# **Moving Together User Flows**

The following document describes the high-level user experience for the Moving Together Research MVP, including main users, goals, needs, key steps and functionalities.

The goal is for designers & developers to understand the overall experience and main functionalities that must be designed & built.

## **Personas & Needs**

[Link to previous personas](https://docs.google.com/presentation/d/17TknW6shOaueOBVGqKk55SDNsiqholN5IXhRMEzqY8Y/edit)

| **Persona** | **User Goals** | **Primary Concerns/Needs** |
| --- | --- | --- |
| Ron & Lorraine, Dyad  (1 participant, 1 caregiver) | * To preserve our current lifestyle and quality of life for as long as possible * To connect with others who are going through the same experience | * Stigma of naming dementia (memory loss) * Declining physical & cognitive ability * Changing roles & relationship * Loss of community; feeling alone, overwhelmed & stressed * Limited finances & difficult to plan for an uncertain future * Lack of familiarity with technology; unsure how to get help * Simpler design, fewer distractions, fewer things to remember * New to online classes; may need support in building their resilience to technology |
| Jenn, Instructor | * To create and teach effective curriculum to meet participant goals / needs * To build engagement with participants * To foster a welcoming and inclusive classroom community * To facilitate the research study (record-keeping) | * Guidance/coaching on how to teach to this specific population through a virtual classroom * Monitoring participants and being proactively alerted to keep participants safe and free of injury * Support in resolving technical issues as quickly as possible * Balancing supporting participants and running the class |
| Amanda, Coordinator | * To help support a smooth end-to-end online Moving Together class * To observe participants and provide support through any challenges or issues * To facilitate the research study (communicating via email, manual steps) | * Support participants in getting set up and onboarded to the community * Anxiety about setting up the classroom on my own (in the beginning) * Uncertain whether I will be able to resolve all technical issues that participants encounter * Support from instructor on keeping participants calm during technical issues * Training/knowledge on how to resolve common IT issues * Training on how to setup classroom (professionally) |
| Trial Manager (TBD) | May be communicating with participants (TBD) |  |

## **Participant: User Context**

Ron & Lorraine are a married couple who are new to the Moving Together classes. They have not participated in any in-person classes previously and have little to no experience with the online classes.

Specifically, they would like to be able to:

* Easily sign onto the MVP platform and get into class
* View themselves and their fellow participants in the class
* View Jenn clearly as they begin movements
* Know how to easily get help if they run into technical trouble

Ron & Lorraine have already received a reminder from Jenn about the upcoming class this Wednesday.

Currently, it is Wednesday, and they go to their email and click their unique link to access the class.

## **Participant: User Steps**

1. Meets initially with Trial Manager, Instructor, Class Coordinator to review forms, test technology
2. Receives **Meeting Details** with unique meeting link via email
   1. Ability to view date, time, and other relevant details about upcoming class
   2. Ability to securely access classroom from meeting link
   3. Ability to be authenticated via the unique meeting link
      1. Takes user to the right class; indicator that they are in the right class
      2. Doesn’t require a login
3. Clicks link to meeting page from laptop
4. Views **Meeting Landing Page** and clicks start
   1. Ability to test own video before entering class
   2. Ability to test own mic/audio before entering class
   3. Ability to test internet speed before entering class
   4. Ability to clearly get assistance or self-help if video, audio, or internet speed is insufficient
5. Enters **Virtual Classroom**
   1. Ability to view own video
   2. Ability to mute/unmute self
      1. By default, participant is unmuted upon entering virtual classroom
   3. Ability to turn on/off video for self
      1. By default, participant’s video should be on upon entering virtual classroom
   4. Ability to see if class recording is on for participants and instructors
6. Views **Grid View** for class and participates with social bonding
   1. Ability to view Instructor in fixed position (assigned video seat)
   2. Ability to view self in fixed position compared to other students
7. Views **Instructor View** and participates in movements
   1. Ability to view designated Instructor on a primary screen
   2. Ability to view self
   3. Ability to get help if needed
8. Exits class
9. Participants complete survey about class experience via Qualtrics
10. Participants see reminder for next class

## Instructor: User Context

Jenn is a Moving Together (MT) senior instructor who is trained in the Feldenkrais method and has facilitated several online MT classes. She is ready and excited to begin her new classes on the Agora platform.

On the week of the first class, Jenn (or a trial manager) starts by sending a reminder to participants about their class this Wednesday.

When class begins, Jenn would like to be able to:

* Easily sign into the new platform and start the class
* View herself and participants throughout the class
* Be able to dive into the class material without worrying about technology
* Have the ability toggle between group and instructor views
* Know how to easily solve (technical and non-technical) issues for herself and her class, should they run into trouble

Currently, it is the first day of class and Jenn signs onto the platform to start the class.

## **Instructor: User Steps**

1. **[Not for MVP]** Sends **Meeting Details** to each participant the week of class **(this is done manually for MVP)**
   1. Ability to generate unique meeting link for each dyad
      1. Navigate dyad to class during active class times
      2. Navigate dyad to a screen during inactive class times
      3. To discuss: do we need separate links for the care partner?
   2. Ability to send unique meeting link via email (may come from trial manager or coordinator)
2. Clicks link to class & authenticates
3. Enters **Virtual Class**
   1. Ability to mute/unmute self
   2. Ability to mute/unmute all participants
   3. Ability to mute/unmute select participants
   4. Ability to turn on/off video for self
   5. Ability to turn on/off video for participants
   6. Ability to toggle between group and focus views
   7. Ability to be see or be notified if participants need help
      1. Ability to view status of participant audio, video, bandwidth, video latency, frame rate
   8. Ability to provide help to participants
      1. Display Phone # for participants to call for help
   9. Ability to pause and resume class recording
      1. By default, recording will automatically begin when the class starts
4. Sets to **Group View** for class
   1. Ability to scale Grid View for up to at least 8 dyads
   2. Support assigned seating
      1. Empty state
   3. Support different screen sizes (e.g. 16:9, 4:3)
   4. Support removal of student from a class
5. Sets to **Focus View** for class
   1. Ability to focus on Instructor video and display their video to all class participants
      1. No need to display coordinator if coordinator is also in the class
6. Sets back to Grid View for class affirmations
7. Ends class for all participants
8. Ability to access class recording after class. This will be limited to instructor and coordinator due to participant security and privacy. UI is out of scope for the MVP.

## **Other Design Considerations**

* Devices to support: Primary laptop, but responsive to mobile/tablet
  + Minimum screen resolution:
  + Breakpoints:
* Browsers/OS: Mac and Windows (Chrome browser is first priority; Firefox is second)
* Accessibility: I know we’re not focused on this for MVP, but would suggest having all designers refresh on [WCAG 2.1](https://www.w3.org/WAI/standards-guidelines/wcag/new-in-21/), as much of the focus was on designing for physical or cognitive impairment. Would suggest standard AA contrast ratios (at least 4.5:1 for text & 3:1 for non-text).
* Research Study (via UCSF/Qualtrics)
  + Includes 3 surveys: Initial survey, mid-class survey, end-of-class survey
  + May need to include a permanent link on platform and TSH website to the survey for folks that forget to fill it out
  + Trial manager or coordinator would manually send reminders to students to fill out survey

## Potential User Stories

* Survey reminder on platform and TSH website
* Review Qualtrics survey UI

## Next Steps

1. Tony to start with wireframes:
   1. Virtual Classroom (Instructor Mode)
      1. Group View
      2. Focus View
2. Swayspace to create sketches, visual look & feel
3. Lucy to follow up with designers to schedule time for Friday check-in - **done**
4. Steve & Diego to sync up to review code/technical walkthrough - **done**
5. Lucy to follow up with Chrisanne on user stories - **done**