

Client Meeting 2 (21 March)

Aims:

- Walk through prototypes (e.g. discuss colour themes, rationale, and app name (an anagram of the Akina impact model))
- Do not overpromise features in prototypes - they are potential ideas.
- Take note of what the client liked or disliked about the prototypes

Questions:

- Types of intellectual disabilities - what do we need to accommodate for? [Is it okay to ask unless it's of sensitive nature. We just want to know how we can make the app accessible for the trainees] **MAYBE NOT ASK THIS**
 - Will the employees / support workers already have logins given to them as in do we need to include sign up alongside the log-in options ?
 - So far we've added the ability for admin to add/remove trainees, edit their tasks, edit training materials (slides, pdfs) and edit the instruction task tests. What other functionalities are an absolute necessity for the admin to have ?
 - Would you be keen on us sending through our project proposal via email?
 - Will we be working with actual trainee data so we can have their individual profiles and their preferred learning modality set up?
 - To reiterate, what are the major changes you'd like to make to our prototype? Thoughts about colour scheme and design? Are there unnecessary things that we added? Something not considered in the prototype? (emphasise that this is only first prototype - we want constant feedback etc)
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Chat Log

- Short catch-up with Anna since she has a meeting. She asks about Figma and possible workshopping for it. She doesn't stay for long inside the meeting.
- Charlotte joins the meeting. Rebecca won't be able to attend the meeting and someone else, Hiraani, comes to join the meeting.
- Short introduction with Hiraani about us and the capstone project. (Short catch-up with her). Saacha mentions what we have done for the past two weeks since we last had a client meeting.
- Saacha talks about the trainee view and walks them through the trainee section. Saacha mentions we cannot make any promises about the modalities in the final product.
 - Charlotte backs up how we used the training materials.
- Iste talks about the support staff view.

- Hiraani asks about the “task” section, Iste clarifies it’s the training modules.
- Zainab talks about the admin view.
- Hiraani’s Opinion about the app:
 - They anticipated that the trainees would be able to use the app.
 - Would be good for them to see their progress but not necessarily them logging in. Might be the support staff logging them in.
 - Come back around the inkā app name.
 - They liked the modalities we offered.
 - Interactivity is something that we need to talk about again.
 - Training modules are open, easy to access (no logins)
 - Training modules in one space
 - Login section (Trainee progress)
 - Needs to be more person-centred.
 - She enjoyed the training materials and how we implemented it. However, the interface has to be simpler. But she mentions that the support staff will be alongside them when they use the app.
 - Admin and support staff should have the same features/interface
 - Submit an image of them completing the task, to assess how they’re working through it
 - Our interface is too complicated for the trainees. Trainees can use the iPad at the simplest level.
 - Admin edits, add data etc.
 - Being able to track the progress of each trainee would be nice. Say who you are and pick the module that you want – data is linked. Support worker is usually the one working through it.
 - How did you feel about this task (*for the trainees*)
 - Would like it to be Te Tuhi branding but not necessarily as it will be used by other training cafes. They want to share it.
 - Support workers can take notes about the trainee once they have “logged” in on the training module.
- Charlotte’s Opinions about the app:
 - Privacy concerns with no log-in in the training modules.
- A bit of an awkward moment, Rebecca talked us through the initial work in the client meeting however she doesn’t work in the cafe which was something Hiraani brings up.
- Will send the Figma file and the project proposal after.