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# grasp

🔍 Team Stumble Not Fumble



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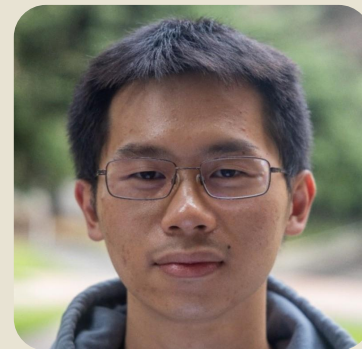
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# PROBLEM CONTEXT

- There isn't much information about courses for students
- Information is scattered
  - UW Reddit threads, MyPlan, MyUW, CEC, etc.
- Students waste time dropping courses and rearranging their schedule after classes commence

The screenshot shows the MyPlan 'Find Courses' page. It includes a search bar with the text 'INFO', a 'Search in:' dropdown set to 'Time Schedule', and a 'Course search by:' field. Below the search bar, there are filters for 'Meeting days and times' (set to 6:30 am - 10:30 pm) and 'Exclude options' (checked for prerequisites, closed sections, and PCE program students). The results section shows 44 results for 'INFO' courses, with a table listing course codes, titles, quarters offered, credits, and Gen Ed requirements.

COURSE CODE	COURSE TITLE	QUARTER OFFERED	CREDITS	GEN ED REQ
INFO 102	Gender and Information Technology	SP 24	5	SSc and DIV
INFO 103	Social Media, Ethics, and Automation	SP 24	5	NSc or SSc
INFO 198	Exploring Informatics	SP 24	1-5	
INFO 200	Intellectual Foundations of Informatics	SP 24	5	SSc



The screenshot shows a Reddit post from the subreddit r/udub. The post is titled 'CSE 142 Advice' and is posted by user u/Busenhu2 2 years ago. The content of the post discusses the difficulty of the course and provides advice to students. The post has 16 comments and is shared on a mobile device.



# PROBLEM STATEMENT

How might we facilitate a more **informed decision-making process** for UW students when selecting courses, enabling them to **achieve** a comprehensive **understanding of course content and requirements** beforehand, so that they can **reduce instances of being unprepared** and **maximize their academic success**.



# KEY RESEARCH INSIGHTS

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First step is  
to go onto  
Reddit

Finds a lot of  
reddit threads but  
they are dead  
(from long time  
ago, no reply)

Google the  
course/professor

Very easy to  
ask friend who  
is in same  
major about  
courses

"Sometimes I  
enroll in a class  
just to look at the  
syllabus then  
decide whether to  
take it or drop it."

Descriptions on  
Canvas don't  
provide a clear  
idea about the  
course

- Lots of various forums and pages for information
  - Students are looking for a "ONE" resource to find information about courses
- Discussion forums aren't popular
  - Don't receive a lot of interactions → outdated information
  - Creating a discussion form is not worthwhile
- INFO students often get course information from peers who have taken the course



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PERSONAS



David (Dave)



Carol



# DAVID (DAVE)

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## Basic Information

- Freshman at UW
- Interested in INFO major
- Commuter

## Needs

Dave needs to take introductory INFO courses to apply into the the major, but he doesn't have a lot of INFO friends. Since he's interested in the major he wants to get a better understanding of what INFO students do.



# CAROL

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## Basic Information

- INFO major
- Have been at UW several years

## Needs

Carol is in the Informatics major and needs to branch out from her specialization. Her friends are taking the same courses as her and don't have much information on the other courses she's interested in. She wants to view course syllabuses to learn more about the classes.



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## KEY FEATURES



Search




Browse and Upload





# SEARCH

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Q INFO 3

- Q INFO 300: Research Methods (5)
- Q INFO 310: Information Assurance and Cybersecurity (5)
- Q INFO 330: Databases and Data Modeling (5)
- Q INFO 331: Introduction to Information Architecture (5)
- Q INFO 340: Client-Side Development (5)

grasp

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Select a quarter, year, and professor to view the course's syllabus.

Quarter\*

Spring

Summer

Autumn

Winter

Year\*

Year

2022

Professor\*

Professor

Joel Ross

## INFO 340: CLIENT-SIDE DEVELOPMENT

**Course Summary:**

Introduction to client-side development on the internet, including markup, programming languages, protocols, libraries, and frameworks for creating and maintaining usable and accessible, interactive applications. Prerequisite: either CSE 123, CSE 143, CSE 154, or CSE 163, and INFO 201.

**Course Syllabus**

Syllabus for INFO 340 A WI 22: Client-Sid... 1 / 12 80% + [ ] [ ]

- Schedule (<https://canvas.uw.edu/courses/1516756/pages/course-schedule>)
- Syllabus (<https://canvas.uw.edu/courses/1516756/assignments/syllabus>)
- Course Book (<https://info340.github.io>)
- Ed Discussion (<https://edstem.org/us/courses/16503/discussion>)


**COURSE DESCRIPTION**

This course will teach you the skills and techniques necessary for creating sophisticated and accessible interactive web applications. It focuses on the client-side languages, tools, and libraries that professionals use to build the web sites you use every day. We will learn not only the basic syntax and mechanics of web development, but also the best practices that separate professional developers from amateurs. Upon completing this course, students will be able to build robust web applications, and will have the foundation for independently learning new skills in the ever-changing world of web development. This course is intense and our expectations are high, but we will make sure that everyone, including those totally new to web programming, are able to succeed.

either CSE 143, CSE 154, or CSE 163; and INFO 201



# BROWSE & UPLOAD



Browse all the courses or select a specific course level

**COURSES**

Course Level

100  
 200  
 300  
 400

[Clear Filter](#)

**INFO 102**

**GENDER AND INFORMATION TECHNOLOGY**

Explores the social construction of gender in relation to the history and contemporary development of information technologies. Considers the importance of diversity and difference in the design and construction of innovative information technology solutions. Challenges prevailing viewpoints about who can and does work in the information technology field.

Offered: A.

**INFO 103**

**SOCIAL MEDIA, ETHICS, AND AUTOMATION**

Explores ethical concerns involving automation on social media platforms. Students learn about social media phenomena (e.g., viral memes, parasocial relationships, harassment campaigns), experiment with computer programs (e.g., bots, data mining programs, recommendation algorithms), and apply ethics frameworks (e.g., Tosiom, virtue ethics, Ubuntu ethics). No prior programming experience assumed.

**INFO 180**

**INTRODUCTION TO DATA SCIENCE**

Survey course introducing the essential elements of data science: data collection, management, curation, and cleaning; summarizing and visualizing data; basic ideas of statistical inference; machine learning. Students will gain hands-on experience through computing labs.

**INFO 198**

**EXPLORING INFORMATICS**

Introduces a variety of Informatics and Information Science topics to pre-Informatics and non-Informatics students.

**INFO 200**

**INTELLECTUAL FOUNDATIONS OF INFORMATICS**

Introduces the intellectual foundations of information, including what it is, how people create, categorize, find, interpret, manipulate and use information, how human values shape the design of information, information technology, and information systems, and how these systems shape people, organizations, and society. Includes analytic, design, empirical, and technical skill development.

**INFO 201**


**FOUNDATIONAL SKILLS FOR DATA SCIENCE**

Introduces fundamental tools, technologies, and skills necessary to transform data into knowledge, including data manipulation, analysis, and visualization, as well as version control and programming languages used in data programming. Students learn to work with real data, and reflect on the power and perils of using data to inform.

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**UPLOAD SYLLABUS**

Professor's First and Last Name\*

First and Last Name

Course Name\*

E.g. Client-Side Web Development

Course Code\*

E.g. INFO 340

Year Offered\*

E.g. 2024

Quarter Offered\*

Autumn  Winter  Spring  Summer

Syllabus\*

Help us out by uploading a syllabus! Print a PDF copy of your syllabus on canvas and upload it to this page. [Here are instructions to print a web page to pdf.](#) If your class doesn't have a syllabus on canvas fill out this form [here](#).

[Choose File](#) No file chosen

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# GRASP DEMO



Link: <https://youtu.be/Q83Vtox4fw8>



# USER TESTING & VALIDATION

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## Validation

- User able to navigate through the website
- Website provide feedback when there are problems or users don't input expected behavior

## User Testing

- Have users perform specific tasks and talk out loud their thought process
  - Search for a specific course
  - Upload a syllabus

## Insights

- Searching was straight-forward for all of the users since it's similar to Google search
- Upload form didn't provide any viewable feedback to user
  - Add alert, so users know that why their upload wasn't success or was success



# ETHICAL CONSIDERATIONS

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- We valued authenticity, reliability, usefulness, and trustworthiness.
- Two major concerns
  - Professors not being comfortable with students uploading syllabuses
  - Students wanting to use our platform for cheating.
- We lock the ability for students to directly contribute to our site behind an approval process to prevent any potential abuse



# BEYOND CAPSTONE

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- Ongoing – Open-source
- *Grasp's goal*: Help UW students to have a better understanding of courses requirements and materials before they sign up
  - Current stage
    - Users are able to search and view through syllabus for individual courses
    - Upload syllabus for new courses
  - Future implementation
    - Natural Language Processing (NLP) for each course syllabus, so students can have an overview of the course before reading the syllabus
    - Recommend courses based on interest or specific track