

# Lachlan Allen

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## EDUCATION

<b>University of North Carolina at Charlotte</b> , Charlotte, NC	May 2022–August 2024
Bachelor of Computer Science, Concentrating in Human-Computer Interaction	
<b>Guilford Technical Community College</b> , Jamestown, NC	May 2018–August 2022
Associate of Science	

## SKILLS & CERTIFICATIONS

**Certifications:** Wake Technical Community College, Front-End Developer Certificate May 2025  
**UX/UI Design:** User Research, Wireframing, Prototyping, Usability Testing, Accessibility, Interaction Design  
**Tools:** Figma, Miro  
**Front-End:** React.js, Vue.js, Bootstrap CSS, Tailwind CSS, HTML, CSS, JavaScript

## PROJECT EXPERIENCE

<b>Lithaven - Book Cataloging App</b>	Wake Technical Community College — June 2024–July 2024
<ul style="list-style-type: none"><li>Conducted user research through surveys and interviews to identify readers' pain points in managing personal libraries.</li><li>Created user personas and user journey maps to guide feature prioritization.</li><li>Designed and iteratively refined wireframes and high-fidelity prototypes in Figma based on usability testing feedback.</li></ul>	
<b>PokéSearch- Pokémon Explorer Web App</b>	UNC Charlotte — February 2024
<ul style="list-style-type: none"><li>Designed a responsive, interactive UI with an emphasis on user engagement and clarity of information architecture.</li><li>Created a component-based layout in React and Tailwind CSS to display real-time Pokémon data from the PokéAPI.</li><li>Implemented search and filter functionality with intuitive interactions aligned to UX heuristics.</li><li>Enhanced interface usability with clear visual hierarchy and consistent styling based on design system principles.</li></ul>	

## PROFESSIONAL EXPERIENCE

<b>University of North Carolina at Charlotte</b> , Charlotte, NC	May 2023–May 2024
<i>Instructional Assistant</i>	
<ul style="list-style-type: none"><li>Facilitated student learning by identifying pain points and adapting instructional materials for better comprehension — applying user-centered thinking.</li><li>Developed and graded assignments, incorporating clarity and accessibility for diverse learners.</li><li>Practiced empathetic communication and active listening to support students' academic journeys, fostering a user-first mindset.</li><li>Maintained structured documentation and feedback loops to ensure consistent improvement — mirroring iterative design processes.</li><li>Promoted an inclusive classroom environment, aligned with universal design principles.</li></ul>	