

# Concept Document

Fontys University of Applied Sciences

Semester 3

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# Versions

Version	Date	Author(s)	Amendments	Status
1.0	26/09/2023	Mariyana Mileva, Mia Vasilevska, Martin Iliev, Martin Alashki	Creation of the concept document's first version	Draft
2.0	20/11/2023	Mariyana Mileva, Mia Vasilevska, Martin Iliev, Martin Alashki	Updating the design of the document and updating the information in it	Draft

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# 1. Introduction

This document is a concept document for our university project. Our group name is m4 and we are developing a website and a backend for our university video lab. The purpose of this document is to present our concept, describe the context, report our main findings, state our POV and HMW, explain our ideation process, visualize our concept, share the feedback we received, analyze the 5W1H of our concept, and outline our plans for iterations. This document is intended for our instructors, peers, and potential users who are interested in our project.

## 2. Guidelines

- The user should upload their content on our platform and optionally 3rd source.
- For a submission to be valid the user must fill in the following:

- Title:

- The title must be short and descriptive.

- Thumbnail:

- The thumbnail must be simple and based on the theme.

- Semester:

- The semester must be the one you did your project on!

- Video:

- Video must follow the Fonty's guidelines.

- Description of the concept:


- The description should explain the concept and optionally how you reached that concept.

## 3. Main Findings

### 3.1. Personas

In order to better understand our primary user, visualize them, and, most importantly, assist them in resolving their primary issue with our product, we constructed personas. Thus, this persona represents all students who have comparable problems and who need to enhance their learning processes as a whole.

#### First Persona

Your avatar

**Ivana Kaludova**

- 35
- ICT & Media Design Teacher
- Eindhoven, Netherlands

#### Bio


Ivana teaches ICT and Media Design at Fontys. She enjoys teaching students about exciting things like websites and creative media. Outside of class, Ivana is really interested in learning about new technology that she can then share with her students.

#### Personality

Introvert	Extrovert
Analytical	Creative
Busy	Time rich
Messy	Organized
Independent	Team player
Passive	Active
Safe	Risky

## Second Persona

User information



### Deva Maria

- 21
- ICT and Media Design Student
- Eindhoven, Netherlands

### Bio

Deva Maria is a 21 year old student that recently started her 3rd semester as an ICT and Media Design student at Fontys. She is very interested in the new video lab, Pixel Playground that recently had opened doors for the ict community. However, she finds herself at a loss as there are no available instructions on navigating the equipment.

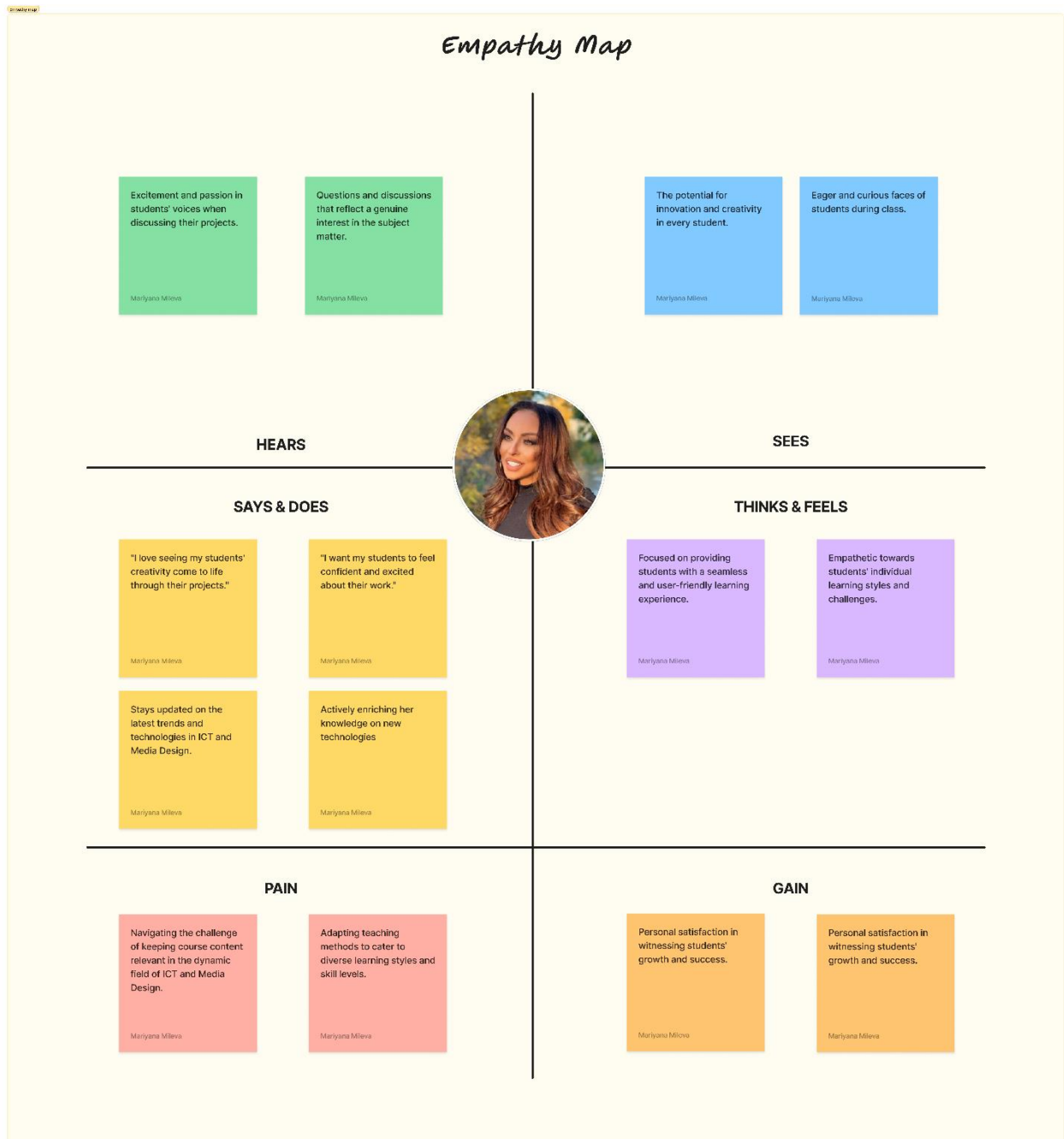
### Personality

Introvert	●	Extrovert
Analytical		● Creative
Busy	●	Time rich
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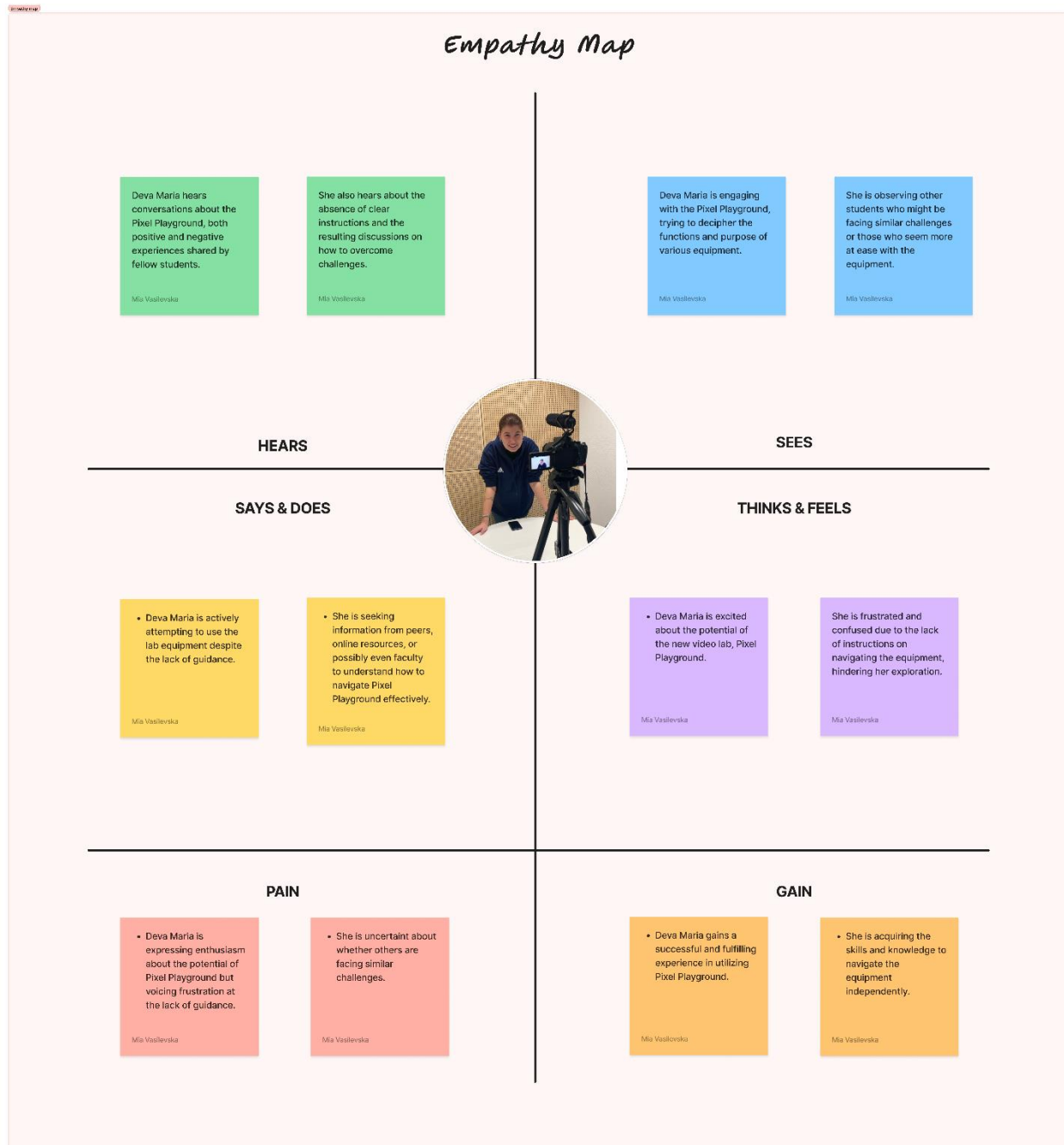
## 3.2. Empathy Maps

Our team thought that the best way to present the findings of our survey and interviews is using an empathy map. We were able to summarize the major issues we need to address using the empathy map. It revealed to us the user's perspective on the issue at hand. Additionally, we gained a deeper knowledge of the user's attitudes toward digital substitutes. Because of that, we now have a general concept of how to approach the challenge at hand—creating a dynamic, enjoyable, and simple-to-use digital substitute.

### First empathy map



## Second empathy map



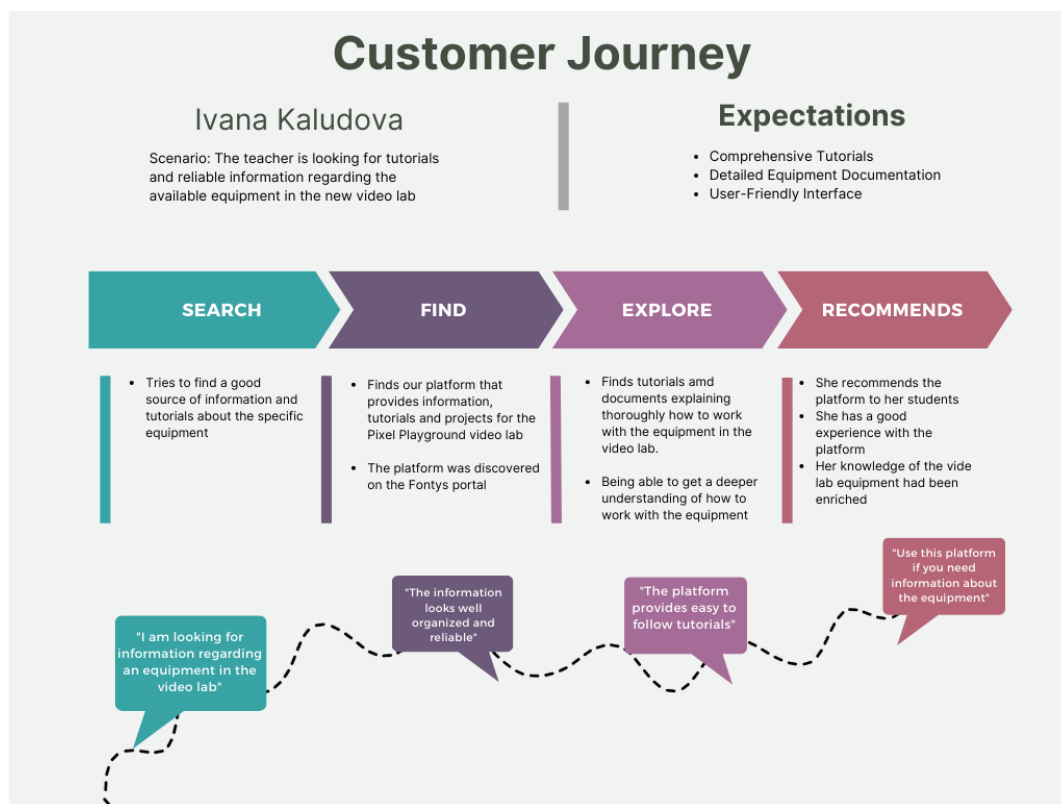


### 3.3. User Journeys

We created two customer journey maps, for the two individual target groups (ICT and Media Design students and teachers) to better understand what the user would experience when he finds our platform. It displays the customer's prospective course of action and their opinion of the tool. This enabled us to concentrate more on its usability.

The first User Journey is from a teacher's retrospective showcasing their experience with our platform. This detailed map illustrates the teacher's prospective course of action, highlighting key touchpoints and interactions. By understanding their journey, we can tailor our platform to meet the specific needs and expectations of educators, placing a strong emphasis on usability.

#### First customer journey



## Second customer journey



### 3.4. POV & HMW

#### Point of View

As a student, I want to have access to a video lab platform that holds my projects so that I can showcase my creativity and get inspired by others.

#### How Might We

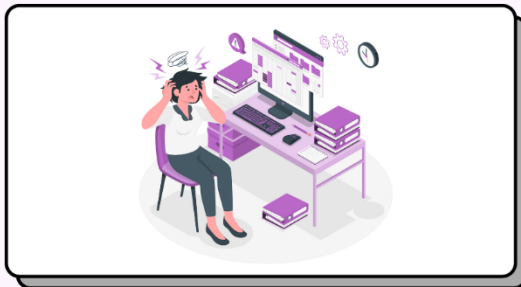
How might we design the video lab platform to encourage students to share their projects and collaborate with others?

## 4. Concept Visualization

### 4.1. Storyboard

The next step was to see how a user might interact with our platform. For this we created a storyboard, setting up a potential scenario that would happen when a user interacts with our platform.

## PIXEL PLAYGROUND STORYBOARD



A student struggling with using the new technology in the Pixel Playground



The student searches for digital instructions on how to use the equipment



The student finds about our website



The student explores the new technology provided and starts using them for projects