📝 Notes

Jun 6, 2025

Mindful Digits | Sprint Demo

Invited ajeyachakraborty2@gmail.com brittany.y.salinas@gmail.com Damian Cheung daignau3@gmail.com designs.fortunate@gmail.com eugeniasinditskaya@gmail.com Sneha jessica.c.nasca@gmail.com lange.emi@gmail.com liana.papyan98@gmail.com mailnikhilcheerla@gmail.com mgutin10@gmail.com saswinidesign@gmail.com silvia.camplone83@gmail.com tiifanychen@gmail.com yengraphics@gmail.com Agile UX Masterclass annecantera vsodhani10@gmail.com Rutuja Prabhudesai ~~kmarie122@gmail.com~~

Attachments Mindful Digits | Sprint Demo

Meeting records Transcript Recording

Summary

The Mindful Digits Team presented findings from a generative research survey on working memory strategies and a literature review on effective feedback for students with working memory challenges. Emily Lange presented a research synthesis highlighting key insights on attention, customization, gamification, emotional safety, and real-world relevance, while the team also summarized customer experience workshops identifying parents and teachers as the primary audience and a competitive analysis revealing gaps in personalization and accessibility. The team presented their vision board outlining core values focused on personalized learning for neurodivergent students and detailed the initial scope, centered on a digital math lesson with adaptive feedback and calming strategies, with plans to review and enhance the phase three geometry lesson.

Details

- **Sprint Review Introduction** Mindful Digits Team welcomed everyone to the end of the second sprint and announced that the next demo would be facilitated by a new project manager joining the following week. They proposed to start the meeting with presentations from the team and conclude with the vision board and scope features.
- **Retro and Participant Pool Update** Mindful Digits Team briefly mentioned the retro activities and improved communication within the team. Monique Crouse provided an update on the participant pool, noting successful use of Reddit for survey responses with around 20 responses per survey (00:01:16). They suggested future brainstorming on approximating child input with adults and potentially interviewing individuals who previously shared their emails. Monique Crouse also raised the possibility of involving special ed teachers for interface validation before sprint 4 (00:02:29).
- **Generative Research Survey Findings** Fortunate presented the findings of a survey focused on working memory strategies, aiming to understand how individuals with past math struggles overcame them (00:02:29). The majority of participants, who were over 18 and often had diagnoses like ADHD, autism, or dyslexia, reported struggling with keeping numbers in mind and feeling overwhelmed by multi-step problems. Common strategies used by participants included writing things down, going slower, taking breaks, breaking problems into steps, and using calculators or scratch paper (00:03:39).
- **Literature Review on Feedback Effectiveness** Monique Crouse discussed a literature review on the types of feedback most effective for students with working memory challenges (00:05:04). The review indicated that immediate feedback on incorrect responses with elaboration and improvement strategies is beneficial, but complex feedback might be less helpful for those with low working memory capacity (00:06:14). The findings also suggested that large rewards may boost working memory performance, students should have opportunities to use feedback and retry, and feedback supports accurate metacognition. Feedback should focus on the correct answer rather than just indicating incorrectness (00:07:20). Overall, the review highlighted the importance of feedback in learning (00:08:41).
- **Research Plan and Synthesis** Mindful Digits Team and Monique Crouse discussed the next steps in research, initially mentioning generative research but

clarifying the focus would be on gamification (00:09:55). Emily Lange then presented a research synthesis conducted by Britney, which compiled insights from previous phases of UX research (00:11:06). The synthesis identified five key insights related to attention and working memory challenges, the importance of customization and sensory control, the value-driven nature of gamification, the significance of emotional safety and confidence building, and the engagement supported by real-world relevance (00:12:02). Emily Lange also noted gaps in the research regarding curriculum and learner attention spans, suggesting a review of research from other teams (00:14:59). Liana Papyan offered to check the writing team's research for relevant information (00:17:48).

- **Customer Experience Workshops and Competitive Analysis** Mindful Digits Team briefly described customer experience workshops conducted to design an engagement funnel and map the user journey, leading to the realization that parents and teachers are the primary target audience (00:19:09). They also summarized the competitive analysis, which identified significant gaps in customization and accessibility in existing math apps for the target audience of ages 8 to 13 (00:21:45). The analysis highlighted opportunities for differentiation through personalization, sensory accommodations, flexible feedback, and neurodiversity-friendly design. Eugenia Sinditskaya shared insights from observing her daughter's interactions with educational apps, emphasizing the importance of real-world user observation (00:23:11).
- **Vision Board and Core Values** Mindful Digits Team presented the vision board, outlining the product's core values aimed at empowering neurodivergent students through personalized math learning to build confidence and reduce anxiety (00:25:56). The identified problem areas included the difficulty of structured learning assessment, unclear or discouraging feedback, and math anxiety (00:27:01). Two key values were highlighted: foundational math designed for diverse learning needs and math instruction supporting executive function challenges (00:28:11). The competitive advantage lies in providing emotional support, low cognitive load feedback, celebrating growth, and incorporating humor (00:29:51). Key performance indicators include student engagement, confidence boosts, reduced math anxiety, and teacher/parent feedback. The initial use cases will be personalized learning paths and independent homework support (00:31:05).
- **Scope Definition and Future Plans** Mindful Digits Team detailed the initial scope based on the two core values: tailored learning experiences and reduced mental

overload, focusing on building one digital math lesson that adapts to progress and provides personalized feedback, along with step-by-step guidance and calming strategies (00:33:23). They presented the epics as scaffolded multi-sensory lessons, support focus and reduce cognitive load, provide immediate supporting feedback, reinforce progress and motivation, and gather feedback for iteration (00:35:59). Emily Lange inquired about the existence of a lesson from phase three (00:39:27). It was confirmed that phase three had a geometry lesson (00:40:19) (00:42:42). The team discussed repurposing and enhancing this existing lesson with their research findings (00:43:48). Emily Lange suggested that if no lesson existed in phase three, the UX writing team would need to create one based on curriculum research (00:42:42). The team agreed to review the phase three geometry lesson prototype and the defined scope, with feedback to be discussed at the sprint planning meeting on Monday (00:48:11).

Suggested next steps

- [ ] Monique Crouse will review the literature on feedback to find more details on error correction strategies.
- [ ] Liana Papyan will review research from other teams like UX design and UX writing for information related to curriculum and learner attention spans.
- [ ] The group will review the phase three geometry lesson prototype and the project scope to provide feedback during the sprint planning on Monday.

📖 Transcript

Jun 6, 2025

Mindful Digits | Sprint Demo - Transcript

00:00:00

Mindful Digits Team: All right, welcome everybody. It's our uh the end of our second sprint and actually I have an exciting news that the hopefully the next uh demo will be um uh facilitated by our new project manager this that is joining us next week. That will be uh amazing if someone will help us to do this. Um but uh right now we have us. So let's begin. Um I don't know how to let's try to do this and view mode. Uh anyway.
Emily Lange: It's on the the right, but it's grayed out because it's still trying to reconnect where
Mindful Digits Team: Oh.
Emily Lange: it says slideshow. Usually that is like an active button, but I think um the Oh, there it is. You can press it now.
Mindful Digits Team: Oh. Where is it? Is is it on uh
Emily Lange: It's a slideshow.
Mindful Digits Team: live show? Live show. Yeah. Okay. Perfect.

00:01:16

Mindful Digits Team: All right. So um to be honest I have we have so many things that we've done. I don't know how that happened over the sprint. So to be mindful of our time I want to start with the um like with with everybody else who who wants to uh present and then I will do the vision board and scope features and tasks at the end. So let's begin with the the you know the retro we've all been at the retra you can read the slides we um improved our um communication uh it's all here so participant pool
Monique Crouse: Would you like me to say it?
Mindful Digits Team: yeah absolutely uh let me yeah tell me when to move uh to the next slide.
Monique Crouse: Yeah. So, this is just really quick just an update on the continuing uh continuing adventures of the participant pool. Um so, we've had some success using

Reddit for survey responses. Um we've had a pretty good turnout of like 20 responses per each survey.

00:02:29

Monique Crouse: um for research that we do in the future uh we can continue brainstorming way to approximate uh child input with adults. Um so something we can look into for the future is interviews with the people who shared their emails and previous uh print surveys. So I think so far we have about six people who said hey I'd like to help continue to help uh support this app. Um, and then something else that we could look into um for like validating um uh our interfaces maybe could be special ed teachers. Um so that's that's one area that we could grow um maybe before sprint 4. Um but that's where we're currently at with the participant pool. Um so you can go ahead to the next slide. Generative research. Next slide. Uh so fortunate do you want to do the survey
Fortunate: Um yeah sure. Um so after our first survey in the first sprint uh we conducted another survey um during this sprint uh with a focus on working memory strategies and the reason we did this was because we wanted to understand

00:03:39

Silvia Camplone: Oops.
Fortunate: how people um have lived with some math struggle um in the past and the method they've used um or have found effective to overcome these struggles. So um
Silvia Camplone: Make it
Fortunate: all the participants were um over 18 and majority of them indicated that they have a form of diagnosis such as ADHD um autism uh dyslexia and other uh learning disabilities. Um the percentages are on the screen for these people and um so following the outcome of the survey which was quite um insightful. Um it was actually really cool to see that participants were willing to share their experiences and majority of these people um indicated that they struggle to keep numbers in their mind and the rating of this was 7 out of 10 and there are also 64% of these people who made us aware that they often feel overwhelmed or uh when it comes to um multi-step problems and so to overcome their challenge um they tend to write things down, go slower or take breaks. And um these participants also indicated that other strategies that they've used to

overcome um this working memory challenge was to break problems into steps or um follow step-by-step instructions, write things out um or practice with different examples.

00:05:04

Fortunate: Other people also indicated they tend to use calculator or use scratch paper to you know simplify um these challenges.
Mindful Digits Team: Literature
Monique Crouse: Yep. Uh so that's me. Uh so this is the one on feedback. We wanted to know what types of feedback are most effective for students with working memory challenges. And we were looking into it because we need to first understand what kind of feedback uh exists so that way we can ask people about uh uh what would work well for our particular demographic. Um uh and good feedback is an like an integral part to our app because it can support both student learning and their well-being. Okay, next slide. Um and I know there's a lot of text here. Uh, one reason why we're doing that is because these demo decks are for future use and people aren't always as aren't always present for the recording. So, there's just a lot of words here, so bear with me. Um, so this is what we've learned from the the literature review.

00:06:14

Monique Crouse: Uh, so feedback on incorrect responses should be immediate with some elaboration as to why they made the error um and strategies that you they you could use to improve. So if people were just given a feedback saying, "Oh, it's correct or incorrect." Um their their performance wasn't as good, uh they didn't improve as well. Um however, complex feedback may be less beneficial to those with low working memory capacity. So we have to be mindful of yes you know explain what they did wrong what they could do better but you know be aware that our particular population you know look might is like I as we saw with this survey before they might have low working memory cap capacity and struggle in that way um and a lot of the papers in our literature review were not ex super specific to our population so like a lot of the papers didn't specifically focus on neurode divergent or you know they didn't necessarily focus on children um because you're not always going to find the perfect paper. Um you you approximate with what's out there.

00:07:20

Monique Crouse: Um so I think that's one thing to keep in mind when we think about all these different results uh uh is that um does it hold for our population? Um, and then, okay, so other things that we found was, uh, that a quote unquote large reward, which we'd have to figure out what that would be defined as for us because for them it was money. Um, but large rewards may boost working memory performance. Uh, students need to be given the opportunity to use feedback and try again and may benefit from working a problem until it's correct. uh feedback uh supports accurate meta cognition. So self assessment as in like they can be accurate of what knowing what they know um and not having overconfidence or underconfidence but uh vast majority of the people I think 70ome percent had overconfidence in their abilities um without support um and then feedback with correct or incorrect value judgments can negative impact both learning and motivation. uh feedback should be on what the correct answer is. Um so students who were given this value judgment of it's incorrect uh didn't persist as long and didn't complete as many problems as students who were given what the correct answer was.

00:08:41

Monique Crouse: Um and then students perform more poorly without feedback. So I think a couple of papers that we found if you give no feedback their performance either isn't as good or I think in some cases were worse. Um, so it's really important to have feedback be part of learning. Um, yeah, that's all that
Mindful Digits Team: Was there any examples uh of what is like like of stepby-step feedback or I'm just curious um
Monique Crouse: I feel like the ones that were talking about like error correction strategies, I don't remember them. I mean, I can go back and look to see if I can get any more details on them, but I don't remember off the top of my head uh what exactly they were. Um
Mindful Digits Team: because as we found out and I'll explain later our biggest um value proposition or I mean I would say uh competitive advantage is that uh is the feedback. I think it's the what we identified this is the area where we could really stand out. Uh and
Monique Crouse: Yeah, the there there was a a literature review that was talking about a

bunch of different papers.

00:09:55

Monique Crouse: Um, and it also looked at what was most common and like immediate correct or incorrect feedback was what was most common and and like the idea about giving back like specific feedback um uh was a lot less common.
Mindful Digits Team: Mhm.
Monique Crouse: And like feedback on like um like emotional feedback because I wanted to find at least like like one or or like I wanted to find information on like supporting their well-being and I feel like there wasn't a super lot of research on that.
Mindful Digits Team: Mhm. Yeah. Yeah. Yeah. This is the two types of feedback. One is for the correctness or incorrectness uh and and another one was an emotional support feedback right yeah and both of them are very valuable but yeah thank you very much uh a research plan is not I mean we
Monique Crouse: Oh.
Mindful Digits Team: we were thinking about it right like uh what it would be or
Monique Crouse: Uh
Mindful Digits Team: is it
Monique Crouse: uh what we're going to do next is uh literature review on generative research and then um possibly brainstorm uh an interview uh study with the people who signed up with their emails.

00:11:06

Monique Crouse: We have to figure out what question we want to ask. But
Mindful Digits Team: you
Monique Crouse: generative
Mindful Digits Team: said
Monique Crouse: research is what we want to focus on.
Mindful Digits Team: but generously research
Monique Crouse: Oh,
Mindful Digits Team: will
Monique Crouse: sorry,
Mindful Digits Team: be

Monique Crouse: sorry, sorry, sorry, sorry. I meant gamification.
Mindful Digits Team: yeah yeah yeah this is what I thought
Monique Crouse: Yeah, sorry. They both start with a G.
Mindful Digits Team: it's okay uh all right so research synthesis
Emily Lange: Uh yes. Um I'll be speaking through this, but Britney did this work. Um and I don't think she's on the call, but um she went through all of the previous phases and synthesized the research from the UX research teams um and came up with like five headline big major insights that were through all of the phases. And so the first one is about attention and working memory challenges. Um these are screenshots from this document that sorry I'm backtracking from this document that is linked here.

00:12:02

Emily Lange: So um the idea is that anyone can can use that document. Click that link. Um, and in this document, she's going to add uh the research um like surveys and interviews and and the past work. She she's going to link them to where it says uh like the bold writing where it says phase one parent and teacher interviews or phase three literature review. So you can go into the original sources of where these insights came from. So the first one is attention and working memory challenges. And two main takeaways are that ADHD learners struggle with sustaining focus and managing multi-step tasks. And then that research is supported through phase one and phase three. Um also working memory overload is common. Breaking lessons into smaller chunks um is more effective um as supported from the phase three literature review. And um she added main takeaways for u the user experience, chunking lessons into brief focused segments and adding progress markers and or save for later options. The second insight that she um highlights is customization and sensory control matter.

00:13:24

Emily Lange: Learners benefit from text size sliders, color contrast options, session quotas, and animation control as supported from the research in phase 2. Um um RPO7 and RPO9. They did two different um surveys. Sensory overload is a key reason users disengage. Um and she will link phase 2 gamification customization study and parent survey. Uh that will be there. Um and the main takeaways or applications is to offer customization options like dark mode font controls break timers and animation toggles.

um allow parent slash the grown-up if it's like a teacher or a some a tutor versus learner control over settings. Next um third insight is gamification must have value. Positive reinforcement and meaningful rewards help but point chasing and novelty wear out fast. Custom difficulty and interactive feedback increase engagement. Um main takeaways integrate autonomy focused gamification. Users can choose the difficulty level, they can choose avatars and they can choose the kind of feedback they get. Um and to avoid manipulative reward cycles. Um the fourth insight is importance of emotional safety and confidence building.

00:14:59

Emily Lange: Anxiety around math is common. Tone, visuals, and feedback style affect motivation, and overly complex or unclear instructions reduce trust and persistence. Main takeaways are to use clear, warm language, to avoid penalties for mistakes, and include hints, step-by-step guidance, and praise animations. And then the last uh insight um is real world revel events supports engagement. Learners resonate with real life math examples. So things like dice, cards, cooking, budgeting are helpful for lessons or for understanding. um main takeaway is relevance helps transfer skills to daily life and increases the perceived value of learning math. And then at the end of the document, you can go to the next slide. Um Britney put a couple of like through her research she had some ideas and suggestions and um so to design modules based on every day tasks like making change or cooking and then to include visual story based problems and fidget friendly options. Um and then uh Yu Heno was telling saying that like the main reason why we wanted to do this research synthesis was to see where the gaps are in the research.

00:16:30

Emily Lange: Um and so researching curricula um that seems to not be under the UX research, you know, their previous work. Um, but I do think that other teams have researched curricula like UX writing, maybe UX design. Um, and another gap in the research is the like attention span for learners time frames to create these lessons. How how long or short do they need to be? Um, and so I don't know if it would be valuable. I mean, I I do think it would be valuable. I just think maybe it's kind of getting late in the phase for this, but to look at the other team's research, like a UX design, UX writing

product, and see if they have things that help um close these gaps in the research um and to add it to this document. Um because this is just research from research teams, but every team does research. Uh, and then I think yeah, that's what the last blurb says there, but that's what
Mindful Digits Team: Mhm.
Emily Lange: we have.
Mindful Digits Team: Thank you very much.

00:17:48

Mindful Digits Team: Uh I think it's uh I don't know like the writing team, Rihanna, did you notice any research uh that is related to to any of these gaps? Uh
Liana Papyan: Um, I didn't,
Mindful Digits Team: Mhm.
Liana Papyan: but I think I can take a look.
Mindful Digits Team: Mhm.
Monique Crouse: I think I remember there being something about curriculum. Maybe it was when they were like I don't remember where it was located. Maybe it was when they were talking about geometry and figuring out what would be like expected in certain grade levels. I know we don't want to focus on grade levels, but like maybe we can use that as like a this is what our curriculum is based on, but anybody could be, you know, continuing to learn it.
Emily Lange: right? Yeah.
Mindful Digits Team: Yeah, I think it would be a great idea. We're still, you know, if we will be able to review this during our first week, uh the rest of the research, I think all everybody can participate. uh designer non-designers uh yeah because I I feel like if it's if it's there like why would we do uh do it again um

00:19:09

Emily Lange: Right. Exactly.
Mindful Digits Team: all right and that's complete our uh first uh part right so now it's the I I will you know I really want in in the interest of time I really want to um concentrate on the um vision board. Uh so that's why I will go really briefly about our customer experience workshops that we were conducting over the last uh two weeks. Uh so the in

the first part we were designing the the engagement funnel to illustrate how parents, teachers and students initially engage uh initially engage with and continue using the app. And so uh it's it was interesting that we created it for students and then when we moved to the part two and when we started uh mapping the user journey um and it user journey is uh similar to what we were doing actually with the uh persona first we created persona and then we were uh you know going very deep into uh all the steps that the persona is going through. So s very very similar when we started creating the user journey and we started looking at um how the our users are going through the uh this engagement funnel in the details all their steps and stuff like this.

00:20:33

Mindful Digits Team: We realize that students actually are not our you know target audience because they are not the decision makers. They are not purchasing making any purchases. They are most likely are not going to to look for these apps. And so we decided to focus uh on the parents and tissues. And uh so this is the this is the first part of the workshop where we're creating the the the funnel and this is uh why we were doing this to understand the user motivation and behavior identify potential drop off points and uh support and this is like for us to support cross uh team alignment on what we're building. But this actually all of this what is I I believe is done for the future phases. Um we we're giving them you know making a lot of work that would be useful for them and then for the uh customer journey. Uh the reason why we created it is to visualize the complete user experience, uncover pain points and gaps, align design with the user needs and uh to strengthen our onboarding and retention strategies.

00:21:45

Mindful Digits Team: So yeah, I mean this uh experience covers everything from the minute the users uh begin to engage with the app and then up until they become a loyal customers. Uh and so the next sprint we can do the current customer experience flowchart. This really goes like really indepth into every single step like like breaking it further down you know it's it's a very interesting exercise. If you guys want to learn about it you're welcome to join. Um so competitive analysis uh we started it last sprint and then uh during this sprint we uh finished conducting it uh and this is for our target audience uh as you know ages 18 to 13. We um analyzed the the the our competitors

and uh it helped us to identify gaps, best practices and differentiators. the key insight. So we we're evaluating these websites uh based on customization what what type of customization they provide in um in their math apps uh or what is the progress feedback um that they provide. Uh and uh so we identified uh significant significant gaps in customization and accessibility.

00:23:11

Mindful Digits Team: uh and our differentiation could be uh personalization, sensory accommodations, flexible feedback system and neurody diversion friendly design uh areas where existing apps show little to no capacity. the tables with all the features breakdown and and and like showing the gaps uh and then uh the areas to improve and of how we can improve it can be found in our fit gem and similar to this same same thing um you you can guys uh read all this and uh look at it um I think it will really be impactful for our design and then so this is the summary of uh what would what is uh how our app can stand out. Uh and also in the interest of time you you can look at it on your own. Uh and now uh Eugenia if she is around can tell
Eugenia Sinditskaya: And here I'm ding in from car. Um I will go really quickly. So I did this like real world study and observe behavior of my daughter and how she's dealing with this apps.

00:24:24

Eugenia Sinditskaya: And you know I'm her mother. I know her very well. And I compared my like assumptions about how she would behave and her real behavior. And this significantly differentiates. So this gives me like a real sense of how important real uh observing real users of the the app in real world. And this is actually um could be an idea of for us how we could do user research if we cannot do user research with kids with for new apps. I'm sorry. Yeah. because we could observe behavior of kids dealing with uh apps that are currently approved that are currently on the market. This is the idea.
Mindful Digits Team: Yeah, that's great. Uh,
Eugenia Sinditskaya: Yeah. And Yeah. And uh all the like uh details and my highlights from this observation you can read on the slides.
Mindful Digits Team: thank you. Thank you. That was a great work and I was really

surprised uh that it didn't cross our minds before that we can actually do this you know this is not um this is something that we can do and and get the real insights from uh from the right audience um yeah great work thank you for doing this and so yeah we we'll uh move quickly through this so mas brainstorming really quickly we we thought that the octopus is

00:25:56

Mindful Digits Team: the number uh one uh because he's adaptable and creative. And then also as a like as a second suggestions we will we are also considering penguin and otter because they're both both uh being a sense of uh like provide a sense of playfulness and warmth and like you know the main reason of this uh mascot and why I was uh actually wanting to do this exercise a and actually have someone for our app is because I think this friendly companion is a huge asset for our app and uh it will help even in our phase uh even if we'll create something very simple but it will show up in the right place at the right time. Uh vision boards finally um okay uh I don't have that much time but we I will try to present it uh and I it's not like I need tons of time but I want your input I want you to uh give me the feedback. So this vision board uh connects the core values of our product uh with the real challenges our students face.

00:27:01

Mindful Digits Team: It help us stay aligned on why we are building this, what outcomes we want to achieve and what features we need in our MVP to deliver value. So this statement uh like every vision we vision board has a vision statement. Uh so our mission is to empower new diversion students through strength-based uh personalized personalized math learning. We aim to build confidence, reduce anxiety and uh make learning inclusive. So our target as we all know is 18 to 13 years old students with working memory challenges that struggle with math. Um and our the the the problem that we are going to uh solve it's both user and business problem is uh we need a structured uh we we know that structured learning is hard to assess for kids with working memory challenges. Feedback is often unclear, inconsistent or discouraging and math anxiety and low confidence derail the process. So the business goal uh the our business want to build a product that improves learning outcomes, fosters emotional confidence and support inclusive education.

00:28:11

Mindful Digits Team: So based on this uh I create you know I created two values that I think uh will help us to uh build um you know the the lesson. So first actually this is the first one the foundational math designed for d for diverse learning uh needs uh and why we would want to design this foundational math uh because current educational approaches assume all students learn the same way and at the same pace leaving neurody divergent students without the support they need which leads to disengagement emotions emotional struggle and lost opportunities dur during critical develop- developmental years. And the second one is uh math instruction that supports uh executive function challenges that we will bring value because today instructional practices often depend on strong working memory especially during ages 8 to 13 creating systematic barriers that prevent neurode divergent students from fully understanding math leading to repeated frustration and loss of confidence. Um so the the competitive advantage uh like I will go into this uh even more later when we but but right now uh I want to say that we looked at all these um u apps and uh they if if you can see uh none of them I emotionally provide any emotional feedback which is uh really underserves any kids uh you know like who is learning math.

00:29:51

Mindful Digits Team: Uh so executive functions very limited somewhat no no no no um no help and you know the same the same stuff for multiensory modality uh celebrating learning process uh and feedback to to uh caregivers which is uh we will probably not touch this phase but still uh so this is our competitive advant uh advantage of how we will provide uh feedback for our users. Um so we will allow students to choose how they want to learn, provide emotionally supportive feedback, give students low cognitive load feedback, celebrate growth, not just accuracy and incorporate child appropriate humor and storytelling. I think this is uh if we will do this as well that would be so good. Uh because I think uh if kids would be supported uh like like we already know this from the research that they want something like in a storytelling format and if we even in inject humor into this that would be awesome. Um so key performance indicators we will measure success through student engagement confident boosts uh reduce math anxiety and teacher parent feedback.

00:31:05

Mindful Digits Team: Uh the use case to support the release will be two use cases. one uh personalized learning path and the second one is the independent homework support and that's I believe uh the the vision boards are in inside the Figma file if you want to look at them uh you can they're linked to this uh presentation so that's the end of the vision board uh now I will go into scope is there any questions uh about the vision
Monique Crouse: There was one there was a thing at one point that said we were focusing on people with working memory challenges. Um
Mindful Digits Team: Mhm.
Monique Crouse: uh I I think that I think it makes sense to focus on people who need help, not just people with a diagnosis. Um but I
Mindful Digits Team: Mhm.
Monique Crouse: don't know if we can assume that everybody who's neurody diverent or everybody who has ADHD has working memory problems. So I just wanted to be clear. Is that who we're focusing on or
Mindful Digits Team: Yes, I I would say I don't know what we can uh Google it.

00:32:13

Mindful Digits Team: How what is the percentage of people that uh have working memory challenges? Uh it's a huge percentage. uh this is uh uh one of the things uh why it's so hard to be to have an ADHD uh or ADD or I don't know about our neur neurody divergent uh so I I think that it's a huge problem but I don't know how it if if like how else would you uh explain it so like your why would be the working memory not be a uh biggest problem because we we through all the research that we've looked at it's kind of one of the biggest challenges uh that we face at least for AD AD ADD people
Monique Crouse: I I I think it's a good thing to focus on and like we could always you know if we wanted to expand the app to be more you know for people with neurode divergence in general we could that could be done later in a different phase I I think it's a good way to narrow down for now.

00:33:23

Mindful Digits Team: Yeah, I also feel the same. You know, we can add to it. Uh at least we will support this this students for now. Um and the uh scope finally uh so the do you remember the values that I was describing you? Uh so the this scope is bro is broken down by by is based on these two values that uh we want to provide. So the first one is tailored learning experiences. We believe every student deserve a learning path that works for them. New divergent learners fall behind when instruction assumes everyone learns the same way. And so the the problems and outcomes is that problem we are solving uh the problem we are solving is uh systematic rigid placing and unclear feedback cause frustration and disengagement. Our outcome uh focus on helping students to understand math in ways that match their strength. engage through flexible multiensory uh tools and uh provide them um you know psychologically safe environment and boost their confidence.

00:34:33

Mindful Digits Team: Uh and the scope that we will build is um well to bring this to life we'll build digital math lessons actually like this phase we'll build one lesson that adapt based on progress uh use visual audio tools and uh give personalized feedback. This scope items align directly with our goal of emotionally and cognitively supportive learning. And then the sec and the second one is the reduced mental overload. Uh focusing on helping students with executive function challenges. Uh the students struggle when math relies on strong working memory. We aim to solve the problems of working memory overload by helping students break down multi-step problems, stay focused with structured routines and build confidence by experiencing early win. And scope that we will build uh is will guide students step by step, offer embedded calming strategies and help students self-regulate. uh this reduce the mental uh load and builds clarity and confidence. Um all right so this approach ensures everything we build solves real emotional and cognitive barriers for our users.

00:35:59

Mindful Digits Team: Uh yeah and now I want if you have any input what outcomes or scope items feel most urgent? Anything we that that we've missed that could

strengthen the MVP? Uh any feedback is welcome or should we go to the uh you know maybe you will provide it all together after the uh epics features and tasks. So our uh goal is to support executive function uh challenges and make math engaging and accessible and use feedback and iteration to improve uh continuously. And so that's the the pillars is actually is the epics but maybe I I felt like maybe it's easier for people who were not familiar with this um jargon to use pillars. Um so it's uh major themes uh but in uh project management it's called epics. Um yeah and so we identified them as scaffolded multiensory lessons uh support focus and reduce cognitive load uh provide immediate supporting feedback reinforce progress and motivation and gather feedback for iteration. Um so that's uh the uh the the epics that we identified and then uh like for example the epic one uh it's deliver a and scaffold multiensory math lesson um we will define objectives break into steps uh use visuals our generation animation maintain consistent structure and navigation.

00:37:48

Mindful Digits Team: Uh, how will support focus and reduce cognitive load? Will chunk instruction into manageable parts at visual progress indicators? Use calming cues and micro breaks include next step or pacing buttons. Uh, and I don't know if you want me to read or you want to look through this. And the actual Apex features and tasks uh are in FIFJ gem file and they can be accessed uh after this uh you know demo presentation. Um I don't know if maybe you can spend a minute looking at this screen. And then again you can always look at it uh at the entire uh epic feature and tasks in the fit jam. Uh I created the I'm sure yeah this link uh will bring you right right into this table with this stuff. And so the end this is the end of the presentation. Uh we uh let's discuss uh what stand out what would you add or change? And um that brings us to the to the next phase to the phase three.

00:39:27

Mindful Digits Team: What can we improve or create? Are we planning to build a brand new lesson from scratch or enhance one from the phase two by reviewing and iterating on the existing prototype? How do we feel about the current scope? Does it feel too ambitious or not ambitious enough? Is there anything else we think we could build in addition to the lesson? All right, guys. The floor is open. What do you think?

Emily Lange: Um,
Mindful Digits Team: I mean,
Emily Lange: did
Mindful Digits Team: yeah.
Emily Lange: phase three have a lesson? Because it says phase two. I know phase two did not have a lesson.
Mindful Digits Team: Oh, really? Because this is what I was thinking that uh the prototype is developed like I know that phase three also had a lesson. They they both have lessons. Uh phase two had um a prototype and the phase three had a prototype. Is it right?

00:40:19

Emily Lange: These two I I know um just has a prototype of onboarding and something that looks like a lesson but it's not a real lesson because it's just for onboarding customization so that the user can see you know what turning different things on and off looks like but it's not a lesson. Phase one has a lesson like math with three different ways of teaching one problem,
Mindful Digits Team: Mhm.
Emily Lange: three different strategies depending on the learner. Um, and my question is if phase three has a lesson
Mindful Digits Team: Got it.
Eugenia Sinditskaya: uh geometry
Mindful Digits Team: Thank you.
Eugenia Sinditskaya: lesson lesson on the triangles. Is it from I saw it from phase three? No,
Mindful Digits Team: Okay. Okay.
Monique Crouse: Yeah,
Mindful Digits Team: So,
Monique Crouse: the geometry
Eugenia Sinditskaya: I think
Monique Crouse: is
Eugenia Sinditskaya: I think it phase three has geometry lesson but let's check it. Okay.
Mindful Digits Team: okay. So, phase three lesson geometry lesson. Uh do we want uh so like there are two ways we can go about it.

00:41:19

Mindful Digits Team: We can okay we can either uh you know uh design a new lesson based on all the learnings that we will look at you know we will review the prototype from phase three and I will change this into the slide so it wouldn't be a confusion um and then we can either like we can take this lesson as is and just enhance it with everything that we know uh based on our new research based on the previous research based on the provided feedback from the teachers that this prototype was tested with. Um or we can decide that we don't want to uh build on top of that like directly on top of that lesson and we want to design our own lessons just by incorporating whatever we find worked well in that lesson uh and build and build a new one. Like for example for any of the uh addition or subtraction whatever we will decide to focus on
Emily Lange: If phase three has a completed geometry lesson, I think that that could be a nice thing to to work on to implement the research that you guys have outlined like all of the tips and best practices.

00:42:42

Emily Lange: Um, if phase three does not have a geometry lesson, um, then my request would be for, um, a lesson to be written out by the UX writing team, which requires curriculum research or looking into what has been researched on the curriculums.
Mindful Digits Team: Mhm.
Emily Lange: and and I I know we're refraining from grades but um we have to start somewhere and depending on the each user the app will be adaptive.
Eugenia Sinditskaya: I
Mindful Digits Team: Mhm.
Eugenia Sinditskaya: just checked uh phase three has geometry lesson.
Emily Lange: Cool.
Eugenia Sinditskaya: I will put I will put link
Mindful Digits Team: Can you put
Eugenia Sinditskaya: in
Mindful Digits Team: it?
Eugenia Sinditskaya: the
Mindful Digits Team: Yeah. Can
Eugenia Sinditskaya: re
Mindful Digits Team: you put Can you put it uh like in the research like wherever like on uh and maybe uh in in this slide as well. So the people who will be reviewing this who

was not with us right now uh they will be able to click on it and watch it because this is actually what I want everybody to do on our team over this weekend.

00:43:48

Mindful Digits Team: uh I know like uh we can squeeze it in just uh forget about the research uh from the previous phases. this this we can do over like this we can do um uh o over the next week but this I I
Eugenia Sinditskaya: I
Mindful Digits Team: would I
Eugenia Sinditskaya: can teach
Mindful Digits Team: would
Eugenia Sinditskaya: you.
Mindful Digits Team: love if everybody would able to watch this lessons this prototype and uh and so it seems like Emily suggested we uh repurpose are are you saying that it would be nice to repurpose this lesson Okay.
Eugenia Sinditskaya: Look at that.
Emily Lange: Uh yeah, I'm saying if geometry exists from phase three, which Eugenia just said it does, then that could be a good jumping off
Mindful Digits Team: Yes.
Emily Lange: point.
Mindful Digits Team: I I would love to do that. You know why? Because then we can make make it really strong because I think what what uh most of the uh prototype
Eugenia Sinditskaya: Uh-huh.
Mindful Digits Team: suffers uh is that they are half half done, right?

00:44:42

Mindful Digits Team: like when people are using them they it's really um it's really hard to go through this prototypes it's like like like I I went through this prototype uh at some point I remember that it was not 100% intuitive
Emily Lange: Damn.
Mindful Digits Team: to yeah so why don't we take this prototype I mean this lesson and make it really good you know like with everything that we've learned uh knowing how important the feedback um for our users. Uh knowing all this um that the pacing is is

important and stuff like this. Uh and and maybe supporting them emotionally every step of the way like um thinking about how we can uh emotionally support them. Um and also of course like breaking this into the digestible um bits and pieces. Uh but overall what do you think about the scope? Is it uh did I underscope it or it's just like or you feel it's uh just right? What what what do you think?
Emily Lange: Um, can you go back to the scope pa pages?

00:46:01

Mindful Digits Team: So they're basically the the scope is here. It's uh it's tailored. Let
Emily Lange: I
Mindful Digits Team: me
Emily Lange: think
Mindful Digits Team: show
Emily Lange: it
Mindful Digits Team: you.
Emily Lange: needs to be more specific. I think it's
Mindful Digits Team: Yes.
Emily Lange: good
Mindful Digits Team: Yes.
Emily Lange: and
Mindful Digits Team: I
Emily Lange: I
Mindful Digits Team: will
Emily Lange: think
Mindful Digits Team: show you I will show you the actual uh features and tasks if if that will help. And actually the the actual scope let me it's linked uh where is that here. Let's go to the fam board. just for the interests of uh you know of the space on the the slides I did not include it but uh I understand that it's important for you to look at it. So this is the epics the blue or I'm sorry the blue the blue parts uh is the epic then this is the features and this is the task that will support the features that you know that we will build.

00:46:58

Mindful Digits Team: So I I want you I mean I pretty much I I think it covers everything that um we were like I was talking about like for the for the lessons to be successful but maybe I missed something. So that's another thing that if you feel like um there's something that is not addressed here like for example here I said you know conduct an accessibility check. uh we would not do this because we are not going to develop it but I still decided to keep it just color it in a different color for the future phases when the when they will start developing it so because this is an important thing actually one of the biggest uh findings that the apps are not doing it accessible for kids which is uh I think they they shouldn't you know they definitely should take it into account and make this designs accessible for all the for all types of kids uh with any disabilities. Um and also for our kids like they are not disabled but they definitely will benefit from caption from old text and and stuff like this.

00:48:11

Emily Lange: I think the scope looks good.
Mindful Digits Team: Yeah. Okay. So I want everybody I will I will put it into the announcement to review the scope to and to look at the prototype and to tell me on Monday when during our sprint planning of what we're building because uh I think we should uh you know we shouldn't wait waste our time like we should zoom in and work on whatever we'll decide on Monday and spend the entire two like month that we have building the product um the strong product.
Emily Lange: Okay, thank you.
Mindful Digits Team: Thank
Emily Lange: Um,
Mindful Digits Team: you guys. That's it for uh on my part. if you have any suggestions uh you I don't know do do you guys feel like we need a place on Fig Jam where we'll provide the feedback or you will uh just think about it and you'll give me the feedback uh on Monday I think maybe you you need time to look at all of this think about it watch the prototype and uh and we'll talk on Monday I think uh that would be the best approach. We'll have a real uh spring planning working session uh on Monday. All right. Uh
Silvia Camplone: Thanks. Amazing work everyone.
Mindful Digits Team: yeah.
Silvia Camplone: Taking shape is exciting.
Mindful Digits Team: Yeah. Uh thank you everybody. It was a lot of hard work during this

uh sprint all this literature review. It's uh you know I attempted it and then shade away. It's like uh it's the this papers are so long. So I really appreciate our researchers doing all this work. Um I I've been there on the previous phases. I know it's it's a it's an effort to find them to look through them to um provide the recommendations. All right. your Monday.
Silvia Camplone: Thank you.
Mindful Digits Team: Thank you.
Fortunate: Thank
Silvia Camplone: Bye-bye.
Fortunate: you.
Eugenia Sinditskaya: By.
Fortunate: Bye.

Transcription ended after 00:50:42