



Grader

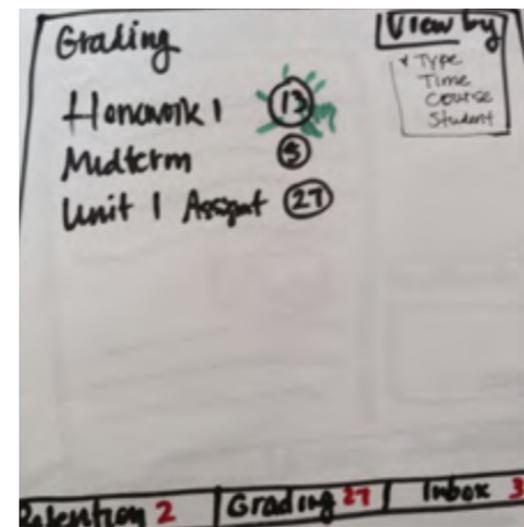
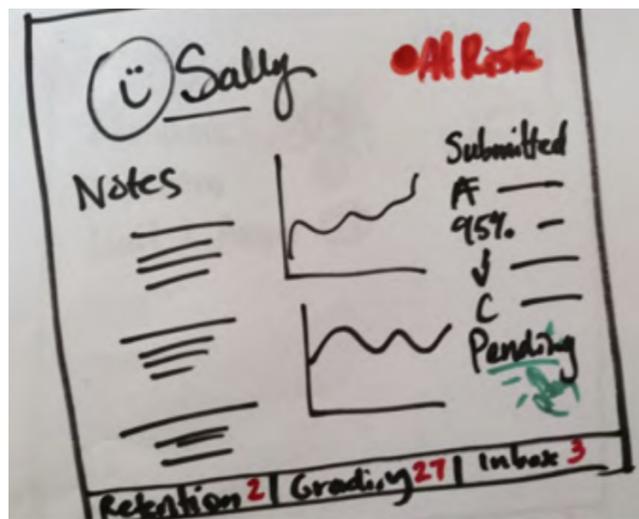
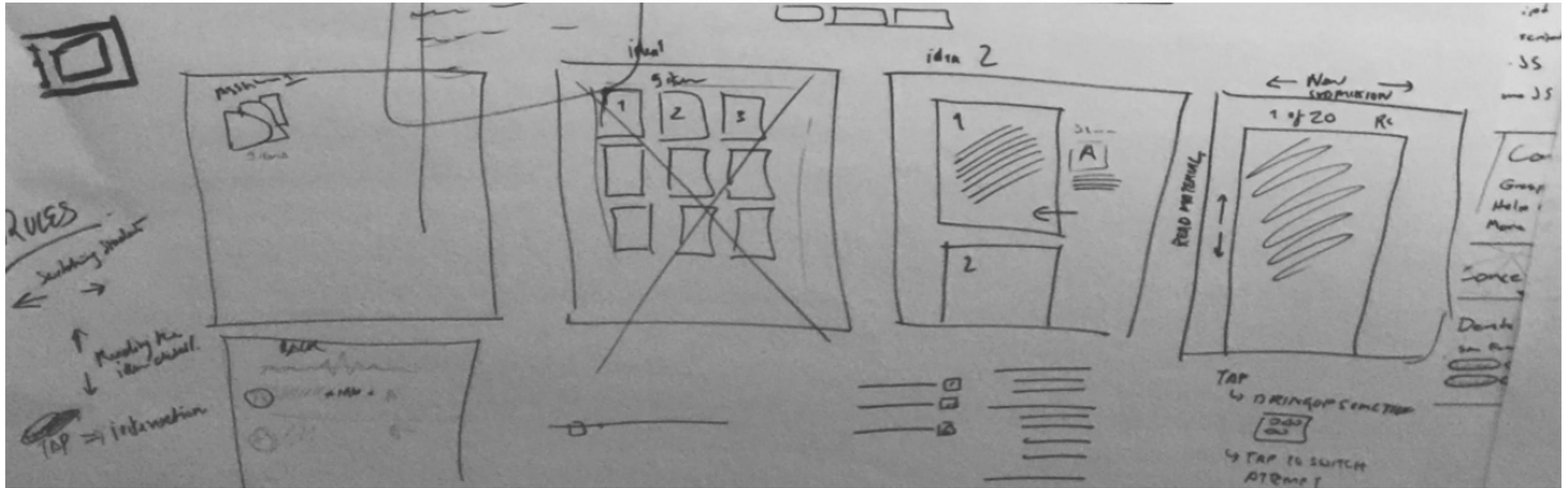
The easiest way to read, annotate,
and grade papers anywhere, while gauging
your student's success.

Cross functional team workshop

In the mobile workshop, a cross functional team decided to help our Instructors by offering a focused Instructor Intervention APP. The team involved believed that the APP should offer the following benefits based on the instructor persona.

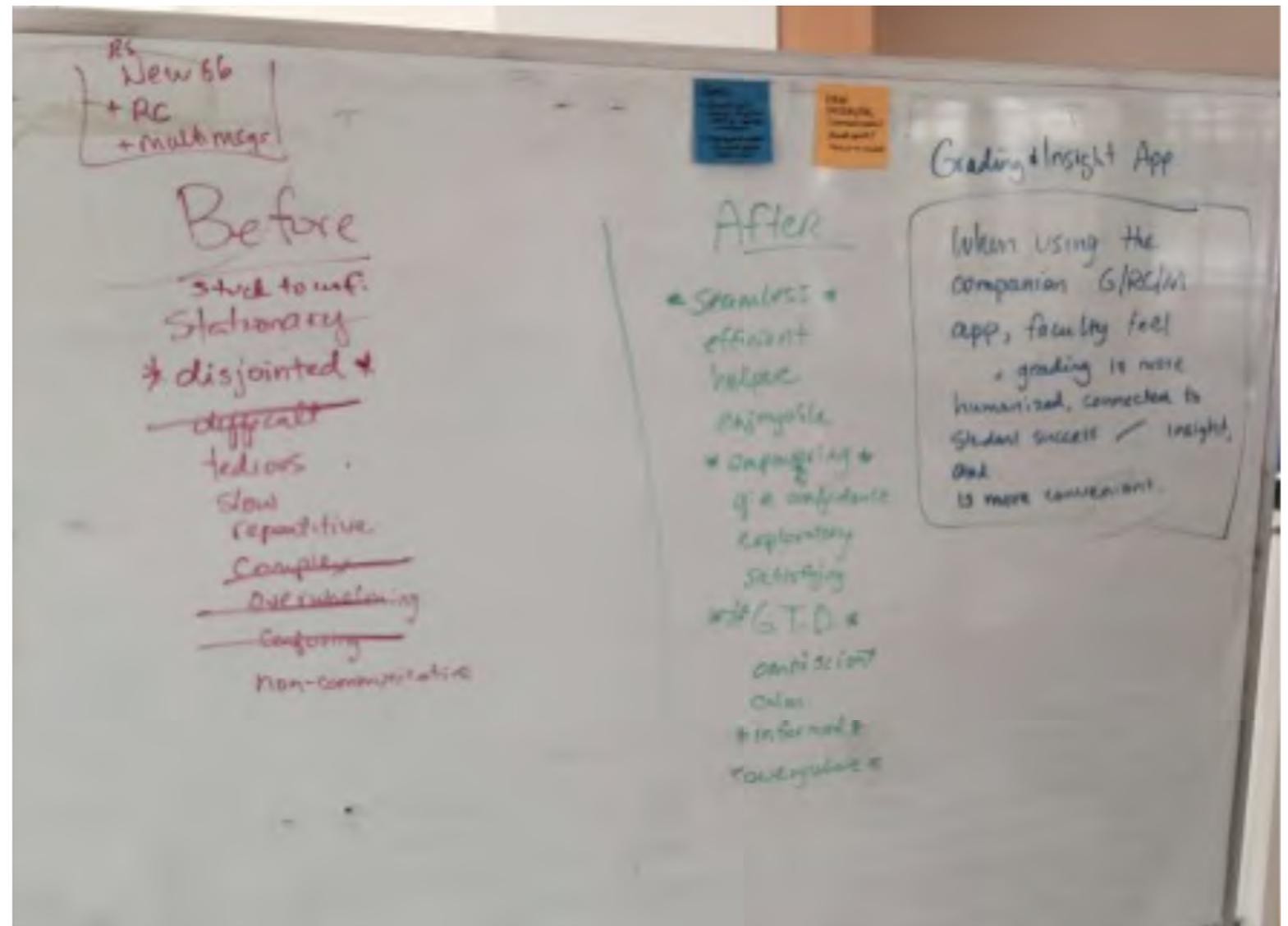
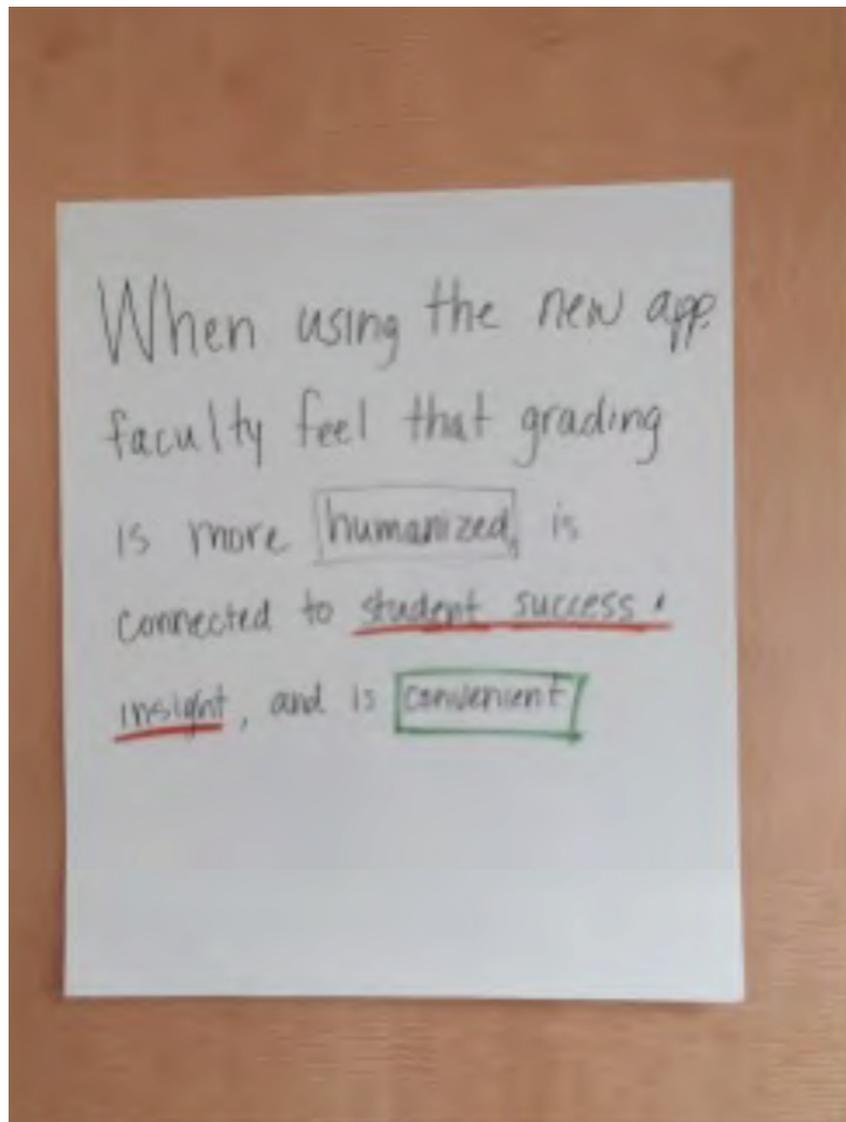
	BEFORE CLASS BEGINS	NORMAL CASE	GRADING MOMENTS
External Pressures	<p>Institutional policy influences understanding dept. changes</p> <p>New staff, New technology , New projects/ research</p>	<p>Continued research stress</p> <p>Non-course organizational responsibilities</p>	<p>Reputation about Pass/Fail</p> <p>schedule impacts</p>
Student Pressures		<p>Questions about everything: how to use the tools, where to find information; instructions clarifications; general concepts</p>	<p>Immediate results expected overkill on requests formal & informal grade challenges</p>
Major Desicions	<p>Choice of publisher or external resource to use; schedule for prep; which tools to use; how to plan out time for term</p>	<p>Changes or addtions bases on observation or student pressure</p>	<p>Grading scale when to do the work if change to course or plan is required</p>
LMS-Related Processes	<p>Content development (many tolols involved): LMS content structure; puslsher procedures</p>	<p>Announcements tools; Messaging or email; discussions, group management</p>	
Emotions Invoked	<p>Stressed, anxiety to finish planning</p>	<p>Class is going. Instructors "in the groove".</p>	<p>Anxiety and pressure to grade.</p>

Workshop Sketches



Emotional Value Proposition

When using the App, faculty feel informed and connected to student success. They find the App seamless, efficient and convenient making them feel more productive.



Value proposition Draft

Instructor Insights

Gathering information from professors. We established how they teach, when, what and how they grade. This gives us a better idea of how to alleviate the burdens of grading.

Instructors do not feel they have control over Learn.

If the grade is posted in grade center, it is released to students. They maintain a number of offline workflows such as tabulating grades in Excel Sheet, emails to provide feedback to students before entering anything in Learn.

Instructors feel that they “pull” the information out of Learn and “push” grades into Learn

Instructors view Learn as a place to pull student submitted work. They work outside Learn, iterate, and once ready input grades in Learn. For them, Blackboard feels final.

Instructors go through multiple iterations before arriving at a final grade

During first pass, instructors read, take notes, and assign a tentative grade. They refer to implicit/explicit rubrics to normalize any bias, go back to the assignment again, and will change grades, add more feedback etc., before assigning a final grade that a student sees.

“I feel stupid when using Blackboard”

Instructor explaining how she feels when she tries to access various areas of her course in Learn.

“I’m old school like that”

Instructor explaining why he prefers to print all the discussion board posts to review and understand what’s going on, who is posting and the number of times one posts etc.

“teaching for 10 years, I’ve got this down.”

Instructor explaining how they keep their bias in check by creating pre canned documents for an A, B, or C, paper

Impact & Effort Matrix

An Impact & Effort matrix was used to help identify whether the tasks we had in mind were going to be vital to the user (high impact) or not so important (low impact). As well as the engineering effort for those tasks being a high or low effort. This helped narrow down the MVP and helped establish what we need to have vs. what engineering might not be able to accomplish.

Top priority items from matrix:

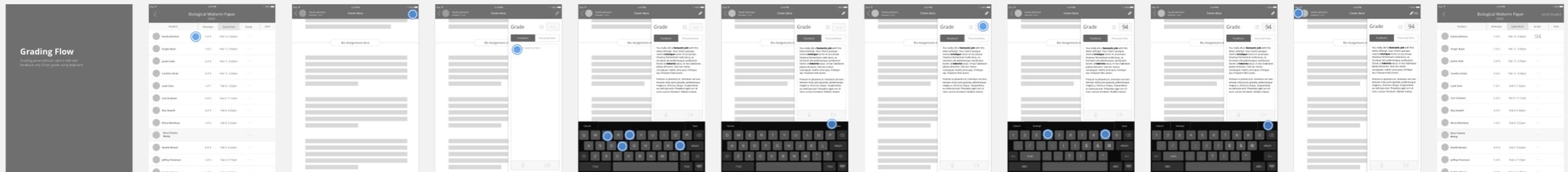
1. Show at risk students
2. show students with similar risk triggers
3. Compare student attempts
4. Ability to grade anonymously
5. See progress of grading entire class
6. Send students full history of grade reports
7. Retain messages in app regardless of platform sent
8. Bulk message students in groups
9. Add comments to submissions



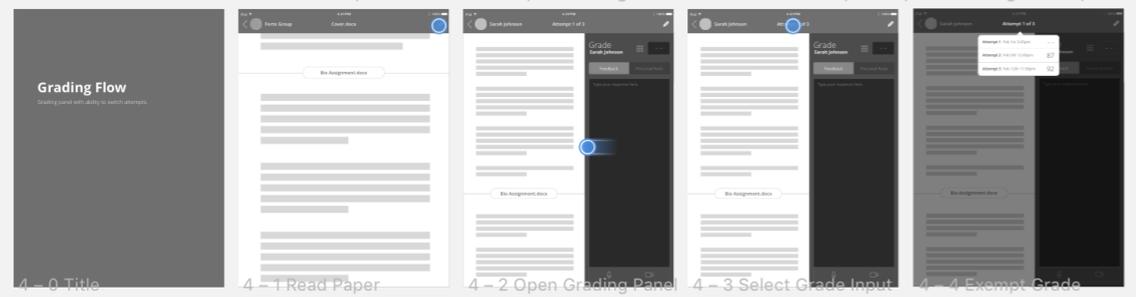
End to End Flows

Creating wireframes that show the user task being completed from end to end to ensure that all design considerations were taken into account.

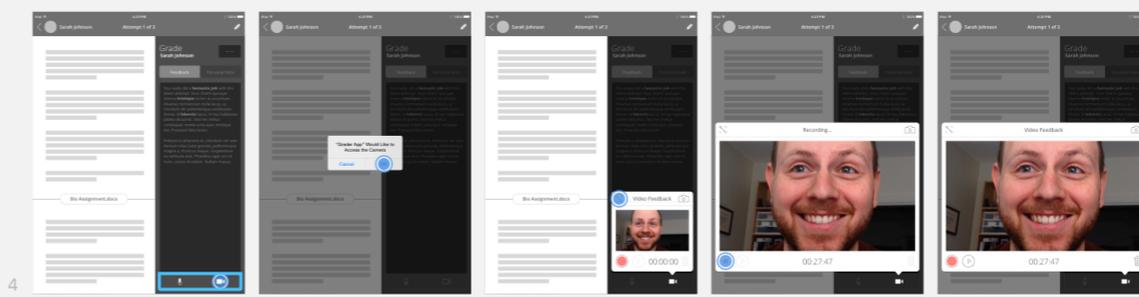
Adding feedback and grade



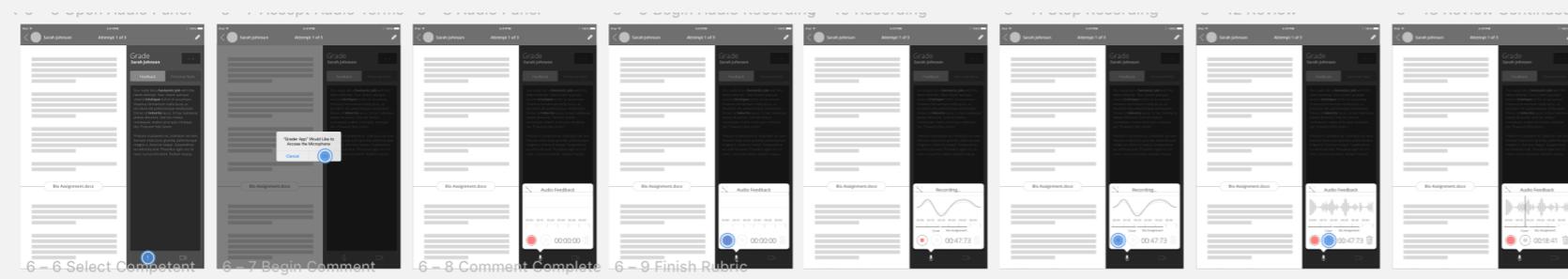
Switching Submissions



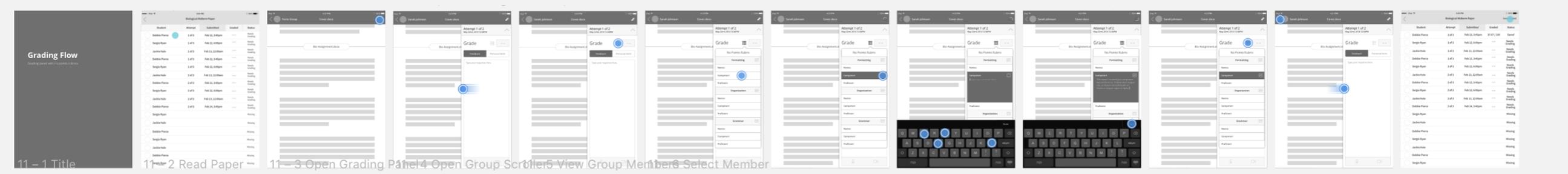
Video Feedback



Audio Feedback



Navigating from list view to grade assignment



Early wireframes/explorations

