

# Give me *ideas* or give me *lists*

## A Comparison of Distributed Design Game Role Definition & Player Interaction

**Abstract:** Cognitive work, from learning to creativity, happens in interactions between individuals and their environment - which includes other individuals as well as tools and artifacts. Generative AI such as ChatGPT can interact with humans in a way computers have not been able to in the past. In this study, we look at the ways in which four different players orient themselves to both a design task and a generative AI co-player by evaluating the *games* they play during a design session. We describe these sessions as *distributed design games* using *moves*, *turns*, and interactions between *players* in four case studies. While exploratory, our findings indicate the importance of *orientation* (especially to other players) in the *moves* of the *game*.

## Introduction

Advances in generative artificial intelligence, particularly large language models that can generate human-like, conversational text, have promise for supporting teaching and learning (Kasneci et al., 2023). To promote learning, it is critical to examine how learners approach tasks with AI tools. In this study, we explore the way different participants interact with a tool in a distributed design game – a deliberately collective effort to complete a design task. Participants were given a design task within a User Experience Design context, and engaged in a brainstorming session with OpenAI's ChatGPT to develop and refine design ideas. We present four case studies of participants - two undergraduate, two post-graduate (alumni or graduate students) in the current work. We identify the participants' different framings of the task and the role of the AI tool and present narratives to show connections between the framings, the design games, and the produced design sketches. The following question guides our research: **How do designers (both in training and post-training) approach a design task with a generative AI tool?** Insights from this research have practical implications for guiding students to interact with AI systems in educational contexts.

## Theoretical framework

The model of distributed design games focuses on collective activity. We expand the existing framework of *distributed epistemic games* (Matthews & Swanson, 2023; Matthews, Nguyen, & Swanson, 2023) to describe another type of game (*distributed design games*), in which the goal is to generate a design, rather than to construct knowledge.

## Distributed games

The conceptualization of knowledge construction as an epistemic game, guided by an epistemic form, has been in use for several decades (Collins & Ferguson, 1993). This framework visualizes knowledge construction as the result of a scholar making *moves* in a *game*, which are made to fill out a particular *form* – for example, by filling in the rows of a list. A *form* is a blank version (like a template) of whatever *artifact* is desired at the end of the work. For example, a blank list is a *form*, and a completed list is an *artifact*. Recent work has expanded this conceptualization with the added lens of distributed cognition (Hutchins, 2008) into a theory of distributed epistemic games (Matthews & Swanson, 2023; Matthews, Nguyen, & Swanson, 2023). In a distributed epistemic game, the use of forms with moves made by players persists. The difference is that multiple players are playing the game simultaneously, often filling out multiple forms (ibid). Initial work in the distributed epistemic game framework has focused on a game which was played exclusively by human players.

A distributed design game (DDG) shares many characteristics with a distributed epistemic game. Both game types are played by multiple *players* and involve *moves* to complete *forms* and create *artifacts* (the result of completing a *form*). The difference between these two categories of games is that an epistemic game has the goal of creating a *knowledge artifact* such as a mathematical proof or academic paper, while a design game has the goal of creating a *design artifact* such as sketches of a product or a user experience flow.

Within a distributed game framework, we use *turns* to indicate cycles where both *players* (in the case of a 2-player game) make *moves* in sequence. A *move* is an action taken by a *player*. In the context of design, a *move* may include sketching an interface design, creating questions for user testing, or brainstorming feature ideas. A *player* may make multiple *moves* in a single *turn*. Each *turn* can be a level of analysis, with one or many *turns* comprising a micro-level *game* within the macro-level *game*.

## AI players

Advances in AI, including development in large language models that enable conversational interfaces like ChatGPT, have made it possible to position AI tools as collaborators in the design process (Authors, 2024; Wang et al., 2020). These tools can not only generate novel ideas, but also engage in idea co-creation with human designers to continuously improve upon the design (Davis et al., 2015). While promising, these tools can also be challenging to navigate, as designers need to articulate their goals, understand how to approach the tools, and continually assess the AI's outputs (Gmeiner et al., 2023). Thus, scholars have turned to educational research in human-human collaboration to inform the design of human-AI collaboration (Holstein et al., 2020; Schelble et al., 2022). For example, Bansal et al. (2019) investigated how to facilitate shared mental models, or understanding of the task and the AI's capacity, to adapt how human actors collaborate with the tools.

Our study contributes to this emerging research through the lens of DDGs. Here, the AI tools can be positioned as another player contributing to the goal of creating design artifacts.

## Orientation, or *Framing the game*

In a key paper, Hammer et al. (2005) generalized earlier theoretical frameworks which had been specific to physics education (DiSessa, 1993; DiSessa & Sherin, 1998; DiSessa, 2004) into "Framing" which could be more generically applied as a resources-based ontology (2005). Using a resources-based approach allows us to discuss learning behavior in terms of what learners *notice* and how they *interpret* what they have noticed - without the constraints of *what they are learning about*.

Within our framework of *distributed games* we use *orientation* to describe the way *players* are framing the task, tools, and other players. Their *orientation* impacts the *moves* that they make as they are playing the game. We differentiate this notion of orientation from concepts like *task orientation*, which focuses on goal-driven learning activities (Pintrich, 2004). In our definition, a player's orientation within a distributed game reflects their prior experience, expertise, and perspective. Orientation impacts the objects of a player's *attention* - what they *attend to* such as the environment, tools, and players - as well as their *interpretation* - how they *make sense* of their *objects of attention*. Orientation also includes a player's *familiarity* with the *objects of attention*. Within the context of a DDG, orientation may be influenced by the following factors:

- *Experience*: this may include
  - time (*x years of experience*)
  - method/environment (*e.g., video design*)
  - specific tools or platforms
  - other players: this may include other human participants/facilitators as well as AI players such as ChatGPT
  - objective or target: in our data this is experience with the specific learning management system (LMS) which participants are tasked to evaluate/redesign
- *Language*: how to communicate with the other player(s); includes both language and phrasing or prompt engineering
- *Role*: is the player a teacher, colleague, or junior player? What other players are present? Is the other player *trusted* as a teammate?

# Method

## Study setting and participants

This study drew from a larger interview study with 17 individuals with different design expertise in Summer 2023 (Institutional IRB #13497). Participants included seven professionals in UX/UI and instructional design, four graduate students, and six undergraduate students in a Design program in the Intermountain West region of the United States. Participants were recruited via a flier disseminated through the program's listserv for current students and alumni, to invite individuals interested in using generative AI in design contexts. Participants received a \$10 gift card for completing the interview.

The interviews were conducted via Zoom and lasted 45 minutes on average. They were video and audio-recorded and transcribed automatically via Zoom. During the interviews, participants received a task to redesign the navigation of a learning management system to enhance the user experience of instructors and students. Participants first engaged in individual brainstorming (10 minutes) to gain familiarity with the design space (e.g., identifying key users, researching user needs, brainstorming design solutions). They next used OpenAI's ChatGPT—a free generative AI tool, to refine their design ideas (10-15 minutes). The chat interactions with ChatGPT were screenshared, and interviewers prompted participants to think aloud with questions such as “Why did you ask [the AI] that question?”, or “What do you think about the AI's response?” Participants had 5-7 minutes to sketch design solutions on paper, based on their individual brainstorming and interactions with ChatGPT. They verbally presented the sketches and then took photos of the sketches and emailed them to the interviewers. The interviews ended with a debriefing session, where participants outlined what they liked and wanted to improve about the interaction with ChatGPT.

## Data sources

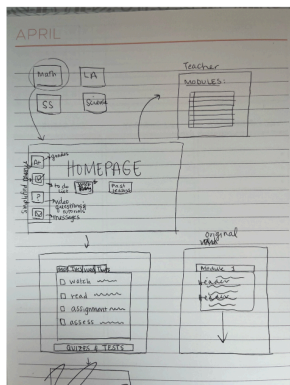
Our analysis drew from multiple data sources. To understand the *design moves* that participants engaged in within the distributed design game, we focused on the video recordings and interview transcripts. We specifically examined the human participant's utterances within human-AI exchanges (think-aloud and prompts to ChatGPT). Each utterance, prompt, and response was coded as a *move* in the *game*.

Additionally, we evaluated the *quality of the design sketches* that participants developed, following their interaction with ChatGPT. The rubric (shown in figure 1 below) comprised four categories on a scale of 0-5 (0 = not applicable; higher scores = higher in the given category): usefulness, novelty, elaboration, and incorporation of human and AI ideas. The first two measures were linked to how design researchers have defined creativity (Runco & Jaeger, 2012). We added a measure for elaboration, to explore how participants specified details for their design (Dally et al., 2016). Finally, the human-AI idea incorporation category indicated the extent to which the design sketches incorporated both players' ideas, as a marker of design product co-construction. We summed up the scores per participant for the categories:  $M = 10.58$ ;  $SD = 2.49$  (possible maximum score of 20; range of 6-15).

### Figure 1.

*Design sketch rubric*

**Idea Description:** A more simplified, easier to navigate version of Canvas dashboard ... divided by subject ... swapping the to-do list up and having it in calendar views. I also included video help and FAQs. And I added a “message the teacher” button. [...] Originally, I was thinking to condense the sidebar menu, but **talking to ChatGPT made me realize that the problems came from navigating Canvas**. So I added the video questions and tutorials. When I started talking about special education students and **we did the user profiles [for ChatGPT], I thought of accessibility** because it’s annoying for my special education students to scroll so much even for one week, so then I thought of the whole week layout.



**Novelty** (0 = solution already exists; 5 = solution is entirely different from what exists)  
Score of 2 (the main solution of swapping or omitting sessions already exists).

**Usefulness** (0 = does not address prompt; 5 = solves the design problem effectively)  
Score of 5 (solves the problem of navigation; considers several use cases for higher education as well as special education students in K-12).

**Elaboration** (0 = does not include details; 5 = includes enough detail that a designer could implement the solution)  
Score of 4 (includes sufficient details in sketches and verbal descriptions for the sidebar menu; needs more details about the FAQ feature and implementation).

**Idea Incorporation** (0 = does not include AI conversations; 5 = incorporates several points from conversations into solution)  
Score of 3 (brings in icons and use cases from conversations with AI; largely one's own thinking about the sidebar menu).

## Analytic strategies

### Case selection

We present four focal cases in this paper: John, Barbara, Beth, and Catherine (pseudonyms). All participants spent roughly the same amount of time in the interactions with ChatGPT (~12 minutes). We divided the participants into two main categories - undergraduate students and post-graduate students who could be alumni or graduate students.

#### The Undergraduates: John & Barbara

John & Barbara had similar schooling experiences, as both were entering their senior years in their Design undergraduate degree. They were selected through the extreme sampling method based on the participant scores on the design sketch rubric (John: design score = 13/20; Barbara: design score = 9/20). The participants represented the highest and lowest scores among the undergraduate participants. When asked about their prior experiences with ChatGPT, John brought up personal use (e.g., writing fiction, brainstorming ideas for assignments). Meanwhile, Barbara had not used or heard of ChatGPT before the interview.

#### The post-graduates: Beth & Catherine

Beth and Catherine were both participants in the post-graduate category. Beth is an alumni of the instructional design program, and Catherine is a current PhD student. We created another separation within the post-graduate students to account for alumni vs. graduate students. Within these secondary categories (alumni & graduate students) we used a mixed extreme sampling with both the design score and number of turns, selecting the highest-ranked alumni and the lowest-ranked graduate student for our case studies.

#### The Alumnus: Beth

Among the alumni, Beth was chosen as the participant of interest because she had both the most turns (14) and the highest design score (12.5). She had familiarity not only with the basic usage of ChatGPT,

but could also discuss specific limitations - such as lack of recent data or originality in responses. Beth is aware of these limitations and interacts with these in mind by selecting and wording questions in a way that makes use of the possible value of the AI.

### The PhD Student: Catherine

Catherine is a third-year PhD student studying Instructional Design. In her research & writing she has used ChatGPT to summarize but does not like the lack of transparency in citations. She wants to see where ChatGPT is getting the information. She seemed comfortable with the design ideation process and reluctant to rely too much on the ChatGPT responses. Catherine was selected as the graduate student with both the fewest turns (4) and the lowest design score (7).

## Grounded Qualitative Approach

We answered our research question in three steps.

1. First, we developed a codebook for participants' design moves through grounded theory (Charmaz, 2006). We focused on participants' utterances in their interactions with ChatGPT. Within these interactions, each utterance was given an initial code or impression during the first and second passes with the data. These codes were collected into a code sheet, which was then sorted, deduplicated, and refined in three rounds of discussion with all three authors (Table 1).
2. Second, the first and second authors collaboratively coded the transcripts, using a process of social moderation to discuss and resolve any disagreement (Frederiksen et al., 1998). This process ensured that the codes were unified at the end of this step.
3. Third, we wrote up case narratives for each of the participants. We began analyzing each case with descriptive statistics and sequences of the design moves during the brainstorming sessions. We followed this with a cross-case comparison to illustrate how participants approached the task and the collaboration with the AI tool.

**Table 1**

*Codebook of design moves*

Move	Definition	Examples from transcripts
Orient to task	Clarify and get information about the task and state perceptions of the AI tool	What do you mean? So we're attempting to redesign ...
Find approach	Find approaches to working with AI	We can give it the prompt for what we want it to do [...] so now it will act as a UX/UI designer.
Prompt	Prompt or refine prompts to the AI	Can we ask, is the system useful to students?
Ideate	Brainstorm ideas independently or with AI	I feel like a progress tracking tool would be really good.
Review	Read and review AI's responses for their accuracy and helpfulness	I feel like it's actually everything I said. That's pretty cool.
Reflect	Reflect on the design space, drawing from personal experience or design feasibility.	It's nice to see as a student, a good tracking point.

# Findings

## Session overview

We first present an overview of the brainstorming sessions with ChatGPT based on coding participants' think-aloud utterances. We found iterations of *task orientation*, *finding approach*, and *prompting* in John's session. Beth's session included all of our identified design moves (*task orientation*, *finding approach*, *prompting*, *ideating*, *reviewing*, and *reflecting*). Meanwhile, both Barbara's and Catherine's sessions were characterized by long periods of *finding approaches*. We include the transcripts of all four sessions in the appendix to this paper.

While participants spent the same amount of time interacting with ChatGPT, John sent seven prompts to the AI, Beth sent fourteen, and both Barbara and Catherine sent three prompts (with the facilitator adding a fourth prompt during Catherine's session).

We delve into these patterns in more detail when analyzing the prompts that participants posed to the AI and how they evaluated the responses. Specifically, we found macro-level DDGs that participants were playing with the AI tool: *guided roleplay* (John); *defining the design problem* (Barbara); *making use of an assistant* (Beth); and *reluctant co-design* (Catherine).

In this section, we review the turns of each of their DDGs, with each turn marking a prompt that participants submitted to the AI. A turn can involve multiple moves, such as finding approaches before submitting a prompt, or reviewing response following prompt submission. Each turn is numbered and given a descriptive (and bolded) name, and the moves (as presented in Table 1 above) are also bolded. As in the rest of the paper, we continue to use italics for emphasis.

## John's distributed design game: Guided roleplay

John's game is marked by a sequence of *asserting tool perceptions*, *finding approaches*, *prompting*, and *reviewing* (Figure 2). In this section, we present a narrative of the specific moves made during his game play centered on the prompts that he sent ChatGPT. We characterized this sequence of moves, at a macro-level, as fitting patterns of a design game of *guided roleplay*. Here, John specified both role and goal for the AI player, and then moved through a sequence of micro-games, including *setting up roles* (turns 1, 2), *decomposition of design steps* (turns 2-5), *making lists* of design challenges (turn 6), and *compare/contrast* solutions in a problem-centered analysis (turn 7).

**Turn 1. Defining AI role & checking for understanding.** Prior to sending the first prompt to ChatGPT, John spent several utterances articulating his *perceptions of the tool* and **finding [his] approach**. He stated: "So there are a couple of ways we can approach it, and it's all in that prompt engineering right? ... the things I do a lot with Chat GPT, GPT is essentially like that role play idea, like I tell it you're going to act as this kind of person with this kind of knowledge." With this framing, John's first **prompt** to the AI aimed at *defining roles and checking for understanding*. The prompt stated: "For the duration of this conversation, *you'll act as a UX/UI designer with 10+ years of experience*. I'll approach you with a redesign project, and you'll give me a design outline that highlights our user base, what features need to be reworked, and a list of potential solutions. Do you understand?" ChatGPT responded: "Yes, I understand. As a UX/UI designer with 10+ years of experience, I can assist you with your redesign project. Please provide me with the details of the project, including your user base, the features that need to be reworked, and any specific goals or challenges you'd like to address."

**Turn 2. Defining the goal for the conversation.** John then moved on to his second **prompt** to *define the goal of the conversation* and generate a list of the design steps. He specified: "We are *attempting to redesign the Canvas learning management system*, so that it'll be more user-friendly ... We need to figure out what features are less user-friendly and identify solutions that will help Canvas be more

competitive in the coming years.” ChatGPT responded with an outline of the design approach, specifying each step such as User Research, Defining User Personas, and Feature Analysis.

**Turn 3. Requesting a mockup of a design step.** John’s next **prompt**, after **reviewing** the previous move, was to get more details after the “pretty generic response,” and *request a mockup of the user research section*. ChatGPT responded to John’s next prompt: “As a text-based AI, I’m unable to provide visual mockups directly”. The AI then listed content that the first User Research step might include (e.g., header, introduction, methodology). John **reviewed** the answer and remarked, “Not quite what I was looking for, I think the word mockup threw it off.” He stopped the AI mid-response and moved to the next prompt.

**Turn 4. Adjusting the prompt.** John then edited **prompt #3** to request an example of the design step. The AI’s response to this included an outline with several elements, including research methods (interviews, surveys, usability testing), participant recruitment (targeted participants, recruitment channels), and research questions guiding the user research. For instance, the AI suggested asking: “What are the major pain points or frustrations experienced while using the Canvas system.” John **reviewed** the response. “This is a lot better. It’s a bit more focused and has given us some pretty decent research questions” and **reflected** on its utility to the design process. “I couldn’t just run with this, I’d have to go and create step one myself, but this gives me a good guideline.” He then **reviewed** the AI’s prior response to prompt #1 (listing the design steps) and continued with his next prompt.

**Turn 5. Reminding the AI of the role; asking for elaboration on the next design step.** John moved to the next step of the design process, Defining User Personas, based on the AI’s initial outline. He **prompted**: “*Remembering that you are a UX/UI designer with 10+ years of experience*, complete step 2 of the outline that you provided, using hypothetical users that represent the Canvas system.” In response, the AI created two personas: Emily, a college student, and Professor Mark, an instructor, along with the background, goals, behaviors, and pain points (i.e., challenges/frustrations with the interface) for each user. It identified a challenge for Emily as “difficulty locating specific course materials or assignments,” while it suggested that Mark might find the “process for uploading and organizing course materials cumbersome.” In **reviewing** the response, John made connections with the ideas he had developed initially in the individual brainstorming session, “the pain points this is highlighting are pretty similar to the outline that I had gone through.” This motivated him to move onto generating design solutions.

**Turn 6. Requesting a list of solutions to the pain points of each persona.** John continued building on previous exchanges with the AI, and **prompted**, “*As a UX/UI designer of 10+ years of experience*, take those user personas and generate 4 to 5 solutions per user for their pain points.” In turn, the AI generated several solutions to address Emily’s and Mark’s (the hypothetical personas) challenges with LMS navigation. It proposed developing “enhanced course material organization,” including “a tagging or search functionality,” to “make it easier for Emily to locate specific resources.” In **reviewing** the AI’s answer, John exclaimed “Wow, like it’s good. It’s not detailed, but I’m still kind of impressed.” He then strategized with the prompt to gain more details into the solution.

**Turn 7. Requesting detail for design solutions.** John posed a **prompt** to the AI to “give me some example implementation for solution 1.” The AI responded: “Certainly, here are some example implementations for solution 1, which focuses on enhancing course material organization,” and listed solutions such as “visual folder structure,” “tagging system,” and “personalized favorites or bookmarks.” John **reviewed** the answer and noted what stood out to him, e.g., “A tagging feature, under number 2. I kind of like that. I think that could potentially simplify things. I want to look into that.” John then dived into **ideating** and **reflecting** on the design feasibility for several utterances. He concluded the brainstorming session with a reflection note, “This is a really good way to get a good general chunk of ideas that you can kind of start working with.”

Following the session, John was tasked with developing design sketches independently (without ChatGPT). He integrated into the overall design several ideas from his conversation with the AI, including a tag system incorporated into both student-facing and instructor-facing interfaces.

John's interactions with ChatGPT stood out to us, as he was engaging with the AI in a game of guided roleplay, where the AI was given not only tasks, but a character (role) to *play* for the duration of the *game*. This role was defined at the beginning of the conversation, and John reminded the AI of the role in several prompts. Additionally, John moved through multiple requests to play different mini-games within the larger macro design game of guided roleplay, such as *generating lists*, *requesting a mockup*, and then *creating design solutions*.

## Barbara's distributed design game: Defining the design problem space

Barbara's macro-level game is a search for a good approach to engage with the task and AI player. Early in the interactions, she works with the facilitator to review a sample prompt to better understand how the ChatGPT interface works. While John was able to engage with the AI tool independently, Barbara turned to the interviewer in the beginning to request reminders about the task and guidance about how to prompt ChatGPT. Barbara's prompts followed a consistent pattern of *list-making* throughout the macro-game of *defining the problem space*.

**Turn 1. Requesting a list of common features of an online course.** Following several utterances to **orient to the task** and **find approaches** to working with ChatGPT (e.g., "I don't know how to put that in words"), Barbara started with a **prompt** for ChatGPT to list "What are the common stuff in an online course?" The participant carefully **reviewed** the AI's response in several utterances to call out the ideas that she liked, and then **ideated** based on the AI-generated features. As an example, she noted that "The progress tracking tool would be really good for a student to see how far along." Not sure what to ask next, she needed reminders from the interviewer about the task (the interviewer prompted: "how might you use those components for your redesign?"). Barbara went through a few utterances to **find approaches** for her next prompt, and decided to focus on students as potential users.

**Turn 2. Requesting a list of features most helpful for students.** Barbara **prompted** ChatGPT, "What helps the students, I mean, what elements from above are most important to a student?" In response, the AI highlighted several features such as course materials, assignments, and instructor support. Barbara **reviewed** the response and remarked that "it is everything I actually said. That's pretty cool." She again took a moment to **find approaches**, and asked the interviewer if she could get "more insight, kind of more in depth information."

**Turn 3. Requesting information about a specific design feature.** The interviewer encouraged Barbara to articulate the **prompt**, which she stated as "Tell me more in-depth information about progress tracking." Here, we observe that the participant narrowed down her design focus to a specific feature, and used the tool to request information. In response, ChatGPT provided several features for progress tracking, including completion tracking, grade tracking, and self-assessment. Upon **reviewing** the response, Barbara noted that "that's really cool. I wish we kinda had that on Canvas." She was particularly interested in student-facing features (e.g., time management tools, assignment tracking), and engaged in several utterances of **reviewing** and **reflecting** on them. She noted, "students have hard times with those [time management]. It's nice to see as a student, a good little tracking point." She continued pursuing these ideas in **ideation**, with features such as personal learning plans, to-do list, and milestones, and **reflected** on how these designs might be useful from a student's perspective.

Barbara spent her game seeking information in various forms, from general lists and prioritized features to more detailed information about a specific feature. She started very broadly—*orienting to online courses*—and then focused on a specific group of users. For this group, she *investigated a list of features* and then *drilled down for more information about a specific feature*. As the game progressed, she became noticeably more comfortable with both the overall task (Canvas redesign brainstorming) and ways to interact with the AI player. We characterized her strategies as finding approaches to define the design space and orient to the AI tool. While she was able to incorporate the progress tracking idea in her final design sketch, her solution did not have as many details as John's, and instead just repeated the AI's feature descriptions.



## Beth's distributed design game: Making use of an assistant

Beth had experience with ChatGPT before participating in our study. She uses it as part of her work to generate scenarios and scripts. In her experience, she's identified several issues with the tool. These issues range from long responses (difficult to digest) to inaccurate or outdated information due to the data collection cutoff for the ChatGPT tool. Because of her awareness of these issues, she is very specific in the ways she does/does not interact with ChatGPT during our session.

**Turn 1. Requesting a list of important features for a specific user group.** Beth starts her interactions with ChatGPT with a **prompt** asking for a list of important features for a specific user population. She focuses - uniquely among our cases - on the K-12 student user group. ChatGPT responds with a list of 10 different features, followed by a disclaimer that the specific priorities of a user group would likely vary based on specific grade level, subject, and other characteristics. Beth **reviewed** the response silently before moving to the next prompt.

**Turn 2. Seeking best practices for a children's website.** Beth's next **prompt** moves to a *subjective* question looking for *best* practices to create *visually appealing* and *easy* navigating sites. The use of adjectives such as "best", "appealing", and "easy" show that she is using the AI player not only for factual input but also for subjective opinions/prioritization. ChatGPT responds with a list of ten items- this time putting a caveat up front and a reminder at the end. Again, Beth had a silent **review** before moving to the next turn.

**Turn 3. Looking for issues.** Beth's next **prompt** asks for complaints - specifically narrowing the focus to elementary (K-5) age children. ChatGPT responds with a list of five common concerns. These include user issues such as complexity and UI challenges, as well as parent & teacher issues such as a limitation on customization or involvement.

**Turn 4. Expand and Cite request.** Beth's next **prompt** asks for an expansion *and* a citation of an item from the previous (turn #3) response. ChatGPT is not able to satisfy this request - either the expansion or the citation - but rather directs Beth to reach out to Canvas directly for resources and case studies.

**Turn 5. Request for alternate sources.** After **reviewing** the previous response, Beth asks for a connection to some of the online sources which ChatGPT hints at in the previous turn. ChatGPT - again - can't satisfy the request as Beth asked it but does suggest some sites and search terms that Beth can use to find the information herself.

**Turn 6. Give me some ideas.** Beth changes approaches with this turn and - instead of seeking specific citations or references - asks for *brainstorming* help. She provides a specific focus (navigation in the gradebook tool within Canvas) and asks for ideas. With this move she is transitioning from seeking answers (turns 1-5) to seeking *ideas* in a sort of co-**ideate** process. ChatGPT's response to this request is an enthusiastic list of ten ideas that could make the navigation easier. Beth discusses how she would use these ideas to guide her own next steps.

**Turn 7. Asking for an example - tailored to a user group.** After the interviewer asks if the **ideate** process is exhausted, Beth adds another **prompt** looking for a *compare/contrast* example of tailoring the user experience to two subgroups within her K-12 student focus area. ChatGPT creates a comparison between a hypothetical kindergarten vs. middle school student in terms of elements of the user interface.

**Turn 8. Requesting a list of the competition.** Before ChatGPT finishes the previous turn, Beth narrows her focus back to K-5 students (as in turn #3) and starts a new **prompt** asking for a list of the most popular LMS for that school age. ChatGPT responds with a list of seven LMSs - in which Canvas is listed as #4. As with other turns, ChatGPT includes caveats and suggests consulting with local institutions to get a sense of the usage in Beth's area. Beth would use this to inform user experience research by comparing Canvas with other LMSs from this list.

**Turn 9. Specific directed task.** The next **prompt** returns to a concept from Turn #2 (easy-to-navigate website) but directs ChatGPT to respond in a new and very specific way: as a table, with one feature per row, and two blank rows added at the end. This is the first time we see Beth give specific directions about the *formatting* of the response. The goal with the table is for Beth to have a list of features which she could use for user experience research to guide questions or tasks for the users.

**Turn 10. Roleplay.** With some encouragement from the interviewer, Beth agrees to try some roleplay **prompts**. In the first, she gives ChatGPT a specific role to play as an 8-year-old student and asks what that student would need from the LMS. ChatGPT responds - with a noticeably different *voice* - with a list of ten features which would be appreciated by an 8-year-old student “like me”. As Beth **reviews** this list, she comments that it is similar to previous responses, just in the language of a child, and therefore not really adding anything to the brainstorming process.

**Turn 11. Roleplay follow-up question.** Without changing the role - or waiting for the previous turn to end - Beth adds another **prompt** asking what would be really boring. This is another example (as in turn #2) of Beth asking ChatGPT for a *subjective* response, rather than facts or ideation. ChatGPT responds with a list of five features that a young child might find boring. Beth makes the comment that she is having to focus on *conversation* rather than *observation*, as she would usually do during this process of brainstorming.

**Turn 12. Roleplay follow-up #2.** Continuing in the same role for ChatGPT, and the *subjective* response request, Beth’s next **prompt** asks what features would be confusing. ChatGPT stays in character and responds with a list of six potentially confusing elements.

**Turn 13. Create a task.** Beth’s next **prompt** instructs ChatGPT to create a design task - navigating the LMS. ChatGPT still has the assigned role in mind and responds with a task which is almost written as a game - including a description, requirements, and deliverables for the project. ChatGPT seems to be creating the task as something for an 8-year-old to do, but with specifications that seem above the level of 8-year-old capability. There’s some confusion in this turn - with Beth commenting during her **review** that she was looking for tasks to give the child, rather than tasks to give the designer. This led to a clarification with the next prompt.

**Turn 14. What should I watch for?** In the final turn, Beth explicitly uses ChatGPT not to *imitate* a user but to *create a task* for her. She provides context in which she will be observing a user navigating the LMS and **prompts** ChatGPT to create a list of 5 specific tasks to observe during the evaluation. ChatGPT provides tasks, complete with objectives and instructions, as requested and adds a note of what Beth should attend to during the session overall. She **reviews** the list and comments that she would use these tasks to *observe* her target user group to get a sense for where improvements could be made to the LMS design.

## Catherine’s distributed design dame: Reluctant Co-design

Catherine displays some reluctance towards the AI player throughout the game. Despite having earlier experience with ChatGPT - especially in summarizing text - she dislikes the lack of transparency around sources for the ChatGPT responses. During the game, the facilitator reminds Catherine that she is meant to be interacting with the AI player even though her preference is clearly to work with another human player.

**Turn 1. Requesting a summary of a specific population’s reactions.** Catherine starts by asking for a summarization of university instructor (specific population) feedback about the LMS as a whole. ChatGPT responds with feedback summaries in seven categories. The referenced feedback is almost entirely positive, with a caveat added at the end that “experiences and opinions about Canvas can differ”.

**Turn 2. Basic (yes/no) question about a specific feature.** After reviewing the feedback summary, Catherine changes her approach by asking about the existence of a specific feature (video production). She is no longer looking for user feedback, nor focusing on a specific population, and instead is looking for details about platform capabilities. ChatGPT responds with a list of some integrations which are possible since the feature itself is not part of the LMS.

**Turn 3. High-level summary of user population(s).** The facilitator pushes back a bit at the start of this turn, reinforcing that Catherine needs to work with the AI player for this exercise. Catherine, in turn, pulls back from the discussion of a specific feature and asks for a high-level summary of the various user populations. In addition to the Higher Education Institutions (where Catherine was already focusing in her own process) ChatGPT listed 6 other user groups, including K-12 schools, continuing education, and corporate training. Catherine reasons that it would be worthwhile to find a feature of interest to a larger group of users. While she didn’t find the list very helpful in empathizing with other users, Catherine does acknowledge that there were sections of users she hadn’t thought to include. She decides (after feedback

from the facilitator) to focus on the video production feature from the previous turn. Catherine approaches this list not as part of the brainstorming process but as a list of who to ask.

**Turn 4. Brainstorm feature design.** This turn is *strongly* led by the facilitator but we include it as part of Catherine's session. The language of the prompt is markedly different, as is the goal for the AI player. Earlier turns have asked for summaries or yes/no answers - this turn asks for *ideas*. ChatGPT responds with a list of eight features which could improve the design of the feature. Catherine reviews the different ideas and starts brainstorming about what the various ideas would *require* in terms of LMS development.

**Turn 4 pt. 2. Regenerate the response.** Catherine asks to try the "Regenerate Response" button which repeats the question the facilitator entered for turn 4. She mentions that the similarity of the two responses is part of the reason she is reluctant to use ChatGPT too heavily. The facilitator explains that a setting allows you to influence how random the regenerated response would be, but Catherine doesn't like it as an option for the overall game.

## Discussion

This work adds two key features to the larger framework of a distributed game. These are the importance of *player orientation* and a way of measuring the *complexity of the game*.

## Orientation

Players' orientation to the AI showed up in different ways over the course of the game. The participants oriented very differently to the AI player, with Barbara spending much of the session building familiarity, Catherine reluctant to fully engage, Beth exploring through multiple mini-games, and John engaging in guided role-play. These different orientations changed the roles that the participants and AI played. For example, early in the game, John carefully *defined (the) role of the AI* and *checked for understanding*. He started with a very clear role and task, and used these to guide the AI through the process of playing the DDG. During the game, John maintained his role as the guide in a macro-game of role-play. In comparison, Barbara was not as familiar with the tool, and so needed to spend the interaction time orienting herself to the task as well as the tool.

Interestingly, Catherine was familiar with the AI tool but engaged in a very similar game to Barbara. Both used very simple prompts - such as yes/no questions - and had very few turns. Both participants also had to be reminded or guided by the facilitator to engage with the AI. Catherine's prior experience with ChatGPT gave her *familiarity with*, but not *trust in*, the AI as a fellow player in the design process.

Beth approached the AI as a sort of assistant, using a variety of requests including (after some encouragement from the facilitator) *defining (the) role of the AI* as well as engaging in games such as *list making*, and *user-story creation*. Her turns were not all successful, meaning she didn't consistently get the desired response, but she continued to engage with the AI player.

## Role definition

A part of *orientation* which shows up in this work is *role definition*. Both John and Beth *explicitly* define roles for the AI player during the course of their games. Even for Catherine & Barbara - where the role is not explicitly defined - their *orientation* to the AI creates *implied* roles. We note that *role definition* is unique to a *distributed game*.

Barbara was oriented to the AI as a *source of facts* to seek information and find approaches to the design space, whereas John explicitly named the AI role and was oriented to it as a *thinking partner*. Beth treats the AI as an *assistant*, able to perform a variety of selected tasks. Catherine shares some similarities with Barbara in orientation - including treating the AI as a *source of facts* - although Catherine seems to trust the AI less.

## Complexity of the game

Both John and Beth iterated quickly through turns within the macro-game, utilizing a quick **prompt-review** process and driving the engagement/interactions without much needed prompting from the facilitator. During his session, John moved through six micro-games, *role definition*, *task definition*, *requesting a mockup*, *listing (design) challenges*, *compare/contrast*, and *creating design solutions*. During the early turns of her session, Beth used a combination of *task definition* and *listing* micro-games. Interestingly, several of her *listing* micro-games include *subjective* judgments such as “best”, “confusing”, “boring”, and “most important”. She also carries some of these lists into *deep-dive* micro-games where she is seeking additional sources or resources. Towards the middle of her session, she moves to *brainstorming* games where she is asking for *ideas* and *examples*. While these share some similarities with John’s micro-games such as *requesting a mockup* and *creating design solutions*, Beth uses an even more open-ended approach with **prompts** such as “give me ideas”. She also flipped the *task definition* micro-game towards the end of her session when she asked the AI to *create tasks* for a human participant.

Quick iterations allowed both John and Beth to *play* several different micro-games with the AI. Their **prompt-review** process cycled more often than other players, allowing for more interactions. This increase in interactions is analogous to an increase in *thinking* or *cognitive work* that is happening during the course of the macro-game (see Matthews, Nguyen, & Swanson, 2023; Matthews & Swanson, 2023; Hutchins, 2008). Both the quick iterations and the increased interactions are characteristic of a more complex macro-game.

While Barbara & Catherine differed in familiarity, their macro-games were remarkably similar. Both sessions were *strongly* prompted by the facilitator and focused on *list-making* micro-games. Barbara’s lack of familiarity meant that she spent most of the game time to **review, orient, and find approaches** to working with the AI player. Though Catherine had more familiarity, her reluctance to interact with the AI was obvious throughout her session. Both Catherine and Barbara had fewer turns, fewer interactions, fewer micro-games, and more facilitator guidance during their sessions, leading to less-complex macro-games.

## Implications

Our findings about the different ways participants oriented themselves to the design task and the AI, as well as the complexity of the games that they played, have implications for educational practice.

Specifically, we note the importance of additional support in task structure and facilitation to help students orient themselves to an AI-integrated, distributed game. We observe that guidance from the facilitator helped Barbara get to the point where she could play more directly with the AI. We also note that interactions with the AI player are not necessarily tied to familiarity but may also be influenced by comfort or perspective. Catherine had much more familiarity with ChatGPT, but her reluctance to engage may have led to a game very similar to one played by a novice (Barbara).

We also note that those players with a quicker **prompt-review** cycle were able to play more complex games - with more interactions - and therefore more *thinking* - as well as more micro-games (Matthews, Nguyen, & Swanson, 2023; Matthews & Swanson, 2023; Hutchins, 2008).

As educators, we can see some potential in orientation, flexibility, and support to help students make the best use of AI-powered tools in their educational process.

Finally, by comparing the sessions of our four participants, we can see that it takes both *familiarity* and *trust* to treat another player as a teammate in a distributed design game.

## Limitations & future work

There are some limitations with the current work. First, this study reported on short durations of interactions with the AI player, so we only observe the first stage of the design game (i.e., exploring the

design space and ideating). Second, while we have conjectures about the role of orientation to the task from the cross-case analysis, we are not making definite claims. We encourage future work to investigate these conjectures further. Finally, the design score is self-referential in the sense that we are evaluating their work as an outcome of AI interactions, and their use of AI feedback is part of the score (specifically, the *Idea Incorporation* element of the rubric). This self-reference is allowable, but it is good for us to be aware of the relationship *between* students' interaction with the AI and their score on the outcome work.

Additionally, future work with theoretical frameworks of distributed games, both *epistemic* and *design*, should include the AI (where present) as a player in the game. This inclusion should involve ways to describe AI *moves* within the game, as well as ways to describe the interactions between human and AI players. This will allow the creation of descriptions for how AI players participate in distributed processes of creativity like DDGs. Finally, researchers might evaluate whether the way players perceive/approach the AI can be guided by a teacher or trainer. It may be that this orientation is malleable, and can be directed towards specific goals.

## Conclusion

In this paper, we expand on the framework of DEGs as a collective *knowledge construction* process (Matthews, Nguyen, & Swanson, 2023; Matthews & Swanson, 2023). Players within a DEG interact to build on each other's utterances toward knowledge formation. We introduce a companion framework of DDGs as collective *creation* in design ideation. We compare four different players' DDGs, to examine different orientations to the game and game complexity. These differences give us a sample of the range in characteristics that is possible within a distributed game. Additionally, the analysis included an *AI player* as part of design creation. Our work illuminates the role of AI in augmenting participants' moves. Acknowledging the role that AI has in design and the way other (human) players interact with it is a key step in building a framework of distributed, AI-integrated processes of creativity.

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# Appendix - Transcripts of the four sessions

## John's Transcript

User: For the duration of this conversation, you'll act as a UX/UI designer with 10+ years of experience. I'll approach you with a redesign project, and you'll give me a design outline that highlights our user base, what features need to be reworked, and a list of potential solutions. Do you understand?

ChatGPT: Yes, I understand. As a UX/UI designer with 10+ years of experience, I can assist you with your redesign project. Please provide me with the details of the project, including your user base, the features that need to be reworked, and any specific goals or challenges you'd like to address.

User: We are attempting to redesign the Canvas learning management system, so that it'll be more user-friendly, primarily for students and instructors. We need to figure out what features are less user-friendly and identify solutions that will help Canvas be more competitive in the coming years.

ChatGPT: Understood! Redesigning the Canvas learning management system to enhance user-friendliness for students and instructors is a valuable goal. To achieve this, we'll need to evaluate the current system, identify pain points, and propose potential solutions. Here's an outline of the design process for this project:

### 1. User Research:

- Conduct interviews, surveys, and usability tests with students and instructors to gather insights about their experiences, needs, and pain points with the current Canvas system.
- Identify common challenges and frustrations faced by users during their interactions with the platform.
- Understand the unique requirements and workflows of different user groups (e.g., K-12, higher education, professional development).

### 2. User Personas:

- Create user personas based on the research findings to represent typical students and instructors using Canvas.
- Develop a deep understanding of their goals, motivations, and behaviors.
- Use the personas as a reference throughout the design process to ensure user-centric decisions.

### 3. Feature Analysis:

- Evaluate the existing features of Canvas and identify those that are causing usability issues or confusion.
- Prioritize features based on their importance and frequency of use.



- Determine which features align with the needs of the user base and support the platform's long-term competitiveness.

#### 4. Information Architecture:

- Review the current information architecture of Canvas and propose a streamlined structure that reduces complexity and improves navigation.
- Organize information in a logical and intuitive manner to ensure easy access to important features and content.
- Consider the use of visual hierarchy and labeling to guide users effectively.

#### 5. Redesign:

- Create wireframes and prototypes to visualize the proposed changes and test them with representative users.
- Focus on enhancing the user experience, simplifying workflows, and reducing cognitive load.
- Apply user interface design principles to ensure clarity, consistency, and visual appeal.
- Consider responsive design principles to optimize the experience across different devices and screen sizes.

#### 6. Collaboration and Communication:

- Improve collaboration and communication features within Canvas to facilitate interactions between students, instructors, and administrators.
- Explore ways to integrate messaging, discussion boards, and real-time collaboration tools to foster engagement and learning.

#### 7. Accessibility:

- Ensure that the redesigned Canvas system meets accessibility standards and guidelines to cater to users with disabilities.
- Conduct accessibility audits and user testing with individuals with different abilities to validate the design choices.

#### 8. Iterative Design and Testing:

- Continuously test and iterate on the redesigned features and interfaces based on user feedback and data.
- Conduct usability tests at regular intervals to validate the effectiveness of the design changes.
- Incorporate user feedback into the design process to refine and improve the user experience.

By following this outline, we can gather valuable insights, identify pain points, and propose effective solutions to make Canvas more user-friendly for students and instructors, enhancing its competitiveness in the learning management system market.

User: As a UX/UI designer of 10+ years of experience, create a mockup of step 1

ChatGPT: As a text-based AI, I'm unable to provide visual mockups directly. However, I can describe the elements and content you may include in a mockup for step 1 of the user research phase. This will help you get started with your design process. Here's a textual description of the mockup for step 1:

#### 1. User Research Mockup:

- Header: Include the project title and a brief description indicating that this is the user research phase.
- Introduction: Provide an overview of the research objectives and explain the importance of gathering user insights.
- Methodology: Describe the research methods employed, such as interviews, surveys, and usability tests.
- Participant Recruitment: Explain how participants were selected and any criteria considered, such as demographics or user roles (students and instructors).
- Research Questions: List the specific questions you aim to answer during the research phase.
- Interviews: Include a section highlighting the interview process, such as the number of participants, duration, and interview guide topics.
- Surveys: Display a sample of survey questions that will be used to collect quantitative data.
- Usability Tests: Present a brief description of how usability testing will be conducted, including scenarios or tasks participants will perform.
- Timeline: Provide a timeline indicating the estimated duration of the research phase.
- Contact Information: Include contact details for participants to reach

User: As a UX/UI designer of 10+ years of experience, create an example of step 1

ChatGPT: As a text-based AI, I can provide you with an example outline for Step 1 of the user research phase. This outline will give you an idea of the content and structure you can include in your research plan.

#### **\*\*User Research Plan - Step 1: Gathering User Insights\*\***

##### 1. Introduction:

- Project Title: Canvas Learning Management System Redesign
- Objective: Gather user insights to understand the pain points, needs, and challenges faced by students and instructors using the current Canvas system.

##### 2. Research Methods:

- Interviews: Conduct one-on-one interviews with a diverse group of students and instructors.
- Surveys: Distribute online surveys to a larger sample of Canvas users.
- Usability Testing: Conduct usability tests to observe users interacting with the current Canvas system and gather feedback.

##### 3. Participant Recruitment:

- Targeted Participants: Students and instructors using the Canvas learning management system across different educational levels (K-12, higher education, professional development).
- Recruitment Channels: Collaborate with educational institutions, online communities, and Canvas user groups to recruit participants.
- Criteria: Consider diverse demographics, levels of experience, and proficiency with technology.

#### 4. Research Questions:

- What are the major pain points or frustrations experienced while using the Canvas system?
- How do users perceive the usability and user-friendliness of the current interface?
- What features or functionalities are frequently used, and which ones are underutilized or confusing?
- What are the specific tasks or workflows that users find challenging?
- Are there any accessibility issues or limitations that need to be addressed?

#### 5. Interviews:

- Interview Structure: Semi-structured interviews with open-ended questions to encourage participants to share their experiences, opinions, and suggestions.
- Interview Guide Topics: Canvas experience, navigation, course management, assignments and grading, communication tools, collaboration features, and overall satisfaction.
- Duration: Approximately 30-60 minutes per interview.
- Number of Participants: Aim for a diverse sample size of 10-15 participants.

#### 6. Surveys:

- Survey Design: Create an online survey using a platform like Google Forms or SurveyMonkey.
- Survey Questions: Cover topics related to user demographics, frequency of use, satisfaction levels, specific pain points, and suggestions for improvement.
- Distribution: Share the survey link through targeted educational institutions, Canvas user groups, and online communities.
- Estimated Responses: Aim for a minimum of 100 survey responses for statistically significant insights.

#### 7. Usability Testing:

- Testing Scenarios: Define specific tasks and workflows for users to perform while interacting with the current Canvas system.
- Observations and Feedback: Observe users' interactions, note their difficulties, and gather qualitative feedback on the usability and user experience.
- Sample Size: Plan for usability testing with 5-8 representative users.

#### 8. Timeline:

- Research Duration: Allocate approximately 2-3 weeks for data collection and analysis.
- Milestones: Define key dates for participant recruitment, interviews, survey distribution, and usability testing.

## 9. Contact Information:

- Provide your contact details (email, phone) for participants to reach out with any questions or concerns regarding the research process.

Note: This is an example outline, and you can tailor it to meet the specific requirements of your Canvas learning management system redesign project.

User: Remembering that you are a UX/UI designer with 10+ years of experience, complete step 2 of the outline that you provided, using hypothetical users that represent the Canvas system.

ChatGPT: Certainly! Here's an example of Step 2, where I'll create hypothetical user personas representing typical users of the Canvas learning management system:

### **\*\*Step 2: User Personas\*\***

Based on the research findings, I have created two hypothetical user personas to represent typical users of the Canvas system:

#### **\*\*Persona 1: Emily Sanders - College Student\*\***

- Background: Emily is a 20-year-old college student pursuing a Bachelor's degree in Computer Science. She is tech-savvy and comfortable using various digital tools.
- Goals and Motivations:
  - Stay organized and manage coursework efficiently.
  - Access course materials, assignments, and grades conveniently.
  - Collaborate with peers and communicate with instructors effectively.
- Behaviors and Preferences:
  - Prefers intuitive interfaces that are easy to navigate.
  - Values clear instructions and visual cues.
  - Appreciates features that allow seamless integration with other tools or apps.
- Pain Points:
  - Difficulty locating specific course materials or assignments.
  - Limited visibility into assignment deadlines and due dates.
  - Ineffective communication channels with instructors and peers.

#### **\*\*Persona 2: Professor Mark Thompson - Instructor\*\***

- Background: Mark is a 45-year-old experienced professor teaching Physics at a prestigious university. He is proficient in using technology but prefers systems that are straightforward and efficient.
- Goals and Motivations:
  - Easily manage course content, assignments, and grading.
  - Provide timely feedback and support to students.

- Foster student engagement and collaboration.
- Behaviors and Preferences:
  - Values time-saving features that streamline administrative tasks.
  - Appreciates a clean and uncluttered interface.
  - Seeks features that facilitate communication and discussion among students.
- Pain Points:
  - Cumbersome process for uploading and organizing course materials.
  - Limited flexibility in configuring grading criteria.
  - Difficulty monitoring student progress and providing personalized feedback.

By referring to these user personas throughout the design process, we can ensure that our decisions align with the needs, goals, and behaviors of the students and instructors using the Canvas learning management system. It will help us create user-centered solutions that address their pain points and improve their overall experience with the platform.

User: As a UX/UI designer of 10+ years of experience, take those user personas and generate 4 to 5 solutions per user for their pain points that we could implement in the Canvas system.

ChatGPT: Certainly! Here are 4 to 5 potential solutions for each user persona, addressing their pain points within the Canvas learning management system:

**\*\*Persona 1: Emily Sanders - College Student\*\***

**1. Solution: Enhanced Course Material Organization**

- Implement a visually organized and intuitive file structure for course materials, making it easier for Emily to locate specific resources.
- Introduce a tagging or search functionality within the course materials section to enable quick access to relevant content.

**2. Solution: Assignment Deadline Reminders**

- Provide clear and prominent visual indicators for upcoming assignment deadlines, both on the dashboard and within specific course pages.
- Offer optional email or push notification reminders for impending due dates to help Emily stay on top of her assignments.

**3. Solution: Improved Communication Channels**

- Integrate a unified communication hub within Canvas, allowing Emily to easily connect with instructors and classmates via messaging, discussion boards, and announcements.
- Enable real-time notifications for new messages or important updates to enhance timely and efficient communication.

**4. Solution: Seamless Integration with External Tools**

- Enable integration with popular productivity tools (e.g., Google Drive, Microsoft Office) to allow Emily to seamlessly access and collaborate on course-related documents directly within Canvas.

- Provide integrations with calendar apps (e.g., Google Calendar, iCal) to sync assignment due dates and class schedules.

**\*\*Persona 2: Professor Mark Thompson - Instructor\*\***

1. Solution: Streamlined Course Material Management

- Introduce a drag-and-drop interface for uploading and organizing course materials, simplifying the process for Professor Thompson.
- Implement version control or revision history to track changes made to course materials over time.

2. Solution: Flexible Grading Configuration

- Offer customizable grading criteria to accommodate diverse assessment methods and assignment types.
- Provide a grading rubric template or framework that can be easily adapted and shared across different courses.

3. Solution: Student Progress Tracking

- Develop an intuitive dashboard for Professor Thompson to monitor student progress, including assignment submissions, grades, and overall performance.
- Implement data visualization features to help identify at-risk students and track overall class performance.

4. Solution: Collaborative Learning Features

- Integrate discussion boards or forums within course pages, enabling students to engage in meaningful discussions and ask questions.
- Facilitate group project management by offering dedicated spaces for collaboration and file sharing.

These potential solutions address the pain points of Emily, the college student, and Professor Thompson, the instructor, within the Canvas system. Implementing these enhancements can improve the user experience, increase productivity, and foster better engagement between students and instructors. Remember to further validate and refine these solutions through user testing and feedback to ensure they align with the specific needs of your user base.

User: give me some example implementation for solution 1

ChatGPT: Certainly! Here are some example implementations for Solution 1, which focuses on enhancing course material organization:

**\*\*Example Implementations for Solution 1: Enhanced Course Material Organization\*\***

### 1. Visual Folder Structure:

- Implement a visually appealing and intuitive folder structure within the course materials section of Canvas.
- Allow instructors to create nested folders to organize course materials based on topics, weeks, or modules.
- Use icons or thumbnails to represent different file types, making it easier for students to identify and access specific resources.

### 2. Tagging System:

- Introduce a tagging system where instructors can assign relevant tags to course materials, such as "lecture slides," "readings," or "assignments."
- Enable students to filter and search for resources based on these tags, providing a more streamlined way to find specific materials.
- Include a suggested tag feature that prompts instructors to assign appropriate tags based on commonly used keywords.

### 3. Personalized Favorites or Bookmarks:

- Allow students to mark course materials as favorites or create personal bookmarks for quick access to frequently used resources.
- Provide a dedicated "Favorites" section where students can find all their bookmarked materials, eliminating the need for repeated searching.

### 4. Advanced Search Functionality:

- Enhance the search feature within the course materials section by implementing advanced search options.
- Enable students to search by file name, content within documents (using OCR technology), or metadata (such as author or date).
- Display search results in a user-friendly format, highlighting relevant files and providing quick preview options.

### 5. Recently Viewed Materials:

- Include a "Recently Viewed" section in the course materials area to allow students to quickly revisit recently accessed resources.
- Display a history of recently viewed materials, sorted by date or accessibility, to simplify navigation and reduce search time.

These example implementations aim to improve course material organization within the Canvas system, making it easier for both students and instructors to locate and access relevant resources. It's important to assess the feasibility of these solutions within the technical constraints of your Canvas platform and validate them through user testing and feedback to ensure their effectiveness and usability.

# Barbara's Transcript

User: What are the common stuff in an online course?

ChatGPT: In an online course, you can typically expect to find the following common elements:

1. **Course Material:** This includes the core content of the course, such as lectures, presentations, readings, videos, and other multimedia resources. The course material is usually organized into modules or units.
2. **Assignments:** Online courses often include assignments to help you apply and reinforce what you've learned. These can include quizzes, essays, problem sets, projects, case studies, or discussions.
3. **Discussion Forums:** Many online courses provide discussion forums or message boards where students can interact with each other and the instructor. These forums allow for asking questions, engaging in discussions, sharing ideas, and seeking clarification on course topics.
4. **Assessments and Grading:** Online courses typically have assessments to evaluate your understanding of the material. These can include online quizzes, exams, or graded assignments. Grading criteria are usually outlined in the course syllabus or guidelines.
5. **Instructor Support:** Online courses often have mechanisms for students to communicate with the instructor, such as email, discussion forums, or virtual office hours. Instructors may provide guidance, clarification, and feedback to help students succeed in the course.
6. **Peer Interaction:** Some online courses promote peer-to-peer interaction, where students collaborate on assignments, participate in group projects, or provide feedback to their peers. This interaction can be facilitated through discussion forums or virtual collaboration tools.
7. **Progress Tracking:** Online courses may include features to track your progress, such as completion percentages, grade tracking, or progress bars. These tools help you monitor your advancement through the course and stay organized.
8. **Additional Resources:** Depending on the course, you might have access to supplementary resources like external links, recommended readings, online libraries, or tutorials. These resources can provide further depth or alternative perspectives on the course material.
9. **Technical Support:** Online courses often have technical support available to help students navigate any technical issues they may encounter while accessing the course platform or using the provided resources.

It's important to note that the specific elements and tools used in an online course can vary depending on the platform, institution, or instructor's preferences.



User: what elements from above are most important to a student?

ChatGPT: The importance of elements in an online course can vary from student to student based on their individual learning preferences and goals. However, some commonly important elements for students in an online course are:

1. **Course Material:** The quality and comprehensiveness of the course material are crucial for effective learning. Clear and well-structured lectures, readings, and multimedia resources that cover the relevant topics in-depth provide a solid foundation for understanding the subject matter.
2. **Assignments:** Assignments help students apply what they've learned and reinforce their understanding. Meaningful and engaging assignments that encourage critical thinking, problem-solving, and practical application of knowledge can be valuable for deepening understanding and skill development.
3. **Instructor Support:** Students often value timely and helpful support from the instructor. The availability of the instructor to answer questions, provide clarification, and offer guidance can enhance the learning experience and address any difficulties or concerns that students may have.
4. **Assessments and Grading:** Assessments play a vital role in gauging students' progress and knowledge retention. Well-designed assessments that accurately reflect the course material and provide constructive feedback help students identify areas of improvement and assess their own understanding.
5. **Discussion Forums and Peer Interaction:** Collaborative learning through discussion forums and peer interaction can provide opportunities for knowledge exchange, diverse perspectives, and collaborative problem-solving. Students value the chance to engage in discussions, share ideas, and learn from their peers.
6. **Progress Tracking:** Progress tracking features help students monitor their advancement through the course and stay organized. Clear indicators of completion percentages, grades, or progress bars can motivate students and provide a sense of accomplishment.

While these elements are commonly important, the significance of each element may vary depending on factors such as the student's learning style, the subject matter, and the specific goals they have for taking the online course.

User: tell me more in-depth information about progress tracking

ChatGPT: Progress tracking in an online course involves various tools and features that allow students to monitor and assess their advancement through the course. Here is a more in-depth look at progress tracking:

1. **Completion Tracking:** Many online courses provide completion tracking to show students how much of the course they have completed. This can be in the form of a progress bar, percentage indicator, or checkboxes that mark completed modules or units. Completion tracking helps students visualize their progress and provides a sense of accomplishment as they move forward.
2. **Grade Tracking:** In courses with graded assignments and assessments, students can track their grades throughout the course. This allows them to monitor their performance and understand how well they are meeting the course requirements. Grade tracking can be done through an online gradebook or by displaying individual assignment grades and cumulative scores.
3. **Feedback and Corrections:** Progress tracking may include feedback and corrections from instructors on assignments and assessments. This feedback helps students understand their strengths and areas for improvement. It allows them to gauge their progress based on the feedback received and make necessary adjustments in their learning approach.
4. **Self-Assessment:** Some online courses provide self-assessment tools to help students evaluate their understanding of the material. These tools can include quizzes, practice exercises, or self-check questions. Self-assessment activities allow students to review the course content, identify areas of weakness, and focus their efforts accordingly.
5. **Milestones or Checkpoints:** Online courses may have predefined milestones or checkpoints to mark significant stages in the learning journey. These milestones can serve as progress markers and provide a sense of direction and accomplishment. They help students break down the course into manageable segments and stay motivated.
6. **Personal Learning Plans:** Some online courses offer personal learning plans or learning pathways that guide students through the course content based on their progress and individual goals. These plans can include recommendations on which modules or units to complete next, based on the student's performance and preferences.
7. **Time Management Tools:** Progress tracking may include time management features, such as estimated completion times for each module or unit. These tools help students plan their study schedules effectively, allocate time to different course activities, and meet deadlines.
8. **Badges or Certificates:** In certain online courses, students may earn badges or certificates upon completing specific milestones or achieving certain performance levels. These visual rewards can motivate students, validate their progress, and serve as credentials to showcase their achievements.

Effective progress tracking enhances students' self-awareness, helps them stay on track, and allows for targeted remediation. It empowers students to take ownership of their learning, identify areas of improvement, and make informed decisions about their study strategies.

## Beth's Transcript

User: what are the most important features for a learning management system when working with a K-12 audience?

ChatGPT: When working with a K-12 audience, there are several important features to consider for a learning management system (LMS) to effectively support education. Here are some of the most crucial features:

1. **User-Friendly Interface:** The LMS should have an intuitive and easy-to-use interface, as younger students may not have extensive technical skills. The platform should be visually appealing and have clear navigation to ensure students, teachers, and parents can easily access and understand the system.
2. **Course Management:** The LMS should provide comprehensive course management capabilities, allowing teachers to create, organize, and deliver course materials, assignments, and assessments. It should support multimedia content, such as videos, interactive quizzes, and educational games, to engage students and cater to diverse learning styles.
3. **Collaboration and Communication Tools:** A robust LMS should include features that facilitate collaboration and communication among students, teachers, and parents. Discussion boards, chat rooms, and email integration can enable effective online discussions, group projects, and timely communication for class updates, announcements, and parent-teacher communication.
4. **Gradebook and Assessment Tools:** An LMS for K-12 should have a built-in gradebook and assessment tools. It should allow teachers to create and grade assignments, quizzes, and tests digitally. The system should provide automated grading where possible and enable teachers to provide feedback and track student progress easily. Parents should also have access to view their child's grades and progress.
5. **Individualized Learning and Differentiation:** An effective LMS should support individualized learning by providing tools for differentiated instruction. Features such as adaptive learning paths, personalized assignments, and the ability to track student performance and offer targeted interventions can help address the diverse needs and abilities of students.
6. **Parental Engagement:** The LMS should have features that enable parents to be actively involved in their child's education. Parent portals or dashboards can provide access to course materials, grades, attendance records, and communication channels with teachers. Regular updates and notifications can help parents stay informed about their child's progress.
7. **Security and Privacy:** Given the sensitive nature of student data, it is crucial for an LMS to have robust security and privacy measures. It should adhere to industry standards for data encryption, user authentication, and secure data storage. The system should also comply with relevant data protection laws, such as the Family Educational Rights and Privacy Act (FERPA) in the United States.

8. Mobile Compatibility: The LMS should be accessible across various devices, including desktops, laptops, tablets, and smartphones. Mobile compatibility is especially important as it allows students to access course materials and complete assignments on-the-go, promoting flexibility and convenience.

9. Reporting and Analytics: An effective LMS should provide comprehensive reporting and analytics capabilities. Teachers and administrators should be able to generate reports on student performance, attendance, and engagement. Analytics can help identify areas of improvement, monitor student progress, and inform instructional decisions.

10. Integration and Scalability: The LMS should be capable of integrating with other educational tools and systems, such as student information systems (SIS), learning apps, and content repositories. Scalability is also essential to accommodate a growing number of users, courses, and data as the K-12 audience expands.

It is important to note that the specific needs of the K-12 audience may vary based on factors such as grade level, subject, and regional requirements. Therefore, customization and flexibility in the LMS should be considered to meet the specific needs of the educational institution and its students.

User: what are best practices for designing visually appealing and easy navigating website for children?

ChatGPT: Designing visually appealing and easy-to-navigate websites for children requires special consideration of their cognitive abilities, preferences, and developmental stages. Here are some best practices to keep in mind:

1. Use Engaging Visuals: Incorporate bright, colorful, and age-appropriate visuals that are visually appealing to children. Use illustrations, images, and icons that are relevant to the content and enhance the overall user experience.

2. Clear and Simple Layout: Keep the layout simple and uncluttered. Use a clean design with ample white space to avoid overwhelming young users. Ensure that the content is presented in a logical and sequential manner, with clear headings and sections.

3. Intuitive Navigation: Children may have limited reading abilities, so use visual cues and icons for navigation. Utilize large, clearly labeled buttons and menus that are easy to identify and interact with. Provide clear instructions and visual feedback to guide children through the website.

4. Age-Appropriate Typography: Choose fonts that are easy to read, with clear distinction between letters and words. Opt for larger font sizes to improve legibility. Use bold or highlighted text for emphasis, but avoid excessive use to maintain readability.

5. **Interactive Elements:** Incorporate interactive elements such as buttons, sliders, draggable objects, and animated effects to engage children. Interactive elements can make the website more enjoyable and help them learn through hands-on experiences.
6. **Responsive Design:** Ensure the website is responsive and can adapt to different screen sizes and devices, including tablets and smartphones. This will allow children to access the website on various devices, providing flexibility and convenience.
7. **Age-Group Differentiation:** Consider the target age group and design elements accordingly. Younger children may benefit from larger buttons, simpler navigation, and audio cues, while older children may appreciate more complex interactions and challenges.
8. **Consistent Theme and Branding:** Maintain a consistent visual theme and branding throughout the website. Use a cohesive color scheme, typography, and graphic style to create a unified experience.
9. **Feedback and Progress Indicators:** Provide immediate visual feedback and progress indicators to let children know their actions are recognized. Use visual cues such as animations, sound effects, and progress bars to provide positive reinforcement and encourage further exploration.
10. **Usability Testing:** Conduct usability testing with children from the target age group to gather feedback and identify areas for improvement. Children's feedback can provide valuable insights into their user experience and help refine the design.

Remember that designing for children requires empathy and understanding of their unique needs. It's important to follow established safety and privacy guidelines when designing websites for children, ensuring compliance with relevant laws and regulations to protect their online experience.

User: are there any complaints about Canvas LMS when working with elementary school children?

ChatGPT: While Canvas is a popular learning management system (LMS) used in various educational settings, including elementary schools, there have been a few complaints or challenges reported when using Canvas with younger students. Some of the common concerns include:

1. **Complexity for Younger Students:** Canvas, being a comprehensive LMS, may have a steeper learning curve for younger students, especially those in the early elementary grades. Navigating through the platform, accessing assignments, submitting work, and interacting with the various features may require additional support and guidance from teachers and parents.

2. User Interface Challenges: Some users have reported that the user interface of Canvas may not be as intuitive or visually engaging for younger students. The interface might be perceived as text-heavy and less appealing to young learners who may prefer more colorful and interactive design elements.

3. Limited Customization for Elementary Curriculum: Canvas is primarily designed for higher education institutions and may lack some features and tools specific to the needs of elementary school curricula. Customizing the LMS to align with elementary curriculum objectives and activities might require additional effort and technical expertise.

4. Parental Involvement: In elementary school settings, parents often play a significant role in supporting their child's education. Some users have expressed the desire for improved parent communication features within Canvas to facilitate better collaboration and involvement between parents and teachers.

5. Assessment and Grading: The assessment and grading features in Canvas may not always align seamlessly with the specific needs and grading criteria of elementary school teachers. Customizing grading scales, providing detailed feedback, and tracking progress might require additional configuration and setup.

It is worth noting that while these concerns exist, Canvas has been successfully implemented in many elementary schools and continues to be used effectively. The challenges mentioned can often be mitigated through proper training and support for teachers, simplified interfaces for younger students, and customization to meet specific requirements of elementary education. Additionally, Canvas regularly updates its features and functionality based on user feedback, which may address some of these concerns over time.

User: please expand on item 2 and cite sources

ChatGPT: I apologize for any confusion, but as an AI language model, my responses are generated based on a mixture of licensed data, data created by human trainers, and publicly available data. I have not been directly trained on specific sources or have access to proprietary databases. Therefore, I do not have the ability to cite sources.

The information provided in my previous response about the concerns related to the user interface challenges for younger students in Canvas is based on general observations and feedback reported by users in online forums, discussions, and educational communities. It is important to note that user experiences and opinions may vary, and these concerns may not be universally applicable to all users or versions of Canvas.

To gather more specific and up-to-date information about the user interface challenges for younger students in Canvas, I recommend reaching out to Canvas directly or referring to Canvas support resources, user guides, or case studies. These sources will provide you with

the most accurate and comprehensive information regarding the specific concerns and challenges associated with Canvas in elementary school settings.

User: can you link me the online forums, discussions, and educational communities, or people reporting interface challenges for younger students?

ChatGPT: I apologize for the confusion, but as an AI language model, I don't have direct access to browse the internet, including online forums, discussions, or educational communities. My responses are generated based on my training on a diverse range of data, including licensed data, human-created data, and publicly available data.

However, you can try searching for online forums and educational communities related to Canvas LMS on popular platforms such as Reddit, Quora, or education-focused websites and forums. These platforms often have dedicated communities where educators and users discuss their experiences and challenges with various learning management systems, including Canvas. By searching for terms like "Canvas LMS for elementary school" or "Canvas LMS user interface challenges," you may find relevant discussions and insights from educators who have shared their experiences with Canvas in elementary school settings.

Additionally, Canvas itself provides resources and support channels where you can find official documentation, user guides, and contact information for specific inquiries. Visiting the official Canvas website or contacting their support team can provide you with more accurate and detailed information about user interface challenges specific to younger students in Canvas.

Please note that the information and discussions found in online forums and communities are based on individual experiences and opinions, and it's always a good idea to gather multiple perspectives and verify the information with official sources.

User: give me ideas for an easier to navigate gradebook

ChatGPT: Certainly! Here are some ideas to create an easier-to-navigate gradebook:

1. Clear Organization: Use a clear and intuitive organizational structure for the gradebook. Group assignments by categories (e.g., homework, quizzes, projects) and display them in a logical order. This helps teachers and students quickly locate specific assignments and assess overall progress.
2. Simple Interface: Keep the interface clean and uncluttered. Avoid overwhelming users with excessive information or too many features. Focus on displaying essential information such as assignment names, due dates, scores, and overall grades in a concise and easy-to-read format.
3. Color Coding: Implement color coding to visually differentiate various elements in the gradebook. For example, you can assign different colors to different assignment types or use



color indicators to highlight exceptional scores, late submissions, or missing assignments. This helps users quickly identify important information at a glance.

4. Filters and Sorting: Provide filters and sorting options to allow teachers and students to customize how they view the gradebook. They can sort assignments by date, alphabetical order, or assignment type. Filters can be used to display specific assignments, specific students, or assignments within a specific date range.

5. Progress Visualization: Include visual indicators or charts to represent student progress over time. This can be done through graphs or progress bars that show how students are performing throughout the course. Visualizing progress helps teachers and students identify trends and areas that need improvement.

6. Notes and Comments: Allow teachers to add notes or comments to individual assignments or overall grades. This feature enables teachers to provide specific feedback, explanations, or additional instructions. Students and parents can also benefit from this feedback, enhancing communication and understanding.

7. Export and Print Options: Provide options to export or print the gradebook for offline reference. This allows teachers, students, and parents to have a physical copy of the gradebook or save it in various formats for further analysis or record-keeping purposes.

8. Mobile-Friendly Design: Ensure the gradebook is accessible on various devices, including mobile phones and tablets. A mobile-friendly design allows teachers, students, and parents to access the gradebook on the go, enhancing convenience and flexibility.

9. User Roles and Permissions: Implement different user roles and permissions to control access to specific gradebook features. This ensures that only authorized users can view or modify grades, preventing unauthorized access or accidental changes.

10. User-Focused Testing and Feedback: Conduct user testing with teachers, students, and parents to gather feedback on the gradebook's usability and navigation. Incorporate their suggestions and iterate on the design to improve user experience.

Remember, these are general ideas, and the specific needs and preferences of your users should guide the design of your gradebook. Consulting with teachers and users who will be using the gradebook can provide valuable insights to create a solution tailored to their needs.

User: can you provide an example of something appropriate for a younger versus older child when it comes to online user experience?

ChatGPT: Certainly! Here's an example of how the online user experience can be tailored for a younger child versus an older child:

## Example: Online Learning Platform

### For Younger Child (e.g., Kindergarten):

1. **Visual Design:** Use bright and engaging colors, playful illustrations, and age-appropriate imagery to create an inviting and visually appealing interface. Include familiar characters or mascots to establish a friendly and relatable environment.
2. **Large Buttons and Icons:** Implement large, colorful buttons and icons that are easy for young children to identify and interact with. Ensure that they are clear and visually distinct, enabling young learners to navigate the platform independently.
3. **Simple Navigation:** Provide a simplified navigation menu with clear and easily recognizable labels or icons. Limit the number of menu options to avoid overwhelming young users. Use visual cues, such as arrows or animated characters, to guide them through the platform.
4. **Audio and Voice Prompts:** Incorporate audio and voice prompts to assist young children who may not be proficient readers. For example, provide audio instructions for activities, interactive games, or navigation cues to help them understand and engage with the platform.
5. **Interactive and Gamified Elements:** Include interactive elements, such as educational games, quizzes with immediate feedback, and animated characters, to make the learning experience fun and engaging for younger children. Reward systems, badges, or virtual stickers can provide positive reinforcement.

### For Older Child (e.g., Middle School):

1. **Modern and Minimalist Design:** Use a clean and contemporary design with a more mature color palette and typography choices. Maintain a professional and age-appropriate aesthetic, while still being visually appealing.
2. **Streamlined Navigation:** Provide a streamlined navigation system with clear labels and dropdown menus for easy access to different sections of the platform. Utilize an intuitive and consistent layout to enhance familiarity and efficiency.
3. **Responsive Design:** Ensure the platform is responsive and adaptable to different screen sizes and devices, enabling older students to access the platform from various devices, such as laptops, tablets, or smartphones.
4. **Customization and Personalization:** Offer customization options, such as allowing older students to choose their preferred color scheme or layout, and the ability to personalize their profile or dashboard. This can provide a sense of ownership and individuality.

5. Collaboration and Social Features: Integrate features that enable collaboration and social interaction among older students. This can include discussion boards, group projects, messaging systems, or the ability to share and receive feedback on assignments.

6. Advanced Progress Tracking: Provide detailed progress tracking features that allow older students to view their performance over time, monitor completion of assignments, and access historical grades and feedback. Advanced analytics can help them identify areas for improvement and set goals.

These examples demonstrate how the user experience can be tailored to the specific age group, taking into account their cognitive abilities, preferences, and developmental stages. The design choices should align with the target users' needs and enhance their engagement with the online platform.

User: what are the most popular LMS for K-5?

ChatGPT: The popularity of learning management systems (LMS) can vary based on factors such as region, school district preferences, and individual school choices. However, there are several LMS platforms that are widely used in K-5 (elementary school) settings. Here are a few popular LMS options for K-5 education:

1. Seesaw: Seesaw is a highly popular LMS designed specifically for elementary schools. It offers a user-friendly interface with features such as digital portfolios, communication tools for teachers and parents, assignment management, and student engagement activities.

2. Google Classroom: Google Classroom is widely used across different grade levels, including K-5. It integrates well with other Google tools and provides a simple and intuitive platform for teachers to create and distribute assignments, share resources, and communicate with students.

3. Schoology: Schoology is an LMS that supports K-12 education and is commonly used in elementary schools. It offers features for creating and managing courses, assigning and grading assignments, online discussions, and collaboration among students and teachers.

4. Canvas: While Canvas is often associated with higher education, it is also used in K-12 schools, including elementary grades. It provides a comprehensive set of tools for course management, content delivery, assessments, and communication.

5. Edmodo: Edmodo is a widely used LMS for K-12 education, including elementary schools. It offers features such as assignment management, communication tools, class discussions, and a library of educational resources.

6. Schoology: Schoology is an LMS widely adopted by K-12 schools, including elementary grades. It provides features for course management, assignment creation and grading, collaboration, and communication.

7. Blackboard Learn: Blackboard Learn is another LMS used in K-12 schools, offering features such as course management, assignment management, grade tracking, and communication tools.

It's important to note that the popularity and usage of LMS platforms can vary from school to school and district to district. Schools may choose an LMS based on factors such as cost, integration with existing systems, support for specific features, and overall user experience. It's recommended to consult with local schools or educational institutions in your specific region to get a more accurate understanding of the popular LMS platforms for K-5 education in your area.

User: make a table: on the left hand column, each row should identify a specific feature of an easy-to-navigate website for children. Make 2 blank rows.

ChatGPT: Certainly! Here's a table with specific features of an easy-to-navigate website for children:

Feature
-----
Clear and intuitive navigation
Engaging and age-appropriate visuals
Large buttons and interactive elements
Simple and uncluttered layout
Colorful and visually appealing design
Age-appropriate typography
Visual cues and icons for navigation
Responsive design for different devices
Feedback and progress indicators
Interactive and engaging activities
Customization options
Parental involvement features
Audio and voice prompts
Simplified language and instructions
Clear and concise content
Fun and interactive games or quizzes

Please note that the two blank rows are intentionally left for you to add any additional features or notes you may have specific to your requirements or context.

User: take on the role of an 8-year-old student. I'm designing a LMS. I want to know what this 8-year-old student needs from the LMS.

ChatGPT: Hi there! As an 8-year-old student designing an LMS, I can share what I would need and find helpful:

1. Colorful and Fun Design: I would love a bright and colorful design with fun illustrations or characters. It would make the LMS more engaging and enjoyable to use.
2. Easy Navigation: The LMS should have clear and simple navigation. Large buttons and icons that are easy to understand and click on would help me find my way around without getting confused.
3. Visual Rewards and Progress Tracking: It would be exciting to see visual rewards, badges, or stars that I can earn as I complete assignments or make progress. It would motivate me to keep learning and track my achievements.
4. Interactive Activities: Including interactive activities, educational games, or quizzes within the LMS would make learning more fun and interactive. It would be great if the activities were not only educational but also entertaining.
5. Personalization Options: It would be nice to have some personalization options in the LMS. Being able to choose my avatar or customize my profile with colors or themes that I like would make it feel more like my own space.
6. Clear Instructions and Feedback: I need clear and easy-to-understand instructions for each assignment or activity. It would be helpful to have immediate feedback or hints if I make a mistake, so I can learn from it and improve.
7. Parental Involvement: It would be great if the LMS had features that allow my parents to see my progress, communicate with my teacher, and stay involved in my learning. This way, they can support me better.
8. Engaging Resources: Having access to interesting and age-appropriate resources like educational videos, interactive stories, or virtual experiments would make learning more exciting and keep me engaged.
9. Collaboration with Classmates: It would be fun to have opportunities to collaborate with my classmates through group projects or discussions within the LMS. This would allow me to work together, share ideas, and learn from each other.
10. Support and Help: If I have questions or get stuck on something, it would be great to have easy access to help. Having a support button or a way to ask my teacher for assistance directly within the LMS would be very useful.

These are some of the things that an 8-year-old student like me would appreciate in an LMS. I hope my insights help in designing a platform that makes learning enjoyable and engaging for students like me!

User: what part of an LMS do you think would be really boring?

ChatGPT: As an 8-year-old student, there are a few parts of an LMS that I might find boring:

1. Long Texts without Visuals: If the LMS is filled with long paragraphs of text without any visuals or interactive elements, it could become monotonous and difficult to stay engaged. Adding pictures, diagrams, or videos alongside the text would make it more interesting and help me understand the content better.
2. Only Multiple-Choice Questions: If the LMS only consists of multiple-choice questions without any variety in question types, it could get repetitive and less engaging. Including different question formats like fill in the blanks, matching, or short answer would make it more enjoyable and challenging.
3. Lack of Interactive Elements: If the LMS is primarily static and lacks interactive elements or activities, it might feel dull. Having interactive games, simulations, or hands-on exercises would make the learning experience more exciting and interactive.
4. Plain and Dull Design: If the design of the LMS is plain and lacks any visual appeal, it could make the whole learning experience feel boring. Adding colorful graphics, animations, or a visually appealing interface would make it more inviting and enjoyable.
5. Lack of Personalization: If the LMS doesn't allow any personalization or customization options, it might feel less engaging. Being able to choose avatars, themes, or backgrounds that reflect my interests would make it feel more personalized and fun.

It's important to remember that different students have different preferences, and what may be boring for one student may not be the same for another. It's always a good idea to gather feedback from a variety of students to ensure the LMS is engaging and caters to their needs and interests.

User: what part of the LMS do you think would be confusing?

ChatGPT: As an 8-year-old student, there are a few parts of an LMS that I might find confusing:

1. Complex Navigation: If the navigation within the LMS is complicated or unclear, it could be confusing for me to find my way around. Having too many menu options or unclear labels might make it difficult to locate specific features or assignments.

2. Unclear Instructions: If the instructions for assignments or activities within the LMS are not clear or are written using difficult language, it could be confusing for me to understand what is expected of me. Clear and simple instructions with examples or visual cues would be helpful.

3. Technical Jargon: If the LMS uses a lot of technical terms or jargon that I am not familiar with, it could be confusing for me to understand what certain features or options mean. Using simple and age-appropriate language would make it easier for me to comprehend.

4. Complex Grading System: If the LMS has a complex grading system with unfamiliar terms or symbols, it could be confusing for me to understand how my performance is being assessed. Having a clear and easy-to-understand grading system with explanations would help me track my progress.

5. Lack of Help or Support: If the LMS doesn't have easily accessible help or support features, it could be confusing for me to seek assistance when I encounter difficulties. Having a visible help button or a designated area to ask questions would be beneficial.

6. Overwhelming Amount of Information: If the LMS presents a large amount of information all at once without proper organization or categorization, it could be overwhelming and confusing to navigate through. Breaking down information into smaller sections or providing filters and search options would make it easier for me to find what I need.

It's important for the LMS to be designed with simplicity and clarity in mind, considering the age and comprehension level of young students like me. Regular user testing and feedback collection can help identify confusing areas and make improvements to enhance usability.

User: create the design task for navigating LMS for 8-year-olds

ChatGPT: Design Task: Navigating the LMS Adventure!

Welcome to the LMS Adventure, where we need your help to create an easy-to-navigate learning management system (LMS) for 8-year-old students like yourself. Your task is to design a user-friendly navigation system for the LMS. Are you ready for the challenge? Let's get started!

Design Task Description:

Your goal is to create a navigation system that allows 8-year-old students to easily find their way around the LMS and access various features and activities. Your design should consider their cognitive abilities, visual preferences, and need for simplicity and clarity.

Design Requirements:

1. Design a Home Screen: Create a visually engaging home screen that welcomes students and provides a clear starting point for their learning journey. Use colorful visuals and friendly characters to make it appealing and exciting.

2. Main Menu: Design a main menu that provides easy access to essential sections of the LMS. Consider using large, clearly labeled buttons or icons to represent different features such as assignments, resources, progress, and messaging.

3. Clear Labels: Ensure that all menu labels, buttons, and icons use age-appropriate language and are easy to understand. Avoid technical jargon or complicated terms. Use visual cues or descriptive icons to assist with comprehension.

4. Logical Organization: Organize the LMS content in a logical and intuitive manner. Group similar activities or resources together to help students find what they need easily. Consider using categories or themes that align with their curriculum or subjects.

5. Visual Feedback: Incorporate visual feedback to guide students. For example, highlight completed assignments or activities, indicate progress, or use checkmarks or stars to show achievements. This visual feedback will help students track their progress and feel a sense of accomplishment.

6. Simple Search Functionality: Include a simple search feature to help students quickly find specific resources or assignments. The search bar should be easily noticeable and accessible on every page of the LMS.

7. Consistent Layout: Maintain a consistent layout throughout the LMS to provide familiarity and predictability. Keep key navigation elements, such as the main menu or navigation bar, in the same location across different pages.

8. Help and Support: Include a visible and easily accessible help or support feature. Students should be able to seek assistance or ask questions if they encounter difficulties or have inquiries. Consider using friendly icons or characters to represent the help feature.

#### Design Deliverables:

Create a visual representation of your LMS navigation design. This can be a hand-drawn sketch, a digital mockup, or any other format that helps communicate your ideas effectively. Annotate the design elements as necessary to explain the functionality and purpose of each component.

Remember to keep the design child-friendly, visually appealing, and easy to understand. Good luck with your design task, and let your creativity shine as you make learning an exciting adventure through the LMS!

User: I'm observing an 8-year-old using a LMS. I need to create 5 tasks to observe them use the LMS to have an easy user experience. Please create the 5 tasks.

ChatGPT: Task 1: Logging In and Accessing the Home Screen

Objective: Assess the ease of logging in and navigating to the LMS home screen.



Instructions: Ask the 8-year-old to log in to the LMS using their provided credentials. Observe how they navigate through any login prompts or screens to reach the LMS home screen. Pay attention to their ability to follow the login process and how quickly they reach the main interface.

#### Task 2: Finding and Starting an Assignment

Objective: Evaluate the student's ability to locate and start an assignment within the LMS.

Instructions: Provide the 8-year-old with a specific assignment to complete. Ask them to find the assignment within the LMS and start working on it. Observe how they navigate through the LMS, locate the correct assignment, and initiate their work.

#### Task 3: Tracking Progress and Feedback

Objective: Assess the student's understanding of progress tracking and feedback features within the LMS.

Instructions: Show the student a completed assignment or activity within the LMS. Ask them to identify where they can view their progress or any feedback they have received. Observe how they locate and interpret progress indicators or feedback provided by the system.

#### Task 4: Exploring Resources and Materials

Objective: Evaluate the student's ability to explore and access resources within the LMS.

Instructions: Present the student with a specific topic or subject they are interested in. Ask them to find relevant resources or materials within the LMS that relate to the given topic. Observe their navigation skills, ability to browse available resources, and their understanding of how to access and utilize them.

#### Task 5: Communicating with a Classmate or Teacher

Objective: Assess the student's ability to use communication features within the LMS.

Instructions: Provide the student with a scenario where they need to send a message to a classmate or teacher within the LMS. Ask them to compose and send a message using the communication tools provided. Observe their understanding of the messaging features, their ability to locate the necessary contacts, and how they compose and send the message.

During each task, pay attention to the student's interactions, navigation choices, and any difficulties they encounter. Take note of their ease of use, understanding of system features, and overall satisfaction with the user experience. This observation will help identify areas where the LMS may need improvement to provide a smoother and more accessible experience for 8-year-old students.



# Catherine's Transcript

User: what do university instructors say about Canvas the learning management system?

ChatGPT: As an AI language model, I don't have direct access to real-time opinions or experiences of university instructors. However, I can provide you with a general overview of what instructors often say about Canvas, based on common feedback and discussions available up until my last knowledge update in September 2021. It's important to note that opinions may vary among individuals and institutions.

Canvas is one of the most popular learning management systems (LMS) used by universities and educational institutions worldwide. It offers a wide range of features designed to facilitate online teaching and learning. Here are some common comments and opinions expressed by university instructors:

1. User-Friendly Interface: Instructors often appreciate Canvas for its intuitive and user-friendly interface. The platform is generally considered easy to navigate, allowing instructors to quickly access and manage course materials, assignments, grades, discussions, and other important features.

2. Robust Course Management: Canvas offers comprehensive tools for managing course content, including organizing modules, uploading files, and creating assignments. Instructors appreciate the ability to customize their courses and structure content according to their teaching needs.

3. Communication and Collaboration: Canvas provides various communication tools such as discussion boards, announcements, and messaging, which allow instructors to interact with students effectively. Instructors often find these features helpful for facilitating discussions, providing feedback, and maintaining regular communication with students.

4. Assessment and Grading: Canvas offers a range of options for creating and administering assessments, quizzes, and exams. Instructors can also use the platform for grading assignments, providing feedback, and tracking student progress. The grading and feedback features are often praised for their efficiency and ease of use.

5. Integration with Third-Party Tools: Canvas supports integration with various educational tools and services, such as plagiarism detection software, video conferencing platforms, and learning analytics tools. This flexibility allows instructors to enhance their teaching and incorporate additional resources seamlessly.

6. Mobile Access: Canvas provides mobile apps for iOS and Android devices, enabling instructors to access course materials and communicate with students while on the go. Instructors who prefer to work from their mobile devices appreciate the convenience and flexibility offered by the mobile apps.

7. Technical Support: Universities often provide technical support for instructors using Canvas, which can be beneficial when encountering technical issues or needing assistance with the platform. The availability and quality of technical support can vary depending on the institution.

It's important to keep in mind that experiences and opinions about Canvas can differ among instructors based on their individual needs, preferences, and experiences with the platform. It may be helpful to seek specific feedback from instructors within your own institution or network to gain a more current and targeted perspective.

User: does Canvas learning management system have a video production function?

ChatGPT: Canvas itself does not have built-in video production capabilities. However, Canvas integrates with various video hosting and streaming platforms that allow instructors to incorporate videos into their courses. Some commonly used video platforms that integrate with Canvas include:

1. YouTube: Instructors can upload videos to their YouTube channels and embed them directly into Canvas course pages or modules. This integration allows students to view the videos without leaving the Canvas environment.
2. Vimeo: Similar to YouTube, instructors can upload videos to their Vimeo accounts and embed them within Canvas courses for students to access.
3. Panopto: Panopto is a video platform that offers features such as video recording, editing, and hosting. It integrates with Canvas, allowing instructors to record lectures, presentations, or screencasts, and share them directly within their courses.
4. Kaltura: Kaltura is another video platform that integrates with Canvas. It provides features for video hosting, management, and streaming. Instructors can upload and manage videos through Kaltura and embed them in Canvas courses.

These integrations allow instructors to leverage the capabilities of specialized video platforms while still maintaining a seamless learning experience within the Canvas LMS. It's worth noting that the availability and specific integrations may vary depending on the institution's setup and the options enabled by the institution's Canvas administrators.

User: who are the most common users of Canvas learning management system?

ChatGPT: Canvas Learning Management System (LMS) is used by a wide range of educational institutions, from K-12 schools to colleges and universities. The most common users of Canvas include:

1. Higher Education Institutions: Canvas is widely adopted by colleges and universities around the world. It is used by both large universities and smaller colleges, serving undergraduate, graduate, and professional programs across various disciplines.
2. K-12 Schools: Canvas is also used by K-12 schools and school districts to manage and deliver online and blended learning environments. It provides tools for teachers to create and organize course materials, communicate with students and parents, and assess student progress.
3. Continuing Education and Professional Development: Many organizations and institutions that offer continuing education or professional development programs utilize Canvas. It allows them to deliver online courses and training modules to a wide range of learners, providing flexibility and accessibility.
4. Online Education Providers: Canvas is used by online education providers and platforms that offer fully online courses or degree programs. These include online universities, Massive Open Online Course (MOOC) platforms, and online learning consortiums.
5. Vocational and Technical Institutions: Vocational schools and technical institutions that provide specialized training programs also make use of Canvas to manage their courses and deliver online materials to their students.
6. Non-Profit Organizations and Associations: Some non-profit organizations and professional associations leverage Canvas to deliver training, certifications, and educational resources to their members or the general public.
7. Corporate Training and Employee Development: In addition to academic institutions, Canvas is used by organizations for corporate training and employee development programs. It allows companies to create and deliver online training modules, track employee progress, and assess learning outcomes.

These are just a few examples of the common users of Canvas, highlighting its versatility and wide adoption across different educational sectors. The specific user base of Canvas may vary depending on the region, institution type, and individual organizational needs.

User: if we were to design a video integration feature for Canvas for all these user groups, what would the feature look like?

ChatGPT: Designing a video integration feature for Canvas that caters to the needs of various user groups would involve considering a range of functionalities and capabilities. Here are some key features that could enhance the video integration within Canvas for different user groups:

1. Seamless Video Embedding: The feature should allow instructors to easily embed videos from popular video platforms such as YouTube, Vimeo, Panopto, or Kaltura directly into Canvas

courses. This would enable instructors to leverage existing video content or create new videos and make them readily accessible to students within the Canvas environment.

2. Video Recording and Editing: To support instructors in creating their own video content, the feature could include built-in video recording and editing capabilities. This would allow instructors to record lectures, demonstrations, or presentations directly within Canvas and make necessary edits before publishing them to their courses.

3. Video Hosting and Storage: Providing a dedicated video hosting and storage solution within Canvas would enable instructors to upload and manage their video files securely. This feature would ensure that instructors have full control over their content and can easily organize and manage their videos within their courses.

4. Closed Captioning and Transcripts: Including automated closed captioning and the ability to upload transcripts would enhance accessibility for all users. This would ensure that video content is accessible to learners with hearing impairments or those who prefer to read the content.

5. Interactive Video Features: Interactive elements within videos, such as quizzes, annotations, or clickable links, would enable instructors to engage learners and promote active learning. These features could be added to specific points in the video, allowing learners to interact with the content as they watch.

6. Analytics and Engagement Tracking: Providing analytics and engagement tracking for videos would give instructors insights into how students interact with the video content. This data could include information such as view counts, completion rates, and student engagement metrics, helping instructors assess the effectiveness of their video content and make informed instructional decisions.

7. Mobile Accessibility: Ensuring that the video integration feature is fully compatible with mobile devices and has a responsive design would allow users to access and view videos seamlessly on smartphones and tablets. This would cater to the needs of students and instructors who prefer to use mobile devices for learning and teaching.

8. Integration with Video Conferencing Platforms: Integrating video conferencing platforms like Zoom or Microsoft Teams would enable instructors to conduct live video sessions, virtual classrooms, or office hours within Canvas. This integration would enhance real-time interactions and foster a sense of community within the learning environment.

These are some key features that could be considered when designing a video integration feature for Canvas to cater to the needs of different user groups. It's important to gather feedback and insights from instructors and learners within these user groups to ensure that the feature aligns with their specific requirements and preferences.