



# **Skillsharing Web Application**

User Experience Design Development Workbook

Grace Recla

# Contents

## 3. Introduction

- 3. Project Background
- 4. Abbreviations and Meanings

## 5. Website Design and Branding

- 5. Design Guidelines
- 6. Mental Model of Target Audience
- 7. Design Recommendations
- 8. Design Decisions/Rationale
- 9. Branding
  - 9. Marketing and Communication Objectives
  - 10. Brand Look and Feel Moodboard
  - 11. Brandmark
  - 12. Typography and Colour
    - 13. Typography In-depth
    - 14. Colour in-depth
    - 15. Imagery

## 16. Ideation

- 17. Environmental considerations
  - Physical constraints
  - Technological Artefacts
  - Social Artefacts
- 18. Interaction Gestures for different devices Storyboard

## 21. Interface metaphors

## 22. Interface Widgets

- 22. Buttons
- 23. Forms
- 24. Menus

## 25. Interface Design

- 25. Visual Layout Overview
- 26. Homepage
  - Wireframe
  - Final Design
- 29. Desktop
  - Wireframe
  - Final Design
- 38. Mobile
  - Wireframes
  - Final Design
- 48 Tablet
  - Wireframe
  - Final Design

## 50. References

# Introduction

## Project Background

Over the past twelve weeks, this project has involved research into storytelling websites (examples: Facebook, Twitter, Instagram) and the testing of prototypes to create reiterations. The first two sections of data gathering and paper prototypes involved group members where we came up with the basic structure and idea of our storytelling application and did our first round of user testing. This process cemented our idea of a skillsharing application that allowed users to post and react/learn from video tutorials in order to upskill their current skillset.

The next process of developing high-fidelity prototypes and assigning a look and feel to the applications was done individually. From there (as documented in my previous report), I created a skill storytelling application with an upbeat and fun angle to cater towards our original target audience of 18-25 year olds. This group is characterised with a lower income, usually studying or young professionals and vary in technological savvyness however do have a handle of the differing electronic device controls.

Through case studies and the initial data gathering report (see Brief 1, Part 1), the features of skillsharing storytelling applications were able to be taken and implemented into my own skillsharing application. The main features include: Creating an account and signing in, viewing classes tutorials and modules, Discussing and reviewing the videos, uploading a student project to the application, and uploading a class as a teacher to the site. In addition, the users may browse in different ways, edit their uploads (tutorials and projects), view profiles and follow teachers and users.

## Purpose of Report

The aim of this fourth and final report is to summarise all of the findings into a final high-fidelity prototype outcome of the skillsharing application. In addition, it documents the process from branding, to reviewing iterations, application of previous recommendations and interaction guidelines, and their influence in shaping the final prototype design of the skillsharing web application.

# Introduction

## Abbreviations and Meanings in this document

### *Site*

This document may refer to website as 'site' to shorten wordy paragraphs.

### *Prototype*

Prototype refers to the website design model and it's pages and intertwined features.

### *Low-fidelity*

A Prototype refers to the website design model and it's pages and intertwined features at low level, in this report the low-fidelity prototypes are the wireframes for each task.

### *High-fidelity*

A Prototype refers to the website design model and it's pages and intertwined features at a high level with fully working links and actions, images and copy.

### *Lettermark*

A brandmark that is made of letters.

### *Figuremark*

A brandmark that is made of graphics or imagery

### *Mental Model*

A brandmark that is made of graphics or imagery



# Website Design and Branding

## Interaction Design Guidelines based on principles

To help guide me in creating my final design that is user-centred and interactively functional, I listed the set of interaction design principles below. These principles in conjunction with the recommendations on the next page and the previous prototype testing, helped me align and refine my final application design. Although it is noted that these principles were not implemented equally as more affordance and visibility introduces a lower simplicity score on my application and many other features may also lower another principle. It is explained throughout this report why the design choices were made especially in relation to the target audience. The report constantly refers back to this page when detailing the decisions made, therefore I thought it was important to gather and summarise the principles for easy reference and highlight the most important ones for the purpose of this project. On the next page, it will detail the overall design recommendations gathered partly from these principles.

## Jakob Nielsen's 10 Interaction Design Heuristics:

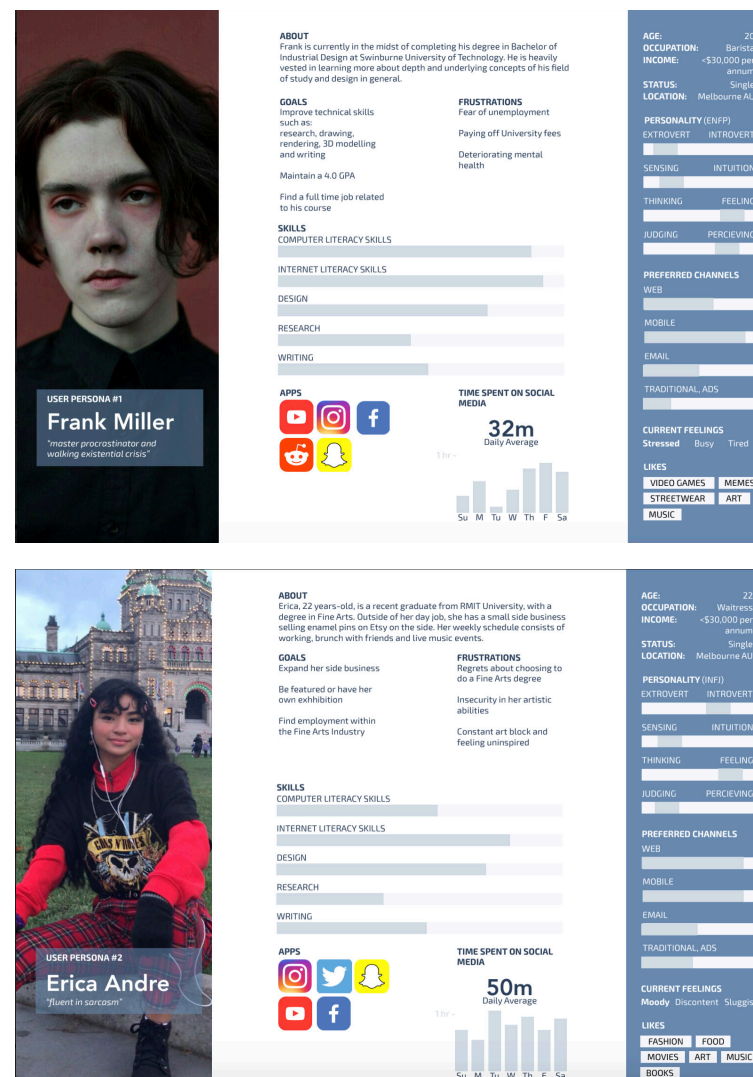
1. Visibility of System Status
2. Match between system and real world
3. User Control and Freedom
4. Consistency and Standards
5. Error Prevention
6. Recognition over recall
7. Flexibility and efficiency of use
8. Aesthetic and minimalist design
9. Error prevention, recognition and recovery
10. Help and documentation

# Website Design and Branding

## Mental Model of Target Audience

I revisited the demographic of our users to create a brief summary on the mental model of the target audience. This was important to know the context of how they grew up and their environments, as the mental model is different each age group, for example, if I was interviewing a 10 year old, the metaphors of a save icon is just an icon, as opposed to associating it with the floppy disk we used to have in the later part of the 20th century. To them it is not necessarily metaphor, but rather a recognisable icon.

The target audience of the 18-25 range, grew up in a technological evolution where everything around them electronically changed rapidly, while still witnessing the primitive processes of older technology. This age group is not necessarily all tech-savvy, but most of them are, especially as students. However, digging deeper into the psychographics, this target audience may have not associated directly with old processes of a floppy disk or filing cabinets, however, they have most likely witnessed these objects being used by their parents at a time where they were able to clearly remember what they were used for. Due to this, the metaphors used would need to incorporate those metan models as well. This target audience is also interested in the innovative, the exciting and a touch of 'something different' as they are over saturated with many websites of similar concepts as designing has been made more exccessible and easily done with user-friendly software. The minimalist design is also quite popular however oversaturated with the popularity of products like Iphones and Macbooks that some audiences are turning to the 'handcrafted, but modern' looking aesthetics. The following branding and design decisions were made with this notion in mind as a way to set it apart from the rest. I have shown our initial user personas as a reminder and guide, whenever I refer to the target audience in this report.



# Website Design and Branding

## Design Recommendations Overview

Over the past three reports, there were design recommendations at the end of each prototype testing to aid the next set of iterations. These recommendations were synthesised and summarised below for the final iteration and report to support a more user-centred design. In addition, the heuristics also contain their own design recommendations to put into practice for the final design. This page will go into more depth about the type of direction and how they will influence the interface designs, branding and navigation.

### In-depth

A common theme and constant improvement in previous report recommendations was the taxonomy language of the website content. In the first set of testing, the participants were confused between the concept of submissions and tutorials especially in relation to how to navigate to the respective parts of the site. In the second iteration, submissions was switched to projects and the addition of many different routes to navigate to the target page allowed them to complete the tasks with less confusion. In saying this, the high-fidelity prototype testing allowed me to uncover minor vocabulary issues like inconsistencies between using 'tutorial', 'video' and 'class' interchangeably to describe what the participants are viewing. It was recommended to only use one term for each concept through the website and keep it consistent, in the end it useful to use 'class' as it matched the mental model of the target audience and video to describe the individual components that make up the task because it was a familiar term in various other storytelling platforms.

The next recommendation was defining the concepts and their relationships with each in a way that matched the mental model of the user. In website, the step process was met with positive feedback, however, the add a module location was separated into its own step which confused the user because they initially thought that they had filled in the information already. Embedding the add modules process in the first step of filling out the overall class information would meet the folder (class) and contents (video modules) mental model of the users which is also an important heuristic to uphold (see heuristic 2. on the previous page) as it is more intuitive to use.

A heuristic recommendation and a reoccurring one was that their needed to be more visibility of the system status (see heuristic 1. on the previous page), therefore it was recommended to add hover states on all buttons and create more feedback windows. It is beneficial to add an action and restrict users by greying out the button after the user has placed a review or discussion post to prevent unnecessary clicking and confusion. It reassures the user that the action has been processed. The tick in the step process also created pleasure in the user experience tests because it gave them a sense of accomplishment and feedback, showing that this recommendation is integral to the overall user experience of my web application in the non-function requirements of the system. Last of all, it is also visually important to align buttons more consistently which aesthetically please the target audience (see heuristic 8.) and create a help feature in the design of the interface (see heuristics 5. and 10.).

# Website Design and Branding

## Design Rationale

From the first concept of a story telling application to the last iteration, there were many processes that this prototype went through. Firstly, the paper prototypes were made not so much aesthetically as they were more functional. After my group and I individually went our separate ways to create our own version of this skillsharing application, I created a web application design that suited our target audience but also tackled the saturated market. The decisions in this report were based on the listed 10 heuristic principles, the mental model of my target audience, the user tests and the recommendations of the last report. With this in mind I created the final design for my prototype.

The branding was created because after the market analysis there was a lack of skillsharing application that was firstly, 100% free and secondly one that wasn't as clinical in its approach. They are aimed at people who have an interest in something and then pursue that pathway. I wanted to create a skillsharing application that was more encouraging to try different and new things that people may not have considered. Gathering demographics from my users, most of them were students and while it creates a lot of data to base a mental model on, I wanted to create something that pulls away from the classroom setting. I like to call it a 'no strings attached approach', if the website brand could use that angle and light casualness, maybe it would help users overcome that first hurdle of 'just getting started'. I picked Quicksand as the logo typography because it was friendly and calm in its approach, and I picked Poppin as the text in all the website, because although it still had curves, the crisp sharpness of the corners of the typeface made it more easier to read and also didn't distract the user from the content. I used a minimal colour palette, complementary orange and blue to create a more vibrant atmosphere, users should feel energised, encouraged and motivated.

For the interface, I took all the parts and designed them according to the principles of interaction and web design. I created a hierarchy of buttons to create consistency in the system without bulking it up with bounding boxes and maintaining a readable, clean interface. I also wanted to create flexibility therefore the design of this interface actually has two main routes to get to the place you want on any website. This showcases the principle of flexibility and efficiency of use. While regular content creators know that the upload button exists more commonly in the user menu or profile, a new user would assume that they need to go into the 'community section' or browsing section for the button to be there. I tackled this problem by creating a page that had classes from other people that they could view, while still linking a button to the upload page if needed, and then adding an upload button to the user menu as well for seasoned content creators to easily find it.

I also included a lot of ways to implement the principle of error prevention, recognition and recovery by using hover states, adding back buttons and close buttons and designing a prohibited button, that once it is clicked, the button is no longer inactive and will be greyed out.

Furthermore, I changed the button positions so that they are no longer close together and instead 'next' and 'back' buttons are situated physically on either side of the page as if it is showing the user the way. Similarly, the principle of consistency and standards was used as shown in the wireframing process, as consistent structure makes the user feel more grounded and trusting of the website. The metaphors were matched with the real world context, by basing them on universally recognised symbols and icons. The process of uploading a project, I also matched to the real world process of handing up paper.

Recognition over recall was also used in my interface by matching certain actions and symbols with that in the similar genre. For example, gestures that are popularly known to trigger an event across the mobile device were used as well as dragging files for uploading. I also kept the uploading processes simple, so that the user could recognise and intuitively use it as opposed to remembering how to use it. Aesthetic and minimalist design was also important to use, which I implemented this technique in the brand and in visualisation such as a four-step process that ended in a green tick of approval. The aesthetics of a cleaner design (I implemented, by taking away lines of my forms for a lighter look and feel) meant that the target audience could relate to its modernism while keeping it easy to understand, however, I didn't want to go too clean, as the visibility of system status would be impacted. Lastly, I included a page on help documentation, because as much as an interface might be easy to use, it is always helpful to refer back to a set of written tips. I included a frequently asked questions page, so that it felt more communal as well and that the user isn't the only one feeling that way. Additionally, it helps with further improvements in the future. The design decisions here are illustrated in the content sections in detail.

# Website Design and Branding

## Marketing/Communication Objectives

### Competitor Analysis Summary

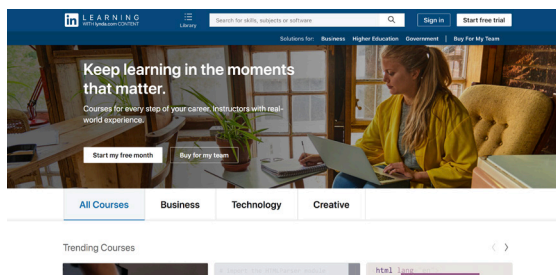
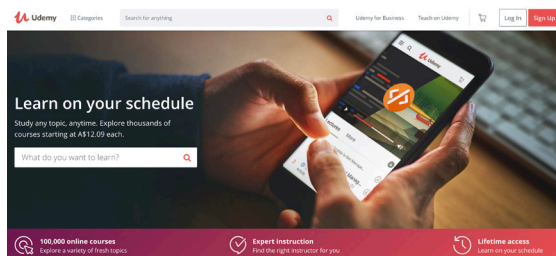
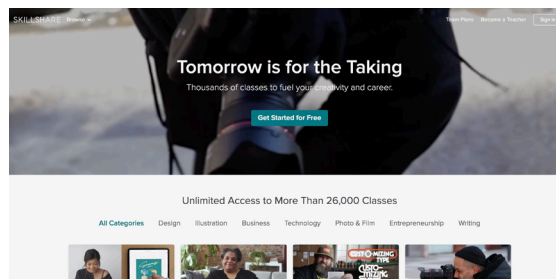
Similarly to the first data gathering report, I decided to revisit the market competitors for my skillsharing web application except this time, putting a spotlight on the branding of these web applications and how they might relate to the interaction design principles. This allows me to create branding that fits in the realm of this genre of storytelling applications and find a point of difference for my final designs. The websites I revisited were LinkedIn Learning, Udemy and Skillshare.

The all had similar branding qualities in the sense that they had modern simplistic interfaces that used photographic elements to portray a story. Skillshare was more minimalist then the rest, they opted for no fill on the main navigation bar and a flat vector icon. Udemy has a figuremark of a script-like U which proved to be less rigid but also look more decorative, their colour palette looked to cater towards women more. LinkedIn learning took a more clinical and serious branding approach. They wanted to look more trustworthy, qualified and more education-like. The blue is a shade that portrays trust and they link it to their parent site. All typefaces are sans serif fonts for better web readability in smaller fonts and to convey that aesthetically minimal and pleasing design (see heuristic 8.). All web applicayions have a primary colour, that is used for call-to action buttons and empahise their importance. Udemy is perhaps the design the convey 'fun' more with a feminine and passionate colour palette and a brandmark that conveys motion. While skillshare speaks 'innovation' with adherance to modern trends like flat vectors and no fill, linkedin learning remain classically simple in letting its content speak for itself.

### Branding Angle and Objectives for my Website

From taking apart these visual branding ideas form the existing market, I realised the need for web application that was more casual and 'fun' in it's look and feel, while stayinf trustworthy. I would stick to a colour palette of no more than four swatches as per the market analysis and upholding a minimalist design. The photographs would be sinnilar and convey meaning, however would include more motion. The logo would also be simplistic however convey that spirit of 'trying; new things. All these approaches are good for their target audience, however for my wbe application to create a point of difference, it needs to be inclusive and less like 'a classroom' feeling and more like an all inclusive 'community' feeling as the large amount of the target audience are students and might like a break from the classroom look and feel.

### Overall Layout, Type and Imagery

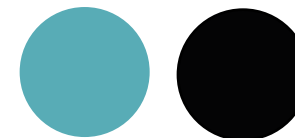


### Logo (s)

SKILLSHARE



### Colour

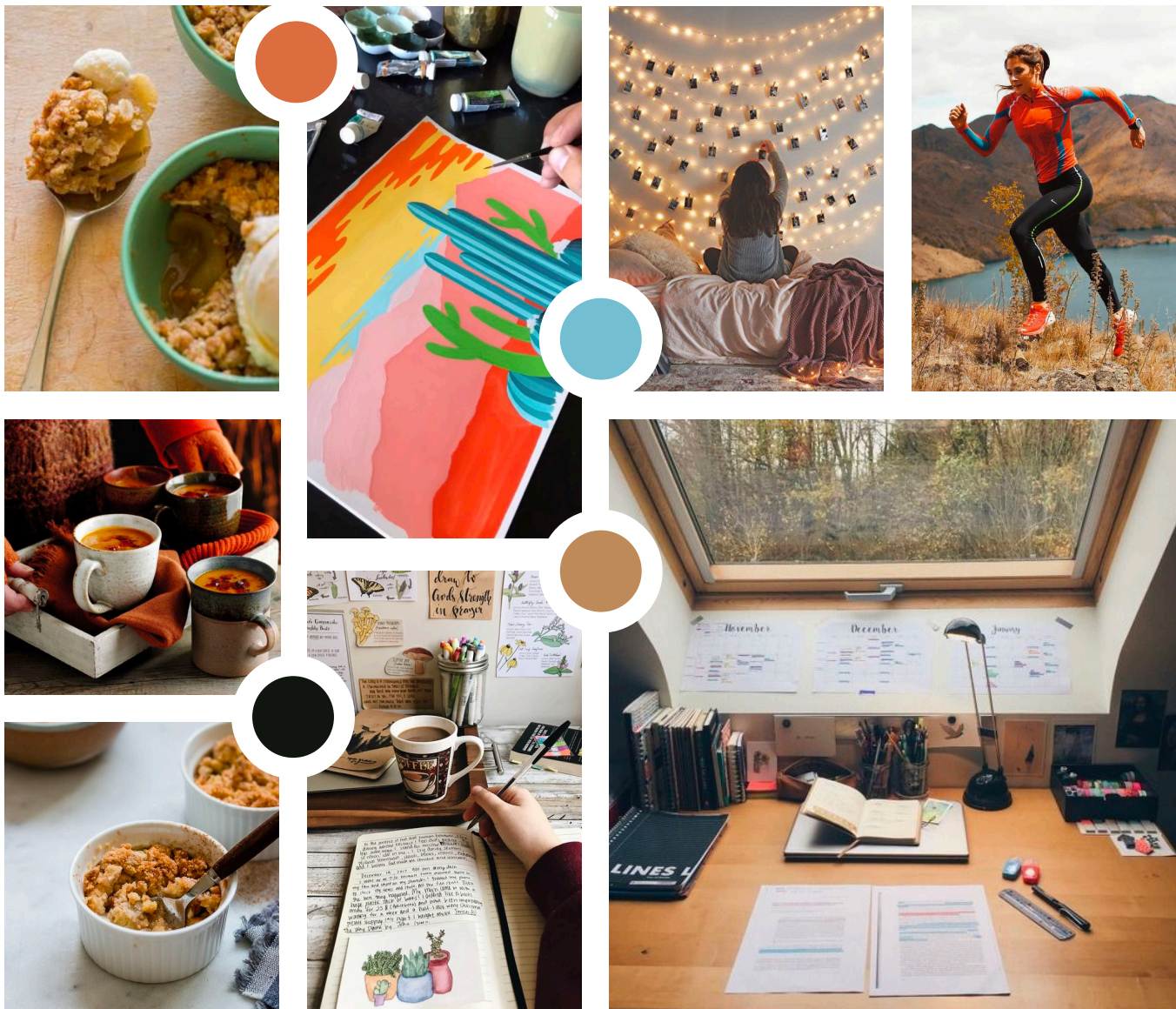




# Website Design and Branding

## Branding Look and Feel Moodboard

To convey my web application's branding angle of it being all-inclusive, fun and a casual and hands on learning environment, I created a moodboard for the brand that portrays the warmth of my intended web application. The moodboard includes, colour, style of typography, imagery and user feelings.



# Website Design and Branding

## Name Ideation and Brandmark

### Naming

I decided to keep the naming as it was interesting to the target audience and not so obvious. The meaning behind it really delivered the brand values of my web application of being encouraging to try out new things not just what you're good at. The name is derived from the name saying 'a jack of all trades' except putting a twist on it, adding a you in front of the beginning and omitting the 'all' diminishes the rest of the saying 'but a master of none' which can have negative connotation and writing the website copy in first person entices the user more and creates a more personalised experience. In saying this, however, the logo is quite long on smaller devices therefore I decided to come up with a figure mark that could be discoverable and placed on smaller devices to accompany the lettermark. I decided to harmonise the natural curvature of the typeface with figure mark that was slightly more angular, therefore creating a balance. I kept it simple and flat so that the logo was easily reversible and to minimise the visual clutter in my overall interface. The target audience from the tests were also visual people as they looked for metaphors and familiar icons therefore having a logo that's not just visually pleasing but clickable would give them a chance to go back to the homepage whenever they got stuck (see heuristic 9.). The variations of the log are on the right with their corresponding uses.

### Brandmark

# YOU-OF-TRADES

*Lettermark for Web Application - Desktop*



*Figuremark for Web Application- Mobile*

The circle in this figuremark represents the unity of all skills being brought into the one place. The O and the Y were used to represent 'parts' of this community because they contrasted so much in form, and many people bring different skills to this platform. Lastly the Y was turned upside down to create an abstract looking old school 'professor' with a mustache or a monacle, still ensuring the users that they will still learn quality skills and giving the users a sense of trust with classic references. In saying this the abstract visualisation also adds a dimension of 'play' letting the user interpret it for what they see the logo as.

# YOU-OF-TRADES



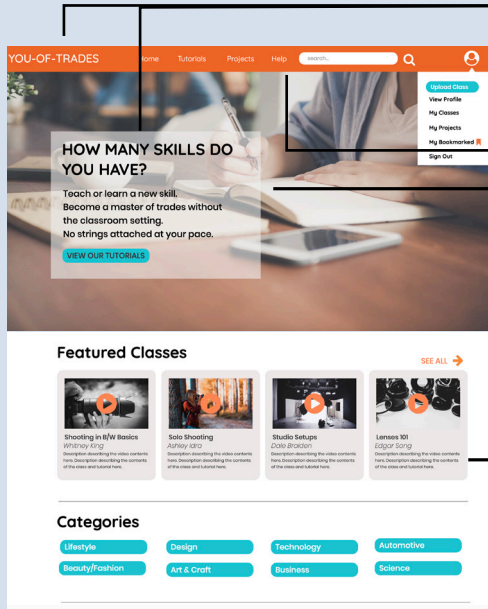
*Combined Logomark - Mobile and Tablet Splashscreen*

# Website Design and Branding

## Typography and Colour

### Overview

From the previous designs, the typography and colours were well received by the participants often commenting on the orange colour and accented blue. The typography also proved to be legible and modern as the participants enjoyed the aesthetic aspect of the design. I chose orange because of its energetic symbolism and fun-loving appeal. The brightness of it also makes feel warmer and better about themselves which promotes and encouraging online atmosphere. The page here shows the different hierarchies in type and colour. H1 - the logo is at the top and the sizes and different weights allow the user to effortlessly make their way across pages. The clickable text was also highlighted in blue to emphasise that they can be clicked on, similarly to the actual main blue button shown here. This allows content to be separated and their functions to be grouped together. It also allows the recognition over recall approach with familiar web applications using similar approaches and ensuring consistency.



### Typographical Hierarchy

Logo - H1

**YOU-OF-TRADES**

Page Heading - H2

**YOU-OF-TRADES**

Page Description - H3

**This is the description of the web page in the application**

Menu Bar Items

**This typeface is used for the menu bar headings**

Paragraph Text - P

This is a paragraph in the web page. This contains the main content of the page. The paragraph typeface is more legible in a smaller size.

Labels

**SEE ALL**

Edit in this section of the website



**Primary colour**

#eb852c



**Accent colour**

#6fbccc



**Type colour**

#000000



# Website Design and Branding

## Typography and Colour

### Typography in-depth

To remain consistent and simplistic in the interface design as per the interaction design principles and the positive feedback from the user tests, I decided to stick to only two typeface families. The chosen typeface families were Quicksand and Poppin. I chose these because the sans-serif font matched the modern aesthetics of the target audience and created simplicity keeping visual clutter to a minimum.

The typeface *Quicksand* was used mainly in the branding part of the website and the most important hierarchical components. The main logo typeface used was *Quicksand Bold* in both the desktop and mobile version of the interface designs. This was used because it commanded more attention and gave the viewer focus. The page headings were also of importance as it helped the user determine which page they were on and increased visible navigation when completing each task, to differentiate this from the main logo, the font weight was changed to *Quicksand Semibold*.

The typeface family *Poppin* was used for the rest of the content on the website, as it in brand and strategy it is not the best practice to use the typeface of the logo for all text as it takes away the preciousness of the logo when overused. In addition, this typeface family with sharp edges is more legible for the user. The paragraph text was changed in size to be more consistent to each page. For this I used *Poppin Regular* for legibility in paragraphs that need more information. The page description uses *Poppin Medium* as the amount of text in this is much shorter, while it is still legible, the heaviness of the font weight directs the user to this section providing confidence that they are in the right place in the content.

There are two label designs used in the final design to aid with visible navigation. *Poppins Medium* in capitals was used for labels that had an immediate action, for example 'see all', when they are browsing, this more attention grabbing style creates a more immediate call to action much like real world mental model of a button. The second label design in blue and lower caps is in *Poppins Regular*, this commands less attention because I used it for more optional call-to-actions, things they can do but it is not critical to do it immediately. I used blue to highlight this was a button as it matched the blue of the regular call to action button on my website.

### Typographical Hierarchy

Logo - H1

# YOU-OF-TRADES

*Quicksand Bold*

Page Heading - H2

## HOMEPAGE

*Quicksand Semibold*

Page Description - H3

### This is the description of the web page in the application

*Poppins Medium*

Menu Bar Items

### This typeface is used for the menu bar headings

*Quicksand Medium*

Paragraph Text - P

This is a paragraph in the web page. This contains the main content of the page. The paragraph typeface is more legible in a smaller size.

Labels

*Poppins Regular*

## SEE ALL

*Edit in this section of the website*

*Poppins Medium*

### Using the typefaces in context

# YOU-OF-TRADES

## CLASSES

Browse our collection of classes and take your first step in acquiring a new skill!

Home

Classes

Projects

Hi! My name is Jane Brown. This class shows a basic introduction to outdoor photography. Follow along with my lessons as we start off in preparation for an outdoor shoot to making our way into the great outdoors. Enjoy!

What you'll need:

-A DSLR

-Full batteries

-50MM lense or 50-55mm zoom lense is sufficient

*Profile > My Projects*

SEE ALL →

# Website Design and Branding

## Typography and Colour

### Colour in-depth

The previous high fidelity prototype showcased slightly different colours to the final design. The colours during user testing were shown to be a positive point in the aesthetic design by all participants, however, to align them with the principles of readability the principle of high contrast texts. I decided to de-saturate the orange and blue slightly to counter balance the brightness of the white as it was aesthetically hitting the viewer at the same time, just to aid the eye in working too hard to read the bright writing against a bright background.

Here I displayed the hex codes for the primary colours and their various shades throughout the website with their purpose. I decided to only use a limited colour palette for better consistency and simplicity as per the principles ( see heuristic 4. and 8.).

As seen in the variations section i have used colour to implement the principle of visibility of system status (see heuristic 1.) The hover states darken the existing colour to match the mental model of when a real life button is pushed in, the light catches it less and subsequently the button becomes darker as it acquires more shadow. I decided to match this for a better user experience. Using a coloured hover state also creates feedback for the user in the most simplistic way. The complimentary colour of blue is used in the same way to increase the visibility of system status, however, the accent colour instead of it being used everywhere adds another focal point and in the basic design principles and highlights' the button as a main call to action. When this button is prohibited, it becomes the constrained action grey. I used this because it universally known as the familiar colour for when an action cannot be completed implementing the principle of recognition over recall. Thus, this creates a more intuitive interface. Lastly, the background colour was used to create blank space to differentiate groupings of like items and create simplicity with high contrast for the text and to create a metaphorical 'sheet overlay' for texts on busy backgrounds when transparent.



#### Primary colour

#eb852c

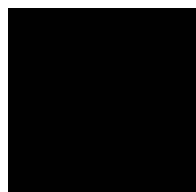
*Menu bar, some labels.  
category icons, immediate  
action buttons*



#### Accent colour

#6fbccc

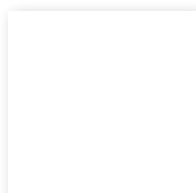
*Main call to action buttons,  
type with links/act as  
buttons for navigation*



#### Type colour

#000000

*Paragraph, Page headings  
and descriptions text.*



#### Background colour

#000000

*Background and text box  
backgrounds for busy  
photographs*

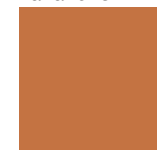


#### Constrained Action

#888e84

*When the user cannot take  
that action, when the action  
is prohibited.*

#### Variations



Hover



Transparent Uses

#### Variations

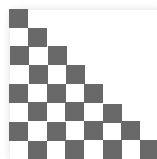


Hover



Transparent Uses

#### Variations



Transparency for text boxes with underlay

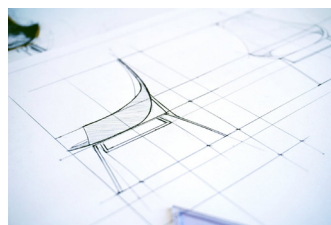
# Website Design and Branding

## Imagery

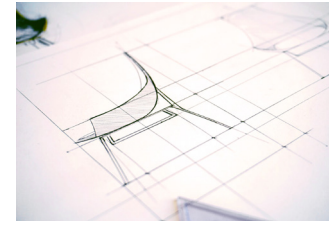
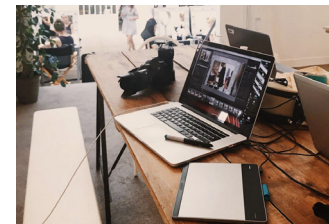
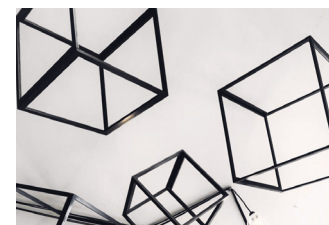
### Visual Language Overview of Images

In the previous high-fidelity prototypes the images all evoked a sense of warmth and encouraging energy in its contents, however there were some inconsistencies with image tonal quality. The indiscrepancies with 'cool' looking photographs and 'warm' looking photographs created some visual clutter and didn't exactly adhere to the principles of aesthetics and minimalism, and consistency. I wanted to create coherent imagery photographic language of better tie the pages together, unite the branding and help implement more of the interaction design principles. The user tests all showed positive feedback with the images, however in alignment with the principles, I tweaked the images to be more consistent within one visual language. The simplest way to do this while maintaining the same positive content, was to pass these images through an image filter so they all adopted the same tonal quality across all web pages. The before and after images on the right clearly show the implementation of consistency.

Previous



Final high-fidelity prototype



# Ideation

## User Interaction Storyboards

### Overview

As this application covers at least two devices and with the expansion of portable devices and corresponding web applications, it was really important to illustrate how the users would interact with the web application, especially considering the contexts, constraints and implications of each one.

I have sketched some interactions in the form of short storyboards about the use cases with gestures and features that are different for each device. The device key is shown on the right. Here I have decided to include laptops, mobile phones and how users might use my application on a tablet. The following pages show the gestures for each device and it's corresponding actions in italics. It is however, important to consider the environmental constraints that play out in each scenario as this will definitely affect how users interact with the application, where some constraints might mean they can't use a certain feature at all. On the next page, I will discuss the environmental constraints in more detail in order to get a good



Laptop ●



Mobile ●






Tablet ●

# Ideation

## Environmental Considerations

### Overview

Below is a table for the environmental considerations for each device. The physical constraints details the location and any physical limitations that using the device might have on my web application. The technological artefacts details the technological constraints and requirements, using the device might have on my application and the social artefacts, details any social interactions that may have constraints limitations or extra features available and/or unavailable. Considering these limitations creates a more user-centred design especially for a young target audience that are usually out and about.

Device	Physical Artefacts	Technological Artefacts	Social Artefacts
Laptop 	<ul style="list-style-type: none"> <li>-Needs a desk or lap</li> <li>-Cannot be used standing up</li> <li>-Generally requires two hands to operate</li> <li>-Needs a larger spatial space to operate</li> <li>-Larger viewing area</li> <li>-Landscape dimensions</li> <li>-Requires fingers to type across a traditional keyboard</li> </ul>	<ul style="list-style-type: none"> <li>-Requires Wifi or cellular data</li> <li>-Requires adequately fast internet</li> <li>-Requires a mouse pad or mouse</li> <li>-Usually a lower quality camera that isn't as accessible to get to</li> <li>-Move and touch movement slower than mobile</li> <li>-Requires user to browse in a web browser first if not saved</li> </ul>	<ul style="list-style-type: none"> <li>-You must log in to check your messages and check in regularly to reply.</li> </ul>
Mobile 	<ul style="list-style-type: none"> <li>-Requires just one hand</li> <li>-User usually types with two hands</li> <li>-Extremely portable</li> <li>-Able to use while standing/walking/running</li> <li>-Needs less space to operate</li> <li>-Used while travelling etc.</li> <li>-Held close when reading text</li> </ul>	<ul style="list-style-type: none"> <li>-Requires wifi or cellular data</li> <li>-Better camera and video quality and accessible within application</li> <li>-Tapping and Swiping motions are most common (dragging very uncommon)</li> <li>-Accessible through an application on homescreen</li> <li>-Requires enough memory to store data</li> </ul>	<ul style="list-style-type: none"> <li>-Phone calls and video calls are more accessible and 'instant'. For example, push notifications allow you to view messages that you've gotten in an application which means there's a quicker response time between different and users and they can upload/reply or fix any issues more easily.</li> </ul>
Tablet 	<ul style="list-style-type: none"> <li>-Portable and bigger type which means it can rest on lap and be used while standing</li> <li>-Typing is used with an index finger</li> <li>-Some tablets have separate stylus</li> </ul>	<ul style="list-style-type: none"> <li>-Requires wifi or cellular data</li> <li>-Better camera and video quality and accessible within application</li> <li>-Accessible through an application on homescreen</li> </ul>	<ul style="list-style-type: none"> <li>-Phone calls and video calls are more accessible and 'instant', however you do have to get your tablet out to view the notification, whereas, mobile are usually in our pockets which can be set to vibration</li> </ul>

# Ideation

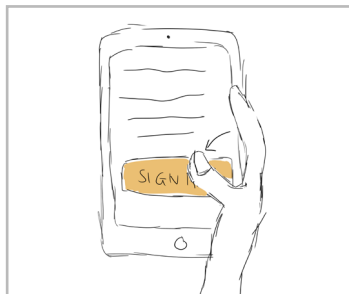
## Storyboard Gestures for different devices

### Tap and Click and Hover

*Selecting buttons and items*

On s mobile, and tablet the most common function to select an object is to tap or press onto a button. On a laptop you must drag the cursor over the button and then click to trigger that action. This basic gesture is fundamental to all devices, therefore I decided to showcase it given that the mobile will take less time therefore, desktop buttons should comply with Fitt's Law, creating less time to perform the action because of the large buttons and use hover states to highlight that the user is on target. As mentioned in the colour palette, a darker colour for the button hover state complies with the real life mental model of a button being pushed in. Notice that the buttons are also bigger on the touch screen interfaces compared to the desktop view button.

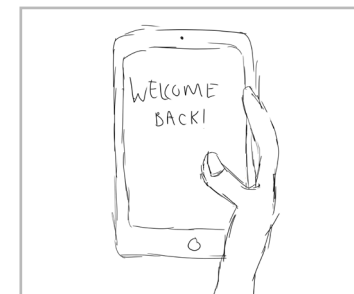
### Mobile: Tap



User taps button with thumb

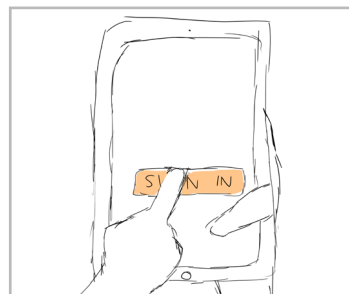


When thumb is holding down button, even momentarily it turns a dark shade

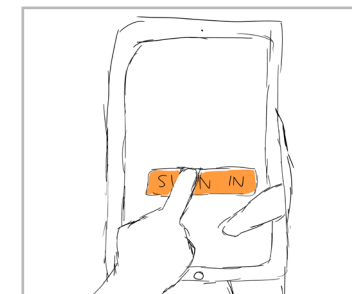


Thumb releases and the system navigates to page

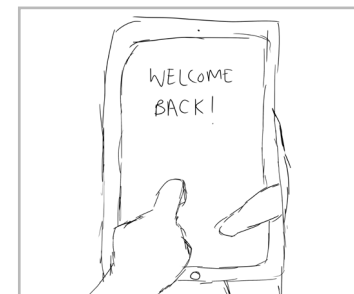
### Tablet: Tap



User taps button with index



When user holds down button even momentarily the button turns a darker shade



User releases index and the system navigates to page

### Desktop: Click



User moves cursor to button



As mouse hovers over this button, it turns a darker shade



System navigates to the page they expect to go to.



# Ideation

## Storyboard Gestures for different devices

### Drag

*Laptop: Dragging media into the upload window from computer*

On a laptop, when uploading either a student project or your own class as teacher, there is a step where you must then upload media. Uploading media can be done it two ways: the traditional click to open file browser or much like dropbox, the file can be dragged from the file browser into this window section. This allows two ways to do a task as the previous user tests clearly showed that not all people in this target audience are highly tech-savvy.

*Mobile and Tablet: Scrubbing the playbar on a video.*

There are not many actions for the gesture drag on mobile for my web application, however scrubbing the playbar is an important part as I would need to consider the scale of the current placement marker in order for the finger to accurately adjust the video especially on smaller screens. This creates greater error prevention and better user control and freedom (see heuristic 3. and 9.).

### Swipe

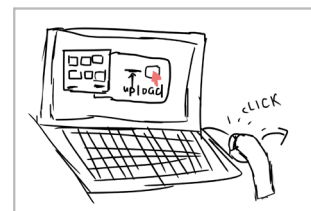
*Mobile and Tablet: Browsing through a carousel or slideshow, and switching search results from tutorial to username.*

My mobile application uses a few slideshow or carousel techniques to view relevant information in chunks more clearly. Although I am aware that hiding these sections slide by slide instead of laid out all in a list, decreases the visibility of controls (see heuristic 1.), but on smaller devices, the need for less visual clutter and a minimalist design is necessary. This is because visual clutter will aesthetically make it more difficult to extract the information you need (see heuristic 8.) Furthermore, in the target audience, existing storytelling platforms like Instagram already use these techniques, to make it familiar for them. Lastly, the swiping features in the previous user tests proved to be an enjoyable part of the experience for participants.

### Laptop: Dragging media for upload



User opens file browser on desktop

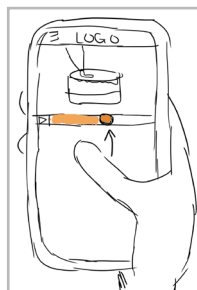


User drags the file to the upload box with cursor



User releases left mouse button and the uploading loading bar shows feedback that the action has been received by the system.

### Mobile/Tablet: Scrubbing the playbar back



User moves finger towards circle playhead

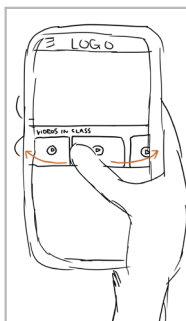


User drags this playhead to desired place

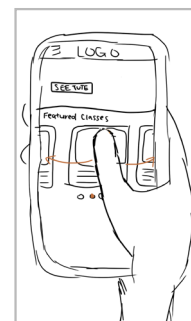


User releases playhead and video resumes

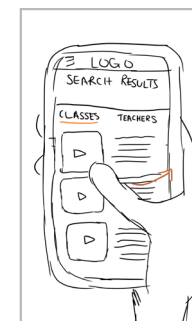
### Mobile/Tablet: Swipe



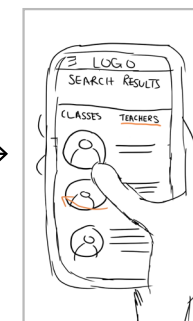
You can view the videos in the class by swiping left (next) and right (previous)



Viewing featured classes on the homepage by swiping left (forward) and right (back)



User swipes right to get search results of teachers who teach that category.



While on teacher search results, user can swipe left to view classes.

# Ideation

## Storyboard Gestures for different devices

### Enter Key

When inputting content into the search bar users can hit enter on any device and the system will read their request without having to tap or click on the search icon itself.

On all devices the enter key is universally known as 'proceed to search'. In the last test report, I did not include that all participants actually pressed the enter key when searching instead of the search button, however, at this point the enter key was not assigned to anything. It was important to include this gesture, as it was clearly (as observed) an expectation of the system and created efficiency (see heuristic 7.)

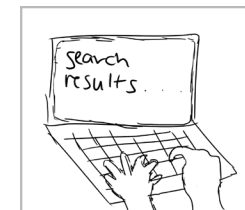
### Laptop: Enter for Search



User uses keyboard to type

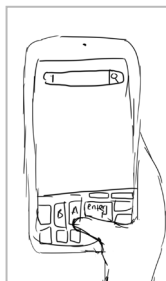


User hits the key enter



Search proceeds and system displays search results

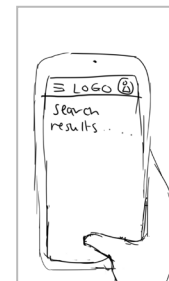
### Mobile: Enter for Search



User uses keypad to tap in letters



User taps enter



User accesses search results

### Tablet: Enter for Search



User uses keypad to tap in letters



User taps enter



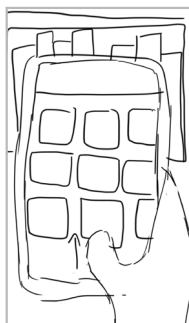
User accesses search results

### Double Tap

Mobile: to 'love' react to project in the project gallery and to select text on the mobile.

It was mentioned by participants that it would be good if the project gallery and comments were able to be reacted to. I decided to include the the double tap feature from other storytelling platforms as it is familiar to the user and much easier than clicking on a tiny 'like' icon. It was also another social artefact that would change the user's journey through the platform and possibly create a better user experience. This feature would be unavailable on laptop as the laptop's cursor provides better accuracy and can click buttons easily that this feature is not needed - similarly on tablets that need to be used with a stylus.

### Mobile/Tablet: 'Loving' a project

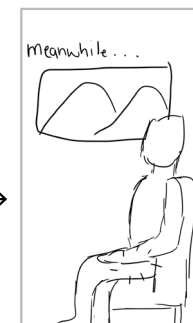


User is browsing through gallery of student projects



User double taps on project to like it

Across the country



Another user is sitting on train and phone vibrates in the pocket.



A notification pops up saying a user has liked your project. User clicks on this notification



System takes them to that specific project

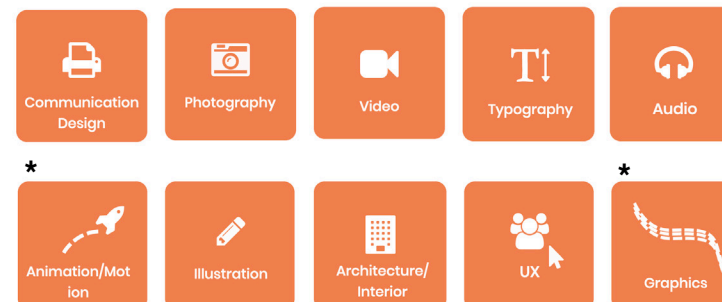
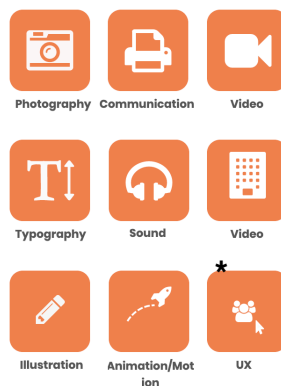


# Interface Metaphors

## Summary

The interface models shown in the last report were largely unchanged due to positive user testing feedback, however the only thing that was changed was the colour, as it became much easier to see the contrast if the orange was slightly less bright, see the branding colour section for the hex code. I decided to include interface metaphors sparingly that were universal and fit the mental model the target audience's real world setting. I implemented Axure RP's symbols as it ensured that they were familiar and recognisable with the user. I did not want the user to have to figure out for themselves what the metaphor meant, ensuring I was practicing the recognition over recall principle. (see heuristic 6.) Therefore I used simplicity in the interface metaphors (see heuristic 8.) as it made the interpretation clearer. The real world equivalents of these interface metaphors are written alongside each set. To give evidence of the principles of interaction design being used in these interface metaphors

## Topic Icons



**Metaphors:**  
Represent an object from each discipline eg. The headphones represent the topic of sound.

**Mental Model:**  
When we see an object being held by a person, or a physical sign we immediately assume that the space is used for the symbol or the person holding the object as a job connection to it.

## Menu



## Sign In



## User



**Metaphor:**  
Hamburger menu represents contents.  
Arrow in means enter and sign in.  
Face icon means user or profile

**Mental Model:**  
In a hamburger sandwich there are different contents inside that are not revealed right away until you deconstruct it. When we are entering a place physically we usually enter a door, like the website. In the real world we have faces, here the metaphor digitises the human face as a symbol of identity.

## Bookmark

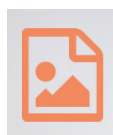
**My Bookmarked**



**Metaphor:**  
A bookmark icon used to represent a web page that can be saved for later viewing

**Mental Model:**  
In a book we slide a physical bookmark into the page we are on when we don't want to read the rest at that current moment, however, would like to go back to that page at a later time.

## Projects



## Toggle Visibility



## Search



**Metaphor:**  
File represents paper or work done. The eye with half covered, half reveal represents revealing and hiding information. Magnifying glass represents searching for content

**Mental Model:**  
In the real world most of our projects were shared on paper, here the paper has been digitised. When we close our eyes we don't see anything, the lines represent our eyelids as diagonal lines often mean a prohibited place. The magnifying glass is used to find things, by highlighting that clue, much like when looking for something on a website.

## Star Ratings



**Metaphor:**  
Stars represent a rating on how good something is.

**Mental Model:**  
This metaphor is taken by the real world star ratings usually seen in the hospitality industry (accommodation, restaurants etc.) and on objects (supermarket products etc.). Here that rating label is used instead to rate digital things such as videos in a class.

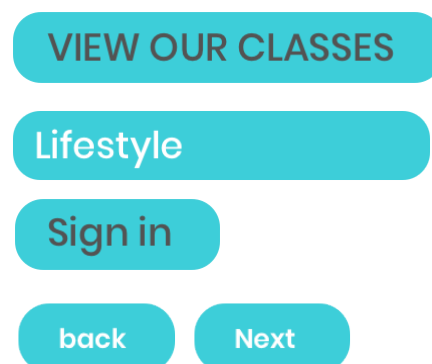
# Interface Widgets

## Buttons

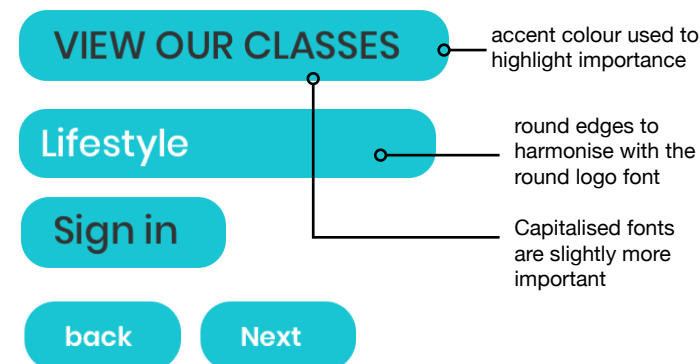
### Summary

Similarly to the interface metaphors, the buttons weren't change largely in part to the positive feedback found by the users. It was found however that there were inconsistencies with buttons sizes and there were no hover states, so many users did not get any feedback. As shown in the sketching interactions and gestures, I have included hover states to show the principles visibility of system status and overall consistency. The Fitt's law with bigger buttons was also maintained as it was in the recommendations to the bigger buttons with much praise from the users. Implementing this design also creates error prevention. In addition, some buttons were moved away from each other as you will see in the interface designs, due to mistakes in clicking when they were too close to each other. As mentioned in the branding typography, there is a button hierarchy in my designs with tweaked inconsistencies. The group of buttons in white writing a blue bounding box as generally the most important call to actions in that section. The orange as immediate actions, but optional and usually used for browsing and the blue writing is used for optional and non-immediate actions. The buttons shown here are annotated for extra comments.

### Important Call-to-action button



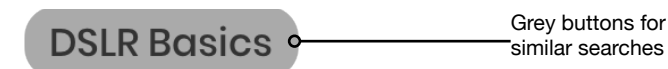
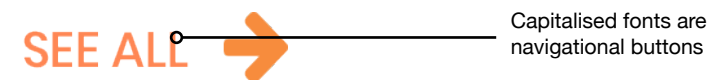
### hover states



### Immediate but optional buttons



### hover states



### Non-immediate optional buttons



button region making it more easy for users to click on

blue indicates it is a button, but not immediate. This means that it can be found in other areas of the website.

# Interface Widgets

## Forms

### Summary

There are several different forms in this web application as many storytelling applications have a lot of interactions. The main ones in my web application are the sign in/up forms, the uploading project and tutorial forms, and lastly the add a discussion or review form. The main principle I wanted to implement here is feedback of system and aesthetic and minimal design (see heuristic 1. and 8. ). I found that some of the text boxes in the forms of the last report (see modules section) was too cluttered with the clunky rectangular text boxes. To free up some blank space, I decided to adapt these areas to fit the same style as the sign up/in interfaces because they were clean. Additionally, I added feedback for these pages as well so that the user knows when they have passed a stage of the form. All forms are similar on each device with the variable being width.

### Sign In and Up

#### SIGN IN

Welcome back! Sign in below to start learning or teaching today

Email\*  
enter email

Password\*  
enter password

Sign in

Don't have an account? [Sign up here.](#)

#### SIGN UP

Join us in our skill sharing and learning community! Learn a new skill now.

Email\*  
enter email

Password\*  
enter password

Confirm Password\*  
re-enter password

**\*required**

☐ I agree to the [terms and conditions](#)

Sign Up

password strength and astericks indicator helps with visibility of system status and error prevention/recognition.

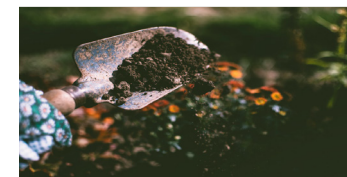
visibility toggle helps with accessibility and less frustration via error prevention

### Uploading forms

minimal design by removing visual clutter of bounding box

#### Project Details

Title  
title of project



Description  
description of project

Category  
Choose category

Tags  
#food #fashion etc.

back

next

delete and reorder actions on right

#### Class Details

Title  
title of class

Description  
description of class

Category  
Choose category

Tags  
#food #fashion etc.

Video 1

Title

title of video



description of video

Video 2

Title

title of video



description of video

back

next

### Discussion and Review Forms

Have a question about this class? Ask here.



write a discussion post...

ASK



write review...

submit

friendly tone that asks the question instead of just being in the tool hint, help with visibility

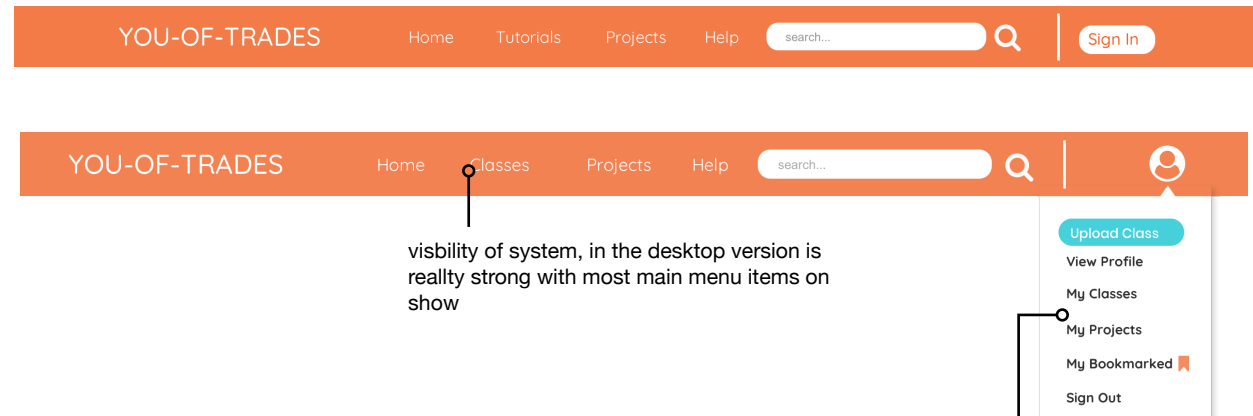
# Interface Widgets

## Menus

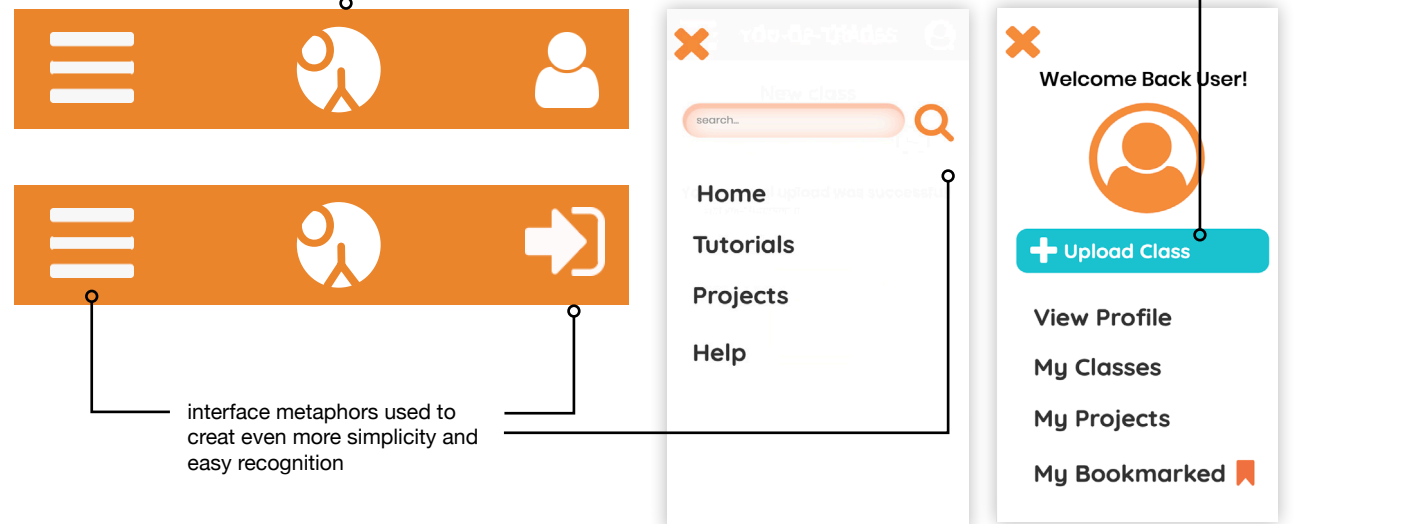
### Summary

There are several different forms in this web application as many storytelling applications have a lot of interactions. The main ones in my web application are the sign in/up forms, the uploading project and tutorial forms, and lastly the add a discussion or review form. The main principle I wanted to implement here is feedback of system and aesthetic and minimal design (see heuristic 1. and 8. ). I found that some of the text boxes in the forms of the last report (see modules section) was too cluttered with the clunky rectangular text boxes. To free up some blank space, I decided to adapt these areas to fit the same style as the sign up/in interfaces because they were clean. Additionally, I added feedback for these pages as well so that the user knows when they have passed a stage of the form. All forms are similar on each device with the variable being width.

### Desktop



### Mobile

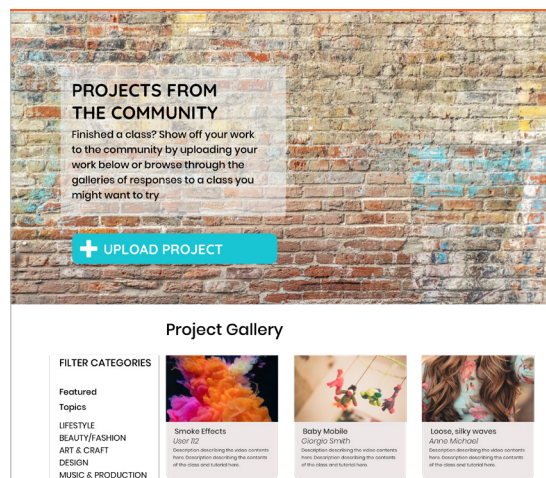


# Interface Design

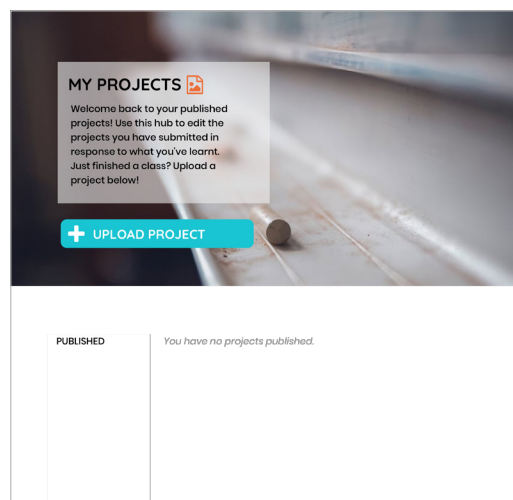
## Overview

With all the components re-examined and some features re-designed, the final website mockups were created putting all of these features together. The overall layout design established in the paper prototyping stage and developed through the last report was changed minimally with only web pages being tweaked to match the alignment of all the pages. The pages had enough variation in the design, but a consistent layout design to aid navigation. The navigation was very visible because the title would always be clearly labelled and the content in the pages were different with a slightly different structure. As you will see the project and class (previously tutorials) are similar in design layout design, however while classes has categories in a similar shape, the projects page shows a gallery that also looks similar to the search results with a filter on the left hand side. There are variations in their that fit contextually both the content and help the user differentiate between pages.

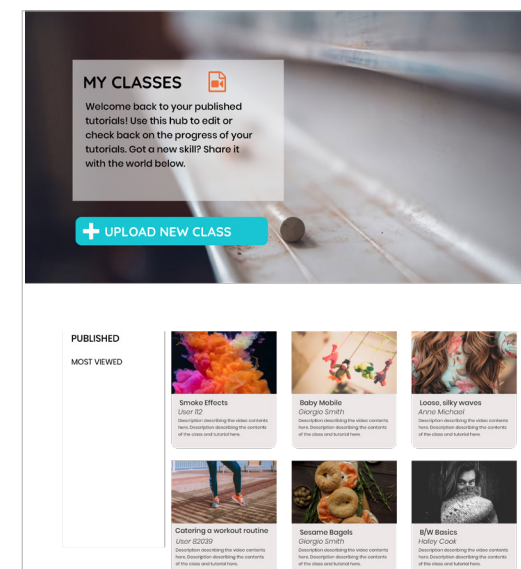
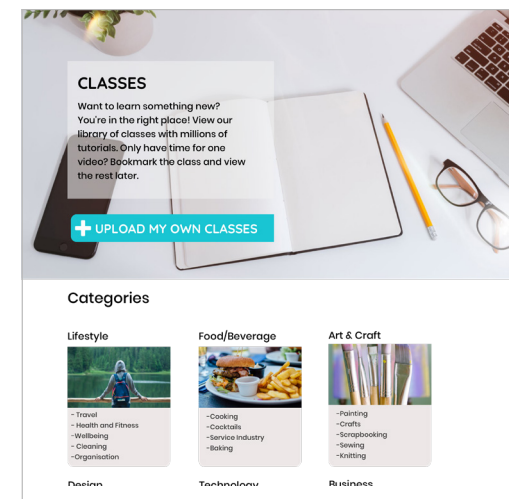
It is noted that this new interface design has many ways to get to destination. There are two menus as previously mentioned, the website menu bar across the top (hamburger menu for mobile) is where the user accesses project galleries and classes from the community and also where they can locate help documentation. There is a second menu under the user icon. This is the user menu and personalised to whoever is using it, here they can find their previously published classes, project and where they can see their profile. This menu has a call to action button of uploading as generally this would be the main function, as discovered in other 'video' based story-telling platforms (Youtube). By having two user menus, the web application as per the recommendations now caters to levels of tech-saviness in the target audience. In the previous testing, it was clear not everyone has the same route of thinking, and when there was only one path to the destination, users were often left confused when they hit a dead end because they could think of another way to complete that task. By catering this, I have hit the principle of flexibility of use and efficiency, as now seasoned users will know all the short cuts and new users are able to navigate the website with their own route of thinking.



Student/community menu



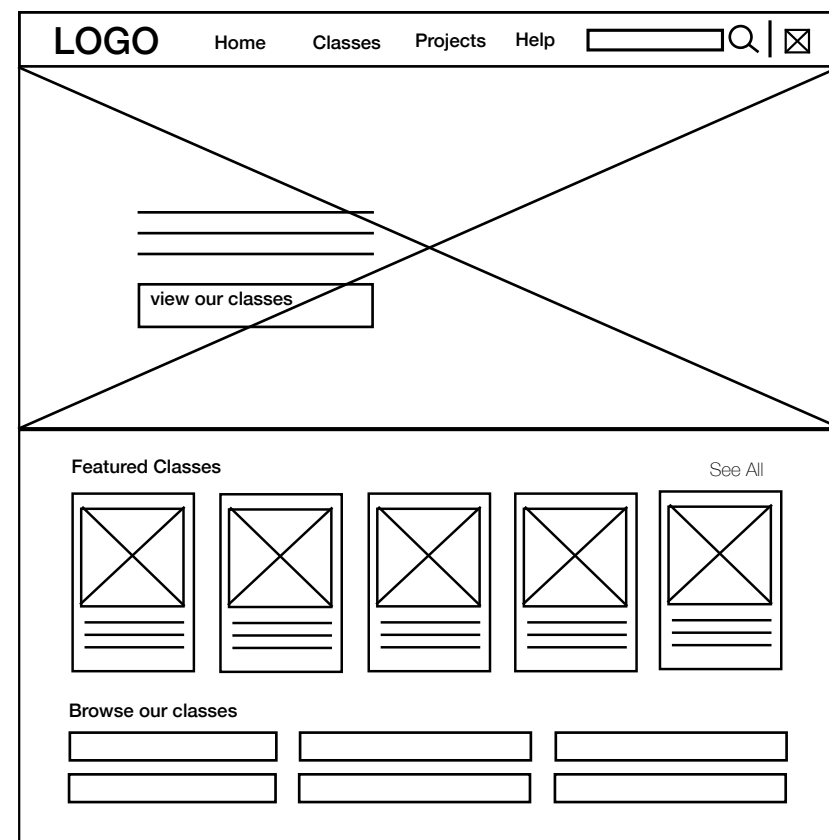
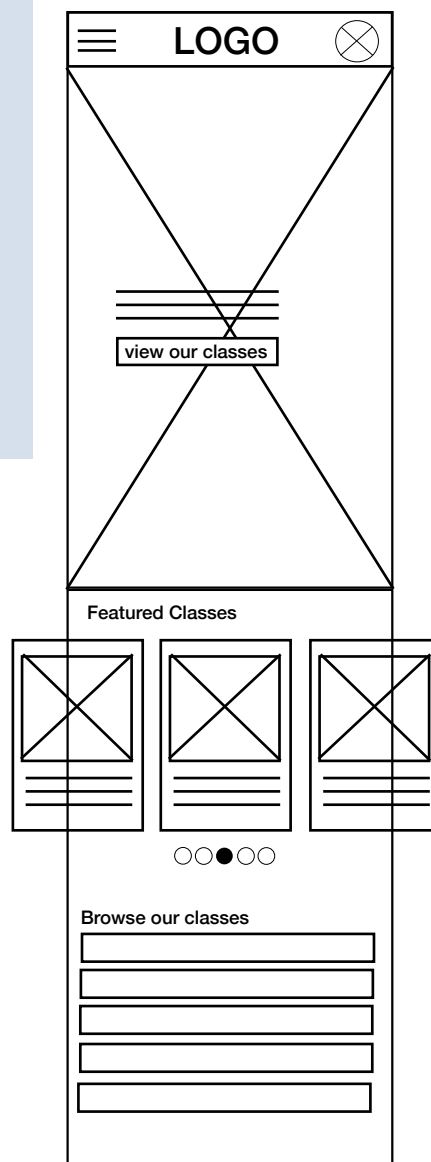
User/teacher menu



# Interface Design

## Home Page Wire frames

The page wireframes were quite structured from the beginning conforming to the device dimensions and adapting to each environmental consideration. The mobile version has a almost fullscreen image and it is only when you scroll down that it reveals the content. I decided to take away a lot of the content that was on the home screen because the scrolling would take too long and wouldn't be as efficient. The swipable carousel is now is also more visible, adopting the metaphor of sliding cards, here the user can see a little bit of the next or previous suggestion before they swipe across, whereas previously they could only see one tile. The desktop homepage now is also more aligned and stripped back. There is also a menu change where the separates buttons.

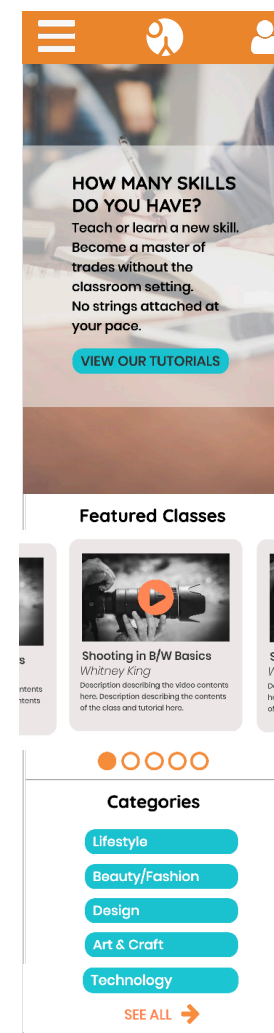
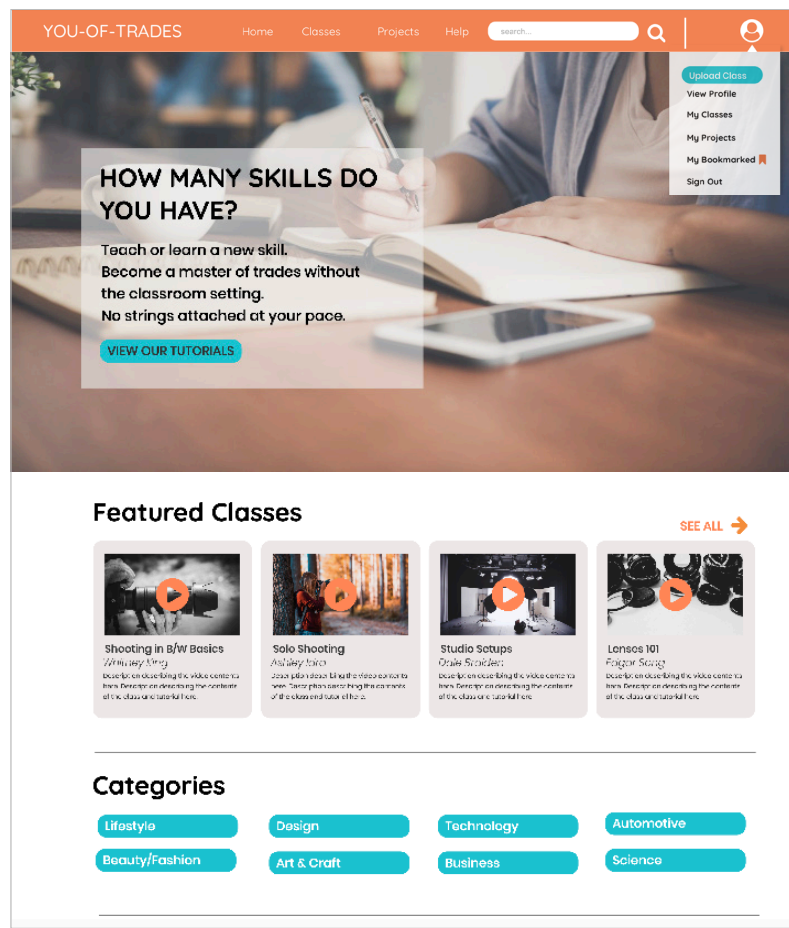




# Interface Design

## Home Page Final Design

As shown in the wireframes, the amount of content displayed was minimised to create more simplicity and so that the user didn't have to scroll very far. Another note was that the carousel had a better visibility of system status and made it more intuitive to know which gesture activated the action. For example, they see the side of another panel and are curious, so they swipe right. The homepage was made to be distinguishable from the other layouts by conforming to lengthy rows as opposed to blocks. It still conforms to the overall visual grid, however, the content is longer horizontally. For example, the button layout. The copy also asks a thought provoking question, instead of just a statement.



# Interface Design

## Mobile Wireframes

Aim and description of task

*Signing up/Sign In*

The wireframe now has a splash screen for a better branding angle. There was also another page added that helped in error prevention, diagnosis and recognition. The wireframe stage of this layout didn't change marginally, in the sense that it remained simple, just needed some advanced features to be more user-centred and help users when they are stuck.

Logo  
Splash  
Screen

### SIGN IN

Username

Password

[Forgot Password?](#)

Submit

[Link to sign up](#)

### SIGN UP

Name

Email

Password

Re-enter Password

Submit

[Link to sign in](#)

### Forgot your password?

Enter email address

[send recovery link](#)



# Interface Design

## Mobile Final Design

### Signing Up/In

Sticking to the wireframe, red was used as a warning when password strength was not up to standard, furthermore, the recover password page was added with a link from the sign in page. All associated actions with the password are consistently located under the password line for recognised accessibility.



**SIGN UP**

Join us in our skill sharing and learning community! Learn a new skill now.

Email\*  
enter email

Password\*  
enter password

Confirm Password\*  
re-enter password

\*required

PASSWORD STRENGTH 0

☐ I agree to the [terms and conditions](#)

**Sign Up**

Have an account? [Sign in here.](#)

**SIGN IN**

Welcome back! Sign in below to start learning or teaching today

Email\*  
enter email

Password\*  
enter password

[FORGOT PASSWORD?](#)

**Sign in**

Don't have an account? [Sign up here.](#)

**FORGOT YOUR PASSWORD?**

That's okay! Just fill in your email associated with this account below

Email\*  
enter email

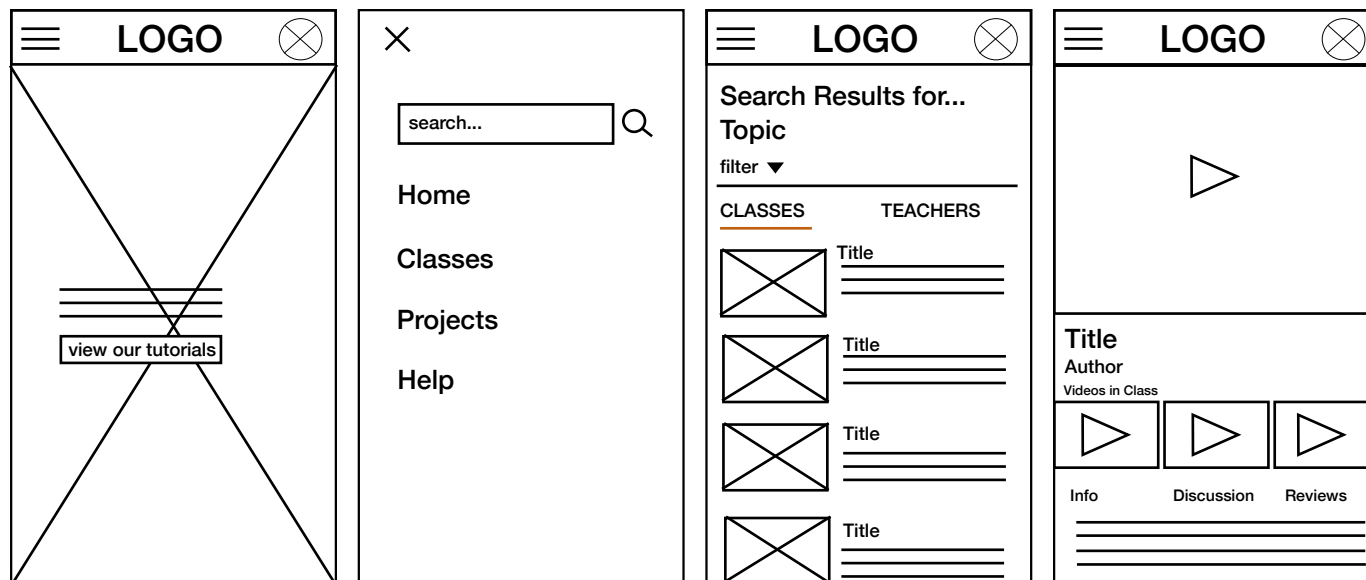
**Recover password**

# Interface Design

## Mobile Wireframes

Aim and description of task  
*Browsing and Viewing a Class*

The wireframes have evolved since the paper prototyping stage. The video viewing page especially contains much less content on the bottom for better simplicity. The filter is also optional as people on the go, may not always have time to click and be very specific with search results. The hidden part helps with flexibility to cater to different people and different contexts.

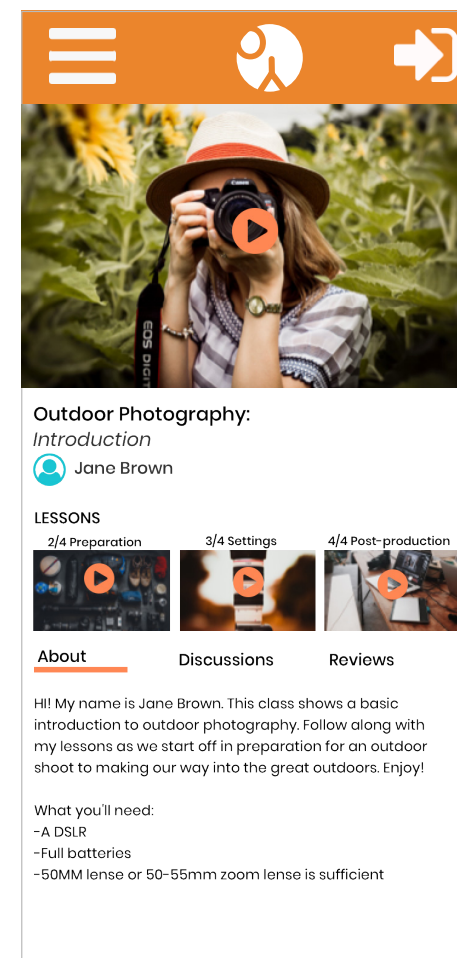
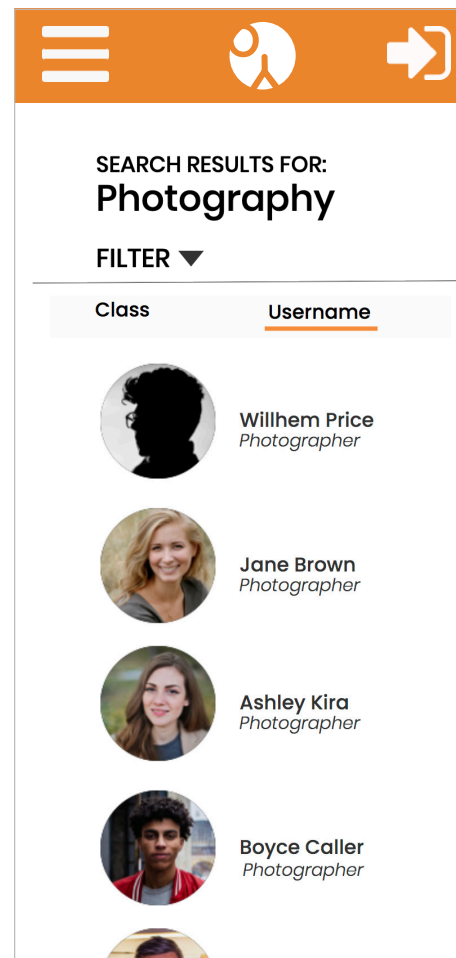
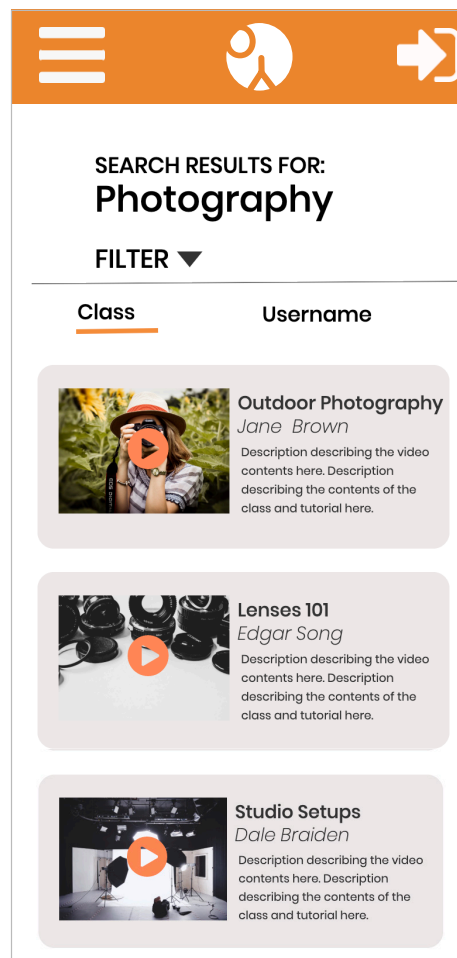
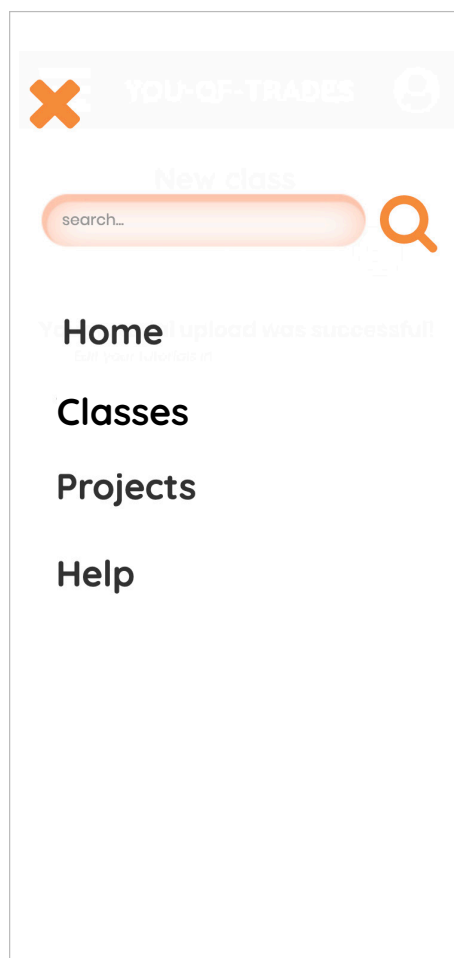


# Interface Design

## Mobile Final Design

Aim and description of task  
*Browsing and Viewing a Class*

The interface looks a lot cleaner with the figure mark logo, the grey bounding box was also taken away from the lessons tab in the video window to create more negative space thus effectively maintaining minimalism.

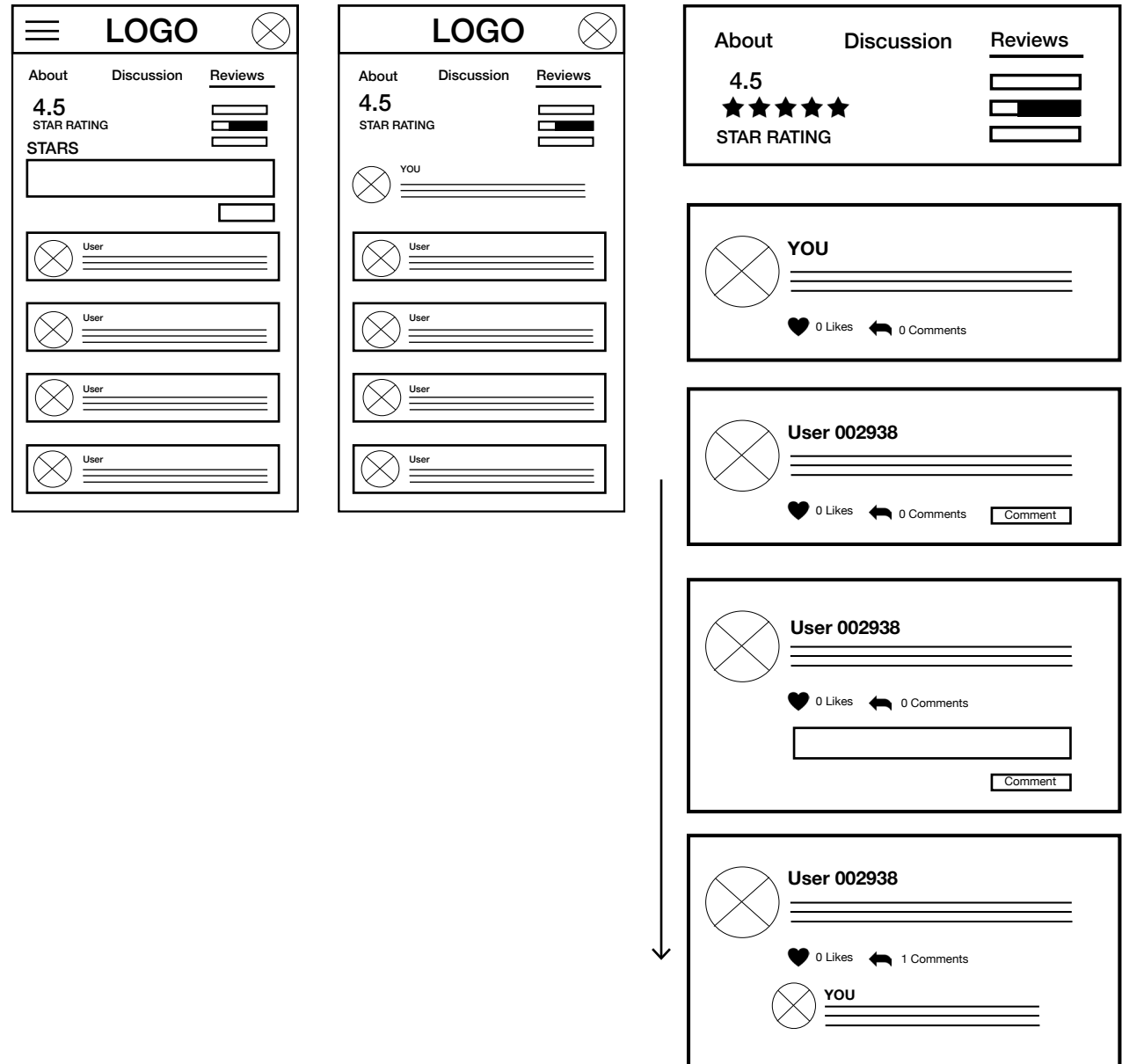


# Interface Design

## Mobile Wireframes

Aim and description of task  
Adding a review on a class

The viewports associated with adding a review include the interface itself, comment boxes and social artefacts associated with that. It was found that participants wanted more interaction with posts, therefore a like button was added and the comment feature was more visible to the user. In the mobile version, comments are stacked full width of the screen. The right shows a flow of actions.

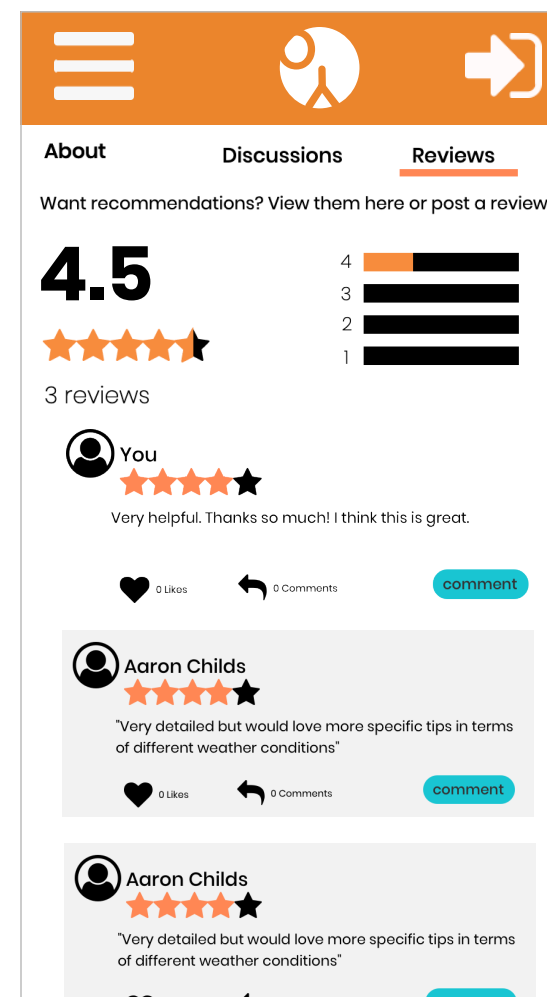
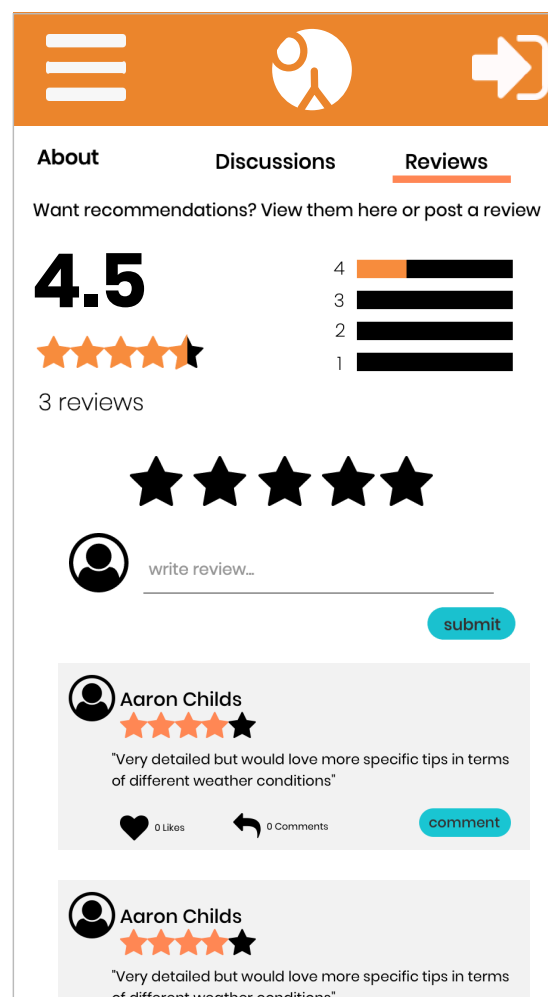
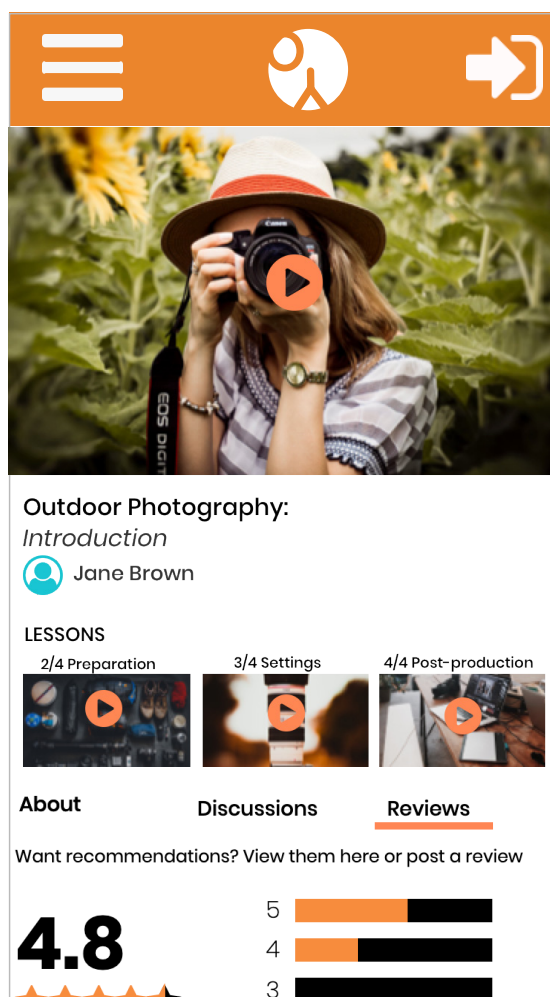


# Interface Design

## Mobile Final Design

Aim and description of task  
Adding a review on a class

Here comments show reactions for better social interaction.  
Furthermore, the system gives the user feedback when a review has been written. The user's comment is also differentiated and pinned to the top of the review tab for easier access

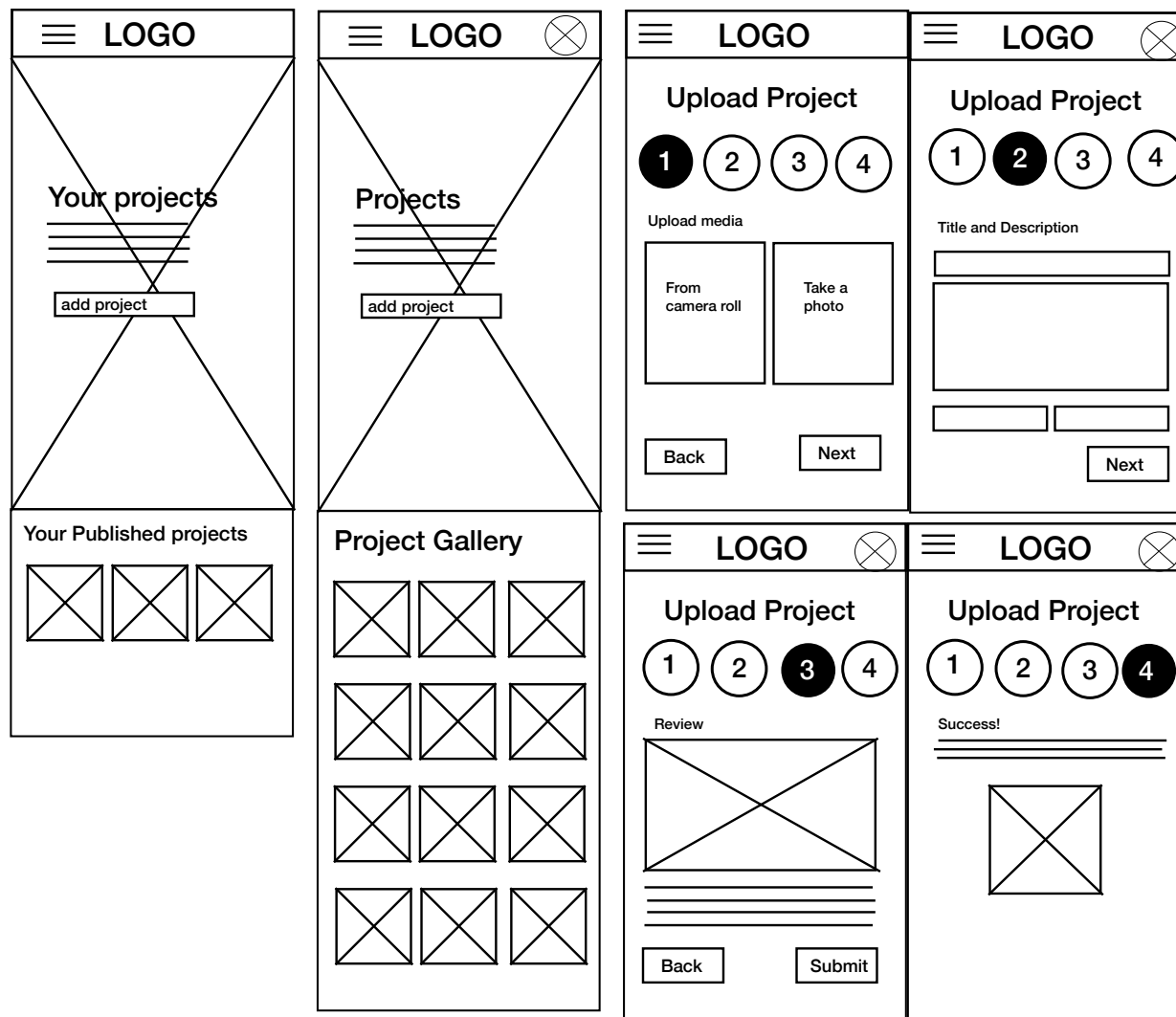


# Interface Design

## Mobile Wireframes

Aim and description of task  
*Uploading a project onto the site*

The uploading features gained the most changes as it was the more confusing part yet, the step process was satisfying for users. As shown in these wireframes the buttons are more consistently aligned with the positioning of buttons matching their function. For example next back are on opposite sides, also increasing error prevention when clicking the right button. Previously they were set right next to each other.

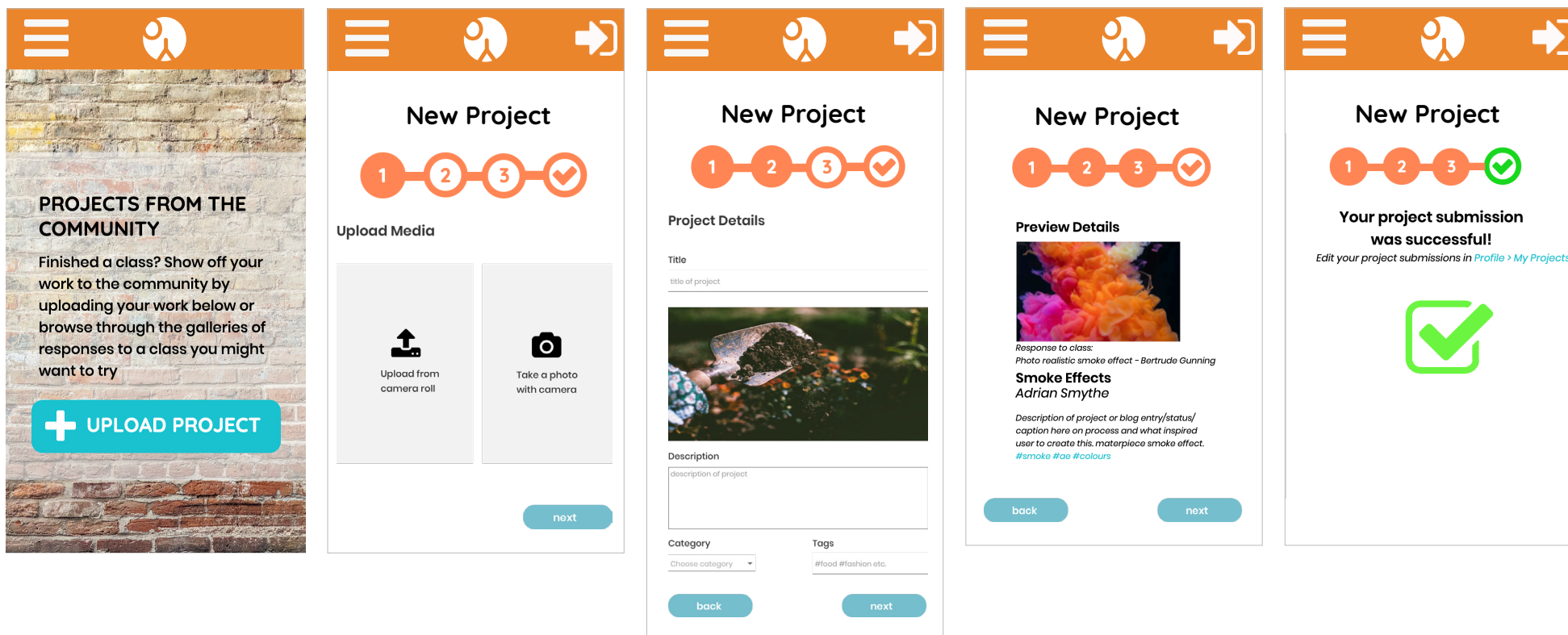


# Interface Design

## Mobile Final Design

### Uploading a project onto the site

Much like the uploading a class section, the new mobile forms also became modernised much cleaner with the reduced linework in the design. the icons were also given labels.

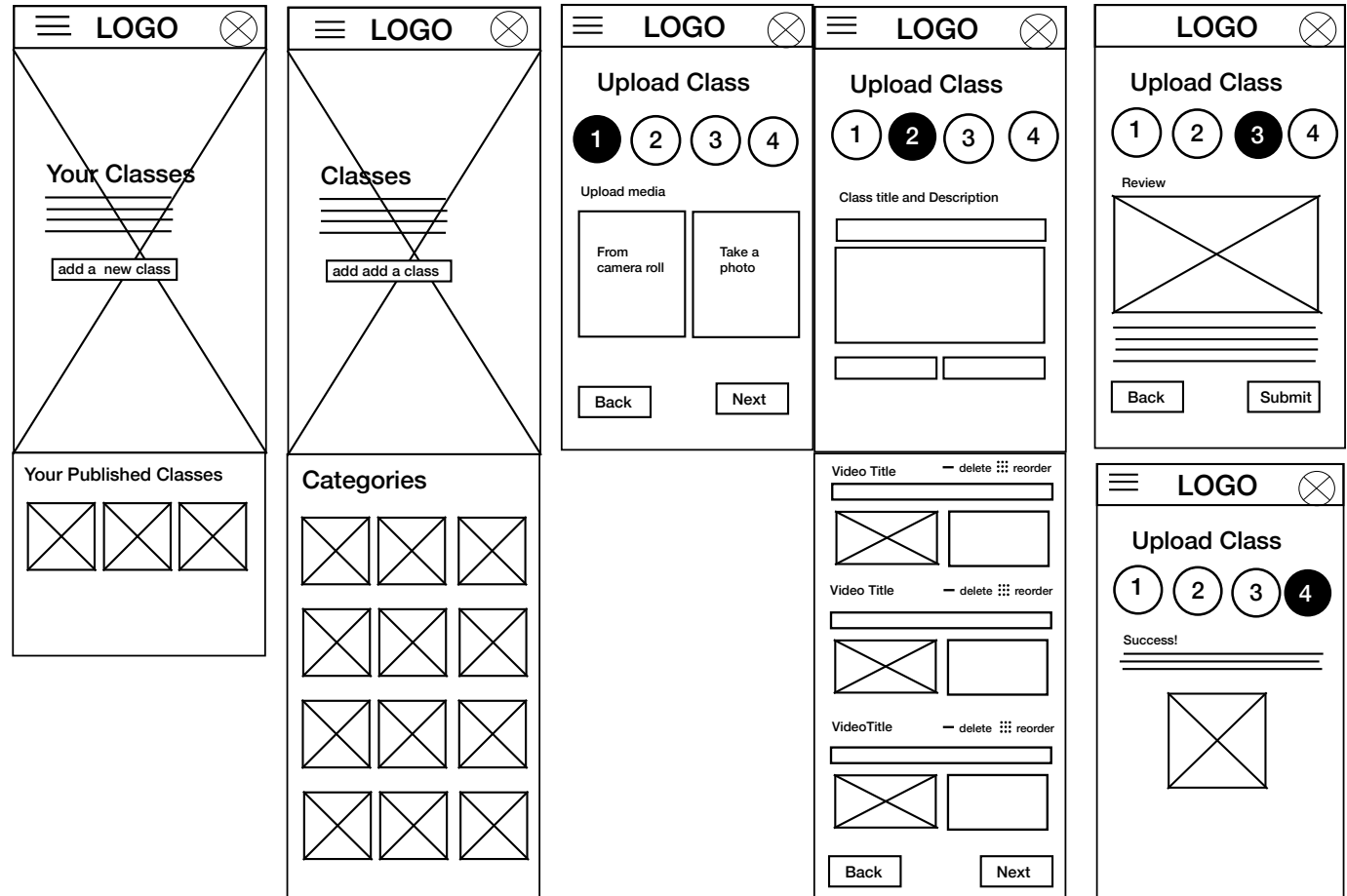


# Interface Design

## Mobile Wireframe

Aim and description of task  
*Uploading a class onto the site*

Similarly to the previous page, the buttons are better aligned in these wireframes with the step process becoming clearer and more consistent (see heuristic 4.) This uploading a class task was changed quite significantly from the last high fidelity prototype. The order was changed to match the real world mental model of submitting a project, for example in a real classroom setting, the student would have their content in their hand, next goes the cover page, you check that everything is alright and in place and then you submit it. Previously, step number one was naming and describing the piece, however some users got confused with this because of the individual video modules that they then had to describe again. For a better task flow, all media is uploaded first and then the descriptions and title go on after, in this way, they are also able to edit, remove accidental video uploads, by giving them a delete button. This satisfies the error correction principle really strongly.





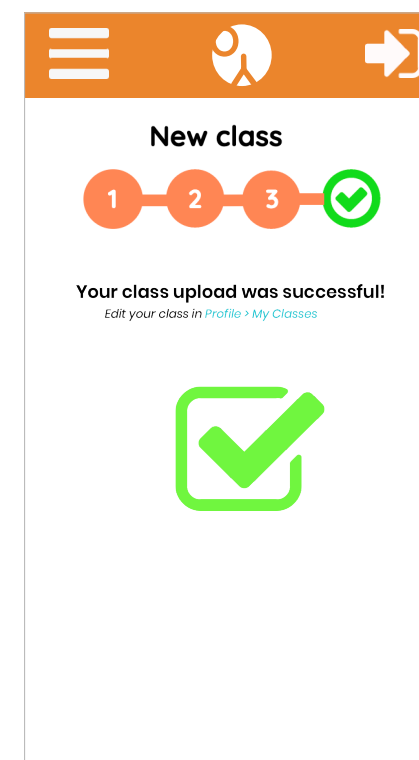
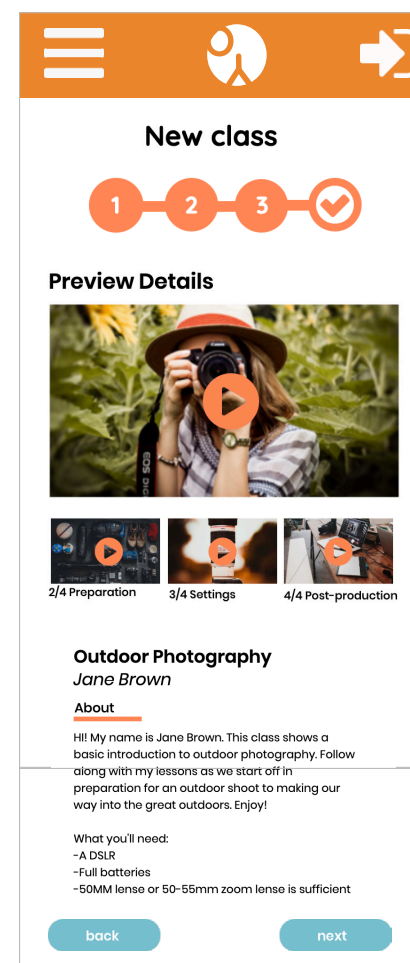
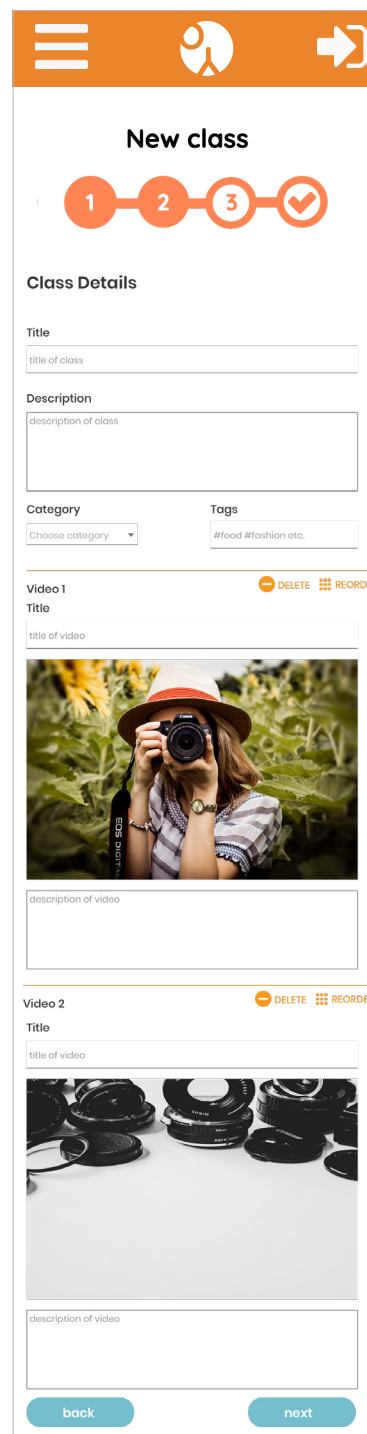
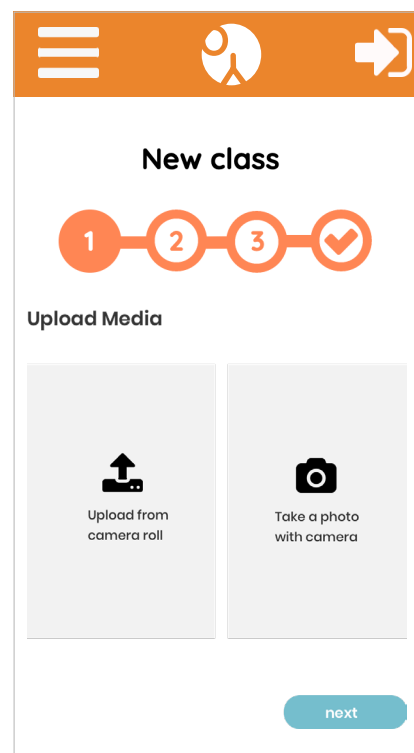
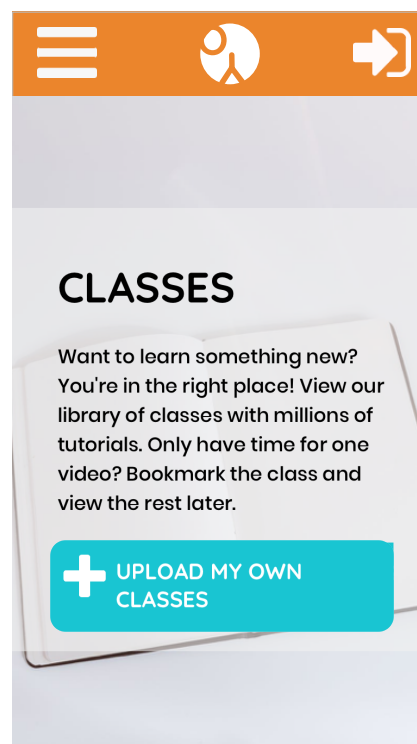
# Interface Design

## Mobile Final Design

Aim and description of task

Uploading a Class

This process and design was changed marginally. The user test and the principles showcase the importance of labels even when it is assumed that the user knows the icon. Here the labels were added to the uploading methods, for consistency, the buttons and boxes were aligned and the form was given a modern and minimalist make over with more flexibility in the delete/reorder actions. The most notable change would be that the steps now match the mental process of the viewer from having content, to sorting it out with cover sheets and finally submitting.



# Interface Design

## Desktop Wireframes

Aim and description of task

*Signing up/Sign In*

Just like the mobile, this sign in sign up process was redesigned to accommodate for error prevention. The forgot password section becomes a popup instead, in this way they users' system wouldn't have to load a whole new page and they can easily quit if they remember it, while popups aren't minimally viable in small screen real estates, the desktop version had a lot of room to accommodate this especially in a lightbox that reduces visual clutter.

**SIGN IN**

Username

Password

[Forgot Password?](#)

[Link to sign up](#)

**SIGN UP**

Name

Email

Password

Re-enter Password

[Link to sign in](#)

**✕**

**Forgot Password?**

Enter Email associated with this account

[Link to sign up](#)

# Interface Design

## Desktop Final Design

Aim and description of task

### Signing In/Up

Here, the interface design differs from the mobile version. The parts and features are the same, but the layout is catered to the horizontal positing of the device. Here instead of a splash screen the branding mark becomes a watermark on the right. Similarly, instead of taking the viewer to a whole new page, the forgot password link triggers a lightbox message. This allows components of the interface to be visible while decluttering the cognitive overload momentarily

YOU-OF-TRADES Home Classes Projects Help search... Sign In

## SIGN IN

Welcome back! Sign in below to start learning or teaching today

**Email\***  
enter email

**Password\***  
enter password

[Sign in](#)

Don't have an account? [Sign up here.](#)

YOU-OF-TRADES Home Classes Projects Help search... Sign In

## SIGN UP

Join us in our skill sharing and learning community! Learn a new skill now.

**Email\***  
enter email

**Password\***  
enter password

**Confirm Password\***  
re-enter password

**Required**  
[FORGOT PASSWORD?](#)

PASSWORD STRENGTH 0

☐ I agree to the [terms and conditions](#)

[Sign Up](#)

Have an account? [Sign in here.](#)

YOU-OF-TRADES Home Classes Projects Help search... Sign In

## SIGN IN

Welcome back! Sign in below to start learning or teaching today

**Email\***  
enter email

**Password\***  
enter password

[Sign in](#)

Don't have an account? [Sign up here.](#)

**FORGOT YOUR PASWORD?**

That's okay! Just fill in your email associated with this account below

**Email\***  
enter email

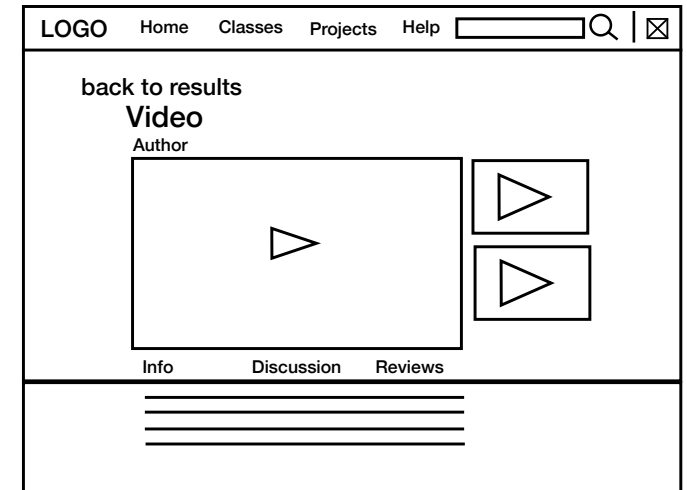
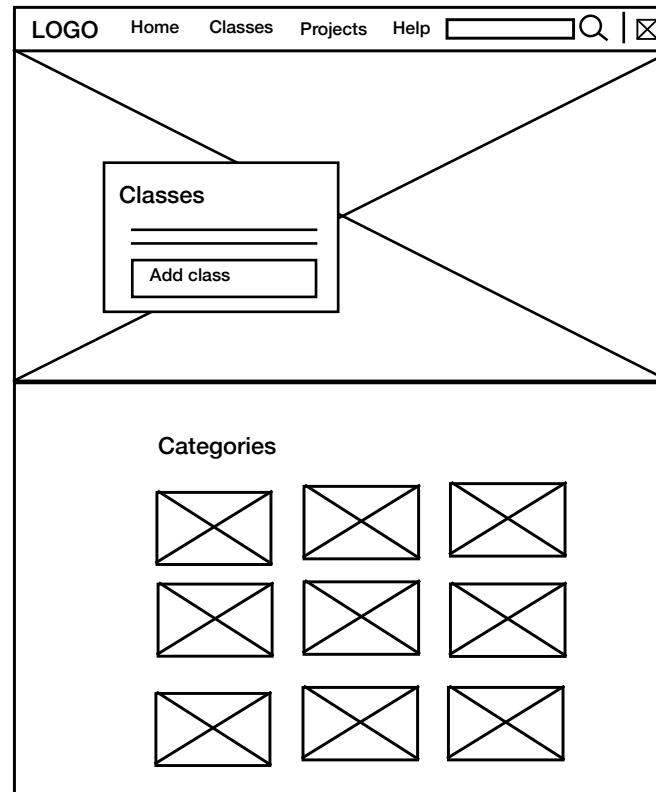
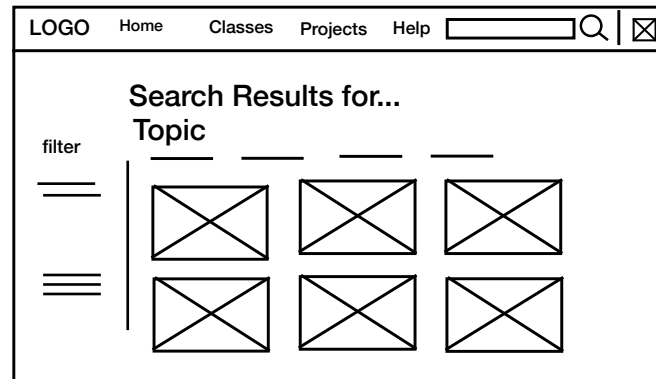
[Recover password](#)

# Interface Design

## Desktop Wireframes

Aim and description of task  
*Browsing and viewing a class*

The desktop version of the video viewing platform layout did not change largely as this design from the paper prototypes was clear and very structured. Here the grid system works in 5 columns with the space on either end. The gallery is situated in the middle for better readability as we usually see right in the middle due to our limited peripheral vision. The important information was not placed on either side of this area. Some task flows to viewing a class are not shown here, as the homepage has a page of it's own in this report, however, there is a wireframe where the route taken starts in the categories section with the design symbols and metaphors.

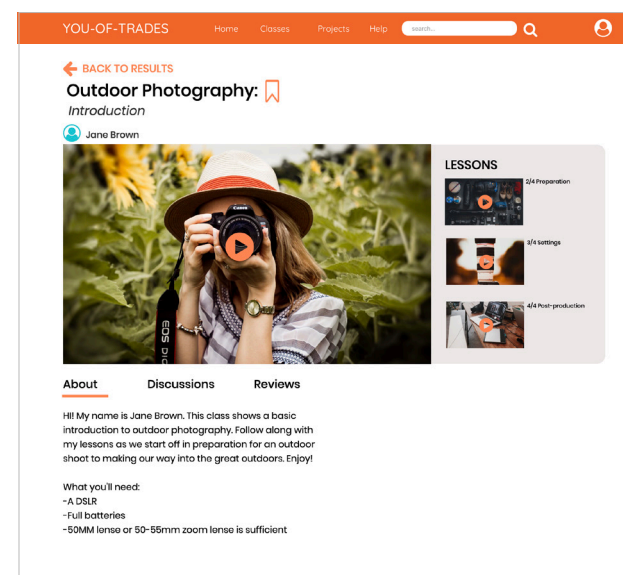
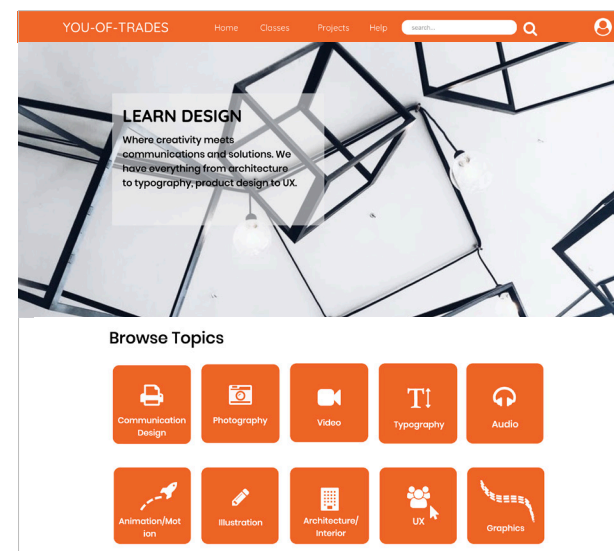
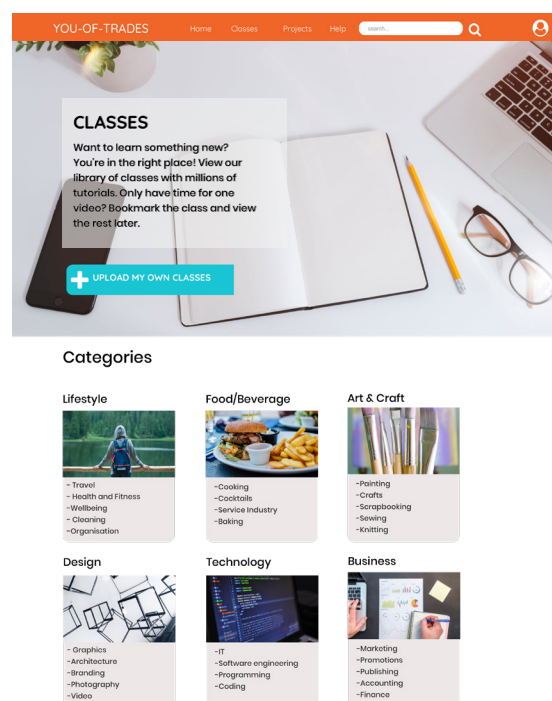
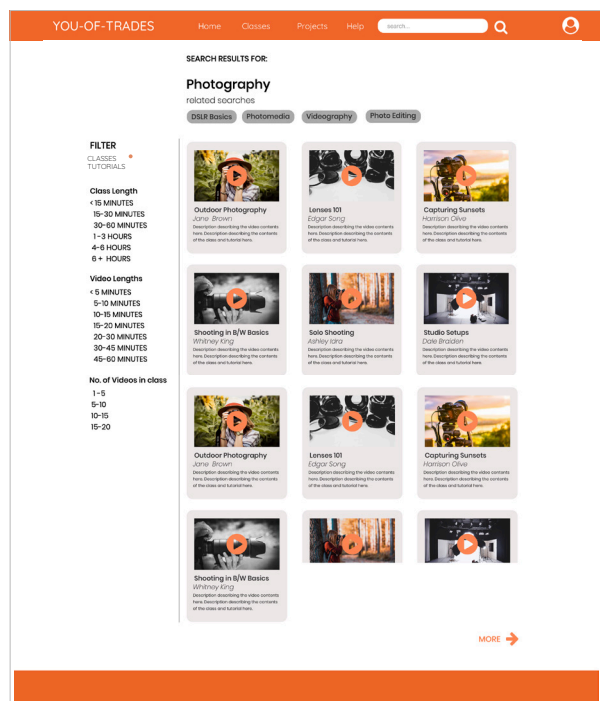


# Interface Design

## Desktop Final Design

### Browsing and viewing a class

Below shows two ways to browse and find a class. The changes made of this design was that the classes and tutorials result was mirrored from the mobile version, however, instead of a line, it is dot as the interface already has a lot of copy and may become to cluttered. 'Tutorials' was changed to 'classes' as this fit more with the mental model of the user.



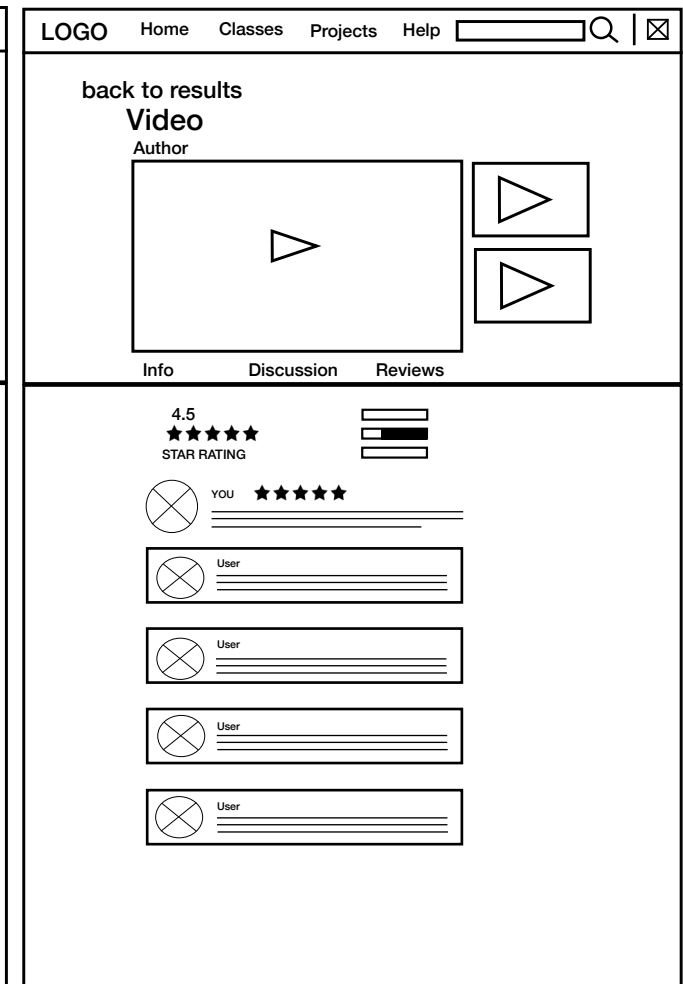
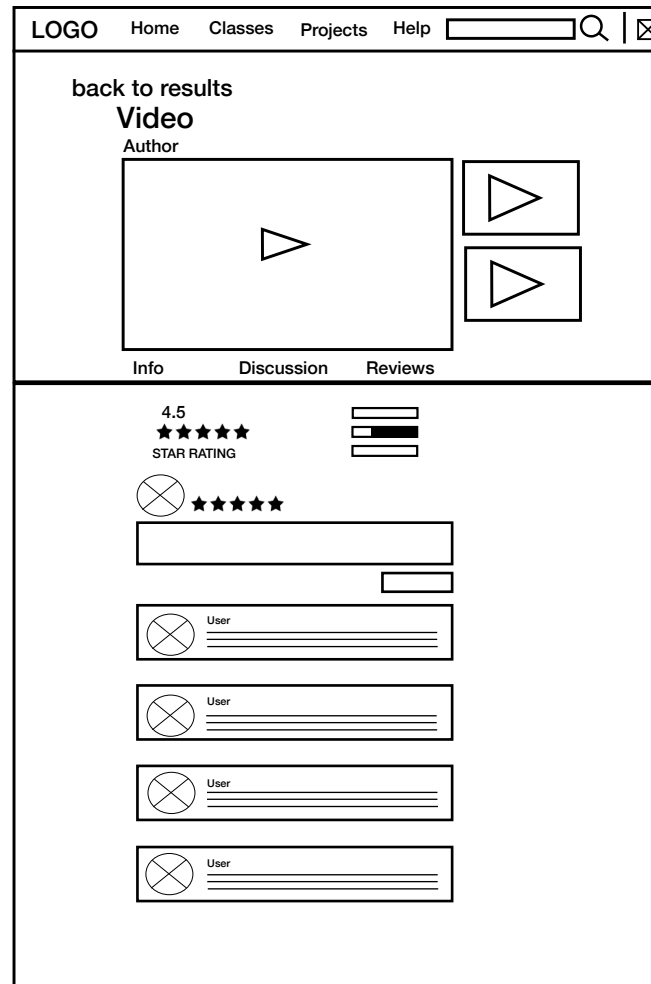
# Interface Design

## Desktop Wireframes

Aim and description of task

*Adding a review on a class*

This task flow was very straight forward during testing, the components also adhered to a lot of principles. The visibility of system status shows an indicator when the user switches to reviews assuring them that they are on the right track. The information shown is also quite transparent, with the star rating measure in an image and a numerical number. This is for better accessibility and because some users may respond to text better than images. The biggest change in the structure of this design is that the form for leaving a review is situated at the top instead of the bottom. This creates better efficiency as per the interaction design principles, as the user no longer needs to scroll long distances to find this form. The next slide also shows feedback, so when the comment is submitted, the bounding boxes are taken away to restrict the user, as well as the submit button, as this was problem that occurred and better feedback was big recommendation. It also adheres to the principle of visibility.





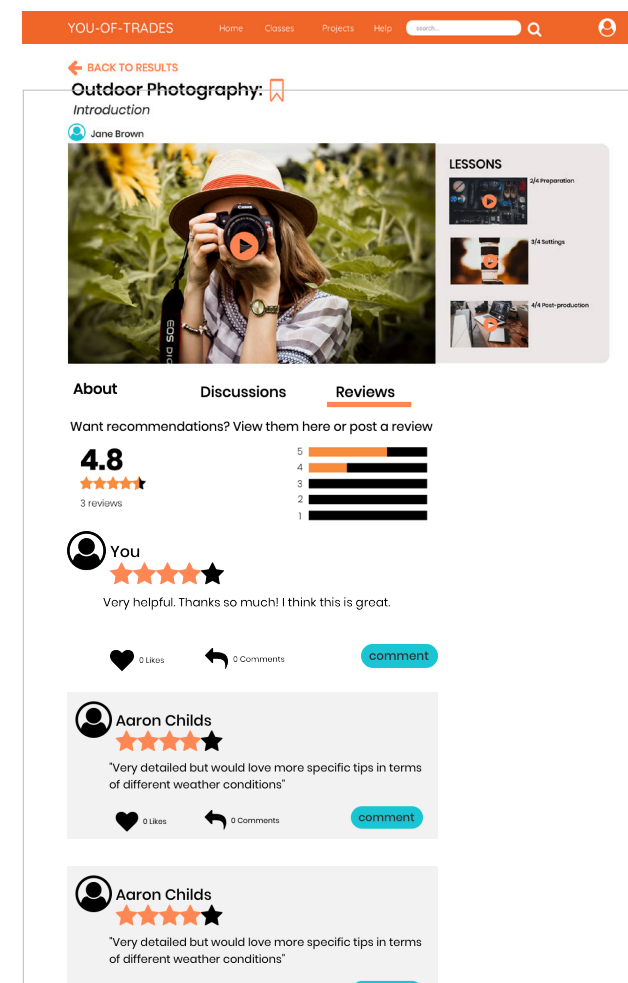
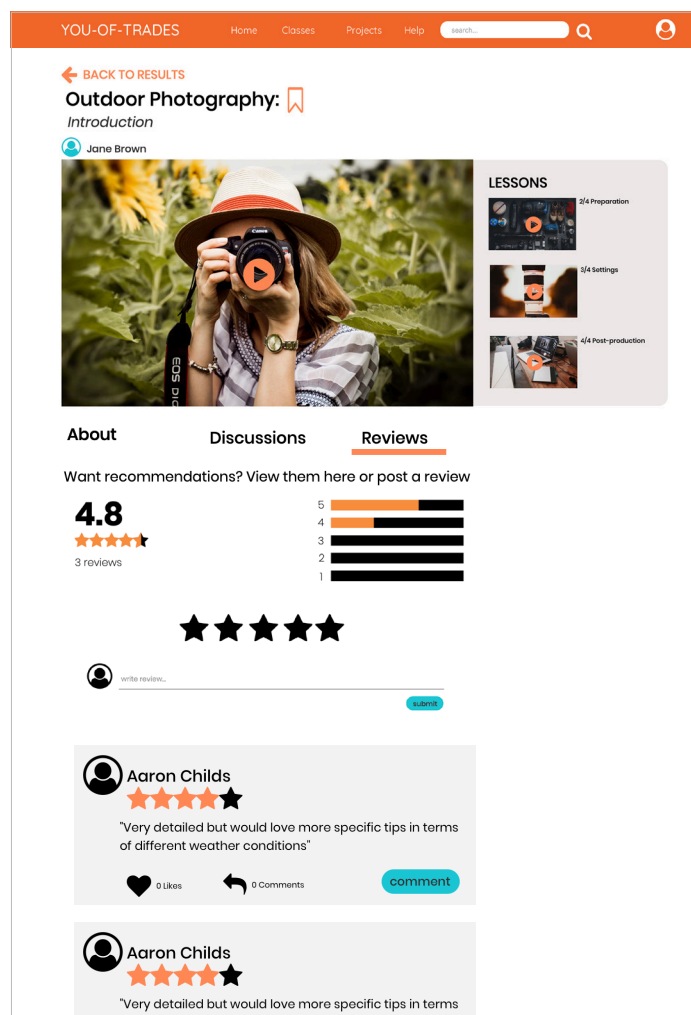
# Interface Design

## Desktop Final Design

Aim and description of task

*Adding a review on a class*

The desktop review was also changed to cater with more reactions, furthermore, the buttons better align with the edge of the grey bounding box. Unlike, the mobile, the comments are not full width as we do not have good enough peripheral vision to read long lines of text.



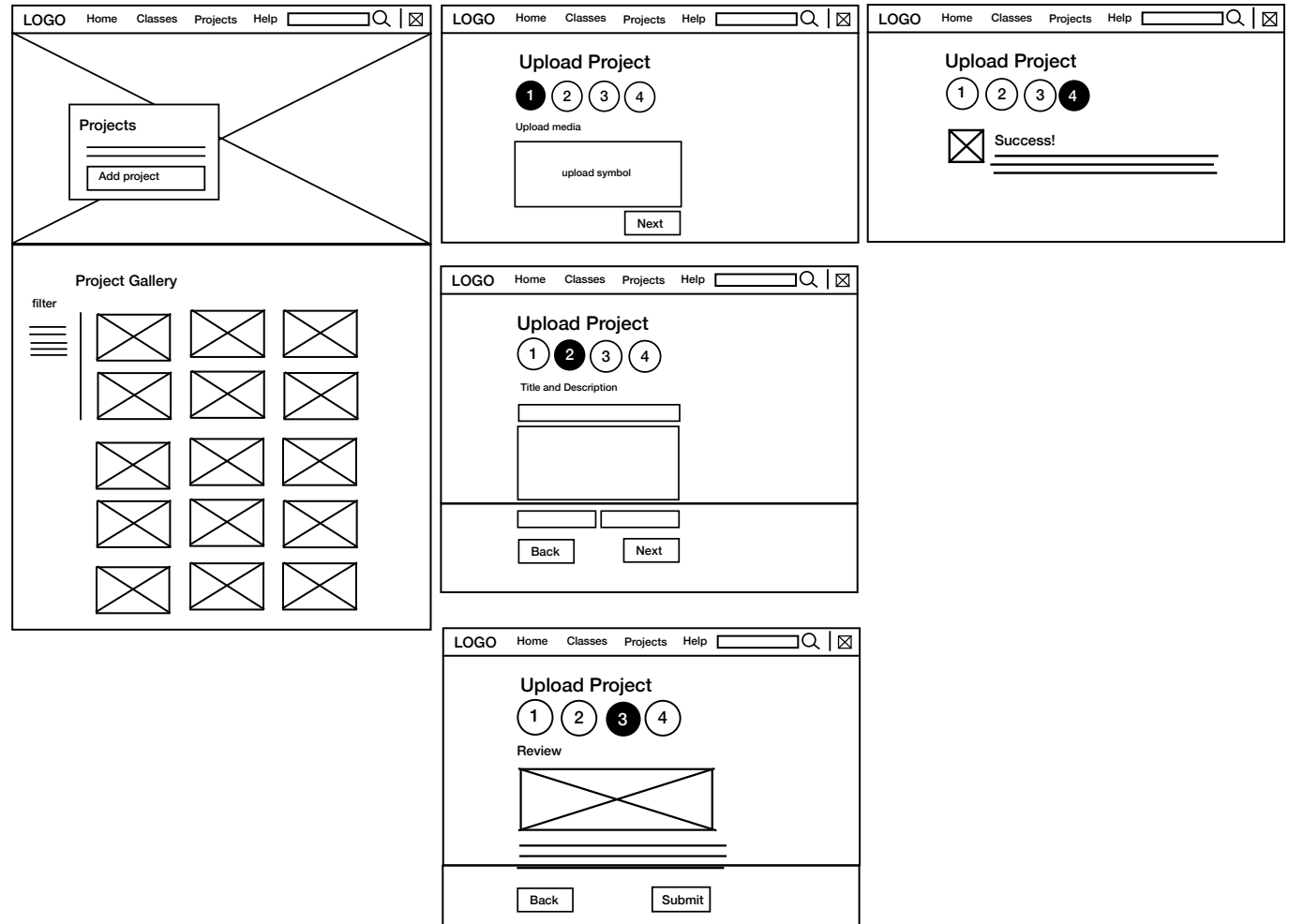
# Interface Design

## Desktop Wireframes

Aim and description of task

*Uploading a student project to the site*

The desktop version of uploading a project uses the ample real estate better than the last iteration. Similarly to the mobile version, the buttons are now structured away from each other creating a better differentiation between the actions and preventing errors from occurring. The uploading media as the first step, now represents the real life mental model of submitting a project where the cover sheet is put on next. Therefore, it makes more sense for the target audience when interacting with this interface.

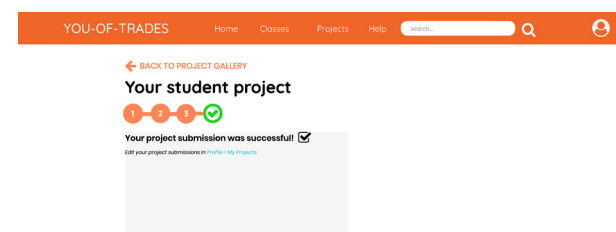
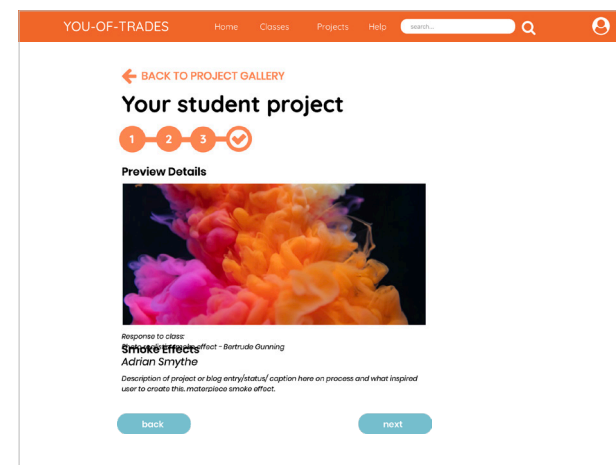
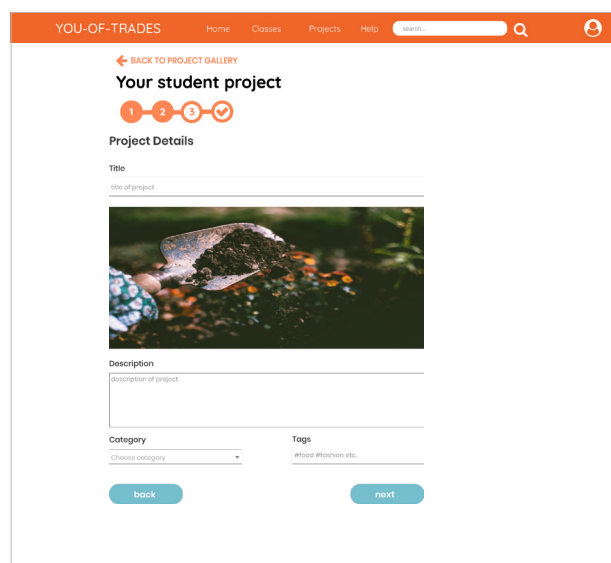
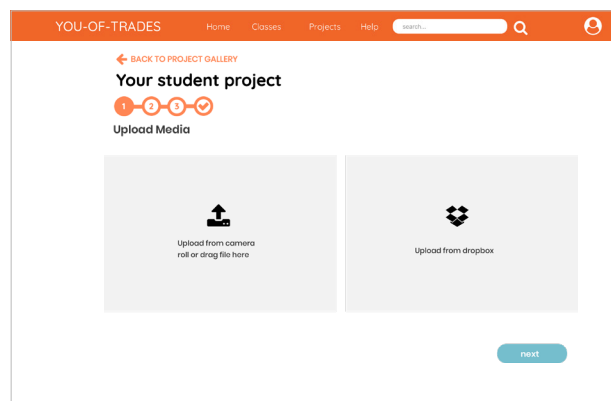
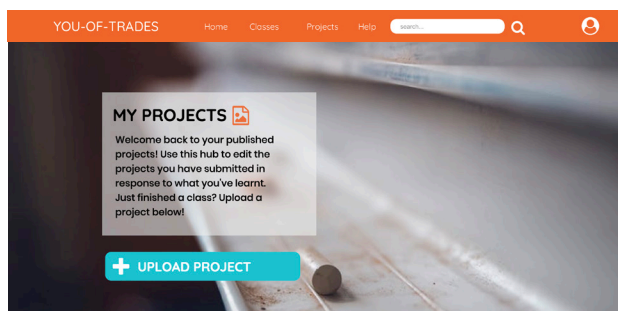
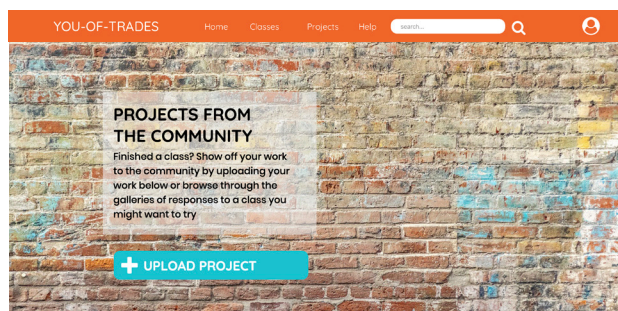


# Interface Design

## Desktop Final Design

### Uploading a student project to the site

The two images in the left column show two starting pages for accessing the project. This creates flexibility and efficiency of use and allows the user to edit their work in 'my projects' afterwards. The form differs slightly in scale and width ot better suit the horizontal orientation.



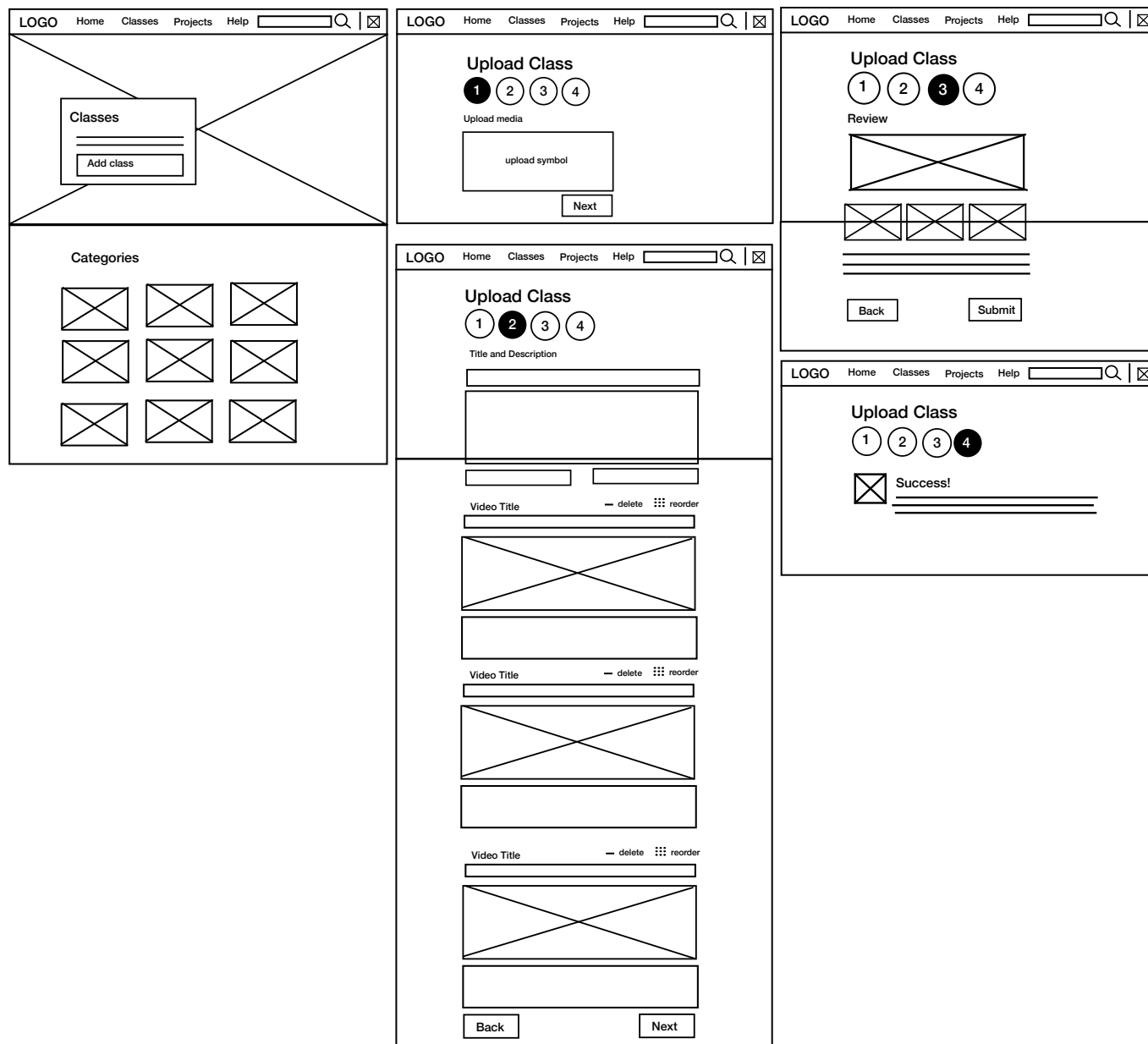
# Interface Design

## Desktop Wireframe

Aim and description of task

*Uploading a Class to the site*

The structure for this task as shown in the wireframes, was the most altered from the last iteration, as the 4 step process was confusing for users. It was also a recommendation to better match this step by step task with the real world and its systems (see heuristic 2.). Here the uploading media, as previously mentioned, comes first. The videos are then reordered by the user, named, deleted if mistaken and assigned descriptions in the class. This mental model sorting out a file is more efficient than putting a cover page on first, getting the content with no room to make changes after uploading as the previous process had shown. Also note that modules got changed to videos as it is more recognisable for the target audience, especially if they haven't ever tried online learning before and tutorials got changed to classes as the taxonomy matched the real world better.



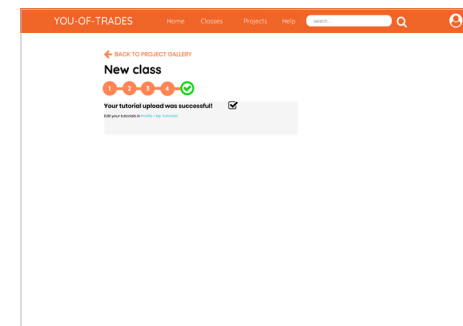
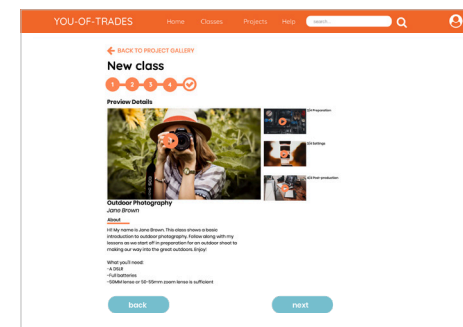
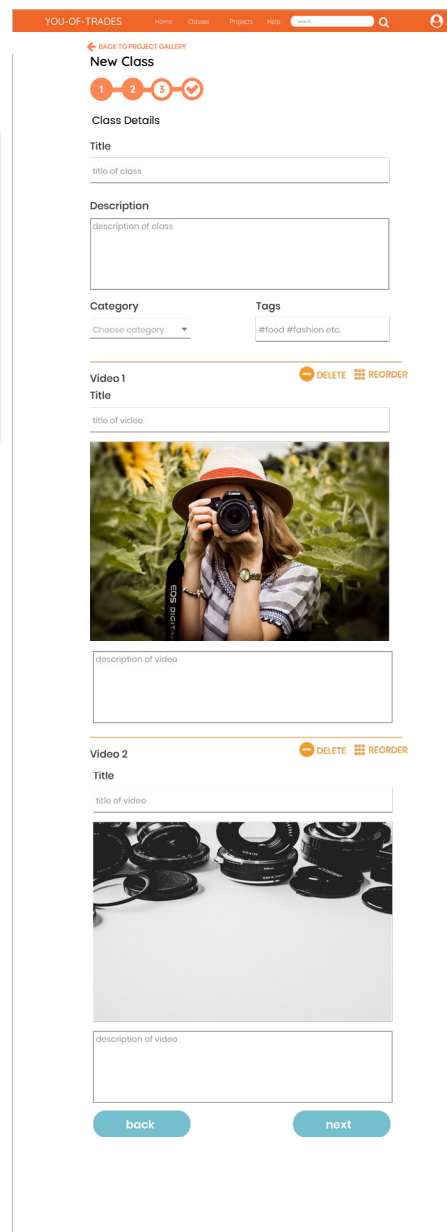
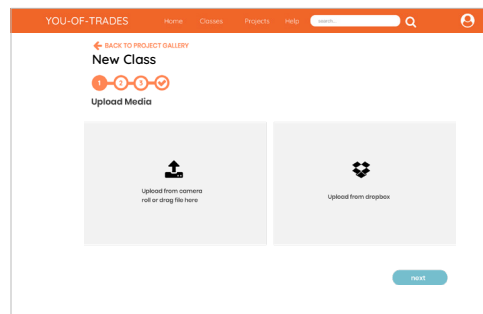
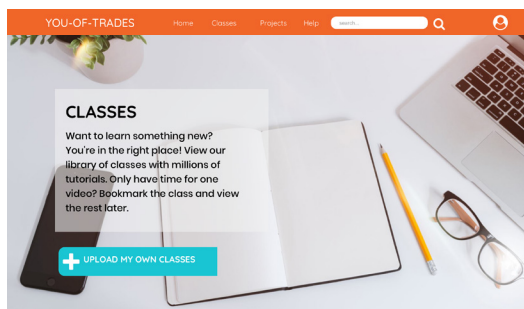
# Interface Design

## Desktop Final Design

Aim and description of task

*Uploading a Class to the site*

Here the scroll length was made slightly longer which means the user has to travel a greater distance, however, embedding the video section matches the mental model of the user more and the confusion would decrease, as description information is put altogether as opposed to being separate and the user having difficulty differentiating the two.

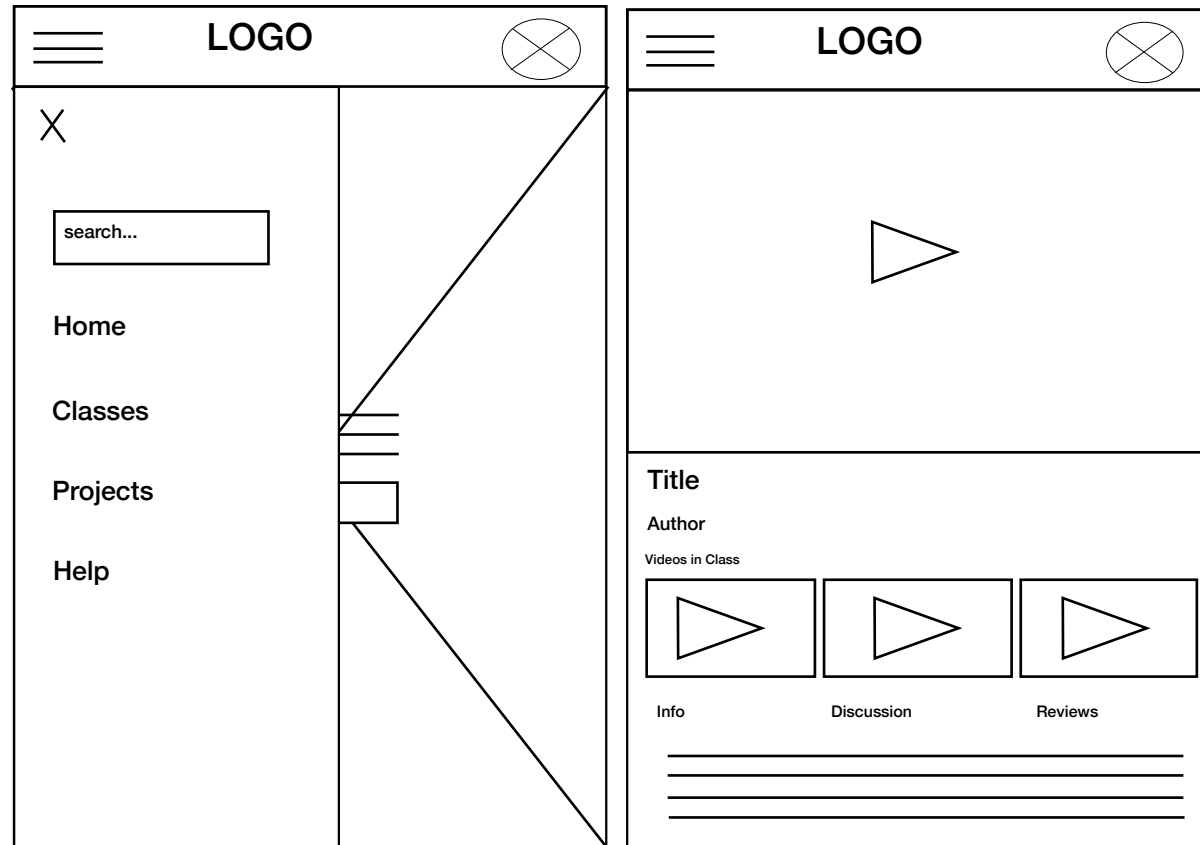


# Interface Design

## Tablet Wireframes

### Homepage and Video Viewing Pages

The tablet interface paper prototypes were made, however, because they were so similar to mobile interfaces, the focus was put more on the difference between desktop and mobile. Here the most important pages, (video viewing and homepage) are revisited to propose a future application for tablet that is slightly different to mobile. Here the menu only stretches to half the page in a light box pattern. This technique further increases visibility of system status as the user is able to see the last page that they were on. The video viewing is similar to mobile with the margins moving in slightly, using white space to group like features and border the page so that the eye doesn't drop off at the edge.



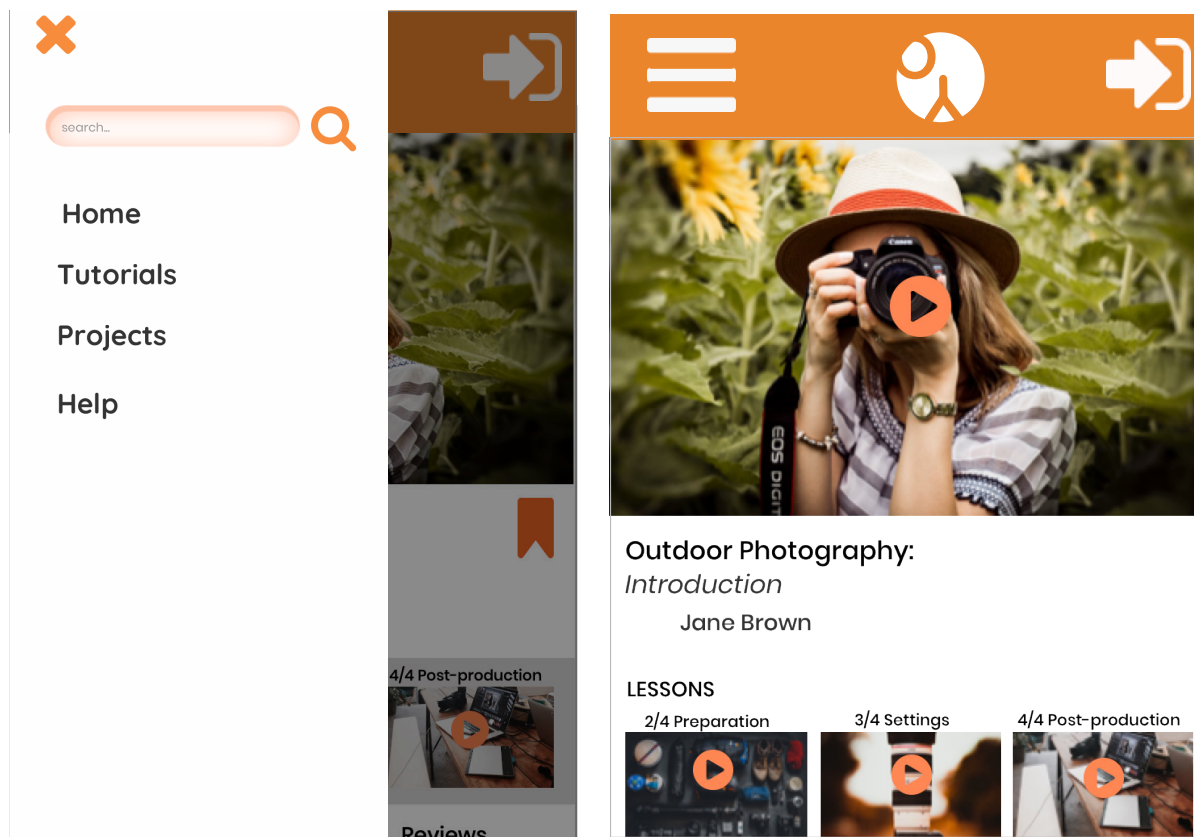


# Interface Design

## Tablet Final Design

### Homepage and Video Viewing Pages

The final design for the tablet here shows two screens. The tablet viewing screen is very similar to the mobile screen in the sense that it uses a hamburger menu, is portrait and more stacked rather than laid out horizontally. Unlike the mobile, however, in the proposed tablet interface, the menu is only 2/3 of the screen in a lightbox slide out manner. As mentioned before, this increases the visibility of system status and allows the user to quickly tap their way out of the menu on the page they were on before. The video player screen uses more negative space and because there's more real estate, the grey bounding box for the lessons doesn't need to be in this view port creating a bit of minimalism as the white breaks up the sections itself.



# References

Bruce Tognazzini. B.T. 2014. First Principles of Interaction Design. *Interaction Design Solutions for the real world*. Retrieved at: <https://asktog.com/atc/principles-of-interaction-design/>

Jakob Nielsen. J.N. 1994. 10 Usability Heuristics for User Interface Design. Nielsen Norman Group. Accessed 22/10/2019 Retrieved at: <https://www.nngroup.com/articles/ten-usability-heuristics/>

Moodboard: <https://www.pinterest.com.au/gracer0098/ux-application-moodboard/>