

Design 2: Making Sense of Data

Team 1: Education

Informatics 131: Discussion A 12:00

Cassie Jeansonne 3914

Sophia Chan 6560

Sean Letzer 3320

Stevanus Iskander 6911

Table of Contents

Table of Contents	2
Part 1: Data Presentation in Diagram Form	3
Diagram 1: Affinity Diagram	3
Diagram 2: Stakeholder Map	4
Part 2: Problem Statement	5
Part 3: Personas	6
Persona 1: Emily	6
Persona 2: Paul	7

Part 1: Data Presentation in Diagram Form

Diagram 1; Affinity Diagram

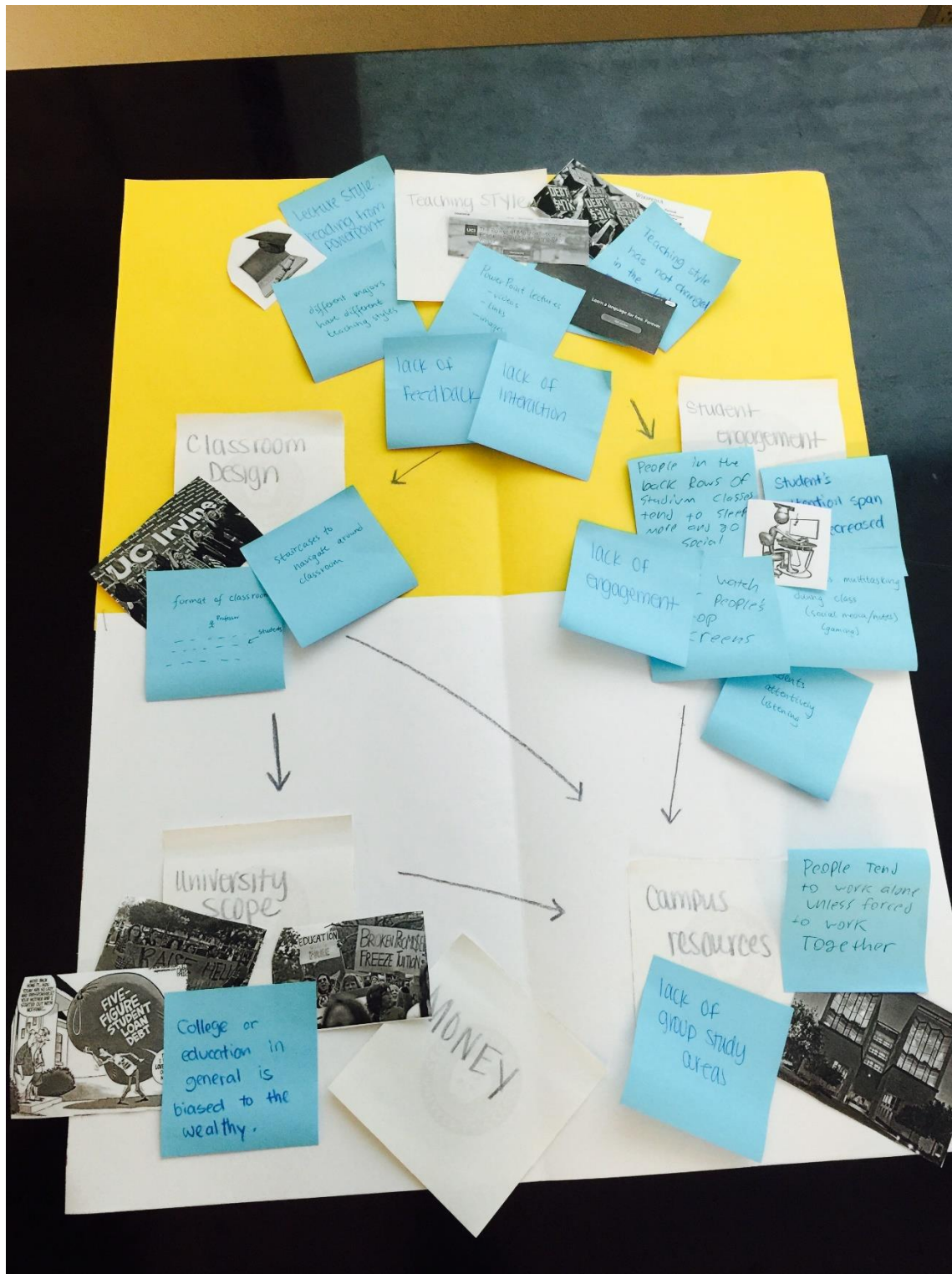
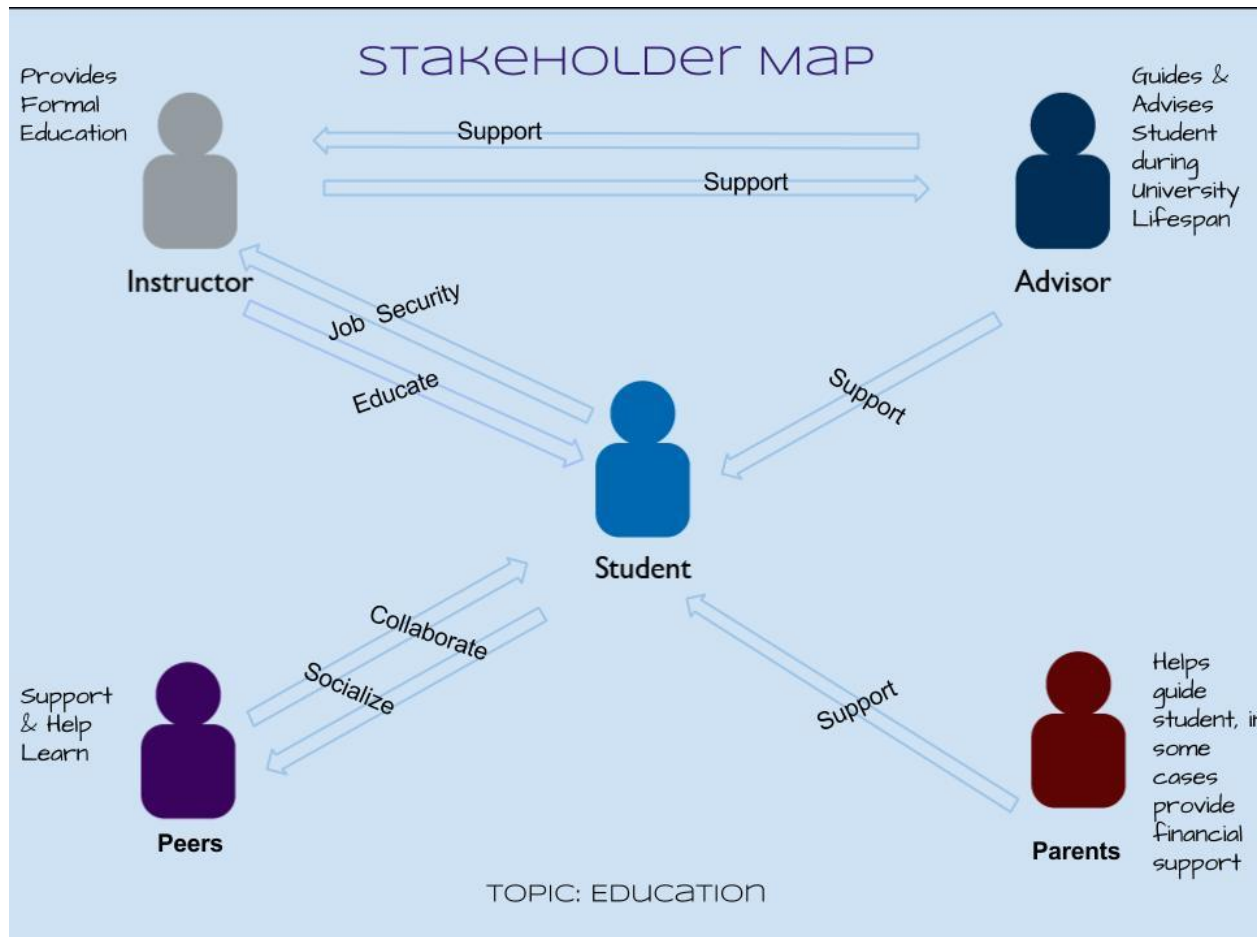


Diagram 2: Stakeholder Map



Stakeholder Map Reasons

We chose to create a stakeholder map for our topic, education, in order to have a better idea of who could possibly want to be involved in our design project. Specifically the individuals who could possibly be affected by the project, either benefiting from it or otherwise. Everyone in Group 1 participated in this mapping activity, we all drew potential people of interests from the data gathered and separated it out into individuals who may be affected by the design project.

This activity differed from affinity diagramming mainly because it dealt with inferences made during the affinity diagramming process. During the affinity diagramming, we were able to better visualize the connections between our data points and grouped our data into separate clusters to see what similarities and differences we found during our research. From the affinity diagram, we were able to see which individuals could potentially be affected by the problem statement we created.

Part 2: Problem Statement

After correlating much of our data in an affinity diagram, we had come to the conclusion that various problems could be described and solved under an umbrella term we coined "Student Engagement". The first sub problem is that of keeping students involved and integrated into the classes. Contemporary design of classrooms, is synonymous to the old Roman Coliseum, and the aim is to have the lecturer stand on a platform and talk and write to rows of students in front of them. However we found that a problem occurs when students have to sit so far away, they subconsciously become less involved, and more easily distracted, ultimately not getting the most out of the educational experience. In tandem to this, money/tuition was evidently a big problem present in all of our data, and it has ties to every part of education. For instance, the cost of building large classrooms, the cost of not getting a class as a student and having to stay an extra year, the cost of books and supplies, etc. With an institution that hasn't undergone any fundamental changes in over 500 years, it is of critical value to find a solution to the Student Engagement problem, and this solution will have many positive repercussions.

Part 3: Personas

Persona 1: Emily



Image credit: <https://onestop.byu.edu/view-academic-calendar>

Emily

Bachelors of Science in Computer Science, student at the University of California Irvine

Emily is a 21 year old junior at the University of California, Irvine. She began her college career as a freshman, and is passionately connected to the University of California, Irvine campus life. She is an Orange County native, who grew up not far from campus, in Mission Viejo. She is very outgoing and believes it is important to be an active participant in campus activities. She does well in balancing her social life with her studies. She works well with her fellow students, and prefers approaching group projects with a detailed plan. Although she has a detailed daily schedule, she sometimes finds it hard to balance all the activities in her life. She also has trouble focusing in class, with all the distractions happening in her social life.

Key Characteristics:

- Social and outgoing. Prefers to be surrounded by a large social circle.
- Detailed Oriented, prefers making plans.
- Highly involved in campus activities.

Goals:

- Graduate with honors within a four year period.
- Work for an innovative company such as Google or Facebook.
- Balance an active social life and heavy workload from classes.

Issues:

- Balancing all her activities.
- Has trouble focusing in class.

Persona 2: Paul

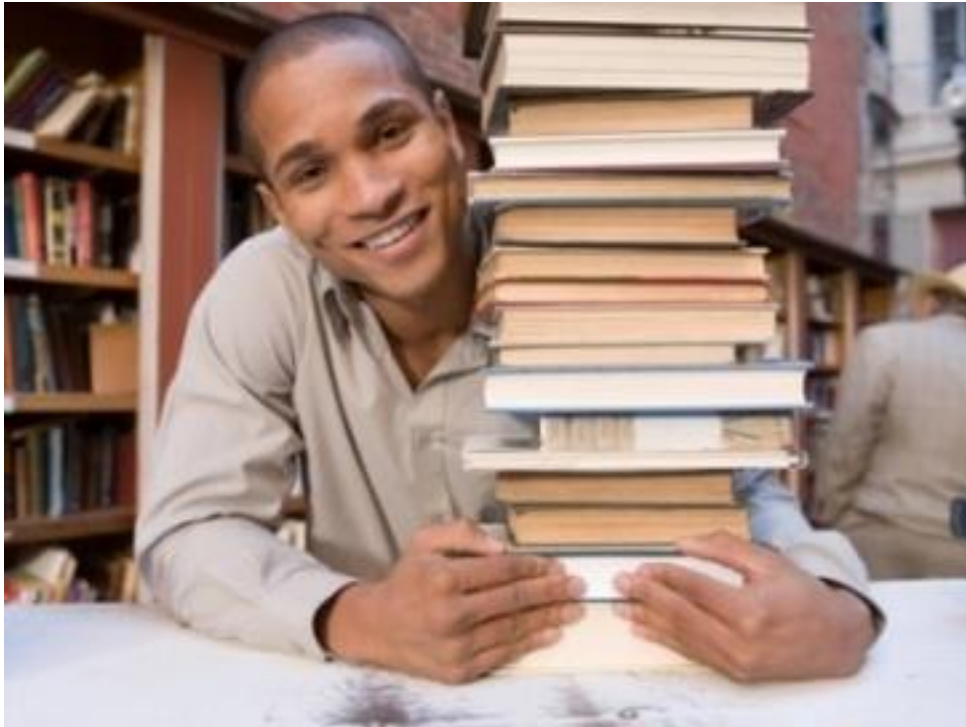


Image credit: [mcdonalds_scholarship.jpg](#)

Paul

Masters of Arts in Applied Sociology, student at the University of California, Irvine

Paul is a 24 year old student at the University of California, Irvine. He received his undergraduate degree at the University of Washington in Sociology. Paul is a scholarship student and places a high priority on maintaining excellent grades. Paul tries to focus mainly on his studies and does not spend much time socializing. He participates in research on campus, but does not have motivation to participate in the classroom setting. He feels the lectures do not capture his attention, even in subjects he feels passionate about.

Key Characteristics:

- Introverted and study focused.
- Detailed Oriented, with a strong work ethic.
- Not very involved in campus activities.

Goals:

- Stay involved in research projects on campus.
- Work for a non-profit company that helps people.
- Maintain scholarship.

Issues:

- Become more involved in campus activities.
- Has trouble participating in class.
- Staying focused in classroom setting.