**D E V E L O P E R ’ S L O G**

*Place to document how and when we are thinking about different aspects of the project— can be a little messy or half-baked! Can also integrate other logging platforms if/when we start generating code etc.*

***Questions to consider:***

*→ What seems important to the project right now?*

*→ What research is currently informing the project?*

*→ What concerns, limitations, or failures are you experiencing or worried about?*

*→ What technology might be potentially relevant?*

*→ Are there any noteworthy changes to project?*

*→ Other articles, quotes, projects, conversations, etc. that might be adjacent to the*

*project and worth bringing to the table?*

**W E E K 1**

* **Needs Assessment**

We began conceptualizing this project as coming directly from a need (the way standardized teacher evaluations can be unhelpful, misunderstood, and misrepresentative) without a final product or endpoint in mind; this approach felt a bit terrifying yet exciting at the same time, and the process began to take on a very organic feel-- expanding to cover research widely, and then condensing it into concrete thoughts and decisions. Is this a data modeling project? Expanding, researching, deciding-- not so much. It was exciting when Ericka landed on the idea of creating a specific tool that might help teachers self-assess on-the-go. It met our desire to complicate the way quantitative data is collected, analyzed, and valued, while also empowering teachers to partake in the process. At this point, for the sake of the semester, we are planning on a thorough prototype for a mobile app alongside a couple of Python-based algorithms or calculators that could be embedded in the tool. It’s also starting to feel very important that we create a survey to assess what self-evaluation needs teachers might want, in addition to interface preferences. Right now, I’m perplexed as to what we should name our project… But also, hoping that by retaining a porous, responsive development mindset, things will layer and unfold as we continue to research and think/absorb iteratively. *-- CM, 02/20/19*

Teacher needs--plenty of tools to communicate..teacher/parents, teacher/students, etc...but few for teachers to assess their own needs. Want something that empowers teachers. Decided on an app that would function as a living archive (teachers can download quantitative assessment materials across districts and keep for lifespan of teaching career), but also allows for teacher input of classroom artifacts, daily “tweets” of reflection, personalized tracking of trends that are important to them, etc, giving a more holistic picture of the classroom experience. Caroline’s idea of modeling on health/period apps for tracking brought the design into a bit more focus. Talked to a few teachers in my Comp Ed class about the usefulness of such an app--they seemed genuinely interested. They offered that teachers in different/across departments are evaluated differently, so build in functions that allow for that personalization. To do: learn Python (for data viz elements), GitHub (to share code/version control). Talk to more teachers about needs. Learn more about evaluative practices in Chicago (and get access to eval systems for research). --EC 2/20/19

**W E E K 2**

Thinking further about how we will use Git/GitHub to store/share information for this project… The ethical implications of using any platform (who is excluded from the vagueness of the word “collaboration”?). In creating a survey for teachers, we discussed how the limitations of the semester mean that initial user research will not be too extensive— which feels a little icky? But also, there’s only so much we can do for the sake of a school project. We discussed how to create a survey that asks teachers for specifics, and then we can use that information to imagine infrastructures that might contain or adapt to all of those needs, rather than using the surveys to gauge any kind of statistics or majority. This information can then be paired with other data that we research about educational evaluative methods. In general, it feels most important to create a porous project that can continue to adapt and grow as more information comes in. How to achieve this without being afraid of wasting time? What is the delicate balance of making design choices and conceptual decisions, but leaving them open to retraction or evolution? It’s humbling, perhaps daunting at times, but also motivating. — CM 3/1/19

**W E E K 3**

Looking at my period tracker app to consider ways of low-stakes documentation and data visualization; I like the app “Clue” because it doesn’t demand much of me, and the information is clearly and quickly conveyed in a highly customizable interface. Thinking about what kind of infrastructure we can create to accommodate a variety of teacher needs without demanding too much of the user… when/how do they customize? How can one app be receptive to a range of priorities? A range of users? What kinds of user variation do we need to consider within our user base? -- CM 3/16/19

Starting to get into specifics about what the app will include--so much to consider with the myriad of ways teachers are already evaluated...plus including all the ways teachers would like to track trends/evaluate using their own standards [after looking at survey responses, as they’re starting to come in]...and making it accessible to folks with a wide range of comfort with technology...and making it compatible with other systems so that data can be securely downloaded, utilized, and archived. Which trends will need to be viewed over shorter time spans? Longer ones? How will that affect data visualization and design choices? How will our app be flexible enough to accommodate new trends and evaluative tools? How do we guard against any of the data being collected by outside entities?--EC 3/17/19

**W E E K 4**

→ Notes on planning initial wireframe (rough rough rough draft!):

|  |  |  |
| --- | --- | --- |
| **Screen** | **Notes** | **Questions** |
| **HOME** | * After downloading:   + Brief, simple, clear tutorial   + Create account     - Incl. back-up non-school e-mail     - Incl. selection of CPS evaluation category here ? * Features basic calendar with color-coded dots to indicate where data has been added * Logo at top * “More” icon (settings wheel with “?” inside) * “Quick Add” button centralized at the bottom; adds to date selected on calendar, with default for the current date   + **Add Photo:** Then label as “Student Work,” “Teaching Materials,” other customized labels   + **Add Text:** Short, Tweet-like notes   + **Add Tag:** Quickly select either provided or customized tag (“High class participation”; “Quiz Day” etc.) | * How do photo labels, text, and tagging relate? * How to clearly convey “more” icon? * Pursue idea of localized settings to customize each screen, rather than in separate settings menu…? * How to clearly convey swiping options * Is most of the data you’re tracking assigned to particular dates? [calendar feature] |
| **Extended Input Options**  **(swipe left)** | * Student feedback system (sync w/ Google forms?) * Upload external data (test scores, etc.) * Lesson plans, assignments * Other: \_\_\_\_\_\_\_ | * Localized settings? * How upload external data * Ability to create own “folders” or “labels”? How sync with Quick Add data? * What are the signifiers for swiping left and right? * Is swiping left and right too emotionally entrenched in positive and negative emotions? |
| **Extended Output Options**  **(swipe right)** | * **Compare Data:** several forms of data visualization; option to toggle on/off for your different types of data; color/pattern-coded * **Export Data:** define time range and data types to export as PDF, or share with group   + Create group option | * How to make output directions clear (analyze data + export data) * Localized settings * Types of data visualization * How incorporate Python functions |
| **MORE** | * **Settings**   + interface customization   + manage account   + notifications   + security     - passcode option   + sync with other apps (?) * **About**   + Mission statement   + Accessibility statement * **Help**   + FAQs   + Contact/Help ? | * Do we want to repeat customization options in multiple locations? Should user be able to change/update tags and labels here? * What kind of help/customer support can be provided |
| **General Questions:** | * Storage capacity (Cloud?) * Account privacy * Clarify the exact types of data that can be collected (for the sake of explaining to user), but how to also keep this open and flexible to adapt to user needs? |  |

Wireframe.cc: <https://wireframe.cc/lPI4Hu> and [https://wireframe.cc/i8gyjO](https://wireframe.cc/i8yjO)

App Dev Tools: Cordova, React Native, UDemy courses, proto.io

CTU Links:

<https://www.ctulocal1.org/rights/concerns/evaluation/>

<https://www.ctulocal1.org/rights/concerns/evaluation/rls-opt-in/>

**03.25.19**

>> The fact that the public doesn’t even have access to a template as to how teachers are rated; absolute lack of transparency in data generation

WISHLIST:

>> Template for teacher evaluations

>> Template for EVAAS/value-added data

>> Percentages for how scores are calculated

If designing for CPS, need to choose which of 5 rating categories (in registration)

Website for the survey: <http://ccmcc.biz/survey.html>

**3/26/19**

Teacher evaluation system is not available to outside users/viewers. Finally found a template on CPS website for formal/informal evaluations, but no examples of what the student growth components (performance tasks and value-added) would look like.

Thinking about usability tests in HCI, and using do-it-yourself versions for qualitative feedback (again, emphasizing the importance of both quantitative AND qualitative assessment). Moving away from Python and data viz components and more toward app development tools (learning React Native).

Underscoring the importance of bringing the language of power, data, to qualitative elements that we do every day. Teachers are engaged in iterative design and usability tests constantly with their lesson plans, but it’s not valued because it’s not “formally” measured. Referencing Kelly’s comment in the survey about constantly reflecting on her teaching practice, having a place to put down those reflections in a quick, convenient way may even have mental health benefits. Maybe include a spoken recording element as well, so they can make a voice memo in the car on the way home from school, or while they’re out for a walk? --EC

**3/29/19**

Was also thinking about voice memos! And how to accommodate/differentiate(?) a space for longer journal entries vs quick notes (I think using the word “Notes” might be helpful). Am wondering if featuring a calendar on the main screen will end up feeling too busy or full, and if the main screen should function more as a remote control/v v simple map.

Definitely feeling the importance of usability testing— feeling reassured that “some is better than none” (though projects shouldn’t get complacent).

Also thinking about how to prioritize user-customization for the app— how does time/learning curve function for the user? How to make the customization process easy, understandable, and inviting rather than complicated or discouraging. This level of screen-by-screen customization feels especially important for teachers, since there is such variation in teaching style/concerns/environments, so again— what is a porous container that can adapt to and hold all of these needs at once? - CCM

**04/01/19**

>> Decided to use Adobe XD for prototyping (can share projects on cloud and connect prototype simulation to mobile device)

>> Decided to focus on Javascript coding for React Native on the Expo Snack platform (which lets you visualize your code immediately; can likewise connect to a mobile device for interaction)

**SNACK:**

ccmcc

<datadatababy>

**04/04/19**

Thinking about how to create a porous design plan and how easy it is to get attached to time intensive products...how do we create adequate tools for usability testing before putting in the hours and resources in the final coded version? Seems difficult to change and adapt once you have committed to a product’s initial vision. Also, what are the implications of changing design elements on grant-funded projects? How can we create more room for iterative design on those projects? --EC

**04/08/19**

Starting to create the prototype and write the script for usability testing; a few questions are-- in conducting usability tests on a simulated prototype, how do we address functions that aren’t operational (“Create Tag” etc.). Also, should teachers be able to create separate “boards” on the app for separate classes? Or will this be addressed in tags?

Also thinking about how this project has been an exploration of ethical/porous project management; what are viable modes of documentation? Creating the porous infrastructure… –CCM

**4/16/19**

Working prototype (mostly) complete! First time playing around with Adobe XD, and the platform allowed me to really visual and consider in more depth the implications of how each element signifies affordances and leads the user on their progression through the app. Abandoned coding and instead are focusing on the two platforms--Adobe XD and GitHub--to convey both product and process. Performing/assessing usability tests this week and cleaning up our project process artifacts for our public-facing GitHub...how do we tell the story of our design journey? --EC