# Project 3: Final Prototype Development

We are designing an educational experience that pairs coffee experts with coffee novices.

# **Team 8: Learn-A-Latte**

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# 1. Executive Summary

Our project explores the problem space of pairing enthusiasts with experts to encourage a unique learning experience that involves sharing knowledge about a topic or activity. After receiving feedback from P1 saying our scope was too broad, we decided to limit our focus to coffee. The feedback from P2 suggested we mould our solutions and storyboards around the personas we devised from P1, and we adjusted our sketches and solutions accordingly.

Many people new to a craft like coffee do not know where to start, or whom they can consult for guidance. The consumers in this problem space are people looking for an educated companion to lead them in an experience-driven activity. The providers are field experts, professionals, and specialists who will curate the activity and share their knowledge with the seeker. Currently, curious beginners interested in learning more about coffee or coffee-making usually research or ask around to find the best first step. They spend countless hours online reading up on different coffee-making styles, types of coffee, or coffee classes offered near them. Following this laborious and time-consuming research, they must then attend a local event or cafe in which they can experience the aspect of coffee in which they are seeking more knowledge. On the provider side, there exist experts and passionate coffee-drinkers who would love to share their knowledge but rarely come across people interested in what they have to offer. We hope to connect these people to create enriching and enjoyable experiences for all those involved.

We present Learn-A-Latte, a platform that connects coffee experts to coffee novices. Novices customize their experience by taking an in-app interest survey after signing up for our service. A few days later, a box of tools and ingredients will arrive at their door. Upon receiving the box, the customer can scan the items in the box to pull up the corresponding expert-crafted video tutorial on their phones. Experts, on the other hand, may sign up on the website and submit their resume and credentials. If accepted, they are approved to submit videos of techniques they have mastered and can handpick items for users.

# 2. Design Criteria

- 1. *Convenient*: The platform must be accessible to the user through multiple devices and be economical in terms of the resources needed to do so.
  - a. The purpose of this design criterion is to ensure users spend as little time and money when learning about a topic or activity. During the prior potential user research phase, we found that users spend numerous hours researching methods and worrying about spending money on equipment/resources that may be unsatisfactory. Successes of this criterion include the user finding it cheaper and timely to use our solution rather than using alternative methods in learning about coffee-making, as well as cross-platform and device compatibility. Failures include restricting user access based on device compatibility or making the cost higher for users to use our solution than learning about an activity or topic at their own direction.
- 2. *Credible*: The coffee experts must have professional or personal experience that can be verified; such credentials and experiences will be monitored through a legitimate reviewing system.
  - a. The purpose of this design criterion is to ensure users are getting expert knowledge and guidance from a legitimate expert. While this can be supported by thorough internal review of an expert wanting to be on our platform, it can also be enforced by user reviews of the expert and the experience they had. These reviews and ratings will be monitored so that they are only given by users who are verified to have completed the experience. During the prior research phase, we found that many users distrust review on online platforms because they are so easily tampered with, even by people who have never actually used the service. Successes of this criterion include experts passing interviews, providing resumes and references as well as users being prompted to give a review after they complete an experience. Failures include hiring experts with no tangible basis, and allowing an open reviewing system in which any user can rate an expert or experience, even if he/she has not completed the experience.
- 3. *Customized*: The experience will be tailored to the user's unique interests and learning style and consider their geographic location.
  - a. The purpose of this design criterion is to ensure users have the power to choose their learning content and complete the experience at a pace and with a method that best suits them. During the prior research phase, we found that many users are overwhelmed by the massive amount of content and coffee-making tutorials

found online, which may not accommodate user skill or factor in specific interests. Successes of this criterion include having a large, diverse, searchable collection of learning material and experts that users, as well as having additional location filters and specialized topics users can apply. Failures include having a large collection of learning material and experts that all have a single teaching style, lacking diversity in platform content, and lacking filters and other functionality that inhibits user customization.

# 3. Stakeholders

## Coffee Novices

This group of stakeholders is interested in our solution as it serves as a platform which will foster and host their interests in coffee. From our research conducted in Project 1, we discovered that these novices are curious, eager to learn, and willing to partake in online and in-person experiences that expose them to new and productive experiences. Take our persona Josh, who tends to be excited by the opportunities, but gets easily overwhelmed by the possibilities. He's bought a few fancy appliances, but never took them out of the box. He feels a lot more confident learning from an expert but tends to be intimidated by 'coffee culture' as a newbie. Enthusiasts will sign up on our platform and gain access to several features. Once they fill out a survey choosing particular coffee subtopics and stating their interests, they will be shipped items which have been hand-selected by an expert. These items will have barcodes that are recognizable with the camera feature on our application, which will take them to a specific expert-guided video once scanned. Users will also have access to our video library and may peruse videos created by experts to cover a multitude of topics.

# Coffee Experts

This group of stakeholders is interested in our solution as it serves as a platform which will allow knowledgeable people to showcase their talent and skills in various ways. First, our experts will apply on our online portal, in which they will upload a profile picture, submit a resume or any references, upload a sample video, and tell why they would like to be a part of the Learn-A-Latte community. If approved and once verified, they will handpick items and products for our users based on individual survey results. They will also produce video content for our users. From our research conducted in Project 1, we discovered that these experts are insightful, eager to share information, and willing to partake in online and in-person experiences that will guide others. Take our persona Felipe, who loves coffee. He specializes in pour-over coffee making - with methods such as V60, Kalita Wave, Chemex, french press, syphon, and moka pot. He wants to show newbies the complexities inherent in coffee making.

### Shipping Handlers

This group of stakeholders is crucial in executing the logistics of our solution by tangibly connecting our coffee novices with our coffee experts. The shipping handlers are responsible for getting the handpicked products to the novices. Shipping Handlers would include entities such as FedEx, UPS, and 3rd Party Logistics providers (3PLs). Without the handpicked products, users can get overwhelmed by the number of options for tools and ingredients. Additionally, it would be difficult for our company to maintain a stock of ingredients ready to ship-out with little notice when we also wish to offer our customers the freshest of options. By working with established shipping handlers, we could access products from across the country and provide a diverse array of options for both (1) experts to have creative freedom in their tutorials and (2) customers to have freshly prepared items. Shipping handlers would not only be responsible for the logistics and routing of the products, but also the maintenance of the distribution centers and inventory handling.

# 4. Convergence on a Coherent Solution

- 1. *CoffVR*: This prototype focuses on the user receiving an expert-curated experience in a virtual reality setting. The user will be able to experience the teaching of an expert through a virtual reality lesson that is prepared by the expert who pre-records the learning material.
  - a. There were many concerns from our classmates regarding this prototype. The majority of these concerns were due to the nature of the platform that was chosen: VR. Some critiques mentioned that the act of watching VR videos felt too impersonal while others said that wearing a VR headset while trying to follow along with a video would be difficult. Additionally, experts have little to no incentive to teach. As for positive feedback, many found that VR was an interesting idea and that it could provide for an engaging learning format if executed well.
- Coffee Box Subscription: Beginners at an activity or topic spend countless hours reading, browsing, and shopping to begin a hobby or interest. Looking at the example of someone interested in coffee, this solution takes out the guesswork and time done by a novice by sending a customized box with material and equipment needed to learn about coffee-making.
  - a. The majority of the criticisms of this prototype centered around the safety of the user and financing the subscription. Critics felt as if the subscription was expensive and suggested for alternatives such as turning it into a one-time purchase instead. There were also concerns for the user's safety since the prototype made no mention of where products are sourced and how they would be shipped. There was no direct positive feedback for this prototype.
- 3. *Expert-Led*: Users have will have their pick of experts on a website. After the user has chosen an expert, the two will meet in real life at one of the expert's recommended locations. Once they arrive at the location, the expert will then guide the user through a prepared lesson on their area of interest.
  - a. There was little to no feedback for this prototype.

For the final solution, our team decided to combine the first and second prototypes to produce an optimal convergence. Both prototypes centered around the utilization of a video library as a learning mechanism. The video library is an excellent embodiment of the design criteria: convenient, credible, and customized. Videos are a convenient way to learn because they can be viewed indefinitely, paused, rewound: all at the customer's fingertips. Additionally, videos can be customized to the user by tailoring playlists of videos to the users' interests. The videos are produced by credible experts that are interviewed and approved of by a review board to ensure users are learning quality information and techniques.

Based upon the feedback we received in class from our peers and professor, we chose to abandon the design element of VR in our final prototype solution, as it seems unnecessary and perhaps limiting for the scope of our product. Although there was positive feedback regarding VR, the inclusion of VR in the prototypes was simply for its appeal as a novel technology, and not as a practical means of learning. Instead of VR, our final solution utilizes barcode scanning with a cellphone camera. This still has the appeal of an integrated technological experience while streamlining the learning process, since the scanning of the barcode brings up videos that are relevant to the object being scanned.

Finally, we chose to avoid the in-person teaching experiences shown in Prototype 3. No one mentioned this prototype in their feedback, which suggested to us that it is not a very alluring solution. Upon considering how we would integrate in-person experiences with an app providing video tutorials, we realized narrowing to one medium would likely aid our final prototype. To provide the most opportunity for learning, it seemed logical to focus on providing quality videos for the customer and providing them a wide range of options of coffee content. This shift also allows experts more freedom in what content they create, as they have an opportunity to edit and redo actions when making a video. Although we still believe there is a space for expert-led teaching experiences in person, we chose to make our app focus on one medium well: the expert-curated videos.

# 5a. Final Prototype

- I. Novice Scans Item: Consumer-focused Task
- i. Visual Storyboard



# ii. Wireframes - LINK



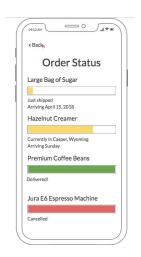
















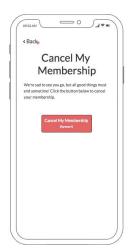










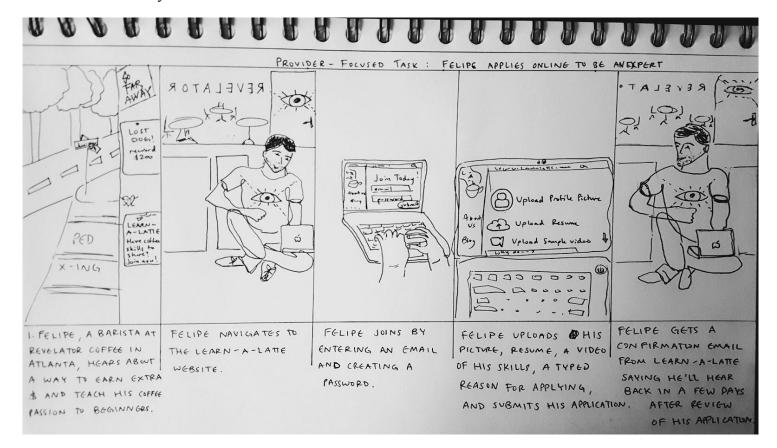




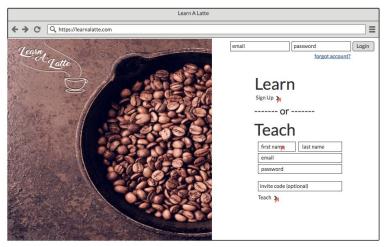


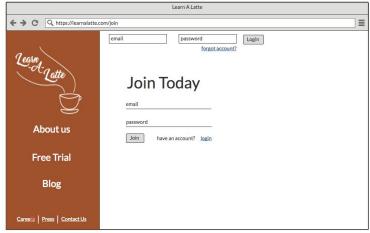
# II. Expert Applies Online: Producer-focused Task

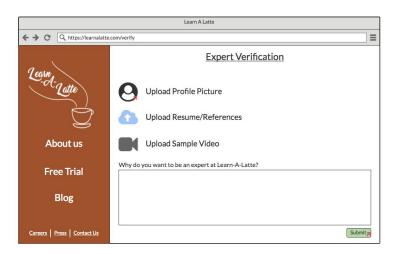
i. Storyboard

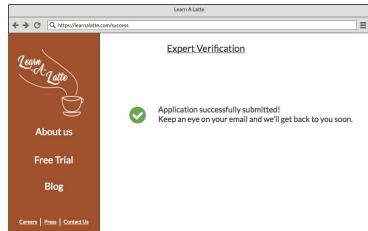


# ii. Wireframes - LINK









**5b. Video Prototype - LINK** 

# 6. Reflection

Part 1 of the project was helpful for understanding the actual issues that faced our potential stakeholders. In our interviews, we learned a lot about details like payment, the types of activities which experiential learning was optimal, and problems with current alternatives. There were quite a few other things we were faced with, such as thinking about the potential context of any solutions, and making ideal personas of our stakeholders. Additionally, we limited our scope from learning about any topic to only learning about coffee. In Part 2, the Brainstorming activity was very helpful in allowing us to generate diverse solutions that fit our design criteria. By being able to list ideas freely, and then create clusters with an Affinity Diagram, we were able to produce more inventive solutions than if we had never done so. Furthermore, it prevented us from making the common mistake of using only a single solution. The exercise made our thought processes flexible, which is a critical aspect of maintaining productive ideation. With both Parts 1 and 2, the feedback that we received from our advisors were our greatest asset in improving our work. With their level of expertise in the course material, they were able to see problems in our design that we and our peers could not. Their feedback on our problem areas such as further developing our data descriptions in Part 1 and including our personas on our storyboards in Part 2 improved our understanding about how the different parts of each document and research connected with each other. It became clearer to us how each individual part of the project led to the development of the overall design solution.

As for the class itself, peer feedback during critique sessions was essential to the completion of this project. It allowed us to think about the combination of some of our better prototypes (CoffVR and the Coffee Box Subscription). Although most of the feedback was not positive, it made us reconsider the prototypes and why we designed each one the way that we did. With CoffVR, we realized that, although we thought that the idea of learning through VR was interesting, it was ultimately cumbersome for the user and not the best method of learning. As for the Coffee Box Subscription, many of our peers expressed their concerns with the expenses for the user, leading us to rethink this design as well. Finally, we also learned that receiving no feedback is just as important as receiving an abundance of feedback. With our third prototype, Expert-Led, we received little to no feedback at all, which we interpreted as our peers telling us that the prototype was a quaint idea, and not good enough to be discussed. It was difficult to let go of it since it was one of the original ideas we had for the project, but we all agreed that it would be best for the project if we were to do so. It ways also noted that there should be more of an importance placed on the differentiation of interfaces between users and experts. We did this by creating two possible "routes" that a person may take on the website depending on whether they are a user or an expert. The expert route is detailed in the second storyboard.

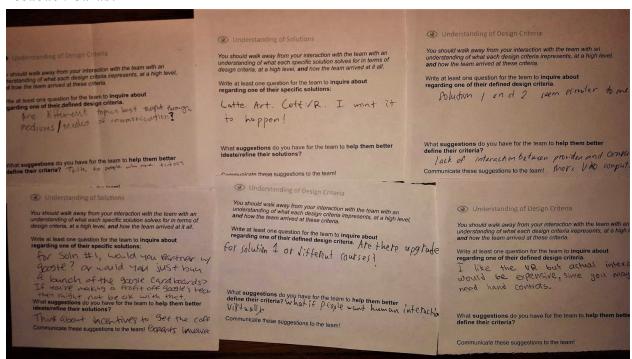
One aspect of the project thus far that was a bit unclear was the usage of the personas in the creation of our prototypes. Although it makes sense that our prototypes should involve the characters that describe our stakeholders, we originally viewed personas as a separate body from our prototypes. We knew that we had to design for the personas, but we did not know the extent to which they should have been integrated to the rest of the project. It would be optimal if we were given explicit instructions on how and where to integrate them and how much detail we should include when doing so.

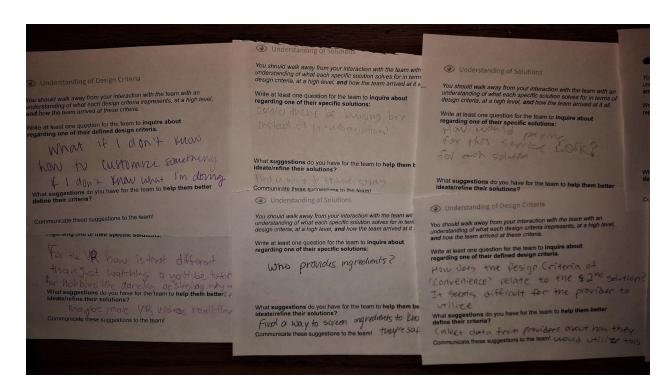
# Appendix A: In-class Critique Feedback

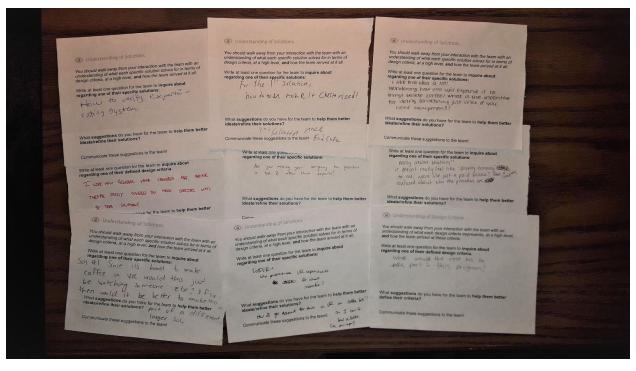
### Presentation notes:

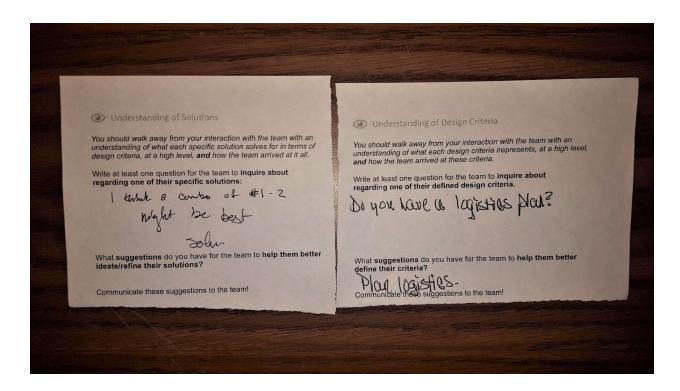
- Why did we choose between videos versus virtual reality versus augmented reality?
- Motion sickness is possible in virtual reality
- Solutions 1 and 2 sound expensive
- What is the source of material in box subscription?
  - We plan to have a reliable source of material
  - Ensure quality assurance
  - Scaling challenges with inventory must be addressed
- How can solution 1 be customized?
  - An in-experience is crucial or preferred
- Must account for user physical skill in solutions 1 and 2
  - o Potentially combine coffee box and VR
- Must account for expert credibility
  - o Resumes, references, and interviews

### Feedback Cards:









# **Appendix B: Persona Descriptions/Convergence**



"Master Barista'
Felipe Jiménez

Barista, Revelator Coffee Age: 27 Location: Atlanta, GA "I enjoy sharing my knowledge about coffee and answering questions"

# About Felipe

Felipe loves coffee. He's also a staunch proponent of the Third Wave Coffee Movement, a movement dedicated to considering coffee artisanal. He specializes in pour-over coffee making - with methods such as V60, Kalita Wave, Chemex, french press, syphon, and moka pot. He's been working at Revelator since 2013 and started brewing back in college, where he studied Political Science with a Minor in Chemistry. His favorite part about brewing is the science behind it - the chemistry nerd inside him always tends to light up when he's brewing.

### Behavioral Considerations

- → Started learning with online videos from Barista Hustle
- → Really comfortable with technology - always on Twitter when he's not working
- → Enjoys trying out new styles of brewing
- → Likes understanding the chemical basis underlying the techniques
- → Believes groups learning can help make the process easier

"Experience is the best way to learn how to make coffee"

# Frustrations

- "It's difficult to describe certain things online when you're using your sense of taste."
- "Even after watching hours of video, you can't learn anything if you don't actually put the knowledge to use."
- → "You must brew some bad cups of coffee before you can improve, as you train your palate to tell you what needs to change in the brewing process."

### Goals

- Wants to nerd out about coffee with people who are "willing to listen and learn"
- Wants to show people the complexities and science of coffee-making
- → Wouldn't mind making some money to do what he loves

### Tasks

- Introduce newbies to coffee culture
- → Show different popular techniques such as French Press
- → Taste different coffees and show differences in taste

\*Note: We have not changed our provider persona from Part I or Part II



"Curious Noob" Josh Sullivan

Software Engineer, AT&T Age: 25 Location: Atlanta. GA "It's one thing to look at all of this info online, but another thing to do it in person."

### About Josh

Originally a native of Toronto, Josh moved down to Atlanta a year and a half ago. He got his degree in Computer Science from the University of Waterloo. Since coming to Atlanta, he decided to dedicate his free-time to a new hobby. He originally started with cooking, but quickly realized it didn't excite him. Over time, he somehow made his way to coffee. He doesn't know much at all, but is very interested in learning more. Whenever he looks online though, he tends to get overwhelmed by options (the Paradox of Choice) and never actually learns much.

### **Behavioral Considerations**

- → Tries to learn online but ends up with 29 tabs open and a lot of frustration
- → Comfortable with technology he's a bit of a hacker type
- → Is intimidated by 'coffee culture'
- → Has bought multiple coffee related appliances

"It would be useful to have a pro answer my specific questions"

### Frustrations

- → Doesn't know how to use his fancy coffee appliances
- → Yelp and Groupon tend to be for coffee consumption
- → Online resources tend to be "hit or miss"
- → Binge watches videos on Barista Hustle but comes out with little knowledge of the science behind it
- → "I would be much more confident from learning" from an expert

### Goals

- Wants to learn about coffee culture
- → Wants to learn how to actually use a French Press
- Wants to learn facts he can use at cocktail parties to seem interesting

### **Tasks**

- → Learn to use coffee related appliances
- → Develop palate for good coffee
- Understand the difference between roasts

\*Note: We have not changed our consumer persona from Part I or Part II