

1. Define

Part A. Empathy

stigma around
remote learning

focus on being remote

Take turns: 5 min each

Interview your partner and note findings here

- 1) design prog - mostly graphic design
↳ broadened search
- 5) likes aesthetic → choosing paths
looks over back end
- has taken 3 grad classes
- 4) experience with Visual learner → held more
↳ need a accountability
- 3) liberal arts
↳ Well rounded but bigger school may
↳ lots of life skills have taught more industry skills
- 2) prototyping
↳ didn't learn in undergrad
Visual Storytelling

Switch roles & repeat interview

Take turns: 5 min each

In the second interview, dig deeper into the issues identified in the first interview.

- QU has more together
- there's no reason to bother professors over a minor issue
- Microsoft issues → likes Google
↳ too separate
- ↳ personal convos were easier + the personal
↳ face to face is less
once a week zoom ↳ open discussions of homework
- 5) in comparison to undergrad professors were learning remote knowing it's made to be online
↳

Switch roles & repeat interview

1. Define continued

Part B. Needs and insights

Individual work 5 min

Note any findings, facts, and surprising insights that you can use to define problems and opportunities.

google software to microsoft

Stigma of covid learning → chaos

natural
less connection with professors

↳ one zoom a week is
good but discussion based
Classes could be ~~good~~
better

Maryland College

↳ Teachers were
not prepared

focusing

Part C. Define problem

Individual work 5 min

Based on part B, pick one issue/challenge/need and create a problem statement in this format

remote learning is a challenge for new students because of stigmas
(who experienced Covid learning or working)

Part D. HMW Statement

Individual work 5 min

Write HMW's based on the problem statement in this format

How Might We: ensure more people pay their taxes before the deadline?

How Might We: ensure applicants are aware that remote learning can be personal + structured?

2. Ideate

Part A. Lightning demos

Search online and offline for relevant examples to solutions to the problem statement and HMW. Sketch and explain here.

Individual work 10 min

COW Online - youtube video about myths

University of Louisville ^{online} → youtube channel: "Online education Myths debunked"

↳ QU has instagram/tiktok/youtube videos with Q&A whiteboards that allow students to reflect on time @ QU

↳ have more representation for remote programs

↳ student + professor perspective

↳ using course evaluation data

QU Grad program programs

↓ Youtube channel → Callahan's "Homework Philosophy" video

↳ adapt into different view points from students

needs new content

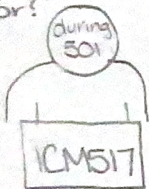
2. Ideate continued

Part B. Concept sketches

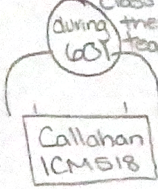
Individual work 10 min

Create as many concept sketches as you can based on the HMW, lightning demos, and your ideas

"Which course are you excited for?"



"Who was your fav prof + what class did they teach?"



Introduction Form

- Name: Outside of Class I...
- Hometown:
- Skill Background:
- Learning style:
- What do you want Meetings to focus on:
 - ↳ Ranking opts + other write ins

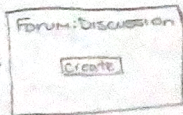
ICM Instagram

ads based on
Search words
hashtag: online learning
remotestudent

Debunking Myths/Worry

- ↳ professor views
- ↳ current student
- ↳ graduated students
- ↳ ask prospective students to anonymously submit

→ include mentions of covid learning issues + relief



day in the life
↳ students near campus
↳ full time workers
↳

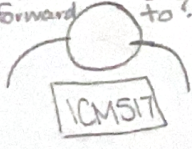
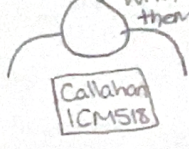
Content
creation class
assignment

3. Decide

Part A. Present concept sketches

Take turns: 5 min each

Present concept sketches for your user and let them vote on the idea they feel best solves the problem.

Content ideas	initial concerns form	connecting w others
What class are you looking forward to?  fav professor + class you had with them?  day in the life Use hashtags such as #onlinelearning #remote	for students who fill out Graduation Information Request form ↳ Send form with initial concerns and questions when you set up Meeting ↳ Make into anonymous list ↳ connect similar situation students ↳ similar to "bobcat for a day"	Zoom discussions + breakout groups  Capstone students Meet ICMS01 students in person or zoom to address concerns examples of paths people took

Switch roles

Part B. Capture feedback

Individual work 5 min

Note down the response to your concept sketches and ideas

"I like the idea of boosting QU Instagram w/ remote learning coverage" "seems like the least 'out of way' for students to access"	"Day in lives, virtual student to student interviews, capstone student advice would be great awesome to see when I was looking @ schools"
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3. Test continued

Part C. Reflect + iterate

This idea is for fixing ICM program but can be adapted into other remote programs

Individual work 5 min

Refine your ideas/concepts and generate new or revised concepts based on the test feedback.

Connecting w/ Others

Step 1: prospective students
request info through QO website

Step 2: director of program reaches
out to set up meeting + send All
About Me

Step 3: Connect perspective + current
students based on their lives outside
of courses (full time, family, full time student, etc.)
Job

There should be
a focus on the
remote learning
concept. Make people
feel they are still
part of community if
they are not on campus.

3A. Over zoom or in person

- ↳ Showing examples of work
- ↳ ease worries ↳ networking
- ↳ share how they schedule
+ plan weeks

3B. Instagram + YouTube content

- ↳ advice ↳ addressing myths
- ↳ day in the life videos
- ↳ Microsoft + Blackboard tips
- ↳ reflecting + looking forward