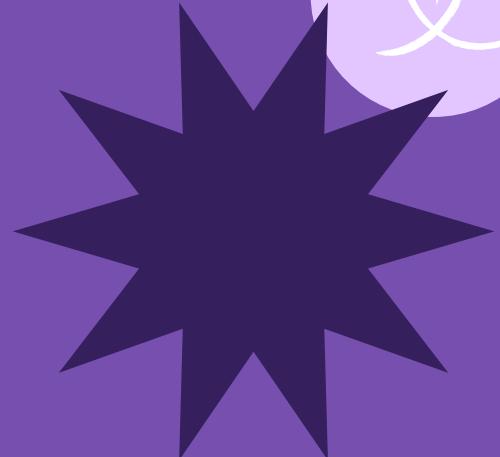
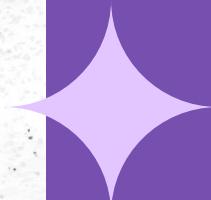




Assignment 4: Concept Video





The Gloo Crew



Alison Rogers

CoTerm
Computer Science



Matthew Mattei

Junior
Computer Science



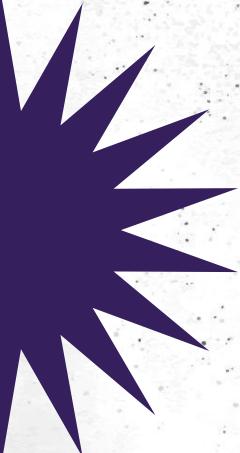
Justin Blumencranz

Senior
Symbolic Systems



Monica Hicks

Coterm
Computer Science



Overview

01

Project + Problem

02

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Values in Design

04

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05

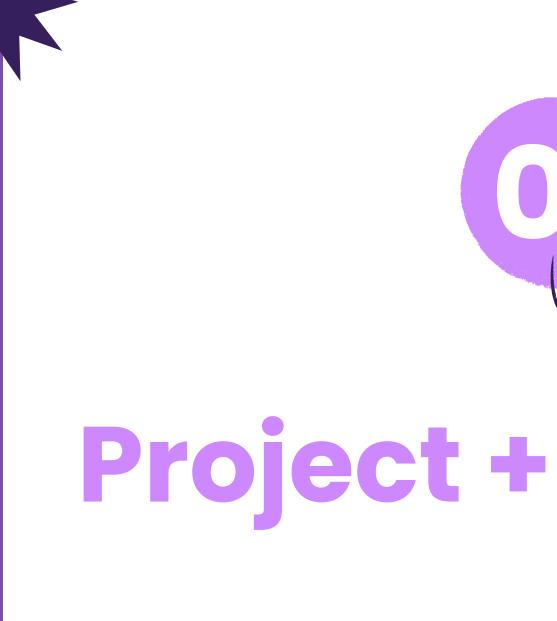
Story Design

06

Concept Video

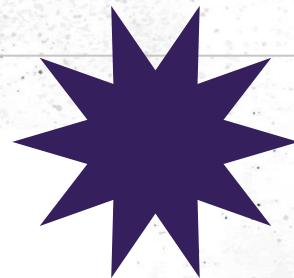
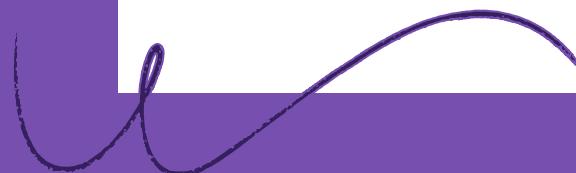
07

Appendix



01

Project + Problem

The logo consists of a large, bold letter 'G' enclosed within a thick purple circle. To the right of the circle, the word 'Gloo' is written in a lowercase, rounded sans-serif font, also in purple. The 'o' is slightly smaller than the 'G'.

"Gloo" Origin Story

Connections

We wrangled with a few ideas of what really connects things together: threads, wires, and, then, glue. Glue was an interesting path to explore since it really brought the educational, yet fun, energy we were aiming for.



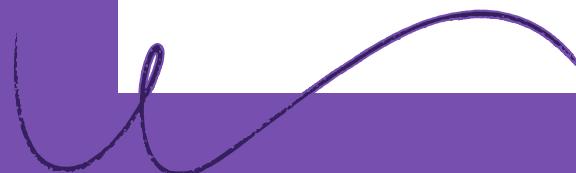
Googlifying Glue

With Glue in hand, we wanted to make it feel more approachable and less conventional. Thus, we swapped "ue" for "oo", keeping the pronunciation the same but breathing a new life into its presentation!





**“Making
student-teacher
connections that
stick!”**

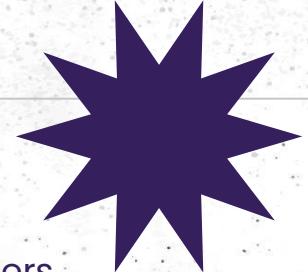


Our Value Prop/Tagline



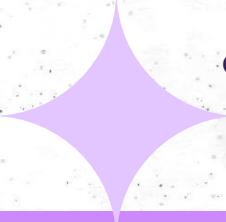
Problem

Especially in larger schools, students feel daunted by, and disconnected from, the college application process while teachers have a hard time connecting with students and being able to advocate for them.



Solution

A platform for students and teachers, at large high schools, that uses *journaling* to help teachers both remember **and** connect with students more effectively. The platform helps facilitate this by using an AI algorithm to create personalized connection recommendations between teachers and students based on mutual interests.





02

Market Research



Market Research

Along

Teachers learn about students through multiple choice Qs



Remind

Teachers connect to students/parents via messaging



Edmodo

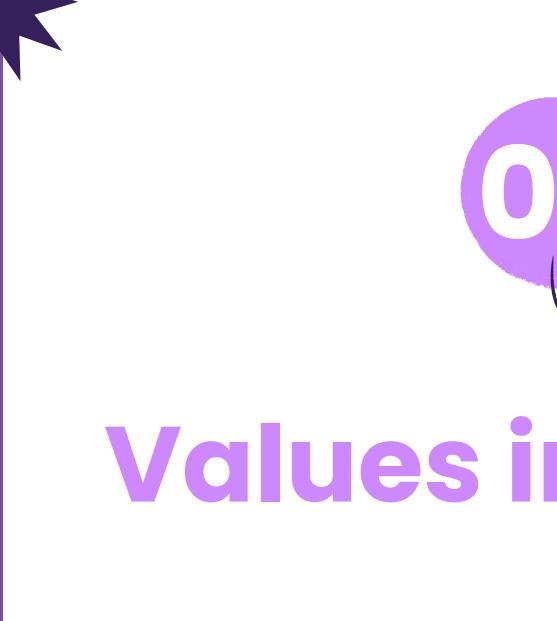
Teachers share content and create virtual subcommunities



Scoir

Helps students find "best fit" college and helps counselors assign tasks

	a	e	r	s	G
Facilitates in-person interactions					
Connects students with <u>new</u> mentors					
Is based on user goals and interests					
Helps prepare students for college					



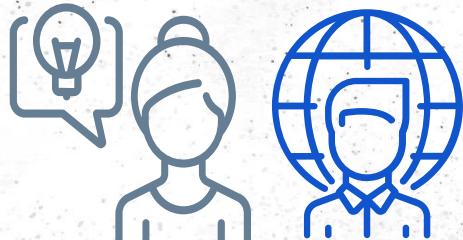
03

Values in Design

Direct Stakeholders



Students



Teachers

Indirect Stakeholders

School Admin



College Counselors



Parents



Tarot Cards of Tech

Concerning Ethical Implication:

Creating student-teacher connections means creating personal connections between non-family adults and minors.

THE
SCANDAL

THE SCANDAL

◆
What's the worst headline about your product you can imagine?

"Student groomed by teacher over Gloo private messaging"



Solution Ideas:

- Encouraging meeting in small groups
- Explore introducing parents as stakeholders to increase visibility



Tarot Cards of Tech

Concerning Ethical Implication:

Creating an expected “mode” of getting to know teachers may further alienate students without mode access.

THE
FORGOTTEN

THE FORGOTTEN

When you picture your user base, who is excluded? If they used your product, what would their experience be like?

Students without regular access to internet or smart devices might miss opportunities to connect with mentors on campus



Solution Ideas:

- Family style account to increase access (students can share account)
- Especially helpful if Gloo facilitates group activities that students on shared accounts could attend





04

User Tasks



User Tasks

Note: rough time stamps for each task as shown in video provided in title cards.

Simple (~0:50)

Find a connection

Use the app to identify a teacher with aligning interests

Category Explanation: we expect this to be the most common use case for students (our most common user); it should be effortless and fast every time.

Moderate (~1:12)

Record Notes

Take notes and reflect on interactions and interests

Category Explanation: we expect this to be a somewhat common for our users, but less frequent than finding connections. Not all connections will be pursued, and not every interaction will result in a reflection.

Complex (~0:29)

Post OH Schedule

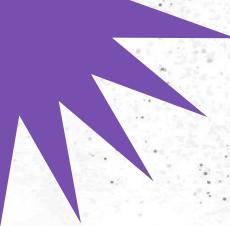
Let students know when you're regularly free for a chat

Category Explanation: we expect this to be something all teachers will do at some point, and it will really help power user teachers, but office hours can be posted in bulk, reducing the frequency. This task is also unavailable to students.



05

Story Design



Story Planning

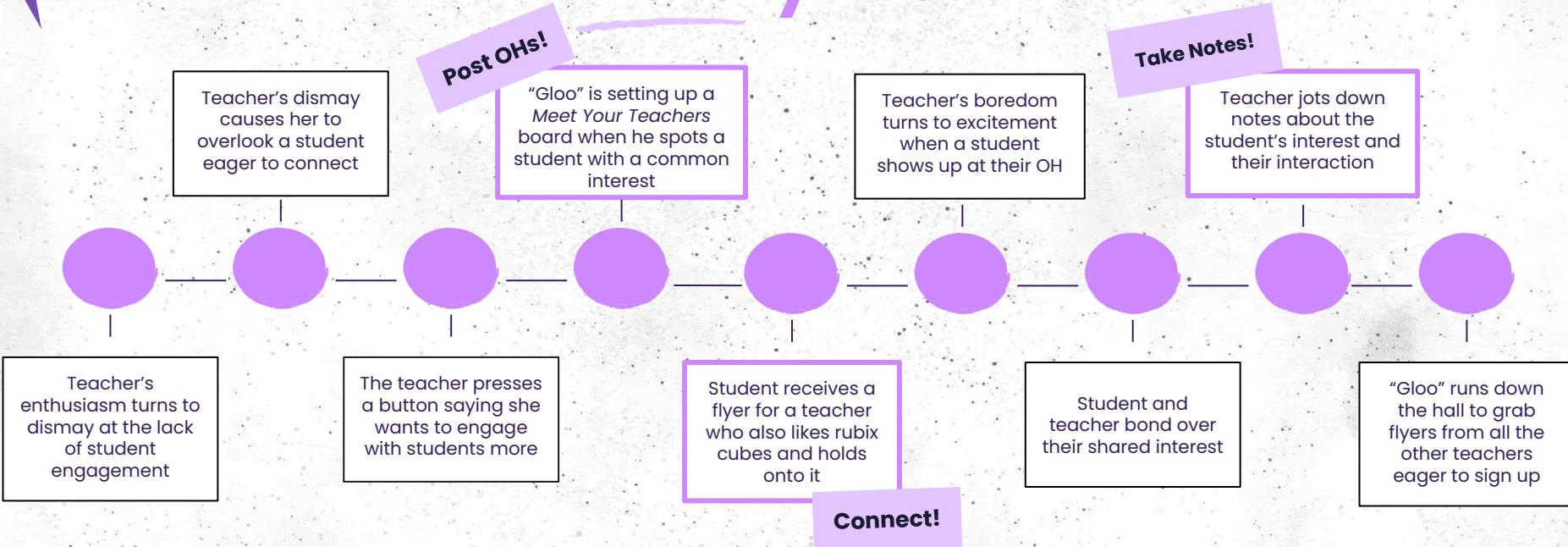
Context: Set in a large public high school.

Actors: Main high school student, high school teacher, "Gloo", high school student "extras"

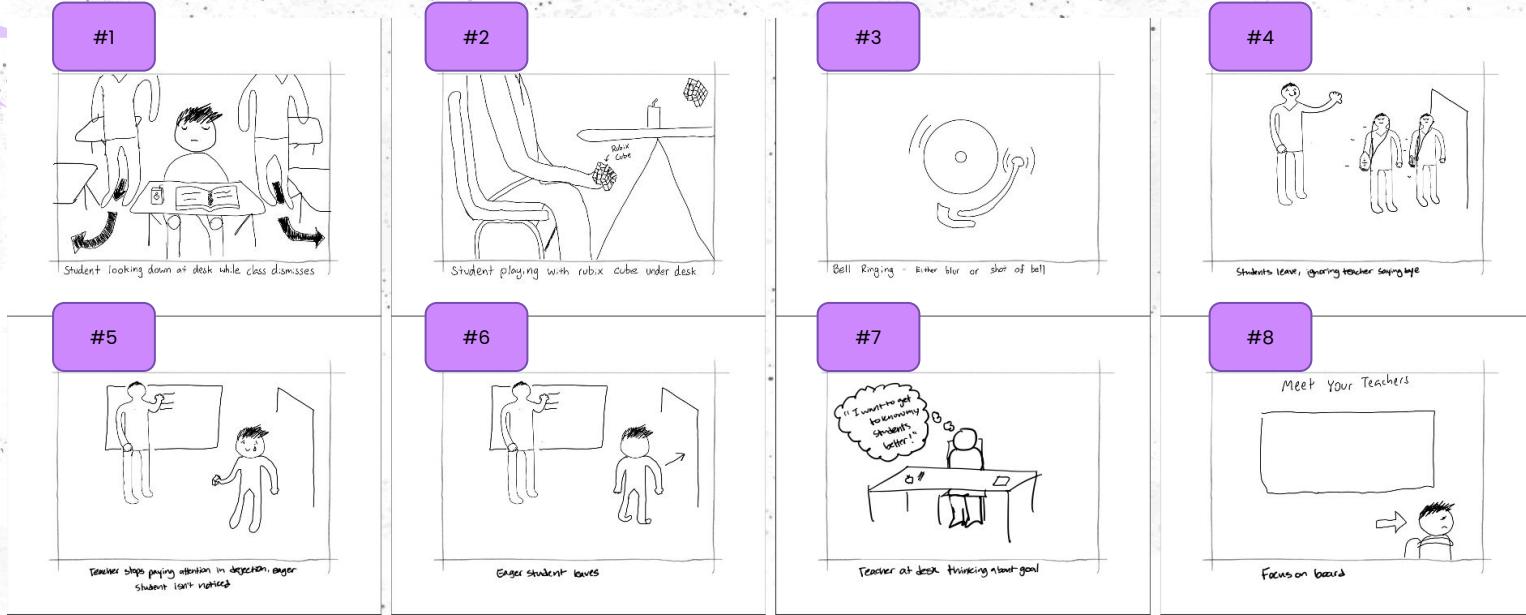
Conflict: A high school student is having a hard time connecting with his teachers, and a high school teacher is feeling discouraged by the lack of engagement from the students.

Resolution: "Gloo" steps in to connect the teacher and student based on their similar interests, allowing to form mentoring relationships and community on campus.

Storyline

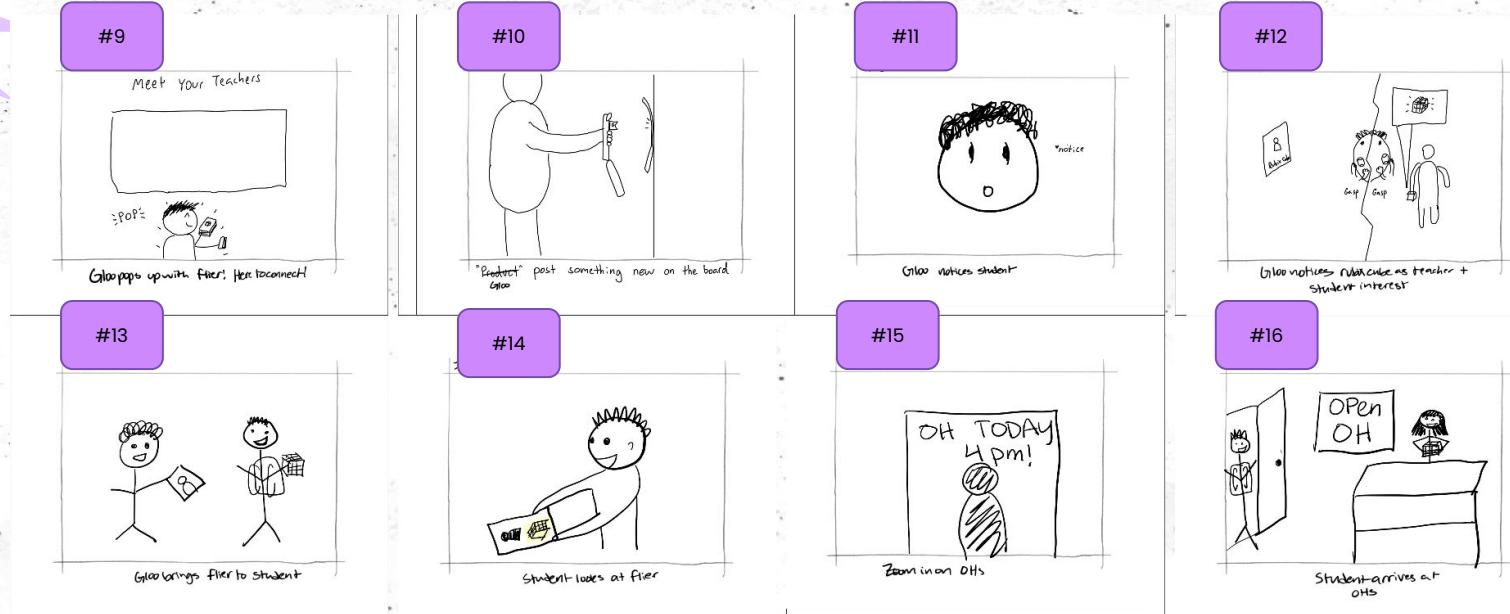


Storyboard



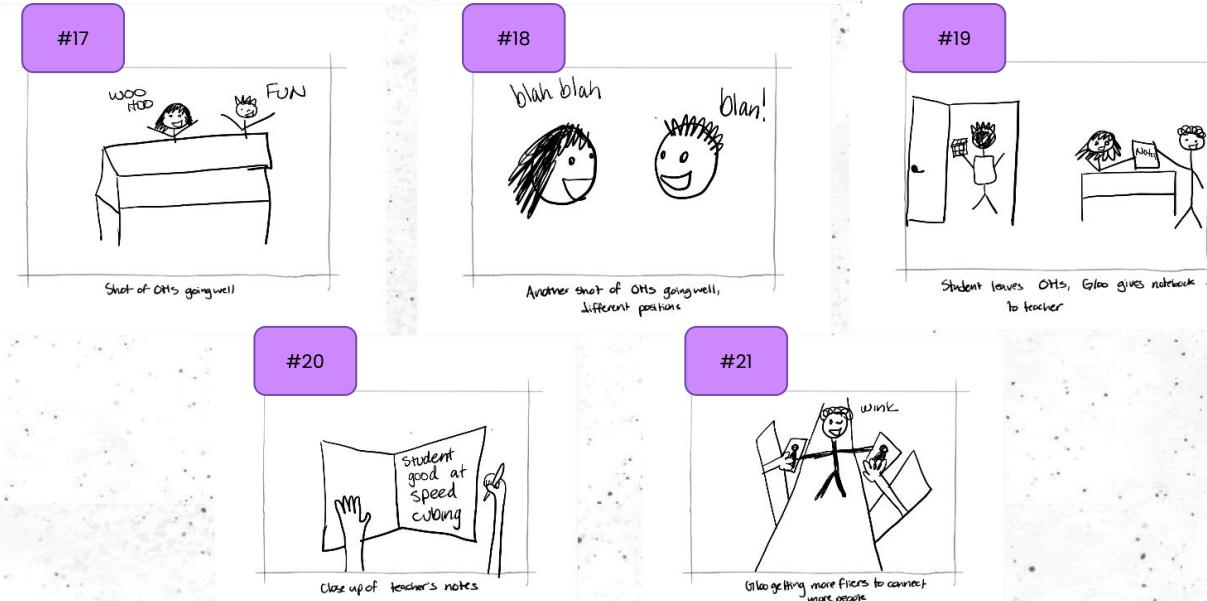
Slides are enlarged with captions in the Appendix

Storyboard



Slides are enlarged with captions in the Appendix

Storyboard



Slides are enlarged with captions in the Appendix





06

Concept Video

<https://www.youtube.com/watch?v=dpXmXKQ6bqY>



07

Appendix

Market Research – Along

Summary: Connecting teachers and students

Working:

- Simple workflow: Ask, Reflect, Act
- Individual educators can sign up
- Research backed
- Direct student-teacher connection with teachers that the student already has
- Personalized questions and ability for students to respond directly in-app
- Two-way connection for students

Not working:

- Very teacher-driven rather than student-driven
- Could be viewed as intrusive
- Concerns about storing student data and Big Tech's use of that data (owned by Chan Zuckerberg Initiative)

Difference to our design:

- Designed to work in one classroom rather than allowing students to connect with multiple teachers
- In-app messaging (including audio clips)

Implications on solution:

- Two way connections are risky and can feel intrusive to parents and students. Looking at along, we are interested in taking into account many more privacy considerations, especially because most high schoolers are minors. We want interactions to be student-driven to allow them to take the initiative, and we want to reduce the amount of private interactions between students and teachers actually on the app. We did like how teachers can individually sign up for the app, which allows them to take control of their schedules and bandwidth rather than forcibly adding another thing to their plate.



Market Research - Scoir

Summary: Helps students find best college fit

Working:

- College matching quiz
- Security: Direct messaging (to counselors/parents, no peer-to-peer communication), unpermitted user-generated content gets taken down,
- **List of todos assigned by your counselor**
- Collaborate on college interest list with parents/counselors
- Facilitates outreach to colleges
- Organize what documents you need for your application
- Free for any "Community-Based Organization (CBO)"
- Free for students
- ~\$5/student for high schools

Not working:

- Up to tens of thousands of dollars for college to join the platform
- Unpermitted content may still be seen before moderators can remove it
- Actually applying to college using Scoir can be confusing
- Syncs with Coalition but not Common App
- Easy to accidentally submit your application
- Apparently, asking for letters of recommendation occurs after you submit the app

Difference to our design:

- Scoir focuses on selecting colleges, collecting documents, and sending applications. We want to focus on building relationships and stories before application season.

Implications on solution:

- There are already free solutions out there that help students with the process of actually pressing "Submit." They have connections with colleges and high schools and can offer ongoing support. They also have a lot of data. Unless we plan on offering information/connections Scoir can't offer, the only thing we could do is beat them at their UI, and even then we don't have the data they have to make comparable functionality.

To be unique, we will want to focus on what Scoir isn't doing and do it very well. Nailing the facilitation of meaningful student-faculty relationships and crafting a student's story means students could use our app first then move on to something like Scoir once it's actually time to send their college applications.



Market Research - Edmodo

Summary: Builds on the typical assignment interface to allow teachers to create subcommunities for virtual students to congregate

Working:

- Free
- Online and easily accessible.
- Teachers could create closed virtual spaces for them and their students to have discussion and build community.
- Teachers had moderation tools to facilitate fun, safe discussions between students.
- Low-burden polls and wellness checks that could provide them with a pulse on their classroom without students having to click through a bunch of questions.
- Teachers can include shared folders and use the "discover" area of the site to disseminate additional/optional content.

Not working:

- Dissolved in 2022
- FTC sued them for violation of the Child Online Privacy Protection Act
- Geared towards distance and remote learning. Not used in in-person classrooms to create community on campus.

Difference to our design:

- Our design will use interests and goals to identify potential mentors for the students. These mentors will not necessarily be their current/former teachers.
- Our design will aim to facilitate in-person office hours interactions versus creating a virtual classroom.
- We won't focus on the assignment-tracking aspect.

Implications on solution:

- Child safety and privacy has to be a main priority from day one.
- Low-burden wellness checks could be something we try to incorporate.
- In-person is an important area to explore and emphasize as a differentiator for our app.



Market Research - Remind



Summary: Connects teachers/families via messaging

Working:

- Instant messaging
- Can create more intimate and personalized conversations b/e students and teachers
- Feature to set “office hours” that indicate when a teacher wants to be contacted

Not working:

- Users have to opt-in for messaging (can be annoying to have to make every student do)
- Can be difficult to use when students don’t fluently speak same language as teacher

Difference to our design:

- Designed to mostly send one-off messages rather than facilitate conversations
- More for enabling communication between students and teachers who already have some form of working relationship
- Also folds in parents (students + family) rather than just facilitating communication b/e students and teachers

Implications on solution:

- Enabling text communication is crucial to maintaining relationships
- Avoiding bringing families into conversation can better help distinguish our platform
- Setting teacher-set rules around communication can be encouraging for socially anxious students since it creates settings where student reach-out is welcomed



Tarot Cards – The Scandal

What's the worst headline about your product you can imagine?

"Student groomed by teacher over Gloo private messaging"

What about your business model would concern users the most?

The most concerning part of the project, likely for all involved parties, is that minors are expected to directly interact with teachers over private channels without parent involvement.

In what scenarios could your product cause harm or endanger people?

If teachers or students used these private channels to take advantage of the other.

If your product was used entirely opposite of how it's intended, what does that look like?

Teachers use Gloo as a place to avoid parental or administrative oversight to bully/harass their least favorite students while, simultaneously, students who dislike their teachers use the potentially more anonymous nature of online messaging to harass/bully their teachers. [Basically, Gloo is used like other actual social media.]

Left out stakeholders: community members who have to live with the consequences of student-teacher relationships (anyone living in the school district)

What underlying value tension exists: We want to enable students and teachers to build more positive and healthy relationships, but those types of relationships are often more intimate. This exists in contrast with the idea that we don't want to build a platform that builds one-sided/unequal intimate relationships, especially between minors and adults.

How to address ethical implications: One potential way to solve the intimacy problem while still enabling teachers and students to get to know each other better is by having students interact in small groups (2-4 students) with teachers, enabling MORE intimate relationships but not overly intimate relationships while also enabling students to support each other. Another potential way is to involve parents slightly, introducing them as direct stakeholders, by giving parents partial insight into how students and teachers are interacting (like having AI write up summaries of conversations between the two without letting parents see the actual conversations so as not to obstruct the actual connection between the student and teacher).



Tarot Cards – The Forgotten

When you picture your user base, who is excluded?

If they used your product, what would their product experience be like?

Students without regular access to a phone/device to use Gloo are excluded. If they used our product, they would likely struggle to form relationships with any teachers, unless they were able to bridge the gap of meeting/talking with that teacher in-person, which could lead to feelings of isolation and disconnection.

Whose perspective is missing from product development?

Students without devices, parents, school administrators, college counselors

Pretend the opposite of your assumptions about your core user are true - how does that change your product?

Our core users are students interested in forming closer relationships with teachers and teachers willing to get to know their students. We assume these students have some interests in common with the teachers they reach out to and that teachers have the time to talk with many students and get to know them. If these assumptions are false, we will likely need to find ways to generate/help generate conversation topics/activities to incentivize students to have more meaningful conversations with teachers while also finding ways to ensure that teachers have the time to have these conversations or are able to fit more conversations into smaller time frames (potentially by interacting with students in groups or having “mini” but frequent conversations or finding a way to fold students into activities the teacher needs to do anyways)

Left out stakeholders: Teachers' partners/families (indirect stakeholders)

What underlying value tension exists: We want to enable many students to be able to better access their teachers' time, but teachers often already have a number of responsibilities they need to commit to (like their families, hobbies, etc, which we don't want to take too much time away from). Additionally, bringing the solution online makes teachers more accessible to students with devices, but creates an additional barrier between students without access to internet/our platform and teachers forming relationships as, if working as intended, many teachers will move to our platform and, likely, spend less time trying to get to know students without the platform.

How to address ethical implications: Creating a scheduling system for teacher time that our platform explicitly labels as “for students” with the rest of the time being explicitly “for teachers”, ensuring that there is a clear divide between “getting to know students” time and the rest of the teacher's life. As for helping students unable to access the internet, we could create a sort of “family” style account where multiple students can use the same account, or be registered under a single account, for more open/general activities and events that can act as a means for starting a connection between a teacher and student that can continue IRL.



Annotated Storyboard

#1



Student looking down at desk while class dismisses

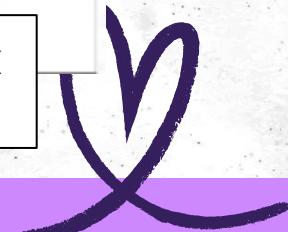
Student looking down at desk while class dismisses

#2



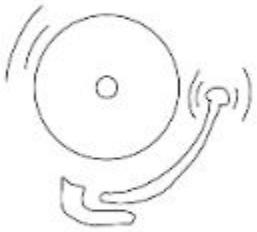
Student playing with rubix cube under desk

Student playing with rubix cube under desk



Annotated Storyboard

#3



Bell Ringing - either blur or shot of bell

Bell ringing - either blur or shot of bell

#4

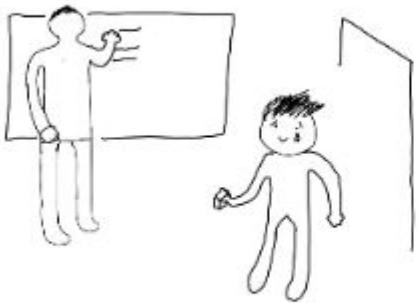


Students leave, ignoring teacher saying bye

Students leave, ignoring teacher saying bye

Annotated Storyboard

#5



Teacher stops paying attention in dejection, eager
student isn't noticed

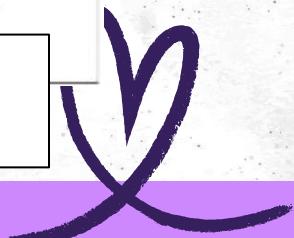
Teacher stops paying attention in dejection, eager student isn't noticed

#6



Eager student leaves

Eager student leaves



Annotated Storyboard

#7

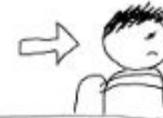


Teacher at desk thinking about goal

Teacher at desk, thinking
about goal

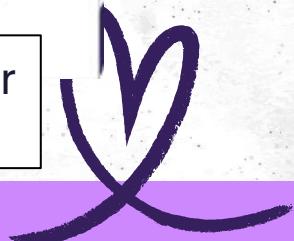
#8

Meet Your Teachers



Focus on board

Focus on board "Meet Your
Teachers"



Annotated Storyboard

#9

Meet Your Teachers



Gloo pops up with flyer! Here to connect!

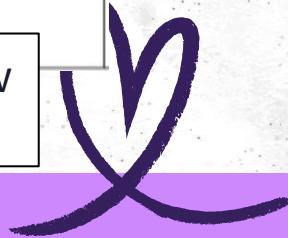
Gloo pops up with flyer!
Here to connect!

#10



"Post" something new on the board
Gloo

Gloo posts something new
on the board



Annotated Storyboard

#11



*notice

Gloo notices student

Gloo notices student walking by

#12



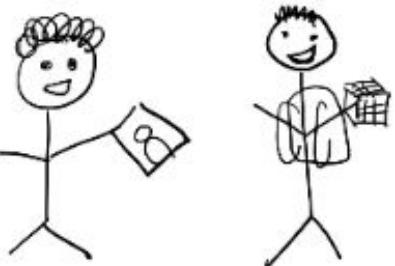
Gloo notices Rubix cube as teacher + student interest

Gloo spots rubix cube as teacher + student interest



Annotated Storyboard

#13



Gloo brings flyer to student

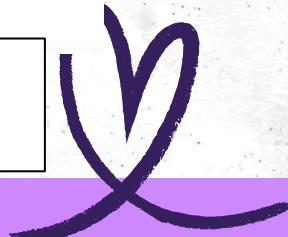
Gloo brings the flyer to the student

#14



Student looks at flyer

Student notices the rubix cube on the flyer



Annotated Storyboard

#15



Zoom in on OHs

Zoom in on OH
happening today

#16

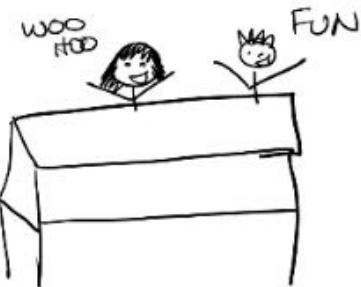


Student arrives at
OHs

Student arrives at OH

Annotated Storyboard

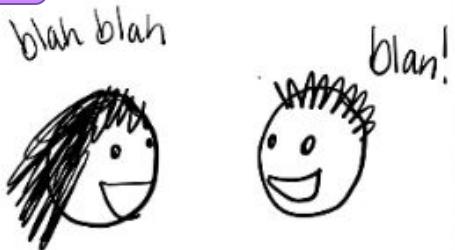
#17



Shot of OH's going well

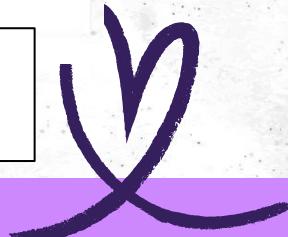
Shot of OH going well

#18



Another shot of OH's going well,
different positions

More footage of OH
going well



Annotated Storyboard

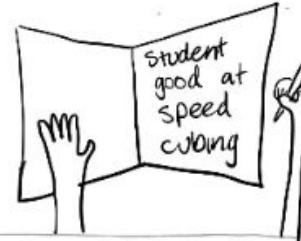
#19



Student leaves OH, Gloo gives notebook
to teacher

Student leaves OH, Gloo
gives journal to teacher

#20



Close up of teacher's notes

Close up footage of
teacher's notes



Annotated Storyboard

#21



Gloo runs down hall
getting more flyers to
connect more people

