

# Study Mind

**Prototype Development Document**

[https://www.instagram.com/study\\_mind\\_videos/?hl=en](https://www.instagram.com/study_mind_videos/?hl=en)

## Document Control

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## Change Control

Author	Title	Version	Date	Reason for change
Adam Waterhouse	Creation of document	1.0	05/03/2019	Enabled everyone to add and edit the document
Private	Formatting	1.1	12/03/2019	Boxes around all our content
Private	Referencing	1.2	26/03/2019	Ensured the referencing conformed to the MMU referencing guide

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## 1. Team

### 1.1 Team Name and Members

**Team name:** Team 4

Adam Waterhouse: Project Manager



Private: User Requirement Analyst, Deputy Project Manager

Private: User research analyst, actress

Private: User Research Analyst, Filmmaker

Private: Research Coordinator, User Research Analyst

Private: Animator, Designer

## 1.2 Mission Statement

To create a series of videos published on Instagram, which help students to navigate issues which may have a detrimental effect on their mental wellbeing.

## 2. Rationale for the choice of the prototype

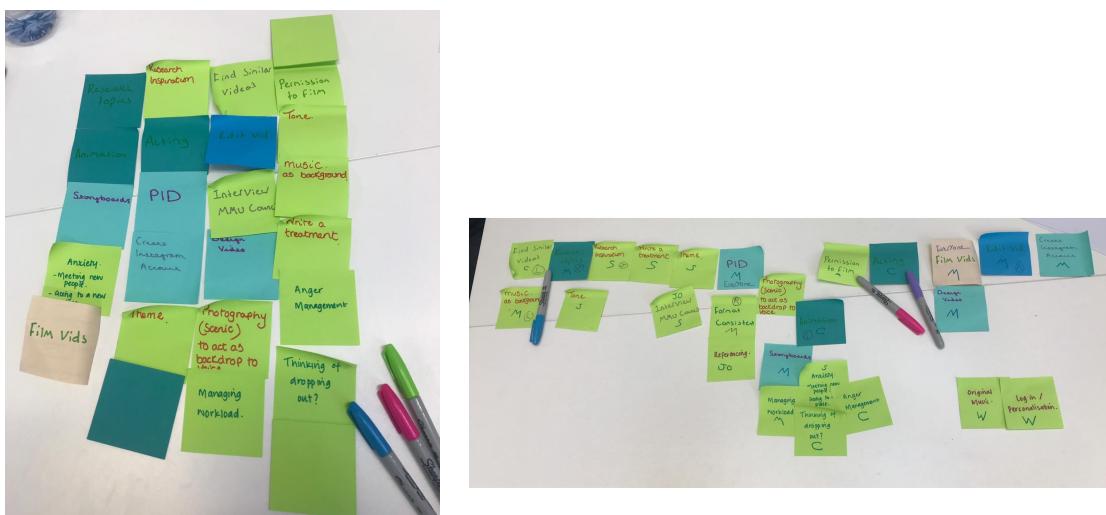
### 2.1 Ideation Process

As students, the creators of this product know all too well the strains and stresses of student life. When presented with the brief, the team discussed how a digital product could be used to tackle some of the issues students face. The team began the project initiation by brainstorming a number of ideas. Inspired by Tech For Good (2018), 'the human side of technology for social change', the team discussed ways in which mental health support services currently on offer by Manchester Metropolitan University could be extended and made available to more students. The final product idea would be a series of short films



which each tackle a wellbeing issue which affect students such as dealing with deadlines or overcoming social anxiety. The group chose short films as the product to develop because of its ability to enable all group members to contribute to its creation, as opposed to a website product, where only a few members would be able to code the product. The group also decided to harness the power of social media with 99% of 16-24 year olds using social media every week (Ofcom, 2017). It was therefore decided that the team would use (Instagram, 2010) as a platform for videos, since it allows users to post short videos to thousands of followers.

The initiation process started with the team writing ideas down on post-it notes. Visually displaying the workflow allows for more control over the elements within the project. (Middleton and Joyce, 2012).



The team continued the sprint using a core design fast sketching exercise, called Crazy Eights to gather ideas of topics for the videos. This challenged the team to sketch eight distinct ideas. Examples of ideas generated were: meditation; social anxiety; first day at university; breathing techniques; how to be organised; life and work balance; and sleep. This allowed the group to explore a wide range of different ideas for the project, encouraged creativity within the team, which in turn was used to assign Clegg and Barker's (1994) MoSCow Prioritisation.

## 2.2 Methodology

While developing the video's and managing the project the team used an Agile approach. As described by Axosoft, (no date) working in an agile way helped the team to provide quick feedback during weekly scrum meetings. The team chose this form because it allowed our project to rapid change it's direction if it needed to, providing opportunities to focus and address quickly the requirements of the videos (L, Gonçalves 2019).



During the team's first scrum kick-off meeting, a Scrum ceremony was held and a retrospective took place. This enabled the team to focus on what went well in the previous task and any improvements which could be made to improve the efficiency of the project. For example, completing formal documentation prior to its due date.

A Kanban approach was used to help manage the workflow of our project, highlight important tasks and prioritise each task which was tested at each weekly meet to ensure the team met the project's scope. Using this approach, as explained by PlanView LeanKit, (no date), was useful because the project had many different elements, making sense to split up the tasks into a card stack scheduling workflow, and stack-ranking each task into labels: completed, ongoing, backlog. We used Kanban software 'Trello' to separate the different tasks into the columns based on their progress which helped us to visualise our project. In order to establish which tasks should come out of 'backlog' and into 'in progress' the team used MoSCoW Prioritisation (Clegg and Barker, 1994).

## 2.2 MoSCoW Prioritisation

Once the kick-off meeting was completed, the client's project requirements were decided and prioritised for what will or won't appear in the final product. Clegg and Barker's (1994) MoSCoW method helped the team to have a common understanding on the importance they place on the delivery of each requirement.

*Figure 1: Table showing MoSCoW Prioritisation for Team 4 (Clegg and Barker, 1994)*

Must Have	6 (1 minute) informative videos on student life A live Instagram account to host the videos Topics based on the results of background research Advice backed up by research Titles on each video A video design plan Video footage Logo Consent forms if applicable
Should Have	Narration Royalty free music Transitions between each tip/clip 1080p resolution Different filming locations Consistent colour theme Links to external resources
Could Have	Statistics from the research included in the videos Animated text An animated introduction
Won't Have	Paid Actors



	Animated characters Special effects Original music A log-in Personalisation
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As is shown in Figure 1 the team used the MoSCoW framework to refine their ideas (Clegg and Barker, 1994). This is particularly helpful as it allows for ideas to be contributed by the whole team without overcrowding the project scope. Defining what would not be included allows for clear communication between the team and the client and also forces justification on the theme for the completion of the video's filmmaking. For example, it was established that the videos would not include animation which enabled the videos to carry a consistent theme during the making of the videos.

### 2.3 Scope Statement

Mentalhealth.org (online) states that in the last 10 years the number of first-year students who reported they were suffering from a mental health concern has increased from 3,000 to 15,000 which is mirrored by '94% of higher education institutions reporting an increase in demand for their counselling services'. Not only does this demonstrate the increasing pressure on students but the increasing pressure on universities to meet the needs of their student body.

Mentalhealth.org further states that 'Despite the surge in help-seeking behaviour, there is evidence to suggest that there are many more students who do not seek treatment for mental health problems' proving that there is still room for further resources. This product is one such resource.

A series of six, one-minute videos, have been designed and created to start to tackle issues which most affect students. Created in a 'Top Five Tips' format, the videos will offer practical information and advice in an easily digestible, visual way.

The project went through a refine and prioritisation process named MoSCoW prioritisation. An outcome of the MoSCoW requirements were to ensure the project was delivered effectively by ensuring the project took advantage of resources that are free of charge. The project used its recording equipment hired free-of-charge from Manchester Metropolitan University's Hive digital booking team. The series of videos must also be hosted Free of charge on Instagram's social media webpage, where students can access the media videos and assist students who may be looking for inspiration in how to deal with stress that they may be experiencing. The videos must also be short in duration which are to be informative based on results from background research, with each containing a storyboard design plan to assist the filmmaker.

Each video should contain narration to assist the design process, have royalty free music to keep the cost of the budget down, offer different filming locations to add contrast to the



theme, yet be consistent in colour to tie the videos together. They should also contain links to external resources should students wish to explore their topic further.

Statistics from the research could be included in the videos, along with animated text and an animated introduction. To keep the budget as low as possible it was decided the videos will not have paid actors, original music, animated characters or special effects.

Certain that this product fits the clients brief, the client agreed and the team moved into the planning stage of the product life cycle. The scope remained the same as its original and the project prototype meets its objectives with the desired results, within its agreed timescale and budget.

## 2.4 Communication's Strategy

Whatsapp:

Whatsapp was used for informal communication between the group such as allowing the group to arrange when the team meets up to conduct work on the videos. Whatsapp was also used while members of the teams were out taking shots, it allowed other members of the team to see the shots captured quickly and access if they were of an acceptable quality for the video. This saved time as the RAW files captured by some Cameras was too big to share via most methods of communication.

Trello:

Trello was used as part of our Kanban approach to work, the different columns of the platform allowed us to move work across depending on its progress. This allowed us to visualise our workflow, and gain a better understanding of where we needed to allocate the group resources.

Slack:

The group relied on Slack much more than was originally planned. The project has many different areas such as camera work, narration, music, planning and research. Having separate channels for each of these areas prevented the group from losing vital information that would have become cluttered in a general chat such as whatsapp.

## 3. User Requirements

To create the videos, the team, decided to do thorough research on every tips and tricks on how students, can tackle and minimise issues which comes with being a student. Every video consists of a maximum of 5 tips, the reason of choosing to have a limit on the tips, as generally more tips there are, also means longer the video's.

The reason for this is that, the team noticed that videos that pop on every news feed are shorter than ever; social media platform such as Instagram has highly been successful of executing this, so the team also decided to upload the videos to this platform. The reason why shorter videos are gaining more views than longer videos is that data shows that 1



minute (Team, 2016) videos are better for people with shorter spans. Social media is popular than ever with millions of videos, news and different types of content being pumped out every day. Therefore, people also don't have the patience to view content which is likely to take up most of their time.

The topics chosen to make the videos on are:

- 1)Balancing work with social life.
- 2)Deadlines.
- 3)Managing money.
- 4) Motivation.
- 5) Health.
- 6)Sleeping pattern.

Deadlines. Being a student means they are likely to have multiple challenges as trying to maintain various aspects such as deadlines, exams, work and socialising becomes wearisome, to all students. In order to balance work with social life the tips the team included:

- Tip 1: Think about any deadlines first/prioritise university
- Tip 2: Allow yourself 1 day a week to be free from university work and spend time with friends
- Tip 3: Work ahead (if possible)/don't let work pile up so you actually have free time on your 'day off'
- Tip 4: Use a timetable
- Tip 5: Know your limits

Balancing social life with work life. As some work is more important than others, so prioritizing which are more important, can really have an effect as it can change the student's overall grade. Students should be removing work that can be dealt with later on; by also making sure that it's dated somewhere on the planner so they're constantly being notified, this will help them to feel much better (McClung, 2015) as "constantly procrastinating allows your to-do list to be more intimidating" (McClung, 2015), which affects mental health so prioritizing work can help the state of mental health and make students feel more relaxed.

The tips that are included in the video will be:

- Tip 1: Think about any deadlines first/prioritise university
- Tip 2: Allow yourself 1 day a week to be free from university work and spend time with friends
- Tip 3: Work ahead (if possible)/don't let work pile up so you have free time on your 'day off'
- Tip 4: Use a timetable
- Tip 5: Know your limits

2) Deadlines. Coursework being handed late or doing no revision at all before the exam causes stress and leads the student to self-procrastinate.

Whether you have 10,000-words essay or 1000-word essay breaking down a project is very essential; each goal should be small and set within a limit which enables the students to fulfil his/her work, in an easier manner. An easy way to do this is by colour-coding each work because "Colour can also influence the perception of time" states marketing professor Dilip Soman (Greenbaum, 2015). The tips that will be included in the video will be:



- Tip 1: Plan visually
- Tip 2: Colour code
- Tip 3: Learn to Multitask and context switching
- Tip 4: Actively factor in downtime
- Tip 5: Set Goals to Beat Procrastination

Managing money. After a long night of completing essays and revision, another aspect that can put pressure on the student is ‘money’ and managing money can be rather very difficult if not done the right way.

First important step is to make a budget which splits all of the essential costs and variable expenses, this can be done using a UCAS budget calculator([www.ucas.com](http://www.ucas.com)). Another tip is, it’s more valuable to have a constant lookout for deals by shopping at cheaper supermarkets such as Lidl or Aldi or cooking food at home rather than eating outside every day, which also saves money(Murphy,2018).

As paying contactless is getting more normalized, students should reconsider by paying by physical money as it allows the student to be warier of how much they are spending every day. The tips that will be included in the video will be:

- Tip 1: Make A Budget
- Tip 2: Find Cheaper Alternatives
- Tip 3: Use Cash Not Card
- Tip 4: Shop For Deals
- Tip 5: Split Your Essential Costs and Variable Expenses

Healthy eating. Talking about shopping, students must also consider of what type of food they are buying and taking in, as eating healthy is a very important aspect for improving “brain function” (Zetlin, 2016). Students are exposed to process food everywhere and avoiding these craving could be a struggle as cooking at home is a long process. The student should be intaking food that contains high rich of nutrients such as banana, apple, wal-nuts, egg etc. And, as late night studies go, students are likely to miss out on breakfast and constantly doing this does have an impact on the outcome of the day, so students should try to eat breakfast every day and drink water as much as possible as it could help to a good start (Mind.org.uk, no date).The tips that will be included in the video will be:

- Tip 1: Stay Hydrated
- Tip 2: Avoid Alcohol
- Tip 3: Minimise Takeaways and Processed Food
- Tip 4: Exercise to Relax
- Tip 5: Don’t Skip Breakfast

Sleeping. Students, in general, have a bad habit of sleeping late night due to late night revision, social events and deadlines. A study shows that lacking a small amount of sleep has a negative impact on health which lowers the intended grade.

To avoid these types of occurrences, the student should first consider going to bed early as they are in need of seven to eight of hours sleep minimum each night, especially on the weekend as this will allow students to catch up on their work.

In order to maximize the condition of sleeping, eating less before sleep and avoiding caffeine is a must, as caffeine spikes up sugar levels which cause problems going to sleep or during sleep (American Academy of Sleep Medicine – Association for Sleep Clinicians and Researchers, no date). The tips that will be included in the video will be:



- Tip 1: Go to bed early
- Tip 2: Stay out of bed
- Tip 3: Wake Up on the Weekend
- Tip 4: Wind Down Before Going to Sleep
- Tip 5: Don't go to bed Hungry

Finding motivation could be really hard for students , as some point in their term they could end up falling behind their work which leads them to feel overwhelmed and self-doubts (Students, 2018).These tips should help them to find motivation.This will also be included in the video.

- Tip 1: By treating yourself right
- Tip 2: By seeking support
- Tip 3: To plan properly
- Tip 4: Visualising your goals
- Tip 5: Changing your perspective

A key part of user requirements was the users being able to find our videos on social media. The group established that Instagram would be the best platform to share our videos, as the platform is designed for video sharing. Users can also add hashtags to videos of keywords relating to their video, the group believed we could harness this to increase the reach of our videos.

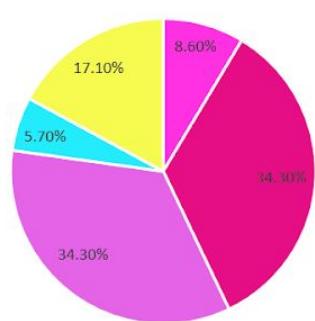
### 3.1 Competitor analysis

Before the video's were designed the team looked at similar videos and websites currently on the market, that offered advice on how to combat stress. The team identified Manchester Metropolitan University (MMU) offers a variety of services to students who may be feeling the effects of stress and are concerned about their mental health. Their services range from blog posts, counselling appointments and online talking CBT programmes such as those offered by SilverCloud. Social media's Facebook group also had a plethora of images with captions and lengthy videos offering advice on how to combat stress. However, we struggled to come across videos that were short in their duration, which enabled the team to recognise a gap in the market that could make a difference to the lives of students who struggled with stress.

### 3.2 User Research

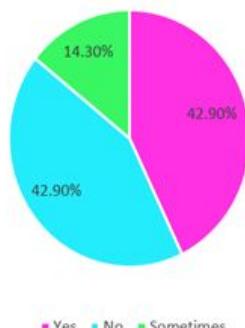


Where would you go if you needed help with your mental wellbeing?



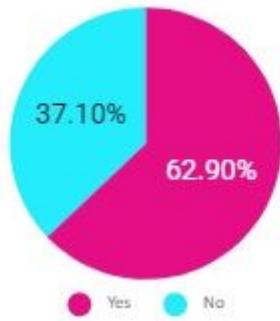
■ University ■ Parents/Family ■ Friends ■ Other ■ I don't know

Do you feel like you have control over your money?



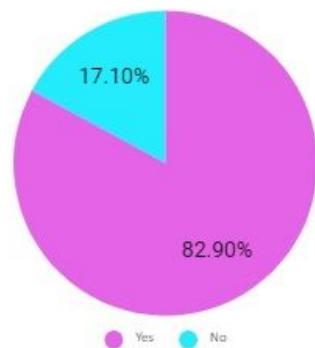
■ Yes ■ No ■ Sometimes

Do you work alongside your studies?



■ Yes ■ No

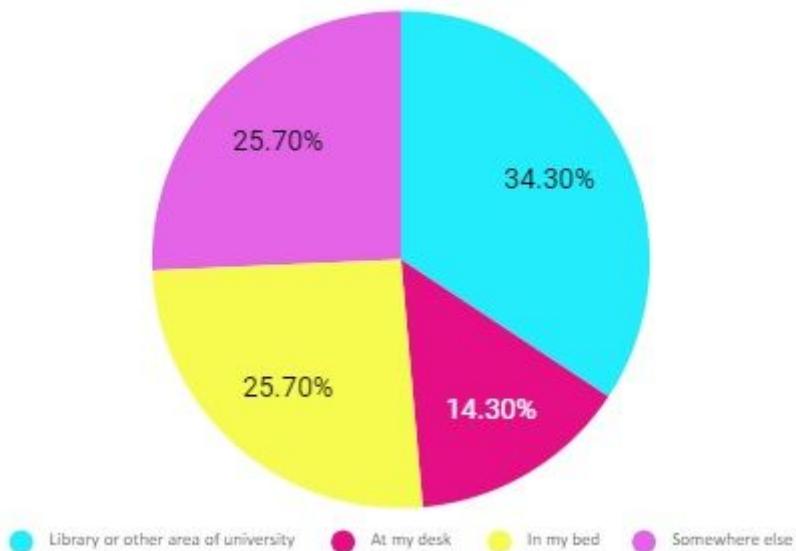
Do you use your phone or an internet connected device up to 30 minutes before you go to bed?



■ Yes ■ No



Where do you conduct the majority if your university work?



On average how often do you order takeaway?



In order to obtain user research the team developed a survey for users to fill out. The results of this user research were used as part of the narration in the videos for students to relate to. Results showed that the majority of the students in the sample use a phone/internet connected device up to 30 minutes before going to bed. Research has found that the light emitted from a phone screen suppresses the production of an



important hormone, melatonin which is crucial for deep sleep (Haas, 2018). This could be detrimental for a student who needs a sufficient amount of sleep to carry out their university work. It is interesting that only 8.6% of the sample would go to university if they needed help with their mental wellbeing. It could be implied from this that universities need to do more to make students aware of the help that is available to them in regards to their mental health. There was no difference in the percentage of students that answered yes and no to having control over their money. A large percentage of 62.9% of students work alongside their studies compared to 37.1% who do not. Students who work alongside their studies may find it very difficult to balance their employment with their university work, resulting in a negative impact on their degree. It is therefore important for the team to make videos covering topics such as this. The majority of respondents said that they do their work mostly at university or in the library. Results showing how often on average students ordered a takeaway were distributed relatively evenly, with once a week or twice a month being the most regular. Ordering takeaways too often will have a negative impact on student life and this is for a number of reasons. The cost of takeaways will add up and affect a students budget, leaving them with less money. Junk food is also not good for a students health which will affect their ability to do well. In terms of healthy eating, results showed that 60% of respondents say they sometimes get their 5 a day. 8.6% responded they always or always get their 5 a day and 20% responded never or I don't know what that is. 45.7% of student stated that they do have a budget however they do not stick to it, with 42.9% not having control over their money.

From this user research, it enabled the team to make videos as relevant and helpful as possible so users get the most out of our product.

### **Why and how we chose each video topic:**

#### **How to deal with course deadlines**

Deadlines are stressful for most people but at University it is common that all your deadlines will come at once. No matter how organised you are, it is always going to be a stressful time and something that could affect the mental health and wellbeing of students. There are simple but effective tips which can help students prepare and deal with the pressures of deadlines.

#### **Motivating yourself at university**

Tons of work, deadlines and exams are too stressful and a lot of pressure which most of the students can't handle. This leads to self-doubts and decrease in motivation, which is highly required during exams seasons (Wong, 2018). So, we chose to focus on this topic as this seems to be a global issue.

#### **Balancing your work with your social life**

Research shows that working ahead and not letting work pile up helps to combat stress and gives you more time to yourself on your 'day off' (McClung, 2015). It also shows that using a timetable, if implemented correctly, it should allow you to spend time with your



friends, have the occasional lazy day at home and sufficient time to keep up with your programme (Study International Staff, 2018).

Further research shows that knowing your limits helps you to stay on top of your studies and other commitments - "While you may succeed initially, it's important to recognise when you have too much on your plate. If you're struggling to stay on top of your studies, you may need to consider cutting back on work commitments or saying no to the occasional social outing. Likewise, it's also important to identify when you need a break." (The Good Universities Guide, no date).

Another point is to make friends - "While you may be tempted to hide in the back corner and keep to yourself, going to classes and lectures is a lot more enjoyable if you know there will be some familiar faces to chat to - so don't be afraid to strike up a conversation and introduce yourself to the person next to you. Your classmates will be battling the same assessments and deadlines and can offer support and motivation. You may choose to organise a group study session, or plan a celebratory dinner or night out after big assessments are due." (The Good Universities Guide, no date).

This research helped to identify the most common issues that students face, so it was easier for the group to come up with solutions and video shots that are relatable and can be easily incorporated in their everyday lives.

### **Getting enough sleep at your student accommodation**

The group conducted research on getting enough sleep at university, as it is a problem that many of our group members suffer with personally. (Oregon State University, 2019) published 10 tips for getting enough sleep at University, the group based a lot of the tips for this video on these tips. (American Academy Sleep Medicine, 2007) talk of the effect of a good night's sleep on your academic work. The Academy link students who conduct 'all nighters' to the chance of developing mental health problems at university. Through this research we concluded that getting enough sleep was a vital part of being successful at experience at university.

### **Eating healthy as a student**

Mind.org (No date) informs that evidence suggests that as well as affecting our physical health, what we eat and drink may also affect the way we feel. Improving your diet may help to improve your mood, give you more energy and help you think more clearly.

Hydration can affect the way you are able to manage stress. Mind.org (No date) explain as caffeine is a stimulant it can prove to dip energy and may make you feel anxious and depressed whilst disturbing your sleep, therefore they suggest switching to decaffeinated drinks. The NHS 2gether Trust foundation, (no date) also informs hydration can impact your mood and to combat this we should aim to drink at least 6-8 glasses per day in order to remain hydrated. Furthermore, according to the NHS.UK, (no date) alcohol also causes dehydration whilst disrupting cortisol levels in the body lowering our bodies defense mechanism in dealing with stress.

Eating the right foods can help to ensure your brain is producing the right chemicals to combat stress. Mind.org (No date) suggests eating protein rich foods containing amino



acids to enable your brain to correctly regulate your thoughts and feelings. Furthermore feeding your brain with the right fats containing essential fatty acids will keep your brain in optimum health and boost your mood, additionally avoiding foods high in sugar to avoid blood sugar spikes and falls which can make your mood low.

The NHS.UK, (no date) advise eating your five a day is an important factor of self care to ensure your body is meeting its daily requirements because how you feel emotionally can be a direct correlation to your gut. Furthermore, the NHS claim we are better enabled to meet the demands of stress and anxiety by ensuring we eat breakfast and avoiding foods containing harmful preservatives.

### **Managing money at University**

There are various ways in which a student can improve their management of money whilst being at University. Research shows that making a budget is a great way of managing money. This means taking a realistic view at what money is coming in and what money is expected to go out. Students may make a weekly, monthly or annual budget. It is important to be aware of how much you actually spend compared with the calculated estimated budget (The Complete University Guide, 2019). UCAS has a budget calculator which students can use to assist them in doing this (UCAS, 2019). A major thing to take into consideration is rent. It is essential for a student to prioritise their rent over anything else (Swain, 2017). Getting a part time job may help with managing money if a student is capable of balancing their employment life with their university work. When doing food shops, ensure you are shopping at cheap retailers such as Aldi or Lidl as opposed to more expensive alternatives like Sainsburys or Tesco. Selling unwanted things, calculating essential costs and variable expenses and getting an arranged overdraft will further help with managing money whilst at University (The Complete University Guide, 2019).

### **3.3 Persona**

A persona is a tool to assist the design process. Gould & Lewis (1985) proposes personas are a principle for design. They use qualitative usability to measure the attitudes of users with an early focus on the user and their task. A persona was designed for the type of user that might want to use the videos ensuring that better design decisions were made based around the users.

**Name:** Tom

**Age:** 18

**Hobbies and interests:** Tom is involved in many societies at university such as Rounders and Quidditch. He also loves to watch football and has a season ticket at his childhood club Bolton Wanderers, who he spends most weekends watching.

**Scenario:** Tom is a first-year student from Bolton and is having a few issues adjusting to life as a student. While he lived at home he found himself with plenty of time to balance his social life and hobbies with his school work. However, since moving away from home Tom is starting to feel the pressure of being a student in a different city. His work is piling up



and he cannot seem to get his head down and concentrate on his assignments. He has not slept properly since moving away and his family are starting to become concerned about his diet since moving into student accommodation.

**Typical Day:** Tom attends university in the morning. However, is often late due to the lack of sleep he gets the night before. When he gets home he takes a nap and then goes out with friends for a pint. On returning back to his student accommodation he orders a takeaway and sits in bed with his work due for the morning.

**Common questions and frustrations:** How do I get back on top of my university but also keep my social life and hobbies. I would love to eat healthier, but I don't have the time to cook anything or the money to buy expensive fresh ingredients.

**Goals & Needs:** I want to maintain my social life, but I need to organise my university workload much better. I would also like to achieve more than 5 hours of sleep a night, to ensure I am no longer late for morning lectures.

### 3.4 Business Objectives

When conducting a competitive analysis the team identified a lack of videos that are short in their duration. Although there is a wealth of information and videos available to support students who may be suffering with stress, many do not offer quick tips. We want to stop the trend of first year university students dropping out every year, this figure has grown every year for the last 3 years with some universities having 19.5% of first year students dropping out before 2nd year in 2016 (Weale, 2018). The team believe a series of short burst videos could support dropout rates and university support staff for relatively little expense.

## 4. Design Decisions

### 4.1 Initial Design Ideas - Storyboards



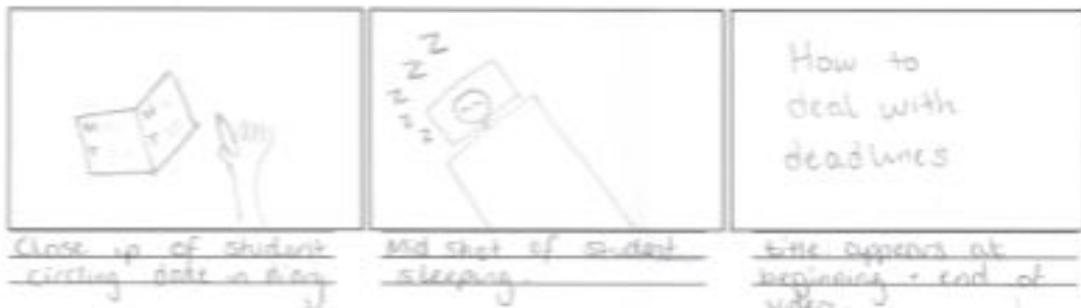
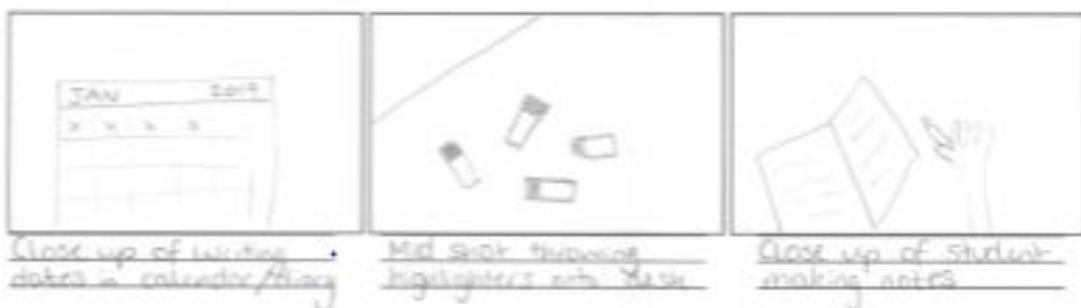
Storyboards are illustrations displayed in a sequence for the purpose of pre-visualizing videos. It helps the creators to visualise the scenes and find potential problems before they occur. The construction of scenes, props, shot types and locations can begin based on the storyboard (Corrie Van Der Lelie, 2006).

Each member of the team was assigned a video topic and then conducted research and came up with 5 tips related to the topic. Next, the team brainstormed shot ideas for each tip and put them into a storyboard. The shots that the team came up with are relatable and easy to follow, so the audience could incorporate the tips into their lives.

### How to deal with deadlines

The storyboard helped to get the necessary shots, however the order was rearranged slightly and the team created some different shots for the final video, such as a shot of setting a timer for the tip 'don't work for too long'. This was originally just a student writing notes, but using the timer makes it easier to understand what is going on. The team decided to change one of the tips for this video, so a shot of someone playing a piano was used for the new tip 'factor in downtime'.

### **Storyboard template How to deal with deadlines**



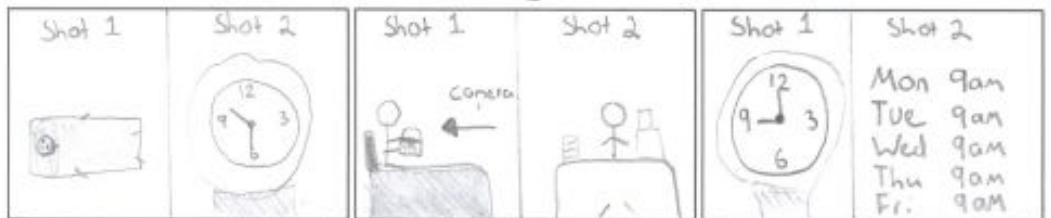
### Getting enough sleep

Few changes were made for this video. The third box was replaced with a shot of a student on their phone in bed before putting it away for the tip to 'avoid using electronic devices', as the light can affect your eyes and stop you going to sleep. The team thought



this new shot got the idea across to audiences better. A shot of a student making coffee was created for a new tip 'avoid caffeine'.

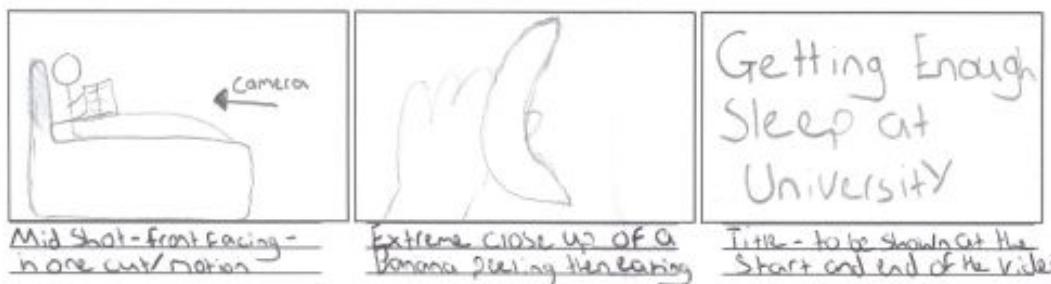
### Storyboard template Getting enough Sleep



Shot 1 - Wide shot of room and light going off  
Shot 2 - Extreme close up of alarm clock

Shot 1 - Mid shot/Front Facing | Shot 2 - desk work

Shot 1 - Extreme close up of clock hands | Shot 2 - screen recording of iPhone



Mid shot - Front Facing - none cut/motion

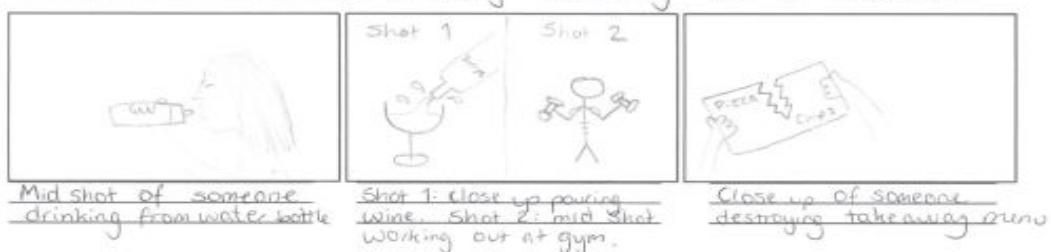
Extreme close up of a banana being peeled

Title - to be shown at the start and end of the video

### Staying healthy as a student

The order of the shots for this video is the main thing the team decided to change, as well as adding some different shots such as fruit and veg in a shop for the tip 'get your five a day' and a shot of a student eating an omelette for the tip 'eat enough protein'. The team thought seeing the food may motivate students to eat better.

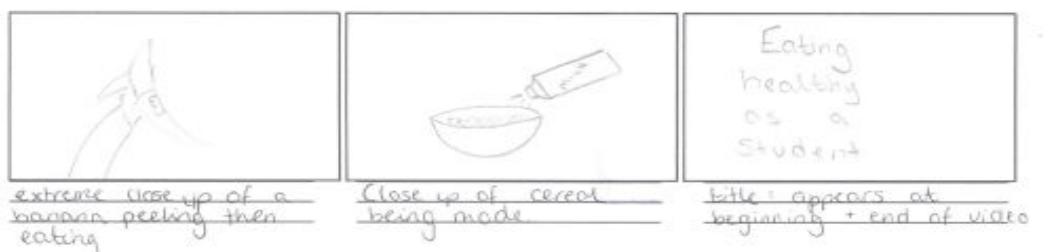
### Storyboard template Eating healthy as a student



Mid shot of someone drinking from water bottle

Shot 1: Close up pouring wine. Shot 2: mid shot working out at gym.

Close up of someone destroying take away menu



Extreme close up of a banana peeling then eating

Close up of cereal being made

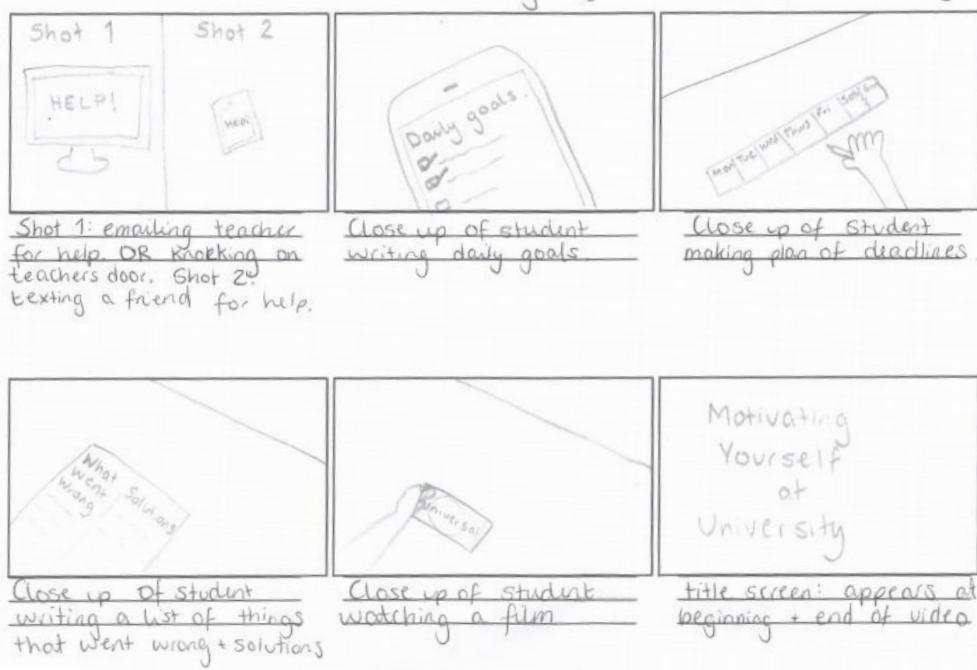
Title - appears at beginning + end of video



### Motivating yourself at university

The only changes made to this video were the addition of the shot of a student knocking on a tutor's door instead of sending an email. The team thought this change was appropriate as its best to ask for help in person. The team also changed the fourth box to a tip 'reach out to your friends' and replaced it with a shot of a student texting friends for help. This is more relatable for the audience of the videos.

### **Storyboard template Motivating yourself at university**

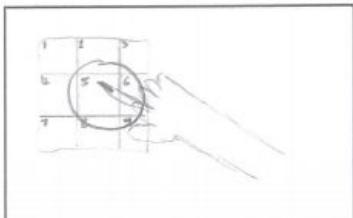


### Balancing work and social life

The arrangement of the shots were the only thing to change for this video, as well as the addition of a shot of students walking with a friend for the tip 'spend time with friends'. Again, this change was to make the video more relatable to the audience.



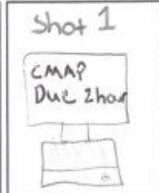
## Storyboard template Balancing Work & Social life



Extreme close up of hand circling date on calendar



Close up of paper (work) Falling on Lawen's head



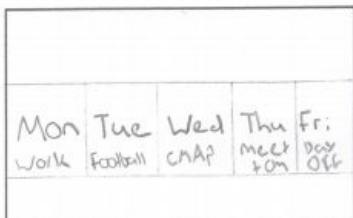
Shot 1  
CMAF Due 2 hours



Shot 2  
Pub Not tonight

flip over

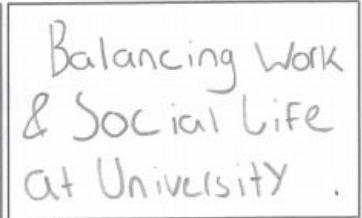
Shot 1 Screen recording of due assessment | Shot 2 - phone flipped over after text



Medium shot of student filling in timetable. Switch to close up of timetable



Over shoulder shot of text messages coming through



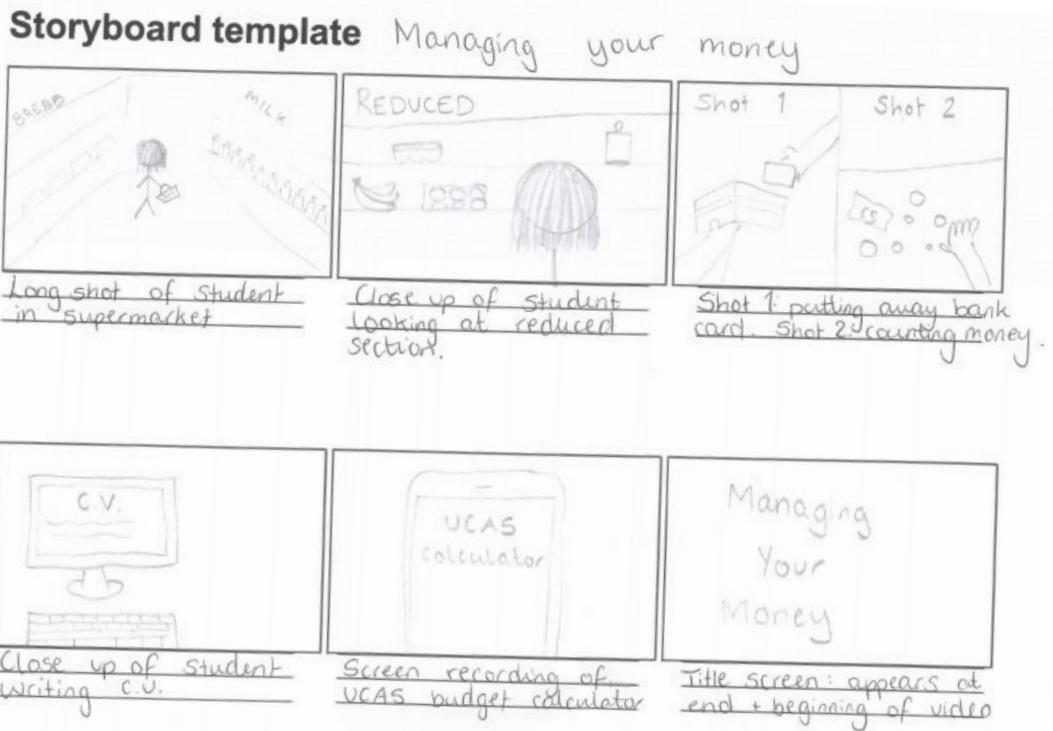
Title screen appears at the start and end of video

### Managing your Money

The team made some changes to this video to make the tips more achievable, such as a shot of a student using Depop for the tip 'sell unwanted items', as this is an easy way for the audience to make money. A shot of a student writing down a weekly budget was added as it is easier for a student to just grab a piece of paper and write, than to use an

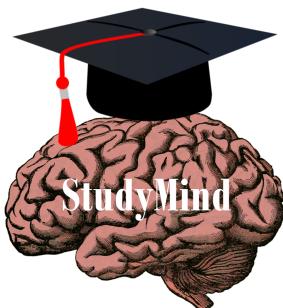


online budget calculator.



## 4.2 Logo Design

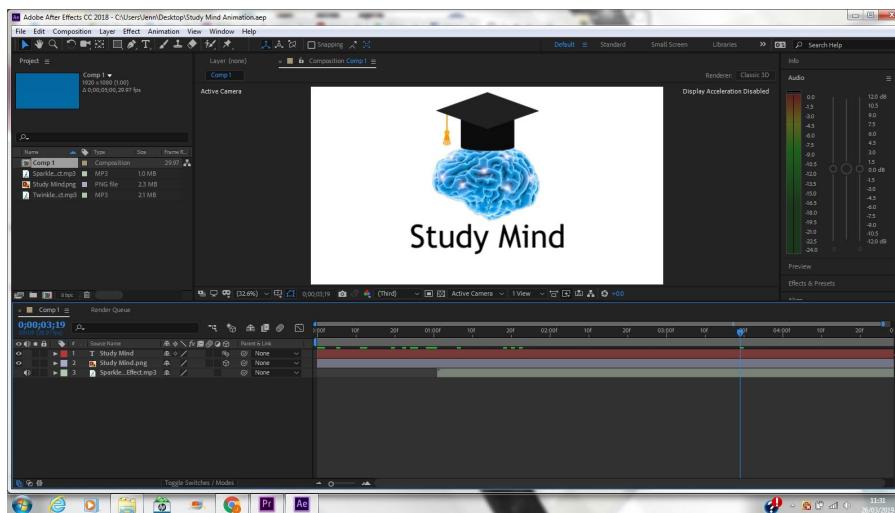
The Group produced several different logos that developed as the project moved on. In the initiation stage of our project it was decided that the group would use a simple logo of a Brain with a Mortarboard as a hat.



The group wanted to create a recognisable brand as part of the videos and this included using the logo in all of our 6 videos. However, it was established that having a static logo



in all the videos would not be interesting for the users. The group used Adobe After Effects to make our logo into an animation that could be used in all the videos.



This simple animation gave the groups videos are consistent and professional feel. Music was added to the animation, as this same 2 second piece of music was added to all the videos, viewers of the video should start to associate the music with the brand.

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## 6 Appendices

### 6.1 Participation Sheet

#### 1. Invitation to research

We would like to invite you to take part in this questionnaire. The participants are 6 MMU students who have decided to call the project Study Mind. Our research project consists of us creating one-minute videos on Instagram in order to help and support the state of mental health.

#### 2. Why have I been invited?

While doing some research, the group made sure to carry through research on mental health and we found out that mental health exceeds especially for students which can affect their state of mind and health.

We have invited you to take part in this questionnaire, to find out how you deal with mental health when it starts to deteriorate. Doing this will seriously help us find out how people cope with mental problems and will allow our group to create helpful videos which will help people and especially students with mental health issues.

#### 3. Do I have to take part?

It is up to you to decide. We will describe the study and go through the information sheet, which we will give to you. We will then ask you to sign a consent form to show you agreed to take part. You are free to withdraw at any time, without giving a reason.

#### 4. What will I be asked to do?

You will be asked to undertake the questionnaire provided by Study Mind. The questionnaire will ask you questions related to mental health.

#### 5. Are there any risks if I participate?

No risks are likely to occur.

#### Are there any advantages if I participate?

The advantage of participating will allow us to gather useful information on mental health from a different perspective.



### **What will happen with the data I provide?**

When you agree to participate in this research, we will collect from you data which will not personally identify you.

The Manchester Metropolitan University ('the University') is the Data Controller in respect of this research and any personal data that you provide as a research participant.

The University is registered with the Information Commissioner's Office (ICO), and manages personal data in accordance with the General Data Protection Regulation (GDPR) and the University's Data Protection Policy.

We collect personal data as part of this research (such as name, telephone numbers or age). As a public authority acting in the public interest, we rely upon the 'public task' lawful basis. When we collect special category data (such as medical information or ethnicity) we rely upon the research and archiving purposes in the public interest lawful basis.

Your rights to access, change or move your information are limited, as we need to manage your information in specific ways in order for the research to be reliable and accurate. If you withdraw from the study, we will keep the information about you that we have already obtained.

### **We will not share your personal data collected in this form with any third parties.**

If your data is shared this will be under the terms of a Research Collaboration Agreement which defines use and agrees on confidentiality and information security provisions. It is the University's policy to only publish anonymized data unless you have given your explicit written consent to be identified in the research. **The University never sells personal data to third parties.**

We will only retain your personal data for as long as is necessary to achieve the research purpose.

For further information about use of your personal data and your data protection rights please see the [University's Data Protection Pages](#).

### **What will happen to the results of the research study?**

**The results of the research will be looked at, by the 6 participants in Study Mind which will allow the team members within the project to gain an overall idea on what type of video needs to be made to give useful tips when dealing with mental health.**

### **Who has reviewed this research project?**

Jill Griffiths university teacher. Email: [J.R.Griffiths@mmu.ac.uk](mailto:J.R.Griffiths@mmu.ac.uk)

### **Who do I contact if I have concerns about this study or I wish to complain?**

Contact our team if you have any concerns or complaints about this particular study:

[17073275@stu.mmu.ac.uk](mailto:17073275@stu.mmu.ac.uk)

[17081265@stu.mmu.ac.uk](mailto:17081265@stu.mmu.ac.uk)



[17076386@stu.mmu.ac.uk](mailto:17076386@stu.mmu.ac.uk)

[17078003@stu.mmu.ac.uk](mailto:17078003@stu.mmu.ac.uk)

[17101992@stu.mmu.ac.uk](mailto:17101992@stu.mmu.ac.uk)

[17093084@stu.mmu.ac.uk](mailto:17093084@stu.mmu.ac.uk)

If you have any concerns regarding the personal data collected from you, our Data Protection Officer can be contacted using the [legal@mmu.ac.uk](mailto:legal@mmu.ac.uk) email address, by calling 0161 247 3331 or in writing to: Data Protection Officer, Legal Services, All Saints Building, Manchester Metropolitan University, Manchester, M15 6BH. You also have a right to lodge a complaint in respect of the processing of your personal data with the Information Commissioner's Office as the supervisory authority. Please see:

<https://ico.org.uk/global/contact-us/>

**THANK YOU FOR CONSIDERING PARTICIPATING IN THIS PROJECT**

## 6.2 Consent Form

**CONSENT FORM**

Title of Project: Study Mind

Team 4:

1. I confirm that I am giving consent to my participation in Team 4's Video project
2. I confirm that I have read and understand the information sheet.
3. I consent to the use of my images and words for said project.
4. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason.

Name:

Date:

Signature of participant:

Name:

Date:

Signature of student: