Rider Safety ETS: Incident Reporting App

## Goal:

Increase rider's sense of trust, security and safety while using the ETS, by introducing an app for reporting incidents and safety issues, easily and quickly.

## User Statement

How might we implement both digital and environmental tools for ETS riders, so we can improve ETS ridership feelings of safety and security while using public transit.

## Touchpoints and Channels

### Touchpoints:

1. Informational ads in buses and trains. Introducing people to the app and also as a reminder to use the application.
   1. QR code that goes to the download
2. QR code on ticket to download app
3. QR code on a sign or sticker within bus stops, bus stations, lrt terminals, buses and lrts.
   1. On a Bus sign
   2. On fixed equipment
4. Connect to a web based version of the reporting feature if the app is not installed
5. Touch doors to enter facitires
6. Entering Bus stops and Lrt stations
7. Physical Space
   1. Stairs
   2. Benches
   3. Floors
   4. Kiosks
   5. Informational signage
      1. Digital Ads
      2. Posters
      3. Video
      4. Decals
   6. Emergengy and non-emergey Help phones
   7. Ekevators
   8. Escalators
   9. Ad boards
   10. Informational Displays
   11. Buttons
   12. Pull handles
8. Bus / Lrt
9. Ticket kiosk UI
10. Website UI
11. Transit App
12. Bus Operator
13. Arc Cards

Channels:

* Bus / LRT
* Mobile Phone
* Station Platforms
* Camera
* Control Room

## Scenario

* A female ETS rider buys a new ticket for the LRT
* On the ticket is the QR and some information about the new reporting a security mobile app
* Using her phone’s camera she downloads the application
* One night the rider sees that one of the pay kiosks is broken
* The rider takes out their phone and uses the app to take a picture and report the issues
* There is some feed back thanking the rider.
* Then the rider heads down onto the station platform
* There they see a painted square on the floor with “Desginated Waiting Area” printed within in
* Over on the other side of the station are a group of loud and aggressive acting people ( yelling, and throwing things)
* The rider feels uncomfortable and thinks these might be the people who broke the kiosk
* The rider then uses the app to activate the designated waiting area.
* The waiting area lights up and audio plays stating that the area is now under surveillance
* The rider is alerted on their phone that ETS personnel are monitoring the area.
* The rider then gets on their train and continues their journey.

Miroboard for journey map (scenario needs to be updated)

<https://miro.com/app/board/uXjVORhpvq8=/>

User Testing:

Card Sorting

What is an emergency for users? Who and what should be involved?

Emergency — 911, Non-emergency

Words for cards

* Graffitti
* Assault
* Yelling
* Aggressive behavior (far away)
* Aggressive behavior (close by)
* Broken kiosk
* Broken into kiosk
* Drug use
* Drug Paraphernalia
* Harrassment
* Broken Lights
* Broken lights inside bus
* Broken bus headlights
* Dark Corridor
* Empty Platform
* Group of young men
* Group of young men standing there
* Menacing group of young men
* Houseless person
* Overdose
* distress persons
* Broken Elevator
* Broken Escalator
* Smashed Window
* Dirty Bus
* Dirty LRT
* Dirty Stations
* Run down bus stop
* Camera
* Audio — announcement
* Securty Guard
* ETS Officer
* COTT Member (community outreach program)
* Theft
* Lost Item
* Person staring at you
* Waste on the ground

Debrief:

When would you report, and what would you report?

Would you call 911 or use an app?

Are there any scenarios or items you would want to add to the list.

Presentation notes/ script

SL 9 Jounry map / scenario

Phase 1 Outside firstop / station experience — Phase 2 Inside First Stop / Station Experience

Although our user will have yet to enter the ETS ecosystem we must consider their feelings and experiences which can be difficult from the almost limitless variables for each individuals.

In phase one our user will be mainly

* Examining ETS facilities from a distance
  + Manly looking for physical pain points
    - Access to the facilities (snow / ice build up)
    - Number of riders occupying the space (bus stop)
* Have past experiences on the ETS with will factor into their current experience
* Common task and actions
  + Buying ticket
  + Trip planning
  + Checking mobile device

Continuing onto Phase 2, our rider will enter the facilities with a perception based on the previous factors. In this case our rider enters an LRT station. Common tasks are preformed such as:

* Buying ticket
* Trip planning
* Checking mobile device
* Scan space for pain points
  + Cleanliness
  + Bad actors
  + Broken facilities
  + Smells are also considered

Phase 3

It is important to mention riders may come across a non-emergency matter at anypoint within the ETS ecosystem. Which in our case, our rider came across a broken door. Because of this we wanted to make the rider aware of the reporting service within an area with a high chance of reportable issues. Such as touchpoints on physical objects such as benches, informational signs, and kiosks.

SL10

Onboard Experience — LRT

In Phase 4 our rider has entered the LRT headed to their arrival destination. As with the previous phases the rider will perform various common tasks, and scan space for painpoints.

Based on our research it was the repeated discovery of issues that started to shift riders perspectives of the ETS. We express that by having our rider run into various non-emerengy matters before ultimately reporting an incident.

Phase 5 our rider arrives at their drop off point. Many of the same painpoints apply to our rider as in previous phases as well as the potential for painpoints and reportable non-emeregency issues. Our rider then comes accross some garbage on their way out of the station with then causes them to be fed up and report the issue and want to report it through the application.

Quickly taking a picture and selecting from a list of issues, our rider feels that they have taken responsibility of the issue, taking ownership of the ETS facilities.

Our rider, although feeling better about their experience on the ETS needs to be reassured that their effort will not go unnoticed, as this will determine if the rider uses the application or not.

**Appendix 1: Teamwork Planning**

**1. Names, email and phone number for each team member**

Ryley Goodine:

Brett Johnson:

**2. When are you going to meet outside of class?**

When available

**3. Where are you going to meet (digital platform, room, etc)?**

Discord

**4. How are you going to communicate (which platform and how often)?**

Discord chat feature and video presentation

**5. We have created a Google Drive folder for our group**

YES

**6. For each team member, name 2 strengths and 2 challenges that the other team member should be aware of. Discuss how this could impact the project. I identify 1 strategy to overcome each challenge.**

Ryley Goodine

* Strength
* Weakness

Brett Johnson

* Strength
* Weakness

**7. Responsibilities**

Create a list of tasks and indicate which team member is responsible for each of them.

| **Tasks** | | **Ryley Goodine** | **Brett Johnson** |
| --- | --- | --- | --- |
| **Communication** | Set up Team Meetings | x | x |
| Take Notes |  |  |
| Time/Objectives Tracking |  |  |
| Maintain Google Drive |  |  |
| Add other tasks |  |  |

| **Tasks** | Reading Worksheet | x | x |
| --- | --- | --- | --- |
| Journey map | x | x |
| User Testing | x | x |
| Wireframing | x | x |
| Mockups | x | x |
| Prototype video |  | x |
| Scenario video | x | x |
| Presentation | x | x |
| Process Book | x |  |

**8. What will be your strategies to ensure cooperation and equal distribution of tasks?**

Constant communication

**9. What is your preference for leadership** (informal, formal, individual, shared)**?**

Informal shared

**Appendix 2: Teamwork Assessment**

**1. Overall, how effectively has your team been working together on this project?**

| 1 | 2 | 3 | **4** | 5 |
| --- | --- | --- | --- | --- |
| not at all | poorly | adequately | well | extremely well |

**2. What is the percentage of work done by each member of the team** (eg. Troy: 50%, Nancy: 50% OR Troy 75%, Nancy 25%).

Brett Johnson

Ryley Goodine

**3. Create a list of tasks and indicate which team member did these tasks.**

| **Tasks** | | **Ryley Goodine** | **Brett Johnson** |
| --- | --- | --- | --- |
| **Tasks** | Reading Worksheet | x | x |
| Journey map | x | x |
| User Testing | x | x |
| Wireframing | x | x |
| Mockups | x | x |
| Prototype video |  | x |
| Scenario video | x | x |
| Presentation | x | x |
| Process Book | x |  |

**4. Do you think each member of the team should get the same mark?**

**Yes** / No

**5. Please explain why** (respecting deadlines, doing weekly assigned work, quality of the work, present and active in class, prepared for in-class activities, quality of communication between teammates, etc.).

**6. What do you suggest** (same mark, -5%, -10%, -20%, etc.)?

**7. Give one specific example of something you learned from each other that you probably would not have learned on your own.**

Design against crime

**8. Suggest at least one specific, practical change the team could make that would help improve everyone’s learning.**

Developing a list of all required deliverables for the final project, and sequentially completing them through the project. This could change the end result we get too throughout the process, and might open new insights we hadn’t considered to explore.