

## Dev Phase I - Peer Reviews

1. "I really like the idea of addressing executive skills for students – I think that these skills aren't really taught that much in classes, and the way that you guys address it seems to be very interesting. I think that your assessment asks the right questions, but I think that it could be formatted in a more legible way – The text seems to be a bit cluttered and difficult to read, and I think that increasing the spacing or adding some colour to differentiate the questions would be helpful. I really like the visual views of the responses, and I think that they really make it easy for the user to understand what's going on with the responses. I also really like your priority matrix – It makes it easy to visualise what should be going on in a student's head, and I think that the way you explain it is very clear and easy to understand. Overall, I really like the progress that you've made so far and I'm interested in how you're going to integrate it into some LMS."

2. "I like the 3 main features of your project. I think that the game-based intervention is a great aspect along with the real time data. The skills assessment seems fair and has a good variety of questions. The priority matrix seems very useful and like the design. I could see myself using this feature for general time management. As far a reward system, Im not exactly sure how that would work other than receiving points for accuracy."

3. "Marissa and Steven, your milestone 1 submission demonstrates solid progress toward creating an online support system for executive skills development. The breakdown into three core components—self-assessment, gamified activities, and LMS integration—shows a clear structure and understanding of user needs. The focus on task management skills through a gamified prototype is particularly promising, as it can engage students in building essential organizational habits. For future milestones, consider collecting early user feedback on the UI to guide further refinements, especially for the assessment tool. Overall, your work is well-organized and shows thoughtful consideration of executive skill development for college students. Great job!"

4. "Your team is working on a project to design an online support system to develop executive skills development. You provided a clear understanding on the steps you want to take to accomplish your goals by having an questionnaire over executive skills, creating your own game-based intervention, and having real-time data. Your questionnaire is detailed, you have a latest feedback system with results. Your priority matrix is a splendid idea to help students with time management and you explained it very clearly for others to understand. I have some suggestions that you may want to think about adding. I think potentially adding a streak (like a consistency reward) for students that correctly update the matrix and will keep them motivated to regularly check the matrix. Also, maybe adding visual cues will help students. For example, having red for

highest priority, yellow for medium, and green for lowest priority will help students what they need to do next. Great job so far!"

5. "Hi Marissa and Steven,

Really great job on this presentation! I like the matrix idea. Here are a few thoughts:

I wonder if the student should just be tasked with dropping each assignment in the proper quadrant, rather than placing it precisely on the graph. That seems like it could be daunting, especially if the axes aren't specifically labeled (though that may be just for the prototype).

Perhaps the student either gets a "pass" or "fail" when they drop the assignment on the matrix, based on whether they got it in the right quadrant. Part of my thinking here is that the main skill you're trying to build is the ability to generally prioritize...maybe it's enough to know which items fall in the do first quadrant.

Maybe the interface could automatically move assignment bubbles as the due dates change.

Perhaps the bubbles or quadrants could be color-coded to indicate which quadrant is most urgent. That would be a cool way to train students' thinking about the proper flow of activity sweeping across the graph.

Hope that's helpful!"

## Dev Phase II - Survey Responses (CSV)

response,Q1,Q2,Q3,Q4,Q5,Q6,Q7,Q8,Q9,Q10,Q11,Q12,Q13,Q14,Q15,Q16,Q17,Q18,Q19,Q20,Q21,Q22

1,Neurotypical: Identifies with developing skills at the average pace compared to peers in your age group,,Course title;Professor Name,,,4,,4,,Weight: % of final grade;Current grade in class,,4,,5,5,,5,,4,I need permission to see the video,I need permission to see the video,I need permission to see the video

2,Prefer not to say,Done!,Course title;Grade: Based on assignments due;Grade: Based on entire course;Priority: Rank of which class has the assignment to focus on next,,Done!,4,Done!,5,Done!,Due date;Weight: % of final grade;Current grade in class,,5,Done!,4,5,Done!,4,I did not have permission to access this video. I would recommend instead uploading it to YouTube as an unlisted video.,3,I like the way the design looks! I think the priority matrix would be most helpful if it were automated. , "Personally, I find it a bit visually cluttered, which can get overwhelming if the point is to alleviate cognitive strain. ",See likes and dislikes above.

3,Neurotypical: Identifies with developing skills at the average pace compared to peers in your age group,,Course title;Grade: Based on entire course;Progress : % Completion;Priority: Rank of which class has the assignment to focus on next,,,5,,4,,Due date;Progress: % completion of assignment,Estimated hours of completion,5,,5,5,,4,,4,The completion bars are very intuitive and would contribute to the way I structure my work and classes in a positive way.,I believe that some pages are erring on the side of too much information visualization-- classwork is hectic enough and too much visualization can add to stress.,I would highly recommend refining an estimated hours of completion-- this would assist in prioritizing assignments and scheduling.

4,Neurotypical: Identifies with developing skills at the average pace compared to peers in your age group,,Course title;Grade: Based on assignments due;Priority: Rank of which class has the

assignment to focus on next,,,5,,3,,Due date;Weight: % of final grade;Current grade in class;Progress: % completion of assignment,,,5,,5,,5,,4,"it was easy to use and navigate, the prioritizing of different tasks is done well and I like the matrix ",I don't personally see the use of survey because I don't know how much my answers would change over time ,I get to chose how to prioritize the the assignments and can select the ideas that matter most to me

5,Prefer not to say,,Course title;Professor Name,,,3,,3,,Current grade in class,,,3,,3,,3,,3,,style,no,no

6,Neurotypical: Identifies with developing skills at the average pace compared to peers in your age group,,Grade: Based on assignments due;Grade: Based on entire course;Progress : % Completion;Priority: Rank of which class has the assignment to focus on next,,,4,,5,,Due date;Weight: % of final grade;Current grade in class,,4,,5,5,,4,,2,The design and ef page,Difficult to move to other apps,Percentile in class

7,Neurotypical: Identifies with developing skills at the average pace compared to peers in your age group,,Course title;Professor Name;Grade: Based on assignments due;Grade: Based on entire course;Progress : % Completion;Priority: Rank of which class has the assignment to focus on next,,,4,,3,,Due date;Weight: % of final grade;Current grade in class;Progress: % completion of assignment,,,4,,4,4,,4,,3,,

8,Prefer not to say,,Course title;Grade: Based on entire course;Progress : % Completion,,,4,,4,,Weight: % of final grade;Progress: % completion of assignment,,,4,,4,4,,4,,4,,

9,Neurodivergent : Identifies with differences in cognitive skills compared to peers in your age group,,Course title;Grade: Based on assignments due;Grade: Based on entire course;Progress : % Completion,,,4,"There are a lot of tables on the interface, which is very intuitive",4,,Due date;Weight: % of final grade;Progress: % completion of assignment,,,4,,5,4,,4,,4,,

10,Neurotypical: Identifies with developing skills at the average pace compared to peers in your age group,Ok,Course title;Grade: Based on assignments due;Priority: Rank of which class has the assignment to focus on next,,,3,,4,,Due date;Weight: % of final grade,,,4,,4,3,,4,,4,,

11,Neurotypical: Identifies with developing skills at the average pace compared to peers in your age group,,Grade: Based on entire course,,,4,,5,,Due date;Weight: % of final grade;Current grade in class,,,4,,3,3,,5,,4,i like the idea of having a task breakdown option and then being able to assign those tasks in a calendar - having very granualr tasks here could help. I do wonder how these

tasks play work within the priority matrix as the prototype used very high level tasks/assignments for that part of the project. ,,

12,Neurotypical: Identifies with developing skills at the average pace compared to peers in your age group,,Course title;Grade: Based on entire course,,,4,,5,,Due date;Weight: % of final grade;Current grade in class,,4,,5,3,,4,,2,,,

13,Prefer not to say,,Course title;Professor Name;Grade: Based on assignments due;Progress : % Completion,,,4,,4,,Due date;Weight: % of final grade;Progress: % completion of assignment,,3,,3,3,,4,,3,,,

14,Neurotypical: Identifies with developing skills at the average pace compared to peers in your age group,,Course title;Grade: Based on entire course;Progress : % Completion;Priority: Rank of which class has the assignment to focus on next,,,2,,2,,Due date;Weight: % of final grade;Current grade in class;Interest,,4,,5,4,,4,,3,The dashboard and To-Do are intuitive and easy for me to organize my courses. , "EF Skills Development Dashboard is complex, hard to understand and not intuitive for a dashboard - it feels more like a report. ", "Dashboard can have some key metrics, the To-Do could have some time component (this Week)"

15,Prefer not to say,,Course title;Grade: Based on assignments due;Progress : % Completion;Priority: Rank of which class has the assignment to focus on next,,,5,,4,,Due date;Weight: % of final grade,,4,,4,4,,4,,2,I like that its intuitive and has different ways to view my classes,"I dislike that its a bit too complicated...It overcomplicates the purpose of canvas which is just to be a hub of my classes, assignments, and grades",I'd emphasize ui friendliness

16,Neurodivergent : Identifies with differences in cognitive skills compared to peers in your age group,,Course title;Grade: Based on assignments due;Grade: Based on entire course;Progress : % Completion;Priority: Rank of which class has the assignment to focus on next,,,5,,5,,Due date;Weight: % of final grade;Current grade in class,,5,,5,5,,5,,5,,,

17,Prefer not to say,,Course title;Grade: Based on assignments due;Grade: Based on entire course;Progress : % Completion,,,4,,4,,Due date;Weight: % of final grade;Progress: % completion of assignment;Interest,,4,,4,4,,4,,4,I really like the percent completion bar,,More information like if you are enrolled in that course currently can also be provided

18,Neurotypical: Identifies with developing skills at the average pace compared to peers in your age group,Done,Course title;Grade: Based on assignments due;Grade: Based on entire course,,,3,,4,,Due date;Weight: % of final grade,,2,,2,4,,2,,2,I like how its easy to immediately see

course grades, UI is phone when I almost exclusively access Canvas on computer, "Development dashboard seems like too much information, maybe have less data shown and then allow users to deep dive"

19, Neurodivergent : Identifies with differences in cognitive skills compared to peers in your age group,, Course title; Professor Name; Grade: Based on assignments due; Grade: Based on entire course; Priority: Rank of which class has the assignment to focus on next,,, 3, 4,, Due date; Weight: % of final grade; Current grade in class; Progress: % completion of assignment; Interest,, 4, 4, 4, 4, 2,,

20, Neurotypical: Identifies with developing skills at the average pace compared to peers in your age group,, Course title; Professor Name; Progress : % Completion; Priority: Rank of which class has the assignment to focus on next,,, 4, 4,, Weight: % of final grade; Current grade in class; Progress: % completion of assignment,, 4,, 3, 4,, 3, 4,,

21, Neurodivergent : Identifies with differences in cognitive skills compared to peers in your age group, Ok, Course title; Grade: Based on assignments due; Grade: Based on entire course; Priority: Rank of which class has the assignment to focus on next,, ok, 4, ok, 4, ok, Weight: % of final grade; Current grade in class; Progress: % completion of assignment,, 4, ok, 5, 5, ok, 5, ok, 4, "It's very intuitive and easy to use, I was able to navigate without issues.",, "Allow for lots of customizability, allow user to show/hide their desired info."

22, Neurodivergent : Identifies with differences in cognitive skills compared to peers in your age group,, Course title; Priority: Rank of which class has the assignment to focus on next,,, 2, 4,, Due date; Weight: % of final grade; Current grade in class; Interest,, 4,, 3, 2, 4,, 4, The way it highlights prioritization, A disadvantage could be when instructors have already intentionally laid out courses with ND in mind. This leads for the potential that categorization / etc by AI might be less than optimal.,

## **Dev Phase II - Peer reviews**

1. "Great work on the presentation both, it was interesting to see the importance of executive skills as I was unfamiliar with how broad they were. One critique that I would give for the webpage itself is that as a viewer it looked like the self-assessment was very wordy and compact, so it could be overwhelming for someone taking it just based on a design viewpoint. My suggestion with this would be to separate the assessment out into separate pages per question, which you can possibly do with a simple form webpage. It was interesting to see the future track

of the project as well, with the suggestions for what tasks to tackle first and which order to do them in. Overall, great work on this project so far and keep up the good work!"

2. "This is an exciting topic! Executive skills are so necessary, and students from the most disadvantaged backgrounds are the least likely to have been taught them. If you are planning to take this beyond just a class project, please consider accessibility as early in the design process as possible. A lot of gamified applications are designed exclusively around vision and mouse usage, excluding students with visual and mobility impairments. Something else worth considering might be how to integrate the application into a student's daily routine, as it's easy to forget to use a tool like this."

3. "The presentation was well organized and structured. The wireframes help to obtain a better understanding of how the project aims to meet the goals outlined. The presenters did a great job at soliciting specific feedback that can help improve their project and accomplish their goal. One suggestion related to a question asked, The priority task should be limited to about 10 items. These items can be categorized by using the ABC method. Setting a limit and categorizing by color coding would help users quickly identify current and next tasks while preventing feeling of overwhelmedness"

4. "Nice work on the milestone! Great job in terms of organizing the presentation and providing context for the project.

Yes, a prioritized list would be beneficial especially when balancing multiple classes or long-term/short-term assignments

Less than 5

I mainly stuck with the provided excel sheet and then also thought of what I wanted done by x day and worked backwards to figure out what needed to be done

From a focus perspective, usually a pomodoro timer or I do a goal/reward strategy."

5. "Hi Marissa and Steven, what a fantastic project idea. This is great, and I thoroughly enjoyed how organized you all were in a milestone video about executive skills! You listed some feedback questions, so heres my answer to a couple of them:

How useful would a prioritized to-do list be in organizing your work? A: It is incredibly useful, I think almost objectively. The entire software industry has rallied behind agile sprint planning,



which inherently involves and revolves around setting deadlines and then prioritizing tasks within those deadlines. I think this is very much a worthy cause.

What ideas or suggestions do you have on how we can improve the project? A: From what I saw in the video, this dashboard for prioritized tasks with a calendar is awesome, showing the task and priority level associated. I think a color scheme to the priority level would up the connection with urgency or organization efforts really. Also, maybe having a distinct page for each task to list out details or other fine-grained parts of the task might be useful.

Overall great job guys, looking forward to seeing the final project!"

6. "I like the topic that you picked and think it is a great idea! As a high school teacher, it is a skill the students struggle with and gets more difficult in college. I love that you get to schedule the tasks on your own but you chunk it into parts for the student. I think going backwards with scheduling an assignment would be easier because I think I would misjudge the pacing and have to keep reworking the schedule. I also like the 4 tasks listed at a time, so it is not overwhelming. The list can always change based on the progress you have been making and how they should be re prioritized.

Overall great job and I love the project!"

7. "This project addresses an important need by focusing on executive function skills development for college students. The integration of tools like the EF Skills Dashboard and targeted interventions demonstrates a thoughtful approach to supporting student growth. Additionally, the planned Canvas LMS integration ensures accessibility and practical application within existing systems. It would be great to see how the team plans to measure the impact of these components on student outcomes. Overall, this is a promising and well-structured initiative!"