

A2 - Draft Study Instruments

Tutorial Letter: B

Group Number: 05

Group Name: Cool Health Guides

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Recruitment Plan

Participant Selection: Participants will be chosen from the undergraduate student and the teaching staff at the University of Toronto. In general, they will be characterized by characteristics such as year of enrollment, gender, the field of study or expertise, and geographic location.

Outreach methods:

- **Student:** To recruit students, we plan to go around the three campuses and invite students to participate in the interview. We may also reach out to personal acquaintances who are undergraduate students at the University of Toronto.
- **Teaching Staff:** To reach the teaching staff, we will send emails to the randomly selected professors across three campuses and ask about their availability and contact list for TA. Once we have a contact list for TA, we will randomly select at least 10 of them to send invites for participation in the interview.

Administrative details: We will plan to recruit a minimum of 6 individuals for research, consisting of 3 students, 2 TAs, and 1 professor.

Timeline: We plan to send out email invitations on Tuesday, May 24th. Then once we receive a response, we will decide upon a suitable date and time for an interview. We will ensure that every interview is finished before May 31st.

Contingency Plan: We will schedule interviews for one additional person from the three groups: students, TAs and professors, so in the event of cancellation, we will have at least 6 people and satisfy our minimum quota.

Draft Formative Research Study Instrument

1. Participant timeline

- a. When did you become a member of the University of Toronto?
- b. Student: What is your current year of study? Which year of your study did COVID-19 emerge?
- c. Teaching staff: How many years have you been teaching? Which year of your teaching did COVID-19 emerge?

2. Living situation (only student and undergraduate TA)

- a. Where were you living after COVID-19 broke out?
- b. Did you have to relocate or look for housing?
- c. Did your living situation cause you additional stress during this time? Please elaborate.

3. Study habits

- a. Students: Did you notice any change in your study habits? How did you adjust to online learning?
- b. Teaching staff: Did you notice any change in your students' study habits?
 - i. Yes: What do you think might be the cause of it?
 - ii. No: What about the frequency of going to office hours? Did you notice any difference in class participation and attendance? Any observations about the class atmosphere?

4. Mental health

- a. Students: What could you comment on your current mental health circumstances under COVID-19, and how does it compare to the previous?
 - i. Did you experience increased levels of anxiety, isolation, and sadness?
 - ii. Worse, Better: What do you think might be the reason introduced this change?
 - iii. Similar: Do you have a time that you felt you struggled during the COVID-19? Either in academic or personal life.
- b. Teaching staff: How do you think the COVID-19 pandemic and its consequences affected your students' mental health?

5. Social networking

- a. Students: How did the COVID-19 outbreak affect your ability to social network?
 - i. How did you make friends during the pandemic?
 - ii. Were you feeling more isolated or alone during this time?
 - iii. Did you feel involved in the University of Toronto community?
- b. Teaching staff: How do you think students' social life was affected by COVID-19? Did you provide any opportunities for students to be more engaged in social networking?

6. Academic performance

- a. Students: Do you think the pandemic had an effect on your grades? How did you adjust to online learning? Do you prefer in-person, online, or hybrid models?
- b. Teaching staff: Do you think the pandemic had an effect on students' grades? How did you adjust to online teaching? Do you prefer in-person, online, or hybrid models?

7. Recommendations

- a. Students: Is there any tool you used to help your academic or personal life during COVID-19?
 - i. Yes: Can you talk about this tool a bit? Does it have an impact on your mental wellness? Any advantages or disadvantages? What would you add to improve it?
 - ii. No: What kind of aiding tool would you like to have regarding your mental wellness?
- b. Students: Any experience of using university services or programs that helped you during pandemic?
 - i. Were there any services or resources that you feel the university is lacking?
 - ii. How do you think existing services, such as the Health & Wellness center, could be improved to facilitate your needs better?
- c. Teaching staff: Any recommendations for services or programs that could help students during this time?
 - i. Yes: Can you talk about these services a bit? Any advantages or disadvantages? What would you add to improve it?
 - ii. No: What kind of aiding resource would you like to have regarding your student's mental wellness?

Appendix 1: Draft Formative Research Study Instrument - Yuxin

Student

- When did you become a member of the University of Toronto?
- What's the area you are studying?
- Where do you locate during the remote learning?
- What could you comment on your current mental state under COVID-19, and how does it compare to the previous?
 - Worse, Better: What do you think might be the reason introduced this change?
 - Similar: Do you have a time that you felt you struggled during the COVID-19? Either in academic or personal life.
- Is there any tool you used to help your academic or personal life during COVID-19?
 - Yes: Can you talk about this tool a bit? Does it have an impact on your mental wellness? Any advantages or disadvantages? What would you add to improve it?
 - No: What kind of aiding tool would you like to have regarding your mental wellness?
- Did you find any resource around the university or on the UofT website that would help your academic or personal life during COVID-19?
 - Yes: Can you talk about this resource a bit? Does it have an impact on your mental wellness? Any advantages or disadvantages? What would you add to improve it?
 - No: What kind of aiding resource would you like to have regarding your mental wellness?

Teaching assistance

- When did you become a member of the University of Toronto?
- What's the area you are studying? And which program do you teach?
- Where do you locate during the remote learning?
- What could you comment on your current mental state under COVID-19, and how does it compare to the previous?
 - Worse, Better: What do you think might be the reason introduced this change?
 - Similar: Do you have a time that you felt you struggled during the COVID-19? Either in academic or personal life.
- Did you notice any change in your students?
 - Yes: What do you think might be the cause of it?
 - No: What about the frequency of going to office hours? Population attending class? The difference in average grade? Connections between students?
- Is there any tool you used/recommend to help student's academic or personal life during COVID-19?

- Yes: Can you talk about this tool a bit? Does it have an impact on mental wellness? Any advantages or disadvantages? What would you add to improve it?
- No: What kind of aiding tool would you like to have regarding students' mental wellness?
- Did you find/want to recommend any resource around the university or on the UofT website that would help students' academic or personal life during COVID-19?
 - Yes: Can you talk about this resource a bit? Does it have an impact on students' mental wellness? Any advantages or disadvantages? What would you add to improve it?
 - No: What kind of aiding resource would you like regarding students' mental wellness?

Professor

- When did you become a member of the University of Toronto?
- Which program do you often teach?
- Where do you locate during the remote learning?
- Did you notice any change in your students?
 - Yes: What do you think might be the cause of it?
 - No: What about the frequency of going to office hours? Population attending class? The difference in average grade? Connections between students?
- Is there any tool you recommend to help your student's academic or personal life during COVID-19?
 - Yes: Can you talk about this tool a bit? Any advantages or disadvantages? What would you add to improve it?
 - No: What kind of aiding tool would you like to have regarding your student's mental wellness?
- Do you recommend any resource around the university or on the UofT website to help your student's academic or personal life during COVID-19?
 - Yes: Can you talk about this resource a bit? Any advantages or disadvantages? What would you add to improve it?
 - No: What kind of aiding resource would you like to have regarding your student's mental wellness?

Appendix 1: Draft Formative Research Study Instrument - Farin

- Year/study
 - Student: What is your year of study?
 - Teaching staff: How many years have you been teaching?
 - What year of your study/teaching did COVID hit?
- Where were you living after COVID-19 broke out?
 - Did you have to relocate or look for housing?
 - Did your living situation cause you additional stress during this time? Please elaborate.
- Study habits
 - Students: What changes, if any, did you notice in your study habits? How did you adjust to online learning?
 - Teachers: What changes, if any, did you notice in students' study habits?
- Changes in behaviour or mood?
 - Students: Did you notice any difference in your motivation to study and engage in academic activities? If so, how much? How did the pandemic affect your stress levels? Please elaborate.
 - Teachers: Did you notice any difference in students' motivation to study and engage in academic activities? How did the pandemic affect your stress levels? Please elaborate.
- Mental health
 - Students: how did the COVID-19 pandemic and its consequences affect your mental health? Did you experience increased levels of anxiety, isolation, sadness?
 - Teachers: How do you think COVID-19 pandemic and its consequences affected your students' mental health? Did you notice any difference in class participation and liveliness?
- Social networking
 - Students: How did the COVID-19 outbreak affect your ability to make friends? How did you make friends during the pandemic? Were you feeling more isolated or alone during this time? Did you feel included in the UofT community?
 - Teachers: how do you think students' social life was affected by COVID-19?
- Academic performance
 - Students: Do you think the pandemic had an effect on your grades? How did you adjust to online learning? Do you prefer in-person, online, or hybrid models?
 - Teachers: Do you think the pandemic had an effect on students' grades? How did you adjust to online teaching? Do you prefer in-person, online, or hybrid models?
- Recommendations

- Students: Tell me about anything that might have helped you through this time. Were there any services that you feel the university is lacking? How do you think existing services, such as the Health & Wellness center, could be improved to facilitate your needs better? Did you discover any service that helped you greatly during this time?
- Teachers: Any recommendations for services or programs that could help students during this time?

Appendix 2: Research Protocol

1. **Project Title:** Interviews of the undergraduate student and the teaching staff at the University of Toronto.

2. **Investigators:** Names and email addresses of all members of the research team

- PATEL, Aarti - aartipatel@mail.utoronto.ca
- Katy CHEN, Yuxin - kathy.chen@mail.utoronto.ca
- EL BESTAWY, Mahmoud - m.el.bestawy@mail.utoronto.ca
- Allison LI, Zhuoqian - allisonz.li@mail.utoronto.ca
- HOSSAIN, Farin - farin.hossain@mail.utoronto.ca
- RAHMAN, Naslin - naslin.rahman@mail.utoronto.ca

3. **Purpose:** Our research aims to understand undergraduate students at the University of Toronto by interviewing them and the teaching staff to help us derive requirements for the design of novel interactive computational media. A brief description of our design concept is: explore the mental health problem space; find the real problem, and develop a product that will help university students through the difficult COVID-19 time.

4. **Process to be followed:** We will brief the participants about the purpose of the study, explain the consent form to them, and ensure that they sign the consent form. We will then engage the participants in a 15 minutes-long, semi-structured online interview.

5. **Participant selection:** Participants will be chosen from the members of the University of Toronto. They will be identified via the process outlined above and selected according to their status as an undergraduate student, professor, or TA. In general, they will be characterized by characteristics such as year of enrollment, gender, the field of study or expertise, and geographic location.

6. **Relationships:** Our relationships to the participants may be described as peers, students, or no relationship.

7. **Risk and benefit:** There will be minimal risk to the participants, for example, that they feel that they have wasted their time. The only benefit will be to contribute to the education of the investigators. Participants are free to withdraw before or at any time during the study without the need to give any explanation.

8. **Consent details:** We will brief the participants about the purpose of the study, and explain the attached consent form to them, and ensure that they consent to participate and sign the consent form.

9. **Compensation:** Participants will receive no compensation.

10. **Information sought:** The information to be sought is described in the attached protocol for asking questions in a semi-structured interview.

11. **Confidentiality:** Information will be kept confidential by the investigators. Names or other identifying or identified information will not be kept with the data. The only other use will be to include excerpts or copies in the assignment submitted, but names and other identifying or identified information will not be submitted.

Appendix 2: Consent Form

Consent Form: The Impact of COVID-19 on Undergraduate University of Toronto Students

I hereby consent to participate in a research study conducted by Yuxin and Farin for an assignment in the University of Toronto Computer Science course CSC318 The Design of Interactive Computational Media.

I agree to participate in this study, the purpose of which is to understand undergraduate students at the University of Toronto by interviewing them and the teaching staff to help us derive requirements for the design of novel interactive computational media.

I understand that

- The procedures to be used are a 15 minutes-long, semi-structured online interview
- I will receive no compensation for my participation.
- I am free to withdraw before or any time during the study without the need to give any explanation.
- All materials and results will be kept confidential, and, in particular, that my name and any identifying or identified information will not be associated with the data.

PARTICIPANT

Name (please print):


Signature:

Date:

INVESTIGATORS

Name: Yuxin Chen

Name: Farin Hossain

Signature: 

Signature: 