

Tasks

Existing Tasks:

#1 Communication between teachers and administration

When addressing aggressive or disruptive behavior in class, teachers feel comfortable turning to teacher peers for advice on how to deal with it. Two teachers in our contextual inquiries noted that due to busy schedules teachers can actually feel quite isolated and although they would like to spend time consulting with other teachers, they often found it very hard to make the time to do so. Additionally, a middle school principal explained there is a close collaboration between administration and individual teachers when addressing something like bullying.

#2 Reporting instances of aggression or bullying

The current reporting system for bullying is person to person. We heard from one middle school teacher and one middle school principal that students are often reluctant to report instances of bullying. Teachers, researchers and administrators interviewed all agreed that many instances of bullying and aggression occur that go unreported and unaddressed. The same people agreed that an anonymous reporting tool would be useful and would encourage kids to speak up when they might not otherwise, which we have been able to support with expert research and success of anonymous reporting bully apps. They were also quick to relay concern of abuse.

#3 Managing bullying data

The principal interviewed described a system where behavioral records were entered and edited by administration. One teacher described how teachers can access these records by going to the counselor or administration directly and requesting them. Data is entered, modified, and retrieved when necessary. In the case of the school in the Chicago suburbs, this data is not public.

#4 Tracking success of new changes in curriculum

Both one middle school teacher and the middle school principal described how changes in the curriculum are informally tracked. The middle school principal described how she trusts she can get a sense of the school just by walking up and down the halls for a half of an hour. The middle school teacher in Maine and his colleagues revise and tweak lesson plans for example that don't seem to work well. No formal tracking system for bullying reduction changes to curriculum and policy is in use in either of their schools.

#5 Creating and evaluating a community health overview

The middle school teacher from Maine explained that long term goals of school environment health, safety, and comfort are preferable to short term punitive action but as a teacher it's challenging to deal with anything beyond the short term due to time constraints and lack of shared complete vision of the rest of the environment with other teachers and administration. This is a sentiment echoed by the pacific northwest high school teacher who related his very busy schedule often made it impossible to talk with other teachers. The middle school principal agreed this measure would be useful, especially in schools where the atmosphere is not positive.

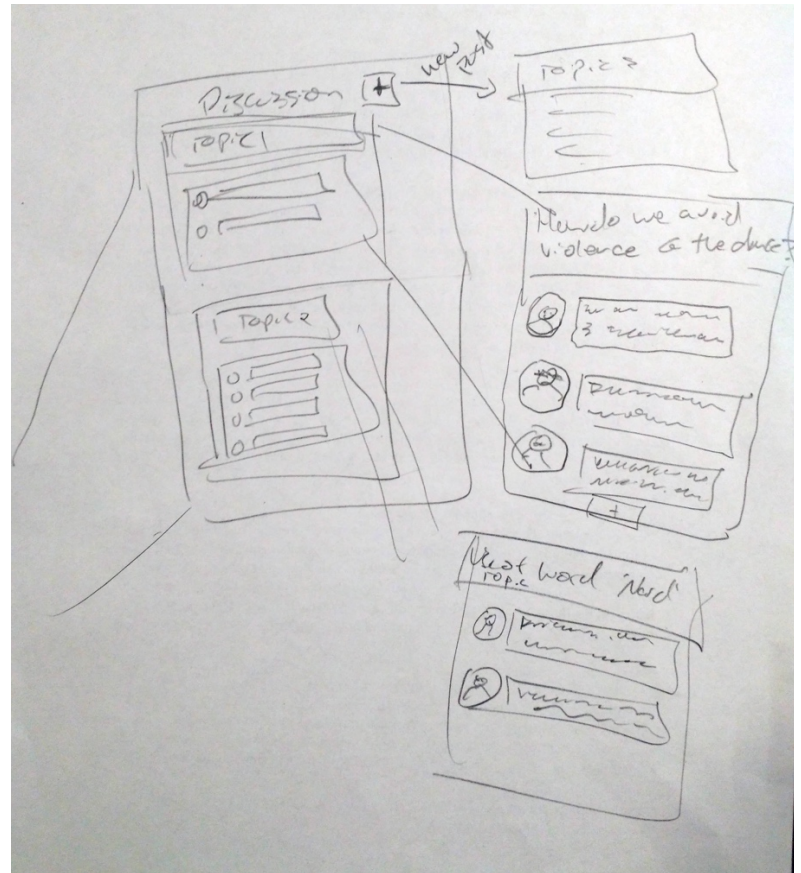
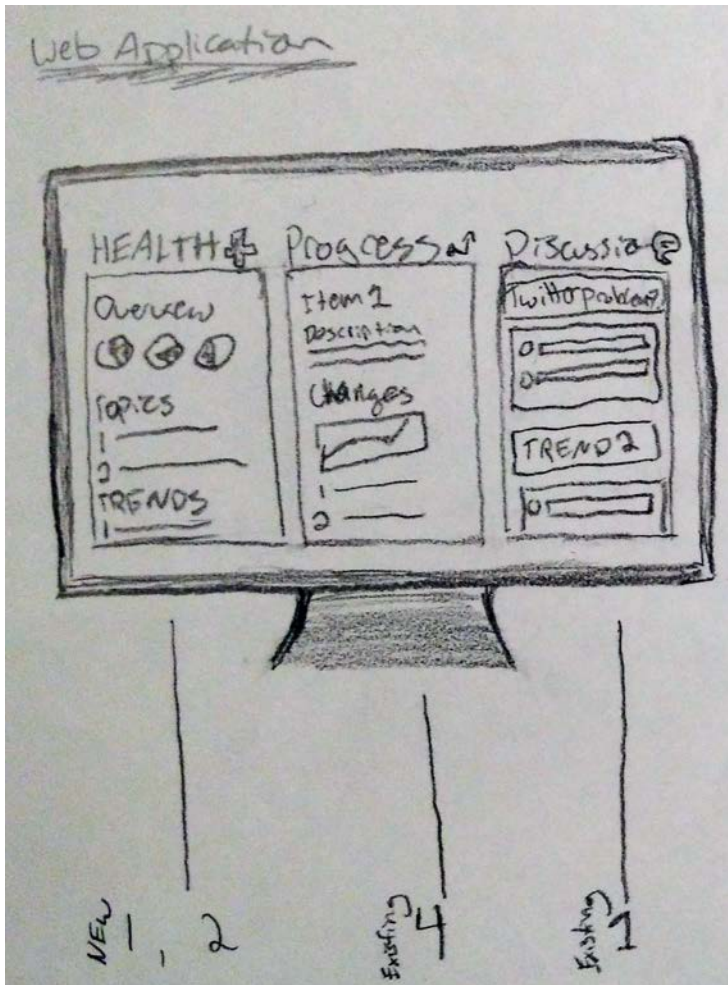
#6 Identification of problems and trends

The idea overall community health overview doesn't provide any specific trend identification, it is a quick reference for teachers and administrators to get on the same page about where the rest of the school is to bridge the communication gap. This feature provides specific trends and problem areas such as location (north hallway, lunchroom) and behavior trends (bullying based on preference in music, way students dress). The middle school teacher from Maine wanted the ability to report any sort of information that could be used to demonstrate a trend, though motivation and feelings were of the most interest.

Designs

Design 1 -- Web application using social media data

Description: The focus is communication between teachers and administration, and descriptive data using social media networks. This approach monitors the candid online space to identify trends that allow school teachers and administrators to react to the environment rather than individual bullies and treat the system not the symptom.



Task 1: Communication

Clicking the discussion pane expands it to the entire screen. Discussions are comprised of a topic and responses. To create a new discussion, one must choose from an existing trend, topic or curriculum change or to create their own topic. Other teachers and administrators can then add to the discussion using their profile after the initial comment.

Task 4: Tracking success of changes

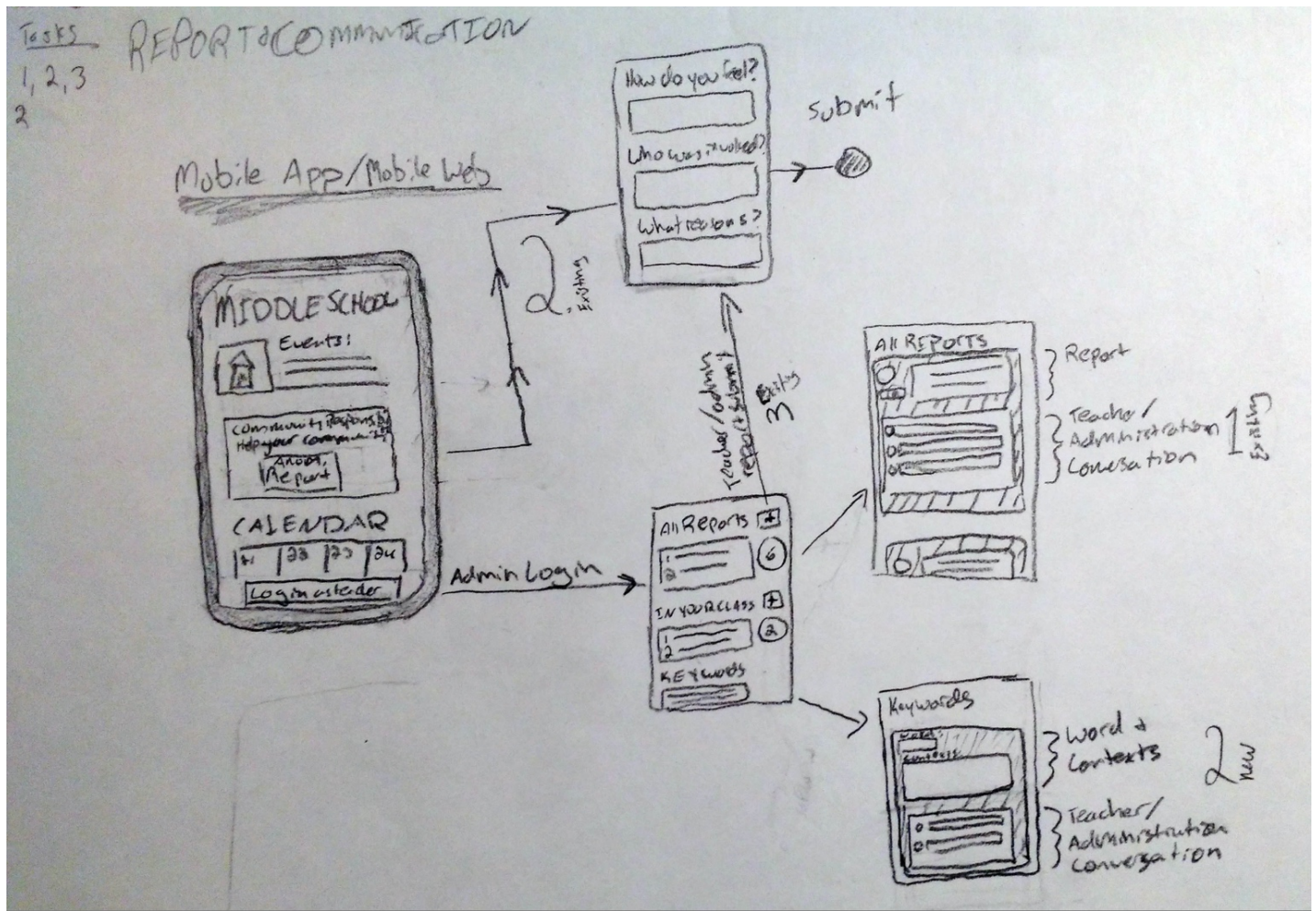
Progress is tracked by teacher or administrator marking a point in time when new curriculum or behavior was introduced and optionally identifying what they believe it will change. Social channels are monitored and reported if changes occur after the introduction date.

Task 5 & 6: Health overview and trend identification

The health pane gives an overview of negative and positive sentiment on a per social account basis as well as identifying negative and positive topics and trends.

Design 2 -- School website plug-in reporting tool

Description: Everyone can anonymously report bullying through the school website, but the event database and this tool is limited to teachers and administrators. They can share information and discuss under specific events.



Task 2: Reporting instances of aggression or bullying

Task Explanation: The school website features a button for an anonymous report, so any device with Internet can access it. The report form will start from a caring question, "How do you feel?", then following who/when/where/what questions.

Task 1: Communication between teachers and administration

Task Explanation: Once logging in the tool, teachers/administrators will see 3 sections, "All reports", "In your class", "Keywords". Unread information will be displayed under each section title, with an unread information count on the right side. After clicking "All reports", teachers/administrators can see all the events ordered by updated time, they can read event reports, comment and have conversation with others tied to the event.

Task 3: Managing bullying data

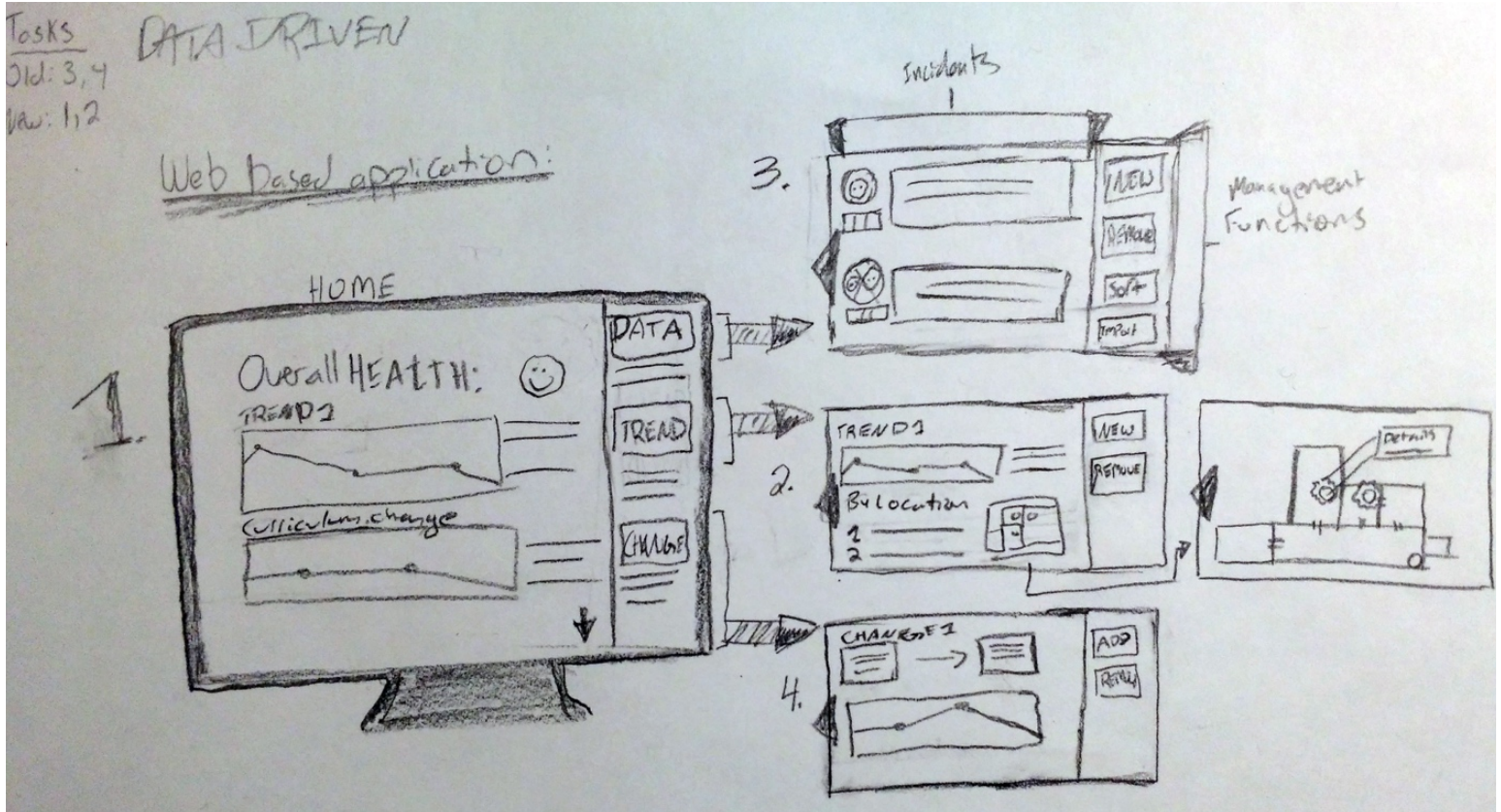
Task Explanation: Teachers and administrators are allowed to add bullying events or edit information about events.

Task 6: Specific identification of problems and trends

Task Explanation: The "Keywords" section shows frequently used words from the bullying reports. Conversations be had similarly to the reports.

Design 3 -- Web-based overall health view

Description: This design is a web-based application that provides a summary view of the state of the school. This website tool is designed for teachers and administration exclusively, and all bullying data is entered by teachers and administration.



Task 1: Managing bullying data.

By clicking on the data button located in the sidebar, the teacher or administrator can open up a new page where a list of incidents already logged show up. Various management function buttons on the left side allow the user to log new bullying incidents, sort according to various criteria, and import already existing data (from other databases for example).

Task 2: Tracking success of new changes in curriculum

On the main page, the user can find the “Changes” button in the sidebar that gives a view of the impacts of specific curriculum and policy changes that have been implement in the school.

Task 3: Creating and evaluation a community health overview

A second button labeled “Trends” located in the sidebar provides an overview of the state of the school. Whereas the main page was a quick, general overview, this button leads to a new page with more detailed graphical information.

Task 4: Specific identification of problems and trends

A site that can be accessed through Task 3 above by clicking on the “By Location” trend graph allows the user to see a floor plan of the entire school grounds. In the map, previously reported bullying incidents will show up as a symbol. This allows the user, i.e., the teacher, to see in which locations bullying occur with more frequency in order to consider physical or logistical changes aimed at curbing bullying.