Project Plan

# Background

There is a large amount of content already available for students to learn how to fit into university life, to learn about safety information, training, or new courses.

However, most students are not engaged with the content and therefore have a low retention rate for information. They also find it difficult to sift through pages of websites and long videos to understand why they would be interested in a course.

Engagement on content needs to happen first before someone can be excited to learn or even to understand that it is important, and they should pay attention.

We are used to consuming information very quickly and engagement is understood by large social media companies like Instagram and TikTok. They have shorts and stories that engage the user very quickly and then lead them onto consuming more information once interest and engagement has piqued.

Our internal team have built an [MVP](https://appkit-u6.s3.ap-southeast-2.amazonaws.com/home.html) of a platform that presents short digital stories to engage users with more in-depth content.

Onboarding onto the platform is also done using a behavioural profile assessment that matches the content to the individual’s learning style.

This project will ideally be completed by a strong team of individuals with varied skillsets. Our work environments on GitHub allow transparency to the workload and requirement of the team.

# Distinctions in jargon

There is often confusion regarding the jargon used to describe aspects of stories and shorts. Each development team also have slight differences in jargon. The following is a list of words and their definition to avoid confusion:

Story frame – a frame in where a video, image, or text can be shown.

Story Reel – a collection of story

Shorts – a short video

Course – a collection of story reels and shorts to

User story – a unit of work expressed as an end goal

# Stakeholders and their intended use

This platform will have three main users with varying objectives. They are as follows:

* Student
  + Their objective of the app is to consume to content and complete courses created by the teachers/class administrators
  + They have interest in their DiSC personality type and would be interested in content surrounding their DiSC personality type
* Content creator
  + Content creators create courses based on personality type. They can see the analytics of their course i.e. how many people took the course, how many people completed the course.

# Platforms stories

There are key stories that will need to be developed to build this platform. These stories are aim to be independent, valuable and doable within a sprint of work.

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| **Story** | **Business value and user benefit** | **Risks** | **Minimum feature set** | **Story Dependence** | **Tasks** |
| Story Reels | Story reels are the method of communicating the story and course. It is a core piece of functionality to the software | The in-web editor needs to be fast and responsive, which may be a challenge for a webapp | Upload video Shorts (20 hours) Upload videos for story frame (10 hours) Add story to a reel (20 hours)  Delete story frame frontend (10 hours) Change order of stories in a story reel (15 hours) Add poll questions (10 hours) Add text within stories (10 hours) Add new courses to study plan via story frame (15 hours) Set time duration of each Story frame (5 hours) Watch story reels, pause and skip through (15 hours) | No dependence | Create media hosting solution (20 hours) Create low fidelity wireframe to show to end users (16 hours) Create high fidelity wireframe for developers (24 hours) Code minimum feature set (time estimates in minimum feature set section) |
| Logging in and account creation | Logging in will help students find courses that are meant for their personality type, as well as manage their NFTs they have earnt as a result of completing courses. We will need to clarify if this is a standalone system or if it's connected to Griffith | Database of usernames and password need to be secure as they may help hold NFT assets. Depending on clients needs, 2 factor authentication may also be necessary | Create an account (if standalone system) Logging in Forgot my password | Dependant on if Griffith want the system to be a standalone system. Also dependant on level of security | Create secure database to hold account login details(25 – 50 hours depending on if Griffith system is used) Code login form(10 hours) Code registration page(10 hours) Code forgot my password functionality(5 hours) |

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| **Story** | **Business value, and user benefit** | **Risks** | **Minimum feature set** | **Story Dependence** | **Tasks** |
| NFT Distribution | The NFT distribution will give a sense of accomplishment for students who complete courses. NFTs will be able to be showcased if it's an achievement, but can also unlock more story reels, or act as a ticket for real life resources, groups or discounts | Minting NFTs on opensea may be expensive at high volume. In depth education needs to be provided to students in order to set up their wallets, and explain the concept of NFTs | NFT art generator to mint art for students Blockchain storage of tickets to access resources Setup guide for polygon wallet |  | Smart contract to mint NFT (40 hours)  Upload images to IPFS(10 hours) Create course to explain NFTs(40 hours) |
| DiSC Quiz | Students will be able to be matched with content suited to their personality style | Little technical risk as Q1 has already coded this with their concord system | Quiz questions and answers |  | Repurpose code from concord(60 hours) |
| Profiles | A way for students to showcase their NFTs, and a way for content creators to show the courses they have made. It is beneficial to content discovery. It can also house the tickets to access resources | Showcasing Opensea NFTs | View profile Show NFTs Show courses Profile description Enlarge on NFTs Follow profile | Dependant on having dummy course and NFTs to start programming | Repurpose code from concord profiles (60 hours)  Add Opensea API(40 hours) |
| Course analytics | Gives content creators feedback about their course to motivate them to create more. | Data measurement plan | Course starts Course completions Poll question answer statistics Dropoffs between story frames How the course was found | Story reels and courses being set up | Decide what actions to tag(25 hours)  Design Dashboard(10 hours)  Tagging actions and storing actions in database(20 hours) |
| Study Plans | To help students plan what they want to learn about, as well as motivate them to return to the app | Plan created, but not followed through | Add courses to plan Order courses in plan Remove courses from plan | Dummy courses need to be created | Import safety plan from Concord systems. (25 hours) |

# Device compatibility

The functionality changes depending on the type of user. For students, we want the platform to be as accessible as possible meaning that the platform must be mobile compatible and accessible through web browsers

As for content creators, the app needs to be desktop compatible as the creation of story reels and upload of videos would be easier on a desktop, due to larger screen size and easier element manipulation with a trackpad/mouse

# User Testing

While this is only a plan and extensive testing plans cannot be created yet, there are some fundamentals that will need to be tested.

For students, the story reels and shorts will be consumed on their mobile phones. Because of this, mobile testing along the way is imperative for the end user. In regards to which operating systems to test on, iPhones and Android devices account for 96% of phones on university campuses(Chen, Seilhamer, Bennett and Bauer, 2015), therefore the platform must be tested on both iPhones and Androids.

In regards creating courses, using a desktop may be easier due to the larger screen size and manipulation of elements within a story frame can be easier with a trackpad/mouse therefore testing for content creators will have to be done on a desktop.

Chen, B., Seilhamer, R., Bennett, L. and Bauer, S., 2015. Students' Mobile Learning Practices in Higher Education: A Multi-Year Study. [online] Educase. Available at: <https://er.educause.edu/articles/2015/6/students-mobile-learning-practices-in-higher-education-a-multiyear-study> [Accessed 30 March 2022].