Ad-astra

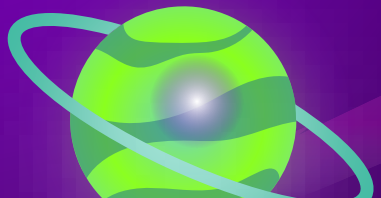
Second Increment

Project evolution

-Specified exactly what we are trying to achieve.
-Selected the soft skills we are going to work with.
-Decided we were going to build a mobile app.
-Built a medium-fidelity prototype of our app.
-Reduced the number of features.

Requirements evolution

- Reduced the number of requirements.
- Rewrote the requirements to eliminate redundancies.
- Fixed the sintaxis mistakes.



Artifact tuning
-User stories-

- Fixed the format we had used and adapted it to the standard for user stories.
- Remade most of the user stories with the new list of requirements we developed.

Choose softskill

As an user who is learning

I want to choose the softskill I want to work on

To avoid the system assigning me one I'm not interested in
To avoid unconformities

Progress recognition

As an user who is learning

I want the system to recognize my progress

To be able to consider the activities I already completed and those that I have yet to complete

Completed content

As an user who is learning

I want to be granted access by the system to my previously completed activities

To be able to do these activities again if I need to revisit material on a specific soft-skill

Soft-skills categorization

As an user who is learning

I want to have the content in categories, according to the soft-skill

To allow me to view the content in a neater way and consequently find more quickly the content I want to access

Progress saving

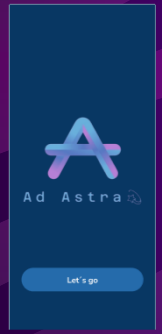
As an user who is learning

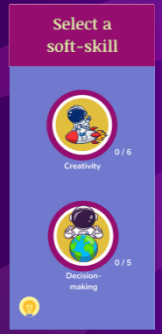
I want the system to save my progress

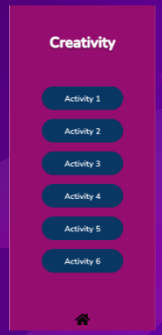
So I don't have to start the course from scratch every time I enter the app

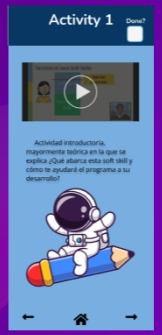
UI sketching & Requirement concordance

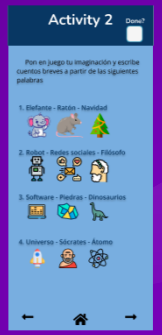
-Medium fidelity prototype-

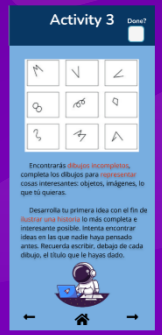


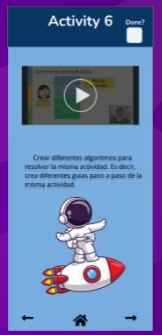


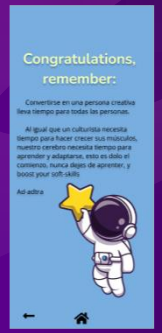


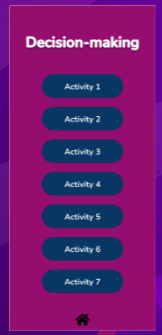


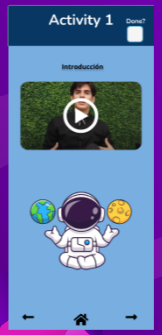


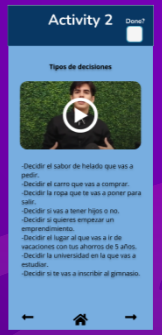


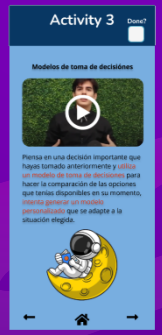


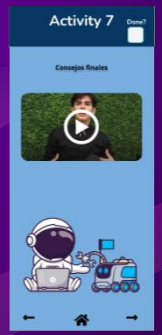












Interface validation

Feedback:

- Too much text density in some areas.
- Lack of graphic elements.
- The color of certain texts makes it difficult to read.

Changes:

- Indentation was added to paragraphs.
- The paragraphs were better distributed.
- Long activities were organized into pages.
- Changed the color of some texts.
- Graphic elements were added.

Process management

We used Trello to assign tasks and keep track of completion progress, we also kept a binnacle in which we write down the previously done activities, the problems that came up and what we plan on working on next after every meeting.

Individual contribution metric

To measure every team member's contribution to the project we used the assigned activities from the Trello board and the second increment's rubric.

We then assigned a value to each task and tallied up the points obtained individually.

Generic competences

Communicates in Spanish orally and in writing in his professional interventions and his personal life using the language correctly:

Communication is extremely important in our day-to-day and we obtained this competence while restructuring and refining the requirements, also in the meetings between the development team and the scrum master, as well while creating the work material for the soft skills, since in each of these activities we had to express ourselves clearly and concisely to avoid misunderstandings and make others understand what we want to communicate.

Uses ICT in their professional interventions and their personal life in a pertinent and responsible manner:

For this second increment, we continue using Trello to be able to organize ourselves and assign tasks, Github to store the information in our repository, and Teams to hold meetings and discuss what we should do next. But unlike the last increment, we learned to use Figma to be able to translate our wireframe into a medium-fidelity prototype.

Make decisions in your professional and personal practice, responsibly:

We had an organized list of activities so that we could be prepared and move forward using our developed skills. As a team, we decided to prioritize the design and test phases of the project.

Disciplinary competences

Select the Software Life Cycle Model at the beginning of a project, based on the characteristics of the development team, the client, and the problem:

This competence was obtained no long after the first delivery of the project, after we analyzed and compared the different life cycle models, we went on and selected the prototype model. This model was the one we considered to be the most suitable for our project, since it´s currently being developed as a mobile application, working with prototypes will benefit the development team, as well as the client.

We also had to prepare an exposition about the prototype model, including and example of how it was used during the development of a project. Doing this helped us to better understand the model we choose and made us realize that it was the model that would best suit our project.