Mira!

Our Process, Timeline, and Story

Meet the team!

Jimmy Rojas

Industrial Design

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Graphic Design, UX Design
Minor

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User Experience Design

Our Roles and Responsibilities

Jimmy Rojas

UX Engineer

Erika Williams

Visual & UI Designer

Laura Lopez Andreu

Visual & UI Designer

Topic of interest

LACK OF ENGAGEMENT IN THE ONLINE CLASSROOM

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IDEATE

- Concept
- Storyboard
- Wireframing

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REFLECT

- First Prototype
- Second Prototype
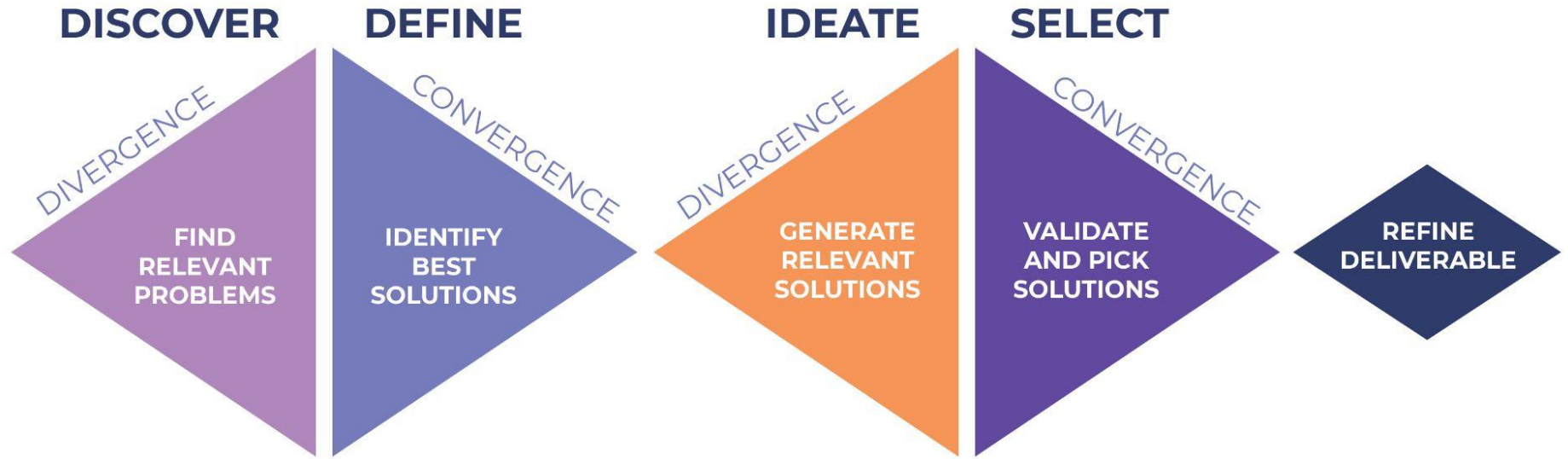- Testing
- Refinement

5

BUILD

- Final Prototype
- Final Deliverables

PROJECT SCOPE

Over the course of ten weeks we were asked to design a UI that addresses an issue that we identified in current remote learning.. This course focuses on the core principles of human/computer interaction. This project was aimed at giving us a better understanding of the design process in computer based, user centered systems. We had full freedom to define, design, and develop any concept we could imagine.

DESIGN PROCESS

DISCOVER

DEFINE

IDEATE

SELECT

DIVERGENCE

CONVERGENCE

DIVERGENCE

CONVERGENCE

FIND RELEVANT PROBLEMS

IDENTIFY BEST SOLUTIONS

GENERATE RELEVANT SOLUTIONS

VALIDATE AND PICK SOLUTIONS

REFINE DELIVERABLE

TIMELINE

1 **Defining our problem**
We started off by defining our problem, we needed to identify what we were going to adress, research, and design a solution for.

Secondary Research **2**
After we defined our problem we did secondary research about ADHD/ADD, attention span, online learning engagement, and many more topics.

3 **Target Audience**
Based on our secondary research we identified our target audience as being college students with ADHD/ADD.

Primary Research **4**
We then we into an extensive primary research proccess including interviews, diary kits, surveys, and more.

5 **Affinitization**
After collecting all of our research we began affinitizing the data in order to extract important insights about our user and their struggles with online learning and engagment.

Concept/Ideation **6**
After gaing a strong understanding of our user we began creating different concepts that could help our user with their online learning experience

7 **Developing**
We began developing our concept Mira. We went through low fidelity and high difelity wireframing, prototyping, and mock-ups in order to prepare our product for testing.

Evaluation **8**
We went through evaluation throughout our development stage. We focused on evaluation for functionality and usability in our first evaluation.

9 User Testing

We went directly into user testing in order to see if our product was meeting the needs of our users. We asked them questions and got great feedback on Mira.

13 Final Presentation

We presented our work to our peers and professor and recieved final feedback.

Refinement 10

Based on our evaluation and user testing we went and refined mira so that we ensured that it was meeting the needs our users identified.

11 User Testing

We went back to our users and tested our product again, this second time we had all positive feedback in terms of functionality and usability.

Final Deliverables 12

Since our product was successful we prepared our final devliverables to share with the class.

DEFINING OUR PROBLEM

Problem Space

Currently there are limited technological tools to support students who struggle with ADHD/ADD in remote studying.

Problem Statement

Due to current circumstances students have been forced into remote studying and this has led to students to not retain enough information and lowered the amount of engagement and participation in classes which has led to a lower quality of education for students. Since the start of online learning students have felt very unmotivated towards their learning and this has especially affected students with ADHD and ADD and their overall engagement and motivation.

DEFINING OUR PROBLEM

What does our solution needs to do?
It needs to understand what students with ADHD struggle with most and provide them with a product that helps them in the online learning environment. Design a solution that addresses the improvement of engagement through coaching and motivation.

Our Approach:
During our whole process User centered design was the main driver, that is why user research played a big role on our design process. Students have had a hard time during online learning, experiencing short attention span and difficulty to concentrate, it is even worst for students with ADHD and ADD and that is why we chose them as our target audience. We approached this problem with empathy and a drive to help these students with their learning.

RESEARCH PROCESS

OUR RESEARCH GOALS

1. Gain a better understanding of our problem and how it impacts different stakeholders
2. Better understanding about what students with ADHD/ADD feel and experience with online learning
3. Build an understanding of what works well for people with ADHD/ADD
4. Build an understanding of how to properly engage students with ADHD/ADD
5. Determine the the ideal experience of online learning for students with ADHD/ADD

PRIMARY RESEARCH PROCESS

Research articles

Case studies

Journals

News articles

Textbooks

With all our research we gathered data from

50+ Different sources

Key Findings.

"**People are motivated by** progress, mastery, and control"

"**People are social creatures**" and can be **motivated by each other**

"**Most productive people practice time management strategies everyday**"

PRIMARY RESEARCH PROCESS

With all our research methods
we gathered data from a total of

109 people

General survey

User survey

User interviews

Diary kits

Observations

Affinitizing our data

Purpose: to gain insight on student behaviors relating to engagement and focus in the online learning environment

71
Participants

Ages **17-23**

GENERAL SURVEY

28%

are diagnosed with ADHD or ADD

72%

are not diagnosed with ADHD or ADD

As a result to online learning....

93% Easily distracted

85% Gets bored of activities

53.5% Difficulty organizing tasks

40.8% Difficulty waiting for turn to speak

79% Short attention span

78% Fidgeting

43.7% Difficulty listening

32.4% Difficulty following instructions
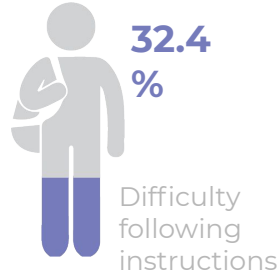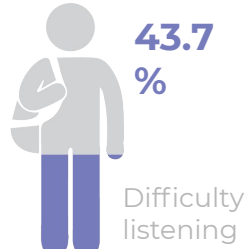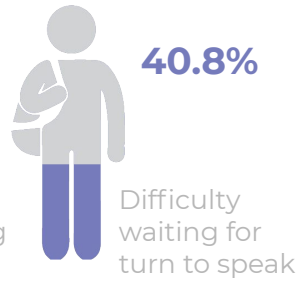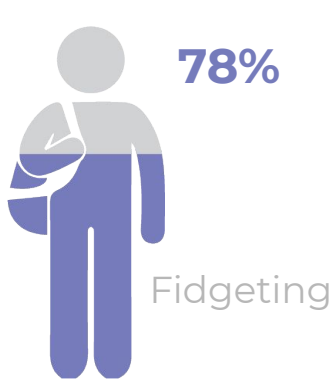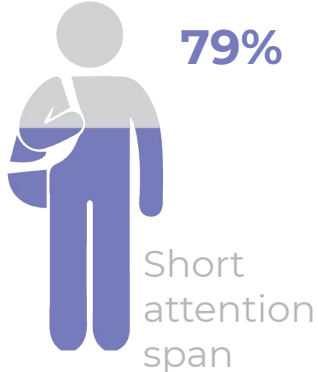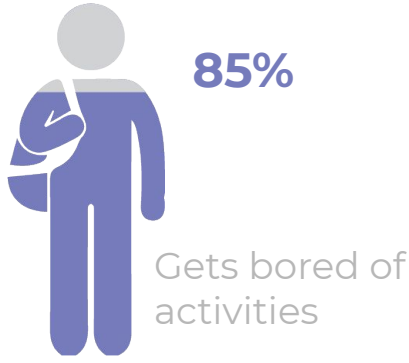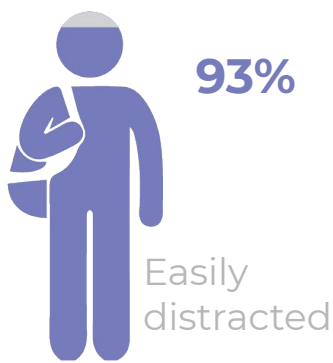
What do students struggle with?

- Productivity
- Motivation
- Engagement
- Interaction
- Time-Management
- Staying Focused

How do you feel as though your time-management skills have been impacted during online classes vs. during on ground classes?

MAJORITY OF STUDENTS SAID THEIR TIME MANAGEMENT SKILLS HAVE WORSENED SINCE STARTING ONLINE CLASSES

Do you get distracted by your phone during class?

ALMOST ALL STUDENTS SAID THEY DO GET DISTRACTED BY THEIR PHONE DURING CLASS.

Answers to "why?" varied from because it is fun to because they can and no one can tell them otherwise.

Purpose: to gain insight on student, with ADHD or ADD behaviors relating to engagement and focus in the online learning environment

26
Participants

Ages 17-23

ADHD SURVEY

23 out 26

participants take medication for their ADHD to help them focus in school

Majority of people get accommodations from their universities.

Students with ADHD ....

When asked how they felt in class most students said they were distracted, bored, anxious and struggle to engage.

Many students told us that they like to fidget, play with things or doodle in class because they struggle to focus on one thing at a time.

Most students with ADHD said that gamified class activities would help them engage more.

Every single one of our participants struggles with **time management.**

USER INTERVIEWS

10

- 9 Students with ADHD
- 1 Special Ed Teacher and Parent

We created a screener and a discussion guide to better understand the average student with ADHD. We also asked a professional about what she has observed over the years in her students and children with ADHD to get a better overall insight.

INTERVIEW PREP

Screener
We developed a screener in order to carefully select the right participants for our study

Discussion Guides
We developed two discussion guides for our interviews, one for students with ADHD/ADD one for teachers . We ensured we had questions that were related to all of the areas we wanted to gain more insight into such as gamification, time-management, engagement, motivation, and more.

Interviews

Students feel engaged in a positive environment where others participate.

Having all of the information I need to manage time in one place would be very helpful.

A more authoritative teacher supervising students would improve engagement.

STUDENT INSIGHTS

Interviews

Students turn off their camera because they feel vulnerable but this contributes to disengagement because it gives them freedom to do what they want.

Online classes tempt students to go on their phones despite them knowing it is disrespectful and distracting.

Professors need to be approachable and understanding because students with ADHD need extra help, accommodations, and understood.

STUDENT INSIGHTS

Interviews

Communicating and socializing with peers at school is very important to for a student.

Helpful prompts from the teacher, such as tap on the shoulder or a reminder, is very useful for students with ADHD.

Helping a student and understanding their accommodations is very important because students with ADHD are capable of the same things they just need extra time.

Visuals are very useful to help students with ADHD stay engaged.

TEACHER INSIGHTS

6

Participants

18-21

Ages

We conducted a set of diary kits to six different students with ADHD, we used this to document their daily experience in an online class, get in depth empathy from our user from their thoughts and feelings.

We also conducted one in person observation, where we sat in a 2 hour lecture with a student with ADHD and observed their behavior and tendencies.

DIARY KITS

Diary Kit
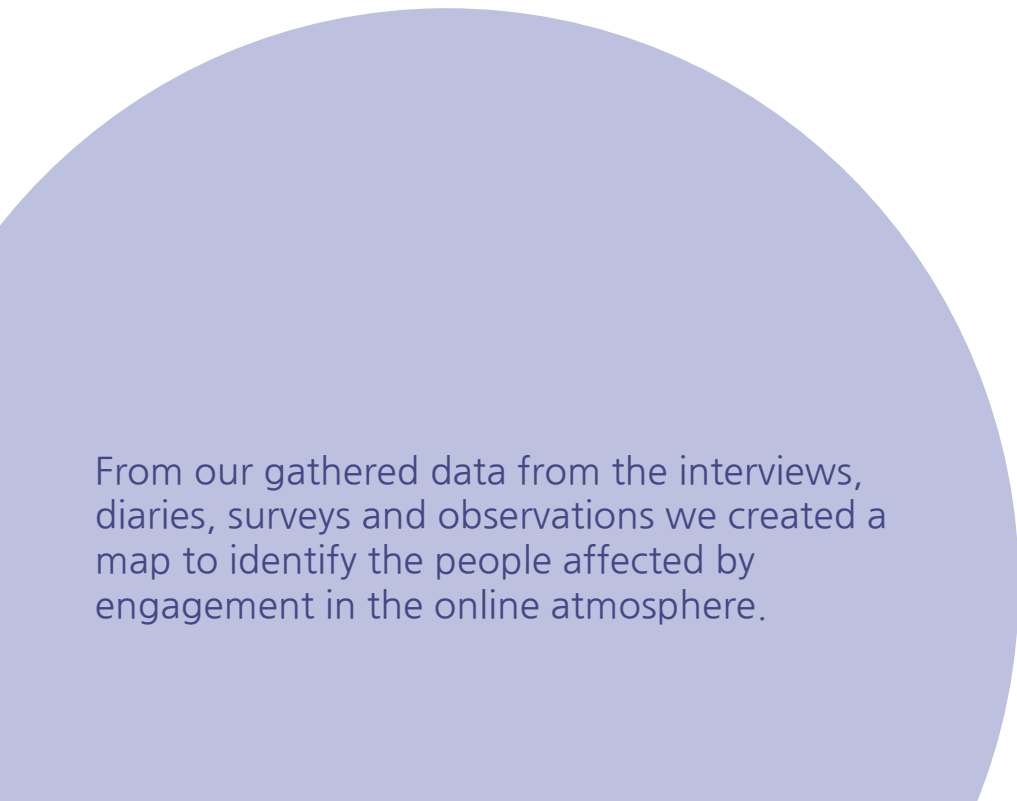
We sent virtual kits to our participants and asked students to fill it out before and after class, to reduce in class distractions.

Hello Justin!

Our team is doing a project in which we are trying to improve the online learning experience for students with ADHD/ADD! It would mean a lot for us if you could help us better understand what you experience in class!

Thank you so much for participating!

STAKEHOLDER MAP

From our gathered data from the interviews, diaries, surveys and observations we created a map to identify the people affected by engagement in the online atmosphere.

STAKEHOLDER MAP

INDIRECT

DIRECT

student advisors, psychiatrists, therapists, universities

students, teachers, parents& caregivers

CORE

college students
with ADHD/ADD

employers, school platforms and video conference platforms
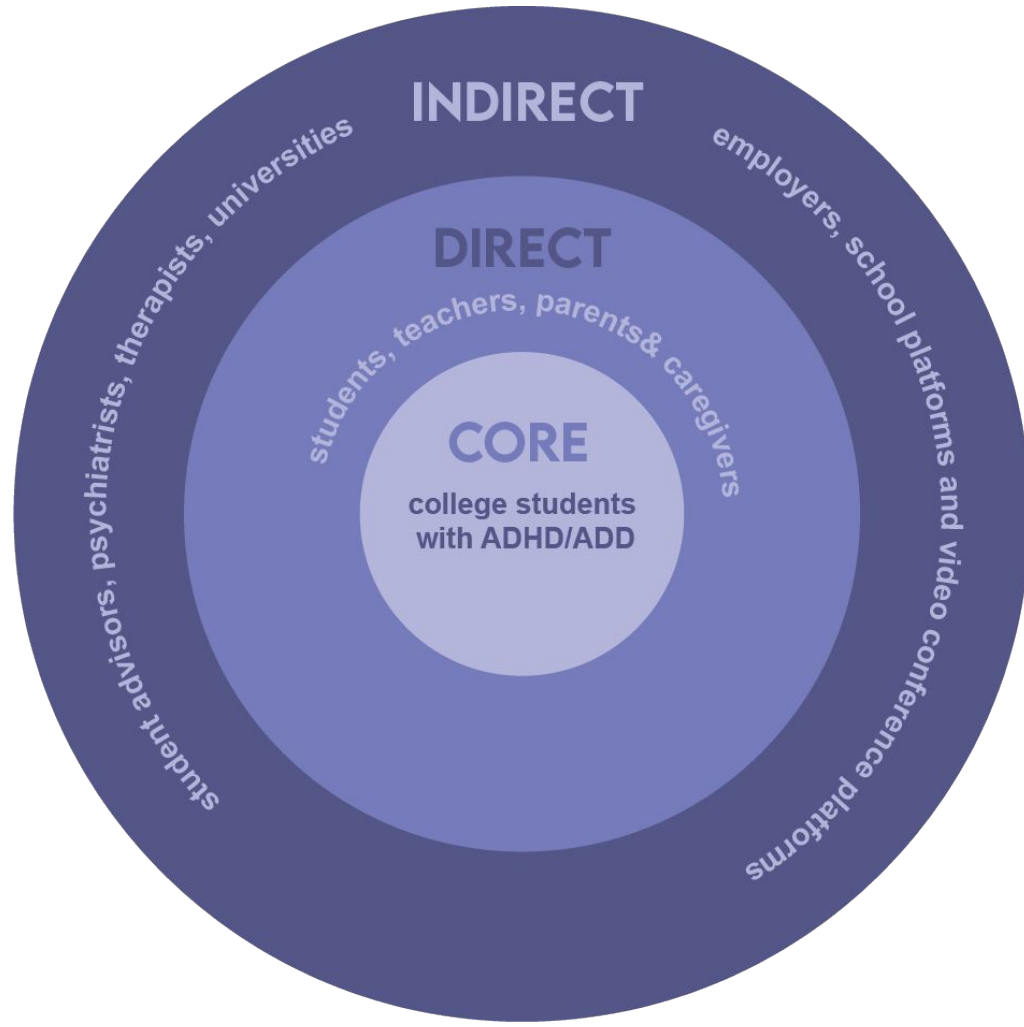
AFFINITIZATION

We used Miro to make all of our data points from our research and placed them into many sticky notes and affinitized as much as possible.

We feel engaged when participating on ground, however, doing so online is hard and uncomfortable, we dont want to annoy others, making it harder to stay engaged.

We enjoy breakout rooms as we can socialize, cooperate and participate.

Collaborating with classmates and participating keeps us engaged. We learn best on a hands on environment.

Classmates impact our learning. You dont receive the same energy online and their lack of engagement makes it hard for us to engage.

finding motivation to keep up with class is a challenge of mine, gamified activities help engage, motivate, and inspire me.

MARKET RESEARCH

Children
Pre-k to 12th grade

College students
17-23

Adults
24 onwards

Through our market research we found that multiple platforms were using gamification approaches to improve engagement and performance. Multiple platforms target students from pre k to 12th grade, focusing on young ages. Learning management systems bring gamification to the corporate world, focusing on adults. There is a gap between these two were college students with ADD/ADHD find themselves, this is our target audience.

IXL LEARNING

LEARNING MANAGEMENT SYSTEMS

Main features

Personalized learning plan, progress diagnostics, engaging gamified tests

Limitations

Pre-k to 12th grade audience

Main features

Custom learning experience, Automated administrative processes,

Elements like badges, certifications, fun competitions, gifts are incorporated into the training to motivate employees to reach their goals

Limitations

Made for corporations
Does not take into account learning difficulties

Amazon ALEXA

Main features

Voice control, home control, alarms timers, calendars, entertainment, news and information

Limitations

No tools for studying, no follow up on tasks

Google assistant

Main features

Voice control, home control. Task manager, alarms, timers, calendars, day planification, entertainment, information

Limitations

No tools for study or task follow up

USER PERSONAS

After going through all of our data points, we followed by narrowing it down to nine different empathy maps and from our participant maps we found our user personas!

target audience

STUDENTS WITH ADHD/ADD

AGES 17-23

primary persona

Olivia is shy girl who would prefer to stay home than socialize. She is very passionate about graphic design, but her head is often occupied with thoughts about school and what her teachers think of her and her work. She struggles to engage in class due to her ADHD and this frustrates her because it leads to her not finishing her tasks on time.

"I need help with time management outside of class."

COLLEGE STUDENT	ADHD
Age	21
Gender	FEMALE
Class Ranking	THIRD YEAR

OLIVIA SMITH
worried learning

GOALS

- Good grades
- Wants to understand and be understood by the teacher
- Needs to be supported
- Success
- Show their creativity
- Effectively time manage
- Finish tasks
- Engagement and staying focused

Social Media
Socialization
Communication
Motivation
Time Management
Participation

FRUSTRATIONS

- Doesn't feel motivated
- Worries about grades
- Struggles with time management
- Doesn't always get tasks done time
- Scared teachers may think less of them
- Not paying attention

PERSONALITY

Extrovert	——●——	Introvert
Thinking	——●——	Feeling
Sensing	——●——	Intuition
Judging	——●——	Perceiving

USER BEHAVIORS

- Negative perspective towards class
- Sits at a desk with her phone off during class
- Participates more than other students

INTERESTS

USER JOURNEY MAP
OLIVIA SMITH

PHASES

Wake Up | Morning Routine | Start Class | Class | End

USER ACTIONS

Wake Up · Check Phone · Make breakfast · Check the time · Get ready for class · Gather materials for class · Tries to pay attention · Checks phone · Loose focus · Tries paying attention · Asks question · is paying attention · looses focus · Checks phone · starts taking notes · checck phone · asks teacher question · pays attention · ends class

USER THOUGHTS & FEELINGS

● FEELINGS
● THOUGHTS

Feelings labels: tired · hopeful · worried · unmotivated · frustrated · tired · focused · determined · distracted · bored · confused · unmotivated · confused · lost · worried · confused · frustrated · dissapointed

Thoughts labels: im tired · I hope today is not boring · i want to go back to bed · ok I have to pay attention · I cant this is so boring · the teacher is confusing · she didnt answer my question · this is a waste · im so bored · im lost
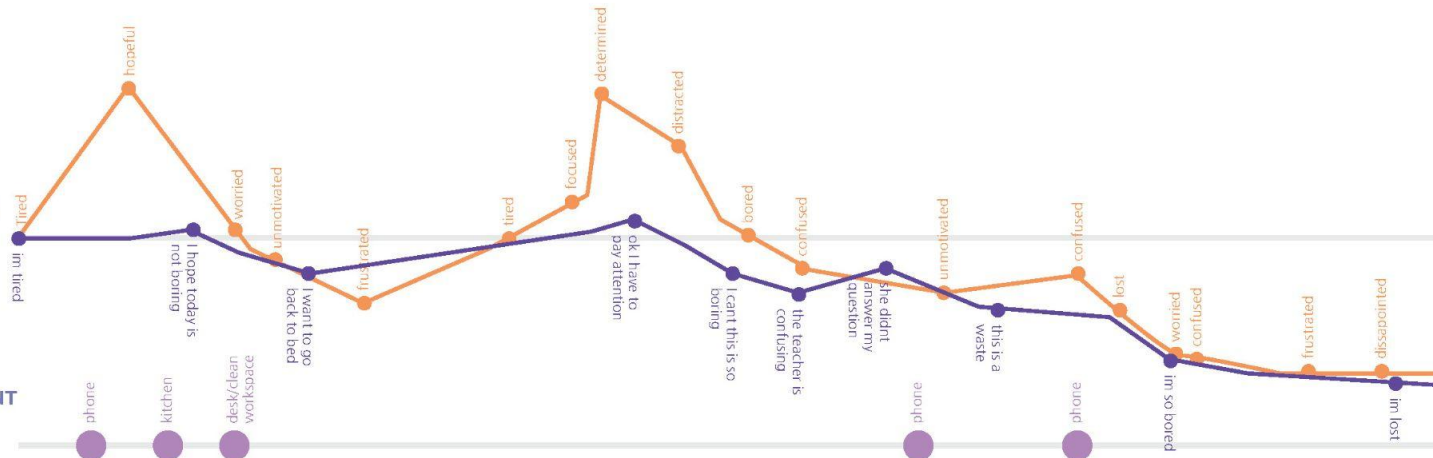
ENVIROMENT CHANGES

phone · kitchen · desk/clean workspace · phone · phone

BREAKDOWN

The emotions and actions stay pretty neutral

She looses her hoepfulness and becomes unmotivated

She feels frustrated despite getting ready

It isn't all negative she gets bursts of determination

Once she is a little bit in class her emotions go downhill

She wants to engage but is confused and unclear

Her only change of atmosphere is her phone

There becomes a point where it seems like her feelings keep getting worse as time goes on?

OPPORTUNITIES

how could we make getting up and getting ready exciting?

Can we keep her motivation throughout the morning?

how could we make getting up and getting ready exciting?

Why does she loose this determination? How could this change

How can we reverse this?

how can we help teachers be more clear?

Could moving around more help her focus and stay motivated?

how could we break up the time so the emotions are less likely to feed off eachother?

ABOUT

Brad struggles with online school because he sees no motivation due to the learning transition and the pandemic. Due to his ADHD his grades are a little low and need to receive pressure from his teachers, he lacks in participation and time management skills. He needs to feel inspired from others and misses being able to communicate with others and build relationships.

"In an online class, I'm not paying attention and I feel unmotivated so why not get comfy in bed during class."

COLLEGE STUDENT	ADHD
Age	18
Gender	MALE
Class Ranking	FIRST YEAR

GOALS

- Getting good grades
- Connecting with classmates
- Making new friends
- Feeling comfortable in class
- Receiving pressure from teacher
- Peer participation

Social Media
Socialization
Communication
Motivation
Time Management
Participation

FRUSTRATIONS

- Feeling unmotivated in class
- Feeling incapable of participating
- Getting distracted
- Struggles with time management

PERSONALITY

Extrovert		Introvert
Thinking		Feeling
Sensing		Intuition
Judging		Perceiving

USER BEHAVIORS

- Leaves things for last minute
- Little to no participation during class
- Participates in breakout rooms
- Uses phone in class
- Sometimes sits in bed for class

INTERESTS

BRAD SIMON
unmotivated learning

USER JOURNEY MAP
BRAD SIMON

PHASES

Get Ready | Start Class | Class | End

CUSTOMER ACTIONS

finishing homework 30 min before class · submits homework · starts up computer · turns camera off · starts talking notes · sees a bird flying by · gets distracted · doesn't know what is going on · wants to ask question, doesn't · starts walking around · takes out phone · Checks phone · enters breakout room · participates in breakout room · gets to know people · works on tasks · ends class

CUSTOMER THOUGHTS & FEELINGS

● FEELINGS
● THOUGHTS

frustrated · I need to get this done · I got I done! · indifferent · as always cameras are off · why turn mine on? · ready · excited · ok lets do this · bored · what a pretty bird · I wasn't paying attention · what was he saying? · bored · I should join room · interested · engaged · this is interesting · curious · I like talking to them · lets grind · finally over! · excited · exhausted

ENVIROMENT CHANGES

computer · desk · phone · breakout room · leaves class

BREAKDOWN

before class he seems pretty neutral and his emotions are stable

the user experiences positive emotions when motivated

user is being let down when there is no support from the class

She wants to engage but is confused and unclear

positive emotions start occuring when talking to peers

when their atmosphere changed this is when they started getting

when they started interacting with others they became more engaegd

OPPORTUNITIES

how can we prepare students for class?

we need to make online learning more motivating

how can we make class more of a community?

how can we help teachers be more clear?

Could moving around more help her focus and stay motivated?

should students enviroment be changing?

how can we engage students through interaction and speaking with others?

ABOUT

Sam is a student who struggle ADHD and take her medication before class to be able to focus as much as possible. Wants to enjoy her class environment but the most important thing to her is achieving good grades. What truly motivates her to try her best is her future and success as well as her parents. She gets frustrated when she zones out and does not retain enough information but will always ask questions to make sure she is understanding.

"I zone out a little bit and when I come back to reality I get a little bit nervous because I feel like I did not retain the information."

COLLEGE STUDENT	ADHD
Age	20
Gender	FEMALE
Class Ranking	SECOND YEAR

GOALS

- Wants to have fun
- Wants to build a good future
- Getting good grades
- Wants to understand their classes
- Needs hands-on interaction with classmates and teachers

Social Media
Socialization
Communication
Motivation
Time Management
Participation

FRUSTRATIONS

- Struggles to stay focused in classes
- Does not feel classes are fun
- Not retaining as much information
- Distracted for long periods of time

PERSONALITY

Extrovert		Introvert
Thinking		Feeling
Sensing		Intuition
Judging		Perceiving

USER BEHAVIORS

- Works at a desk during classes, avoids bed
- Clean and organized environment that supports learning
- Participates a lot in classes
- Checks phone in class but it doesn't distract her

INTERESTS

SAM ROBINSON

eager & passionate learning

USER JOURNEY MAP
SAM ROBINSON

PHASES

Wake Up | Morning Routine | Start Class | Class | End

USER ACTIONS

Wake Up · take medication · Check Phone · Make breakfast · Check the time · make bed · Gather materials for class · set up computer · participates, says hello to class · brief convo with teacher · Tries to pay attention · Loose focus · gets attention redirected back to class · starts paying attention · searches up random stuff · asks teacher question · class takes break · keeps looking at random things · break ends · not focused · checks phone · starts listening · takes out notes · pays attention · ends class

USER THOUGHTS & FEELINGS

- ● FEELINGS
- ● THOUGHTS

tired · im lost · interested · happy · I love breakfast, it helps me focus · neutral · need to clean my workspace · bored · I can't need that much for ths class · engaged · I like my teacher he is cool · curious · I wish we didn't have to do work · desk/clean/workspace · distracted · curious · thats cool, let me look it up · focused · crap, I wasn't focusing · curious · thats so cool, let me look up more · computer · engaged · I can keep looking at stuff on my computer! · relieved · curious · bed · computer · unmotivated · I dont wanna finish this class · frustrated · im struggling · bored · im so bored · phone · determined · I have to focus to learn · focused · ok this isnt so bad · relieved · I wish I was more engaged

phone · kitchen · desk/clean/workspace · computer · bed · computer · phone

BREAKDOWN

she starts off with a motivated mindset

she gets ready in the morning, helps her organize

she makes a point of organizing her space

when she has this one-on one interaction she seems to be curious and positive

when she notices she is distracted she gets frustrated but some distractions give her positive emotions

When she can engage online and search related topics up it helps

in this case her break cause a break of flow and her emotions

her emotions are positive and happy but her narrative in her head is negative

OPPORTUNITIES

can we improve students routine to help them be motivated?

how can we encourage a clean enviroment over a bed?

how can we foster a personal connection with students and teachers on a virtual platform?

how can we use good distractions to help create positive emotions in our user

How can we foster this inquiry that makes students feel independently motivated to explore learning?

how can we make students always excited even after a break

how can we make her thoughts and feelings be consistent and supported?

HOW MIGHT WE?

HMW?

How might we create helpful distractions within the learning environment?

How might we foster deeper connections between students?

How might we guide students through their tasks?

How might we adapt the online environment to be more of a physical environment?

How might we replace lectures with other learning?

How might we foster a positive learning environment through participation?

How might we make students comfortable with participating in class?

How might we use phones to engage students in class?

How might we use incentives to improve in class engagement?

How might we make students comfortable to be seen in class?

How might we make class feel like hanging out with friends?

STORYBOARD & CONCEPT

We developed two concepts based on research and our ideation based on what solutions our problems needed.

How might we create helpful distractions within the learning environment?

Mira!

speaker

colored light
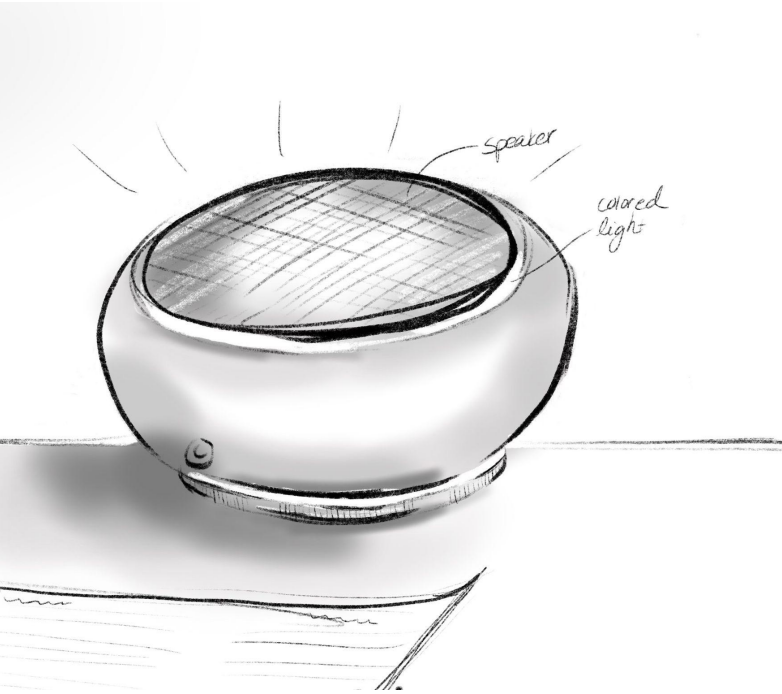
What It is:

Small help buddy for desk that user customizes to assist with tasks regarding time management, focus, attention span, reminders, prioritizing, motivation.
Lights up and has a voice assistant to remind you of tasks.
Connected to a mobile app so you can make it your own!

How it helps our user:

Helps with scheduling and time management
Helps with reminders
Helps with useful distractions that redirect attention
Helps with motivation
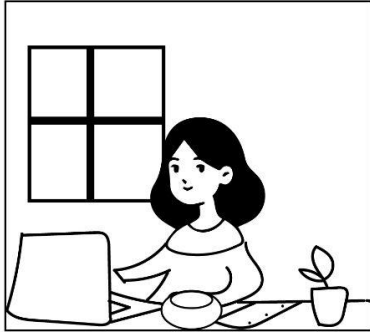
Olivia starts class feeling somewhat motivated

When class begins, she starts zoning out without realizing

As her class goes on she worries that she has been too distracted and cannot focus

Suddenly she sees a bright light, it is her MIRA!
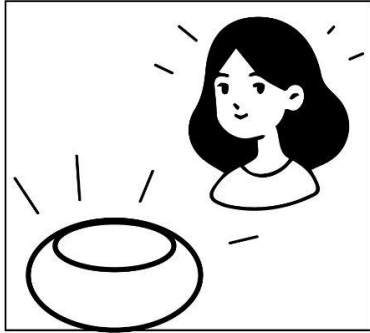
Her MIRA continues to redirect her attention every 20 minutes

Every time she is reminded to pay attention she begins to feel less worried she is not paying attention
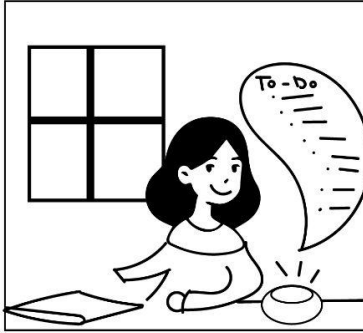
After class her MIRA begins to share her to-do and reminders with her
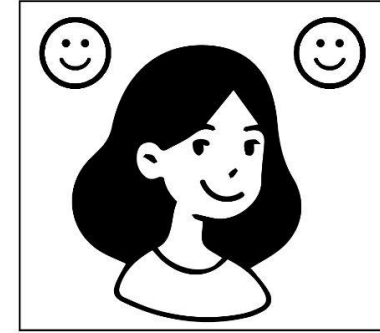
Olivia feels less stressed more motivated and is able to identify when she zones out better!

How might we make students more comfortable being seen and participating in class?

Unspotted
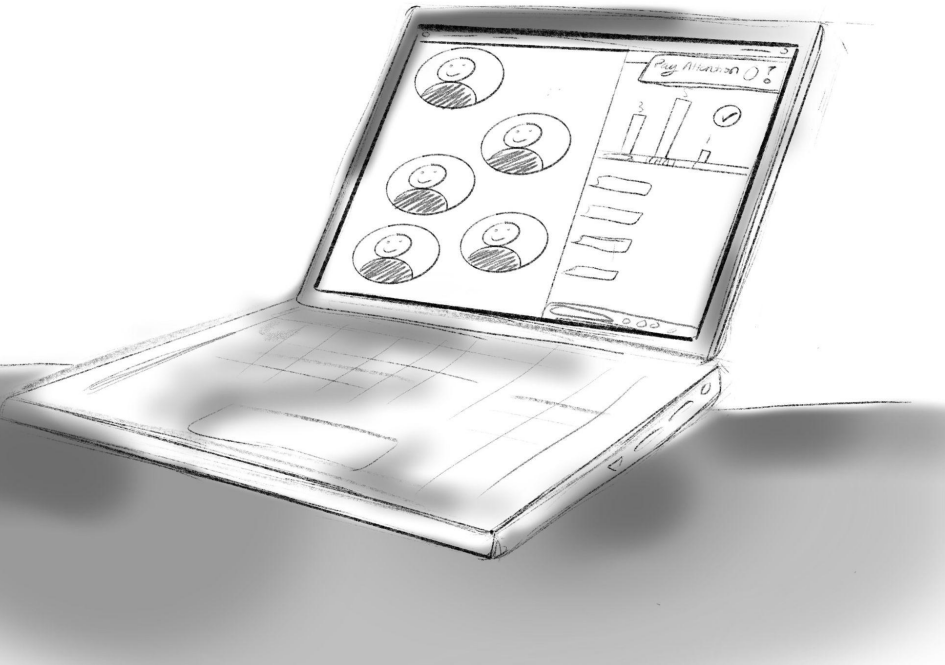
What it is:
Multi-purpose platform in which each user has a virtual avatar that is their online persona, the platform has a visual reminder system within the platform and gamified activities for both teacher and student use.

How it helps our user:
Comfortable in online environment by not showing their faces directly
Helps teachers to engage and check on students
Helps students be more focused and engaged in online classes
Assists with time management

CRITERIA AND CONCEPT

We then went through a ranking process to determine which concept of ours meets the users needs the most. We ranked on a scale of 1-10 for 6 different categories.

RELEVANCE

Mira!

Unspotted

10/10

10/10

SOLVES PAIN POINTS

Mira!

9/10

Unspotted

4/10

IMPROVEMENT BEYOND USE

Mira!

Unspotted

9/10

0/10

MOTIVATION

Mira!

Unspotted

8/10

8/10

ENVIRONMENT

Mira!

9/10

Unspotted

2/10

INNOVATIVE

Mira!

Unspotted

8/10

8/10

DEFINING

Then, finally, we go to the designing phase. We outlines MIRA's functions and began wireframing, prototyping and evaluating.
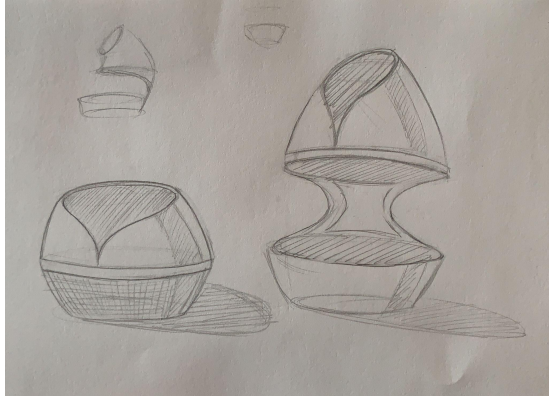
PHYSICAL PROPERTY

We have the focus triggers with visual and auditory notifications, it also has voice assistant. It has a phone charging dock to reduce phone usage and keep track of phone usage and engagement.
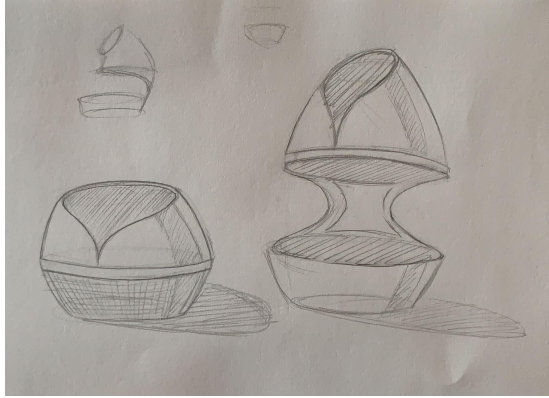
PHYSICAL PROPERTY

The technology connects through Wifi to your computer to use it's camera for eye tracking in combination with machine learning that helps the app build accurate statistics about your learning habits. This information is used to help customize your app and give you the best course suggestions based on your learning.

WIRE-FRAMING

LOW-FIDELITY
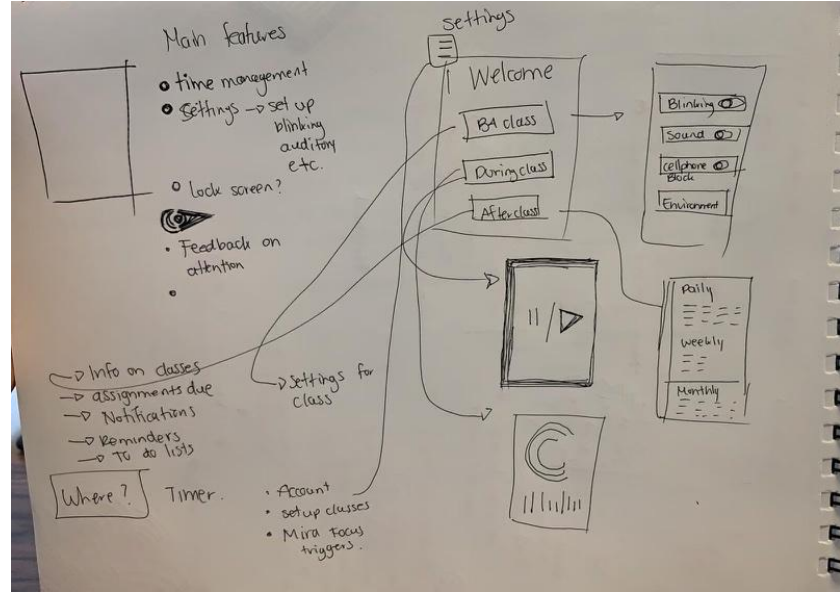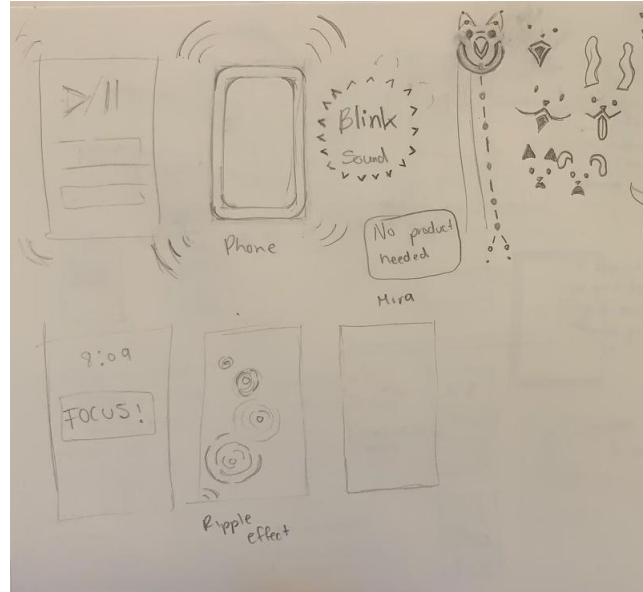
LOW-FIDELITY
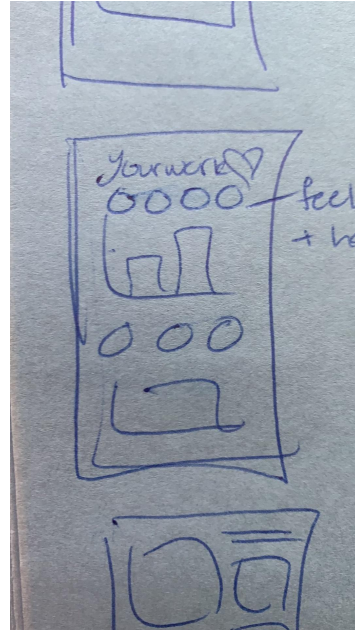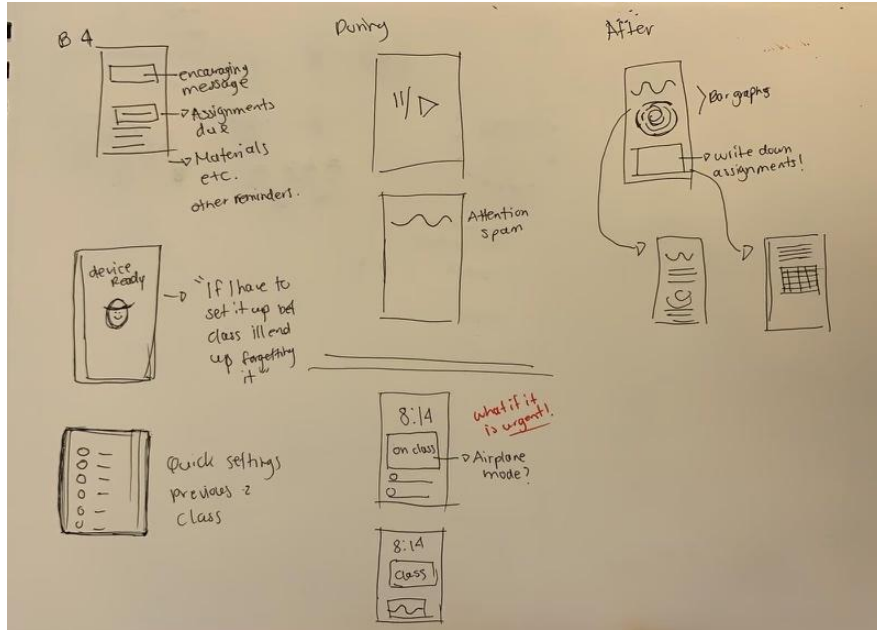
MID-FIDELITY
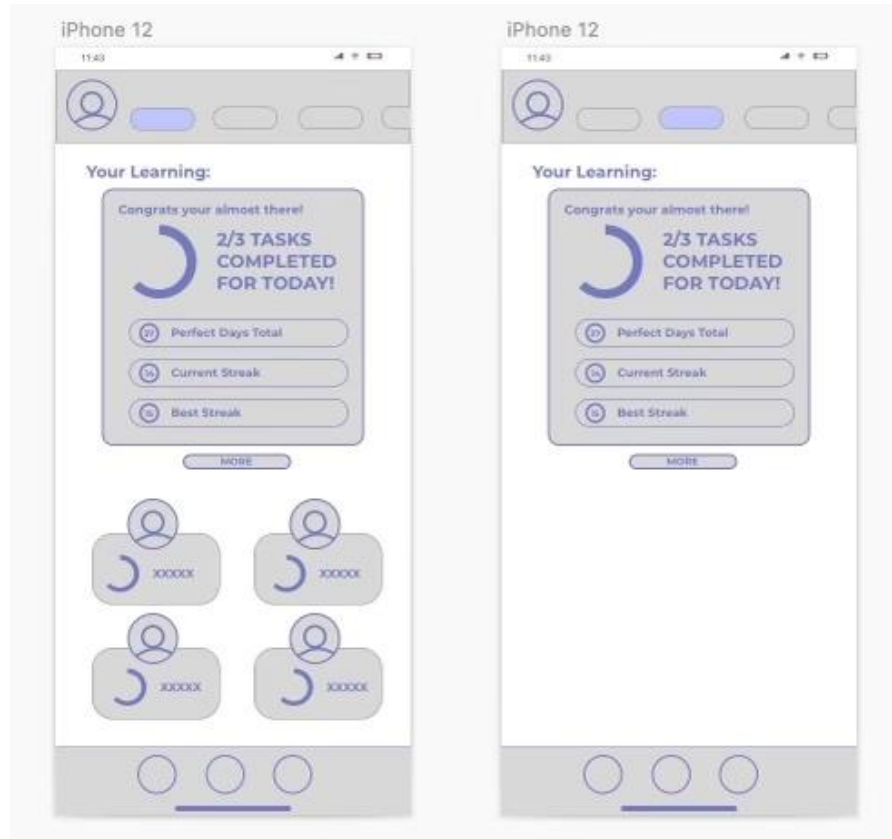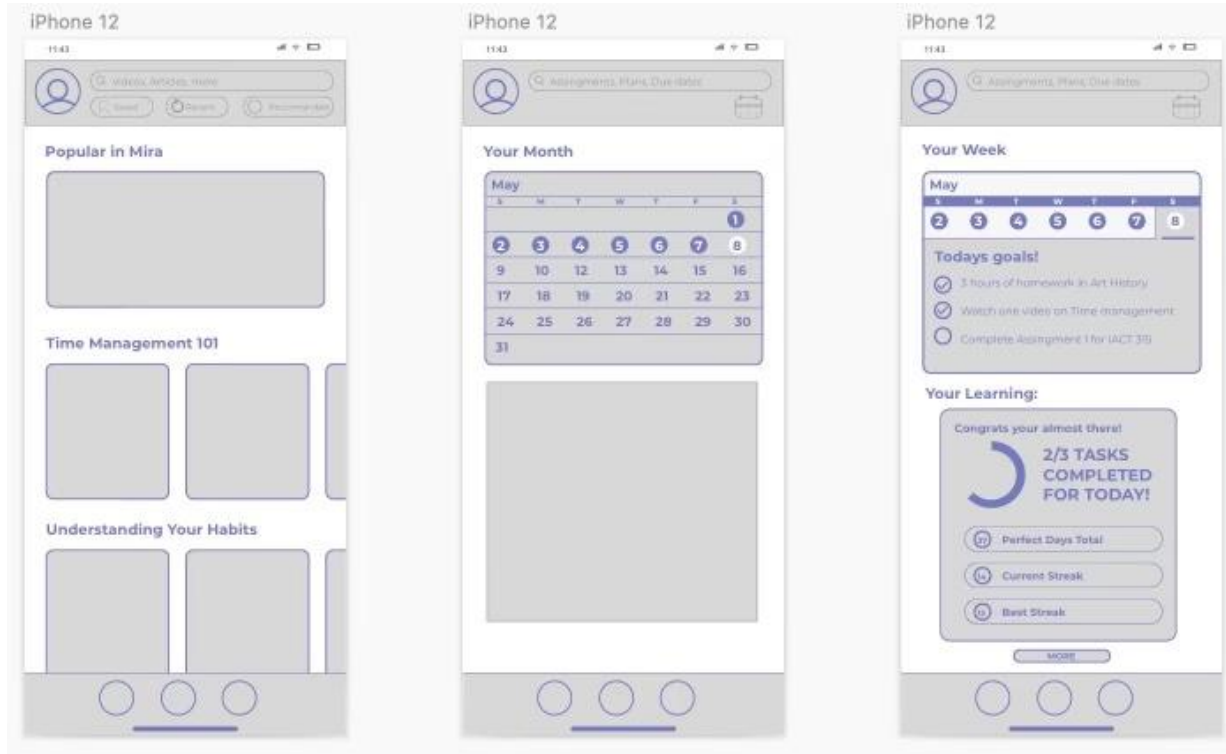
MID-FIDELITY

MID-FIDELITY
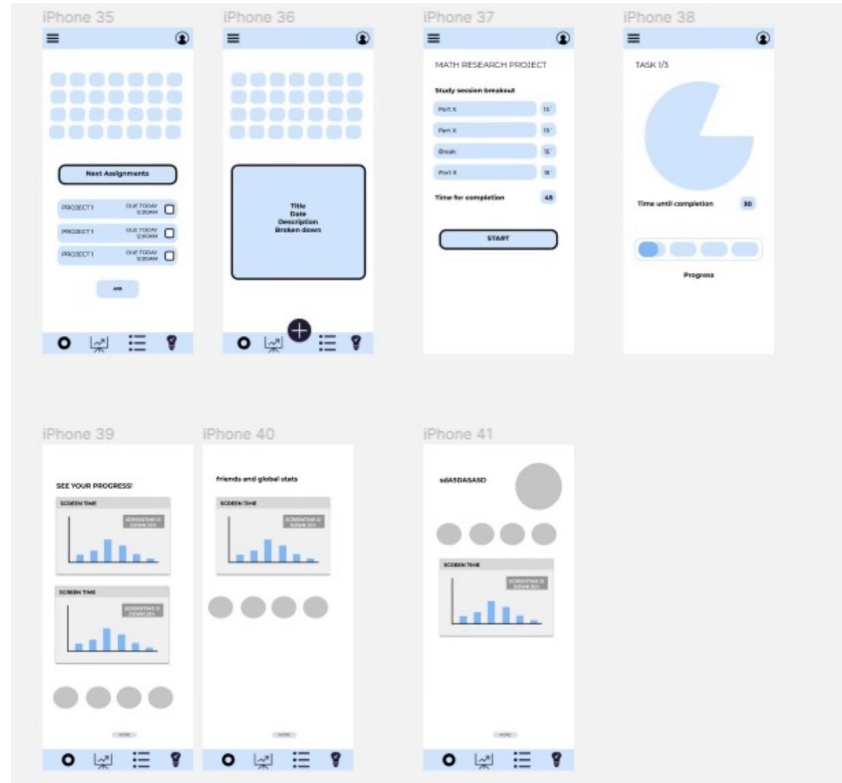
FIRST PROTOTYPES

WIRE FLOWS

LOGIN OR SIGN UP

SIGN UP

LOGIN

EMAIL

EMAIL

PASSWORD

PASSWORD

ACCEPT TERMS AND CONDITIONS

CONNECT MIRA

SETTINGS

HOME/ CALENDAR PAGE

STATISTICS PAGE

EXPAND GRAPHS

GOALS PAGE

TASKS

SEE GOAL INSIGHTS

USEFUL COURSES PAGE

SEARCH VIDEOS

WATCH VIDEOS

PROTOTYPES FOR EVALUATION

Task name
Art History Final

Description
Finish project for Art History
- Research
- Ideation
- Presentation

Date
Tuesday, 4:00pm

Reminder

Done

May 9

• Art History Final

PROTOTYPES FOR EVALUATION
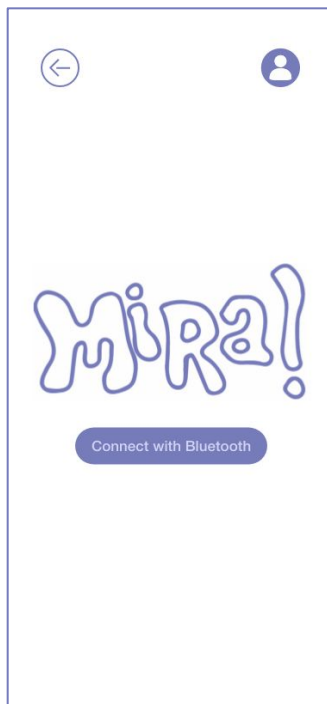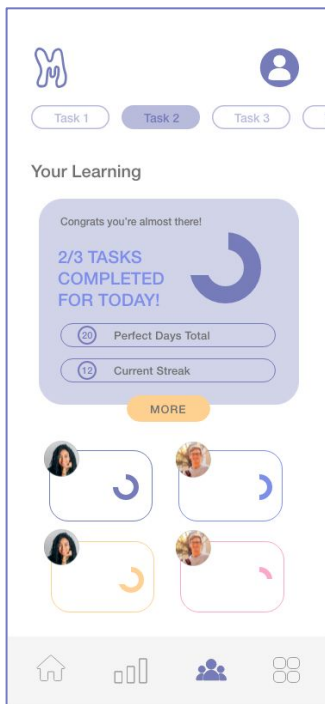
EVALUATING

EVALUATION GOALS

Usability
(Easy to use)

Emotion
(Meaningful)

Aesthetics
(Appealing)

Functionality
(Useful)
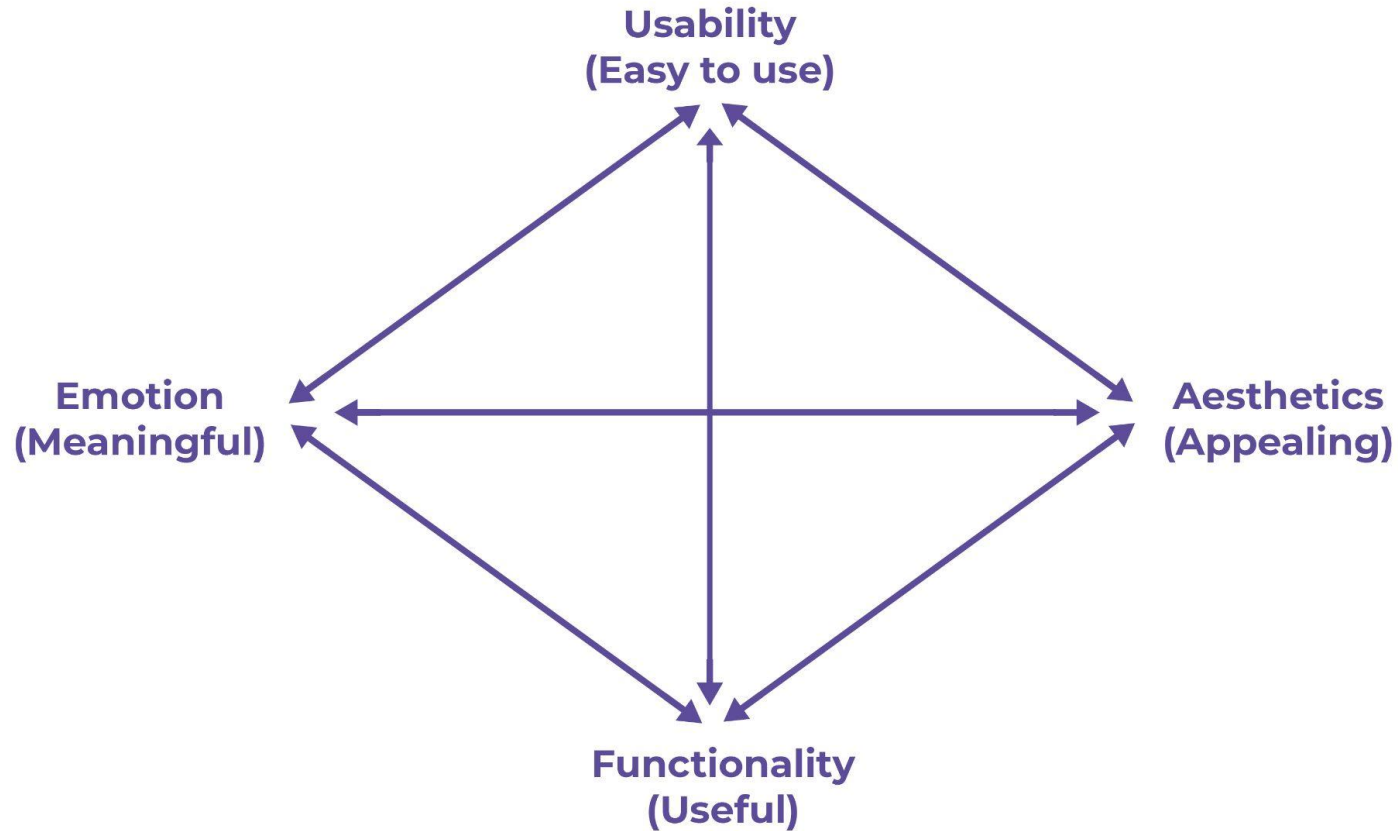
EVALUATION METHODS

Hybrid of Rigorous and Rapid Evaluations

7 users

1. **User Testing**

2. **Walkthroughs**

3. **Focus Group Interview**

4. **Questionnaire**

SYSTEM USABILITY SCALE (SUS)

1. I think that I would like to use this system frequently... 4

2. I found the system unnecessarily complex...1

3. I thought the system was easy to use..5

4. I think that I would need the support of a technical person to be able to use this system...............1

5. I found the various functions in this system were well integrated..5

6. I thought there was too much inconsistency in this system..5

7. I would imagine that most people would learn to use this system very quickly.....................................4.25

8. I found the system very cumbersome to use...1

9. I felt very confident using the system...4.75

10. I need to learn a lot of things before I could get going with this system...1

FINDINGS

All of our users like the competitive aspect the most because it increases motivation.

Most of our users said that what they would use the most is the calendar and to do lists.

Finding

The difference between "goal" and "task" is unclear

Solution

Use language that clearly communicates the difference

Change the local menu at the top to be more clearly organized
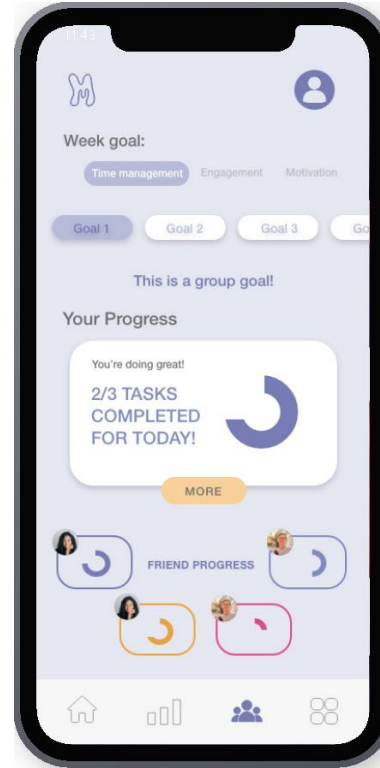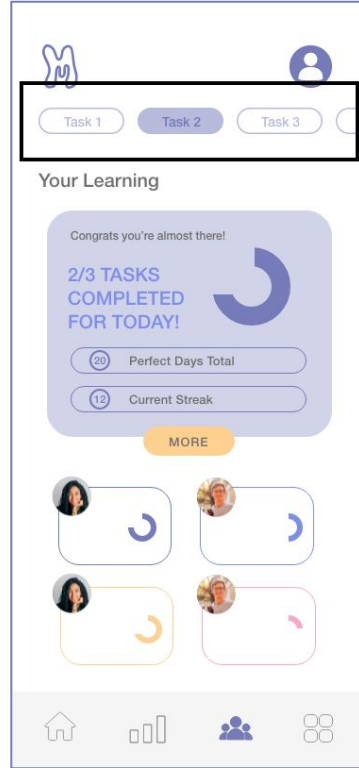
Finding

The "more" button on the current goals page is confusing, users didn't understand where this would take them

Solutions

Add "more" button and page to allow the user to see "goal" in depth.
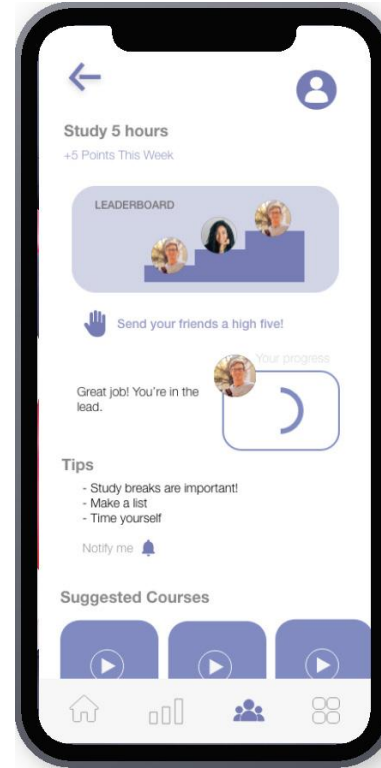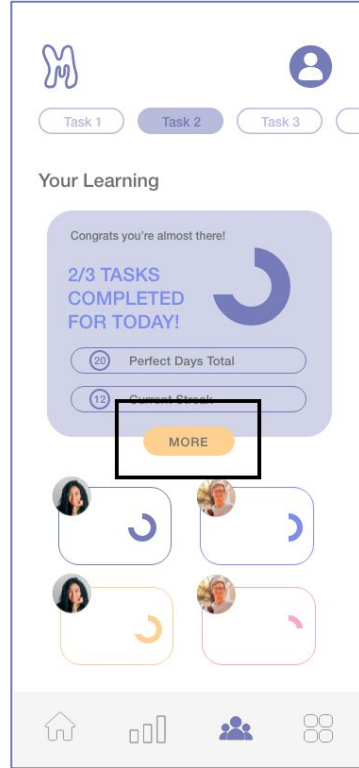
SECOND PROTOTYPES

Final improvements we are making...

Final improvements we are making...

Final improvements we are making...

Final improvements we are making...
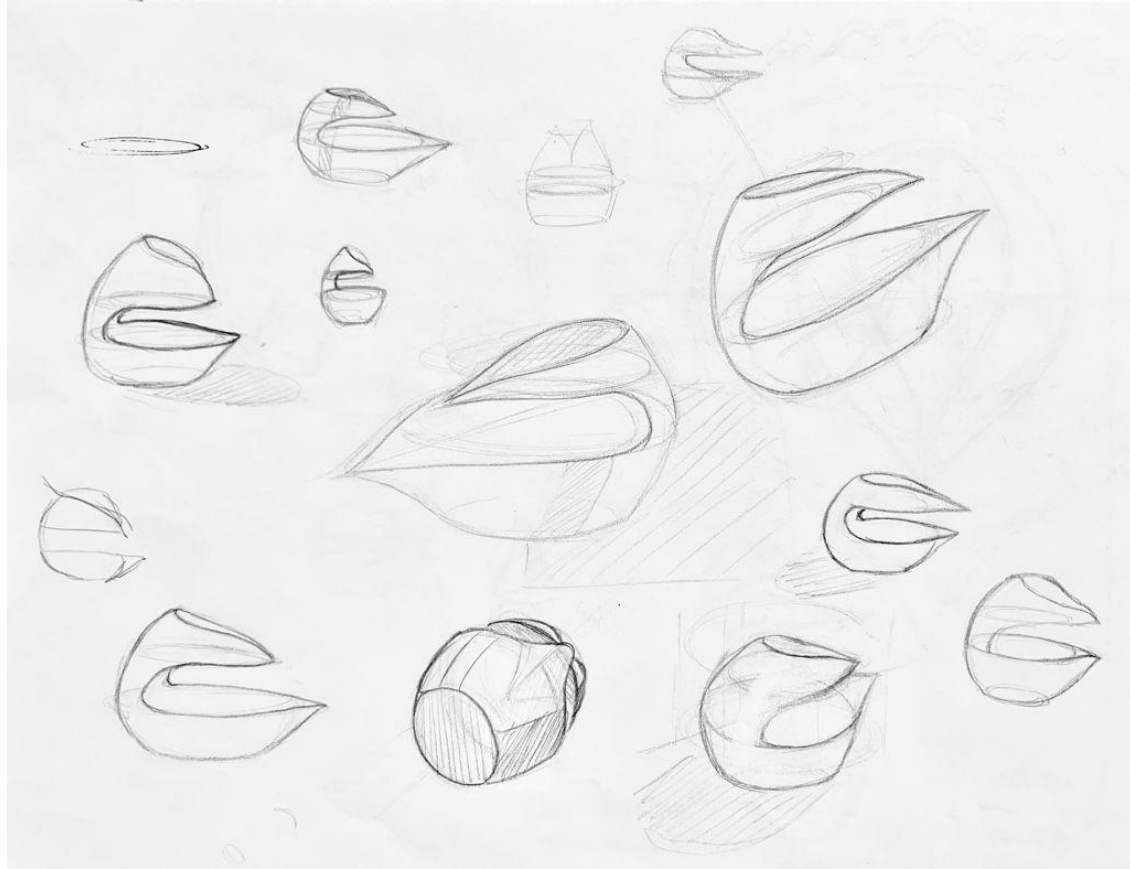
SECOND ROUND OF TESTING

Prototype tested…
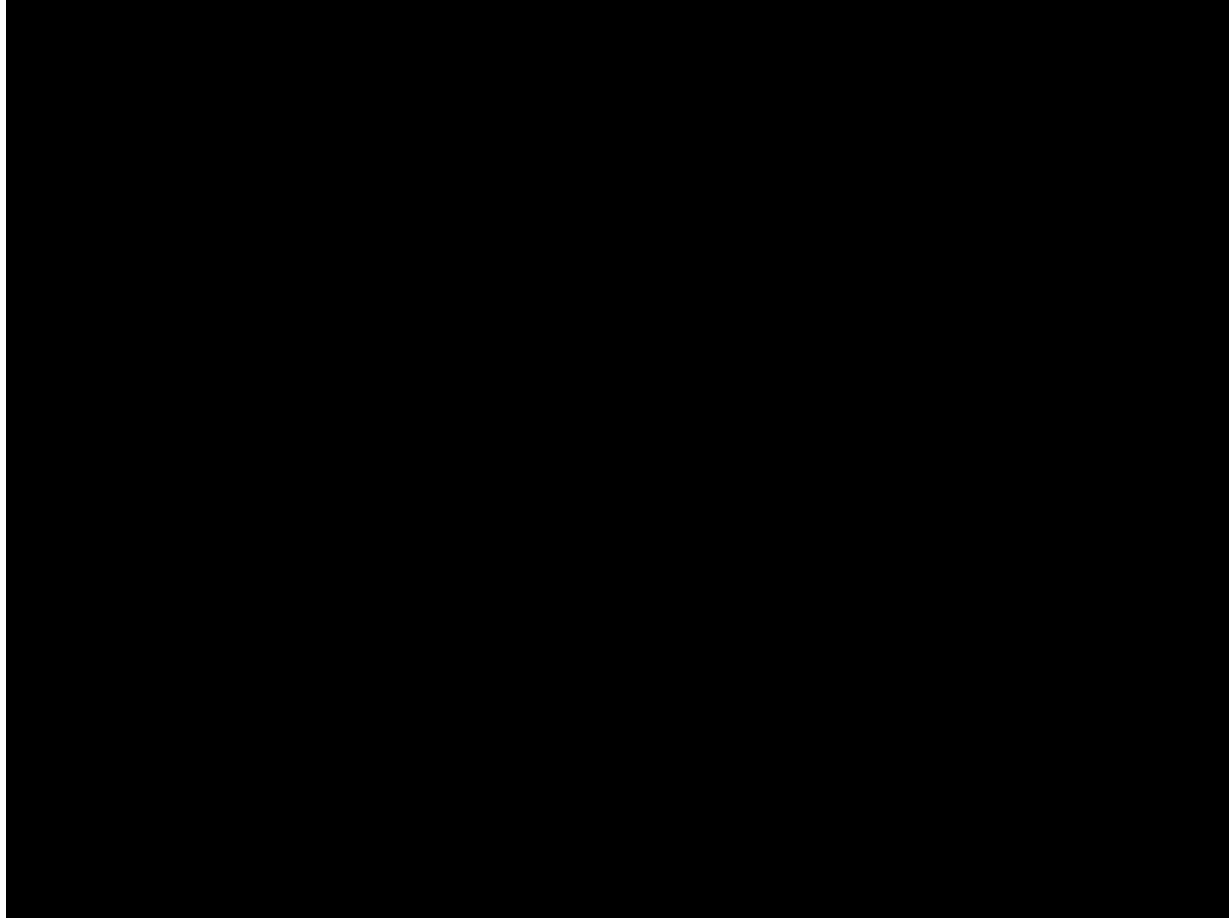
EVALUATION METHODS

1. **User Testing**

2. **Walkthroughs**

3. **Questionnaire**

Rapid Evaluations

4 users

We repeated the same testing process

Positive feedback

Nice visuals
Visually appealing
Easy to use
Functional
User found it valuable
Group goals stood out to the users

Improvements

Small visual improvements
Hierarchy can be more notable
Graphs look too formal

FINAL DELIVERABLES
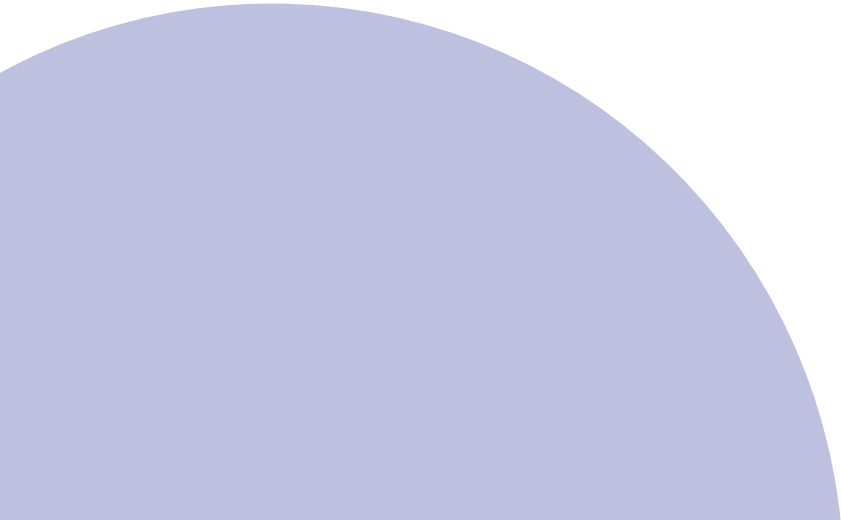
Features
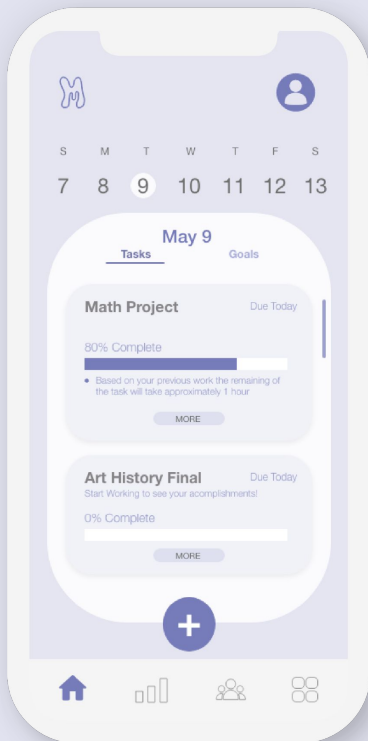
CALENDAR FEATURE

Our calendar feature acts as a time management tool but allows the user to view progress on their tasks and provides an overview of each day.

Features
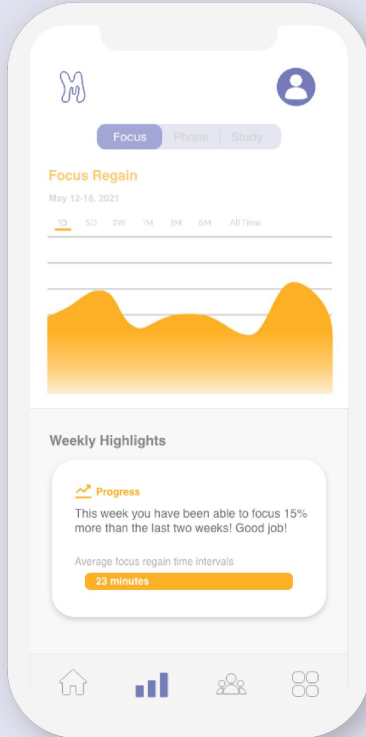
PROGRESS FEATURE

Uses statistics to provide motivation through showing the progress on three main topics that Mira is able to track: focus (engagement), in class phone usage, and hours they have spent studying.

Features
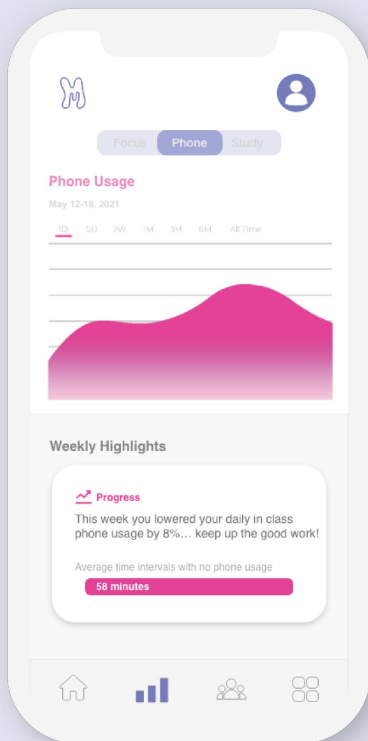
PROGRESS FEATURE

We provide weekly feedback and the user can view their progress within different time frames.

Features
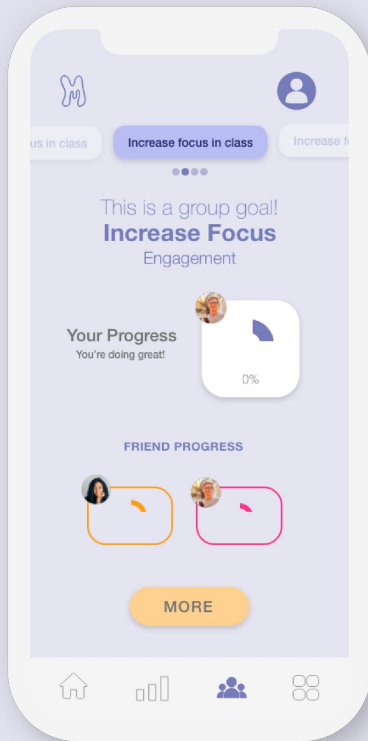
GOALS FEATURE

This is our main feature for motivation to improve students success.

Features
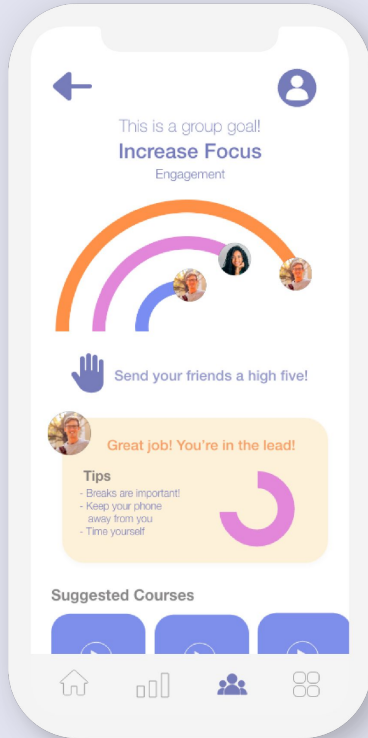
GOALS FEATURE

We have created a "group goal" system that allows the user to create goals such as "participate in class" and incorporated the friendly competitive aspect so users can be encouraged by not just themselves but by their peers as well.

Features
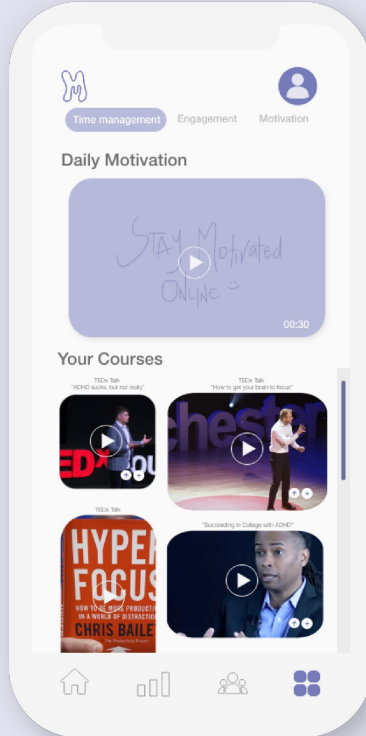
COURSES FEATURE

Lastly, we added a page for helpful courses. From our research we found that many users would find courses personalized to their habits to be very useful. So here the user would be able to access personalized videos to aid them.

Final mock-ups...
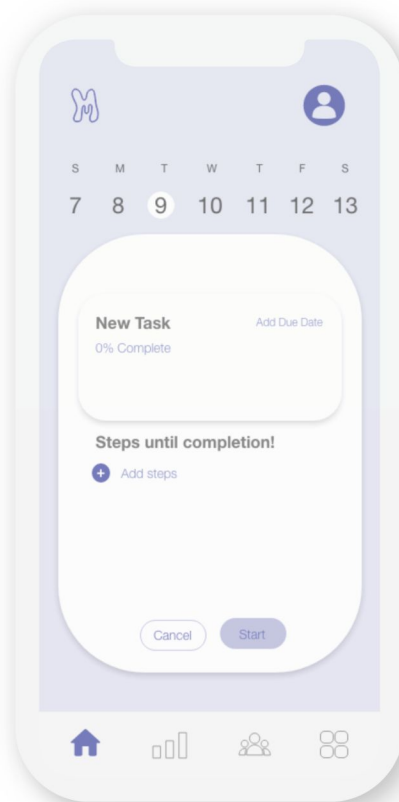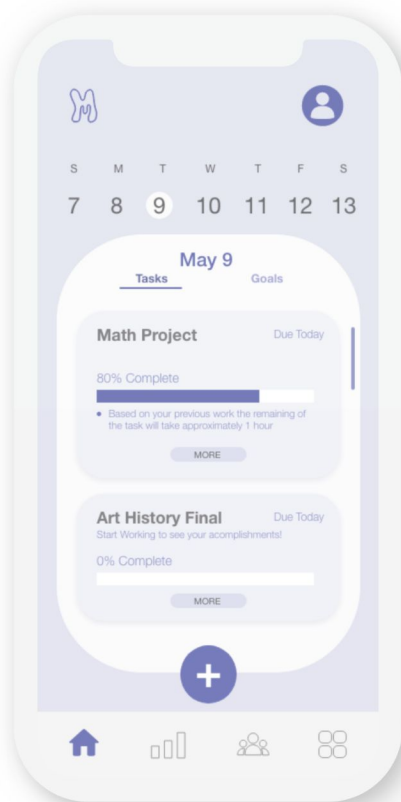
Final mock-ups...
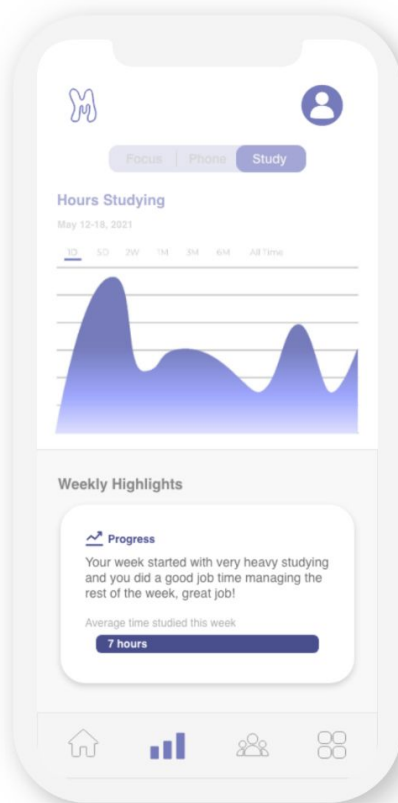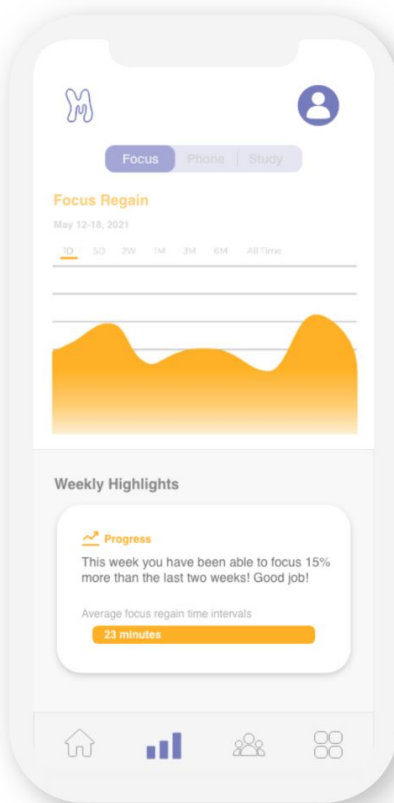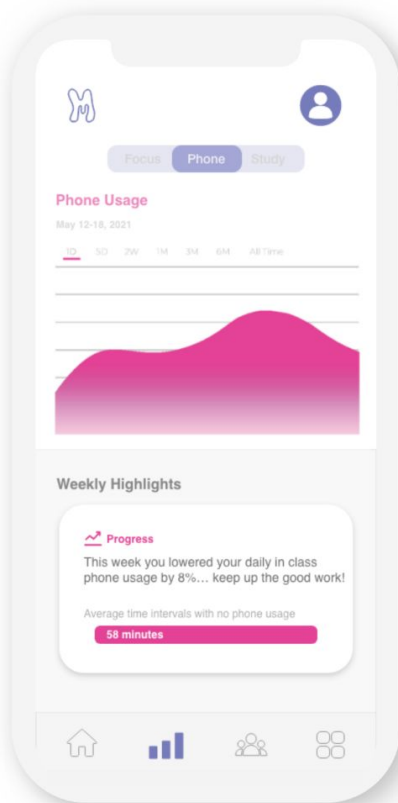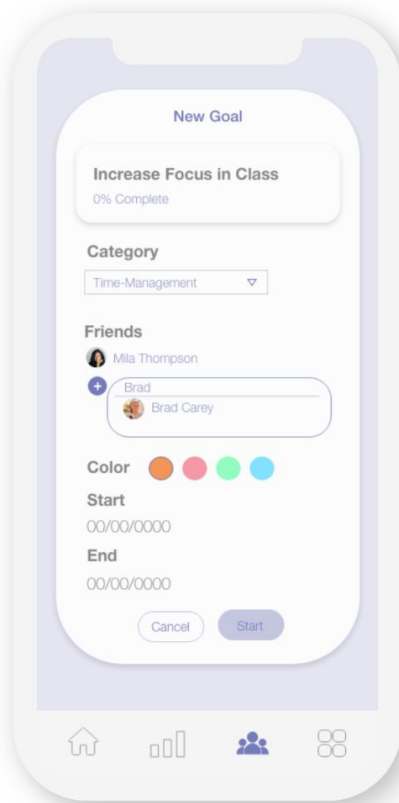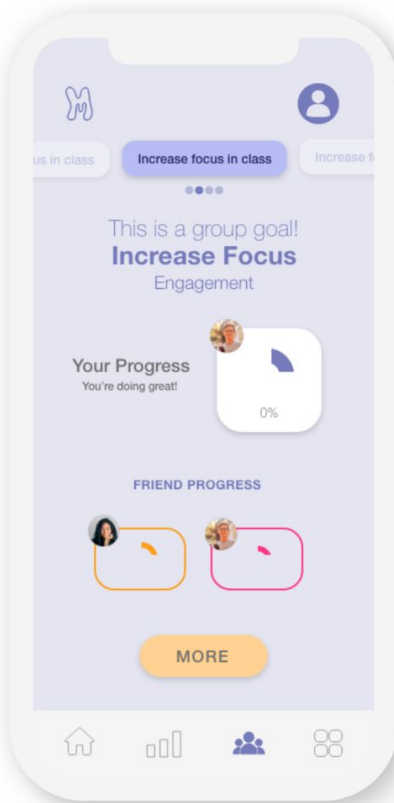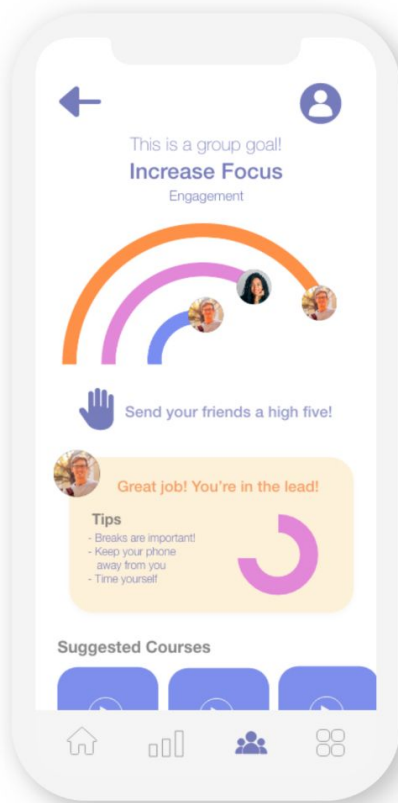
Final mock-ups...

Final mock-ups...
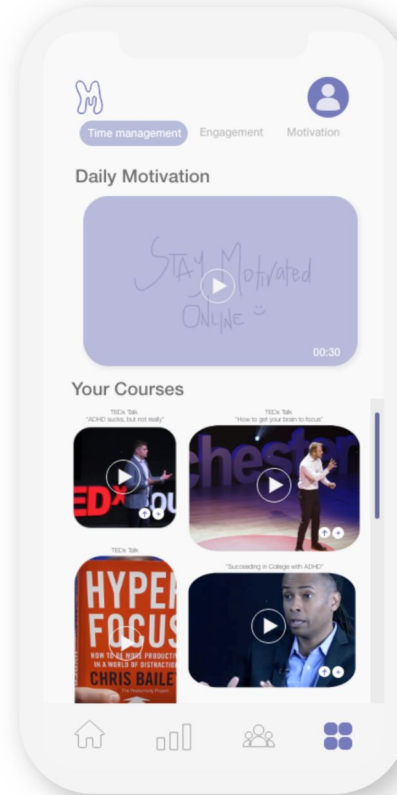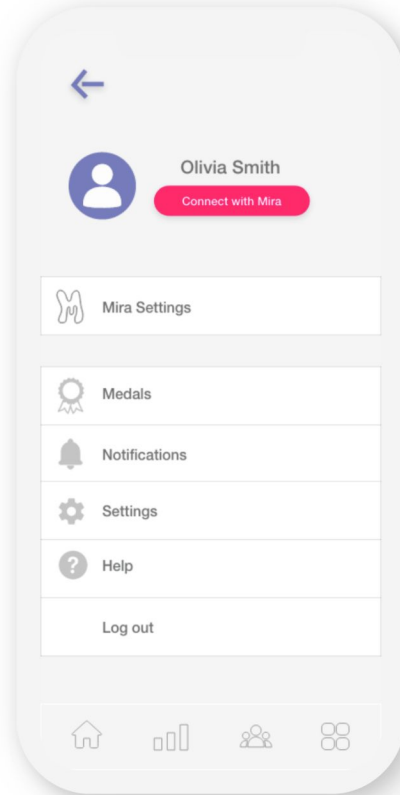
Features
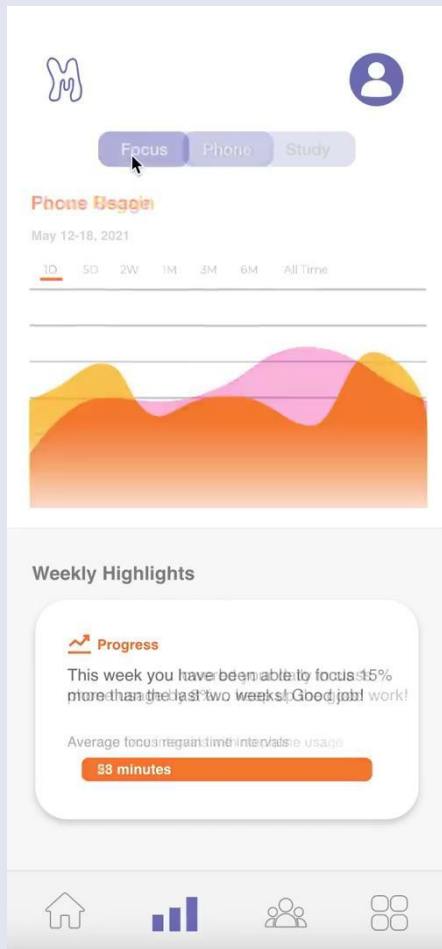
APP WALKTHROUGH

Physical product design...
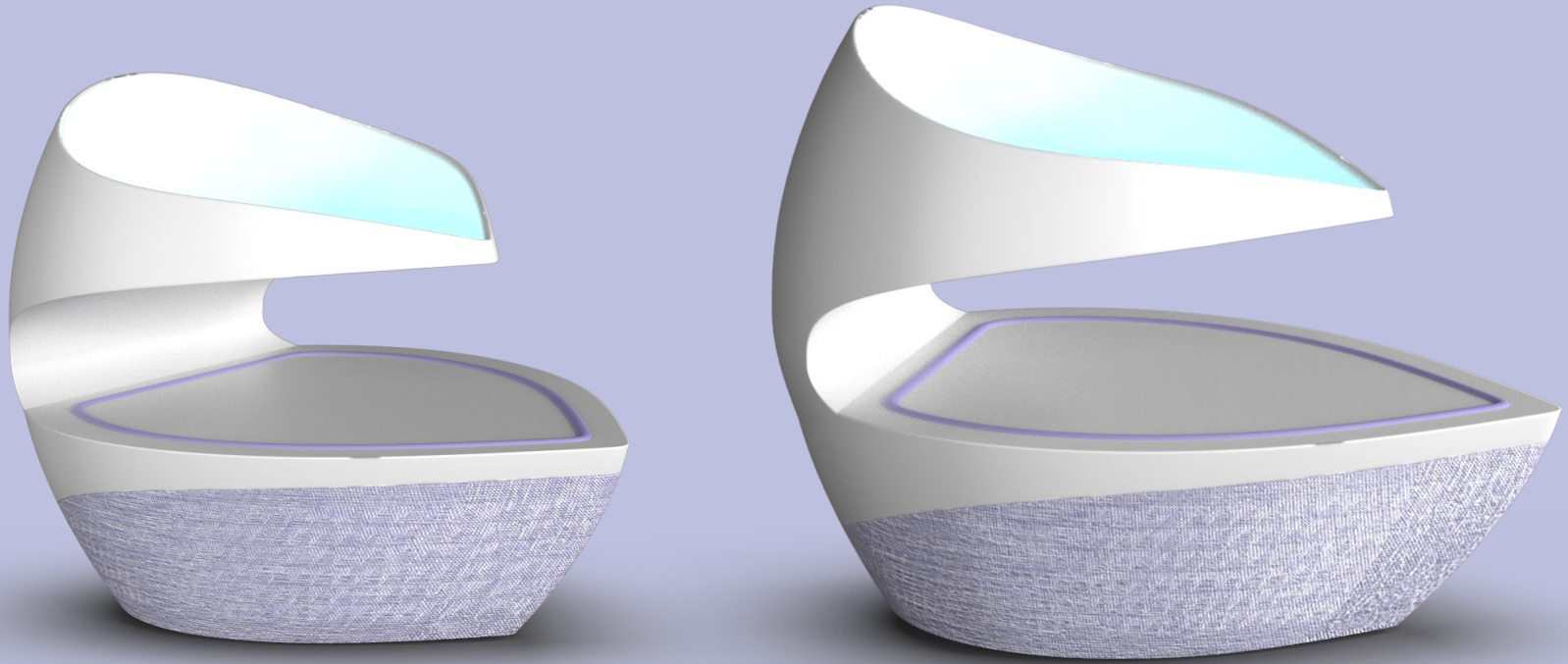
Physical product design...
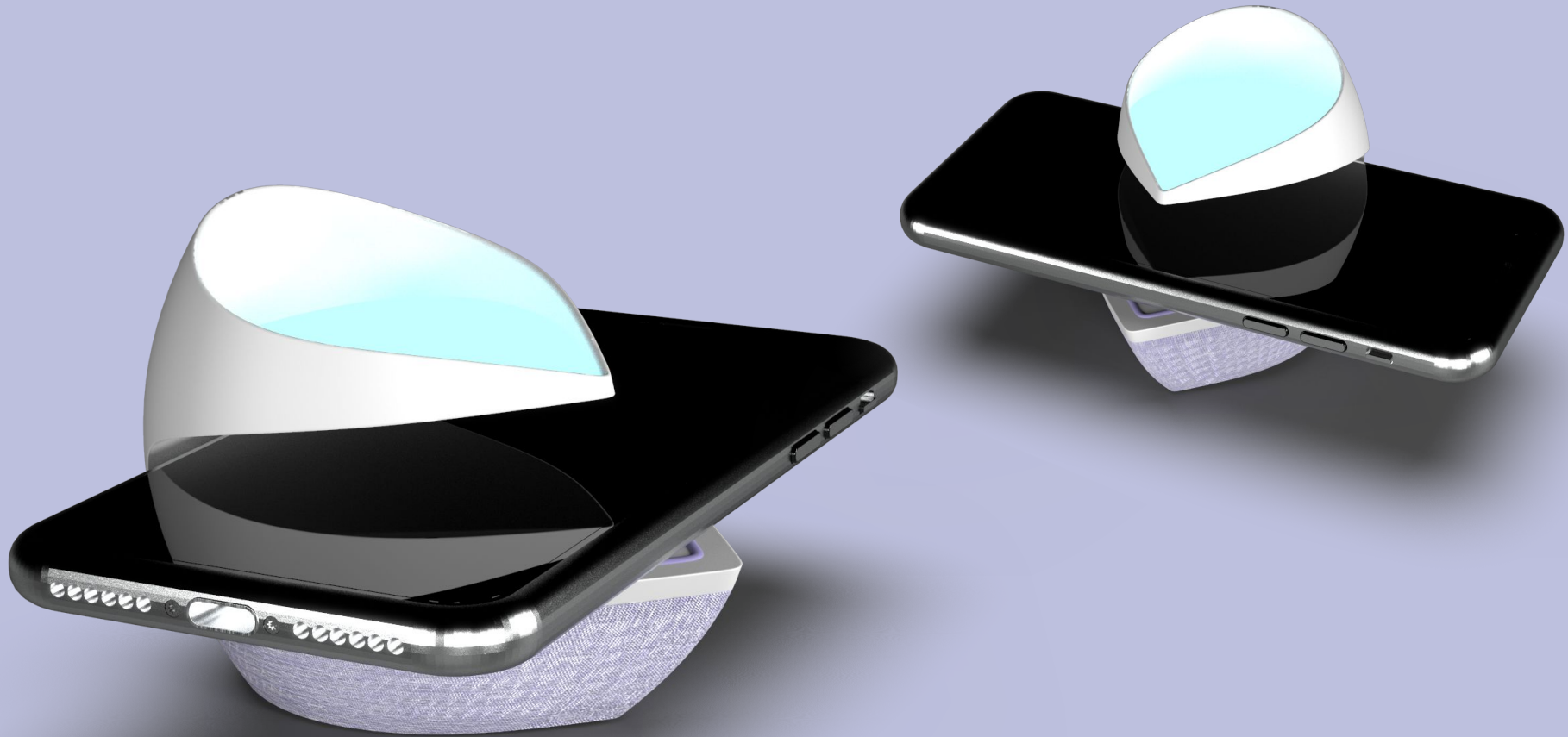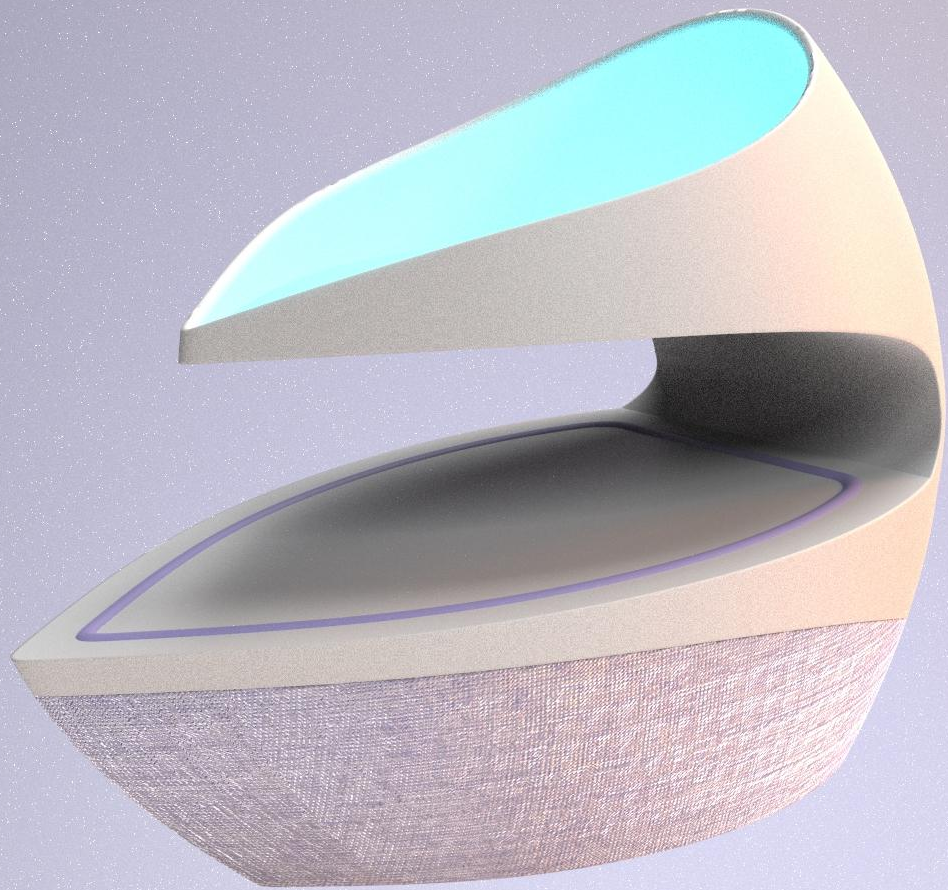
Design Choices

For our visuals we wanted to create
something playful and easy to look at.

Our color scheme focuses on the main
purple color but incorporates other pops
of color to create an engaging interface.
We used very organic shapes in order to
make something that didn't look too
analytical.
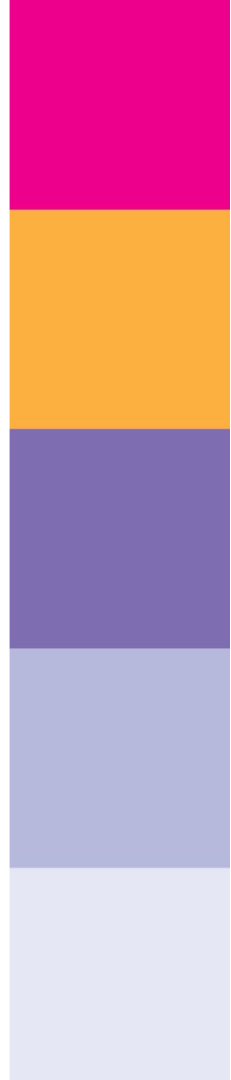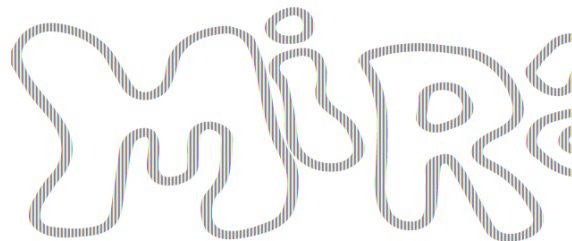
MiRa!

IMPROVE . MOTIVATE . TEACH

Final Deliverables

After research, ideation, and reflection we designed a solution directly based on our user's needs. We we into user testing and evaluation and we have since developed interactive prototypes.
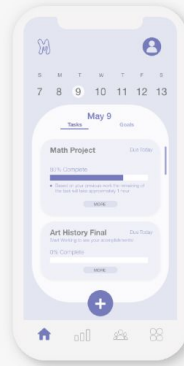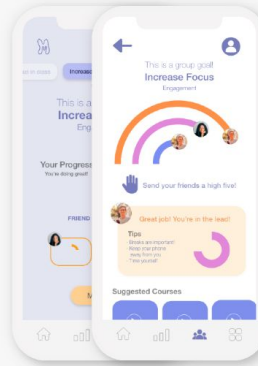

Calendar

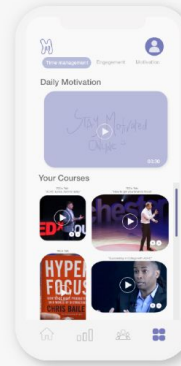Our main time management tool used to add and track all your tasks.
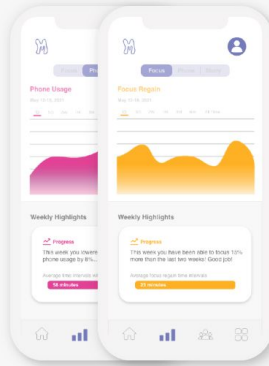
Statistics

Motivation tool to keep you motivated by seeing your progress!

Goals

Motivation tool that allows you to compete with your friends to reach new goals!

Userful Courses

Teaching tool that gives you the best courses and resources to improve your learning habits!

Laura   ·   Jimmy   ·   Erika

Final Deliverables

Mira!

The problem

Current circumstances have forced students into remote studying, resulting in a lower quality of education as students are retaining less information, engaging less and feel unmotivated. Students with ADD/ADHD are the most affected

Target audience

Students with ADD/ADHD. These are the most affected during online learning as they struggle more with remaining focused in class and in their tasks. Solving their pain points would also improve normal students' experience.

How Might We ?

How might we create helpful distractions within the learning environment?
How might we provide ADHD students with the right habit building tools to overcome the challenges brought by online learning?

The Solution

Provide the right habit building tools so that students can continuously improve their time management and focus skills, motivating them for their online classes
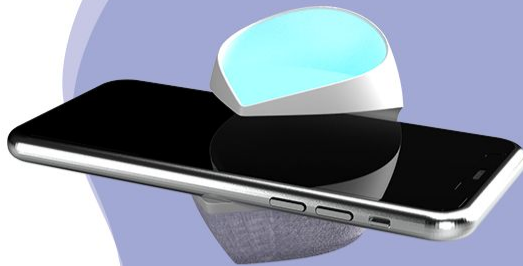
MIra is a training tool that improves user´s motivation time management and focus skills inside and outside of the classroom

Study Buddy

Mira´s study buddy is a training tool to help users stay focused during class through visual and auditory stimulus.

App's Key functions

Calendar
Improves time management by keeping track and breaking up tasks
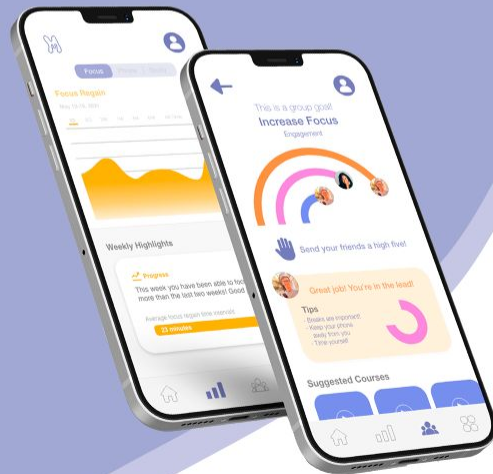
Statistics
Keep track of your progress through data collected by Mira. Stay motivated as you go
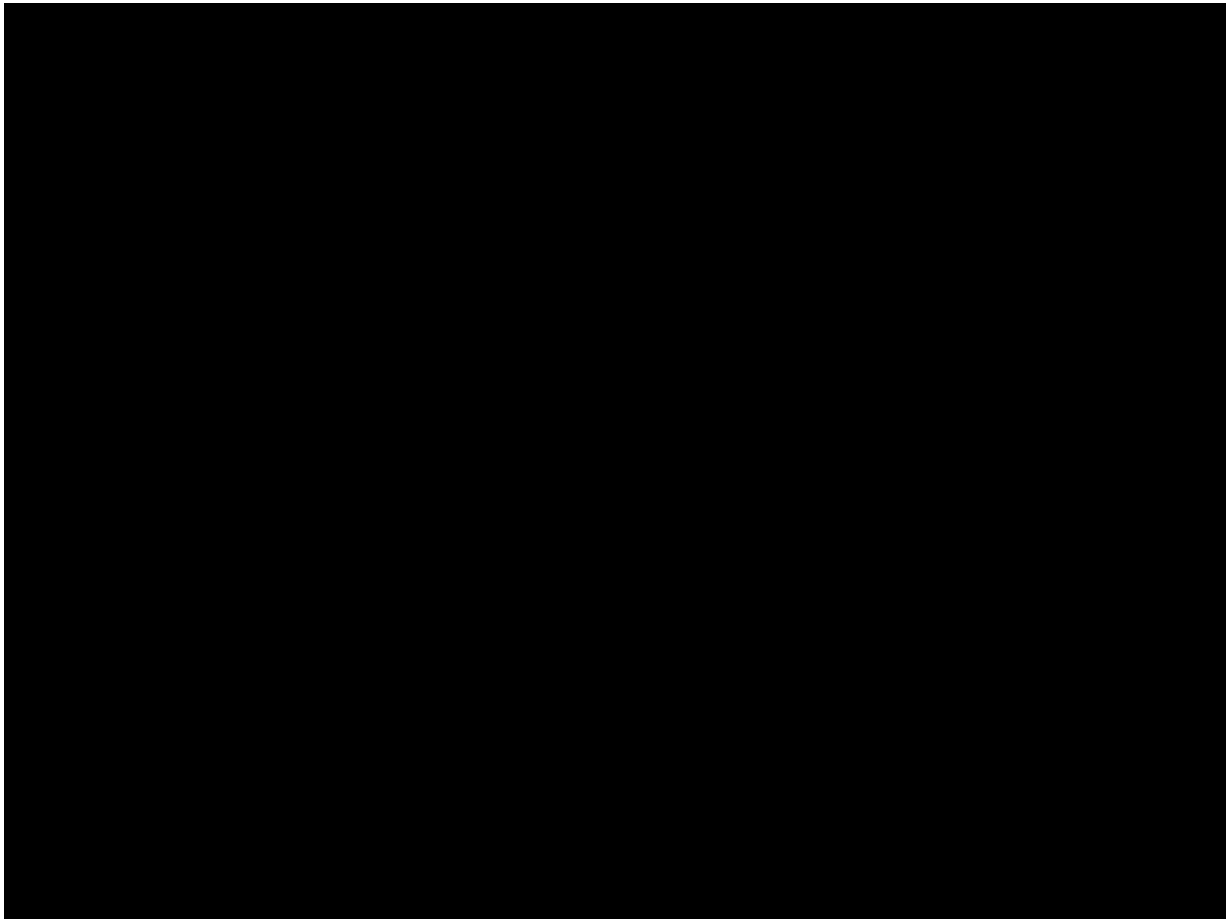
Goals
Motivation tool that allows you to compete with friends through individual and collective goals

Useful courses
Learn from the best content available through a curated library to improve your learning habits

Final Deliverables

THANK YOU