One major change in the goal of my project since last semester was giving the student more liberty in deciding when they should be paired and who they should be paired with. Previously, the teacher, with the help of Lumilo (mixed reality glasses) was held responsible for keeping track of when students should be paired into tutor-tutee pairs and who the student should be paired with. However, further design and storyboarding sessions with teachers has indicated that teachers would prefer not to spend time on these details, but rather spend time on actually teaching and helping their students. The project will now be working on an implementation where the students have a skill bar indicating their current mastery of a particular skill. This skill bar will be able to alert students when they should seek help for on a skill, and provide the student with a list of students in the classroom who can help them as a tutor on this skill in a tutor-tutee pair. This list will exclude students on a “blacklist” created by the teacher to restrict students from taking too much advantage of the liberty of choosing their own partners.

Furthermore, I will now be working towards two classroom pilots for this semester instead of three due to practicality issues and scheduling with schools.

Since last semester, I have been working on integrating the peer tutoring software with the ability to show student skill level mastery and allow the student to ask for a peer tutor. This software is currently being tested and will be used in classroom pilots for 7-13 classes at Hopewell Elementary School on February 13 and 14.

Due to scheduling conflicts and clearance restrictions, I did not meet my first milestone of completing the first classroom pilot as described in my original proposal; however, the dates for the classroom pilot have been confirmed and the software to be used is being tested.

There have been no major surprises in my project since last semester. Over the next two weeks, I plan on thoroughly testing the software to be used in the classroom pilots. Furthermore, after the conduction of the classroom pilots I plan on conducting interviews with teachers and students to assess how the software performed and if any design modifications should be made.

I will be revising my milestone goals to match the dates of the two scheduled classroom pilots, one of which is mid-February and the other of which is early April. The first pilot will simply test the existing peer tutoring software with the added student capabilities of viewing their current skill mastery level and requesting a specific peer tutor student able to help them with the skill that is being struggled with. The second pilot will integrate Lumilo, mixed reality glasses, with the peer tutoring software to allow the teacher to effectively monitor the peer tutoring of students and best help where needed. While I am not conducting the classroom pilots, I plan on making design and implementation modifications as needed based on the feedback from teachers and students, as well as data from previous design and storyboarding sessions. I have all of the resources required to complete my project.