





Art Wonderland

Abstract

Art Wonderland is an ipad application for children(age 6-12) in rural area to get world-wide art information and learn hand-on drawing techniques. When kids using the app, they can receive art information in format of videos, photos, texts, and music. They can also ask questions and post their works.

Team-self project

Time-2017

Method-User Interview/User experience research/UI design/Journey map



Inspiration

My inspiration for this project came from my volunteering experience at Taohua Center School on Taohua Island. I mainly taught English and Drawing courses.

Basically, I discovered two problems while teaching.

1. The resource at Taohua island for primary school kids is very limited. Because of the location disadvantages, problems emerge.
2. Though most students have a strong willing to learn, many of them don't know how to learn actively.

I saw their passion and curiosity when I was there, which lead me to my idea of discovering a new method of learning art for them, which could help them gain information and inspire them to use different learning methods.

1

Research

2

Analysis

3

Design
Concept

4

UI
Design

1

Research

my research includes field trip to Taohua Island, a survey targeting students from grade 4-6 at Taohua Center School, and one-on-one interview with two students.

Field Trip

Taohua Island



Key Features

1/

Inconvenient transportation.

2/

Simple cultural and economic activities

3/

The main residences are children and elders.

Location: Taohua Island is one of the islands of the Zhoushan Archipelago. It's at the southeastern China and southwest of Zhoushan Archipelago. The island is 7.8 nautical miles from Zhoushan main island, and the cross-strait ship usually takes 40 minutes each way.

Natural Environment: The landscape comprehends low mountain ranges, plains, and beaches.

Cultural Environment: Cultural activities, literary and artistic works, and religious belief which are popular on Taohua Island are all related to fishing. Fisherman paint on wooden ship plates, conduct folk songs about fishing, and worship Matsu (sea god).

Social Environment: Local residents at Taohua Island mainly work as fishermen or work in local tourism industry. Entertainment at Taohua Island is very limited. Only one public gym and one small shopping center are on the island. The neighborhood is very close because the number of residents is small. The government also organizes some social activities such as Marathon racing and bicycle racing, so the relationship between residents and mainland visitors can be maintained.

Persona



Age: 10
Gender: Male
Location: Taohua Island
Family: with grandparents

This student was born and raised on Taohua Island. His parents work in a larger city on the main island, so he can visit his parents during vacations.

He likes art, especially Japanese manga, and he dreams to be an artist.

Goals

1. To have classes in Art Museums.
2. Learn and do more landscape drawing.
3. To improve drawing skills and learn art outside regular art classes.

Activities



Frustrations

1. The fact that he lives on an island limits his chance to go to Museums.
2. He is introverted which bothers him to ask questions in class.
3. Insufficient art resources and public facilities on the island.
4. Insufficient knowledge of methods to access art resources besides classes.

Technology



Age: 10
Gender: Female
Location: Taohua Island
Family: with grandparents

This student was born and raised on Taohua Island. Her parents were divorced and she lives with her mother and her little brother.

She likes art classes and dreams to be a teacher.

Goals

1. To have classes in Art Museums.
2. To be a teacher
3. To see the original Mona Lisa.

Activities



Frustrations

1. She lives with her mother and her young brother. As a tradition in rural China, her mother pays less attention to her than to her brother.
2. Almost no access to digital tablets
3. She is easily distracted.
4. She doesn't have extracurriculum interests

Technology



2

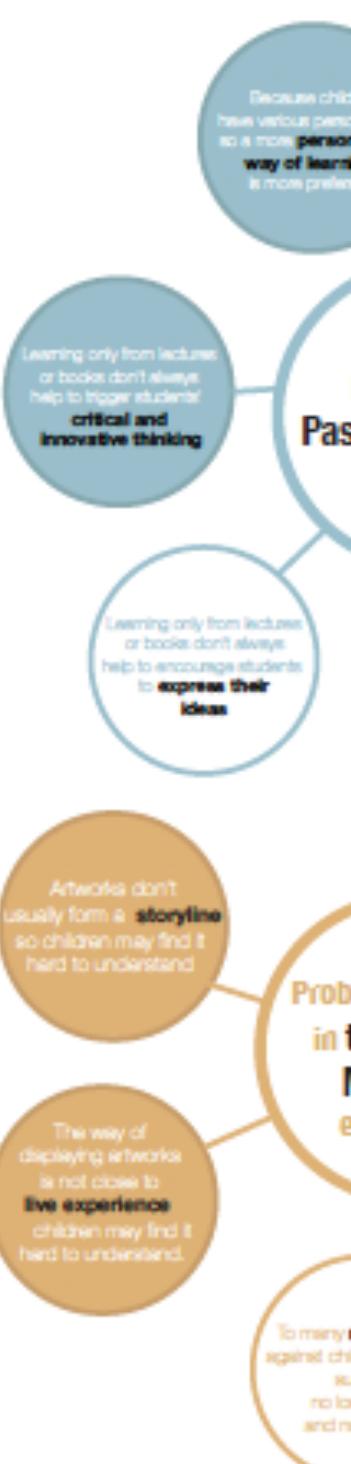
Analysis

User Experience Map

In this stage, I analyzed user pain points, and came up with solutions to solve the problems.

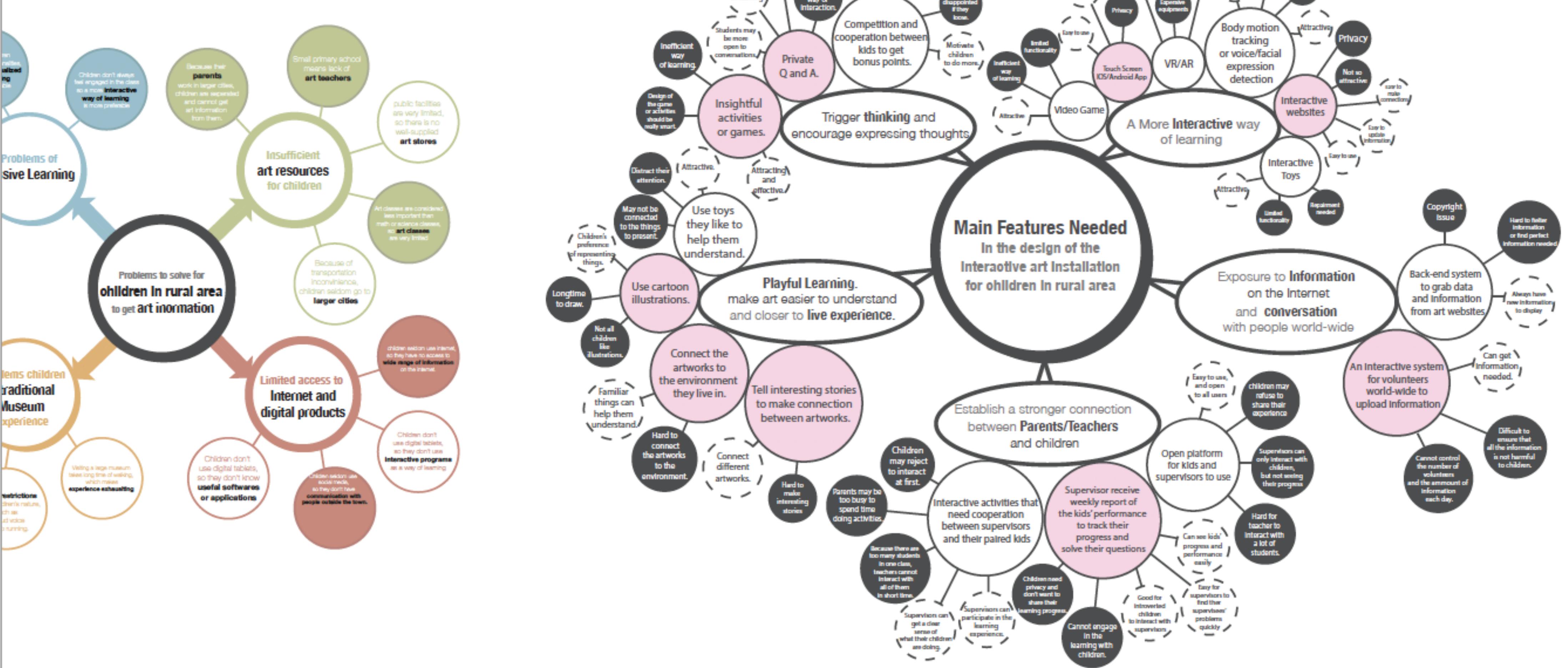
After research and interviews, I analyzed users' pain points and found opportunities to solve some of their pain points.

Stages	In Art Class	After Art Class	After School	During Vacation
Activities				
Thinking	<ul style="list-style-type: none"> *I have my own ideas, but I don't know whether I should tell the teacher. *I don't know what to say in discussion. *I don't know how to start drawing. *I'm afraid other students don't like my drawing. *I don't know how to describe my work. 	<ul style="list-style-type: none"> *I am afraid of asking questions. *I can not always find my teacher. *I don't know what books to read. *My friends have other things to do. *I want to give my drawing as presents to teachers and my parents. 	<ul style="list-style-type: none"> *I don't know ways to get information. *I have too many homework. *My parents are working in large cities, and my grandparents can't help with my homework. *I don't like read books because somethings are hard to understand. 	<ul style="list-style-type: none"> *I am not familiar with large cities. *I don't know what books to buy. *Because I need to spend time visiting relatives, I don't have time to go to other places. *My parents don't allow me to buy things I like.
Pain Points	<ol style="list-style-type: none"> 1. Classes are taught only in class rooms. 2. Art resources are deficient and art equipments are outdated. 3. Teachers' time for each student is not distributed equally. 4. Some students are afraid of asking questions in class. 5. Students learn passively and inefficiently. 	<ol style="list-style-type: none"> 1. Hard to find art teacher who is in charge of all grades. 2. Only five minutes break between classes, and 1 hour break during lunch. No big chunk of time to work. Students who are less confident or less social loose the chance to connect with peers. Class breaks sometimes are occupied by teachers' lecturing Students want to play during class breaks. 	<ol style="list-style-type: none"> 1. A noticeable percentage of students don't know how to use computers. 2. Students spend too much time on homework. 3. Students can get little help and support from their family. 4. No one teaches students about different learning opportunities. 5. Students don't have much connection with teachers or classmates after school. 	<ol style="list-style-type: none"> 1. Many students cannot go to large cities very often. 2. Students are unfamiliar with large cities, and don't know the ways to explore. 3. Students need to visit relatives, which limits their time of their own.



Mind Map

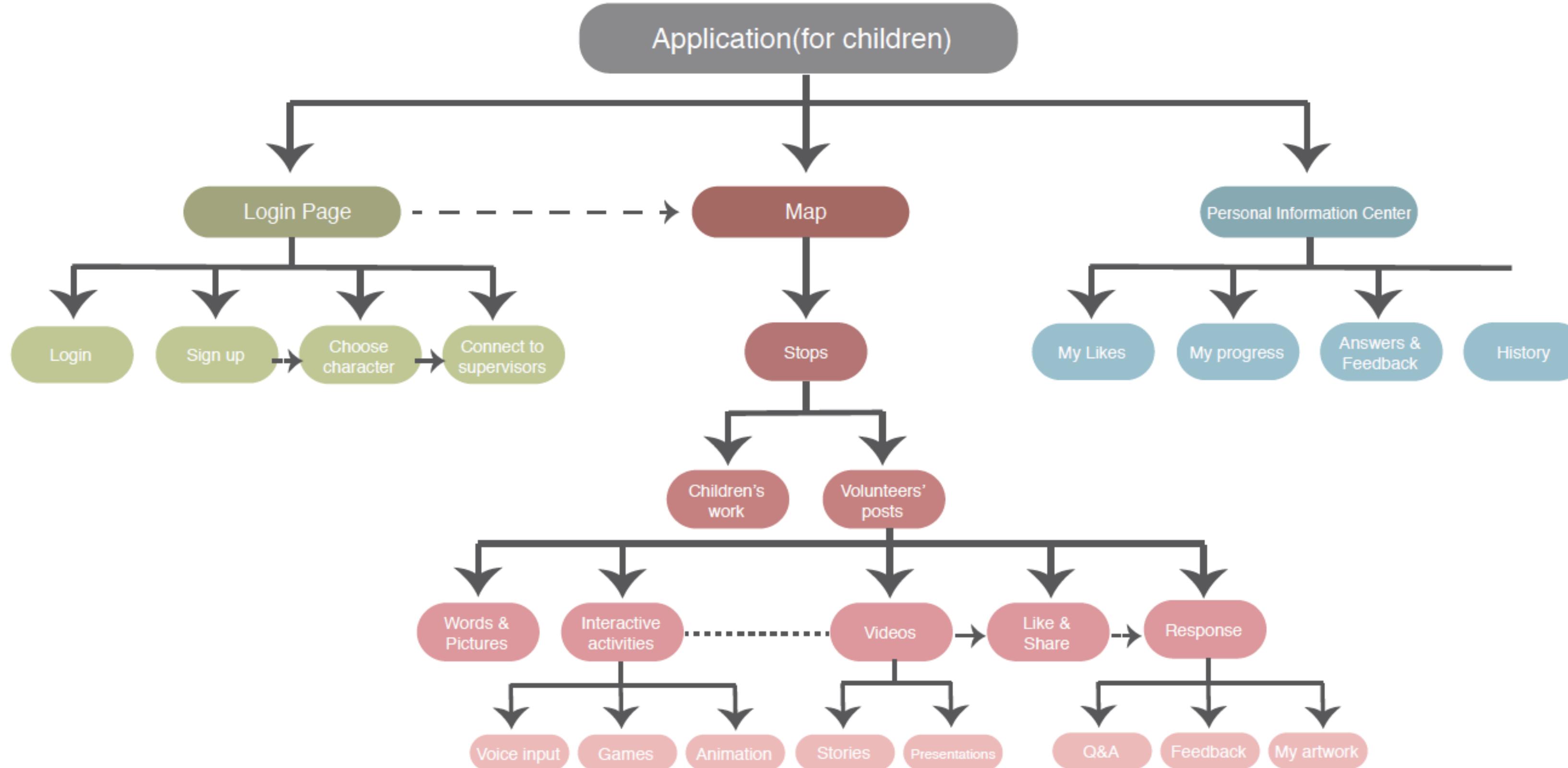
I made two mind maps trying to come up with solutions to four big problems. On mind map 1, the subsets of filled circles are the problems that should be solved in the design of the application. On mind map 2, I analyzed the advantages(dashing circles) and disadvantages(filled circles) of the solutions I came up with. The pink circles are the solutions I want to implement in the application.



Design Concept

In this part, I translated user needs into actual functions of the design.

Information structure



Story boards

Design an ios/android application which children age from 6-12 can use on their digital tablets to get useful information about art.



Design Proposal

Children

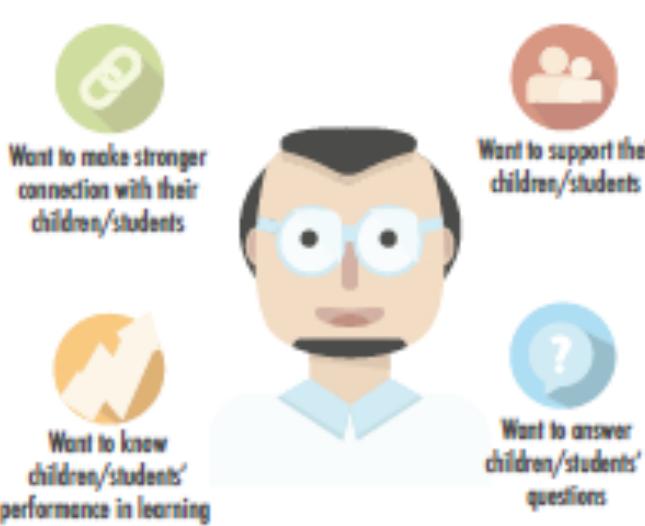
Early school-age students in rural area



VOLUNTEER DESIGNER/ARTIST



SUPERVISOR PARENT/TEACHER



Design an ios/android application which children age from 6-12 can use on their digital tablets to get useful information about art.

Children can get up-to-date art information by exploring interactive interface.

On Children' s side, students who have intelligent devices can download and install this app into their ipad. Students who dont own any intelligent devices can use this app on touchscreens installed in public area in their school.

when start playing, the player is in a map of a place, such as a city, town or countryside. There are different stops in each place, such as mountains, beaches, seashore, streets, supermarkets, and so on. The first map the player explores, is the island they live in-Taohua island.

When exploring each stop of the place, the player learns art from different time period that relates to the stop. After exploring this location, the player moves to a new place, saying, another city or town.when the student is at a stop, for example, a mountain, they can learn traditional and modern artwork information, in regard to mountain, whichis organized and post by volunteers, such as Chinese traditional landscape ink paintings and modern Land Art. The presentation of artworks varies from inter-

Volunteers world-wide upload art information everyday, which is also updated on children's side.

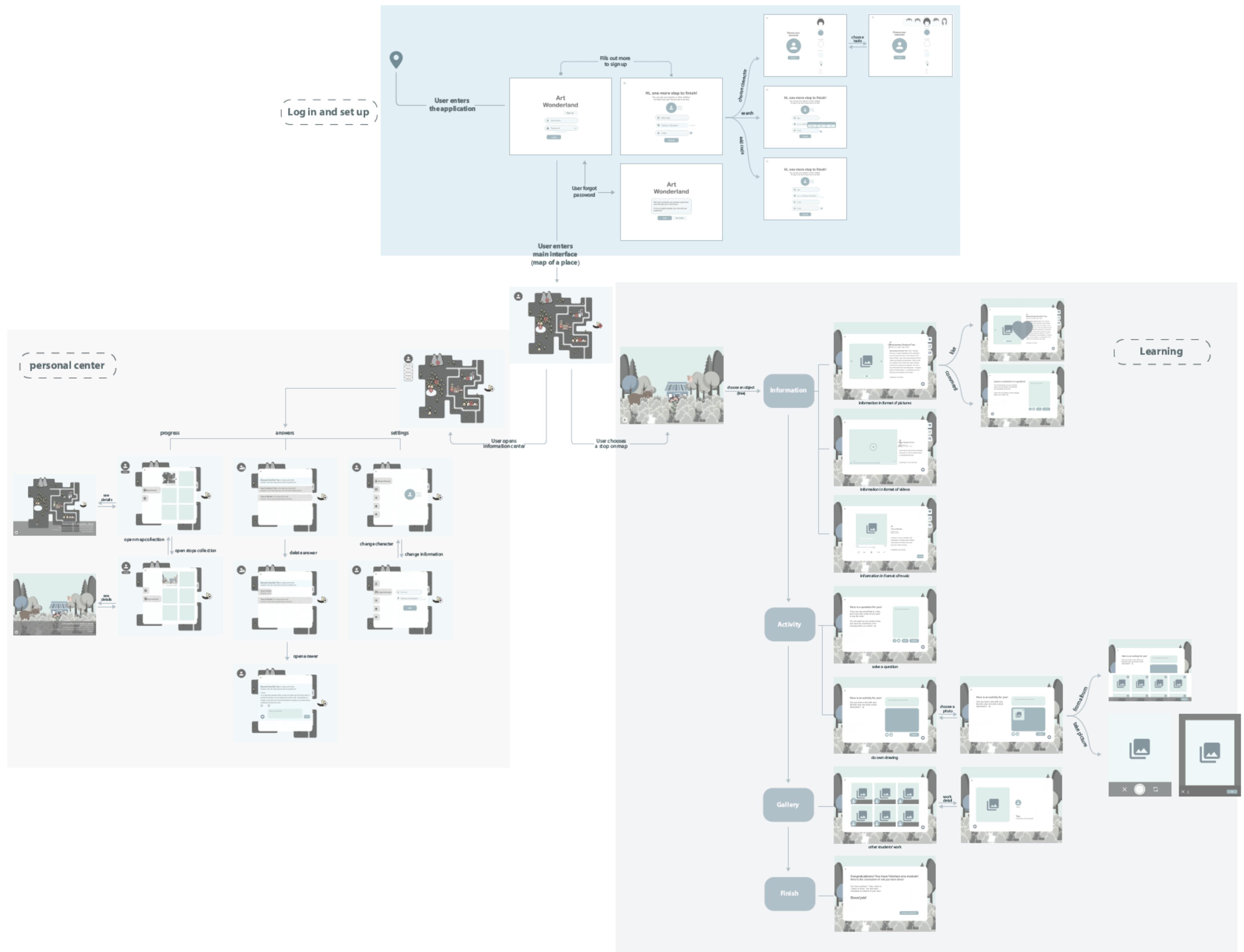
On Volunteers' side, they can upload new art information in different forms, such as a video clip about an artwork, a selfie video introducing artworks, a picture, an audio, an article, manga,or animation. They will select the country, place and spot that the artwork represents to further classify the information.

They can also review the information they have submited, specifically the number of likes they get, and comments and questions for each post they submit. They can respond to the comments, answer questions, and modify or delete the art information as well.

SUPERVISORS connected to each kid can keep track of the kids' performance.

On Supervisors' side, they will match with number of supervisees and receive data and information about their progress and performance.

Teachers can also see each student's preference of ways of learning, and artworks and genres they interest in, which helps them improve their teaching generally.



4

UI Design

In this stage, I analyzed user pain points, and came up with solutions to solve the problems.

App icon



Main Colors



Typography

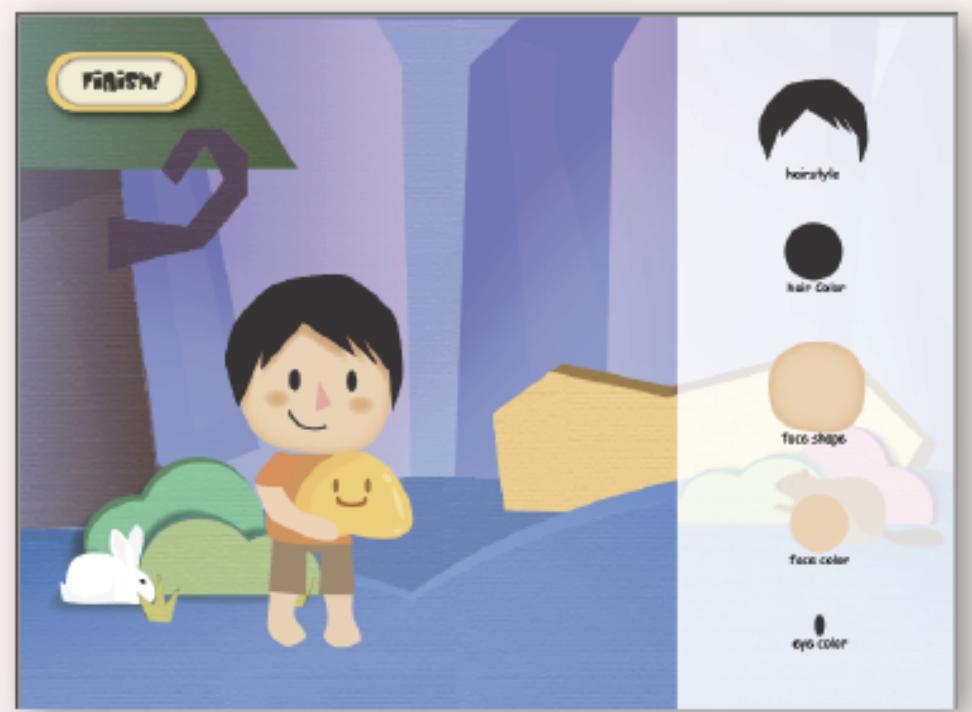
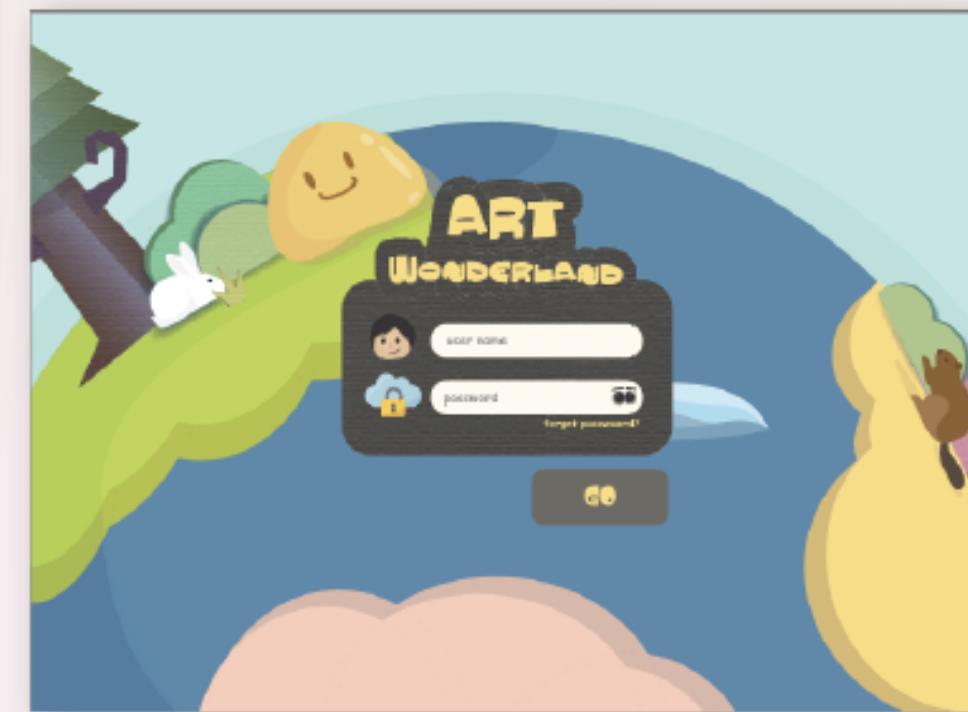
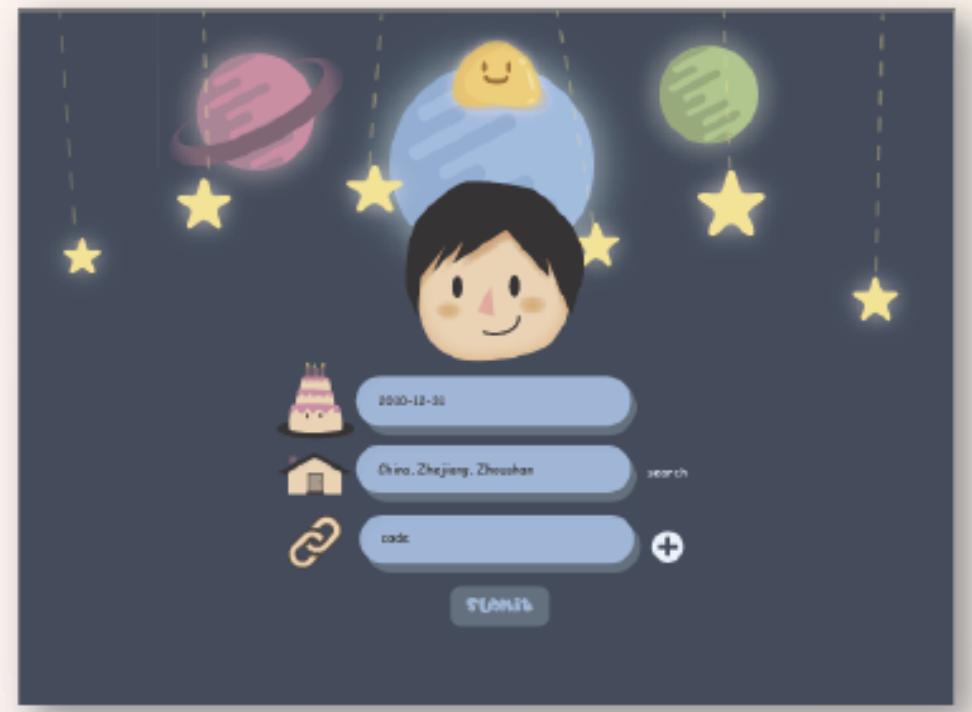
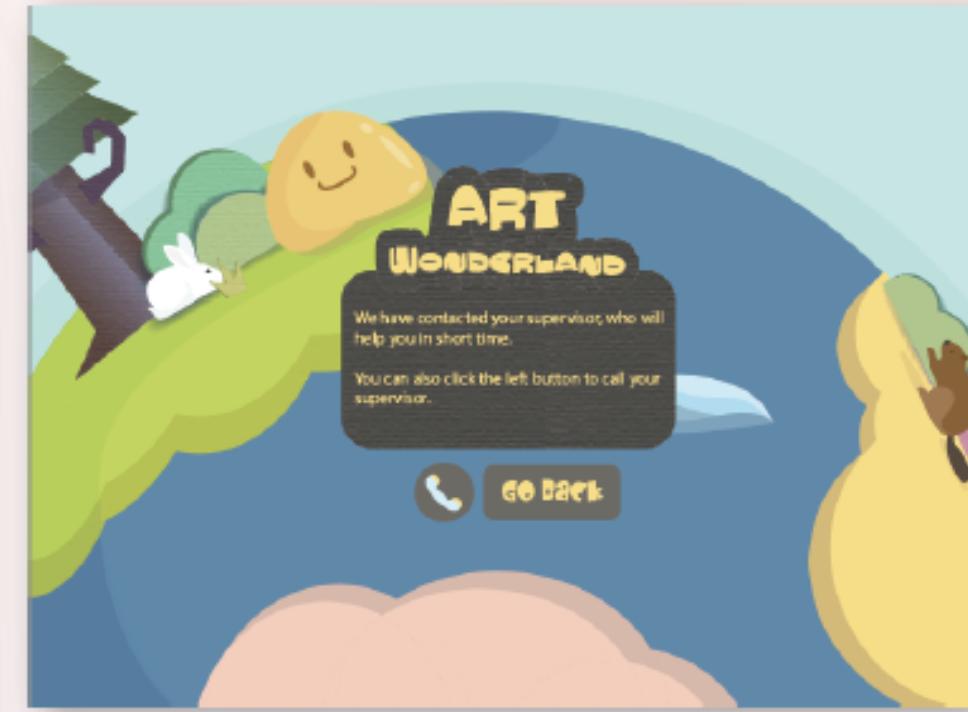
Arial

Baby Kruffy

Muchomacho

Flat Design





I designed a easy system to connect children and their supervisors, so they will be helped even when they are not with their supervisors.
I also designed the interface that children can choose their characters, so children can freely identify themselves.



Children will start with a map of a place they are familiar with, so they will not feel uncomfortable experiencing something totally new.
The information is displayed as opening a book, which simulates a real life learning experience.