

Problem #	Heuristic	Task	Severity	Violation	Rationale	Fix	Found by
1	H5: Error Prevention	1. Simple Task	4	If the lesson pop-up halts the user's viewing experience without an option to pause the show or sync the lesson with the show, it risks disrupting the user's flow.	Users may end up missing key parts of the show or feel pressured to rush through the lesson to keep up with the content. This could result in frustration or errors in the learning process, as users may ignore or skim through the lesson content just to resume watching.	Effective error prevention would allow the lesson to be synchronized with the show's playback. Options like pausing the show until the lesson is complete or making the lesson dismissible without penalty would prevent the risk of users missing out on show content. Allowing users to control when and how they interact with the lesson ensures they don't feel pressured or distracted by the overlay, preserving both the viewing and learning experience.	D
2	H2: Match b/w System & World	1. Simple Task	4	'Pair' button is the only way to start a watching session	Users looking to start a watch session may not recognize that that task is done through the "Pair" button, especially if they have already paired a device once before and do not think they need to do so again	Instead of 'Pair', the button could be labeled 'Start your watch session'. Or, there could be another flow through which the user can start their watch session	C, A
3	H5: Error Prevention	1. Simple Task	4	Pairing to a device automatically draws the user into a lesson, without any notification of the session about to start	Users may expect to pair their device for future watch sessions without the intention of starting a watch session right now	Either add a page that alerts the user that the watch session is starting with a "go back" option, or have a separate flow for starting a watch session	C, A

4	H3: User Control & Freedom	3. Complex Task	4	When starting a watch party, users do not have control over who joins or the ability to configure privacy settings. Without a visible network or contact list, it's unclear if starting a watch party will invite everyone currently watching the show, or if there are options to select specific viewers.	This lack of control can lead to privacy concerns, as users may feel uncomfortable initiating a watch party without knowing who will participate.	Users should have control over their watch party settings, including the ability to invite specific participants, set privacy preferences (e.g., public or private), and adjust other settings before starting. This would align with user expectations for privacy and control in social features. Without these options, users may hesitate to use the watch party feature, fearing unintended exposure to a broad audience or a lack of control over who joins.	B, D, C
5	H10: Help & Documentation	3. Complex Task	4	There is no help button or introductory information on how scoring works, how these user are competing, or what is being evaluated during the watch party.	It is completely unclear what this feature does, how to use it, or why someone would want to use it. There is no help or documentation that explains the function of this feature, how language learning is implemented, or how scoring works. This makes the feature largely useless because users don't know how to use it or why they would use it.	Under the community tab, include explanations, a ? help button, or a tooltip that explains this interaction. Include information such as how scoring works, how these user are competing, and what is being evaluated during the watch party.	B
6	H1: Visibility of System Status	1. Simple Task	3	If truly in sync with the show, the lesson pop-up does not provide any indication of how long it will remain on screen or whether it will auto-close.	Users might be uncertain whether they need to interact with the content to close it or if it will disappear on its own.	Including a visible countdown or an option to control the display duration (e.g., "Show for 10 seconds" or "Auto-close") would help users understand the temporary nature of the pop-up. Without this, users may feel interrupted and lose immersion in the show, which reduces the overall effectiveness of the feature.	D
7	H6: Recognition not Recall	2. Moderate Task	3	The organization of the page, or lack thereof, does not integrate context on the user's previous actions – i. e. what shows they watched and which words they learned from specific shows. It is unclear which show the words come from and unclear how to navigate this if a user wants to review vocabulary words from a particular session or show. It also forces users to attempt to recall which shows words came from.	The lack of contextual information makes it challenging for users to quickly identify which words were learned from which shows or sessions. Without clear organization, users may find it difficult to recall or recognize where each vocabulary word originated, reducing the app's overall usability and efficiency.	Group vocabulary words by session or show title, allowing users to easily find and review terms learned from specific shows.	B, D

8	H8: Aesthetic & Minimalist Design	2. Moderate Task	3	The filter icon is unclear and does not look like it indicates filtering.	It looks sort of like a pin - I did not realize it was a filter button, and was also lost on what to press when I opened this page. It is also not in a color deemed tappable by the design system.	Choose a more appropriate icon and make it purple to align with the design system.	D, A
9	H4: Consistency & Standards	2. Moderate Task	3	The exercise requires users to fill in English sentence blanks with Spanish terms, which may confuse users accustomed to filling blanks with words that match the language context of the sentence.	Consistency in language use within the exercise would help users intuitively understand the task, minimizing cognitive load and reducing the chance of errors. Additionally, maintaining a consistent language context optimizes the learning process by allowing users to stay immersed in the target language (Spanish), reinforcing vocabulary acquisition without the distraction of language switching.	For more effective learning, the blanks should align with the language context of the sentence or provide a clear prompt explaining the purpose of language mixing.	D
10	H2: Match b/w System & World	2. Moderate Task	3	The "Vocab Type" statistic (showing a breakdown by adjective, noun, and verb) may not be directly meaningful for users trying to understand their learning progress. This information does not provide actionable insights about language proficiency or improvement over time, as users are likely more interested in metrics like accuracy, retention, or fluency rather than part-of-speech breakdown.	This violates H2 because it presents information that does not align with users' natural expectations for understanding their language-learning progress. In real-world language learning, users are typically concerned with metrics that directly reflect their skill development, such as accuracy, retention rates, or areas where they struggle.	Reevaluate which metrics are included on this page and which are most valuable for the user in understanding their progress. More information is not always better.	D, A
11	H5: Error Prevention	2. Moderate Task	3	The screen lacks a "Submit" button, making it unclear how users finalize their answer selection.	Without an explicit submit action, users might accidentally select an answer without intending to, or may wonder if their selection was automatically submitted when they clicked.	A "Submit" button would prevent accidental submission of incorrect answers by allowing users to review their choice before confirming. This additional step provides a safeguard against unintended actions, enhancing error prevention by giving users a clear way to control the submission process.	B, D

12	H3: User Control & Freedom	3. Complex Task	3	There's no way to view the watch party's details or settings once it's started, limiting user control.	Users may want to adjust settings or see information about the watch party duration or participants. A user cannot leave a party they are hosting (transfer host responsibilities) and therefore them leaving the party ends the party even if it is ongoing for other users.	Create a flow for adjusting the party's settings or seeing the party's information while it's actively ongoing.	B, D
13	H1: Visibility of System Status	3. Complex Task	3	The "Competition Progress" bar at the bottom lacks context. It's unclear what the bar is tracking—whether it represents time remaining, rounds completed, or the overall progress of the competition.	Users need clear feedback on what the progress bar indicates, so they know how close they are to the competition's end or next stage.	Choose a standard for what this progress bar indicates and clearly communicate, whether that's levels, time, etc.	D
14	H10: Help & Documentation	3. Complex Task	3	Competative mode has no explanation. What makes it competitive and how does it compare to when that mode is not switched on? What is the competition criteria?	Users need some sort of help and documentation that explains when to use this feature, otherwise they get nothing out of it. Additionally, it is unclear what they are competing for or how they gain points. What is different between when the competitive mode is toggled on vs not?	Include some sort of messaging that explains: What makes it competitive and how does it compare to when that mode is not switched on? What is the competition criteria? Include it below the toggle so users know what they are signing up for.	B, A
15	H6: Recognition not Recall	3. Complex Task	3	It is unclear why shows I'm watching and shows other learners are watching are relevant. The user doesn't know the purpose of scrolling through these lists, and there is no action to take from here that explains it further.	There is no additional context for users to understand the difference between "Shows you're watching" and "Other learners are watching". Given that the whole page is dedicated towards displaying and differentiating these categories, there should be some sort of explanation of its relevance.	Including a brief explanation for these categories would reduce the need for recall and make the difference between categories clearer.	B, C
16	H12: Value Alignment & Inclusion	3. Complex Task	3	There is a general lack of acknowledgement for various levels of language learning throughout the app. There is no metric that tracks how far into learning a language you are, and when you are competing against other users, different levels of language learning are not taken into consideration.	This limits inclusion across the apps because, making language learning competitive within an app that is focused on self-improvement by language learning seems to contradict the app's values. This is emphasized by there not being some sort of metric to track how much progress you've made at learning a language so you could at least compete against other users at the same level.	Sort users into learning buckets so they compete against people at the same level or "bucket." Could also eliminate the competitive feature and make it more collaborative rather than competitive (i.e. work together during a watch party).	B
17	H10: Help & Documentation	3. Complex Task	3	No documentation or way to see who is in your channel.	Information such as who is in your channel is important for users to know, especially if they are interacting with other users through watch parties and competitions	Add documentation for who is in a Channel or watch party	C, A, D

18	H3: User Control & Freedom	3. Complex Task	3	No back button on "Lesson Settings" screen after clicking "Start a watch party" in a specific channel	If users accidentally clicked start a watch party, there is no way to get out of the lesson settings screen back to the Channels screen	Add back button to Lesson Settings screen	C, A
19	H11: Accessible Design	4. All Tasks	3	All major buttons throughout navigating the app are purple on purple, creating very little contrast.	Buttons with such low contrast become inaccessible for many users with visual impairments, making them unable to navigate through and use the app.	Make the button color lighter and the text darker, or the button color darker and the text white.	B, C
20	H1: Visibility of System Status	4. All Tasks	3	Target language often undocumented	Users (especially those learning multiple languages) should be able to see which target language they are currently working on, especially on 'review' and 'lesson' pages	Add documentation for current language being practice across the app	D, C
21	H4: Consistency & Standards	4. All Tasks	3	"Add Channels" page has a "Shows you're watching" section, but there's no place in the app to indicate what shows the user is watching (except maybe once during Onboarding)	Users will expect to have access to a page where they can update Mora on shows that they are currently watching (which is different to adding a new channel)	Add a page where users can indicate what shows they are currently watching or want to watch	C, A
22	H10: Help & Documentation	5. Extra Violations	3	Users have a profile when joining watch parties, but there is no screen to edit profile photo or information	Users would expect to be able to change the way that their profile appears to their friends	Add a Profile button for user to control what personal information they can display	C, A, D
23	H4: Consistency & Standards	1. Simple Task	2	Across the app, buttons and items in general are purple to indicate that they are tappable. The flippable vocabulary flashcard is not purple at all, making it visually unintuitive that it would be tappable. The only indication is the very small grey text at the bottom of the card.	Having a consistent color signal guides users in navigating the app's flows.	Make preferred / tappable actions a consistent shade of purple throughout the app.	B, D
24	H4: Consistency & Standards	1. Simple Task	2	Here, we have the purple button as "End Lesson." This suggests to the user that they should end the lesson, when in reality we want to provide them the exit option without leading them to as they should not be actively doing anything during this time other than paying attention to the show and the lesson upon vibrations.	Throughout the app, the color purple indicates tappareability and in most cases also indicates what the app's preferred user action is.	Adjust the color scheme to ensure that the "End Lesson" button is less prominent, perhaps using a neutral color instead of purple. This would differentiate it from the main action color used throughout the app, helping users understand that ending the lesson is optional and not the preferred or primary action.	B, D, C

25	H5: Error Prevention	1. Simple Task	2	Here pressing "Return" submits the response, not giving the user freedom to look over and potentially re-edit their response before submitting, they might not assume that return means submit and they may submit a response without meaning to.	Users may mistakenly submit their responses prematurely, causing them to get questions wrong when this does not accurately reflect their understanding. This makes the lesson less effective.	Add a submit button at the end of the response box, so Return collapses the keyboard, but in order to actually submit your response, you tap the true Submit button.	B, D
26	H4: Consistency & Standards	1. Simple Task	2	The screen shows a mix of English and Spanish, where the question prompt is in English ("Fill in the blanks with the correct terms"), but the answer choices and sentence to complete are in Spanish. This inconsistency in language use could confuse learners, as they are prompted in one language but expected to respond in another.	To optimize learning and maintain consistency, the question prompt should also be in Spanish to align with the target language used in the answer options. This approach would create a fully immersive experience, helping users internalize vocabulary and context more effectively. Switching between English and Spanish disrupts the flow and may hinder comprehension, especially for beginners who benefit from consistent exposure to the language they are learning.	Choose a standard for whether questions will be written in Spanish with available translations (I think this could be a preferred route).	B, D, A
27	H8: Aesthetic & Minimalist Design	1. Simple Task	2	Alignment is inconsistent across lines on the page. Specifically, the left align of the headers of each setting "Lesson Difficulty" "Lesson Frequency" and "Types of Cues" is inconsistent, as is the spacing between the lines and settings.	Similar to the previous error, inconsistent alignment can make the app feel less polished.	Adjust the alignment of headers and ensure equal spacing between sections (e.g., "Lesson Difficulty," "Lesson Frequency," and "Types of Cues") and their respective options. Apply consistent left alignment for headers and use a standardized spacing pattern to create a clean, organized look.	D
28	H11: Accessible Design	1. Simple Task	2	The subtitle text for the "Type of Cues" section is very small, and might be difficult to read for some users, defeating the purpose of having informational text.	This is potentially inaccessible to users who have difficulty seeing or reading small text on screens.	Collapse this informational text into an information section or otherwise make the text larger.	B, D
29	H3: User Control & Freedom	1. Simple Task	2	There is no option to navigate back to review or revise previous content without ending the lesson.	The only navigation option from this page is to end the lesson. There should be more focus on studying the material, or adding flashcards to our toolkit.	Adding a "Back" or "Review" button to provide users with more control. Additionally, adding an "Add to study materials" button for flashcards the user didn't understand as well.	B

30	H8: Aesthetic & Minimalist Design	1. Simple Task	2	The text below the "Spanish Word of the Day" card is too long.	The bolded words are the key elements of this paragraph and should be displayed and understood at a glance.	Make "what show the word is from" be its own dropdown info under the card, and make it all visual using the show's cover image. Additionally, use chips or another visual dropdown to indicate what shows it is similar to. Maintain a motif of referring to media with it's cover image as opposed to by name.	B
31	H8: Aesthetic & Minimalist Design	1. Simple Task	2	The largest button on the page is to end the lesson.	Users may accidentally click this button when trying to "continue" or move forward because it is the most prominent button on the page. This is a problem because the size and placement encourage the user to stop using the app for its intended purpose.	Add more controls to the pages in the simple task, like "back" and "unpair" buttons, and make them small and in the upper toolbar.	B
32	H1: Visibility of System Status	1. Simple Task	2	Lessons/quizzes do not display show title that user is currently watching and learning from	Users expect to be able to see important information about this particular learning session on their device that matches with their big screen.	Include information about current study session such as the name of the show or target language.	D, C
33	H4: Consistency & Standards	1. Simple Task	2	Clicking "End Lesson" does not pull up lesson summary, whereas when the lesson ends naturally it does pull up lesson summary	Users expect to see lesson summary even when they end the lesson prematurely	Add "Review" screen that pops up after clicking "End Lesson"	C, A
34	H7: Flexibility & Efficiency of Use	1. Simple Task	2	There is no list of previously used devices when user wants to pair via bluetooth	Users typically only have 1 computer/tablet that they commonly pair with, and after the first instance of pairing, frequent users should be able to have a fast and easy way of selecting this device	Add a choice between pairing new advice and choosing from a list of old devices	C, A

35	H3: User Control & Freedom	2. Moderate Task	2	When the filters are open, the closing mechanism of the filters tab is also unclear as it the check mark does not clearly communicate if the filters are being applied or if the user is exiting without implementing the filters.	An exit should be available without applying filters if a user decides to cancel their action.	Add an exit button or alternative option to applying filters, and also make clear what the check means in this situation.	D, A
36	H11: Accessible Design	2. Moderate Task	2	The pie chart for Vocab Type uses similar shades of gray for different categories (Adjective, Noun, Verb).	The shade similarity makes it difficult for users, especially those with visual impairments or color blindness, to distinguish between sections. This decreases the accessibility and effectiveness of the visual data.	Choose brighter or distinct colors for the statistical representations.	D
37	H11: Accessible Design	2. Moderate Task	2	Accessibility: text and graphs are very small and not informational without being able to see them. The labels are small and difficult to read, and the layout is somewhat crowded.	This can make it hard for users to interpret their progress or understand the metrics at a glance, reducing the overall clarity and readability of the screen.	Make scrollable and graphs larger with larger text.	B, D, A
38	H5: Error Prevention	2. Moderate Task	2	Pressing "End Review" might lead to the user accidentally exiting the review session without confirmation.	This could result in unintended actions, such as losing review progress, if there is no prompt to confirm this decision, preventing accidental exits.	Add a "are you sure" or double verification for exiting a review session.	B, D
39	H8: Aesthetic & Minimalist Design	2. Moderate Task	2	The crowded layout of terms, specifically on top each other, makes the interface appear cluttered, reducing the overall usability and making it harder for users to select terms easily.	Users may find it difficult to choose specific terms or find this visually cluttered, increasing cognitive load.	Increase spacing between answer options or organize them in a more structured layout, such as a grid.	B, D
40	H3: User Control & Freedom	2. Moderate Task	2	No option to try again or choose another response after getting a problem wrong.	Once a user gets a question wrong, the app immediately tells you what the right answer is, and the only action options are to continue or look at the flashcard. This reduces learning capabilities because the user isn't working through the problem themselves.	Change the "incorrect" page to say try again or give up. Once give up has been clicked, then reveal the correct answer and give the option to review flashcards or continue.	B
41	H4: Consistency & Standards	2. Moderate Task	2	The style of the "End Review" button is prominent and similar to other action buttons, but here it acts as a final action.	The simple and moderate tasks consistently place a final action button at the bottom of the screen making it the action people gravitate towards most. This encourages users to limit their interaction as opposed to explore the page.	Place the "end lesson" button in the top right for users to know that it will navigate them away from the page, as opposed to putting it in a location that is more suitable for a "next" or "explore further" button.	B

42	H9: Help Users with Errors	2. Moderate Task	2	If a word is placed in the wrong blank, there's no feedback to indicate that the answer is wrong or a way to try again.	It would boost learning for the user to receive immediate feedback on their answer choices, or at least a clear error message that communicates what the user hasn't fully learned. Especially since this page is testing multiple vocabulary words.	Adding error messages under each blank in case a user gets it wrong.	B
43	H4: Consistency & Standards	2. Moderate Task	2	On the "Way to go!" page after a review session, There is a general graph of what the learner has gotten correctly/incorrectly, but no indication of what specific terms the user has gotten correct/incorrect	If users can see the general trend of accuracy, they should expect to see more specific statistics on accuracy especially regarding the words that they have just reviewed	Indicate using different colors or different sections which vocab words the learner got correct or incorrect	C, D
44	H2: Match b/w System & World	3. Complex Task	2	The term "Channels" may be confusing, as it implies a TV or streaming channel rather than a social learning group. Users might not understand that "Channels" are community spaces for specific shows.	In the real world "channel" does not refer to conversations typically, especially in settings relating to TV and movies.	Change the word "channel" to be more relevant to conversations or social interactions.	D, A
45	H8: Aesthetic & Minimalist Design	3. Complex Task	2	The button on the upper left is confusing as the check does not clearly communicate what action will take place upon tapping it. Similarly, it is not in a color that is consistently deemed tappable (purple as in the rest of the UI).	As a result, the action flow on this page is unclear - how would a user add a channel? Would they tap it, then the check, then the back arrow? This seems to be unintuitive.	Decide the function of the check button or remove it. Generally, flesh out the Add Channels flow using purple to indicate preferred tappable buttons.	B, D
46	H4: Consistency & Standards	3. Complex Task	2	The truncation of the show title to "Grey's A..." while giving the "[LIVE]" label equal visual weight causes confusion, as it does not follow the standard convention of prioritizing the primary content (the show name) over secondary information (the live status). This inconsistent prioritization may make it harder for users to identify the show they're watching.	Users expect the title of the content they are engaging with to be fully visible and clearly prioritized. By truncating the show title while giving "[LIVE]" equal emphasis, the screen layout diverges from typical design standards, which prioritize content identifiers (e.g., show titles) over status indicators. This inconsistency in visual hierarchy may lead to user confusion, as the truncated title does not immediately provide the necessary clarity.	Make the show's title and LIVE different hierarchically, LIVE being smaller and maybe in red text or an icon. The show's text should be a primary focus of the page.	D, A

47	H10: Help & Documentation	3. Complex Task	2	There is no visible guide or documentation explaining how the watch party feature works, including details on who can join, how to invite others, or how to use the "Standings" button.	A user entering this page for the first time may be extremely confused as to how they make a watch party happen, how it works, and what steps they should take next as there is no context provided. New users may be unsure of the purpose and functionality of various elements on the screen, such as the [LIVE] label, the chat input, and the "End Watch Party" button.	Provide a short walkthrough for this feature as it is completely distinct from the rest of the app, making the entire flow transparent.	B, D, A
48	H1: Visibility of System Status	3. Complex Task	2	The screen provides no indication of how the winner, Bryant, was determined, as there is no score info.	Users might be confused as to how their watch party went overall - it could be beneficial to Include more information on user's scores on the screen as well as potentially the rankings of other users.	Providing additional context, such as "Final Results" or "Based on last game," would inform users that these rankings are fixed and won't change, enhancing clarity about the system's status.	B, D
49	H6: Recognition not Recall	3. Complex Task	2	The description at the top about adding channels is not visually close to the + icon, which requires users to remember its purpose as they scroll down.	The purpose of the plus icon is already unclear without the description, and then given the scroll element of the page, users will forget the text explanation of the plus button. This will ultimately result in very few clicks of the plus icon.	Rename the + button to say "Add Channel +", or place the description closer to the button.	C, A
50	H12: Value Alignment & Inclusion	3. Complex Task	2	The language choices made and the competitive atmosphere generated might not resonate with some users, especially since the app is attracting language learners - not necessarily very competitive people.	The informal language like "Get bragging..." and the competitive tone might feel exclusive or trivialize some users and their participation, especially if they are using Mora as a learning tool rather than a social competition. This could alienate users who are not inherently competitive or who feel uncomfortable with boosting themselves up to their friends.	This could be solved by taking a more inclusive tone that motivates learning and participation, and including encouraging phrases instead of competitive ones.	B
51	H1: Visibility of System Status	3. Complex Task	2	The header becomes cluttered when watch party is going on due to [LIVE] and "standings" button. User can no longer see what show/channel they are currently in.	Users should know what show or channel they are currently in. The header of the channel should be consistent whether there is a watch party going on or not.	Change location of [LIVE] description and 'Standings' button	A, D, C

52	H7: Flexibility & Efficiency of Use	4. All Tasks	2	Limited adaptability for different skill levels and learning styles.	Mora's design focuses on structured, competitive learning with frequent quizzes, leaderboards, and set lesson formats, but it doesn't offer much flexibility for different skill levels or learning styles. This could deter advanced learners or people who prefer immersive, non-competitive experiences, potentially leaving some users feeling that the app doesn't fully meet their needs.	Add flexible settings that allow users to adjust lesson frequency, competitive intensity, and content focus. For example, advanced users could select an "Immersive Mode" that reduces quizzes and increases conversational context, while beginners could have more frequent quizzes.	B
53	H3: User Control & Freedom	4. All Tasks	2	Limited exit options and lack of flexibility within the app.	In several screens, such as the competitive watch party, lesson screens, and review sessions, users have limited exit or "back" options. For example, on the "Standings" and "Results" screens, there is no indication of how to exit or pause the competitive experience and return to the main. This confuses users if they decide they want to switch modes or leave the competition.	Ensure every screen has a clear option to return to a previous page or undo an action.	B
54	H3: User Control & Freedom	4. All Tasks	2	In Add Channels Screen, there is both an arrow to go back and a completion check.	I can infer that the completion check might be for multiple select of videos, but I could see how someone could get confused thinking to press the check to say they are done browsing.	Maybe have the check appear only once they have selected a channel, to indicate that they can save it as a channel they want to add.	C, A
55	H9: Help Users with Errors	4. All Tasks	2	No error screen when user searches up an unavailable show on "Add Channel" page	Users should be guided towards what shows are available on Mora and know if the one they are looking for is unavailable	Add error screen for invalid searches	C, A
56	H7: Flexibility & Efficiency of Use	5. Extra Violations	2	Onboarding is condensed into one page with all relevant fields. No option to skip any information inputs.	Inputting media interests and proficiency have less relevancy than name and target language. This page doesn't allow the user to skip any part of onboarding depending on what information they are comfortable with sharing because it is all on one page.	Break onboarding up into multiple screens with only one relevant task per screen.	B
57	H4: Consistency & Standards	5. Extra Violations	2	Bottom right tab is labeled "Community", but upon entering, that page is labeled as "Channels"	Different labels for the same tab may be confusing for users	Change bottom button label to "Channels"	C, A
58	H10: Help & Documentation	6. Onboarding	2	No place to go look back at the instructions from the Onboarding	Users might be confused if they don't use the app for a long time and then come back to it, but they have already onboarded.	Add a help section where it teaches the user how to use the app again.	A, D

59	H7: Flexibility & Efficiency of Use	1. Simple Task	1	For users that might be using Mora often, there is no shortcut for non-novice users in starting the lesson as this page initially appears with no default inputs. Hence any power user would have to manually input their settings each time.	This issue affects efficiency, especially for frequent users who would benefit from pre-filled options or saved settings. Having to re-enter settings repeatedly can be frustrating and disrupts workflow, reducing overall usability and user satisfaction.	Offer default preset options based on typical user behavior or frequent selections. Alternatively, introduce a "Remember Settings" option or an "Apply Last Used Settings" button. A "Favorites" or "Recent Settings" feature could also enhance efficiency for returning users.	B, D, C
60	H8: Aesthetic & Minimalist Design	1. Simple Task	1	Having subtitle text under Type of Cues goes against minimalist design as this informational text feels optional to the page's primary flow.	We should have information available, but it might not be necessary to have on screen. Maybe it can come up in an icon rather than being default text on the screen.	Collapse this text into an information or question mark icon section.	B, D
61	H7: Flexibility & Efficiency of Use	1. Simple Task	1	The lack of defaults in starting a lesson hinders a user's efficiency in actually carrying out a lesson.	The user may face confusion or option paralysis in selecting options especially as they may think the options are vague or unclear.	Provide default options for the initialization of a lesson.	D, C
62	H4: Consistency & Standards	1. Simple Task	1	The wording of the terms "constantly," "frequently," etc. is vague and unclear to the user in terms of the actual frequency of interruption. Some of these words can be viewed as synonyms; clear, standardized terminology would help ensure that all users interpret the settings in the same way, reducing confusion.	When terms lack specific definitions, users are less likely to understand exactly how often interruptions will occur, which can lead to frustration or misunderstandings about the functionality.	Replace vague terms with specific time intervals or frequencies (e.g., "Every 5 minutes," "Every hour," "Once per session"). Alternatively, provide a short explanation or tooltip for each frequency option to clarify its meaning. This will help users make informed decisions without guessing the meaning of each term.	D
63	H2: Match b/w System & World	1. Simple Task	1	The "Lesson!" banner at the top is not very informative and it is unclear how the lesson is related or how it will be incorporated later.	The lesson's purpose and context is unclear, especially since it is the first screen of the lesson. The user is unsure what information to retain from this page.	Using a more descriptive label like "Vocabulary Lesson" or "New Word" could better convey the lesson's purpose.	B
64	H8: Aesthetic & Minimalist Design	1. Simple Task	1	This page looks cluttered with multiple controls, each with their own text explanations.	This clutter can be overwhelming for users, and only allow for a shallow understanding of each step.	Break up this page into multiple screens to get the user started on their interactive lessons. This way the font size can be bigger, and the explanations under each step can be more robust.	B
65	H7: Flexibility & Efficiency of Use	1. Simple Task	1	During onboarding, Mora asks you to click the Pair button but it's not clickable. Then in the home, it is clickable on the screen.	Users might try to click it during the onboarding, and then be confused because it doesn't work.	Maybe specify that you should press that button on the home screen each time you want to start practicing; "pair your device" doesn't make it explicit that you need to do that in order to start a lesson	C, A

66	H1: Visibility of System Status	2. Moderate Task	1	The "Saving your progress..." message is vague and does not clarify when or how progress is saved, potentially causing users to feel uncertain about their work being recorded.	The message does not provide any significant value as it implies what is already implied by the progress bar, and might just leave the user confused as to if their data is being saved or not and in what way it is being saved.	Write explicitly where the user is at in the lesson letting them know what their progress specifically is.	D
67	H1: Visibility of System Status	2. Moderate Task	1	While the screen shows vocabulary items that were reviewed, there is no explicit progress indicator for the review session itself (e.g., "You got 4/10 terms correct").	Users lack feedback on their progress within this specific review session, which could leave them feeling unsure about how much they've accomplished.	Add a progress statistic on the overall session.	D
68	H4: Consistency & Standards	2. Moderate Task	1	The green "Continue" button has an unnecessary purple stroke around it.	This introduces an additional, irrelevant color to the interface, making the button appear visually cluttered and inconsistent with the rest of the design. (I recognize this is likely an accident! But just wanted to point it out in case.)	Avoid extraneous elements that do not contribute to functionality or clarity. The purple stroke around the green button does not serve a purpose and instead distracts from the primary action (clicking "Continue"), reducing the visual cohesiveness of the	D
69	H7: Flexibility & Efficiency of Use	2. Moderate Task	1	Titles in the homescreen are not clickable.	Users might try to click the titles in hopes of being redirected to the corresponding channels.	Make titles clickable.	C, A
70	H8: Aesthetic & Minimalist Design	2. Moderate Task	1	Lesson history has a lot of data in a very small part of the screen.	Users might become overwhelmed by all that is going on in the screen.	Maybe only show three past lessons progress.	C, A
71	H6: Recognition not Recall	3. Complex Task	1	There's no visual indication of which channels are currently active or previously selected	Users must remember which shows they've already added or watched, as there's no way to know which ones they've already engaged with.	Distinguish used and regularly visited channels from additional channels	D
72	H2: Match b/w System & World	3. Complex Task	1	The use of a crown icon without a label might indicate the competition's winner rather than the current first place position.	In some contexts, a crown could signify a winner or a champion, causing confusion and leading them to believe that the competition is over despite it still being in progress.	Using a more universally understood term, using numerical rankings, or adding a label like "Leading" instead would create a clearer connection between the icon and its intended meaning.	D
73	H2: Match b/w System & World	3. Complex Task	1	The term "Standings" is unclear, especially in the context of a watch party and without any other sort of explanations.	Standings doesn't encapsulate what the purpose of the competition is. It is not a word most commonly used for that purpose in other contexts.	Replace the term "standings" with "leaderboard" to be more consistent with the language used in other applications. Include a description of why the leaderboard is relevant.	B, A, C
74	H2: Match b/w System & World	3. Complex Task	1	It is not clear how long the watch party competition goes on for.	The user might not be sure how long to compete against others or what might be an appropriate time.	Give an example to the user: "Watch an episode together!" or "Watch as long as everyone is free for!"	C, A

75	H4: Consistency & Standards	3. Complex Task	1	In TV Show Chat room, "Standings" and "End Watch Party" are gray buttons, whereas throughout the app, prominent 'next step' buttons are usually purple	Users' are used to being drawn to purple buttons to indicate important features. The grey makes "Standings", which is an important feature during group watch parties, not prominent on the screen	Change the button to be the same purple as the other buttons used throughout the prototype	C
76	H4: Consistency & Standards	4. All Tasks	1	Spacing and alignment is inconsistent on this page as well as across other pages. Specifically, the header text is an inconsistent distance from the body text as compared to other screens.	Inconsistent spacing and alignment can make the app appear less polished and professional. It may also create a cognitive load for users as they try to navigate and read through content with irregular layouts, which detracts from the user experience and usability.	Standardize spacing and alignment for headers and body text across all screens. Ensure that headers maintain a consistent distance from body text, using established margins and padding that match the design system.	B, D
77	H4: Consistency & Standards	4. All Tasks	1	The tappable buttons on this page are not purple as they are across the rest of the app. The greyed out nature of these buttons may confuse users in terms of what action they should take next especially without any context.	The buttons are confusing as they don't match the standard previously set for tappable buttons or preferred actions on certain pages that are typically denoted by purple buttons.	For the page's preferred actions, make the buttons purple (maybe "Standings") or otherwise use purple to indicate what action a user should take on this page.	D, A
78	H8: Aesthetic & Minimalist Design	4. All Tasks	1	Channels description in small text (in Community tab)	As a user, I would only need to see the description of what "Channels" is once. It's unnecessary as a permanent feature at the top of the page.	Store this information as a pop-up for first time users, or in a small '?' button	C, A
79	H1: Visibility of System Status	5. Extra Violations	1	The text below the profile picture upload section "Tap to Upload" did not change after a photo was uploaded.	Without a change after their action, a user may not think that their picture was uploaded properly or that the system is glitching.	Change the text to reflect the action: "Change profile picture" "Edit profile picture" "Reupload picture" etc.	B, D
80	H4: Consistency & Standards	5. Extra Violations	1	The alignment of headers and body text across screens is inconsistent, with varying distances from the left side. For instance, some headers and text are positioned closer to the left edge, while others have more padding, creating a lack of uniformity in spacing.	Consistent spacing and alignment help users develop a sense of predictability in the interface, reducing cognitive load and enhancing readability. Inconsistent left-alignment distances disrupt the visual flow, causing the interface to appear misaligned and potentially unprofessional.	Choose standards for spacing and alignment across this flow. Specifically between headers and body text as well as between sections.	D

81	H8: Aesthetic & Minimalist Design	5. Extra Violations		1	The opening page contains long, unbroken text that is difficult to read and scan.	Long, unbroken blocks of text overwhelm users and make important information harder to scan quickly.	Break up the text into shorter, distinct sections to communicate the main message quickly. Use hierarchy of font to emphasize the most important points so it can be easily understood at a glance.	B
82	H12: Value Alignment & Inclusion	5. Extra Violations		1	During onboarding, there's no documentation for users' provided interests/show history information will be used for	Users may be hesitant to provide personal information with no explanation as to how it is relevant to their app experience. They may feel like their privacy is not respected.	Add a line or pop up explaining how Mora plans to use this information (i.e. "This will help us find future show suggestions for you")	C, A, D
83	H5: Error Prevention	5. Extra Violations		1	During onboarding, there is a search bar where users can input genres they are interested in	Users expect onboarding to be quick and seamless, especially when they don't know what the app is yet! There are many different variations to how genres are described, and searching introduced room for error for the genre to not pop up.	Change to popular genre categories with bubbles that the user can just click on, instead of having to type and search	C
84	H3: User Control & Freedom	2. Moderate Task		0	No easy way to easily undo all filters/revert back to home state of all search terms	Users may be looking for a specific word they remember and have added a bunch of filters, then quickly want to return to seeing all of their terms.	Add "clear all filters" or "view all terms" button	C