

DESIGN DOCUMENTATION

JUNE - AUGUST 2021

Sponsored By  QUEST



Dory



Team Manta

Mike Eisen | Michelle Gao | Yimeng Hou | Alice Zheng



2)
ed (x2)
(x10)



Excited (x2)
Energized (x1)
Motivated (x1)

Table of Contents

- INTRODUCTION** 3
 - RESEARCH PROCESS 4
 - DESIGN PRINCIPLES 6
 - KEY FUNCTIONS 8
- ARCHITECTURE, MODELS, AND SYSTEMS** 16
 - INFORMATION ARCHITECTURE 18
 - SWIMLANE DIAGRAM 19
 - USER JOURNEY MAPS 20
 - USER FLOWS 24
 - STORYBOARD 32
- VISUAL SYSTEM** 36
 - MOODBOARD 37
 - TYPOGRAPHY 38
 - COLOR 39
 - GRID SYSTEM 40
 - ATOMS 41
 - COMPONENTS 42
- DESIGN PROCESS** 44
- APPENDIX** 52

Introduction

*“Every single class period every single day, ask a question and get crickets... One day, in my second period, 23 students turned their cameras on and **I literally cried in front of them**. It brought so much joy, just to see their faces but that's rare like that happened once.” - P9 (Cynthia, 8th Grade Science and Biology)*

One of the main concerns teachers have been dealing with during the ongoing pandemic is how to engage students. In virtual classrooms, students were faced with the choice of either turning on their cameras or concealing their home lives. Many chose privacy resulting in teachers having to look at screens with blank cubes.

This left teachers with little information to help them understand how students were doing so they could improve the classroom environment and help students grow. It created emotional isolation for teachers and students.

As schools begin to consider a future where virtual learning can become an asset to students and teachers unable to attend in person, we need to find new ways for teachers to connect with their students and encourage students to engage in their learning journey.

This is why we created Dory. Dory is a digital platform that empowers middle school students to recognize and safely communicate their feelings. It helps teachers better understand and build more meaningful relationships with in-class and remote students.

This document lays out all important aspects of Dory's design to help developers build the product.

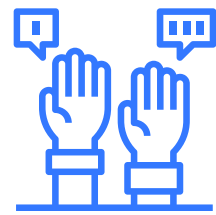
Research Process

To gain a better understanding of why teachers' were struggling to engage 6th to 9th grade students in remote and blended learning environments, we conducted primary and secondary research. We conducted seven subject matter expert interviews with education consultants, researchers, school administrators, and technologists to better understand student engagement and to narrow down on our problem space. We spoke with four public school teachers from different schools in Washington State, at different grade levels, and specializing in different subject areas. We conducted two field observations and follow-up interviews with the goal of observing student and teacher affect, behaviors, and use of remote learning technologies. We also conducted two contextual inquiries with two teachers to gather detailed information about the physical environment and how teachers prepare their classes and build relationships with students. We conducted a competitive analysis to better understand the existing competitors' strengths and weaknesses to find more insights and opportunities for remote education. Our team reviewed a total of eight different products including both tech-related products and traditional curriculum programs. From our research, we identified four key insights that would inform our response.

Insights

- 1.** Most students kept their webcams off because of a lack of structure outside of the classroom environment, school policies making the use of webcams optional, concerns about privacy, and adolescent self-consciousness.
- 2.** Teachers had to use different criteria to evaluate student engagement due to the limitations imposed by online education such as missing multi-sensory levels of communication beyond a webcam.
- 3.** Teachers struggled to identify and understand students' unique interests and needs in this environment, impeding their ability to establish and grow unique student bonds, bonds that could encourage engagement.
- 4.** Teachers can harness educational technology to create a more adaptive learning environment for individual students who previously struggled in in-person.

Design Principles



Encourage Engagement

Our design should provide ways for teachers to encourage and evaluate student engagement in remote and blended learning environments.



Environmentally Adaptable

Our design should be adaptable to any environment, for students who are attending in person or virtually, synchronously or asynchronously, individually or as a group.



Enable Relationships

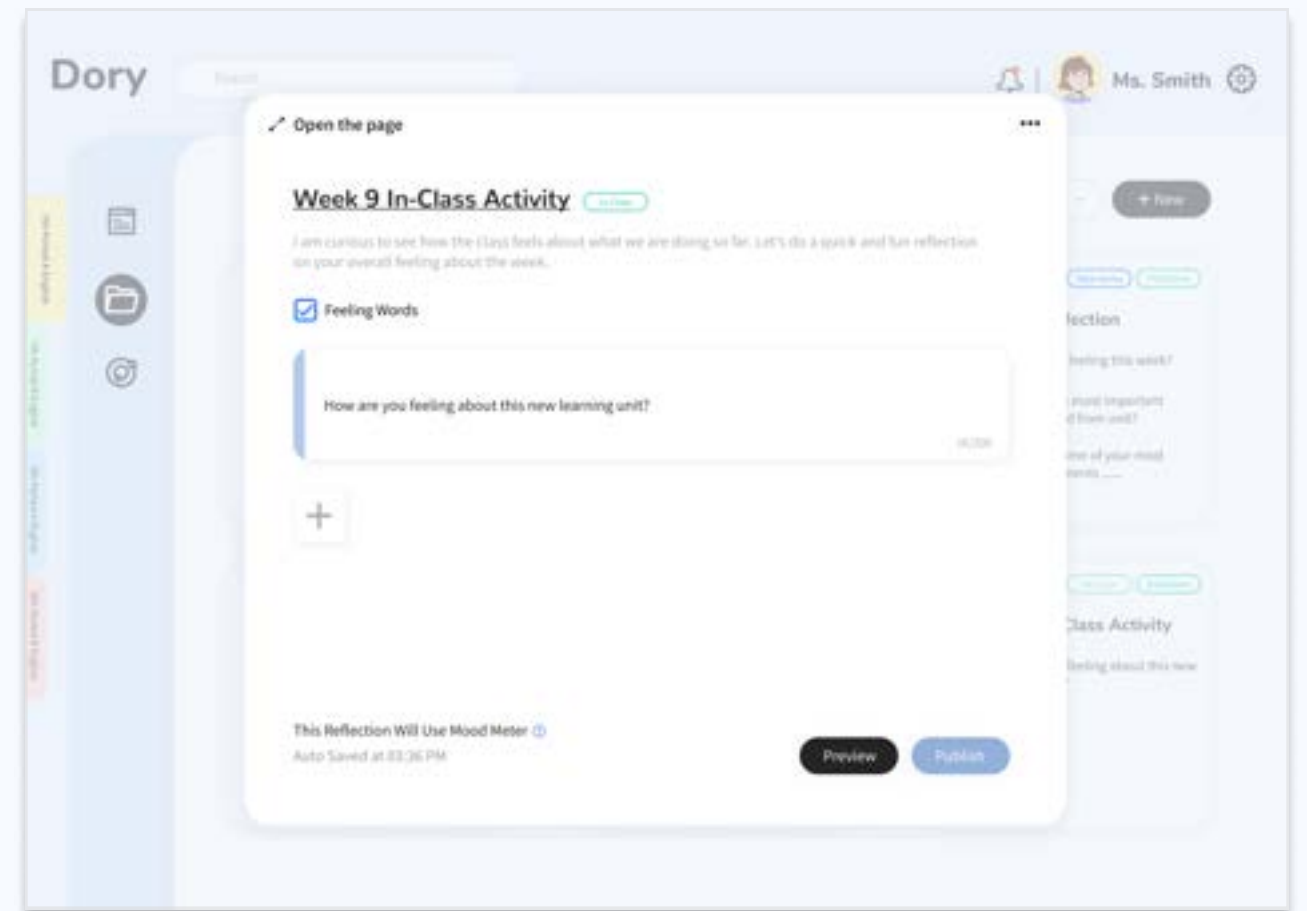
Our design should enable growth of personal relationships between students and teachers.

Key Function

Create a Reflection Prompt

Dory has the flexibility allowing teachers to determine the period of time that students need to do self-reflection based on their teaching plan or pedagogy, such as weekly, biweekly, or after each unit.

Each self-reflection contains one or more reflection prompts for students to answer, and teachers can decide the number of prompts they would like to include in one reflection. While teachers create a prompt, the system will also provide suggested prompts for them as a recommendation or inspiration. Teachers are also allowed to create customized prompts. Besides, teachers can view previous prompts if they want to reuse a question.



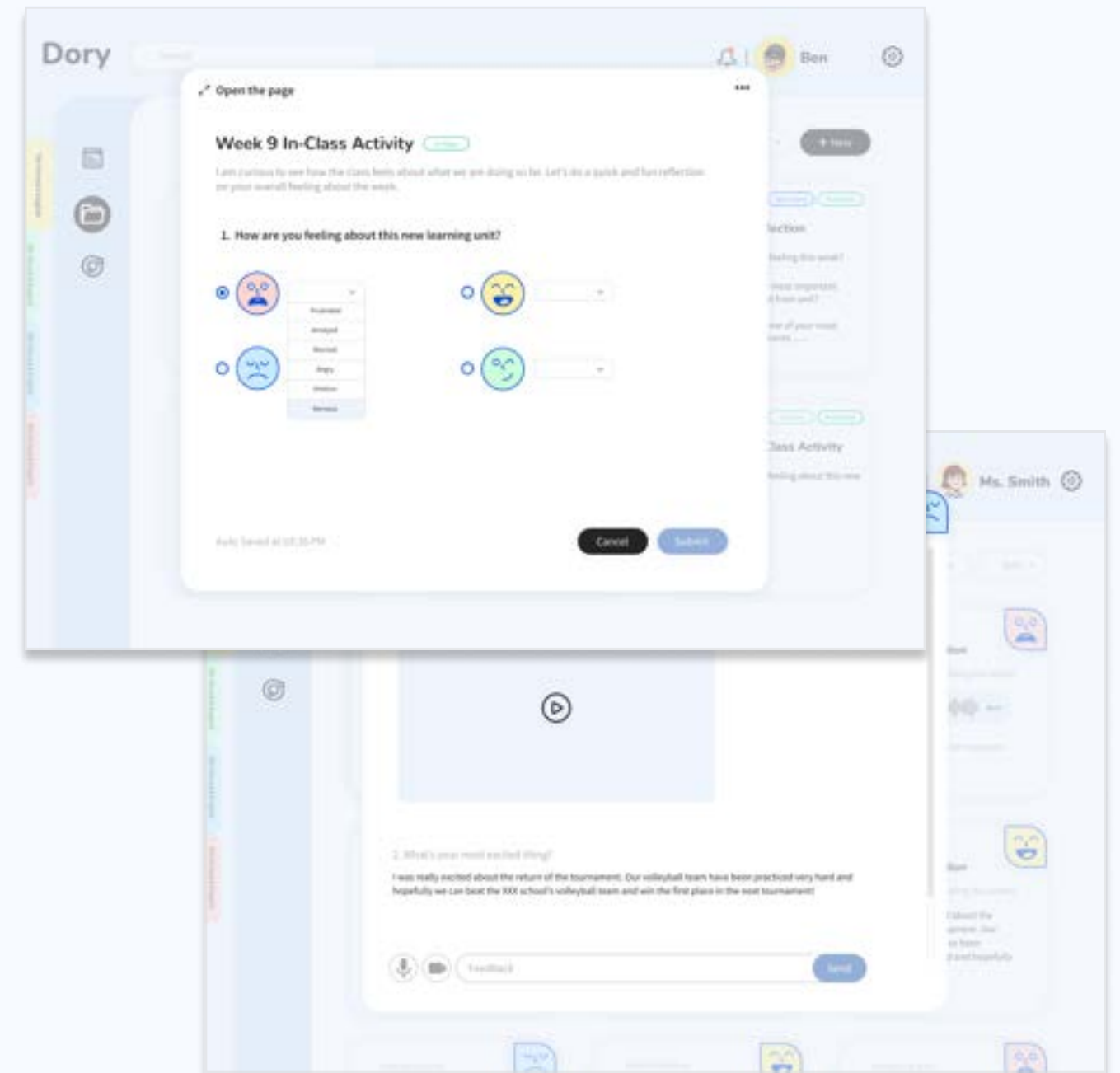
Key Function

Self-Reflection Activities

Teachers like to use different self-reflection methods under different scenarios and purposes. Therefore, we designed two reflection activities which 1) In-Class Activity and 2) Take-Home Written Reflection. For each reflection activity, students will be prompted to choose an emoji based on their mood. There are four different types of emojis. Each emoji represents a category of moods:

- The pink emoji represents unpleasant and high energy emotions, like frustration
- The blue emoji represents unpleasant and low energy emotions, like boredom
- The yellow emoji represents pleasant and high energy emotions, like excitement
- The green represents pleasant and low energy emotions, such as tranquility

For the In-Class Activity, students only need to choose an emoji and a feeling word according to each prompt, which can be done quickly and gives a teacher information that can help them adapt on the fly. The take-home written reflection asks students to write or record audio/videos to express their specific feelings and thoughts beyond choosing an emoji and a feeling word, which encourages students to think more deeply about their learning journey to build a growth mindset and can give teachers deeper insight into how a student is doing and feeling. Having two different types of reflection activities, teachers can have a more in-depth and comprehensive understanding of their students.



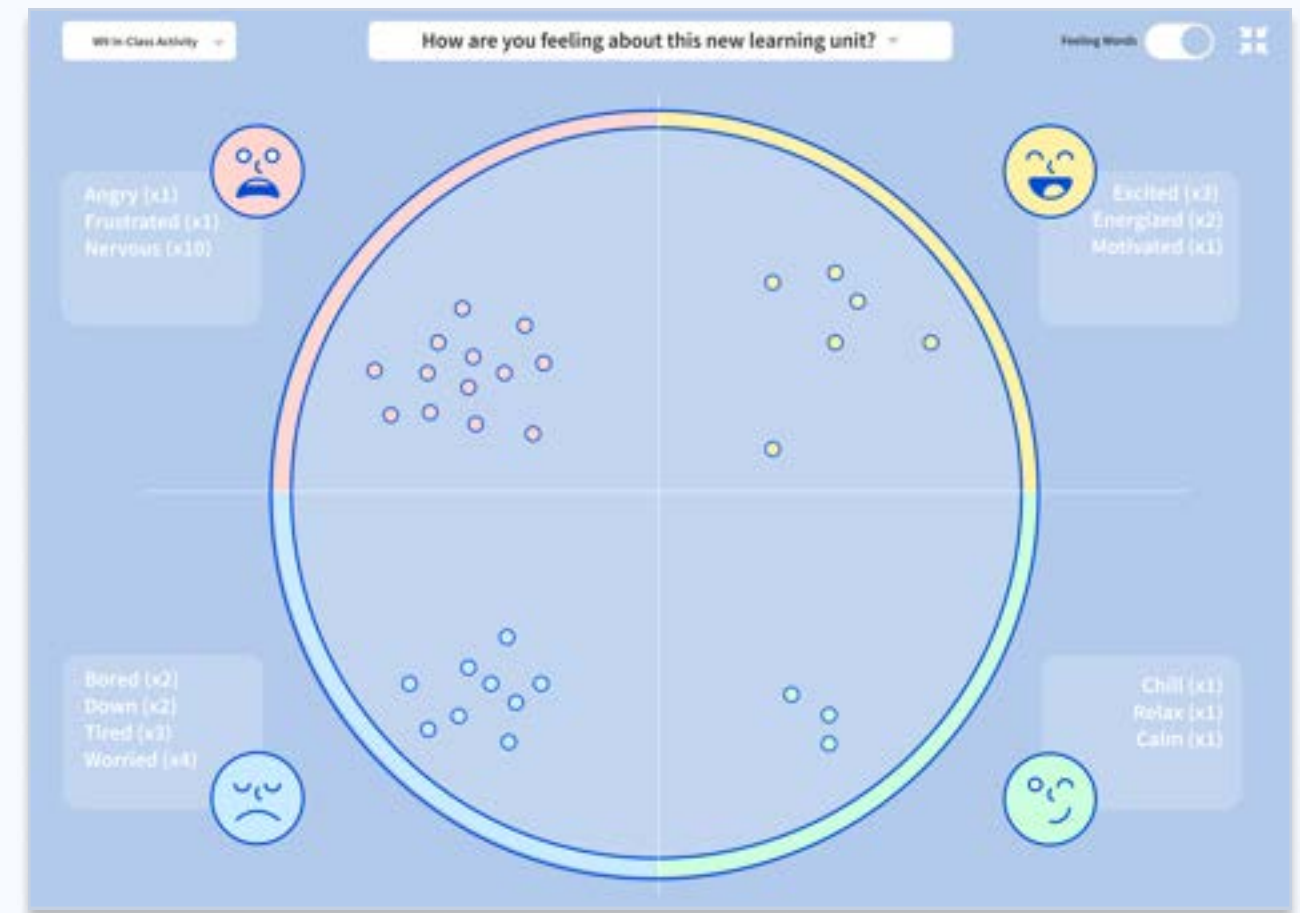
Key Function

Mood Space

Mood Space is a shared common space where both teachers and students can get access to. It shows the overall classroom moods in a circular layout. The circular visualization divides into four quadrants and each quadrant has its own emoji representing a category of moods.

Whenever a student completes a self-reflection, a color dot will appear in the mood space in the corresponding quadrant according to the emoji selected by the student, and at the same time, the selected feeling word will be displayed in the white round square next to the emoji. The number next to the feeling word shows how many students have chosen it.

Mood Space provides a holistic view of the mood check-in results, which allow teachers to get the feeling of the room at a glance. Also, the anonymous environment can provide students with a more secure and comfortable environment and encourage them to express their real feelings without worrying about if anyone can recognize them.



Key Function

Student Reflections

Student Reflection page gives teachers a cleaner list of what each student submitted with the emotional label. This page presents a more organized and holistic reflection chart and therefore, easy for teachers to notice any pattern. Based on teachers' own preference, they can sort the chart by emojis (emotions) or by time. Also, teachers can export the reflection and the chart into an excel report to keep as a record, make it printable, and easy to share with parents and the school admin.

After having a holistic view of how students are doing, teachers can go to an individual student's page to view more detailed reflections and leave a note for the student. Based on a student's reflection, teachers can give guidance, such as words of wisdom or encouragement to the student. In this way, we hope that students and teachers can better understand each other and build stronger relationships over time.

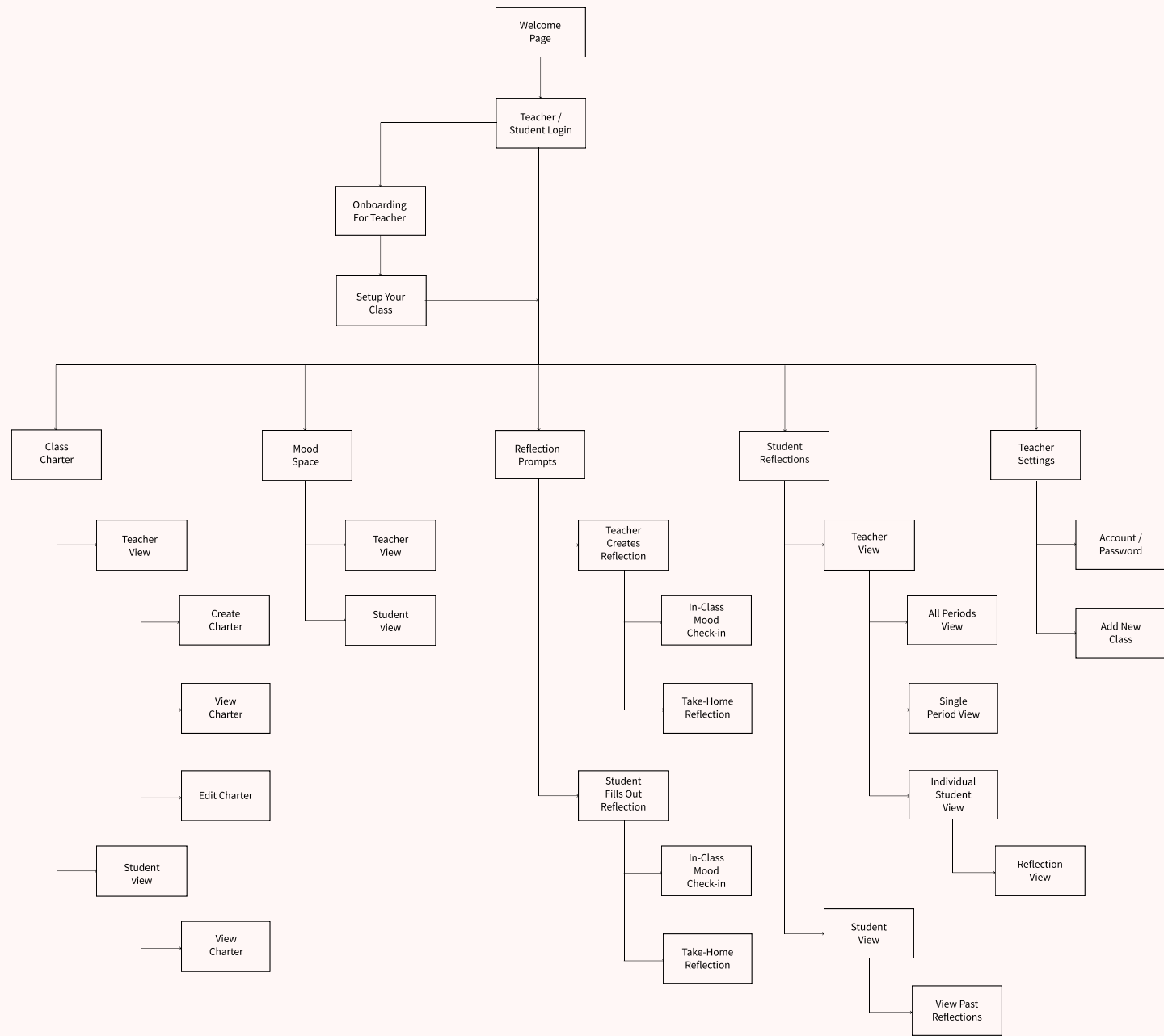
The screenshot shows the 'Dory' interface for 'Student Reflections'. The header includes the 'Dory' logo, a search bar, and the user 'Ms. Smith'. Below the header, there are 'Filter', 'Sort', and 'Export' buttons. The main content is a table with columns for 'Week 1 Reflection' through 'Week 8 Reflection' and rows for students: Ben, Sam, Olivia, Lucy, Max, Zach, Chloe, Vivian, Corey, Kent, and Leo. Each cell in the table contains an emoji representing the student's emotional state for that week.

	Week 1 Reflection	Week 2 Reflection	Week 3 Reflection	Week 4 Reflection	Week 5 Reflection	Week 6 Reflection	Week 7 Reflection	Week 8 Reflection
Ben	😞	😞	😞	😞	😞	😞	😞	😞
Sam	😞	😞	😞	😞	😞	😞	😞	😞
Olivia	😞	😞	😞	😞	😞	😞	😞	😞
Lucy	😞	😞	😞	😞	😞	😞	😞	😞
Max	😞	😞	😞	😞	😞	😞	😞	😞
Zach	😞	😞	😞	😞	😞	😞	😞	😞
Chloe	😞	😞	😞	😞	😞	😞	😞	😞
Vivian	😞	😞	😞	😞	😞	😞	😞	😞
Corey	😞	😞	😞	😞	😞	😞	😞	😞
Kent	😞	😞	😞	😞	😞	😞	😞	😞
Leo	😞	😞	😞	😞	😞	😞	😞	😞

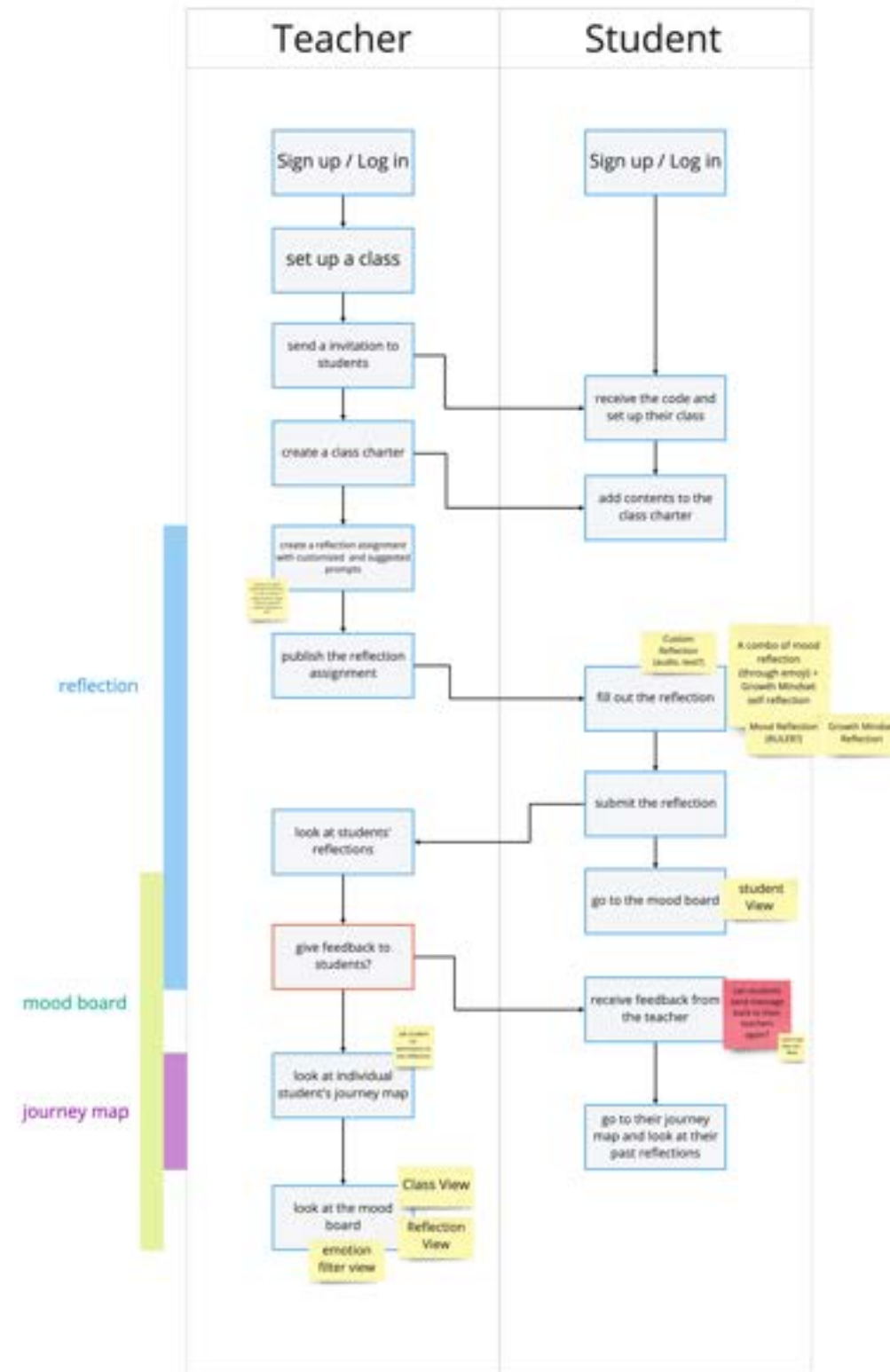
Architecture, Models, and Systems








Information Architecture









Swimlane Diagram



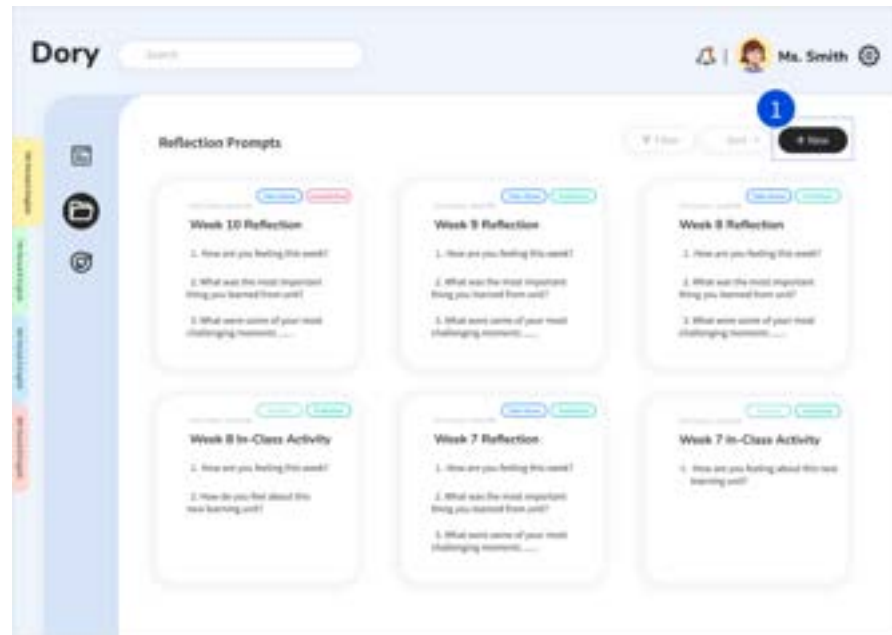
User Journey Map (Teacher Perspective)

Phase of journey (Teachers)	Reflection	Class Mood Board / Common Space				Student Journey Map						
Actions What does the customer do?	Set up a reflection for the class	Select a custom prompt or a pre-existing prompt	submit reflection to students	Presents class charter	Navigates to the Common Space	watches / waits as students submit reflections	Presents collective view to class	facilitate class discussion using different views	after class, teacher looks at the overall class view	teacher looks at individual students reflection history	Teacher reads individual student reflection	Teacher provides feedback to student
Touchpoint What part of the service do they interact with?	Reflection set up page	Reflection set up page	reflection set up page	class charter page or pop-up	Navigates from self-reflection to Common space, teacher view	Common space page with student names	presents common space page without student names	uses different filters by emotion, time	navigates to journey Map which takes teacher to class view	clicks on individual student from class view	clicks on specific reflection from individual student view	clicks on reply and is given to option for text or audio feedback and submits for student to view later
Customer Thought What is the customer thinking?	"I'm curious to see how the class feels about what we are learning today."	"I think I'll set up a custom prompt"	"I'll let the class know that it's now available to respond to."	"I better remind them of our agreed-upon class charter."	"I'm going to go watch the common space as students fill in their reflections."	"We are getting lots of responses! This is great!"	"I want to show the class the collective mood so they can feel more together!"	"Everyone seems happier this week, I want to show them how the mood has improved!"	"I'd like to respond to my students so they know I'm listening and here for them."	"Let's see how Ben has been doing with his reflections."	"Ben sounds like he's feeling more confident and is enjoying my lessons!"	"I'm going to congratulate Ben and encourage him to keep up the good work and that I'm here for him."
Customer Feeling What is the customer feeling?												
Opportunities	This can be done before class or during depending on teacher	reflections always have a mood check-in but can be combined with reflection prompts about the class or goals or growth or fun things	teacher could do his or her own reflection too	- create class charter together - class can discuss overall goals, best practices and an inclusive supportive environment		- sounds as new entries enter the common space	a specific presenting mode for teachers to share during class	- filter by time, emotion colors - a way for teachers to overlay questions or observations into the space when presenting - What class?	- maybe instead of by unit the journey gets by week - maybe include high level academic info so teacher gets a holistic view			teacher can reply with emoji, text or audio

User Journey Map (Student Perspective)

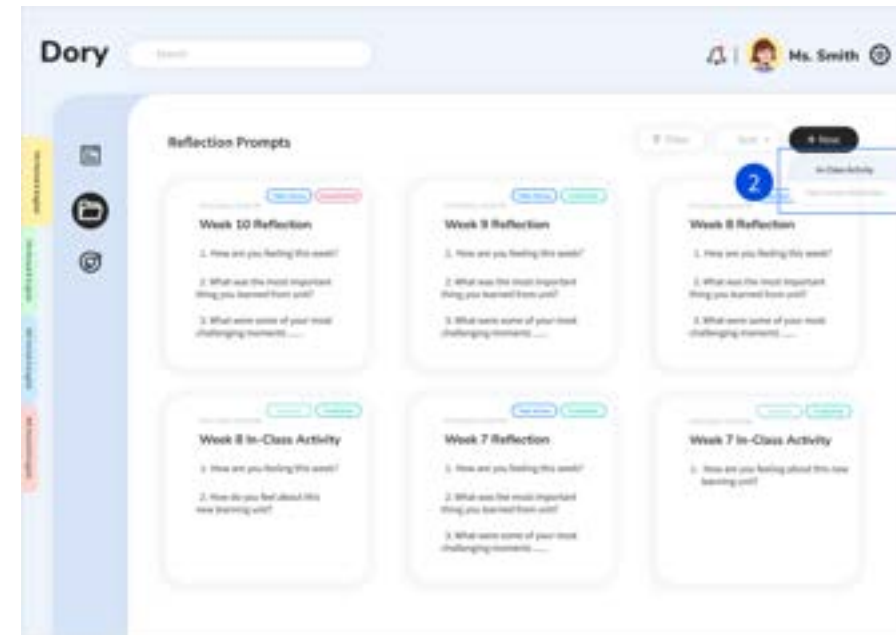
Phase of journey (Students)	Reflection	Collective view / common space	View my student journey map
Actions What does the customer do?	Log into the platform Read the prompt and fill out the weekly reflection Submit the reflection	Go to the common space Read Class charter Enter the public common space See last week common space	go to Journey map to check last week's self reflection Checking journey map listen to last week self-reflection Check feedback sent by teacher
Touchpoint What interface of the product do they interact with?	Log-in page Self-reflection page Self-reflection page	Navigation bar from self-reflection to mood board showing class charter the public mood board the public mood board with data picker	Navigation bar - from mood board to journey map Journey map page Journey map page (show weekly timeline) -> self reflection page Journey map page (show weekly timeline) -> (today's) self reflection page
Customer Thought What is the customer thinking?	"It's the reflection time. Can't wait to see how others are feeling." "Making flashcards together with Ben was def the most powerful learning moment I had last week. It was such a fun process." "Submitted! I wish we could have more activities like this!"	"Kinda interested how my fellow classmates are feeling so far." "yah yah the class charter again, I am def making sure to take care of each other <i>biabata</i> " "yep look at this, we are doing great this week. Everybody was relax and chill." "Wah I wonder what did I do last week lol. Let me go back to last week's space"	"I remembered last week I was kinda stressful but..." "wow it's already w/e. I have been making so many reflection lol" "wat what did I do for last week's reflection. Let me take a look at it"
Customer Feeling What is the customer feeling?		   	
Interaction Idea	normal log-in portal interface - Allow both audio and text input. - Allow both emoji and text input click the submission button to submit	- can always go to the common space no matter the user on which screen - a place to remind students to keep the class charter in mind (Add friction) pop up interface to show the class charter a place to show each student's reflection on dynamic 3D touch interaction with the arts, making it more playful for visualization allow users to change dates and view previous mood board.	- can always go back to this page no matter the student on which screen - to level display of student's self-reflection arts shown in a timeline format - allow students to click on each specific reflection art view weekly and monthly timeline - from the timeline, click on specific timeline art to expand the page to view the previously logged info receive notification about teacher's feedback - click on specific art art to expand the page to view today's reflection with teacher's comment

User Flow: Create a Reflection Prompt



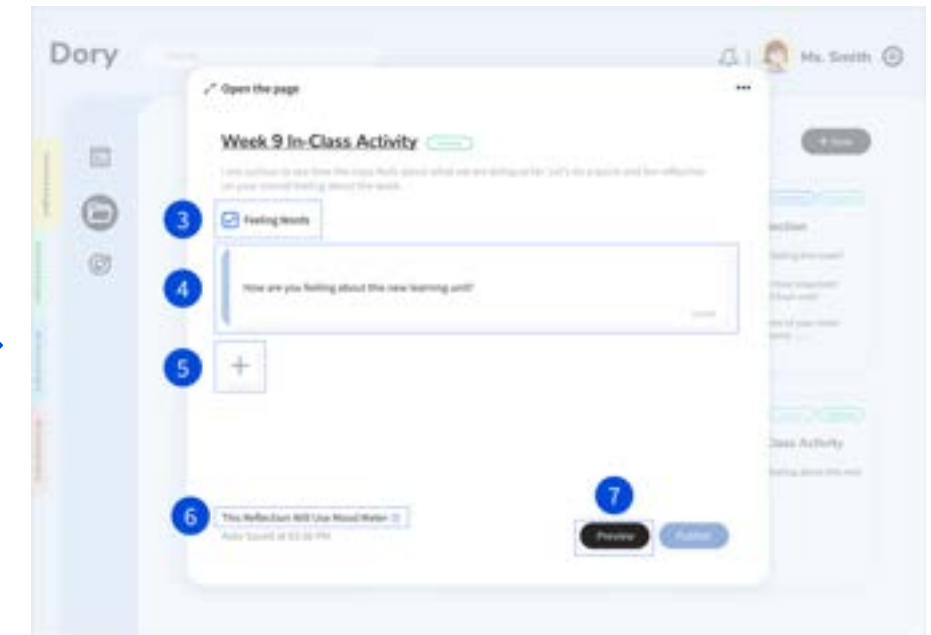
By clicking the “Add New” button, teachers can create a new reflection prompt for in-class or take-home reflection activities.

1 Teachers click on the “Add New” button to create a new prompt



Before creating a new prompt, teachers need to indicate whether is an in-class or take-home activity. Once teachers pick a specific type of activity, a new page will pop up.

2 Teachers pick a specific type of activity from the drop-down menu



A new, empty page pop-up, waiting for teacher to fill in the specific prompt for this activity. They can manually input the prompt or use the suggested prompt recommended by the system.

3 Teachers check on the “Feeling Words” option to allow feeling words such as happy to show up in the mood space

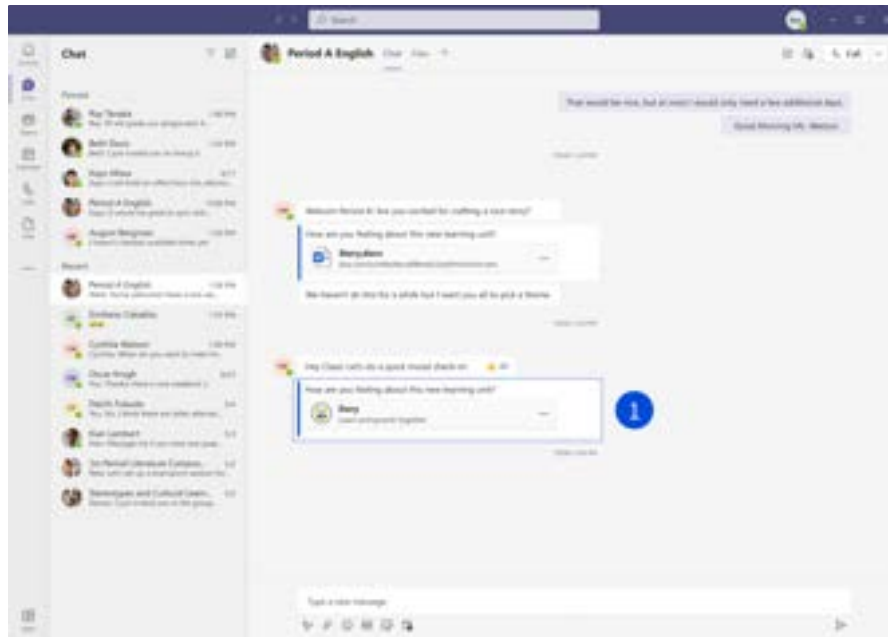
4 Teachers can manually input and customize the reflection prompt

5 Teachers click on the “+” button to add more prompts

6 As a default, each reflection activity will include a mood check in

7 Teachers click on the “Preview” button to see how would the activity look like on students’ side before publishing

User Flow: Self Reflection Activities



Students access Dory's in-class or take-home reflection activities through Microsoft Teams.

1 Students tap here to access Dory



Once Students enter Dory, they are met with a reflection prompt and asked to reflect on their mood based on the question asked by their teacher.

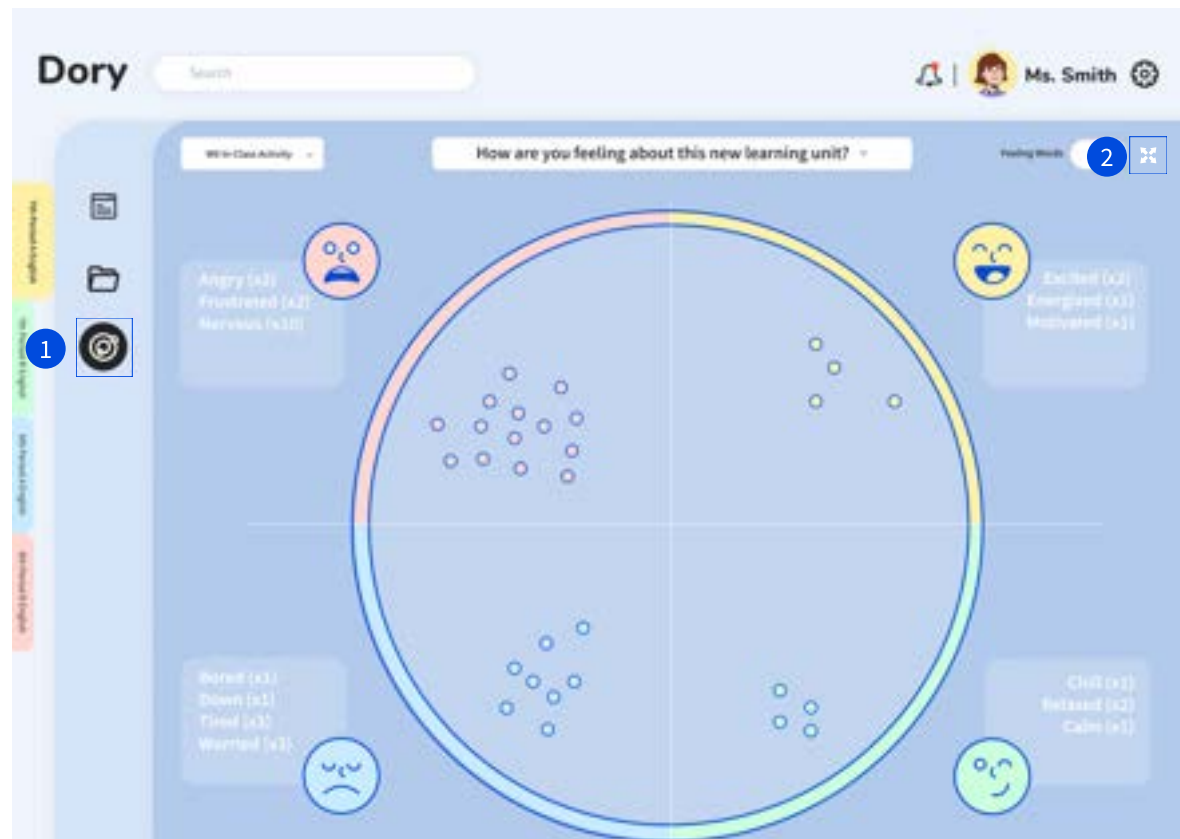
2 Students choose from one of four feeling zones by clicking the appropriate radio button

3 Students choose a feeling word from the dropdown selection



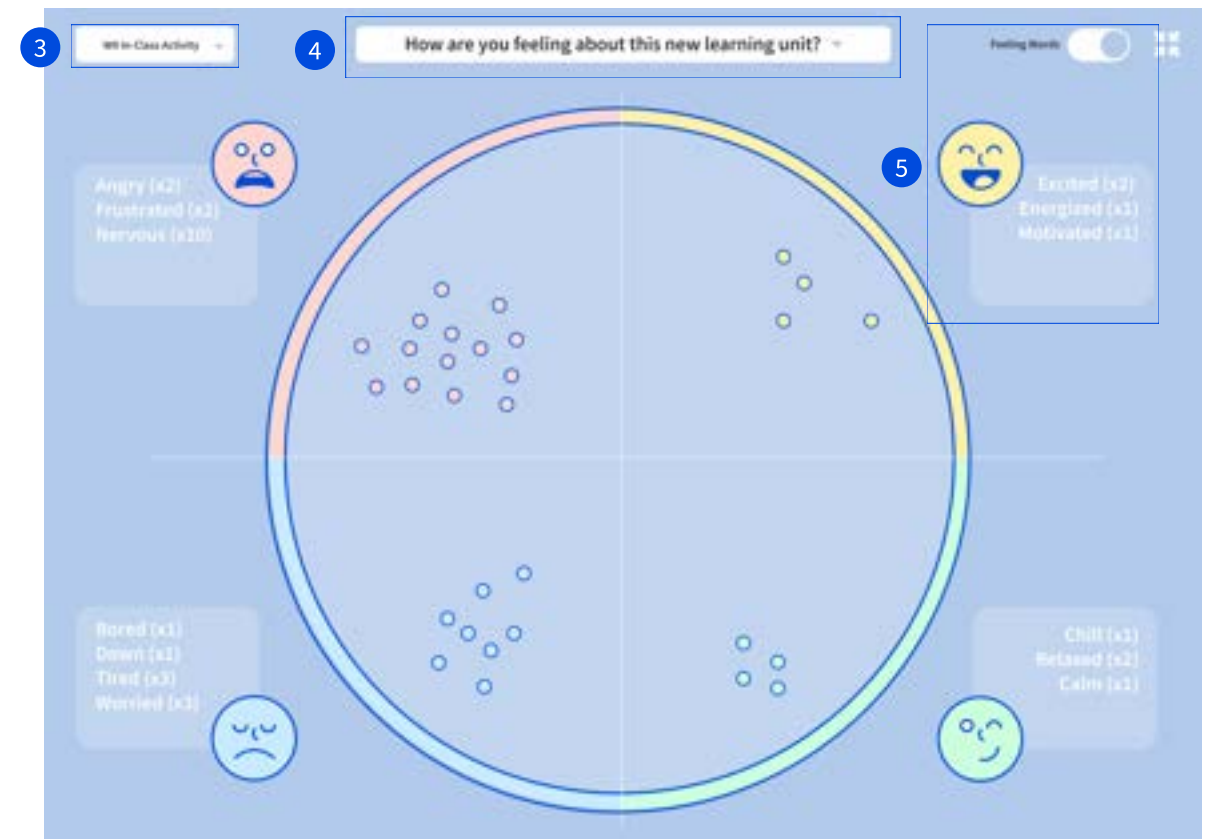
After hitting submit, students are directed to the Mood Space.

User Flow: Mood Space



Both teachers and students can go to the Mood Space to view the overall mood selection.

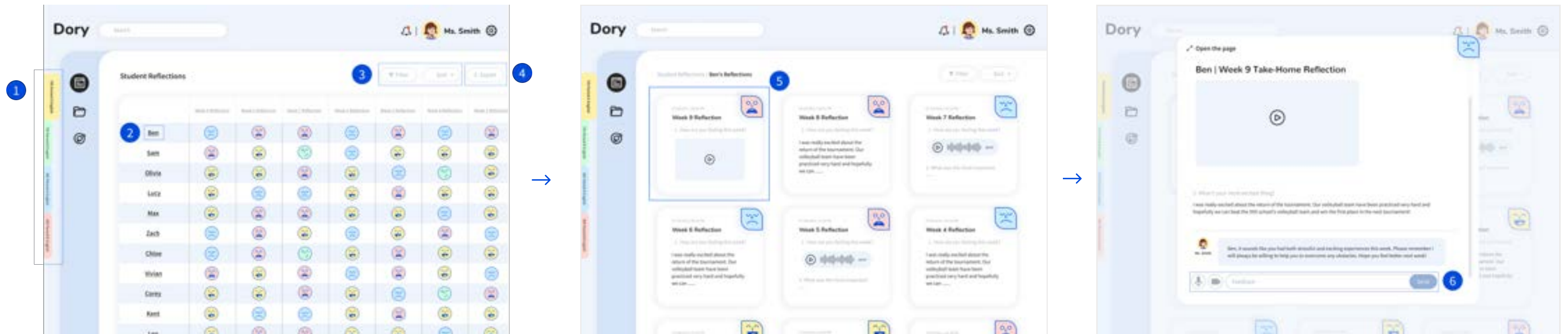
- 1 Clicking on the “Mood Space” icon located at the left navigation bar, teachers and students can get access to the Mood Space
- 2 The “Expand” button allows teachers to expand the Mood Space to full screen



The Mood Space shows the overall classroom moods in a circular layout. The circular visualization divides into four quadrants and each quadrant has its own emoji representing a category of moods.

- 3 Teachers can display previous mood space by using this drop-down menu
- 4 If teachers create more than one prompt for the reflection activity, they can switch between prompts by using this drop-down menu
- 5 Teachers can use the “Feeling Words” toggle button to hide the feeling words

User Flow: View Student Reflections



Teachers can view their entire classes' historical reflections and get a bigger picture of how their individual students and the class as a whole, are doing.

After choosing a specific student, teachers can view the student's reflection history.

After selecting a specific reflection, teachers can view the students reflection in more detail and reply.

- 1 Teachers select a class period
- 2 Teachers can click on a student name to view their weekly reflections
- 3 Sort and filter allows teachers arrange the chart by emojis or by time
- 4 Teachers can export reflections into an excel report

- 5 Teachers can click on a reflection to view more details

- 6 Teachers can create voice, video or written feedback

Storyboard



1 This is Cynthia. She teaches 6th grade English to remote and in-class students. One of the main concerns Cynthia has had during the ongoing pandemic is how to assess and engage students who have turned their cameras off.



2 One of the main concerns Cynthia has had during the ongoing pandemic is how to assess and engage students who have turned their cameras off.



5 Cynthia is introducing a new learning unit today on story plot elements. She is curious to learn how students feel about the topic, so she uses Dory to create an in-class and take-home reflection prompt.



6 During class, Cynthia introduces the topic and conducts her check-in. Students access the check-in through MS Teams. She waits for 2-3 minutes while students indicate a mood color and feeling word on their computers.



3 While discussing this concern with a colleague, Cynthia learns about Dory.



4 Dory is a digital platform that uses in-class mood check-ins and take-home reflections to empower students to recognize and safely communicate their feelings.



7 Once check-ins are complete, Cynthia uses Dory's Mood Space to share results with the class.



8 She watches excitedly as students begin to realize they are not alone in their feelings. She is not concerned about exposing anyone's feelings because the information shared is anonymous.



9 Responses, however, indicate a recognizable amount of students in the class are feeling nervous about this new topic.



10 Cynthia acknowledges this feeling and starts a discussion. She learns many students are lacking background and decides to slow the lesson pace to help them get caught up and comfortable. She shares her plan with her students.



13 At the end of the trimester, Cynthia does another in-class reflection asking how students feel about the same topic. She is pleased to see students feeling more positive and confident than they did in the beginning.



14 She feels more informed, in-control, and optimistic moving into the next trimester.



11 After class, Cynthia adjusts her lesson plan. She views the past several weeks' take-home reflections to learn how students are doing.



12 Cynthia notices one student, Ben, has been feeling down lately and looks at his reflections more closely. She learns he is feeling lonely and leaves a note to tell him he is not alone.

Visual System

Moodboard



Typography

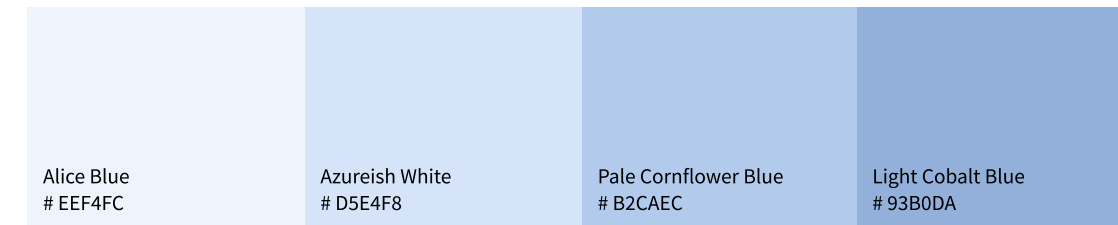
To provide a calm and pleasant feeling for students, a round san-serif typeface is used for title and headings. For the body text, we chose another san-serif typeface to increase the readability and legibility.

NAME	FONT, WEIGHT	SIZE
Logo	Nunito, ExtraBold	48 pt
Heading 1	Nunito, Bold	28 pt
Heading 2	Nunito, SemiBold	24 pt
Heading 3	Nunito, Bold	20 pt
<u>Subheading 1</u>	Source Sans Pro, SemiBold	20 pt
<u>Subheading 2</u>	Source Sans Pro, SemiBold	14 pt
Body	Source Sans Pro, Regular	16 pt
Icon	Source Sans Pro, Regular	18 pt
Caption	Source Sans Pro, Regular	11 pt
Tag	Source Sans Pro, SemiBold	11 pt

Color

Our color choices reflect our value of calmness, playfulness, and encouragement.

SYSTEM COLORS



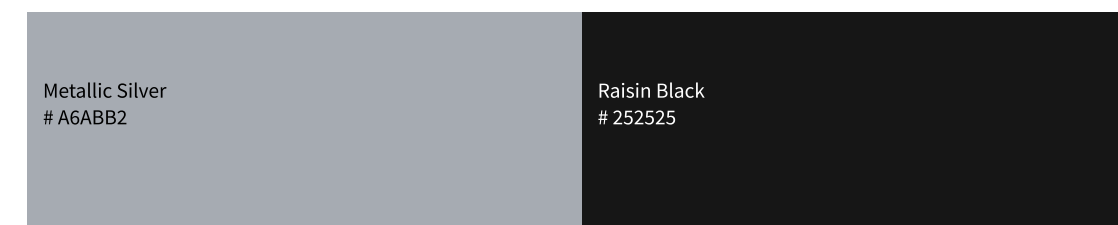
EMOJI COLORS



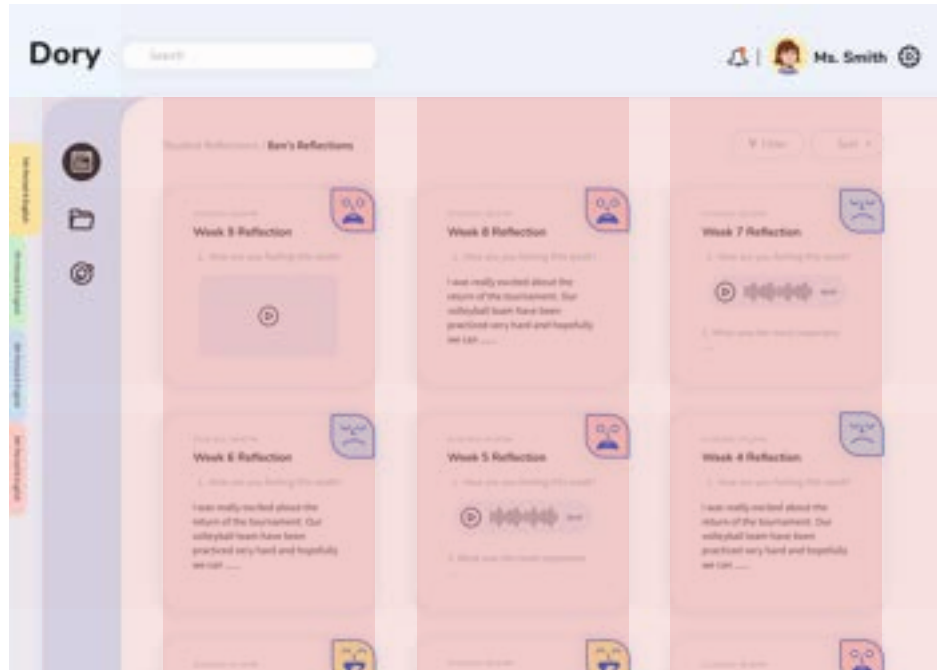
TAG COLORS



TEXT COLORS



Grid System


























Asymmetrical 3 Column Grid
Use the asymmetrical 3 column grid with a gutter of 16.



Symmetrical 3 Column Grid
Use the symmetrical 3 column grid with a gutter of 15.

Atoms

-  blue Emoji (v1)
  Reflection
  Add / New
-  pink Emoji (v1)
  Student's Work
  More Options
-  yellow Emoji (v1)
  Mood Space
  Play
-  green Emoji (v1)
  Filter
  Expand
-  blue Emoji (v2)
  Export
  Collapse
-  pink Emoji (v2)
  Notification
  Video Recording
-  yellow Emoji (v2)
  Settings
  Audio Recording
-  green Emoji (v2)
  Open the Page

Components

TAG



BASIC BUTTON



TOGGLE BUTTON



MULTIPLE CHOICES



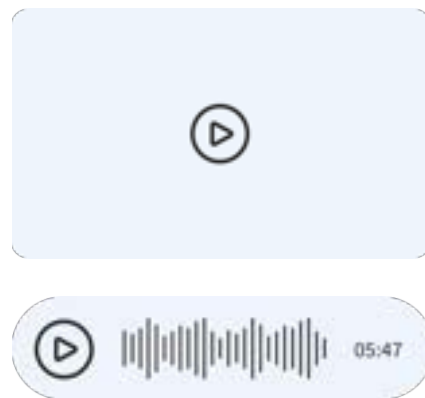
CLASS AND PERIOD BUTTON



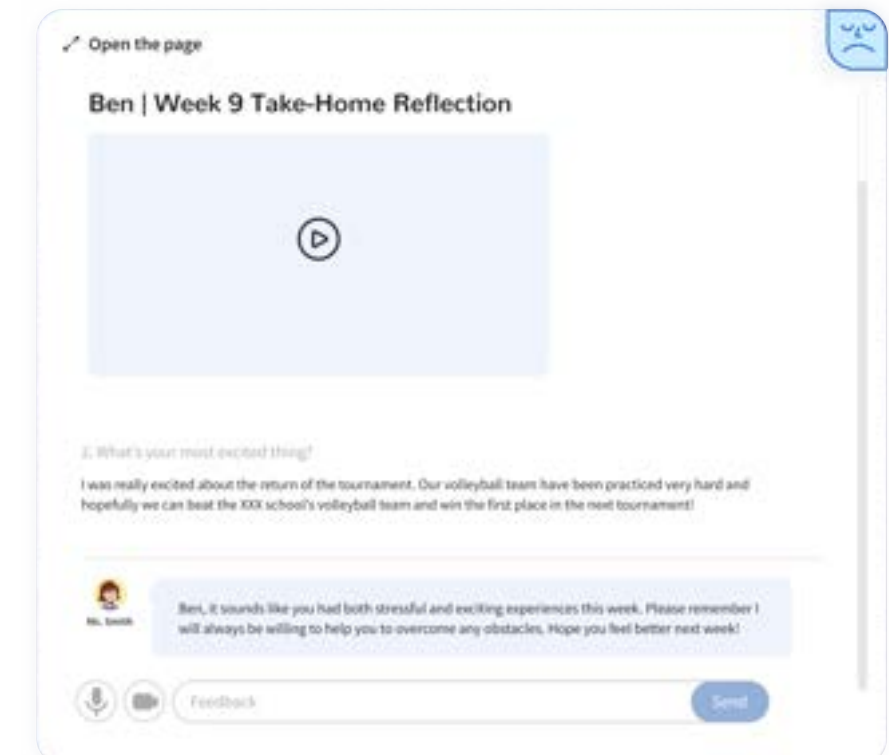
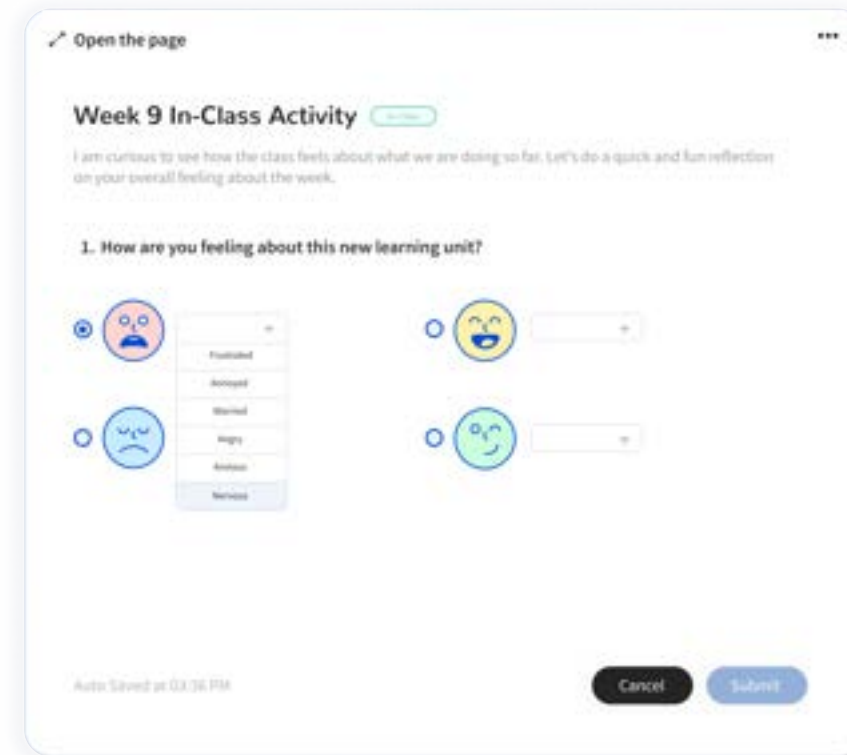
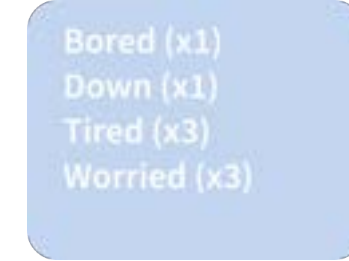
DROP DOWN MENU



VIDEO AND AUDIO



CARD STYLE



Design Process

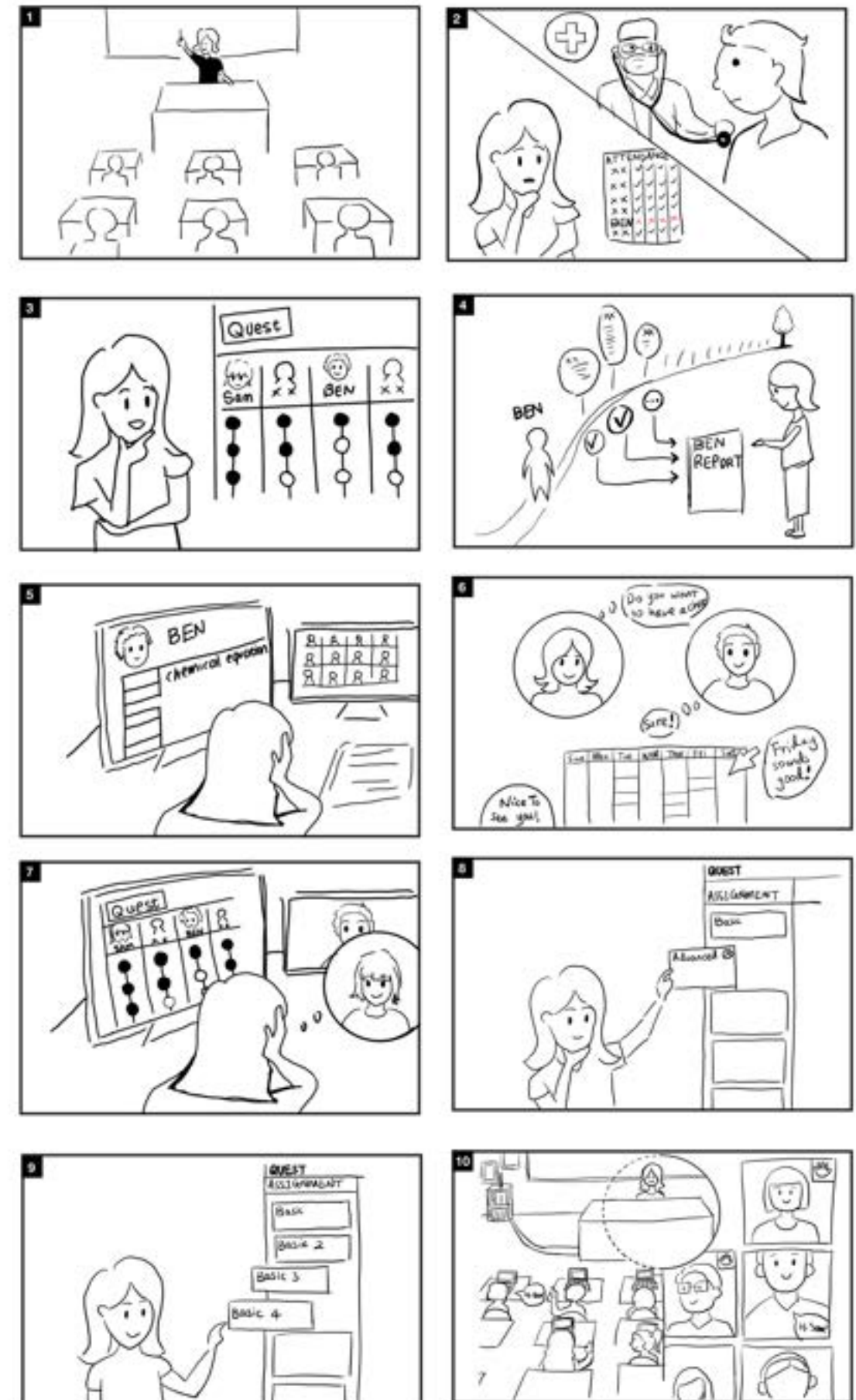
Ideation & Downselection

Each of the members would generate at least 20 ideas and then came back as a team for ideation alignment and shared ownership. During the group critique, we used affinity clustering to identify patterns and major themes and down-selected according to the themes. We found out that the team imagined the solution would provide teachers some **analytics** to better understand students' performance. It would allow teachers to grab the **contextual information** behind students' certain behaviors. It should be a powerful tool that helps teachers to **facilitate in-class activity** and then **evaluate the engagement level**. For students, we hope that the tool can give **students more agency** in controlling their own learning process and be able to help them build **stronger relationships** with others. Last but not least, to ensure students are having fun while using the tool, we want the product to be **playful and fun**.



Initial Design - Quest

Our initial design idea, the Quest, which is a classroom platform and learning progress tracking app that helps teachers and students jointly personalize learning journeys. The core concept behind this idea was to let teachers recognize that each student has his/her own learning pace and therefore, teachers should offer help and make adjustments based on that. However, to incorporate that core concept with an assignment tracking idea was not the right direction to go with. We realized that by overly focusing on an individual's experience specifically on assignment, we miss the social collaboration aspect and so fail to build the emotional connection between students. The office hour feature we proposed was not the best way to connect students with teachers because it might potentially add the emotional burden on students because they might think they do something wrong. And since this is an assignment tracking tool, the major use case will not be during the class and therefore, fail to align with our goal that it should be able to facilitate in-class activities and engage students. With all these concerns, we decided to make a pivot.



Usability Testing

Problem 1: Mood Space

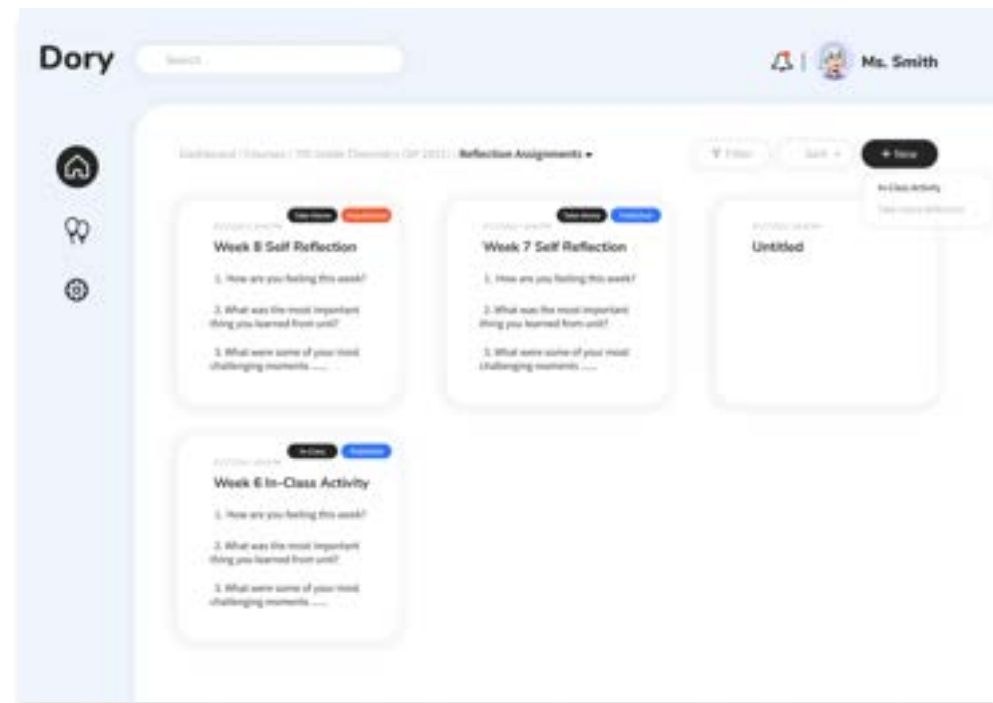
After we constructed the high fidelity prototype that focused on self-reflection, we started to run usability tests with our primary stakeholders. The teachers first pointed out if the size of the emoji orbs meant anything, and they really **wanted to get more information about each orb**, like who submitted it, what they wrote about each submission, and why they chose a particular emoji. We also realized that there are usually 25-30 students in a middle school classroom, which means that users might be unable to track these moving orbs on a single page, and it will lose its meaning if teachers cannot **easily get an overview of how their students feel about the class**.



Problem 2: Hierarchy System

The second critical problem was the overall navigation system. We got feedback from teachers that they had a hard time to imagine **where this product fit and how it connects to their daily classroom management system**. Besides, some users took a while to find the mood space, and tried to figure out the **hierarchy system** for the student reflection pages.

Other than these two major concerns, we also found minor issues such as misaligned colors in our branding, inconsistent color tags, lack of an option to turn on feeling words to be more informative, and consideration for outliers, as teachers told us that there's always the pattern that a cluster of students picking the same feelings.



Iteration

Moving to the revising stage, **we first changed all orbs to the same size** to avoid the ambiguity we had earlier. But, soon, we realized that the scattered emojis are very limited in helping teachers to get a general feeling from this mood space. one has stated that they probably won't show the board if she realized that there are too many sad faces, she will just adjust her plan. So **we thought that an abstract form of presenting this moodspace might add a sense of playfulness to it**, so we won't just focus on the negative feedback.

However, after we ran a mini usability study, we found that this abstract visual seems unnecessary and confusing to the users. **What they want is actually a cleaner informative representation of the feedback summary.** So, we kept the visual outline of the previous version, and developed it into a simpler infographic with a more unified branding color and illustrations. In this version, we can clearly display the amount of feedback in each category, and toggle to the mode that displays words each student chose.



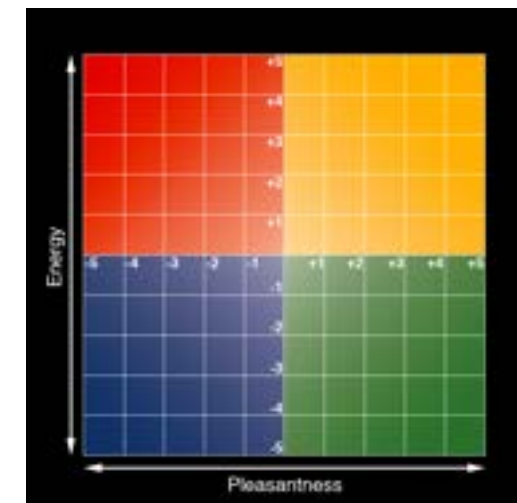
Appendix

The RULER Method^①

RULER Method is a systemic approach to SEL developed at the Center for Emotional Intelligence originating from Yale University Center for Emotional Intelligence.

The mood meter has two axes. The horizontal axis represents pleasantness and ranges from -5 (on the far left) to +5 (on the far right), with -5 being the least pleasant you can imagine feeling (e.g., your job is at risk) and +5 being the most pleasant you can imagine feeling. Our feelings usually fall somewhere between these values. The vertical axis, which has the same range, represents the energy we experience in our bodies (e.g., heart rate, breathing). At -5, you might feel drained of all energy while +5 represents feeling the most energy you can imagine having in your body (e.g., you just received a big raise and feel like jumping for joy).

Each quadrant has a different emotional meaning. The red quadrant is for unpleasant, high energy emotions such as fear, anxiety, rage, frustration and anger. The blue is for unpleasant, low energy emotions such as sadness, discouragement, disappointment, hopelessness, and loneliness. Green is for pleasant, low energy feelings such as relaxation, calm, contentment, serenity, and balance. Finally, the yellow is for pleasant, high energy feelings such as joy, enthusiasm, elation, empowerment, and excitement.



^① <https://www.marcbrockett.com/the-colors-of-our-emotions/>

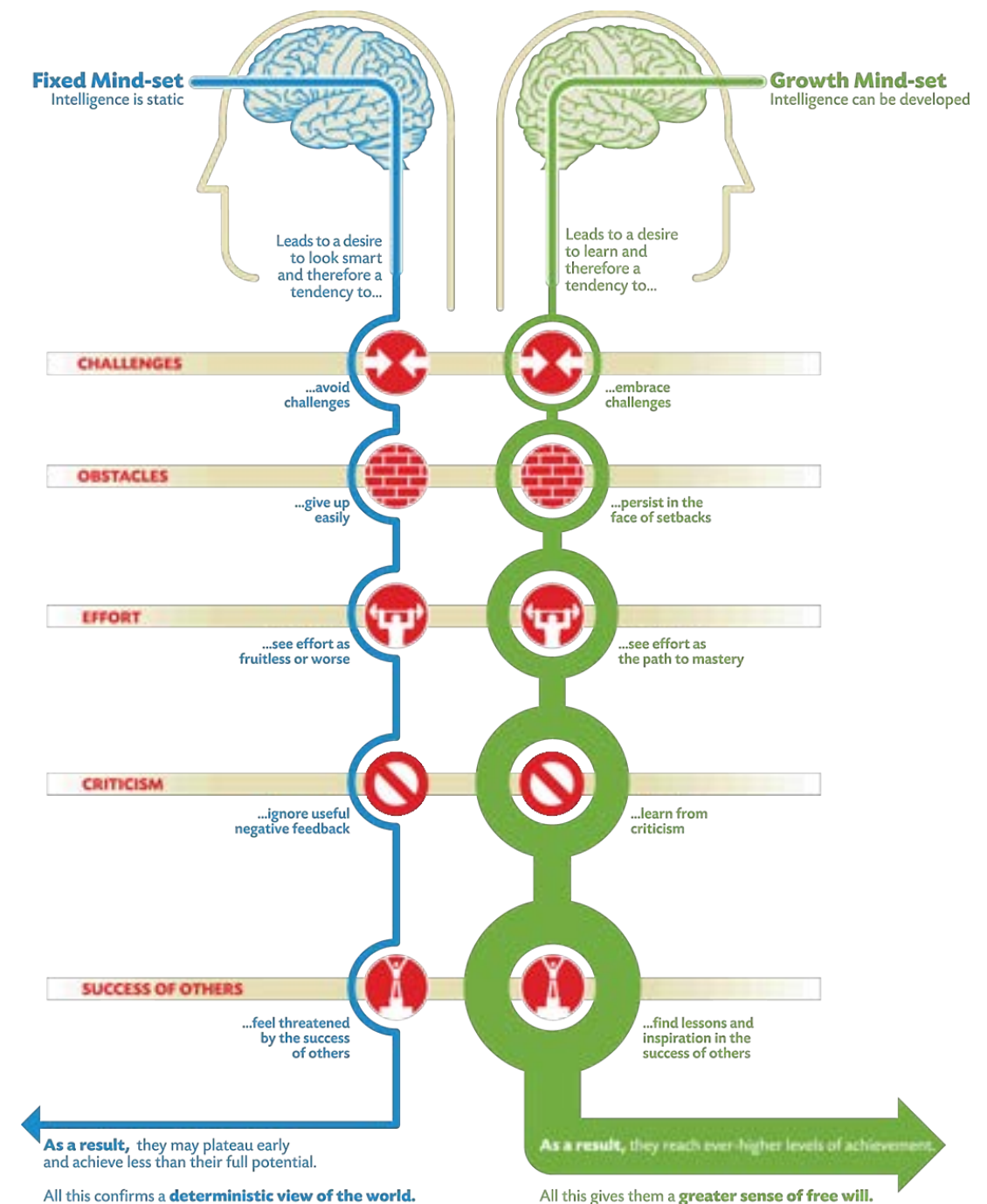
The Growth Mindset²

The Growth Mindset thrives on challenge and sees failure not as evidence of unintelligence but as a heartening springboard for growth and for stretching our existing abilities.

According to Carol Dweck, who studied mindset and motivation, she pointed out that individuals with a "growth" mindset are more likely to continue working hard despite setbacks. Those with a "growth mindset" believe that they can acquire any given ability provided they invest effort or study. Dweck argues that the growth mindset "will allow a person to live a less stressful and more successful life".

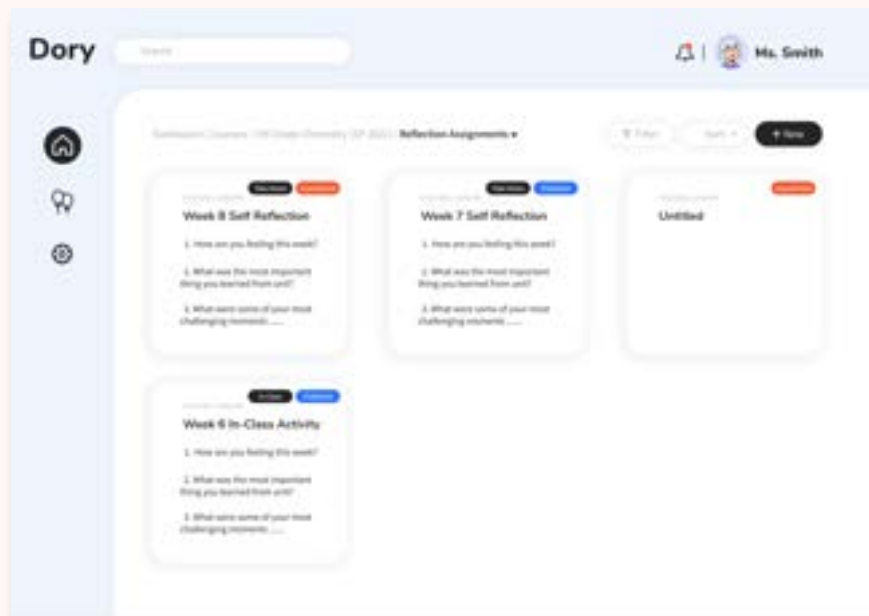
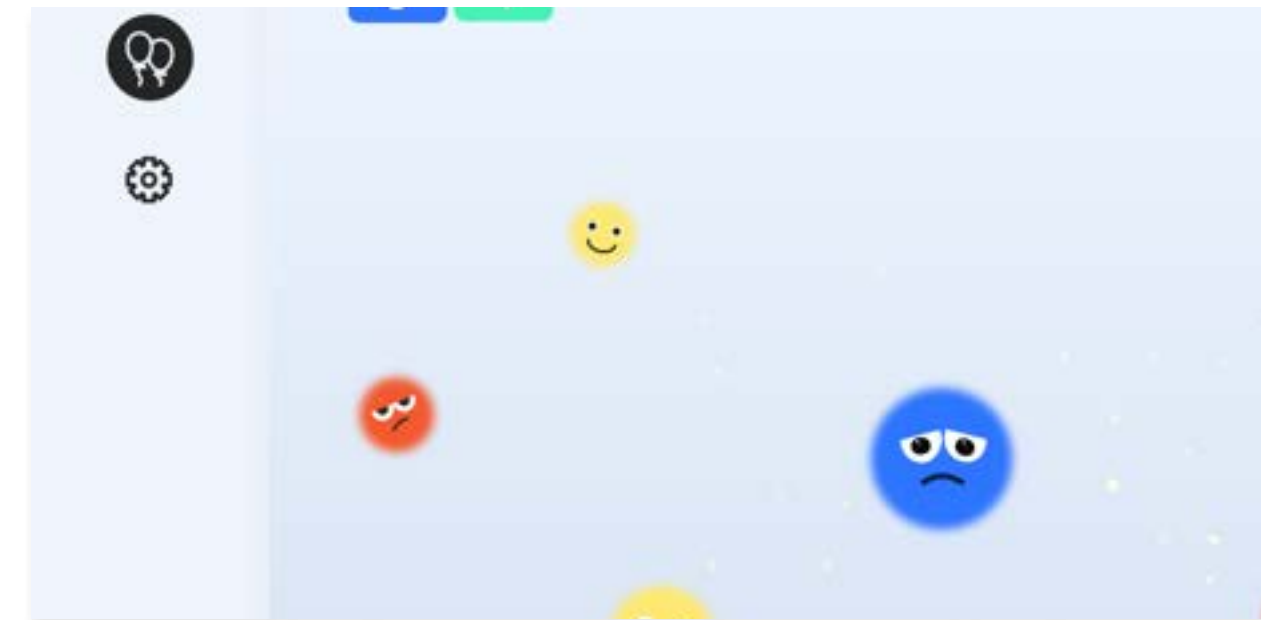
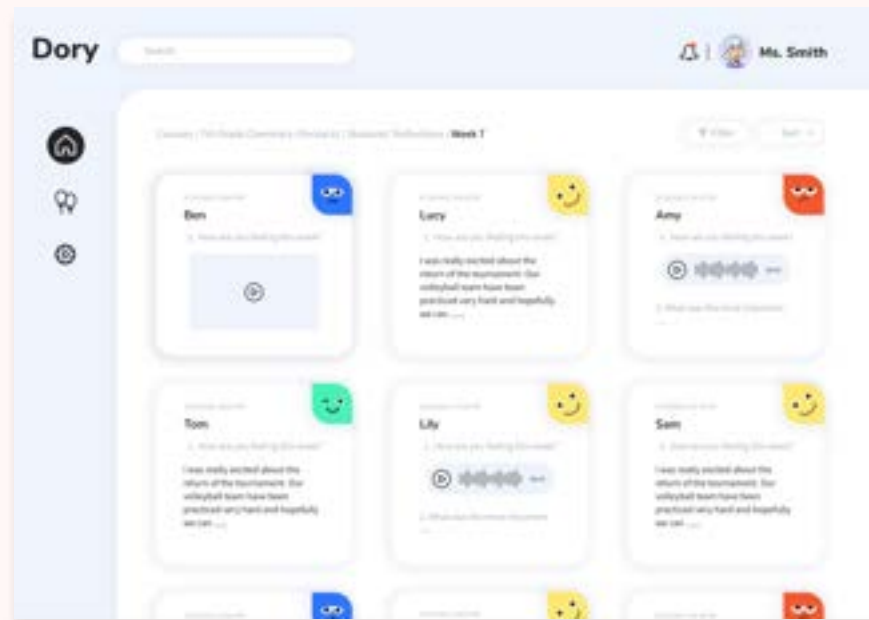
Dweck also did a lot of her research in the field of education, and introduced two main steps that teachers can practice to adopt the growth mindset strategy. First is to praise and encourage the student telling them they are 'smart' when they succeed". The second way is to help students to establish personal goals and promote reflective journal writing to positively affect a student's learning process.

This is the answer we found during the second pivot to echo with the core values that we try to carry out such as a process-oriented view of seeing an individual's development. Following the steps on developing a growth mindset (image on the right), we were guided to shift our goal from tracking individual student's assignments to individual's emotion and self-reflection, which is more meaningful for students and more informative for teachers.



² <https://www.brainpickings.org/2014/01/29/carol-dweck-mindset/>

High-fidelity Prototype Version 1



This screenshot shows the 'Student Reflections' view for Week 8. It displays a grid of student reflection data for Ben, Sam, Olivia, Lily, Mia, and Zach. The grid shows the student's name, the week number, and a color-coded emoji representing their reflection state.

	Week 8	Week 8	Week 7	Week 8	Week 8	Week 8	Week 8
Ben	👎	👎	👍	😊	👎	😊	😊
Sam	👎	😊	👎	👎	😊	😊	👎
Olivia	😊	😊	👎	😊	👎	👍	👎
Lily	😊	👎	👎	😊	👎	😊	😊
Mia	😊	👎	👎	😊	😊	👎	😊
Zach	👎	👎	👎	👎	👎	👎	👎