

Digital Design Challenge – Fall 2022

For this school assignment, we were tasked to come up with an idea for an app that was meant to assist students transition back to in person learning after a year of remote learning due to the pandemic. We did not create the app, however we created prototypes for what the app would look like if it was made. The exact problem was not given to us, our group had to decide that on our own.

In our class, we followed the double diamond design process model, starting with discovering and exploring the problem space. First I created a survey that I sent out to several students in order to gauge what problems they face transitioning back on campus. Afterwards I performed a contextual inquiry with several of my contemporaries. Additionally, as we were students in the target demographic, all members of my group brainstormed ideas. After learning more about our problem space we decided that our app should target the issue of students not knowing where buildings and facilities are located on campus.

Now that we had a problem we were looking to solve, we then went about designing the potential app. We decided that the best kind of interactive product would be a map application, similar to Google Maps. Every feature we added needed to conform to the design principles and usability goals we learned in class, such as visibility, feedback, and affordances. After we decided on the features we created User Profiles, Personas, and Scenarios in order to demonstrate how different kinds of users would interact with our app. Then we created use cases to make sure users could accomplish what they wanted without confusion.

In order to demonstrate what the app would look like, we created storyboards and wireframes as low fidelity prototypes. In order for stakeholders to know how each aspect of the app would connect, we created a High Fidelity Prototype in Adobe XD.

To evaluate the effectiveness of this potential application, I would perform a heuristic evaluation of the app, where the heuristics would be based on the needs of the students. The team and I would make sure we conformed to those heuristics and standards for every feature. Afterwards when we had a product to deliver, we would crowdsource it with a large population of the student body and get their feedback, making the necessary changes.

This class was taught remotely, so I never met my group in person, and only communicated with them online. It became extremely difficult to coordinate tasks with them and we often had situations where two people were working on the same task separately. It showed me how important it is that everyone on the team be on the same page. This entails being aware of what everyone else is working on and communicating with the entire team constantly. If I were to do this project again I would have explicitly assigned tasks to each member and set regular deadlines, as several members submitted their work extremely close to the deadline, leaving little room to evaluate our work.