

# Student 2.0

## Week 3 | POV & Experience Prototypes

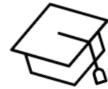
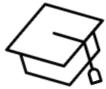
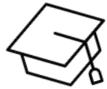


Aditi, Matthew, Radha, and Anna

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# Our Team: Student 2.0

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Aditi Poduval



Matthew Stewart



Radha Jain



Anna Carroll

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# Initial POV

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We met... a **regretful senior**  
who was struggling to complete her major.

We were amazed to learn that...  
no one told her to create a **4-year plan**.

It would be game changing if...  
students learned early on that **organization**  
was as important as **exploration**.

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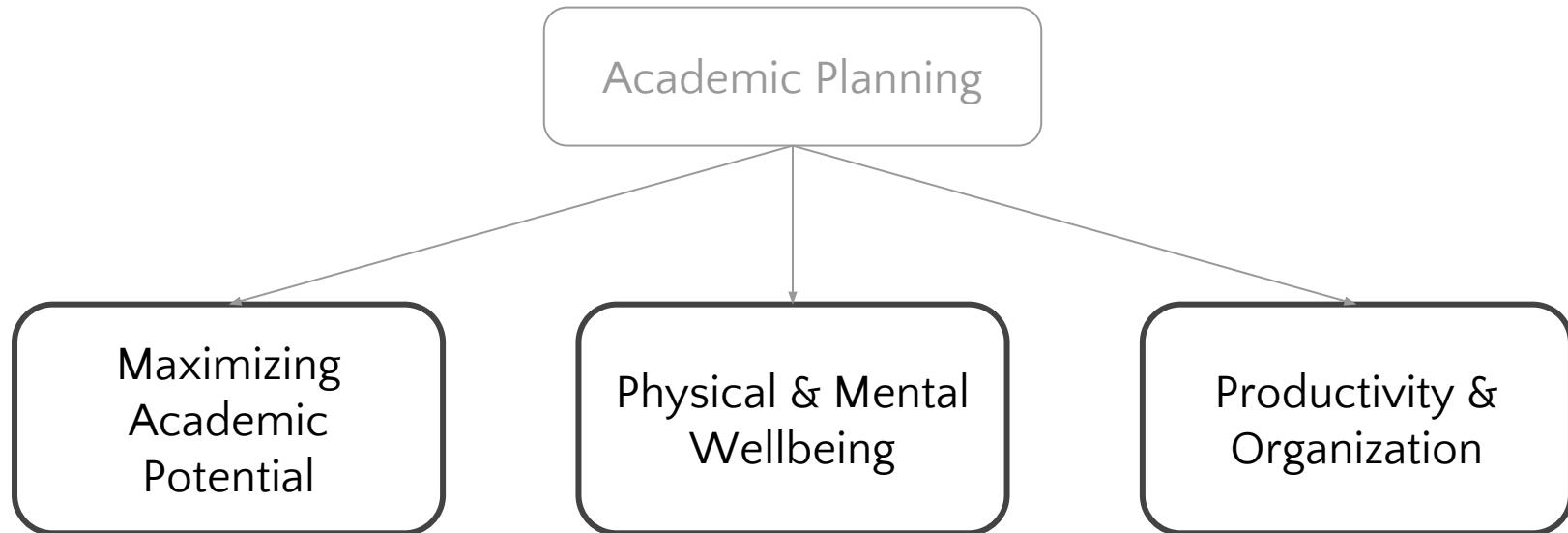
# Needfinding 2.0



# Interviews: Methodology



## New Approach: Flare Out





## This week's interviewees

*\*names have been changed for anonymity.*



**Maria**

Maria took a **quarter** off last spring to focus on her **mental** health.



**Abdul**

Abdul is a **high-powered** student from a **low-income** family.



**Blake**

Blake is a freshman pursuing her passion by majoring in Film Studies.



## This week's interviewees

\*names have been changed for anonymity.



**James**

James struggles with his **anxiety** living the Stanford lifestyle.



**Talia**

Talia **left school** for two years to perform in a circus – now, **she's back** as a freshman.



**Manuel**

Manuel deals with **frequent illness** alongside his **Olympic athlete** career.

# Interviews: Key Takeaways

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We heard from  
students who...

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*Enjoyed the puzzle of piecing together course-planning*

“

*Enjoyed the puzzle of piecing together course-planning*

*Made decisions based on social and self-defined pressure*

“

*Enjoyed the puzzle of piecing together course-planning*

*Made decisions based on social and self-defined pressure*

*Felt guilty acknowledging they were physically ill*

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*Enjoyed the puzzle of piecing together course-planning*

*Made decisions based on social and self-defined pressure*

*Felt guilty acknowledging they were physically ill*

*Struggled to prioritize mental health over achievement*

“

*Enjoyed the puzzle of piecing together course-planning*

*Made decisions based on social and self-defined pressure*

*Felt guilty acknowledging they were physically ill*

*Struggled to prioritize mental health over achievement*

*Lived by their calendar --*

“

*Enjoyed the puzzle of piecing together course-planning*

*Made decisions based on social and self-defined pressure*

*Felt guilty acknowledging they were physically ill*

*Struggled to prioritize mental health over achievement*

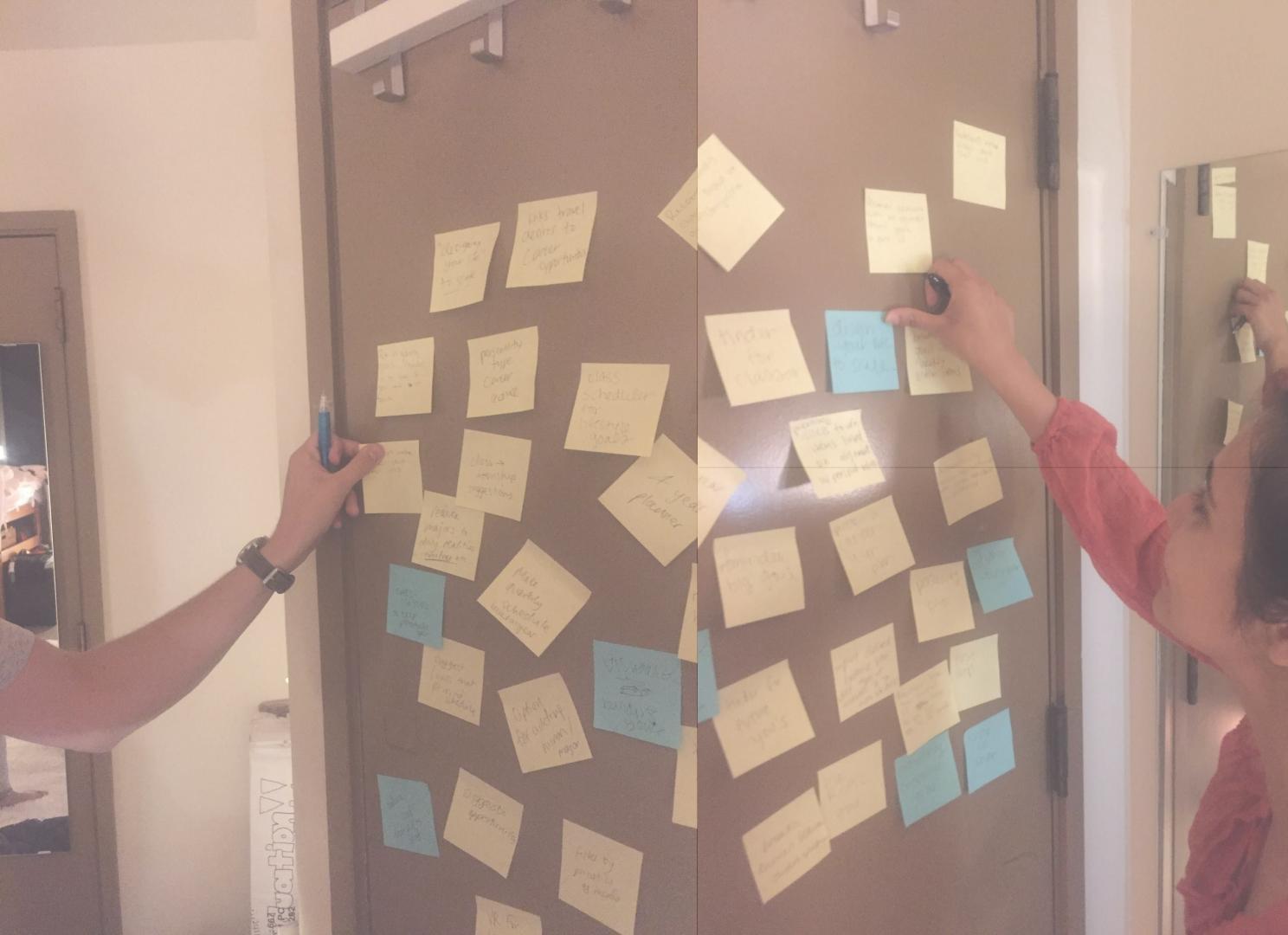
*Lived by their calendar --*

*Or denounced it and “unscheduled” parts of their day*

A yellow circular graphic containing two black double quotes (") positioned above a vertical line.

## POVs & HMWs

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# POV 1 | Future Self

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**We met...**

a **film major** who was taking **statistics** classes.

**We were surprised to learn...**

she chooses classes that will teach her **useful & employable skills**.

**It would be game changing if...**

students could **align their desired lifestyle** with actionable choices on campus.



# POV 1 → HMW 1

## POV:

**We met...**

a film major who was taking statistics classes.

**We were surprised to learn...**

she chooses classes that will teach her useful & employable skills.

**It would be game changing if...**

students could align their desired lifestyle with actionable choices on campus.

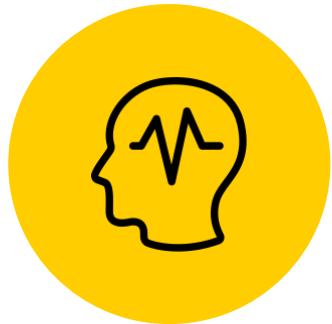
## HMW:

help students easily convert **long-term** goals into **manageable tasks?**

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# POV 2 | Personal Wellbeing

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**We met ...**

a student who took a **reduced course load** for **mental health** reasons.

**We were surprised to learn...**

she found the decision difficult due to **social pressure** to keep up with her peers.

**It would be game changing if...**

students **valued personal well-being** as much as **perceived achievement**.



# POV 2 → HMW 2

## POV:

**We met...**

a student who took a reduced course load.

**We were surprised to learn...**

she found it difficult due to academic social pressures.

**It would be game changing if...**

students valued personal wellness as much as perceived achievement.

## HMW:

help busy people realize

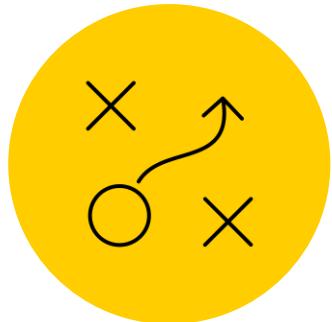
when their **habits** are

leading to **unwellness?**

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# POV 3 | Class Logistics

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**We met...**

a student-athlete that is **perpetually ill**.

**We were surprised to learn...**

she **shops** classes to gauge whether the professor is ‘**understanding**’.

**It would be game changing if...**

students could get a ‘feel’ for a class  
**without shopping it**.



# POV 3 → HMW 3

## POV:

We met...

a student-athlete that's perpetually ill.

We were surprised to learn...

she shops classes to gauge whether the professor is 'understanding.'

It would be game changing if...

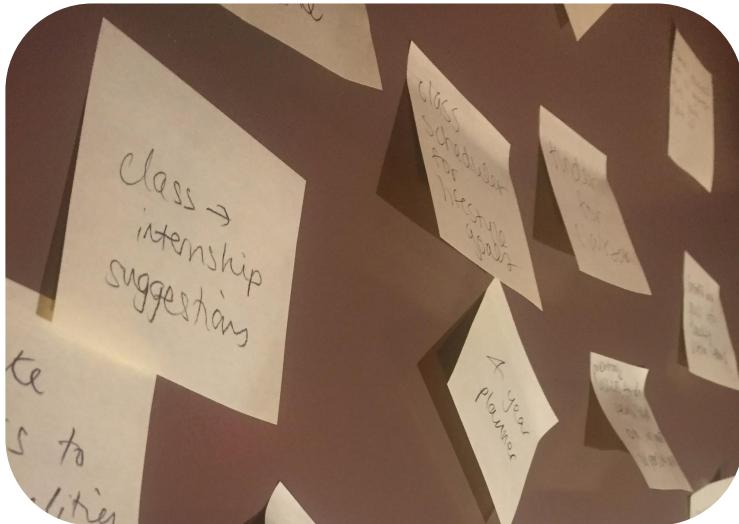
students could get a 'feel' for a class without shopping it.

## HMW:

make students feel like they have a crystal ball to assess resources and logistics associated with a class?



# Favorite Solutions



**Voice assistant** to answer pressing questions about course logistics.

**Website** / app that converts a career goal into a four year plan.

**Button** that de-stigmatizes being sick by automating messaging needed to excuse the person from appts.

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## Experience Prototypes



# Prototype 1: *The ‘Crystal Ball’*

Prototypes



# 1. Crystal Ball Prototype



**Goal:**

Test assumption that students would feel comfortable asking an AI q's.

**Methodology:**

Approach students -- 1 upperclassman in quad, 1 underclassman in OU.

**Prototype:**

'Wizard of Oz':  
Anna on phone acts as voice assistant.

# 1. Crystal Ball Prototype



## + Pros

Low-tech but convincing  
Surprise-factor that cardboard talked!

## - Cons

Misunderstanding of types of questions  
that could be asked

## Surprises / Insights

Students would rather ask someone  
they trust.  
Students asked about things that  
worried them.

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# 1. Crystal Ball Prototype

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*Verdict:*

ASSUMPTION  
REFUTED

# Prototype 2: *The ‘I’m sick’ form*

## Sick form

If you are not currently sick, imagine you feel strong symptoms of a viral infection when you wake up one morning: headache, body aches, congestion.

Today, you have many commitments. Look at the commitments below, and complete the following tasks. Please talk through your thought process as you complete the exercise.

### How do you feel today?

Describe your illness to your appointment contacts.

Your answer

Here is the list of your commitments. Select all commitments you would try to be excused from:

- 9am: Math class. You need to turn in a PSET that is due. Contact name: J. Johnson
- 10:30am: Writing class. This class is graded based on attendance. Contact name: R Smith
- 12:00pm: Lunch with your faculty advisor (an extremely busy professor). Contact name: S Pierce
- 3:00pm: Computer science class. This class is video recorded. Contact name: E Roberts
- 5:00pm: Club meeting where you are supposed to present to all the members. Contact name: L Rivers
- 8:00pm: Best friend’s birthday party. Contact name: V Walters

### Email draft (to be sent to respective contact person for each commitment)

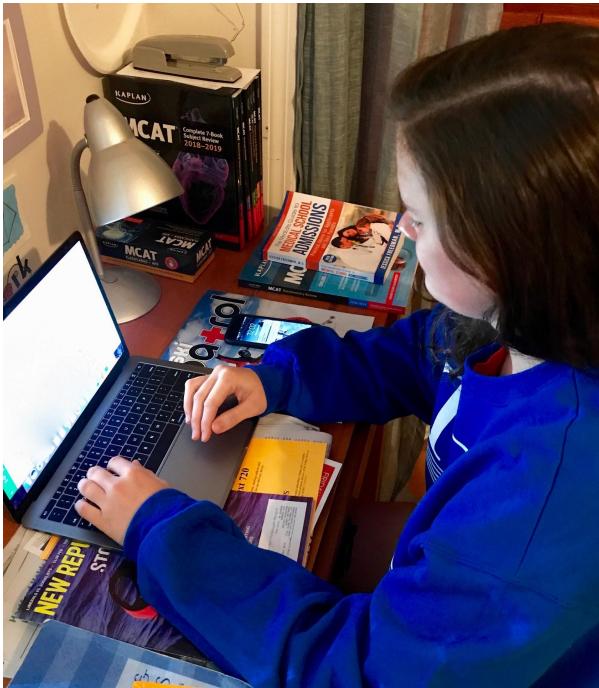
Dear [name],

Unfortunately, I woke up this morning feeling (...), and do not think I can make it to \_\_\_\_ today. Please excuse me and I will catch up on any work I have missed.

Sincerely,  
[Your Name]

**SUBMIT**

## 2. 'I'm Sick' Form



**Goal:**

Test assumption that the act of notifying others of illness is a hurdle to self-care.

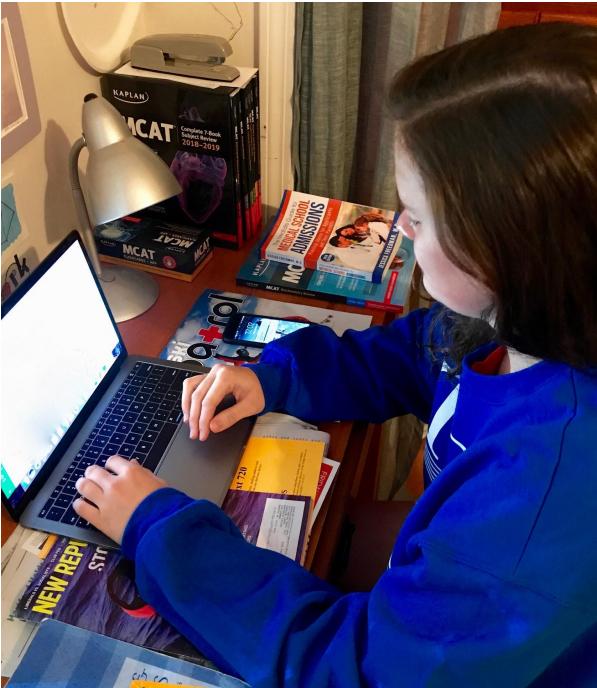
**Methodology:**

Find a student at Dartmouth to test whether. Supplement w/ Stanford responses.

**Prototype:**

[Google form](#) + interview (users described thoughts out loud).

## 2. 'I'm Sick' Form



### + Pros

Positive response to idea because it makes things 'easier to do'

### - Cons

Survey format distracted users when they walked through thought process.

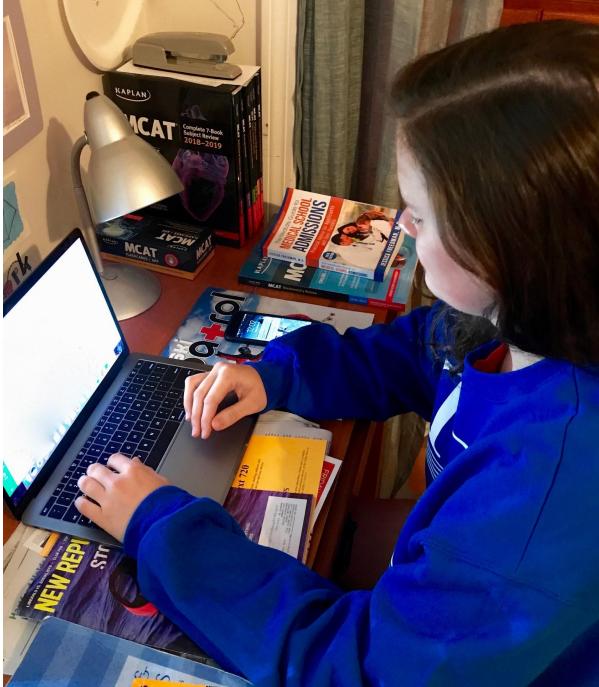
### Surprises / Insights

Students we found did not find this to be as big of a problem as we thought.

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## 2. 'I'm Sick' Form

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*Verdict:*

ASSUMPTION  
REFUTED

# Prototype 3: *The Course Puzzler*



### 3. Course Puzzler



**Goal:** Test assumption that students prefer a balance of course work in a 4 year plan.



**Methodology:**  
Find random CS majors in the engineering quad.

# 3. Course Puzzler

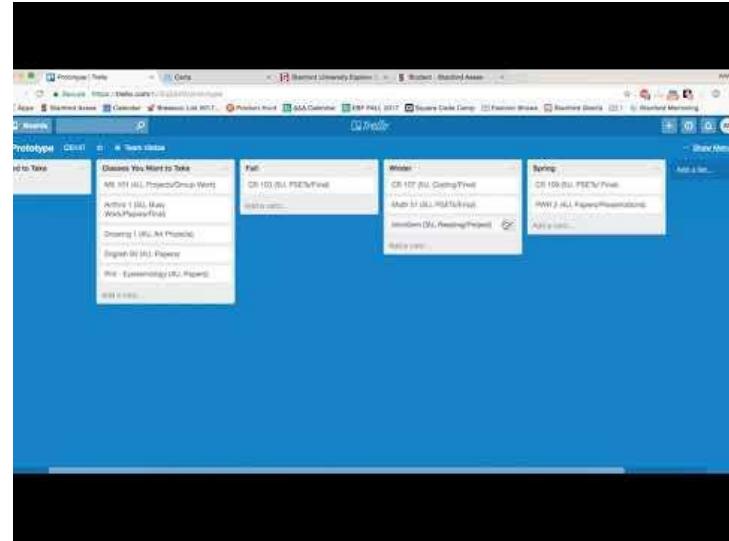
Class options		
NAME	#U	Type of work
CS103	5	PSETS/Final
ME101	4	Projects/group work
PWR 2	4	Papers/present
MATH51	5	PSETS / Finals
ANTHRO 1	5	BUSY WORK/FINAL (papers)
CS107	5	CODING/Final PSETS
CS109	5	<del>CS109</del> /Final
Introsem	3	Reading/project
DRAWING 1	4	Art projects (drawing)
ENGLISH 90	4	Papers

Quarter: #1

F CS 107  
PWR 2  
Introsem

W CS 109  
MATH 51  
ANTHRO 1

S CS 102  
Drawing 1  
English 90



**Physical Prototype:** Paper & pen.

**Computer prototype:** Trello

# 3. Course Puzzler

Class	options	Type of work
NAME	#v	
• CS103	5	PSETS / Final
ME101	4	Projects / group work
• PWR 2	4	Papers/ present
• MATH51	5	PSETS / Finals
• ANTHRO 1	5	BUSY WORK/FINAL (papers)
• CS107	5	CODING / Final
• CS109	5	PSETS <del>CODING</del> / Final
Introssem	3	Reading/ project
DRAWING 1	4	Art projects (drawing)
ENGLISH 90	4	Papers

Quarter: #1

F CS 103  
PWR 2  
Introssem

W CS 109  
MATH 51  
ANTHRO 1

S CS 102  
Drawing 1  
English 90

## + Pros

Tasks completed and understood with minimal explanation

## - Cons

Setting of test not ideal to complete a task: (in line, at office hours).

## Surprises / Insights

Students based choices on what friends might take.

Task “brought back bad memories”

# 3. Course Puzzler

Class	options	NAME	#U	Type of work
CS103	5			PSETS/Final
ME101	4			Projects/group work
PWR 2	4			Papers/present
MATH 51	5			PSETS / Finals
ANTHRO 1	5			BUSY WORK/FINAL (papers)
CS107	5			CODING/Final
CS109	5			<del>PSETS</del> /Final
Introsem	3			Reading/project
DRAWING 1	4			Art projects (drawing)
ENGLISH 90	4			Papers

Quarter: #1

F CS 103  
PWR 2  
Introsem

W CS 109  
MATH 51  
ANTHRO 1

S CS 102  
Drawing 1  
English 90

Verdict:

ASSUMPTION  
VALIDATED



## Feedback / Q&A