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ITERATION 2:  
ANALYSIS & DESIGN REPORT

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Version 1.0

Presented by

FAUNIC



## Version control table

Version No.	Changes	Author	Date
1.0	Initial draft	Faunic	04/09/2020



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## 1. Introduction

This report introduces our intentions for the second iteration of our system. We restate the problem and our solution, as well as the audience for which our system is designed. Iteration-specific information include the epics and user stories that will drive our build for this iteration, changes from the previous iteration, details of the open data to be used, and an analysis of the security risks from the developer's point of view.

## 2. Project overview

### 2.1 Project description

The lack of children's education about biodiversity leads to poor awareness in adults. Particularly in Queensland, home to Australia's top three biodiversity hotspots, the past decade has seen the erosion of the ecosystem due to human impact and inaction for species conservation.

### 2.2 Target audience

Our system is designed to educate children about endangered species in Queensland. Our target audience is children in primary and early secondary school, those between 9 and 13 years old, as a means of inducing long-lasting sustainable habits in Queenslanders, and in the broader community.

### 2.3 Changes from previous iterations

From the previous iteration, changes include:

1. Removing the map functionality: the map was intended to provide users with a visual of the location of nearby zoos, sanctuaries, and conservation parks, but was removed due to the format being unsuitable for the target audience.
2. Replacing sliders with flipcards: feedback from studio mentors and usability videos indicated that the lack of information accompanying pictures caused confusion, so they were replaced with flipcards with the backside presenting brief contextual information behind the pictures.

## 3. Current iteration

	Code	Description	Priority
Epic 3	E3	Mark wants to have an interactive learning journey where he gets to know all the endangered animals of animal classes, so that he can understand the animals well and learn about how to save them.	
User story 1	3.1	Mark wants to identify what endangered animals from all animal classes look like so that he can identify them if he comes in contact with them.	



Features	3.1.1		
User story 2	3.2	Mark wants to know the cause and recent actions taken to save the animal, specific to the reasons why the animal became endangered, so that he can identify the problem and solution and know any particular helpful actions he can take.	
Features	3.2.1		
User story 3	3.3	Mark wants to know briefly about the endangered animals so that he can learn basic information about the animals.	
Features	3.3.1		

### 3.1 Link to the LeanKit board

- Epics / User stories
- Acceptance criteria updated on LeanKit

<https://monashie.leankit.com/board/1210720248>

### 3.2 Link to the Mahara studio mentor page

This page includes:

- Personas
- Open data details
- Risks
- Security aspects
- Test plan
- Usability videos
- Prototype

<https://mahara.infotech.monash.edu.au/mahara/view/view.php?id=49436>

## Appendix

### Feedback from industry mentors

Meeting minutes with the industry mentors, which took place after the iteration 1 analysis report was submitted and after the iteration 1 build was submitted and improved upon feedback from studio mentors and usability videos, respectively, are on Mahara:

<https://mahara.infotech.monash.edu.au/mahara/view/view.php?id=49436>.

The industry mentors indicated that the following aspects were done well in iteration 1:

1. The website has a clear goal and intention, with pages clearly displaying the information without straying away from the problem and solution.
2. The UI is child-friendly, as it involves the use of colours, themes, and fonts that will interest young children.



3. The textual information presented is worded in a way that is not too advanced for young children, but is easy to digest and accurate.

They suggested the below areas for improvement:

1. A single design pattern should be enforced, since the current UI features some elements being inconsistent (border styles, font types) or not thought out well (font sizes, information spacing).
2. Links to pages should have a meaningful name, as the current style uses page IDs as a suffix to the URL (e.g. `page_id=1`).
3. The Tableau plot of the number of the number of endangered species by animal class should be reconsidered, because the plot is interactive which might cause undesirable effects if young children alter its visibility, and has the same effect as a static image since our data does not change frequently.