Paper Prototyping

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Introduction

One of the most significant issues in attracting potential applicants is that technological boundaries are breaking down due to advancements in virtual and real-time technology. Naturally one of the biggest decisions a family will make is where their dependent should go to college.

Parents will want to feel comfortable and secure in which college they ultimately choose and which subject they have chosen. A great way to engage parents and prospective students is by offering virtual campus tours.

The methods for attracting potential students and converting them into enrolled students have to modernize in order to keep up with today's high technology.

The team

When it came to roles during the sprint process, everyone partook in each stage and there weren't any set roles given to members of the team. In terms of the report breakdown, it was as the following:

Afzal Miah - Stage 3 of the process, the wireframe summary/annotation of his design.

Ryan Hutton - Discussed the team's reflections throughout each stage of the process then discussed the feedback received from the wireframes testing and what changes the team would make.

Andrew Hart - Stage 1 of the process, wireframe summary and annotation of his design.

Yo Han Jun - Intro overview of the process, wireframe summary, annotation of his design.

Naqash Nadeem - Stage 2 of the process, lightning demos, crazy 8s

Overview of the process

The team constructed the brainstorming design and wireframes to derive specific goals. Wireframes were a means of communicating techniques that clarify to stakeholders and team members, who will be able to effectively understand which screen the app or website is displayed on. The design sprint allowed the team the opportunity to carefully plan out the design process before moving on to the prototyping, reducing the risk of taking shortcuts in the process.

In addition, designers can test their overall design strategy without being biased towards detailed descriptions of visual design. Only using a few visual elements, allows for the focus to be on the key design decisions before proceeding on with the details.

The wireframe is typically used as a point in time for reference to a function. As a design product, the wireframe can be shared with all team members so that all team members are on the same working page. So all risks can be eliminated through careful planning.

This is probably a part of Stage 1

This is a lot of objectives. How did you identify these? You should have had an overarching goal → what was that?

Objectives

To develop a virtual open day homepage based on interactive maps and building information that aim to deliver an effective visual convenience.

To provide Live and recorded content for a homepage that exceeds the applicant's expectations and delivers the desired outcomes for experiences.

To provide participants and applicants with a Q&A service experience of the highest quality.

Decision-making process

→ The metrics alone are not useful. You should outline the main process and then reflect on the outcomes

Specify long-term goal: ■ Help students get a feel of what campus is like +3

■ To be accessible to more people to do +2

■ connect user more effectively +1

eg. Why was this most popular? How did you take it forward to future activities?

Identify stakeholders: Applicant, Local business owners, parents, Investors, Jobseekers

Identify the steps taken by each stakeholder:

■ *Potential Applicant:* – Signup to open day – Log on to Event – Navigate open day to see different presentations – Experience campus activities – Socialise with other applicants

■ *Current Students:* – They give tours – They represent the University – Answer questions and help with the queries

■ *Event organisers:* – Decide what buildings and rooms will be needed – Organise layout for campus and rooms – Make a list of all equipment needed – Allocate numbers for people to be assigned to each part of campus – Setup information booths with maps information around campus – Have signs put up for navigation – Setup rooms for presentation – Make a timetable with each event on campus – Finishing up and clean-up process

■ *Lecturers* – Sign up for a presentation slot – Plan presentation – Meet with potential student – present to applicants – Answer applicant questions

Brief design procedure

how do these merge as a user journey map? None occurs in isolation

Homepage (map, navigation bar) +schools

+buildings

+campus tours

School overlay: search tab exist with the subject form that depends on the chosen school

Subject overlay: pop up menu with live, recorded, scheduled, Info tab

Actual Event: comprises video box and chatbox with live or recorded tab

Building overlay: clip embedded in the tab; pop up menu with info, tour-clip and related school.

The purpose of this section is unclear. There is no narrative or explanation.

Campus tour: new page with 3 tabs (campus, sports, accommodation) and each tab is embedded video. Each video has its own time stamps.

Stage 1: Choose a Target

The process began, as most design processes do, with a discussion of the problem at hand. The problem described was to design a new online open day system for the University of Dundee. The team first began by thinking about what the long term goal of this system was. The team largely agreed on these goals, with members suggesting that the goal was to connect users and to give users an enjoyable and informational experience of an open day.

From this stage, the team then began the process of identifying stakeholders. This was, as with the previous step, relatively simple and proved to be quite successful. The team identified a number of stakeholders for the system including potential applicants, the event organisers, current students and lecturers. These stakeholders were identified by discussing who would benefit from and influence the end goals created in the previous section.

The team then identified the steps that would be taken by each stakeholder. These steps were developed by thinking about ways in which each stakeholder may interact with the larger process. Again the team was largely successful in finding the steps taken. At this stage, it also became clear which stakeholders would be easiest and make the most sense to focus on. The team struggled to identify a large number of steps for some stakeholders but this only reinforced their decision to focus on the stakeholders they had chosen already. This was evident as the chosen stakeholders were much easier to determine steps for.

such as...

This led to the first diagram created by the team, the journey map. The journey map is intended to focus on a smaller number of main stakeholders and highlight the actions they would take when interacting with the system. The team settled on 5 main stakeholders at this stage. They were largely successful at creating this diagram but they did run into some problems. One such issue was in the scope of the diagram. Their diagram focused on the on-boarding aspect and the process itself but lacked any information on the off-boarding. A number of the steps ended abruptly without completing the stakeholder's full process. This would be an area to improve in any future journey maps, with the team creating a more comprehensive set of steps for each stakeholder, taking care to not miss out on any crucial steps. A smaller issue the team had was with the labeling of steps. With all team members adding to the diagram at once there were some oversights. Some steps ended up being slightly redundant or confusing to any outside viewers of the map, despite being clear to the team themselves. This would also need to be remedied in any future journey maps. The team would need to take a more measured approach to the steps, perhaps taking them one at a time and agreeing on the proper wording rather than all editing at once.

would be good to see this in the report

These were...

can you give an example?

The next stage of their design process involved reconvening and having a further discussion about the problem at hand. This discussion was led by an outside expert who had first-hand knowledge of the problem and its possible solutions. The team then created a series of notes based on this discussion. These notes, known as "How Might We" notes, were intended to generate thinking about different solutions, and ensure the members of the team were on a similar page in terms of understanding the problem they were tasked with solving.

These notes were then grouped into their general theme. This grouping process was repeated several times to refine a set of topics to be looked at by the team with more scrutiny. A few of these topics began to appear as bigger considerations, as the team had noted down more ideas under these topics than they had with others. The scope of the event was identified as a general concern of the group. They discussed whether it should include tours of campus, or whether it should simply be focused on the interaction between prospective students and the staff of the university. They talked about different ways to present information to the applicants, and methods of supporting communication between applicants and relevant university authorities, be it lecturers or students currently studying there.

The next stage of the process undertaken by the team was to further iterate on the journey map from earlier in the process. The team took this time to update and improve the journey map based on feedback from the expert and other teams. This included making the labeling of steps more sensible and descriptive and editing the layout to show a better path. They also added their winning HMW notes into the journey map in relevant positions.

[See Appendix H - Journey Map]

This led to the final section of stage one, which was picking the target for the application that the team would be designing from this stage onward. The team took this time to reflect on the goals that had been set out at the beginning of the process and decide which of these would be best to focus on moving forward. At this stage the team also chose a target user for the system, this was done to inform the direction that any future design choices would take.

The team decided to focus their design on the university applicant as their target user. The reasoning for this was that the team thought this user had the most to gain from using the application. As a new applicant to the university, they would know the least about it and the team thought that designing for such a person would ensure simplicity and succinctness in the final design result. An applicant to the university has the most simple end goal, learning more about the university, and as a result, the team thought this would be an easy goal to satisfy with the design of a university open day whereas a target user with a more complex abstract end goal could potentially complicate the end design and obfuscate the system itself' goals.

The team settled on the online presentations as their target. This was decided by the team as they had an understanding of the types of presentation systems already existing, and as such would have knowledge of how to improve on such a system. The team also came to the conclusion that the presentations themselves were at the core of the open day event as they have the potential to be the most informative element. As the target user would be the applicant, it made sense for the target area to be the section that would benefit them the most.

Overall this section of the design process was found to be relatively successful by the team. The step of this stage most found to be a success would be the second journey map iteration. By this point, the team had settled into their dynamic and had learned a lot about the task at hand and as such were able to improve on past mistakes and produce a journey map that would be helpful in the stages to come. In contrast to this, the step that could have been improved upon would be general communication when working on the same element. While this did improve as the stage went on, for the first half there were moments where team members perhaps could have been working more effectively on different aspects rather than all working on the same thing.

Stage 2: Sketch Solutions

Stage two of the design process involved refining the ideas more and picking out what the team thought the best ideas to put forward for further refining and designing after the team had successfully identified the target and stakeholders. This stage of the design process involves sketching out the ideas in a fast-paced style. The first step of this stage was lightning demos. Lightning demos are used for inspiration which the team needs for step two of the process.

Lightning demos was a quick way to present the ideas to the team. Team members went on and did individual research for twenty-five minutes on other solutions and ideas that are available so as mentioned above this was the way of finding inspiration and gathering ideas for designing the solution to the problem the team is trying to solve. How did lightning demos work? It involved 3 people in the team where the member who created the idea got two minutes to present the ideas and findings which they think are important and relevant, one person wrote down those ideas and one person kept note of the time. This went around until everyone had presented and said what they think is important and the team discussed the ideas and talked over them.

Remember that this should be a stand-alone document with appendices only for supplementary information.

such as...

After the team had presented their ideas, this is how the board looked like *[See Appendix F - Lightning Demo].* There were quite a lot of different ideas for the problem and things the team could include in the design of the solution. As this was done under 2 mins, the time pressure of explaining it made it more interesting because the person explaining the idea described with a focus on what they thought was relevant and was to the point.

"Crazy 8s" was the next step of this stage. This process was where the team sketched out the solution to the problem. Every member of the team sketched out their own solution, so like a visual representation of how they would run the open day (the problem). The team already had several ideas on the board to pick from the lightning demos.

Crazy 8s was an individual exercise, so every member took part in it. It was done by dividing the paper or board into eight sections. Everyone started at the same time and had eight minutes to sketch out their solution. So, one idea per section and one minute to draw it and then move to the next and draw out another idea.

You can see the sketch solutions ~~*[See Appendix G- Figure 1]*~~ everyone in the team drew. The group all tried to explain each other's solutions to see if they can understand them, then the person who drew the sketch explained what is going on so there's a better understanding of it. After that.the team discussed and voted on the ideas, they thought they were good and more relevant to the solution of the problem.

Next step, the team discussed what are the advantages and disadvantages of the different sketches, what they lacked and what was good in them. This is the sketch ~~*[See Appendix G- Figure2]*~~ the team thought and picked as the best because it was better planned and had better ideas with the most votes. This sketch was drawn for an online virtual tour. So, as it can be seen it has a menu for the first idea with two options live or recorded and then for instance user picked live they can have a live feed of the events with a chat option where they can chat and ask any questions. Then further along in another section of the Crazy 8s, the idea of an interactive map came up so users can easily navigate and see what

This is a deviation from the process. What was your rationale? Did it work?

Needs to be included as a figure in the report.

give some examples here

the campus is like. Another good idea from this sketch was a VR tour of the campus where users can experience it to the fullest.

[See Appendix C- Figure 3] is an example of another solution where some ideas were taken from for the next stage of the design process. Such as the idea of users having the option to see what accommodation is like because it can be very important for new students to know what their options in terms of accommodation are. This idea was further developed for having the option of seeing sports halls and gyms as extracurricular activities are important which you can see in the paper prototypes in the Appendix.

The team worked very well during this stage of the process as it helped give a better and clear understanding of the problem. The well-executed step of this stage was the crazy 8s as it helped visualize the solution and pick out the best bits of all the sketches that were done. This allowed the team to narrow down the brainstorming to start designing the paper prototypes. The area the team thought they could have improved was lightning demos. The demos were done in two minutes so to increase the time to 3 minutes this would have gotten more ideas across the board which could have further improved the Crazy 8s part of the process.

Stage 3: Decide on the Best

Ultimately this all culminated in the final stage of the design sprint, Stage 3, where the focus of the process in stage 3 was to take from stages 1 and 2 and use everything from the process to decide on the best solution to prototype with. [see appendices A, B, C]

The first part of this process was to first for each member of the team to go away and work on a storyboard idea for the problem, making sure that during this process there is no communication between members so as to keep the storyboards anonymous for when presenting them to the group; The key thing here is that no one in the group should have seen any of the storyboards before, nor should they know whose idea the storyboard is; This will eliminate any subconscious bias towards the storyboards in the heatmap part of the stage 3 process. This was known as the “Art Gallery” part of the process where every Storyboard is put on a big board for every member of the team to view and analyse to ultimately create a heatmap.

The aim of the heatmap part of the process was to pick out the best ideas from the storyboard. For this, every member of the team would independently analyse and look at every storyboard and its proposed solutions and vote on all the parts that they liked and would like to see be carried over into the prototyping process. There was no limit to the number of votes each member had, so members would vote for all the ideas that they liked and not just their clear favourites. Aside from the voting part of this process, the other key thing to do was to raise any concerns or questions about any storyboard or proposed solution. This was done just by leaving a note with whatever question/concern a member had with a solution next to it; this would be addressed later on in the stage 3 process.

Thereafter, came the speed critique part of the process; The most time-intensive and arguably important part of the process when it came to understanding the storyboards and the thinking behind each idea or proposed solution and what made them suitable for the problem. The way this part of the

process worked was by first setting a time-keeper, scribe and facilitator for each sketch to be critiqued. The roles went like the following. The facilitator(making sure it is not their own proposal they've been assigned) narrated the sketch from their point of view of how they perceived the information in the sketch and highlighted the key standout ideas which were voted on in the heatmap part of the process; The scribe wrote down the key ideas from what the facilitator was narrating and highlighting; All the while the time-keeper kept track of the time spent on each sketch(the time set for this session was 3 minutes on each sketch). After the 3 minutes were up, the creator of the solution then concurred with the team on whether the sketch was perceived the way it was intended, what differences in ideas they had to the facilitator, and explained any ideas that the narrator missed and answered any questions that were raised about the sketch either during the discussion or from the earlier heatmap part of the process. After one sketch was done, the team rotated to the next sketch and did the same until all the sketches were covered.

Was there anything misunderstood? What were the key ideas that received votes?

The final part of the process was the "Straw Poll" event. What the team did here was that each member of the team had 2 votes each. The team all took a few minutes each to individually reflect on all the ideas and then put their votes on what they each considered the most interesting ideas. After each team had placed their votes, the team then went round one by one giving a brief explanation(spending around a minute each) of their votes making sure to talk about their justification of their vote. This was a brief part of the process and overall took around 8 minutes of the intended 10 minutes set aside. With this ending the stage 3 process, the team now had enough information to decide on the best solution and best direction to go with for the prototyping.

What was the main solution?

From the strawpoll, the solution which best addressed and fit the team's target event and stakeholders were chosen. The strawpoll saw 4 ideas out of the 9 garner votes, with uneven vote distribution and there is a clear hierarchy of the votes on ideas. The main solution to be chosen garnered 5 votes, with the 2nd place idea falling behind with 3 votes, then the remaining 2 voted ideas garnered a vote apiece. The chosen solution from this process was to create an open day experience focusing on the idea of presentations, both live and recorded, set up in such a way where the presentations would try to closely mimic as much as possible an in-person presentation to better try to make the attendees feel immersed as if it were an in-person event. The team, although having chosen the best solution to take forward into prototyping, also took into account the other 3 voted on ideas to combine them with the chosen idea to create the final solution to take into prototyping. This worked as the other chosen ideas were features/ideas which would integrate well with the main idea so the team felt rather than disregard those voted on ideas, it would be possible to change the interpretation of those ideas to work with and fit the best idea.

In terms of how the solution addresses the target that was chosen in the first stage, the first thing to consider is first the target stakeholders as laid out in stage one but also the target event. The target stakeholder for the event were applicants to the uni, and the target event was presentations. The chosen solution addressed the targets chosen from the first event as the idea was to make the virtual presentations for the open day event, not only mimic that of what it would be like in-person but also provide both live and recorded presentations, so applicants would always have presentations available to watch for information.

Very little detail is provided here. I would expect to see sample sketches of the top-voted ideas, contrasted with the lesser-voted ideas, with a specific rationale for the group's choice.

The solution after all the considerations, is an online open day experience based around the ideas of presentations being used, both live and recorded in order to showcase the uni in all aspects from campus to sport to classes. Presentations would be recorded and done by either lecturers or students, depending on whatever the department decides and the context of the presentation. The solution has an emphasis on layout so to make it clear to find live or recorded presentations but also a schedule of the live presentations.

In terms of the evaluation of the Stage 3 process, overall it was well executed as a team. The main issue in the process was really the lack of storyboards for the Art Gallery part of the process, as there were only 3 storyboards on the board since only 3 of the 5 members managed to do the storyboard prep for stage 3. This ultimately caused a ripple effect in the process in that there obviously were fewer ideas to analyse/work with during the process. One thing which could be improved on, is finding ways to better express concerns or questions; One trend with the group was that during the heatmap process, questions/concerns weren't raised at all and instead all the concerns were raised after the speed critique. Having the question/concerns noted on the board during the heat map would make it more clear to everyone and visualise what people were thinking within the group rather than waiting for discussion. The Speed Critique process however was smooth and efficient, with everyone being largely in agreement in regards to their perception of what each idea was and the key points. The Stage 3 process ultimately flowed well, and was effective in guiding the design sprint towards a chosen solution.

Final Paper Prototypes

→ The sketches should be included within the 10 page limit

The landing page brings the user to a page containing an interactive map of the campus where they can click on the desired buildings using zooming options if required. The page has three internal links at the top of the page that all act as overlays when selected; the schools, the buildings and the tour videos. The school's overlay displays a list of the schools in the university and once you choose your desired school it then takes you to a page about the school with further options. The buildings overlay will display a list of buildings in the university and once you choose your desired building it takes you to a page about the building. The tour videos overlay gives the users a choice of tour videos that have been made by the schools themselves and once you click these options it will direct to a page with the video.

How do I know what the buildings are for?

Tours Pages - The tour pages are the pages where attendees of the event can view the presentations of the various parts of campus. There are 3 tabs for viewing: Campus Tour, Accommodation Tour and Sports Tour. Within each tab, there is the presentation video with the video having a navbar/basic media controls on the left and with a contents section on the right alongside it. The contents section breaks up the presentation video into sectioned timestamps where users can click the link on the contents section to skip to that part of the video. The navbar has a hover feature where users can hover over the progress bar and what section that part of the video is would show up.

The actual event pages are consisting of three pages which are Applicant, Live, Recorded. In event overlay brings users to chat in live events and complementary in sharing information. On the top left hand side of a submenu, the user can navigate certain pages (Live, applicant, recorded)by clicking the link. Live chat-list shows user's communication and through this function, they can communicate with each other and have a shared experience. In the recorded page users can see recorded videos with information which is related to certain subjects. In the applicant page users can find Applicant

You should indicate how your prototypes link back to your use needs. → these might be expressed in personas or in the early stages → it looks like you've gotten a bit carried away with features

Information who is already enrolled for their subject choice. Applicant information contains name, mobile number, email address and subjects.

There are a couple of school pages so the user can search the school name and then check the subjects associated with the chosen school search. When the user finishes choosing the school and subject, a visualized table shows whether information is deliverable or not. If a user finds success in choosing a subject it brings to a new page of subject details. Also, users can find descriptions of module structure. For example, users can search for math and the results would show information relating to the math department. Description of subjects could be downloaded as a pdf file. In the bottom of the page, users can see the university's annual satisfaction rates with students.

Subject Overlays - This page, or element of the page, is where attendees of the event can view information pertaining to a specific subject. There is a navbar at the top which shows the sections available to access. The first page shows the layout of the elements on the page and these remain mostly consistent throughout the subject overlay, however, the information displayed in these elements changes depending on which section is highlighted in the navbar. The first section is the subject information. This page shows a basic description of the subject that has been selected, e.g module coordinators, module descriptions. The second page is the live events page. This has a table of events currently in progress, with a description, start and end times, and a button to join the talk. The next page is the scheduled events page. It is similar in the layout of the table, the only difference being instead of a button to join the meeting there is a button to set a reminder to join the event. The final page is the prerecorded events page. Again this has a similar table but unlike the previous two pages it has no start times, instead of having a description of the event, and a button to watch now.

Building Overlays- This buildings page where the attendees can view different information about the buildings on the campus. The page has three tabs ‘Information’ that give information about the building they have selected for example QMB, it will tell them where on the campus it is located and what events take place in the building. Next tab is ‘Related Schools', which gives attendees information about the list of different schools and courses that use that specific building. Last Tab is ‘ Tour Clips’ which has a short video tour of the building and just explains in the video what happens inside of the building and what is present there.

Reflections

At the start of the process, the task was to further develop a product for university open days ~~for open days~~ and when given this task the team had set out three long-term goals which the product would provide. Firstly, the team wanted to help students get a feel of what campus is like for students in terms of accommodation, what lectures are like and how typical students prepare for breaks. The next long term goal they had in mind was to make the open day more accessible, especially for family members of potential students who would like to attend the online open day. Also if the team produces a product that is accessible to all then this may provide a representation of how inclusive, organised and professional the university is. The third long-term goal that they had sought out was to connect to the user more effectively, meaning keep the user involved, maintain their attention and make them feel included rather than giving off the feel of a boring seminar. As this was a major goal of ours the team decided to make the virtual open day more presentation and discussion-based with lecturers rather than the inclusion of virtual tours.

I'm still not clear how you came to have three goals.

With these three major goals in mind, it was time to break it down further and look into how the team could go about achieving these goals with the features of the open day software. To connect to the user more effectively you should have inclusion from the lecturers from the relevant courses to talk to students. Lecturers could take turns to briefly talk about the modules in which they'd be running and what's expected from the student throughout the modules and then allow a Q&A session at some point for students to ask lecturers questions. This would differ from the usual open days in that it tends to be just one or two school representatives leading the open day and going over the key facts such as history, school buildings. With the team's idea of having all lecturers involved in these open days, it can give a more realistic and assuring idea of what university is going to be like for students and perhaps prepare them in advance as they know what to expect.

is this feasible?

In order to progress the software from just an open day via video calls, more features had to be added. With the goal in mind of helping students get a feel for campus life and not wanting to do a virtual tour, the team thought that an interactive map for the applicants to play around with would be the best idea. This map would be a map of the campus that would allow users to click on buildings which would then lead them to a page displaying information about the building, other related buildings to the school, scheduled events, live events and tour clips. The user can zoom in to have a first-person view whilst navigating the campus or zoom out with a bird's eye view of the campus to navigate the campus. The tour clip feature is available for the schools to upload their own clips for applicants to watch such as school tours, recordings of previous open days, interviews with lecturers and any other videos they see necessary.

So the team created a set of low-medium fidelity prototypes to see how it could look and try to get some more ideas when they saw what's missing and what's not going to work in the final product. The wireframes were presented to other teams to get feedback on what they could've done better and this was very helpful research for the team as it helped find several errors with the team's concept and what should have been added. It was noted in the feedback that the wireframes were missing some pathways for users to return to a previous menu in the wireframes showing videos and the wireframes showing the interactive map. In the next set of prototypes, the team would add an exit button to the interactive map overlay options to display the map again and include return buttons in the menus showing the recorded and live videos. Another piece of feedback noted was that the interactive map could have had outlines or highlights on the selected buildings as the prototype only showed a small overlay with the name of the building, so it may not be clear that a building has been clicked on. Also, there were comments about how new applicants will know what buildings are relevant to them so perhaps a colour scheme or checkpoints should be added to the map depending on the applicant's desired school.

There was a feature in the video page that was prototyped where it would break a video down into checkpoints for users to skim through the video to watch what they feel is important to them. It received comments that the team should have shown examples in the wireframe as to what the checkpoints could be and maybe there should be a side-panel or overlay to show the checkpoints. Furthermore, for the video prototypes, the feedback recommended that the team could add timed chat alongside the recorded video if it was taken from a live stream. This would be a good feature to add as it would give the viewer context when watching the recorded video as there may be questions asked throughout the stream and it could make the user feel more immersed in the video.

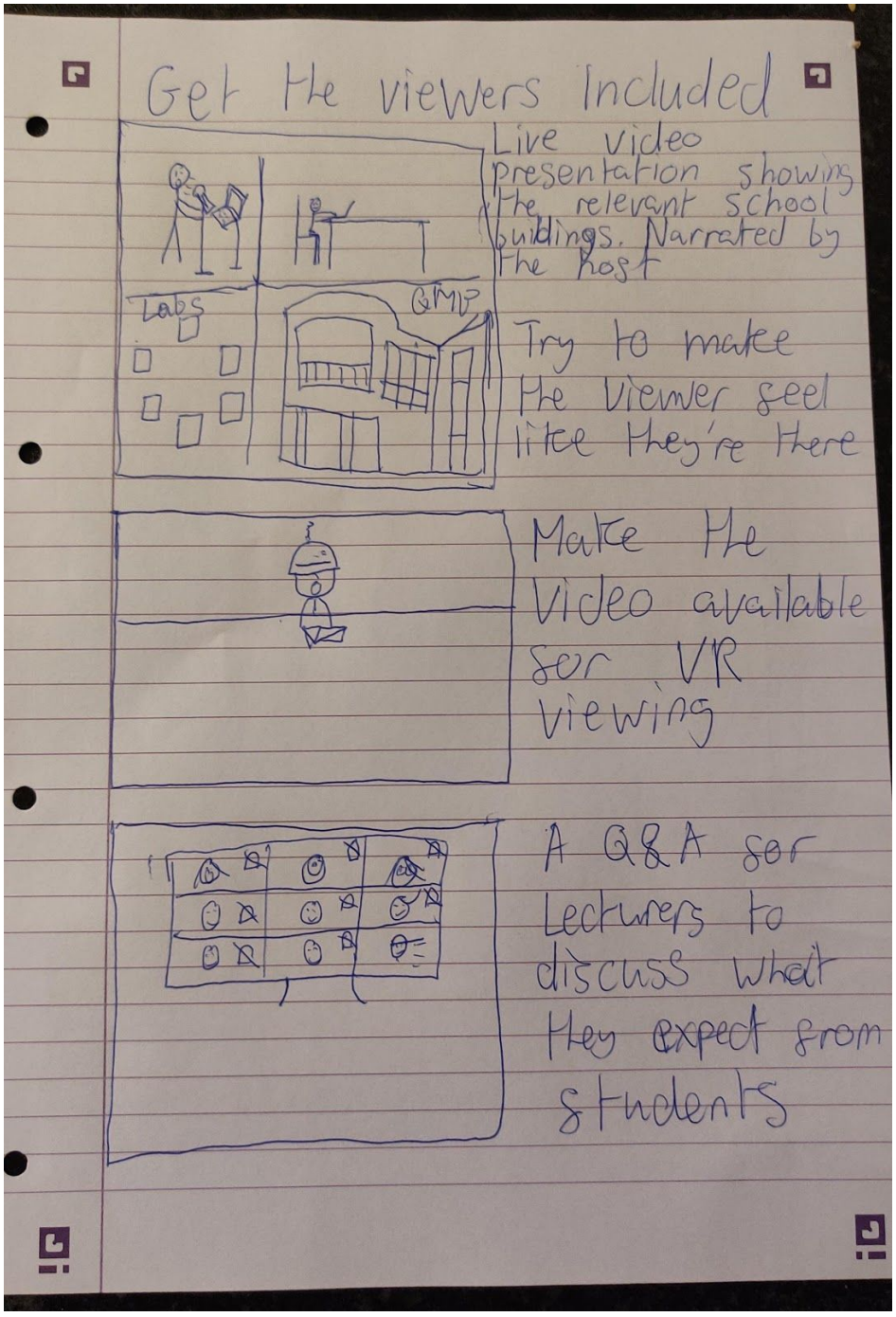
Overall, the feedback received from the wireframes were very good and the team are happy with the criticisms as these may have been criticisms that wouldn't have been spotted had they not tested them. Other than the feedback from the testing the team has also thought about adding virtual reality to the functionality of the final product but left it out of the wireframes as this should only be considered for future developments. The interactive map in the finished product could also show off the city of Dundee as well as the campus to give applicants a feel for the city or maybe include checkpoints instead of the whole city.

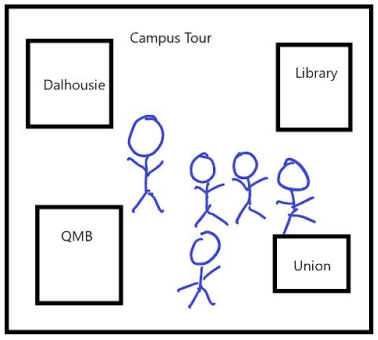
→ This reflections section is more a summary of your process. It should bring together & consolidate your other reflections in each section

ie.
- the process (rather than the outcomes/features) - how did being online work?, timing of sessions? documenting the decisions made?
- specific consideration of particularly interesting features → what led you to develop them? Did a particular activity lead to a breakthrough in your design?

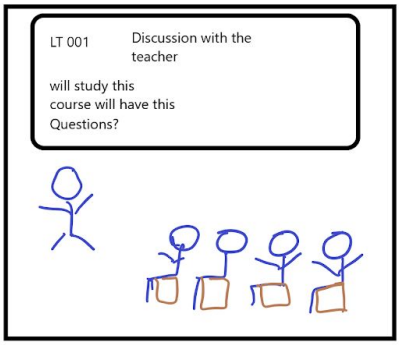
Appendices

Appendix A - Storyboards



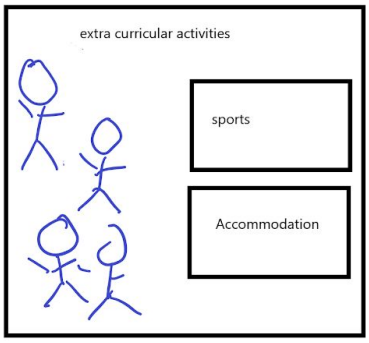


- Visitors Getting tour of the campus and getting explained where everything is on the campus.
- Which building is what and for which school eg, QMB is Computer Labs for Computing Students, Union is place for socialising etc.



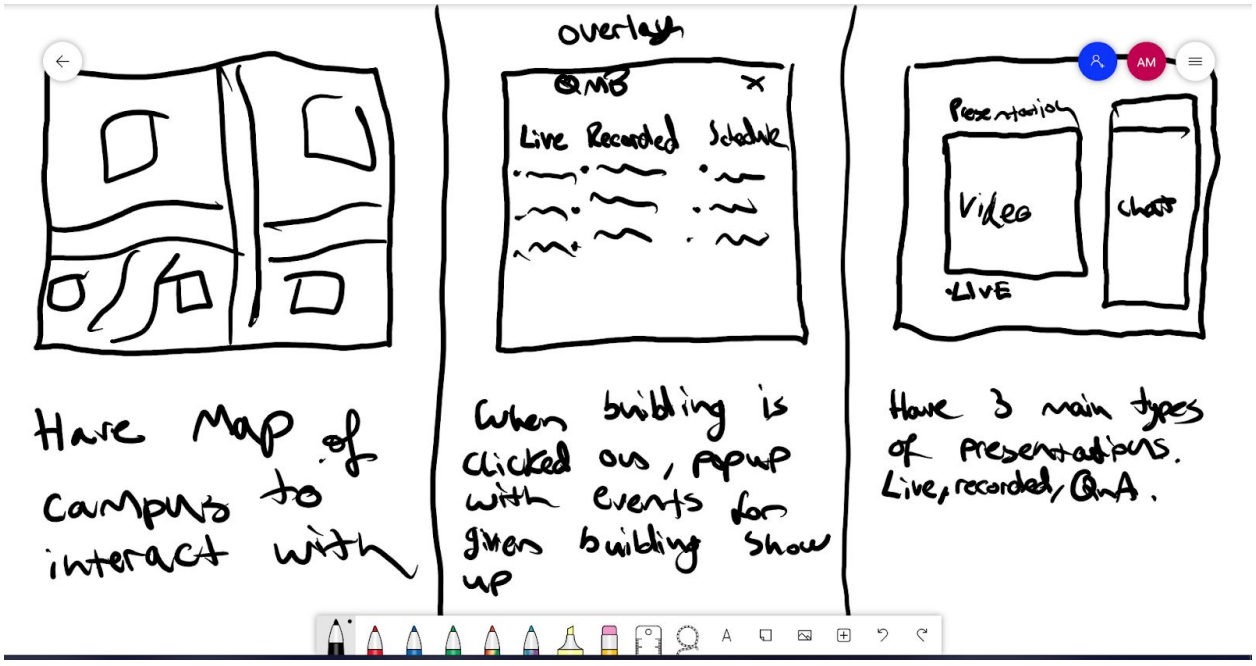
In this frame, visitors can meet some of the lecturers. Where teachers can explain how the course and modules will be taught and how things will work.

-Great opportunity for applicants to ask questions and get answers right on the spot.

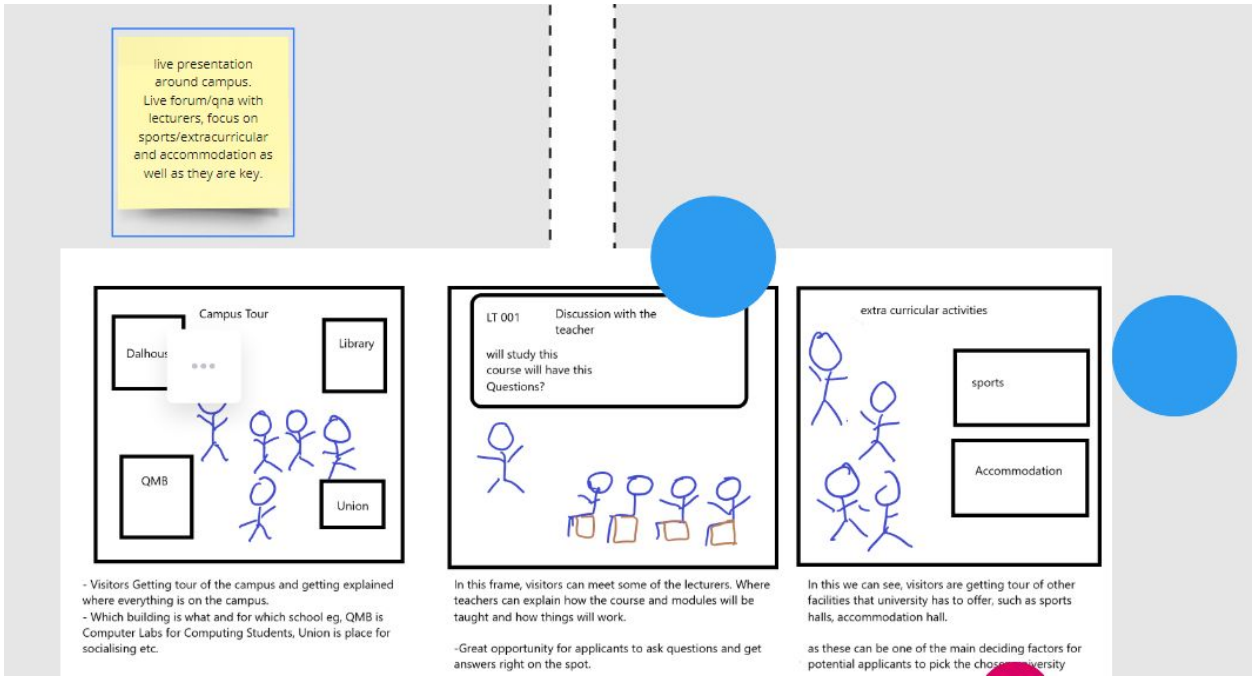


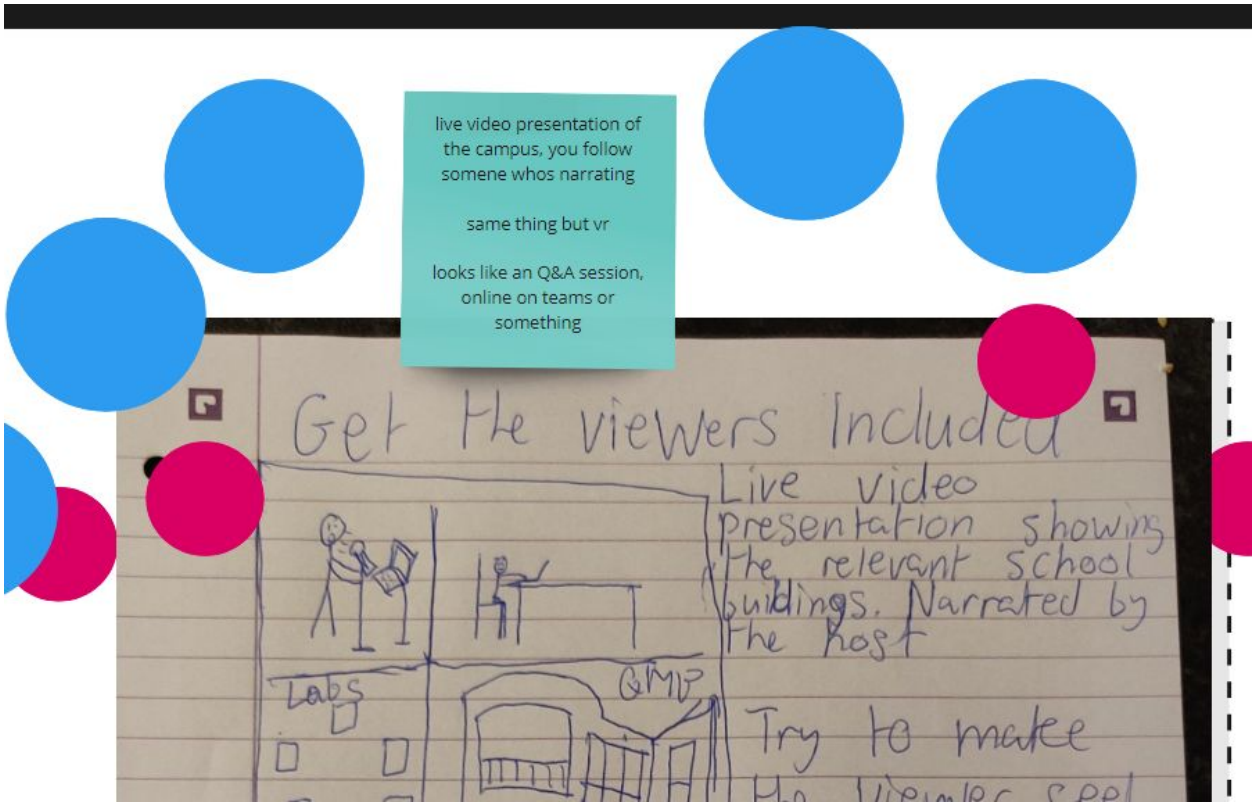
In this we can see, visitors are getting tour of other facilities that university has to offer, such as sports halls, accommodation hall.

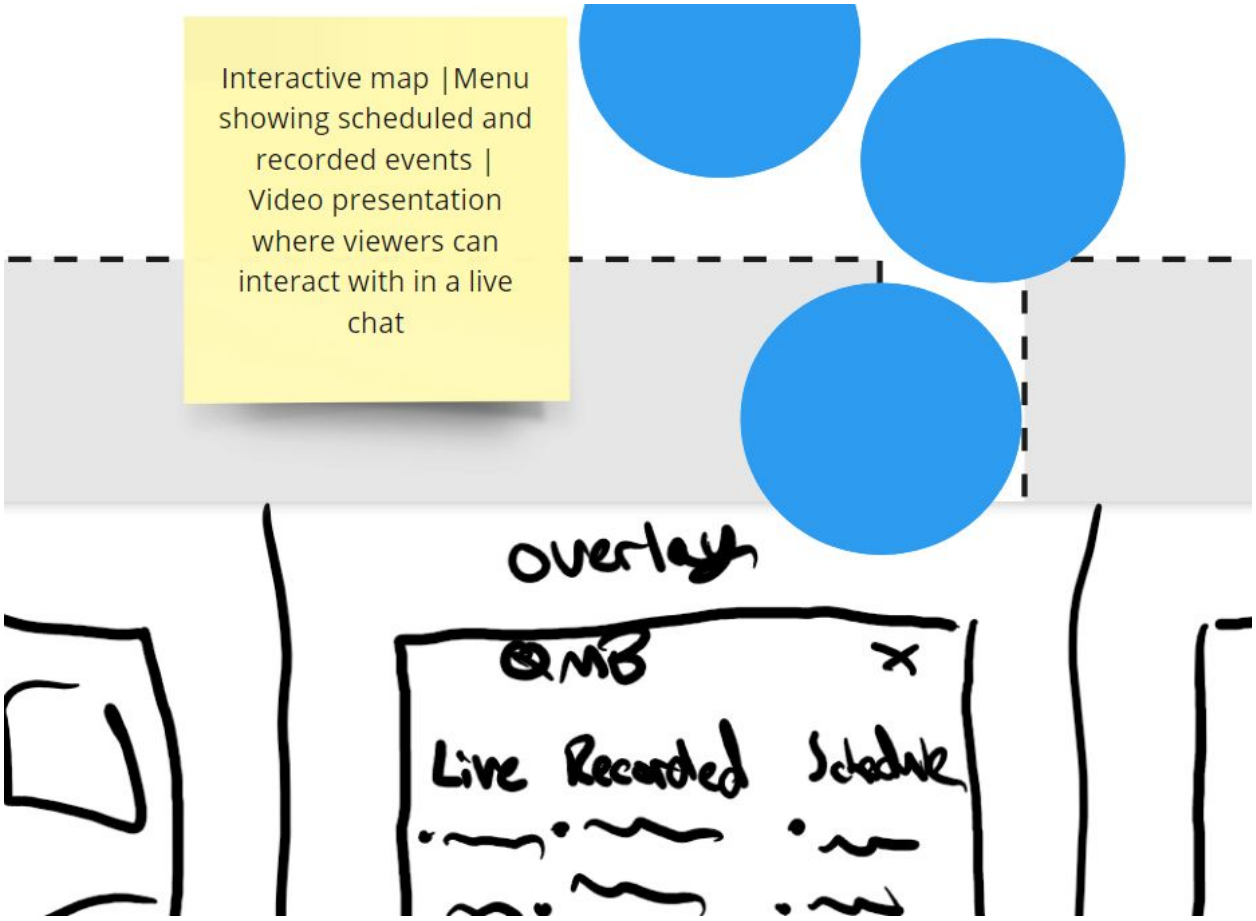
as these can be one of the main deciding factors for potential applicants to pick the chosen university



Appendix B - Speed Critiques

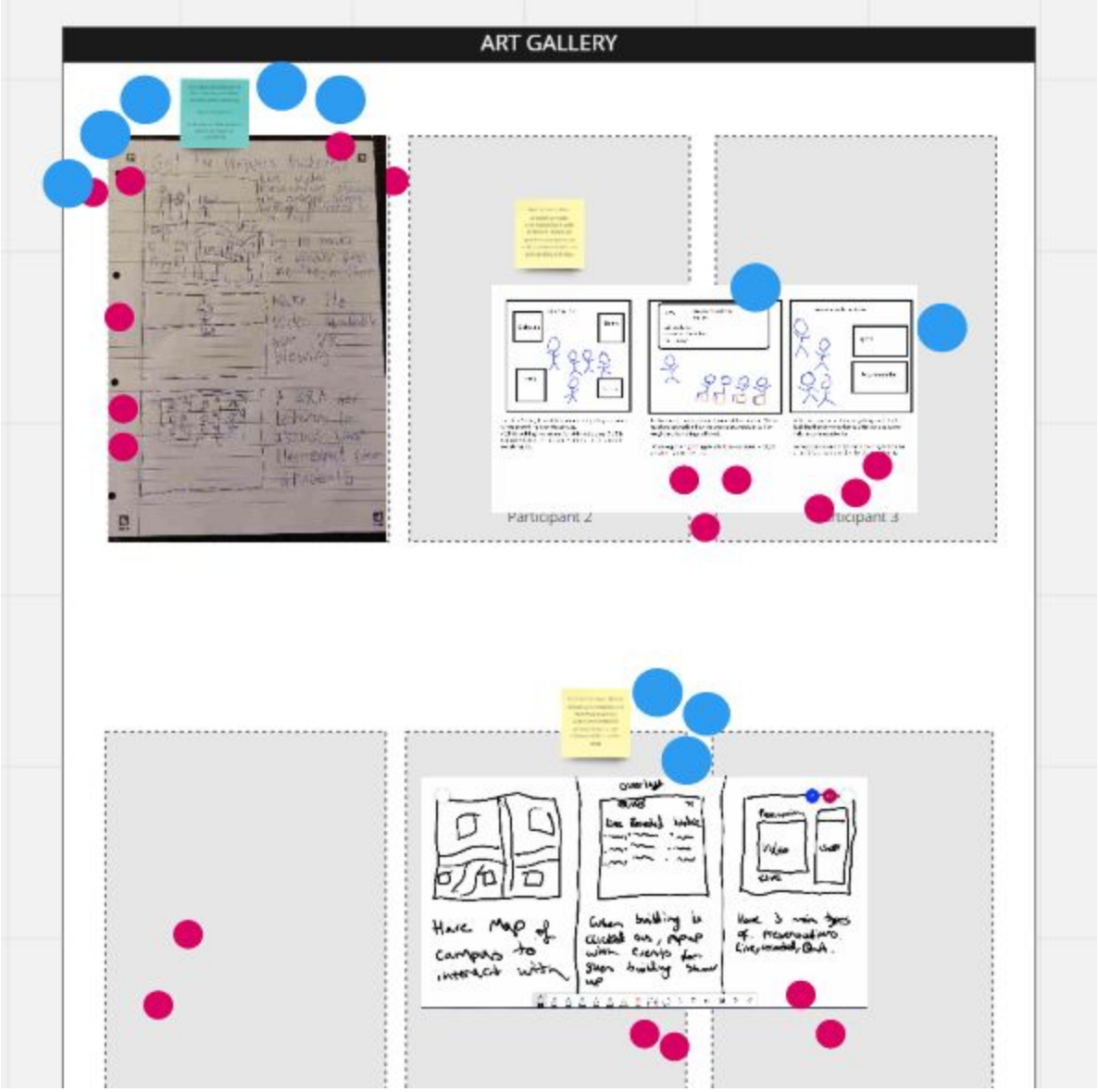






The Sticky Notes in the figure represent the notes made by the scribe during the speed critique.

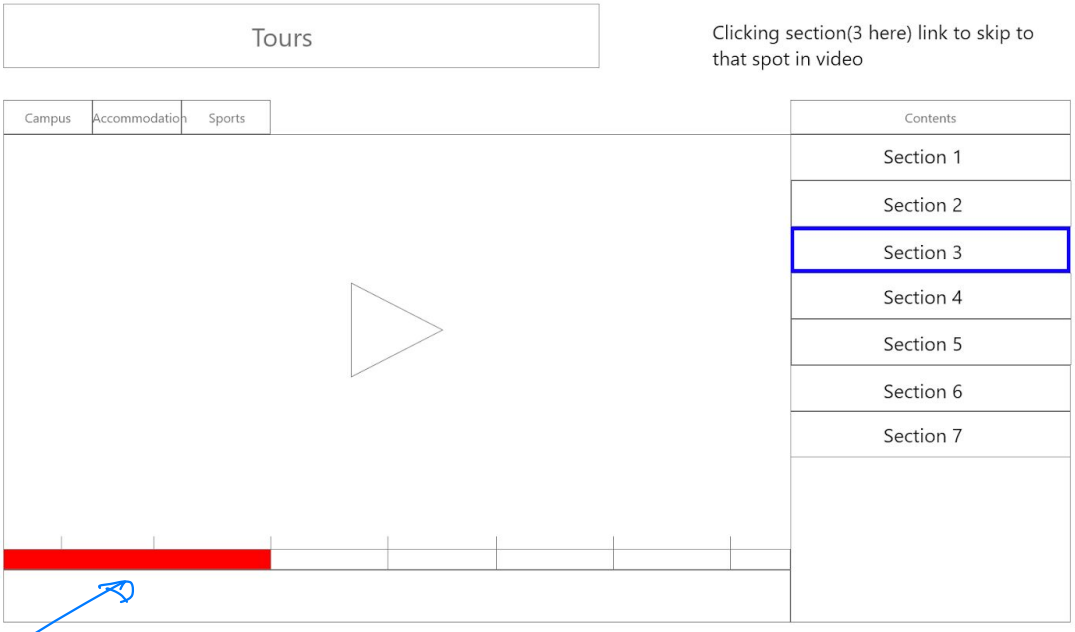
Appendix C - Stage 3 “Art Gallery Board”



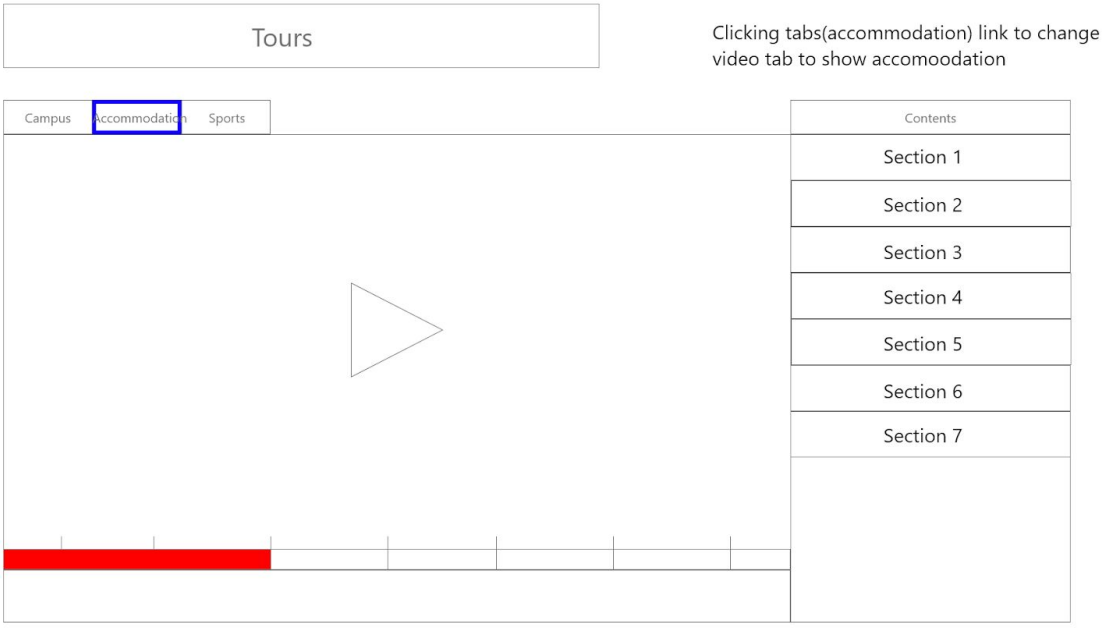
The figure is the Stage 3 “Art Gallery” board with the process having been completed. The red dots represent votes made during the “heat map” part of the process. The blue dots represent votes made during the strawpoll part of the process. The sticky notes represent the notes made during the speed critique process.

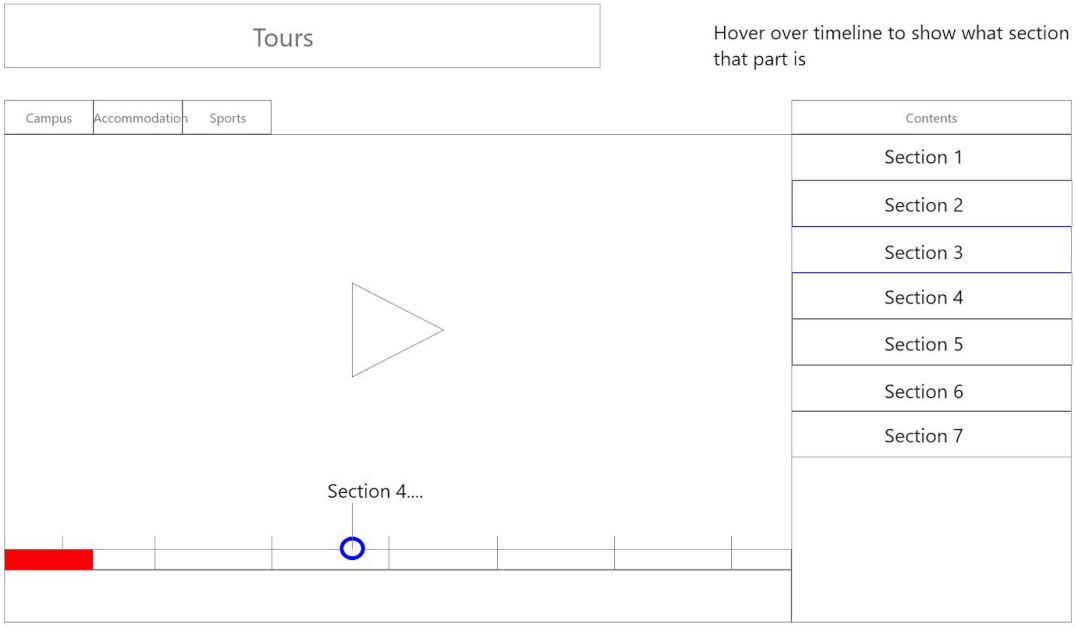
How do I on-board?
How do I land on the tours page?

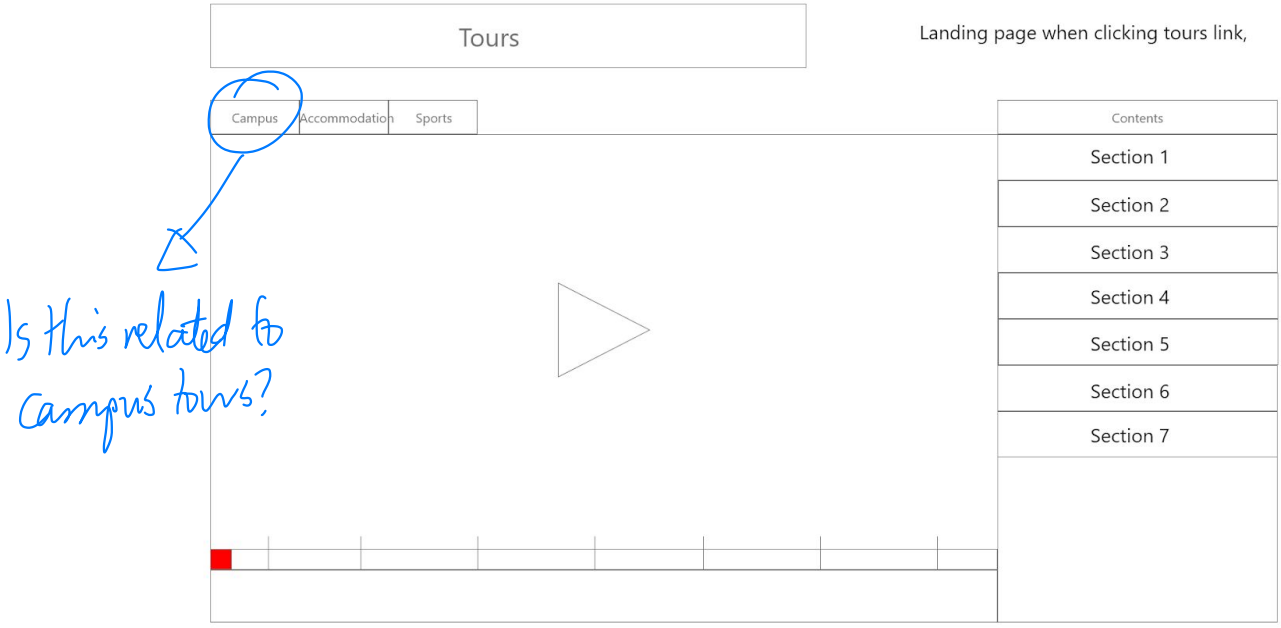
Appendix D - Paper Prototypes



Using some "real" content will be useful here to bring the idea to life.

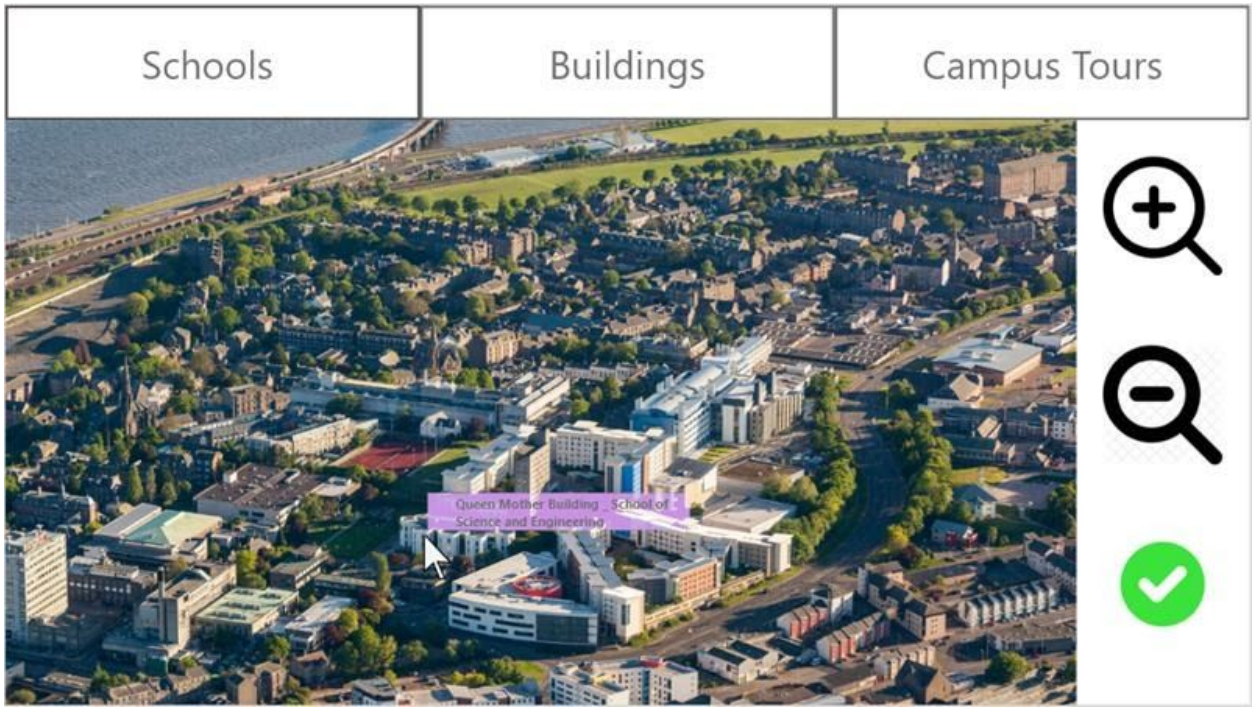




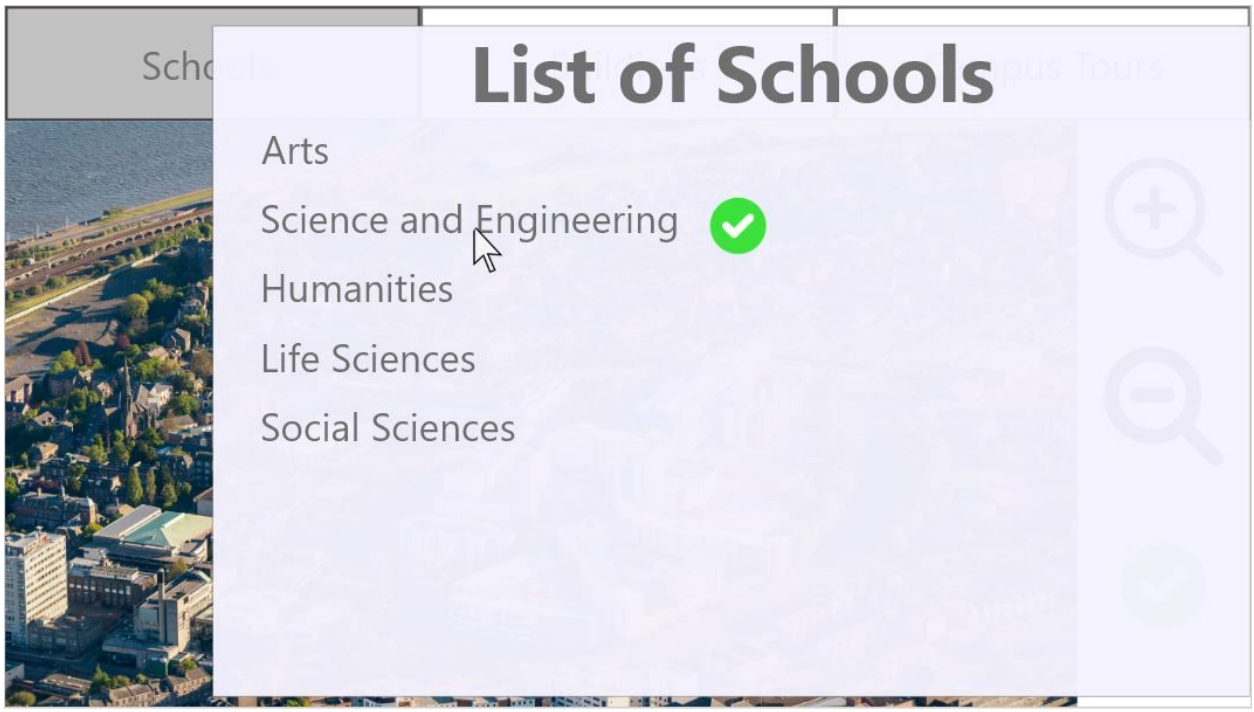


The 4 above figures are the wireframes for the Tours pages showing all the features.

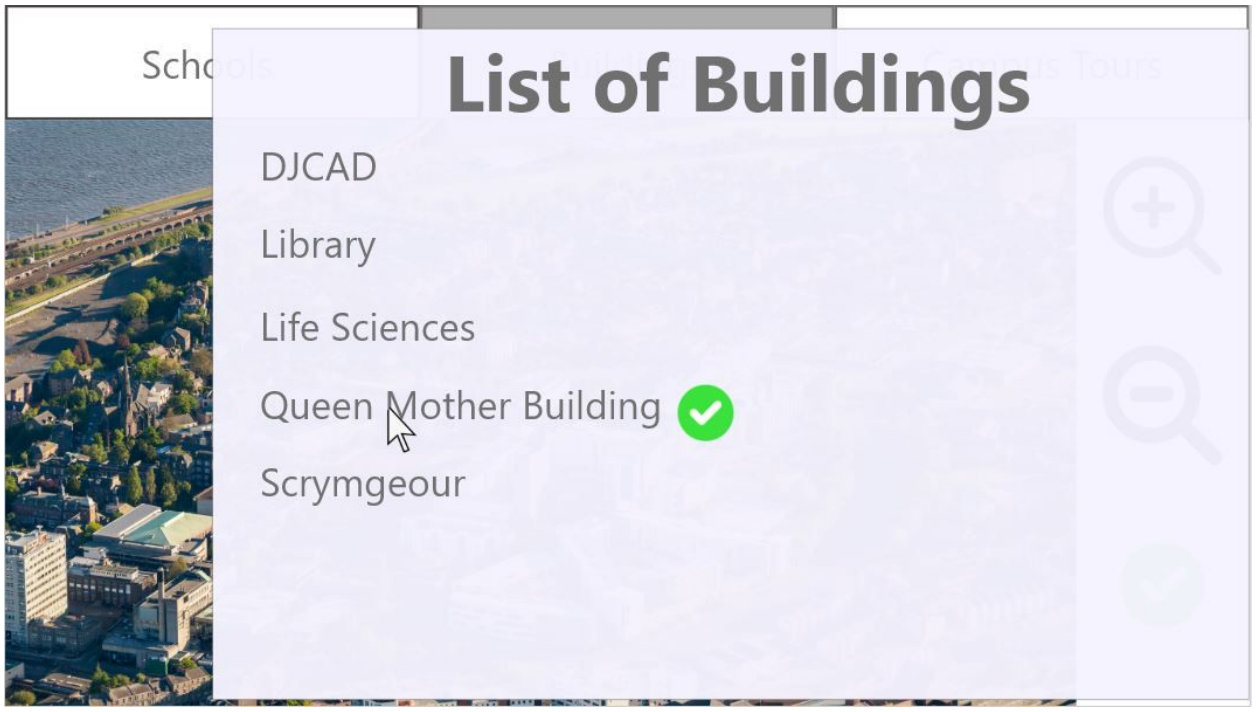
Landing page with interactive map



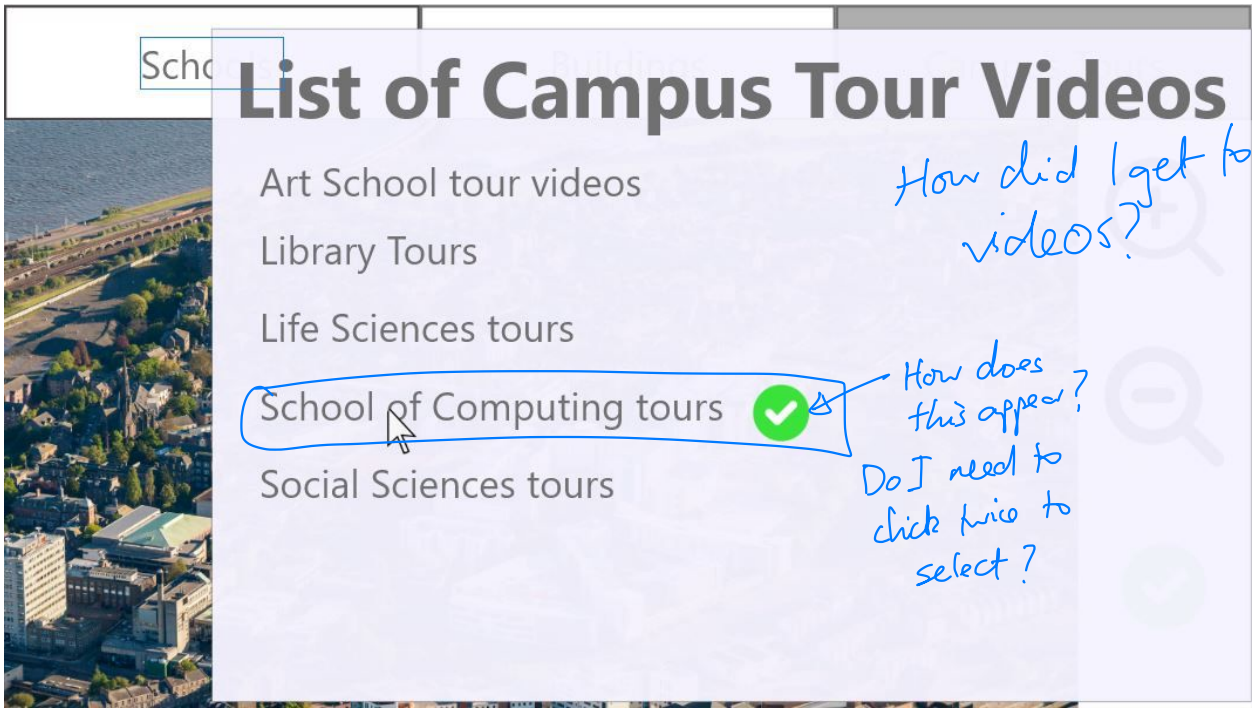
Landing page with school overlay

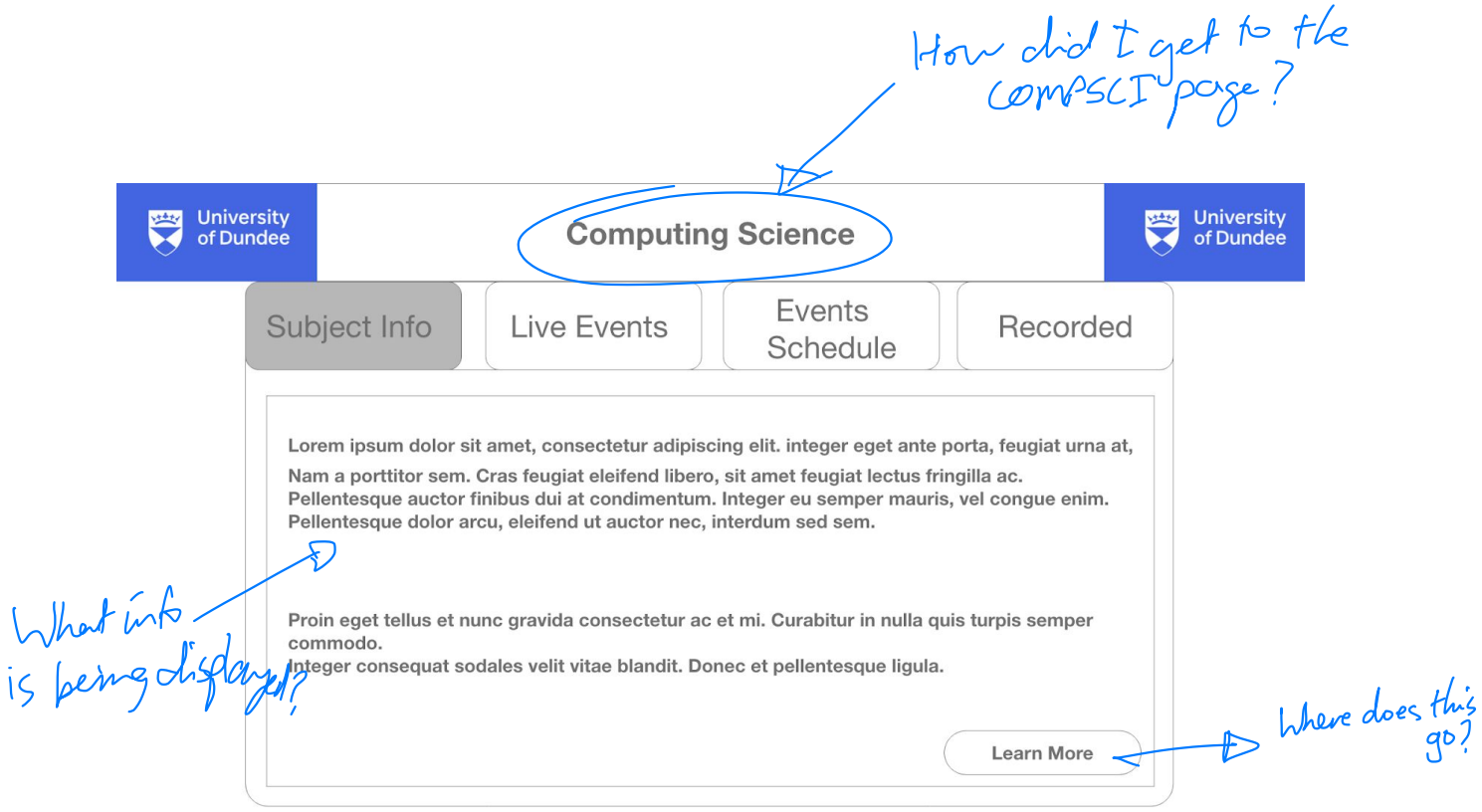


Landing page with building overlay



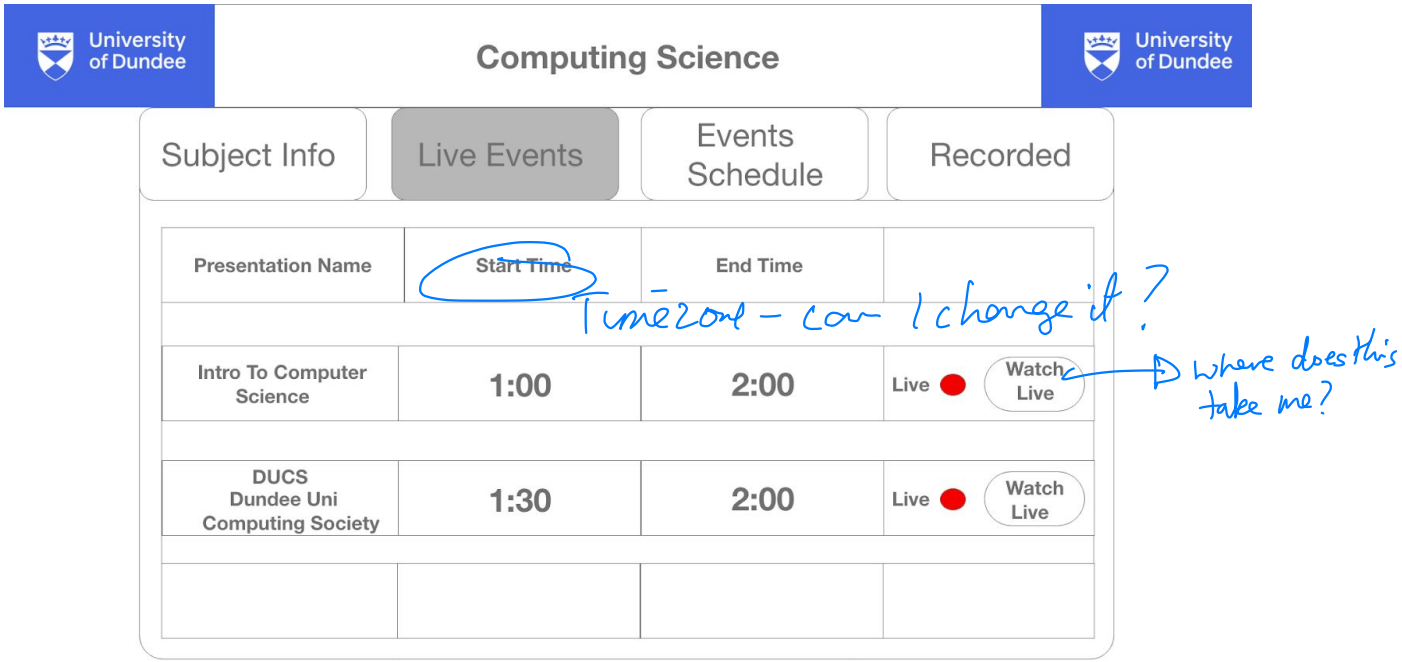
Landing page with campus tours overlay



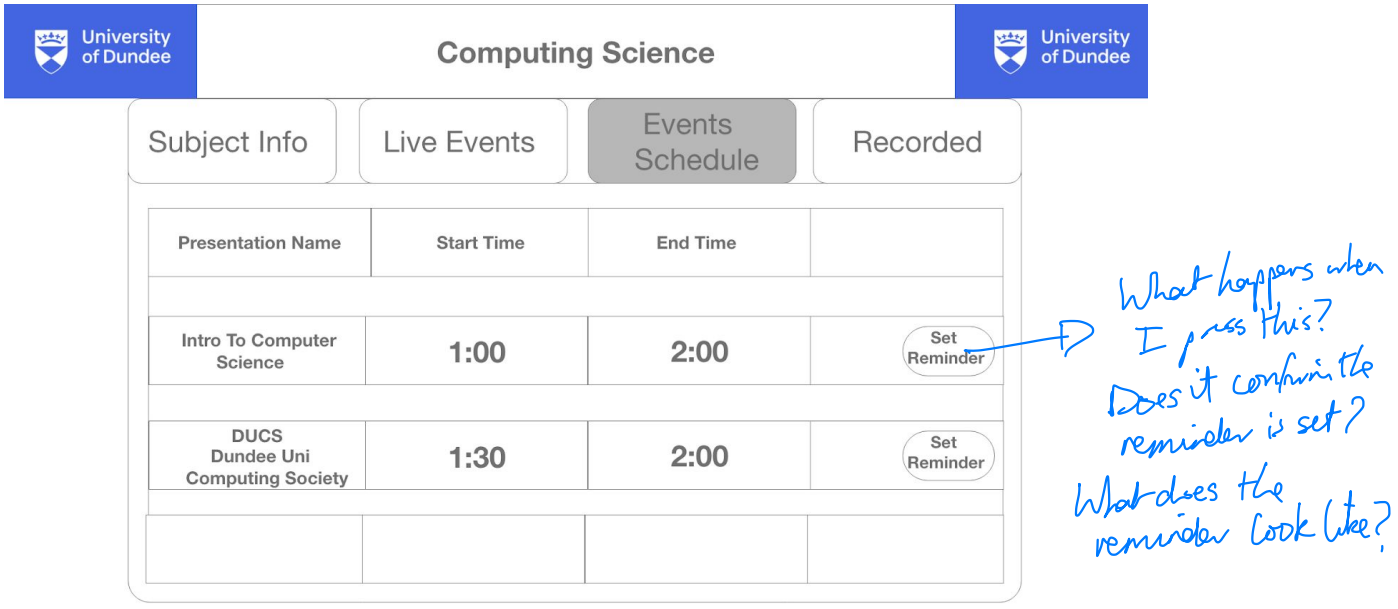


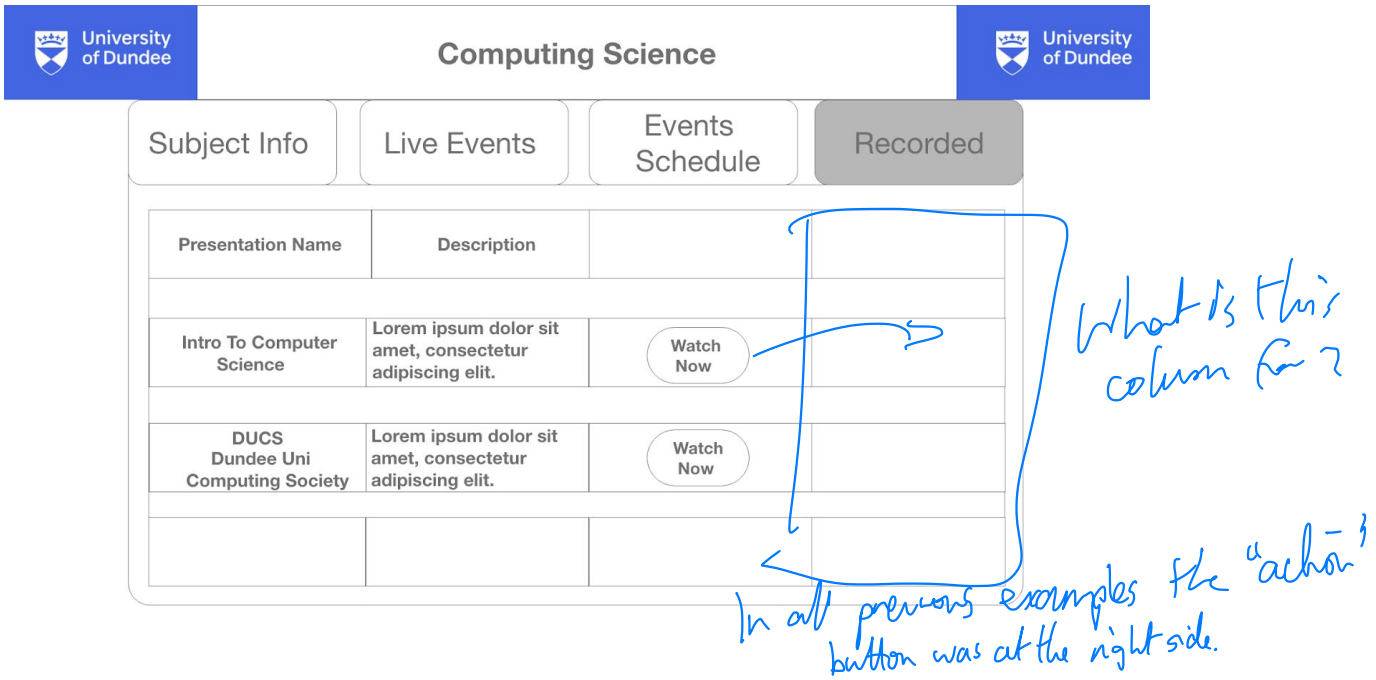
Above Diagram is Subject info page of the Subject Overlay. The four headings are clickable buttons in a navbar

Below diagram is Live events page of Subject overlay. Features a table with info on presentations. Right most column contains icon depicting the fact the meeting is live, and also a button allowing user to view the live talk.



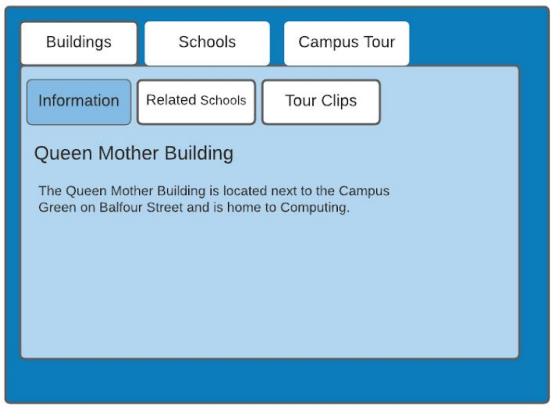
Below Diagram is Events schedule page of the Subject overlay. Contains a table of events and a button beside each allowing users to set a reminder for an upcoming talk

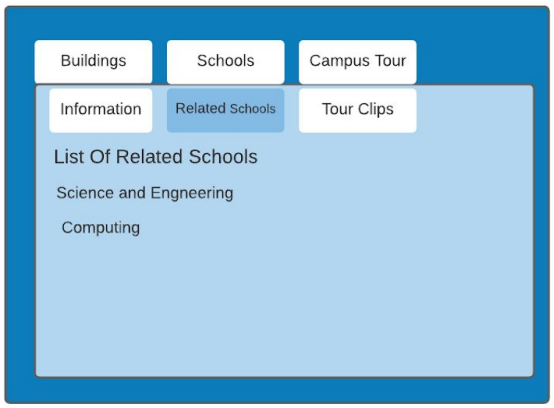


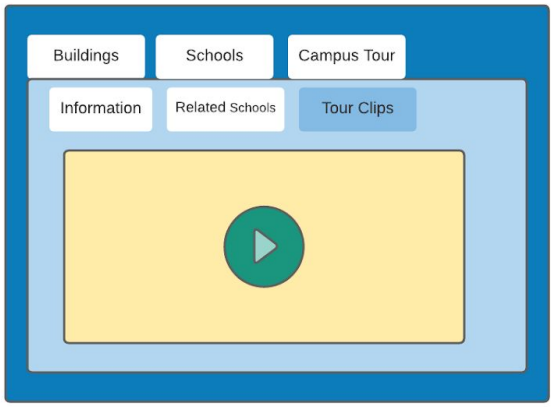


Above diagram is Recorded Events. Contains a table containing info on Pre-recorded talks. Each event in the table has a button for users to watch the relevant talk.

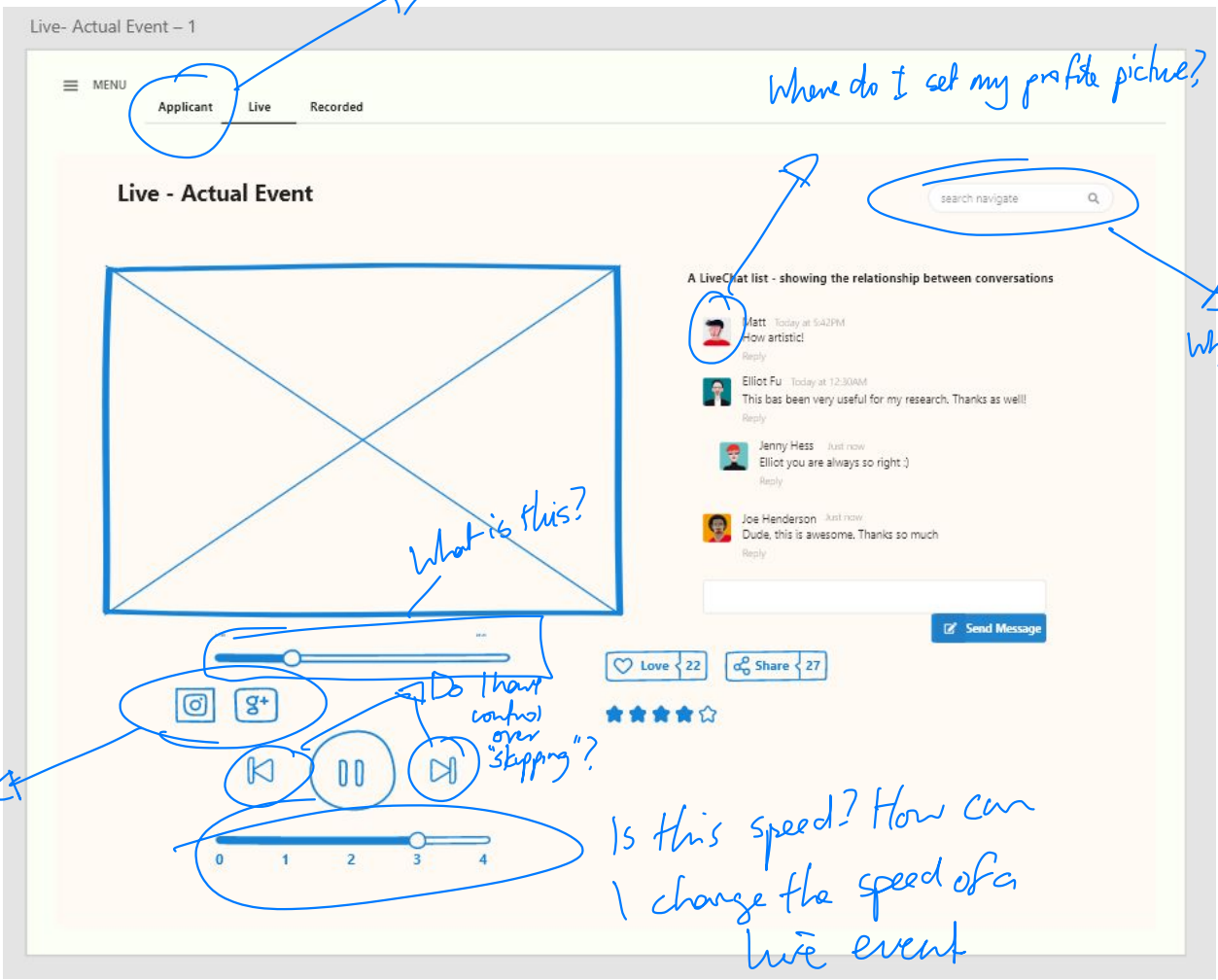
How do I get here?



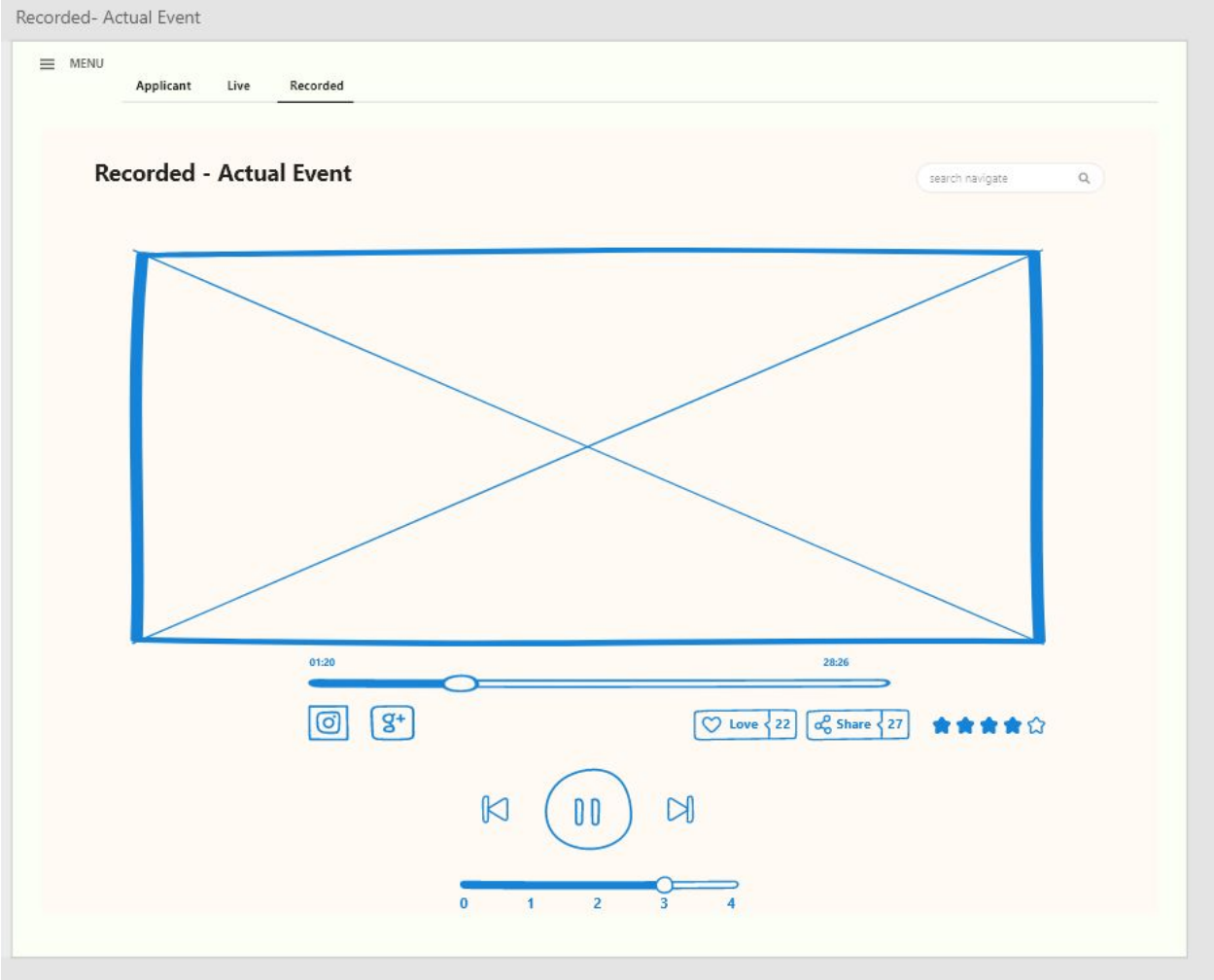




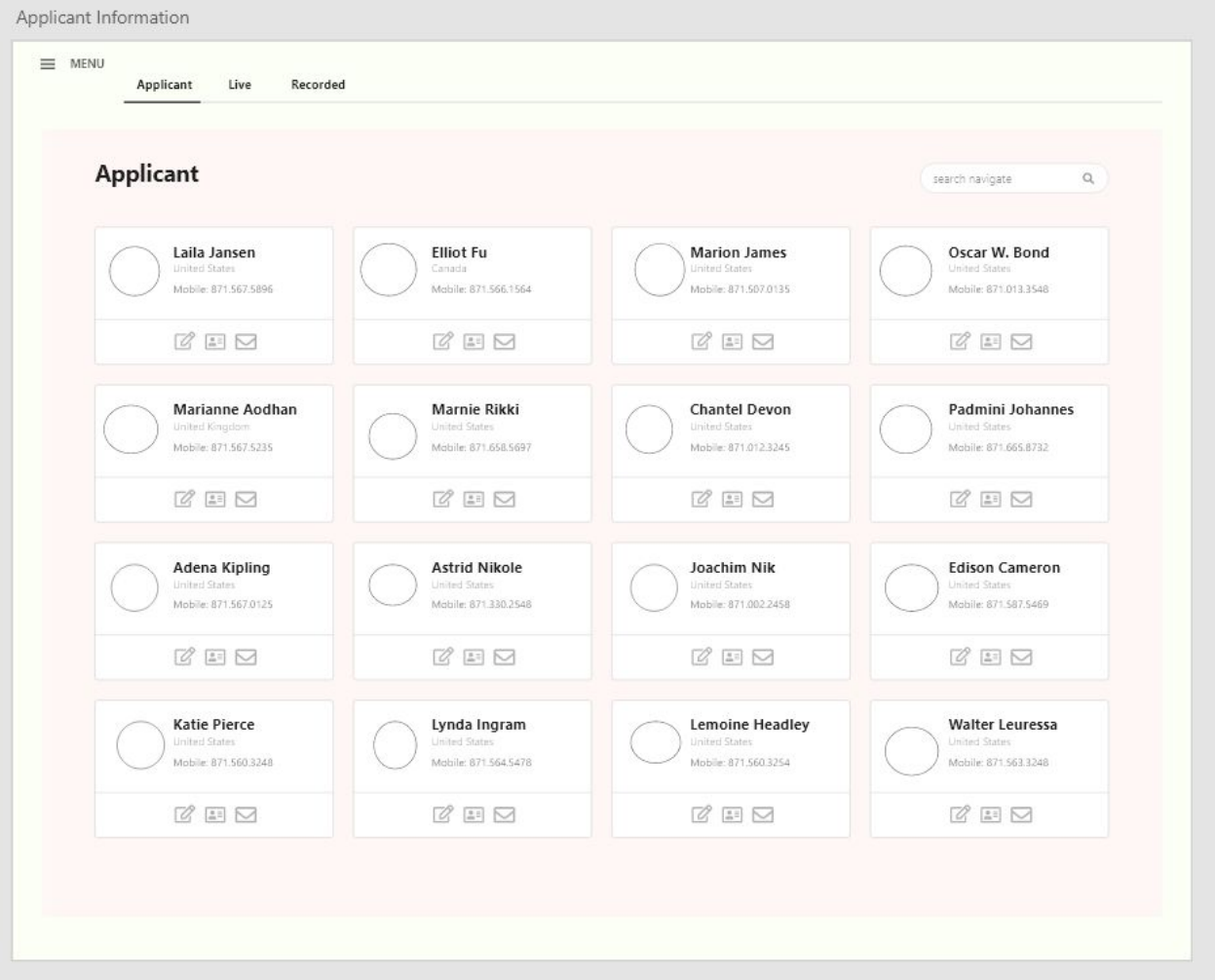
This is the buildings tab from the main page, on this tab users can get information about the building. users can look at related schools, what schools use that particular building and then last they can view clips of the tour of that building.



In event overlay brings users to chat in live events and complementary in sharing information. On the top left hand side of submenu, user can navigate certain pages (Live, applicant, recorded)by clicking the link. Live chat-list shows user's communication and through this function, they get content with each other and their experiences expand by the others.

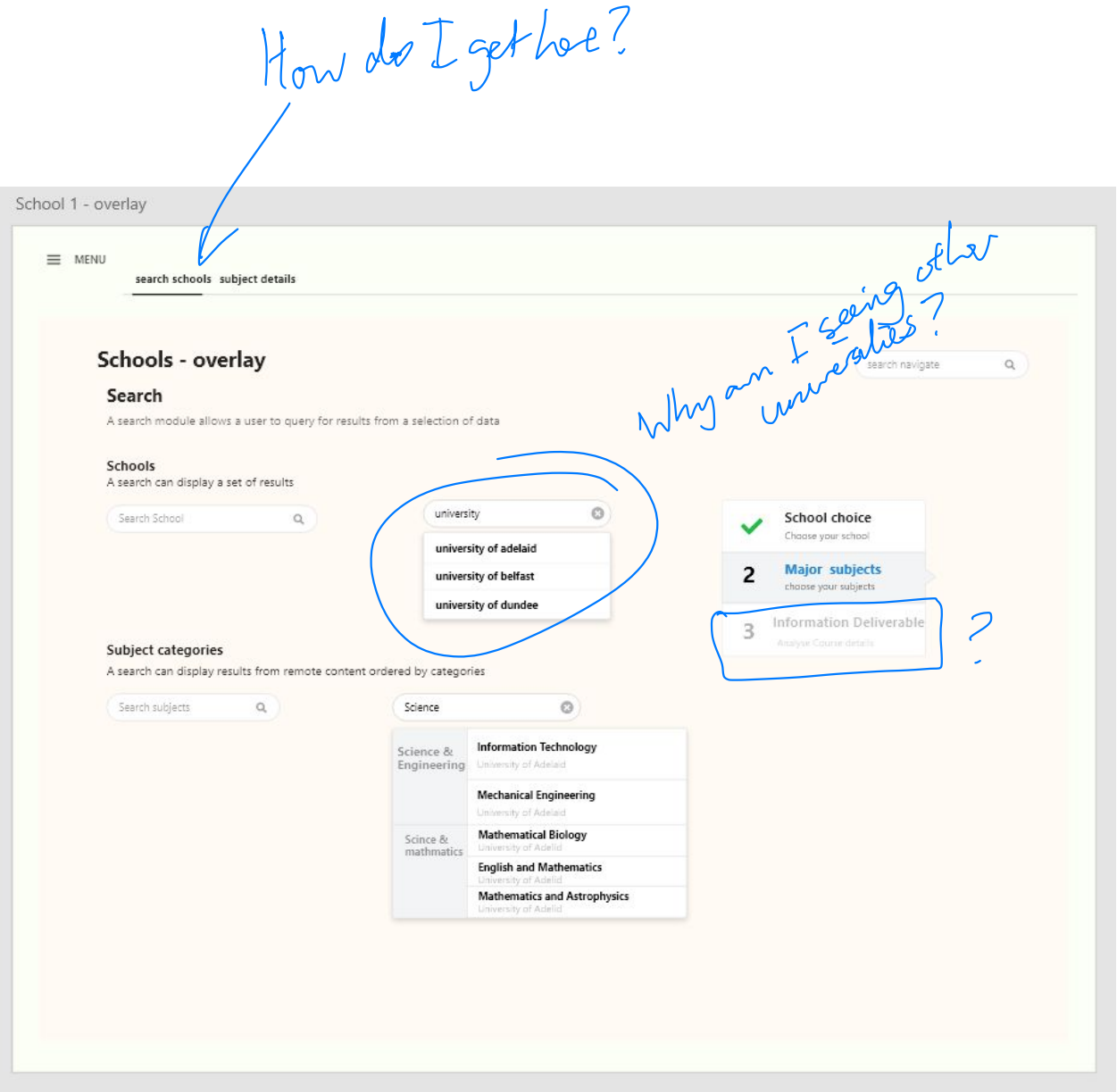


By clicking the recorded submenu section, this page users can see recorded video to review their information which is related to certain subjects.

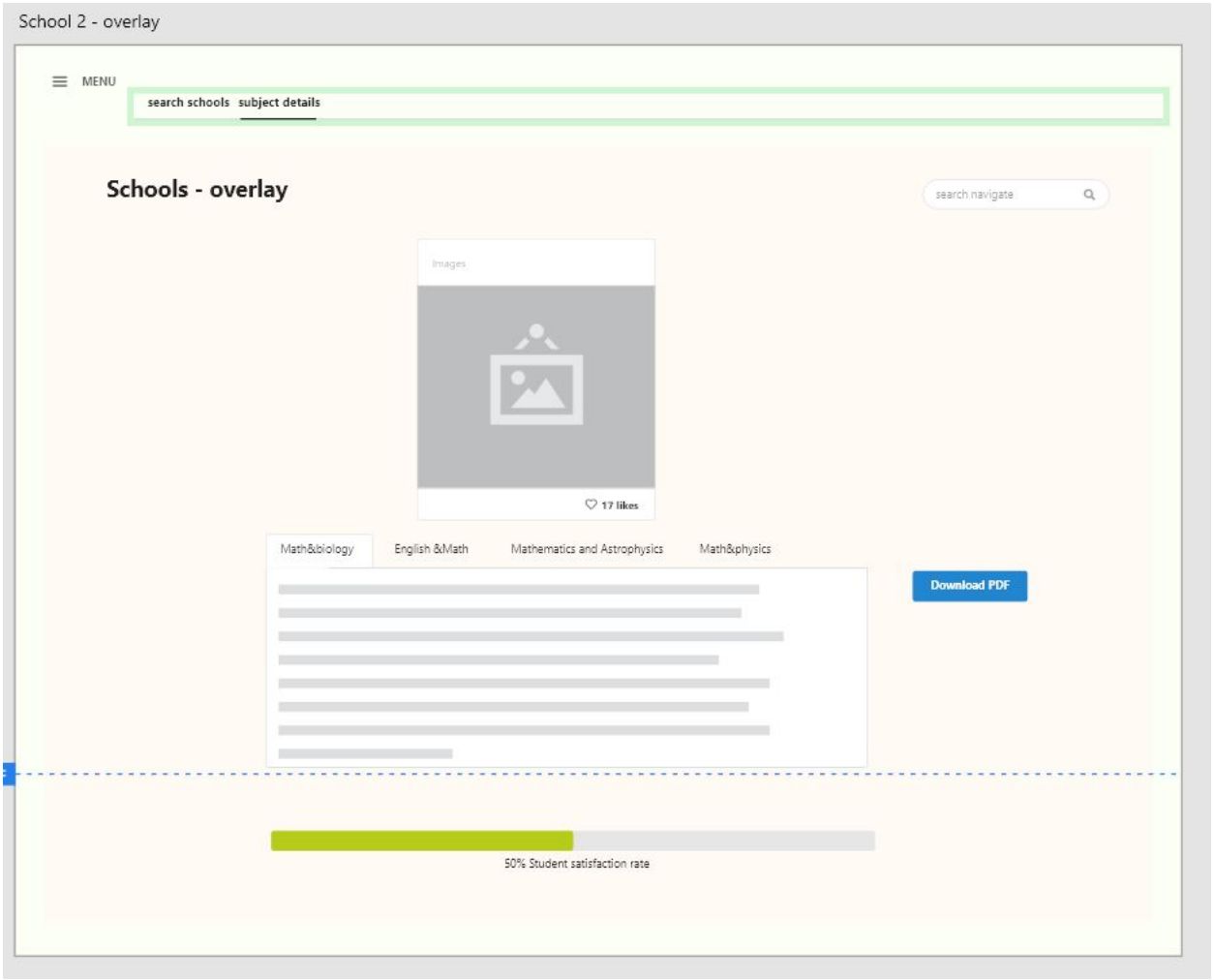


In this page users can find Applicant Information who is already enrolled for their subject choice. applicant information contains name, mobile number, email address and subjects.

What is the purpose of this?
Is it legal to share these details?
How do I control what I share?
Who can see what I share?



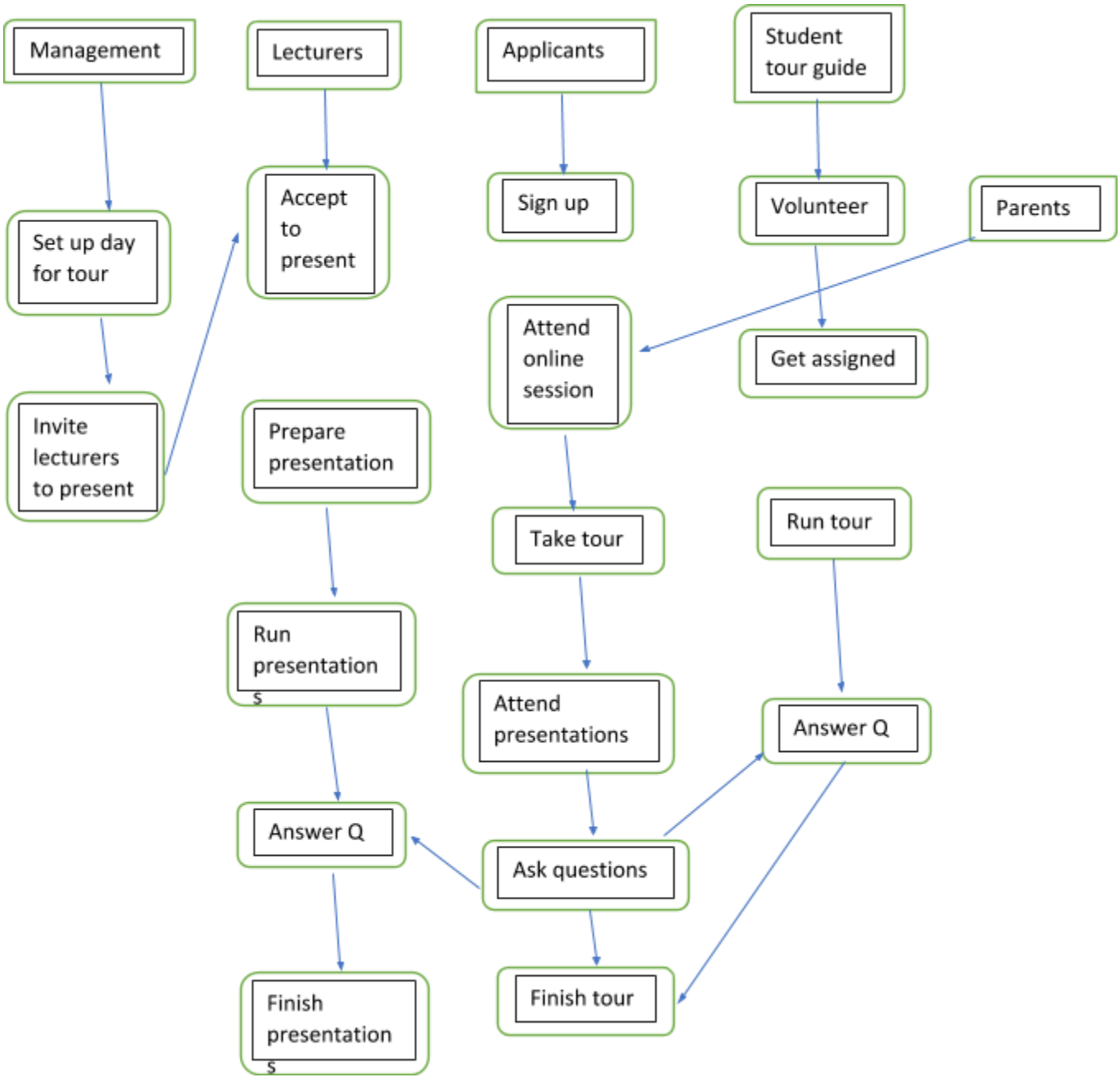
On the school overlay, the user can search the school name and then checks the subjects associated with the following school search results. When user finish to choose school and subject, visualized table might show whether information deliverable or not. If user success in choosing subject it mights brings to new page of subject details of sub menu.



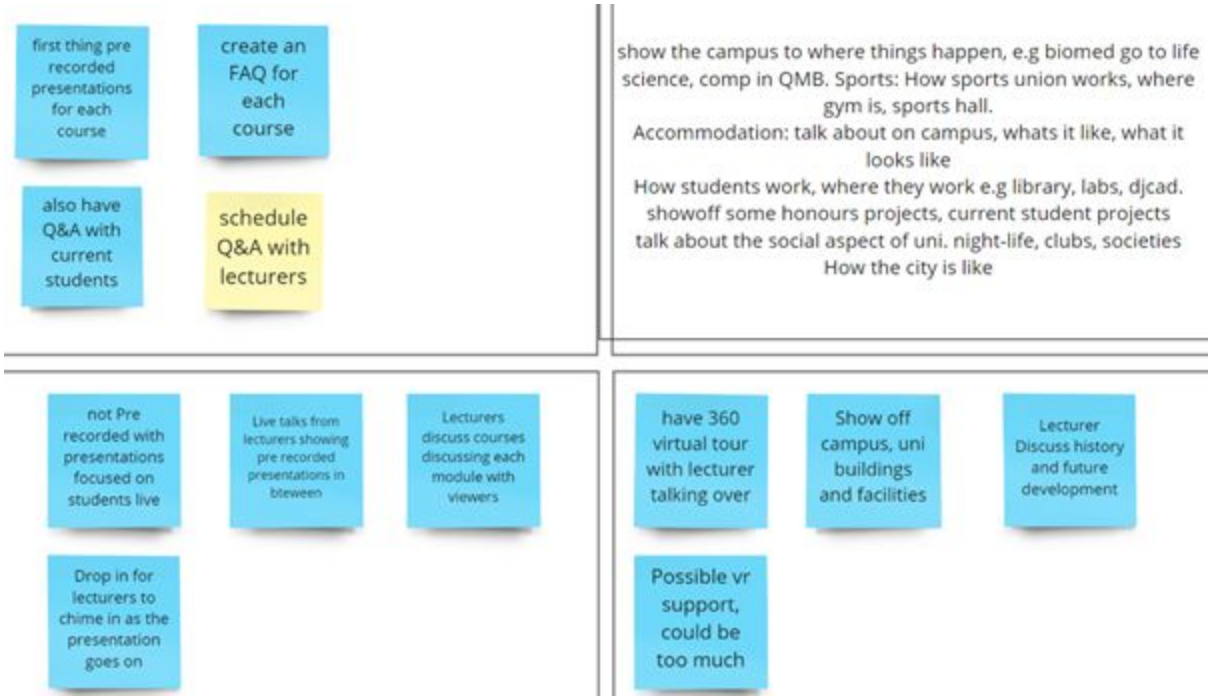
In this part, users can find descriptions of module structure. For example, user searched math subject and image shows core buildings of math department. Description of subject could be downloaded as pdf file to click right side of button. In the bottom of the page, user can confirm student's annual satisfaction rates.

The prototypes are very difficult to understand
① They are all of different designs → as a team you should ensure you are consistent
② There is no clear navigation to show how they are related / what interactions are possible

Appendix E - Updated Diagram

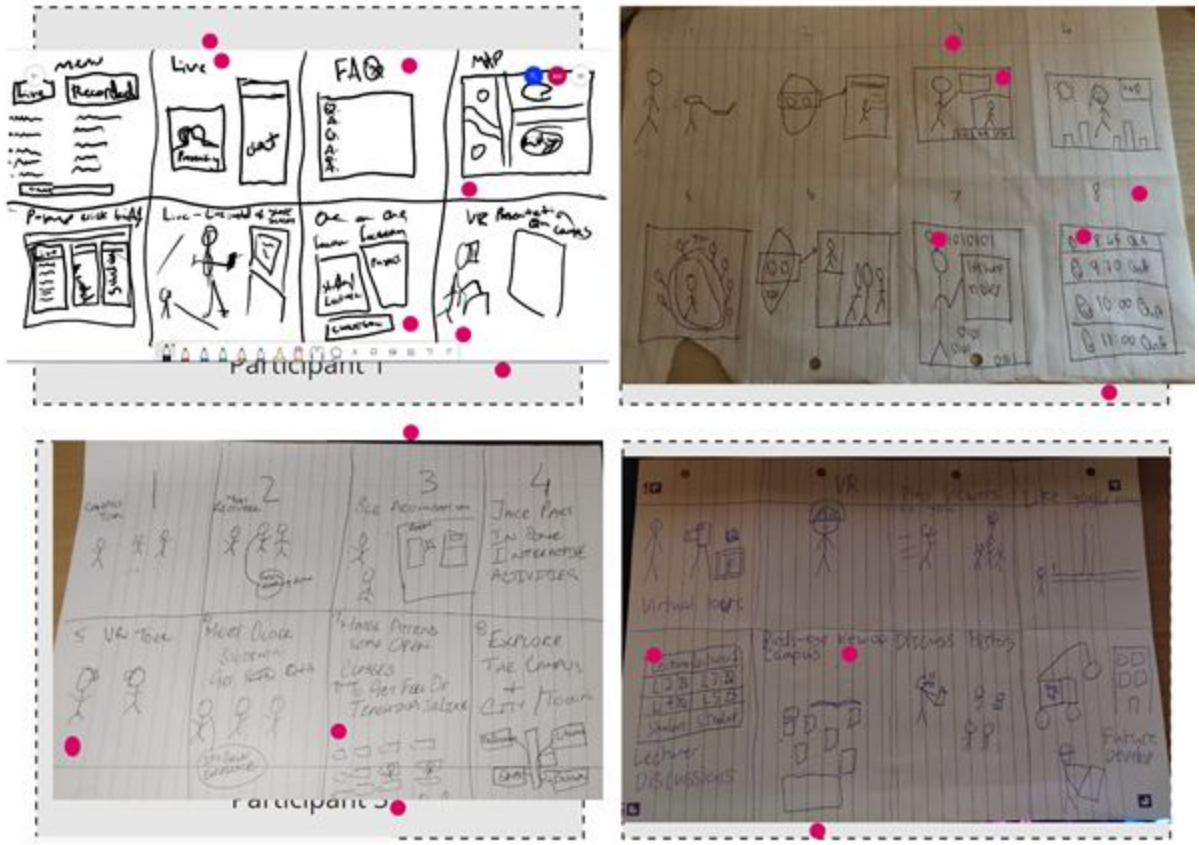


Appendix F - Lightning Demos



Appendix G - Crazy 8s

Figure 1

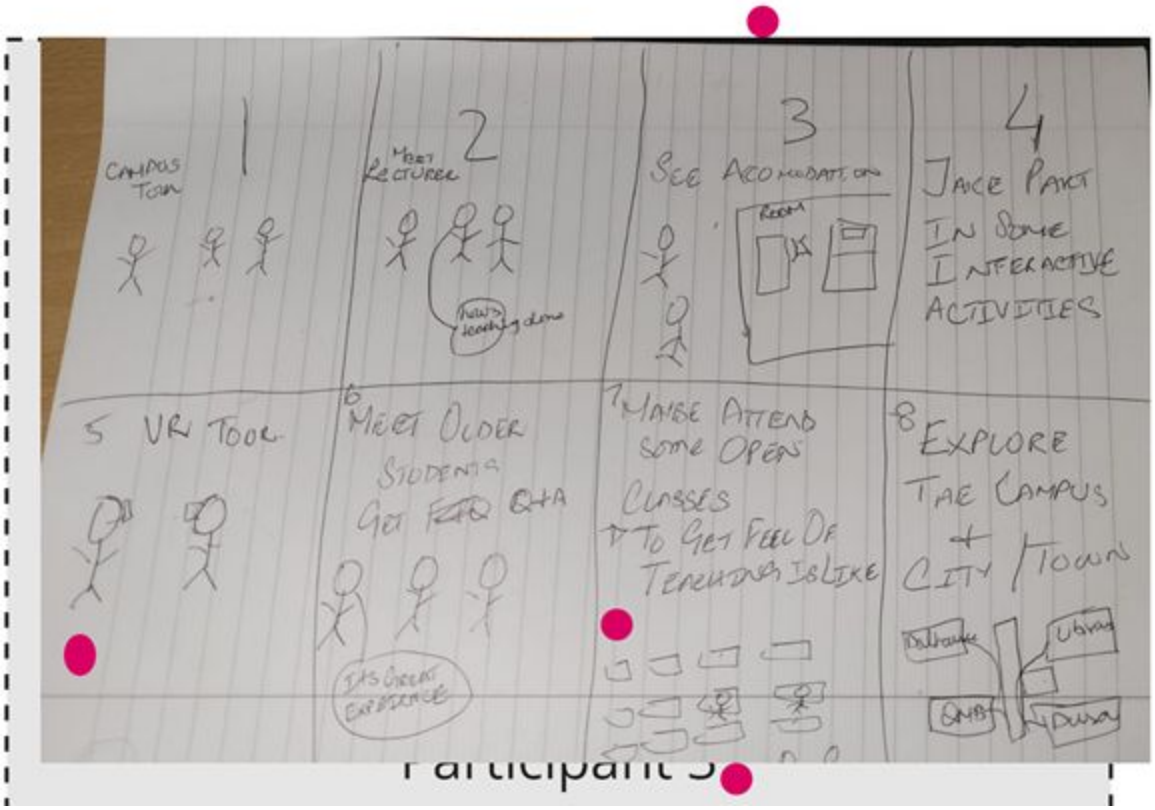


Appendix G - Crazy 8s - Chosen Sketch

Figure 2

Appendix G - Crazy 8s - Another Sketch

Figure 3



Appendix H - Journey Map