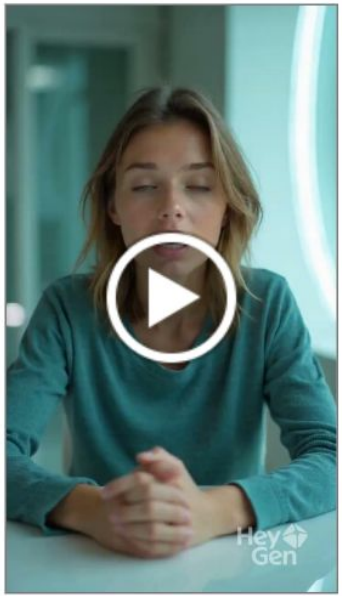
Workbook
Design Fiction Phase 2

Shaping Future Possibilities

K.A.A.A.F	
Ajinder	Falak
Kenza	Athena
Ary	

Video Persona

Lyra Williams(link)	Suggested prompts for script (not advised to use verbatim, be creative)
 *Introducing Lyra, a student from Pacific Dane University, one of the many universities underwater. She walks us through her academic challenges with the overwhelming amount of information she needs to absorb in her courses. Some professors teach differently and she feels like she can't catch up nor understand essential concepts. Lyra shares her experience as a freshman in the class 2050.*	**Who are they?** We definitely want a student, learning towards post-secondary/high-school because that is when tumultuous academic challenges occur most. **What matters to them?** - Values academics and strives to be a stronger learner. - Fears of missing out on vital concepts in their program. - Motivations include improving and being a high-achieving student. - Beliefs include that low grades indicate that she is less-capable and feels singled out from her classmates. **How does the problem affect their life?** They are constantly overwhelmed with the amount of information they have to retain and learn. They struggle with adapting to the traditional teaching style. Even beginning to internalize this obstacle and losing confidence. They wish there was support tailored to her personal learning style.

Round 1: Scrappy Prototype

Photo	Explanation
	**This is the ePod,** a student support tool that is compact to take to school and leave at your work desk at home. **The base** levitates so it does not take up too much space on your desk. **The red wire** moves around to provide a human/pet like movement and helps move the pink camera and hologram on the top. **The pink holo camera** watches you for emotional distress and notifies you through making the heart on behind it glow. It then helps you though those emotions by giving you techniques or solution to issues. **The hologram** aspect points up and plays holograms to show visual examples or videos to help you understand the concepts better. **We will be testing** for adaptability, plausible distractions, user-likeability and overall customer validation.

Feedback Capture Grids (5 Total)

Test Feedback 1 [Group daydreamers]	
I like …	***I wish …***
"That it is compact, not too big and small but also cute."	*"Connected neurologically to the brain so it could read your emotions."*
Questions …	***Ideas …***
"What are its updates like? New tech? New model? Security reasons?"	*"Why not make it look more human? What if connected neurologically to the brain like Neuralink?"*

DTest Feedback 2 [Group Go-Getters]	
I like …	***I wish …***
"Makes it easier to learn and that once you set it down, it turns on and that it seems pretty small."	*"Didn't fringe upon privacy, so not every other student sees my struggle. Wish for more colour options."*
Questions …	***Ideas …***
"How do you know it's right cost to charge schools or students? How does it charge battery?"	*"Could it help me with my personal relationships, work, personal–beyond just school work."*

This template was adapted from the Design Thinking Toolbox (Lewrick et al., 20200)

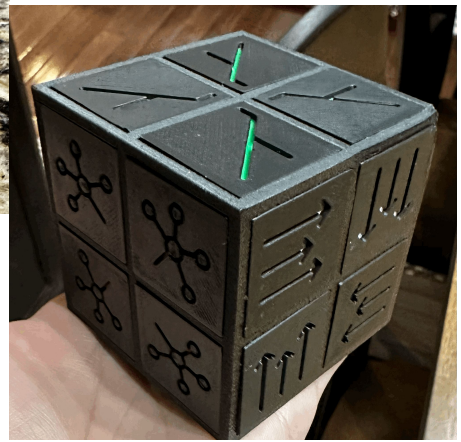
Feedback Capture Grids (5 Total)

Test Feedback 5 [Uday, student of Bissett]	
I like …	***I wish …***
“It seems friendly, almost like a camera. How it summarizes lectures so helps me even if I zone out.”	*“I wish it did not levitate and that it was more compact. I wish the heart was not there to be honest.”*
Questions …	***Ideas …***
“What’s the purpose of levitating? Why would I need a hologram?”	*“Why not make it compact and have it fit on top of someones laptop? Could you make it an app on the phone possibly?”*

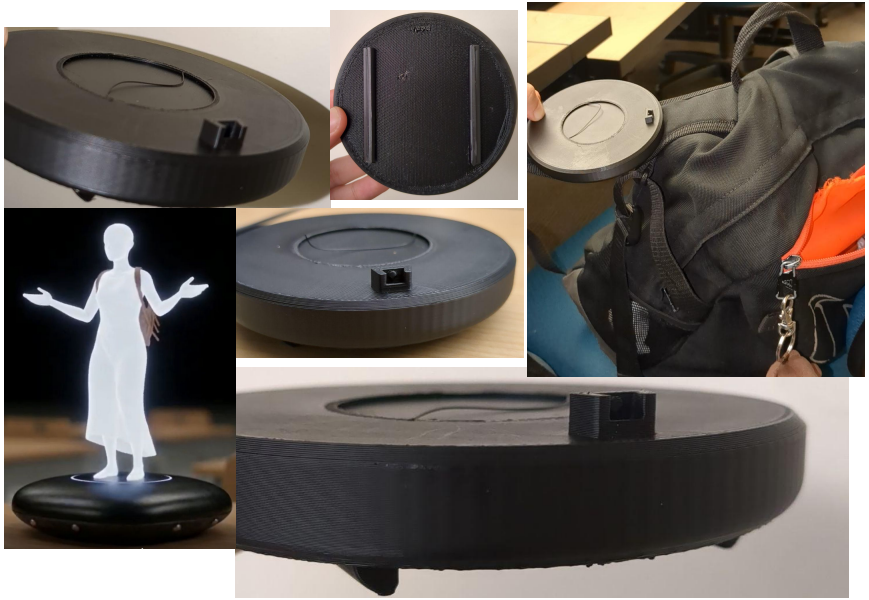
Reflect & Iterate Based on the feedback received, decide what changes will improve your design for the next round. Document these planned changes.
1. We will improve and clarify the tech features in detail for users to understand. Addressing the need for levitation and holograms. 2. We had significant worry on making it more compact, subtle and less clunky for students. Next step will be to make the device smaller and more compact so it feels more practical for students. 3. The heart seems to have a lot of mixed emotions in feedback. Therefore, to remove or shrink the glowing heart since it may reveal emotions too openly to classmates. 4. A lot of recurring concern on privacy and subtlety. Make the emotional support features more private so students feel safer in their learning journey.

This template was adapted from the Design Thinking Toolbox (Lewrick et al., 20200)

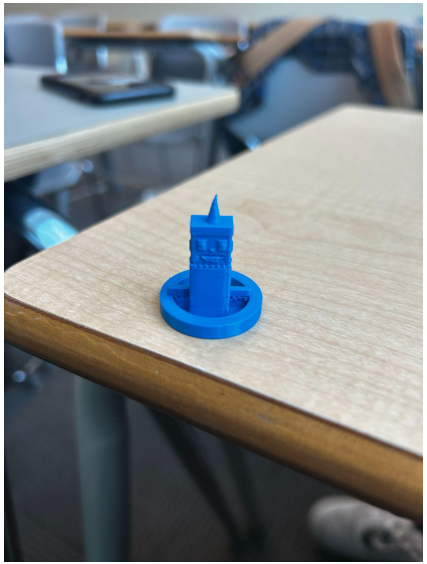
Round 2: Team Member 1 Maker Studio Prototype

Maker Studio Prototype	Explanation
  Ajinder	I created the Cognitive Core Cube, a 3D printed robot like object that represents the CPU or “thinking core” of the EDU-AI system from our scrappy prototype. Instead of creating a real device, I wanted to show what the inside of EDU-AI might look like if it were a small emotional and learning-support robot. I added little wheels to the bottom so it has a friendly, Wall-E type look, which fits with the idea that EDU-AI is meant to support students emotionally and academically. Each side of the cube has a different symbol on it, and each one stands for something the AI does. The branching line symbol shows how students all learn differently and need different learning paths. The neural network symbol represents the AI’s “mind” and how it recognizes patterns in how a student learns. The wave symbol stands for emotional ups and downs, which the AI tracks so it knows when a student is stressed or confused. The arrow signal symbol represents information flowing through the AI as it breaks lessons down into easier steps. The circuit symbol shows how the AI organizes and holds information inside its system. And the spark symbol represents those little “aha moments” the AI helps create when a student finally understands something. Together, these symbols show how EDU-AI processes emotions, learning styles, confusion, and stress in the background while supporting students who struggle to understand their professor’s teaching.

Round 2: Kenza Maker Studio Prototype

Team Member 2 Maker Studio Prototype	Explanation
 [Kenza]	**Shape:** This 3D printed black PLA filament e-Disk is a disk shaped due to the frequent request for it to be compact and less clunky from the Scrappy version. **Magnetism:** Added bottom magnets that can stick to any backpack strap and easily adjust to the width of the strap due to nanotechnology. This magnetism feature was added to the common feedback regarding an effortless carry. **Floating:** This prototype also can float in front of a students' face and places itself where it lands diagonally and once detects the lecture has begun, it then goes invisible. The invisible feature provides subtlety to remove any distraction. **Recording:** The extruded front compartment emulates the camera to scan facial features of confusion or stress during class time. Mechanisms in the device also record audio seamlessly. **Charging/Bluetooth:** The black material are micro solar panels in order to constantly provide energy to the device with never needing a charger. This device also has bluetooth to any device to share and media the student requires. Addressing concern on charging and easy upload transfers. **Personal AI tutor:** The intruded circle at the top is where the hologram displays to explain the student based on their learning style. The device also has a feature that doesn't allow students to fidget with when they detect class time, it becomes rigid in air and cannot be moved closer to the student.

Round 2: Team Member 3 Maker Studio Prototype

Team Member 3 Maker Studio Prototype	Explanation
Falak 	My prototype is a improved version of the scrappy prototype we created. Through feedback I realized that the light we originally had at the back of the eduAI was too large and a couple of people had an issue with their emotional privacy. Therefore I added a smaller light that would not glow as bright. The second one was the size, some said they wanted a compact tool so i made the EduAI smaller so it would fit into bags and on tables better. The overall design is simpler now and i added a more realistic robot head. Some people had said they liked how “cute” it looked and I thought adding a facial component would make it more likeable and create a more positive relationship with the EduAI. The base is simpler as it as it hovers with futuristic tech. The power and system is all ran inside the EduAI’s head and it can charge through hovering over a provided powersource.

Round 2: Team Member 4 Maker Studio Prototype

Team Member 4 Maker Studio Prototype	Explanation
 Ary	This prototype addresses some of the feedback received from the e-Duck in regards to customization and addressing some fears regarding human disconnection. The concept of a friendly supportive looking version is a basis that is key in this design. In terms of features, the e-Duck shares all features as the eDuck as the concept is similar to how a phone would work. Holograms, emotion and motion detection, speakers, learning capabilities, all features found on other prototypes persist with this variation. This tool would assist students, professionals and other groups acting as an assistant.

Delete slide if not applicable

Round 2: Team Member 5 Maker Studio Prototype

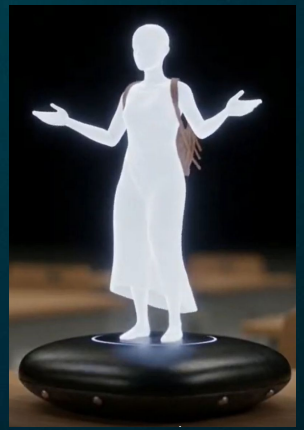
Team Member 5 Maker Studio Prototype `	**Explanation**
Athena's **ePenguin** 	**Purpose:** Introducing the ePenguin! They say that a dog is man's best friend but in the year 2050 the ePenguin seeks to take that title. In response to the positive feedback of our scrappy prototype the ePenguin furthers the cute and pet-like narrative. **Features:** To create a prototype with a more compact build (as suggested in our scrappy prototype feedback), the ePenguin comes in the likeness of a compact mirror. Once opened the ePenguin is available to assist users in learning educational content as well as with other personal needs. The ePenguin is equipped with a hologram system to display information (such as videos, texts, and health levels). The ePenguin is equipped with customizable speech and a personality tailored to its user. **Benefits:** The ePenguin specifically caters to users who need more emotional and mental support. The ePenguin offers friendship while also monitoring the user's state of health (ex. Indicators of stress, frustration, irregular eating patterns, etc). Once analyzed the ePenguin provides courses of action to regulate such emotions or mental states. Overall, the core purpose of the ePenguin was to make our prototype more personable and customizable for our users.

Final Prototype?

With our AI-augmented prototype experience, we decided to let it be an example to showcase how it can be used in real-life. And give a better idea to others to be able to visualize our concept.

Moving forward, we decided as a team to convert the eDisk to our final **ePod**, since it was the prototype that answered to the most amount of feedback. Especially, in regards to most common concerns for being compact and subtle. We decided to expand on our **ePod** with greater features from the eDisk skeleton.

you will also see that EDU-AI used to be our old product name prior to **ePod



Introducing the...

Final Final Idea

Media Artifact(link)	Curator's Note
 *How we introduced the **ePod** to the world: the product launch video that got 11 million views in just 2 days, presented by CEO of **ePod**, Ethan Kaaaf!*	The **ePod** enables a future where learning is flexible, responsive, and supportive at every step. Instead of relying on one-size-fits-all teaching and learning styles, students receive help from this technology that aids to their emotional needs instantaneously. Education no longer serves only those who thrive in traditional systems. It can now uplift every learner, regardless of disabilities, personal needs, or academic challenges. The **ePod** regains students their confidence in their learning without making them feel less capable or singled out, offering guidance during their crucial development. A time that focuses on fairness in education and fosters a stronger young generation. By removing these challenges, this period can focus on strengthening curriculum and education systems. The era that embraces the **ePod** is one that values emotional awareness, personalized education, and smooth cooperation between communities and AI. It imagines a society where technology doesn't replace teachers yet opens more opportunities for every student to feel noticed, supported, and confident in their learning. The fact that it can float, record class sessions, and attach to any backpack tell us that; people want to use more smart technology tools that make life easier, more accessible, and offer personalized support for **everyone**.