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CSE 440 - Assignment 2c: Contextual Inquiry Check-In  
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**Who you observed or interviewed, their background, and the environment.**

We interviewed Andrew Davidson, a current UW HCDE lecturer who taught CS for 2 years at the Roosevelt High School in Seattle. The student population of this high school is primarily middle class and bullying was not a significant issue. Barring a few exceptions, his students had chosen to be in his elective class and were well-behaved.

**What did you learn?**

1. Students respond best when they are talked to in private. Yelling, chastising, or nagging a student in front of their peers only serve to embarrass them, so privacy and the student's ability to "keep face" is vital in order to maintain an environment of trust and respect in the classroom.
2. High school teachers are too busy to read instructions about how to handle bullying, and when faced with an incident, they need to respond instantly.
3. Connections between teachers are weak. They need to stay in the classrooms, so they rarely discuss students' learning situation or behavior together. However, teachers will usually request advice from each other and try to de-escalate the issue and avoid reporting to administration.
4. Bullying happens usually in places where an authority figure has little to no oversight, such as, the cafeteria, sporting events, and during passing period in semi-public areas.
5. Teachers, although supposed to build rapport and constant communication with parents, are often too busy to give individual attention to each student so will only follow up with the parents of successful or "trouble" students. That's the counselor's duty.

**What tasks, problems, or opportunities did you uncover?**

We need to find a way to discern which reports are reliable or not to make sure that our tool is not misused as a prank, revenge plot, or bullying. Further, if we decide to offer an action plan to teachers who receive a bullying incident report through our tool, we must make sure this plan is not time-consuming nor difficult to implement.

**Did you encounter any difficulties establishing rapport or getting the information you need?**

We hoped to interview current middle school teachers but our multiple emails, phone calls, and voicemails have gone unanswered. This could be due to the average teacher's extremely busy schedule and issues relating to student confidentiality and other legalities.

**What are your plans for the remaining inquiries?**

We are hoping to interview UW professor Jason Yip whose research examines how to support participatory cultures in youth through the use and design of digital media and technologies. A high school student from Taiwan who might know current bullying behaviors and school policies more. One team member will contact the middle school they attended to try and speak with the principal.

**How do you plan to change your protocol based on what you learned in your first inquiry?**

Although opportunities for misuse of this tool are many, the benefits of this tool outweigh the negatives, as we are hoping this tool will allow a more efficient and open communication between the student, their parent(s), and the teacher, which currently seems to be lacking. Further, privacy is important, especially with middle schoolers for whom acceptance by their peers is fundamental; so, our tool must be discreet.