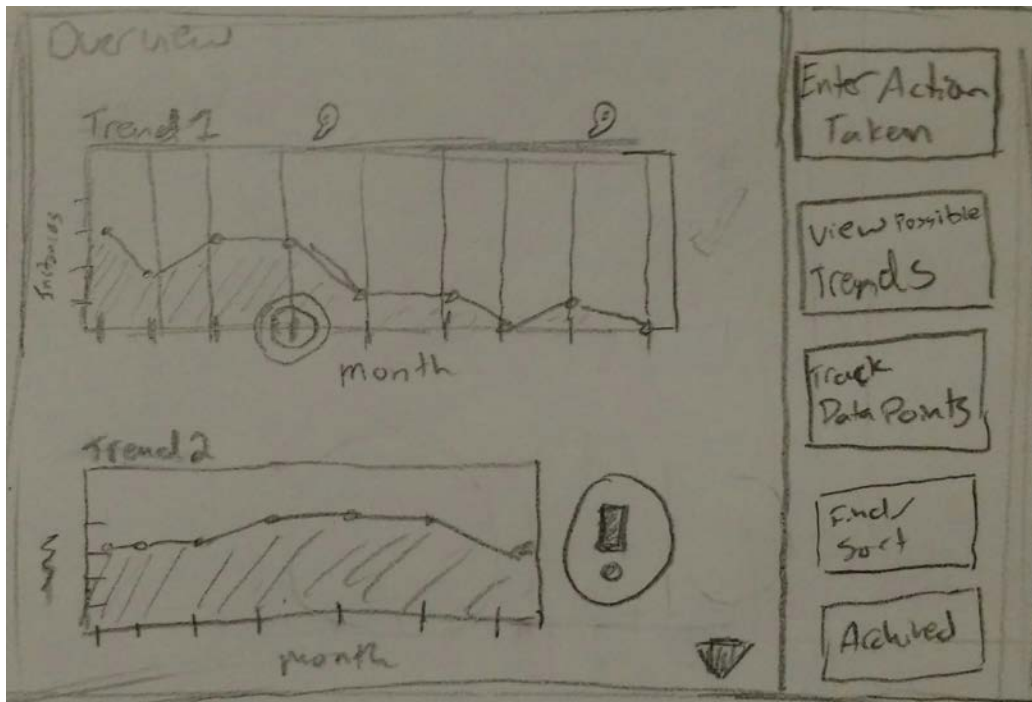


Rationale:

We created this design because it represented a combination of the best features of the 3 sketches turned in prior.



It focuses on these tasks:

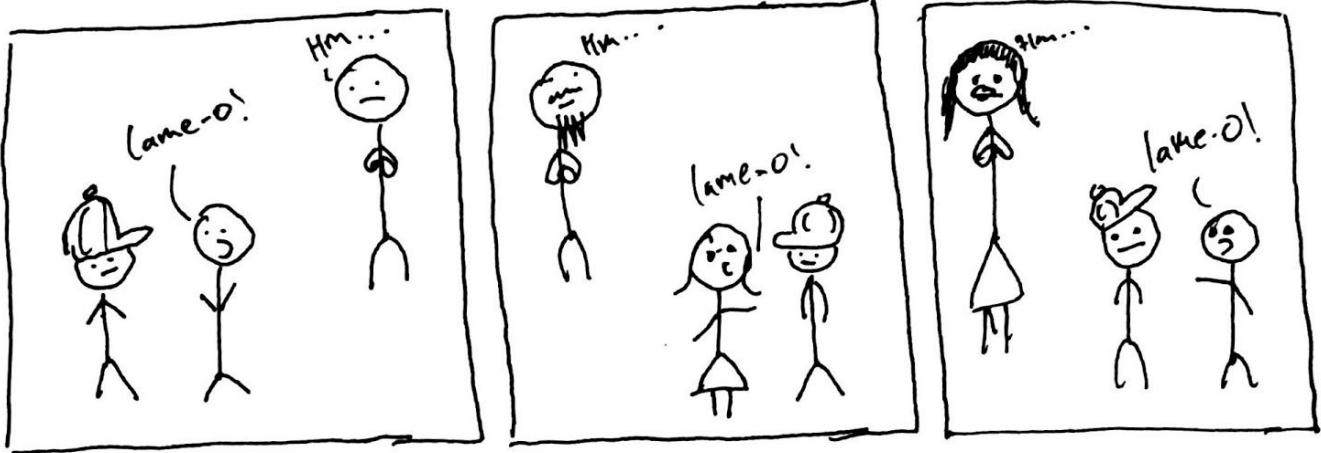
1. Establishing and monitoring trends in bullying behavior.
2. Tracking the success of newly implemented changes in the school.

After assembling our 3 designs, we had another contextual inquiry with a middle school teacher in the Seattle area in order to gather feedback. Prior to our contextual inquiry, but immediately following the constructions of the 3 designs, we had decided that communication was one of the two the most important tasks to address. However, we learned that we were incorrectly approaching communication as conversation and text-driven. We realized that the valuable use of communication actually arose from allowing teachers and administration to share a centralized source of data. If these two stakeholders could all be on the same page, they could more efficiently conduct more effective in person meetings. Changing our primary

focus to trend identification and tracking success came from unanimous contextual inquiry explanation that success and trends are tracked informally. Our contextual inquiries also suggested that some schools are either interested in trends informally or trying to build an identification system of their own. These tasks are the most essential for meaningful positive change in the school environment.

We began our project expecting to focus around anonymous reporting and intervention. Through our field research, we discovered that shared knowledge and the ability address systemic issues and evaluate change are far more important. It's essential that we express where the data comes from would be a project in and of itself. Anonymous reporting, teacher entered tracking, and social media monitoring all have pros, cons, and dangers. These two tasks represent only a small part of a much larger research project.

Establishing and monitoring trends in bullying behavior:



English teacher Dave notices student Ryan being lightly harrassed and enters it as an incident.

Gym teacher Carl notices the same action but doesn't work with Dave. He also logs an incident.

Teacher Sue, also in a serperate department, logs what she might consider normal middle shool behavior.



Seperately, these actions might not be concerning. However, the system suggests a trend which was invisible to the teachers individually.

Ryan is approached to enter a conversation with someone caring and safe to address the issue.

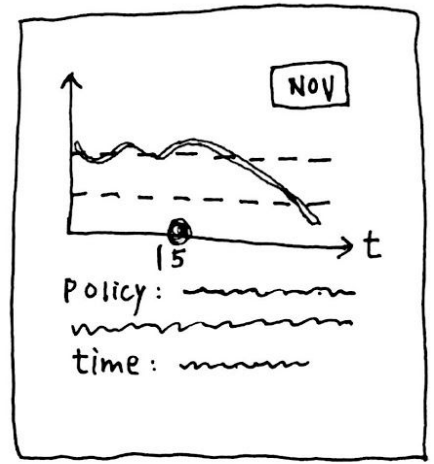
Tracking the success of newly implemented changes in the school:



The principal reads a new way to reduce bullying in an education journal.



He gathers counselors and teachers to discuss the new policy and implement it in the school.



He now monitors how trend of the behavior he has chosen to follow is decreasing since the policy changed.