

## Updated Tasks

### 1- Accessing and Completing Sexual Education Class Homework

Logan is a sophomore in high school who is currently enrolled in a sexual education class. Logan decides that he will do his textbook reading assignment the night before it is due, so he needs to bring his heavy and old textbook back home and will bring it back to class the following day. He skims the assigned section and answers the reading questions on a loose-leaf paper. He is quite bored by the content as it doesn't seem applicable to him or anyone that he knows. He flips to a section in his book that he is more interested by, starts reading, then remembers that he won't get any class credit for it, so he stops. He brings his heavy textbook back to school in the morning along with his loose leaf paper to turn into his class.

### 2- Accessing Sexual Health and Education Resources

Jessica is a high school junior who is currently enrolled in a sexual education class. While she was taking sex ed, she felt like the content was informational but not always applicable to her, so she didn't have any questions. Nearing the end of the quarter, she has formed several questions that she wants answered by an expert. She had received a few resource cards detailing health services in the area from her class, which would have been helpful if her mom didn't throw them away when she found them on the kitchen counter. Jessica is in need of quick, credible guidance where she can remain anonymous. She could benefit from a way to be connected to reliable resources in a format that is discrete and stable.

### 3- Asking and Receiving Answers to Anonymous Questions

Brenda is a student in a high school health class. During the sex education portion of the class students are told they can ask anonymous questions via paper slips so they can get information about topics they find embarrassing or uncomfortable. During question-writing time, Brenda seems to be the only one writing on her slip of paper. After all slips of paper have been turned in, the teacher announces that there was only one question. Brenda's teacher then answers this question in front of the entire class. Because Brenda feels that all the students saw her writing, they are able to figure out that she is the one who asked the anonymous question. This causes Brenda a great deal of embarrassment, but she gets her question answered. Brenda then thinks of sex ed as a very uncomfortable experience and stops asking her teacher questions through the "anonymous" slip.

### 4- Tracking Progress and/or Grades

David is a high school student currently enrolled in a sex ed class. He is assigned weekly readings from the course textbook, and one of his parents must sign a form that he then turns in to his teacher to get credit for them. Since David's parents don't really care that he does his sex ed assignments, they usually sign the form even if he has not done the reading for the week. This leads David to not take his class very seriously because he can get away with not doing the assignments. In addition, he sometimes skips assignments or forgets to have his parents sign the form. Since David's teacher marks assignment completion in a written gradebook inaccessible to students, he has no idea how many assignments he has skipped or how that is affecting his grade. The inability for David to see his grades and monitor his course progress leads him to not feel motivated to improve.

### 5- Using a Class Schedule

Olivia is a senior high school student who is currently enrolled in a sex ed course. Olivia is quite shy and uncomfortable in class. She wishes that she could know what is coming next in the course, so she could prepare mentally for class and topics that might be discussed as well as formulate questions about the topic. Olivia is also very busy outside of school as she is a part of several extra curriculars. She wishes that she could see homeworks ahead of time so that she can do all of her work in the times that she's less busy. The inability for Olivia to see the class schedule and assignments ahead of time doesn't allow her to mentally prepare for potentially sensitive topics presented in class and plan her schedule around working on assignments.

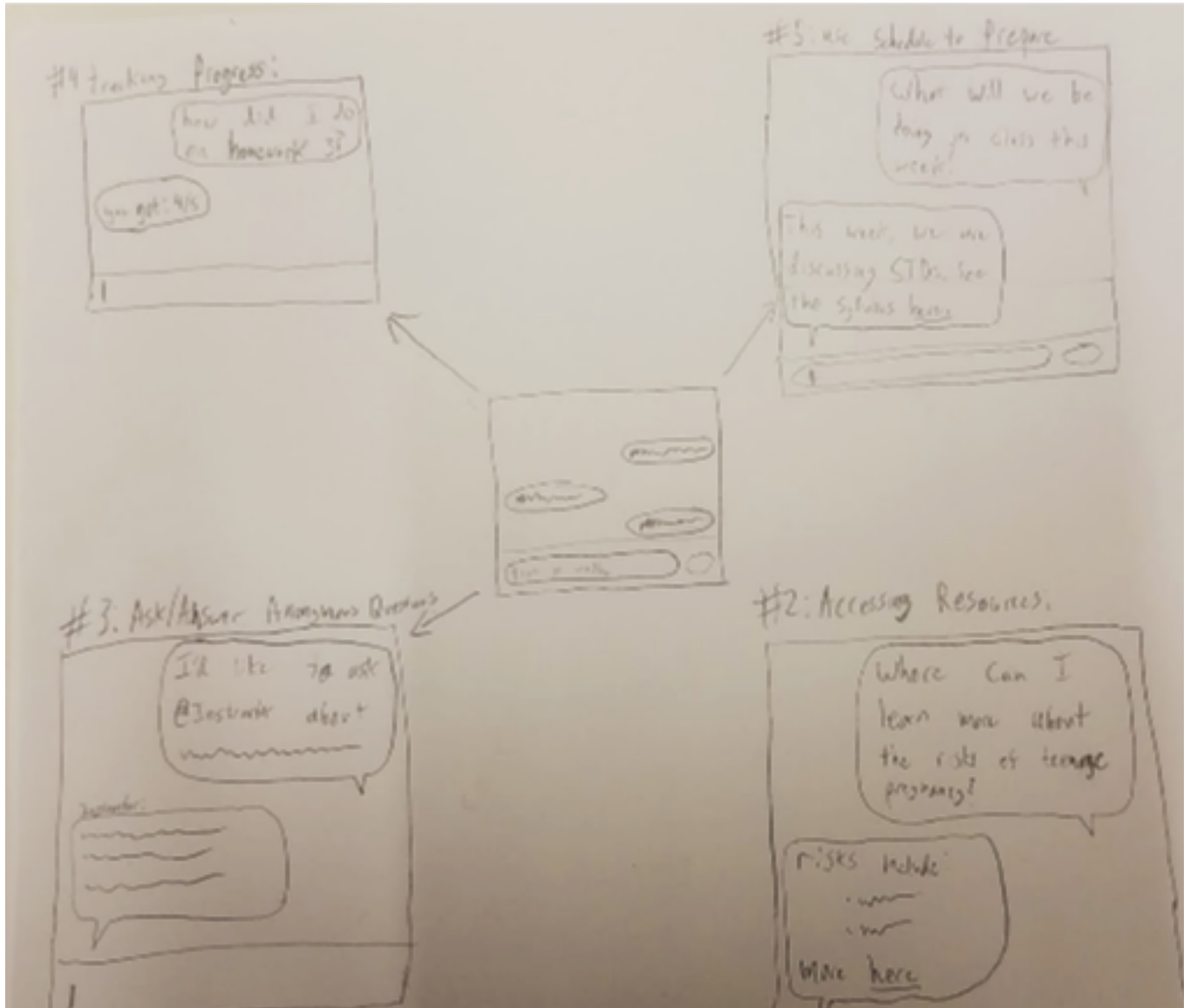
## **6- Using a Discreet Discussion Forum**

Lindsay is a high school student who is currently enrolled in a sexual education course. Her teacher regularly assigns reading homework, but doesn't assign any associated reading questions or responses. Sometimes when she's doing the assigned readings, Lindsay finds inaccurate statements or wants to share other information about what she's taken from the reading with her classmates anonymously; however, her teacher doesn't discuss readings in class, especially not in an anonymous way. Without a way to discuss readings anonymously, Lindsay isn't sure that she has gained the correct insights from the reading and doesn't know how her peers feel about it.

## Designs

### Design #1

Design 1 is a chat interface through which sex ed students can communicate with both the course instructor and a chatbot. This allows students to complete their tasks in a very fluid and familiar manner. They can ask questions about material they do not understand and get both direct answers from the chatbot and pointed to additional resources. This allows for a lot of flexibility in how the student asks for information. It also allows them to directly address the teacher if they have personal questions. Overall a major benefit of this design is that nothing really gets hidden away behind menus and the student does not have to learn very much to use it. They just need to be able to ask questions.



### Task #2: Accessing resources

- The student can ask the chatbot questions about resources available to them. This can then provide information directly about what is available to the student, as well as links to external sources that they can use to read further.

Task #3: Asking Anonymous questions

- The student can ask the chatbot questions and it can do its best to answer, which should be fairly effective for factual questions. For other questions the interface easily allows them to address a direct message to their instructor who can then respond directly to them.

Task #4: Tracking progress

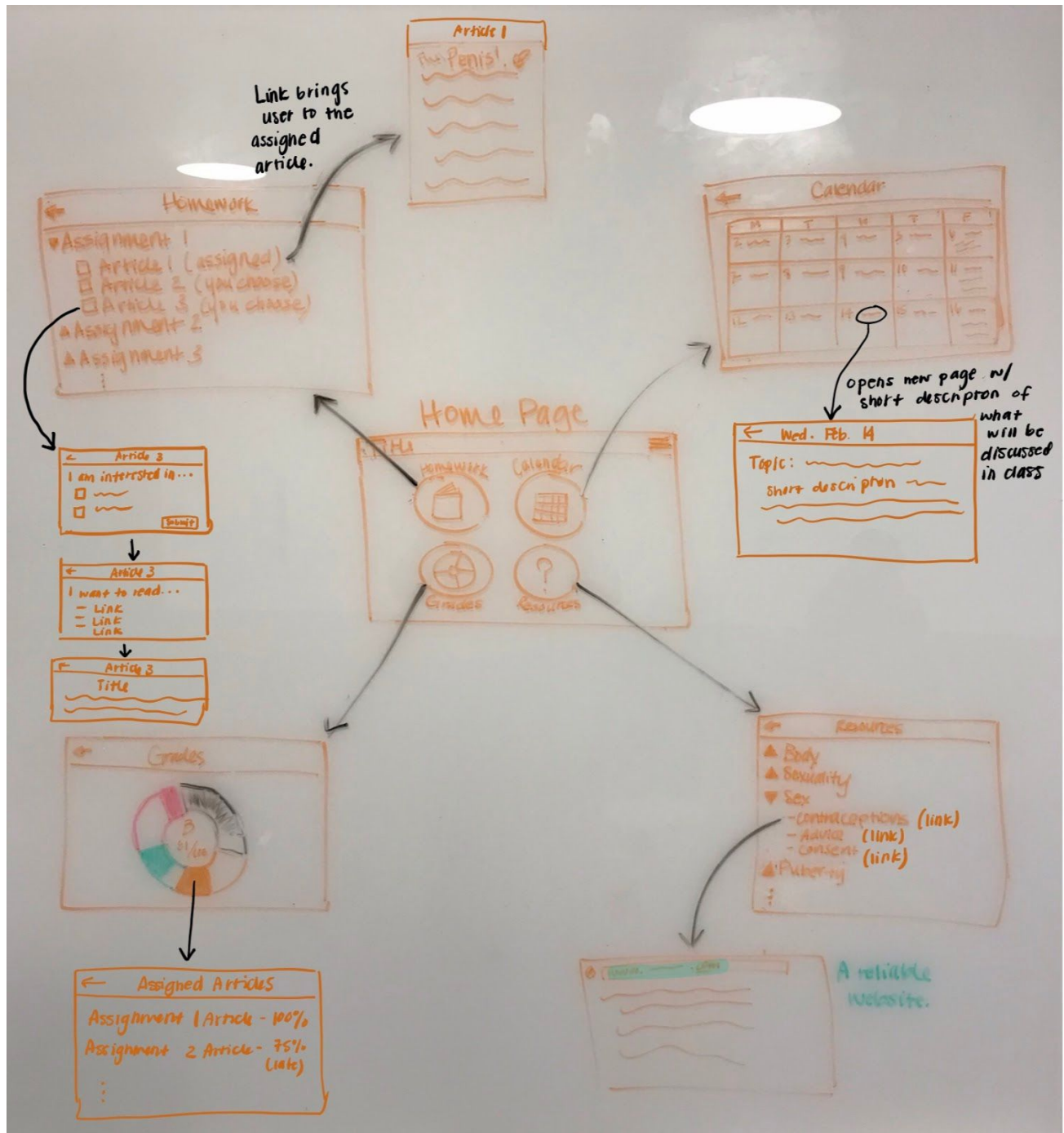
- If a student wants to understand how they are doing in the course they can just ask the chat “what is my current grade?”, and get an answer. Additionally they can ask more specific questions like “how did I do on yesterday's homework”.

Task #5: Using a class Schedule

- If a student wants to know what is on the schedule they just ask! (ie: “what are we doing next week?”, “what will cover tomorrow?”, “when will we cover xyz topics?”).

## Design #2

Compared with the traditional class format, Design 2 is an interface that provides a well-organized methodical system for students to better grasp their coursework. It better meets the needs of individual students, improves course organization, and enhances the user experience. Students are able to finish an assigned homework and two more optional homework assignments which follow their specialization and interest. A student also has the ability to choose resources that he is more interested by. To track progress, we use the circle / sectors to show grades and progress percentages directly and diagrammatically. Through the calendar, students are able to easily organize their days of lectures, assignments, office hours, and presentations in a clearly visual way.



Task #1: Accessing and completing homework

- Based on the personalities and special academic needs and direction, students are able to finish an assigned compulsory homework and two more optional homework assignments which following their specialization and interest. Students can view the list of the assignments to get an idea of workload and they are able to click the assignment on the page to get to the articles conveniently.

Task #2: Accessing resources

- Address the problem of reading resources which are lacking proper categories and those are not interest-oriented. Student has their preference to choose their resources that he is more interested by. For instance, body, sexuality, sex(including contraceptives, advice and consent) and puberty relevant aspects. By click each portion, you will be jumping to a reliable website to find out your confusing points effectively based on what you need on this category.

Task #4: Tracking progress

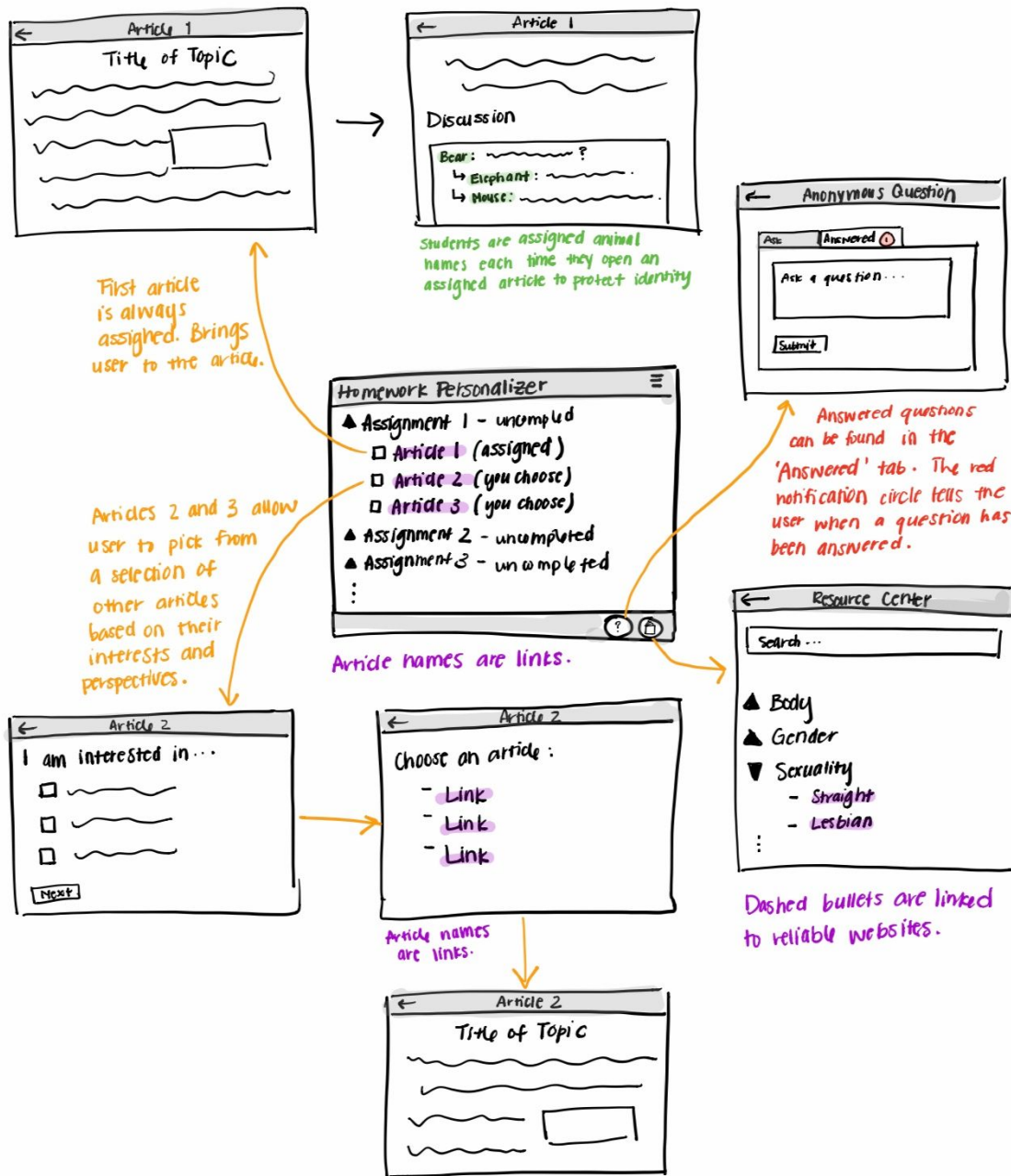
- In the tracking progress part, we use the circle / sectors to show grades and percentage since it brought the information directly and diagrammatically based on the standards and class expectations. Students can get an idea of knowing in which aspects I did a good job and in which part I need more progress. By click the sectors, the comments and evaluation details made by instructor or TAs are all shows as well.

Task #5: Using a class Schedule

- It is easier for them to organize their days of lectures, assignments, office hours, presentations or some other “Big Days” in a clearly visual way. Detailedly, you are able to “check” the buttons which are in the to-do list as the finished ones in the calendar organized by dates. It can open a new page with short description of what will be discussed in class.

### Design #3

The goal of design 3 is to facilitate interaction and exploration between students and their available resources, as well as to customize course content to be relevant to individual students. Students have the option to filter articles to read when given an assignment, allowing them to access content specific to their interests. They also have the ability to anonymously discuss these readings with fellow classmates and ask the teacher questions about material they are curious about. They can access additional resources as well if they have questions that the teacher is unable to answer. This design preserves privacy but still encourages discussion of stigmatized topics. It also allows students to explore more personalized material that may not have been covered in class.



Task #1: Accessing and completing homework

- The student can view an easily accessible list of upcoming assignments on the home page. Clicking the assignment will either take them directly to the article or to a page to browse/filter articles that are available, depending on whether the teacher assigns a specific article or selects many articles that students can then choose from.

Task #2: Accessing resources

- By clicking the book icon on the bottom right of the home page, the student can access a list organized by category with descriptions and links to various resources. The student can click on a category and scroll through it to look at all available resources or search for a specific topic or resource in the search bar.

Task #3: Asking anonymous questions

- By clicking the question mark icon on the bottom right of the home page, students are taken to a page where they can submit questions anonymously to the teacher. The student will see a notification when their question has been answered and can also look back at answers to questions they previously asked.

Task #6: Using a discreet discussion forum

- At the bottom of each article page, the student can start a discussion thread by asking a question or writing a comment in the discussion box. Other students can comment on the thread or make their own, and students show up as animal names to preserve anonymity.