Team K.A.R. HW12

Prototype

Teacher Prototype: <https://jiwhanyoon.github.io/spectra-student/html/teacher.html>

Student Prototype: <https://jiwhanyoon.github.io/spectra-student/>

Implementation Plan

<https://docs.google.com/spreadsheets/d/1G6jb6XaRMKGenBkf1lTzETwlTyEUut-XljSyvmu8ols/edit?usp=drive_web&ouid=113429084662815187529>

Evaluation Plan

**Description**: When we did contextual inquiry in the middle school, they wouldn’t let us talk with students because they needed to get permission forms from parents. To get around this constraint, we are going to work with students in an after school program instead. We are conducting our evaluation at Breakthrough Boston, an after school program for middle school students. We will have 45 minutes to conduct user testing and hold a short workshop on how apps are designed. We will be working with 5-10 7th graders during their designated activity section. The student UI has all the key functions so we won’t have to do any behind the scenes magic. We will not be testing the teacher UI since we have done so already.

**Scenario**: You are a middle school student in homeroom. As part of your daily routine, your teacher wants you to input your mood to this app.

**Task 1**: Please share your current feelings.

**Task 2**: You are being bullied on the bus and aren’t sure what to do. Please let your teacher know.

**Task 3**: You have gotten in arguments with your English teacher Ms. Jivraj before. Because of this, you don’t want to share your feelings with her. How would you do that?

Inclusive Design Strategy

**Primary Proto Persona (Teacher)**:

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| --- | --- |
| Mrs. Jameson   * 45 years old, 7th grade teacher * Taught English for 3 years * Lives in Boston | * Color blind * Her parents were teachers so she wanted to follow in their footsteps. * Works in a public school so her average classes are 25 people. |
| Wished she could:   * facilitate community in her classroom. * know her students better. * have more time to lead student clubs and sports. | Likes teaching because:   * She wants to make a difference in her community. * Knows how hard her students work and wants to help close the achievement gap. |

**Secondary Proto Persona (Student)**:

|  |  |
| --- | --- |
| Jacky   * 12 years old, 7th grader * Likes using Snapchat and Instagram * Lives in Boston | * Dyslexic * Parents are divorced and she has 2 little brothers. |
| Dislikes about school:   * Reading - because her dyslexia makes it much slower to read. | Likes about school:   * Favorite subject is math because it’s very logical and easier to understand. * She gets to see her 3 best friends. They’re very close but live far away so she doesn’t get to see them much outside of school. |

Similar to the Universal Design for Learning framework in education, the app should have multiple modes to access information. Specifically for dyslexia and color-blindness, there should be multiple formats with both imagery and words to help people with different needs. While we’ve implemented redundant cues in the format of four colors being represented by four different directionalities in gradient, we could definitely do more to increase readability. We could make sure our contrast ratio meets AAA standards to account for bad eyesight and make sure words are large and clear.

We believe designing for inclusion is morally supererogatory. Especially considering the variety of disabilities and needs to make accessible, it’s hard to argue that software developers should be punished for not designing with inclusive design practices. Furthermore, many small teams are already so pressed for resources that it would be a difficult standard to meet. However, larger companies with resources should definitely be designing with accessibility in mind.