

# A4 Requirements & UX Strategy

Group Number: 5

Group Name: Cool Health Guides

Group Members: CHEN, Yuxin (Katy) | EL BESTAWY, Mahmoud | HOSSAIN, Farin | LI, Zhuoqian (Allison) | RAHMAN, Naslin

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# Requirements & UX Strategy

## Design Requirements

### a. **Problem**

Our team plan to address mental health challenges among the University of Toronto students caused by lack of motivation, procrastination, and lack of social interaction. In the survey and interview results, the first thing that drew our team's attention was struggling with academic challenges and social interaction barriers. Our interview participants have said, "Yes, my study habit has changed, and I can't concentrate on online lectures since nobody is watching." and "Yeah, I usually study constantly, but now it is last minute." In the survey, the statistic showed more explicit data. The top factors leading to new mental health challenges were academics and lack of social interaction, tied for first place with 75%.

On the other hand, the result of the focus group revealed a problem with difficulty and confusion in the service booking system. However, as universities are transferring back to in-person drop-in became an available option, getting a solution to this problem was less urgent. So we determined to concentrate on the concerns exposed by the survey and interview.

### b. **Design principles**

- i. Every millisecond counts - time is precious, don't work against it, work with the time you have.
- ii. Learn together, improve together - make users collaborate together and help each other become better individuals.
- iii. Focus - design without redundant information or function.
- iv. Customizable - users are free to plan anything according to their individual schedules.
- v. Security - All user data will only be kept by themselves.
- vi. Sufficiently - No miscellaneous animation or function. Just press start and it's your time to work.
- vii. Organized - navigation between different features should be easy and without guidance.
- viii. Simplicity - visual style should be clean and easy to understand.
- ix. Consistency - the design style should be consistent within the product.

### c. **Environmental requirements**

Each user should have a strong will to change their current circumstances, like wanting to be more connected with others, be more motivated in their studies, and reduce procrastination. They should also feel comfortable sharing their schedule and reminding others in the group.

d. **Functional requirements**

Our system needs to be able to support (1) users being able to find individuals who share the same courses, hobbies and interests as them, (2) users must be able to develop study groups with other users, and (3) users must be able to view their own calendar to see when they are scheduled for study sessions and be given reminders for upcoming scheduled sessions.

e. **Technical requirements**

The service will allow students to virtually connect with others by scheduling and hosting study sessions on the web or on mobile. The service will be accessible through Windows, Mac, iPhone/iPad or Android. To access the service, the user is required to have a device and Internet connectivity. The team will use Figma to design a high-fidelity model for the system interface.

f. **Usability requirements**

The service is mainly targeted toward students at the University of Toronto for organizing and hosting study sessions together. However, students at other post-secondary institutions may be invited to join study sessions. Our service interface should be aesthetically pleasing, user-friendly, customizable, and easy to navigate and understand. Furthermore, it should allow new users to easily learn how to use the system. The interface should also promote productivity by adhering to the design principles outlined above. The system should also protect students' privacy by ensuring that their information will be kept to themselves and not shared without their permission.

## Experience Map

Stages	Entice: Deciding to study/work	Enter: Plan study/work goals	Engage: Study/Work	Exit: Finish study/work session	Extend: Post study/work session
People	Students, instructors	Students	Students	Students	Students, instructors
Context	School, library, home, traveling	School, library, home	School, library, home	School, library, home	School, library, home
Doing	Getting assignments, test deadline, finding other students to work together	Get requirements and timelines, asking questions, review test topics	Working, researching, asking questions, reviewing + take notes, practicing	Review, planning for next work session,	Waiting for feedback, consult with friends/classmates, ask instructors about progress
Thinking	"How do I study?", "I should study/work", "Deadline is approaching/should have started earlier"	"What should I cover/work on first", "Who works on what", "When do I have time"	What they're working on, "Do I know this well enough", "Did I cover everything"	"Is there more work that needs to be done", "Was this session efficient", "Did I forget anything"	"What are my marks?/How did I do?", "What to do next?"
Feeling	+ Interested + Motivated - Anxious - Unmotivated - Reluctant	+ Motivated - Anxious - Unmotivated - Discouraged - Overwhelmed	+ Motivated + Engaged - Tired - Anxious - Unmotivated - Distracted	+ Fulfilled - Tired - Anxious - Overwhelmed - Lost	+ Fulfilled + Relieved + Happy - Tired - Worried - Lost
Touchpoint	Instructors, other students,	Instructors, other students, notes	Instructors, other students, notes, internet, textbooks	Instructors, other students	Instructors, other students, internet

Bright spots: Students are at their best when they are motivated to work and engaged, can find answers to their questions, and feel like they are able to work efficiently. This is an opportunity for our app to help students manage their schedules and timelines to help them plan their time. Another opportunity for our app is to help students set up study groups to work together with and to keep each other accountable.

Issues and breakdowns: Issues occur when students are overwhelmed with what they need to get done, if they're not sure if they're prioritizing the right thing, or getting lost on a topic. A lot of these issues cause them to be unmotivated and distracted. Thus this is an opportunity to have effective notifications to remind students of upcoming deadlines ahead of time. Furthermore, long study/work sessions can be isolating and encourage students to look for opportunities for distraction. An opportunity here is to ease the ability to find study groups so students can help each other and keep each other on track.

# UX Design Strategy

## Problem

The COVID-19 outbreak really took a toll on the mental health of a great number of students. The main problems we identified through our research were academics, lack of social interaction and isolation. These were the top factors that led to their mental health challenges.

## Personas

1. Paul the Procrastinator - Paul is a 4th year undergraduate student at the UofT. He is a very intelligent and extroverted student but tends to procrastinate with his schoolwork. When the pandemic hit, he was forced to go back home with his parents and do remote school. His motivation to do well has dramatically decreased and as a result he delays his school work to the last minute.
2. Elena the extrovert - Elena is a 1st year CS international student at UofT. She lives alone and is a very outgoing person that loves meeting new people. All her excitement went away when Covid hit as all her in person events went virtual. making it really hard to make friends in her classes or with similar interests. She started to feel new feelings of social isolation and loneliness.

## Scenarios

1. It is midterm season and Paul has a term test for CSC373 on Friday and 2 other assignments to complete by Wednesday. He isn't really motivated but needs a 4.0 in this class to maintain his GPA. He figured since the lectures are recorded he can cram studying for this test and focus on doing his assignments. On Thursday he starts panicking as he realizes he doesn't know the material well enough. He ended up doing poorly on the test.
2. Elena won a few tickets to the Drake concert. She asked her acquaintances but no one was interested. She ended up not going.

## Outcomes

After using our product, the user will be able to manage a proper schedule for not just their academic tasks but basic ones like eating, sleeping, physical exercise, etc. They will enhance their social skills and be more motivated as they are able to meet and interact with new students. The ultimate goal will be to boost their mental health.

## Differentiators

Through traditional messaging group chat, it's hard for students to find the right people that they will interact with best. Our system will allow them to share their schedules, classes and interests and form study sessions with effective reminders.

**Measures of Success** We will have feedback forms for students to complete. We will ask about the current ways they schedule their time and have them rate the effectiveness of our solution.

# Plans for Low-Fi Prototypes & Usability Testing

## Key User Tasks

The main purpose of our product will be to keep students connected while helping them schedule their week. We envision three primary tasks that each user would have to perform using our product. The following is a list of the tasks and a description of what each task would involve:

1. **Schedule study sessions with other students.** The two major side-effects of the lockdowns that students repeatedly mentioned during focus groups and interviews were isolation and procrastination. Helping students find study partners is a direct way to attack both problems. Students would be encouraged to be more social and they will simultaneously be under pressure from their peers to finish school work on time.
2. **Search for students with the same interests.** To build on the social experience of our product, it is important to allow students to connect based on non-academic metrics as well. Students who reported feeling lonely during the lockdowns described their social circles as large but loose before the pandemic. Thus, it is especially important for this type of student to build a tight group of friends that they can fall back on.
3. **Set up effective reminders & sync their own schedules.** A common complaint found in the results of our survey was the lack of effective notifications. It is likely that students are annoyed by the existing options for notification sounds, so they opt to mute them. Muting notification, then, leads to students missing notifications. To fix this issue, our product will need to operate a more unique solution to notifying users. Users should be able to set up reminders for the scheduled tasks they have made, and these notifications must encourage the student to engage with their phone rather than simply playing a certain sound.

## Task Division

Katy – Tasks 1 and 2

Farin – Tasks 2 and 3

Mahmoud – 2 and 3

Allison – 1 and 3

Naslin – 1 and 2

# ASSIGNMENT ATTRIBUTION

## CHEN, Yuxin (Katy)

- Wrote the “Problem, Design principles, and Environmental requirements” in the Design Requirements section
- Discussed and filtered possible key user tasks during group calls with the rest of the team.

## EL BESTAWY, Mahmoud

- Discussed and filtered possible key user tasks during group call with rest of team.
- Discussed personas & scenarios they can find themselves in.
- Wrote “Plans for Low-Fi Prototypes & Usability Testing” section.

## HOSSAIN, Farin

- Wrote the “Functional requirements, Technical Requirements, and Usability Requirements” in the Design Requirements section
- Discussed and filtered possible key user tasks during group calls with the rest of the team.

## LI, Zhuoqian (Allison)

- Discussed possible key user tasks with team
- Worked on the experience map and takeaways

## RAHMAN, Naslin

- Discussed and filtered possible key user tasks during group call with the rest of team.
- Wrote UX Design strategy section