

# VLOG 1: ClassQuest — Turning Classrooms into RPG Adventures

## [Opening – Alvin]

Hi everyone, we're Team ClassQuest, a group of fourth-year Software Systems Engineering students at the University of Regina. Our capstone project is called *ClassQuest* — a web-based, gamified learning platform that brings the fun of RPGs into real classrooms.

Let's start with quick introductions.

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## Team Introductions

### [Alvin Tolentino]

I'm Alvin, the **Frontend Developer and UI/UX Designer**. I'm focused on how students and teachers actually experience the system — everything from the interface flow to how quests, avatars, and dashboards look and feel. I'll be working on the teacher and student panels and overall design cohesion.

### [Tolani Oke-Steve]

I'm Tolani, also a **Frontend Developer and UI/UX Designer**. I'll be working alongside Alvin on the gameplay visuals, character modelling, layouts, and usability testing. My goal is to make sure our platform feels intuitive and engaging, especially for kids.

### [Dmytro Stepaniuk]

I'm Dmytro, the **Project Manager and Backend Developer**. I oversee project planning, scheduling, and documentation, while also handling the backend logic, database design, and integration between the server and the front-end. Basically, if something breaks, it's probably my fault.

### [Alvin (voice-over)]

Our external stakeholders include **Brian Nenson** and **Kelly Chambers**, both public-school teachers who originally proposed this idea and are serving as our clients and subject-matter experts. They provide real-world feedback from the classroom side.

And finally, **Professor Tim Maciag** — our capstone supervisor — reviews our progress and ensures the project meets engineering and academic standards.

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## Project Background & Business Opportunity

### [Dmytro Stepaniuk]

ClassQuest was born from a gap left behind when the popular classroom-gamification platform *Classcraft* was discontinued. Teachers lost a key tool that had successfully turned learning into an adventure.

Right now, the alternatives — like *ClassDojo* or *Khan Academy* — either focus on behaviour tracking or static lessons. None provide that immersive, role-playing-game feel that keeps students engaged long-term. Also, Brian informed us that it is hard to integrate these alternatives for Saskatchewan curriculum as they are based in the USA.

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### [Tolani Oke-Steve]

We saw this as a huge opportunity: build a **flexible, affordable, Saskatchewan-born** alternative that teachers can actually manage themselves, without complex setup or expensive school-wide licenses.

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### [Alvin Tolentino]

Our platform turns daily classroom activities into a story-driven adventure. Students join guilds, earn XP, gold, and hearts for completing assignments, and face “boss battles” that represent exams. Teachers become game masters — controlling quests, awarding points, and using a dashboard to track student progress.

By merging gaming mechanics with the school curriculum, we’re creating something that blends fun and structure — a balance that’s been missing from digital education tools.

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## Reason – Our ‘Why’

### [Tolani Oke-Steve]

We’re creating ClassQuest because we believe that learning shouldn’t feel like punishment. Students today are used to interactive, visually rich environments — so why should classrooms stay stuck in 2005?

Our *why* follows Simon Sinek’s golden-circle idea:

- **Why:** We want to make learning fun, engaging and social again. *cut another part here*
- **How:** By gamifying real assignments and making progress visible and rewarding.
- **What:** A web-based RPG platform for classrooms that brings students, teachers, and parents together in one interactive ecosystem.

In short, we're aspiring engineers solving a motivation problem, not just building software.

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## Impact / Value

### [Dmytro Stepaniuk]

When we're done, the *current reality* — where students feel disconnected and teachers juggle too many tools — will become a *new reality* where learning is collaborative, immersive, and rewarding.

So we think we need to:

1. Build an easy-to-use, browser-based system that doesn't require tech expertise.
2. Reinforce teamwork through guild mechanics.
3. Give teachers control without complexity.
4. Keep data safe, secure, and minimal to comply with privacy laws.

The value is both human and educational: students become active participants instead of passive listeners, and teachers regain control over engagement.

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## Who – Our Audience

### [Alvin Tolentino]

Our main audience is **students from Grade 5 and up**, who use Chromebooks daily. They're tech-savvy, love games, and thrive on recognition and competition.

### [Tolani Oke-Steve]

Then we have **teachers**, who want tools that actually save time, not add more work. They need templates, automation, and dashboards that make grading and tracking effortless.

### [Dmytro Stepaniuk]

And finally **parents** — who don't want to micromanage but do want visibility. Our platform will let them view their child's progress and contribute cosmetics or rewards without touching XP or grades.

Geographically, our focus begins in Saskatchewan classrooms, but the idea easily scales across provinces and even internationally through its web-based structure.

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## What – Our Deliverable and Constraints

### [Alvin Tolentino]

We're building a **web-based MVP**, not a mobile app yet. It'll feature user authentication, customizable avatars, guild systems, quests, boss battles, item shops, and leaderboards.

Constraints? We've got a few:

- Limited timeline — the project runs from September 2025 to April 2026.
- Limited manpower — three developers doing full-stack work.
- Classroom privacy rules (FERPA, provincial standards).
- Accessibility expectations for Chromebooks.

But those constraints force us to innovate — simplicity, scalability, and performance are non-negotiable.

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## How – Our Creation Plan

### [Dmytro Stepaniuk]

Our workflow follows five phases, aligned with PMBOK and BAD principles:

1. **Project Initiation & Planning** – completed in September: team formation, stakeholder analysis, and documentation (Business Case, Scope Statement, Charter).
2. **System Design** – October to November: wireframes, UI layouts, and architecture planning.
3. **Development – MVP Phase** – December to February: login system, XP/Gold logic, quests, teacher dashboards, student interface, and basic parent portal.
4. **Testing & Integration** – March: unit, integration, and user testing with Brian and Kelly's students.

5. **Finalization & Delivery** – April: training manuals, teacher demo accounts, and capstone presentation.

**[Tolani Oke-Steve]**

Our envisioned tech stack:

- **Frontend:** React + TailwindCSS for quick and responsive UI.
- **Backend:** Node.js with Express for API logic.
- **Database:** MongoDB Atlas for cloud-based storage.
- **Hosting:** Cloud-deployed system with HTTPS/TLS security and daily backups.

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## **Advice – BAD and PMBOK Highlights**

**[Alvin Tolentino]**

Our BAD (Business Aware Design) approach ensures we're not just coding blindly — we're aligning the design with stakeholder and business value:

- **Benefits:** Teachers regain engagement tools; students rediscover motivation.
- **Approach:** Iterative design, constant teacher feedback, and rapid prototyping.
- **Deliverables:** Functional MVP, training slides, and demo accounts ready for classroom pilots.

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**[Tolani Oke-Steve]**

From a PMBOK perspective, we're also emphasizing **stakeholder communication** (weekly check-ins with Brian and Kelly), **scope management**, and **risk control** — like preventing feature creep and keeping the scope realistic for our timeframe.

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**[Dmytro Stepaniuk]**

## **Our Stakeholders: The Council of Allies**

At the center are teachers and students — the primary focus — since they're the ones who will directly use and shape the platform through feedback. Supporting them are the University of Regina and Professor Maciag, who provide guidance and academic credibility. Parents and community partners serve as key supporters, adding trust, resources, and broader impact beyond the classroom.

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**[Alvin Tolentino]**

### **Risks & Mitigation Strategies**

Every project faces risks, and ours is no exception. To avoid delays from overloading our backlog, we're using short, focused Agile sprints. Technical challenges are handled through frequent testing across devices, especially Chromebooks. And to prevent feature creep, we hold strict weekly scope reviews to stay aligned with our MVP goals. This structure keeps the team efficient, focused, and adaptable.

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## **Closing Remarks**

**[Dmytro Stepaniuk]**

ClassQuest isn't just another capstone project — it's a chance to bring game-based learning back to classrooms that desperately miss it.

**[Alvin Tolentino]**

We're engineers, but we're also gamers. We know that when students are motivated by progress, rewards, and collaboration, learning becomes something they look forward to.

**[Tolani Oke-Steve]**

That's why ClassQuest exists — to turn education into an adventure worth playing.