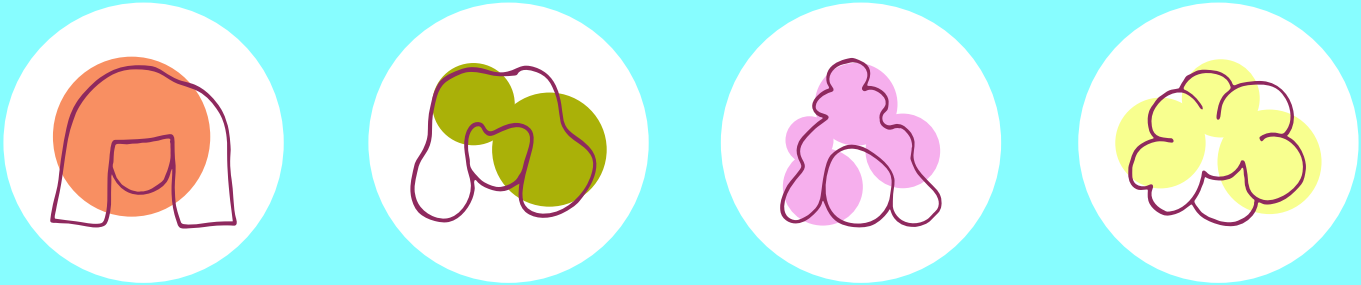
FLUXIFY

A DIGITAL LEARNING TOOL
FOR COSMETOLOGY STUDENTS



Michaela Fallon

Embrace the fluctuation of information and incorporate diverse outside perspectives about current trends.

Interview 1

Female senior in high school, interested in cross country, running, writing creative stories, living and eating healthy.

Learning Challenges: Peer pressure, anxious about what other people are doing and what grades they are getting.

Learning Motivations: Knowing hard work pays off and leads to a successful career and happy life.

Devices in classroom: 10 laptops in each room, but students can bring their own laptop they are encouraged to do so. In all classes they use cell phones for online quizzes and games, especially in language classes.

Primary Forms of Communication: Texting with friends, emailing teachers for school help.

Preferred Learning Environment: Quiet environments. Groups for some projects – enjoys the collaboration and ability to ask questions. But she is self-conscious about getting things wrong and public settings makes her feel much more vulnerable.

Textbooks in the classroom: Yes, just used for bits of information. Because of lack of funding sometimes they have to share physical textbooks.

Interview 2

Male junior in high school, interested in band, theatre, and soccer

Learning Challenges: Feels that that most classes want to fill you with knowledge and few teachers have gone out of their way to help him really understand the content

Devices in classroom: Devices are all supplied by the school except for the phones. Sometime he is encouraged to bring his own laptop to write short essays to submit online.

Primary Forms of Communication: Texts with his friends, and usually talks to teachers in person.

Preferred Learning Environment: Prefers to work either quiet and alone, or loud in groups.

Textbooks in the classroom: The use of textbooks has declined significantly in his school. Many teachers will print excerpts from textbooks, but never hand the full textbooks out. This could be due to the worry of lost or damaged textbooks if the students take them home. He once had one digital textbook for the class “Microsoft Excel and Access” although there was no hardcopy offered as an alternative.

Alice

Alice is interested in technology. She's teaching herself to code in her free time, and wants to be a software developer when she grows up. When she's not practicing coding, she's usually playing the piano or reading.

In school, she's very successful but finds that she works best on individual assignments. Group projects tend to get loud and chaotic, and this usually distracts her and makes her feel stressed.

She's lucky that she enjoys working with technology, because her teachers frequently bring digital technologies and materials into their lessons. It's not uncommon for her to use an iPad in her english class, a laptop in her math class, and even her cell phone in history.

In fact, she wishes that her work would be digitally-based more often, because it's easy for her to work in digital mediums. She can type notes more quickly than she can write them, and she sets up a very organized Google Drive to categorize notes, assignments, and materials for each class. Sometimes this can be stressful for her, because she has more digital literacy than most of her classmates. Many of them don't use digital technologies unless the teacher requires them, so sometimes she feels singled out.

She keeps up with her friends through text messages and Instagram DM's– they send each other funny pictures whenever they come across them in their feeds. She has a few very close friends, and prefers to spend most of her time in those relationships rather than in large social gatherings.

Brian

Brian is a sophomore in high school. He is interested in playing basketball and spends lots of time practicing with the school team and also playing pick-up games with his friends on the weekends. He find it hard to focus in class, especially when the teacher lectures for a long time or they have to do long readings from textbook. He gets easily distracted, and shifting between a book, a worksheet, and his notebook doesn't help. He also struggles with file management on his computer because it all feels intangible and he often loses things the digital abyss. He thinks a more streamlined work environment would help him succeed and keep track of the work he is doing. He also wishes that more of his schoolwork was collaborative and interactive.

He feels more encouraged to learn when he gets positive feedback in a group setting, for example when he gets a question right, or is called out for doing something well. He also enjoys when he is able to have good conversations with his classmates that actually get him excited about a topic. He is discouraged when he feels like the teacher is talking at him. If the teacher is lecturing about a topic and he doesn't understand, he feels excluded from the class. Overall, he has become apathetic towards school because he feels like it doesn't engage him nearly as much as his out of school activities, like sports do. This makes it difficult to really care about the work.

Alice

Alice often finds it difficult when she and her classmates are forced to work in groups; she always has good ideas to contribute, but because the chaos of group work makes her feel stressed and anxious, she frequently gets over-powered by her classmates.

She wishes that there were a way she could have more of an impact on her groups, even if she's not comfortable jumping into the chaos.

Brian

In one of Brian's classes, the teacher lectures and shows some examples of the subject matter at the front of the class. Then, the students are given 30 minutes to complete an activity from the textbook. Because the class immediately goes quiet, Brian struggles to focus on his work because he wants to talk and feels repressed. He also finds it very difficult to keep track of the questions he is working on and where to find the information in the textbook.

He wishes that he was allowed to ask questions and talk to his classmates without getting in trouble and the teacher thinking that he doesn't care about the work.

12:30pm

Alice finishes lunch and gets on the bus to take her to the tech school where she takes her cosmotology classes in the afternoons a few times during the week. She is excited to experiement with hair and learn about shampooing.

Mood: Excitement

1:00pm

Alice finds out that the begin the unit on shampooing hair, they will first read about the chemistry of shampoo and hair washing process. She really dislikes reading because she finds it difficult to really care about information that she doesn't think is very practical.

Mood: Disappointment

2:00pm

Each student takes out the iPad that houses all their learning materials for them. Alice pens the reading app and clicks to continue reading from where she previously left off. Alice tries hard not to skim the information, but soon starts feeling restless scrolling through the information.

Mood: Dread

2:15pm

Alice sees that some of the text is called out, meaning that there is additional information about how this applies to different hair types. Alice knows it is important to gain knowledge about all different hair types and hopes that the bits of practical information will make the reading more interesting and applicable.

Mood: Peaked interest

2:20pm

Alice chooses two very different hair types to comapare and makes a few notes on the differences and similarities between treatment. She saves a diagram to the section of her notes too.

Mood: Active interest

3:30pm

When she gets home from school, Alice is tired and doesn't feel like doing her homework. However, something she read in her textbook made her curious and she thinks she may be able to find out more information in the forum section of her learning tool.

Mood: Curious

3:40pm

Alice goes to the forum and selects the video section. She doesn't feel like reading anymore, but hopes to find a cool video to watch that will give her more information. Sure enough, Alice finds a video that her teacher has shared on the forum about alternative shampooing methods.

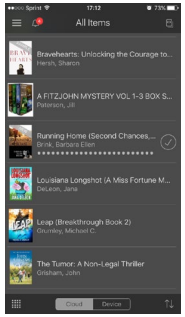
Mood: Intrigued

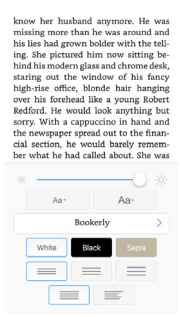
5:30pm

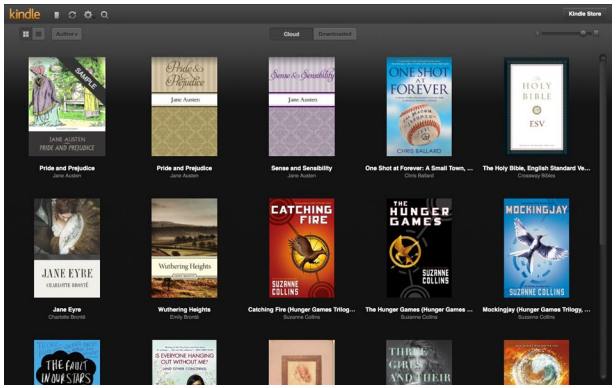
Intrigued by what she read in class today and the video she watched in the afternoon, Alice decides to experiment with an alternative shampooing method. She finds that it had some unexpected results. Alice decides that she wants to find out why the results happened, so she opens her iPad app and returns to the forum to ask her teacher and her classmates a question.

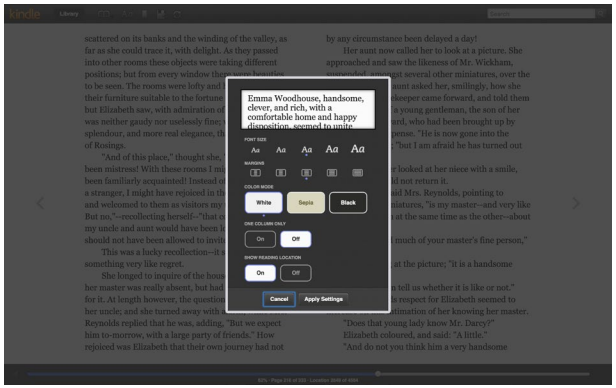
Mood: Reflective

KINDLE

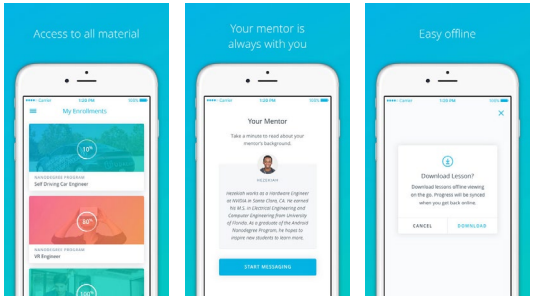


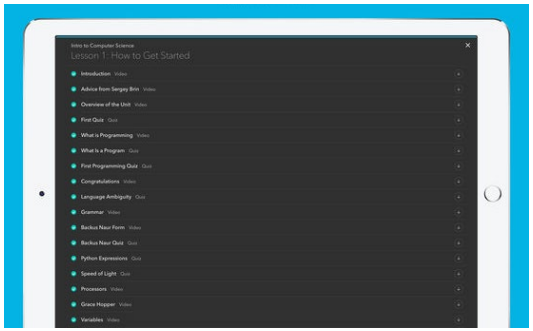


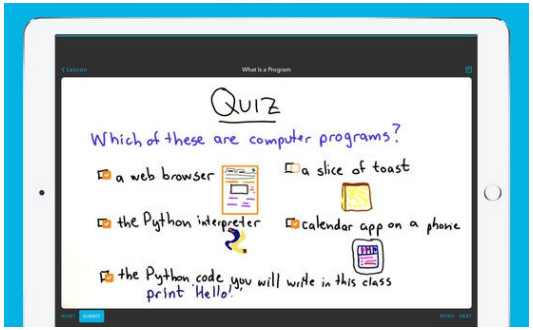


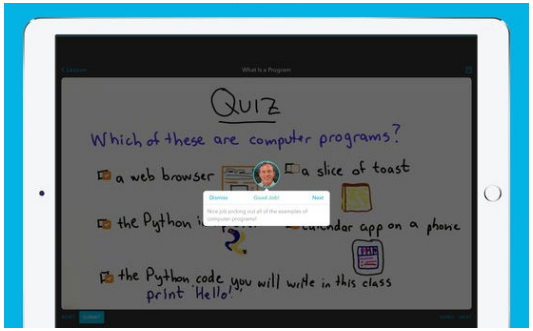


UDACITY

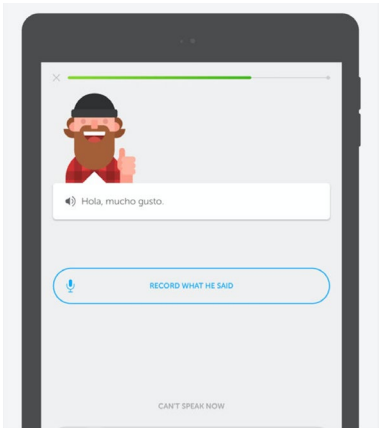


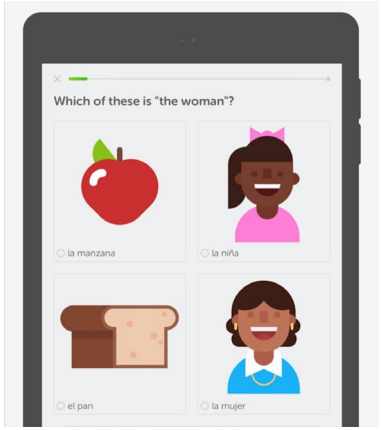


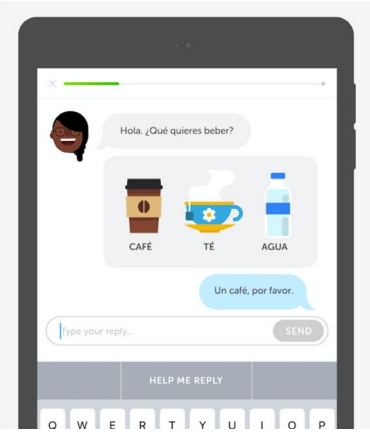




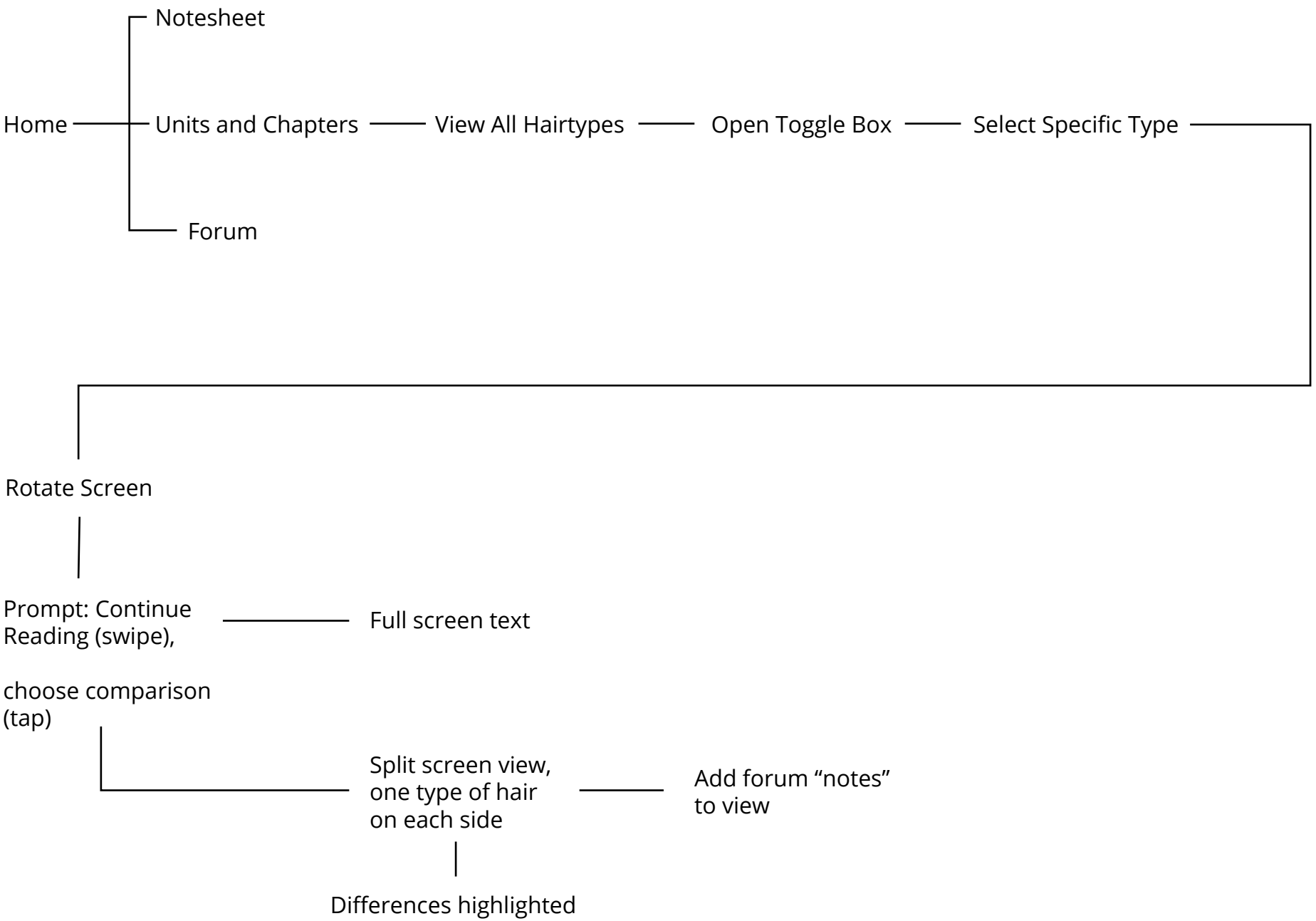
DUOLINGO



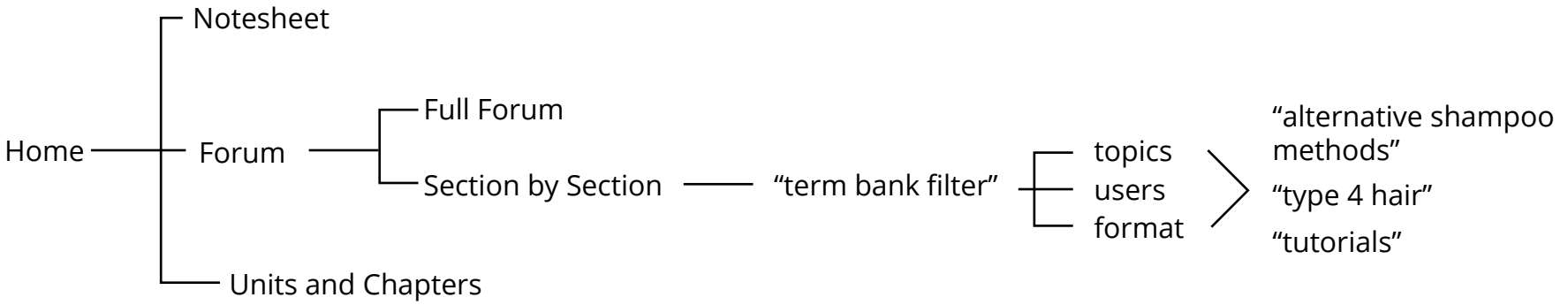




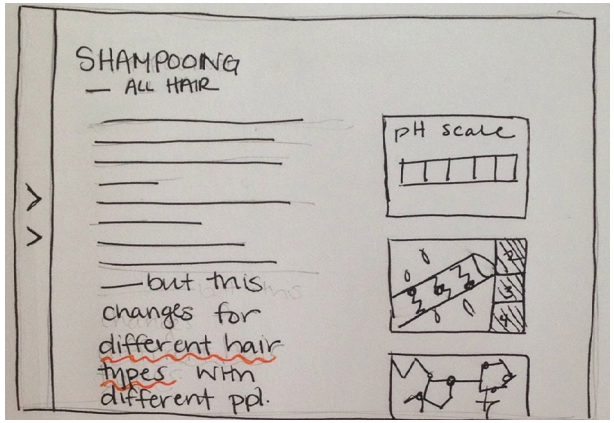
Benchmarking

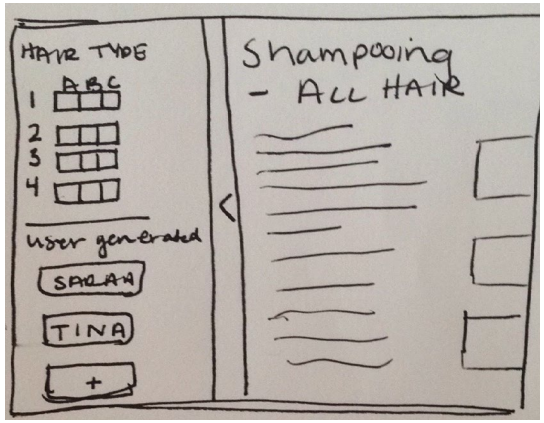

Notesheet
Home
Units and Chapters
View All Hairtypes
Open Toggle Box
Select Specific Type
Forum
Rotate Screen
Prompt: Continue Reading (swipe),
Full screen text
choose comparison (tap)
Split screen view, one type of hair on each side
Add forum “notes” to view
Differences highlighted

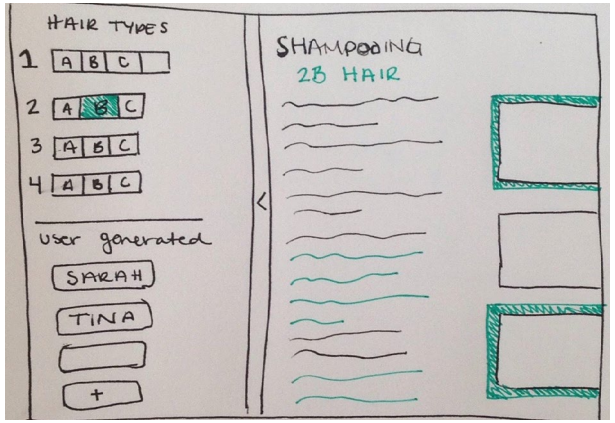
Task 2 : Look at resources on forum



*forum topics tagged with applicable units


SHAMPOOING
— ALL HAIR
pH scale
—but this changes for different hair types with different ppl.


HAIR TYPE
A B C
1
2
3
4
user generated
SARAH
TINA
+
Shampooing
- ALL HAIR


HAIR TYPES
1 A B C
2 A B C
3 A B C
4 A B C
user generated
SARAH
TINA
+
SHAMPOOING
2B HAIR

SHAMPOONG
- ALL HAIR
HAIR TYPES
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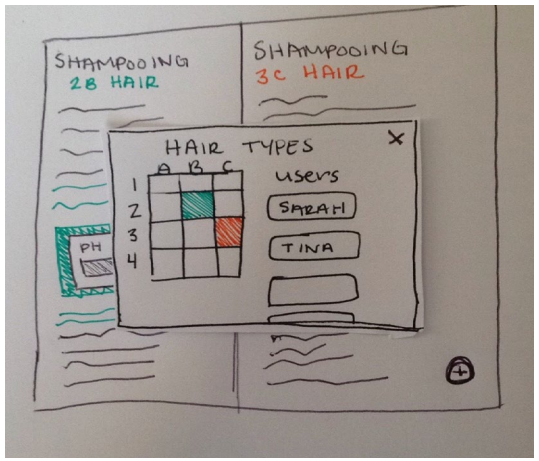
users
SARAH
TINA


SHAMPOOING
2B HAIR
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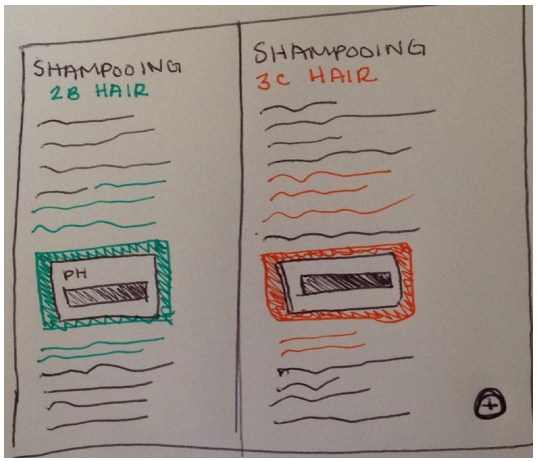
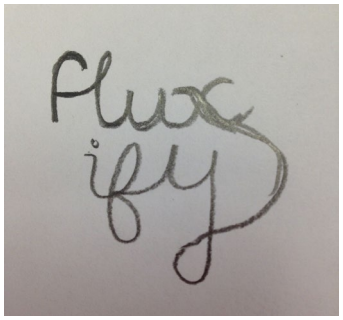
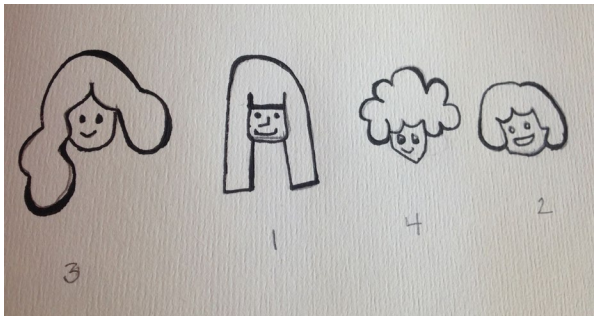
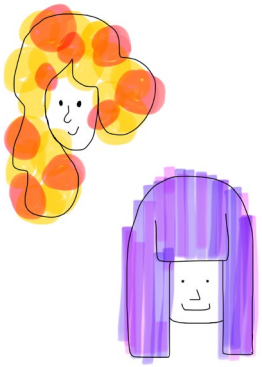

SHAMPOOING
2B HAIR
SHAMPOOING
3C HAIR
PH

Wireframes

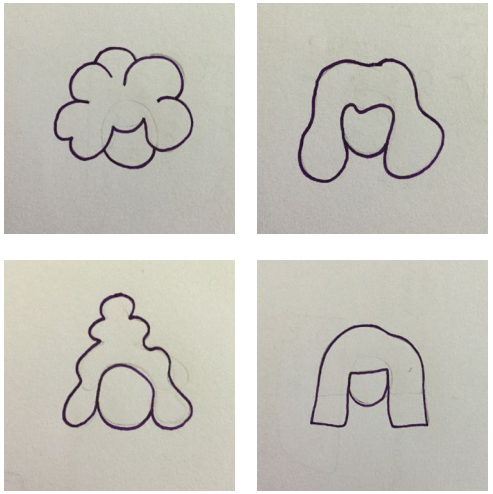
INITIAL

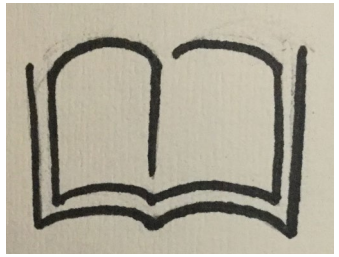


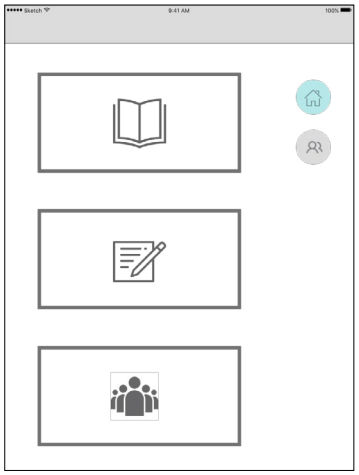


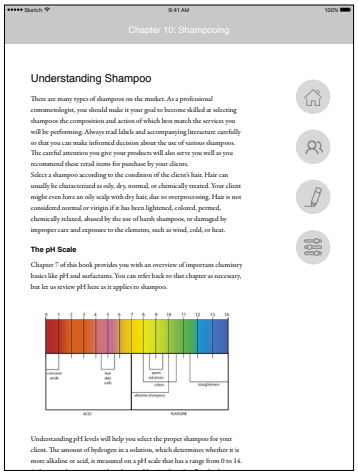


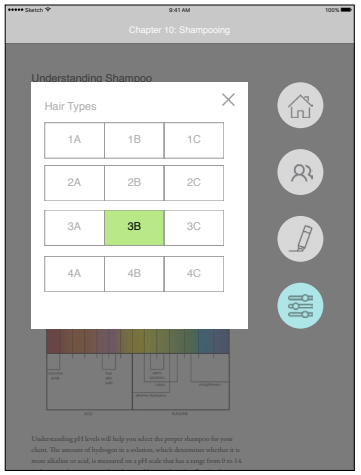
FINAL

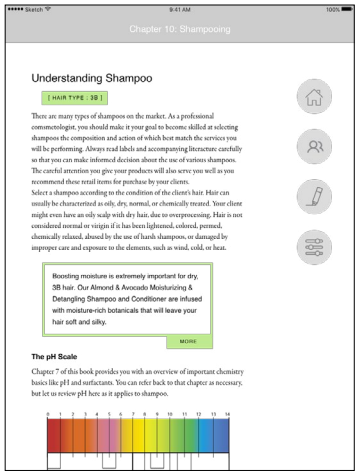


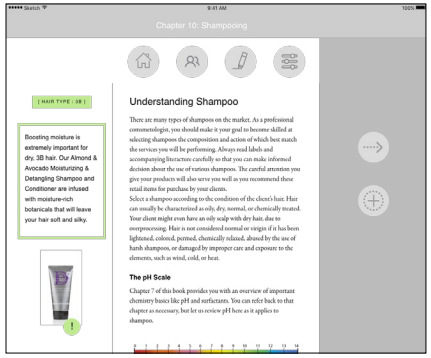


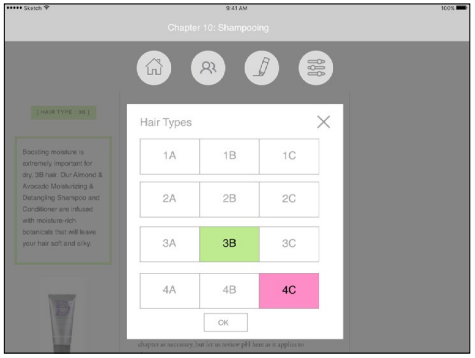


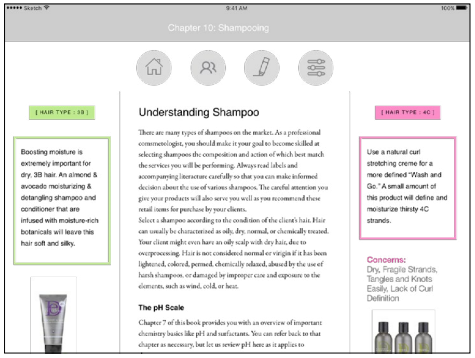


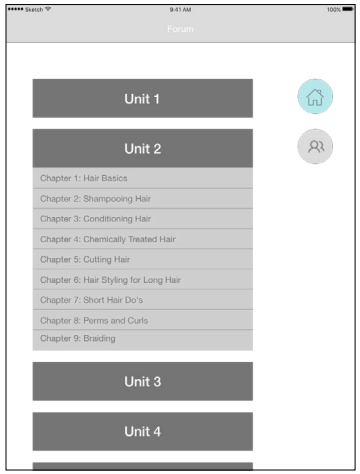


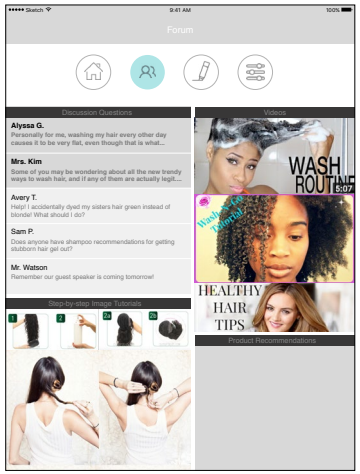


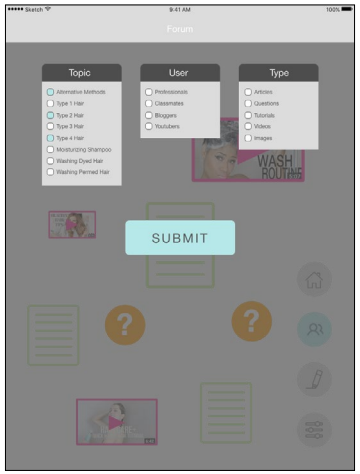


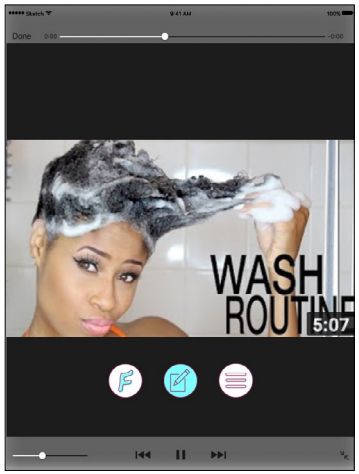


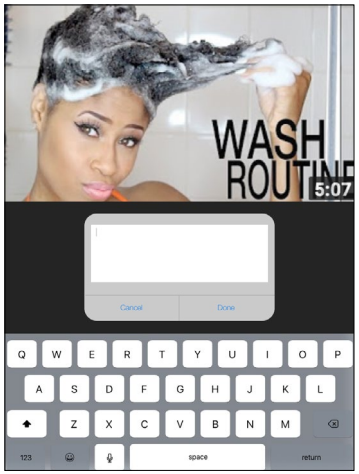












Lo-Fi Prototype

LOGOTYPE

FLUX IFY

Brand Attributes:
Dynamic, Multifaceted, Organic

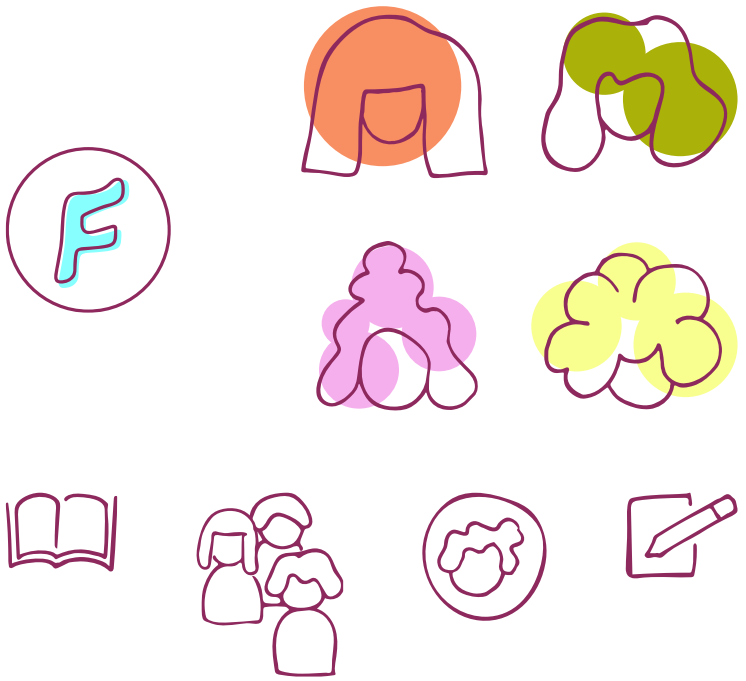
Brand Persona:
Lady Gaga

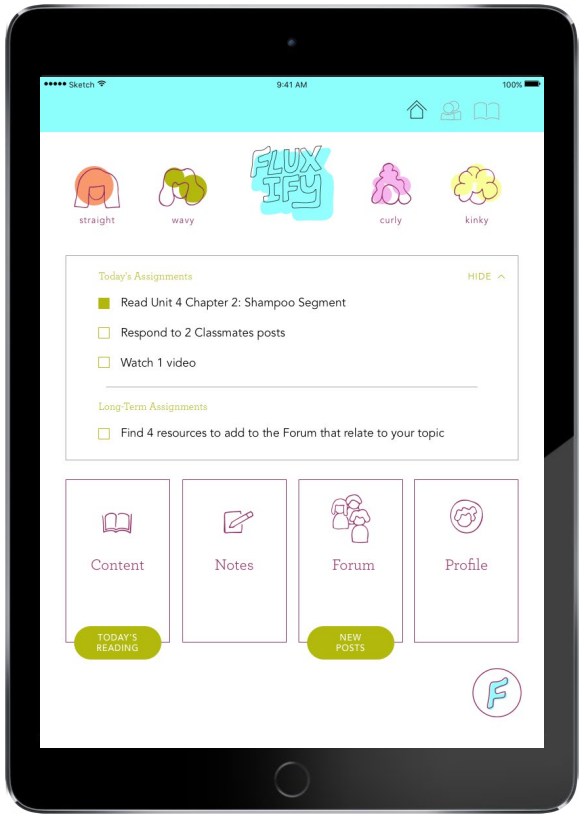
COLORS

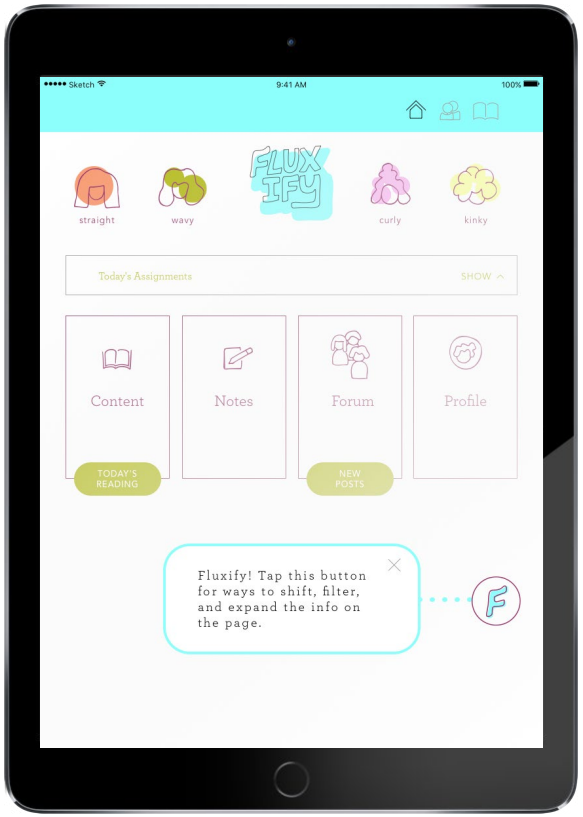
primary

secondary

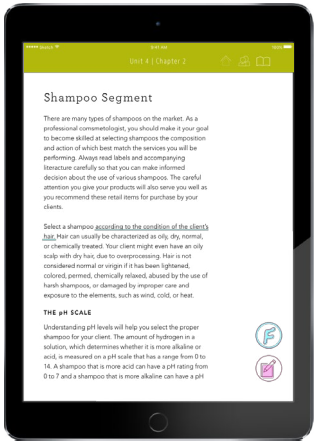
ICONS

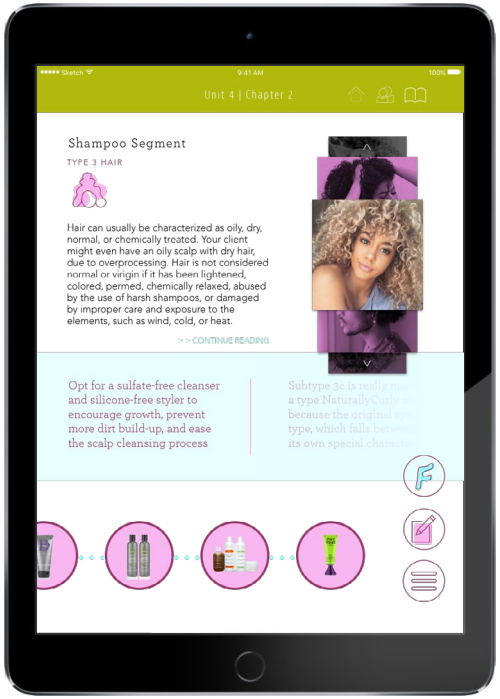


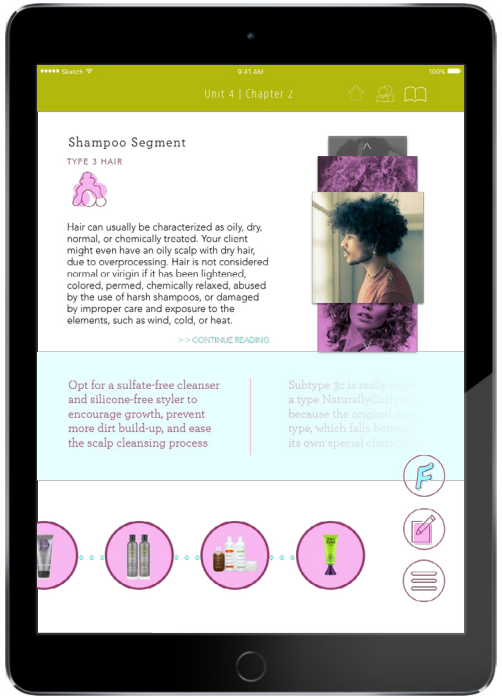


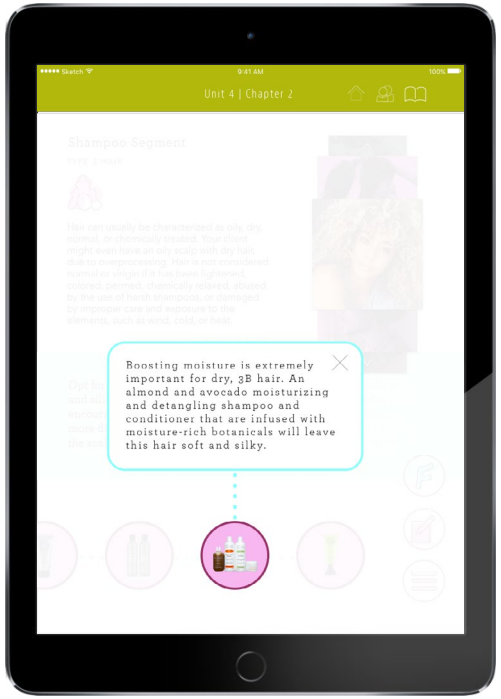


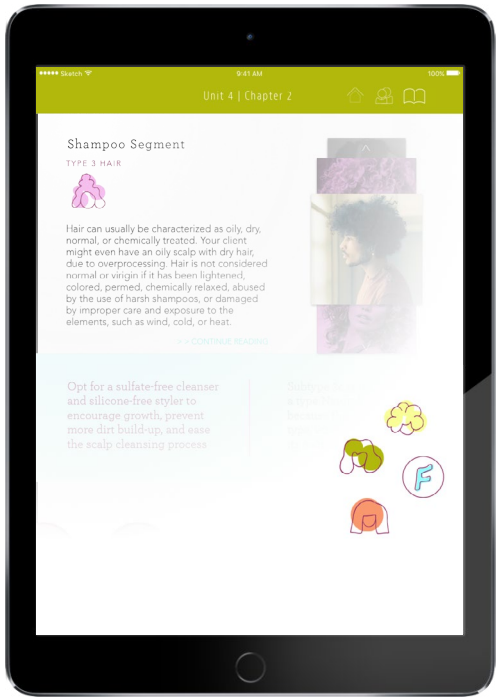
Hi-Fi Prototype

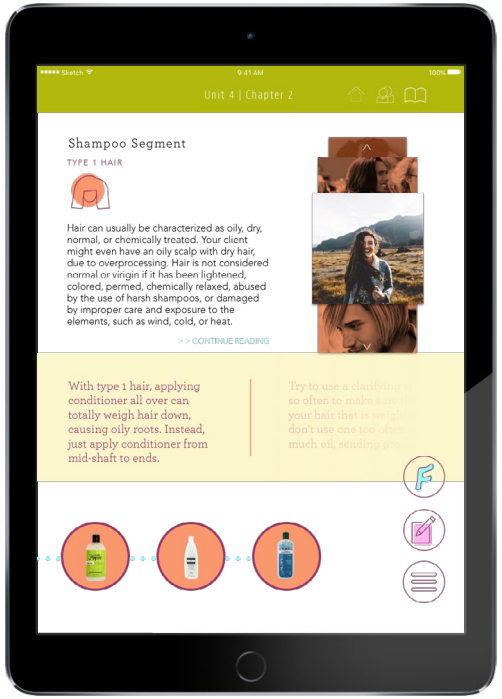




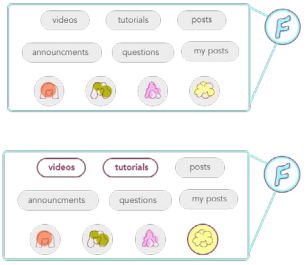


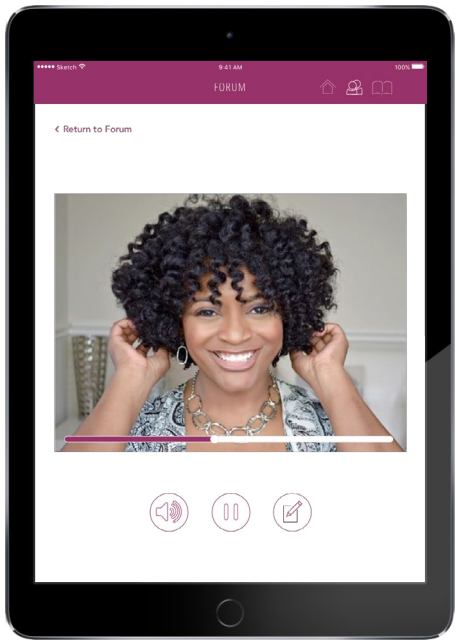


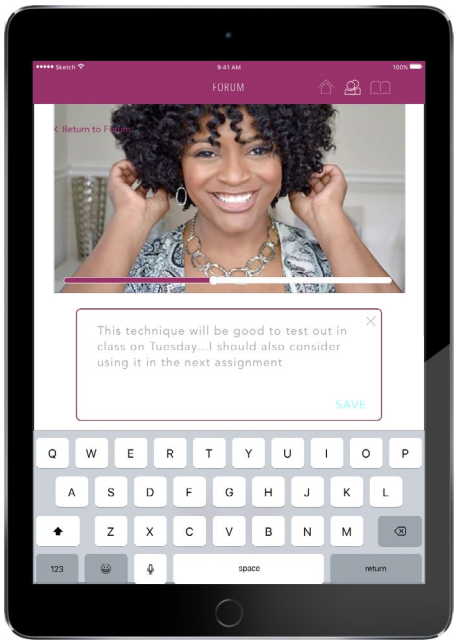


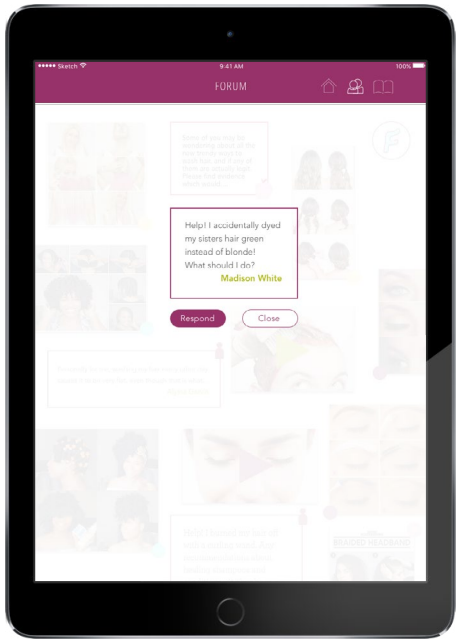


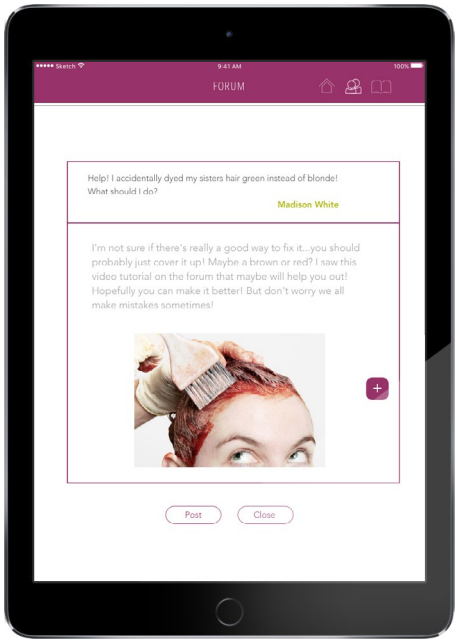
Hi-Fi Prototype

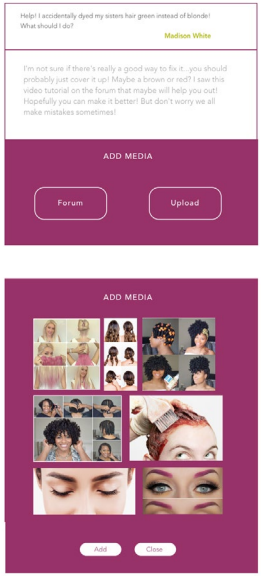


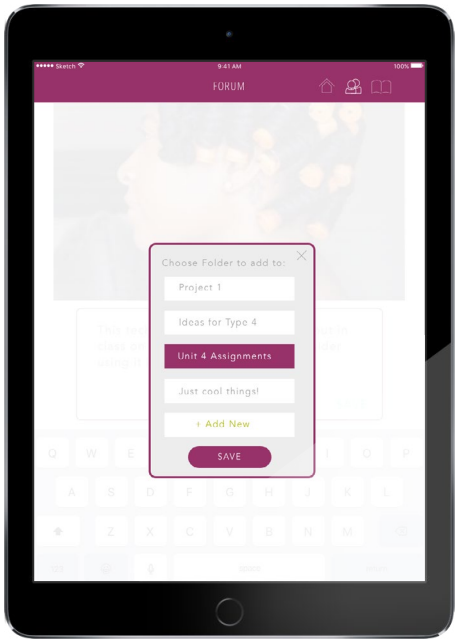












Hi-Fi Prototype

Link to Walk-Through Video:

https://youtu.be/tLBvwKWSwXc

Link to Demo Video:

https://youtu.be/t85nMCQlEPQ