

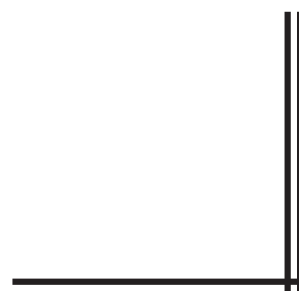
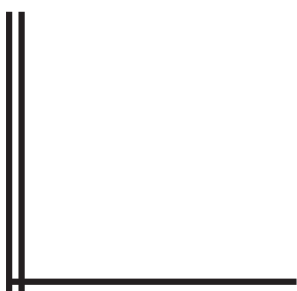
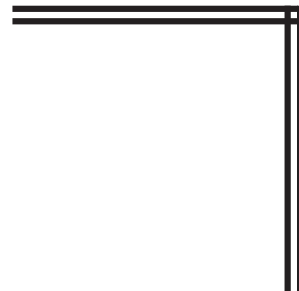
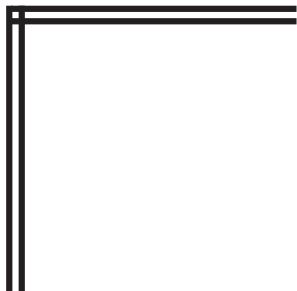
The design features a minimalist aesthetic with black lines and a gray rectangle. In the upper center, a black line forms a partial rectangular frame. To the right, a solid gray rectangle extends from the middle of the page down towards the bottom. The corners of the page are marked with double black lines forming L-shapes. The text is centered in the upper half, and the course information is in the lower left.

MARIYANA MILEVA

Media Design,
Semester 3 - Abstract
Portfolio

version control

Version	Date	Amendments	Status
1.0	01/10/2023	Creating the basic structure of the document	Draft
2.0	26/11/2023	Coming up with the design of the document and filling up information	Draft



about me

Hi, I am Mariyana, and I am a 21-year-old student from Sofia, Bulgaria. I moved to the Netherlands to pursue a degree in ICT and Media Design.

why ICT?

My mother signed me up in one of the best software academies in the country in fifth grade after noticing my strong interest in computers. I continued to attend those classes until seventh grade when it came time to choose a high school. I applied to a prestigious school with foreign languages, mathematics, and informatics because I was still interested in programming. Five years later, I pursued my ICT studies at Fontys University of Applied Sciences.

hobbies

My mother signed me up in one of the best software academies in the country in fifth grade after noticing my strong interest in computers. I continued to attend those classes until seventh grade when it came time to choose a high school. I applied to a prestigious school with foreign languages, mathematics, and informatics because I was still interested in programming. Five years later, I pursued my ICT studies at Fontys University of Applied Sciences.

introduction

project introduction

In response to the dynamic needs of the newly established virtual production lab “Pixel Playground” in R10, this project endeavors to create a knowledge database website that serves as a hub for information and resources for ICT & Media students and teachers of FICT. Beyond this primary group, our commitment extends to ensuring that students and teachers from diverse profiles, as well as external stakeholders from departments like Marketing and Pulsed, can rely on the database as a trusted source of information for the lab.

plan of action

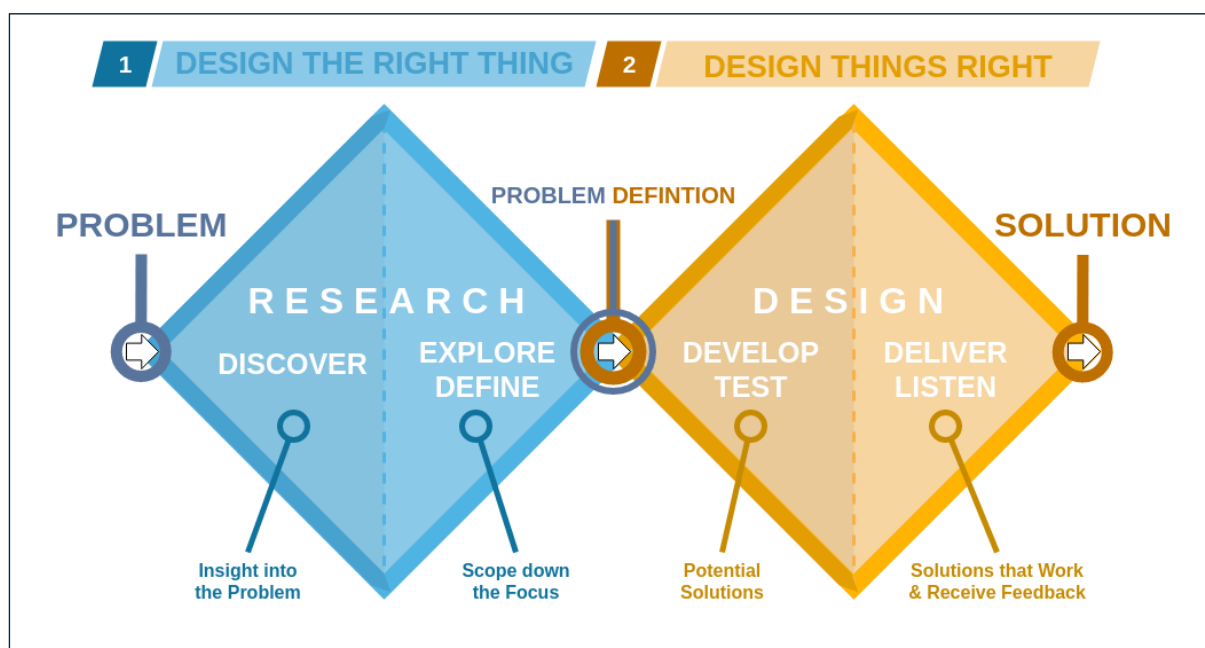
After our project groups were set up, we wanted to make sure everyone could easily stay in touch and access our project documents. So, we created a WhatsApp group for quick chats, updates, and casual discussions. This way, team members could connect instantly and share thoughts.

We also set up a Microsoft Teams channel to efficiently track documents and files that were in the process of completion. Additionally a git repository was made where each team member can upload their finished work and documents.

[Link to the git repository](#)

double diamond

In our third semester, we were introduced to the Double Diamond method, a comprehensive design thinking approach that our group has been following for our project.



source: <https://www.equalexperts.com/blog/our-thinking/innovation-by-design-evolving-double-diamond/>

This method comprises four distinct phases, each contributing to a comprehensive and iterative design process:

Discover Phase:

In the initial phase of Discover, our goal is to deeply understand the problem at hand. This involves extensive research, user interviews, and data gathering to uncover insights.



Define Phase:



Moving into the Define phase, we synthesize the information gathered during the Discover phase. This involves distilling insights to define a clear and specific problem statement. By framing the problem precisely, we set the foundation for effective problem-solving and solution ideation in the subsequent phases.

Develop Phase:

In this stage, we generate a broad range of ideas and potential solutions to address the defined problem. Collaborative brainstorming, prototyping, and experimentation are key components of this phase.

Deliver Phase:

The final Deliver phase is where the chosen solution takes shape. Here, we refine and implement the selected design, ensuring it meets the needs of our users. Iterative testing and feedback play a crucial role, allowing us to fine-tune the solution for optimal functionality and user satisfaction.



approach and results

discover phase

Discussions with the clients:

Me with my group engaged in a crucial discussion with the clients to grasp the project's challenges and define their key requirements. The importance of a user-friendly design that serves both students and teachers was underlined by the clients. During these discussions, my role involved taking notes to ensure that all valuable information shared by the clients was accurately documented

Project plan:

My group and I created a Project plan document that helped us determine the project's context, approach, team organization and risks. In this document I wrote the "Project Assignment," detailing the project's context, goal, and scope. For the "Project Organization" part, I outlined team members and our configuration management. In the "Risks" section, my task was to identify potential risks and fall-back activities. Moreover, I played a vital role in shaping the document's layout, structure, and paragraphs, adapting a provided template to better suit our project's needs.

[Project plan document](#)

Survey:

To collect data from potential users I helped in forming a survey, giving ideas and expressing my opinion on suggested questions. This survey helped to get a better understanding of users' design preferences and opinion on potential features.

[Survey form](#)

define phase

Personas:

My group and I created two personas, one representing a teacher and the other a student, to better understand and tailor the user experience. Specifically, I was in charge of creating the teacher persona. This involved an exploration of the needs, preferences, and challenges that a teacher might encounter while interacting with the platform. By creating these personas, I gained valuable insights that will inform and guide the design and development of the website, ensuring it meets the diverse requirements of both teachers and students.





Empathy maps:

Our team made empathy maps for the teacher and student personas we created. I took the lead in making the empathy map for the teacher. This involved understanding the teacher's thoughts, feelings, challenges, and goals when using the platform. These empathy maps help me better grasp the user experience, ensuring our website design is considerate of the teachers' unique needs and emotions.

User journeys:

Me and my team created user journeys, which helped me to understand how users would interact with our platform. Specifically, my role was to create the user journey for a teacher. I outlined the different stages a teacher goes through while using the website, from initial discovery to regular use. By mapping out this journey, I gain valuable insights into the teacher's experience, allowing me to identify opportunities for improvement and ensure a smooth and satisfying interaction with the platform. This user journey serves as a helpful guide for our design and development processes.



Storyboard:

Our team created a storyboard to illustrate the user's journey on the video lab platform. I helped my group when they were creating the storyboard which helped me visualize key interactions and experiences of the user. The storyboard helps us visualize and improve the design concepts for the video lab platform.

Concept document:

During the Define phase of our project, our team compiled our findings and ideas into a comprehensive concept document, detailing our work and insights. I took on structuring this document, ensuring clarity and coherence in presenting our collective efforts. Specifically, I contributed by writing about the personas and empathy maps we had developed.

[Concept document](#)

develop phase

Wireframes & Prototype

I took the initiative to create low-fidelity wireframes for our website, outlining the basic structure and layout. These wireframes serve as a foundational blueprint, mapping the key elements and interactions of our platform

In addition to the low-fidelity wireframes, me and my group advanced to the next stage by crafting high-fidelity prototypes for our website. Taking charge of this task, I specifically focused on creating the layout for the homepage. This high-fidelity prototype brings our design concepts to life with more detailed visual elements and interactions, offering a realistic preview of the website's look and feel.

[Wireframes & Prototype](#)

burden of proof

Learning outcome	Proof
Interactive Media Products	Link
Transferable Production	Link
Creative iterations	Link
Professional Skills	Link