

Portfolio

Patrick Ashe

May 2018

anonest

123.ie

Escher
Group

Mater
Private

Today FM

Folens

Digicel

Process

Analytics
Institute

anonest

Creating a new customer feedback service

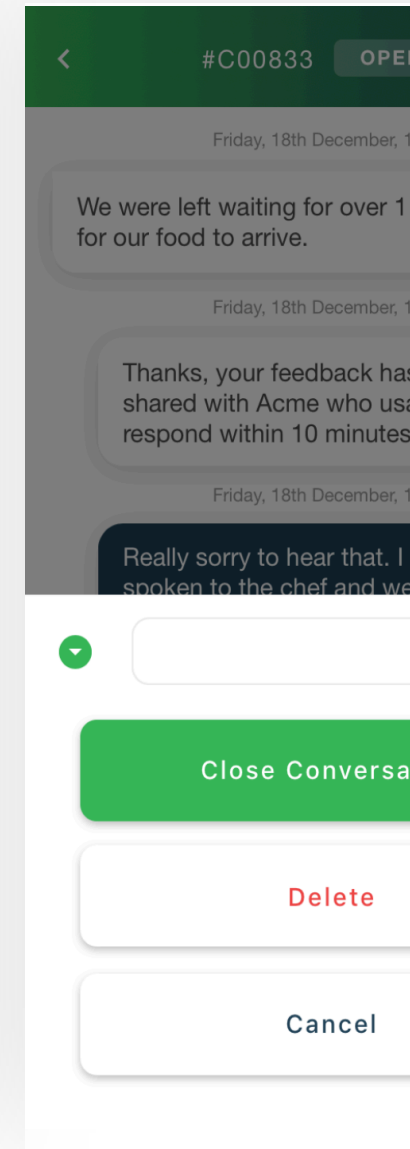
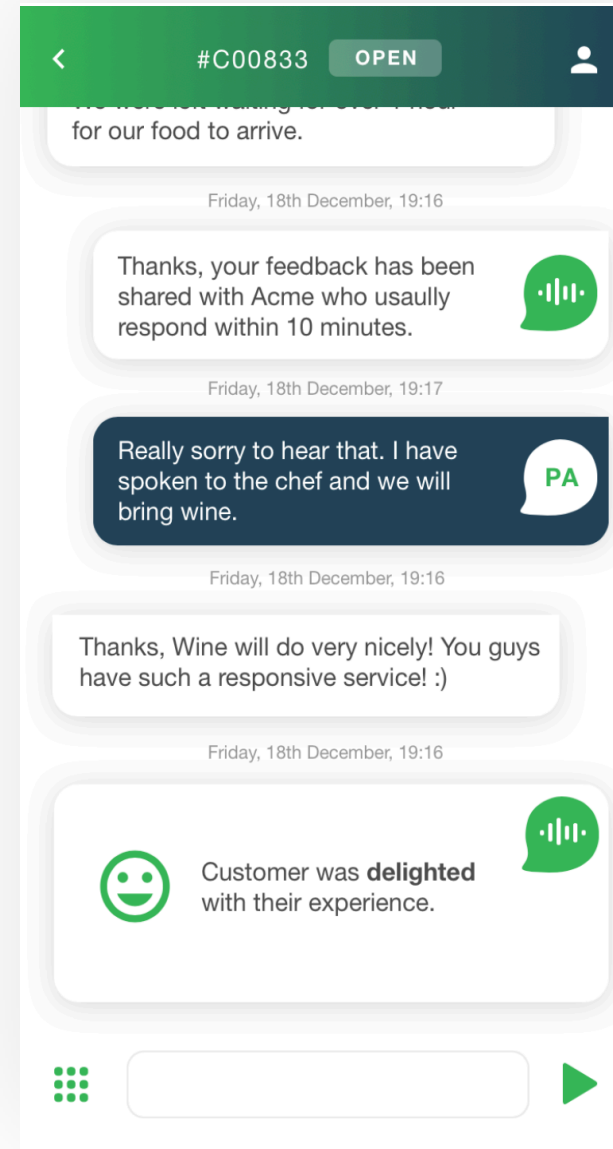
Role **Co-Founder, UX, Visual Design, Development**

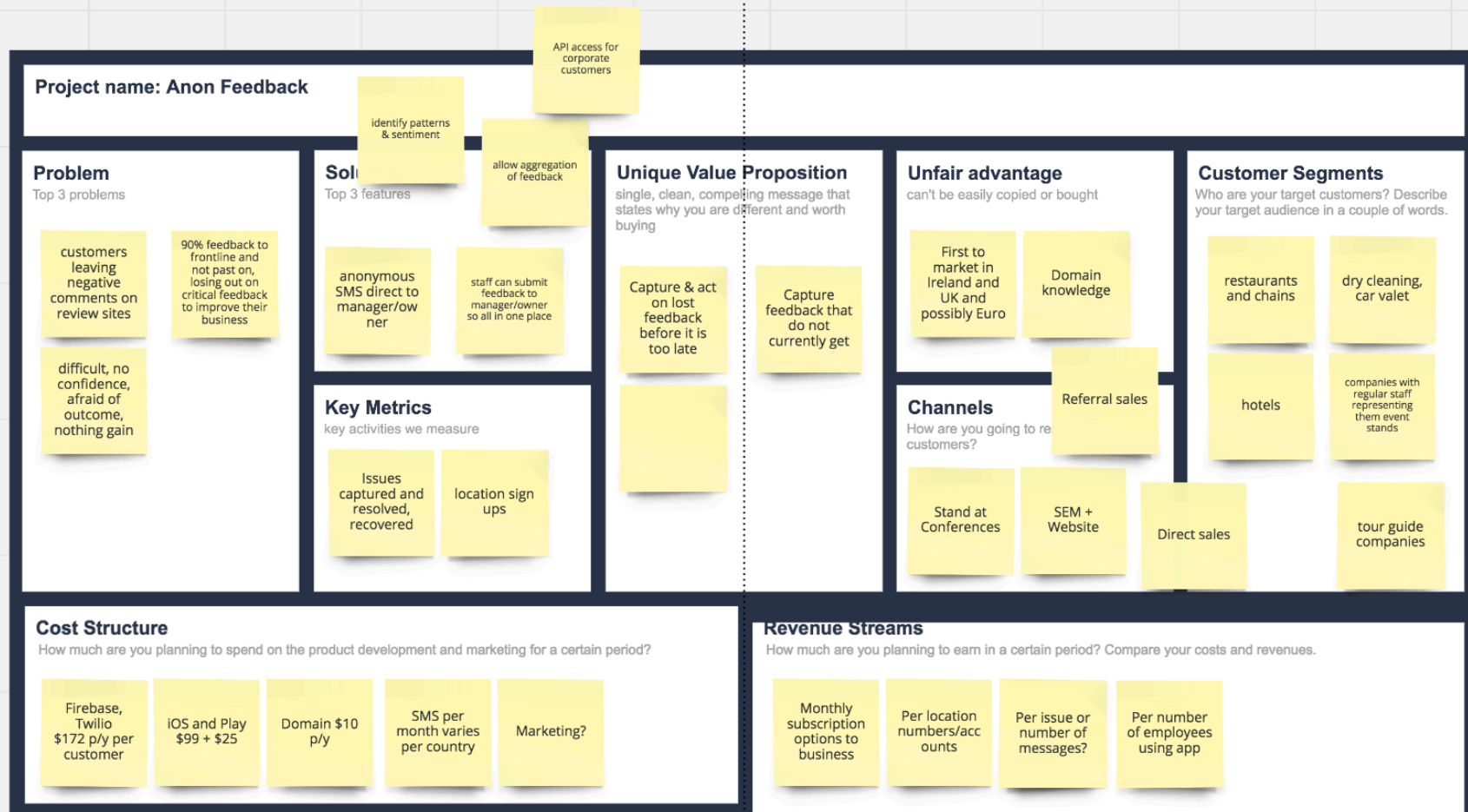
Date **January - June 2018**

Build a service that would collect customer feedback via SMS for real or near time resolution

Benefits

- ◇ SMS widely available vs app, immediate vs website visit/forms
- ◇ Some success with similar service in the US and Canada but not in Europe





Source: https://medium.com/@steve_mullen/an-introduction-to-lean-canvas-5c17c469d3e0

PRODUCT

MARKET

Business Canvas

We used a business canvas to get strategy alignment amongst the team and created additional canvases to explore other opportunities for real time anonymous feedback via SMS.

Research

Questions and Assumptions

The more questions and assumptions that are validated with our users, the more likely you we building something valuable for them. List all questions and assumptions we have here.

Questions

- Capture the business details e.g size, location, type etc
 - Number of customers served per day?
 - Number of locations?
 - Type of business? Industry categorisation
 - Location: City/Town, Suburb, Countryside?
 - Number of Staff?
 - Number of managers?
 - Number of tables/POS?
 - Price range: high end etc? E.g. takeaway or posh
 - Average time customer spends with business?
 - Do they have a website/app?
- Should the sign be on the table?
- Should the sign be at the POS?
- Should the sign be on the wall?
- Should the sign be visual outside the premises?
- Should the sign be in a take away card format?
- Should it be something you can't take away?
- Should it be on the receipt?
- Should it be on their website? How is that different from on premises?
- What should the sign say?
- What is the most important information on the sign?
- How businesses receive feedback at the moment?
- How is that feedback method performing for them at the moment? (Engagement)

Assumptions

- Customers will send SMS feedback
- Customers will send positive feedback via SMS
- Managers can use a smartphone while working
- Managers will hear/feel notifications while working
- Business will respond in near real time to feedback
- Business can resolve customer feedback via messages
- Customers & businesses can typically resolve the feedback in fewer than 6 messages
- Managers will want to use an app over a desktop for this kind of feedback
- 200 messages will last a small business for 1 month
- Businesses are not getting all their customer feedback
- Customer feedback is not being reviewed systematically to improve the business

Learning Objectives

Take the list of assumptions and questions above and identify the high-level themes that appear. Write down these themes as our learning objectives:

- How do businesses in Dublin appeal for customer feedback?
- What are they ways businesses are resolving negative customer feedback and what is working best?
- How are businesses using customer feedback to change their service?

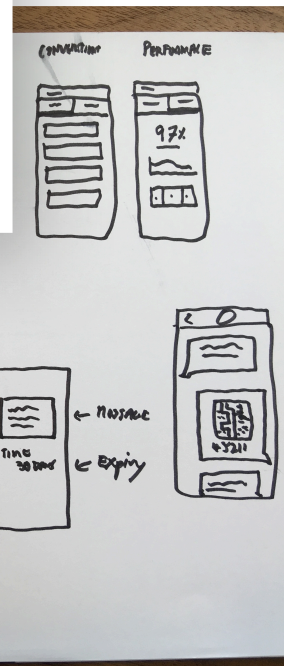
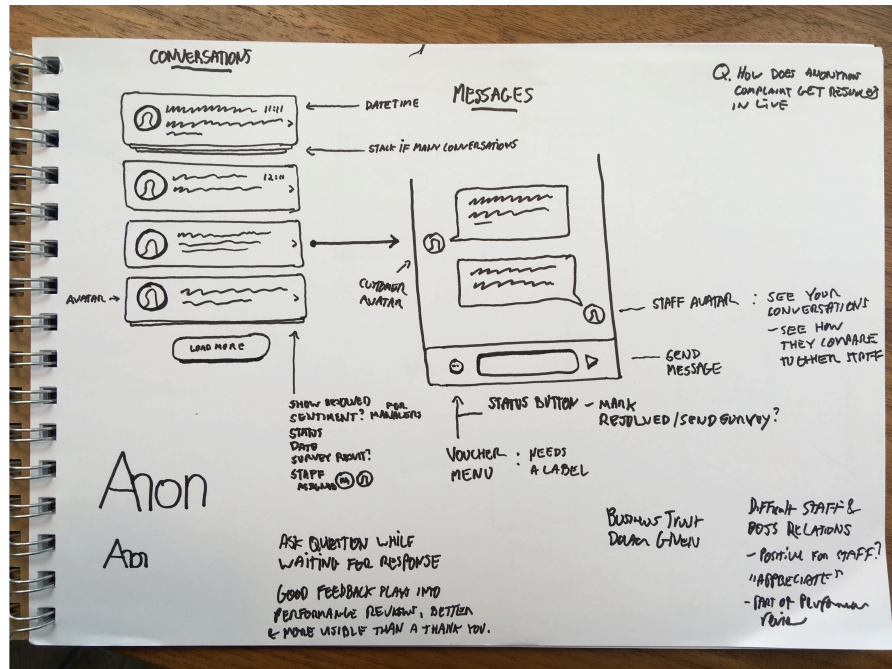
Question	Thinking	Method
How can/would a manager help an anonymous customer	70-90 made to f/online staff but they don't pass it up. Reasons are don't think management will chang/ anything, wage of time, didn't like customer and think they deserve bad experience, they fear they have done something from and will be blamed, don't give a shit. OFFER fReE, COUPON, bOFOFF, mEeET TO MALE RIGHT.	Interview managers/owners about what they have done in the past and how that might change depending on the situation. Business whose behaviour aligns with our product are the ones we should target.
Will managers be able to respond in time	They can either response immediately or in the own time. I think this would depend on the type of business.	Include response time question in the survey below
What are customers expectations around the response? What is satisfactory, what is great?	Real time replies would be best.	Survey to friends/family (through social) with various situations and what their response to those would be

Research

Interviewed businesses and conducted competitor analysis.

Exploration

Explored potential solutions through sketches, team feedback before moving onto a clickable prototype created using framer.



- STATUS
 - SURVEY RESULT
 - TOTAL CONVERSATIONS
 - BLOCK CUSTOMER!
 - STATUS HISTORY
 - VOUCHERS
 - SURVEY RESULTS
- CUSTOMER**
- NUMBER
 - START DATE FOR BUSINESS
- OPTION TO REMOVE ANONYMOUS?**

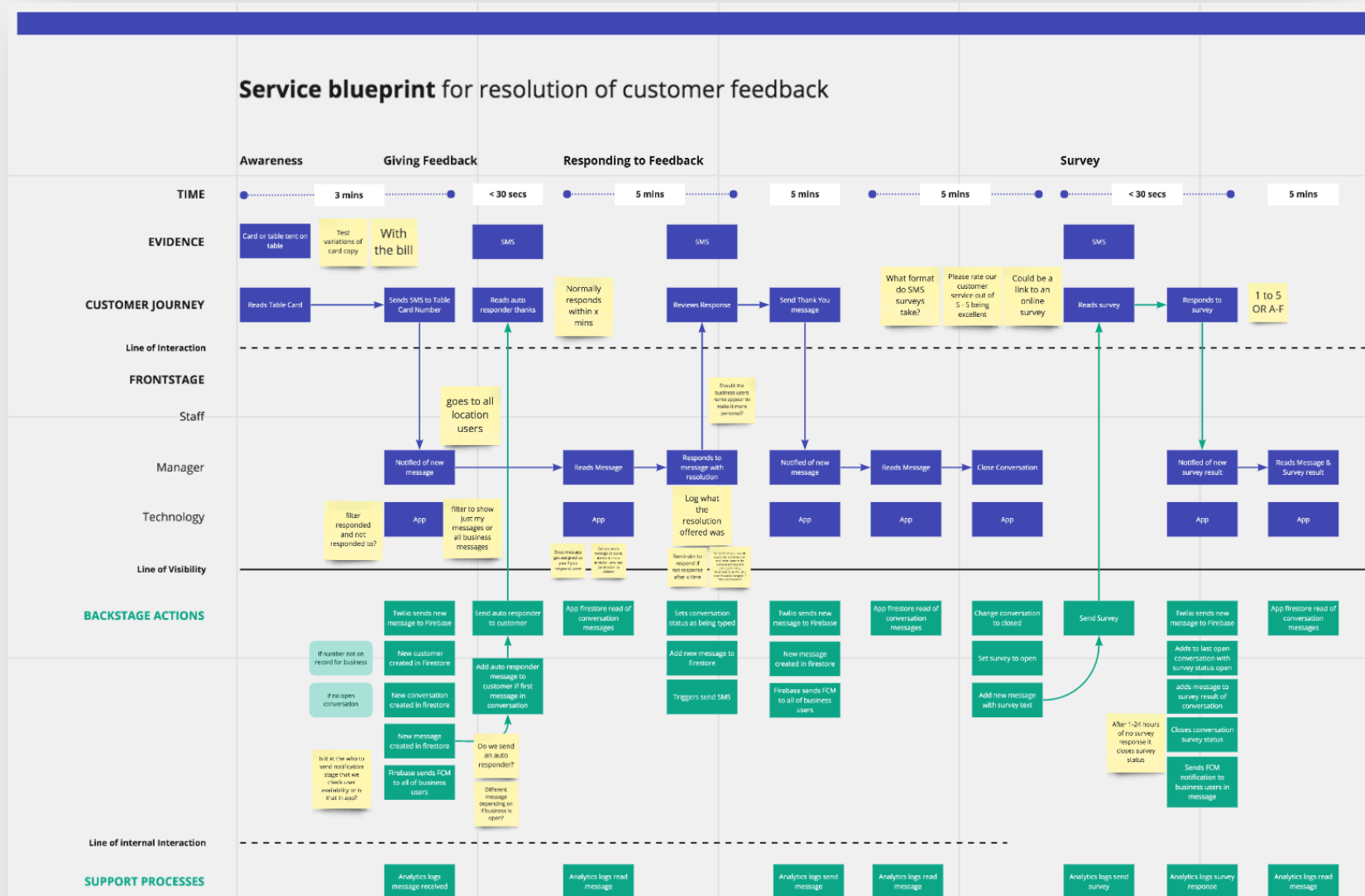
Clothing

Poster



POS

Card



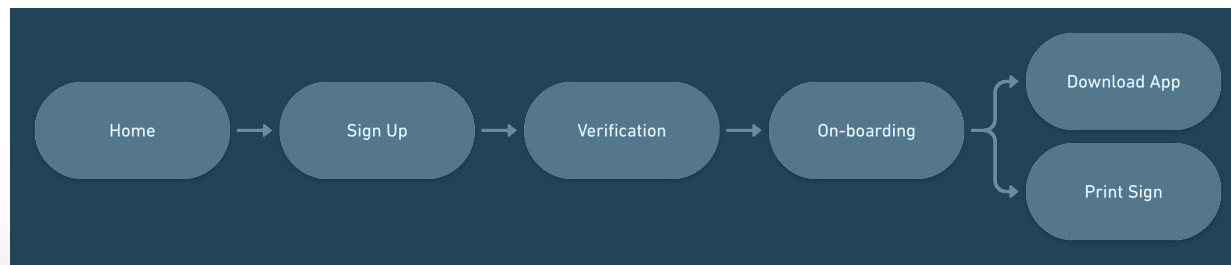
Service Blueprint

I used a "to be" service blueprint to plan out how the service would function for businesses, their customers and anonest. This was used to involve non technical members of the team in the design of the service.



anonest

Realtime Customer Feedback





ProductPricingAbout[Start Free Trial](#)



Respond to feedback before it leads to a bad review

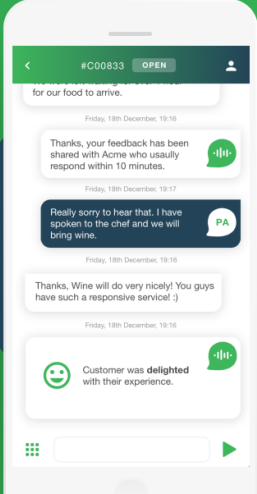
We provide real time feedback from your customers via SMS.

[See Plans & Pricing](#)

How it works



Your Customers Send Feedback Anonymously





You Gain Insights that Improve Your Business

ProductPricingAbout[Start Free Trial](#)

Sign up

Sign up now for a free 30 day trial

Business Name

Business Address

Full Name

Mobile

 Enter mobile

Email address

We'll never share your email with anyone else.

Password

Your password should be at least 6 characters long.

Your payment details

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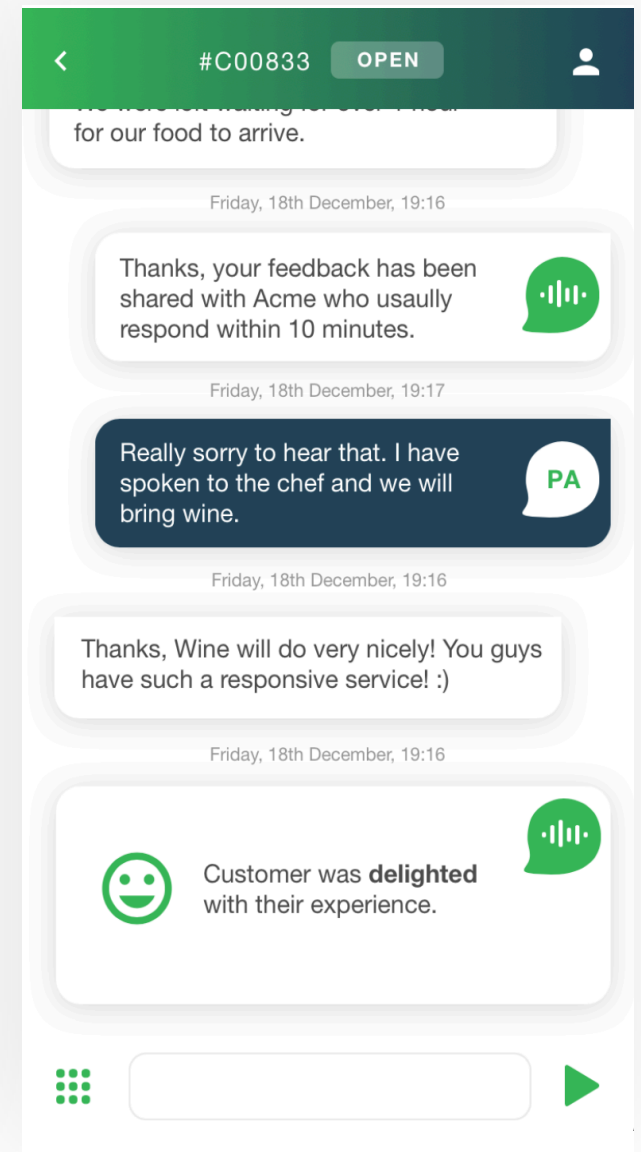
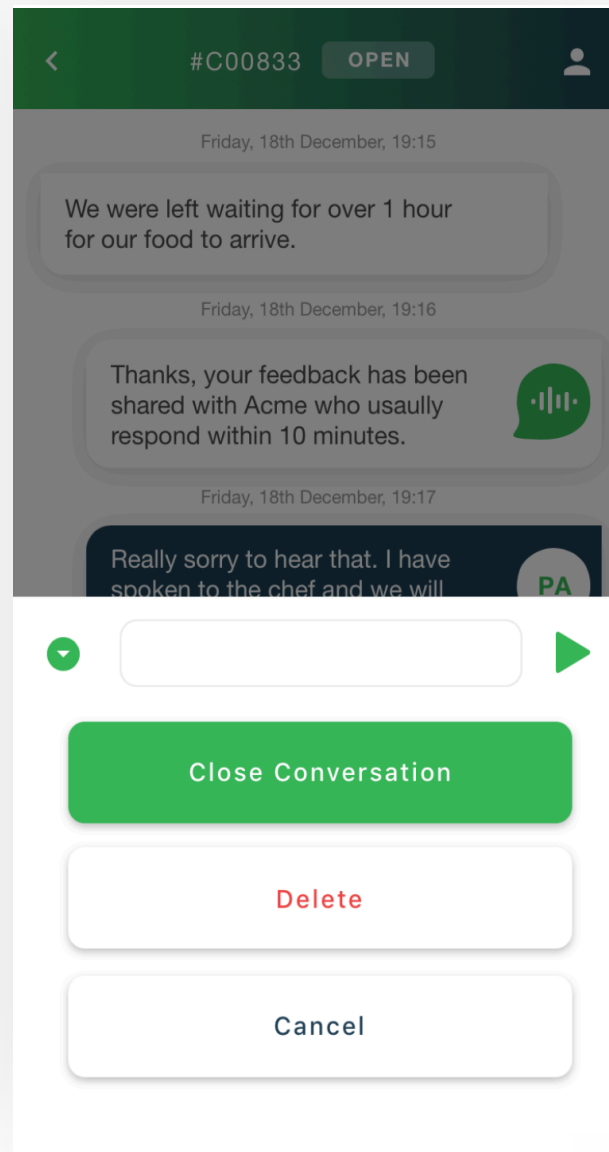
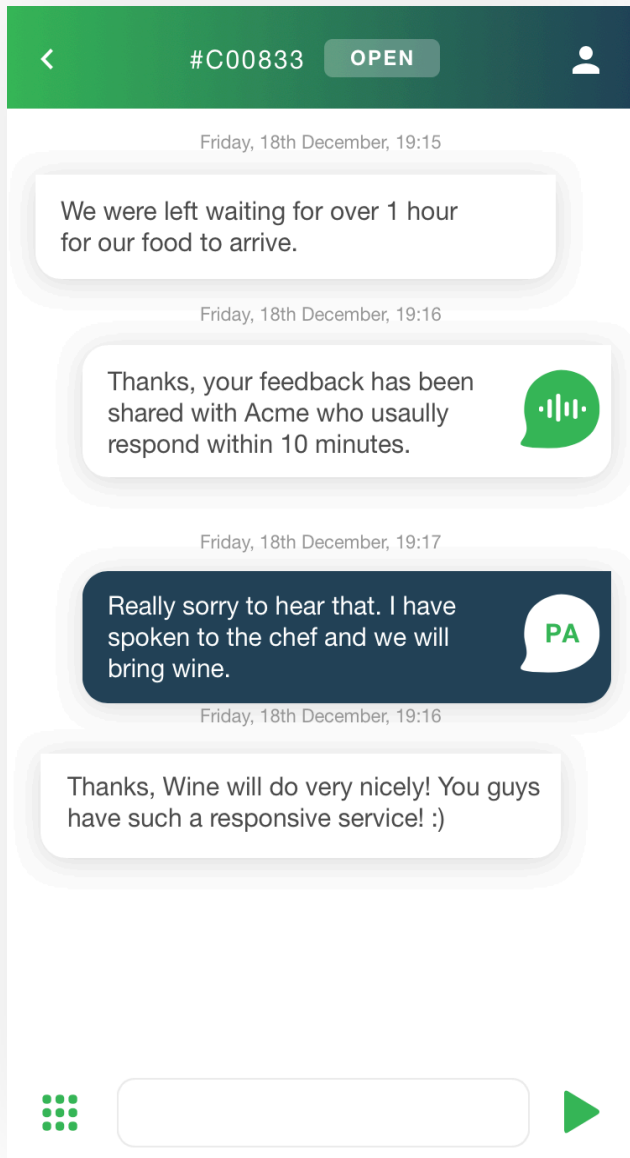
We won't charge your card until your trial has expired.

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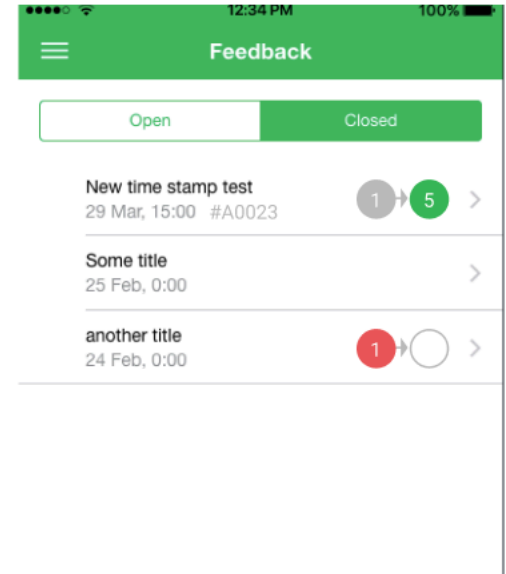


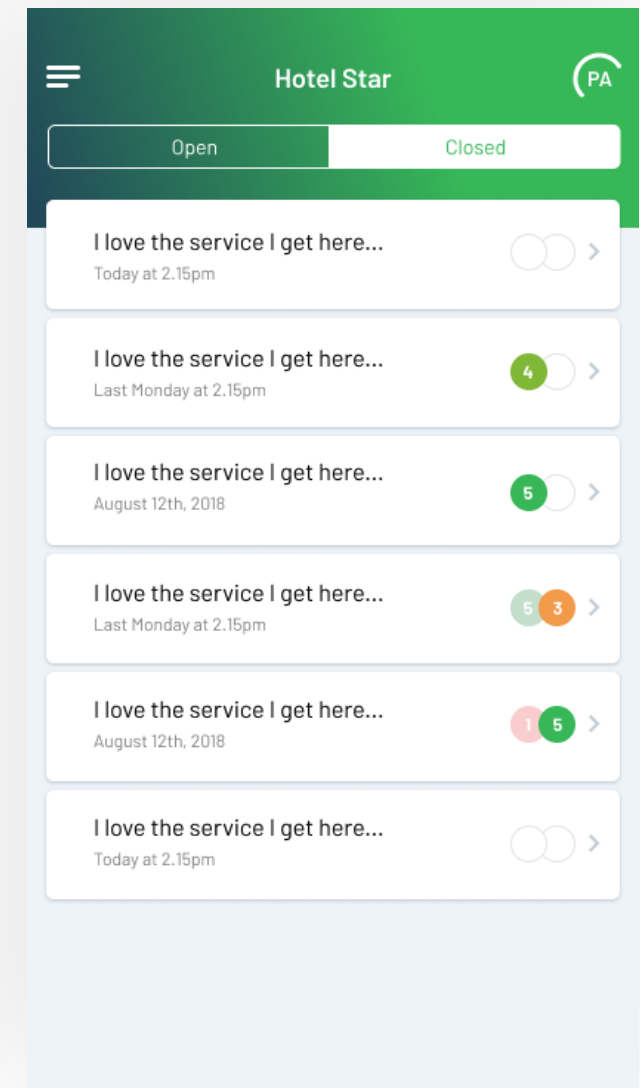
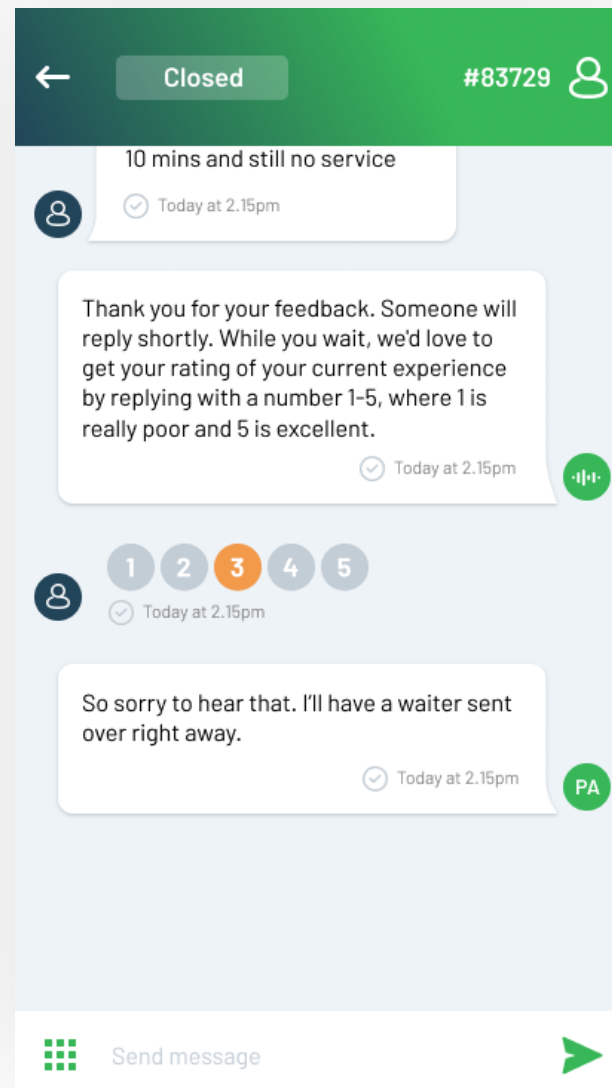
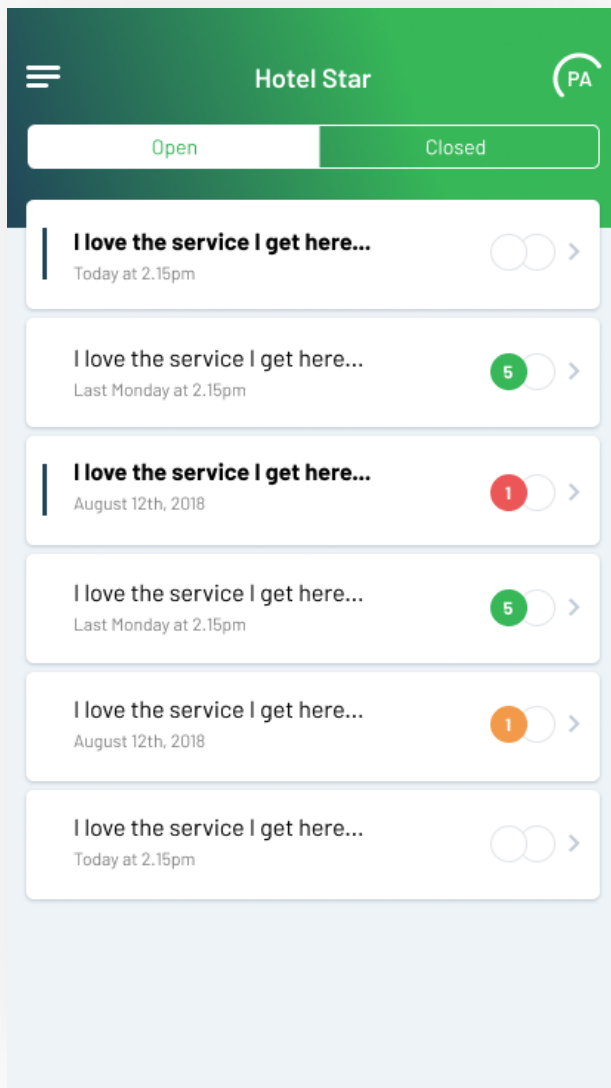


1 -> NA

NA -> 1

NA -> NA



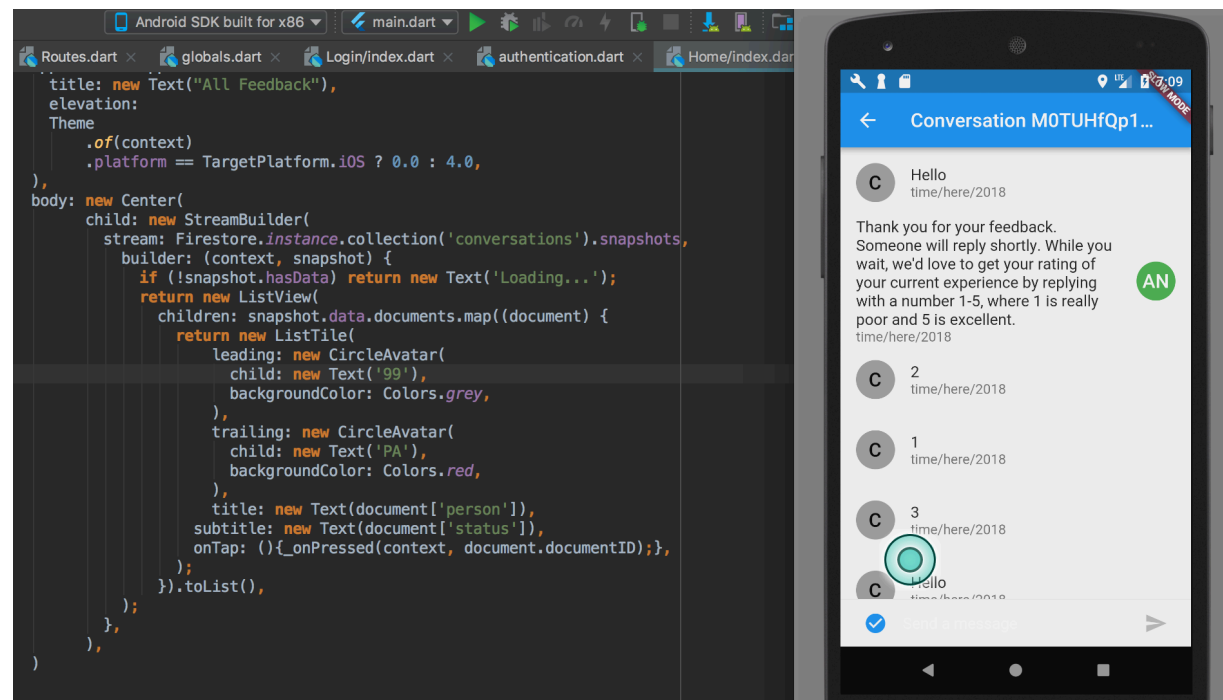


The Stack

This is the first time I was going to create an iOS or Android app myself but I didn't have time to learn both Swift and Java so I needed an approach that would let me write once and deploy to both platforms.

I built a demo of the app in Flutter, an open-source project in alpha stage being developed by Google. This had a lot of promise but as it was alpha the documentation was limited and there were plenty of bugs I had to work through. Instead I settled on Ionic, it used familiar web languages, provided the agility we needed, and lately offered a smoother user experience that I had seen from it before.

For the backend I used Google's Firebase Firestore, Cloud Functions and Storage to keep operating costs at zero for the most part.

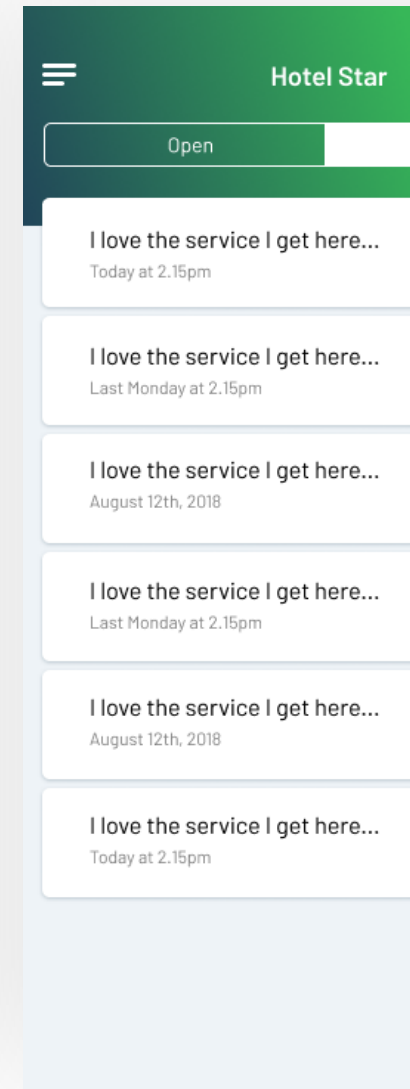
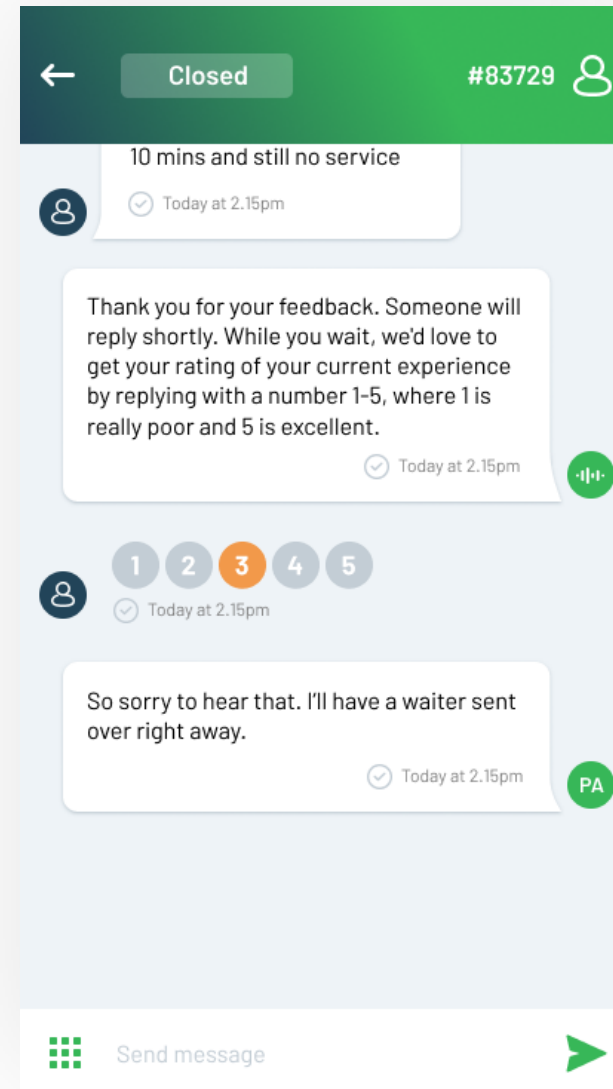


Launched MVP in app store

◇ Testing with users/customers

◇ Android launch later

Learnings could have shorten the feedback loop and created a basic prototype to get validation but instead wanted to run through the process as we felt the idea was proven elsewhere. Feedback now will inform our next steps in regard to the business and roadmap



123.ie

Redesign of motor quote and purchase

Role **Project Lead, UX**

Date **June - August 2017**

Complete redesign of the motor quote form to explore opportunities for larger gains.

Challenges

- ◇ Improve customer experience
- ◇ Improve click to quote
- ◇ Improve usability
- ◇ Drive less calls into the call centre
- ◇ Best in class in the insurance industry

123.ie

CAR INSURANCE QUOTE

1

YOUR CAR

2

ABOUT YOU

What **make** is your car



2017 x

Enter Car Make...



Audi



BMW



Citroen



Daewoo



Fiat



Ford



VOLVO

Step 1 - Get Quote

Step 2 - Choose Cover

Step 3 - Make Payment

**Save 10% when you buy your
Car Insurance online**

New policies only

123.ie

Simple is smarter.

Let's Get Started On Your Car Insurance Quote

What is your preferred level of cover?

Comprehensive

Third Party Fire & Theft

Policy Start Date

DD

MM/YYYY

Your Driving Experience

Please Select

Claims in the last 4 years including windscreen claims?

Yes

No

About Your Car

Your Car Registration



IRL

Find my Car

[I don't know my Car Registration.](#)

Your Driving History

Your current licence

Please Select

Number of years you have held this licence

Please Select

Do you have any current penalty points on your licence?

Yes

No

Have you ever received any convictions or have any prosecutions pending a court hearing? Please do not disclose convictions that are considered spent.

Yes

No

Do you have a medical condition you would have to disclose to get a driving licence?

Yes

No

About You

Title

Please Select

First Name

Methodology

We conducted competitor analysis and examined market standards and trends, identifying what works well and what doesn't work.

We looked at examples of intuitive forms and processes in other industries along with reviewing past research into the target user's needs and pain points when it came to purchasing car insurance.

Some of our findings included:

- ◆ Forms were too long and felt like a daunting task.
- ◆ Annoying task you just have to do.
- ◆ Questions are sometimes confusing.
- ◆ Easier to call - better deal.
- ◆ Not exactly sure what's covered or the difference between third party and comprehensive.



What's your **car registration** number?



IRL Car Registration Number...



I can help if you [don't know](#) your car registration number.

FIND MY CAR

One question at a time, performs better on mobile



What **year** was your car registered?



Enter Car Year...

2017
2016
2015
2014
2013



Your car can't be 14 or more years old. ▾

Assistant guiding the way



What **make** is your car?



2017 ▾ Enter Car Make...

 Audi	 BMW	 Citroen	 Dacia
 Daewoo	 Fiat	 Ford	 Honda
 Peugeot	 Vauxhall	 Volvo	 Vauxhall



What **model** is your car?



2017 ▾ Volkswagen ▾ Enter Car Model...

Bora
Golf
Lupo
Passat
Polo



Thanks Michelle!

We've calculated the best quote for you:

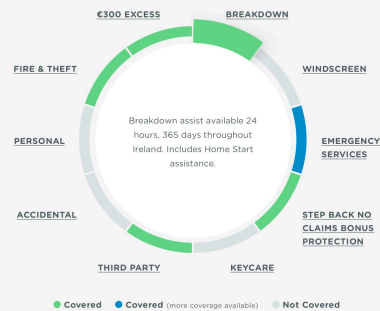
Your Quote Ref: **GKU69SG808**

€501.78

Single Payment Price

COMPREHENSIVE ☒ THIRD PARTY, FIRE & THEFT

See What's Covered



Select your **payment option**:

YEARLY PRICE VIA: Single Payment €501.78 You will be charged the full amount on the next screen. View Pricing Details Select This Payment	YEARLY PRICE VIA: Monthly Payments €43.84 Per month 8 monthly installments of €43.84 + deposit of €184.38 = €555.10 Select This Payment
--	---

Add Full No Claims Bonus Protection ☒ **€49.15**

Next

We've sent an email to email@address.com with all the [details](#) of your quote.

All prices shown include 5% government levy and our non-refundable set-up fee (see "View pricing details" above). Quote valid for today on the condition that the information you provided is correct and does not change.

For full cover details, limits and exclusions, please read our [Policy Booklet](#) & our [Key Facts Document](#). Acceptance Criteria, Terms & Conditions Apply. Car Insurance is provided by RGA Insurance Ireland DAC.



All Done!

Thanks Roisin for buying your Car Insurance with 123.ie and for paying your deposit of **€184.38**

Policy Number: **GKU69SG808**

Cover Starts: **12:01AM 28/07/2017**

Next Steps

You will receive your policy documents via email in the coming days. In order to receive your Certificate and Disc, please return the following to us:

1 No Claims Bonus Proof from your current / previous insurer.	2 Driver's Licence For both Roisin Surname and Name Surname.	3 Direct Debit Forms That's with us for now - we'll post it out to you shortly.
--	---	--

You can upload these now or at a later stage.

UPLOAD NOW

Alternatively you can send these in via email or post within the next **10 days** ^

EMAIL: motor@123.ie

POST: 123.ie,
Mountain View,
Central Park,
Leopardstown,
Dublin 18.

Addressed the customer by name in a conversational and approachable style of language.

Clear "What's covered" section - switchable between the different covers

Objectives

Scope of testing

To observe the behaviour of participants as they go through the journey to purchase a car insurance quote.

Objectives

The goal of this project is to redesign the motor quote process, conduct usability tests to identify the strengths and weaknesses of the motor quotation journey and to improve on the following areas;

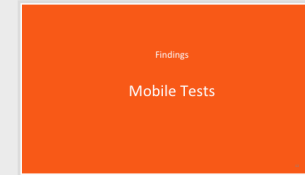
- customer experience
- improve click to quote
- improve usability
- to drive less calls into the call centre
- best in class in the insurance industry

Methodology

- The evaluation procedure consisted of 2 sections one for each prototype, mobile and desktop
- For the mobile tests there were 7 participants and for the desktop there was 7 participants.
- Participants were firstly asked about their current car insurance, how they found their current car insurance quote, they choose them and if they had any thoughts on the process which they remembered from their previous car insurance quote.
- We observed them and how they reacted with the prototypes while tackling a task of getting a new car insurance quote.
- Participants were asked to think out loud as they carried out the task, so that we could better understand their thought processes
- Participants were also video recorded as well as had their screen movements recorded.



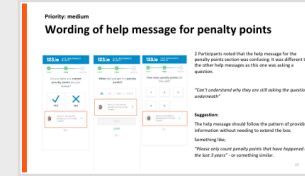
Results Summary – Desktop		
Overall the results from the desktop usability test were also extremely positive. Two cases resulted in a task quote due to a design issue which was related to the layout of the quote page. When the first half of desktop tests were done, several were made to the prototype which provided for the early issues that had been observed.		
As a whole participants said that the process of getting a car insurance quote on a desktop device was clear and straightforward.		
Participant	Issue	Resolution
Participant 1	No. (both cases)	Participant 1: "I was confused by the 'Next' button. I thought it was for the next step in the process, not for the next quote."
Participant 2	Yes	Participant 2: "I was confused by the 'Next' button. I thought it was for the next step in the process, not for the next quote."
Participant 3	No. (both cases)	Participant 3: "I was confused by the 'Next' button. I thought it was for the next step in the process, not for the next quote."
Participant 4	No. (both cases)	Participant 4: "I was confused by the 'Next' button. I thought it was for the next step in the process, not for the next quote."
Participant 5	No. (both cases)	Participant 5: "I was confused by the 'Next' button. I thought it was for the next step in the process, not for the next quote."
Participant 6	No. (both cases)	Participant 6: "I was confused by the 'Next' button. I thought it was for the next step in the process, not for the next quote."
Participant 7	No. (both cases)	Participant 7: "I was confused by the 'Next' button. I thought it was for the next step in the process, not for the next quote."



12

13

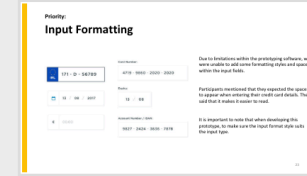
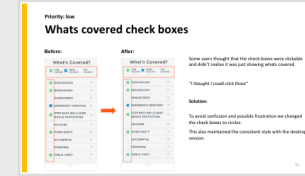
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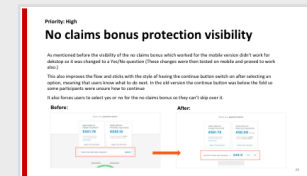
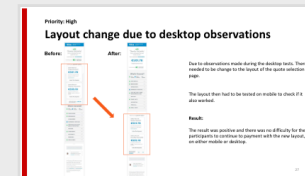
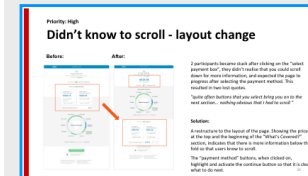
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24



Testing

In order to test our research and designs we conducted a number of in-house and remote usability tests and interviews with target audience members. 14 test in total (7 for mobile designs and 7 for desktop)

By conducting those tests we identified key problem areas in the process which were quickly rectified with some slight design adjustments and then re-tested with different test participants.

Outcome

The solution we provided was a step by step, approachable and conversational style form. Implementing easily digestible information and an easy to understand format.

We provided a fully designed prototype which had been tried and tested along with documentation and a presentation of our findings for the client to be able to pitch the approach internally to key stakeholders.

"compared to previous experience of getting car insurance it's a lot less stressful... the hard work is taken out of it, the layout looks nice, the colours are nice and it doesn't look too serious"

It's nice because it's very photo driven and when you are trying to do it on your phone, the hardest thing is trying to read some much text, on your phone everything always looks really squashed ... you didn't have to do much per screen ... because if you scroll down and see a lot of things to do then it can put you off"

"An online chat to help you with a question you are stuck on in real time would be useful ... if you rang them up they wouldn't know what section you are on"

"It was very simple to use ... it took it stage by stage while other ones are usually one big page in front of you and you are blown away at first and be like oh crap I have to go through all of this ... this was more friendly because it was piece by piece ... more user friendly for certain."

Escher Group

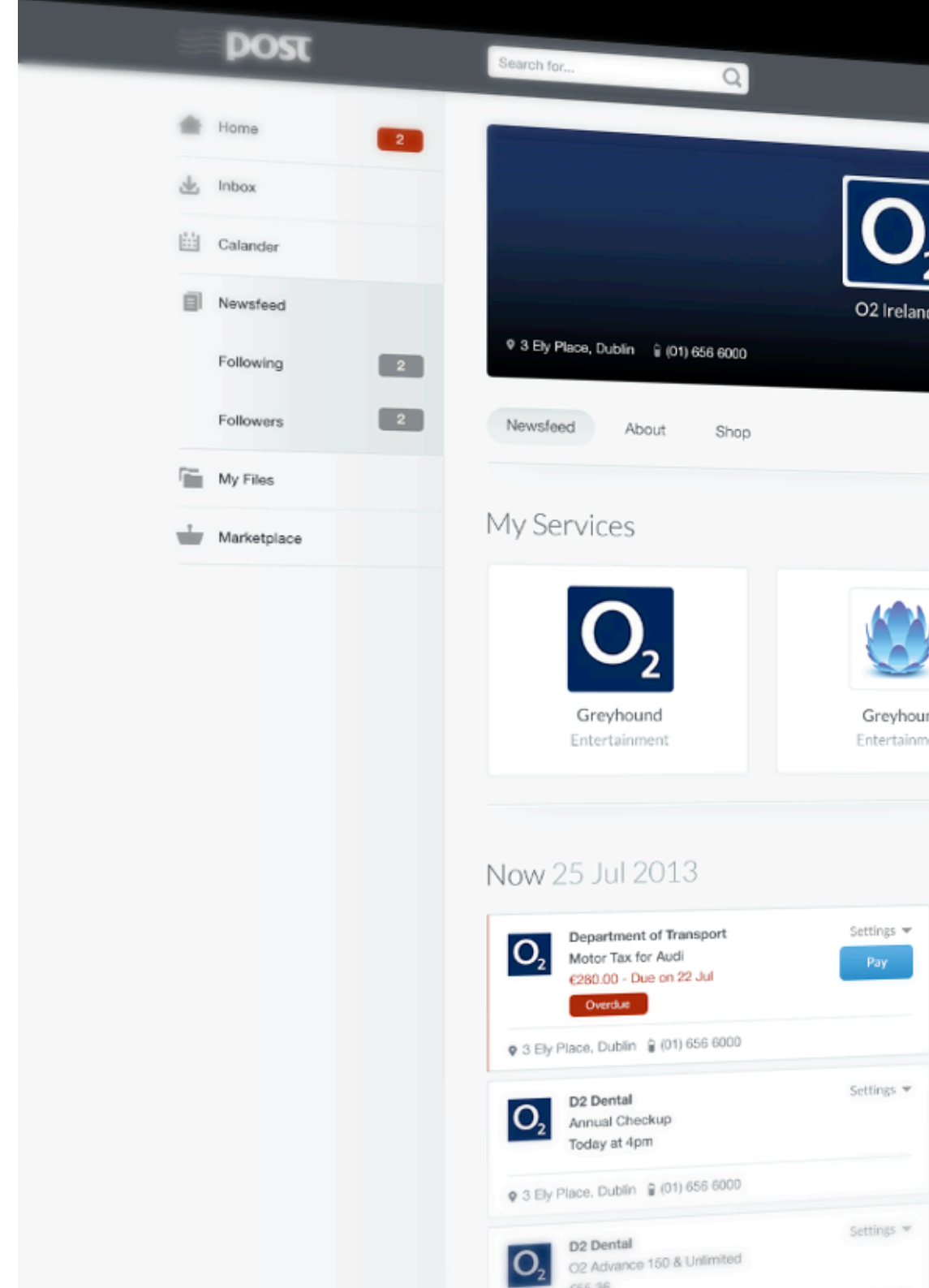
Redesigning an electronic mailbox

Role **Project Lead, UX**

Date **2013**

RiposteTrEx™ is a secure communication and transaction platform for communities.

It was a new product on the market targeting post offices, banks, co-ops, retailers and government. The end-user could be anybody though.



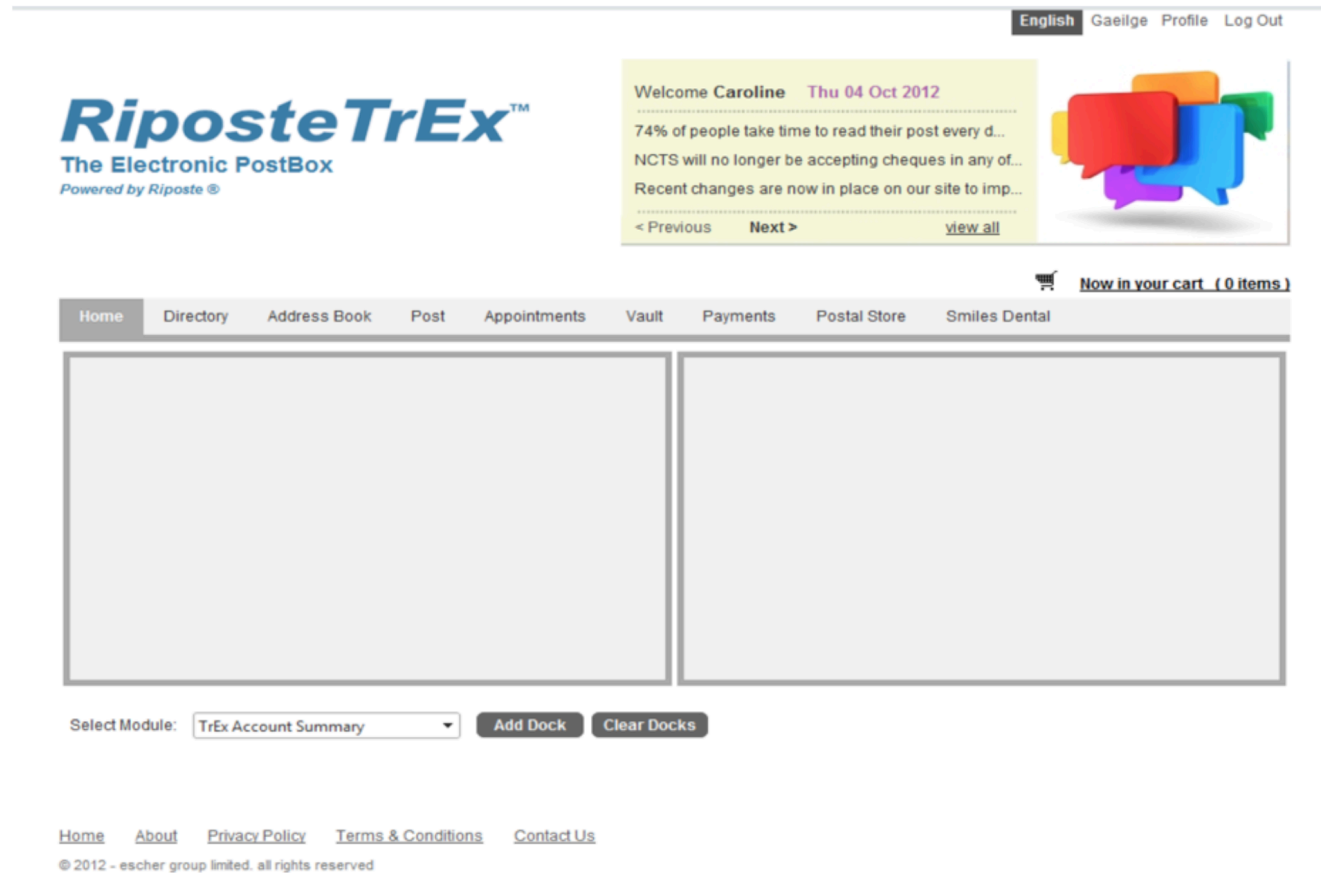
Challenges

After we conducted our review of the system and interviews with key stakeholders we discovered:

- ◆ The current interface is out-dated and focuses more on the system capabilities rather than on user goals.
- ◆ The system navigation is complicated and resembles technical systems, not the universal system that could be accessed by everybody.
- ◆ The current system lists all available features without organizing them around real life scenarios.
- ◆ The visual design didn't appeal to consumers.

Methodology

- ◆ Desktop review of current system
- ◆ Interviews with key Escher stakeholders
- ◆ Document usage cases - How will the system fit into users' lives/environment, what goals will it achieve
- ◆ Organise system navigation and look at naming conventions
- ◆ Develop clickable prototype
Multiple rounds of user testing
- ◆ Design research and brief
- ◆ Frontend development and handover



The original design: Siloed
content and complicated navigation
made the difficult to use

JOHN, TAXI DRIVER



John lives in Dublin Ireland. He is 35, works as a taxi driver and lives in a house in East Wall, Dublin 3. John is married with two kids aged 5 and 10. Thanks to the government John has access to a system that made his life easier and almost paper free (he still uses paper to draw with his kids).

This morning John was really annoyed as his garbage hasn't been collected for a second week in a row. He went into the system to contact his waste collection company as well as his local council to make a complaint. The system knows almost everything about John, so it knew that John uses Greyhound as his provider and based on his home address it also knows straight away which local council to contact. The complaint has been received and it waits for an action. John will get a notification when it is solved. John had more problems with Greyhound he decided to switch to Panda. The system holds all of John's details he was able to access them easily, enabling him to switch provider very simply and efficiently- no searching through paper files.

The system tells John he has a few notifications that need his attention. John likes to have control over his money so he doesn't use direct debit anymore. The system tells him his phone bill is due this week so he decides to pay it but notices the bill for the last month is higher than usual. He checks the bill history through the system and oh yes, he was abroad and there is additional charge for this. The system stores his payment details so he pays the bill with one click. His VHI health insurance is up for renewal at the end of this month too, he notices a new better offer from VHI so he decides to upgrade his cover VHI confirms the new agreement and the updated policy documents are issued and saved down in his Vault. The filing cabinet holds all important documents, such as his motor tax which is due to expire in 1 month. John decides to pay for his motor tax. All he needs to do is click to pay as the system has stored all of his information and is integrated into the Motor Tax office. John has cleared out all the tasks for this month.

SARAH, CHEMIST



Sarah is in her late forties, she is a pharmacist and owner of a chemist in East Wall, Dublin 3 that has been running for over 20 years - she employs 3 staff. Apart from dispensing medicines, her business also sells cosmetics, confectionary, greeting cards, and provides photo processing services. Her community pharmacy is committed to putting the patient first. Sarah has seen her role as a pharmacist grow recently to relieve health services and has had to adapt to the changing economic climate.

On a typical day, Sarah arrives at the pharmacy at 7:30 a.m. For the first half-hour before opening, herself and the team clean up loose ends from the previous day, "trying to hit the ground running," says Sarah. Many prescriptions come in overnight from customers through the system so they try to prioritize them depending on the pickup and delivery times. The customers have already paid through the system so that saves her time. The inspector has also made a surprise visit today but that's Ok, Sarah has kept all her necessary certificates and documents in the system for quick retrieval - staying on top of regulatory requirements is critical for her business. Sarah keeps up to date on these and other news through her systems subscription to the PSI which notifies her of any updates.

This morning the system notified her that her local water charge is due this month and allowed her to pay through the system, her receipt was added in her cabinet for retrieval later. Business is tough these days and Sarah has decided to extend her opening hours to get more business. She lets the system know her opening hours have changed so that everyone is aware. In addition she is running a suntan lotion promotion because of the current heat wave, she sends a message out to all her subscribers to let them know of this offer. A few days later she can see that online and in-store orders have increased because of this.

Phil, Bird Watcher

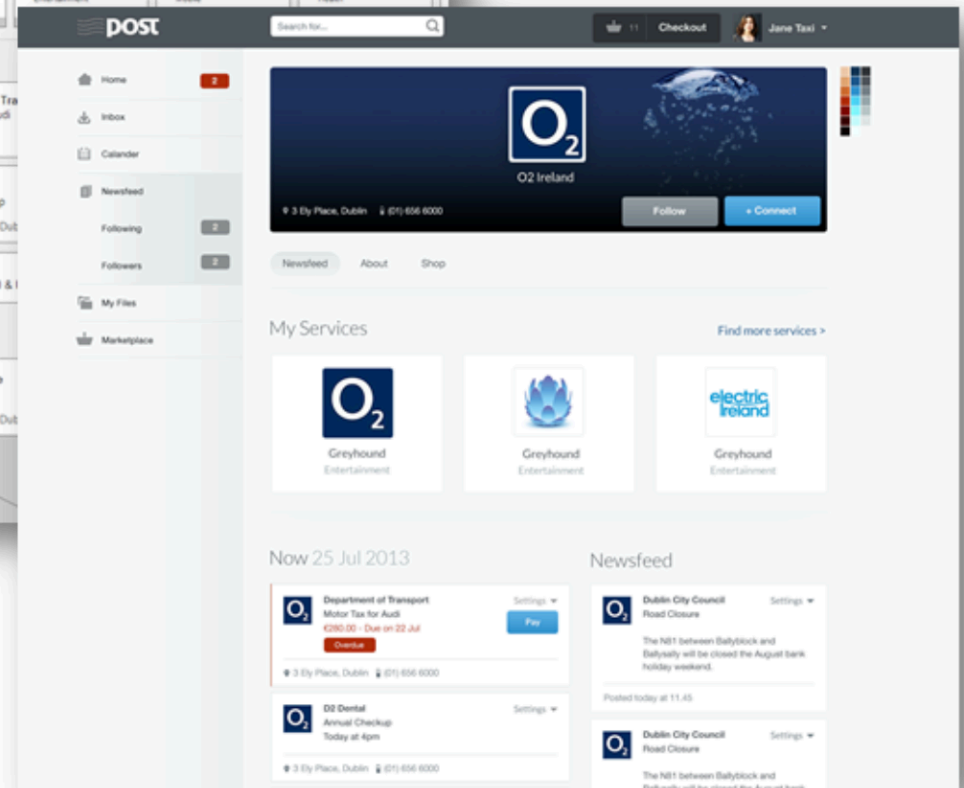
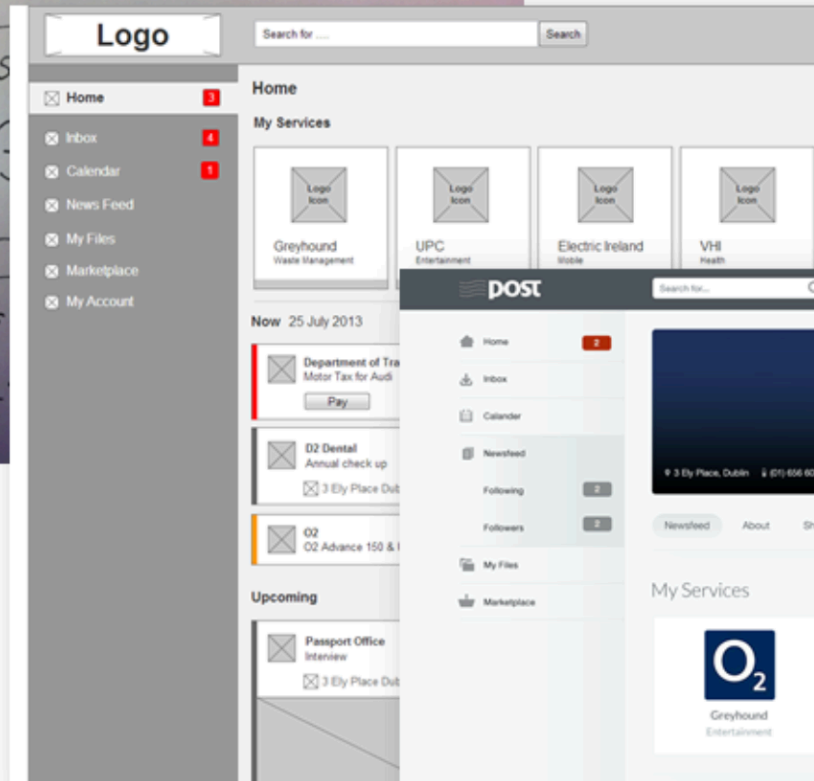
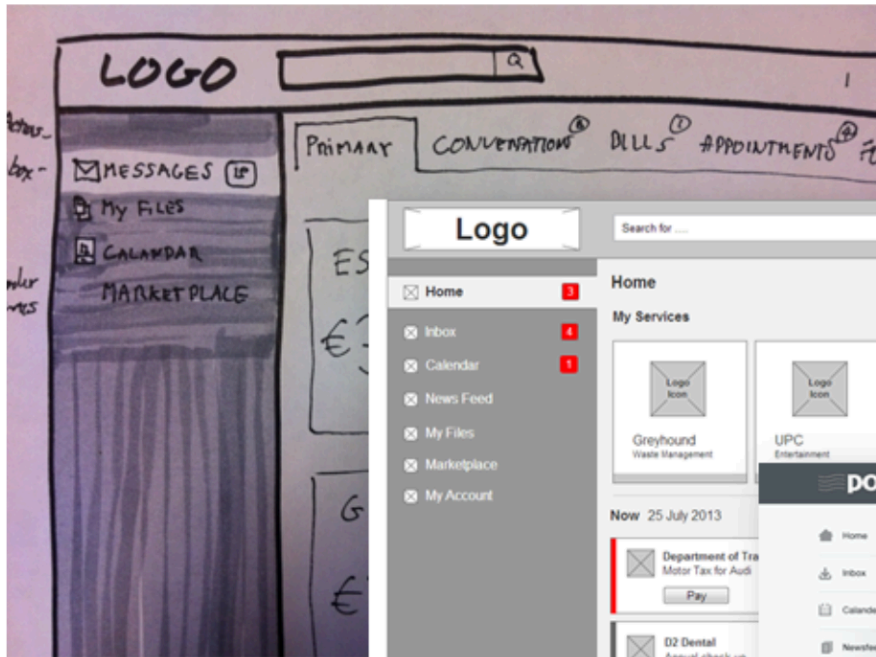


Phil is in his fifties, he is an aviation engineer and began birding 3 years ago when he spotted a Baltimore oriole and wondered what it was. Phil enjoys following birds during the breeding season, and recently travelled to Peru to see breeding ritual of one of the birds. He is new to bird watching and finds having access to the community enhances his experiences.

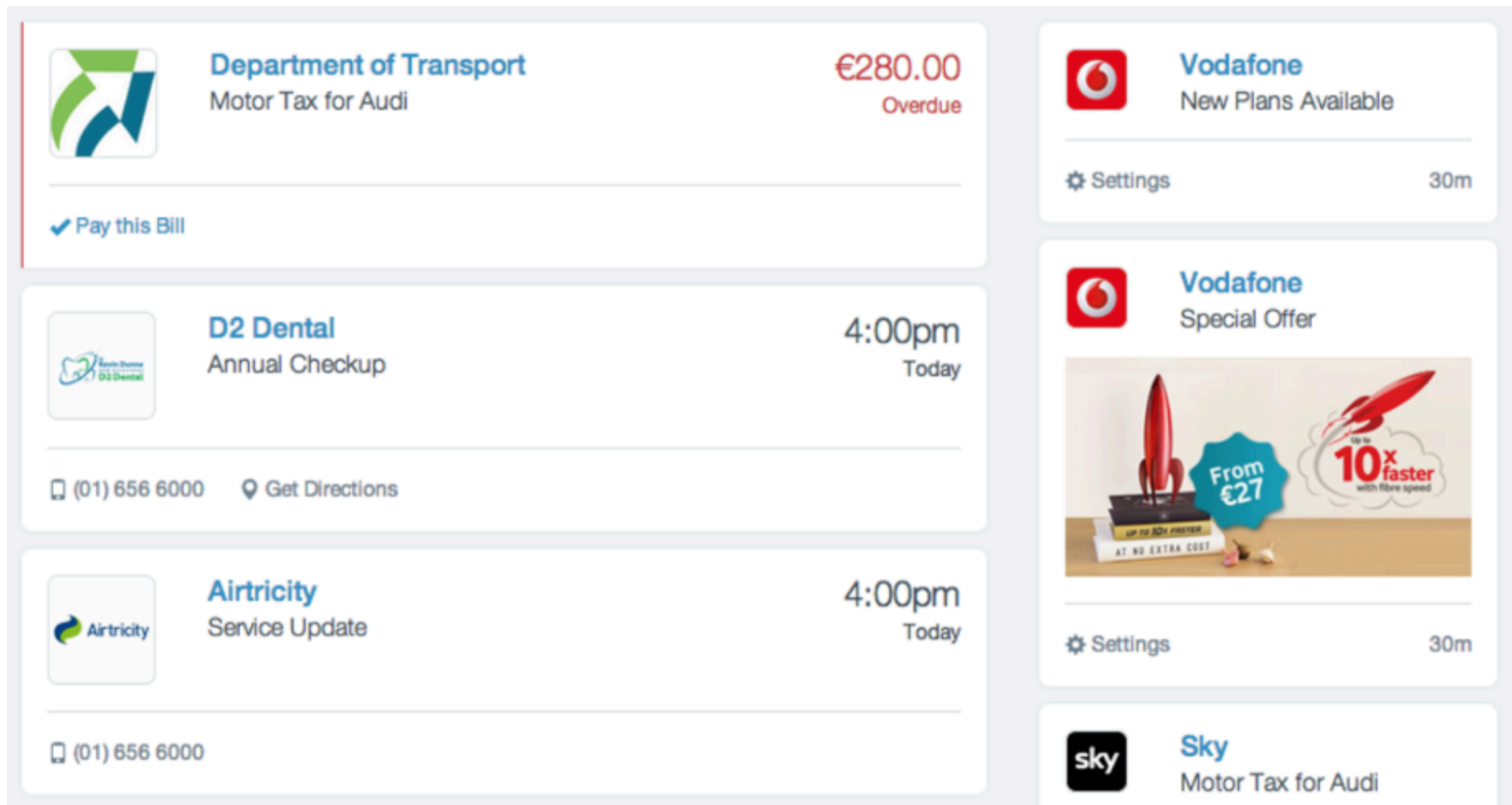
Phil is a bird watchers association member, along with the membership comes access to the bird watchers community. Phil likes having access to people all over the world that are serious bird watchers. Whenever Phil accesses the system he can get in touch with other members. He can also inform other members about his achievements and birds he spotted lately. Last year he decided to go to Spain to watch storks. He found on the bird watchers system contact information for the Spanish association branch. One of his friends also referred Spanish native (David) who was helpful when he organized a trip few months ago. Phil contacted both David and the Spanish branch to ask them some questions about locations, accommodation and restaurants. Phil also noticed that the Spanish branch is quite active, so he decided to sign up to receive the information from them.

Before the trip Phil wanted to sell his old lenses and buy better ones, so he quickly put his lenses on the system where the whole community can see them for sale. He also goes into marketplace to search for the lenses he wants to buy. The system shows him not only used lenses but new ones as well. He could buy used lenses as he trusts other members more than just random users on eBay, but as a member Phil gets 10% discount on all Canon products and the lenses he is interested in are on sale, so he decides to buy new ones. The system knows his credit card details as he paid for the membership with it. So one click is enough to buy the lenses and got them delivered to his home in time for his trip. Phil spots a reminder (announcement/message) from the system that says his membership is due to expire, he is very happy with the community service so he renews for another year.

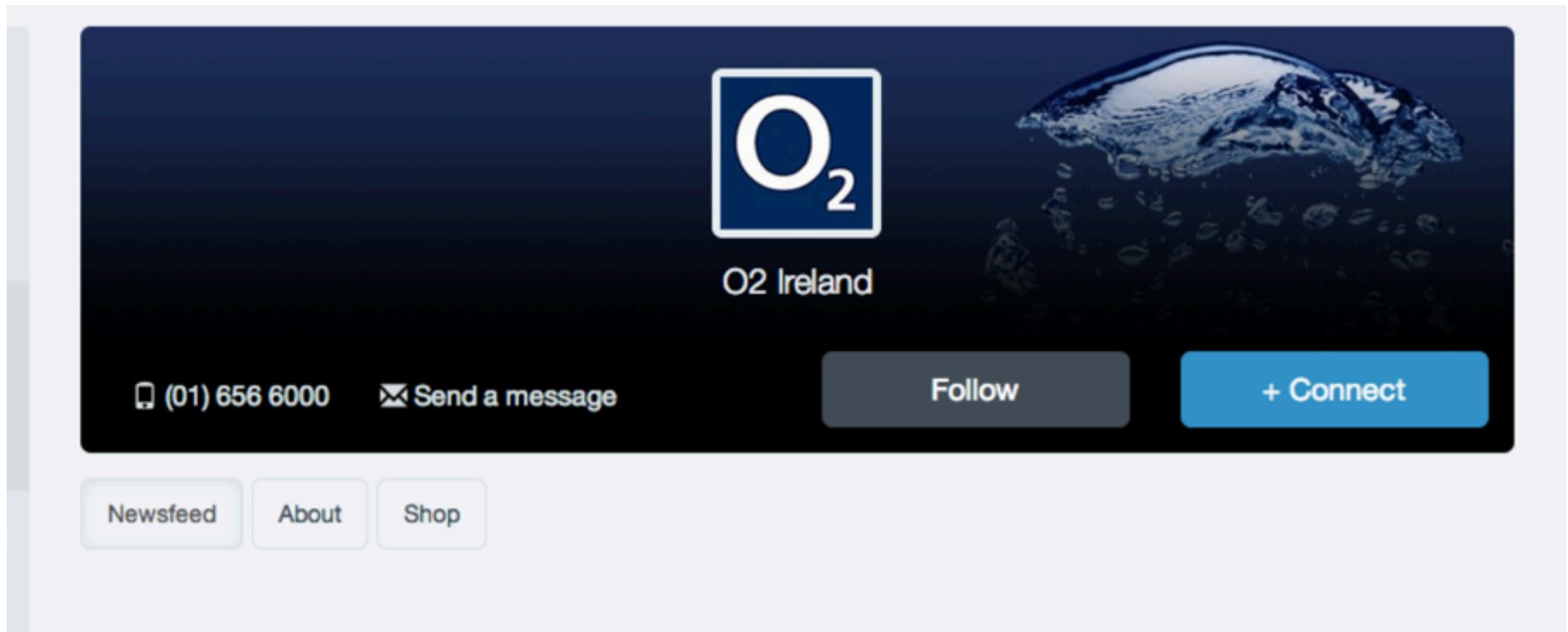
Scenarios to
understand end user
goals and journeys



With iterated through numerous approaches in sketch before moving to higher fidelity prototypes for testing.



A card system was designed that promoted a uniform arrangement of information throughout the application



Brands can customise their presence

Mater Private

Redesigning of the hospitals website

Role **Project Lead, UX**

Date **2013**

Challenges

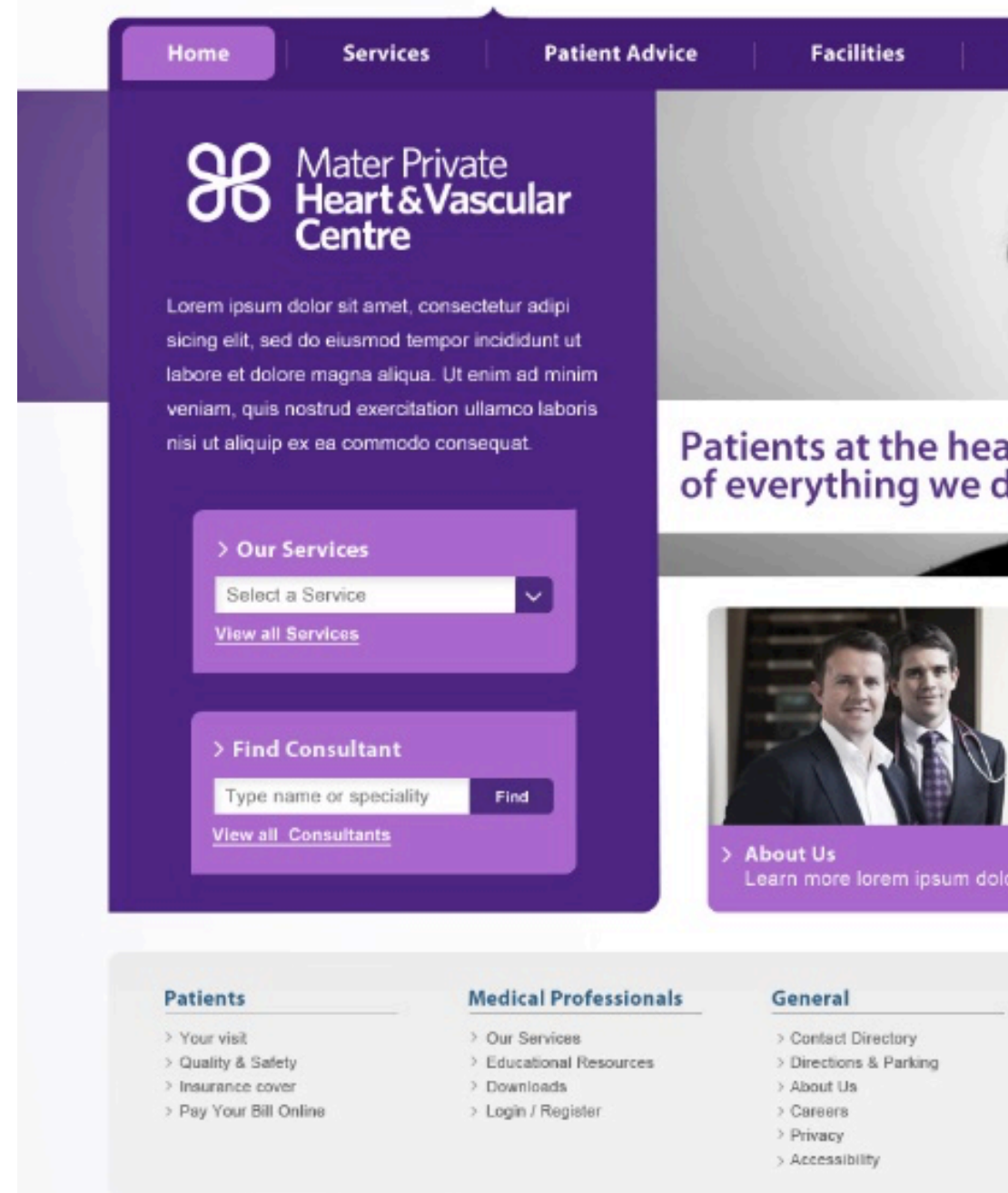
Increase GP referrals to the hospital

Increase sign ups to the various outpatient clinics

Allow users to find relevant content

Make content consistent and more structured

Mobile friendly



GP feedback

"Hard to find consultants. I have to ask how relevant some of the facilities are for doctors (GPs) Maybe a GP only section???"

"Easy to find search for consultant, why do you need to flash up EVERY TIME to remind us of the heart clinic"

"clearer contacts list & fax numbers price lists & insurance coverage"

"I found the consultant telephone number but fax number was wrong"



John

Personal information:

Job: GP

Age: 51

Internet comfort: Very Comfortable

Context:

Where do they live/work? Usage environment? What is it like?

- He works in a rural area with a GP Nurse/Receptionist
- Basic internet connection, 1MB.
- He accesses the Mater Private site from his office computer.
- Owns a smart phone but reception can be poor in his area

Typical Day - *Relevant to our value proposition/product*

- Sees a number of patients for 7-15 minutes each, sees 30+ patients a day. Gets numerous phone calls during the day which his receptionist/GP nurse screens.
- Some patients bring in information they have found from the internet on a condition they think they may have.
- He doesn't access the internet while with a patient.
- He refers patients to patient oriented websites for further information on conditions. Mater information on Mater Private website not broad enough.
- He accesses the website 2-3 times a week to get consultant contact details, usually at lunch or in the evening.
- He doesn't know Mater Private uses Healthlink or what services it's linked too.
- Looks for consultants by department and sub speciality (uses sub speciality to distinguish between consultants). Has a bias towards consultants he has had experience with.
- Uses a word template to write up a referral, would like if he could fill in the referral forms online to make his job easier.
- Also gets his receptionist to look up consultant contact details and post referral forms. Doesn't email because he feels it's not secure.
- In the afternoon he makes house calls, he has a smart phone with him but doesn't use it for work. Signal can sometimes be poor.
- He usually accesses this CME in the evenings. Has enjoyed a Mater Private webinar in the past but didn't find it through the website, he was emailed a Webex link. His not aware of any upcoming webinars.

User Needs - *choose important needs related to our proposition/product.*

1. Easy to find and up to date consultant information
2. Easy to refer patients
3. Remain informed about upcoming educational events
4. Ensure a confident and secure experience for his patient

Our Business Objectives – *We want our persona to:*

1. Generate more referrals to the Mater Private
2. Make the website the point of contact for GPs
3. Promote consultants, in particular new consultants
4. Increase return visits by medical professionals

Personas and scenarios developed for GP and Patient



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Age: 51
Internet comfort: Very Comfortable

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Scenarios for John

Scenario 1: Service appointment

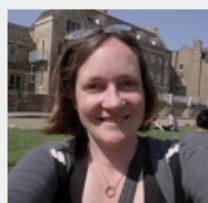
John needs to refer a patient he seen an hour ago for a CT scan in the Mater Private but he doesn't know the contact details. He visits the mater private website where he searches for the service. He reviews the CT scan information and gets the contact and referral details for that department. He refers his patient, consultants assess the referral letter and order any tests that may be required. These tests are booked for the patient to coincide with their appointment with the cardiologist and the patient is informed of the date and times of their appointment. John saves these contact details for later use. A few days later John reviews the report from the CT scan and discusses further action with his patient.

Scenario 2: Consultant referral

John needs to refer a patient to the Mater Private for a heart assessment. He visits the Mater Private website to find a consultant with a sub speciality of Interventional Cardiology. He finds the consultant he needs and notices this consultant has written a recent article in this area, so he saves that to read later. He sends the referral information to the consultant and sends details to his patient on the referral so they can read up on the procedure and consultant.

Scenario 3: CME

John earlier visited the Mater Private website to get contact details for a consultant. While there he noticed that the Mater Private offer a Continual Medical Education service with an upcoming webinar he would be interested in. That evening he returns to the website and signs up for the webinar which is just about to start. After watching the webinar he browses around and sees more upcoming events, articles and archived webinars he is interested in, as well as the Mater Privates Healthcheck service. He decides signs up to be notified of upcoming events so he doesn't miss anything. Finally he gets a notification welcoming him to the service and latest news/CME content from the Mater Private.



Sarah

Personal Information:

Job: Account Manager
Age: 39
Internet comfort: Comfortable

Context:

Where do they live/work? Usage environment? What is it like?

- Lives in Bray and owns a car
- Owns a Smartphone

- Self diagnoses of symptoms on the internet using Google search, brings this diagnoses with her to her local GP.
- Doctor refers her to a Mater Private consultant and gives her contact details of the consultant to follow up on an appointment date.

"Wish to make an appointment following on from doctor referral and not sure how to do so"

- Wants to know more about the specific service;
 - What is it?
 - What's involved?
 - How long will she be in for?
 - How much will it cost?
 - How do I make an appointment?
 - And where to go for further information.
- Wants to know more about her consultant.
- Wants to know more about the hospital and what it looks like inside and outside.
- Needs to know how to get to the hospital from Bray and how to direct her friends and family, which entrance they should use, when they can visit.

User Needs - choose important needs related to our proposition/product.

1. Feel confident about the care she will receive
2. Understand her procedure
3. Needs to know how to get to the Hospital and where she can park.

Our Business Objectives - We want our persona to:

1. Provide simple advice to patients for before, during and after procedures.
2. Portray an image of Excellence and World class healthcare. "Everything we do is the best. Best experts, technology, equipment, facilities", without being elitist. "You can get cared for here"
3. Help patients through education to influence referrals.

Scenarios for Sarah

Scenario 1: Laser Eye Surgery

Sarah wants to get her eyes laser'd she has concerns over the safety and how many days off work she has to take. Her friend said she got hers done at the Mater Private so she Googles "laser eye surgery mater private". She investigates the Mater Private Eye Laser service to learn more about what's involved and what kind of results she can expect. She also wants to know how much it will cost and what insurance will cover her for. She checks to see when she can book a consultation and then books her appointment. She gets a notification confirming her appointment date and is reassured of the Mater Privates expertise and service.

Scenario 2: Appointment/Referral

Sarah has just visited her doctor. He has referred her to a consultant in the Mater Private and told her the consultant will get back to her with an appointment date. Her doctor has given her contact details for the consultant so she can follow up on this referral. Sarah visits the Mater Private website to learn more about the Mater Private and her procedure. There she finds out what's involved in the procedure, what experience she can expect from the Mater Private and how best to get there from Bray. On the day of the appointment she checks her mobile for the directions once more and shares it with her friend who is picking her up after her procedure.

Scenario 3: Exhaustive Research

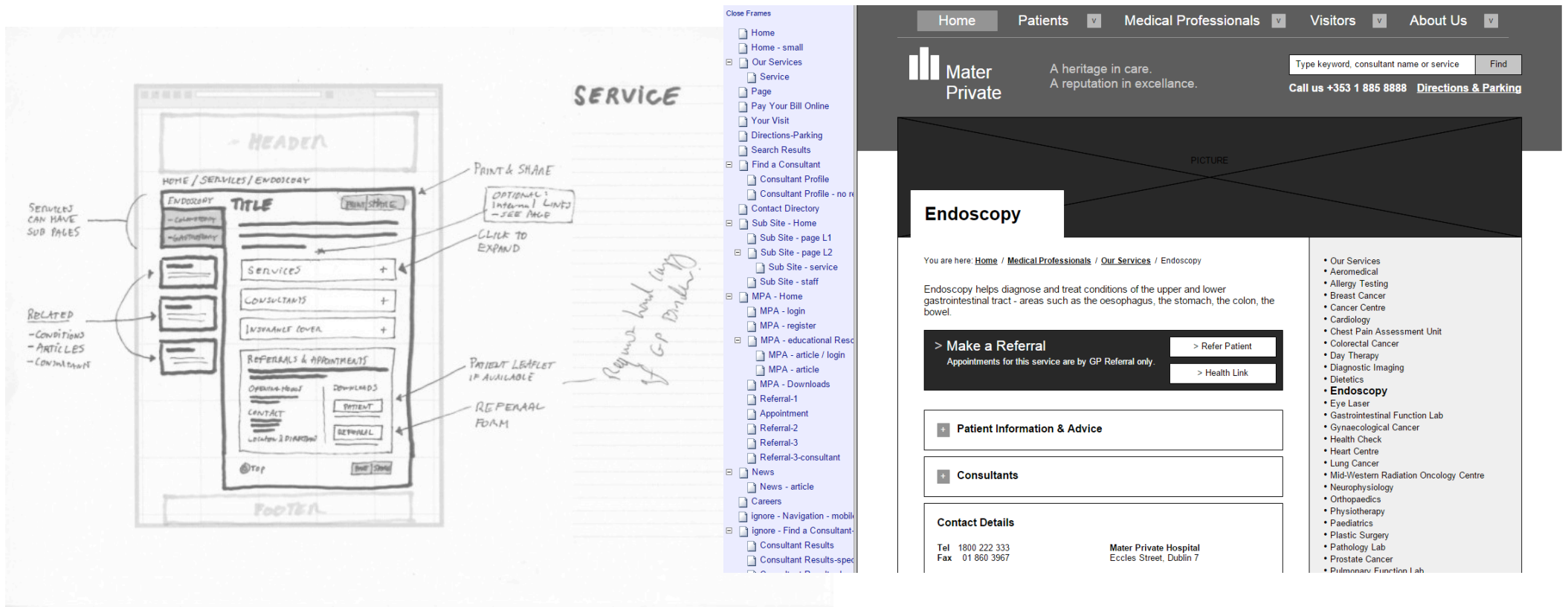
Sarah's friend is curious about Sarah's procedure; her mom needs to get the same procedure done so she wants to learn everything she can about it. She follows a link to the procedure that Sarah provided, and finds out what the procedure involves so that she can explain it to her mom who's with her. The website also tells her more about her mom's actual condition. She gets information on directions and visiting hours so she can visit her mom while she's in hospital.

Strategy

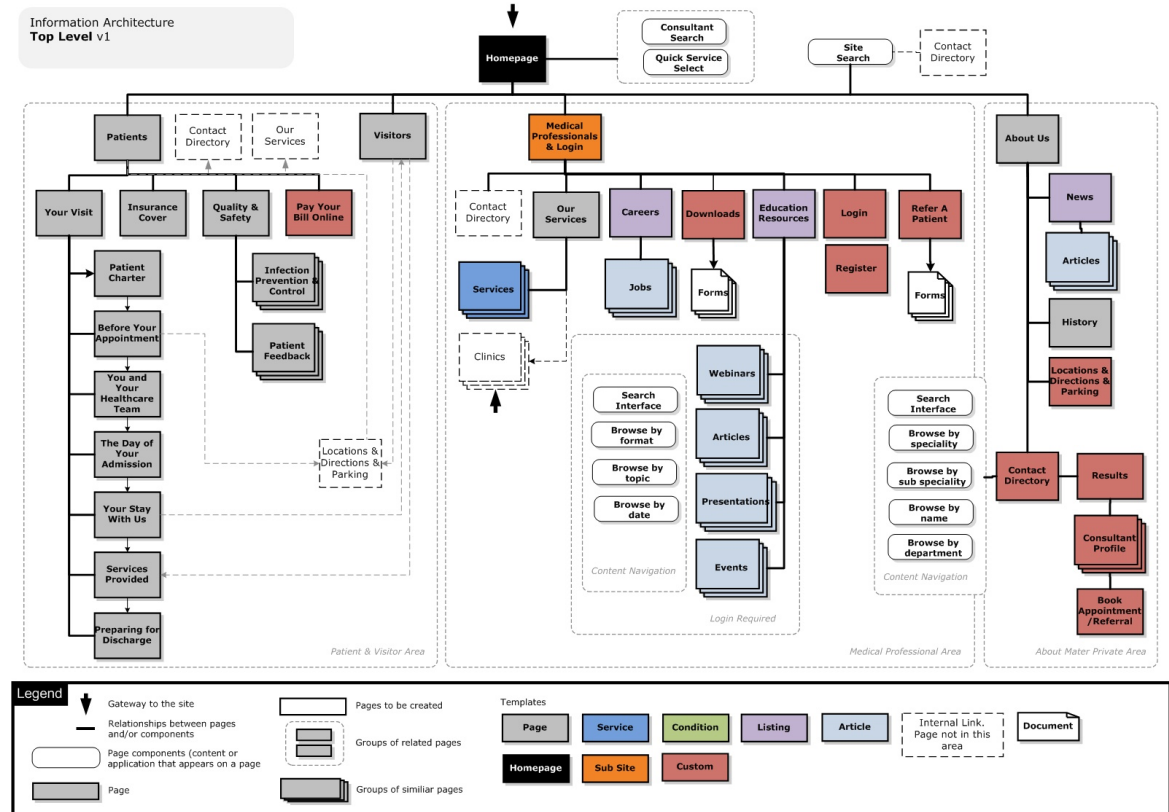
Make patient referrals easy and less confusing

Develop stronger profiling of Consultants and Services, in particular new consultants

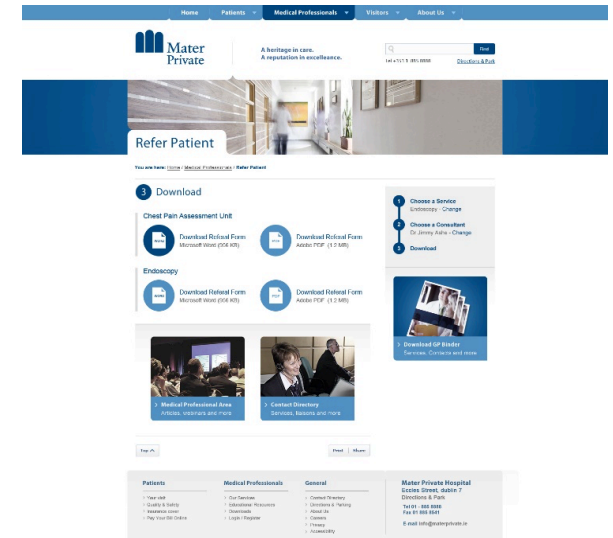
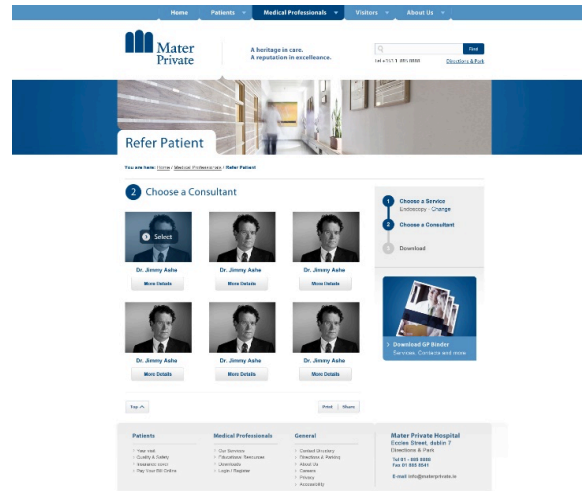
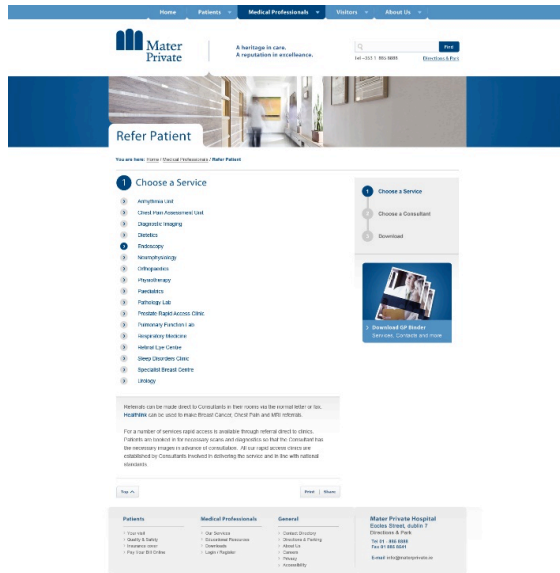
Create an “Online Medical Community” to generate return visits



I developed a consistent service layout which made it easier to find important content across services, such as consultants.



I consolidated 6 child micro sites and centres underneath the Mater Private umbrella. Card sorting and sitemaps were used to design the structure.



Streamlined the patient referral for GPs so they can find the right referral document and created CPD area for Mater Private to centralise their GP content, such as webinars.

“ICAN delivered a site that, both from a design and usability perspective reflects the quality with which the Mater Private is synonymous.

We are now confident of delivering useful and relevant content to our various audiences, whatever device they are using. ICAN's user-centric development process and attention to detail made this possible”

Emma Walsh – Marketing Manager, Mater Private Hospital

Various Projects

Today FM

Redesign of the today fm website

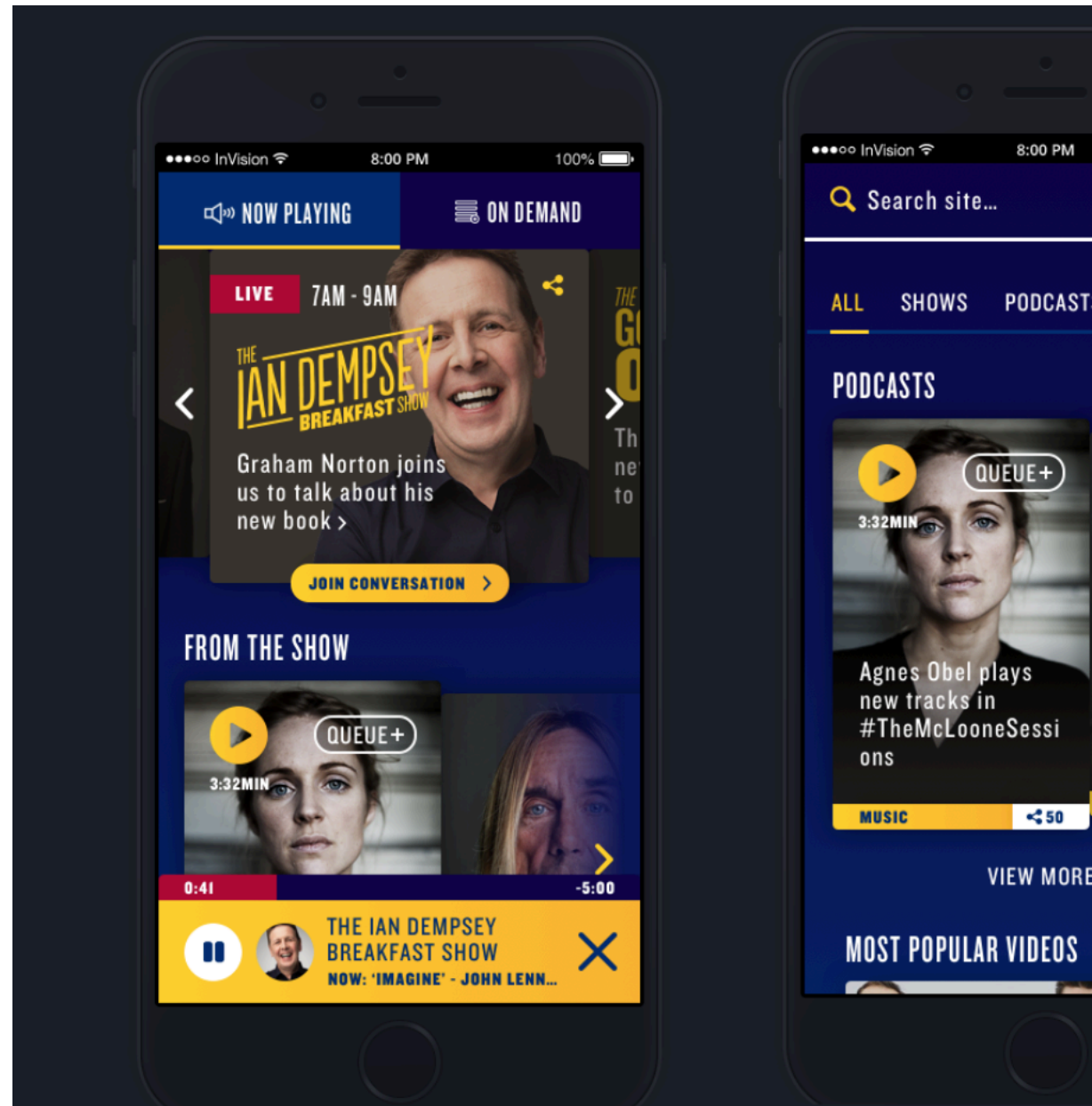
Role **Project Lead, UX**

Date **2017**

Challenges

Why are desktop users not consuming content?
Get desktop listeners to consume more

Why are they not sticking around?
Get mobile consumers to stay, come back and listen



1

2

- 3

4

Listeners are on desktop, non-listeners primarily use a mobile device, although we also have to remember that mobile users may use the dedicated app to listen online



6



8

1

[illegible]

1



1

[illegible]

Shows	Music	News	Sport	Craic	Date to Can

```

graph TD
    Ergonomics --> Psychological
    Ergonomics --> Physiological
    Ergonomics --> Anthropometric
    Ergonomics --> Safety
    Ergonomics --> Health
    Ergonomics --> Performance
    Ergonomics --> Ergonomics

    Psychological --> Cognitive
    Psychological --> Emotional
    Psychological --> Behavioral
    Psychological --> Social

    Physiological --> Cardiovascular
    Physiological --> Respiratory
    Physiological --> Musculoskeletal
    Physiological --> Neurological

    Anthropometric --> Physical
    Anthropometric --> Biomechanical
    Anthropometric --> Ergonomic

    Safety --> Accident
    Safety --> Incident
    Safety --> Near miss
    Safety --> Error

    Health --> Occupational
    Health --> Environmental
    Health --> Community

    Performance --> Productivity
    Performance --> Quality
    Performance --> Efficiency

    Ergonomics --> Human factors
    Ergonomics --> Human-machine interface
    Ergonomics --> Human-computer interaction
  
```

- Use of tags on post headings for example 'Q&A: Parenting Tips from Mary O'Hare' (Eimweir Shannon)
- There's a lot of info on the page but they use lines to separate, so it's never overwhelming. (Eimweir Shannon)
- Under 'sport', 'opinion' etc...there's an option to see more at the bottom and an option to hide bits that you're not interested in. (Eimweir Shannon)
- All popular stories are collated in a top list at the bottom of the page (Eimweir Shannon)
- Posts with videos are marked as such (Eimweir Shannon)
- Live sessions/ interviews / podcasts could be on its own hub (Anton Sessions, PHCL sessions) (Katie Hogan)

Findings from stakeholder interviews at the station, analytics, and website review.

Reasons to believe		
Use Engagement	• 50% of traffic is to the player - bringing this low and increasing links into the homepage more easily with close links to more relevant content • 50% of traffic is to and around a product a feedback loop to the station	• Don't delay in putting content on • Define the types of interactions, and engage promoters to help with the content, as well as influence to inform content • Get promoters to link in
Bring in life & Content	• Quality live shows, videos and clip photos are produced by the station that can be shared externally and used by its community - using advantage of an interesting and fun format • Games • Content by Demand & Dave are being more interesting traffic • Use popularity & feedback to surface the best • Use popularity & feedback to surface the best • Make a factor for products to create valuable content	• Make more engaging by using large format pictures/picture displays of content produced by the station • Get promoters to link in • Get promoters to link in • Use popularity & feedback to surface the best • Use popularity & feedback to surface the best • Make a factor for products to create valuable content
Community	• Community content is most popular, drives most non brand traffic and we can highlight the best and the best - bring you show us feedback/analyst	• Make more prominent and visible • Bring promoters and small artists • Push a Play Today and community on handly features
Breaking into shows	• Unique, breaking content relevant to its most relevant audience • Breaking into shows as the "middle in the crowd", "where newsworthy" are attracting large traffic	• Need to make sure we get the most relevant content going - offering to drive more page views on these shows • Push the most relevant content
Exclusive Report & Analyst	• You have exclusive promotional coverage and analysis from sporting authorities and legends	• Bring this content forward as the content

The diagram shows a sequence of three cakes representing the evolution of a product. The first cake is a simple cupcake, labeled 'Cupcake' and associated with 'MVP1'. An arrow points to the second cake, a layer cake, labeled 'Layer Cake' and associated with 'MVP2'. Another arrow points to the third cake, a wedding cake, labeled 'Wedding Cake' and associated with 'MVP3...'. The cakes are drawn in a simple, hand-drawn style.



Desktop User ≠ Mobile User

Desktop Behaviour ≠ Mobile Behaviour

The screenshot shows the Spotify desktop interface. At the top, a red box highlights the 'Persistent and personal player' section, which includes the 'Smart Mix' playlist name, a description 'Songs you'll love based on what you listen to', and a 'Refresh' button. Below this, a table lists tracks from the playlist, including 'Dilemma' by Busta Rhymes, 'Dilemma' by Busta Rhymes, 'Dilemma' by Busta Rhymes, 'Dilemma' by Busta Rhymes, and 'Dilemma' by Busta Rhymes. To the right, a 'Smart Mix' playlist cover is shown, featuring a woman in a white dress. Below the cover, a 'Smart Mix' playlist description is visible: 'A mix of songs you'll love based on what you listen to. Refresh to see new songs.' At the bottom, a group photo of the 'Dilemma' album cast is shown.

The slide is titled "Discover the best content to retain interest" and features a navigation bar with a "3" icon and a "Discover the best content to retain interest" link. The main content area is divided into two sections. The left section, titled "Trending", shows a list of trending songs on Spotify, including "The Weeknd & Ariana Grande - Save Your Tears (Remix)", "Drake - Way 2 Sexy", "The Weeknd - Save Your Tears", "Drake - Way 2 Sexy", "The Weeknd - Save Your Tears", and "Drake - Way 2 Sexy". The right section, titled "Today's Top 50", shows a list of the top 50 songs on Spotify, including "The Weeknd & Ariana Grande - Save Your Tears (Remix)", "Drake - Way 2 Sexy", "The Weeknd - Save Your Tears", "Drake - Way 2 Sexy", "The Weeknd - Save Your Tears", and "Drake - Way 2 Sexy".

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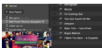
5 Visual shares - that attract more traffic

- Share what you just heard
- Facebook & Email the most popular
- Zoom in on what's good

6

Integrated ads

- Synced companion ads - hear and see
- Inactivity ad
- Player action - Ad pause
- Sentiment sponsor - types of songs - koort.me
- Time and day targeting - lunch hour
- Show sponsor











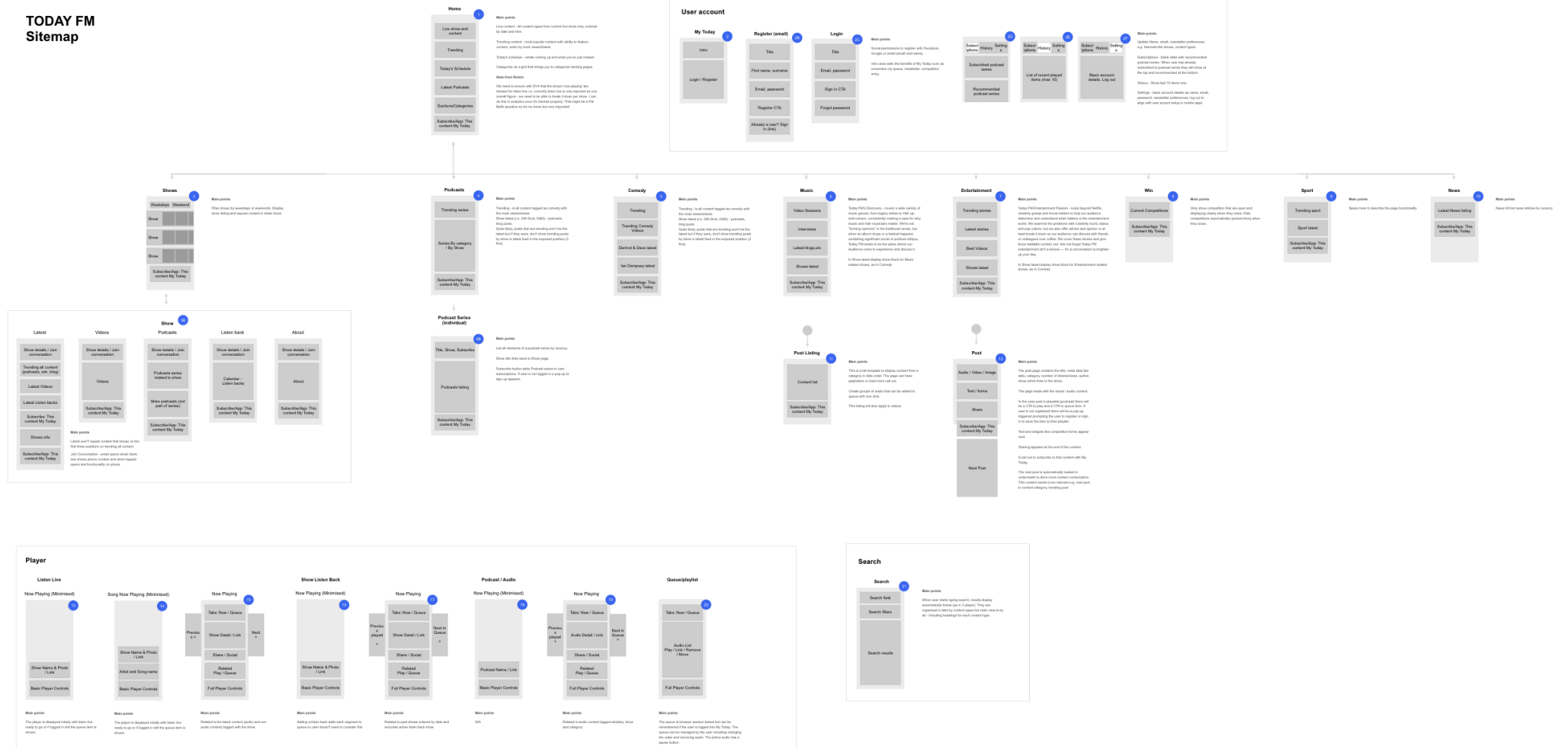
The diagram shows three interconnected nodes: 'Organic' on the left, 'Branded' in the center, and 'Social' on the right. 'Organic' is connected to 'Branded' by a double-headed arrow. 'Branded' is connected to 'Social' by a double-headed arrow. A double-headed arrow also connects 'Organic' and 'Social'. Above the 'Branded' node is a circle labeled 'Home: Live & Trending', with arrows pointing down to both the 'Organic' and 'Social' nodes.

Dare to Care

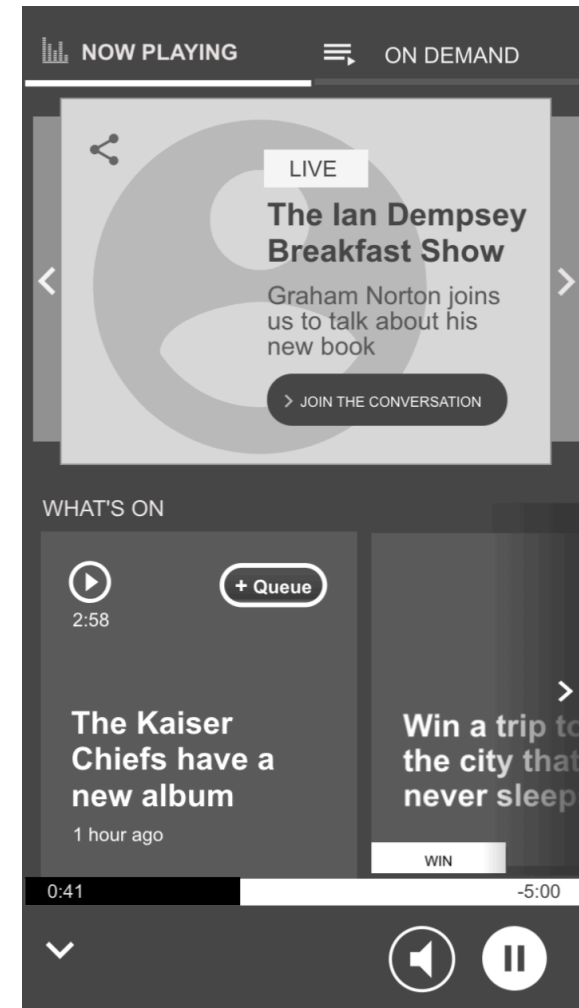
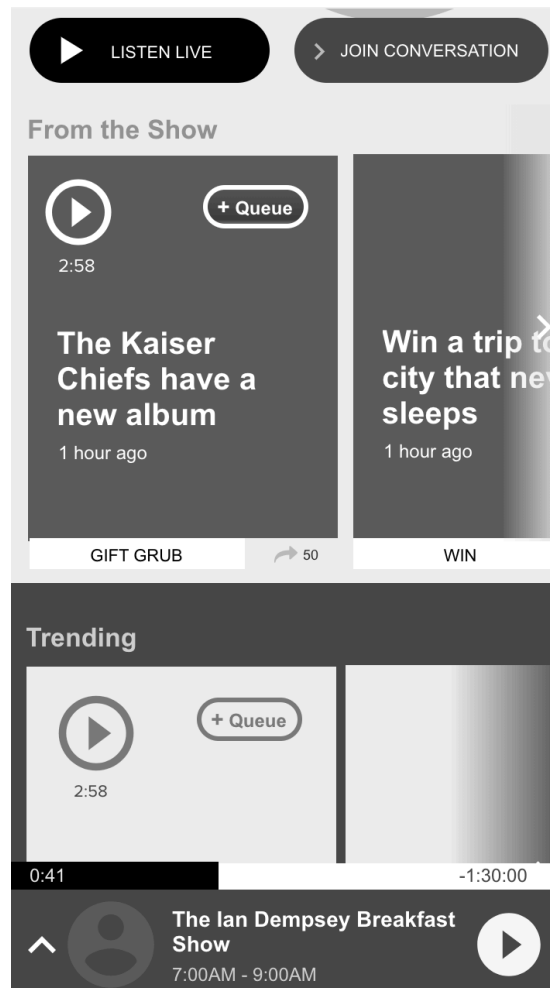
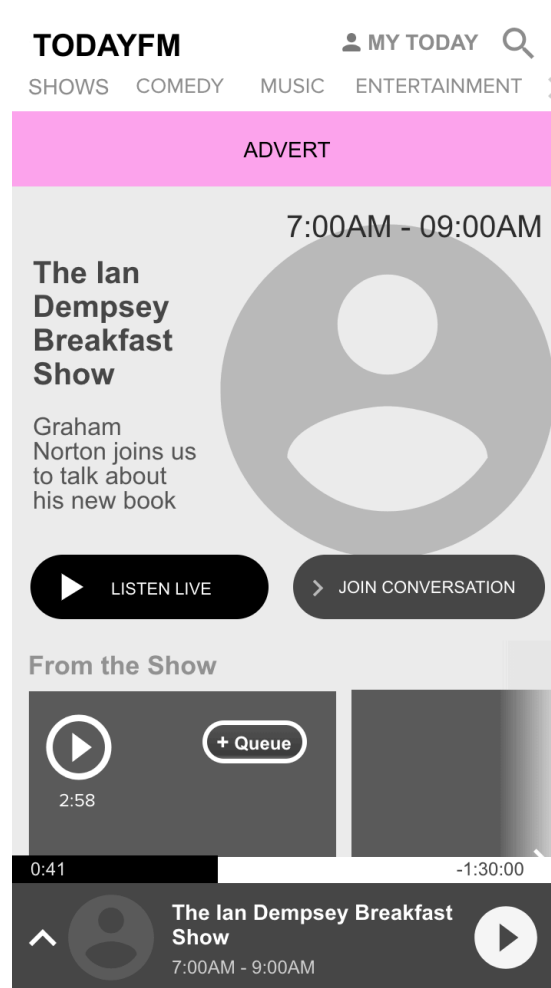
- Content tagged as DTC
- Content appears live and on each show
- Aggregate page like the show template
- New interactive content - e.g donations, see what counties donate the most

Highlevel approach to the website experience

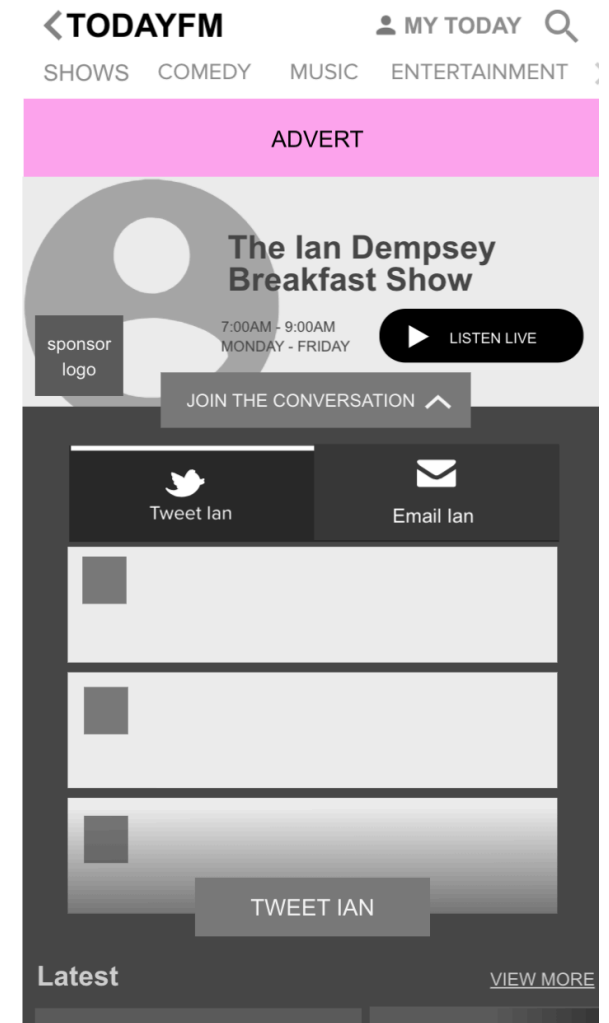
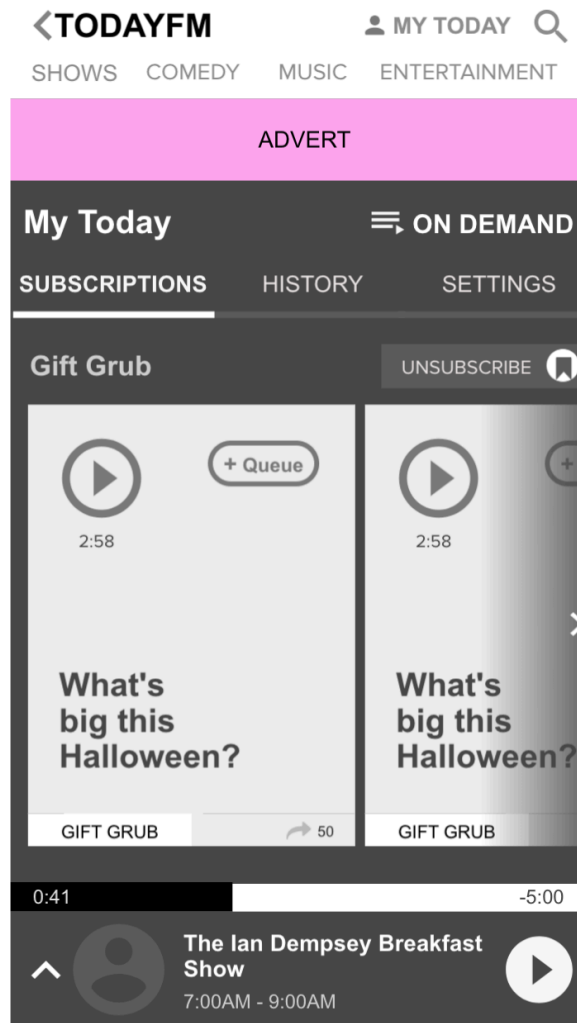
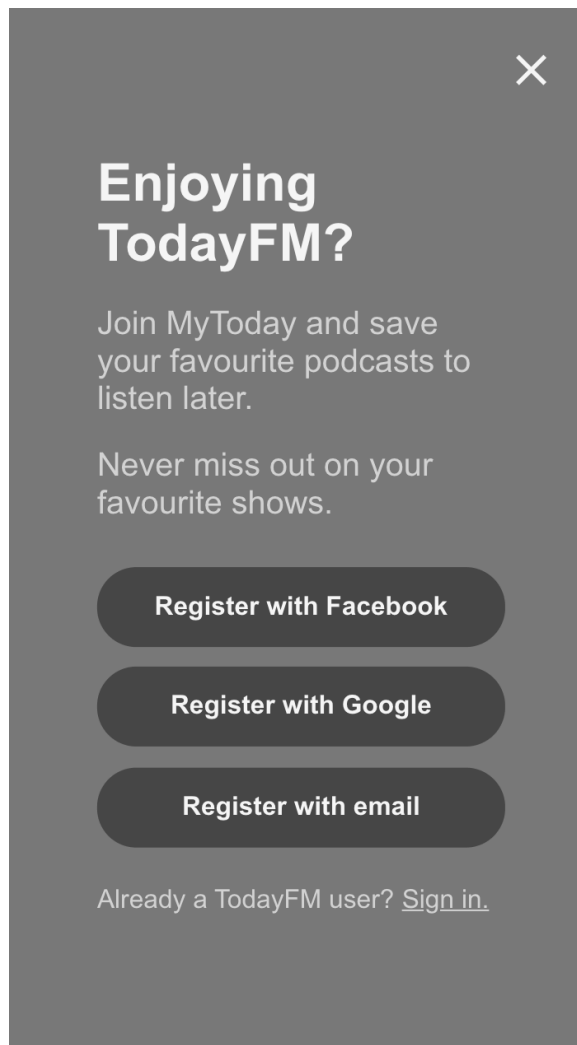
TODAY FM
Sitemap



Highlevel sitemap showing page and player flows

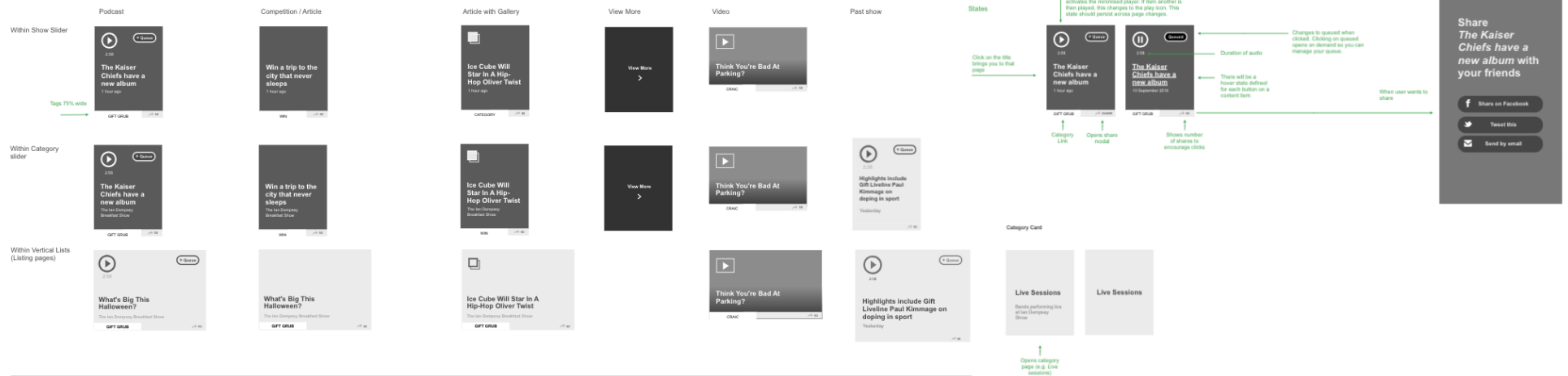


Clickable prototype creating in UXPIn



My Today - a personal experience

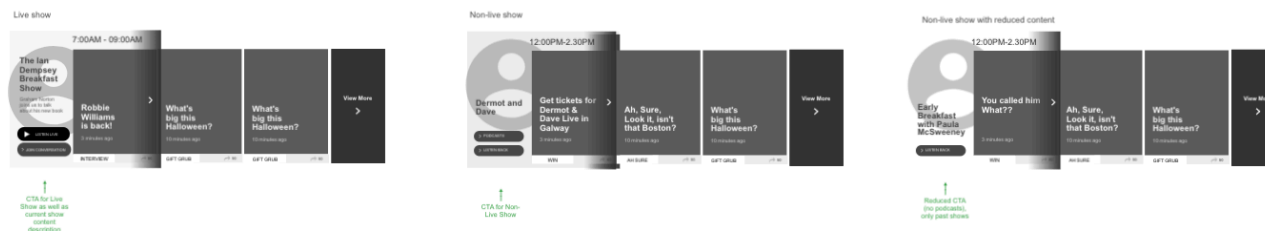
B2. Content Cards



B3. Card Groups



B4. Show Card Group



Breakdown of design system

Folens

Contextual inquiry for Folens Book Publishers

Role **UX**

Date **2012 and 2015**

FOLENS LEADERS IN IRISH PRIMARY AND POST-PRIMARY EDUCATION



Hello, [Sign In](#)
Your Account **10** items in your bag



LEADING THE WAY

Sed ut perspiciatis unde omnis iste natus error sit voluptatem



SHOP ONLINE

Sed ut perspiciatis unde omnis iste natus error sit voluptatem



SUPPORT

Sed ut perspiciatis unde omnis iste natus error sit voluptatem

BY CUSTOMER

- ▶ Primary Teachers
- ▶ Post-Primary Teachers
- ▶ Students & Parents
- ▶ Resellers & Retailers

QUICK LINKS

- ▶ Shop
- ▶ FolensOnline
- ▶ Help and support
- ▶ Contact Us

ABOUT FOLENS

- ▶ About us
- ▶ Write for us
- ▶ Careers
- ▶ Our reps

JOIN US ONLINE



Primary 1	Primary 2	Secondary 1
Less than 100 pupils	More than 100 pupils	Approx 450 pupils
No Rep contact	Has Rep contact	
Normal tech	High Tech	Non tech / mixed
Folens mostly	None to some Folens	Folens mix
Rural	Urban	Urban
No rental scheme	Rental scheme	
Talk to:	Talk to:	Talk to:
Mix of junior & senior teachers	Mix of junior & senior teachers	Math, English/French/Irish, Geography
Teachers & Principal	Teachers & Principal	Teachers, Subject heads & Principal
Varied teaching experience	Varied teaching experience	Varied teaching experience

Second Round - Probably not needed

Primary 3	Secondary 2
Low tech - No broadband	Larger than 600 pupils
	Lots of teachers with no say over book
	Q.Will they 'spice up' class with mixed resources because they have no influence over book choice?

- **Background**
 - What is your name?
 - How long have you been teaching?
 - What subjects do you teach?
 - Describe typical day for you?
 - What makes a good/bad day?
 - What is most important to you in your job?
 - Computer level? Do you adopt new tech?
 - Teaching for how long?
 - Size of classes?
 - What books and other resources do you use in your teaching? List them. How up to date are
 - How would you rate them?
 - What technology do you use in your classes? Does that vary with pupil age?
 - What materials do you use in teaching? List them.
 - Tell us about your teaching style
- **Changing the text book**
 - How often do you change books?
 - What causes you to change a book? How motivated were they? What motivated you to change will that help you achieve?
 - How old was your last book when you changed it?
 - Were you involved in changing it?
 - Tell us about the process of changing that book in your school? How long did it take?
 - Who made the decision to change? Purchase? Who was involved?
 - What information did you need to know about a book?
 - If you wanted to promote a book to the principal, how would you do it, what do you need?
 - What are the factors for you in choosing a book?
- **Looking for information on books**
 - Where do you find information about text books?
 - Do you consult with other teachers about it?
 - Do you ever visit publishers websites? Which ones?
 - What other websites do you visit to support your teaching?
 - *Can you show us your favourite website and how you use them?*
 - How do you get samples/evaluation copies of the book?
- **The new book**
 - What makes you choose one book over another?
 - - What extra resources influence your opinion on a book?
 - How would you describe the perfect book?
- **Ancillary Materials**
 - Do you use extra materials? List them.
 - Do you use the same publisher as for a text book?
 - How did you get the materials?
 - Planning materials, how do they plan, what resources do they use?
- **Environment**
 - How do you access the internet?

Teachers

- **Basic information**
 - Type of school – primary, post-primary
 - Irish, non Irish
 - Gender
 - Age
 - Experience
 - School size
 - Primary
 - What classes do you teach? Seniors or juniors?
 - Post-primary
 - How many subjects do you teach?
- What are the main tasks during the school year?
 - How do they change during the year?
- How the **process of selecting a textbook** looks like?
 - Who is responsible for making the decision?
 - Only you?
 - What is the principal role in that process?
 - Why do you change it?
 - How often do you change the text book?
 - How old was your book when you changed it?
 - Does anybody influence your decision?
 - Where do you find information about text books?
 - Have you ever talk with other teachers about it?
 - Have you ever visited publisher website?
 - What kind of websites do you visit?
 - What other websites do you visit?
 - Can you show us your favourite website and how you use them?
 - How do you get samples/evaluation copies of the book?
 - How many textbooks do you check?
 - How do you compare them?
 - Do you compare extra resources coming with a book?
 - How do you know that this book will be good and meet yours and students need?
 - *What order books for the students?*

Stakeholder interviews

Sales/Marketing

- Can you tell us about the sale process?
- Are there differences between primary and post-primary market?
- Why is the website important in your selling process?
- What metrics do you get from the website?
- What metrics do you want to get from the website?
- What current functions and features on the site are critical for sales?
- What is missing on the website? What features would help to improve your sell process?

User Research was conducted at three schools to capture the different needs each environment presented.



Age: 30
Residence: Dublin, Ireland
Occupation: Maths and French Teacher
School: Private Secondary Girl School
Own classroom: No
Teaching experience: 6 years

Tech-savvy

- She has a smartphone, but she says she doesn't like technology
- She is able to use different websites and tools to look for a teaching resources

Favorite teachers' websites

- TES.co.uk
- Linguscope.com
- Project Maths

MARY, SECONDARY TEACHER

"Sometimes kids finish faster and it would be great to have something for them, but publishers don't provide it."

Personal Info

Mary is married, with no kids. She loves going out for a good concert or to the theater.

Mary has been a secondary teacher for last 6 years. At the beginning she was teaching only a few hours per week, but she works full time now. She knows that 40-minutes lesson is very short so you need to be very organized; especially that she doesn't have own classroom where she could set up everything before lessons. She loves teaching and she loves seeing that kids enjoy her subjects.

Textbook facts

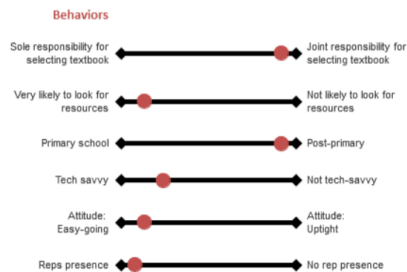
Mary relies on reps to learn about new textbooks on the market. She looks for extra resources in different places, she visits language bookstore and she bought some books when she was in France on holidays. She uses couple different online resources or just google topics she is interested in. She knows books cost a fortune so she isn't willing to change them until she really gets tired of them. She is aware of book's weight that causes kids' back problems. When choosing a book she would like to know, about look and feel, how the book engages kids, are there enough gradation in exercises?

Goals and challenges

- Making her job easier
- Making teaching enjoyable experience
- To find a good quality supplementary materials
- Being organized to use the maximum of the 40-minutes of the lesson
- Achieving good balance between pupils different abilities
- Adjusting lesson to the class energy

Frustration & Pain Points

- Moving around different classes
- Indicial set up of interactive whiteboard is time-consuming



Age: 45
Residence: Bornacoola, Ireland
Occupation: Primary School Teacher and Principal, teaches 4th, 5th and 6th class
School: National Primary School
Own classroom: Yes
Teaching experience: 25 years

Tech-savvy

- Isn't too tech-savvy, however had an ICT course and now is doing whiteboard workshops to improve his knowledge.

JOHN, PRIMARY MULTICLASS TEACHER

"With three classes if you are looking at something with one, everyone is looking what others are doing."

Personal Info

John is married, has 2 grown-up kids. He is down-to-earth man, which during his free time likes to watch rugby.

John has been a primary teacher for last 25 years. He has been teaching for so many years, that he knows what to do during the lesson even without preparation; however with a multiclass system he is aware that if you want to show something to one class on a whiteboard all kids will be looking, so he prefers to use whiteboard only when it matches all the curriculums.

Textbook facts

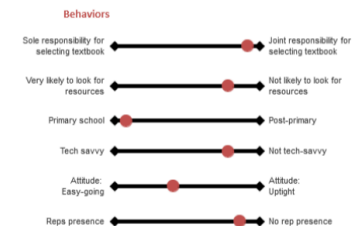
John goes to publishers meetings to learn about books. He doesn't search for extra resources and rely mostly on what publishers provide with a textbook. Because the school runs a rental scheme they don't change books too often. A book needs to earn its living. The main reason for John to change the textbook is teachers' boredom. The main factors when he judge a new textbook are price, if the material is graded, are there activity book/ancillary materials, but to make final decision he would need to get a physical copy anyway.

Goals and challenges

- Don't spend more time than necessary on getting the work done
- To find a book that has enough supplement materials

Frustration & Pain Points

- Teaching a multiclass
- Material displayed on a whiteboard must be good for all of classes as all children are looking at the board
- Interruptions



Four personas were created to model our findings.

ANN'S CONTEXT SCENARIOS

PREPARING FOR EACH DAY

Anna has just finished her lessons for today. She still has a few corrections to make, it don't take her more than 10 minutes to do it.

In her current class there are a few high ability kids and whole class is quite strong as well. She needs to add some exercises for them, as otherwise they will be bored and will interrupt other kids. She opens her teachers' supplementary materials; she just needs to open the current chapter and selects high ability exercises, there is even more than she needs, so she selects the ones she finds most interesting. Now she just needs to print it/photocopy it.

Halloween is coming so she wanted to add some materials for kids to see how other people celebrate. She sees that in upcoming events there is information about Halloween. She opens it and sees some photos, stories and videos. She marks up the ones she wants to use tomorrow. Now she is ready for tomorrow lessons.

Next day:

Ann is a little bit late, she only has 10 minutes to set up the classroom before kids start coming. The system knows that she has her own classroom, so therefore she doesn't need login and all her links and materials are available straight away. She opens her two textbooks she will need before the first break on the whiteboard. She opens the materials about Halloween to have them ready.

When kids come she starts talking about Halloween. She has everything set up so she just needs to click play button to start the first video, then she shows the photos as well and does the Halloween crossword. The kids are delighted as all the materials are very colorful and interactive.

Around the noon internet goes down, but Ann doesn't need to worry about, as the files she opened they are already preloaded and she can access them even without internet access.

Ann then starts teaching the math. The book is already opened on the last page where she finished yesterday. She explains the concept and they start to solve the exercises. A few kids finished earlier, so Ann gave them the exercises she printed yesterday. She has a few extra ones in case they would finish them quickly.

On a small break Ann opens next books she needs for other lesson and lesson after lesson she is finished for today. All the kids managed to finish their project and understood the concept she introduced. That was a good day.

EVALUATING NEW TEXTBOOK

Ann got a few sample books from a publisher. She is quite fed up with her current book; she has been using it for 5 years. She did like the scheme at the beginning, but at some point the material stopped progressing enough and kids started to get bored. She flicks through a book, both on a back and in each exercise she finds a link to more activities online. She goes to the website and finds there is a lot more going with this book, there are some resources for high and low ability children, there are seasonal activities, there is homework and teachers' ideas. After a while of browsing she is more and more amazed; however she wants to read more about the book. She sees a quite detailed description of what comes within the book like a teacher book, activity books, etc. there is also interview with the author, she finds it really interesting as the methodology he used is the same as her preferred one. He also used some new types of activities that she read about before that supposed to work really well for children with dyslexia and she has 2 kids like this in her classroom. At the

MARY'S CONTEXT SCENARIOS

PREPARING FOR EACH DAY

Mary has just finished her lessons for today. She still has a few corrections to make, usually she does them during free classes, but today she didn't have any. It takes her 30 minutes; she uses teachers' answers to speed up the process. She uses one of the computers in a teachers' workroom. To access her [resources](#) she just need to put in her name.

She needs to prepare for tomorrow's lessons and work a little bit on test for Leaving Cert. She uses her yearly plan she need to prepare during holidays, however one of the classes is quite weak, so she spends more time explaining each concept, she wants to give them more exercises to practice and get better idea of the concept.

She opens her teachers' supplementary materials; she just needs to open the chapter they work on and selects extra exercises, there is even more than she needs, so she selects the ones she finds most interesting. Now she just needs to print it/photocopy it.

She goes home, but reminds herself that she wanted to look for a few more things. She was using the system on her computer, so there for system remembers her.

She wanted also feature how people in France celebrate All Saints' Day. She sees that in upcoming events in France there is information about it. She opens it and sees some photos, articles from the newspaper and videos. She marks up the ones she wants to use tomorrow. Now she is ready for tomorrow lessons.

Internet is very often going down at school; therefore she prepares herself a backup on external memory. All her files and links are nicely put together into easy to follow structure. Even the links are automatically downloaded.

Next day:

Mary doesn't have own classroom, so she only have a minute or two at the beginning of lesson when students are settling down.

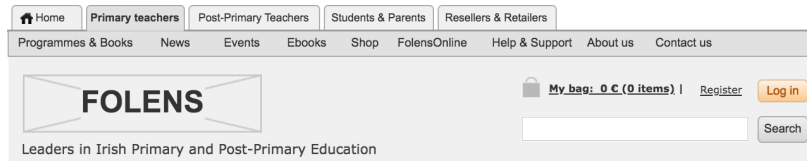
The system, knows all the teachers at school, so she only needs to select her name and her page is available for her.

She opens her page quickly, before some students unpack their things. There are shortcuts to her textbooks and materials she found yesterday. She opens the all to have it ready and starts talking about All Saints' Day in France, the kids are reading the article from the newspaper and doing the exercises that go with it. Later they go to the grammar module they did last time. Mary gave them 2 exercises to do it now and one as homework.

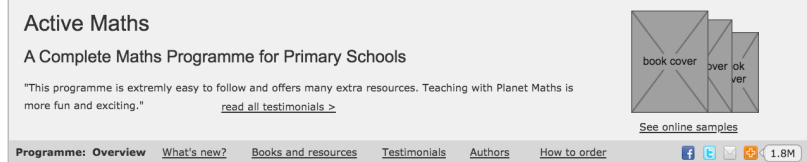
Next lesson is math with leaving cert class. As before Mary quickly opens her page with all important links. She has loads of different links and materials from different sources as the Project Math focus on learning by doing. Thankfully she has all the links segregated by the topic in one place; she opens all materials and starts the lesson.

During the lesson internet is down, but she has her external memory, she quickly put it in and she is saved, she only lost one minute.

Scenarios were created for each persona to help us understand how teachers might use the website and folens online



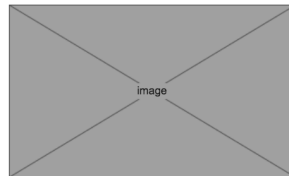
You are here: [Post-primary Teacher](#) > [Programmes & Books](#) > Active Maths



Planet Maths presents a 21st Century approach to Maths. Informed by findings from published combines the benefits of print and digital learning channels to result in a uniquely effective and addresses the development of fundamental numeracy skills in a manner that is dynamic.

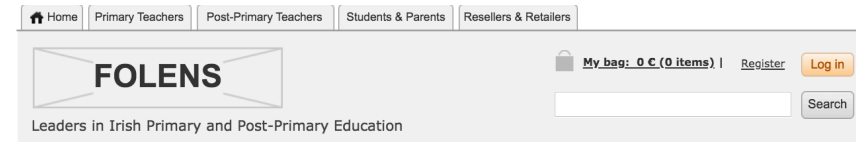
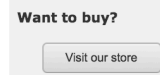
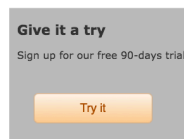
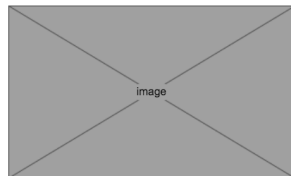
Differentiation

- 'Challenge Yourself' problems provide early finishers with extra stimulus
- All questions graded in level of difficulty
- Specific photocopiables in Teacher's Resource Book for differentiation
- Problem-Solving and Real Life Maths
- Problem solving activities which require pupils to explore and apply their
- skills in 'real life' contexts e.g. TV guide



Digital

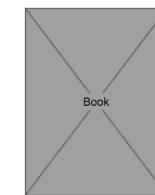
- A Planet Maths menu bursting with digital resources for every topic
- Warm up activities for every topic designed exclusively for Planet Maths
- e-Manipulatives, including spinners, 2D and 3D shapes, place value blocks and many more



You are here: [Home](#) > [Shop](#) > [Junior Infants](#) > [Maths](#) > Planet Maths Junior Infants

20% Off all Books and free delivery [Find out more >](#)

Active Maths 3 Book 1



[Look inside](#)

Used in conjunction with Active Maths 1, Active Maths 2 completes the Junior Certificate course for Higher Level. It covers Higher Level material for strands 1-5 of the the new Maths syllabus. [+more](#)

Product details

ISBN: 9781780901664
Published date: 2011
Weight: 0.10 KGS
Paperback: 256 pages
Product Dimensions: 11.1 x 1.5 x 18.1 cm



Retail: ~~€15.95~~

Price: **€12.95**

Choose an option



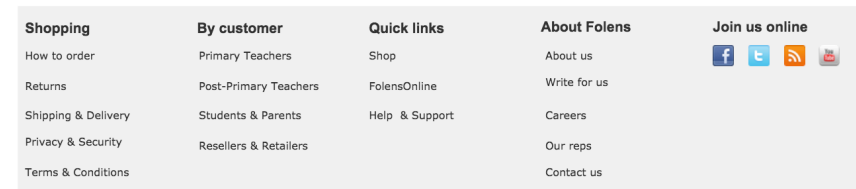
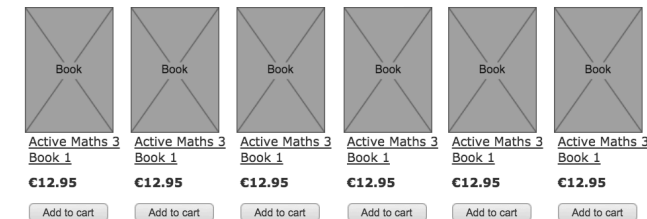
In stock and ships within 1- 2 days

Are you a teacher?

Learn more about the book in our and how to use it for free.

[Learn more about the book](#)

Books you may be interested in



A clickable prototype was created.
Wireframes show separate content needs for teachers and parents.

Folens Online

Deliver improved learning outcomes by creating an accessible community around education resources and intuitive time saving tools for all Irish teachers.

Generate new insights and targeted marketing that enhances your products & service, builds brand value and contributes to the bottom line.

Existing System



User Interviews

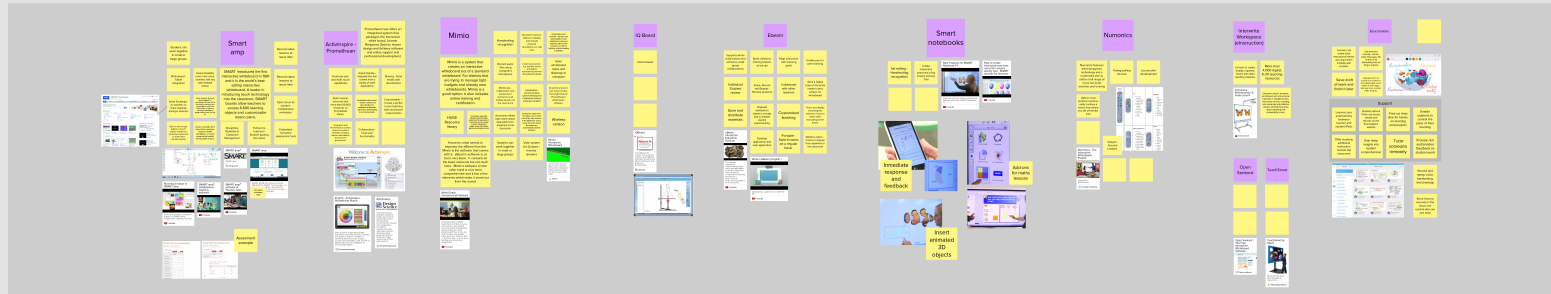


Competitors & Trends

Research

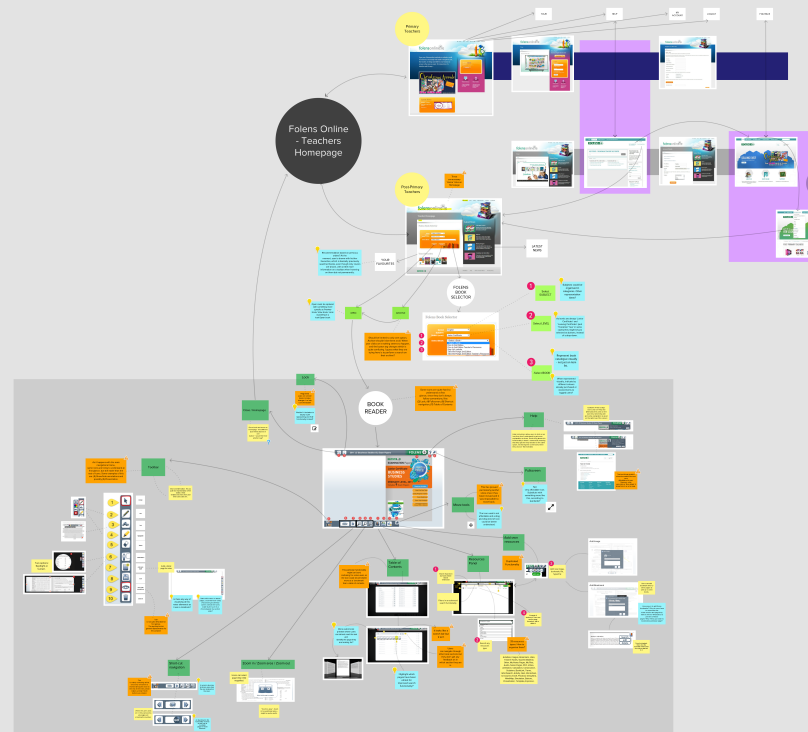
Competitor Research

Whiteboard Software

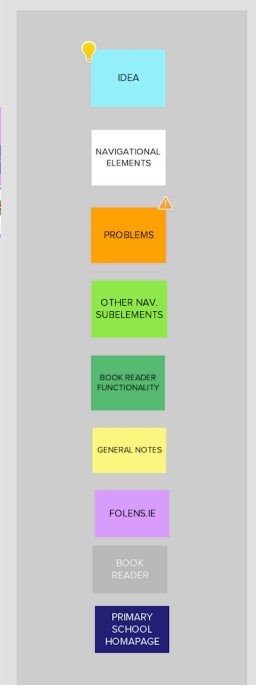


Folens Online - Current Flow

Color code



Color code



Findings

Existing System

No tracking	Siloed programme microsites	Inconsistent Navigation
No student access	Flash / No tablets	Limited marketing

User Research

Teachers and parents Google resources	Publisher branded resource sites are treated with suspicion	No time in class so everything needs to be ready to go	Support differentiated learning	Plans need to adapt
Sharing	Varying levels of use	Parent awareness	Resources span classes and subjects	Straight forward onboarding

Industry Research

Irish publishers not focused on community content	Teachers creating their own content	Content adapted to student
From Proprietary software to Standards	Flash reader, PDF download or app	Disparate education tools

Findings

Integrated experience

**New Teacher
Experience**

**Dashboard,
Library and
Sharing**

**Assessments &
Student
Experience**

**Folens
Management &
Insights**

Teacher Benefits

- Focus on students
- Fast start up, resume and switch
- Integrated teaching experience
- Integrated assessments
- Performance history
- Design tested by teachers
- Offline access
- [Folens](#) and Community resources
- Tablet and mobile
- Notes and reflection
- Won't lose access to my content
- Sharing and discussions
- Student and parent messaging

Folens Benefits

- Efficient integrated systems
- Increased visibility and sales
- Increased adoption and access
- Positive brand experiences
- Access parent and student digital market
- Monetise individual resources
- Insight and improvement
- More focus on content
- Open for future integration
- No license fee
- Competitive advantage and agility
- Become teachers partner

Student and Parent Benefits

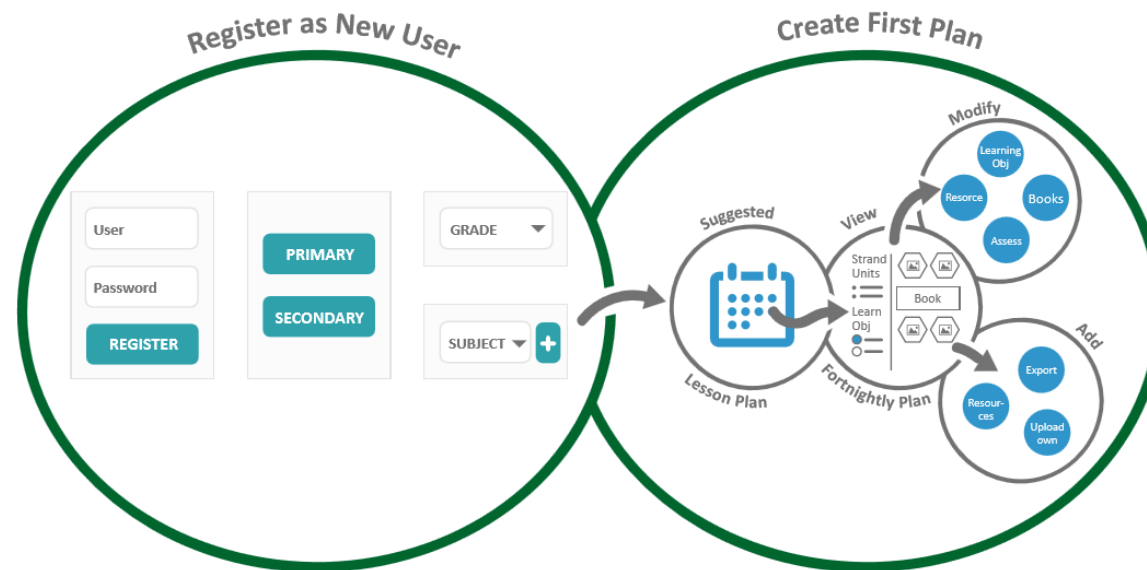
- Access to assessments
- Access results and teacher feedback
- Parent feedback and suggestions
- Access eBook and resources
- Simple sign up - don't have to be with [Folens](#)
- Design tested by students

Considerations

- Not branding the new platform heavily as [Folens](#)
- Open to other publishers
 - Multiple publishers
 - Localisation
- Landing page
- Further research and validation

Teacher Experience Goals

Extremely important	– a positive experience is crucial to keep them coming back
Intuitive + a pleasure to use	– needs to be obvious what to click on to do what is needed and enhance their planning and teaching
Highlight	– show how it can help them do their job quicker and easier – this is the hook
Instant win	– gives teachers instant achievement and highlights the value of the platform
Personalisation	– gives teachers sense of ownership and something to lose if they stop using it
Accessible to non-Folens teachers	– allows these teachers to see benefits of platform – and they can influence decisions to buy more Folens products
Guided onboarding	– guide the teacher through they key features of the platform and get them to perform actions they need to do throughout



Scenario - creating a lesson plan

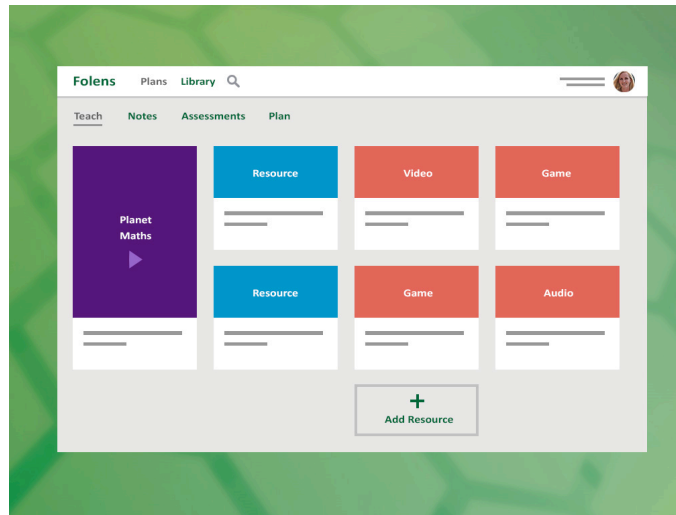
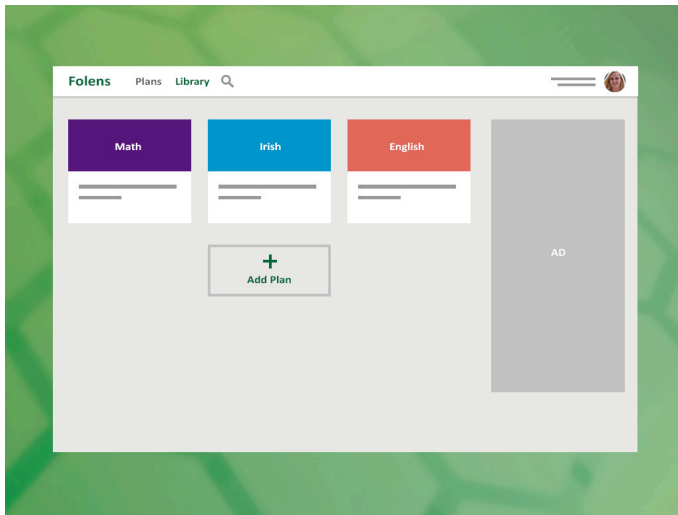
Folens maths teacher is creating a lesson plan – one of the biggest pain points for teachers, and biggest workloads. The Teacher signs in, grades and subjects are preselected for them for the lesson plan to create (e.g. 6th class maths) – Teacher thinks this is a pleasure to use! Lesson plan created for the whole year – Instant win!

Plan is broken up into terms, weekly / fortnightly sections.

Each contains the strands, units and objectives they will cover

Going into a fortnight plan they can see ebook at the right page + related resources for that section – how easy is that

They can be guided to the resource library from here to add a new resource to the plan and personalise it – personalisation + sense of ownership

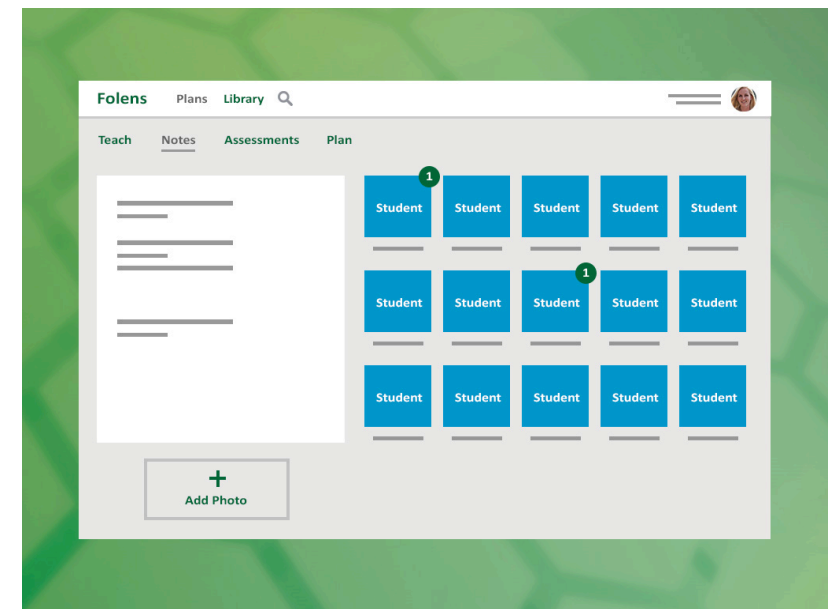


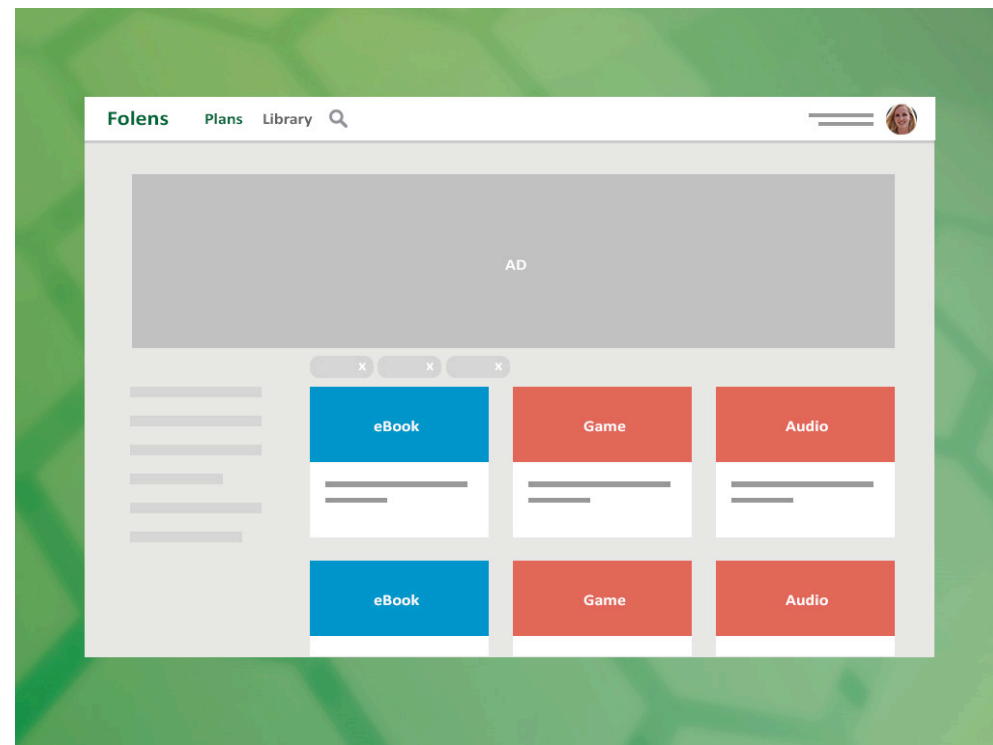
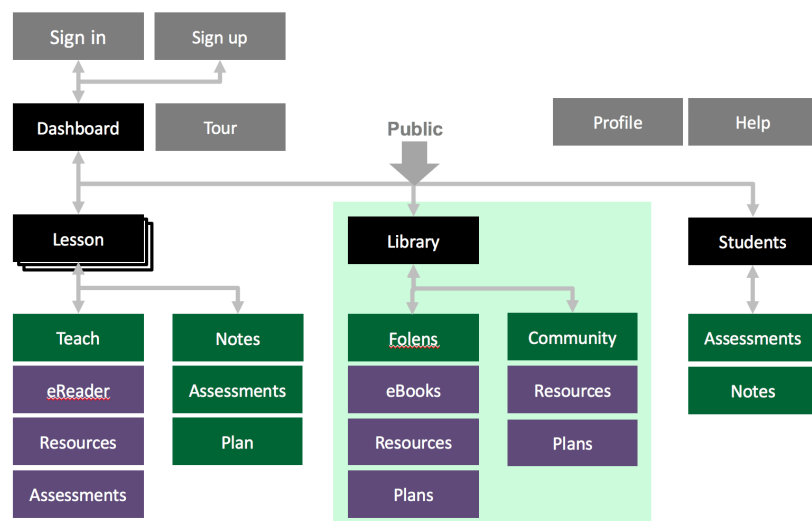
The Teaching experience

Folens Online is centre of their teaching world.

A Teacher can come in in the morning, sign in and click on the lesson plan and there it all is – ready to go!

Our observations showed that teachers keep notes to help with day to day lesson planning. A freeform notepad is available to write notes on the class – flexible so teachers can write what and how they like. They can also write notes specific to particular groups or students.





The Teaching experience

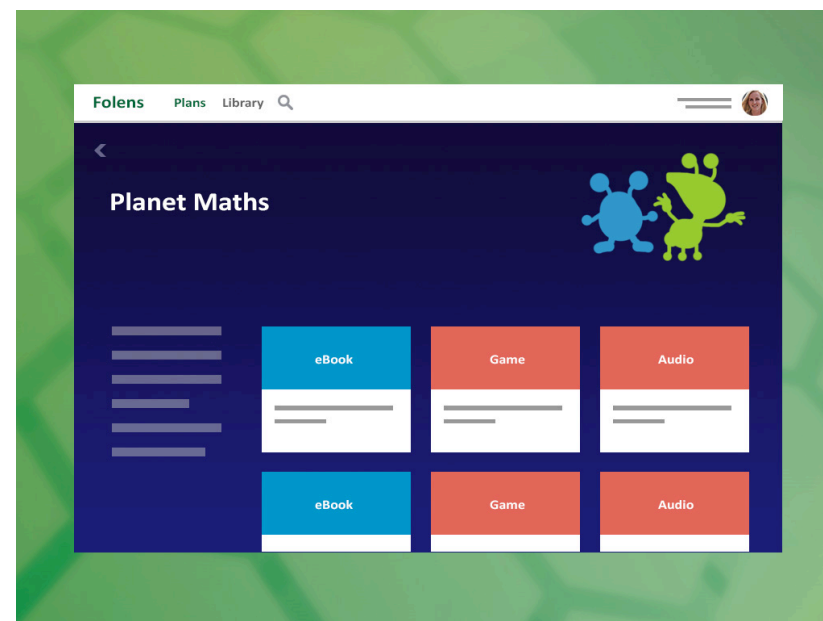
Folens and Community content side by side - Similar to Google Play / iTunes

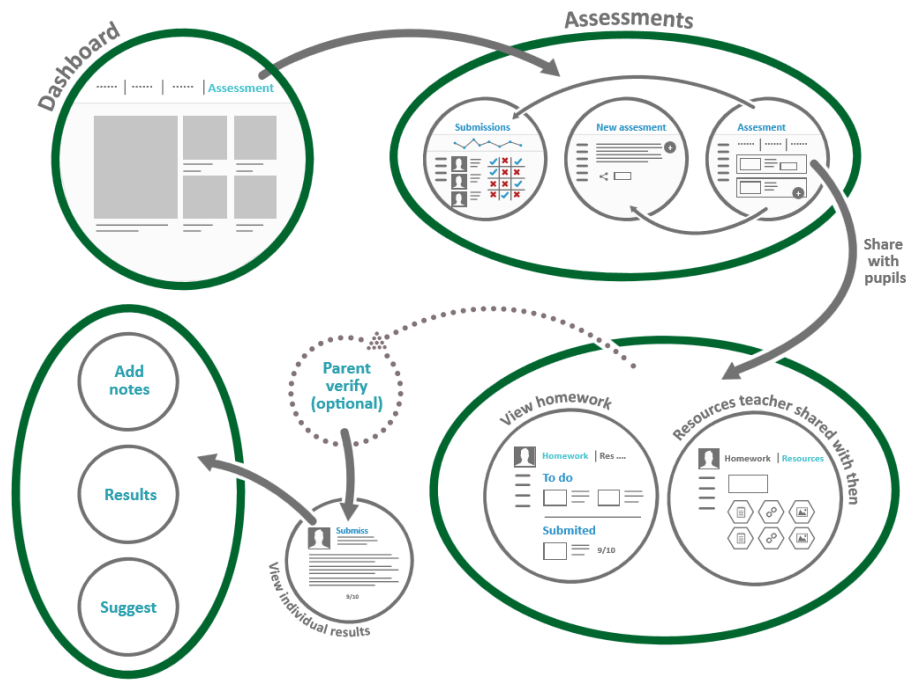
Accessible Indexable in Google - the more people can find them the more will buy them.

Faceted (navigational) search – dig down to what you want.

Smart filters – already applied to your grades and subjects if logged in (e.g. 6th class maths)

Branded programme areas.

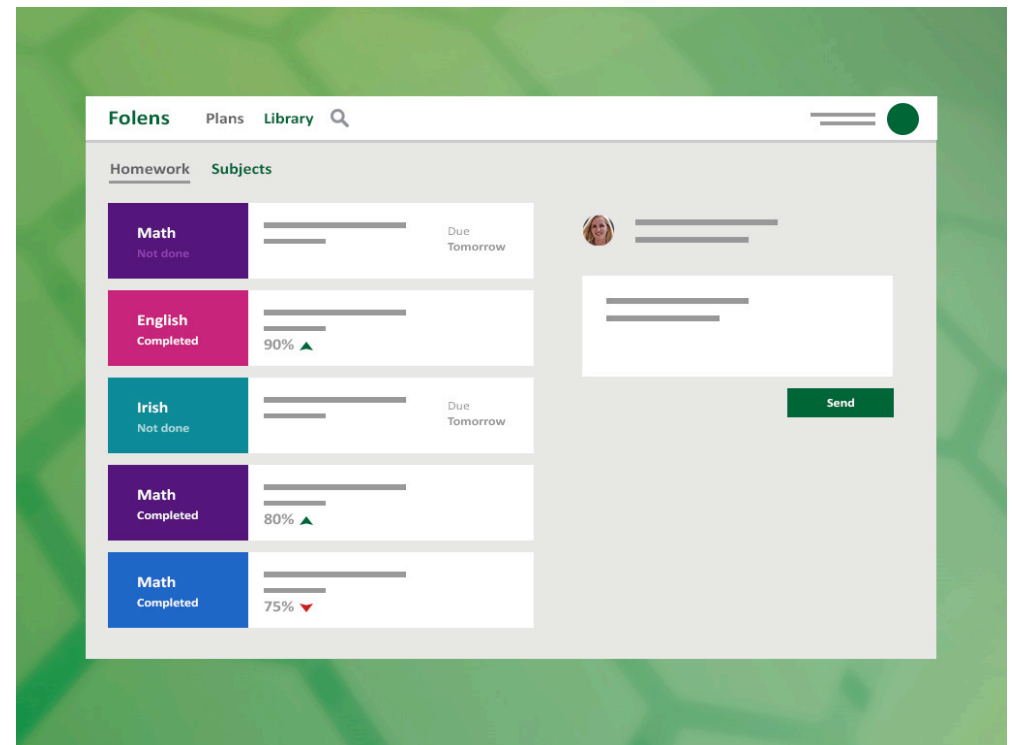


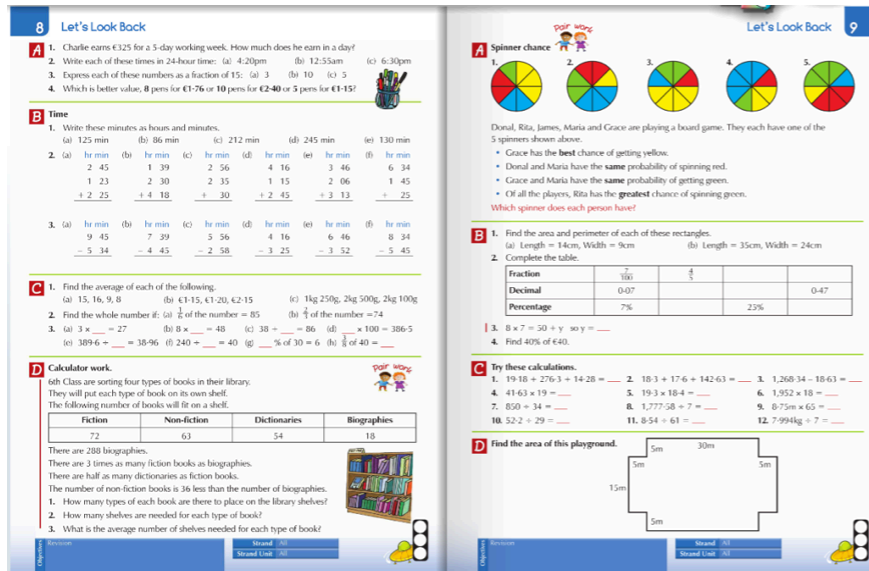


Assessments and Student Experience

Teacher can see ongoing assessments, who has done them, when they're due – can give reminders to students to do them, see how well they're doing.

Student sees assessment in their own view and completes as required. Teacher can add notes for themselves and student / parent – helps them keep abreast of each child's progress.





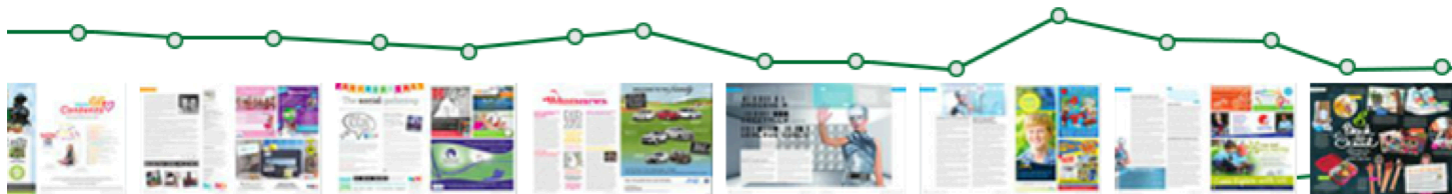
Usage: 20^{of} 300 Pages

80% Class / 20% Home

[22](#) Connected Resources

Time of year

Teacher feedback



Analytics designed into the platform

Which teachers use which resources?

What is the least viewed content in this book?

Which resources are shared the most?

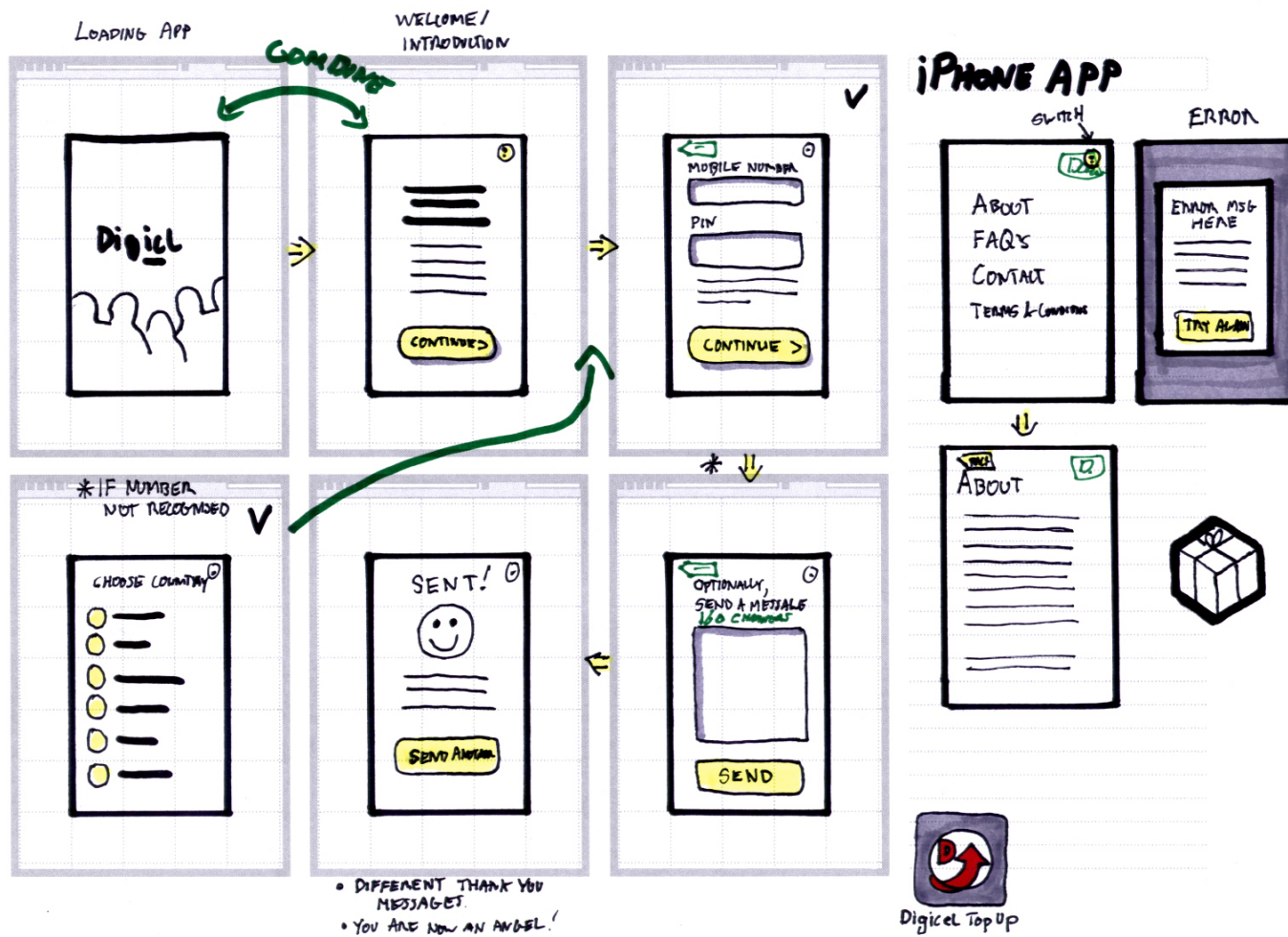
Which features are used the most and when?

Digicel Top Up

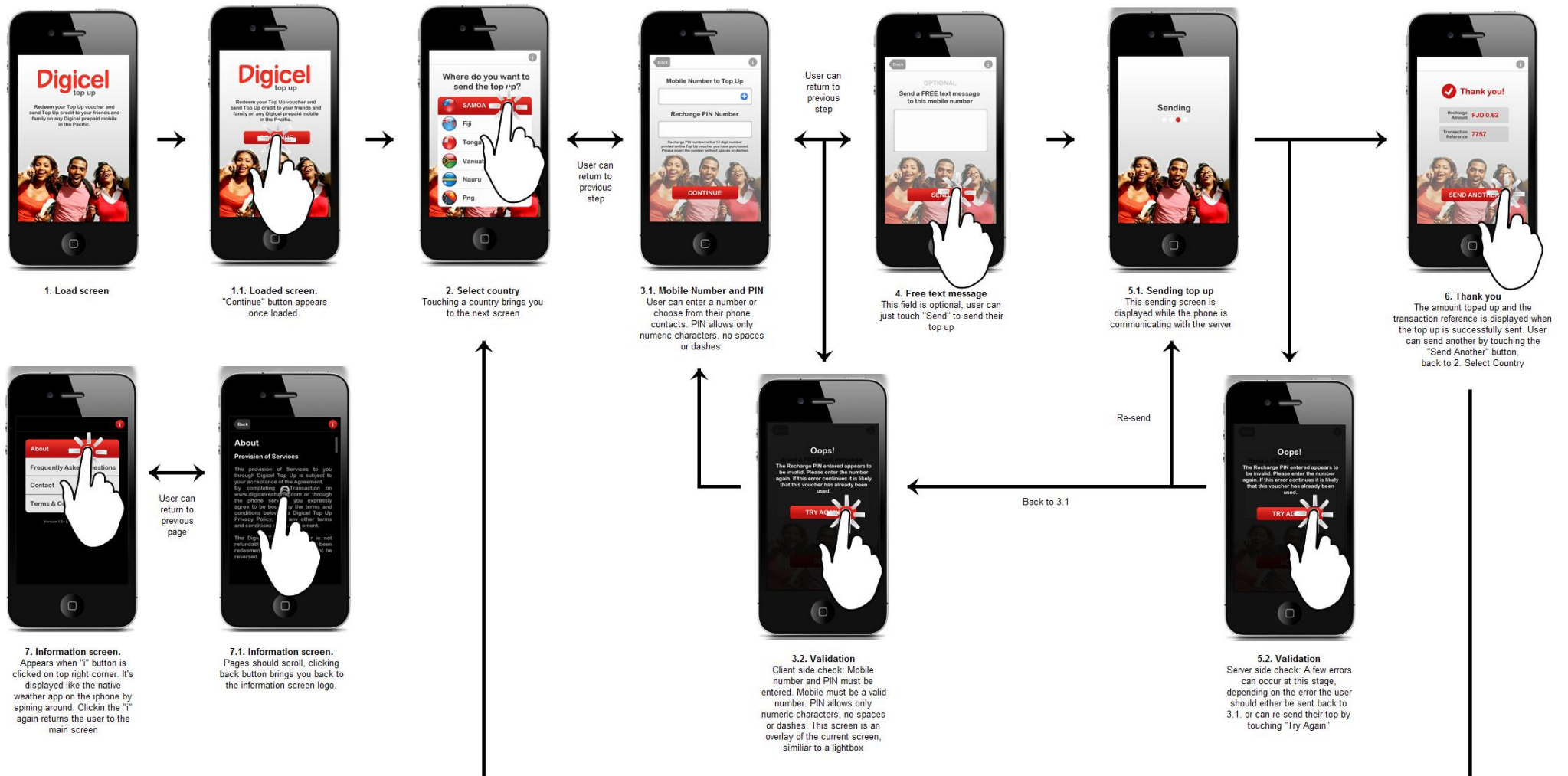
Top Up app used by customers in Australia & New Zealand to send credit to Pacific Islands

Role **UX, Visual Design**

Date **2010**



Exploration

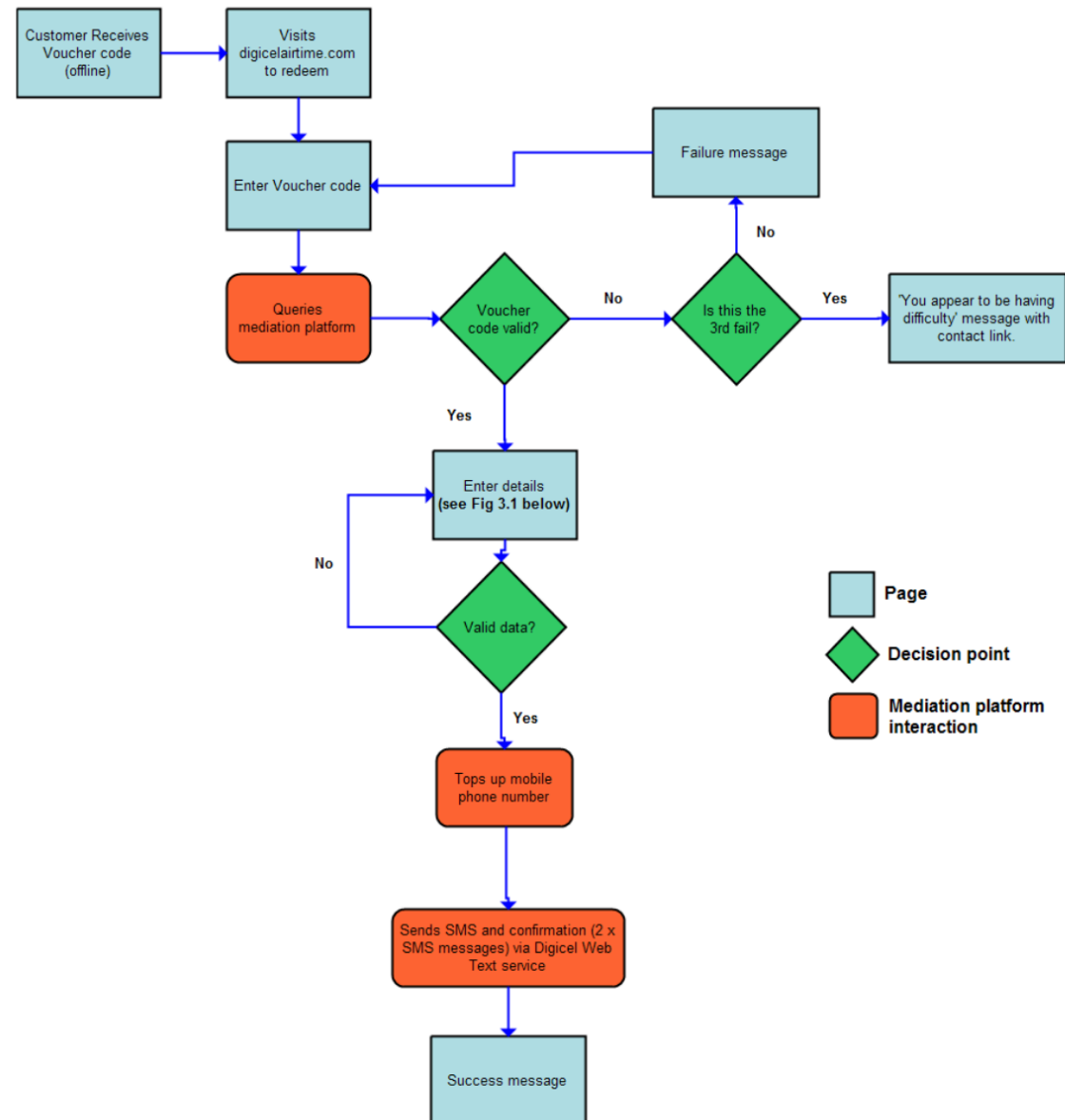


High Fidelity Wireflows

Digicel Airtime transfer portal

Application flow diagram

Version 1.0



Flowchart

Process

Design documentation for ICAN

Role **Lead, UX, Visual Design**

Date **Ongoing**

ICAN

Design Process Manual

Continuously updated by the team

We Are Generalists

Our roles blend together.

From research to design, we are all involved in developing first hand knowledge of our users.

Perform a Content Audit

Duration:
Smaller sites (fewer than 400 pages) - full audit of all pages and assets - 1 day

Larger site (more than 400 pages) - audit a sample of pages and assets from each section at all levels - 2 days

Who: UX Designer

Equipment:
Current site,
www.content-insight.com

Used to assess content quality, customer experience, content performance, or any combination of these. Content inventories should be a working document that can be easily shared, accessed and collaborated on

Goals & Benefits

- What content types currently exist (and are likely to continue existing)?
- Where is content feeding in from (e.g. social network platforms, RSS feeds, APIs, other CMSs)
- Is some content out of your control and are there constraints around its accuracy, format, availability?
- How much content will the new navigation need to handle?
- Has the existing team been able to maintain what they already have?
- What content is or has been popular / unpopular?
- Identify ways to improve organic search performance
- Pinpoint which past content marketing pieces have performed best
- Determine which content topics your audience seems to prefer
- Locate gaps in the content you've provided for different stages of your sales funnel
- Discover pages to be consolidated because of overlapping content
- Highlight pages with high impressions, but low conversions
- Generate ideas for future content pieces
- Eliminate content that no longer reflects your business, niche, or corporate culture

Project Check Up

At each project milestone, gather the team and ask yourselves:

- ✓ How is the project going?
- ✓ What is working / not working in the process?
- ✓ What do we think needs to improve?
- ✓ What can I do to make the project great for my team members and myself?
- ✓ What you'd like the other members to stop, start, and continue to do on the project?



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Discovery

In doing design discovery, you and your team produce a shared pool of knowledge to drive your work. That knowledge informs design decisions, defines what "success" means, and forms the basis for your critiques. The **amount of activities you do will scale to the project challenge**, timeframe and budget.



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Define Stakeholder Survey

Stakeholder surveys gives everyone a voice, gives us a better understanding of the challenge going into workshops, saves time for us and identifies knowledgeable people for further interviews.

The Activity

- Steps
- Discuss as a team what questions could be answered by using a survey - other than the normal audience and goal questions in the template
 - Copy the stakeholder survey template and refine question areas we will like to get answers for
 - Internal review and check for length of survey
 - Send out to stakeholders
 - Analyse answers
 - List out main findings and actions in google doc



[Stakeholder survey](#)

Do we need a template PRD for organising our learnings into categories?

Duration: 9 hours
Who: ICAN Team, UX Designer

Equipment:
Current site, XMind app

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Perform Story Mapping

Slicing a minimum viable product release

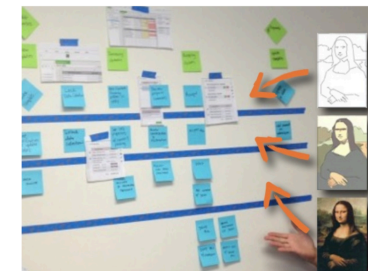


Not this



But this

Iterating and incrementing to build rough versions so you can validate it and slowly build up quality



ICAN | 35

Analytics Institute

Sign up and UX for Data Certification

Role **UX, Visual Design**

Date **July - August 2018**

Purpose of Certification

Enable people to become industry ready certified data professionals.

Educate managers who oversee data (through diploma).

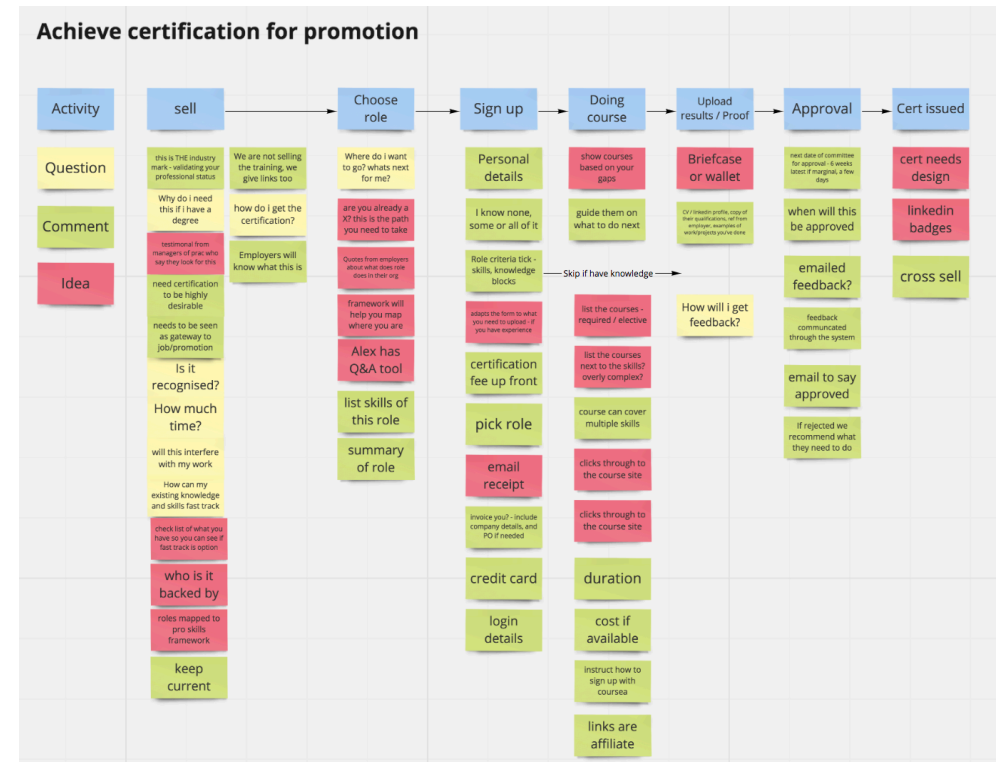
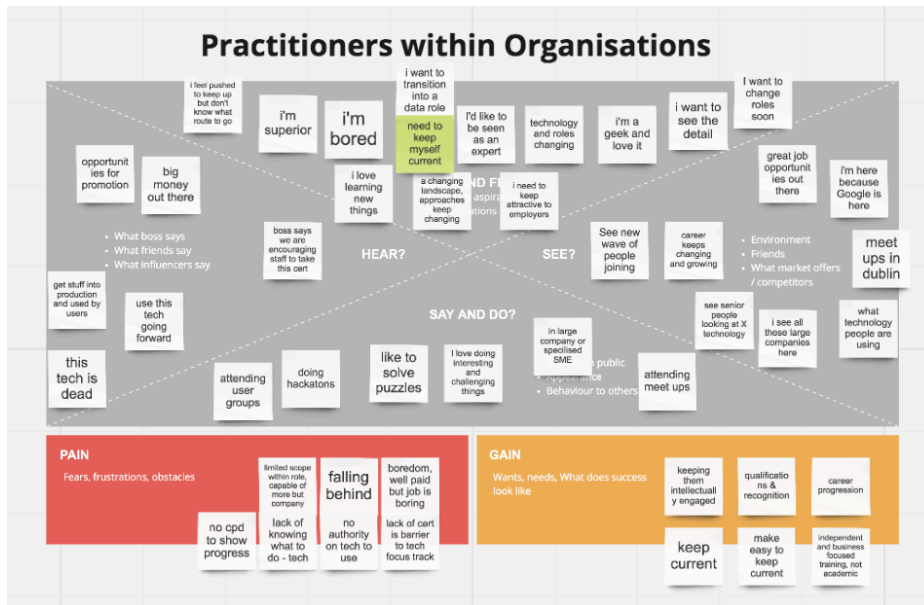
Allow industry people to recognise outstanding contributors in their field.

Goals	Signals	Metrics
For users to sign up for certification	sign ups	Number of sign ups per week vs unique users from GA
For users to get certified	Number of Reviews Number of Approvals	Number of Reviews Requested per month vs users signed up - in WP Number of Approvals per month vs users who've requested approval - in WP
For users to feel like the certificate has aided their career goals.	Follow up survey User testimonials	Follow up survey to certified users 3-6 months after certification
For users to certify in other areas	Additional sign ups	Additional sign ups per week from certified users - in WP
For users to nominate colleagues	Fellowship submissions	Number of Fellowship submissions per month/year? In wordpress/GA

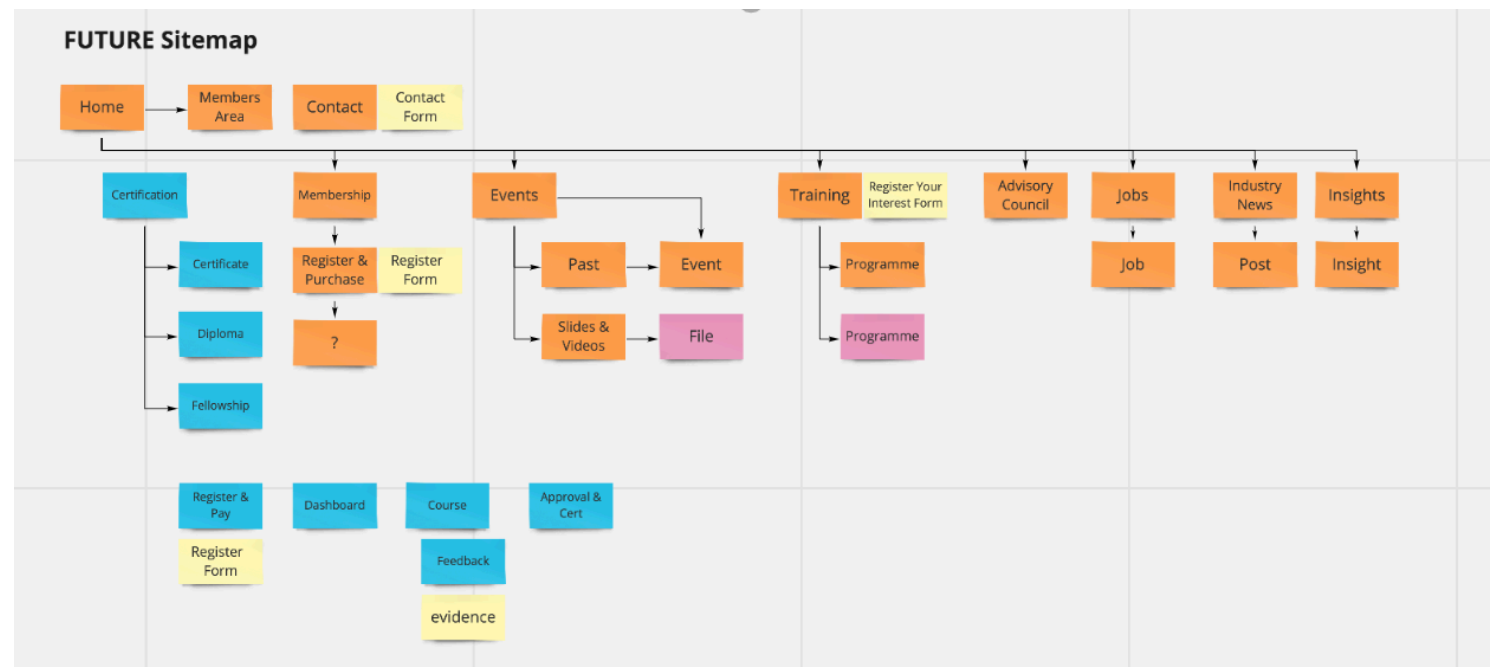
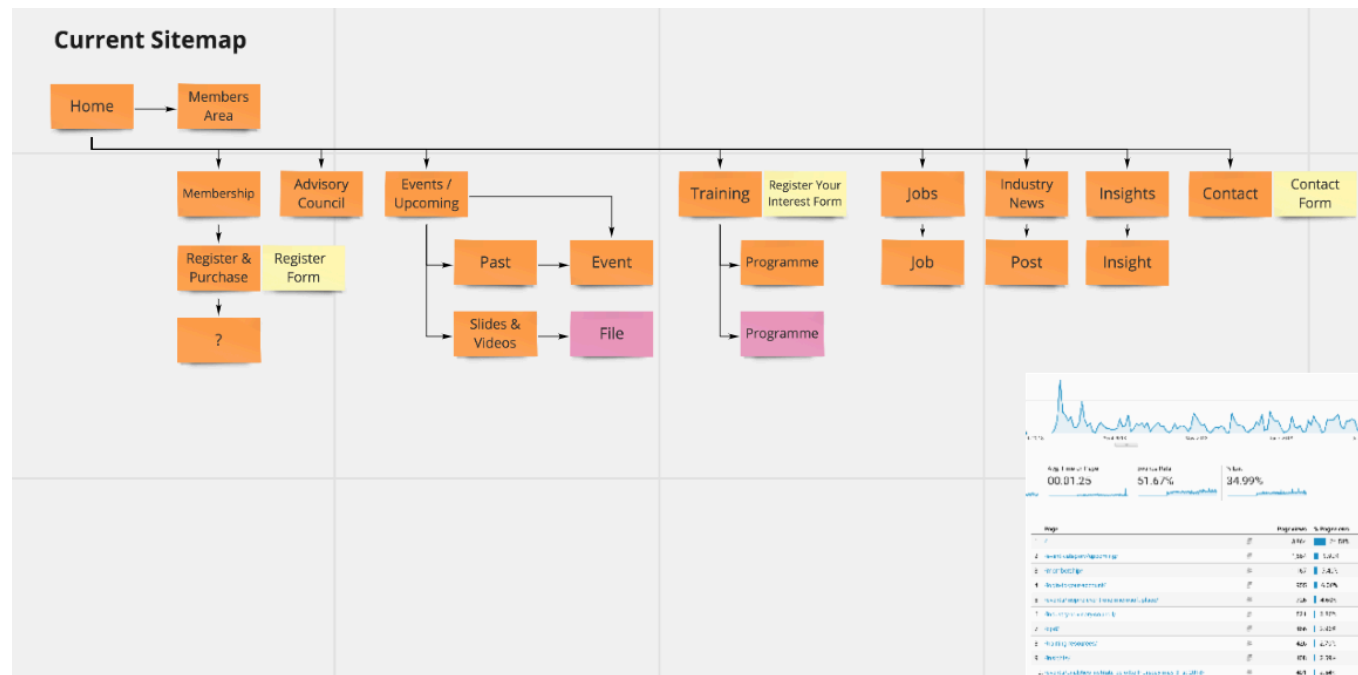
Customer Segments

Who are our target customers?

- **Managers of practitioners +++++ framework**
Head of Analytics, CTO, CIO, CEO (fewer) - stakeholders in AI, most are already members, 50 approx, at conference. Low hanging fruit. Will make happen in org, give this cert gravitas, will want to mention these
- **Partner organisations**
potential, who like to provide training and certification in their region. E.g. IT training companies, membership orgs, e.g institute of taxation, want to offer it to their members. Interested in diploma course, will help cert enter new markets e.g. UK, cert as a product
- **Educators**
training companies, colleges, who want to attached a cert to their training - independent colleges, itb, senate college, want a pro cert attached to their offering (10 week courses typically. Help us get real traction ITB, DIT, give academic gravitas and scale
- **Practitioners within Organisations +++++**
Core customers, using this the most. Main users - Taking cert as told to by boss - cpd, paid for, OR voluntarily but paid by company. 1,100 approx
- **Independent practitioners**
validate their skills, improve attractiveness to employers, paying themselves. Need to reach these, social, word of mouth, linkedin, adwords. Should replace PO's over time to be biggest market
- **Dreamers - People outside the sector +++++ diploma**
who want to come into for first time - in marketing, in finance, unemployed, see opportunity to be certified to gain employment. Don't know a lot about but feel diploma will appeal to these
- **Recruiters**
who want to be able to define roles
- **Students**



Empathy and scenario maps of practitioner signing up and completing their certification



Sitemap

Research

Research Plan

Name of study or project:

Analytics Institute Certification Prototype Testing

What do we want to learn?

Discovery

- What are users' behaviors, attitudes and expectations towards the certification, diploma and fellowship?
- Identification: Who do you think would do the certification, diploma, fellowship? Who wouldn't?
- What are users expectations around certification? How does the offering meet/not meet those expectations
- What would you expect to provide as proof of qualification?

Usability

- Do users understand the differences between roles?
- Can users identify a role for them?
- Do users understand the differences between diploma, certification and fellowship?
- Are users able to successfully complete a certification (sign up, upload, approval)

What tasks and features do we want participants to test?

- Find a role that suits them
- Complete certification/diploma sign up and payment
- Completing certification tasks
- Submit proof of certification for review
- Nominate for fellowship
- Compare with competitor?

What prototypes, designs, or competitive products will we test?

- Competitor site lorcan shared?
- Prototype of landing page, cert role pages
- Prototype of sign up
- Prototype of cert review and approval
- Prototype of cert display?

Approach:

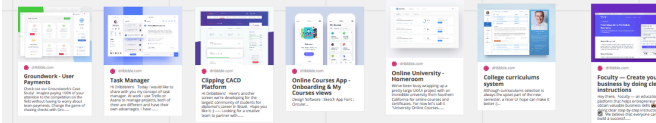
Number of interviews: 5

Location of interviews: Remote

Duration of each interview (minutes): 45 mins

Dates and times for interviews: TBC

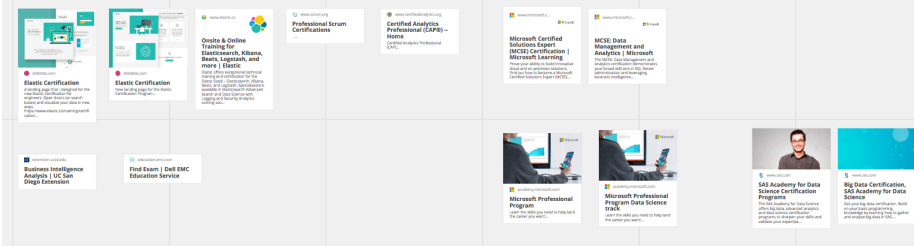
Certification / Courses



Roles



Landing



Interview Guide

Intro spiel (5 minutes)

Moderator (with a big smile):

Thanks for coming in today! We're constantly trying to improve our product, and getting your frank feedback is a really important part of that.

Before we start, I need to ask you to sign this **non-disclosure agreement**. I like to highlight two parts of this. First, it's a reminder that what I show you and what we discuss here today are confidential. It also gets your permission for me to record our session—just for our own internal use. That way we can go back and review it later. And, of course, you're **free to take a break or leave at any time** during the session. Please take your time reviewing this NDA and let me know if you have any questions. [Hand NDA to participant with pen to sign.] Thanks!

[Moderator: After NDA is signed, start recording.]

I like to keep these sessions pretty informal. I'm just trying to learn from you today. I'll ask a lot of questions, but I'm **not testing** you. There are no right or wrong answers. I'll start this session by asking some background questions. Then I'll show you some things we're working on, and ask you to do some tasks. As you work on the tasks, please **think aloud**. This means that you should try to give a running commentary on what you're doing as you work through the tasks. Tell me what you're trying to do and how you think you can do it. If you get confused or don't understand something, please let me. If you see things you like, let me that too. Since I didn't design this, you **won't hurt my feelings** or bother me, in fact, frank, candid feedback is the most helpful.

Again... I'm not testing you. I'm testing the product. If you get stuck or confused, it's **not** your fault. It helps us identify the problems in the design that we need to fix.

If and when you do get stuck, I'm **going to try not to answer your questions** or tell you what to do. I'm just trying to see what you **would** do if you were using it on your own. But don't worry—I'll **help** you if you get **completely** stuck.

Today we're going to use a **prototype**. That means some links or buttons or features may not work quite right. You can still click anywhere you like to do the tasks. When you run into something that's not working, I'll let you know.

Do you have **any questions** before we begin?

Checklist & Schedule

T-5 days

- Define goals, key research questions, and tasks with team.
https://docs.google.com/document/d/1N3T1JdUvUdFVVC_jgZkjuag3U7_yt8E_Y7D827/edit
- Find and schedule appropriate study participants.
https://docs.google.com/document/d/1A95d8aTxvEM1_TUPZ-NLwUAYGPRuA9gPn8U8C8a9d/edit
- Draft interview guide. Solicit team's feedback.
<https://docs.google.com/document/d/1Y72X7F0Xw8B92YzF0R43TYG0vQ85wH8SCL7NAYx7/edit>
- Order incentives for participants (e.g. SWAG, Amazon credits, gift cards).

T-3 days

- Invite team to study sessions. Plan lunch or snacks to lure them.
- Recruit note takers for each session.
- Send confirmation emails (with dates/times, directions, your contact info, NDA) to study participants.
- Prep scenarios (script/kiosk, team member) to greet participants when they arrive (if doing in-person testing).

T-2 hours

- Send reminder (with schedule) to team (and notetakers) about observing sessions.
- Start screen recorder (e.g. lookback.io) and/or set up video camera.
- Test screen sharing software for observers.
- Run through all prototypes under actual test conditions. Then reset them.
- In person
 - Prep computer and any mobile devices you'll use for testing.
 - Make computer or devices look neutral and generic. Hide desktop clutter and visible bookmarks.
 - Clean keyboard and screen.
 - Install and test any prototypes.
 - Shortcuts: Add bookmarks or desktop shortcuts for prototypes, sites, etc.
 - Set computer screen and settings to match target users'.
 - Set innocuous home page for browser (e.g. Iain Times).
 - Clear browser history, cookies, cache.
 - Minimize browser or prototypes.

Remote

- Ensure participants have received their lookback to links which start on a blank screen or the prototype
- You may need to call them first to talk through setting up lookback. Hang up and connect with them through lookback once ready.

- Print copies of NDA and interview guide.

Non Disclosure Agreement

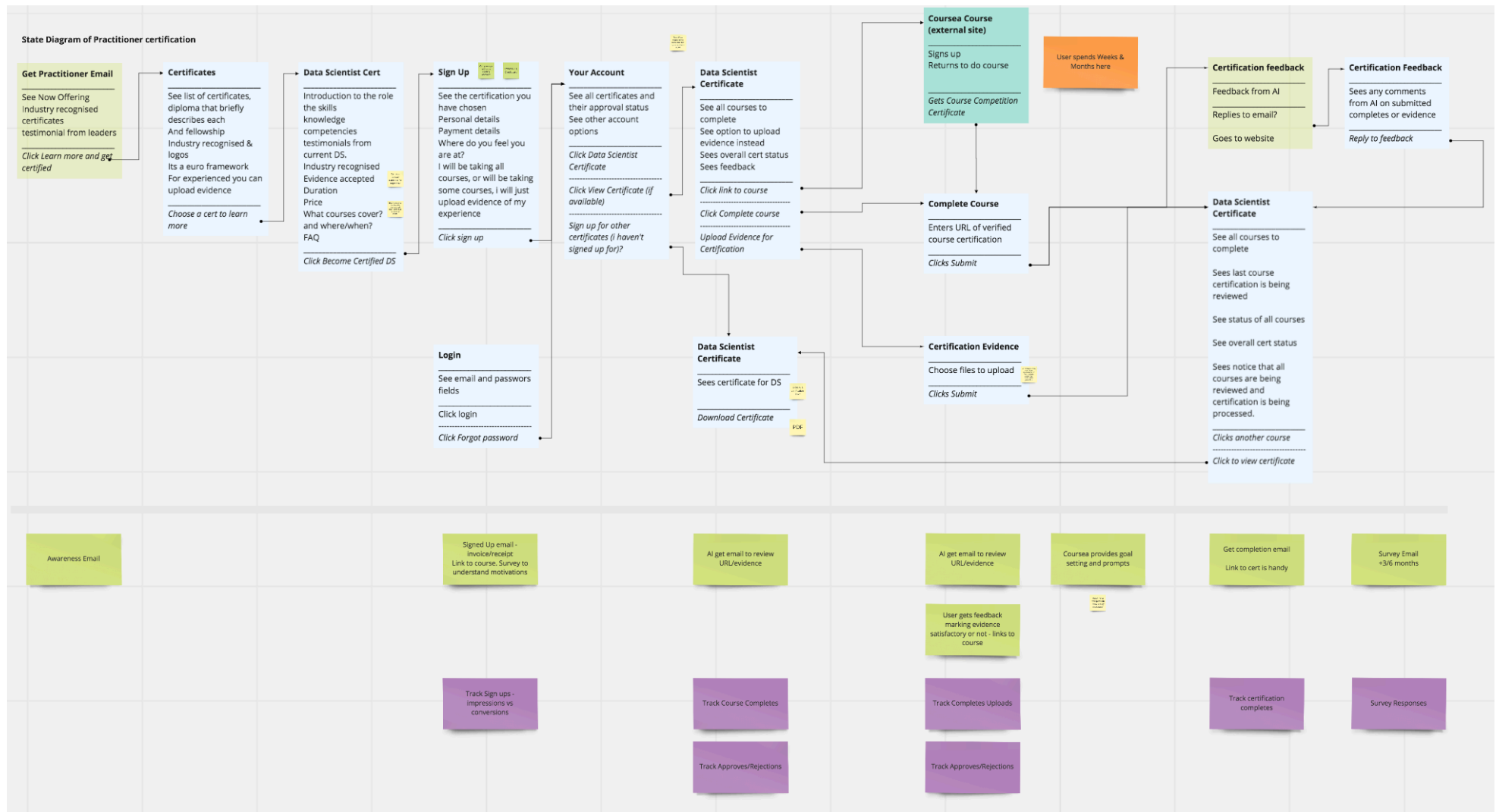
Replace these values
Your company name
Insert URL of your privacy policy

«Your company name», located at, for itself and its subsidiaries and affiliates («company»), and the other party identified below («You») wish to enter into this agreement to discuss and exchange information and to assure that the confidentiality of exchanged information is maintained and that rights to ideas or suggestions are properly allocated.

The parties agree as follows:

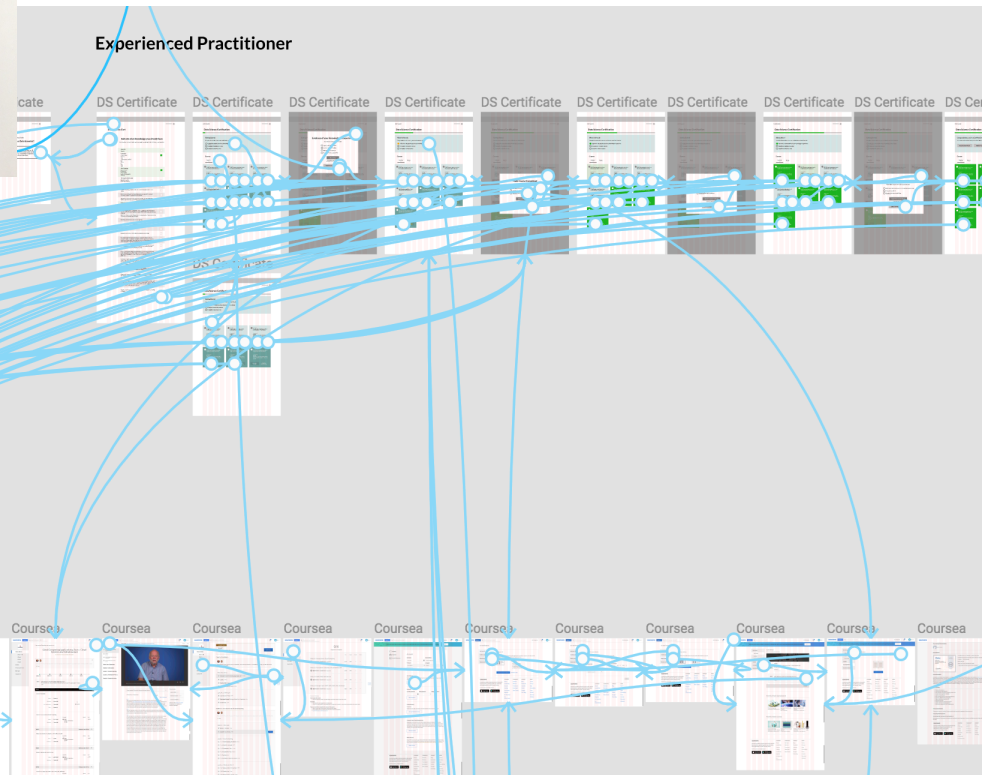
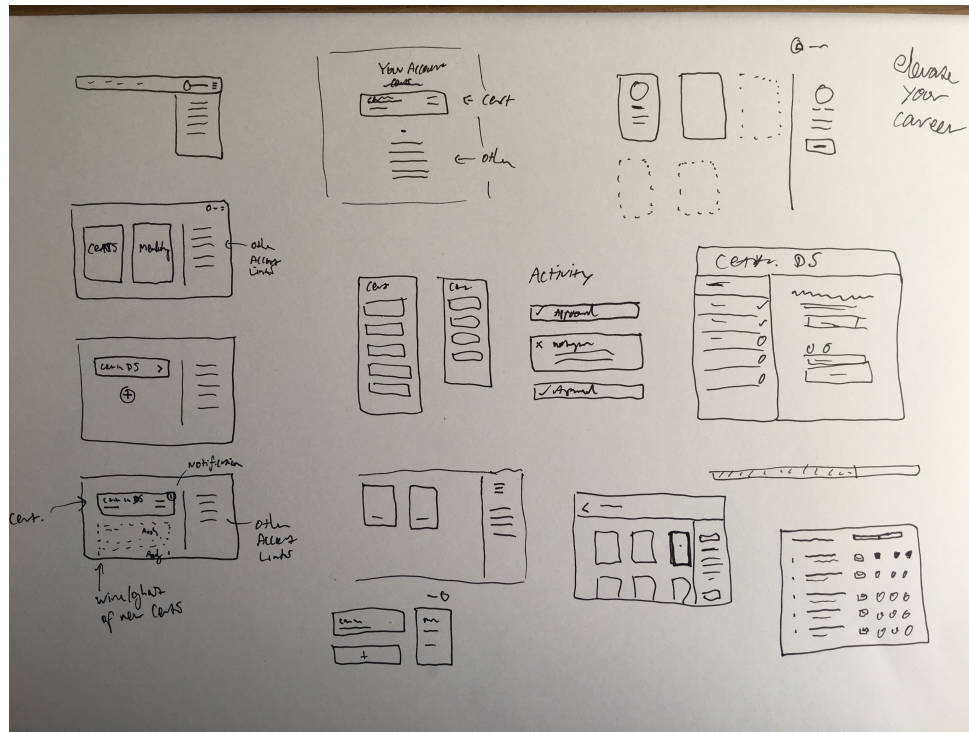
- A. Purpose. You agree to take part in a study under this agreement «Your company name» for the purpose of assisting in researching and analyzing the usability of its current and proposed products and services (the «Purpose»).
- B. In the course of Your participation in the study, You may be requested to provide comments, feedback, ideas, reports, suggestions, data or other information to «Your company name» (collectively, «Feedback»). You agree that Your voice and/or image may be recorded and such recording will also be considered «Feedback». You agree to permit «Your company name» to use any Feedback provided by You without limitation to develop and enhance «Your company name's» current or future products and services. Notwithstanding the foregoing, You agree that You will not disclose to «Your company name» any third-party information that You are otherwise obligated to maintain as confidential.
- C. For any Feedback provided by You that You communicate to «Your company name» as being confidential in writing and any information provided to You by «Your company name» during the study period shall be considered confidential (the «Confidential Information»), and the following terms shall apply: (i) each party may use such Confidential Information only for the Purpose; (ii) the receiving party will use a reasonable degree of care to protect Confidential Information and to prevent any unauthorized use or disclosure of Confidential Information; and (iii) You may not share Confidential Information with any third party in any manner. «Your company name» will not disclose Your personal information without Your consent. Except as otherwise provided by this agreement, any personally identifiable data collected by «Your company name» during the study shall be used by «Your company name» in accordance with its general privacy policy (available at «Insert URL of your privacy policy») incorporated in this agreement by reference.

D. Confidential information does not include information that: (i) was known to the receiving party without restriction before receipt from the disclosing party; (ii) is publicly available through no fault of the receiving party; (iii) is rightfully received by the receiving party from a third party without a duty of confidentiality; or (iv) is independently developed by the



State Diagram for sign up and certification process

State Diagram's outline the content seen and the potential actions for a particular scenario, allowing for quicker iteration.



Exploration and Prototyping

YOUR ACCOUNT

Data Science Cert

First off, let's personalise what courses you need to do.

Have you knowledge and experience as a Data Scientist?

No

I want to do all the required courses so I can obtain my certification.

Yes

I want to skip some or all courses and provide evidence of my knowledge & experience for the certification.

YOUR ACCOUNT

Data Science Cert

<

Indicate what knowledge you already have

You should have demonstrable experience and/or qualifications for the items you've indicated.

Analytics Alteryx	☐
Languages One of these: Python Java JavaScript (or similar) Go Ruby C C# VBA	☒
Shell Scripting One of these: DOS batch Power Shell BASH (UNIX/LINUX utilities)	☒
Techniques and methods Big data concepts Data Warehousing	☐
Systems Engineering and Software Engineering principles, methods and models, distributed systems design and organisation	☐
Cloud Computing, cloud based services and cloud powered services design	☐

YOUR ACCOUNT

Data Science Certification

Getting Started

Complete these tasks to earn your certification as a Data Scientist

- ☐ Upload documentation of your knowledge & experience
- ☐ Complete 4 mandatory courses
- ☐ Complete 1 elective course

Courses

Mandatory

9 of 7

Elective

3 of 4

Courses

Cloud Computing Applications, Part 1: Cloud Systems and Infrastructure

Commitment:
 4 weeks
 2-3 hours of video lectures per week, a weekly quiz (30 minutes), 3-4 hours for tutorial.

Learn More & Enroll

Mark Completed

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Learn More & Enroll

Awaiting Documentation

Courses

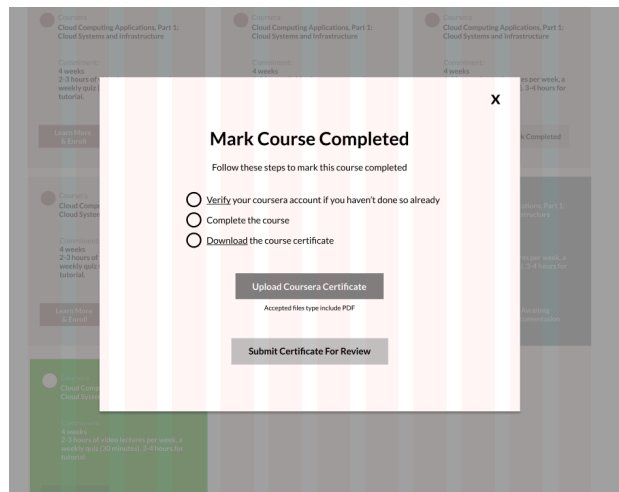
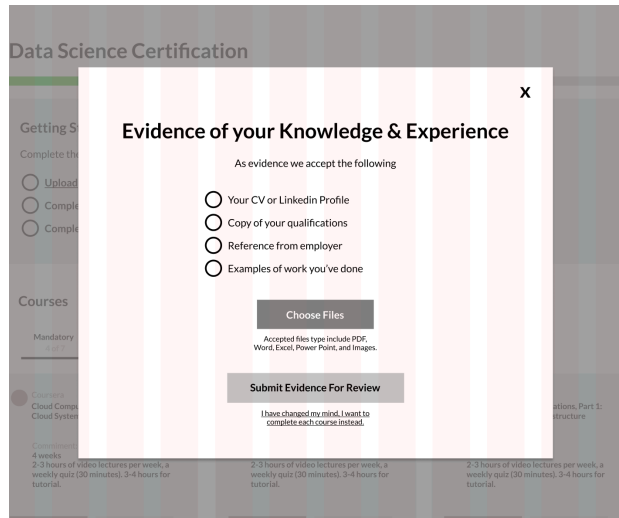
Cloud Computing Applications, Part 1: Cloud Systems and Infrastructure

Commitment:
 4 weeks
 2-3 hours of video lectures per week, a weekly quiz (30 minutes), 3-4 hours for tutorial.

Learn More & Enroll

Awaiting Documentation

What evidence and courses are required for your certification?



Progress through
Certification

