

Why this design and these tasks?

Out of our three designs, the third seems the most suitable for our target audience because it emphasizes discussion between peers and teachers and facilitates exploration of more personally relevant content. In comparison, the second design focused too heavily on the structure and organization of the class, rather than enriching the learning experience for students. The first design was very user-friendly but lacked the ability for students to browse for information or resources. We decided to focus on two tasks: enabling anonymous communication between students and teachers, and making course content more relevant through personalized homework. The first task is important because many students are afraid to discuss sexual education topics with their teacher or peers due to the stigma associated with them. By providing an avenue for them to express their thoughts and ask questions anonymously, we can encourage healthy discussion of these topics and reduce the discomfort surrounding them. We realized during our research process that the second task is very important as many students, especially gender or sexual minorities, feel as though information relevant to them is not covered in generic sexual education courses. Integrating this form of personalization into homework will enable students to explore subjects they find interesting and gain useful information without teachers having to alter their current curriculum. Both of these tasks cater well to young adults trying to learn more about themselves without sacrificing their privacy.

What makes the design better suited to the people for whom you are targeting your design?

Our target audience is high school students who are taking traditional sex education courses. While we were conducting interviews, all of the (student) participants expressed some concern about privacy and discomfort in their traditional sex ed classes. Therefore, we want to create a real, anonymous environment for sharing ideas and asking questions, surrounding perspectives based on science, common sense, or different experiences. By choosing a universal app as the design, students can receive helpful feedback when they form questions about course material or from their personal life in an un-daunting setting. In this way, it better connects students to the information and resources that they would otherwise feel inhibited asking about.

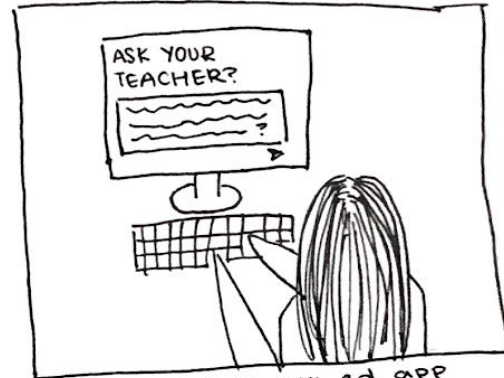
Why are these tasks more compelling than the others?

In relation to other tasks, the tasks we choose (anonymous communication and personalizing homework) are more focused and personalized. We chose anonymous communication because this one of the most prevalent problems faced by high school students who often feel embarrassed, disconnected, or uncomfortable asking questions and sharing ideas that could help them understand themselves and the material better. To fix this problem, shown through our storyboard, this task provides an efficient way for students to communicate with teachers anonymously, thereby getting the information they want without the social cost. We chose the task of personalizing homework since it could work for a variety of students who have different personalities and interests in sex education. In addition to having assigned readings that cover universally applicable material, students would also be able to choose supplementary readings that can be personalized to their interests as part of an assignment. The filter-oriented search system provides pre-organized categories that the student would be able to select to better match their personal preferences. We felt that our two chosen tasks were the most important tasks included in our chosen design as they give students control over the content they are learning and the comfort of truly anonymous questions which we found to be a prominent issue in our field research. Our other tasks focused too much on course organization and resource access, both of which can be tackled by existing technology (e.g., course management software) that our research participants already had available.

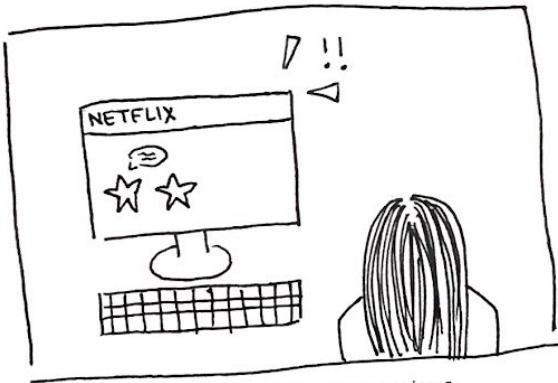
Task 1 - Enabling anonymous communication between students and teachers



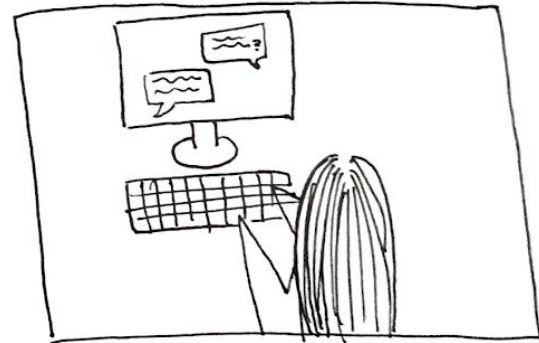
Daisy is watching Netflix when something she sees triggers a question about sex ed.



She opens her sex ed app and writes out her question to anonymously ask her sex ed teacher.



She goes back to watching Netflix until she gets a notification from the app.



She reopens her sex ed app and reads her teacher's answer to the question.

Task 2 - Making course content more relevant through personalized homework

