sp[A.C.E.]
Student’s Personal Academic Collaboration Environments: Presentation

By: Cozette Kosary

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http://prezi.com/rdltdnicrze_/space-students-personal-academic-collaboration-environment/
Sp[A.C.E.]

Student's Personal Academic Collaboration Environments

By Cozette Kosary
Why Academic Environments as Third Places

“Third places” are meant to build community for individuals outside of the home (“first place”) and work environment (“second place”).

“When students have the opportunity to interact with faculty and one another, the college experience is enhanced, thus providing deeper learning and development.”

(Brandon, Hirt & Cameron, 2008:63).

“Social interaction is a significant determinant of graduation and student persistence rates.”

(Brandon, Hirt & Cameron, 2008:65).

Social environments are not different from physical environments, they “do not exist independently of each other; any environment is the result of continuing interactions.”

The Problem

How can user experience research be used to facilitate a Academic Collaboration Environment that students living in the dorms would use as a “Third Place.”
Activity
Why do you study?

“To Pass The Class.”

“So I can Hopefully Learn a Little Bit.”

“To Get Into Medical School.”

“So I Don’t Fail My Classes?”

“So That I Will Do Better On Test.”

“To Get Good Grade.”

“To Find a Job. To Be A Researcher. To Be A Biologist.”

“So I Can Be Good In School. I Want To Make It To Law School.”
Where do you study?

“The Main Lobby.”
“In Dorm.”

“The Library.”

“At Work.”
“The Park.”

“Anschutz.”

“J.R.P.”

“Watson.”

“The Union.”

“SPAR Library.”

“My Architecture Studio.”
Environment Walkthroughs

Corbin Hall

Hashinger Hall

McCollum Hall
Corbin Hall
<table>
<thead>
<tr>
<th>Characteristics of Third Places Alpha-Beta Method:</th>
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<tbody>
<tr>
<td><strong>Objective:</strong></td>
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<td><strong>Rationale:</strong></td>
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<td>1. Accessible and Accommodating</td>
</tr>
<tr>
<td>• Can Go Alone</td>
</tr>
<tr>
<td>• Can Bring People With You</td>
</tr>
<tr>
<td>• No Schedule</td>
</tr>
<tr>
<td>• Convenient Location</td>
</tr>
<tr>
<td>2. Conversation is the Main Activity</td>
</tr>
<tr>
<td>• No Loud Music</td>
</tr>
<tr>
<td>• Encourages Talking</td>
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<tr>
<td>• Informal Conversation</td>
</tr>
<tr>
<td>• Flowing Conversation</td>
</tr>
<tr>
<td>• No Screaming</td>
</tr>
<tr>
<td>3. Home Away From Home</td>
</tr>
<tr>
<td>• Individual Space</td>
</tr>
<tr>
<td>• Warm</td>
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<tr>
<td>• Cheerful</td>
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<tr>
<td>• Companionship</td>
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<tr>
<td>4. A Leveler</td>
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<tr>
<td>• No Rank</td>
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<tr>
<td>• No Class Distinction</td>
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<tr>
<td>• No Membership</td>
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<td>• Sharing Knowledge</td>
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<tr>
<td>5. On Neutral Ground</td>
</tr>
<tr>
<td>• Come and Go</td>
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<tr>
<td>• Not the Host</td>
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<tr>
<td>• Both Formal and Informal</td>
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<tr>
<td>6. Regulars</td>
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<tr>
<td>• Accepting of New Comers</td>
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<td>• Populate the Space</td>
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<td>7. A Playful Mood</td>
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<td>• Leads to Happiness</td>
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<td>• People Linger</td>
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<tr>
<td>• Not a Serious Atmosphere</td>
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<td>8. Low Profile</td>
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<tr>
<td>• Plain</td>
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<tr>
<td>• Unimpressive</td>
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<td>• Not Advertised</td>
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<tr>
<td>Location</td>
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<tr>
<td>THE NORM</td>
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<td>WATSON</td>
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<td>THE STUDIO</td>
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<td>ANSCHUTZ</td>
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<td>JAVA BREAK</td>
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Characteristics of Third Places Alpha-Beta Method:

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| 19 |
Java Break

- Open 24 Hours
- People Go There to Talk
- Encourages Individuals and Groups
- There is no distinction in Rank
- Accepting of All Individuals
- Come and Go
- Mixed Seating
- Not Advertised

- Located Away From Campus
- Play Loud Music
The Dorm

- Located on Campus
- People Go There to Talk
- Encourage Individuals and Groups
- Mixed Seating
- People Linger

- Restricted Hours of Availability
- There is Rank (Off Campus Individuals cant use the Internet)
- Play Host for Guest
- Advertised During Tours of Dorms
- Not Warm
- Empty Most of the Time
Individual Activity
Questionnaires

Interviews
**Persona**

**Quiet Thinker**

Meet Ashley Anderson. She is a Freshman Psychology Major who lives in Ellsworth Hall. She is currently enrolled in 12 hours of reading intensive courses.

She has a difficult time reading in loud busy areas. However she has a roommate who always has company over and is not able to study in her dorm room. So she is forced to find a quiet study area else were.

When she studies individually, she only brings the necessary materials. She often leaves her computer at home because she doesn’t need it to accomplish her work. She cannot study to loud noises including music. She needs dead silence. She also has a difficult time studying when other people are talking or are on their phone. She likes to sit in the corner of the room away from distraction and movement and read her PSYC 102 textbooks.

When studying in her lab group for Zoology she prefers to meet only when necessary. She likes to Skype to accomplish all other work. She doesn’t really like to work in groups. She prefers to divide the work up and work individual so the meetings go faster. When she meets with a group she wants to stay on task.

**Activity Theory**

Goals:
- Accomplish Focused and Goal-Oriented Work
- Work Distraction Free
- Work in Dead Silence
- Be Secluded away from Public
Quiet Thinker

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Persona

Help Seeker

Meet Daniel Lopez. Daniel is a Freshman Pre-Med student from Germany. Daniel lives in McColum Hall and is currently enrolled in 16 hours of math and science courses.

Daniel is often caught off by the difficulty learning in his second language and often seeks help when studying.

When doing his Math 105 homework, he likes to study close to a help center and other individuals studying the same equations. Daniel is not afraid to ask for help when he needs something clarified. He prefers quiet areas with lots of people.

When working with his Biology lab partners, Daniel likes to use internet sites such as Cramster and Quizlet. His group likes for the site to generate questions and quizzes. Daniel likes to be able to draw out the equations and formulas on a large surface and for individuals to be able to walk him through the problem.

Activity Theory

Goals:
- To Seek Help When Needed
- To Have Questions Answered
- Access to Other Individuals
- Working On the Same Topic
- Flexibility to Move in the Space
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Goals:
- To Seek Help When Needed
- To Have Questions Answered
- Access to Other Individuals Working On the Same Topic
- Flexibility to Move in the Space
SUBJECT
- Individual Homework
- Group Work

RULES
- Agreed Upon Time to Work by Self
- Agreed Upon Time to Work Through the Problem or Process
  - Able to Talk
  - Ability to do Demonstration
- Ability to Ask Questions and Get Help
  - Allotted Break Times: Internet and Food
  - Parental Internet Control

COMMUNITY
- Classmates
- Specialists
- Resources Online
Persona

Space Hog

Meet Jessica Jones. She is a Sophomore Photo Media major. She is taking 12 hours in the College of Art and Design. She lives in Hashinger Hall.

When Jessica works she likes to spread out all of the material so she can see it. She often times will be multitasking between the computer, textbooks, printed notes and her sketchpad.

Jessica prefers to do individual projects in a studio setting. She sometimes needs a table to layout her work and a separate table to cut and mount her photographs. She likes to study to music and be around other individuals. She likes for people to stop by and see what she is working on and praise her work.

When Jessica studies for her art history class she prefers to work in a small group. She will meet up with the individuals and they will often take up large portions of tables and sometimes even the floor. They seek spaces that provide food and drinks and need to be able to talk and quiz each other about the parts of history they are trying to remember.

Goals:
- To Use as Much Space Need to Accomplish the Job
- Access to Creative Individuals
- Access to Different Types of Clean Work Surfaces

Activity Theory

Diagram with nodes and links detailing the Activity Theory framework.
Space Hog

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Goals:
- To Use as Much Space Need to Accomplish the Job
- Access to Creative Individuals
- Access to Different Types of Clean Work Surfaces
INSTRUMENTS
BROUGHT
- Laptop
- iPod
- Homework
- Phone
- Pen/Pencil
- Notebook
- Textbooks
GIVEN
- Clean Floors
- Chair
- Tables
- WiFi
- Marker Boards
- Places to Work
- Food
- Electricity
- Light

SUBJECT
- Individual Homework
- Group Work

OBJECT
- Class Assignment
- Studying
- Group Projects
Persona

Timed-Out Procrastinator

Meet Michael Moore. He is a Second Year Biology student who lives in Lewis Hall. He is currently enrolled in 15 hours.

Michael prefers to spend his time playing basketball with friends and not doing homework.

When it finally comes time to study for a Biology 201 test, Michael waits until the day before. He begins to memorize and cram as much information into his brain as he can. He carries a crib sheet with him and studies as he eats. He prefers to study on the go and in between classes. He doesn’t waste time going to his dorm to study because he doesn’t have much time to study and he doesn’t want to get off task. He studies to music and ignores all that is going on around him. He is nervously shaking his leg and mutters the equations to himself.

When meeting his COMS 130 group, Michael wants to meet the day of the class to put together his portion of the presentation. He prefers to delegate the work and combine the presentation two hours before. He likes to work in groups with individuals who are willing to take on the larger parts of the presentation so he can coast on by.

Goals:
- Cover Large Amounts of Information Fast
- Work Distraction Free
- Work for Short Amounts of Time in Any Environment

Activity Theory
Timed-Out Procrastinator

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When meeting his COMS 130 group, Michael wants to meet the day of the class to put together his portion of the presentation. He prefers to delegate the work and combine the presentation two hours before. He likes to work in groups with individuals who are willing to take on the larger parts of the presentation so he can coast on by.

Goals:
- Cover Large Amounts of Information Fast
- Work Distraction Free
- Work for Short Amounts of Time in Any Environment
SUBJECT
- Individual Homework
- Group Work

RULES
- Agreed Upon Time to Quit Playing
- Around, Focus
- Ability to Come and Go Quickly
  - No Internet
- Ability to Memorize Mass Amounts
  of information quickly
  - No talking to others
  - Ability to talk to self

COMMUNITY
- Friends
- Classmates
Activity Theory

Persona

Frequent Breaker

Meet Sarah Smith, a Frequent Breaker. She prefers to study for short periods of time and then take breaks. This helps her to stay focused and avoid burnout.

When Sarah studies, she finds it helpful to study in different locations. She likes to change her environment to keep things interesting. For example, she might study at a coffee shop one day and at the library the next.

When Sarah takes breaks, she likes to do something completely different from her studies. She might go for a walk, listen to music, or watch a movie. This helps her to recharge and come back to her studies feeling refreshed.

Sarah's goals are to have mental breaks during her studies and to be flexible in her study routine. She likes to have accessibility to quick activities that she can do when she breaks from her studies.

When Sarah breaks, she often checks social media or watches videos on YouTube. She finds these activities to be a nice break from her studies and helps her to stay connected with her friends.
Frequent Breaker

Meet Sarah Smith. She is a Freshman Speech Pathology Major who lives in Hashinger. She is currently taking 12 hours and wants to change her major to something else but isn't sure what yet.

When Sarah studies she needs to work for short periods of time then change her focus to a new task and then come back to the former task.

Often times you will find Sarah studying for her Spanish class by herself in public places with lots of things going on. She likes to be able to shift her focus to the area around her when she needs to think. She will often watch the game on TV or chat with a friend walking by. She gets easily off topic and will often times catch herself Facebook Stalking or Youtubing. She likes to eat while she studies and breaks her homework into smaller task. When she accomplishes a task she rewards herself with a smoke break or a walk to see her friend in McCollum Hall.

When Sarah studies in her Math 105 group she likes to study in large open areas. She likes to be able to talk as friends and when needed take breaks with them. Her groups accomplish more when they break their time up in one hour increments. She likes to be productive for an hour then take a 20 minute chat break or Youtube break.

Goals:
- To Have Mental Breaks from Seat
- Security to Get Up and Leave and Come Back to Work
- Access to Other Spaces
- Access to Quick Activities
- Flexibility to Move in the Space
SUBJECT
Individual Homework
Group Work

COMMUNITY
Other Students Working
Classmates

RULES
- Agreed Upon Break Times
- Subtle Background Noise (No Loud Noises/Intercoms)
- Obnoxious Free
- Freedom to Leave on Break and Pick Up Where They Left Off
- Parental Internet Control
- Ability to Walk Around as Needed: Indoor Voices
- Talk at a Moderate Level:
Understanding
<table>
<thead>
<tr>
<th>Mode:</th>
<th>Description:</th>
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<tbody>
<tr>
<td>Quiet Thinker:</td>
<td>These students like to study without distractions and are focused on accomplishing set goals.</td>
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<tr>
<td>Help Seeker:</td>
<td>These students seek help from outside resources such as specialist and Internet Question Generators. They need to be told what areas they need to focus on so they learn the necessary material to succeed.</td>
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<tr>
<td>Space Hog:</td>
<td>These students require large work areas with multiple surfaces. They study best when they can see and have access to all the materials they need.</td>
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<tr>
<td>Frequent Breaker:</td>
<td>These students are the ones you study for short period of time then take a break. To learn the material they often have to direct their attention at a single task and once completed they reward themselves with something off topic.</td>
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<tr>
<td>Timed-Out Procrastinator:</td>
<td>These students have waited to the last minute to begin studying and need to focus on learning mass amounts of information fast.</td>
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<tr>
<td>Requirement</td>
<td>Description</td>
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<tr>
<td>Heavy Traffic:</td>
<td>The student is able to situate themselves amongst the crossfire of other students studying.</td>
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<td>Brain Food:</td>
<td>The student is supplied food and beverages to power the brain.</td>
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<td>Free Range:</td>
<td>The student is presented with as much freedom and space as they need to make their work flourish.</td>
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<td>Tech Savvy:</td>
<td>The student is equipped with the necessary power, WiFi, and technological resources to support all work tasks.</td>
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<td>Tailored Fittings:</td>
<td>The student is able to control their space and furnishings.</td>
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<td>Remote Sector:</td>
<td>The student is able to be in public but feel like they are on a remote island, completely blocked from the congestion of others studying and noise that they may bring.</td>
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<tr>
<td>Genius Clique:</td>
<td>The student is given an area to talk with friends and colleagues about material being learned. In this area there are also people who can answer any question the student may have.</td>
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<tr>
<td>Objective</td>
<td>Rationale</td>
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<tr>
<td>1. Heavy Traffic</td>
<td>• Public</td>
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<td>• Move Throughout Space</td>
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<td>• Be able to Sit in the Crossfire of Traffic</td>
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<td>• Access to Multiple Spaces</td>
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<td>• Located near Alternative Activities</td>
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<td>2. Brain Food</td>
<td>• Healthy Treat Options</td>
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<td>• Fresh Food Options</td>
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<td>• Snacky Food Options</td>
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<td>• Grab and Go</td>
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<td>• Energy Food: Caffeine</td>
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<td>• Come and Go as Pleased</td>
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<td>• Work For Short Periods of Time</td>
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<td>• Linger</td>
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<td>• Be Able to Move About Space</td>
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<td>• Clean Work Surfaces</td>
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<td>• Informal</td>
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<td>• Be Able to Spread Out</td>
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<td>• Open</td>
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<td>• Flexible</td>
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<td>• Option to Eat in Space</td>
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<td>• Conversation Level: Indoor Voices</td>
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<td>4. Tech Savvy</td>
<td>• Electricity</td>
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<td></td>
<td>• Printing Services</td>
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<td>• WiFi</td>
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<td>• Computers</td>
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<td>• Printers</td>
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<td>5. Tailored Fittings</td>
<td>• Choices in Furniture Options</td>
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<td>• Comfortable Furniture</td>
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<td>• Mobile Furniture</td>
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<td>• Custom Internet Controls: Allotted</td>
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<td>• Facebook, Youtube, Surfing Time</td>
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<td>• Adjustable Light</td>
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<td>• Adjustable Volume</td>
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<td>6. Remote Sector</td>
<td>• Obnoxious Free</td>
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<td>• Distraction Free</td>
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<td>• Noise Free</td>
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<td>• Secluded</td>
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<td>• Space Between People</td>
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<td>• No Cell Phones: No Texting</td>
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<td>• No Eating</td>
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<td>7. Genius Clique</td>
<td>• Knowledgeable Company</td>
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<td></td>
<td>• Access to Specialist</td>
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<td></td>
<td>• Access to Help Services</td>
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<td></td>
<td>• Be Able to Get Questions Answered</td>
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<td></td>
<td>• Access to Students Working on Similar Topics</td>
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<td>Location</td>
<td>The Studio</td>
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<tr>
<td>Alpha x Beta=Tot.</td>
<td>3 x 10 = 70</td>
</tr>
<tr>
<td>Alpha x Beta=Tot.</td>
<td>7 x 4 = 28</td>
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<tr>
<td>Alpha x Beta=Tot.</td>
<td>7 x 6 = 42</td>
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<tr>
<td>Alpha x Beta=Tot.</td>
<td>7 x 10 = 70</td>
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<td>Alpha x Beta=Tot.</td>
<td>4 x 1 = 4</td>
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<tr>
<td>Alpha x Beta=Tot.</td>
<td>3 x 2 = 6</td>
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**Study Space Requirements Alpha-Beta Method:**

1. Heavy Traffic
2. Brain Food
3. Free Range
4. Tech Savvy
5. Tailored Fittings
6. Remote Sector
7. Genius Clique

**Total Value:**

- The Studio: 288
- The Dorm: 223
- Java Break: 229
- Watson: 295
- Anschutz: 189
Total Value: 295

Anschutz

- Public
- Located Near The Underground
- Café
- Open Areas
- Linger
- Spread Out
- Printing Services
- Wireless Internet
- Library Help Desk

- Facebook Access
- No Customization of Space
- Cant Network Unless You Know Individuals
The Studio

- Public
- Located Near Dorms
- Café
- Linger

- Can't Spread Out
- Fixed Furniture/No Space to Move it
- Facebook Access
- No Customization
- Can't Network Unless You Know Individuals
- No Help Services
### Need Clusters:
1. User Control Settings
2. Secret Hideouts
3. Resource Hot Spots
4. Fun Zones
5. Productive Pockets
6. Healthy Eateries

<table>
<thead>
<tr>
<th></th>
<th>Heavy Traffic</th>
<th>Brain Food</th>
<th>Free Range</th>
<th>Tech Savvy</th>
<th>Tailored Fittings</th>
<th>Remote Sector</th>
<th>Genius Clique</th>
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<tr>
<td><strong>Timed-Out Procrastinator</strong></td>
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<td><strong>Quiet Thinker</strong></td>
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</tbody>
</table>
Reserving Material
- A Projector
- A Marker Board

Ordering Food
- Before Arrival
  - allows for Healthy Food

Space
- by self
  - Personalization
  - Amount of Space Needed

Furniture Preference
- Chair
- Couch
- A Table

Reserving Place
- Purchased through Credit Cards
- Meal Plans

Light Levels
- Natural
- Artificial
- Light
- Dark
Modified

Study Modes

by selecting

set

In Advance

Preferences

can be done

Customizing the Experience

User Control Settings

Checking-in to a Space

can be done

In Person

Virtually

where at

A Lobby

by asking

A Person

through use of

A Phone

with access to

A Computer

with access to

Applications

Internet

allows for

Seeing Where Others Are Studying at

Reserving a Place to Study At

Finding a Place to Study At

so

students

can

Network

with
Real World Application

- Convert Dining Areas on Campus at Night to Study Areas have a balance between productive pockets and secret hideouts

- Work with google: gmail, google docs, google +, google groups

- Make Space: How to Set the Stage for Creative Collaboration by Scott Doorley and Scott Witthoft
Next Step

- Persona Based Scenarios
- User Task Analysis for EACH Behavior Mode
- Prototype App.
- Prototype Simple Solutions to Growing Space and Privacy
Further Development

• Identify Other User Modes
  • Test Off Campus Undergrad Users
  • Test On Campus Grad Users
  • Test Off Campus Grad Users
Special Thanks To:

My Family For Driving Me to Do More.
My Grandma Muriel Davis, My Grandpa Lindley Davis,
My Dad Paul Kosary, My Mom Deidre Kosary,
My Sisters: Nicole Kosary, Sharayah Lopez, Victoria Kosary, and Bethany Kosary,
My Brothers: Ryan Wiley and Pablo Kosary, and Aunt Lisa Chase

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My Friends and Classmates For Seeing Me Through.
Majo Miselem, Adriana Guzman,Rachel Magario, Anne Monfort, Georgette Sullivan,
Ren Harn, and Yuping Hsu.

The Subjects I Interviewed.

And A Special Shout Out Goes to The Human Subject Committee in Lawrence
And The Creature Living in My Ceiling.
Bibliography


References


