



Education For Adults

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OUR TEAM



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San Leandro, CA



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Silver Spring, MD



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Oakland, CA

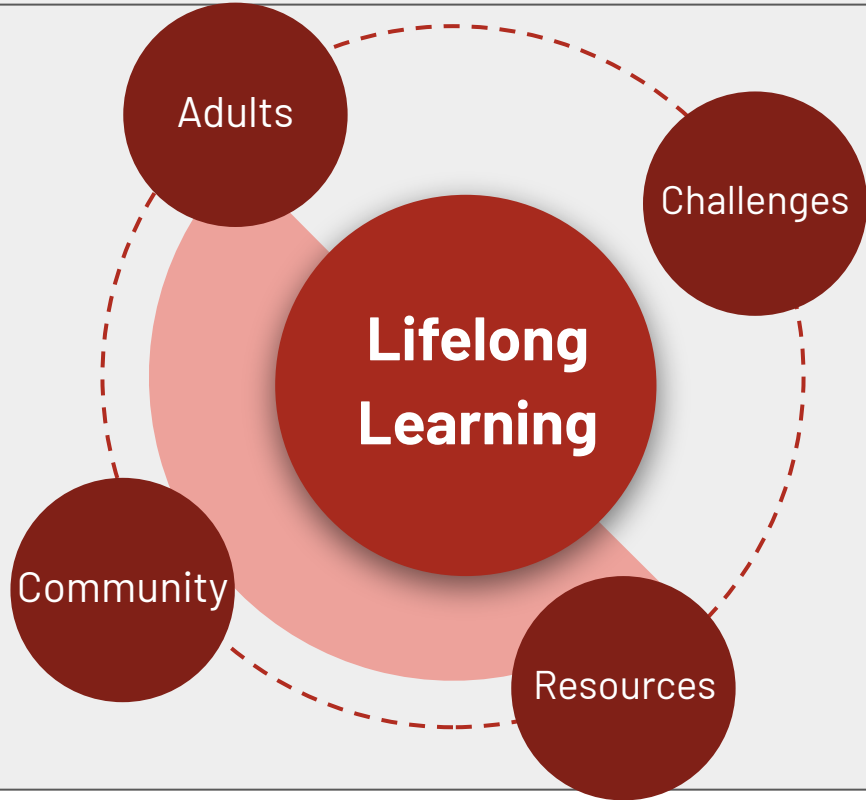


Yasser Jamal

Boston, MA

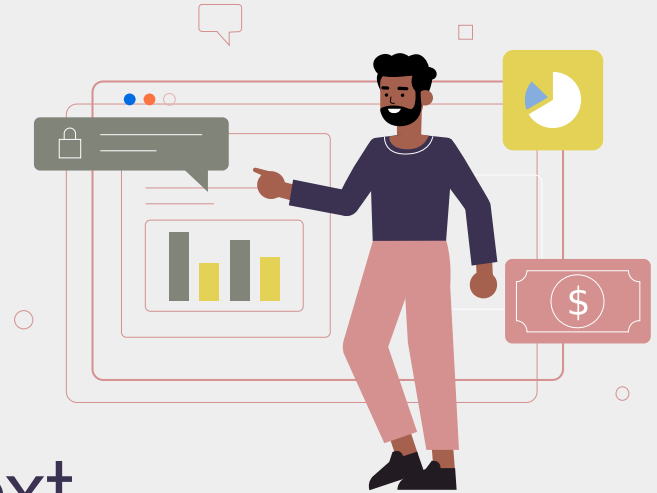


DOMAIN SELECTION



Participant Selection Process

- Cold-Emailing
- LINKEDIN
- GOOGLE
- Find People-in Context





Methodology



- Who?
 - students & educators
 - full-time & part-time
 - extreme & normal users
 - different age, gender, interests
- Where?
 - In person & Zoom
- How?
 - 1 interviewer, 1 recorder
 - typed notes + audio recording + consent





Key Questions?

What **inspired** you to continue your education?

- Memorable **challenges** or **experiences** associated with learning?

How do you see your **social life** impacted by attending school?

What's your day to day like?

What **goals** do you have for after education?

What's your **community** like inside of school and outside of school?





Participants



Peter : Director of Academic Programs @ SCPD

Sam: Candidate for a Masters in Liberal Arts

Leila: Current matriculated nursing student and full-time employee at BofA

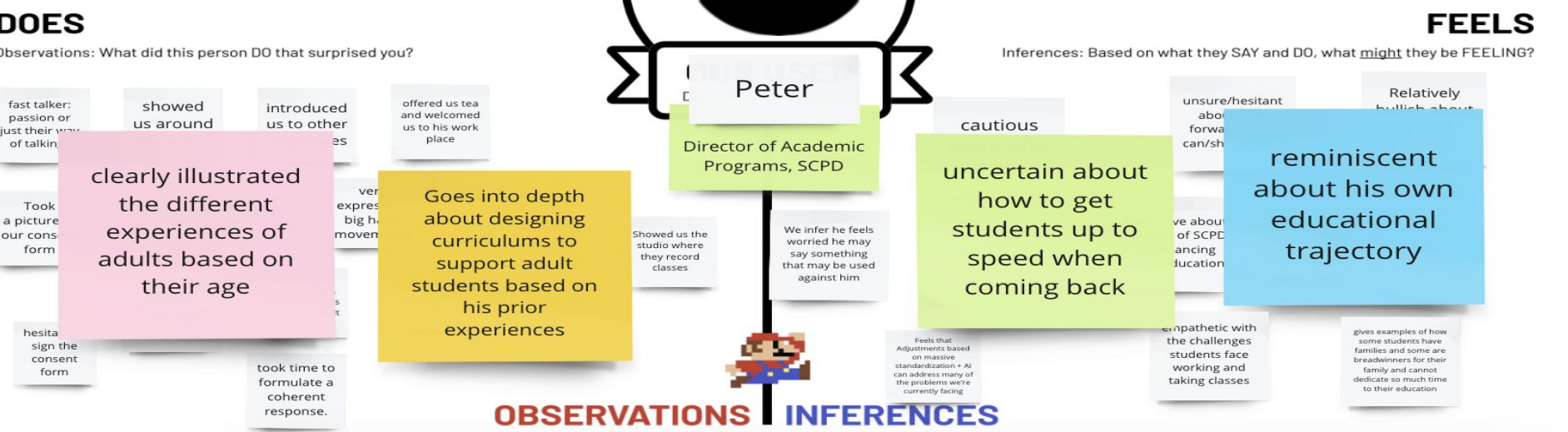
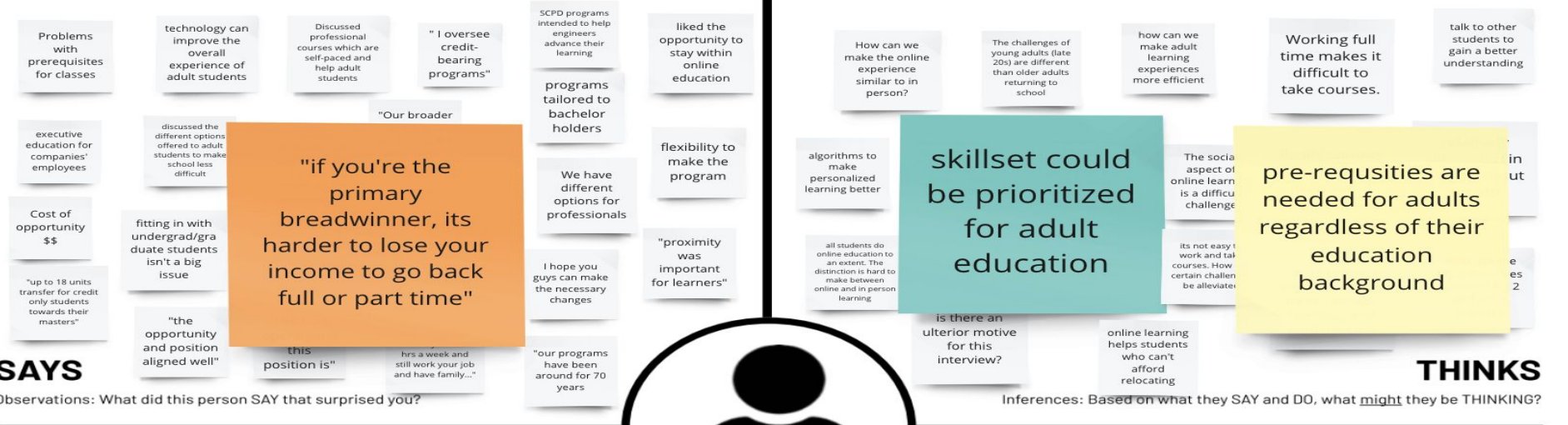
****For purposes of this assignment, we have anonymized our participants by replacing their real names with pseudo-names****



Peter

SCPD Employee, 35 MIN

“How do you do 15-25 hours a week of school plus your regular life over 10 weeks? And how do you do that over and over again for [multiple] years?”



OBSERVATIONS | **INFERENCES**





Insights

I. There are many options to accommodate different schedules

II. People like the flexibility of classes, but aren't just looking to get the degree

Need

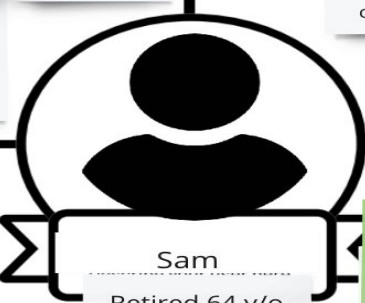
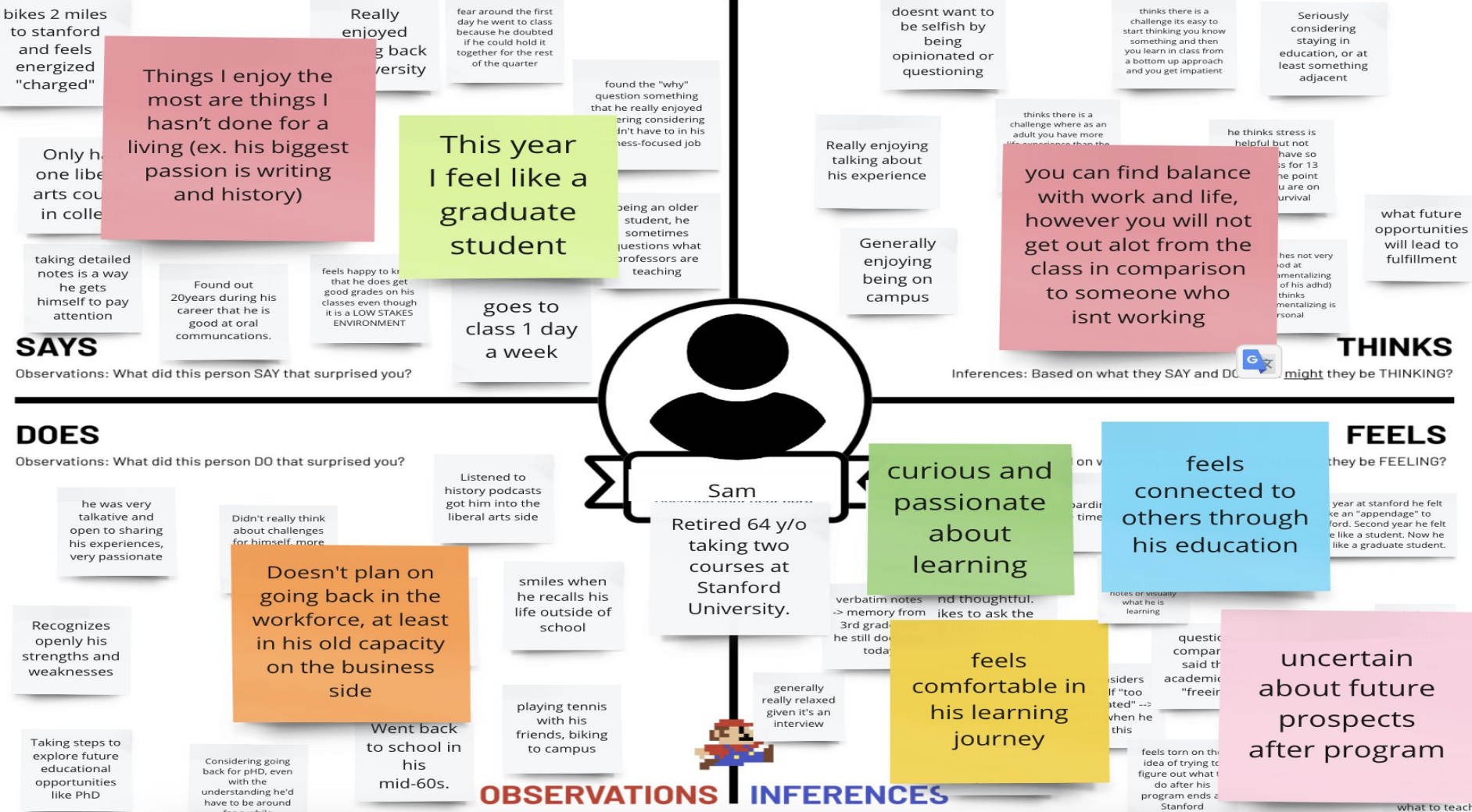
How can technology be utilized to make the flexible learning experience more interpersonal?



Sam

MASTERS STUDENT,
40 MIN

“A lot of my colleagues are still working full-time....I’ve gotten more pleasure out of the program than they have.”



Sam
Retired 64 y/o
taking two courses at
Stanford University.



bikes 2 miles to stanford and feels energized "charged"

Really enjoyed going back to diversity

fear around the first day he went to class because he doubted if he could hold it together for the rest of the quarter

found the "why" question something that he really enjoyed asking considering it didn't have to do with a stress-focused job

being an older student, he sometimes asks questions that professors are not teaching

thinks there is a challenge where as an adult you have more life experience than the students

he thinks stress is helpful but not too much

he has so much to do for 13 weeks at the point you are on survival

what future opportunities will lead to fulfillment

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what future opportunities will lead to fulfillment

Things I enjoy the most are things I haven't done for a living (ex. his biggest passion is writing and history)

This year I feel like a graduate student

doesn't want to be selfish by being opinionated or questioning

Really enjoying talking about his experience

Generally enjoying being on campus

you can find balance with work and life, however you will not get out a lot from the class in comparison to someone who isn't working

what future opportunities will lead to fulfillment

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SAYS
Observations: What did this person SAY that surprised you?

THINKS
Inferences: Based on what they SAY and DO, they might be THINKING?

DOES
Observations: What did this person DO that surprised you?

FEELS
Inferences: Based on what they SAY and DO, they might be FEELING?

he was very talkative and open to sharing his experiences, very passionate

Didn't really think about challenges for himself, more for others

Listened to history podcasts got him into the liberal arts side

smiles when he recalls his life outside of school

Doesn't plan on going back in the workforce, at least in his old capacity on the business side

Recognizes openly his strengths and weaknesses

Playing tennis with his friends, biking to campus

Went back to school in his mid-60s.

Considering going back for a PhD, even with the understanding he'd have to be around for a while

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curious and passionate about learning

feels connected to others through his education

feels comfortable in his learning journey

uncertain about future prospects after program

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OBSERVATIONS | **INFERENCES**

what to teach



Insights

- I. Adult students' educational experience varies based on their commitments outside of school
 - II. Being able to feel like one is part of the school community really enhances the educational experience

Need

Part-time students would really appreciate a way to feel connected to a school community,



Leila

PART-TIME NURSING
STUDENT, 40 MIN

**“When you have a purpose,
you pay the price for what you
want.”**





Insights

I. People learn the most when using a combination of online and in-person tools

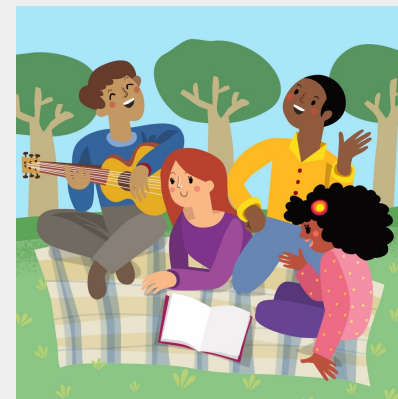
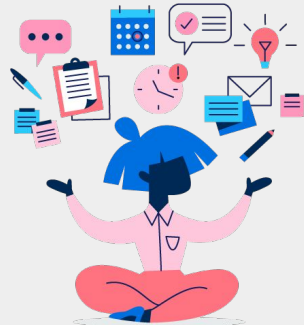
II. Students who struggle the most are those without strong support systems (single parents, students with kids, etc)

Need

We need to alleviate the burden returning to school can cause on students and use technology to build-upon in-person learning

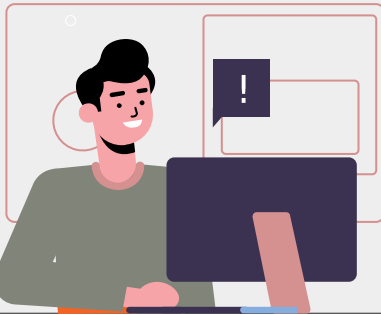


Key Learnings





NEXT STEPS



01

More Interviews

- Potential adult returners to school
- Faculty / professors who teach adults
- More Empathy Maps

02

Ideation

- Conduct ideation sessions to brainstorm ideas to help address the current challenges adult learners face
- HMW questions

THANKS!

Got questions or
comments?



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