# P5 - Paper Prototype

Team Capptivate

For our project, we are designing a web tool that allows teaching assistants to gather student feedback and set and monitor progress of their teaching goals by categories. Rather than traditional feedback tools, our website aims to collect student-driven anonymous feedback on a continuous basis.

Students are able to up-vote (agree), down-vote (disagree) and add comments others' feedbacks and suggestions. TAs are able to see student feedback based on number of votes and filter feedback by categories. TAs can select any student feedback or suggestions and easily set it to be a goal for the week. (Not included in the paper prototype: TAs are able to send out survey evaluations to their students and ask for student evaluations on the success of their goals.)

The following images represent the prototype for our app, E.val. Our prototype aims to support three user tasks:

1. (Student Perspective) Student submits an anonymous feedback throughout the week

2. (Student Perspective) Students browse through other student's feedbacks and upvotes and downvotes when they agree

3. (TA perspective) A TA views student feedback to help better understand his shortcomings in teaching. He uses student feedback as inspiration and creates his own goals.

4.

Task 1 (Student Perspective): A student is frustrated with the way their class is currently being run and hopes to submit feedback anonymously to her TA.
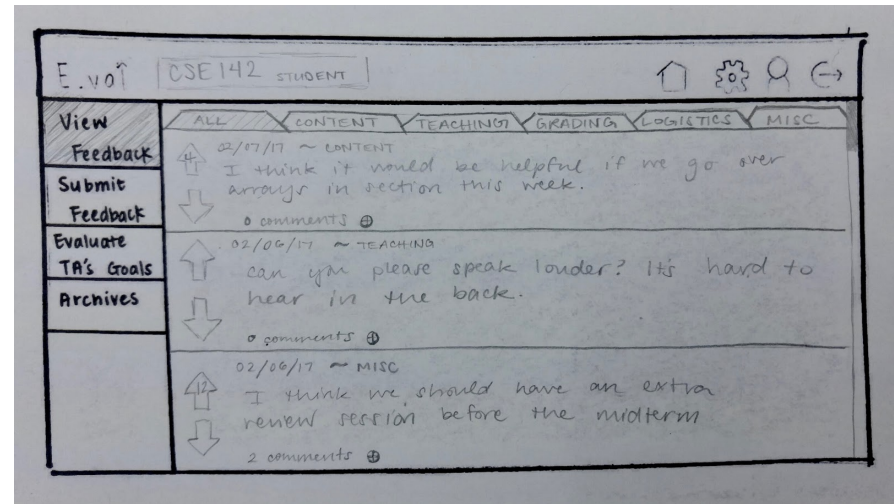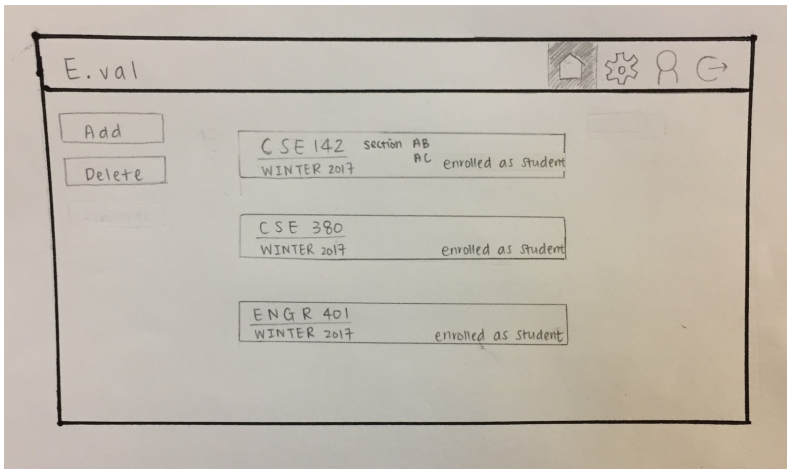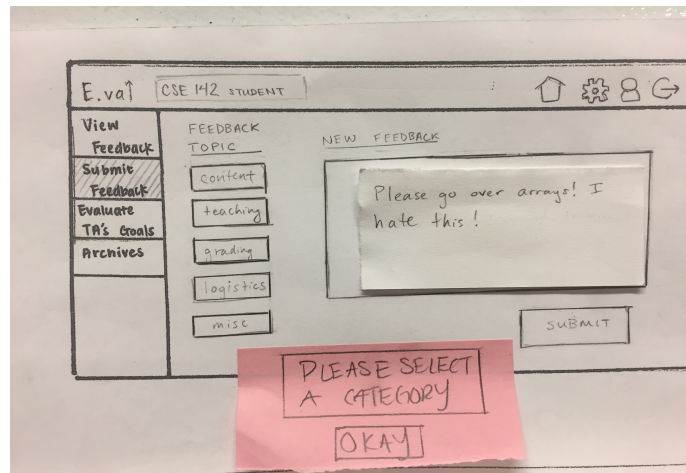

1. Student is brought to her classes page and selects CSE 142.
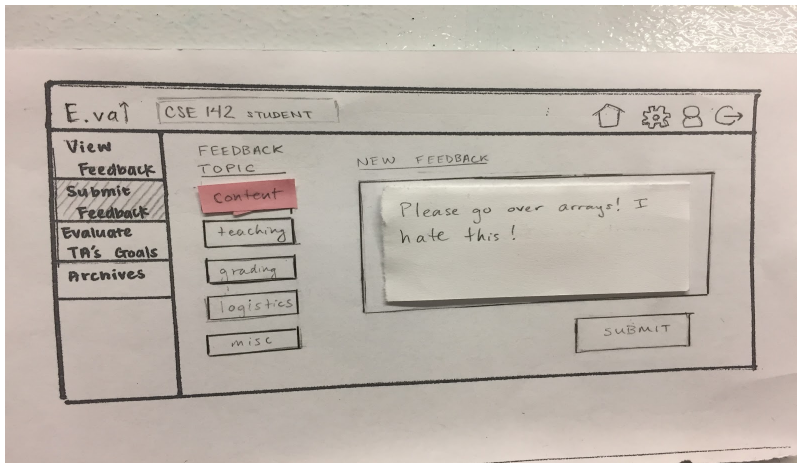

2. Student now sees overall feedback and clicks on "Submit Feedback" on the left navigation bar.
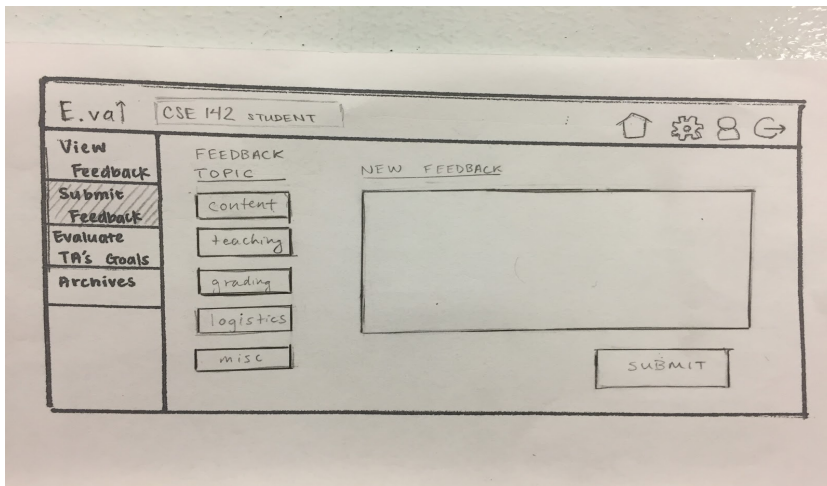

3. Student is brought to the "Submit New Feedback" page

4. Student starts typing in her feedback about going over arrays; the website notifies her to pick a category before "Submitting" (In the future, the pop-up could be used to select the categories directly).

5. After the student selects the "content" category, she is able to successfully click on the "submit" button without a warning. (In future iterations, we hope that multiple categories could be selected at once)
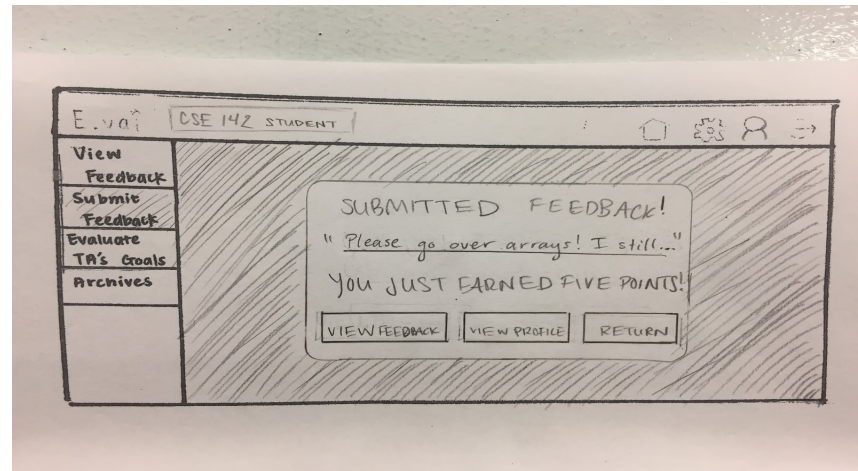
6. Student wants to send another set of feedback and clicks "Return". The points earned in the application translate to course credit. The "view feedback" here is to view the recently submitted feedback.
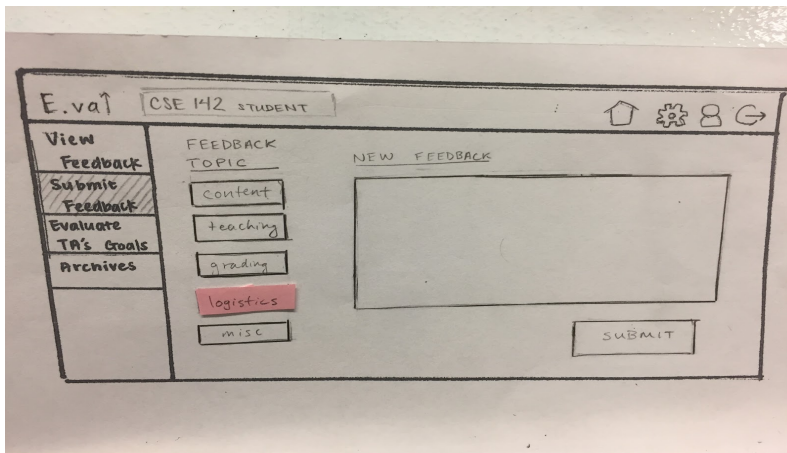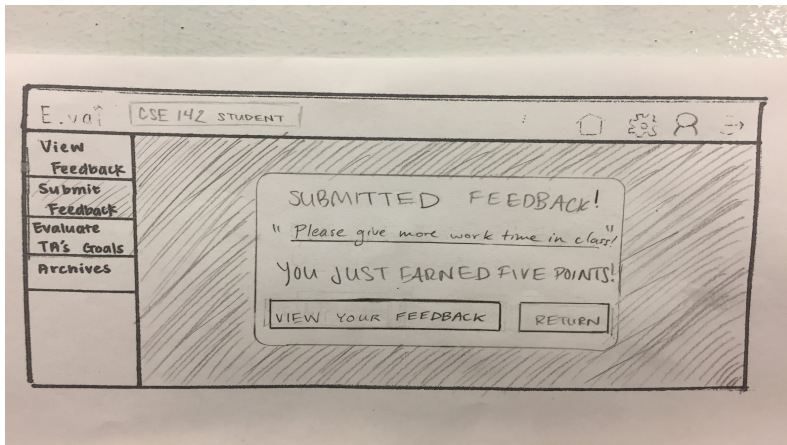

7. This time, the student knows to first select "logistics" as the feedback topic before submitting her feedback.
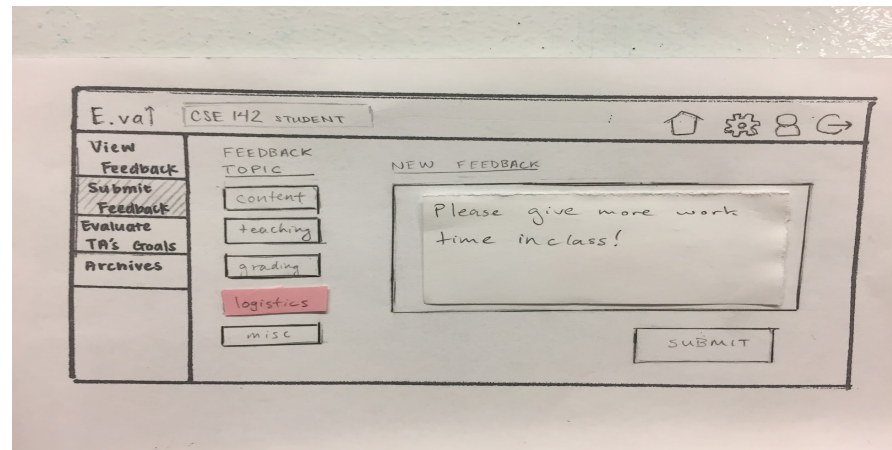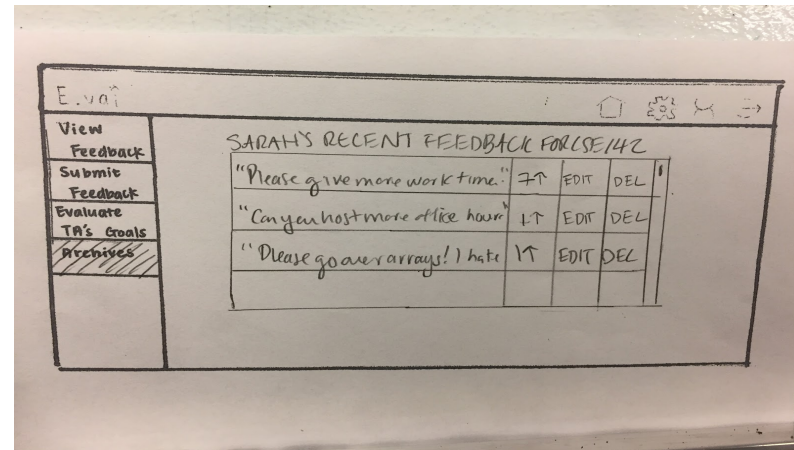
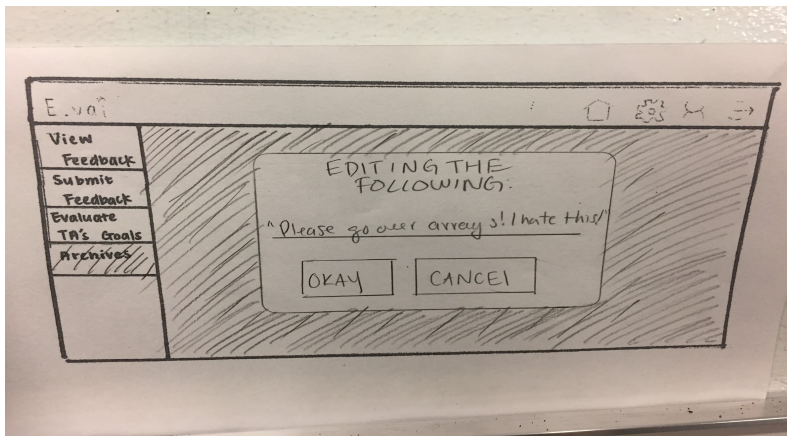8. Student types about how she want more work time in class and hits "Submit"

9. Student then goes to "View Your Feedback" because she want to change the harsh wording about her first feedback.

10. The student is able to see all her recent feedback under "Archives" and hits "Edit" next to the arrays feedback. (Later iterations show a change of the section "Archives" to "My Feedback")


11. Student changes the feedback, removing "I hate this!" and hits "Okay".
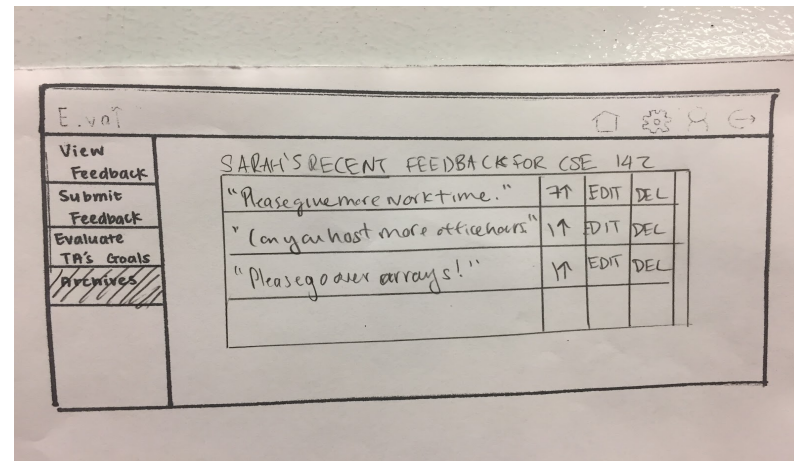
12. Student is brought back to "Your Recent Feedback" and is now done!

Task 2 (Student Perspective): The student browses through others submitted feedback and engages with the feedback through upvotes, downvotes, and comments. Instead of having to submit their own feedback, they have simpler way to contribute to positively contribute overall learning environment.
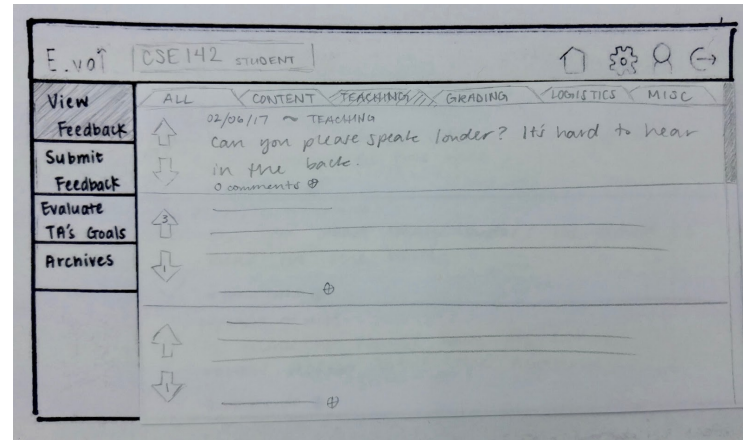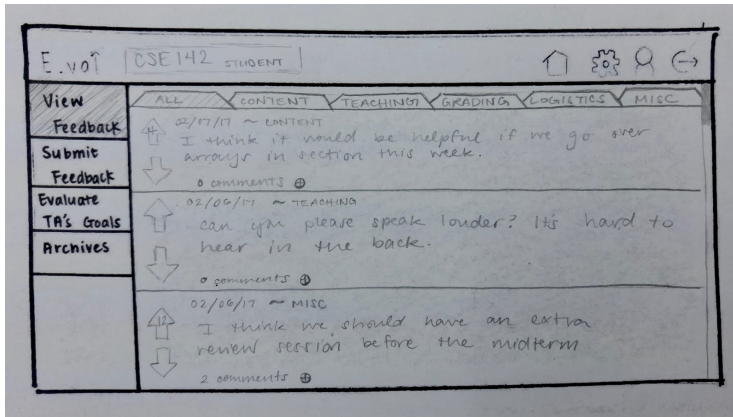
1. A student wants to provide her TA with some suggestions.

2. She flips through the different categories to see which feedbacks have already been given.
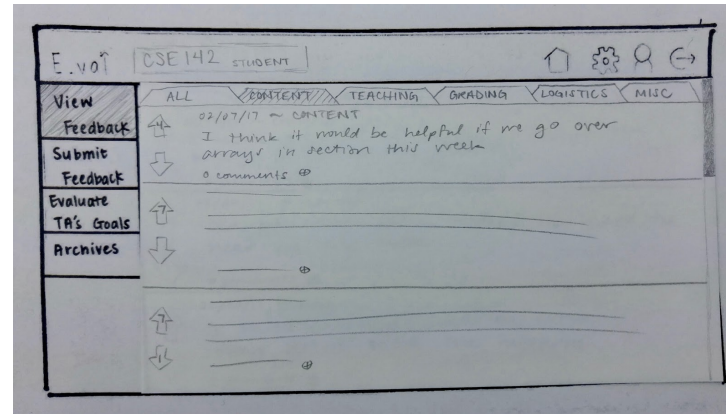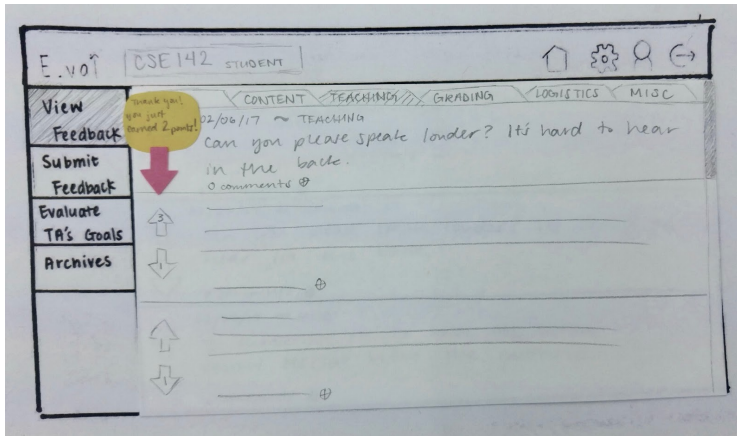
3. The student disagrees with a feedback in the "teaching" section and downvotes it. The yellow pop-up notifies the student of the gained participation points. Points gained will lead to extra credit points for the students.

4. Students navigates to "content" tab and wants to see if a topic (i.e. arrays) have already been discussed.
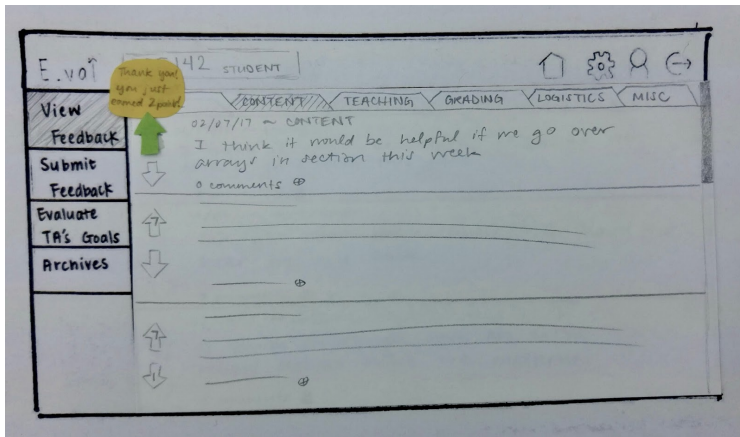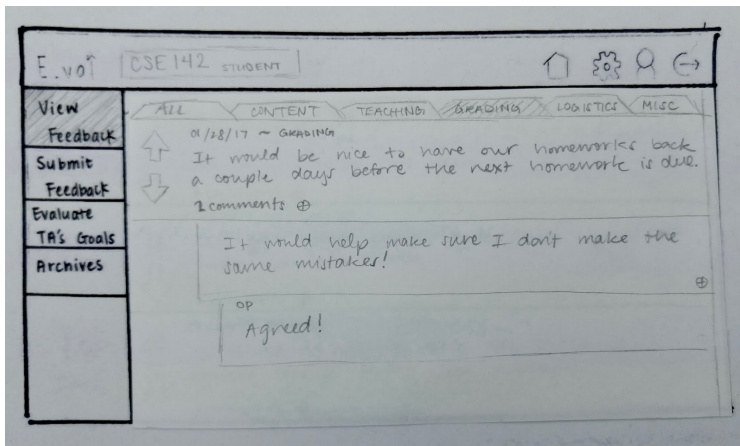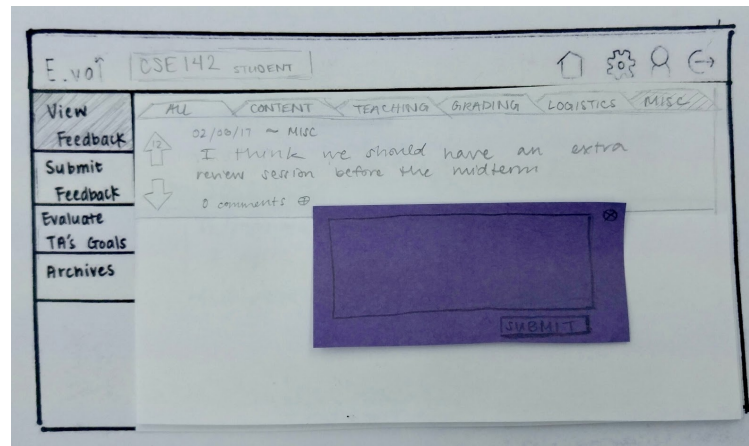
5. The student finds a comment on arrays and upvotes it, gaining two points.
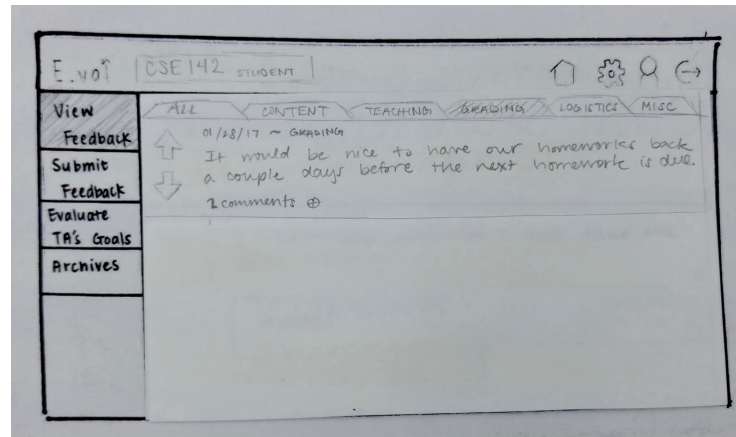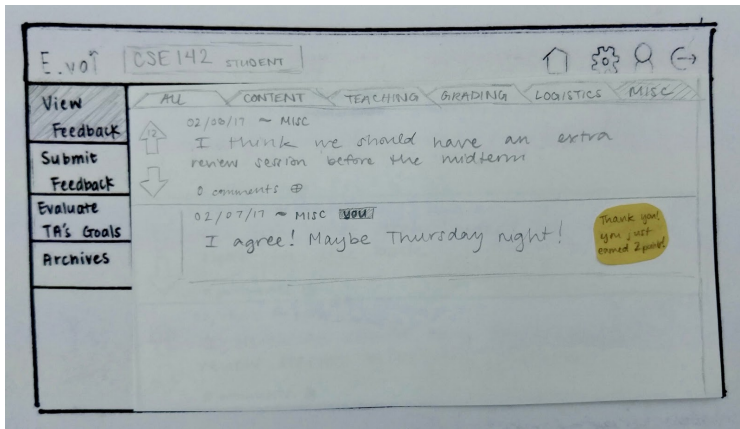

6. Student navigates to the "Grading" tab and notices there are comments left on a feedback.
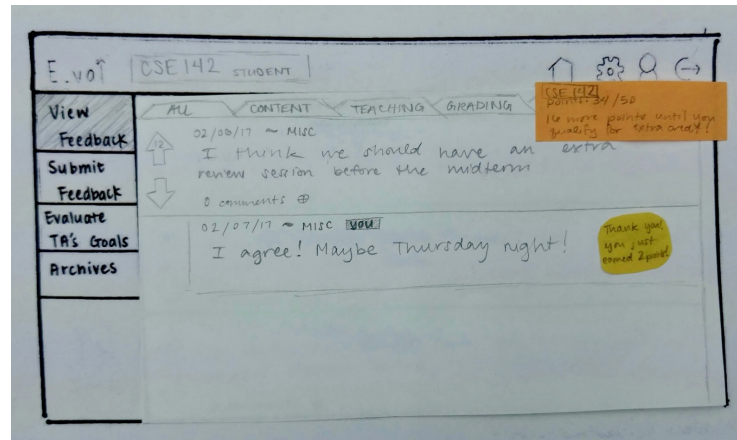

7. By clicking on "2 comments", the comments unfold, allowing the student to see view the discussion.

8. Student navigates to the "Misc" tab. The student wishes to add to a given feedback. They click on the "plus" sign next two "2 comments".

9. The comment appears under the original feedback and the student gains another two points.


10. The student checks their current points by hovering over the profile icon. They are 16 points away from extra credit.

Task 3 (TA Perspective): A TA wants to better understand the needs and frustrations of his students. He browses through feedbacks to gain inspiration on where he could improve his teaching abilities.
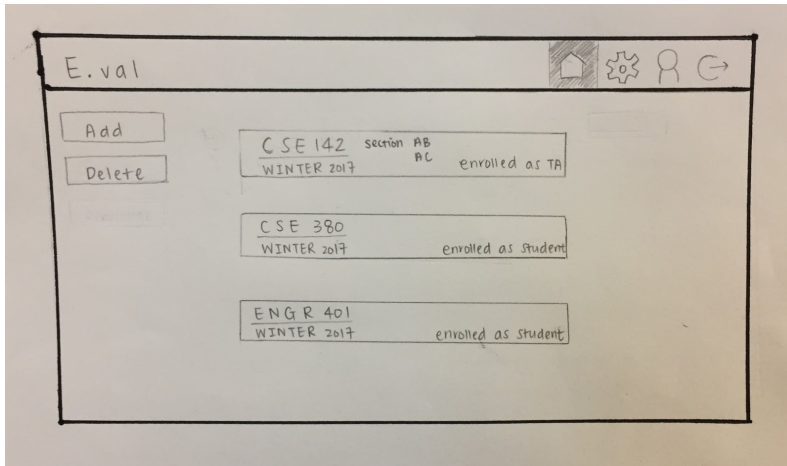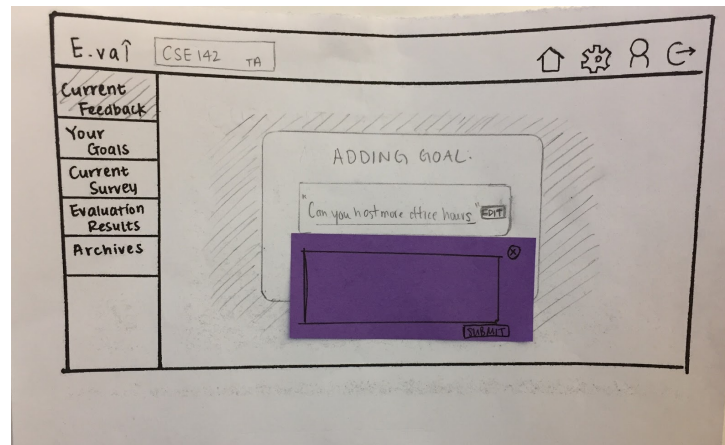

1. The TA opens up the app to the home page (Class List), and selects the class he teaches.
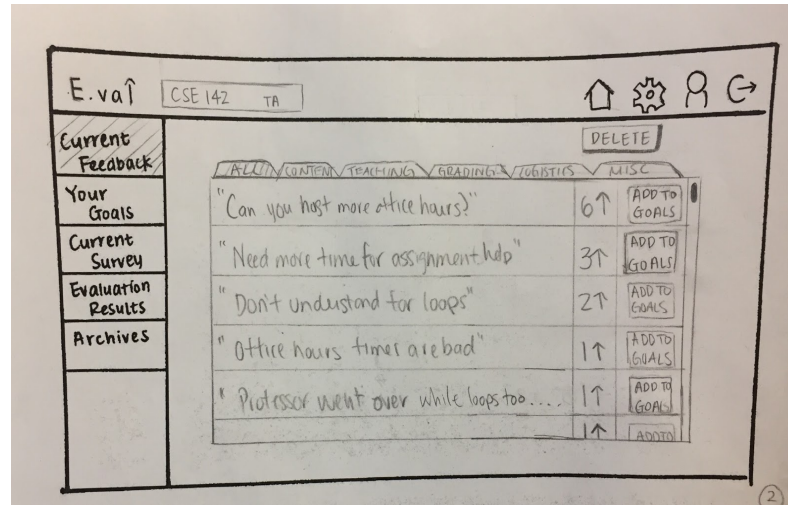
2. The TA is in his section's homepage and can see the current feedback and the number of upvotes for each one.
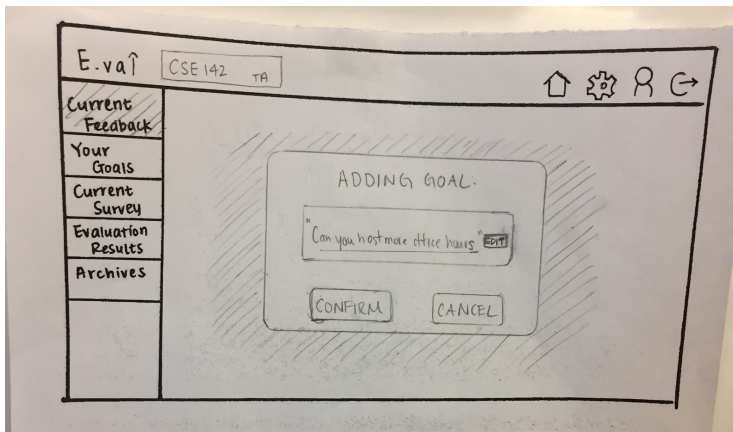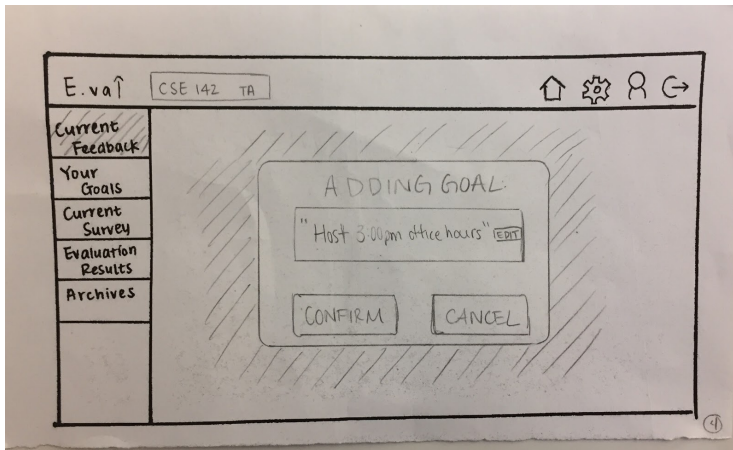

3. He agrees with the highest-rated feedback and wishes to implement the suggested feedback as one of his goals.
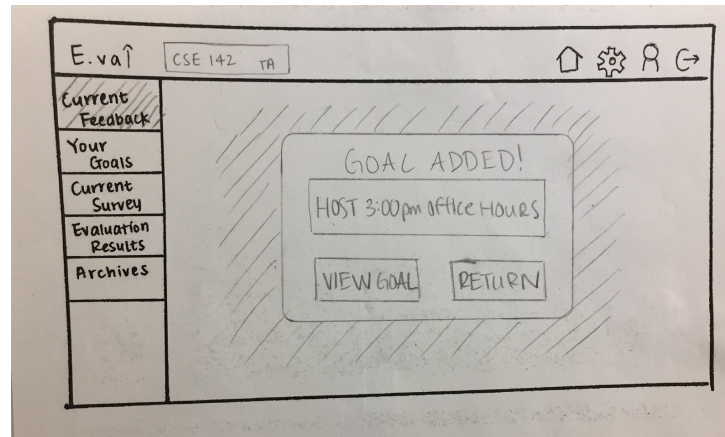

4. The TA agrees that he should host more office hours but wants to change the language of the feedback.
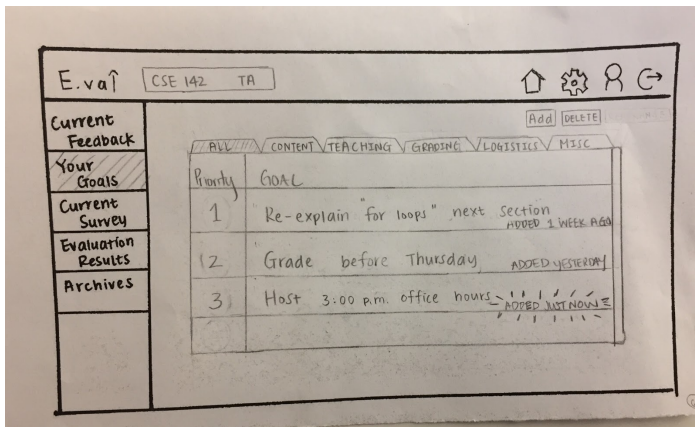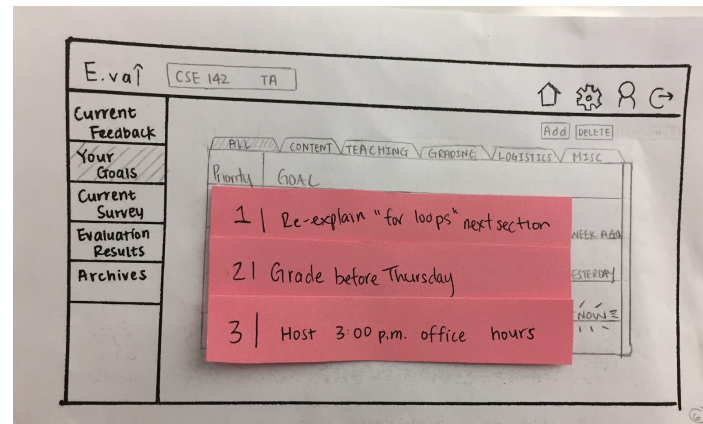
5. The TA finishes his edits and confirms.
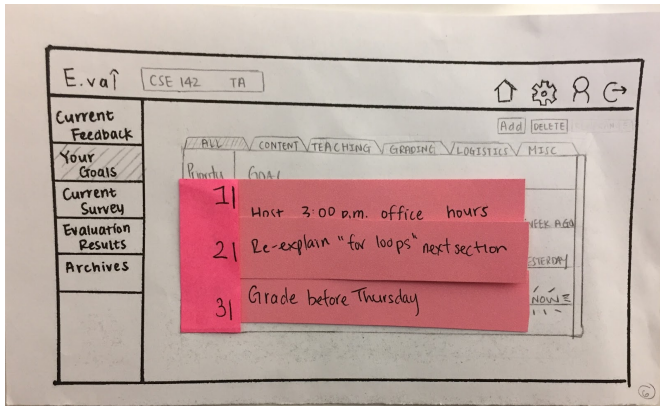

6. A message appears indicating that the goal was successfully added. The TA then clicks to view his overall goals.

7. The TA views all of his goals and sees his recently added goal. The TA can see each goal's priority as well as when each one was added.

8. The TA wants to prioritize the recently added goal. He clicks on the third goal and is given the option to rearrange goals.

E.val | CSE 142   TA

Current Feedback
Your Goals
Current Survey
Evaluation Results
Archives

ALL | CONTENT | TEACHING | GRADING | LOGISTICS | MISC

Add | DELETE

Priority | GOAL

1| Host 3:00 p.m. office hours

2| Re-explain "for loops" next section

3| Grade before Thursday

WEEK AGO
YESTERDAY
NOW

9. The TA slides the third goal to the top and successfully rearranges his goals.