Interview Packet

Date: 09/28/21

Interviewer: Hazel Dunn

Participant ID: 5472030

# Project Description and Goals

Hi, my name is Hazel Dunn and my team and I are doing a project for the course CSCI 5115 where we are required to implement a user interface for a University of Minnesota course reviewing interface. This would be an interface where we would be able to look up and review the background of courses offered by the University of Minnesota. Compared to Rate My Professor, this application will put an emphasis on features of specific courses instead of the professors. We are currently carrying out user research in order to gauge both the strengths and weaknesses related to the project in order to build the platform which satisfies the user’s needs. This interview would be a part of that user research and it will take approximately 15-30 minutes. It would be greatly appreciated if you could answer these questions honestly and to the best of your ability.

# Read and Ask for Consent

You are invited to be in a class project investigating the implementation of a course review interface. We ask that you read this form and ask any questions you may have before agreeing to take part. This class project is being conducted by: Nicole Pupp, Hazel Dunn, Kimney Nguyen, Matthew Chandra, and Seraphina Yong in CSCI 5115, University of Minnesota.

**Procedures:**

You will be participating in a (30-45) minute interview. The researcher will be taking notes, with no identifying information being recorded. We would like to record our conversation, audio only, to make transcription easier after the interview. If you are not comfortable with audio being recorded, please inform us at this time.

**Risks and Benefits of Being in the Study:**

There are minimal risks associated with this study.

The benefit of this study is your responses being used to create a better interface for student peers to share information about course selection.

**Compensation:**

There is no compensation for participating in this study.

**Confidentiality:**

We will not collect any information that will make it possible to trace your participation back to you and will not share your participation with anybody outside of the student project team, unless you consent otherwise. We will keep your participation private to the extent allowable by law.

**Voluntary Nature of Project Participation:**

Participation in this project is voluntary. Your decision whether or not to participate will not affect your current or future relations with the University of Minnesota. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

**Contacts and Questions:**

The students conducting this project are: Nicole Pupp, Hazel Dunn, Kimney Nguyen, Matthew Chandra, and Seraphina Yong. The faculty member supervising this class project is: Dr. Loren Terveen. You may ask any questions you have to us (the project members) at this time. If you have questions later, you are encouraged to contact him at Keller Hall (Office 5-211), 612 624-8310, terveeen@umn.edu.

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# Interview

**CONSENT GIVEN?** YES NO

**CONFIRM VOICE RECORDING OK AND COLLECT SIGNED CONSENT FORM**

**Background Questions**

1. What year of school are you in? (Undergrad/Grad, Program year)

Senior, 4th year, undergrad

1. What’s your major?

Applied Econ, ES policy and management

1. How many classes (on average) do you usually take in a semester?

5 classes, 15-18 credits

3.1 Does this number vary by what year you are in?

I guess, it has varied, but not much, usually between 17-18

1. What grade/GPA do you aim to achieve during the course of the semester?

3.8, on average every semester

**Usage/Experience Questions**

1. When selecting classes, what sort of information do you find helpful to know about the class before registering? What process do you go through when looking to register for classes?

- Requirements

- Rate my professor

- Schedule builder, convenience

**Possible follow-up questions:**

What things do you look up/google/research when you are looking for classes?

Professors, when they are, can’t really stray away from requirements, xcel tracks all the classes

What workload factors do you care about when registering?

(e.g. workload time distribution, overall workload time amount)

Yes, i care about it, don’t want to go above 18 credits, about 3 credits don’t matter, good balance. Care about time commitment during the week, look at it, have requirements and schedule them in a good balance.

How do you choose classes to plan out completing your program? List strategies (e.g. doing more classes in the beginning of program)

Freshman year - lib eds

More hard classes in the beginning, stressed about getting it done

Wanted to finish everything once figured out what wanted to do

Stressed out about finishing once I figured out what to do

Took all hardest classes junior year, because it was covid, didn’t have much to do

Senior year, more fun time, and need post grad opportunities

Would have balanced more without covid

What course-based information would you find helpful (apart from syllabus)?

A lot of classes have same big projects and assignments every year

Would want to know about big projects

If it weren’t a requirement, layout of class would matter, what assignments would look like

Do you care about the student composition of a class? (e.g. ratio of students in program/students in year)

No, not at all. Would probably prefer people who are at same level (group work etc)

1. What makes you like/dislike a class?

More engaging discussion, like having group work

Not just calling on people, no real discussion

Small group discussion, sitting at tables

Lecture style classes - do my own thing

Don’t like labs - don’t like science

Want to know if there is a lab, effects decision

Discussion vs lecture, doesn’t affect what you think about a class

Dislike a class more if expected to learn more by yourself

Class involvement with textbook does matter, doesn’t use textbooks

**Examples:**

Intellectual stimulation through discussion (nature of discussion)

Discussion heavy vs. lecture heavy vs. project based (i.e. hands-on, labs)

How much you’re expected to learn by yourself

How closely the class follows the textbook

1. Which do you find more effective in getting information about a class:
   1. a sentence-based review by students who have taken the course or
   2. a number rating that rates the course from 0.0 to 5.0

**Why?**

Sentence based review, because they can say why they thought that. Number is based on preference. Understand why they’re saying what they’re saying and relate it to how I would interpret

1. Do other people’s opinions of a class affect your choice to take a class or not? Does it matter if you do/do not know them?

Yes, it does.

Maybe a little, would read more into it if it’s not someone I know. You need more from someone you don’t know.

1. Would you or have you had to take a class outside of your comfort zone? What factors do you consider in this case?

5.1 What would convince you to take a class out of your comfort zone?

Yes, it was not a choice for all of them.

Study abroad as a freshman, for fun, scary. Took it because I knew that I’d like it, and that I would grow from it.

I like forcing uncomfortable with.

Grand challenge, big research presentation to a board of important people

Wanted to go it cause didn’t want another mundane class, wanted to kick it up a notch

1. Can you describe a situation where you found yourself in a class that was much different than you expected before signing up for it?

6.1 If so, how was it different / what information would you have found helpful to have before signing up?

This one class said it would be really hard and a bunch of group work, but it was actually fun and easy. Description made it sound interesting and engaging, but it was not.

Thought a class would be fun because of the name, but it was not fun. Had to take a requirement, name looked fun. Worse than regular bio, extremely boring.

Yes, what the class entails. They give a fun little summary and a very short description. Class is not similar at all, didn’t talk about what the description talked about. Almost seemed like an advertisement to take the class, no info, really vague, overly positive spin.

Would have wanted to know information being exposed to before taking it.

1. If you have dropped a class, can you explain why you dropped it?

7.1 If it was related to your expectations of the class, please explain.

First day of college, took the one that looked interesting, advisor recommendation. Took anthropology, new topic.

In a huge auditorium in Wiley, around 600 people.

Professor talked about how hard the class would be on the first day. Not easy or interesting, professor was aggressive on the first day, seemed like he was threatening people.

Didn’t wanna do it and didn’t care about it that much.

Thought anthropology was going to be cool and fun and interesting, but professor ruined it.

1. Have you ever heard about or used external websites that review class instructors (e.g. ratemyprofessor.com)?

8.1 If yes, do you find such websites useful? If not, why?

Yes, only that one.

Yes, they are useful. Because it affects when I take a class based on which professor is teaching.

Use it all the time, want to sus them out, but most of the time you just have to take the classes. To prepare.

For lib eds, there are a lot of different professors, choose the best one.

1. Have you ever reviewed a course?

9.1 **(Responded YES)**

● What made you decide to review it?

● What platform did you use to share your opinion? Why?

○ What was your experience with that platform (likes/dislikes)

● What kind of information did you share in the review? Why?

9.2 **(Responded NO)**

● What prevents you from writing course reviews?

● In what situation do you think you would write a course review?

○ What kind of information do you think you might share?

No.

I just don’t feel like it, and don’t take the time, I have other stuff to do. Have thought that I should contribute cause I read other reviews, but am too lazy.

If I really hated or loved that many of my professors. If i have super strong feelings, I might go out of my way. Otherwise it would just be pretty generic, wouldn’t have much information to give.

If I feel extremely about the situation, I would write a review, write about.

Same thing for a class reviews, usually just a very personal opinion, based on if I liked the material.

1. Have you ever publicly shared information or material from a course?  
   (e.g. syllabus, project examples, reading material, etc.) ← only mention these if they don’t know how to answer

10.1 If yes, what kind of information did you share? Why?

10.2 If no, can you imagine any situations in which you might want to do so?

What kind of information might you want to share in such a case?

Sending people notes all the time. Have posted notes from classes on those sketchy websites so I can read other people’s posts on those websites.

Have sent the syllabi to many people if they want to know about the class.

Because people asked for it, I’ve been in a pinch before, so I return the favor, cause sometimes I’ve needed it, so I do it back when people need it.

**Closing**

1. Would you like to go over any of the questions we asked?

No.

1. Are there any other experiences, opinions, or thoughts you would like to share about your course-finding/reviewing experience?

No.

**Reconfirm Consent**

“At​ ​the​ ​close​ ​of​ ​this​ ​interview,​​I​ ​want​ ​to​ ​thank​ ​you​ ​for​ ​your​ ​participation.​ ​I​ ​would​ ​like​​to​ ​reconfirm your​ ​consent​ ​and​ ​ask​ ​you​ ​if​ ​you’re​ ​comfortable​​with​ ​letting​ ​us​ ​use​ ​what​ ​we​ ​talked​ ​about​ ​today​ ​in our​​research?​ ​As​ ​a​ ​reminder,​ ​your​ ​data​ ​will​ ​be​ ​anonymous,​ ​and​​you​ ​can​ ​withdraw​ ​your participation​ ​at​ ​any​ ​time​ ​by​ ​emailing​​\_\_\_\_\_”

**CONSENT GIVEN?** YES NO