User Testing

1st Test:

Kendrick (Alice could you fill in some info like surname age etc – I should’ve asked but forgot)

Design 1 (Counseling):

* “Biggest issue is getting the students to buy in”
* In a class situation, the children know each other well enough that it is likely that they could work out who asked which question. This might discourage students from posting.
* Therefore he recommends a 1-1 interaction between the children and the teacher
* He points to “shame” as being a big factor in why children don’t share personal issues. This should inform our thinking if we are trying to increase buy-in.
* He asked if students would have the option of commenting on other questions.
* He stressed that we should keep in mind the desired use case i.e. he could see this working if the students input and upvote the questions the night before and then the home room teacher discusses them the next day.
* Another big issue that he brought up was how the process would affect students whose questions had not been upvoted much. He pointed out that the students with unique issues tended to need more support/validation of those issues, yet this system encourages validation of the most common issues.

Design 2 (Mood):

* He stressed that teachers “don’t have downtime” and thus would find it difficult to respond to children in real time. He also said that they would feel bad simply giving “canned responses” to kids who were struggling, but wouldn’t have the time to write anything longer.
* He suggested that this could be more effective for an “advisory” in a study hall. I don’t quite understand what this is, but as far as I could gather it’s a place for the students to relax and work.
* He pointed out that middle school children often have a limited capacity of expressing how they feel.
* He felt that fewer options were polarizing i.e. most kids would just respond “fine” etc.
* He suggested a wider range of emotions such as “tired”, “lonely”, that would help the students to articulate their feelings.
* He also suggested that this could be conveyed with emojis, with descriptions of what each emoji meant
* He emphasized that the teacher UI needs to be quick to use
* He really liked the teacher UI graphic of the classroom as it “allows the teacher to glance at it and still get a lot of information”.
* He thought any idea that included phones in class would not be ideal as teachers don’t like this and it’s hard to control.
* He suggested that an ideal use case of this could be during homeroom at the start of the day and again in homeroom at the end of the day.
* He recommended we research ClassDojo for some ideas in terms of UI. He used it with his students and the children loved it. He attributed this to the fact that it was gamified.