

<https://jlipinski.github.io/LJL/>

<https://michaelcatterell.com/hci/2022sp/html/project/milestone2.html>

Milestone 1:

A. Task/ Problem Definition

1. There is a reduction of in-class feedback, and it is more difficult to review topics discussed in class because students can't review recorded zoom lectures anymore. With the return of face to face instruction, students now lack the affordances of being able to rewatch recorded lectures and have online discussions.

Interaction Example:

Trigger: The student missed a class and wishes they could review the lecture from home at that current moment.

Goal: The user wants to access the lecture slides.

Execution:

- Plan: The student thinks about where the professor usually uploads lecture content. This professor typically uploads each lecture's slides on ELC, but they also have a third party website that is sometimes used.
- Specify: The student decides to check ELC for the lecture slides.
- Perform: The student navigates to the course homepage on elc and finds the missed lecture slides.

Evaluation:

- Perceive: The student finds the slides, but they are so vague that they make no sense in this context. The slides are made up of mostly images which mean nothing to the student.
 - Interpret: The student thinks to themselves "I really wish I had a recording of the lecture since I couldn't make it in person," and "I really wish I could ask questions without the professor knowing I was the one that skipped class".
 - Compare: The student cannot meet their goal, and will have to go to office hours and be embarrassed about missing class.
2. A college student, a professor, or a TA. Professors teach the content of the course to the students. Students ask questions that are answered by professors and teaching assistants. TAs collaborate with the professor to aid the students in course-related issues. It would be easier for professors and TAs to answer

questions, helping the students learn better. The students could also review lectures before a test, helping them study.

B. Analysis of Existing Solutions

1. Describe existing solutions.

Piazza, groupme, posting zoom recordings

Piazza: **Pros:** You can post anonymously so there is less fear in asking a question. There is also an easier flow of communication, so feedback is more efficient. Piazza can also be hard to use. **Cons:** The interface could be more intuitive. The “post” button does not look like a button and is just a word you click within a sentence.

<https://www.fileplanet.com/products/piazza>

Groupme: **Pros:** You can post and share notes with the entire class. You can also ask classmates for notes if you missed a class. You can also ask questions from your peers, and if the professor is in the group they can answer too. **Cons:** it is an unorganized platform; there is no way to sort through old messages to find what you need. Another issue is your message/post can get lost if there are a lot of messages being sent, and no one will answer your questions.

<https://dbknews.com/2020/09/24/groupme-social-media-cheating-umd-virtual-classes/>

https://www.natcom.org/sites/default/files/pages/eTools_GroupMe_March_2018.pdf

Zoom recordings: **Pros:** The professor can record their lectures from class, and post the videos on a platform like ELC for all students to rewatch if needed. The familiarity of zoom as students return to in person classes is a positive. **Cons:** You cannot ask live questions while watching a zoom recording due to it having already happened.

<https://videoconfiguide.com/zoom-for-school/>

2. Describe potential guidelines and solutions

Guidelines are low-level focused advice about good practices and cautions against dangers

While *[guidelines](#)* are low-level and narrowly focused, *[principles](#)* are more fundamental, widely applicable, and enduring. However, they also tend to need more clarification.

Principles:

Communication between peers and teachers

Participation between students

Guidelines:

1. Offer informative feedback: Groupme and Piazza allow for this principle to happen easily. With instant messaging and posting students can answer each others questions easily and quickly
2. Permits easy reversal of action: Piazza allows for you to edit your posts after you submit them.
3. Keep users in control: A student can easily adjust the speed of a recorded zoom lecture. The student is also able to rewatch or skip over certain parts of a recorded lecture.
4. Seeks universal usability: The professor can enable auto-captions for a zoom recording, making the lecture accessible to hard of hearing students or those with another disability.

C. Proposed Solution

1. Propose a solution:

A new tab on elc which allows the teacher to post a recording of their lecture. If there is no recording, there is a place for the teacher to upload slides or notes from class. On the same page there is a discussion board, so students can ask questions in the same place they are watching/reviewing class topics. All students will be able to see what questions were asked and have the option to respond.

Creating this page combines the functionalities of Groupme, Piazza, and Zoom in one place. This page affords students the ability to communicate and easily review topics in the same place. Students also are familiar with the platform because they already use elc. The properties of a discussion board, the class recording, and any slides being all in one place is optimal. Having a new page on elc serves as a signifier for easier class-related discussion and ease of learning.

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2. How will we measure success?

Being able to see how many students visit the elc page will tell us if they are inclined to use the features we have discussed. We would also be able to see correlation between a student's grade and whether or not they viewed our page. Another way to see if this is successful is how many students actually use the discussion board.

Goals

1. Goal (form the goal)

Execution

2. Plan (the action)
3. Specify (the action sequence)
4. Perform (the action sequence)

Evaluation

5. Perceive (the state of the world)
6. Interpret (the perception)
7. Compare (the outcome with the goal)

Due to the previous need for online instruction, many students had to adapt from going to class in person to joining class on a zoom call. Because of this, communications from teacher to student and student to student were more convenient because everything was instantly accessible. Now that most instruction is face to face, the affordances of learning and discussing class topics online have declined. Additionally, with face to face instruction we lack the affordance of being able to rewatch recorded lectures. This problem affects all students who transitioned from online classes to in person classes. This could also affect teachers with a reduction of student feedback. This problem primarily affects in person classes, because face to face instruction takes away the online interaction of an online class.

<https://stackoverflow.com/questions/30745981/opening-pdf-in-a-browser-with-github-pages>