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SWEN90009-2025-BST-Quokka

Description

 BST - QUOKKA DEVELOPMENT | 面板

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This space is used for recording all internal activities, including progress tracking, meeting notes, discussions, and continuous improvements. It serves as a centralized hub for documenting the development process of BST - Quokka Development.

Project Tracker

Recently updated content

 This list below will automatically update each time somebody in your space creates or updates content.

Sprint 3

1分钟以前 • [Yichen Zhang](#)贡献

Handover and Release notes

大约7小时前 • [Jingwang Liu](#)贡献

Persona

大约7小时前 • [Yichen Zhang](#)贡献

Presentation Slides

大约8小时前 • [Yichen Zhang](#)贡献

Acceptance Tests

5月 30, 2025 • [Jingwang Liu](#)贡献

Feedbacks from the client and the final presentation

5月 30, 2025 • [Sibo Wang](#)贡献

User story map

5月 30, 2025 • [Jingwang Liu](#)贡献

Acceptance criteria

5月 30, 2025 • [Sibo Wang](#)贡献

High fi prototype

5月 30, 2025 • [Yichen Zhang](#)贡献

Data sample

5月 30, 2025 • [Yichen Zhang](#)贡献

Contributors

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[Yichen Zhang](#), [Jingwang Liu](#), [Jinwen Pang](#), [Sibo Wang](#), [Jiasheng LI](#), [Mason Weng](#)

TEAM Introduction

Our team ☺

Team name: BST-QUOKKA



Team size: Five 5

Team members: Quality leader(for review process)

| Members Name | Team Member Allocation |
|----------------------------|------------------------|
| @Yichen ZHANG (Unlicensed) | Scrum Master |
| @Jiasheng LI (Unlicensed) | Product Owner |
| @Jingwang Liu | Quality Leader |
| @Jinwen Pang (Unlicensed) | Developer |
| @Sibo Wang (Unlicensed) | Developer |

What is included in our confluence page?

1. Requirement document
2. Internal team Weekly meeting note
3. Client Meeting Note
4. Sprints Stages
5. Client introduction
6. Testing
7. Persona
8. Low-fi prototype
9. High-fi prototype
10. Usability test

Client(Stakeholder) Introduction

1.Name: Helen

2.Name: Grace

Intro to the project

Website: <https://www.childnation.com.au/Links to an external site.>

Project overview (rewrite with my own word)

This will be a collaboration between Berry St (who provide the TIPE training for teachers in TIPE strategies) and 2 primary schools and a secondary school. All have been working together now with implementing Trauma-informed positive education (TIPE) in their schools over the past 5 years with support from Berry Street.

Research has indicated that traumatic experiences can have a profound impact on students' cognitive engagement and academic performance (van der Kolk, 2014). In response to this, Berry Street has collaborated with two primary schools and one secondary school over the past five years to promote trauma-informed Positive Education (TIPE), aiming to bolster students' mental well-being and learning capabilities (Brunzell, Stokes, & Waters, 2019). Despite the success of TIPE, educators continue to encounter challenges in evaluating and addressing students' readiness to learn. The assessment of students' readiness to learn is crucial for effective teaching practices within educational settings. However, many teachers struggle to gauge the emotional and psychological states of students in real-time, hindering their ability to adapt teaching methodologies accordingly. Presently, TIPE protocols are primarily documented in print form, lacking convenient accessibility. Furthermore, the absence of digital tools for monitoring student learning poses an additional obstacle. Compounded by the restriction on mobile phone usage within the school premises, the initiative necessitates the development of an app compatible with PCs and iPads to facilitate seamless interaction for both teachers and students. Therefore, a proposal is put forth to create the TIPE App, offering a questionnaire system for students to self-assess their readiness to learn through tailored questionnaires (grades 1-3 for very young learners, grades 1-5 for others). The system will automatically generate reports based on students' questionnaire responses, accessible exclusively by teachers to fine-tune their teaching approaches. Featuring a user-friendly interface, the app will ensure simplicity and intuitiveness on both PCs and iPads, enhancing usability and availability. This project amalgamates insights from educational technology research (Hew & Brush, 2007) and student engagement studies (Fredricks, Blumenfeld, & Paris, 2004) to optimize teacher-student interactions and elevate classroom outcomes.

Reference(APA7)

1. Brunzell, T., Stokes, H., & Waters, L. (2016). Trauma-informed positive education: Using positive psychology to strengthen vulnerable students. *Contemporary School Psychology*, 20(1), 63–83. <https://doi.org/10.1007/s40688-015-0070-x>
2. Brunzell, T., Stokes, H., & Waters, L. (2019). Shifting teacher practice in trauma-affected classrooms: Practice pedagogy strategies within a trauma-informed positive education model. *School Mental Health*, 11(3), 600–614. <https://doi.org/10.1007/s12310-018-09308-8>
3. Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
4. Hew, K. F., & Brush, T. (2007). Integrating technology into K-12 teaching and learning: current knowledge gaps and recommendations for future research. *Educational Technology Research and Development: ETR & D*, 55(3), 223–252. <https://doi.org/10.1007/s11423-006-9022-5>
5. Brunzell, T., Witter, M., Abbott, L., & Street, B. (2020). Toward meaningful engagement: Trauma-informed positive education strategies for struggling students Non-refereed Next Return to Contents Page. *Adolescent Success*, 20(1). <https://www.berrystreet.org.au/uploads/main/Files/Research-Articles/Adolescent-Success-Dec-Volume-20-1-BSEM-final.pdf>

Project Background: TIPE App Development

What is TIPE?

Trauma informed positive education (TIPE) is **one such approach using positive education strategies that was developed to meet dual concerns within the classroom for healing and growth**

Positive Education is an educational approach that emphasizes well-being and positive psychology, helping students develop a positive mindset to enhance their learning experience.

Trauma-Informed Education mainly focuses on students who have experienced psychological trauma (such as family issues, bullying, or war). It aims to help them regulate their emotions, build a sense of safety, and create a supportive learning environment for them

TIPE (Trauma-Informed Positive Education) combines both methods, focusing on students' mental health and providing them with support.

1. Introduction

Research has shown that traumatic experiences can significantly affect students' cognitive engagement and academic performance (van der Kolk, 2014). To this end, Berry Street has worked with two primary schools and one secondary school over the past five years to promote trauma-informed Positive Education (TIPE) to support students' mental health and learning abilities (Brunzell, Stokes, & Waters, 2019).

Despite TIPE's success, teachers still face challenges in assessing and responding to students' ready to learn scale. In the educational environment, students' ready to learn scale is one of great importance to the teaching effect. However, many teachers are unable to know the emotional and psychological state of students in real time, which makes it difficult to adjust teaching strategies. Currently, TIPE policies are only documented in books and are not easily accessible. In addition, there is a lack of digital tools to help teachers track student learning. And, since the school banned mobile phones, the project needed to develop an app for PCS and ipads to ensure smooth use by teachers and students.

To this end, we propose to develop the TIPE App, which will provide:

1. Questionnaire system: Students can assess their ready to learn scale to study through questionnaires (grades 1-3 for very young children, grades 1-5 for others).
2. Automatic report generation: The system generates reports based on questionnaire data submitted by students, which can only be viewed by teachers in order to adjust teaching strategies.
3. Simple and intuitive interface: The app works on PC and iPad, ensuring ease of use and accessibility.

The project combines research on educational technology (Hew & Brush, 2007) and student engagement (Fredricks, Blumenfeld, & Paris, 2004) to optimize teacher-student interaction and improve classroom outcomes

2. Problem Statement

In recent years, research has shown that traumatic experiences can affect students' learning and mental health. To address this challenge, Berry Street has worked with three schools over the past five years to promote trauma-informed Positive Education (TIPE) to support students' mental health and learning resilience (Brunzell et al., 2019).

However, the following problems still exist in practical applications:

1. Difficult to quantify students' ready to learn scale: It is difficult for teachers to assess students' learning status in real time, leading to difficulties in teaching adjustment.
2. Lack of effective feedback mechanisms: TIPE is currently limited to written materials and lacks digital tools to help teachers capture student learning.
3. Device limitations: Since students can't use mobile phones at school, teachers need a solution that works with PCS and ipads.

4. The interface needs to be simple and easy to use: The main users of the app are teachers and students, especially young students, so the interface needs to be intuitive and easy to use.

3. Scope of Solution

To meet the needs of teachers, students and schools, we plan to develop the TIPE App, which has the following core features:

1. Students' ready to learn scale questionnaire:

- Intuitive interface, suitable for students of different ages.
- Lower grades (1-3 scale) and upper grades (1-5 scale) can choose the appropriate grading method.
- Immediately after the student submits the questionnaire, the data is stored and used to generate the report.

2. Automatic generation of learning readiness reports (visible to teachers only):

- Combined with the questionnaire data, the system automatically generates reports for teachers to view.
- Protect students' privacy and avoid unnecessary influence on the grading results.

3. Multi-platform support (PC & iPad) :

- A web-based version (Web App) that is easy to use on school computers and ipads without additional software :
- Suitable for touch screen devices (iPad) to ensure a good user experience.

4. Simple and easy-to-use interface design :

- The operation process is simple and in line with the use habits of students of different ages.
- The teacher interface is clear and efficient, helping to quickly understand students' readiness to learn.

4. Project Goals and Execution Plan

Project Goals

- Develop a functional prototype of the TIPE App.
- Ensure the app is accessible and user-friendly for different groups.
- Conduct user testing and iteration based on feedback from Berry Street, teachers, parents, and students.

Execution Plan

The project will be divided into the following phases:

1. Demand analysis:

- Communicate with Berry Street and the faculty team to determine the TIPE strategy that should be included in the App.
- Understand the usage habits of students of different ages, and design a suitable scoring mechanism.

2. Design and Development:

- Design intuitive and easy to use UI interface to ensure that students and teachers can easily use.
- Develop questionnaire module, data storage, automatic report generation and other core functions.

3. User testing and optimization:

- Let teachers and students try out the App and collect feedback.
- Optimize the interface and interaction logic based on feedback to ensure a smooth operating experience.

4. Final deployment:

- Ensure the App is stable and supports school PCs and ipads.
- Provide technical support to help schools implement the system smoothly.

5. Conclusion

This project presents an opportunity to digitally transform TIPE education, making trauma-informed strategies more accessible and effective. By collaborating with Berry Street, educational researchers, and schools, the TIPE App will become a key tool for supporting students' emotional and academic development.

Through this initiative, we aim to equip teachers, and guide students in applying proven TIPE strategies, fostering a more supportive and resilient learning environment.

Reference(APA7)

1. Brunzell, T., Stokes, H., & Waters, L. (2016). Trauma-informed positive education: Using positive psychology to strengthen vulnerable students. *Contemporary School Psychology*, 20(1), 63–83. <https://doi.org/10.1007/s40688-015-0070-x>
2. Brunzell, T., Stokes, H., & Waters, L. (2019). Shifting teacher practice in trauma-affected classrooms: Practice pedagogy strategies within a trauma-informed positive education model. *School Mental Health*, 11(3), 600–614. <https://doi.org/10.1007/s12310-018-09308-8>
3. Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
4. Hew, K. F., & Brush, T. (2007). Integrating technology into K-12 teaching and learning: current knowledge gaps and recommendations for future research. *Educational Technology Research and Development: ETR & D*, 55(3), 223–252. <https://doi.org/10.1007/s11423-006-9022-5>
5. Brunzell, T., Witter, M., Abbott, L., & Street, B. (2020). Toward meaningful engagement: Trauma-informed positive education strategies for struggling students Non-refereed Next Return to Contents Page. *Adolescent Success*, 20(1). <https://www.berrystreet.org.au/uploads/main/Files/Research-Articles/Adolescent-Success-Dec-Volume-20-1-BSEM-final.pdf>



Elicitastion Document

We ultimately selected five of these requirement elicitation techniques: Interviews, Workshops, Questionnaires, User Interface Analysis, and Document Analysis. The reasons for choosing these techniques, along with our division of roles, plans, and actions, are as follows:

Interviews

We chose interviews for the following reasons:

1. It is a direct opportunity to communicate with others, allowing us to obtain clear and specific information.
2. We can ask questions directly to acquire the information we need.
3. This process helps bridge gaps and better understand each other, which benefits our future cooperation.

Interviews Conducted:

Client Interview:

We interviewed the client to understand their organization's mission and goals and understand their product requirements. We asked her about the project and gathered valuable information that would significantly benefit our future design.

Team Roles:

Interviewer: @Jiasheng LI (Unlicensed)

Recorder: @Yichen ZHANG (Unlicensed)

Workshops

We chose workshops for the following reasons:

1. Due to the fact that it is a team project, sufficient communication and discussion are necessary to develop a good plan.
2. Workshops help us improve efficiency through brainstorming, leveraging strengths, and collaborative division of work.
3. Workshops allow us to share information timely, avoiding issues like outdated or inconsistent information.

Future Plans for Workshops:

We will invite some teachers to conduct online workshops, show them our current work progress, research directions and future plans, and ask for their opinions.

Team Roles:

Workshop Organizer: @Jiasheng LI (Unlicensed)

Workshop Participants: @Yichen ZHANG (Unlicensed) @Jingwang Liu @Jinwen Pang (Unlicensed) @Sibo Wang (Unlicensed)

Questionnaires

We chose questionnaires for the following reasons:

1. In the process of requirement analysis, we need to consider user preferences.
2. Questionnaires allow us to understand stakeholders and their needs better.
3. Questionnaires are time-efficient, highly effective, and cover a wide range.

Future Plans for Questionnaires:

1. Distribute surveys to teachers among the users to investigate their preferences, hobbies, habits, and requirements.
2. Create questionnaires for students, which, after teacher adjustments and approvals, will explore the students' preferences, hobbies, habits, and requirements.
3. Analyse the data from the surveys and summarise helpful information.

Team Roles:

Questionnaire Creator: @Jingwang Liu

Data Analyst: @Sibo Wang (Unlicensed)

User Interface Analysis

We chose User Interface Analysis for the following reasons:

1. The final output of this project is an app, and we need to consider the user interface preferences carefully.
2. Whether in interviews or documents, the client has specified UI requirements: Low-tech, user-friendly, and designed for iPads and laptops but not phones.

Future Plans for UI Analysis:

1. Survey teachers and students on their preferences for interface colours and patterns.
2. Assess the complexity of the UI and ensure it remains at a low level.
3. Evaluate the UI's user guidance and ensure it is highly guiding.

Team Roles:

Researcher: @Jinwen Pang (Unlicensed)

UI Evaluator: @Yichen ZHANG (Unlicensed)

Document Analysis

We chose Document Analysis for the following reasons:

1. There is a lot of information related to project partners in the documents, and analysing them can enhance our understanding of the partners so that we can better grasp the project's purpose and requirements.
2. We can find many stakeholders' thoughts in the documents, which will guide our requirement analysis.

Documents to Analyze:

1. TIPE Manual
2. [Berry Street Official Website](#)
3. [childnation.com](#)

Team Roles:

Document Analyst: @Sibo Wang (Unlicensed) @Jingwang Liu

DO/BE/FEEL List

| Who | Do | BE | Feel | Concerns |
|---|--|---------------------------------|--|---|
| A young student (lower primary) | ① Submit an emoji to express mood ② Use simple UI to communicate emotional state | Able to express emotional state | Safe, understood | May not understand scale or feel shy to answer |
| An older student (upper primary or secondary) | Submit a 1–5 scale score with confidence | Honest and self-aware | Empowered, heard | May worry that low score means punishment |
| A student struggling emotionally | Use the app to signal they're not ready | Vulnerable but supported | Relieved someone knows | Unsure whether anyone will respond |
| A teacher | ① View individual and class reports ② Use the app easily each morning ③ Compare score trends over time | Informed, efficient, reflective | Confident, supported, aware | May be overwhelmed by data, worried about app performance, unsure how to interpret trends |
| A school leader (e.g. year coordinator) | Monitor readiness trends across classes and year levels | Strategically supportive | Connected to broader student wellbeing | Concerned about student anonymity |
| A developer / system maintainer | Ensure intuitive design, optimize usability and reliability | Reliable in design delivery | Proud of enabling positive use | Technically confident, but disconnected from user emotion and context |



User stories

The following table outlines user stories for the TIPE APP project. These stories help identify user needs and guide development by clearly showing goals from the users. Each user story includes its prioritization level and whether it represents a functional or non-functional requirement.

| ID | As | I want to | So that | Prioritization | Size Estimation | MoSCoW | Func/Non-Func |
|----|--|---|--|----------------|-----------------|--------|----------------|
| 1 | An elder student | submit a 1-5 scale "ready to learn" check-in via the app | my teacher can know how students feel | High | Small | Must | Functional |
| 2 | A teacher | view a report of student responses | I can quickly identify which students need support | High | Medium | Must | Functional |
| 3 | A teacher | use the app on iPad or desktop (not phone) | I can conveniently use it on school devices | High | Small | Must | Non-Functional |
| 4 | A student | re-rate my 'ready to learn' score before it's locked | I can change my previous score | Medium | Small | Should | Functional |
| 5 | A teacher | view and export long-term trend reports (e.g. weekly/monthly) | I can identify patterns and plan support accordingly | Medium | Large | Must | Functional |
| 6 | A school leader (e.g. principal or coordinator) | access overall class or year-level readiness trends | I can support teachers and identify school-wide emotional patterns | Medium | Large | Should | Functional |
| 7 | A student | see friendly icons or emojis for each rating point | I can better relate to the scores and enjoy using the app | Medium | Small | Should | Functional |
| 8 | A teacher | log in securely with a password | I can access student reports safely | High | Small | Must | Functional |
| 9 | A school admin | upload student profile details (names, classes) into the system | the app can match responses with students correctly | High | Medium | Must | Functional |
| 10 | A teacher | access multiple classes that I teach | I can manage reports and check-ins across all my classes | Medium | Small | Should | Functional |
| 11 | A teacher/ A school principle/ | create an account | I can start using the system | High | Small | Must | Functional |

| | | | | | | | |
|----|---|--|--|------|-------|------|------------|
| | An administrator | | | | | | |
| 12 | A teacher/ A school principle/ An administrator | reset my password if I forget it | I can regain access to my account securely | High | Small | Must | Functional |
| 13 | A young age student | submit a 1-3 scale "ready to learn" check-in via the app | my teacher can know how students feel | High | Small | Must | Functional |
| 14 | A school admin | Edit user's profile | I can update account information easily | High | Small | Must | Functional |
| 15 | A school admin | Delete user's profile | I can remove outdated or invalid user data | High | Small | Must | Functional |

Size Estimation Reference:

- Small = 1 developer-day
- Medium = 2–3 developer-days
- Large = 4+ developer-days

Prioritization Strategy:

MoSCoW priorities were determined through discussion with the client and team members, based on impact on student wellbeing, technical feasibility, and urgency for MVP.



Acceptance criteria

| Epic | User Story ID | User Story | Given | When | Then |
|----------|---------------|---|--|---|---|
| TIPE App | US1.1-a | As an elder student, I want to submit a 1–5 scale “ready to learn” check-in, so that my teacher can know how students feel. | The teacher has logged in and selected a class | The teacher clicks “No score” next to this student’s name and the student submits a score | The student’s score is recorded and changes to “View score” on teacher’s screen |
| | US1.1-b | As an elder student, I want my score to reset each day so that the teacher knows I haven’t submitted today. | An elder student submitted the score last time but not this time | The teacher logs in and selects the class | The score button shows “No Score” for this student |
| | US1.2-a | As a teacher, I want to view a report of student responses, so that I can quickly identify which students need support. | Students in the class have submitted readiness scores | I select a class and open one student’s report | I can check the student’s ready to learn score for the day |
| | US1.2-b | As a teacher, I want to know when a student hasn’t submitted, so I don’t waste time looking for a report. | A student hasn’t submitted readiness scores | I select a class and try to open the student’s report | The system does not show a report for the student |
| | US1.3-a | As a teacher, I want to use the app on iPad or desktop (not | I access the app from an iPad or desktop | I log in and navigate to dashboard | All features work properly and display responsively |

| | | | | |
|---------|--|---|---|---|
| | | phone), so that I can conveniently use it on school devices. | | |
| US1.3-b | As a teacher, I want the app to restrict unsupported devices, so users don't expect it to work on phones. | I send the app to a phone | I try to install it | It declares a failure |
| US1.4-a | As a student, I want to re-rate my score before it's locked, so that I can change my previous score. | The teacher selects the student and the submission hasn't been locked | I can click the "rechoose" button to make a new selection | After I have completed my selection, I can click the "submit" button to submit and the score is shown on the teacher's screen |
| US1.4-b | As a student, I want the teacher to only see my score after I submit, so I can update it privately. | The student re-rates the score | The student hasn't clicked Submit | The teacher sees "No Score" |
| US1.5-a | As a teacher, I want to view and export long-term trend reports, so that I can identify patterns and plan support accordingly. | I choose a class that I want to check | I click "View Class Report" | The system displays the daily, weekly and monthly reports of the current class |
| US1.5-b | As a teacher, I want to view individual student trends, so I | I click "View score" corresponding to the student I want to view | I click "View Student Report" | The system displays the student's daily, weekly, |

| | | | | |
|---------|---|--|-----------------------------------|--|
| | | can tailor support for each student. | | and monthly reports |
| US1.6-a | As a school principal, I want to access overall class or year-level trends, so that I can support teachers and identify school-wide patterns. | I am logged in as principal and select grade and subject | I click on "View Subject Report" | The system displays the daily, weekly and monthly reports of the current grade and subject |
| US1.6-b | As a school principal, I want to see an empty report if no student has submitted today, so I can confirm participation. | I am logged in as principal and select grade and subject | Nobody submits the score today | The report opens but will be blank |
| US1.7-a | As a student, I want to see friendly icons/emojis for each rating, so that I can better relate and enjoy using the app. | The readiness check-in is initiated by the teacher | The student sees the rating scale | Icons/emojis are shown next to numbers to guide the student |
| US1.7-b | As a student, I want the icons to match my rating, so the app feels more responsive and engaging. | Students choose different scores | The student changes their rating | The icon updates to match the score |
| US1.8-a | As a teacher, I want to log in securely with a password, so that I can access | I am on the login page with my credentials | I enter username and password | I am directed to my personal dashboard |

| | | | | |
|----------|---|--|--|---|
| | | student reports safely. | | |
| US1.8-b | As a teacher, I want login to prevent access with wrong credentials, so the system stays secure. | I am on the login page | I enter wrong username and password | The system shows an error and I can't enter |
| US1.9-a | As a school admin, I want to upload student profile details, so that the app can match responses with students correctly. | I have a CSV file with student names and classes | I upload the file in "Add New Account" | Student info is added and mapped in the system |
| US1.9-b | As a school admin, I want existing student data to be updated when uploading a CSV, so that records stay current. | I have a CSV file with student names and classes | I upload the file in "Add New Account" | The information of already existing students is updated |
| US1.10-a | As a teacher, I want to access multiple classes that I teach, so that I can manage reports across all my classes. | I have a class list | I select a class in the list and click "View This Class" | All students in that class are displayed |
| US1.10-b | As a teacher, I want the app to show a blank list if I don't teach any class, so I'm not confused. | I have a class list | I don't teach any class | The class list is blank |
| US1.11-a | As an admin, I want to create | I am on the account | I fill out the form and click | The new account |

| | | | | |
|----------|---|---|--|--|
| | an account, so that that user can start using the system. | creation page | “Save” | appears in the user list |
| US1.11-b | As a teacher, I want to view students in my class after creating a new account, so I can confirm it's there. | I am on the “View This Class” page | I log in and navigate to the class | All students are displayed including new ones |
| US1.12-a | As a teacher/school principal/admin, I want to reset my password if I forget it, so that I can regain access. | I click “forgot password” in login page | I enter my email and name and clicked “Continue”. On the next page, I filled out the password reset form and clicked “Continue”. | Navigate to the success page and prompt that the password change is successful |
| US1.12-b | As a teacher/school principal/admin, I want the system to prevent reset with wrong credentials, so it stays secure. | I click “forgot password” in login page | I enter an illegal email/name | I see a failure message |
| US1.13-a | As a younger student, I want to submit a 1–3 scale “ready to learn” check-in, so that my teacher can know how I feel. | The teacher selects a young student from the list | The student selects a 1–3 rating and clicks the Submit button | The score is recorded and appears in student score page |
| US1.13-b | As a younger student | The student grows into an | The student selects a 1–5 | The score is recorded and |

| | | | | | |
|--|--------|---|-----------------------------------|---|---|
| | | growing older, I want to submit a 1–5 rating, so that I match the elder student model. | elder student | rating and clicks Submit | appears in the student score page |
| | US1.14 | As a school admin, I want to edit a user's profile, so that I can update account information. | I open "Manage All Accounts" page | I clicked "Edit" next to the user, navigate to the user information page, filled out the form and clicked the "Save" button | Updates are saved |
| | US1.15 | As a school admin, I want to delete a user's profile, so that I can remove outdated or invalid user data. | I am in the user management panel | I click "Delete" next to a profile, and click the "Delete" button on the confirmation page | The user is permanently removed from the list |



Acceptance Tests

| Epic | User Story ID | As | Acceptance Criteria | Test ID | Acceptance Test | Critical | Test Result | Comments |
|----------|---------------|------------------|---|---------|---|---|--|--------------------------|
| TIPE App | US1.1-a | An elder student | Given the teacher has logged in and selected a class, When the teacher clicks "No score" next to this student's name and the student submits a score, Then the student's score is recorded and changes to "View score" on teacher's screen. | AT0001 | Teacher logs in, selects class, clicks "No score" → student selects a score → clicks "Submit". Score updates to "View score". | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |
| | US1.1-b | An elder student | Given an elder student submitted the score last time but not this time, the teacher will see "No Score" this time. | AT0002 | Teacher logs in, selects class → The score button will be "No Score" | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |
| | US1.2-a | A teacher | Given students have submitted readiness scores, | AT0003 | Teacher logs in → selects class → clicks "View Score" → | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |

| | | | | | | | |
|---------|-----------|--|--------|--|---|--|--------------------------|
| | | When I select a class and open one student's report, Then I can check the student's ready to learn score for the day. | | opens report for individual student → sees readiness score. | | | |
| US1.2-b | A teacher | Given a student haven't submitted readiness scores, When I select a class, I couldn't open the student's report. | AT0004 | Teacher logs in → selects class → clicks "No Score" → No reports will be shown. | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |
| US1.3-a | A teacher | Given I access the app from an iPad or desktop, When I log in and navigate to dashboard, Then all features work properly and display responsively. | AT0005 | Open app on iPad/desktop → login → navigate to dashboard → verify layout and functions (class list, reports, buttons). | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |
| US1.3-b | A teacher | Given I send the app to a phone, when I try to install it, it will declare a failure. | AT0006 | Install app on phone → Failure. | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |

| | | | | | | | |
|---------|-----------|---|--------|---|---|--|--------------------------|
| US1.4-a | A student | Given the teacher selects the student and submission hasn't been locked, When I click the "rechoose" button to make a new selection, Then I submit and the score shown on teacher's screen. | AT0007 | Teacher clicks student → "Rechoose" → student selects new score → clicks "Submit" → score updates on teacher's screen. | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |
| US1.4-b | A student | Given the student re-rates the score, before the student submits, the teacher will not see the score. | AT0008 | Teacher clicks student → The button is "No Score" → The student re-rates the score but not submits → The button is still "No Score" | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |

| | | | | | | | |
|---------|-------------|--|--------|---|---|--|--------------------------|
| US1.5-a | A teacher | Given I choose a class that I want to check, When I click "View Class Report", Then the system displays daily, weekly, and monthly reports of the class. | AT0009 | Teacher logs in → selects class → clicks "View Class Report" → sees class trend charts across 3 timeframes. | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |
| US1.5-b | A teacher | Given I click "View score" corresponding to the student I want to view, When I click "View Student Report", Then the system displays the student's daily, weekly, and monthly reports. | AT0010 | Teacher selects student → clicks "View score" → "View Student Report" → sees student-level trend graph. | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |
| US1.6-a | A Principal | Given I am logged in as principal and select grade and subject, When I click on "View Subject Report", Then the system displays | AT0011 | Principal logs in → selects Grade + Subject → clicks "View Subject Report" → views day/week/month charts. | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |

| | | | | | | | |
|---------|-------------|---|--------|---|---|--|--------------------------|
| | | reports for the current grade and subject. | | | | | |
| US1.6-b | A Principal | Given I am logged in as principal and select grade and subject, when nobody submits the score today, the report still could be opened but will be a null. | AT0012 | Principal logs in → selects Grade + Subject → clicks “View Subject Report” → the charts will be blank | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |
| US1.7-a | A student | Given the readiness check-in is initiated by the teacher, When the student sees the rating scale, Then emojis/icons are shown next to numbers. | AT0013 | Teacher opens student check-in → student sees scale with icons → confirms visual cue presence. | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |
| US1.7-b | A student | Given the students choose different scores, the icon will be different as well. | AT0014 | Student sees scale with icons → students re-rate the score → the icon is changed. | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |
| US1.8-a | A teacher | Given I am on the login page with my credentials, When I enter username | AT0015 | Teacher opens login page → enters correct credentials → redirected | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |

| | | | | | | | |
|---------|------------------|---|--------|---|---|--|--------------------------|
| | | and password, Then I am directed to my dashboard. | | to personal dashboard. | | | |
| US1.8-b | A teacher | Given I am on the login page with my credentials, When I enter wrong username and password, I couldn't enter my dashboards . | AT0016 | Teacher opens login page → enters wrong credentials → the system will show "Error". | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |
| US1.9-a | An administrator | Given I have a CSV file with student names and classes, When I upload the file in "Add New Account", Then student info is added and mapped in the system. | AT0017 | Admin logs in → clicks "Add New Account" → uploads valid CSV → verifies account creation + mapping. | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |
| US1.9-b | An administrator | Given I have a CSV file with student names and classes, When I upload the file in "Add New Account", the information | AT0018 | Admin logs in → clicks "Add New Account" → uploads valid CSV → the information will be updated. | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |

| | | | | | | | |
|----------|------------------|--|--------|---|---|--|--------------------------|
| | | of already existied students will be updated. | | | | | |
| US1.10-a | A teacher | Given I have a class list, When I select a class and click "View This Class", Then the system shows all students in that class. | AT0019 | Teacher opens class list → selects class → clicks "View This Class" → all students are displayed. | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |
| US1.10-b | A teacher | Given I have a class list, if I don't teacn any class, it will be blank. | AT0020 | Teacher opens class list → the list is blank. | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |
| US1.11-a | An administrator | Given I am on the create account page, When I fill out the form and click "Save", Then the new account appears in the user list. | AT0021 | Admin goes to "Manage All Accounts" → fills new user form → clicks "Save" → checks user list for new account. | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |
| US1.11-b | A teacher | Given I am on the create account page, When I fill out the form and click "Save", Then the new | AT0022 | Teacher logs in and goes to "View This Class" → all students are displayed. | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |

| | | | | | | | |
|----------|---|---|--------|---|---|--|--------------------------|
| | | account appears in the user list. | | | | | |
| US1.12-a | A teacher/ A school principle/ An administrator | Given I click “forgot password” in login page, When I enter my email/name and reset my password, Then I see a success message. | AT0023 | User clicks “Forgot password” → inputs data → submits → system confirms success with prompt. | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |
| US1.12-b | A teacher/ A school principle/ An administrator | Given I click “forgot password” in login page, When I enter illegal email/name, I will see a failure message. | AT0024 | User clicks “Forgot password” → inputs data → submits → system confirms failure with prompt. | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |
| US1.13-a | A young age student | Given the teacher selects a younger student from the list, When the student selects a 1–3 rating and submits, Then the score is recorded and appears in student score page. | AT0025 | Teacher logs in → selects young student → student chooses 1–3 score → submits → score recorded. | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |
| US1.13-b | A young age student | Given the student grows to an elder student, the | AT0026 | Teacher logs in → changes young student to | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |

| | | | | | | | |
|--------|------------------|---|---|--|---|--|--------------------------|
| | | | student will select a 1–5 rating and submits. | | elder student → student chooses 1–5 score → submits → score recorded. | | |
| US1.14 | An administrator | Given I open “Manage All Accounts” page, When I click “Edit”, make changes and save, then the updates are saved. | AT0027 | Admin clicks “Edit” on user → updates info → clicks “Save” → system confirms data updated. | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |
| US1.15 | An administrator | Given I am in the user management panel, When I click “Delete” and confirm, Then the user is permanently removed. | AT0028 | Admin enters account list → clicks “Delete” next to a user → confirms deletion → user removed from list. | <input checked="" type="checkbox"/> Yes | <input checked="" type="checkbox"/> Pass | Test passed successfully |



Usability Test Script

THE INSTRUCTIONS

- Zoom meeting started; participant sees only a neutral screen (prototype not yet shared).**

Hi _____. My name is _____, and I'll be guiding you through today's session.

Before we begin, I need to cover a few points.

We're testing an early version of a school-management web app. We'd like to see how well it supports typical tasks and where it needs improvement. The session should take around **20 minutes**.

Remember, we're testing **the product, not you**. There's no way to do anything "wrong" here.

Please **think aloud** while you work—tell me what you're looking at, what you're trying to do, and what you're thinking. Your thoughts are extremely valuable.

If you have questions at any time, feel free to ask. I may hold answers until the end so we can observe how people cope without assistance, but I'll circle back.

With your permission, I'll record the Zoom meeting (screen, audio, and your voice). Only the project team will view the recording, and it lets me take fewer notes. No camera video will be required unless you're comfortable with it.

Also, a couple of teammates are watching silently as attendees so they can see what you see.

If you agree, please type "I consent" in chat (or just say it aloud) so we have a record.

- Wait for verbal or chat consent.**

- Start Zoom recording.**

Any questions before we start?

THE TASKS

Thanks. I'll present a series of short scenarios, one at a time. I'll read each aloud and then paste it in chat so you can refer to it.

Please avoid browser Search.

Keep thinking aloud as you go.

Scenario Sequence

| Role | # | Scenario |
|-----------|---|---|
| Teacher | 1 | You've just finished class and need to login the APP with password. |
| | 2 | You check a student's readiness score trend. |
| | 3 | Then you view a report of a class that you teach. |
| Student | 4 | Now you're a student. Submit today's readiness rating. |
| Principal | 5 | You are the principal checking readiness trends for Grade 5 Subject math Class A . |
| Admins | 6 | Now you're the system administrator adding a new teacher account. |

- Observe until progress stalls or frustration grows.**
 - Repeat** for each scenario.
-

PROBING

Thanks—that was very helpful.

I'm going to pause for a moment to see if the observers have any follow-up questions.

- Check with observers via private chat or Slack.**
 - Ask follow-up or clarification questions as needed.**
-

WRAPPING UP

Do you have any final questions for me?

- Stop the Zoom recording and confirm the file has saved.**
- Thank the participant warmly and end the meeting.**



Usability Test (FEEDBACK/NOTES)

Video link: [YouTube Video](#)

1. Testing based on high-priority task in user stories

ID 1 – Student submits 1–5 scale check-in

Feedback: The client praised this feature for being child-friendly and easy to use. It accommodates the needs of younger students very well.

ID 2 – Teacher views student responses

Feedback: The client noted the interface was clean and easy to navigate. It clearly displays the required information for teachers.

ID 3 – App usable on iPad/desktop

Feedback: The functionality worked well on the iPad.

ID 6 – School leader views/export long-term trends

Feedback: The client confirmed this feature was well implemented and helpful for understanding school-wide emotional patterns.

ID 11 – Secure teacher login

Feedback: Login via username and password was considered sufficient. No need for advanced biometric login such as facial recognition.

ID 12 – Admin uploads student data

Feedback: The admin was able to view, edit, and delete student information. The client appreciated this level of control and flexibility.

2. Client Feedback Summary

After using the low-fidelity prototype, the client did not experience any confusion and found the system easy and intuitive to use. All high-priority tasks functioned as expected.

3. Suggestion for Improvement

The only suggestion from the client was that teachers may need to manage multiple classes, which is currently not supported in the prototype. This is a realistic scenario in schools and needs to be addressed in the high-fidelity version.

4. Action Plan for High-Fidelity Prototype

To address the feedback, we will enhance the teacher interface by:

Teacher can switch between multiple classes

Allowing teachers to view, manage, and compare data across different classes they are responsible for

This change will ensure that our system is more aligned with real teaching scenarios.



Low fidelity prototype

Our low-fidelity prototype was designed around the high-priority user stories identified in our product backlog. We focused on four main user roles—**school principal, school teacher, and school administrator**,—while also integrating essential features for **students**. Due to the relatively young age of student users, the 1–5 scale “ready to learn” check-in was integrated into the teacher interface to ensure ease of access and use.

Key Functionalities Demonstrated: ☺

- **Login Page**

Different roles (teacher, principal, admin) can log in with credentials to access their respective dashboards.

- **Home Page**

Upon login, each user is directed to a personalized dashboard tailored to their responsibilities.

- **Task-Specific Pages (High priority based on user stories)**

- **Teachers** can:

- View a report of student response (ID 2)
 - Use the app on iPad/desktop (ID 3)
 - Access secure login with password (ID 11)
 - Teacher accesses multiple classes that teacher teach (ID 13)

- **Principals(school leader)** can:

- View long-term readiness trends across classes (ID 6)

- **Admins** can:

- Upload and manage student and teacher profiles (ID 12)

- **Student** can:

- Submit 1–5 scales (ID 1)

Each screen includes brief explanations and visual aids to support understanding and usability.

Prioritized User Stories Included: ☺

We prioritized and prototyped the following high-priority, must-have user stories:

- **ID 1:** Student submits 1–5 scale check-in
- **ID 2:** Teacher views student responses
- **ID 3:** App usable on iPad/desktop
- **ID 6:** School leader views/export long-term trends
- **ID 11:** Secure teacher login
- **ID 12:** Admin manage all accounts data
- **ID 13:** Teacher accesses multiple classes that teacher teach

Conclusion: ☺

The prototype effectively covers **at least four high-priority user stories**

Explanation to each graph is under itself.

Login

Login page users use username and password to log in

[Logout](#) **Administrator**

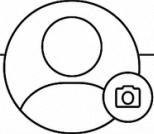


Michael Lee
 michael.lee@example.com
 System Administrator

[Manage All Accounts](#)

After administrator logs in, its profile. Press manage all my accounts will jump to the account page showing all accounts' information.

< Back [Save](#)

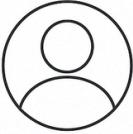


| | | | |
|----------------|---------|---------|------------|
| Name* | | | |
| Email | | | |
| Age | | | |
| Subject Taught | | | |
| Subject Taught | | | |
| Principal | Teacher | Student | Administra |

Administrator can upload information for users.

| < Back | Administrator | Add New Account |
|---|--------------------------------|---|
|  | Alice Brown Student | Edit Delete |
|  | John Smith Teacher | Edit Delete |
|  | Tracy Brown Principal | Edit Delete |
|  | Carol Smith Student | Edit Delete |
|  | Dennis Wilson Administrator | Edit Delete |

Administration can monitor and manage all staffs and students in the school. Administrator can edit the user profile and delete the user profile if the student is graduated or no longer studies here and also if the staff quits his job.

| Logout | Teacher |
|---|---|
|  | John Smith john.smith@example.com Math Teacher |
| View All Classes | |

Teacher logs in , showing its profile. Press view all classes will go to the class page.

< Back **Select Class** View Subject Report

| | |
|---------|------------------------|
| Class A | View This Class |
| Class B | View This Class |
| Class C | View This Class |
| Class D | View This Class |
| Class E | View This Class |

A teacher takes charge of several classes Teacher can tap view this class and will see the class information.

< Back **Class A** View Class Report

| | | |
|---|--------------|-------------------|
|  | Alice Brown | View Score |
|  | Bob Johnson | No score |
|  | Carol Smith | No score |
|  | David Lee | No score |
|  | Emma Jones | No score |
|  | Frank Wilson | View Score |

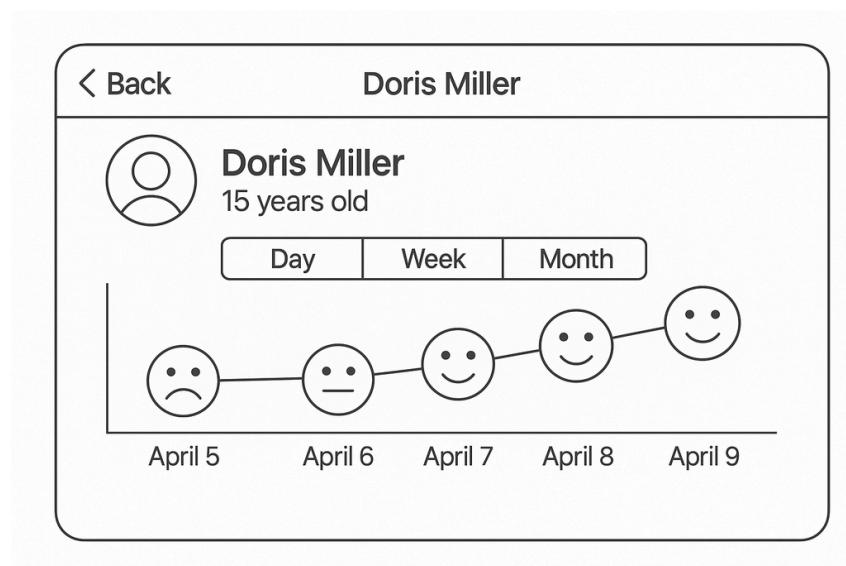
If a student has not submitted new data today, "No Score" will be displayed. Clicking this text will redirect to a new page where the teacher can ask the student to complete the check-in. After clicking **Submit**, the page will automatically return to the Class A student list. The student's row will now show **View Score**, which, when clicked, leads to a page displaying the student's recent data history. On this page, you can switch between **Day**, **Week**, and **Month** to view data over different time periods.

Submit Ready to Learn Check-In

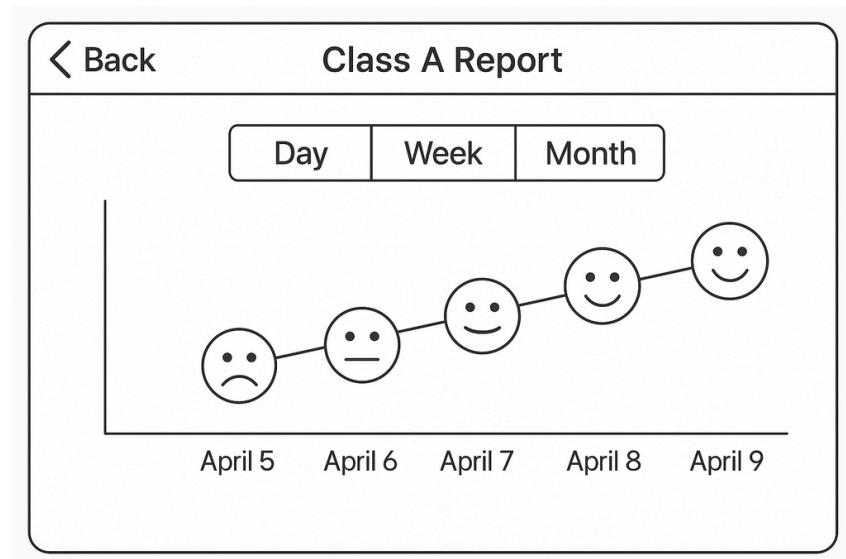
Student April 9, 2024

Ready to learn?

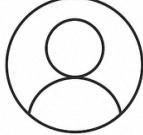
Submit



Clicking **View Class Report** on the class page will display the data summary for the class.



Logout **Principal**



Tracy Brown
tracy.brown@example.com
School Principal

View All Subjects

After principal logs in, its profile. View all subject will jump to the all subject page

< Back **Select Subject**

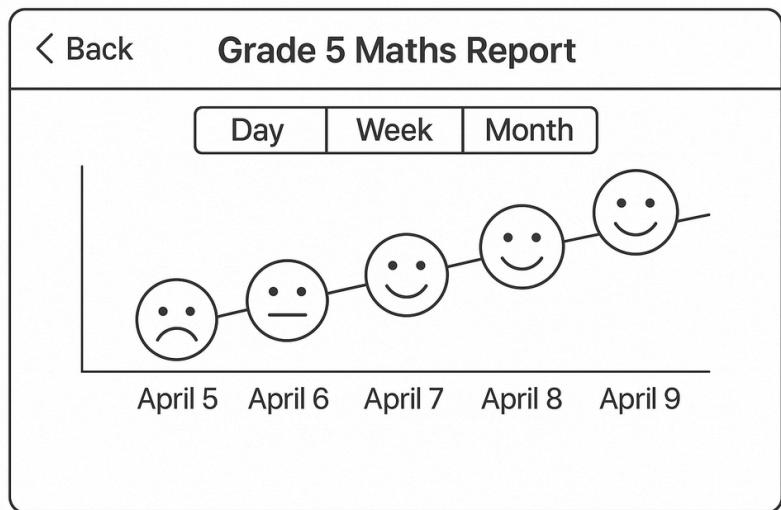
| | |
|-----------------|-------------|
| Grade 5 Math | View |
| Grade 6 Science | View |
| Grade 7 Math | View |
| Grade 5 Science | View |
| Grade 7 English | View |
| Grade 8 Science | View |
| Grade 5 English | View |

It will redirect to a new page displaying all the classes under this subject

< Back **Select Class** [View Subject Report](#)

| | |
|---------|------------------------|
| Class A | View This Class |
| Class B | View This Class |
| Class C | View This Class |
| Class D | View This Class |
| Class E | View This Class |

Clicking **View Subject Report** will display data reports for all classes associated with this subject



If you click the **View this Class** button in the **Select Subject** section, you will see the list of students in that class.

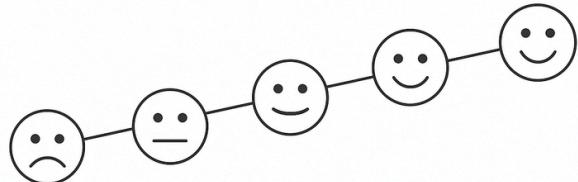
| < Back | | Class A | View Class Report |
|--------|--------------|---------|----------------------------|
| | Alice Brown | | View Score |
| | Bob Johnson | | No score |
| | Carol Smith | | No score |
| | David Lee | | No score |
| | Emma Jones | | No score |
| | Frank Wilson | | View Score |

On this page, clicking **View Class Report** will show an overall report for the class. Clicking **View Score** next to a specific student will display that student's recent data. Similarly, on these new pages, you can switch between different time units to view data across various time periods.

[Back](#)

Class A Report

[Day](#) [Week](#) [Month](#)



April 5 April 6 April 7 April 8 April 9

[Back](#)

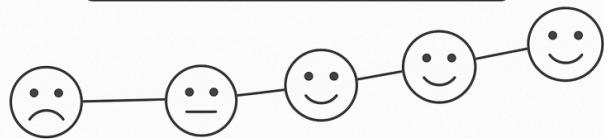
Doris Miller



Doris Miller

15 years old

[Day](#) [Week](#) [Month](#)



April 5 April 6 April 7 April 8 April 9



Feedbacks from the client and the final presentation

Feedback from the client:

- 1.Uniform and up-to-date official Berry Street Logo should be used.
- 2.Pay attention to some spelling patterns and mistakes. Wrong spelling may make students unclear about the meaning of words.
- 3.Use the "Ready to Learn Score", not the "Emotion Score", as we need to confirm whether the student is ready to learn.
- 4.In the prototype, each student has five options to choose from when submitting a "Ready to Learn Score", which may confuse some very young students. When dealing with very young students, we should set three options to make it easier for them.
- 5.Don't use an exclamation mark when giving a prompt. It makes the tone too strong.

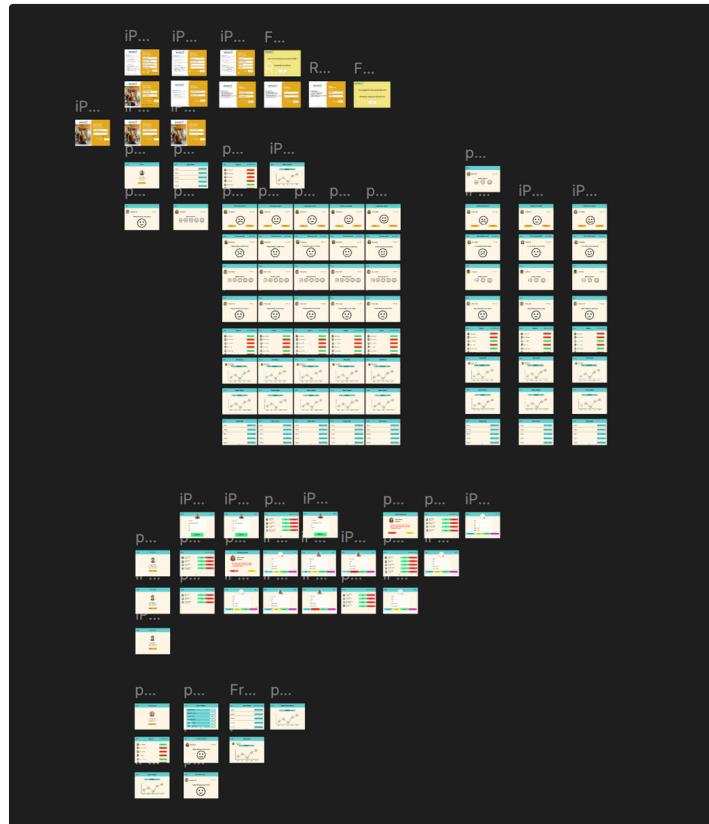
Feedback from the final presentation:

- 1.Currently, there are separate scoring panels for younger students and older students. When the age changes, it is necessary to update the status of students, which can be achieved through the database.
- 2.The current state is that students are associated with courses, and courses are associated with teachers. In the future, it would be better to investigate the association between teachers and students directly.

High fi prototype

PDF version: [PDF BST-QUOKKA.pdf](#)

Image version:



Figma Link version: [BST-QUOKKA](#) named **High fi prototype(sprint4)**

High fi prototype is designed in figma

Explanation :

High-Fidelity Prototype Explanation

The high-fidelity prototype developed by our team is a digital system designed to support schools in tracking and understanding students' emotional readiness. This helps educators tailor their teaching strategies to better support student wellbeing. The system operates through an iPad interface and includes features for three types of users: Teachers, Principals, and Administrators. The user interface is clean, consistent, and education-themed, providing an intuitive experience tailored for school environments.

Teacher Features

Teachers begin by logging into the system and are directed to the class management page. From there, they can access all the classes they teach via the "View All Classes" function. Within each class, such as Class A, teachers can see profiles for all students. If students have submitted their "Ready to Learn" scores, teachers can select "View Score" to review their emotional readiness.

The system supports two categories of students:

- **Elder students** (aged 8 and above): presented with five emoji options to represent readiness levels (scores from 1 to 5).

- **Young students** (under 8): presented with three simplified emoji options for ease of understanding.

Teachers select a student (e.g., Alice Brown, an elder student), who then chooses an emoji to reflect her mood. She may change her selection before final submission. Once submitted, the system records the response. Teachers can use the “Next Student” function to proceed through the class.

The system also visualizes collected data through graphs. Teachers can access emotional readiness reports on a daily, weekly, or monthly basis, both at the individual and class level. This supports analysis of student wellbeing trends over time.

Principal Features

Principals log in with access privileges that include all teacher functionalities, but also extend to a school-wide view. They can examine data across all classes and year levels. For instance, when accessing Grade 5 Math, the principal can view both individual records (such as Alice Brown’s) and aggregated data for the entire class. This allows school leadership to identify areas where additional support may be needed.

Administrator Features

Administrators are responsible for managing user accounts. They can edit existing profiles using the “Edit User Profile” function. If no updates are made, they can exit without changes; otherwise, clicking “Save” updates the user data.

New users can be added using the “Add New Account” feature. For example, to add a new teacher, the admin inputs details for Emily Chen, assigns her the teacher role, and saves the profile — Emily is then added to the user list.

Accounts can also be deleted via the “Delete” function. The admin is prompted to either confirm or undo the deletion. Once confirmed, the account is permanently removed from the system.

Summary

This prototype successfully meets the initial user stories and requirements. It demonstrates smooth interaction design, realistic datasets, and a visually coherent interface.

Data sample

TIPE App – Updated Data Sample: UserAccount Table

1. Password Requirements

As shown in the UI design, the following rules apply to all account passwords (except for student users who do not require login credentials):

- Be at least 8 characters long
- Include at least one uppercase letter (A–Z)
- Include at least one lowercase letter (a–z)
- Include at least one number (0–9)
- Include at least one special character (e.g., !@)
- Not match your previous password

2. UserAccount Table Structure

| Field Name | Data Type | Example | Description |
|-------------------|----------------|--|---|
| user_id | String | U1 | Unique user identifier (UUID or fixed pattern) |
| name | String | John Smith | Full name of the user |
| avatar_url | String | /avatars/john.png | Profile picture path or URL |
| role | Enum | Teacher | User type: Teacher, Principal, Administrator, Student |
| email | String or null | johnsmith@example.com | Only for Teacher/Principal/Administrator |
| password | String or null | TCH#2025! | Only for Teacher/Principal/Administrator |
| age | Integer | 28 | Age of the user |

3. Sample Data

| user_id | name | avatar_url | role | email | password | age |
|---------|------------|-------------------|---------|--|-----------|-----|
| U1 | John Smith | /avatars/john.png | Teacher | johnsmith@example.com | TCH#2025! | 28 |

| | | | | | | |
|----|-------------|-------------------------|---------------|--|------------|----|
| U1 | John Smith | /avatars/johnsmith.png | Teacher | johnsmith@example.com | Math@2024! | 28 |
| U2 | Emily Chen | /avatars/emilychen.png | Teacher | emily.chen@example.com | Latin@2024 | 35 |
| U3 | Micheal Lee | /avatars/michaellee.png | Administrator | michael.lee@admin.com | Admin!2024 | 42 |
| U4 | Tracy Brown | /avatars/tracybrown.png | Principal | tracy.brown@principal.com | Lead@2025 | 53 |
| U5 | Alice Brown | /avatars/alicebrown.png | Student | | | 15 |
| U6 | Emma Jones | /avatars/emmajones.png | Student | | | 9 |
| U7 | David Lee | /avatars/davidlee.png | Student | | | 8 |
| U8 | Ben Johnson | /avatars/benjohnson.png | Student | | | 11 |

4. Additional Data Tables [🔗](#)

The following tables support core system functions such as grade-class structures, teaching assignments, student enrollment, and readiness submissions.

4.1 GradeClass Table [🔗](#)

| class_id | grade | class_name |
|----------|---------|------------|
| C1 | Grade 5 | Class A |
| C2 | Grade 5 | Class B |
| C3 | Grade 5 | Class C |
| C4 | Grade 5 | Class D |
| C5 | Grade 5 | Class E |

4.2 Subject Table

| subject_id | subject_name |
|------------|--------------|
| S1 | Math |
| S2 | Science |
| S3 | English |

4.3 TeachingAssignment Table

| assignment_id | teacher_id | subject_id | class_id |
|---------------|------------|------------|----------|
| T1 | U1 | S1 | C1 |
| T2 | U1 | S1 | C2 |
| T3 | U2 | S2 | C3 |
| T4 | U2 | S2 | C4 |
| T5 | U1 | S3 | C5 |

4.4 Enrollment Table

| enrollment_id | student_id | class_id |
|---------------|------------|----------|
| E1 | U5 | C1 |
| E2 | U6 | C1 |
| E3 | U7 | C2 |
| E4 | U8 | C3 |

4.5 ReadinessSubmission Table

| submission_id | student_id | subject_id | class_id | score | date |
|---------------|------------|------------|----------|-------|------------|
| R1 | U5 | S1 | C1 | 3 | 2025-05-27 |
| R2 | U6 | S1 | C1 | 2 | 2025-05-27 |
| R3 | U7 | S1 | C2 | 4 | 2025-05-27 |
| R4 | U8 | S2 | C3 | 5 | 2025-05-27 |

Grade Class Table Structure:

| Field Name | Data Type | Description |
|-------------------|-----------|---|
| class_id | String | Unique identifier for the class (e.g., 'C1') |
| grade | String | Grade level name (e.g., 'Grade 5') |
| class_name | String | Descriptive name of the class (e.g., 'Class A') |

Subject Table Structure:

| Field Name | Data Type | Description |
|---------------------|-----------|--|
| subject_id | String | Unique identifier for the subject (e.g., 'S1') |
| subject_name | String | Name of the subject (e.g., 'Math') |

Teaching Assignment Table Structure:

| Field Name | Data Type | Description |
|----------------------|-----------|---|
| assignment_id | String | Unique identifier for the assignment record |
| teacher_id | String | ID of the teacher assigned to teach |
| subject_id | String | Subject being taught |
| class_id | String | Class to which the subject is being taught |

Enrollment Table Structure:

| Field Name | Data Type | Description |
|----------------------|-----------|---|
| enrollment_id | String | Unique identifier for the enrollment record |
| student_id | String | ID of the enrolled student |
| class_id | String | Class the student is enrolled in |

Readiness Submission Table Structure:

| Field Name | Data Type | Description |
|----------------------|-----------|--|
| submission_id | String | Unique identifier for the submission |
| student_id | String | ID of the student submitting the score |
| subject_id | String | Subject being evaluated |
| class_id | String | Class where the score is submitted |
| score | Integer | Score from 1–3 or 1–5 depending on student age |
| date | Date | Submission date (e.g., '2025-05-27') |

User story map



Handover and Release notes

Handover and Release Notes

Owner: Jiasheng Li

Last updated: Jun 13, 2025

| | |
|--------------|---|
| Approver | @Jiasheng LI |
| Contributors | @Yichen Zhang @Jinwen Pang @Jingwang Liu @Sibo Wang |
| Outline | Handover Links Checklist |
| Due date | Jun 13, 2025 |
| Status | COMPLETED |

Overview

This page outlines all confluence page links or the third-party platforms used to create project artefacts. For each resource, you'll find the name, link, access level, and who checked it.

| Link | Access Level | Permissions | Checked by |
|--|------------------|-------------|------------------------|
| Persona's Canva  rsong | Anyone with link | Can view | @Sibo Wang @ 13/06/25 |
| Low-Fi Prototype  ow fidelity prototype | Anyone with link | Can view | @Jiasheng LI 13/06/25 |
| High-Fi Prototype link | Anyone with link | Can edit | @Jingwang Liu 13/06/25 |
| User Story Map  er story map | Anyone with link | Can edit | @Yichen Zhang 13/06/25 |
| Usability Test Clip link | Anyone with link | Can view | @Jinwen Pang 13/06/25 |

Persona

We designed personas covering key user groups: teachers and administrators who monitor and support students' emotional wellbeing; students of different ages with varied emotional and cognitive needs; and administrators who manage system access and user accounts.

Ms. Emily Chen - Primary School Teacher

Age: 35
Work: Teacher
Family: Married
Location: Melbourne, Victoria
Character: The Nurturing Guide

Bio

Ms. Emily Chen is a compassionate and dedicated Year 1 teacher based in Box Hill, Melbourne. With over ten years of experience in early childhood education, she is good at creating emotionally supportive classroom environments using Trauma-Informed Positive Education (TIPE) principles. Emily believes that emotional wellbeing is the foundation for meaningful learning. She begins her class every morning with a student mood check-in, using digital tools like iPads to help children express their feelings. This data allows her to adapt her teaching style, classroom setup, and support strategies to meet her students' emotional and academic needs. Tech-savvy but focused on simplicity, Emily values intuitive tools that even the youngest learners can use independently. Outside the classroom, she works closely with wellbeing coordinators and parents to ensure every child is seen, heard, and supported.

Requirements

| Requirement | Score |
|----------------------------|-------------|
| Ease of Use | High |
| Emotional Sensitivity | Medium-High |
| Data Feedback & Reporting | Medium |
| Device Compatibility | Low |
| Privacy & Trust | High |
| Flexibility & Adaptability | Low |

Personality

| Extraversion | Introversion |
|--------------|--------------|
| Sensing | Intuition |
| Thinking | Feeling |
| Judging | Perceiving |



"Empathy first, learning follows."

Ms. Amina Saleh - School Wellbeing Counselor

Age: 29
Work: Teacher
Family: Married
Location: Sydney, New South Wales
Character: The Compassionate Connector

Bio

Ms Amina Saleh is a trauma-informed learning coordinator in several public schools. With experience in psychology and social work, she does well in supporting students experiencing emotional or behavioural difficulties, particularly those impacted by trauma. Every day, she conducts one-on-one sessions and facilitates communication between teachers and families. Amina uses technology not for novelty but as a practical tool to catch early warning signs. She's passionate about creating emotionally safe spaces and often customizes well-being strategies for each school based on student needs, teacher preferences, and available resources.

Requirements

| Requirement | Score |
|----------------------------|-------------|
| Ease of Use | Medium-High |
| Emotional Sensitivity | High |
| Data Feedback & Reporting | Medium |
| Device Compatibility | Low |
| Privacy & Trust | Medium |
| Flexibility & Adaptability | Medium |

Personality

| Extraversion | Introversion |
|--------------|--------------|
| Sensing | Intuition |
| Thinking | Feeling |
| Judging | Perceiving |



"Behind every behavior, there's a story.
My job is to listen first."

Emily

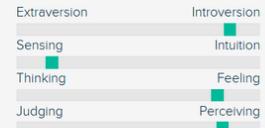
Age: 10
Grade: Fifth year
Location: Melbourne, Victoria
Character: Introvert

Bio

Emily is a 10-year-old fifth grader. Her parents are divorced and she lives with her mother. Her father is absent from her life. The family situation is average, and her mother has a busy work schedule that makes it difficult to provide adequate emotional support. Emily has witnessed domestic violence, is chronically anxious, and occasionally cries in class due to mood swings.

Emily has normal intelligence, but her attention is distracted, her grades are moderately low, she is socially weak, and she is often encouraged by her classmates.

Requirements



Goals

- Integration into normal school socialisation
- Reduce anxiety
- Reduce stigma around emotional check-ins—make it feel “normal”

Frustrations

- Lack of trust in teachers and peers, fear of judgement or rejection
- Requires active teacher guidance to progress to a learning state
- Display of avoidance behaviour due to past trauma

Lucas

Age: 8
Grade: Second year
Location: Melbourne, Victoria
Character: Social withdrawal

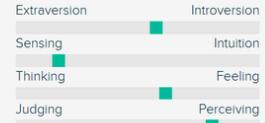
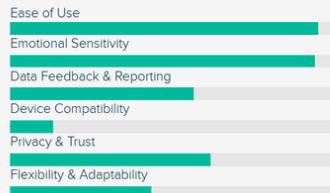
Bio

Lucas is an 8 year old second grade student. He lives with his parents and sister in a family with a language barrier and financial constraints, and his parents work in low-paying jobs.

Lucas has witnessed war violence, suffers from sleep disorders and hypervigilance, and is prone to panic attacks in unfamiliar environments.

Due to the language barrier and the effects of trauma, Lucas had low classroom participation, was often silent, and lagged behind his peers in his academic performance.

Requirements



Goals

- Overcome language barriers, bond with classmates, and reduce feelings of isolation in the classroom.
- Help teachers recognise their anxiety triggers and provide immediate support through feedback from the TIPE App
- Step-by-step completion of simple classroom activities after the teacher has adapted the strategy (e.g., step-by-step tasks)

Frustrations

- Difficulty in understanding traditional questionnaires due to language barrier
- Teachers' inability to detect their state of panic in real time, leading to escalation (e.g., hiding under desks)
- Complex textual interfaces can exacerbate anxiety and require purely graphical design

Sophia

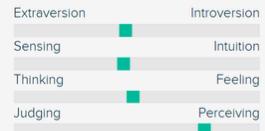
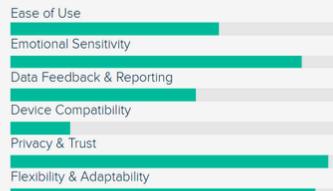
Age: 13
Grade: Eighth year
Location: Melbourne, Victoria
Character: Sensitive

Bio

Sophia is an 8th grade student. Her parents had recently divorced after a long period of quarrelling, and Sophia suffered from a lack of stability as she alternately boarded with relatives, and was socially withdrawn due to chronic emotional tension over family conflict and being teased by classmates for having a 'broken family'.

Sophia's grades have recently plummeted, she refuses to participate in group discussions, and she avoids class by excusing herself to go to the infirmary. Sophia would like to access the TIPE app on her school tablet and prefers to submit her questionnaires anonymously.

Requirements

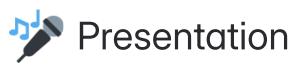


Goals

- Avoiding the exposure of family problems, maintaining the image of a 'normal student' and expecting teachers to pay indirect attention to their needs.
- Studying efficiently when emotionally stable, using TIPE reports to aim for personalised homework arrangements (e.g. avoiding group tasks).

Frustrations

- Teachers did not dynamically adjust tasks according to their status, and group work exacerbated anxiety
- Traditional questionnaires require textual descriptions of feelings and may force lies or evasions
- Reliance on Manual Data Collection

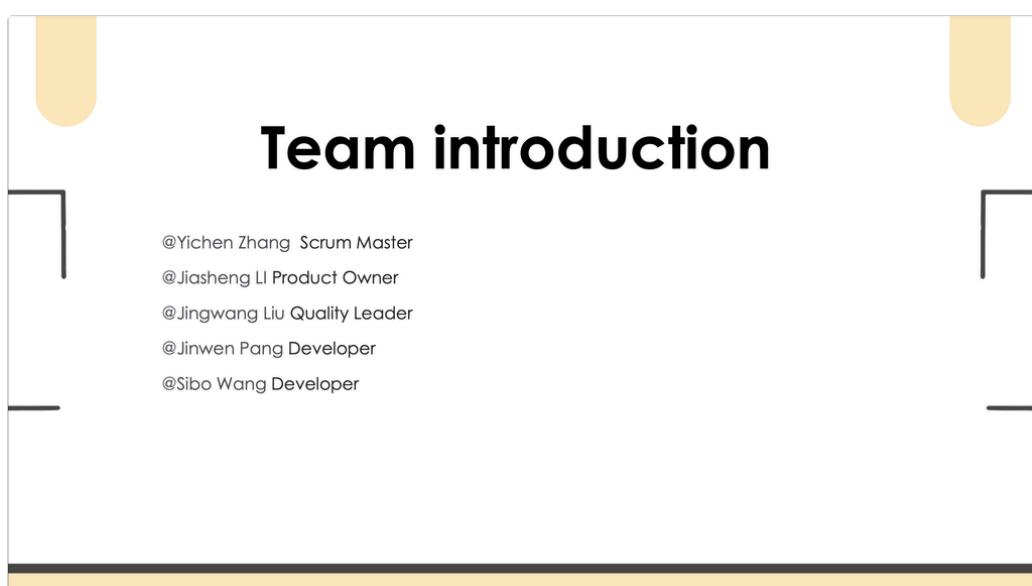


[09 final presentation](#)

Presentation Slides

Overview:

The TIPE (Trauma-Informed Positive Education) App is designed to help teachers assess students' emotional readiness in real-time, addressing the current lack of digital tools. The system includes features for teachers (scoring and class reports), principals (school-wide reports), and administrators (account management). The design incorporates age-based scoring interfaces and clear visual layouts with a blue-white color scheme inspired by Berry Street. Based on LoFi usability feedback, key improvements were made to security (login system), UI clarity, and scoring flow. All project materials have been handed over via LMS, Confluence, and GitHub, with detailed setup guides and future improvement plans.



BACKGROUND



Curriculum and Classroom Strategies

What is TIPE?

Trauma-Informed Positive Education (TIPE) is a blended approach that:

- Combines **trauma-informed strategies** (emotional healing)
- And **positive education** (strength-based learning)

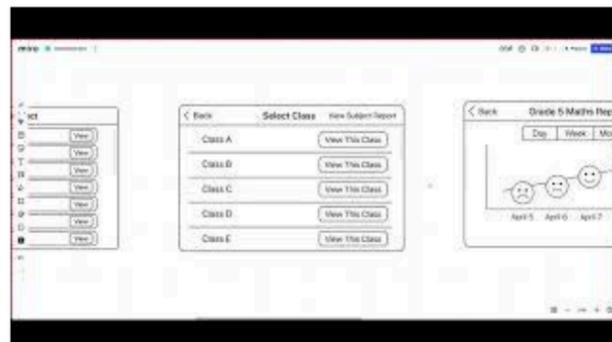
Why It Matters

- Helps students recover from trauma and stay engaged in class

The Current Problem

- **No digital tools** to assess students' emotional readiness in real-time
- Still relies on printed materials

LoFi Usability Testing



Feedback



1. We should add **login pages** to keep information security.
2. The **expressions of the different scores** should be more differentiated.
3. There should be a **separate page to display** the Ready to Learn score.
4. **Young Age student and elder student** should have difference in numbers of choices for ready to learn score

HiFi-prototype

login page
3 key users

The diagram illustrates the login process for three key users: Teacher, Principal, and Administrator. All three logins share a common header featuring the Berry Street Education Model logo and a classroom photograph. The Teacher login includes fields for email and password, and links for forgot password and log in. Below the main header, there are three separate login forms, each with its own unique URL and a 'Log In' button.

teacher Principal Administrator

Main Scenario Teacher Feature

1. View class report
2. record student ready to learn score

The Teacher interface displays a profile picture and basic information: "Logout", "Teacher", "John Smith", "john.smith@teacher.com", "Math Teacher", and a "View All Classes" button. The Select Class interface shows a list of classes (Class A-E) with a "View This Class" button next to each.

Difference between Young and elder students

If student already selected the score?

If student changes the mind

Show students' Ready to Learn scores for today

View class daily, weekly, monthly report

Scenario in Principal feature

view all classes in school

The screenshot shows the 'School Principal' dashboard. At the top, there's a 'Logout' button and a profile picture of Tracy Brown. Below the profile, her details are listed: tracy.brown@principal.com and School Principal. A yellow 'View All Subjects' button is at the bottom. To the right, a 'Select Subject' sidebar lists various grade levels with 'View' buttons: Grade 5 Math, Grade 6 Science, Grade 7 Math, Grade 5 Science, Grade 7 English, and Grade 8 Science.

Scenario in administrator

Add new user account

The screenshot shows the 'Administrator' dashboard. At the top, there's a 'Logout' button and a profile picture of Micheal Lee. Below the profile, his details are listed: micheal.lee@admin.com and System Administrator. A yellow 'Manage All Accounts' button is at the bottom. To the right, a 'Add New Account' sidebar lists existing accounts with 'Edit' and 'Delete' buttons: Alice Brown (Student), John Smith (Teacher), Tracy Brown (Principal), and Dennis Wilson (Administrator). A yellow '▼' button is at the bottom right of the sidebar.

Another Scenario in administrator feature

Add new user account

The screenshot shows two instances of the 'Add new user account' form. Both forms have a 'Save' button at the top right and a 'Back' button at the top left. The first form has a placeholder profile picture with an '@' symbol. It contains fields for Name*, Email, Age, and two 'Subject Taught' fields. Below these are four colored buttons: Principal (blue), Teacher (yellow), Student (green), and Administrator (purple). The second form shows a real profile picture of Emily Chen, with similar fields and account type buttons below.

Difference in user list between before and after

| Before | After | | | | | | | | | | | | | | | | | | |
|--|------------------------|------------------|-----------------------|------------------|--------------------------|------------------|--------------------------------|------------------|---|------------------------|------------------|-----------------------|------------------|--------------------------|------------------|--------------------------------|------------------|-----------------------|------------------|
| <p><Back Add New Account</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">Alice Brown Student</td> <td style="width: 40%; text-align: right;">Edit Delete</td> </tr> <tr> <td>John Smith Teacher</td> <td style="text-align: right;">Edit Delete</td> </tr> <tr> <td>Tracy Brown Principal</td> <td style="text-align: right;">Edit Delete</td> </tr> <tr> <td>Dennis Wilson Administrator</td> <td style="text-align: right;">Edit Delete</td> </tr> </tbody> </table> <p>v v</p> | Alice Brown Student | Edit Delete | John Smith Teacher | Edit Delete | Tracy Brown Principal | Edit Delete | Dennis Wilson Administrator | Edit Delete | <p><Back Add New Account</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 10%;">Alice Brown Student</td> <td style="width: 40%; text-align: right;">Edit Delete</td> </tr> <tr> <td>John Smith Teacher</td> <td style="text-align: right;">Edit Delete</td> </tr> <tr> <td>Tracy Brown Principal</td> <td style="text-align: right;">Edit Delete</td> </tr> <tr> <td>Dennis Wilson Administrator</td> <td style="text-align: right;">Edit Delete</td> </tr> <tr> <td>Emily Chen Teacher</td> <td style="text-align: right;">Edit Delete</td> </tr> </tbody> </table> <p>v</p> | Alice Brown Student | Edit Delete | John Smith Teacher | Edit Delete | Tracy Brown Principal | Edit Delete | Dennis Wilson Administrator | Edit Delete | Emily Chen Teacher | Edit Delete |
| Alice Brown Student | Edit Delete | | | | | | | | | | | | | | | | | | |
| John Smith Teacher | Edit Delete | | | | | | | | | | | | | | | | | | |
| Tracy Brown Principal | Edit Delete | | | | | | | | | | | | | | | | | | |
| Dennis Wilson Administrator | Edit Delete | | | | | | | | | | | | | | | | | | |
| Alice Brown Student | Edit Delete | | | | | | | | | | | | | | | | | | |
| John Smith Teacher | Edit Delete | | | | | | | | | | | | | | | | | | |
| Tracy Brown Principal | Edit Delete | | | | | | | | | | | | | | | | | | |
| Dennis Wilson Administrator | Edit Delete | | | | | | | | | | | | | | | | | | |
| Emily Chen Teacher | Edit Delete | | | | | | | | | | | | | | | | | | |

Visual Design

- Main color tones: Blue & White (Source: Berry Street official website)
- Button color: Use striking contrasting colors to ensure clear operation feedback
- Font selection: Sans-serif font, clear and easy to read

The image shows a screenshot of the Berry Street website. On the left, there's a 'Training and events' section featuring a photo of people at a conference. On the right, a modal window titled 'Confirm your choice' displays a profile picture of Alice Brown, the date '27 May, 2025', and a large sad face icon. It includes 'Submit' and 'Rechoose' buttons.

Visual Design

Student Page

A screenshot of the student account management interface. It shows a 'Confirm your choice' dialog with a sad face icon, 'Submit' and 'Rechoose' buttons, and a list of users below it.

Simple and intuitive,
with clear ICONS

Teacher/ Principal Page

A screenshot of the teacher/principal account management interface. It shows a 'Confirm your choice' dialog with a sad face icon, 'Submit' and 'Rechoose' buttons, and a line chart showing mood fluctuations over five weeks.

Overview of Trends,
rich data charts

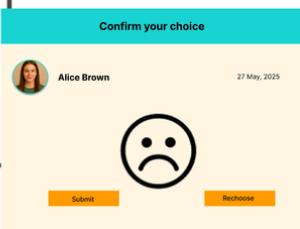
Administrator Page

A screenshot of the administrator account management interface. It shows a 'Confirm your choice' dialog with a sad face icon, 'Submit' and 'Rechoose' buttons, and a list of users below it.

Account Management

Visual Design

Student Page



Simple and intuitive,
with clear ICONS

Teacher/ Principal Page



Overview of Trends,
rich data charts

Administrator Page

A screenshot of an administrator page. At the top, a teal header bar says "Add New Account". Below it is a table with four rows. Each row contains a profile picture, a name, and a role. To the right of each row are two buttons: "Edit" and "Delete".
Row 1: Alice Brown (Student)
Row 2: John Smith (Teacher)
Row 3: Tracy Brown (Principal)
Row 4: Dennis Wilson (Administrator)

Account Management

Project handover

Confluence

A screenshot of a Confluence page titled "SWEN90009-2025-BST-QOKKA / TEAM Introduction". The left sidebar has a "Our team" section with a list of team members. The main content area shows a photo of a quokka and a table titled "Team Member Allocation".
Our team:
Team name: BST-QOKKA
Team size: Five
Team members: Quality leader(for review process)
Team Member Allocation

| Members Name | Team Member Allocation |
|----------------------------|------------------------|
| @Yichen ZHANG (Unlicensed) | Scrum Master |
| @Jiusheng LI (Unlicensed) | Product Owner |
| @Jingwang Liu | Quality Leader |
| @Jinwen Pang (Unlicensed) | Developer |
| @Sibo Wang (Unlicensed) | Developer |

User Stories

User stories

The following table outlines user stories for the TIFE APP project. These stories help identify user needs and guide development by clearly showing goals from the users. Each user story includes its prioritization level and whether it represents a functional or non-functional requirement.

| ID | Actor | Description | Size | Prioritization | Size Estimation | MoSCoW | Functional / Non-Functional |
|----|---|--|--|----------------|-----------------|--------|-----------------------------|
| 1 | An older student | submit a 1-5 scale "ready-to-learn" check-in via the app | my teacher can know how students feel | High | Small | Must | Functional |
| 2 | A teacher | view a report of student responses | I can easily identify which students need support | High | Medium | Must | Functional |
| 3 | A teacher | use the app on (iPad or desktop) (not phone) | use it on school grounds | High | Small | Must | Non-Functional |
| 4 | A student | re-take my test to improve my learn score before it's locked | I can change my previous score | Medium | Small | Should | Functional |
| 5 | A teacher | view end-of-expert long-term trend reports (monthly) | I can identify patterns and plan accordingly | Medium | Large | Must | Functional |
| 6 | A school leader (e.g. principal, head of schools, resource teacher) | access overall class | I can support teachers and identify students with emotional patterns | Medium | Large | Should | Functional |
| 7 | A student | use friendly icons or text for each rating point | I can better relate to my scores and safety using the app | Medium | Small | Should | Functional |
| 8 | A teacher | log in securely with their student password | I can access student reports safely | High | Small | Must | Functional |
| 9 | A school admin | upload student profile details (including photo) | the app can match students correctly | High | Medium | Must | Functional |
| 10 | A teacher | access multiple classes that I teach | I can manage reports and check-in across all my classes | Medium | Small | Should | Functional |
| 11 | A teacher/ A school principal/ An administrator | create an account | I can start using the system | High | Small | Must | Functional |
| 12 | A teacher/ A school principal/ An administrator | reset my password if I forget it | I can regain access to my account securely | High | Small | Must | Functional |
| 13 | A young age student | submit a 1-3 scale "ready-to-learn" check-in via the app | my teacher can know how students feel | High | Small | Must | Functional |
| 14 | A school admin | Edit user's profile | I can update account information easily | High | Small | Must | Functional |
| 15 | A school admin | Delete user's profile | I can remove outdated or invalid user data | High | Small | Must | Functional |

Size Estimation Reference:

- Small = 1 developer-day
- Medium = 2-3 developer-days
- Large = 4+ developer-days

Prioritization Strategy:

MoSCoW priorities were determined through discussion with the client and team members, based on impact on student wellbeing, technical feasibility, and urgency for MVP.

Github

SWEN90009-2025-SMI / SWEN90009-2025-BST-Quokka

Code Issues Pull requests Actions Projects Wiki Security Insights

SWEN90009-2025-BST-Quokka Private

Code main 1 Branch 4 Tags Go to file Add file Code About

No description, website, or topics provided.

Activity Custom properties 0 stars 0 watching 0 forks

Releases 3 SWEN90009_2025_BST_QUOKKA... (Latest) + 2 releases

Packages No packages published Publish your first package

Contributors 2 unnessed

Project Structure

The project is organized into key directions and files, each serving a specific purpose:

Figma



Future Plan

1. what can be better?
2. Handover plan

What can be improved in the future system

What Can Be Improved

- **Database design when coding** : Develop a proper database to store and manage the relationship between students and their classes.
- **Improved UI**: Enhance the user interface to be more intuitive, especially for students of different age groups.
- **Age-based differentiation**: Implement clearer functional and visual differences between young and elder students in the scoring and interface design.



Reflections

What We Did Well

- Delivered a complete and functional HiFi prototype with core features (login, scoring, reports).
- Responded effectively to user feedback from LoFi testing by improving UI clarity and scoring flow.

Team Collaboration

- Clear team roles helped streamline development.
- Regular communication allowed us to incorporate feedback quickly and iterate effectively.

What Could Be Improved

- Early-stage **user stories** were not detailed enough, which limited design coverage at first.
- Better **tooling and planning** at the beginning would have improved workflow efficiency.