Group Project Report

Fontia Creative Design

M2-CB-2 group 2

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Project repository: https://git.fhict.nl/I493558/fontia.git

Profile: ICT&Media
Educational institution: Fontys University of Applied Science

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Foreword

We all worked together on this report and on the group project.

We worked together on a project plan. Our group divided the project plan so that everyone had their own chapter to write. We all did a lot of research. Our group divided the interviews in groups of 3, and each group had their own semesters they had to interview. Everyone did at least one interview and wrote their own transcript of it.

We also worked on a design. Everyone made different sketches and picked the things all of us liked the most. Then we started working on a high-fidelity design and prototype. And at the end we coded the website.

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Summary

In summary, our research aims to increase the enrollment in the Media Design course at Fontys University by creating an user friendly website that provides detailed information about the course, specializations/minors and career paths for students interested in ICT and Media. The website should be visually appealing, easy to navigate and have a clear structure for potential students. the goal is to attract more international students to the ICT Media and Design offered at Fontys. Our research team will use various methods such as surveys, interviews, personas and empathy maps to gather data and make the website to meet the needs of the targeted audience.

1. Introduction

The idea that studying media merely involves picking the appropriate colors or decorating buttons is a frequent one. However, this understatement may influence students to select other profiles during the first semester or even to switch profiles during the second or third semester. We will investigate the causes of this misunderstanding as a research team and persuade foreign students to attend Fontys ICT Media. In order to organize our research and communicate our conclusions, we shall use the DOT frame methods.

In this report we will introduce ourselves and our approach to the research. Then we will delve into our study of the misconceptions about media and their impact on enrollment at Fontys ICT Media.

2. Assignment overview

This section of the report will provide an overview of the assignment our group got from Fontys university of Applied Sciences. It will explain about our goal of this project and how our group will tackle the problem that lays ahead.

2.1. Goal

Our goal is to create a branding for the Media Design program in order to recruit students from a wide range of backgrounds and help them pursue education and careers in ICT & Media. The website we are designing will provide information for students who are interested in the Media Design profile but have not yet found a school or program that meets their needs. Our aim is to attract more international students to the ICT Media and Design courses offered at Fontys.

This assignment has been given to us by Fontys University of Applied Sciences, our client for this project. We will be using various research and design methods to develop a user-friendly website that meets the needs of our stakeholders and target audience.

Our mission statement of this project is: "Recruiting students far and wide to help them pursue education and careers in ICT Media".

2.2. The current situation

One of the main problems we aim to address in this assignment is the declining enrollment in the Media Design course at Fontys ICT. In the first semester of the ICT program, students are required to choose one of the five subjects, including ICT & Media. however, there has been a decrease in the number of students choosing the Media profile in the recent years. Additionally, some of these students end up switching courses after their first or second semester.

We hope to understand the reasons behind this trend and develop strategies to prevent it from happening. One way we aim to do this is by providing more information and resources about the Media Design course and so we aim to show them the 'insides' of Media Design and inform them of new possibilities. By doing so, we hope to increase enrollment in the Media Design program and retain students in the long term.

2.3. Solution

To address the problem of declining enrollment in the course, we propose a solution of creating a user-friendly website that provides all the necessary information about the Media Design profile. This website will serve as a resource for potential students who are interested in pursuing education and careers in ICT Media but may not be fully aware of the opportunities available to them.

To develop the website we will be using various user research methods such as surveys, interviews, personas and empathy maps to gather data and create the design. By analyzing the results of this research, we will be able to continually improve the website design and ensure that it meets the needs of our target audience. Our goal is to create a website that is easy to use and provides all the important information that the users need to make decisions about their educations and career paths.

2.4. Research question

For the research our main question is: How to recruit students far and wide to help them pursue education and careers in ICT & Media? To answer that question, we developed four sub questions:

- o What are the requirements of our stakeholders?
- o Who are our targeted audience?
- o What information do the users want to see on the website?
- o How can the design attract the users?

To guide our research process, we will be using DOT framework methods. This is a guideline to help us with our research. The DOT framework is a systematic approach to conducting research that helps to ensure the validity and reliability of our findings. It consists of four stages: define, observe, test and reflect. In the define stage we will identify the research question as well as the stakeholders and target audience. In the observe stage we will gather data through various methods such as surveys, empathy maps and interviews. In the test stage, we will analyze the data and develop recommendations based on our findings. Finally in the reflect stage we will evaluate the effectiveness of our recommendations and for improvements.

2.5. Before working on the project

In this chapter the reader will be able to read our explanation on how our group tackle our problems and what the risks/scopes are of the project. For a better insight I suggest you read the project plan in the 10.2. appendix.

2.5.1. How we planned to work in group

2.5.1.1. Brainstorming

After forming the group and get to know shortly each member, we created communication canal via WhatsApp group and setup the git repositories and decided on which tools should we used to accomplish our different tasks. Then we started brainstorming the project plan and goals in the whiteboard…

2.5.1.2. Before starting research

Before starting the research, our group need to keep a few facts in mind. How our group is going to work and with what kind of group we are going to work with. In order to get to know the group members, each one introduced themselves by telling what skills they have. In figure 2.1, the team skills is shown of each of our own skills and weaknesses. We find this important to share our weaknesses and strength since in the future we can help each other out in time of need or the other way around.

B = Beginner

M = Medium

A = Advanced

Name	Soft Skill	Hard Skill	Weakness
Thimo	-Communicative -Solve problems -Listening	-HTML - M -CSS - M -JS - B -Drawing	-Writing reports easily
Moussa	-Planning -Collaborative -Leadership skills	-HTML - A -CSS - A -JS - M -Photoshop - M -Illustrator - M -Figma - M	-Stubborn -Writing faster research -Joking
Iris	-Planning -Communication	-HTML - M -CSS - M -After Effects & Premier Pro - M -Designing - M -JS - M -Figma - M	-Sometimes hesitant
Ranim	-Fast writing	- HTML - M - CSS - M - JS - B	-Low focus
Melita	-Listener -Brainstorming	-HTML - M -CSS - M -JS - B -Figma/Adobe XD - M -Photoshop - B/M	-Slow (sometimes) -Communication

Figure 2.1: Team Skills

2.5.2. The schedule/planning

We work on the group project every group project day. We all start with a small standup, talking about what we did last time and what the planning is for today. If necessary, we divide the task so that everyone can work on something. At the end of the day, we check up what everyone has done so far, and we talk what we can do by ourselves before next week. We also talk about what we can do when the next project day is.
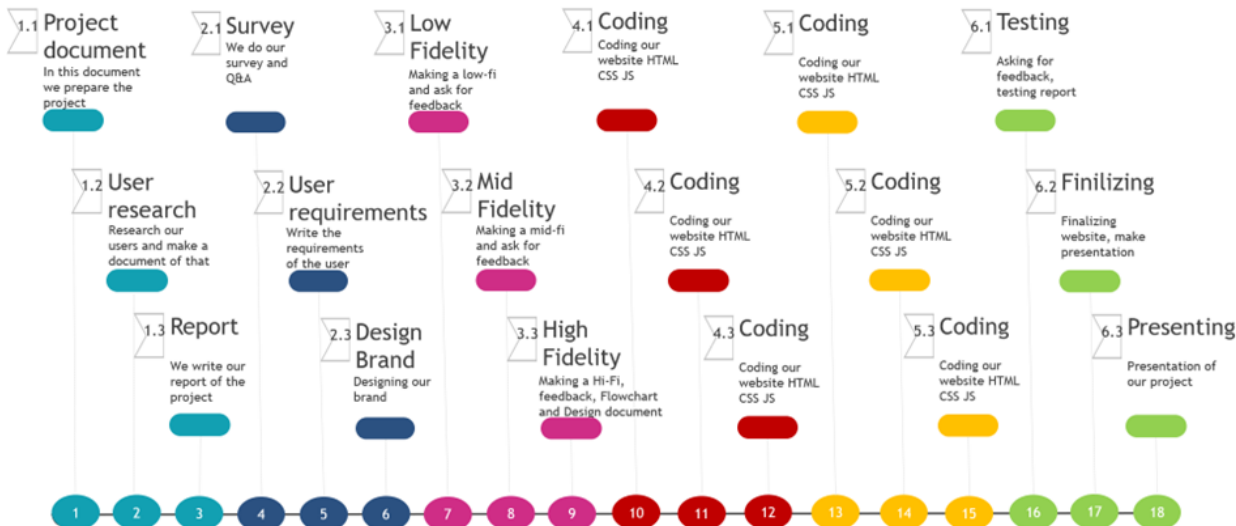

Figure 2.2: Roadmap

In the roadmap you see on the figure 2.2, is our plan divided by six sprints. Each sprint has three weeks that allow us to deliver the project on time. Each week has their own assigned color and their own milestone our group set a goal to achieve.

2.5.3. The scope and limitations

2.5.3.1. The scope

For this project we mainly are going to focus on front-end. The group is responsible for making research and reports. The website will be made for the determined target audience and have a high-quality user experience. The coding languages the group will be working with are HTML, CSS and JavaScript. The team members will be using Figma for the prototype.

2.5.3.2. The limitations

Due to time constraint, there will be a high chance to not be able to implement every code our team might want to add, such as a quiz or a better user interaction. The design ideas also cannot be fully implemented.

We hope to implement a quiz into the website which will tell you whether this course is a good fit. Due to the amount of programming, this may not be possible as it's only a small portion of the overall product. We may end up using another program to run the quiz and have it embedded should the programming prove too time consuming

3. What are the requirements of the stakeholders?

Stakeholders play a big role in the project; without the stakeholder you would miss out on many things. To get closer to a perfect project we must consider the importance of each stakeholder. By getting closer to that image, we must consider our conducted interviews and surveys of the stakeholders, this way aims to understand the requirements of the stakeholders and how to effectively engage with them in order to ensure the success of this project.

Why is it important to know more of our stakeholders? It's because we need to understand the interests and motivations of the stakeholders and how they may impact the project, as well as the need to determine the best approach to engaging with each stakeholder based on their level of interest and influence. How will stakeholders effect our project? By getting the right data from the right person we can get a better image of what the stakeholder really wants and needs. If we don't do this right the stakeholder with the most influence will eventually lose interest and go to a different team. So, with that in mind we can prioritise the stakeholders, by doing that we will get more accurate data of them which is more efficient this will save time and money. The relations between the stakeholders are also important, so to have that sorted out will give us a lot of information about the relation between and gives a better image at each stakeholder.

This research falls under the Field stage of DOT framework, because we had to search for the information by sorting out our stakeholders. So that we can make better choices.

3.1. Who are the stakeholders

After research we came up with these potential clients.

- Frank Henning – International Marketing
- Michel Eekhout – Location Manager
- Fontys ICT employees
- Students
- Project Team
- Company Partners
- University Partners
- Parents
- High school
- MBO
- Other university students

3.2. Priority by stakeholders

It is important to note which stakeholders are important for the project and which one are less relevant. To check this out we put them in a chronical list as you can see below.

1. Frank Henning – International Marketing

2. Michel Eekhout – Location Manager

3. Project Team

4. Students

5. Fontys ICT employees

6. Parents

7. High school

8. MBO

9. Other university students

10. University Partners

11. Company Partners

12.

3.3. Stakeholder approach

This information is related to how we have to approach the stakeholders, this will be shown in figure 3.1. The colors explain the interest and influence of the stakeholder by their priorities.

Very High: Influencer (keep them happy). Keep them happy because they have a big influence, and they can turn against your project if they are not happy.

High: Key figure (coddle). Can make or break your project, that's why you must coddle them.

Medium: Spectator (monitor). Keep them watch, don't give them too much attention.

Low: Interested (inform them). Keep them happy by informing them well and consider their interests and needs for in the project.

		Interest for stakeholder			
		Low	Medium	High	Very High
Influence of stakeholder	Low		-Parents	-High school -MBO	
	Medium				-Other university students
	High		-University Partners -Company Partners		

	Very High		FONTYS ICT EMPLOYEES	-Students
				-Project Team
				-Frank Henning
				-Michel

Figure 3.1: Table with the influence and interest of the stakeholder
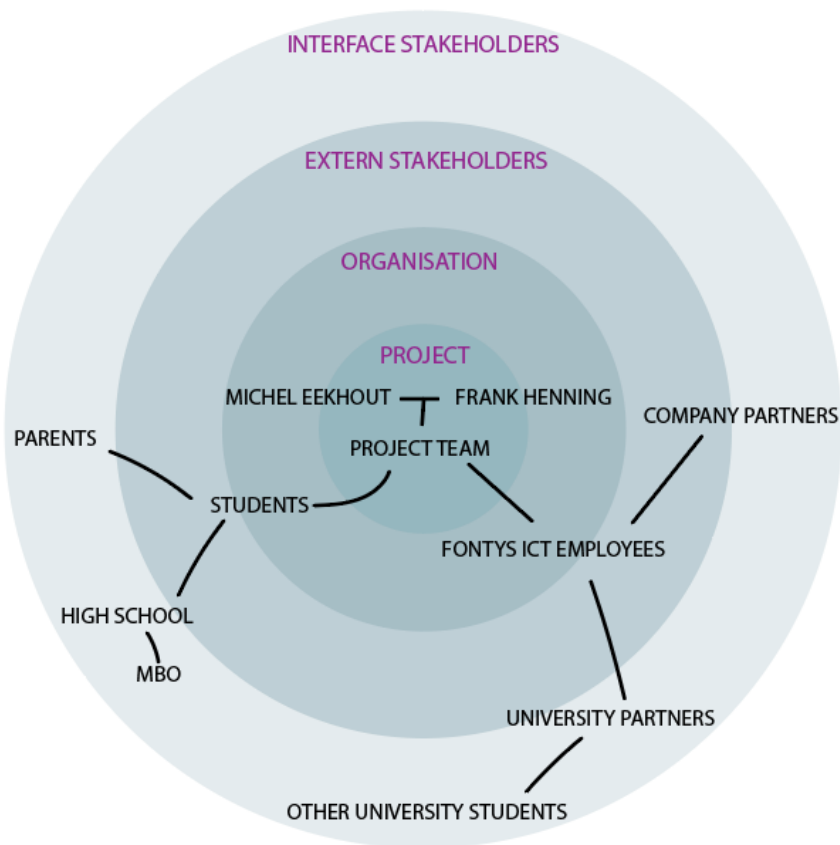
3.4. Relations between stakeholders

Figure 3.2: Relations between the stakeholders.

In figure 3.2 you can see the importance of the stakeholders in this project and the relations of those stakeholders. The stakeholders that are close in the circle have direct or indirect influence on each other.

3.5 Conclusion

In conclusion the stakeholders were identified and analysed then divided into categories and assigned a specific approach based their level of interest, influence and relations.

To answer the sub question: What are the requirements of our stakeholders? We must consider the importance of the stakeholder and because stakeholders Frank Henning and Michel Eekhout have a busy life, we fall back to the other important stakeholders the teachers and students. With all the information we gathered of who our stakeholders are, we conducted interviews and surveys. From them we made the requirements of the stakeholders (which you can read in 4.1.3. Conclusion and read in 10.3 appendix). The requirements will be further explained in those sections.

4. Who are our targeted audience?

In this chapter we will present the results of our user research on the Media Design program at Fontys University of Applied Sciences. Our targeted audience for this research was international students and first semester students who are considering Media Design profile. We wanted to understand what kind of information they feel is most important to them.

To gather data for our research, we conducted interviews and surveys with our targeted audience. The questions for these interviews and surveys can be found in the 10.1 appendix The results of our analysis, including audio and video recordings of the interviews and a summary of the survey results, are also included in the same appendix. This research falls under the Field stage of DOT framework, where we gather data through various methods.

4.1. The interview

This section of the report will show the results of our user interviews and how we conducted them.

4.1.1. Thoughts behind the interview

We conducted the interviews with students in different semester to gather a range of perspectives on the Media Design profile. Our target audience included students in the first semester, who are relatively new to the course, may not have much knowledge about it and still fresh in memory on researching schools/courses; students in the second semester, who may have switched profiles after their first semester; students in the third semester, who have had some experience with the course and may have a better understanding of whether they made the right choice; and students in the seventh semester who have experienced an internship and are specializing in a particular area.

To conduct these interviews, we divided our research group into two teams: semester one and three and semester two and seven. The first group consists of Moussa, Thima and Melita. The second group is Ranim, Iris and Agata. We received permission from the appropriate teachers to access the location of the seventh semester students.

4.1.2. The results/ summary of the interview

The transcript and the video of the interview is included in the 10.1. appendix.

As you read it in 4.1.1. where we divided our interview into four semesters. Each of the semesters had their own thought and ideas about media before and after choosing it. The summarization of each interview is inside the file of 10.1 appendix. After summarizing them we analyzed the answers and put them together per semester:

First semester: the students in these interviews expressed a desire for clear and visually appealing information about the media design courses offered by Fontys. They also mentioned the importance of creativity and the ability to express their self through media design projects. Some students had prior experience with media before starting this study, while others were still considering whether to pursue it. All of these students emphasized the importance of research in making a decision about choosing their profile.

Second semester: The students who were studying media at Fontys expressed that they were drawn to this course due to its diverse and creative nature, as well as the opportunity to have more free space in projects or assignments. A common theme among these users is an interest in front-end development and design. They also wished for more detailed profile description and information on specializations, minors and also about career paths after graduation. They also emphasized the importance of having visually appealing website with clear and meaningful images. Overall, the students expressed a strong interest in media design.

Third semester: they identified a few key areas for improvement in the ICT media design course and its related website. these included issues with translation and a lack of detailed information about the course and its lessons. The users also expressed a desire for mote guidance in terms of resources and opportunities for development inside the lessons. Additionally, they highlighted the importance of creativity and practical skills in media design with a focus on front end development. Overall, these users emphasized the need for clear, concise and detailed information about the course, as well as opportunities for learning and development.

Seventh semester: the users suggested that media design involves a mic of coding and creativity, with a focus on website design and user experience (UX). Some users mentioned that they did not realize that media design would involve coding and may have preferred more information about the course/profile on the website. some users highlighted the creativity and the atmosphere in the media design course and the opportunity to make an impact with their work. The other users also mentioned the importance of creativity and the ability to express oneself in the course. Finally, users mentioned that they are interested in pursuing careers in UX design after completing their studies.

4.1.3. Conclusion

It appears that there are several common themes among these interviews regarding the media design course at Fontys. Some of these themes include:

- Students chose media design because they wanted to be more creative and enjoy the diversity and flexibility of the course.
- Students found it difficult to find detailed information about the course content and structure on the Fontys website.

- Students felt having an orientation to get a better understanding of the course would be helpful.
- Students suggested that having someone who has completed the course or is working in the field to explain the course and its job prospects would be helpful for students considering the media profile.
- Lack of information about what students will be doing in each semester.

Overall, it seems that the users were generally satisfied with the Media Design course but wished for more detailed information and guidance on the course content and its structure, as well as potential job prospects.

4.2. Survey

With the questions made in a word file, we integrated it into a Google Docs Form. Our whole group was able to change the form. We made sure to add sections to it in order to make it less confusing for the user. Another thing we kept in mind is that the questions shouldn't be too long nor open ended. The focus span of the targeted audience can be just as small as a high school kid.

As the reader already know, our research team divided into two groups to make the interview (4.1. the interview). When the team split up, we made sure to ask the interviewee to share the QR code with the class and people they know. This way we have a broad audience with results.

There were I total of 18 answers from the survey. That was enough for our group to use it for our research. The goal of this survey was not only to understand our targeted audience, but also want their opinion about the importance of the layout of the Fontys website or any other website they visited before choosing Fontys. Another thing we kept in mind is why they study at Fontys and how did they find the school. Funny thing about the result of this survey is how you can see that the answers are divided between 'webpage with less images' and 'webpages with less text'. However at the end, the one with the most vote is 'webpage with less text'. This almost even split is also repeated when students are asked if the Fontys website has enough information, it is almost 50/50.

The survey results and analysis is written in another file. You can read it in the 10.3. appendix.

5. What information do the users want to see on the website?

After the survey and the interview, it is for the best to make multiple empathy maps and persona's to get to know the targeted audience better. We split up both of them the same way we divided the interview: into two groups. For each person we interviewed, we created an empathy map. With the information we have about the user, our group created user requirements and functional requirements. User requirements are important to contain the things the user must have on the website.

This research is part of the stepping stones method of the DOT framework. This method helps to communicate findings of our research to our team.

5.1. Empathy maps

An empathy map is a visualization of thoughts, feelings and actions of the users. We made these empathy maps to get to know our users better. It helps our group to make persona's and/or user requirements. You can also use it map you want to map out the needs of your targeted audience.

While making the empathy maps we write down what every interviewee says, thinks, does and feels while being interviewed. Every interview was recorded and we rewatched them while making the empathy maps, to make sure the empathy maps have all the important information.

We summarized the results of all the people we interviewed into one empathy map for everyone (figure 5.1). To see all of the empathy maps, you can look for them in the 10.5. appendix.

Says	Thinks
Likes diversity, creativity, independence	Software was not for them
Wants a more board view on the course (the practical phase, specialisations)	Course content was not clearly explained

Does	Feels
Enjoys front end development	Likes the assignments
Enjoys the course	Likes being creative

Figure 5.1. Empathy map with our findings

5.2. Personas

The personas are based on the research and the interview we deducted. A persona is a way to show what the user of our website will be like. It has similar manner based on their shared features, characteristics, attitudes and goals.

We created the personas based on the needs, wants, goals, expectations and habits we found out while interviewing, creating empathy maps and doing a survey.

One persona matches the best with our research (figure 5.2). It is a semester 2 student, who want to learn more about media. She's doesn't know much about how the other semesters will look like. This is one of the main things we found out while doing our interviews, so it was important to include it in our persona.

Figure 5.2. Persona based on our research.
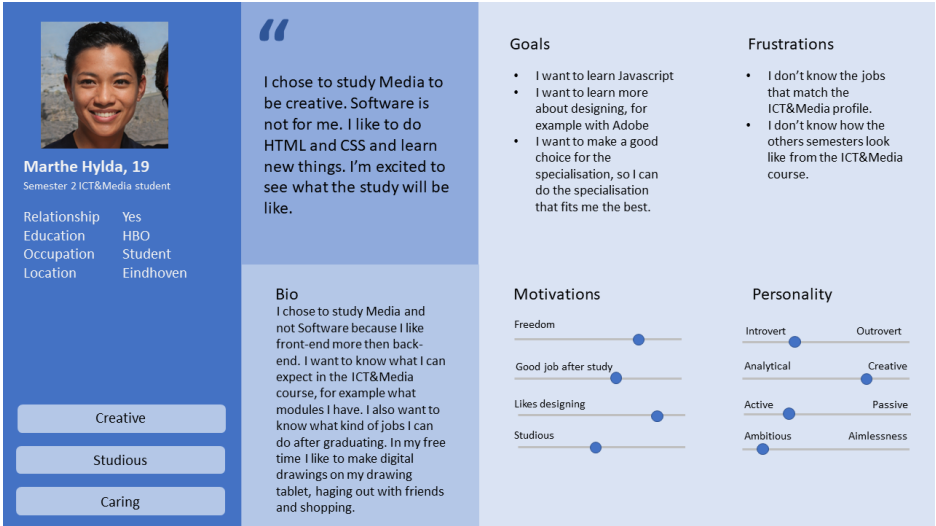
5.3. Requirements

Requirements are a list of things that the application contains and what the users want to see on the website. It is a helpful tool to make sure the website has all the important wishes from the users and can be used as a checklist. When you have a list with requirements, you can start brainstorming about the design and what information the pages should contain.

There is a difference between user requirements and functional requirements. User requirements contain information about what the user wants, while functional requirements are about what information the website should contain and the structure of it.

We wrote the requirements based on the research we did while doing the interviews and surveys. First we checked what the students from the interviews wanted to know earlier, what they like about the study and what their expectations were. After having a complete overview of these parts, we wrote user requirements based on the outcomes.

The results of the interviews were transcribed and analyzed to identify common themes and areas of interest among the students. These themes were used to develop a list of user and functional requirements that reflected the needs and expectations of the targeted audience. The survey results were also analyzed to identify additional user and functional requirements and to confirm the findings of the interviews.

5.3.1. User requirements

In this chapter you can read about the user requirements we made from the survey and the interviews.

User requirement are important for the research because they provide a clear understanding of what the users of the website want and need. This information can be used to guide the design of our website ensuring that it meets the needs and expectations of the users.

1- As a student I want to know more about the specialisations so that I can choose the best specialisations for me

2- As a student I want to have freedom of creativity and thought so that I can bring own contribution to the projects

3- As a media student I want to create a design so that I can have impact on people/users.

4- As a student I want to have a clear view of what to expect in the media course in order to choose which profile I want.

5- As a student I want to have in depth explanation of the syllabus on each (different) semester.

6- User prefers to having short videos and/or pictures that draw you attention, for explanation rather than only text

7- Students wants to have some graduate or experienced student in the profile to explain or provide you more information

5.3.2. Functional requirements

In this chapter you can read about the functional requirements we made from the survey and the interviews.

Functional requirements are important for the research because they outline the specific functionality that the website should have. These requirements help to ensure that the website is able to perform the necessary tasks and meet the needs of its users in an effective and efficient manner.

1. The user should see a page about what the ICT & Media study is.

1.1 The page has the admission requirements displayed.

1.2 The page has some pictures of the building, so people can see what the campus looks like.

1.3 The page has an address section, with where the campus is located, socials, and phone numbers (from desk).

1.4 The page has a button with navigation to the semester overview.

1.5 The page has a short video explanation of the course.

2. The website should have a home page.

2.1 The home page has an attractive and interactive design.

2.2 The home page has a navigation bar, to all the other pages.

2.3 The page shows pictures of the Media Design course.

2.4 The page makes clear it's about Fonty's Media Design course.

2.5 The page has some big quotes, about what students think of the Media Design course.

3. The user should see a page with all the jobs you can get in the future.

3.1 The page displays jobs, with some information about what the job is.

3.2 The page has pictures that match the information on the page.

3.3 Job overview contains name of the job, information about the job and why it matches the Media profile.

4. The user sees a page with an overview from all the semesters.

4.1. The page has information about what you do in all the semesters.

4.2 The page is ordered from semester 1 till 7.

4.3 The page has some pictures which match the information on the page.

4.4 The page shows information about what specializations match the Media profile.

4.5 The semester sections have a title of the semester, description of what you do every semester and how a week or a day looks like in that semester.

6. How can the design attract the users?

With the previous sub question, we now know who users are and have a better view on how to approach the design of our website. Design isn't just a way to make your product look more pretty or colorful. In a way it has the power to persuade and strengthen the decision-making process. It has an influence on how the user might move through their lives. And the power to change their mindset and steer behavior.

The next part of our research is starting with the design and find out how it can attract the user. To answer this research question, we used 3 different DOT methods: Workshop, Field and Showroom. We started with making sketches for our design. After we had an idea of how the website can look like, we started working on the fidelity's. This is all part of the workshop method. When the design was done, we did more research to find out if the design attracts the users, by doing interviews and surveys again. This belongs to the field method. At last, our group created a heuristic evaluation, which is part of the showroom method.

6.1. The fidelity's

The fidelities are a great way to visualize our application to the users. You start with a low fidelity that has just the simple navigation and layout. After finishing the low fidelity it is time to start working on the mid and high. Each fidelity is a step closer to the final website design. When you have a high fidelity it is clear to everyone in the group how the website should look like. After making each fidelity, user testing is important to know if we are on the right track. While testing if it would be a user-friendly website for our future users.

6.1.1. Low fidelity design (sketches)

The Sketches are based from our brainstorming session in the appendix 10.7, where we wrote down what has the be in each page. Based on the user requirements and the brainstorm session we made the sketches.
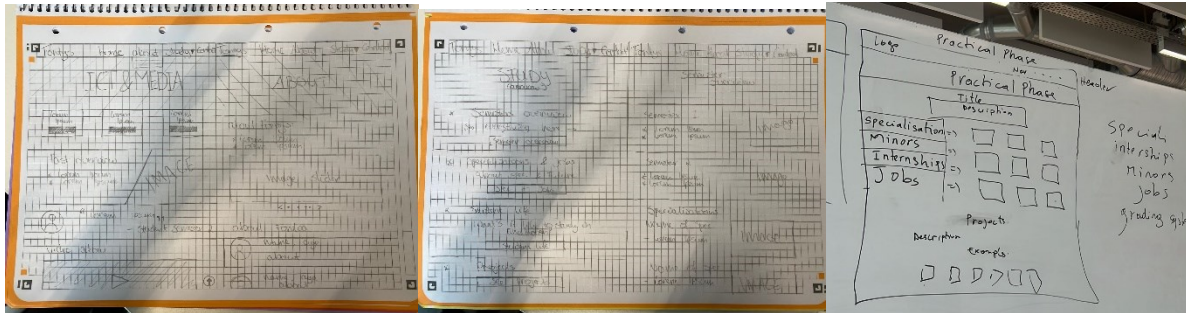

Figure 6.1 + 6.2 + 6.3: Sketches of our website.

For the low-fidelity design, our group decided that everyone in the group has to make a small sketch of one or more pages to get some designs. You can't just start from scratch, so before making sketches, we had to do a little bit of brainstorming and made an overview with everything that our website should contain. Thinking about the navigation, homepage, layout and footer. We checked all the sketches and picked the things we liked the best and combined them into one design. This was just our first design, so it was not finished yet.

The goal of this process is just to see how the flow might work and if it is straightforward enough for the users to navigate through our website. Another thing our group kept in mind is the UX principles: are they symmetrical? Is the grouping similar enough?

6.1.2. Mid fidelity design

After making the sketches, we started with the mid-fidelity in Figma. It contains a homepage design without images, grey frames, we used a few titles to make sure that we wouldn't miss anything important and for the other text content we just used lorem ipsum text. This design doesn't contain the color, images or the font we are going to use. We each had a page to remake from the sketches that we combined during the first few design sketching phases. While remaking the sketches we discussed any brainstorming ideas to add on to the website and finished with the design at that time.

6.1.3. High fidelity design

With our high-fidelity design, we wanted to include every important aspect of the design. It has all the color palettes, fonts, images, information and design, basically most of the content that are going to be used in the website. It's important that the high-fidelity design has so many details, so that it's clear for all of us what our website should look like as a finished product. Our group decided that we want to create our high fidelity in Figma, which we also used for our mid fidelity design. Everyone worked on the design and added images, text and some more ideas for the design. We decided to use the same color palette as Fontys and the same fonts. For the layout, we wanted to make something that looks like Fontys but also contains our own creative design ideas.

6.1.4. The prototype

When our design was almost finished, we started working on the prototype. Our prototype is important, because it shows the flow of the website. Every button, slideshow, images and text should look and work as intended on the website. It should be as close to the website as possible, so that we can use it to test with the users.

The prototype is created on Figma. With our prototype where we already had most of the design done and layouts from the high fidelity design we started to make it interactive for the user testing. We connected all the buttons to the right places and made sure that the footer and navigation bar worked as well. You can see the prototype in the appendix 10.4.

6.2. Design Evaluation and Preliminary Test

Before implementing it we tested out our last design of the prototype. This is just in case we missed something and if we are sure the users are satisfied with the application. After that we will start implementing our prototype into a real product.

The steps will be repeated however the focus will be on something else: on the design. Our group doesn't need to know the targeted audience but our goal with this last time testing is to make sure the design is to the users liking. With that in mind we set up three things: a survey, interview, storyboard, and a clickable prototype.

6.2.1. The survey

After redesigning our high-fidelity prototype and make it functional, we have conducted a survey to evaluate the usability of the prototype in order to identify areas for improvement. To achieve this survey, we have been through brainstorming session to figure out exactly the more accurate and important questions, hence we have made the online survey by using the A/B testing techniques which is about comparing divers' versions of our design and get answers from our target users to see which version performs better. Our main goal of this test was to get multiple answers with simple question by comparing the Fontys actual website and the prototype of the Media design website we are building. That being the case, we have divided our survey in two sections:

The first section of the survey was to ask about the Fontys website, The purpose for this part was to gather many information as possible and get to know "What did they like about it and what not?", which their answers helped us to analyze if the Fontys website's content are crucial to implement in our website or the opposite.

Some questions are followed by picture of the area we thought it can be plausible and convenient to compare. The most important questions are as following:

- What do you think of the navigation on this website?
- Do you find the Media course content on the Fontys website useful? Explain your choice
- Do you think that making or seeing a quiz will help you make a decision on choosing a school or course?
- Do you think it is relevant for having reviews of students/students to form your own opinion about choosing a school/study?
- Do you find it important to see real projects made by the media students on the website?
- Is the footer on the Fontys website straightforward?

The second section is about our redesigned prototype website. The structure is almost the same as the first section, but this time another thing is added: The A/B testing technique. We compared our first high fidelity with the latest redesign. The user can compare the two of them and chose the one they think is fit better or if it is straightforward. The user also can explain their reasoning. Our team aim on this part was to get feedback and suggestions to the different design we made according to the results of the first survey and interview we conducted including applying the heuristic evaluation techniques.

The most important questions are as following:

Note: All the following questions are followed by the different design pictures:

Survey Question will be in the appendix

- This is a redesign of the ICT Media homepage, what is the first thing that comes to your mind when you see this page?
- How much do you like this
- header from a scale from 0 to 10? 0 = absolutely not, 10= love it; Do you have a clear view of where you can navigate to?
- Is the quiz section easy to find on the page?, Explain (optional)
- Is it clear what you'll learn in ICT Media?, Explain
- What is the first thing that comes to your mind when you see this page?
- How much do you like this header from a scale from 0 to 10? 0 = absolutely not, 10= love it
- What do you think about this header?
- Here are 2 different versions of the information about the student life page. Which version do you like more? Explain your answer
- This is a page with information about how to apply for the study, do you think this page is well organized/clear to you?

6.2.1.1. Survey Results

As a results from the above questions in the first section of the survey, about the navigation bar, many people wanted to have it shorter, they emphasize a lot to the application button. Another part that our users required to see the most on the student life page was the transportation, with 36,4%, housing and finance, both with 18,2%. Also, 63,3% of the people think that making a quiz can helps them with their study choice and 54,5% of the people would also want to see reviews of students.

The answers for the second section of our survey surprised us much than we expected, as examples, many people said that the new home page contains a lot of information. The new header got an average score of 5,5 out of 10, also we asked about our other (older) header, which people clearly liked more since it has an average score of 6,3 out of 10. In addition, 63,6% of the people think that the quiz section is easy to find on our home page.

In fact, the A/B testing technique allowed us to see which part can score better by comparing two designs in each section of our high-fidelity prototype that we taught worth to emulate them. Therefore, for the homepage, the newer scored a bit better: 54,5%. The same we did for the application overview page, the older one scored with 72,7%, and finally for the student life page the new design get 81,8% in opposition to the old version.

6.2.2. The interview

The aim of this usability interview was to test the user-friendliness of our design by observing the participant interacting with the functional prototype. We wanted to know what they experienced while exploring or trying to accomplish their tasks in our different pages which the results will help us to get their deep thought about the design and the functionality, so that we can determine the level of difficulty they encountered and identify areas where the design can be improved.

Our team divided the interview by two group of three people, the first group interviewed two students and the second group interviewed one stakeholder which was also one of our Media Teacher.

Each group member was assigned to a specific task during the interview. If one member asking the questions, the next member will observe the user interactions and the other will take note and record the interview. We used a big screen which is connected to the laptop to see where the user will be going, struggling, or looking.

To process the interview, we made a brainstorming session and discuss about the way of proceeding the interview and listed out the most important question that we thought it may be efficient and concise for better accessibility. As results, we focused on evaluating the layout, the navigation buttons and the hierarchy of the pages and their content. In the following are some of the questions and tasks we prioritized:

Questions:

- Would you like to do a quiz when you're looking at a study you want to follow? Would you like to know if a study choice you want to follow is something for you by taking our quiz?
- Do you think you had to click too much to get what you were looking for?
- Is it straight forward on what you can do on our website?
- What would you like to know about the student life? Think about transportation, housing etc.
- Have you visited our current website? What do you think about it?
- Is the navigation clear for you on the Fontys website? Why yes/no?
- Is the navigation clear for you on this website (The New Design)? Why yes/no?

Tasks:

- You are curious about the semesters on Fontys. Find more information about it.
- Try to contact Fontys or our research group
- Find more information about the practical phase
- Find the study overview.
- Find more about the student life here on Fontys?

6.2.2.1.Interview Results

The interview revealed us many areas of improvement in the design of our website, including issues with navigation, misunderstanding of the page purpose and design styles.

First, Participants had difficulty finding some specific information they were looking for and encountered errors when trying to navigate to specific pages like, the "student life page", others find confusing the "Study overview and the "Semester Overview". We got as feedback that instead of having 2 navigation blocks for the semesters, it would be better to change one of these blocks for student life. Something else we found out, was that the header text on the blocks should be bigger, and not the same size as the rest. The homepage structure isn't organized: the layout looks

confusing. There is too much information in a certain small area, or it is not clear where the user can look at. The wording on the website is confusing. For example, the "application overview" and "apply now"; Both will redirect to the same page however the words can be intercepted differently.

Second, in addition to our user's interview, we have got very insightful feedback from our stakeholder. He emphasized from the starting about the consistency and learnability of the design. In his observation, he clearly stated that the style isn't really looking consistent with the Fontys brand. He mentioned some specific part which should be improved such us the button colors, the alignments of the layout, the pictures aren't matching with the content and that it should be also visually appealing and interactive. Talking about the page's sections, he suggested some nice ideas like for the testimonial, we should make meaningful and naturel from real people, nowadays, testimonials are overused by bots. For the quiz page, it positions in the home page is a bit hidden and, he thought that it cannot really be useful, but we should just make as a little bit fun activity to attract and engage our users not to sell it as self-assessment. The student life page doesn't really match with the media focused; he was expecting some more information about the life experience of the media design student at school but not external information.

Finally, according to him the general style is nice, but we should balance with the company theme so that it looks like they are connected. As food of thought he advised that we should think about our target group either specifically new students that never joined Fontys or first semester student, depending on each perspective it can vary the information.

6.2.3. Conclusion

After analyzing the results from both tests, we have concluded that overall visual design and aesthetics of the design were well received. However, as we must implement the feedback and suggestions received to satisfy our users as well as to our stakeholders, we decide to redesign the layout for better accessibility and consistency and providing more guidance to our future users.

The major changes that we have accomplished were to make the layout consistent, make proofreading our contents as well as clarify the pages descriptions and titles. As for the confusion encountered by some pages, we removed the "application overview" section in the home page by replacing it with the "Project Example". We add in the student life page's a new section about the media design experiences such as internships, teamwork, feedbacks, and social life at campus.

Others minors changes was made such as font family and size, colors matching with the corporation, the logo and text alignment including pictures that corresponds to our content and fields of study.

6.3. Heuristic evaluation

With heuristic evaluation, showroom method. You can see the picture in the 10.6. appendix. it is important to note what the risks are and how to prevent that; after making the first prototype. We noticed some risks after using the heuristic evaluation.

6.4. Storyboard

The storyboard gives us information about the structure of how a user would look at our website, this is to determine where there maybe pain points could arise. To prevent us from going further into the prototyping process this would be an efficient way to get rid of such problems. For our storyboards we used the user requirements, interviews, and our sketches, we created a story where a new student would look at our site and decide from the usability if they would apply. We asked questions during this process like are there any areas to where the website's information or structures is unclear for the user, or what users search and experience in our website. From there we made 2 different storyboards.

6.4.1. First storyboard

A student wants to know more about Fontys. He opens the application on Google and types in Fontys. The first result isn't Fontys but apparently Fontia. He entered the website out of curiosity. The homepage opens and he is looking at what this page has to offer. It shows good information, but it isn't clear to him what this is about. He scrolls down trying to find more information, but it isn't what he is looking for (because he wants to know more about Fontys). He then comes to the study overview where he looks the student life because he wants to know more about what the life of a student there is. On the student life page find that this page is not about the life of a student at Fontys but more information about useful websites. It is like the content is on the wrong page, but he is still surprised about all the information, and he decided. He goes back to the study overview and clicks on the apply button. On the application page he clicks to go to Studielink where he applies for Fontys ICT. And after a few months his first day at school begins. Where he starts his new adventure.
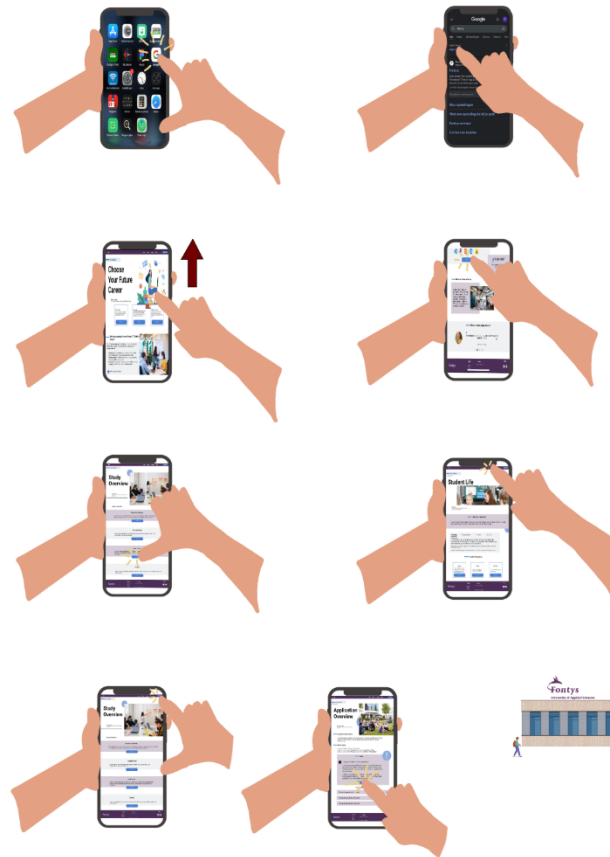
Figure 6.1: Storyboard 1

6.4.2. Second storyboard

A freshly graduate high school student wants to continue her studies in the Netherlands. She browses the internet in search of different schools that are in the direction of creativity and programming. The results led her to find Fontys where the Bachelor ICT & Media caught her attention, and she opened the website page that led her to the Fontia website in which she clicked on out of curiosity. She continues to research about the study program and read through the website's information and content.

The study program really looks like the study she was looking for where she immediately applied for the program where she landed in the application overview to help her understand how to apply with a step by step written tutorial and she would get redirected to the Studielink website to apply. She fills in all her credentials and requirements to apply and sends the application and succeeded with applying. She seems happy and satisfied, she looks forward to the day she can start with the program where she is already imagining what she would learn and do during the study program. A few months later it is her first day of school and she is ready to start a new chapter in her life.

Figure 6.2: Storyboard 2

7. Coding

Our group got the required information needed for the project. Our next plan is implementing our research into the an application. We used GitLab for this.

At first we made the basic components what will be used for each page, think about the header or the footer. Next we check out our prototype: what elements are the same on each page and can we style it into CSS in order to not use different styling on every page. And then we put the colors inside the root and the font family and git pushed it. This way we all know that everyone has almost the same styling and it wont mess up the code after merging it into one.

Next is the task division: who will do what page. We checked out the skills each one of us have and according to that we divided the pages. You can see the division in 9.1. Tasks. We all agreed to work in the vacation and merge it all together.

8. Conclusion

Based on our research, we have identified several key considerations for attracting students to study ICT and Media at Fontys University. First it is important to have a clear and visually appealing website that provides detailed information about the courses and specializations/minors with future career paths. Additionally, the website should be user-friendly and easy to navigate with clear calls to action for potential students. By using visually appealing layout, we can create an engaging experience for the users, encouraging them to learn more about the program and even consider for applying.

Secondly, the stakeholders are identified and analysed, then divided into categories and each stakeholder is assigned a specific approach based on their level of interest, influence and relations. This way we can understand our stakeholders, so that we can approach the right stakeholder so that they don't lose interest in our project.

Third, it is essential to identify and target the right audience for the course. This includes understanding the motivations and goals of protentional students. By understanding these factors, our group can tailor our messaging and descriptions on the website to more effectively attract the right students to the study.

Finally, it is important to provide clear and comprehensive information about the ICT and Media study on the website. this includes detailed descriptions of the courses and skills that students will learn, as well as information about the future career paths and job opportunities after graduation. By providing this information, we can help the users to make decisions about their studies.

In conclusion, by considering these factors and using the DOT framework to guide our research, we can effectively recruit students from a wide range of countries to pursue education and careers in ICT and Media at Fontys University.

8.1. Future Development

This section of the report will explain the future development that our team think may can be considered to the projects.

The project goes through a couple of process in which it was discussed, analyzed, redesigned, tested, and developed. Our different research uncovered some downsides that our team has missed, particularly in the first design stage. At that time, we could have thought deeply about some aspects of the users' problems regarding the header, the unfunctional logo, the figma prototype and the lack of some must-sections such as the media design experience page, an appealing and interactive layout etc. However, these errors and suggestions were briefly implemented at last time.

In fact, after the code implementation, we conducted a usability test of the website but unfortunately due to time limitation, we couldn't proceed a detailed and extensive test or analysis in which we probably would have discovered more useful information.

After all, we believe that the actual website can be use in real life to help media design student make a great choice by including more accurate and useful resources and information that it will be

provided directly by the stakeholders or the corporations in addition to make more research about the specific user target, conducting competitor analysis, and defining robust visions and goals.

9. Reflection

In this chapter we will show you the task division of our group and our reflection of the groupwork.

9.1. Tasks

The individual task are seen in figure 9.1.1.

Name	Ranim	Melita	Iris	Thimo	Moussa
Task	Interview; Vision of our group; Report(before version); Figma one page; Survey analysis; Heuristic evaluation (few risks); One persona; Transcribing audio; Interview questions;(both versions) Survey questions;(both versions) Project definition and scope & Limitations (for project plan); Scope and limitations(project plan); Empathy map for given interview;	Prototype Made the deliverables; Making 1 page of Mid-fidelity on Figma; In the report I did: storyboard 2; 2 empathy maps for the interview; Interview questions; Survey questions; Transcript for 2 interviews; A few user requirements; Helped with the final website Hi-Fidelity (some pages); Created 1 storyboard.	Introduction (project plan); Dataflow diagram (project plan 2) Interview semester 2,7; Empathy map for an interview; Transcript for an interview; Created 2 persona's and 2 user scenario's. Wrote user requirements and functional requirements; Sketched 4 pages; Figma one page; Heuristic evaluation (few risks);	Planning; Project Roadmap Stakeholder analysis; Team chart; Interview a person and teacher; Empathy map for the interview; Created 1 persona with 1 user scenario; Transcribing the audio; Sketching what must go to what page. Making 1 page of Mid-fidelity on Figma; Made the 1st Hi-Fidelity of	- Project Goal - Git account setup for the group and structure folders - Helping with the git issues - Risk assessment - 1st Interview semester 1 and 3 - Empathy Map for the semester 1 student - One persona - Stakeholder analysis - Sketches - Brainstorming - Some User Requirements - Some page in the middle fidelity - In the report I organize some of the section (first version) - Some pages in the High fidelity - Refactor the High-fidelity design in figma

Few user requirements; Summary of own given interview; Report layout; Research questions; Report (introduction, 2. And 4.), summary, conclusion, coding, reflection; Website: semester overview, study overview, header, partly student life; Final presentation and final presentation script.	Text content of the website of the final prototype (some pages) Coded the about and student life pages.	Interview questions; Survey questions and in google docs; 2 people interviewed; Analyzed and summarized findings from survey and interviews. Report (older version) Report layout; Report 5. What information do the users want to see on the website part and 6.1 and 6.2; Website: Application overview. Final presentation and final presentation script	our website (not of the end result); Heuristic evaluation (few risks); Made the final website Hi-Fidelity (some pages); Coding the Contact page and the Practical Phase page. Created 1 storyboard. In the report I did: 3, 3.1, 3.2, 3.3, 3.4, 3.5, 6.5 (storyboard 1); Final presentation and final presentation script	- Summarize some of the interactive prototype - Conduct 2nd Interview with stakeholder(teacher) - 2nd Interview and Survey results analysis - Pecha Kucha Presentation - Future development - Coding the Home and Quiz

Figure 9.1.1. User Task

The group tasks are visible in figure 9.1.2.

What to do?	Done?	Name(s):	Time:
Team Setup		All	4 hours
Project Document		All	10 hours
User Research		All	8 hours
Report		All	4 hours
Team Skills		All	3 hours
Survey (first)		All	2 hours
Q&A		All	2 hours
User Requirements		All	2 hours
Presentation 1		All	2 hours
Project Plan Document		All	22 hours
Interviews (second)		All	3 hours
Empathy Map		All	1 hour
Heuristics		All	4 hours
Transcribing audio		All	1 hour
Mid-fidelity		All	4 hours
Coding		All	40 hours
Report		All	50 hours

figure 9.1.2.

9.2. Reflection

At the beginning it went well, we discussed about our skills: what our soft and hard skills are and what might be our weaknesses. We discussed them and got to know each other. This way we all have the expectations of each and every one of our members.

During the project, we all worked hard together and made sure no one is left behind. We made sure to note everything that needed to be done and what had finished. This is why we can say for certain that finishing tasks is one of our specialties.

We also discussed each step we had to do and had to divide the task where needed. However this division had go wrong multiple times, as example: one group member thought that we had a group

meeting after each division and the other one did not. This could have been easily resolved if the communication was better, hence why our group needed to communicate better.

10. Appendix

10.1. Interview transcript and video

The interview transcript is available in our Git. The YouTube link is also available inside the same folder.

 The reader can click on the link to redirect them.

GitLab: https://git.fhict.nl/I493558/fontia.git

10.2. Project plan

The project plan is available in our Git. The reader can click on the link to redirect them.

GitLab: https://git.fhict.nl/I493558/fontia.git

10.3. Survey analysis

The project plan is available in our Git. The reader can click on the link to redirect them.

GitLab: https://git.fhict.nl/I493558/fontia.git

10.4. The prototype

The fidelities and the prototype is shown in Figma. You can click on the link to preview it.

Figma: https://www.figma.com/file/15Ozto1qRDCedtuenz0VHH/High-Fidelity?node-id=0%3A1&t=KctU5hThEfBRos3P-1

10.5. Empathy map

VICTOR

Says	Thinks
Media design is interesting and is looking forward to choosing the profile it's good to know that Media Design is not all about designing it also includes other things	There shouldn't be anything more specific on the website It's important to understand how to influence people
Does	**Feels**
experienced in HTML & CSS researched about the course by himself	Really likes the ICT course Unsure about choosing which profile and some answers to the questions

Dilyan

Says	Thinks
He said that media design is interesting when he started taking some course rather than his expectation of the program before coming to Fontys	Think that design of the website will attract more student Creating design and website is very interesting
Does	**Feels**
Enjoy coding in HTML/CSS Making decision based on others' opinions and influences	Hesitant to answer some question Feel confident to not choose the profile Entertained to make some design and code

Maja

Says	Thinks
She said that the course is fun.	- A catch phrase and pictures help draw attention when there is a website. - Colours help in the design of the website.
Does	**Feels**
- Little experience about media design. - Like to create things.	Is still not sure if she really wants to choose this profile. Applied for the study because Fontys looked quite interesting. Likes it that you don't have to choose at the start.

SEMESTER 2

Jakub

Says	Thinks
Interested in creative work Wants a better overview of the schedule	It is easier than doing backend/software There are good job prospects Front end is most interesting
Does	**Feels**
Enjoys front end development	Disappointed with the descriptions on the website Happy about the portfolio

Nigel

Says	Thinks
Likes diversity, creativity, independence	Software not for him, prefers more creative work
There are a lot of possibilities	Important to know what languages you will learn, user research etc (not just design)
Colorful designs represent media well	

Does	Feels
Did not look into media as was focused on software in sem1	Likes the portfolio
	Exercises for front end development are good

Iris

Says	Thinks
Likes creativity and design	Media has more frontend than software
Portfolio was not described in website	The job prospects are good
	Not enough descriptions of learning languages/programs
	Students should know what the schedule looks like and the content of the classes

Does	Feels
Enjoy front end and design	Media was not well described initially, advertised as a drawing class and was not aware of any development/coding in the course
Likes research and UCD	
Likes media production and working with adobe	
Enjoys reasoning behind why a layout should look a certain way	

SEMESTER 3

Alexandra

Says	Thinks
-It would be good to say what its specializations has to offer exactly -Looking forward to do internships	There should be more programming in the course
Does	**Feels**
a very creative person choose media because she wanted more freedom in her choices and more capability to expand her abilities in the creative sector while also combining it with programming	Enjoys the Media Design course Excited to work with real life clients

Mihnea

Says	Thinks
Feel confident and proud to study the profile	He thinks getting orientation or guidance from graduate or experienced students will help much more Think of job opportunities
DOES	**Feels**
influence by the opportunities to be creative like doing all about media production photography, posters, and logos	-Frustrate about the grading system -Excited about the improvement of the course in advanced level

SEMESTER 7

Says	**Thinks**
Wants a more board view on the specialisations/minors; Freedom of thought/creativity is important for the course	Technical ICT is not her thing; Regrets choosing a technical course rather than a media or creative.
Does	**Feels**
Enjoys the creativity inside the media course; Thinking about what the user wants and needs;	Continuing making illustrations is just as important as being an ux designer.

Elin

Says	**Thinks**
Other students do not enjoy technology or software because it is very strict and boring You can express yourself and create an impact on others by studying media	Media is a creative choice of course Course content was not clearly explained Creativity is important to have if you want to study media
Does	**Feels**
Wants to make impactful work Wants to create things for people, not for company use	Coding is boring Proud of using their UX research to create a product

10.6 Heuristic evaluation

Heuristic Evaluation

Evaluator Name:	Fontia Creative Design
Device / Browser/ OS:	Laptop/Chrome/Windows 11
App / Version:	Figma

HEURISTICS	VIOLATION	RECOMMENDATION	SEVERITY
1. Visibility of system status *Always keep users informed about what is going on, through appropriate feedback within reasonable time.*	1. There is no need for the user to keep track of their progress, because we have an website with only information.	1. When applying for the program, make it visible for the user to let them know about their progress. 2. When going to foto's let them know how many there are left to go.	2
2. Match between system and the real world *Follow real-world conventions, making information appear in a natural and logical order.*	1. the specialisation page isn't straightforward. user may get confused when clicking the menu options 2. on the application page: the steps isnt seen fully.	1. Make the side menu seperate and not all together. or put them horizontally. 2. show the full steps, dont hide them.	2
3. User control and freedom *Users should leave the unwanted state without having to go through an extended dialogue. undo and redo.*	1. There is no need for the user to get an alert if they want to see more information about a semester or when they want to return to a page.	1. The user can open and close information blocks. 2. When the user opens the page (on their phone), there will be a return to previous page button	3
4. Consistency and standards *Users should not have to wonder whether different words, situations, or actions mean the same thing.*	1. The website should not copy exactly the same placement as other websites. 2. On our website we mostly have primair action buttons and not secondair action buttons, so there would almost be no difference between the buttons on our page.	1. Button placement, nav bar and other icons should be famillair for the user . 2. Keeping the same consistency within a product or a family of products, it should look like Fontys' other websites. Showing similarities of the color & fonts.	3
5. Error prevention *Either eliminate error-prone conditions or check for them and present users with a confirmation option before they commit to the action.*	1. When they apply they dont need a error prevention notification.	1. When they don't want to apply they have to find a way to go back to the home page.	0

HEURISTICS	VIOLATION	RECOMMENDATION	SEVERITY
6. Recognition rather than recall *Minimize the user's memory load by making objects, actions, and options visible.*	1 The user can have a hard time finding the buttons if they are not recognisable.	1. Make the apply button similar for the user so they have no trouble finding it. 2. Make a system path somewhere on the page to easily navigate back and forth without remembering each step for the user. It directly reduces the memory load of the user.	3
7. Flexibility and efficiency of use *Accelerators. Allow users to tailor frequent actions.*	1. Students on fontys have to go every menu and options until they go to their current study.	1. Make a shortcut for students on fontys to a certain semester overview or specialisation.	1
8. Aesthetic and minimalist design *Dialogues should not contain information which is irrelevant or rarely needed.*	1. The webpages should have all the information the user needs, there shouldn't be anything important left out.	1. Have much white space on the webpages. The background of a textfield should not be to busy, because the text is more important than a background. 2. Website pages should look like they belong to eachother: so same fonts, same colors, same spacing etc. 3. The website pages should contain only necessery information, that is important for the user.	3
9. Help users recognize, diagnose, and recover from errors *Error messages should be expressed in plain language (no codes), precisely indicate the problem, and constructively suggest a solution.*	1. When applying to the school there goes something wrong with the given information	1. Summarize the problem for the user and show them with a picture or short explanation on how to solve it.	0
10. Help and documentation *Even though it is better if the system can be used without documentation, it may be necessary to provide help and documentation.*	1. With videos and pictures you don't give the full meaning or explanation to inform the user.	1. With a FAQ we give the user an answer for there problems, they can find on the website.	1

10.7 Brainstorming session