

The Impact of Brief, Detached, Mandated Verbal Participation Activities on Student Learning Habits in an Introductory Course

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Introduction

This Complete Evidence-based Practice paper will describe the influence of brief verbal class activities on student learning tendencies in an introductory course. It has been well established that classroom culture impacts classroom participation, and that active classroom participation enhances learning. Therefore, to improve classroom culture, we established a brief activity in an introductory engineering course at Rowan University.

This brief verbal introductory activity was administered every class session in an entry-level, major-specific engineering class. The primary goal of the activity was to improve relationships among students and faculty who do not know one another to ultimately encourage active participation in the classroom. For the activity, students were presented with four prompts to choose from, and then they were each called upon to answer a prompt verbally to the class. All prompts were non-technical and completely detached from the course content. In addition to recording data based on these responses, students took a validated survey at the start and end of the semester to track their progress.

Background

The verbal participation activity was based on an informal activity that had been implemented in previous years of the same introductory engineering course. Prompts in this informal activity were unplanned and were based on search engine results, suggestions from students, or current events. About 3-5 prompts were presented for students to choose from, or students were allowed to speak about their own topic for a minimum of one sentence. While no formal data were collected, students often remarked that the activity was helpful to get to know their classmates better, and anecdotal reports suggested that this increased their likelihood to participate in class. This course specifically requires students to work together often to solve problems, and having better relationships between students seemed to also assist in creating a better teamwork dynamic. Therefore, in Spring 2020, this activity was formalized to obtain data about exactly how student relationships and the classroom environment were improved.

Based on a literature review, the implementation of this type of activity is fairly novel. Most research and studies in the area of classroom culture have been based on how women are affected by classroom culture, but not on “how all students and the instructor are working within the culture to achieve educational goals” [1]. Using this verbal introductory activity includes each student as well as the instructor by requiring all to participate daily. Keeping students engaged throughout the class is known to improve classroom culture and has been cited by

multiple researchers as one of the best ways to build this culture and relationships [2, 3]. One of the challenges with encouraging students to participate is that they may not feel comfortable or confident in the course material. In this course specifically, this is often the first time these students are taking an engineering course within their discipline, which may make participation even more intimidating. By removing the relationship between participation and confidence in the course material, even just for a portion of the class time, it may help to make students more comfortable participating. In turn, this helps to build an inclusive and inviting classroom culture for students.

Materials and Methods

Participants

This study was approved by the Rowan University IRB. All students enrolled in the Spring 2020 offering (n=32) of an introductory Biomedical Engineering course consented to participate in the study. Participants included 17 students identifying as female and 15 students identifying as male. All students were classified as sophomores and were enrolled in the course for the first time. This course is the first in-discipline course in the biomedical engineering curriculum.

Assessment Methods

Introductory activities (as described below) were conducted at the start of every class period, except days with exams or labs. The impact of these activities was assessed via surveys and observation.

The survey implemented was a slightly expanded version of a survey designed to assess the engineering student entrepreneurial mindset [4]. This survey was based on multiple traits of engineering students with an entrepreneurial mindset, including altruism, empathy, belonging, participation, and more. Questions were categorized by their relation to each of these traits. Some course-specific short-answer questions related to the course were added, but quantitative portions of the survey considered herein were unchanged from the validated form. The survey was administered at the start of the semester (within the first week of class) and at the end of the semester (within the last week of class). The completion of this survey was entirely voluntary and did not impact student grades in any way.

Development of the Introductory Activity and Its Assessment

Previous course iterations had included random prompts developed by the instructor prior to class. To study the effects of the activity, the prompts were designed with intention for Spring 2020.

Prompts were compiled through a series of brainstorming sessions between two undergraduate student researchers who were not otherwise associated with the course or its material. The criteria determined for acceptable prompts were that they needed to be answerable by students with a reasonable level of ease and anonymity. While students inherently reveal some information based on the nature of the question, they should not be asked to reveal information like where they live or work, their birthdate, etc. It was also determined that the prompts should not have any direct relation to the coursework. This would eliminate any situations where students may fear getting an answer “wrong.” An extended sample of the questions can be found in the Appendix of this paper.

A rubric was then created to rate each of these prompts. This rubric scaled from 1-4, with the prompts rated Level 1 considered “least personal” and the prompts rated Level 4 considered “most personal” (Figure 1). The scale is based on objective metrics.

Table 1: The rubric created to rate each prompt is shown. The scale of the rubric is from 1-4, with Level 4 prompts being the “most personal”.

Level	Description
1	A question that reveals surface level knowledge about the respondent in about 1-2 sentences. Example: What is your favorite book?
2	A question that reveals something that is slightly deeper than surface level for the respondent, but may not always reflect their values or emotional experiences. These responses were about 1-3 sentences. Example: What does your perfect burger or sandwich have in it?
3	A question that starts to reveal some deeper feelings about the respondent. The response could start to include their personal values or feelings but is still not incredibly personal. These responses were about 2+ sentences. Example: What are some of your guilty pleasures?
4	A question that reveals deeper feelings about the respondent. Doesn't need to be emotional for the respondent but should give the questioner a better feeling about who the respondent is as a person. These responses were 2+ sentences. Example: What are you hilariously bad at?

Level 1 prompts are considered the least personal. These prompts are fairly basic, can be indicative of the opinion of a large group of people, and do not identify or define a student’s personality or characteristics. About 1-2 sentences are appropriate to answer these prompts fully, with the average tending toward 1 sentence. We anticipated that the answer could be more of an

instinctual response than something the respondent would have to ponder. An example of a prompt rated as a Level 1 was “What is your favorite color?”

Level 2 prompts are slightly more personal than the Level 1 prompts. These prompts may require more consideration for the respondents to answer, but they should not have to think intensely about it to come up with an answer. A small amount of personality may be revealed through these responses. These prompts could be appropriately answered in about 1-3 sentences. An example of a Level 2 prompt is “What wastes your time the most every day?”. This prompt, while more personalized based on the respondents’ day-to-day lives, could still have common answers that reveal a minimal amount of information.

Level 3 prompts are more personal and require more thought from respondents. This level makes students think and talk about personal experiences or feelings. These prompts could be appropriately answered in 2+ sentences, with the average being about 2-3. An example of a Level 3 prompt is “What was the best part of your weekend?” While this prompt could result in similar answers, responses may reflect the respondent’s personal interests and activities they enjoy.

Finally, Level 4 prompts are the most personal and require the highest level of thought for the respondent. This level challenges respondents to think the most critically about their experiences, interests, and feelings. These prompts could be appropriately answered in 2+ sentences, with the average around 3-4. An example of a Level 4 prompt is “What are you grateful for?” This requires the respondent to assess themselves through deeper thought not required by the other levels. The response here could be very personal and reflect on the respondent’s personal experiences.

At least 30 questions were gathered for each category, resulting in a total of almost 250 rated prompts, where they were then preassigned to each class meeting. One prompt from each level was chosen per class session, without duplication. They were presented in a randomized order to reduce any bias towards answering an “easy” or “hard” prompt. All prompts were presented on the same slide to ensure they were accessible to read and select. To limit external influences, the presenting instructor had neither knowledge in advance of what questions would be presented nor access to the complete list.

To assess student responses to these prompts, we identified three attributes indicative of the desired outcomes in classroom culture: comfort, connection, and confidence. To assess these attributes, we created a rating procedure that included rating each of the “three C’s” on a scale of 1-4, similar to that of the prompt rating rubric. In this case, a rating of 1 meant that a student incorporated the characteristic very little in their response, while a rating of 4 meant that a

student incorporated the characteristic very often in their response and ultimately went above and beyond expectations.

The first C identified was Comfort. This metric classified how comfortable students were when answering the question. This could be identified through the volume, clearness, and intonation of their voice, as well as the details provided in their responses. The louder and clearer they spoke, the more animated their vocal intonation was, and the more details they provided helped them to increase their score to the high of 4.

The second C identified was Connection. This metric classified how the student was comprehending other student's responses and relating them to their own experiences. This could be identified through the content of the student response. More specifically, if the student mentioned a specific story previously told by another student or detailed a response they had given previously, this student would receive a higher score of 3 or 4 depending on the amount of connection apparent. Students also had an opportunity to get high scores in this category depending on interaction with the professor. In some cases, the professor would ask a follow-up question about the students' responses after they finished speaking. If the student was able to give a proper response to the professor with a sufficient amount of details provided, they would also be able to score well in this category because they were then holding a conversation with someone in the class.

The final C identified was Confidence. This metric classified how determined the student was to speak about their opinion or experience. This could be identified mostly through the student's intonation, voice volume and clearness, and speech patterns. If the student spoke loudly and clearly with an animated intonation and minimal pauses or mentions of "like", "um", etc. they would be able to obtain a higher score.

While objective, this scale helps to better understand the state of the classroom culture. For example, if many students are receiving high scores in Connection, this can be an indicator of healthy classroom culture and shows students are actively listening to their peers. Conversely, if students are receiving low confidence scores, this may indicate there is an issue with students not being comfortable responding and could identify room for improvement in the classroom environment.

Two independent raters observed the introductory activities. To normalize scoring techniques, both raters scored all respondents in the first week of class and compared scoring, and then alternated attendance.

Implementing the Activity and Simultaneous Assessment

During all class sessions, the instructor presented a PowerPoint slide containing the prompts assigned to the specific class session date. One of the two independent raters was present for each class session to record observations and score responses. The order in which students were chosen to respond was randomized each day.

The name of the student responding was recorded, and typically the student would identify the prompt they selected (e.g. “the first one on the board”, “the question about lunch”, etc.), then provide their response. The rater recorded the prompt chosen and timed the length of the response (not including time used for question identification, if present). After the student finished responding, the rater rated the response in each of the Three C’s (comfort, connection, and confidence).

Students were requested to complete the activity at every class session if they were present. They were reminded that if they did not feel comfortable answering the questions listed that day or they did not feel well that day and could not formulate a response, they could simply state that instead of a response to one of the questions. Though this alternative was offered, a minimal number of students declined to participate each day (approximately three respondents across the entire semester). This activity did not impact students’ grades in the course in any manner. All students gave their responses first, then the rater and professor answered as well (without rating). After the activity was completed, the class would move on to the course material for the class session.

Shift in Instruction Modality

Due to the COVID-19 pandemic, the course was swapped into an online format about midway through the semester in March 2020. The classroom activity was still hosted in a similar manner with some minor changes via synchronous class sessions in Blackboard Collaborate. The slide containing the prompts was presented to the students using screen share. Students were advised to keep their microphone muted if they were not speaking. When called upon, students would unmute themselves, identify the question, and give their response. Students were not penalized in their scores if they had any technical difficulties at any point during the responses. This shift in modality caused approximately a two week “break” in the middle of the semester where no courses were held by direction of the University.

Results

Overall, participation in the activity, as well as individual student scores, increased over the course of the semester, even with the switch in modalities midway through the course.

Figure 1 shows the distribution of student super score averages. Super score averages were calculated as the average score across the three C's per day, averaged over the semester. The majority of students (16) had an average super score between 2.7 and 3.1 (out of 4).

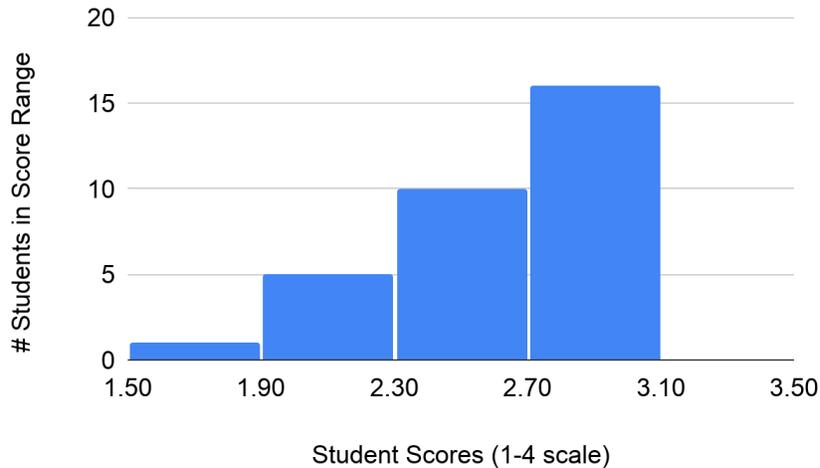


Figure 1: The distribution of averaged student super scores.

Interestingly, there were no differences across delivery modality. The average super score during the in-person portion was 2.615, while the average during the online portion was 2.609. There was more than a 100% increase in speaking time during the online portion of the course, but a tendency to pick more difficulty rated prompts (Levels 3 or 4) during the in-person portion. The minimum student score increased during the online portion as well, but it cannot be ascertained whether this was due to course progress or a change in modality.

Certain individual students had considerable increases over the course of the semester. Student A's data reflects a quiet student who may not often participate in class. This student's average score on the three C's increased from 1.875 in-person to 2.208 online as the semester progressed. Student A also chose more higher-leveled questions in the online format in the latter half of the course. Their personal growth chart (Figure 2) shows the upward trend in scores over the course of the semester based on each class date. This score (and the scores for every student) were calculated by superscoring the student's three C's score every class session that they participated in the activity. Then the averages for the in-person portion were averaged together separately from the online portion which were also averaged together. Their score during each class session is shown by the data points in Figure 2.

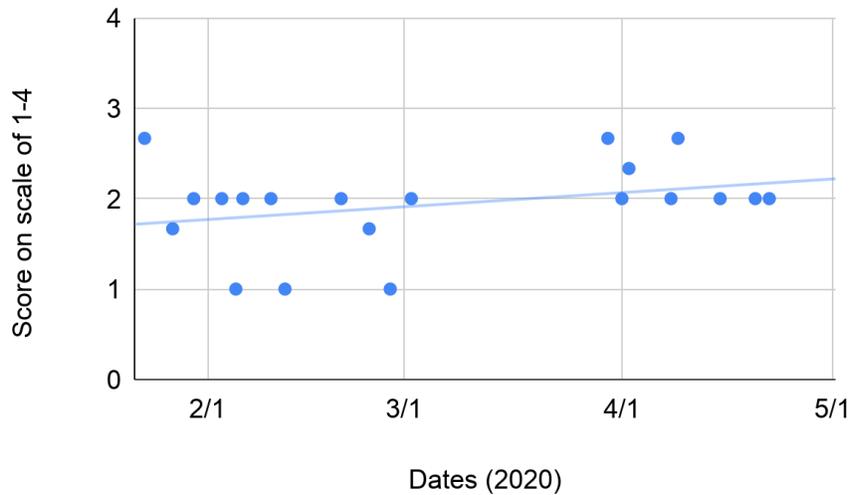


Figure 2: Student A's personal growth chart. No classes were held in the latter half of March.

Student B also demonstrated growth over the course of the semester. Student B represents a student who may typically participate more than Student A but still struggles with participation on occasion. Student B's average score on the three C's increased from 2.166 to 2.333. Student B also tended to choose higher-rated questions during the online portion of the course. Student B's personal growth chart can be found in Figure 3.

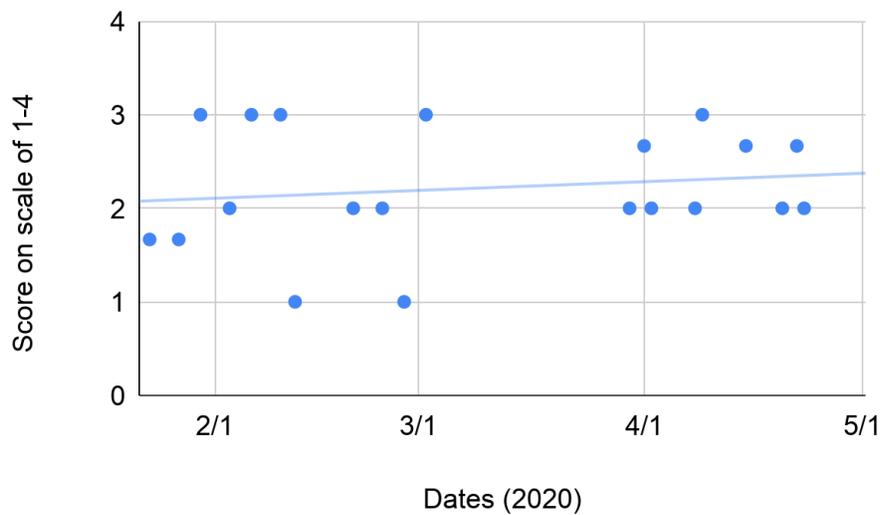


Figure 3: Student B's personal growth chart.

Even students who did not struggle with participation demonstrated growth in their participation and scores over the course of the semester. Student C represents a student who participated very often in the class and did not show any apparent hesitation with or resistance to participation. Student C increased their speaking time by nearly 10 seconds from the in-person portion to the

implied this in their short-answer responses as well. Students also went out of their way during the survey to specify that this activity helped to maintain their mental health in such an uncertain time when they were unable to physically see people from outside their immediate family or home (“I believed this even helped with mental health, especially on days I could not talk to others outside of my house.”)

Discussion

While causation cannot be assumed due to the multifaceted nature of a course and no available control group, this activity proved to make students more comfortable with their classmates and adopt more productive learning strategies over the course of the semester. These strategies include instructor-perceived increased participation, questions, and reaction to the material during class time, as well as more perceived confidence in the material on the students’ end.

There was little change in overall student scores across the whole semester. While this might not support the initial assumption that scores would increase, it is still encouraging to see that the online format did not negatively affect the participation levels. In fact, many students had an increased average speaking time during the online portion of the course.

Students of all participation and confidence levels were able to benefit from these activities, but those who struggled with participation and confidence in the beginning of the semester made the largest improvements. Some students’ average scores increased between in person and online by as much as 18%, which is incredibly compelling. This suggests that students who needed the most help in this area were becoming more comfortable and confident about participating, as well as becoming more connected with their classmates. This could mean they are more likely to ask questions during class and work with their fellow classmates on in-class assignments, labs, and homeworks.

Administering this simple activity could result in a similar effect on first-year engineering students in other disciplines and improve their learning strategies for the remainder of their college careers. Importantly, these activities can be adapted in many different ways to fit the exact needs of any classroom.

References

- [1] Cornell, Heather, Wade Kenny, and Kevin Myers. "An Investigation of the organizational communication culture of an introductory chemical engineering class." *Proceedings of the North Central Section of the American Society for Engineering Education: Annual Section Meeting*. 1999.

- [2] Swartz, Brian. "Building a Classroom Culture that Paves the Way for Learning." *American Society for Engineering Education*. American Society for Engineering Education, 2012.
- [3] Fromm, E., & McGourty, J. (2001, June), *Measuring Culture Change In Engineering Education* Paper presented at 2001 Annual Conference, Albuquerque, New Mexico. 10.18260/1-2--9540
- [4] Brunhaver, Samantha R., et al. "Development of the Engineering Student Entrepreneurial Mindset Assessment (ESEMA)." *Advances in Engineering Education* 7.1 (2018): n1.

Appendix: Potential Prompts and Associated Ratings

1. What was the last thing you watched on TV? 1
2. What's your favorite food combination? 1
3. What pets did you have growing up? 1
4. What is the best pair of shoes you have owned? 1
5. What's the most amazing natural occurrence you've witnessed? 1
6. Would you ever try space tourism, if you had the money for it? 1
7. What workers have the worst jobs? 1
8. What's your favorite type of day? (weather, temp, etc.) 1
9. What, in your opinion, is the most amazing animal? 1
10. What was the scariest movie you've seen? 1
11. What's the best location to fully enjoy a good cup of coffee? 1
12. Who is the oldest person you know personally? 1
13. What's the longest trip you've been on? 1
14. How well do you know your neighbors? 1
15. What's your favorite Olympic sport to watch? 1
16. How do you usually get your news? 1
17. What smell do you hate that doesn't seem to bother other people? 1
18. What's the silliest thing you are pretty good at? 1
19. What's your drink of choice? (non-alcoholic) 1
20. What apps do you use most? 1
21. What is your favorite type of weather? 1
22. What is your favorite rain gear? 1
23. What is your favorite fast food restaurant? 1
24. What is your favorite book genre? 1
25. What is your favorite movie genre? 1
26. What is your favorite book? 1
27. What is your favorite movie? 1
28. Do you prefer pens or pencils? Why? 1

29. What are two of your favorite snacks? 1
30. Porkroll or Taylor Ham? 1
31. What is your favorite hot beverage? 1
32. Who do you hope to win in the Super Bowl? 1
33. What is your favorite commercial? 1
34. Tell a knock knock joke. 1
35. What's your favorite board game? 1
36. Do you prefer flowers or chocolates for Valentine's Day? 1
37. What is your favorite building on campus? 1
38. What is your favorite method of transportation? 1
39. What is your favorite kitchen appliance? 1
40. Do you listen to music when you study? 1
41. Do you prefer the morning or the night? 1
42. What is your favorite type of pie? 1
43. What is your favorite dessert? 1
44. What is your favorite sport to play? 1
45. What is your favorite sport to watch? 1
46. What is your favorite color? 1
47. What is your favorite outdoor activity? 1
48. How many siblings do you have? 1
49. What scene in a movie always gives you goosebumps every time you watch it? 2
50. What incredibly common thing have you never done? 2
51. What are some of your favorite games to play? 2
52. What is the most amazing fact you know? 2
53. What is the most clever or funniest use of advertising you've seen? 2
54. Are you more productive at night or in the morning? Do you think it's possible to change and get used to another schedule? 2
55. What food do you love that a lot of people might find a little odd? 2
56. What was the funniest thing you've seen recently online? 2
57. What's something that a lot of people are missing out on because they don't know about it? 2
58. What's your favorite car that you've owned? 2
59. What songs would be played on a loop in hell? 2
60. What rule do you wish they would introduce into your favorite sport? 2
61. What does your perfect breakfast look like? 2
62. When is the most interesting period in history? 2
63. Where's your favorite place to nap? 2
64. What do you buy way more of than most people? 2
65. What well-known person does the most good for the world? 2
66. What's the weirdest way you have met someone? 2

67. What do you wish was illegal? 2
68. Who is the most intelligent or creative person you know? 2
69. What wastes the most time in your day-to-day life? 2
70. What's the most annoying machine you must deal with regularly? 2
71. What do you resent paying for most? 2
72. What's the best or worst prank you've played on someone? 2
73. What do you wish your phone could do? 2
74. What's your favorite international food? 2
75. What kind of physical activities do you like doing? 2
76. Would you rather watch a movie on your TV at home or on the big screen in the theater, and why? 2
77. What's your favorite way to waste time online? 2
78. What was something you thought would be easy until you tried it? 2
79. Who is the funniest person in your family? 2
80. What useless facts do you know? 2
81. Who is the most competitive person you know? 2
82. Would you rather spend time with other people or at home alone? 2
83. What are some films that would make it on to your top 50 list of movies? 2
84. What slang are you really happy went out of fashion? 2
85. What music do you put on when you want to get pumped? 2
86. What makes you feel old when you think about it? 2
87. What TV show are you hooked on or were recently hooked on? 2
88. If a new volcano formed and the government had an online contest to see what it would be named, what name would you submit? 2
89. What is the most stressful TV show or movie you watched? 2
90. How good are you at drawing? 2
91. What is the strangest job you know of? 2
92. What is the perfect amount of snow to fall? 2
93. How do you feel about clowns? 2
94. What brands do you love/hate the most? 2
95. What is the weirdest food combination you've made and tried? 2
96. What public spaces do you feel most comfortable in? (Library, bar, park, mall, stadium, etc.) 2
97. What do you like about rainy days? 2
98. What's the weirdest food you've eaten? 2
99. What's the best cake you've ever eaten? 2
100. What's your favorite way to spend time outdoors? 2
101. What does your perfect burger or sandwich have in it? 2
102. What's the strangest name someone you have met had? 2
103. What card or board games do you like to play? 2

104. What movie never gets old no matter how many times you've seen it? 2
105. What's the scariest horror movie or horror book monster? 2
106. What's the most unique shop or restaurant you've been in? 2
107. What's the best sports game you've been to? 2
108. What sport do you wish you knew more about? 2
109. Are you a cat or dog person or neither? Why? 2
110. What was the craziest theme park or fair ride you've been on? 2
111. What food is underrated or underappreciated? 2
112. What's your favorite line from a book or a movie? 2
113. What catchy jingle or bit of advertising has stuck with you all these years? 2
114. What could movie theaters do to improve the experience of going there? 2
115. What is the most tedious and/or the most exciting sport to watch? 2
116. What's your favorite island that you've visited? 2
117. Besides insects and spiders, what animals annoy you the most? 2
118. What's your favorite month and why? 2
119. What would you replace the Rowan colors with if you could? 2
120. Where did you go on vacation last? 2
121. What is your favorite method of organization? 2
122. Are you an only child? What are the advantages/disadvantages? 2
123. What are you nervous about? 3
124. What's the most outdated piece of tech you still use regularly? 3
125. What kind of art do you appreciate the most? 3
126. What's your favorite thing about the area/city/state you live in? 3
127. What's the best day you've had recently? 3
128. What's the worst advice you've been given? 3
129. Where have you traveled to? 3
130. What are you best at fixing? 3
131. What period would be the best to be born in? 3
132. What luxury is totally worth the price? 3
133. If you were so wealthy you didn't need to work, what would you do with your time? 3
134. What do you geek out about? 3
135. What's the best concert you've been to and why was it so good? 3
136. What was the best thing that happened to you in the last 24 hours? 3
137. What was the best part of your weekend? 3
138. Where is your favorite place to study on campus? 3
139. What did you want to be before you wanted to be an engineer? 3
140. What is the most creative gift you've ever made? 3
141. When someone finds out what you do, or where you are from, what question do they always ask you? 3
142. What topic could you give a 20-minute presentation on without any preparation? 3

143. What website or app doesn't exist, but you really wish it did? 3
144. If you could start a charity, what would it be for? 3
145. What are some of your guilty pleasures? 3
146. Do you think you rely too heavily on your phone? Why or why not? 3
147. What subjects should be taught in school but aren't? 3
148. What do you highly recommend to most people you meet? 3
149. What toy did you hate most as a child? 3
150. What are some of your favorite holiday traditions that you did while growing up? 3
151. What culture would you like to learn more about? 3
152. If you were featured on the local news, what would you most likely be on there for? 3
153. If someone came up to you and said "Hey, do that thing you do!", what thing would pop into your head first? 3
154. What is the best event you've attended? 3
155. What's a problem you have, that might be entirely unique to you? 3
156. What book had the most significant impact on you? 3
157. What hobby would you be a lot of fun to get into? 3
158. What assumption you made went hilariously wrong? 3
159. What big problem do you think technology will solve next? 3
160. What fashion trend needs to be brought back? 3
161. What skill or talent would you most like to learn? 3
162. What weird thing do you have nostalgia for? 3
163. Where are five places you really want to visit before you die? 3
164. How into tech are you? Why? 3
165. What did your teachers and parents say would be really important when you grew up, but it hasn't been? 3
166. What's the best way to stay young? 3
167. What's the biggest adventure you've been on? 3
168. Besides war and diplomacy, what would be the best way for countries to settle disputes?
3
169. What household chore do you actually enjoy? 3
170. What weird quirks did you pick up from your parents? 3
171. What were your favorite television shows when you were growing up? 3
172. What is the biggest mistake you've made at work? 3
173. What do you want to do when you retire? 3
174. What do you do to unwind after a hard day? 3
175. Where's the most surreal area you've been to? 3
176. What's the best backhanded compliment you've heard/can think of on the spot? 3
177. Who has been your most interesting/confusing/annoying neighbor? 3
178. If you had to lose one of your senses, which would you choose to lose? 3
179. Who is the most interesting stranger you've met? 3

180. What was your funniest or worst experience with a dentist? 3
181. What's your idea of a great party? 3
182. What was your worst haircut experience? 3
183. What is your favorite genre of movie? Why? 3
184. What are some of your favorite scenes from movies? 3
185. Who was your favorite teacher? 3
186. What's the most outdated piece of tech you still use regularly? 3
187. What recent trend are you totally on board with? 3
188. What was the weirdest thing you believed as a kid/your parents encouraged you to believe as a kid? 4
189. What's your idea of a great day? 4
190. If you could erase one thing from existence, even the memory of the thing, what would it be?
191. Tell us about the earliest memory you have. 4
192. What do you want your final words to be? 4
193. What are you grateful for? 4
194. You can transport one furious elephant into any point in history, where would you put it? 4
195. What's the noblest endeavor a person can dedicate their life to? 4
196. What works of art have really made an impression on you? 4
197. Who is the most interesting person you've met and talked with? 4
198. What do you wish someone taught you a long time ago? 4
199. What two-hour chunk of history would you want a video of if you could have video of any point in history?
200. How do you think you will be/act when you are old? 4
201. What rule do you have for yourself that you would never break? 4
202. If you could body swap with any person for 24 hours, who would you choose?
203. If you were a robot, would you want to be aware? 4
204. If you were President of the United States, what would you do on your first day? 4
205. What activity makes you feel like a little kid again? 4
206. What's the best thing you've got going on in your life at the moment? 4
207. What is the most unique or silliest problem you have going on in your life at the moment? 4
208. What motivates you? 4
209. What is the last goal you achieved? 4
210. What is the best thing you have ever bought? 4
211. If you left your current life behind and ran away to follow your dreams, what would you be doing? 4
212. What kind of challenges are you facing these days? 4
213. Do you think you have a pretty good work-life balance? Why or why not? 4

214. If you could choose your dreams, what would you prefer to dream about? 4
215. What's something that was once important but is now becoming less and less relevant? 4
216. What tells you the most about a person? 4
217. What was the last thing you were really excited about? 4
218. What are you kind of snobby about? 4
219. What kind of people do you most enjoy hanging out with? 4
220. What do you think the ideal age to be is? 4
221. What was your best vacation? 4
222. What's something you're looking forward to? 4
223. What's the most creative thing you've done? 4
224. What are you hilariously bad at? 4
225. Tell me about a time you were totally out of your element/comfort zone. 4
226. What is something you do better than most people and something you do worse than most people? 4
227. What hard time in your life left you a better person after it was finished? 4
228. If the universe is just a simulation, what update or patch does it need? 4
229. What was something courageous you've (in person) seen someone do? 4
230. What crossed way too far into the uncanny valley for you? 4
231. What about becoming an adult caught you completely off guard? 4
232. What would you change if you were in charge of the company you work for/college you go to? 4
233. Has there ever been a time when something so amazing or unexpected happened that it literally left you speechless for a time? 4