

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

Section 1 Secondary Research

1.1 Description of Methods and Sources

Our team conducted secondary research by **online research, academic publication and competitive analysis** to understand the challenges students faced in obtaining peer support. The research methods and the corresponding sources are discussed in the table below:

Method	Source(s)
Online research	Life@U of T Blog, Quora, Reddit, Student Life, ImpactedED
Academic publication	Online Journal of Distance Learning Administration
Competitive analysis	Personal experience

1.2 Summary of Findings

Our secondary research focuses on the major areas of (1) setting and culture of UofT, (2) ways for UofT students to meet new people, (3) challenges posed by remote learning and (4) social meetup groups. The key findings are summarized as below:

The **huge student population with diversified cultural characteristics** makes it difficult for UofT students to establish meaningful relationships with people. As one of the largest public universities in Canada, UofT has over 60,000 students scattered across 3 campuses (University of Toronto, 2020). Some online forum posts mentioned students constantly run into people whom they may never meet again in a large campus. Apart from the student population, the diversity of the population itself is a critical factor in forming social relationships. Based on the similarity attraction theory (Encyclopedia), students tend to be drawn by micro-communities which share similarities, including cultural background and rituals. This cultural-divide worsens the already fragmented peer support network of UofT.

The ways for UofT students to meet new people have changed drastically before and during COVID-19. Before the pandemic, students made friends in both interactive physical environments (such as orientations, clubs or societies, smaller classes, dining halls and residences) and online channels. It was easier for students to initiate organic conversation by introducing themselves to the person sitting next to them. After the pandemic, students could only access the online channels, including Facebook groups, Discord, Slack and Quercus discussion boards.

Considering students have switched to meeting people in UofT online. We conducted a **competitive analysis** to compare some online platforms available to UofT students today:

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

	Facebook groups	Discord	Slack	Discussion board
Creator	Students	Students	University	University
Member base	Faculty or department level	Faculty or department level	Concentration level	Course level
Number of members	100-300	Around 400	500-700	The number of students in the course
One-on-one communication	No, unless the member sends private text to another member on Facebook messenger	Yes	Yes	No, unless the member sends private text to another member on Quercus inbox
Grouped by topic or interest	No. A post thread will be shown to all members.	Yes. There are channels for specific topics.	Yes. There are channels for specific topics.	No. A post thread will be shown to all members.

More generally, **remote online learning has long posed socioemotional challenges to students.** A study published in the Online Journal of Distance Learning Administration conducted qualitative research to examine the experiences and attitudes of students engaged in online learning environments (Rath et al., 2019). Participating students stated “[w]ithout meeting in person, there is a feeling of solitude and little collaboration.”, and that “[i]f you are not in a physical class, then chances are you will not make friends with your online peers’ “. The theoretical framework supporting students’ current dissatisfaction is coined as “social presence”, by Zhan and Mei (2013). Social Presence refers to students’ perception of their interpersonal relationships and their ability to see themselves as “real” people, or members of a learning community. Studies have found that higher levels of social presence are correlated with higher levels of course satisfaction and academic achievement (Bickle et al., 2019). These findings encourage **explorations into solutions that increase students’ interpersonal connections and interactions.**

Another survey study conducted by University of Pennsylvania’s ImpactED looked at current members of Meetup, an online platform that “hosts in-person events for people with similar interests” (Wikipedia). ImpactED reports that “80% of people who go to Meetup events feel more connected to others”, and “72% of organizers say Meetup has made their life better”. The positive impacts on both members’ and organizers’ end demonstrate promising user needs and desires.

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

Section 2 Primary Research Findings

2.1 Description of Participants

Our interesting journey started out with stating out our representative users: **Currently Enrolled UofT Students**. The screener questions focused on if they were *18 or above years of age* and *currently enrolled students of UofT*. The two data collection instruments for this research were: *surveys* and *semi-structured interviews*.

Surveys: Based on the screener questions, we had **33 responses**. However, we removed two responses because two participants filled out the survey twice. Out of those **31 participants**, we found the following demographics:

- **29** graduate students, **1** under-graduate student and **1** currently doing a certification course in UofT
- **25** in the First-Year, **3** in the Second-Year, **1** in the Third-Year and Fourth-Year respectively and **1** doing a certification course
- **28** currently located in North America and the remaining **3** in Asia
- **25** domestic students and **6** International students
- **28** of them currently enrolled with St. George Campus, **2** in the Mississauga Campus, and **1** is attending school virtually.
- **15** participants in the age group of 25-34, **14** participants in the age group of 18-24, **1** participant in the age group of 35-44 and **1** participant in the age group of 55-64
- **21** participants identified as Introvert, **4** participants identified as Extrovert, **5** participants identified as Ambivert and **1** as others

Semi-structured Interviews: Based on the recruiting screener criteria and the data from the survey, we decided to interview **first-year students** since we saw similarity in the concerns and struggles in their first-year of joining UofT. **14 participants** took part in the interviews and the demographics are as below:

- All **14** participants were First-Year students
- **11** participants were from the Masters of Information in User Experience Design Concentration, **1** participant in Master of Civil Engineering, **1** participant of PhD in Computer engineering and **1** participant of PhD in History.

2.2 Data Collection Process

The two data collection techniques used were a *survey* and *semi-structured interviews*. Each technique has been detailed in the following sections:

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

2.2.1 Survey

We have chosen survey as a key research method to **collect a relatively large number of responses in a short period of time**. The survey aims to understand students' level of participation, preferences, challenges, expectations and comments on their experiences with a peer support group. The demographics in the survey was to understand the dynamics of the audience we would want to target for our interviews as well as developing our relatable personas.

We created the survey using **Google Form** ([Access here](#)). The survey was posted on **October 5, 2020 at 09:00 a.m.**, and the survey results were gathered on **October 10, 2020 at 12:00 p.m.** Hence the time frame of the survey results are for **6 days**.

Regarding the procedures, the survey was **distributed** on the following online channels:

- Facebook Group – *Incoming 2020 iSchool Students*
- Facebook Group – *Accepted - University of Toronto Class of 2024*
- Discord Channel – *iSchool*
- Slack Channel – *UofT. iSchool UXD Concentration*
- Zoom Chat – In the class of INF1602: *Fundamentals of UX*, shared across the chat room for students
- WeChat – *U of T MI 2020*
- LINE Group – *U of T2020!*

During the data collection process, the participants would:

- Answer Screener Questions - *Are you a student of University of Toronto?* and *Are you 18 years old or above?*
- Study Protocol and Consent Form to consent to take the survey (*Appendix B*)
- Take the survey (Estimated completion time: 5-10 minutes)

The data then collected from the Google form was **transferred to an excel sheet** to view the individual participant's answers. The survey result was concluded and displayed by Excel Graphs, which details would be discussed in *Section 2.3 Research Results*.

2.2.2 Interview

To **obtain in-depth responses** and to **understand the context of the challenges faced by students**, we conducted interviews with 14 participants to collect qualitative data. Each interview consists of a semi-structured set of 17 questions created to understand the approach, reason of preferences, challenges faced and expectations of the students that have while connecting to a peer support group. Our aim was to conduct a 30-minute interview with the participants (For the detailed interview transcripts, please refer to the *Appendix E*).

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

The interviews were conducted from **October 6, 2020** to **October 10, 2020** on the remote channels like **Zoom** and **WeChat** over a span of **5 days**.

Regarding the procedures, we **recruited** the 14 participants in two ways:

- 3 participants agreed to a follow-up interview from our survey
- 11 participants were contacted through online mediums like Slack, WeChat and Discord Channels

Each member in our team made a goal of conducting 2-3 interviews. And each sent out an email to the representative users to **set up Zoom calls /WeChat calls** at the convenient time of the participants.

During the data collection process,

- We started out with a casual conversation like “*How are you?*”, “*How was your day?*”, “*How is school life?*”
- The study protocol and consent form were sent across, and a screen was also shared to talk them through the entire protocol and consent form before the study (*Appendix B*).
- After they consented on Video Call, we started the interview session.
- With the discretion of the participants, some interviews were recorded.

The interviews primarily focus on the following aspects:

- Their preferred ways of connecting with people
- Concerns and challenges with joining peer support groups
- Understanding the reason for not being a part of a specific group
- Expectations from their choice of peer support group

The raw data obtained from each of the participants has been **collected and maintained in a Google spreadsheet**, where our team can access the responses in a table format (*Appendix E*). As all recorded interviews are conducted on Zoom, the footage is stored on Zoom Cloud.

2.3 Research Results

2.3.1 Survey

We received 33 responses from the questionnaire. Two of the responses were removed since two participants filled out the form twice, so the survey had **31 responses** eventually. We used Google spreadsheet to conduct the analysis of the data.

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

Quantitative Data Summary

The quantitative analysis of the data collected from the surveys is as follows, with key graphs demonstrating our findings (For the remaining graphs that are not covered in this section, please refer to *Appendix F*).

We first looked at the **degree of enthusiasm in joining groups** by comparing frequency counts. Figure 1 indicates that more participants were feeling a relatively **high** level of enthusiasm towards joining a peer support group, as opposed to those that felt neutral or low levels of enthusiasm. 15 out of 31 participants rated their enthusiasm to join as “more likely” or “absolutely”, while 12 out of 31 participants were feeling neutral. This neutrality will be investigated using qualitative research in Section 2.3.2 Interview.

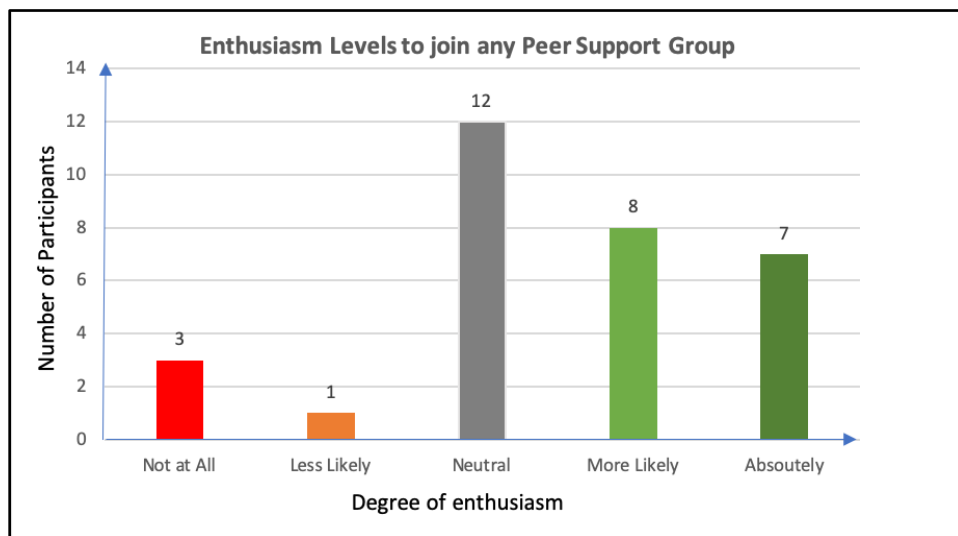


Figure 1: Degree of enthusiasm in participants to join peer support groups

We took a closer look at participants’ top reasons for joining a group, which includes **future career aspirations** (28 out of 31 participants) and their needs for **course-related information** (23 out of 31 participants). At the same time, 21 out of 31 participants indicated a strong need to **build social connections in a group setting** (shown in Figure 2).

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

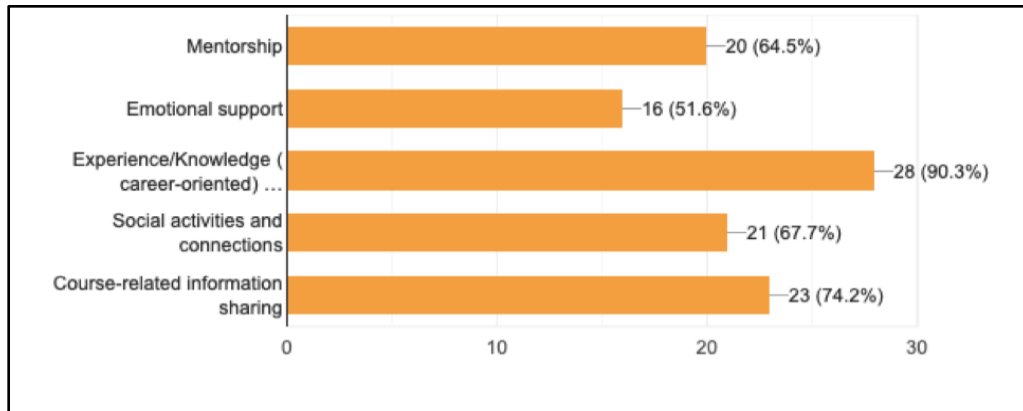


Figure 2: Reasons to join a peer support group

We moved on to the **current state of group membership**. Figure 3 indicates the number of participants that are current members in different groups. Most participants are currently in **course-specific groups**. From participants' ratings of **satisfaction**, we can infer from figure 4 that participants seem to be satisfied in their study groups and course-specific groups. Participants mostly rated their experiences as neutral across career oriented groups, social meetup groups and clubs. It's interesting to point out that one participant rated their experiences in social meetup groups as very unsatisfying.

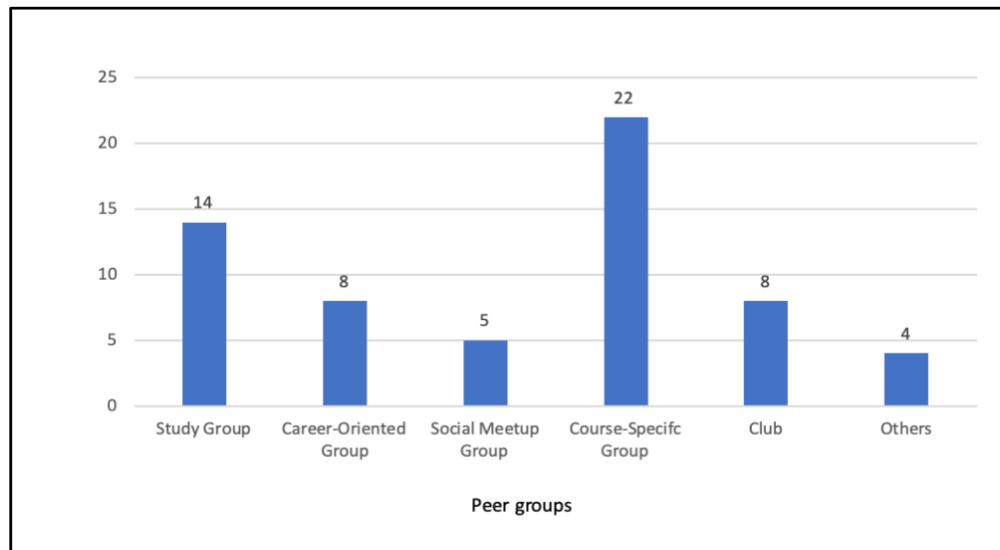


Figure 3: Participation in Peer support groups

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

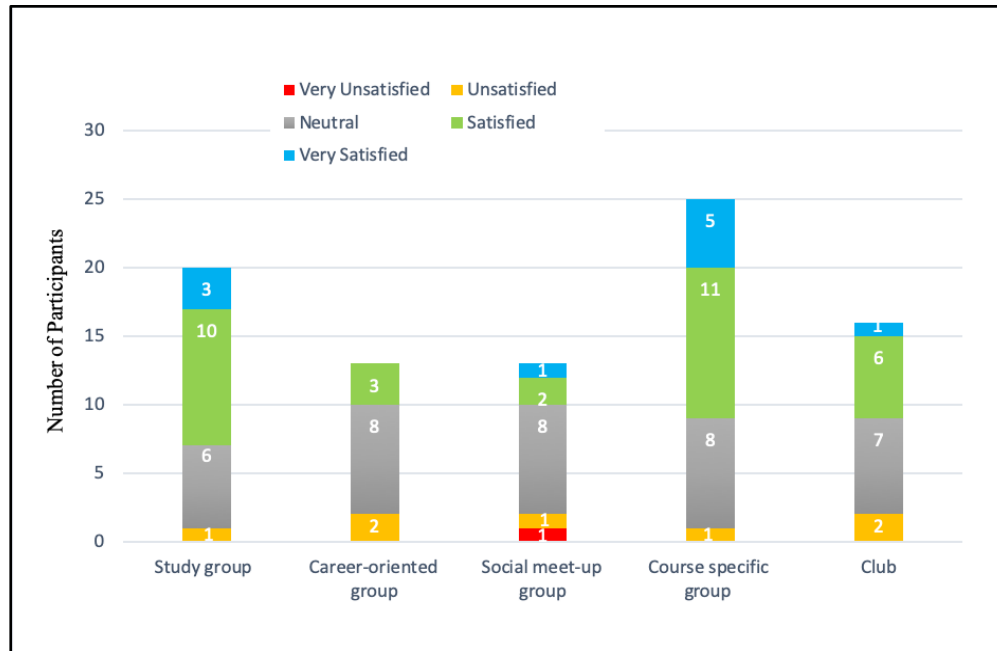


Figure 4: Participants satisfaction rating per peer support groups

In discerning our participants' **interests in joining different types of peer groups**, we collected and compared the ratings of participants. We examined the mode for participants' interest level for each group, and found their interest in joining **social meetup groups** the highest. As demonstrated by Figure 5, most participants rated social meetup groups with high interest ("more likely" [to join]) compared to other types of groups.

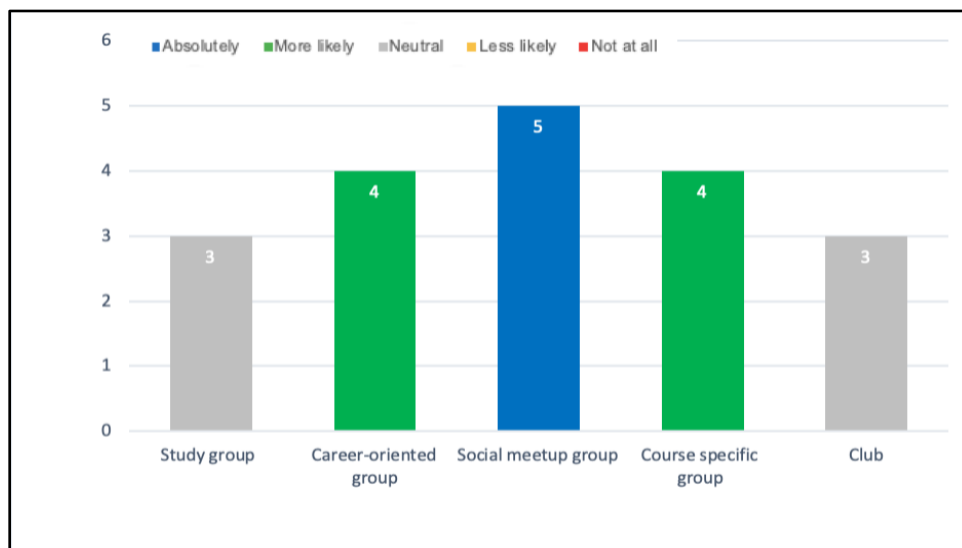


Figure 5 : Mode of participants' interests to joining different groups

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

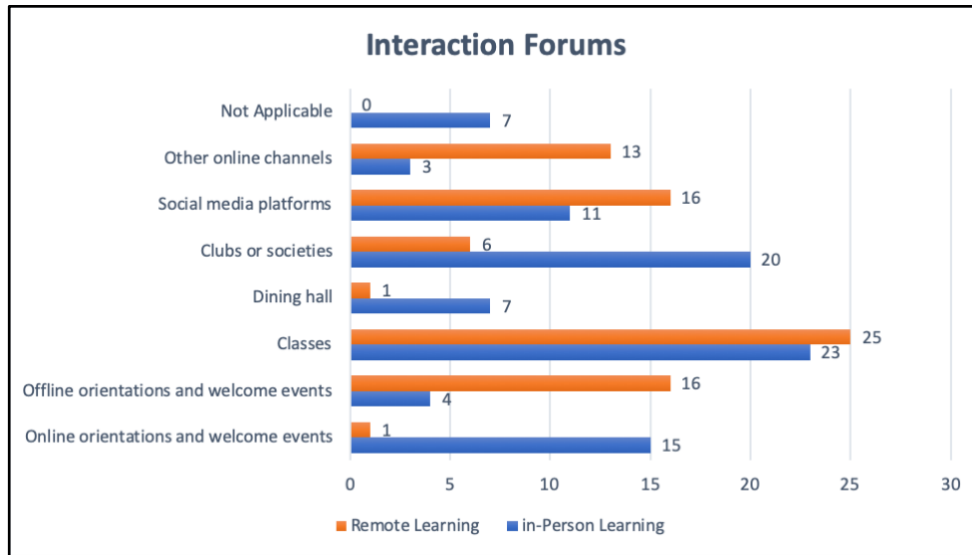


Figure 6: Changes in interaction from in-person to remote learning

We compared the **ways in which students interacted with peers** and met new people prior to and in an online remote learning environment. By comparing the frequency counts, we can conclude that **social interactions in classes** remain as the top way to meet peers. However, as Figure 6 suggests, we see large shifts from meeting peers in clubs or societies (in-person learning) to meeting on social media platforms or other online channels (remote learning). We also see **orientations and welcome events** as one of the more popular ways to meet peers, but these events have **shifted from offline to online**. It appears that remote learning has largely changed how/where individuals interact with peers and make connections.

Finally, we explored current solutions in the problem space by **examining UofT's resources and whether or not students found them helpful** (Figure 7). We found that students mostly used **online communication channels** to connect with peer groups. By calculating the average level of satisfaction, we conclude that students found current resources to be between "slightly helpful" and "somewhat helpful". The lack of confidence in UofT resources demonstrates **the need to design better solutions for connecting students to peer groups**.

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

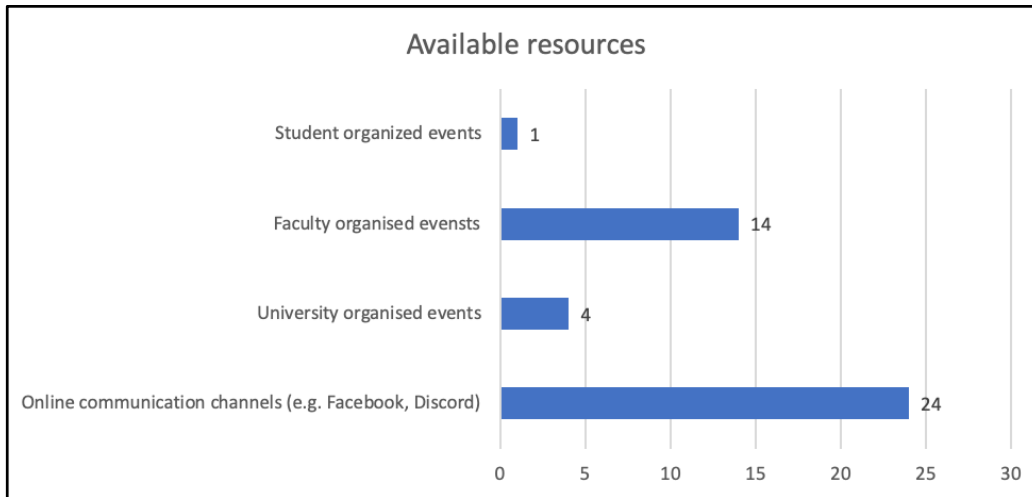


Figure 7: Resources available in the University of Toronto for participants to connect with the peer groups

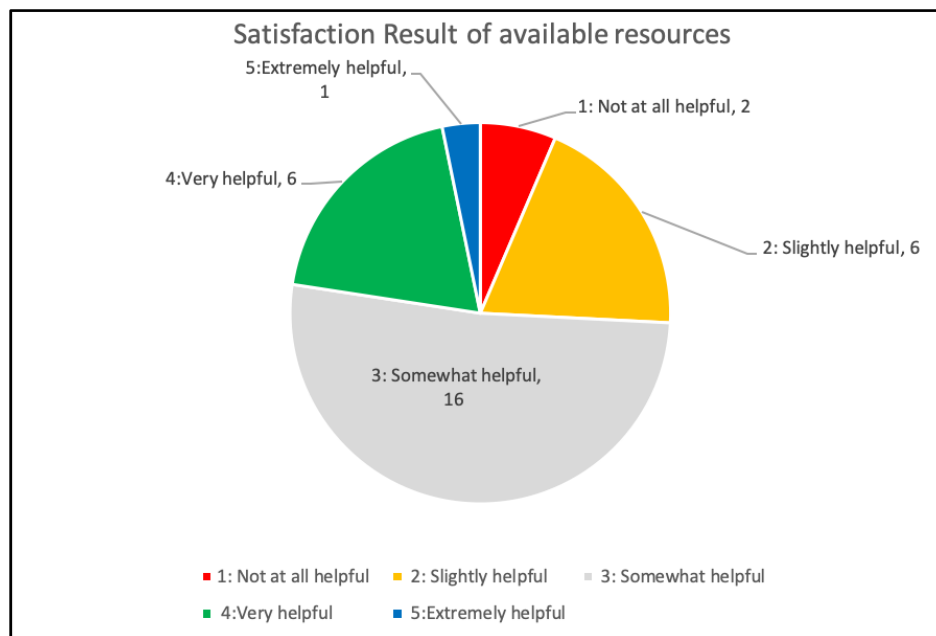


Figure 8: Results based on the satisfaction of participants in the availability of resources at UofT

Demographics

The demographic information of the participants is detailed in *Section 2.1 Description of Participants*. Please refer back for details.

Other Findings

Interestingly, **age** seems to be an influencing factor in participants' enthusiasm in joining different groups. While the differences are subtle (Appendix E), **participants from the 18-24 age-group (with a mean of 3.5) are less enthusiastic than participants from the age-group 25-34 (with**

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

a mean of 3.73). At the same time, their interests in different types of groups also differ slightly, as demonstrated by the table below. Most noticeably, **18-24 year-olds are more inclined to join clubs and career-oriented groups than 25-34 year-olds**. The following table shows the central tendency data on the participants' preference for different types of groups:

	Study group	Career-oriented group	Social meetup group	Course-specific group	Club
18-24	Mean: 3.5 Median: 3 Mode: 3	Mean: 4 Median: 4 Mode: 4	Mean: 3.28 Median: 3.5 Mode: 5	Mean: 3.35 Median: 4 Mode: 4	Mean: 3.57 Median: 4 Mode: 4
25-34	Mean: 2.93 Median: 3 Mode: 3	Mean: 3.73 Median: 4 Mode: 4	Mean: 3.53 Median: 4 Mode: 5	Mean: 3.53 Median: 4 Mode: 4	Mean: 3.2 Median: 3 Mode: 3
All participants	Mean: 3.09 Median: 3 Mode: 3	Mean: 3.84 Median: 4 Mode: 4	Mean: 3.40 Median: 3.5 Mode: 5	Mean: 3.40 Median: 4 Mode: 4	Mean: 3.37 Median: 3 Mode: 3

Qualitative Data Summary from Survey

- Other than the groups we listed on the survey, people are also interested in joining “Hobby related groups”, “relax together club”, “Mental health support”, “music activities” and “International Student Support Group”.
- The challenges when joining a peer support group before remote learning are **introverted personality, difficult scheduling and unpleasant group chemistry**.
- The challenges when joining a peer support group during remote-learning are **developing in-depth relationships, difficult scheduling and technical barriers**.

2.3.2 Interview

We used all of the interview data and collected two videos under the consent of the participant as well as 14 edited transcripts without word crutches (*Appendix E*).

The summary of recurring themes among participants is as stated:

1. Developing in-depth relationships and meaningful connections

While talking about the challenges faced by students, 5 out of 14 participants brought up the difficulties in establishing in-depth relationships with other students. One of the participants mentioned it was hard to talk about personal topics in an online learning environment. When we tried to understand the key factors contributing to meaningful connections, the most frequent

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

responses (10 out of 14) pointed to similarities such as similar interests, lifestyles or workstyles. One participant described a scenario where “...if I see someone in the library from time to time, I have the perception that we are interested in the same lifestyle and values. I would be more open to becoming friends with them”. Two people also mentioned “vibe” as a factor to determine the depth of their relations with peers. One of them commented that “...I make friends with people whose personality vibes are close to mine”. On the contrary, the participants reported the challenges when developing in-depth relations with people from different backgrounds. An interviewee added that “...there wouldn't be much to talk about” and “...it is kinda hard to find something relevant and be friends and discuss things together”.

2. Frustrations of connecting with peers

The fear of rejection and being awkward is the most common frustration (6 out of 10 questions) faced by participants when they intend to join a group as revealed in the qualitative study. A participant worried that “...someone says no when I ask if they would like to form a group”. Another participant also found it difficult to reach out to a paired partner on Zoom since there was a large amount of information flow in the chat box. The participant's fear was intensified when people around have already found their own partner and said no to the participant. There was nothing else to do except for sending emails to another potential group mate privately in class. Similar to the rejection, a sense of not belonging/ involving is frustrating as well. This is especially obvious for international first-year participants, they mentioned language barriers and their inability to involve in a culturally-specific conversation made them feel exasperated. Moreover, being in a space where “...you don't know anyone” is an “awkward phase” for another participant. And three participants also reported the feeling of being uncomfortable when people were either “overly polite” or “not very welcome”.

3. Procedures of reaching out to new people

There was an interesting division on people's preferences towards developing a relation based on daily interaction (organic interaction) or events (inorganic interaction). 4 out of 14 preferred inorganic interaction while another 4 are counterparts. Pro-inorganics explained that “...people might not want to meet in courses (*Note: meeting friends in class*), they might just want to focus on courses”. Events might instead be a better place for people to socialize “...because most events are mainly for social purpose, people are more willing to meet others”. Meanwhile, some interviewees preferred natural settings because “... meeting people through events can be kinda manufactured”.

4. Preferences on socializing

For this session, the participants helped us find out the advantages and disadvantages of being a big group.

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

According to the participants, within a big group, there were more topics to work on and thus it would not get awkward. Specifically, one participant mentioned that “...it was fine if you don't really get along with one person” in a large group and added that “if someone was being unreasonable others would call them out”. The big group also allowed “bounce ideas off “ and adopted the “snowballing” technique to organize group work. However, being in a big group could be difficult if there were “...more assertive [people]n, everyone kind of follows” and “if something's wrong, people [are] scared to talk about it”. Compared to smaller groups, it was difficult to communicate and “...get your voice heard” in a bigger group since “...not everyone has an equal chance of sharing ideas”. One interviewee would be “...attaching someone I know instead of talking/interacting with everyone”.

Some interviewees embraced one-to-one communication. One participant preferred personal contact and explained that “...it is easier for me to send out an email or slack, linkedin, I like to do a bit personal things...I would not speak in a large group”. One-to-one connection “builds deeper relationships” from the eyes of a participant and the participant likes “...to make one friend instead of a bunch of surface-level people”. However, having a 2-person communication was not perfectly ideal for all participants. Some commented that “there's risk of being awkward” and thus “at the very beginning, it's better to socialize in groups”. Common expectation was a group between 3 to 4 and one preferred a group between 2 to 5 people. People liked a smaller group, as mentioned by one participant “if I say something embarrassing, we can move on easily”.

5. Expectations of joining a group - Similar interests, personalities or values

Three participants were looking for the similarities out of a peer group. One participant pointed out that “finding similarity is the key”. To find out the similarity, there were several questions that can be sent to ask the group including “... what is the outcome of a workout, what are you interested in listening to, what do you want to achieve in the next 4 weeks”. Another interviewee was expecting “...being with a group of people that share the same interest”. “Same mindset” was important for one participant as well. Moreover, one participant showed an equal interest in connecting with people with different interests. The participant said that “...it is good to have friends who have the same interests, but like to connect with people with different interests too”. Another participant had a different expectation by looking for “in-depth relationships” within a peer group. This desire echoed with a person’s need to have more connections by being invited to the events that were organized by the friends from a social group.

2.4 Main Findings Summary - Survey & Interviews

Based on the data collected from survey and the interviews, our key findings are:

- Remote online learning has changed how students interact with one another. Past ways of making friends and meeting new people (i.e. through in-person classes and frosh events)

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

are now replaced by online platforms and channels that can be overwhelming and confusing. Currently, resources at UofT do not satisfy students' needs.

- Existing social anxieties experienced by first year students are exacerbated by the online learning experience. Technological issues, time zone differences, scheduling difficulties, and introvertedness are top challenges that students face and share in making new connections.
- Students desire social connections with smaller groups or one-to-one, and individuals that share similar interests, personalities or values. Participants report not being able to connect with peers outside of class on a more personal level.

Section 3 Project Rundown

Team/Project: LonelyNewbies

Industry/Category: Social Meetup for UofT Students

Case Scenario: New students coming into the UofT not being able to meet new friends, especially in an online learning environment where they can't see "real" people in classes.

Kinda Like: Stuck in the first day of school for infinity

Users: First-year students of the UofT

Current Users Struggle:

- I can't find any friends when I study online alone at my home
- Should I take the first step? Will they say no?
- Where can I get to know new people?
- What do I talk to my classmates about? How do I get to know them more personally?
- It is weird to talk about class stuff all the time.
- I don't feel like I'm in college.
- Talking to one person is awkward for me... how can I hang out with more people online?
- Being in a big group makes me anxious... how do I hang out with just a small group of people?

Future User Perception:

- Easy way to meet friends who share the same personality and values as I do
- Find and join groups with similar interests and attend fun, personalized activities
- Start meaningful conversations and relationships with people to reduce feelings of loneliness

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

Awesome For Company:

- Improve peer connections at the UofT to facilitate more meaningful conversations and idea exchanges.
- Increase students' overall satisfaction at the UofT.
- Lead to better learning outcomes and academic achievements.
- Foster collaborative learning with a solid peer support network.
- Reduce students' anxiety in meeting new people and decrease overall stress to improve the mental health of the student body.
- Adds vivacity and diversity to student life.

Section 4 Problem Statement

The current state of the university's social platforms has focused primarily on posting events that help students socialize in an online learning environment.

What the existing product/service fails to address is students' anxieties in taking the first step to establish and maintain meaningful connections.

Our project will address this gap by connecting students in smaller (2-5 people) social meetup groups based on their comfort level of socializing.

Our initial focus will be on the needs of connecting students with similar interests, personalities and values.

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

Section 5 Appendices

Appendix A: Secondary research citation

- [1] University of Toronto Quick Facts: <https://www.utoronto.ca/about-u-of-t/quick-facts>
- [2] Encyclopedia: <https://www.encyclopedia.com/social-sciences/applied-and-social-sciences-magazines/similarityattraction-theory>
- [3] Rath, L., Olmstead, K., Jie Zhang, & Beach, P. (2019). Hearing Students' Voices: Understanding Student Perspectives of Online Learning. *Online Journal of Distance Learning Administration*, 22(4), 1–12.
- [4] Bickle, M. C., Rucker, R. D., & Burnsed, K. A. (2019). Online Learning: Examination of Attributes that Promote Student Satisfaction. *Online Journal of Distance Learning Administration*, 22(1), 1–7.
- [5] ImpactED report: <https://web.sas.upenn.edu/impact-ed/featured-projects/meetup-member-study/>
- [6] University of Toronto Studentlife Blogs: <https://blogs.studentlife.utoronto.ca/academicsuccess/why-is-it-hard-to--make-and-keep -friends-at-uoft-/>
- [7] University of Toronto Studentlife Blogs: <https://blogs.studentlife.utoronto.ca/lifeatuoft/2018/08/24/how-i-met-people-at-u-of-t/>
- [8] Quora: <https://www.quora.com/Is-it-easy-to-make-friends-at-the-University-of-Toronto>
- [9] Reddit: https://www.reddit.com/r/UofT/comments/4rjtxx/how_hard_is_it_to_make_friends_at_uoft/

Appendix B: Study Protocol and Consent Form

Study Protocol:

1. Project Title: Interviews of students currently enrolled in University Of Toronto.
2. Investigators: Dr. Olivier St-Cyr, PhD (olivier.st.cyr@utoronto.ca) and the students in the class INF1602 (Fundamentals of UX) in the Faculty of Information at the University of Toronto.
3. Purpose: The purpose of our study is to understand the challenges students face in joining peer support groups (a collection of individuals/peers that provide knowledge, experience, emotional, social or practical help to each other) and establishing deep connections with peers.

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

This study will help us drive the main concerns of the students in the remote learning environment in a group context.

4. Process to be followed: We will brief the participants about the purpose of the study, explain the consent form to them, and ensure that they sign the consent form. We will then engage the participants in a 30-minute semi-structured interview.
5. Participant selection: Participants will be chosen from students of the University of Toronto. They will be identified via a recruitment screener in the form of two questions at the beginning of our study(Survey and interview), and selected according to their role as a student of University of Toronto and above 18 years of age. In general, they will be characterized by their age(i.e. 18 years of age and above) and occupation(I.e. student at the University of Toronto.)
6. Relationships: Our relationship to the participants may be described as follows: no relationship.
7. Risk and benefit: There will be minimal risk to the participants, for example that they feel that they have wasted their time. The only benefit will be to contribute to the education of the investigators. Participants are free to withdraw before or at any time during the study without the need to give any explanation.
8. Consent details: We will brief the participants about the purpose of the study, and explain the attached consent form to them, and ensure that they consent to participate and sign the consent form.
9. Compensation: Participants will receive no compensation.
10. Information sought: The information to be sought is described in the attached Interview Questions Structure
11. Confidentiality: Information will be kept confidential by the investigators. Names or other identifying or identified information will not be kept with the data. The only other use will be to include excerpts or copies in the assignment submitted, but names and other identifying or identified information will not be submitted.

Consent Form: Peer Support

I hereby consent to participate in a study conducted by Anna Chang, Delphine You, Nicole Yu, Sana Javeed and Trista Yang for an assignment in University of Toronto INF1602, Fundamentals of UX.

- I agree to participate in this study the purpose of which is to understand the challenges that students faced in becoming a part of peer support groups.
- I understand that the procedures to be used are interviews.
- -I will receive no compensation for my participation.
- -I am free to withdraw before or any time during the study without the need to give any explanation.
- -All materials and results will be kept confidential, and, in particular, that my name and any identifying or identified information will not be associated with the data.

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

Participant

Name (please print) _____

Signature _____ Place and Date _____

Investigator(s)

Name (please print) _____

Signature _____

Appendix C: Survey Questionnaire

<https://docs.google.com/forms/d/e/1FAIpQLSdQGkRDHHFLYq1X6NldFnhyIUDeYe-hzQm0kwduecJh17LFhw/viewform>

Appendix D: Interview Questions

Area	Question
Demographics	Tell something about yourself.
	Which Program are you currently enrolled at the University of Toronto?
	Which year are you in?
	What personality do you identify yourself as? An Introvert, Extrovert or Ambivert?(<i>Only if you wish to answer</i>)
Method/Procedure	How do you meet students at University of Toronto at the beginning of your first year? How would you describe your experiences? <i>Prompt: Online platform to meet new people?</i>
	Has your experience with group formation differ from last year? (How so?)

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

	<p>Would you prefer to meet students at University of Toronto through daily interaction or events? (i.e. Organic vs. Non-organic interaction)</p> <p>Think about your past experiences of interacting with a peer group. How do you determine whether you want to develop an in-depth relationship with someone (e.g. becoming close friends) instead of staying at surface-level (e.g. mere class acquaintance)?</p>
Preferences	<p>[From survey] Why did you rate __ as the most important group to you?</p> <p>[From survey] Why aren't you satisfied with your ___ group?</p> <p>How do you decide if you want to join the group or not?</p> <p>Do you prefer, normally, to socialize in groups or one-to-one?</p> <p>What do you particularly like about groups? Dislike?</p> <p>How would you rate your participation in a group? Are you usually the participant or organiser?</p> <p>Think about the groups that you are a part of:</p> <ul style="list-style-type: none"> - Social meetup groups - Class project groups - Study groups - Career oriented groups <p>1. How did you feel about those groups?</p> <p>2. What do you like about those groups? Are your needs met?</p> <p>3. What are some challenges you face?</p>
Challenges	<p>Did remote learning impact the way you establish an in-depth relationship with peers? If yes, in what way</p> <p>What's the most frustrating thing (for you) when forming/joining course specific groups/ study groups/ career-oriented groups/ clubs/ social meetup groups?</p> <p>What kind of group do you want to join but haven't joined yet? Why? What's the barrier?</p>
Expectations	<p>What do you expect from a UofT group? <i>Prompt: Outcome, commitment etc.</i></p> <p>What kind of group do you think is most helpful to you? Why?</p> <p>Do you think the UofT needs to intervene in forming groups? Like class group projects?</p>

Social Meetup App User Research

Anna Chang, Delphine You, Nicole Yu, Sana Javeed, Trista Yang

Appendix E: Complementary graphs of the survey

1. Participants' interest rate to join different kinds of groups: Career-oriented group has the highest mean score, while most people rated social meetup group as "want to join the most".

	Study group	Career-oriented group	Social meetup group	Course-specific group	Club
Mean	3.09	3.84	3.40	3.40	3.37
Median	3	4	3.5	4	3
Mode	3	4	5	4	3

