

## Stakeholders and Participants

The main people who will use our design are those involved in sex education. So, our two main groups of stakeholders are students taking a sexual education class and teachers of this type of class. Our research will be focused primarily on understanding each of these groups' needs.

Many people go through some kind of sex education in school, ranging from the age of middle school to even college. However, most forms of sex ed have many gaps in information, leading students to not be fully informed. It will be useful to gather information from them regarding their experience in sex ed and their opinions on what could have been improved. In addition, those that have never taken a formal sexual education course can also provide information about the common gaps people can have in their knowledge concerning the subject. Since most first-year university students are recent graduates of high school and have relatively fresh experiences with high school sex ed, we are confident that we can find a fairly large sampling of student participants at the University of Washington.

We will also be able to engage with sex education teachers that teach at UW or high schools that we ourselves have attended in the past. Many teachers struggle to teach sex ed in an effective way because of the stigma surrounding the subject, the lack of engagement from students, and lack of access to accurate medical information. Most sexual education classes are led by teachers who have not been formally trained in the subject. By talking with them, we can gain perspective on these struggles and identify ways to help them be more effective educators.

## Design Research Methods

We decided against using a contextual inquiry as our design research method because many local schools are not providing sexual education classes at this point in the year and we do not have trusted access to high school students to talk about these sensitive topics. As a group, we have instead decided to use an interview style design research method with about seven participants. Questions asked in the interview (which we go into more depth about in the following section) will be centered around the following topics we find crucial to understanding how to include the right features in our design:

- Level of comfort in sexual education classes (including ability to ask truly anonymous questions)
- Sexual education effectiveness for personal knowledge
- Best kind of sexual education structure

## Interview Protocol (Detailed Method)

We will conduct primarily in-person interviews with first-year university students. We will record data by taking notes. The following interview questions are segmented into three distinct topics.

### Comfort:

- Were you uncomfortable with asking question in class?
- Did any particular topic or way a topic was presented in class make you feel uncomfortable?
- Would a different method of presentation have made a topic more helpful?
- Were you given an anonymous way to ask questions in class?
- Have you ever avoided seeking out information related to sex ed because of social stigma or embarrassment?

**Sexual Education Effectiveness:**

- Do you feel that your sexual education class helped you understand more about yourself/the world around you?
- Did you feel like the concern of grades inhibited your ability to learn or ask questions in any way?
- Did you feel like your school portrayed sexual topics in a comprehensive way? Were there any perspectives you wish had been integrated/covered?
- Have you had sexual health/wellness issues because of gaps in your sex ed? (What information do you wish you had been exposed to but were not?)
- How seriously did you take your schools sexual education curriculum? Did you consider it a trustworthy source of information at the time? What helped either establish or erode that trust?
- What do you think of the significance of sex education and what are your views and suggestions on sex education?
- Did you feel like you had to research certain topics even after completing your sexual education course?

**Structure of Sexual Education**

- Were you encouraged in your class to ask/research questions about sexual topics that were not included in your their school's curriculum?
- Were there resources from your teacher/class of where to find factual information about questions you might have?
- If your school plans to offer sex education courses, which mode of sex education do you prefer?
  - Seminars / lectures
  - Special consultation rooms for individual consultation
  - Self-study method
  - Written conversation method
  - Sexual education science exhibition
  - Teaching AIDS and audio-visual education method
- Do you think it is necessary to make sex education a compulsory course for middle school students? And what do you think about the content of sex education for teenagers?
  - Physiological knowledge
  - Sexual morality
  - Sexual hygiene
  - Sexual psychology
  - Sexual skills
  - Others