

The screenshot shows a semester planning application interface. At the top, there are tabs for 'During Semester Phase' and 'Assessment Phase', with 'During Semester Phase' being the active tab. Below the tabs, there are three main sections:

- Events & LU's:** A list of events and learning units. It includes a table of appointments and five tasks related to 'Screen Design' with specific dates and times.
- Weekly Main Focus:** A list of focus areas under 'Design System'. Each item has a checkbox next to it, with 'Widgets' having a checked box.
- To Do Next:** A list of tasks with counts in circles above them. The tasks include 'Feedback from Lara on DS' (1), 'Done' (5), 'Sketch crazy 8' (0), 'Watch tutorial wireframe with Figma' (0), and 'Choose grids' (0).

A large dark overlay box covers the bottom portion of the screen, containing the word 'Wireframe' and a descriptive text about module descriptions.

Semester Roadmap

Education

Background

The hypothesis emerged from observing that students with ADHD face challenges in Learning Units (LUs) at CODE University of Applied Sciences, particularly with focus and time management. This led to the design and facilitation of a process aimed at addressing these hurdles for others.

My Role

Researcher, facilitator, and designer

Results

As a result of the thesis and capstone project, a semester planning platform was created with students and faculty. Students and the university team were excited about the platform and how it can help both sides. I learned facilitation skills and applied work of accessibility and inclusive design.

Reflection

Reflecting on the project, I gained valuable insights into co-design and workshop facilitation. One of the challenges I faced was managing my time effectively within the constraints of both the thesis and capstone project.

co-design interviews wireframing testing

Due to confidentiality agreements with research participants, some details have been excluded to protect the privacy of the sensitive group.

What is CODE University of Applied Sciences?

CODE University in Berlin, Germany, emphasizes project-based learning integrated with other disciplines (PM, SE, ID) over traditional theory. According to CODE's website and wiki:

- Learning Units (LUs) range from workshops to lectures, with styles set by faculty.
- Special accommodations are available for assessments and LUs, such as pre-sent materials.
- Students have full control over their studies, selecting LUs and modules to match their interests.



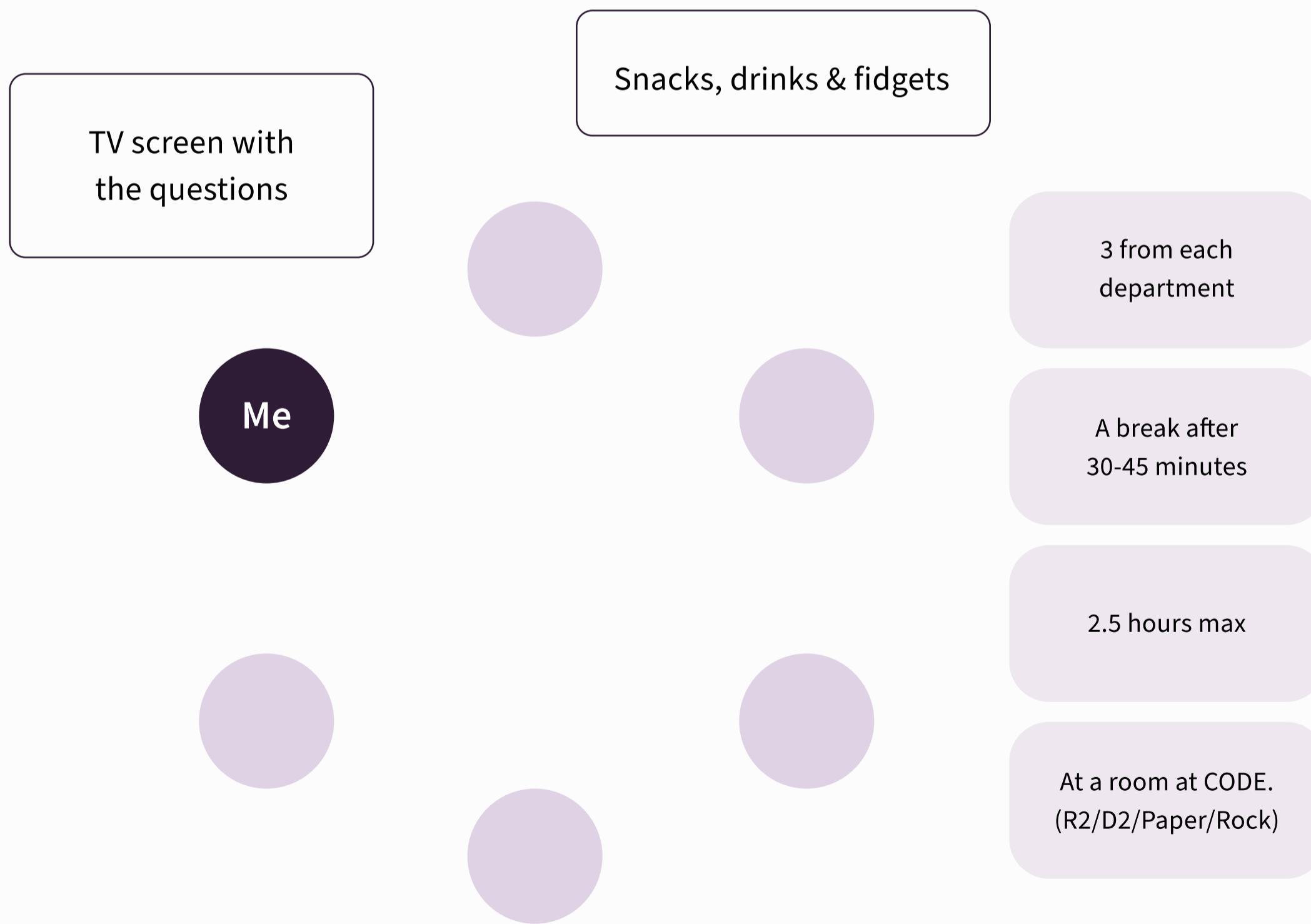
Our Students

“CODE is all about the students. We believe that surrounding yourself with an inspiring, diverse and ambitious crowd of people is one of the key ingredients for personal growth.”

Primary Research

A focus group was conducted with CODE University students with ADHD. Key details include:

- Participants: 2 interaction designers, 2 software engineers, and 1 product manager.
- Recruitment was done via CODE's Slack and personal connections, ensuring anonymity and signed consent.
- A TV screen was used to display questions, with refreshments and fidget tools provided for engagement.



Primary Research

Exploring key academic experience themes

The analysis framework explored experiences across three time frames: 'Before LU', 'During LU', and 'After LU' covering both positive and negative aspects. Key findings include:

- Affinity mapping was used to examine experiences, leading to **three key themes**:
 - **LU Structure**
 - **Platforms**
 - **Assessment Preparation**
- **Findings validated initial assumptions and highlighted interconnected themes** within the 'During LU' period, particularly around:
 - **Focus**
 - **Time management**
 - **Clarification**
- The study included both in-person and online experiences.
- **The co-design team decided to focus on 'Before LU' process.** As it will help minimising the challenges that moves to 'During LU'.

Focus

I don't want to be different from everyone else.

Time Management

LU registration It's one of the the most anxiety inducing experience for me.

Clarification

Realised what I need to do. And only then I started doing.

Teachers being messy.

Until deciding what I want to do, it's to late and all booked.

What's the first one was, what second one? (on the screen in Miro)

Haven't manage or think to organise this semester, feel like I'm floating through.

The more organising the better in seeing the full pictures. And that very helpful.

I need to have a direction and like this idea of what LU's and modules I want to do.

Primary Research

Pain points & Solutions by the research

	Pain points	Solutions
Focus	Not knowing vocabulary - " <i>Not knowing the vocabulary</i> "	Provide guidance – Faculty or mentors can direct students with ADHD to resources or examples, clarifying next steps.
	<i>"Getting answers from lecturers can sometimes be frustrating."</i>	<i>"I review the Miro board before class to follow the topics better."</i>
	Navigating between the slides/boards is overwhelming	Presentations should be structured and not scattered
Clarification	<i>"I could use my time better than attending this LU that didn't cover what I needed."</i>	Faculty need to balance between the topics of the LU and individual project consultation experience.
	Overwhelming presentations: too much information. <i>"What was the first one, and what was the second?"</i>	Maintain visual anchor for the current topic. For ex. In the presentation, write the title on each slide.
Time Management	Student semester planning can be tricky: choosing LUs and timing. Conflicts often lead to, "I'll just miss the other one," causing missed learning.	Faculty must balance LU topics with individual project consultations.
	Semester planning from the faculty's side: Too many overlapping LUs.	Faculty semester planning: Avoid overlapping LUs within the same study program.

Secondary Research

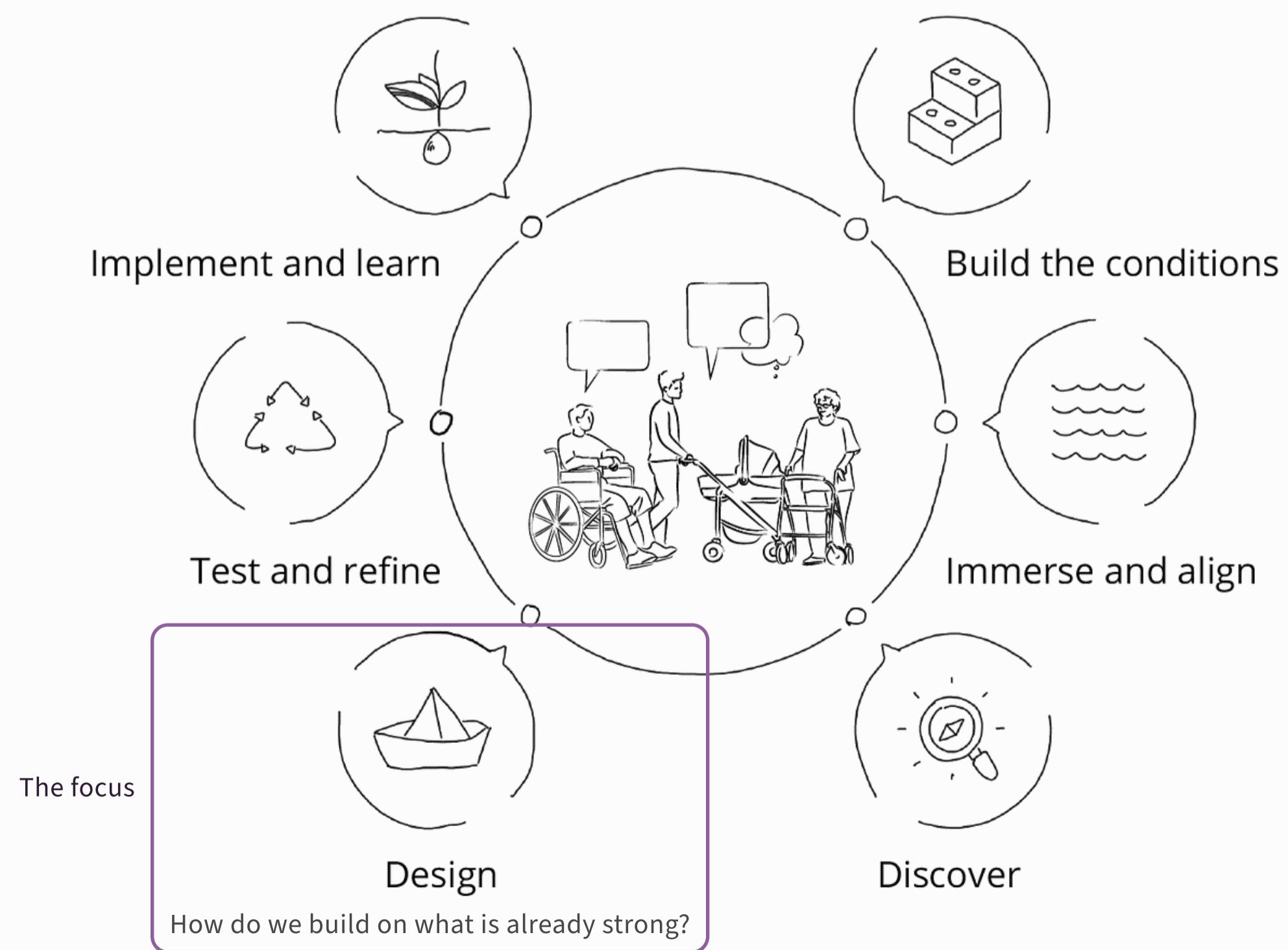


Objectives

The research aimed to explore the impact of laws on students with disabilities at CODE University. Key findings include:

- Federal (BTHG, GG, HRG) and state laws (e.g., BerlHG) support inclusive education but are open to interpretation.
- The research also seeks to validate assumptions and increase awareness and empathy for CODE's community.

Co-Design Sessions

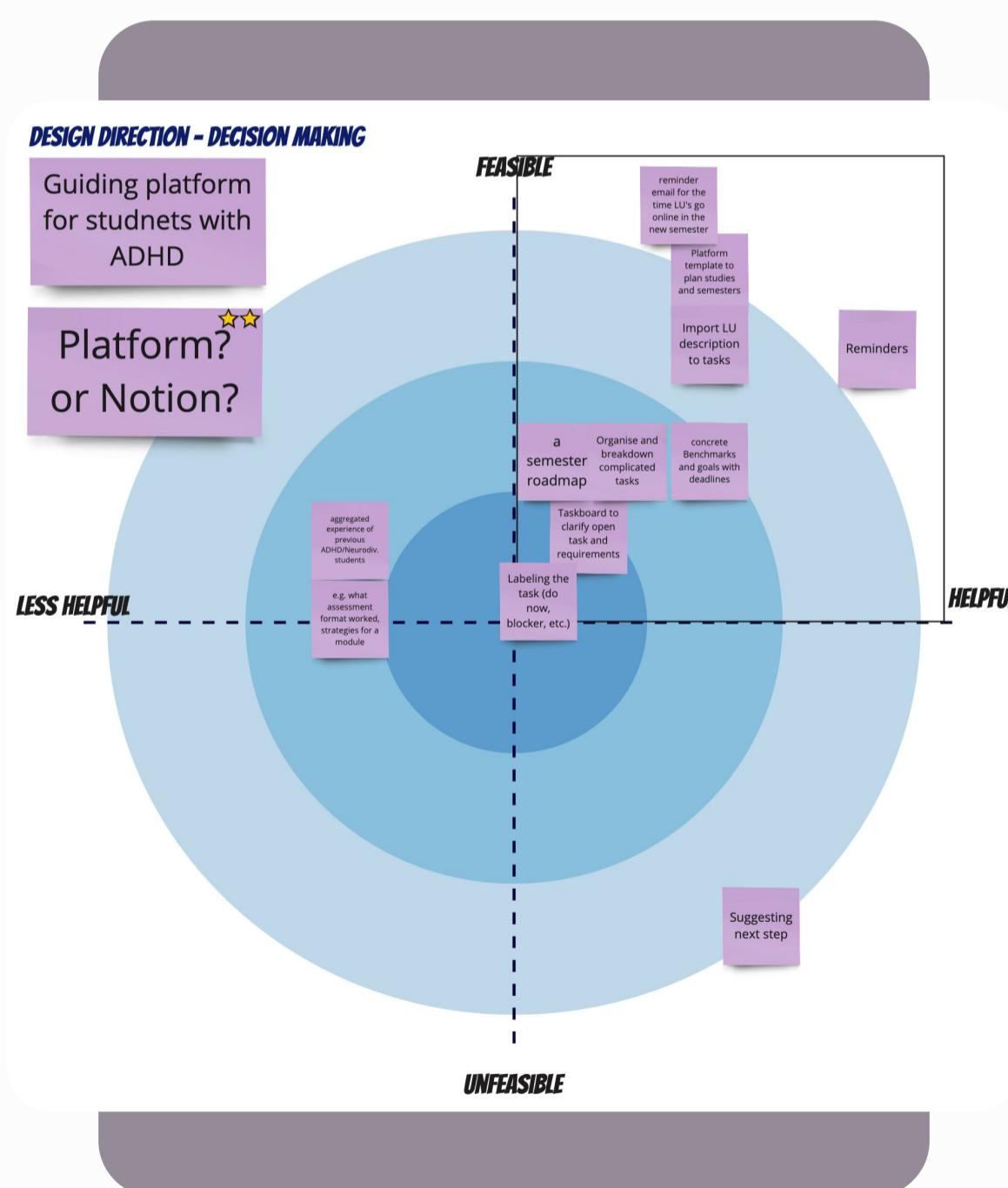


Co-Design

Ideation - what design direction

During the ideation phase, specific project objectives were identified. Key points include:

- Enhancing student ease and optimizing performance.
- Pooling ideas and strategically positioning them based on feasibility and helpfulness.
- Students chose to focus on the 'Before LUs' aspect, recognizing its personal benefit.
- This decision set the design direction for the 'Semester Roadmap' project.



Co-design and Planning

The co-design process at CODE involved diverse participants and collaborative efforts.

Key aspects of the process include:

- Participants: SE, PM, and ID students, along with faculty.
- Communication occurred through an **anonymous Slack workspace using animal personas**.
- Remote Miro sessions were used to facilitate the design process.
- The outcome was a **clear design direction and a low-fidelity prototype**.



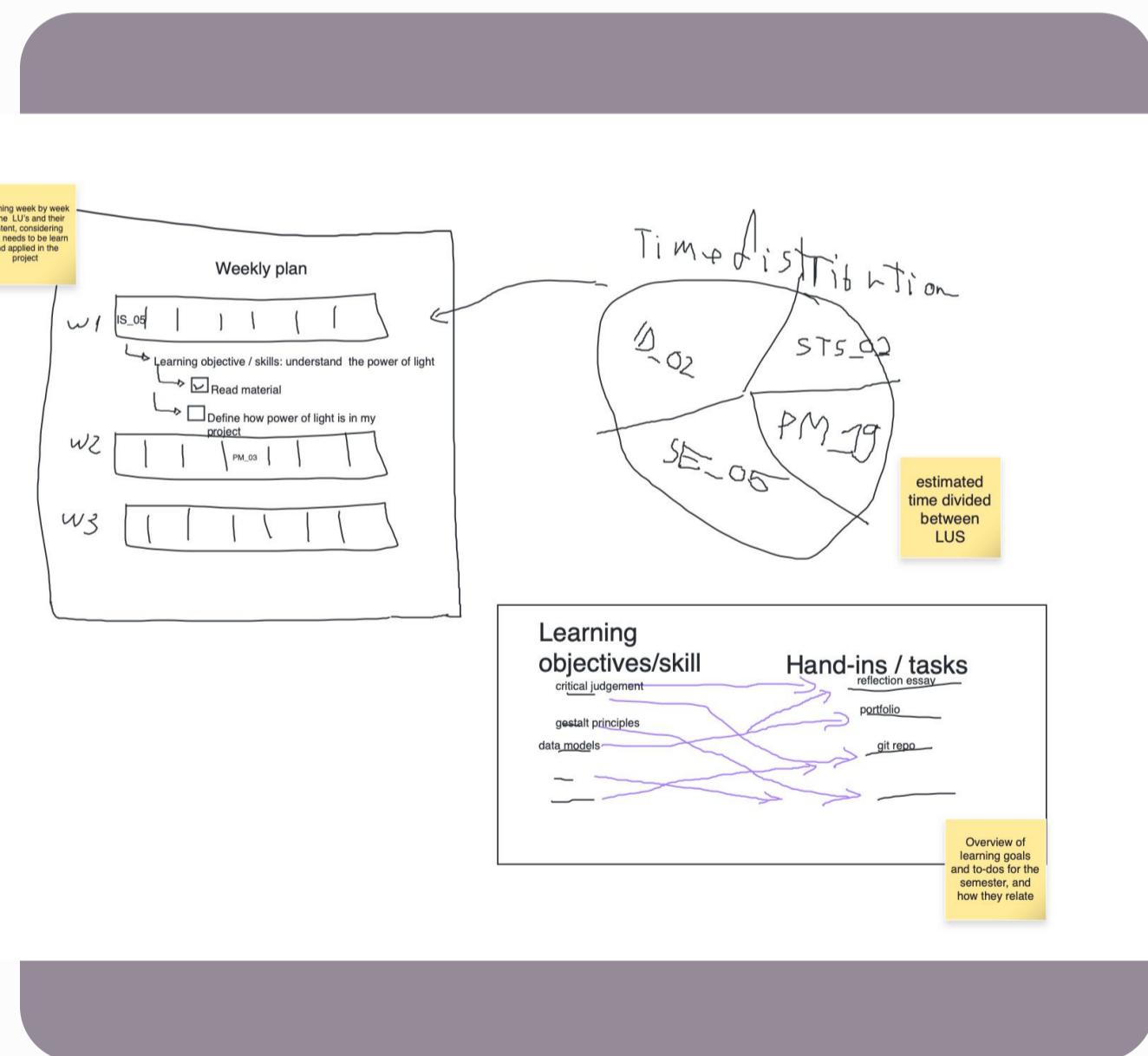
Co-Design

Sketching and testing

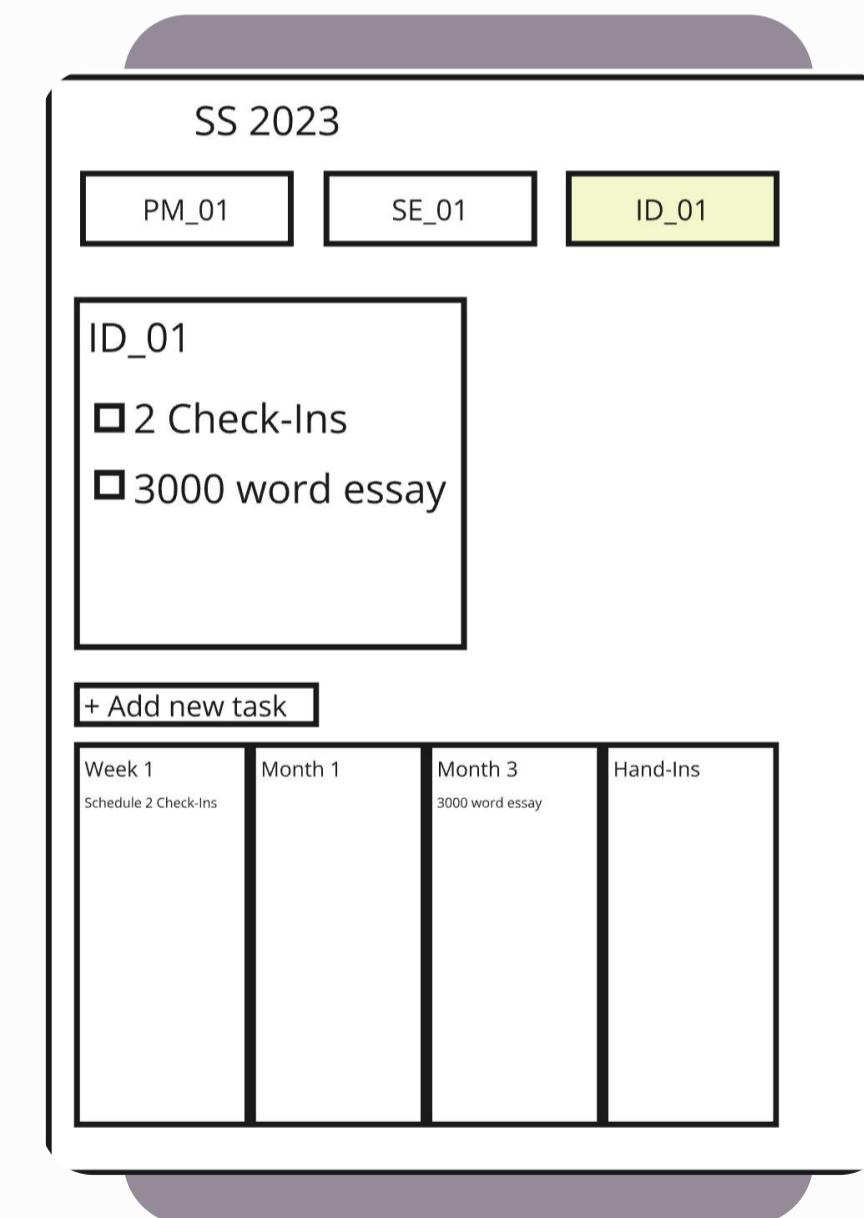
The idea development process involved faculty and students working together. Key steps included:

- Creating sketches by two groups.
- Presenting the sketches to **gather feedback**.
- **Merging the sketches** into a cohesive concept for testing.

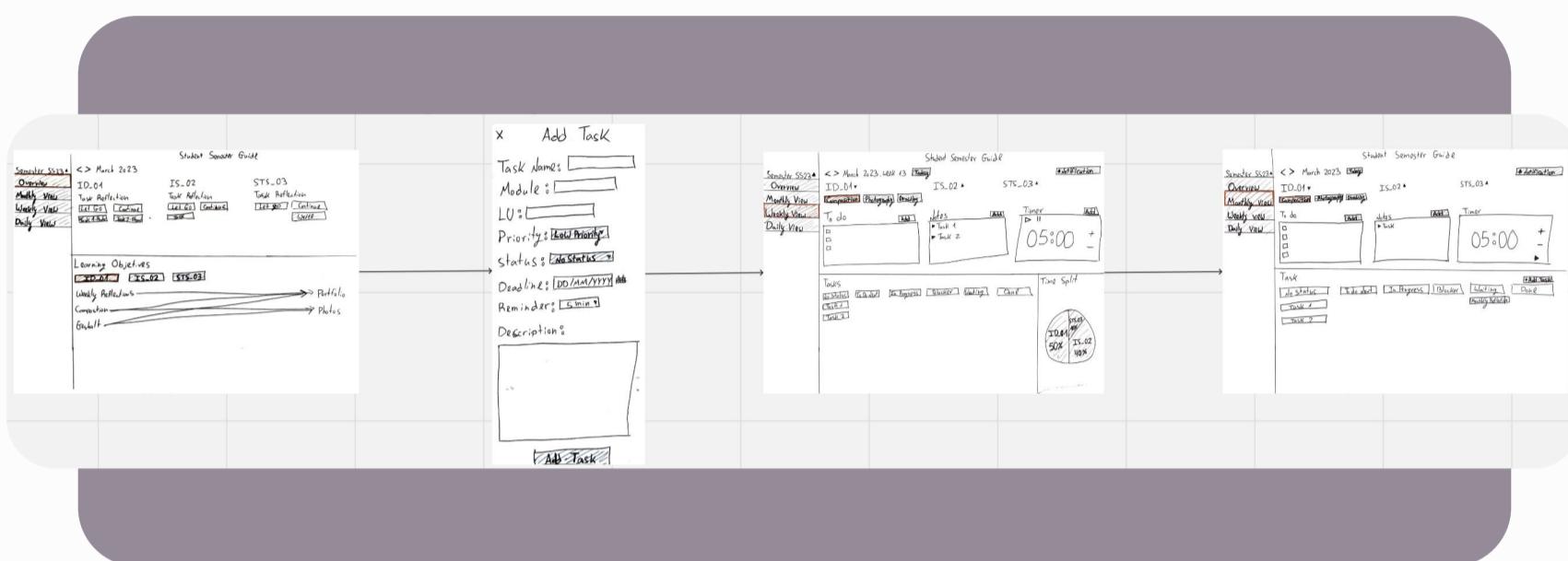
Group A idea



Group B idea



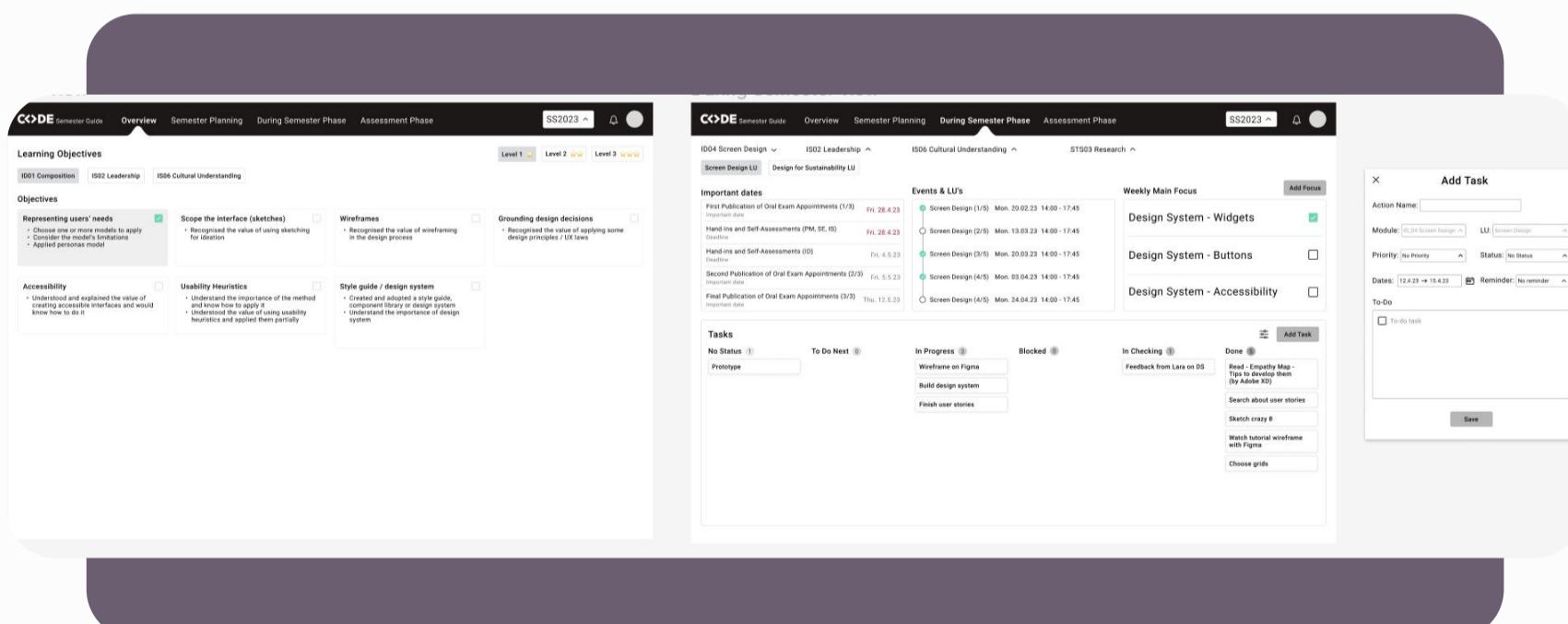
Testings



First draft of testing that combined the two ideas.



Insight from first testing.



Second draft of testing transferred to wireframe.



Insight from second testing.

End Result

Learning Objectives

- ID01 Composition
- IS02 Leadership
- IS06 Cultural Understanding

Objectives

- Representing users' needs (checked)
- Scope the interface (sketches)
- Wireframes
- Grounding design decisions
- Accessibility
- Usability Heuristics
- Style guide / design system

Level 1 ★ **Level 2 ★★** **Level 3 ★★★**

CODE Semester Guide Overview Semester Planning During Semester Phase Assessment Phase SS2023 ^ 🔍

Important dates

- First Publication of Oral Exam Appointments (1/3) Fri. 28.4.23
- Hand-ins and Self-Assessments (PM, SE, IS) Fri. 28.4.23
- Hand-ins and Self-Assessments (ID) Fri. 4.5.23
- Second Publication of Oral Exam Appointments (2/3) Fri. 5.5.23
- Final Publication of Oral Exam Appointments (3/3) Thu. 12.5.23

Events & LU's

- Screen Design (1/5) Mon. 20.02.23 14:00 - 17:45
- Screen Design (2/5) Mon. 13.03.23 14:00 - 17:45
- Screen Design (3/5) Mon. 20.03.23 14:00 - 17:45
- Screen Design (4/5) Mon. 03.04.23 14:00 - 17:45
- Screen Design (4/5) Mon. 24.04.23 14:00 - 17:45

Weekly Main Focus

- Add Focus
- Design System - Widgets (checked)
- Design System - Buttons
- Design System - Accessibility

Tasks

No Status	To Do Next	In Progress	Blocked	In Checking	Done
1	Prototype	3	0	1	5
		Wireframe on Figma		Feedback from Lara on DS	Read - Empathy Map - Tips to develop them (by Adobe XD)
		Build design system			Search about user stories
		Finish user stories			Sketch crazy 8
					Watch tutorial wireframe with Figma
					Choose grids

See prototype

Reflecting on Co-Design Facilitation and its Outcomes

Need to be developed



Managing personal time effectively during the project.



Navigating the constraints of a 10-week semester, which impacted the research process.

Gained



Valuable insights from the co-design session:

- highlighting the importance of clear communication.
- effective time management.



Enhanced facilitation skills, particularly in question phrasing and timing.

