Student Collaboration
link-up digital platform
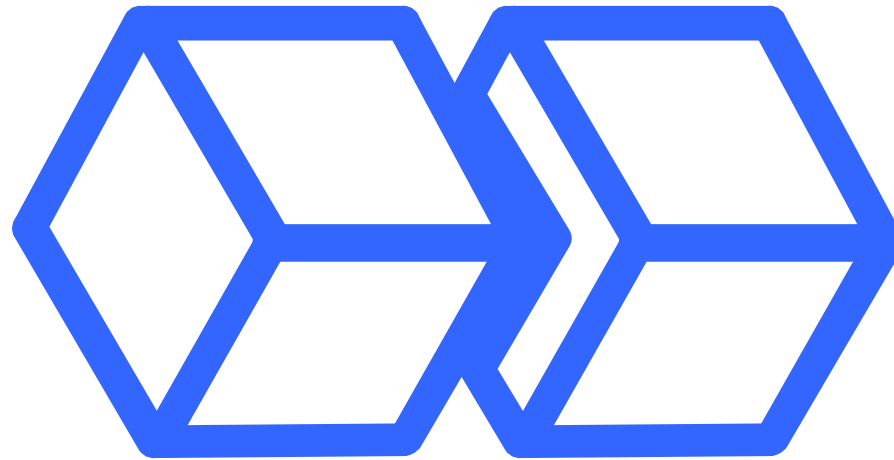
Contents

The problem

▬▬▬▬ Students are feeling an overwhelming pressure in their lives, which is growing due to our demanding societal pressures. One such area of focus for this study is around effective collaboration and group work. This can be seen through:

A) Forming and working effectively in a group
B) Meeting new people in a course or paper
C) Finding like minded students or "subject area expert' students to study with across the university.

For a bachelor revolving around collaboration we felt that a connection with other students in regards to projects, assignments, study groups was lacking and realized that most students struggled when finding other like-minded students to group up with.

Vision statement

"To be the number one platform students enjoy using to succeed in their studies, assignments and group tasks"

The team

A co-design between Sam, Tom and AUT. A collaborative journey to connect students within DCT facilities and enable interdisciplinary collaboration. We both assumed the position of Lead Designer and as co-design facilitators for this project. We worked well as a team to coordinate work with one another and collaborate effectively. This framing booklet was Co-authored by Tomas and Sam.

Tomas Gonzalez

Samuel Hunt
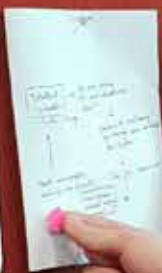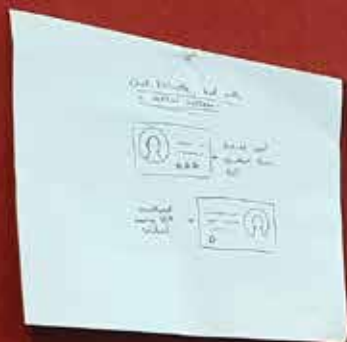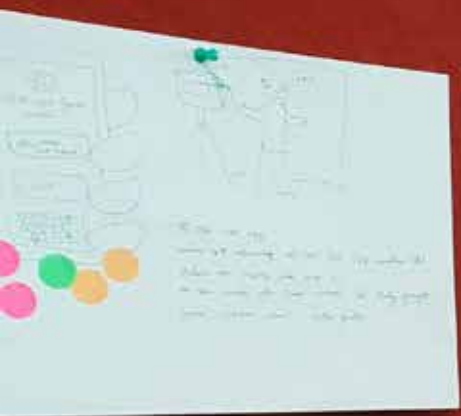
Existing Products

LinkedIn has a similar service where they open ways for access between businesses through creating an easier way to communicate between companies and share assets. This service is quite successful with the large number of users. Along with this, they could have an unfair advantage upon us if they were to expand into the student market as they have the resources and user base already.
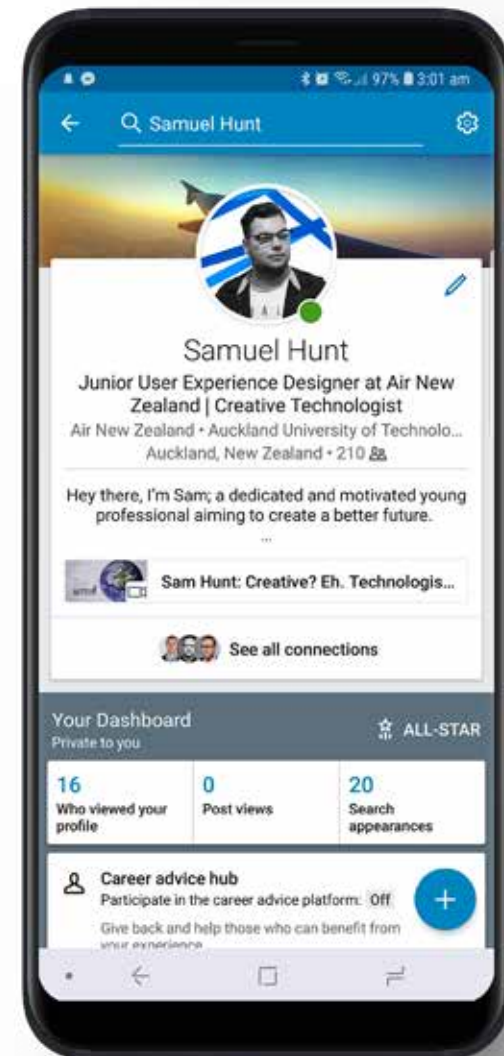
Edmodo is an academic social network which enhances the classroom experience. Edmodo has been successful for many years but is not widely seen in New Zealand. Following that they are very classroom oriented which differs from our product. However, they could also compete with us if they were to expand to facilitate the connections between other schools and students who haven't met before.
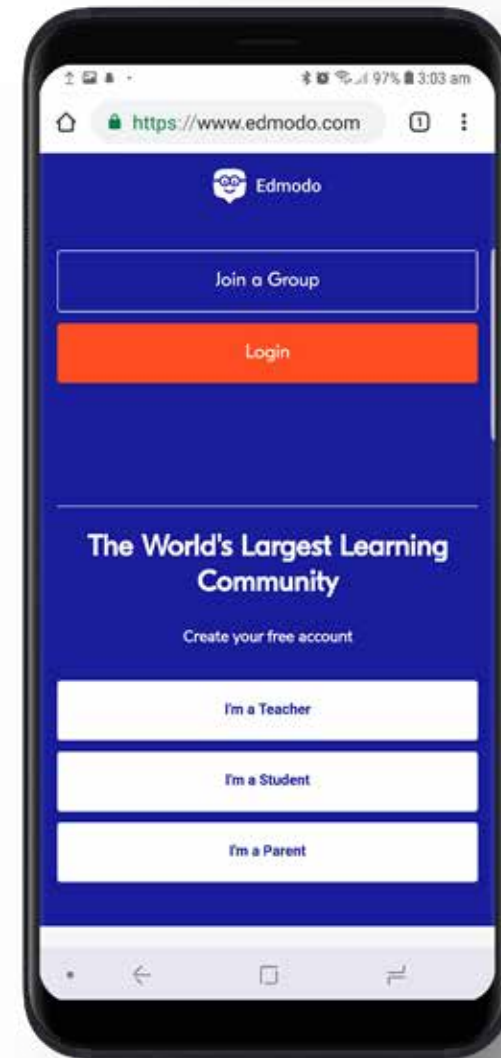
None of these companies are currently targeting the specified area that our businesses aim to tackle which is facilitating and easing the ability for students to find, communicate and collaborate with each other. Most of their focus is around allowing students who already know each other and classes work together in a more efficient manner.

Workshop 1:
Discovery

Discovery ▬▬▬▬

This workshop was held to really understand our users and target audience. Bringing our key users into the process at this stage meant that we could begin the project with solid roots.

Our main objective for the discovery workshop was to find the pains experienced by students when it comes to things such as:

1. Forming groups for class work
2. Meeting new people in the course
3. Finding someone with the right subject area knowledge to study with

Persona ▬▬▬▬

Why?
Focusing on our key principal 'knowing your user', we structured our first Workshop to include the creation of personas in a participatory design session.

Outcome
The personas were extremely important for the entire project workflow. They were utilised in all of the co-design workshops, as well as a key tool for us as the designers to refer back to with any decision we made.

After synthesising the data we gathered from the workshop, we created 3 in-depth personas to reflect some of our key stakeholders.

Jamie

AUT International English & New Media Student

Jamie is an international full time student
studying a Bachelor of English and New Media.
He has moved from Texas to study.

about

- age 22
- american
- from texas
- talks a lot

motivation

- have a good time
- visit pretty NZ locations
- enjoy my classes

core need

- a friend to show them around
- meeting people in my course

frustrations

- kiwi accent
- living away from family
- having to actually study

user story

As a international student, I want to become apart of the
community, make new friends with others, so that I can have
someone who can both show me around and help me study in
New Zealand.

Jimayea

AUT Full time Marketing Student

Jimayea is a fulltime marketing student, who lives on the east side of Auckland. They are currently struggling with their parents going through a divorce and being themselves.

about

- age 21
- kiwi
- suffers with anxiety
- gender netural

motivation

- express themself
- become more social
- come out of their shell
- move out of new zealand
- new start

core need

- support with working in a group
- support to make connections

frustrations

- shy
- mum and dad going through divorce
- little experience working in teams

user story

As a shy fulltime AUT student, I want to find people that I can study with, so that I can pass my exams, and make new lasting connections.

Ned

AUT Part Time Engineering Student

Ned is a part time student, part time worker at fletcher. He has a hard time connecting with others and is constantly running between work and uni.

about

- age 28
- chilean
- socially awkward
- checks phone regularly

motivation

- wants to find a partner for a project
- become more social
- build skills

core need

- find like minded people to work with
- looking for a fellow engineering student to study with

frustrations

- not knowing where to start when working with people
- insecure
- struggles to find time to get to know people

user story

As a part time student, I want find like minded people to work and study with, who are okay with my part time schedule, so that I don't have to always work alone.

User journey map ▬▬▬

Why?
To promote a sense of empathy with our users, and to understand our users holistic journey of what they are doing before, during and after they would use our platform. This tool is also extremely important for the co-design process as we bring more stakeholders into the design process with us.

Outcome
There is a large benefit from looking at the experience in a holistic view compared to focusing on a small part of the flow. The journey map documents the users experience from beginning to end, inside and outside of the product to identify opportunities for the ideation.

By synthesising and digitizing 3 main user journey maps, it allowed us to add context to our project and focus on key opportunities.

1 Orientation 🙂

Jamie arrives early at orientation to join clubs and meet new friends.

"Hopefully I can meet some friends to show me around"

2 First day of class 😃

Jamie arrives right on time to his first English and New Media class. He sits at a table with others and they converse.

"Great, I was able to get to class on time, and talk with some people"

3 Group assignment 😃

Jamie has just been given a group assignment and he has successfully grouped up with the people he was sitting with.

"I'm lucky I sat here and now I'm working with these guys"

4 Exam 😡 #%!&

After leaving his prior group, Jamie focuses on studying for his upcomming exam, although his does this alone.

"I kinda of want friends to study with"

5 Semester break 😱

Jamie has finished his classes this semester but has no close friends to study over with during the break.

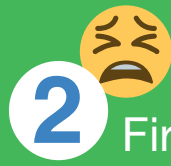"I wish I could contact my class mates to ask them if they want to study together or if they could to help me"

JAMIE'S
JOURNEY

1 Orientation 😬

Jimayea has enrolled to university last minute. She is having a lot of troubles at home and ends up being late to her orientation day.

"I am so worried, I don't know anyone and everyone already seems to have groups"

▶

2 First day of class 😫

She has turned up to her first class and is extremely shy due to her overwhelming anxiety.

She just wants to meet new people so that she can express herself.

" I really want to talk to these people but they seem to all know each other. Did they meet at orientation?

▶

3 Group assignment 🙁

Jimayea's home situation has gotten worse, and her parents are now getting devorced. She is really unable to focus in class, and because of this is leaving early.

"I cannot do this right now, I can't concentrate. Leave me alone"
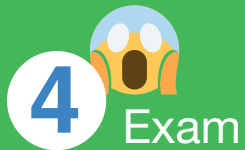
4 Exam 😱

Jimayea didn't make many connections in her class. Since this happened, she doesn't know who to work with.

"No one likes me."

▶

5 Work placement 🤬

Jimayea had to do an extra semester because she failed her last class.

"I really wanted to get this fulltime job so I could move out of home. Now I have to wait even longer"

JIMAYEA'S JOURNEY

1 Orientation 🙂

Ned is planning on attending AUT's orientation to get a head start and hopefully meet new people.

"I want to find like minded people I can hang out with"

2 First day of class 😣

Ned is attending his first Engineering class, he arrived late and everyone is already sitting together. Ned decided to sit alone.

"Now how will I make friends within my course?"

3 Group assignment 🙁

Ned still does not know anyone within his course and they have just been assigned a group project and Ned is attempting to hop into groups but he is socially awkward.

"I wish forming groups would be an easier process, I just want someone to work with"

4 Exam 😫

Ned is alone in his room studying for his exam, he still knows no one in his class.

"It would be so much easier if I could study with others from my class"

5 Ned fails 😫

Ned fails his finals exam and his group assignment.

"If only I could have had connections and friends to help me study"

NED'S JOURNEY

Challenge maps ▬▬▬▬

Why?
We utilised challenge maps to help us find the right focus for our design. It gave us, and our co-creators a rich sense of why we are actually targeting a problem, and which avenue is the most beneficial one to explore. It also reassured our participants of the importance of the activities they had just completed, and to promote interest in attending the next session.

Outcome
By letting the groups do this, insight was drawn in regards to the necessities of such a service existing and asking 'why' questions to help focus our problem statement.

Takeaways

Beneficial outcomes
- Insight of holistic user journey/flow
- Add context
- Defined the problem
- Understanding we are designing for
- Humanizing our users
- Eliminate assumptions

Project specific outcomes
- There is a strong desire to improve collaboration within group projects
- Students feel as though they are overwhelmed when having to start teams
- Reasons as to why students struggle in regard to group work include:
    Being too outspoken + nerdy,
    Being unsure of how to engage,
    Anxiety,
    Second Guessing,
    being shy/introverted,
    how to actually start the conversation?

Workshop 2: Ideation

The objective ▬▬▬

This workshop utilises the findings that were synthesised from the discovery workshop to co-design and ideate a direction and potential 'solutions' for the problem area.

Crazy eight ▬▬▬

Why?
Crazy Eights were carried out to explore solutions to our problem in a creative manner, allowing groups to rapidly ideate by drawing/writing and then analyzing and critiquing each of their solutions.

Outcome
After synthesizing the data we gathered, it helped us to reinforce our current process in regards to solving our problem.

Storyboarding ▬▬▬▬

Storyboarding was used to gain a deeper level of knowledge around the potential ideas that people came up in with the crazy eights. It allows everyone to own the idea and to tell the story, gaining both stronger insights and potential failure points as well as creating a sense of desire in the participants after all being able to contribute towards the idea. ("Design Kit", 2018)

Dot voting ▬▬▬▬

Why?
Dot voting was key to helping us frame the design work/solutions that needed to be prioritized. We carried out a group discussion and dot voting session to finish off the workshop. This was used to help us delineate between the stronger/more desired ideas and the weaker ones. ("Dot Voting | Fun Retrospectives", 2018)

Outcome
There were many good ideas that came out of this tool. This session further validated the direction that our idea took form

Design Kit. (2018). Retrieved from http://www. designkit.org/methods/35

Dot Voting | Fun Retrospectives. (2018). Retrieved$_{27}$ from http://www.funretrospectives.com/dot-voting/

Takeaways

Beneficial outcomes

- Core input from users
- Discovery of what is most desired/needed
- Unique ideas explored
- Allows us the ability to mash ideas together

Project specific outcomes

- An idea was ideated and voted on
- This idea is similar to the path we were planning to visit thus validating the desire to have a solution of this calibre

User Testing ▬▬▬

We carried out swift guerilla user tests to gather user feedback and validate our preliminary designs. ("The Art of Guerrilla Usability Testing | UX Booth", 2018) We had our users go through a structured set of tasks, on a low-fidelity prototype of our app. We conducted user testing to understand the tasks which our users struggled to complete or couldn't comprehend. Also to ensure users would be able to complete tasks that we set in order to measure the success or failure of the design. To ensure improvement we outlined these issues and created a document to sum up all of the findings we discovered from the user testing.

Digital Designs ▬▬▬

All of our designs were created on Sketch.app. We utilized the Plant plug in as a source manager to allow us effectively send designs back in forth and work in a collaborative and efficient manner. Our workflow was rather simple.

High Fidelity Prototype ▬▬▬

The high-fidelity prototype of 'link-up' was fundamental as it allowed us to create a tangible digital product powered by all the user research we have conducted and allowed to effectively prototype with our key stakeholders: students.

The final prototype model was developed using proto.io.

Proto.io was used as it allows us to create a very detailed prototype, to mock many different interactions. It also allows us to display the app "almost natively" on a mobile device. This is important for our ability to explain the design without being in person or writing lots of documentation to accompany a static screenshot. This is also extremely useful for testing, and iterating in the future.

The Art of Guerrilla Usability Testing | UX Booth. (2018). Retrieved from http://www.uxbooth.com/ articles/the-art-of-guerrilla-usability-testing/

Synthesis ▬▬▬

Since the formation of the team and the initial stages of the project everything progressed smoothly. Our incorporated workflow was structured using a simple Kanban flow to list and prioritize tasks that needed to be completed. Self-management was in play to keep us on track so we could easily delegate tasks to one another and carry on from each others work. The project life-cycle was structured as such; (1) The Discovery/Planning stage (which was the longest and most insightful phase, consisting of our co-design workshops), (2) The Designs and Prototype stage (where we designed the app on Sketch and prototype it on proto.io, and validated our design decisions. We completed our planned outcome which was to have a completed high-fidelity structured prototype of the link-up mobile app. Our final steps revolved around presentation of all our work and planning for Studio showcase.

Many of the tools we utilised in our co-design workshops was compiled from sources such as Sam's workmates and the book: Design Sprint: A Practical Guidebook to Bulding Great Digital Products.
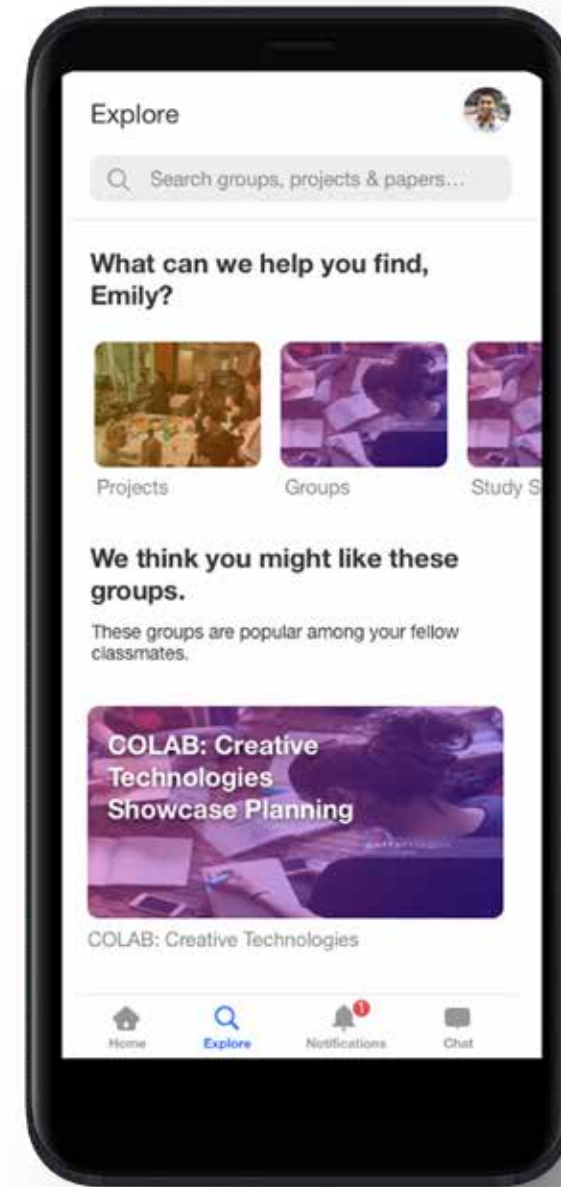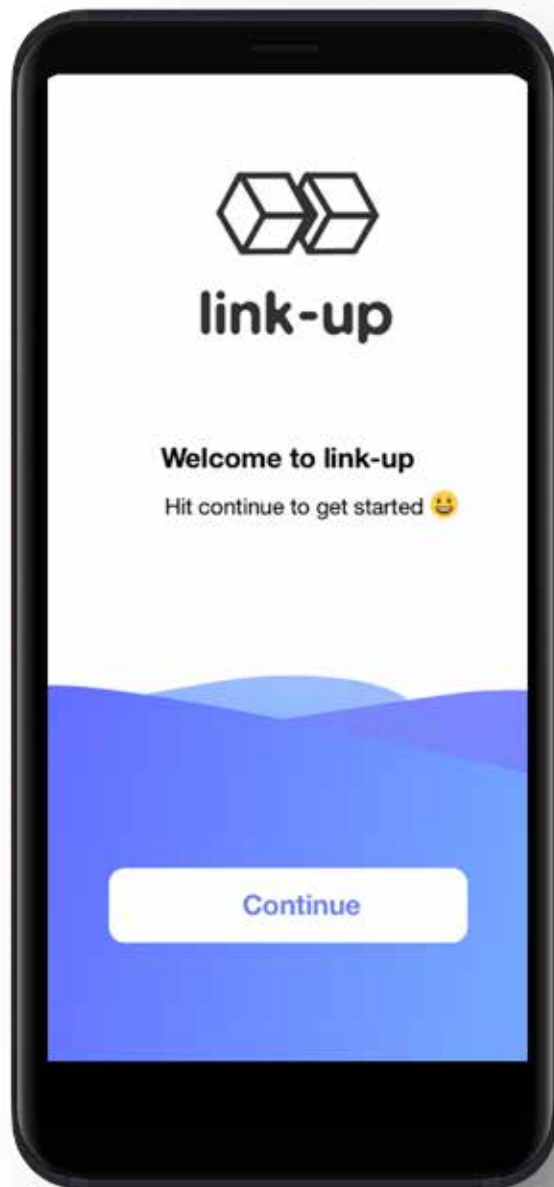
Backend notes

Equipment to get:

- Large paper
- Post-it notes
- Pens/Sharpies
- Blue-tac
- Whiteboard
- Whiteboard markers

Ice Breakers / Warm up
The brick: Ask your group to think about an average red brick. Then, have everyone spend five minutes coming up with as many uses for that brick as possible, either on paper or out loud. Once they hit on the obvious uses like a doorstop or a paperweight, their minds will force them to think about more innovative solutions. This ice-breaker focuses the mind on creative solutions and helps participants practice looking at something common in a new way.

or

Plan a party: Describe the target audience to the group. Then, ask the participants to plan a party for that audience. Where would it be? What would be the theme? What music would they play? What food would they serve? What entertainment would they feature? By getting in the mindset of the target audience, the group will be better prepared to come up with relevant ideas during the brainstorm portion of the meeting.

The problem statement:

Students are currently feeling an overwhelming pressure in their lives, which is growing in our demanding societal pressures. One such area of focus for this study is around effective collaboration and group work. This can be seen through:

A) Forming and working effectively in a group
B) Meeting new people in a course or paper

C) Finding like minded students or "subject area expert' students to study with across the university.

Some keywords students attribute to their lives in this are:

Stress, anxiety, overwhelmed, tears, huge hours, feeling used. Not living up to expectations so just get the paper since ive paid so much money. timetable clashes. multi exams on the same day.

The opportunity statement:

To ideate and create a better way to increase student wellbeing and productivity through collaboration.

The question

How might we help and enable students to collaborate together.

Introduce the idea parking lot - anything not related to this but good ideas will be kept there

Deep dive. form groups. self select into an area that people really like. let them feel like they have ownership of the problem.

Self select into groups. Interview each other. Why do these things happen. Use this to construct the high level map and then persona. then use the persona to generate the customer journey map.

Personas

Base this on the previous interviews with each other.

1. Categorise your personas with some or all of the following unformation:
   a) Persona Category (Student, Teacher etc)

b) Name

C) Major Responsibilities

D) Backstory (Age, education, course, year of study, Friend group, family, ethnicity, student status (int or domestic), technological environment, social life)

E) Motivations

F) Quote (Maybe not if not based on actual customer but shared and agreed experiences)

G) Images (represent the user group

User Journey Map:

Divide into smaller teams and have one persona each
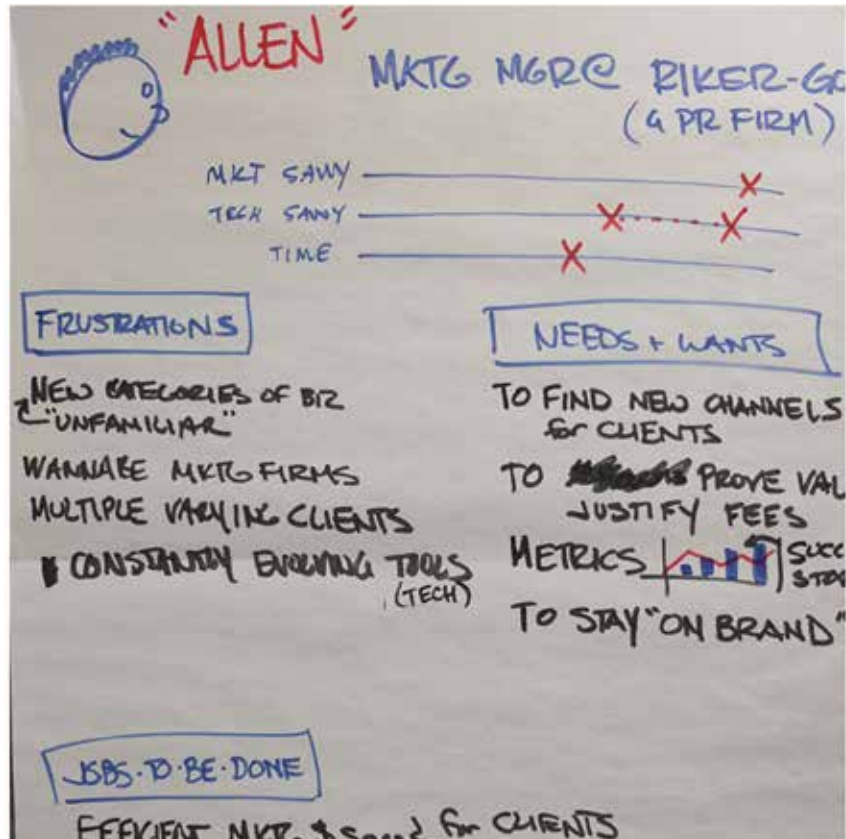
1. Create a timeline and add key stages or experiences to their journey. Each team will be able to create what they think the journey map will hold

2. For each stage outlined, define the goal(s) of the stakeholder for that stage. One goal per post it note.

3. Note down the emotions experienced at each stage. Draw a smiley face to represent.

4. Based on needs, list opportunities.

Challenge maps

How

1. Divide into pairs or small groups

2. Write the problem statement on a large post-it note, and place it in the centre of a whiteboard or flip-chart page. add 'How might we" before the text of the post-it.

3. Challenge this initial statement by asking the group "why should we do this?"

4. Answer that why question on another post it note and place it above the initial post-it note. Add 'how might we' to the beginning of it. Now challenge that new statement with the same "why should we do this?" question, adding post-its going upward. Repeat this until a natural endpoint is reached. ('such as to make more money').

5. You may find there are multiple reasons, so answering "why else?" will lead you to put post-its to the left or right of each other

6. In the downward direction, challenge each 'hmw' statement with the question, 'what's stopping us from doing this?'. answer that question then rewrite it to a how might we question and place it below that post it.

7. You may also find multiple reasons for what's stopping you. Place post its to the left or right answering what else is stopping us?

8. continue until an natural endpoint is reached.

9. With the entire group, review the posts that were created and see if any of the added statements would make a more applicable problem statement. if so, use that post it note to revise the problem statement accordingly.

Materials: Whiteboard and markers
Time: 30 Minutes

How

1. Draw two columns on a whiteboard, one for the project's goals, and one for it's anti-goals. Anti-goals are things that are explicitly not goals of the project.

2. Ask the team to brainstorm goals for the project. These should be high-level objectives, not features. For example, "Save $75m per year" is a high level objective, but "Allow users to propose savings ideas" is a feature.

3. As each goal is suggested, allow the team to discuss it and agree that it's a goal for the design sprint or following project. If its not , move it to the anti-goals column.

4. Ask the team to similarity brainstorm the anti-goals that are not needed for the projects success.

5. Identify the top three goals. underline the #1 goal.

6. Capture the list

Who/DO

Who are the different stakeholders and what do we want them to do with the product?

Size: Teams or pairs

Materials: Sharpies, post-it notes with different colours, wall or display board, dot stickers.

1. Draw a two-column table with "who" on the left and "Do" on the right.

2. Ask the group: Who are the stakeholders? Who might be an obstacle? Whose support is critical to this project's success? Generate an exhaustive list of whos, writing each on the whiteboard or post-it notes.

3. The do column is typically more challenging. For each who, ask: What do they need to do, or do differently? What do they need to do for this project to be successful?

4. If necessary, you can add columns — for example "Gives" and "Gets".

5. You can then rank and prioritise. If the choice isn't obvious, you can have each participant indicate the most important whos/dos by sticking

To do later together:

Goals and Anti-Goals

What does success look like?

Size: The whole group

dots on them.

Existing Products, Competitors and Substitutes

Time: 5 Minutes

DON'T GOT TOO DEEP.

How

1. Put up inspiration posts brought in by everyone. Discuss the strengths and weaknesses of each. Also consider what "non-products" are used. For example, when a customer uses pencil and paper to track event participants.

2. Comment post it notes slash put dots on things you like

Question forming technique

Materials: Sharpies and Post-it notes

Don't allow questions to be answered

How

1. Provide a question focus: the area that needs exploration

2. Inform participants about the guidelines:
   a. Ask as many questions as possible
   b. Do not stop to answer, judge or to discuss the questions
   c. Write down every question exactly as it is stated
   d. Change any statement into a question

3. Establish a time-limit

4. Post-up and sort preferences

Workshop #2: Ideation

Pizza: 5 minutes

2 Veg

2 Gluten free

2 Cheese

1 Pepperoni

1 Garlic

2 Garlic breads

2 Drinks

Ice Breaker:

Allow 8 Minutes for teams to choose items

Allow 2 minutes to go through answers

10 Minutes total

📎 MoonExercise.pdf 34.3KB

Recap time:

Why we are here:

How might we help and enable students to collaborate together utilising a digital platform.

Speedboat:

1. Start by drawing a speed-boat on a whiteboard or a map. The boat represents the digital platform (through the how might we).

2. Explain to the group that the boats goal is to go as fast as possible. But... it seems some things could slow it down.

3. Give every participant six stickers and a thick pen. Give them seven minutes to write the six anchors (pain points) they think are slowing down the boat. No extra rules.

4. When the time is up ask every one of them (one at a time) to stand up and explain which they think the main anchors are, and why.
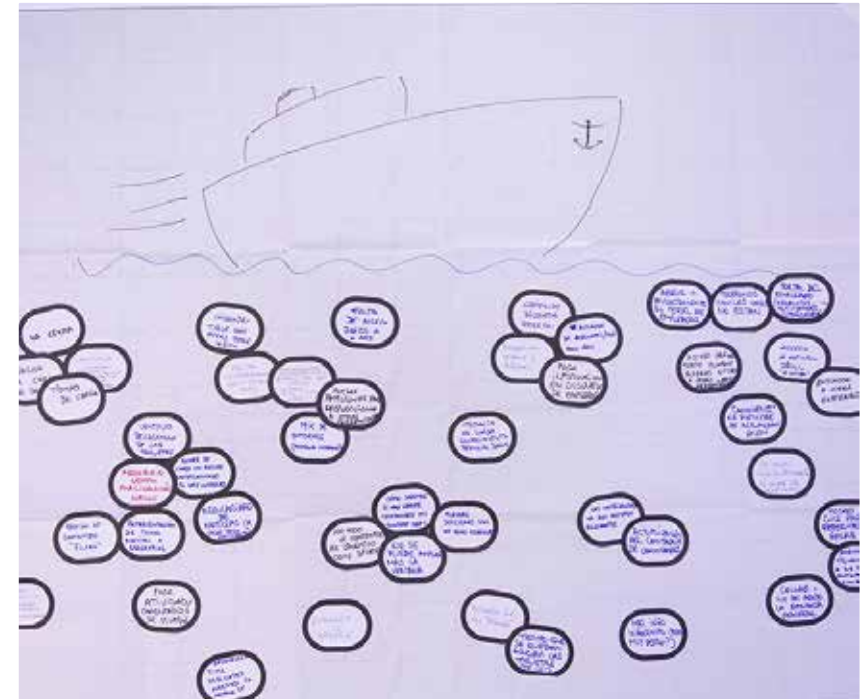
Crazy Eights

Requirement: Printed crazy eight template

1. Set a timer for 5 minutes.

2. Every 40 seconds, draw a completely different solution to different aspects of the problem. The facilitator says when to begin, and announces every 40 seconds that it's time to move on to the next frame until all eight are filled in.

3. Share with the rest of the group. Each person should take no more than 1 minute to describe their sketches in a few words each.
   In large groups of more than six people, call out just the highlights so the descriptions take about 30 seconds. There isn't time yet to start a

discussion or get feedback, you'll do that in a moment when you review each others storyboards.

4. Repeat steps one more time. You're encouraged to steal, modify and expand upon each others ideas!

Storyboard - Go deeper on an idea

1. Take the idea you want to go further into (or create a new idea)

2. Draw our the scenario(s), consider human to human interactions, not just human-device interactions.

3. Add a small text caption to the right of each frame to describe what's happening.

Silent critique:

1. Put everyones storyboards up on the wall

2. hand out a sheet of stickers

3. each person reads the storyboards, attaching stickers to the storyboard frame whose ideas they think are best .you can vote for your own ideas, and there's no limit to how many stickers you can use.

4. Some ideas will start to stand out as they collect a cluster of stickers, creating a 'heat map' of the most interesting ideas.

Group critique

1. Have everyone gather around each scoreboard.

2. Ask the group what they liked about the storyboard.

3. Briefly go over any concerns if necessary

4. Ask the person who created it if anything needs more explanation, giving them the opportunity to talk through it. They can pass if everything was clear.

Doneski

Notes:

The problem statement:

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Some keywords students attribute to their lives in this are:

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Market Research

Questionnaire

We chose a questionnaire as a Primary Research method to collect specific data from our target market. We constructed a Google Questionnaire form sending it out to students here in New Zealand from various tertiary educational institutions.

Analysis of Questionnaire:

The key question for the product asks is there a pain point that already exists
To judge the value of the product and its ability to succeed there must be a pain point that is specifically targeted to yield success especially with the existence of so many other businesses in adjacent areas to us. To determine this a group of students from tertiary education providers in the North Island of New Zealand we asked the question: 'Have you ever needed a question answered from someone studying a different discipline, but don't know where to find that someone?' From this we received whopping 77.8% saying that they do indeed suffer from this problem. We also asked whether people were aware of the benefits of working in this collaborative environment and 81.5% of the people stated yes.
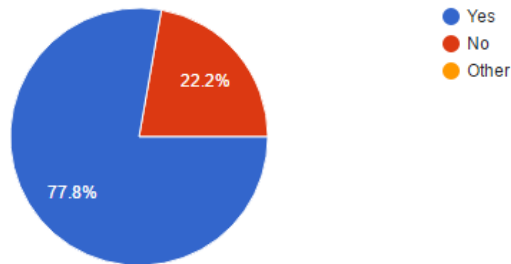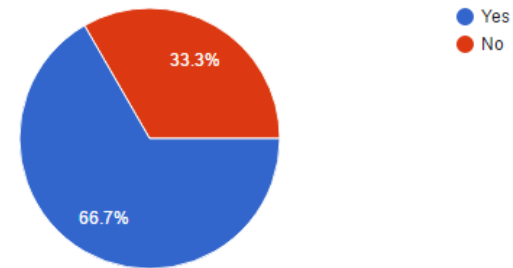
Another interesting statistic that we interviewed was whether people had already worked outside of their own course or educational institution and what were the biggest barriers they found trying to do this. 51% of people said that they had worked outside of their educational institution and 84% have thought of working with someone studying a different major.

Many people commonly chose to work collaboratively to obtain different insights and because they already knew someone who had better skills in that area. Some other answers went into details about working on hackathons which naturally led to them working with someone else.

When asked about the barriers and struggles majority of people said that finding a person to work with was the biggest barrier and some others being the difficulty of lining up timetables and classwork.

Have you ever needed a question answered from someone studying a different discipline, but don't know where to find that someone?

Have you ever worked with someone from a different course or class?


What kind of benefit did you find from working with someone from a different class?


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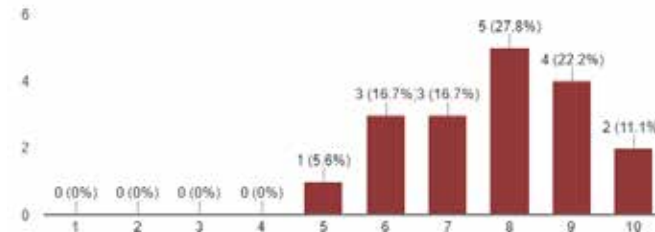
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Most people responded positively to the idea of working with people from other courses and specialties if the issues of finding that person and dealing with all the overheads were removed from their stresses.

| Would you do it again?	Could you see yourself being open the idea of working with people from other courses on similar matters?
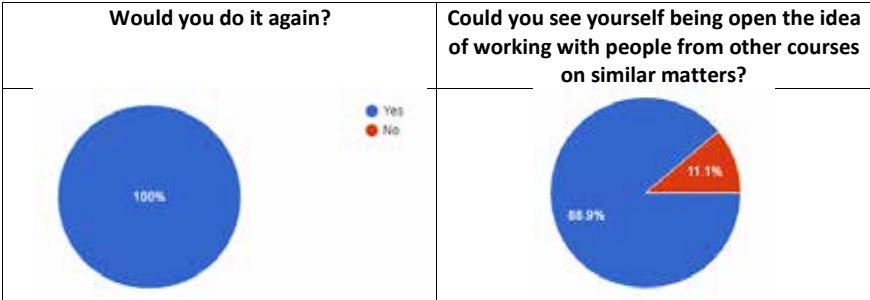
The possible academic results are another key interest that this service would strive to improve. There are a mix of results when it comes to how people would propose their results to look after working with someone across classes.

How could you imagine your academic results and activity be influenced by using a service which could match you with students who have a different skill set to work with?
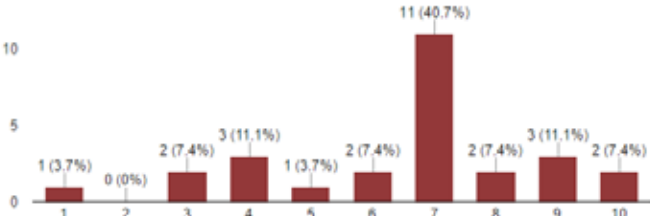
The above graph shows whether students could see their changes being major changes (10) or being minimal (0). Below shows whether the changes that do occur would be for the positive (10) or negative changes (0). It seems that students are seem mixed on whether matching with other students will have a major change, however most the mix is in the upper percentile. When it comes to what kind of change will be experienced however, they are all in the mid to upper percentile showing that they believe this is or could be positive to their education.

Would the possible academic results you could imagine be for the better or worse?
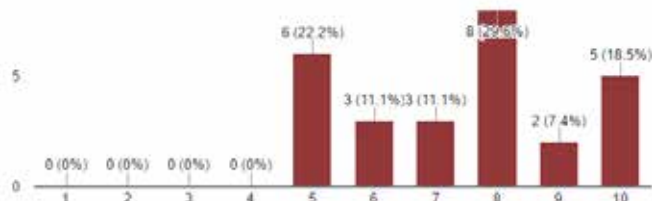
Many of the reasons given for why they believe that their results change would be positive is around all the different views, skills and approaches other students have learnt and utilise. Whether it be approaches to a problem through to just the fact that it's another person's view, students see that this can be highly beneficial.

Overall, from the questionnaire it can be determined that most the students think that the idea of creating a service to help them connect with each other would be something that they would utilise in some form and that they would like something that makes finding a partner or a random query answered easer and painless. It can be deduced from this that there would be sufficient customers who would be willing to use this service.

Focus Group
Also, using a focus group to gather valuable information from our potential users as a efficient primary research method. We gathered up a few students from different academic disciplines that are currently studying here in Auckland asked them if they wished to partake in a focus group answering questions and discussing our business concept. The Focus Group was split into two parts; Part 1- Questions, Part 2 – Open Discussion, both were recorded.

Analysis of Focus Group:
1. *Questions* – The first 30 minutes of the focus group consisted of respondents openly answering questions.

Summarisation:

If you were to go outside and form one of these teams how would you do it?
Here they stated the importance of roles and how it would be conflicting to have too many people from entirely different disciplines working together as it would make decision making difficult. They said that a leader would be needed to manage a group. And even mentioned that they would want a variation of roles "so you have the thinkers, the doer's " All of them agreed that they would not pick all specific roles or disciplines, rather choosing multiple designers and or multiple engineers, "something general but not too specific". They also mentioned how the terms designers and engineers for example would be too specific so they would choose from within the category of those disciplines, having like electrical, mechanical, structural engineers because then they could utilize that cross-over of skills and experience. Because this in turn would create a common ground for them, but they specified that it would obviously depend on the project or problem which was to be achieved in the end.

How would you find that common ground with say you got a project and you need someone from this end and this end?
They agreed that to breach the gap you would need to find a teacher, someone who would be good at communication, adding "as I've said before, experts aren't always good at teaching because they know a lot about it, but too teach someone else they might not know how"

If you were to actually find these people where would you go?
Before being asked this question, our initial thoughts were that they would have chosen the internet as their main method for connecting with other students, although all of them prioritized the educational facility first.

"I'd probably use the university. So, if I wanted a designer I would go to the design faculty and ask the teacher to tell her students if anyone's keen." This response brought to light the fact that even with all the methods which are easily accessible using the internet, students may still prefer to do things in a more traditional manner and connect with others face-to-face. So, if our platform as an app can cater to this process in some way by making it less time-consuming or difficult, the better-quality experience we can provide for our user-group.

Would you be open to work with something from another university, like you help them out and they help you out?
Here we explain how our team again understands students and that the service we offer is entirely free, being focused on a give and take process. "I think it's difficult in a way to find someone to get something because people expect things back, so it's not that common." "It's kind of difficult finding 1 person that will be able to mutually help each other". The ecosystem of the app would be paramount, however the good feeling from a reward system could invoke people to willingly answer questions and not just ask "It can be like, ohh I did help someone else, so now someone is helping me out for free and it's fine".
Any options of asking students to pay for the service instead of being a give a take is also out of question as "We are students we don't have money, if you do you are lucky". The idea of services such as Fiverr and CraigsList were thrown around "It would be good to have a service like that for other students who fancy doing another project but not necessarily want to get paid... not freelancers who you would pay on like TradeMe."

2. ***Open Discussion***– The last 30 minutes of the focus group consisted of respondents openly discussing our concept and talking about similar concepts out there in the market already.

Summarisation:
From this part of the Focus Group we gained valuable insight to some of the issues these potential users have experienced. They talked about how the university guidelines are vague and that as first years it's hard to eased into the whole process of doing things the proper way. He explained how he used to speak with second year students and they taught him a lot of things, which would be information he would seek.

Another member of the focus group also explained her struggles with tutors in her lectures.

"I think a lot of tutors are only there for your lesson with you during class along with another 50 other students. Or for example you have a design tutor but they specialise in fashion and textiles and you want to do game design/coding therefore they don't know how to help you at all but offer solely non-expert opinions. And sending them e-mails is not always the best option as they might not respond and it's not instant. So, it would be cool to have contact with other people who would know anything about that and maybe not a tutor but another student and maybe they might not get paid but they have time to spare."

We would be making our own version of similar apps out there but in New Zealand, What would be the main thing you would like to see?

- User friendly

- Also, having not just the main University's connected but all other tertiary institutes - maybe high schools too

- Having a similar LinkedIn profile to let people know your skills/experience - to verify academic experience and skills

- Away to gauge user reputation (social identity) - a rating system like eBay/TradMe?

- Dedicated meet-up - recommended meet-up place depending on the project - also depending on user's location, proximity closeness of each user to be more efficient.

- Dedicated maintenance teams/forum to gather user feedback to patch.

- Also, available for groups as well as just partners.

- Target first years - since they are new and have less connections a tertiary experience.

- The retention rates for the app is important, having people stay and use the app (loyalty)

Overall, the results we have obtained all point towards customers being interested in the product and find that it could be relevant to their studies. They like the idea of removing the hassle with finding the right group partner and love the aspect of asking questions to other students which can result in them understanding the answer they have been given. To continue the point, they have stated that they would like the integrate with something such as Facebook or LinkedIn for ease of use, and the ability to use a suite of programs flawlessly with the service to improve collaboration. They also said that if they had to subscribe to the service they could be open to it, however it would have to be a student friendly price.

End of Report

Prototypes
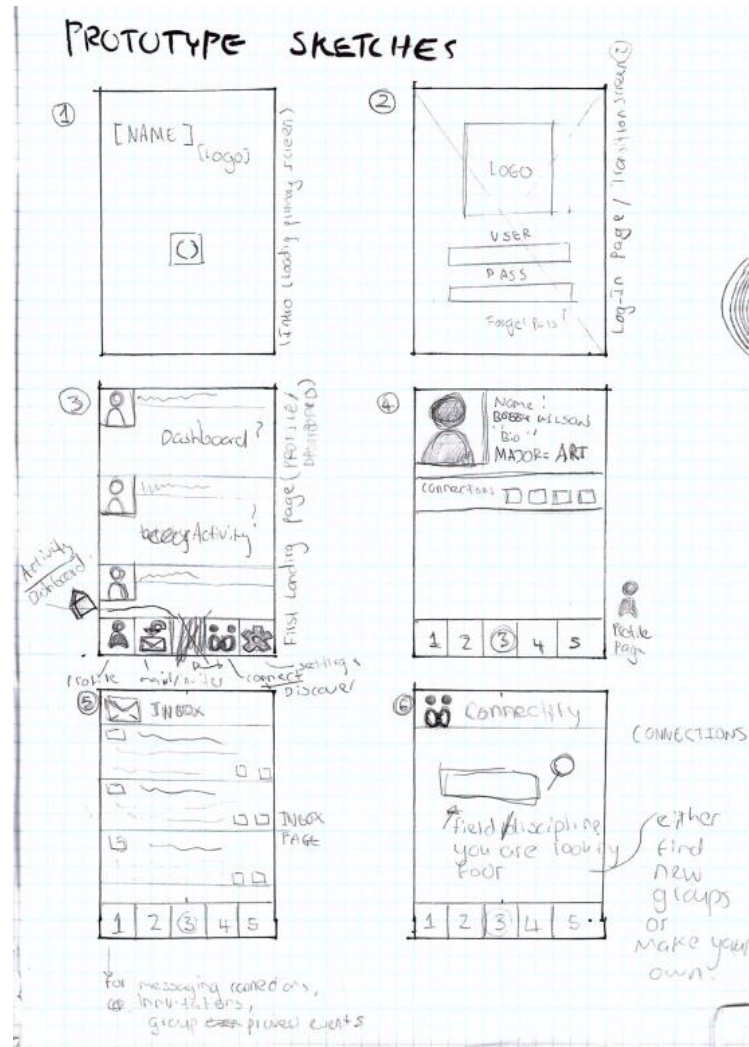
Questionnaire

Due to formatting, not all responses were saved but they can be viewed online at the following link:
https://docs.google.com/spreadsheets/d/1ctjLfh-yLtKvFYLlbAcsnoJzK38mfvGGGLt42QxtXzc/edit?usp=sharing

Have you ever needed a question answered from someone studying a different discipline, but don't know where to find that someone?
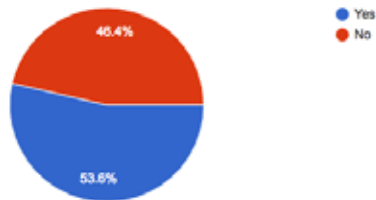(28 responses)

- Yes
- No
- Other

Are you aware of the benefits of working in a collaborative and multidisciplinary environment?
(28 responses)

- Yes
- No
- Other

14

16

Working Outside of Primary Educational Institution

Have you ever worked with people outside of your primary educational institution?
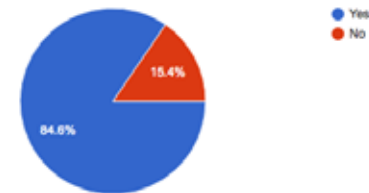(28 responses)

- Yes
- No

46.4%
53.6%

Could you elaborate on what kind of work/task it was? (15 responses)

Home/personal.
Omnidatum / ...
Design work
Penis
Mainly hackathons and side hobby projects
We did a hackathon a group task with people from various backgrounds
Assignments
One instance was creating a mobile app.
Navy Training
Setting up an event, including interior decor, sound and lighting.
Working on side projects/hackfests
Writing accounting workshops for secondary students as a part of savY - club at uni.

Have you ever thought of working with someone from a different major?
(13 responses)

- Yes
- No

15.4%
84.6%

What kind of benefit did you find from doing this? (19 responses)

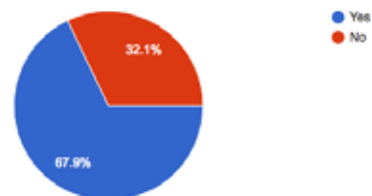0 (0%) 0 (0%) 0 (0%) 0 (0%) 1 (5.3%) 3 (15.8%) 3 (15.8%) 5 (26.3%) 4 (21.1%) 3 (15.8%)
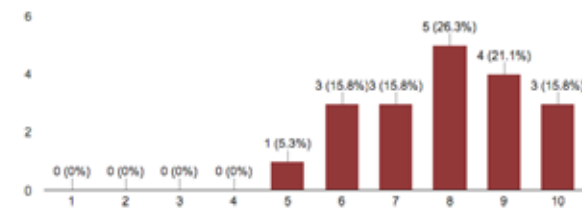
Would you do it again? (19 responses)

- Yes
- No

100%

Have you ever worked with someone from a different course or class?
(28 responses)

- Yes
- No

32.1%
67.9%

Would the possible academic results you could imagine be for the better or worse?
(28 responses)

10

5

0

0 (0%) 0 (0%) 0 (0%) 0 (0%)   6 (21.4%)   3 (10.7%) 3 (10.7%)   9 (32.1%)   2 (7.1%)   5 (17.9%)
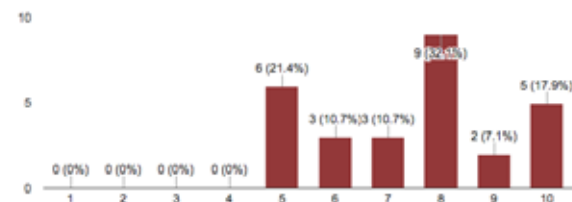
1   2   3   4   5   6   7   8   9   10

Could you see a possible advantage of being able to work with students from other courses/ schools to achieve a similar/shared goal?
(28 responses)

- Yes
- No
- Maybe

17.9%
82.1%

Could you see yourself being open to the idea of working with people from other courses on similar matters?
(9 responses)

- Yes
- No

11.1%
88.9%

How could you imagine your academic results and activity be influenced by using a service which could match you with students who have a different skill set to work with
(28 responses)

10

5

0

1 (3.6%) 0 (0%) 2 (7.1%) 3 (10.7%) 1 (3.6%) 2 (7.1%) 11 (39.3%) 2 (7.1%) 4 (14.3%) 2 (7.1%)

1   2   3   4   5   6   7   8   9   10