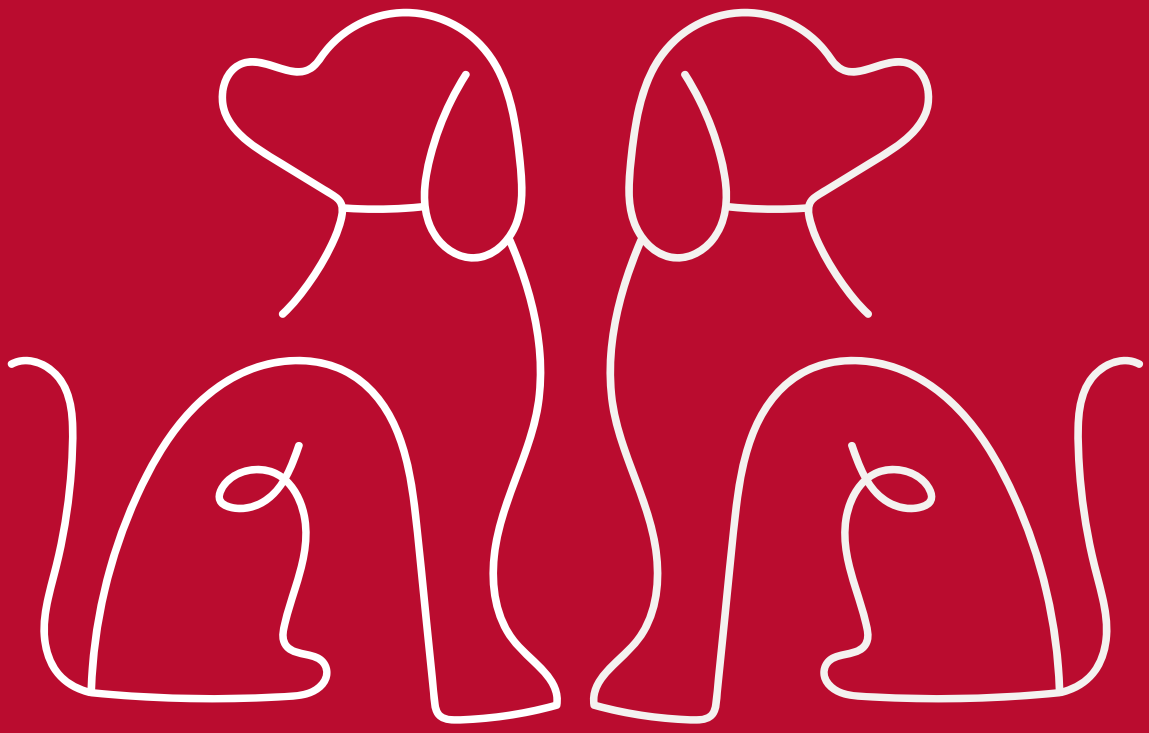


DOG DOCTORS

USER RESEARCH

SV Ryan, Bethany Palmer, Hannah Ebba,
Alex Caputo, Nick Selgrath

Objectives

Through our research, we are aiming to gain an understanding of how we can best translate the aims Dr. Carmichael strives to achieve through her classroom visits into an online format.

We framed our work through **3** big-picture goals to develop our **program structure**:

ACCESSIBILITY

Taking into account the **wide range of curriculum pacing** and **school funding** across the different Georgia school systems. This affects what baseline standard of virtual technology we should design our program for.

ACCOMMODATION

Carefully listening to the different needs of students based on a variety of factors, including **age**, **interests**, and different **classroom environments**.

ENGAGEMENT

Since the scope of Dog Doctors is meant to be a one-day session, we must work towards the right balance of **education**, **entertainment**, and **immersive interaction**.

Target Audiences

virtual education

what adjustments, if any, are needed to emphasize outreach?

different technology availability?

different audience of students?

underserved communities

program audience

facilitating the program virtually

middle-school students

elementary-school students

should the virtual program be **standardized** to maintain interest with both age groups?

are there significant differences in how they learn from **short-form virtual content**?

teachers

how can we ensure the program is hosted virtually that is **easy to access**?

Research Methods

Individual Responses:

1. Primary research was conducted by reaching out to local elementary school teachers for short interviews.

Found Data:

2. Secondary research was gathered through a **meta-analysis** of published studies and self-reporting by related figures on relevant topics.

main points:

the **COVID-19 pandemic** has led to a significant **increase in virtual technology** in areas where there was previously a lack of access. Programs that provided students with technology devices in 2020-2021 have also **continued on** in many locations.

many education environments have found that the user interface of programs like **"Newsela"** and **"Nearpod"** is accessible and enjoyable

The digital divide between school districts has **shortened**, but is still contingent on **funding disparities** based on location of the community

Participants

KAREN REYNOLDS

Karen Reynold is a seasoned educator and teaches a first-grade classroom at Little River Elementary School. She was recognized for her work in 2019 when she was honored with the CCSD Teacher of the Year award.

Karen uses a range of online resources to improve her pupils' educational opportunities. She often uses BrainPop Jr. for vocabulary lessons. After watching videos, she engages her gifted grouped kids with the "hard quiz" option. Karen also uses an interactive tool called NEARPOD, which enables her to design customized classes that are managed by her Promethean interactive board. Her teaching strategies include a lot of collaborative activities, as seen by a recent project in which students used Zoom to communicate with a meteorologist about a vocabulary unit on weather. Since her first-graders lose interest in virtual programs after thirty minutes, Karen stresses the need of keeping them brief. Math and reading clubs are two examples of small group activities that work well for addressing individual learning requirements. Every now and then Karen will add YouTube videos, carefully selected to fit the subject matter of the standards being taught, with a maximum runtime of ten minutes. First graders should not participate in career-based programs, yet Karen overcomes virtual obstacles with ease. The only obstacle is that a small number of families fail to complete virtual tasks on occasion.

Survey

Do you use any type of virtual program to incorporate a different type of learning in your classroom?

If yes, what?

2 responses

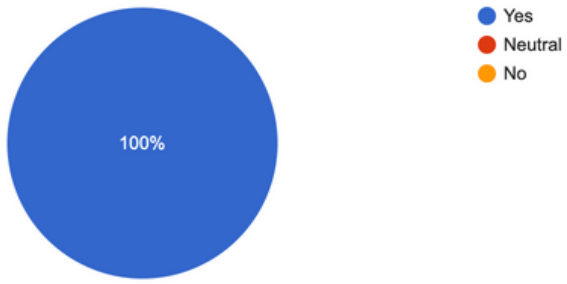
Canvas, Microsoft tools, Pebble Go

Yes, students in my classroom use Waterford reading and Waterford math. They also use Osmo during free time.

Copy

Do virtual programs support or enhance collaborative learning experiences?

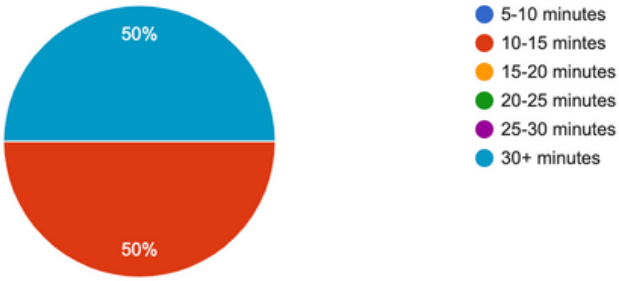
1 response



Copy

How long do virtual programs hold students' attention?

2 responses

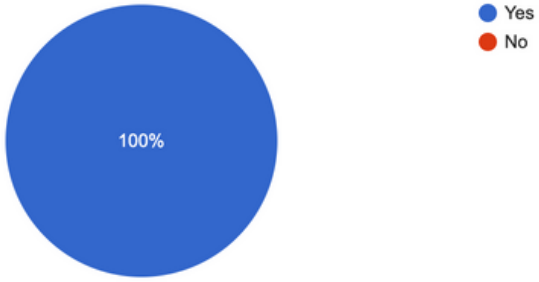


Survey

Copy

Do you ever show Youtube videos to your students?

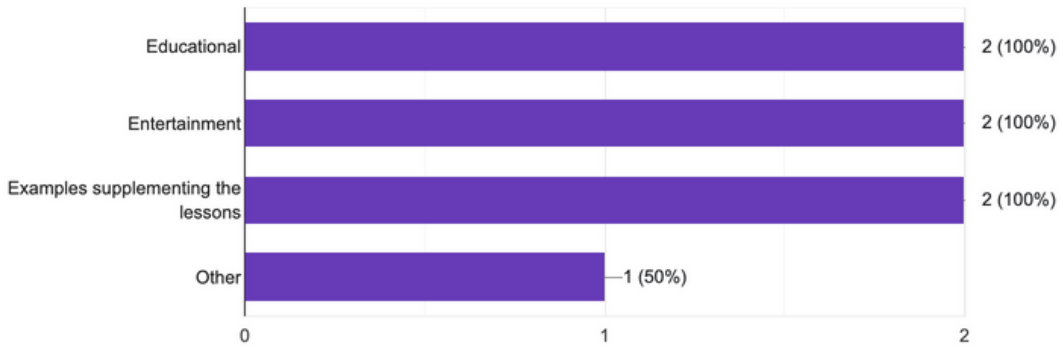
2 responses



Copy

If so – what kind of category do these videos that you present fall into?

2 responses



What access to technology do your students have in the classroom?

2 responses

We are 1-1. That means all students have access to their own computer device.

Each students has their own tablet. Our classroom also has two extra tablets to share if needed. There is also a Smart Board in the classroom that is used often.

Key Findings

1. **Short online videos** such as BrainPOP Jr. and YouTube are often implemented into the classroom.

2. Educational videos should be kept to **10 minutes or less** to maximize engagement.

3. **Zoom**, **Nearpod**, and **Google Classroom** are commonly utilized by instructors seeking platforms for regular, recurrent use.

4. After viewing instructional videos, the incorporation of **breakout sessions** for **small group activities** serves as an effective way to enhance learning outcomes.

Preliminary Takeaways

How will we keep students engaged in a virtual program for 45+ minutes?

We plan to break this program up into **multiple sections** to maximize engagement: short animated video clips, a synchronous-remote livestream with the DogDoctors team, and hands-on activities.

What are some hands-on materials we could prepare?

Expanding on Dr. Carmichael's current initiatives to teach about dog anatomy, we could create a guide of how to **construct dog bones** with **dried macaroni**.

We are also thinking about an **activity book** that contains coloring pages and word searches that follow the program (or even able to be used afterwards).

How are we accommodating for differences in school funding for virtual technology?

Our current program design requires a small amount of tech devices that are accessible in all Georgia schools: **one computer** for the animated lesson, **access to Zoom** for the livestream, any form of **projector**, and a **printer** for activity sheets.

Next Steps

For the next stages of our user research, we plan on interviewing more teachers to determine *if our preliminary findings are consistent among a broader audience*. We also plan to continue communicating with Dr. Carmichael when developing ideas and insights about our project.