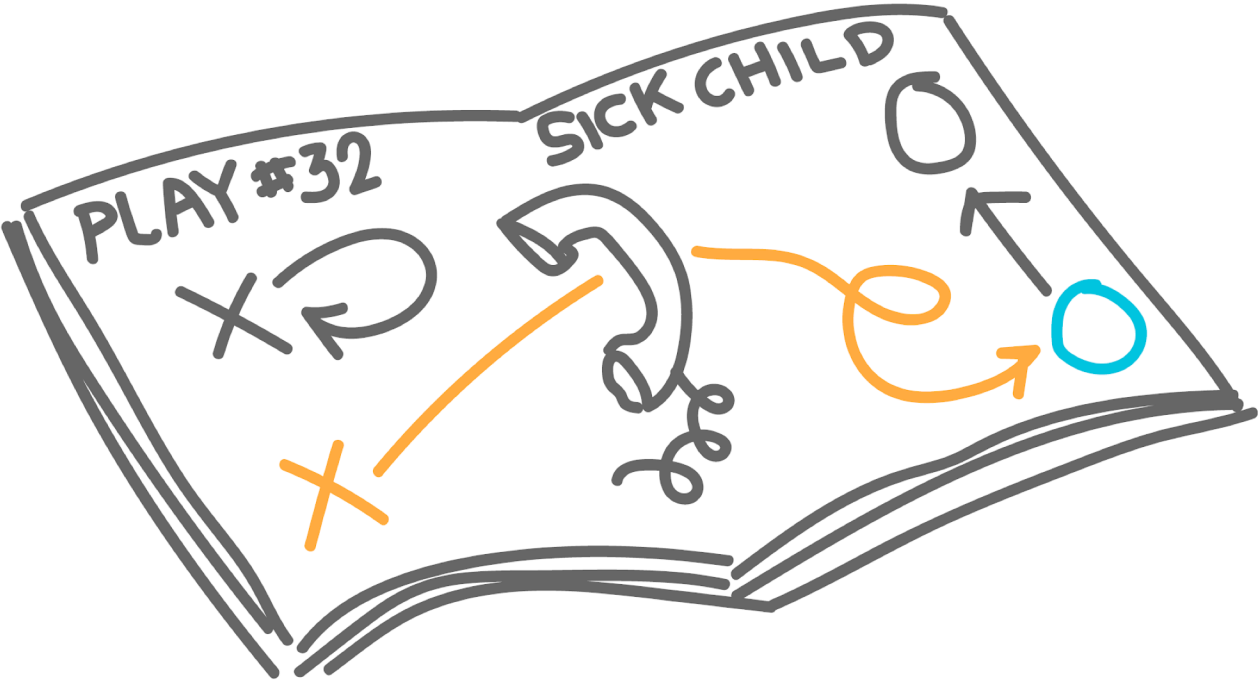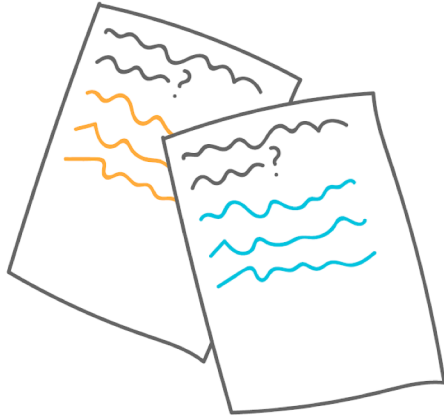# Initial Design Concepts

Team NBA

How can we support logistical efficiency and mutual understanding between teachers and immigrant parents?

Concept 1: Communication Playbook

How it works

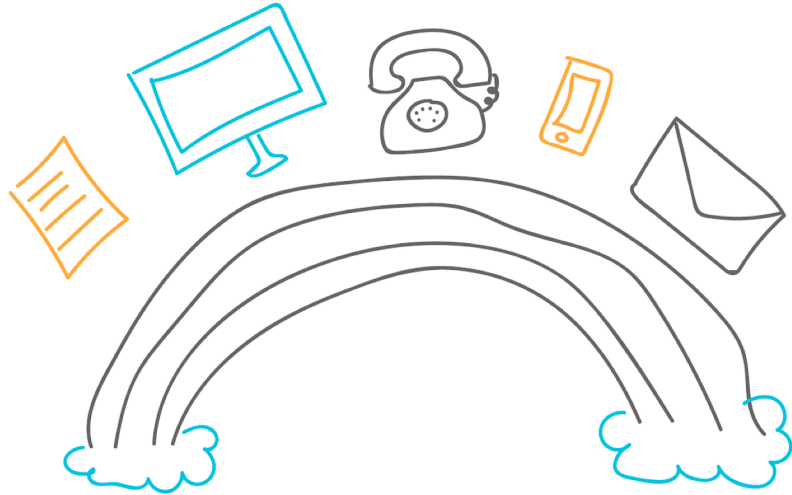Parent and teacher answer questionnaire

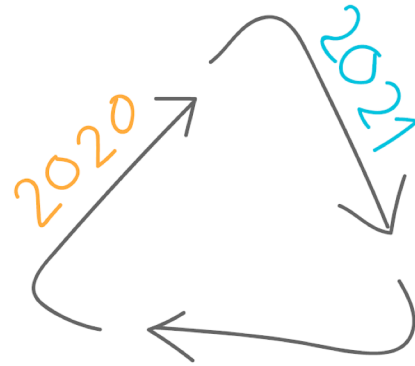Parent and teacher negotiate interaction protocols for different circumstances

Parent and teacher use the agreed-upon protocols to communicate

Things we're considering

Playbook doesn't have to be online or a book

2020 2021

Playbook can be reused
for future school years

Value

- Parents feel more confident in contacting the school
- Teachers only manage communications that concern them
- Teachers are made aware of and can keep track of cultural/circumstantial compromises
- Though there is an upfront cost, communication throughout the school year between teachers and parents should be more responsive since cultural/circumstantial guesswork is done ahead of time
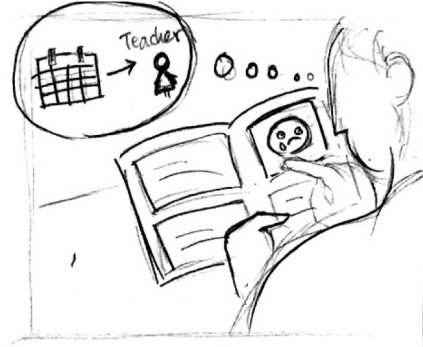
System diagram

OTHER ADMIN

PARENT TEACHER PARENT
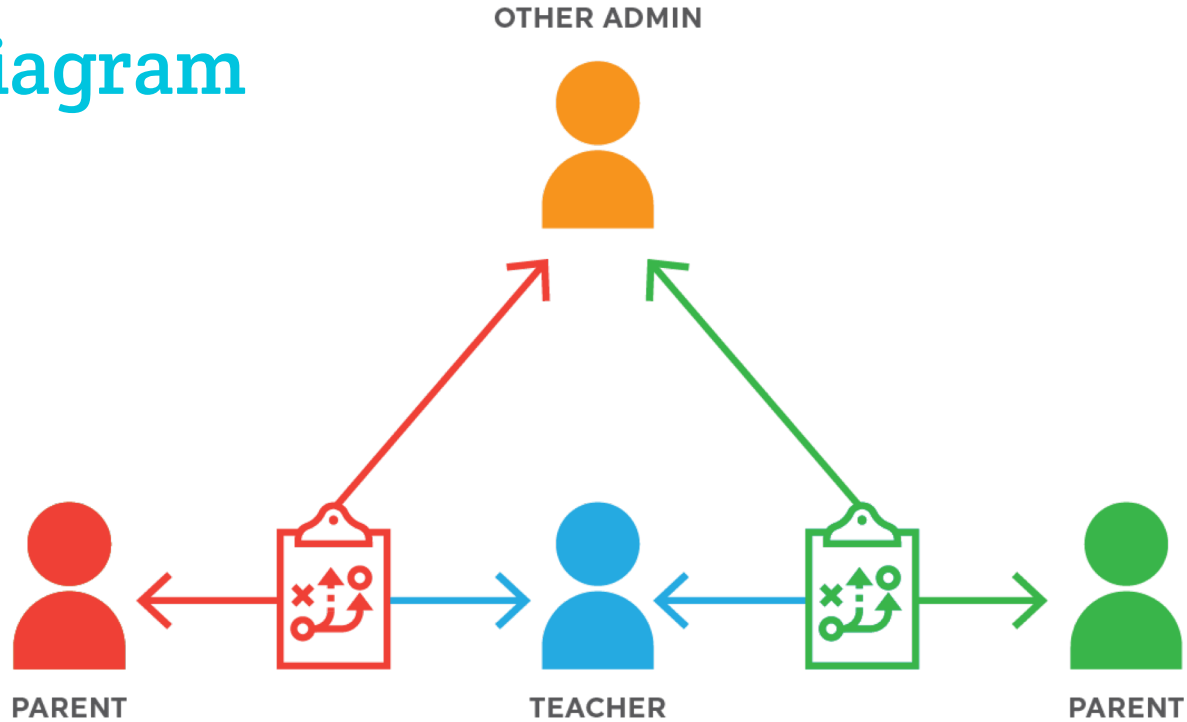
COMMUNICATION PLAYBOOK
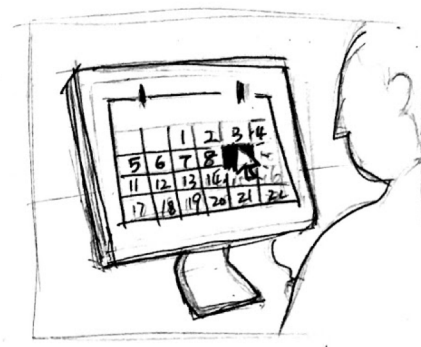
*30–150 students

Storyboard

Parent learns that child was bullied at school

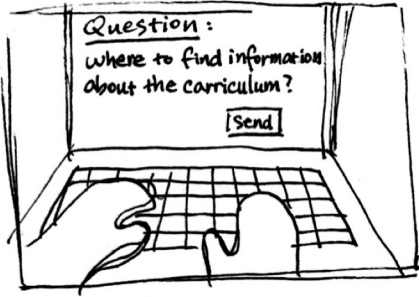Parent consults playbook to see how to best communicate this to the teacher

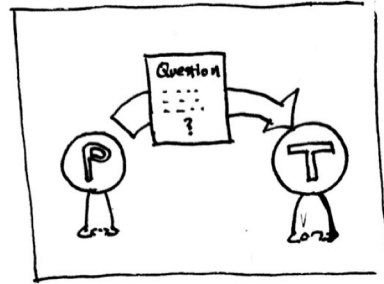Parent follows the playbook, scheduling an in-person meeting with the teacher

Parent and teacher have an in-person meeting to discuss the matter
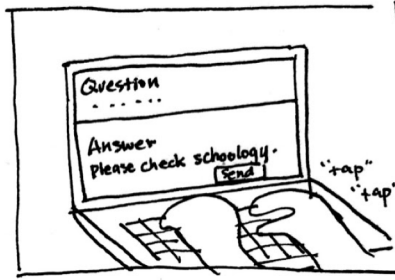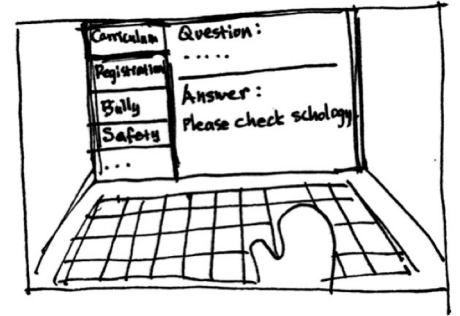
Concept 1: Communication Playbook

Storyboard

Parent posts a play about a specific question

The play gets delivered to the teacher

The teacher answers the question for this play

The answered play appears in this parent's playbook
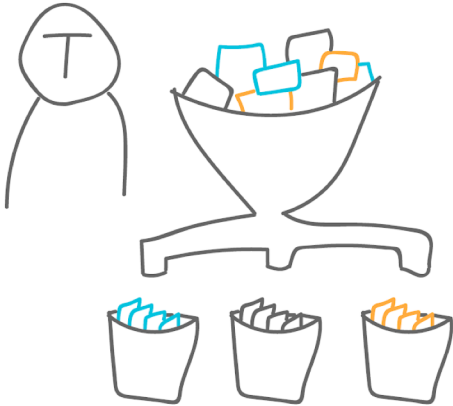
Concept 1: Communication Playbook

Questions

- How can we do 30 to 150 negotiation sessions before school starts?
- Does it make sense to offer the playbook via email or phone in addition to websites or physical books?
- What happens if preferences change?
- How do we hold people accountable?
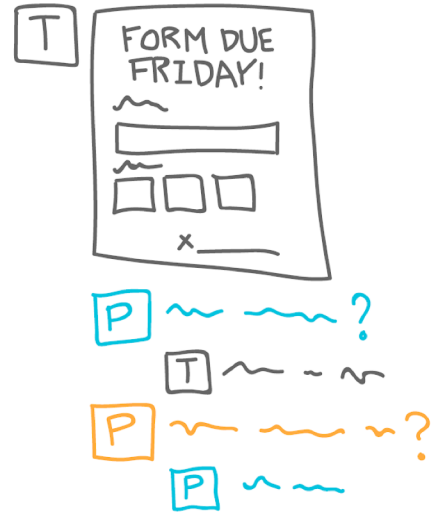
Concept 2: Class Exchange
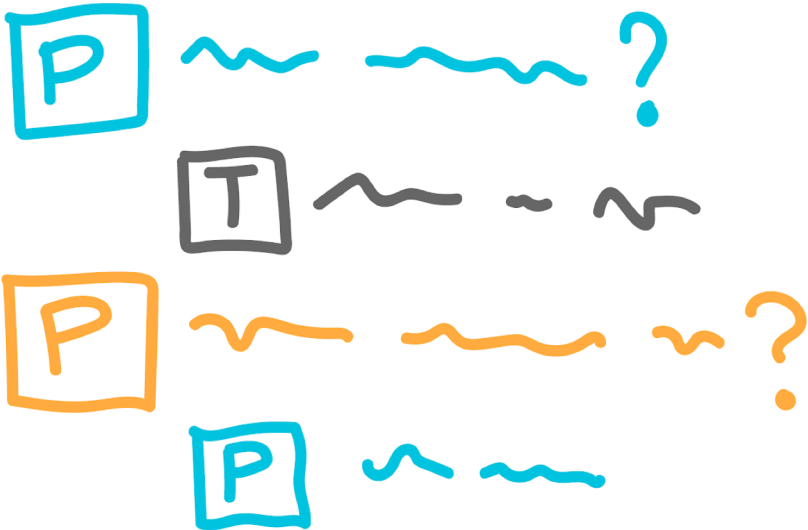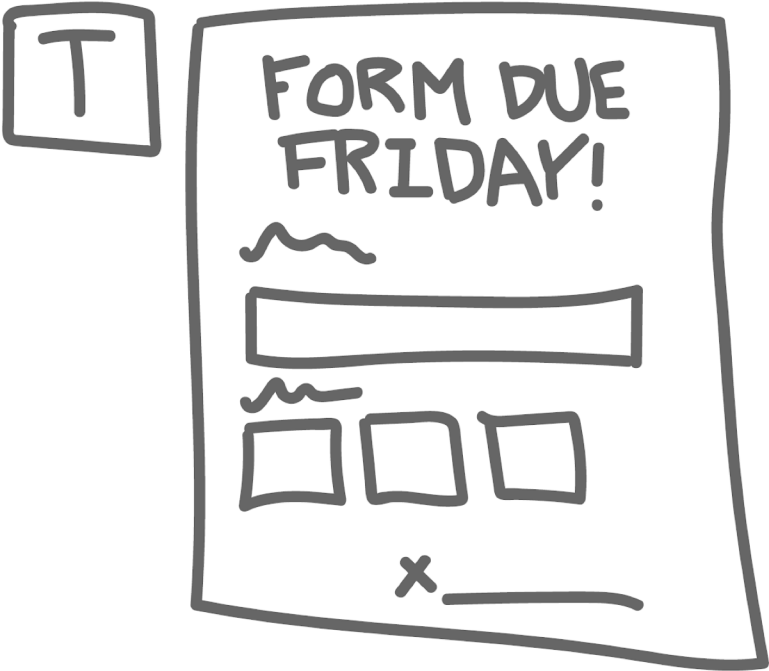
How it works

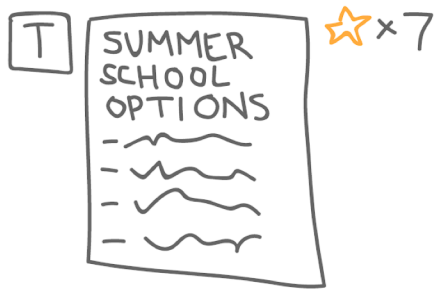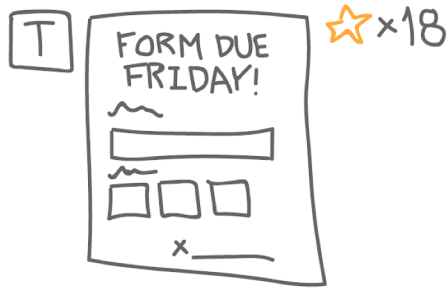Teacher sends parents information "cards" sorted into agreed-upon categories

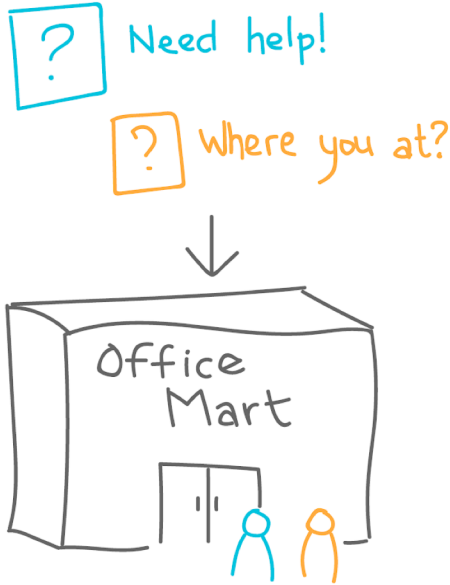Parent can organize, label, search, and delete information cards

Parents and teachers can comment on individual cards for questions and details
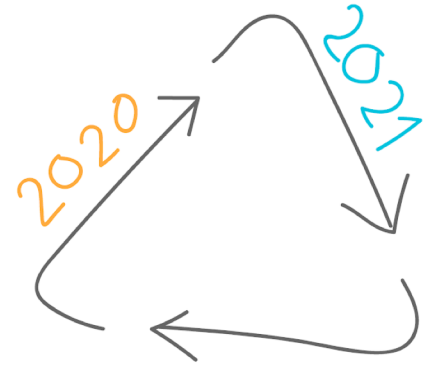
Things we're considering

Being able to see an aggregate of how others prioritize information

Anonymous comments, but with the ability to connect directly if both parties desire

Reusable information cards for recurring assignments and events

Value

- Teachers spend less time since questions are answered by parents and/or their past selves
- Parents can gain understanding of a foreign system through both active or passive means
- Parents can easily filter out irrelevant data from tidal waves of information
- Teachers and parents can accomplish routine information exchanges, such as signing up for timeslots, completing forms, etc. without channel-switching
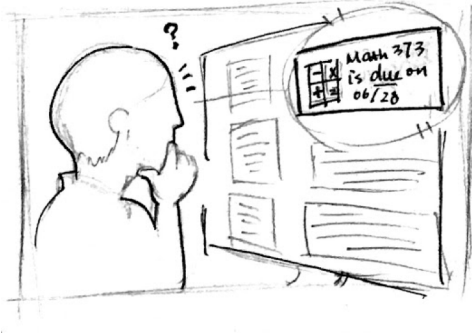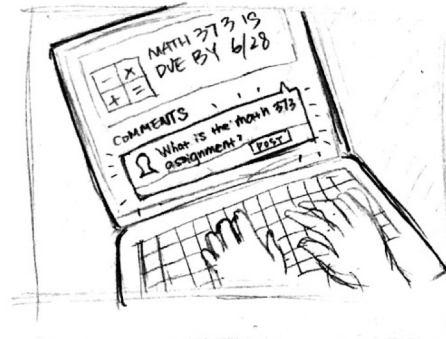
Concept 2: Class Exchange

System diagram

PARENT

TEACHER

PARENT

CLIQUE OF PARENTS
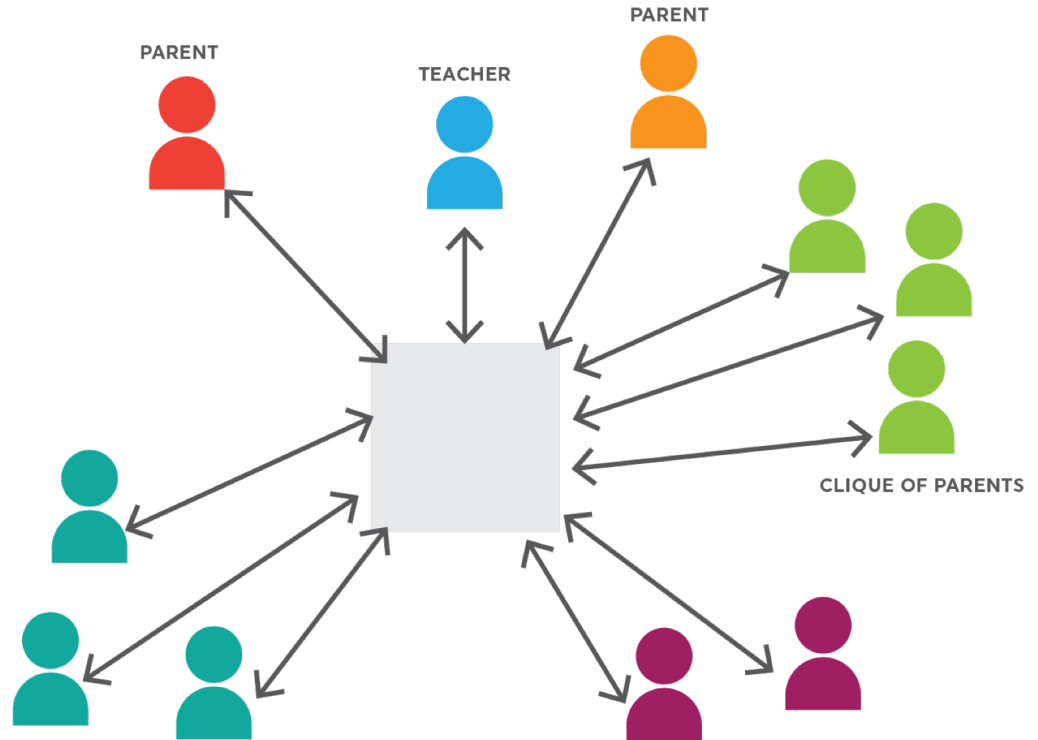
CLASS EXCHANGE

*30–150 students
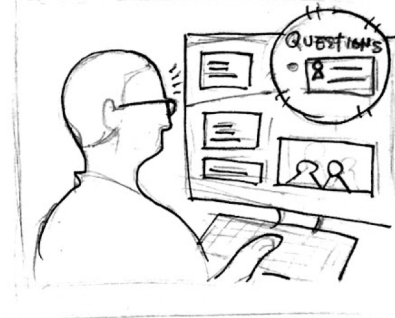
Concept 2: Class Exchange

Storyboard

Parent sees an information card that they don't understand

Parent posts a question about the information card

Question appears in another parent's feed

Other parent answers question that first parent had about the information card

Questions

- How do we signal teacher's availability to answer questions?
- Is it bad to only offer this as a web application?
- How might transfer of money work?
- How can we encourage parents to answer questions?

Concept 3: Actionable Gradebook

How it works

INTERESTS:

MATH A-
LANG C+
ART A
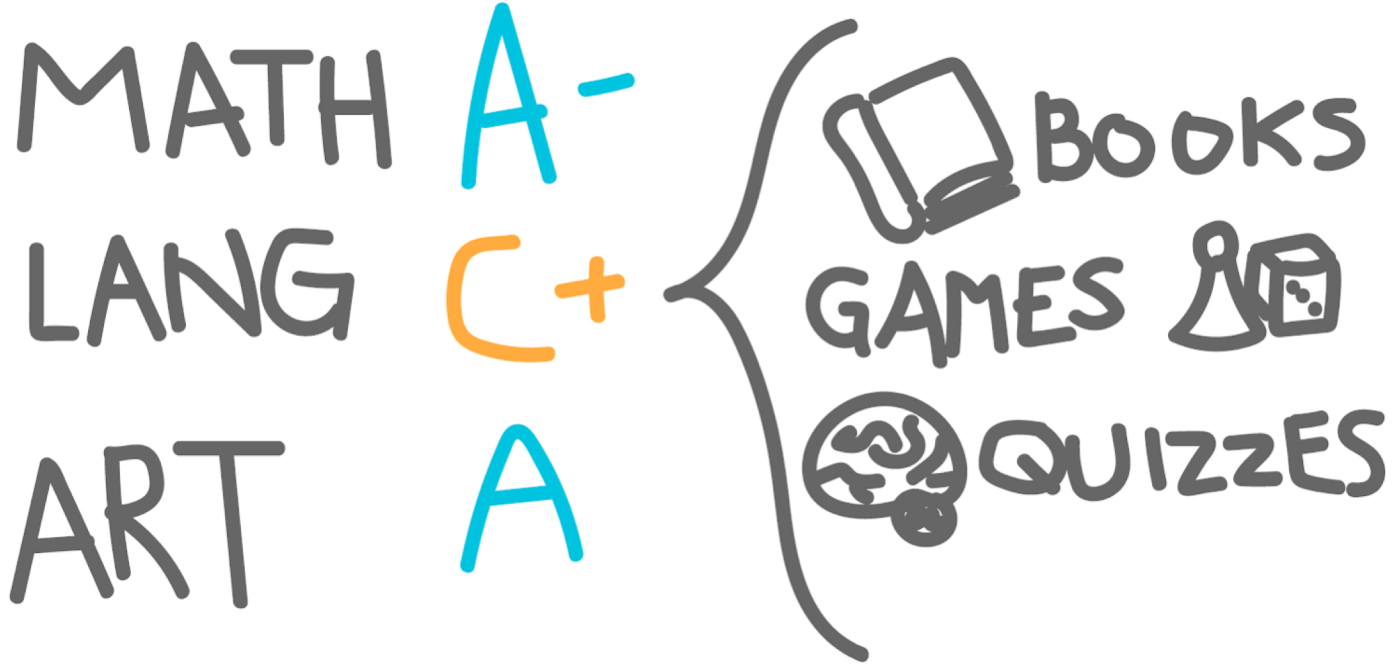
BOOKS
GAMES
QUIZZES
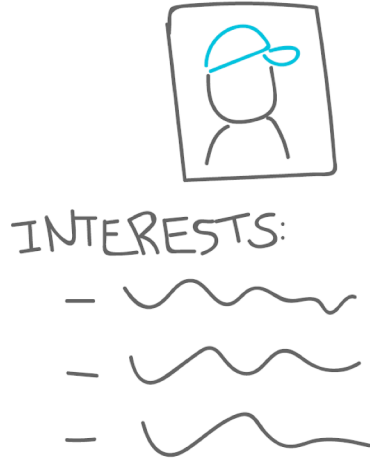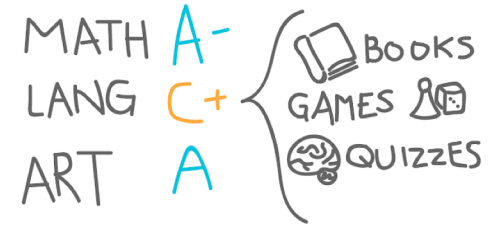
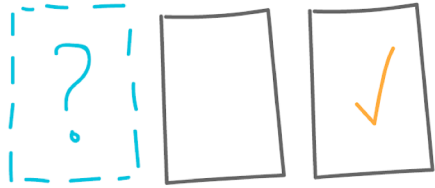Teacher reports on student's interests and other developments
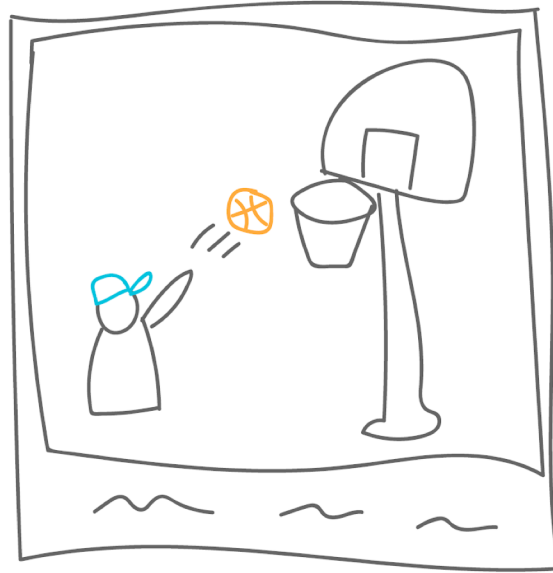
Teacher includes captioned photographs of student's achievements

Parent has options for supporting their child academically where they need it most
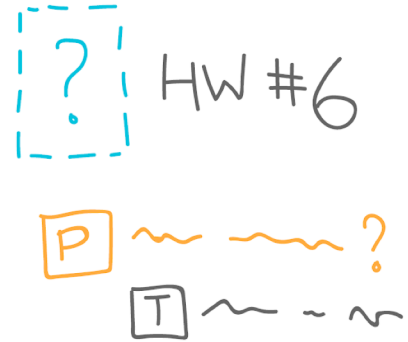
Concept 3: Actionable Gradebook

Things we're considering

Understandable, flexible states of assignment statuses and when they were last updated

Having the student play a part in gathering photographs so that teachers have less work

Integrated channel for questions about grades instead of frustrating phone conversations

Value

- Parents feel secure by seeing evidence of teacher's individual attention toward the child
- Parents enabled to offer personalized educational support to their children
- Teachers have a single, asynchronous channel to discuss grades with parents, a topic which often is synchronous and time-consuming
- Teachers get less questions from parents about grades since parents get more information about what grades mean and when they were last updated
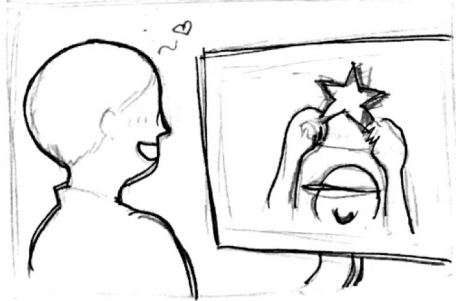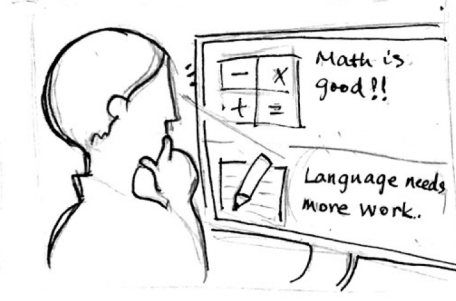
System diagram
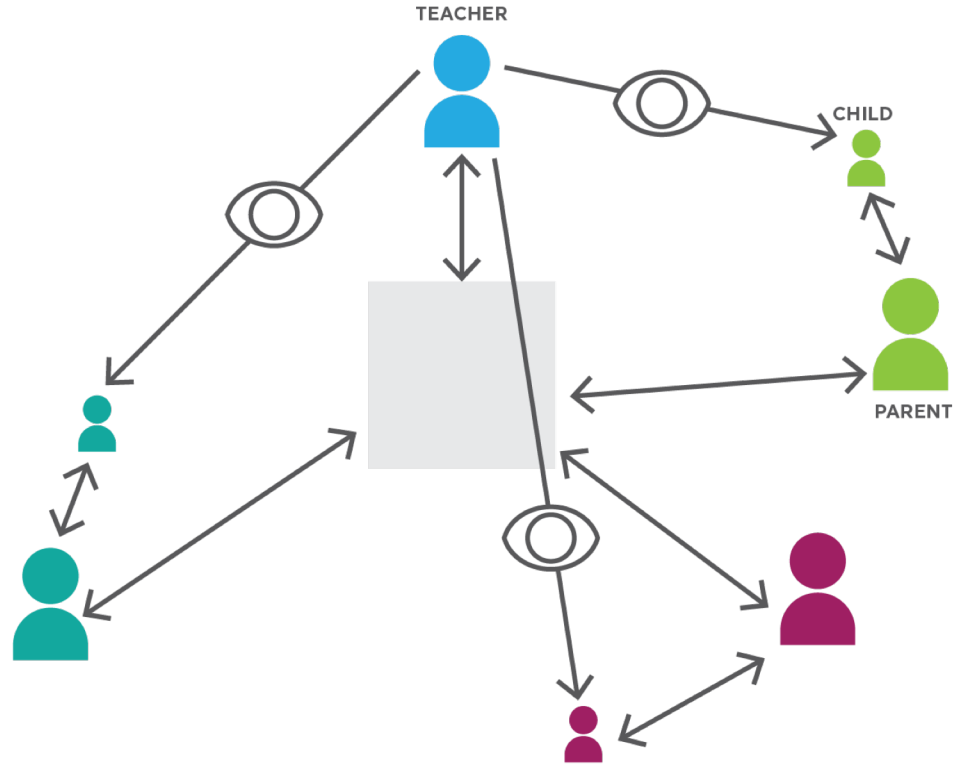
ACTIONABLE GRADEBOOK

*30–150 students

Storyboard

Parent sees a photo of child's achievement, signaling that the teacher cares about the child

Parent sees that child is struggling in a subject

Parent is shown a list of ways they can directly support their child in the weaker subject

Parent and child engage in the suggested activities

Concept 3: Actionable Gradebook

Questions

- How can we encourage teachers to spend the extra time to gather resources and take photographs of students?
- How can we translate what grades mean for those coming from another school system?
- How can we encourage parents to take action on the suggested activities?
- Is it possible to limit the amount of questions parents ask about grades while respecting their priorities?