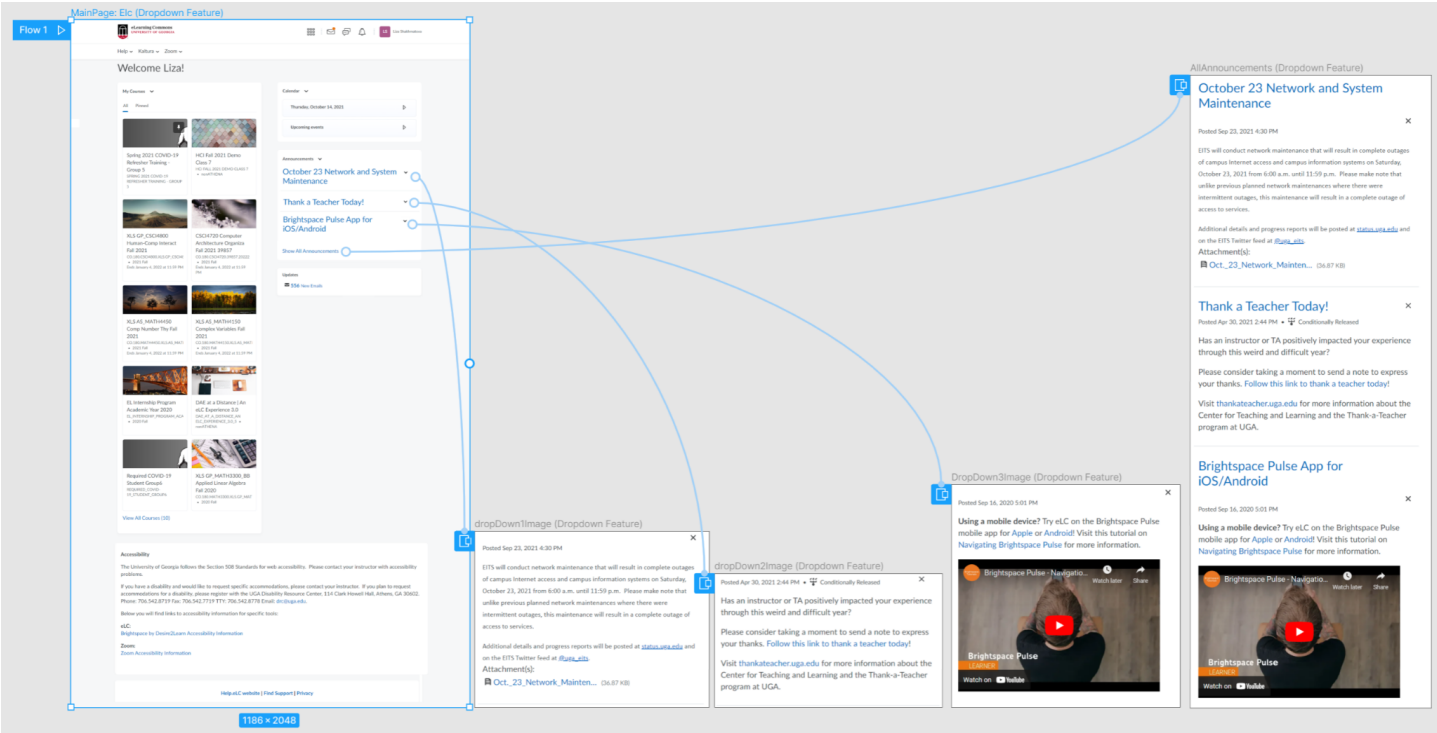
Part A

1. Designs

    a.

    The prototype below shows how we can minimize the announcements feature to help integrate the calendar at the top of the page without making the experience detrimental to other features. This prototype is more like a tweak for setting the floor for the actual movement of the calendar. When handling user story 4, we also implemented a feature to move the calendar itself. The customizable UI calls for a change in how this feature behaved, otherwise we would be solving an issue by creating another.



https://www.figma.com/file/K4tDIFkFcNBvCfjBXTVixp/eLC-Calendar?node-id=215%3A481

Here is a link to the rest of our designs:

https://www.figma.com/file/K4tDIFkFcNBvCfjBXTVixp/eLC-Calendar?node-id=0%3A1

2. User Stories

    a. As a student, I want to see all my upcoming events as soon as I log into eLC so that I can quickly navigate to upcoming events and alert myself.

        All users have to interact and view the eLC home page after logging in. The way the current home page is set up, the "Announcements" widget on the right side of the screen is placed above the "Calendar" widget, placing more emphasis on UGA announcements. We believe by switching these two widgets on the home page, it will passively remind users of their upcoming events. We also hope that this will encourage users to explore eLC's calendar system and reference more often, as it will take less steps for the user to navigate to their calendars.

        Video Demo: https://youtu.be/qm9_-Edw_sg

    b. As an instructor, I want to click a plus sign in the top corner of my calendar so that I can add events with ease.

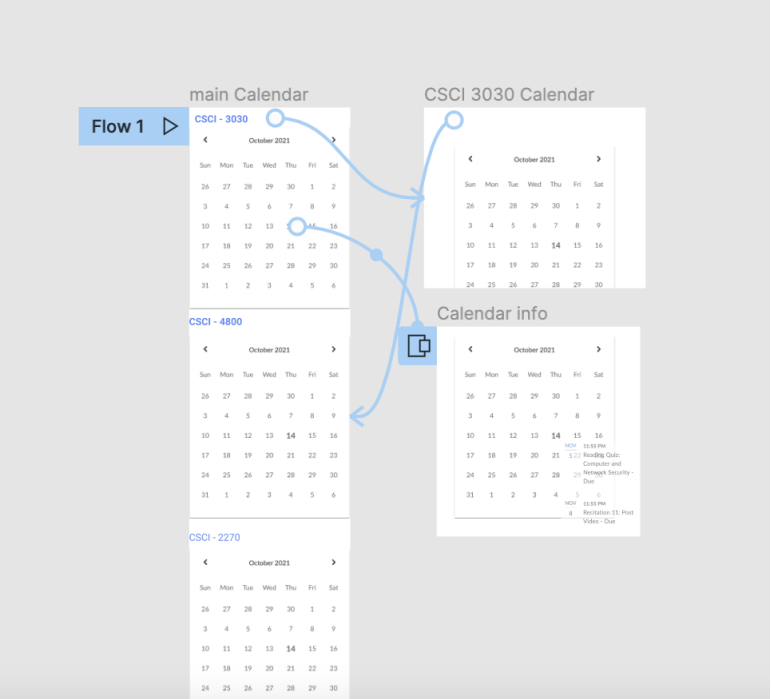
        For this user story, we made a pop-up window that users can use to create new calendar events. The pop-up windows appear when users click a button that looks like a plus sign. Then, they can type in the names and

times of the event. When they click on the date, a small calendar appears. Instructors can use this calendar to input the date by clicking on the day that they want. It addresses the problem of study by letting instructors create new events with processes that are likely to be familiar with. A lot of popular digital calendars, such as Google Calendar and iCalendar, make users follow a similar set of steps to create new events. So, for a lot of instructors, this new design will be easier to use.

Video Demo: https://youtu.be/M86Pvi_BB6I

c. As a user, I want to represent my calendars in different views, so that I can see my events in different formats.

As a user, I want to see the entire event as soon as I log in to eLC. The event notification window used in the current elc could not show the whole event information at once. Therefore, the newly designed event showing section shows all events in the form of a calendar, and also shows the calendar in which events are displayed for each class of the user, allowing them to explore the event as a whole and make their own plans. And the hovering system was also applied. So, the information is displayed without clicking on the date.



https://youtu.be/6SoVjNklyPE

d. As a user, I want to see the number of events on each day so that I can manage my time before “busy” weeks.

Time management skills help students and working professionals feel control over their time. To help students and instructors visualize their upcoming events, our group decided to implement a heat map. A heat map can help the user quickly recognize which part of the month they can expect more assignments, assessments, discussion posts, etc.. The heat map uses yellow, orange, and red in different hues to signify more events on a certain day; the more events, the closer the scale moves to red. This will allow a user to plan their studying accordingly in the weeks prior.

Video Demo: https://youtu.be/ojNL-EuZkZg

e. As a user, I want to edit the color of each class so that I can differentiate each one by color.

Color coding for calendar events is a useful feature because it allows users to gain information about their day with a glance. The eLC calendar already has this feature, but it could use some improvement. Users have to use a drop-down option in order to change the color and edit which calendars are visible. The user cannot see what courses they have currently visible and the color associated with them. We decided to create a menu that allows users to see which calendars are available to view and what color is associated with each one. This addresses our problem of study by making the color-coding feature easier to use.

Video Demo: https://youtu.be/nGQahugePJ0

Part B

1. Testing Protocol

a. Research Question: Is our eLC calendar design better than the original as a time-management tool?

b. Methodology: Our group agreed that surveys would be best for our testing methodology. In order to evaluate whether our design is better or not, we want to

know if students would have more positive feelings about our calendar. We feel that the best way to find out is to ask them about their opinions with a survey. We would find participants by getting the word out about our project in multiple ways, such as social media and email. Then, they would fill out a survey asking them about their opinion of eLC's calendar. After that, we would let participants use our prototype. Lastly, they would fill out a survey about their opinion of our design.

2. Testing Procedure
    a. Informed Consent: In order to get informed consent from participants, we would create consent forms with detailed explanations of what they are doing and how their information will be used. All participants would be required to read and sign the forms.
    b. Data:
        i. Here are some examples of survey questions that we would ask participants before they try the prototype:
            1. Do you think that eLC's calendar is a useful time management tool?
                a. Yes
                b. No
                c. Neutral
            2. How often do you use the eLC calendar?
                a. Often
                b. Sometimes

c. Only when I have to

3. What do you like about the eLC calendar?
4. What do you dislike about the eLC calendar?
5. Do you like the eLC calendar?
    a. Yes
    b. No
    c. Neutral

ii. Here are some examples of survey questions that we would ask participants after they try the prototype:

1. If eLC were to implement our design changes, would you use the eLC calendar more often? Why or why not?
2. Do you see our new design as an improvement? Why or why not?
3. What do you like about our design?
4. What do you dislike about our design?
5. Would our design be more useful to you as a time-management tool than the current design? Why or why not?

c. Analysis: We would want to make some conclusions about our design based on the quantitative data that we gained from our survey questions. For example, if a majority of participants answer "no" when asked if they see our design as an improvement, then we will know that we have not tackled our problem of study as well as we thought we did. If a majority of participants answer "no" when asked if they would use our design more often than the current one, then we will know that our prototype needs to be changed. We would use the qualitative survey data

to understand how we can make our prototype better. Asking participants about their likes and dislikes would help us to gain a better understanding of what users want from their digital calendars.

d. Safe Testing: In order to conduct our tests safely, our group members would meet with one participant at a time. Members of our group would guide each participant through their use of the prototype, but masks would be worn. Participants would use their own computers to use the prototype and fill out the survey. There would be no sharing of equipment.