with Emotion Intelligence
Wintersemester 2018
Seats Available: 0 / 14
Instructor: Smiley, K. Efstathioudakis, E. ksmile09@risc.edu
Schedule: (1:00 PM - 6:00 PM) Building, Room#
Distribution: Department, Year
Student Work from this Class: [Images of student work]
Students who took this course also took... [List of related courses]
Students who also took this course took... [List of related courses]

Course Summary
Humans are weird. Designers are expected to understand and advocate for human needs through user research, but it's hard to know what to ask, how to ask it, and how to share it. In support with IBM Design, this course will introduce students to design thinking practices and research techniques and methods that will help them more thoughtfully observe, understand, and advocate for human needs as designers.

Instructor
Smiley, K. Efstathioudakis, E. ksmile09@risc.edu

Resources
Previous Syllabus, Student Feedback

Instructor Email
Can you believe it, the current Student Planning doesn't even show the instructor's name!!! Instructor email provided.

Class Date
The course page now gives the class syllabus, so students can preview the class beforehand.

Class Demographic
Show the class demographic for those who are currently enrolled in the course. Helps students get a sense of feeling what majors contribute to the class/ how important it is for their major.

Student Feedback
This online student feedback form would be put online and provide data for students to plan their semester. This would help students with finding workload that fits their style and learn about the quality of the class. To give more incentive to students in providing feedback forms, students would need to submit their previous semester's class evaluations in order to see the feedback form for a specific class. This would then insinuate feedback from the whole school body.

Quantitative Data
Our current student evaluation form is seen as useless and not very helpful to the teacher but also not helpful for the student, as the student has no incentive to write anything for the evaluation form. Professors also know that the evaluation form can be highly subjective because the evaluation form is built on very qualitative questions. We recognized that because all the questions asked are qualitative, it can actually hurt the Professors emotionally. The only incentive students would give the feedback forms is because they had a polarizing experience in the class, which doesn't give a factual representation of the class. We think by having a quantitative data feedback form and having it provided in comprehensive visual format can really help the students know more about the class and also give more incentive to give feedback. Quantitative data is easier to read and if a student wants to give a comment they can if they want.

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Instructor
Smiley, K. Efstathioudakis, E. ksmile09@risc.edu

Graph (2017)
Usefulness, Difficulty of the class, Learned a lot, Enjoyed Course, Key, Student Feedback

Student Feedback
The Registrar's Office keeps and maintains academic records and assists students, faculty and staff with information about enrollment, registration, grading and related matters.