

Potential users

Potential users of our design are elementary through high school students who go to school in a public setting and are immersed in a peer group environment for a significant amount of time on a daily basis.

Stakeholders

Stakeholders for our design are students who are bullied, students who are bullies, teachers and administrators, parents, and witnesses (passive bystanders, supporters of the bully, or interveners).

Contextual Inquiry Participants

Expert: We have contacted University of Washington professor Karin Frey, a researcher in educational psychology specializing in bullying. With her help we hoped to understand the current landscape of bullying in schools and how to approach primary sources for more proper contextual interviews. She clarified that bullying is most prevalent in middle school and that her experience in carrying out research on bullying suggests that approaching personal contacts with ties to middle and high school students is the best method to obtain primary sources. Unfortunately, she has declined to meet with us for an interview due to time constraints.

Teacher: We have reached out to middle schools in the area to try to connect with teachers. By explaining our status as students and the details of our project, we aim to find a willing teacher. We have contacted Eckstein Middle School, Hamilton International Middle School, and Whitman Middle School, all located in the northern suburbs of Seattle yet accessible from the UDistrict. We have emailed and phoned the 6th, 7th, and 8th grade counselors at Whitman as well as the Principal. We also emailed the school counselors at Eckstein and have phoned the front desk at Hamilton. We are still waiting to hear back from teachers and administrators but so far the most promising source seems to be Hamilton, who are currently helping us locate teachers willing to volunteer their time and expertise for an interview.

Student(s): Per professor Frey's suggestion, we plan to use our personal connections by having an online interview with a high school student in Seattle, who is one of our team member's friend's younger brother, and also by talking to another team member's friend's younger sister who is currently a middle schooler.

Approach

Our project is focused around conditions that are unlikely to occur on demand. Because of this, we cannot expect to walk through an instance of bullying while it happens. We think the best approach in these circumstances is to interview our participants about recent behaviors. Additionally, we will consult secondary resources.

Non inclusive list of inquiry topics

Expert

- What does bullying look like in schools? What forms can it take?
- What age range gets bullied most frequent and severe? Would different ages benefit from a different approach?
- What are the biggest concerns in the research field right now?
- What prevents bystanders from intervening? What are leading factors in a bullying occurrence?

Teachers and/or Administrators

- What are the current policies regarding incidences of bullying in school? What are the current reporting and immediate intervention behaviors? Are parents notified and is their involvement requested?
- What are the current mitigation efforts? How effective or ineffective do you feel these efforts are?
- What are some current constraints that teachers face in diminishing bullying rates in classrooms?
- Have any bully event happened in your class and how did you deal with it?

Student(s)

- Have you ever experienced bullying either as a bystander or a participant? What was your experience like?
- If so, what were the events that you feel led to the conflict? What happened after the conflict?
- Would you consider asking for help from an authority figure if witnessing a bullying incident? How do you feel about reporting or asking for intervention from an authority figure? Why?