Video

1) Summary of the amount of work completed

- First part

  We started this project to help students so they don't withdraw from college or get left behind on the career they have chosen due to academical reasons or lack of information about the academic processes.

  At first we thought of developing a game, then we changed it to a website, at the end we didn't know which option was going to represent our idea the best, so we decided to do some research.

  We interviewed the Orientation and Education Council Department (DOCE), the academic coordinator of the bachelor's degree in Software Engineering Edgar Cambranes and the graduate Genny Centeno so we could determine what we wanted to do.

  We ended up deciding that we wanted to focus on doing a mentoring program where students from advanced semesters mentor freshman and sophomore students. Our plan was to publish an invitation so senior students were able to volunteer and we could proceed to train them. Then, we would release a list of available mentors in a website developed with the help of Mobirise so freshman and sophomore students could choose their mentors. The activity schedule is on Trello: https://trello.com/b/vf262U7K/proyecto-final.

  We had to layoff a team member, so we had to do the process all over again; Ashanty González was responsible of the GitHub repository as well as analyzing the documents that were being made.

  Valeria González was responsible of gathering relevant information to the project through interviews and meetings.

  Ashanty y Valeria will be splitting up the tasks. Eduardo Zenet will be responsible of developing the website where students

are able to see the mentor availability and choose who they think is best for them.

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- Second part
  Once the project is approved, we begin to develop it through the Scrum methodology, dividing the project by Sprints.
  The first sprint will be focused on interviewing students that want to become mentors to get to know their availability and to know how many students want to be part of the program.
  In the second sprint we corrected the original document to adapt it to the one we are currently working onl.
  In the third sprint we had a meeting with the psychologist Carolina Castillo, were we discuss how Preparatoria 2 adapted this project in the school.
  After all the information gathered in each sprint, we analyzed them to have a better understanding of how we could adapt the project to our Faculty.
  The team members, as well as the M.O.C.E Laura Sánchez, the Dr. Edgar Cambranes and the graduate Genny Centeno were all part of the Daily Scrum meetings where we discussed our progress, questions about the project and what was next for the project.
  We also made a prototype where we explained how the program works, during the process of mentor recruitment and what happens during the mentoring process.

- Third part
  We made mentoring guides to determine roles and responsibilities inside the Mentoring program.

2) Product preview in terms of the Software development process

- *Product requirements*

The user will be provided with information so it can make accurate decisions during its scholar enrollment.

- *Design*

  We elaborated infographics showing the introductory process where we train the student to become a mentor, from where we make the call to recruit volunteers to when the student chooses its mentor.

  In addition, we made another infographic showing the process during the Mentoring program.

- *This is a project proposal, so we did not go through the Implementation, testing and deployment stages.*

3) Lessons learned

We learned that is essential to specify each part of the document so it's not ambiguous.

Starting with the requirements, since they help us understand better the product. We also learned how to make prototypes and organize our schedule in order to make this process of interviewing people and gathering information easier for us to add to the document.

Then we learned how to divide the project sprints and how important it is to communicate with the client and understanding the user's needs before doing anything else.

4) Acquired skills

We were able to acquire skills using Software Engineer principles, by learning key concepts before starting any conversation with the stakeholders.

After learning about the different tools and techniques that could help us with the project, we analyzed each one and decided to use Trello, Slack, Soapbox and GitHub as our main tools. After that, we started using Scrum which allowed us to identify the differences between agile and traditional approaches. Lastly, by reading about the existent quality factors, we ended up using Garvin's quality factors and compared them to our project to assure the quality of it.

5) Product presentation

This video shows everything that went through the product process

6) Teamwork

Trello worked as a tool to divide each task depending on the skills that each team member had. The way we measured each member contribution is by assigning values to the different activities we made. For example, the simpler ones were worth one point, the ones that were a little bit more complex were two points worth and the most complex ones worth three points. At the end we added up the amount of points each team member had, the result was equal to the level of contribution the member had on the project.

7) Course review

In our opinion, the way the teacher Cambranes teached during the course was optimal, since it taught us how to be self-taught and the fact that we acquired skills that will help us throughout the career as well as our work life. The dynamic activities, when he tested our knowledge by asking us questions of the topics he taught us, when a corporation came to talk to us about their experiences as a software company; every activity we did helped us to learn what Software Engineering is from a general perspective and what awaits us in our work life.