

PART - V

- FINAL OUTCOMES
- RUNNING WITH IT
- BUSINESS FACTORS
- CONCLUSION
- REFERENCES & BIBLIOGRAPHY

# FINAL OUTCOMES

## Interventions, Implementation and Measured Impacts

### INTERVENTIONS

#### Prescribing features for the platform

Identifying the interventions required by distilling the results from the research, insights, brief goals and user journey simulations to create the optimized experience for the user in sync with the guidelines. Two major categories of interventions:

1. Front-end interventions
2. Strategic interventions

### IMPLEMENTATION

#### Building the interventions into a prototype

Building the interventions into actual features, and compiling them into a prototype that can be used to simulate the experience of using the service. Using the guidelines to implement task flows to delivering the required values along the experience journey to the user.

### IMPACTS

#### Measuring tangible change in user experience

Having users go through the optimized experience journey by means of testing the prototype through a pilot run. Observing the user activity for measuring change in their experience compared to other solutions and gathering feedback for further improvement



01 | THREE SCREEN INTRO

02 | MAP BASED INTERFACE

03 | LESSON SMART CARDS

04 | FACE BASED MARKERS

05 | SIMPLIFIED LISTING FLOW

06 | INFORMING THE USER

## FRONT-END INTERVENTIONS

## 01 | THREE SCREEN INTRO

Introduce the user to what the app is all about in three screens or less with easy and limited consumable text. Prime the user to expect fun social activity.

### WHY

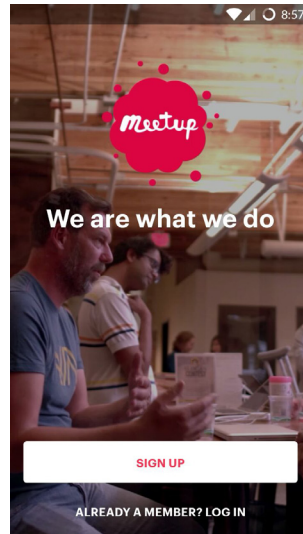
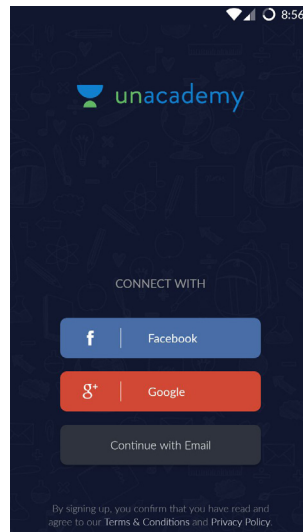
Users need to understand what the app offers them, and what would be expected of them before signing up through quick, concise and easy to comprehend communication

### KEY INDICATORS

1. Commitment phobia
2. Learning as a social activity
3. Learning as play
4. Prevent excess information

### GOAL

Users understand what the app is about before signing up without spending too much time. Is primed to expect a socially engaging platform rather than an academic one.



## OTHERS

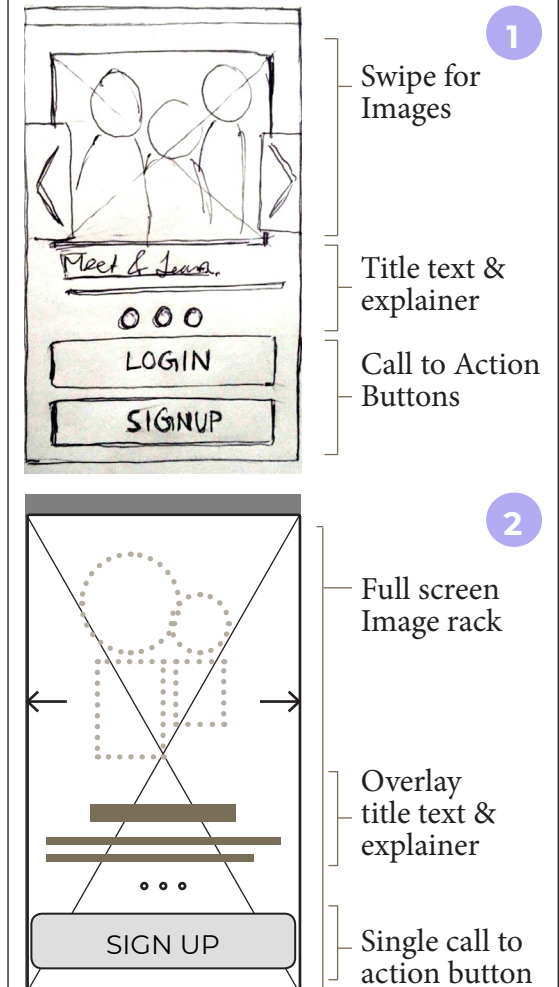
### UNACADEMY (SIGN-UP SCREEN ON LANDING)

- No clue about the app
- Name seems academic
- Very formal
- I have to sign-up before I know what to do?
- Why should I link my Facebook account?
- Average comprehension time for gist of platform was around 5 minutes

### MEETUP (20 SECOND VIDEO PLAYING)

- Is it like an activity club?
- Can I pause the video or go back to see? Oh it's looped OK.
- Will I need to have a subscription?
- I think I'll get to meet a lot of people
- Average comprehension time for gist of platform was almost 2 minutes.

## WIREFRAMING





## PROTOTYPE

Three swipable back-drops of smiling people talking to each other or in groups

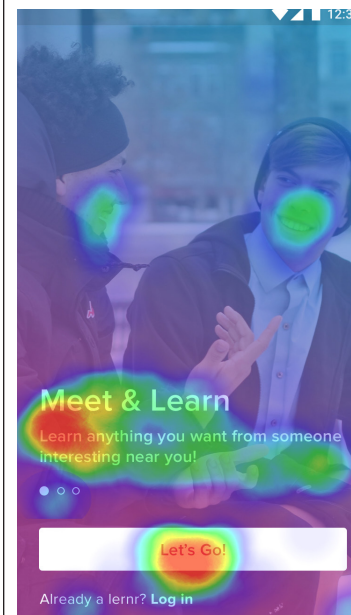
Clear concise message

Contextual explainers

Simplified call to action section

## COMPILED USER RESPONSE

(Think aloud + Questions)



Aggregate gaze map

Q: What do you think you can do on this app?

A: I can meet someone for a conversation and maybe learn something from them. I do not have to pay money, but I can teach something to someone else in return.

Q: What skills do you think you can share here?

A: Skateboarding, dancing, music stuff, a lot of things, coding, painting, tricks to pick up girls, making new friends etc.

Comments:

- Why are there no Indian people here?
- What is there to think?

## IMPACT ON USER JOURNEY

**6 TIMES FASTER ORIENTATION** - Comprehension of the gist of the app. by all users in under 20 seconds (video runtime for Meetup)

**87% GREATER INVOLVEMENT** - 87% users are more likely to sign up and 13% equally likely to sign-up compared to Unacademy

**250% GREATER FEELING OF CONTROL** - 100% users felt they were opting in, instead of being forced to sign-up compared to 40% on Unacademy.

## 02 | MAP BASED INTERFACE

Use a map based interface to let users discover interests hyper-locally and associate with them as accessible in their nearby surroundings.

### WHY

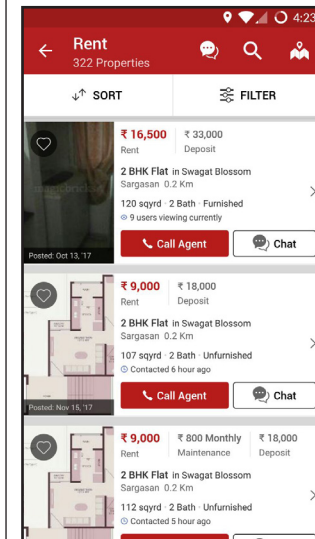
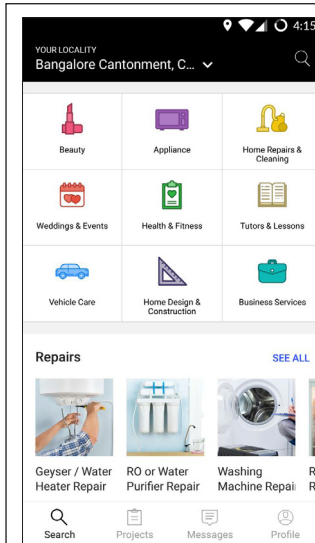
Users are better able to relate to and consider engaging an activity that requires them to be at a geographical location, if they can see that it is located close by.

### KEY INDICATORS

1. Real world vs virtual world
2. Hyperlocal learning
3. Commitment phobia
4. Learning as a social activity

### GOAL

Users are able to associate the interest based activities on the map with real world locations near them, and thus find them more accessible.



## OTHERS

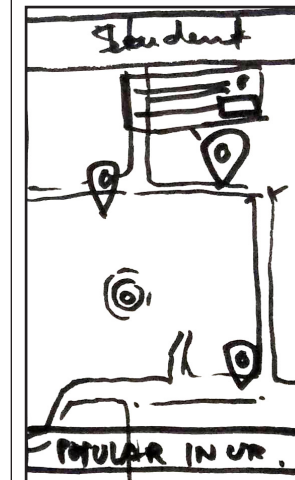
### URBAN CLAP (CATEGORY CLUSTER)

- Location is selected but never shown on a map
- GPS based address data text is often unreliable
- User has no clue where the service is being offered.
- Often avoids tasks that seem far but may not be

### MAGIC BRICKS (SIMPLE LIST)

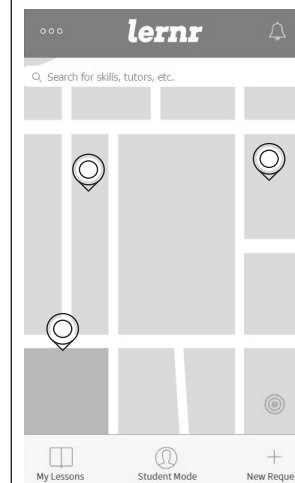
- List is populated unrelated to the location
- GPS based address data text is often unreliable
- User is unable to correctly locate the properties on offer.
- Users feel comfortable checking out those listings where they are familiar with the locality.

## WIREFRAMING



Map at user location with listings

Bottom bar for info



Search integrated map with markers

Bottom bar for navigation



### 03 | LESSON SMART CARDS

Introduce a smart card carousel that can be swiped and browsed, and which gets updated with the map view location wise. System auto-categorizes lessons and assigns variety of images to card.

#### WHY

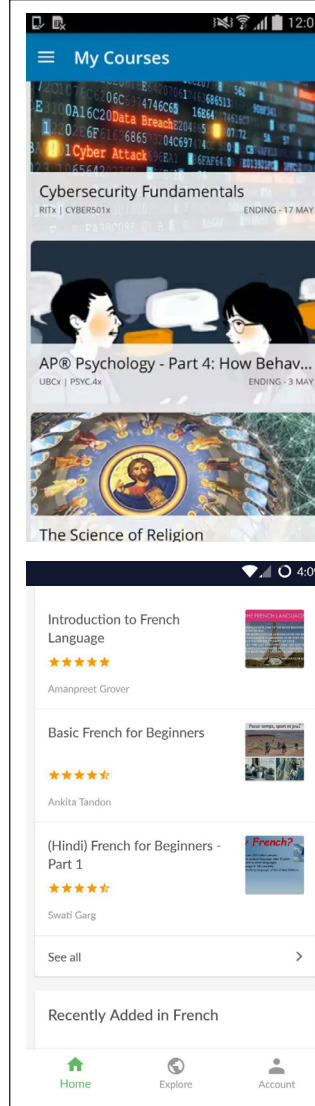
Users must realize with a single look that there are a lot of different kinds of skills and lessons taking place on the app near them. They should find their interests being engaged in by others on the app. They should also be able to check out the most relevant information, priority wise.

#### KEY INDICATORS

1. Para Academic Learning
2. Me First
3. Learning as play
4. So you think you can't teach.

#### GOAL

Users realize that there is a lot of different types of things that he can learn and even teach. They also immediately find out the most critical info.



### OTHERS

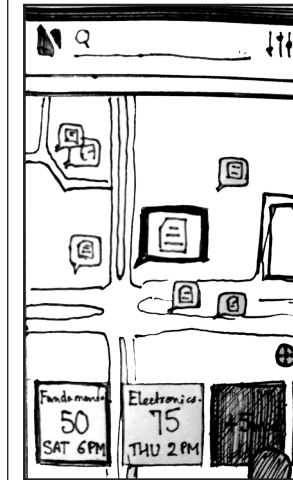
#### EDX (SCREEN WIDTH TILES)

- Impractical to check out long lists
- Image isn't specific to the lesson, rather to a category, why is it so big?
- Screen estate is wasted
- User gets bored with similar looking listings

#### UNACADEMY (LIST OF WIDE PANELS)

- Difficult to sort through a long list of lessons
- The rating is for the lesson or the tutor?
- How much time is it going to take me?
- Images can often be often unrelated as they are user generated

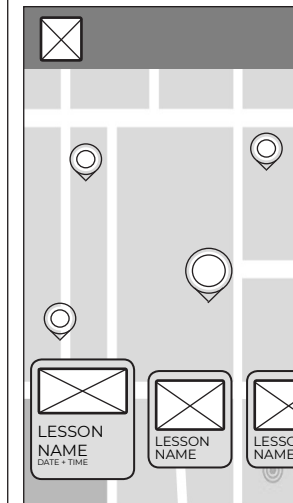
### WIREFRAMING



1

Lesson markers using sheet of paper as icon

Lesson cards without image with name, price, date and time



2

Lesson markers on the map, selected marker is larger

Lesson cards with category images, name of lesson, date and time



## 04 | FACE-BASED MARKERS

Introduce the prospective acquaintance to the user by the means of using their display picture as the marker when the lesson they have listed is selected by the user on the carousel.

### WHY

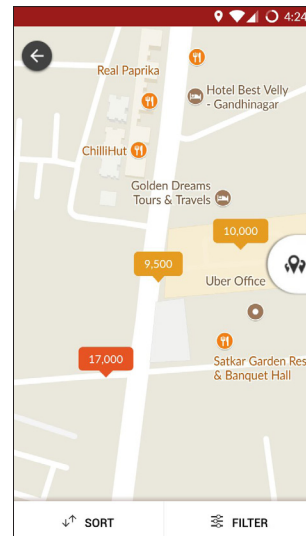
The ability to associate skills they learn with people makes users feel more engaged in the overall activity of learning. Faces also provide a great hook as the possibility of a socially or personally enriching exchange with a peer seems imminent.

### KEY INDICATORS

1. Real vs Virtual People
2. I love you teacher
3. Learning as a social activity
4. Disengagement with content only systems

### GOAL

Users elect to proceed with the lesson and are engaged as they see a variety of interests and people present on the platform near them.



## OTHERS

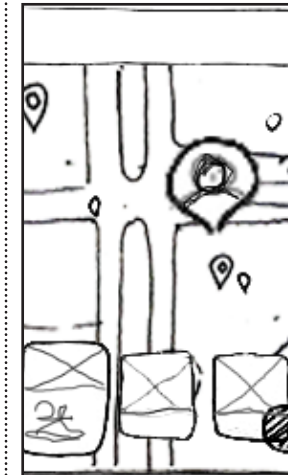
### FREECOPY (GENERIC MARKER)

- No two markers are different in any way
- Doesn't tell anything about what the marker represents, no way to see their details quickly
- Too many markers! I can't even understand if they are separate.

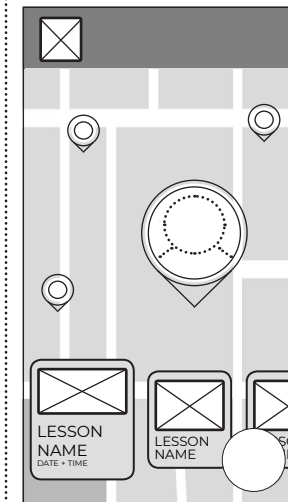
### MAGIC BRICKS (PRICES AS MARKERS)

- What do I get for 10,000?
- I can see the price and the place, but what is it the price of?
- Better and logical as a lot of people look for prices superimposed on location.
- Users have to sort and filter to access more info

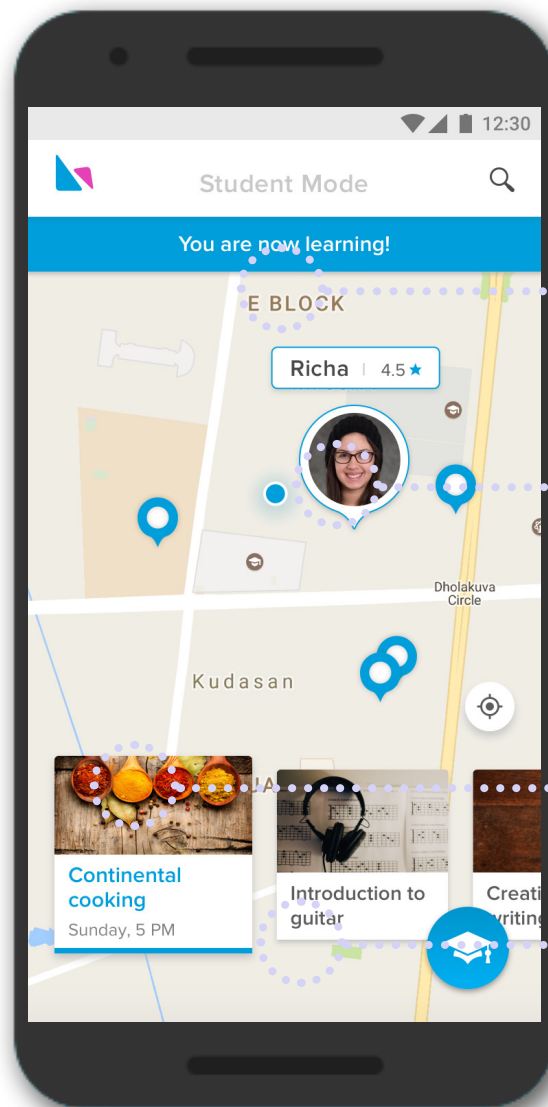
## WIREFRAMING



1



2



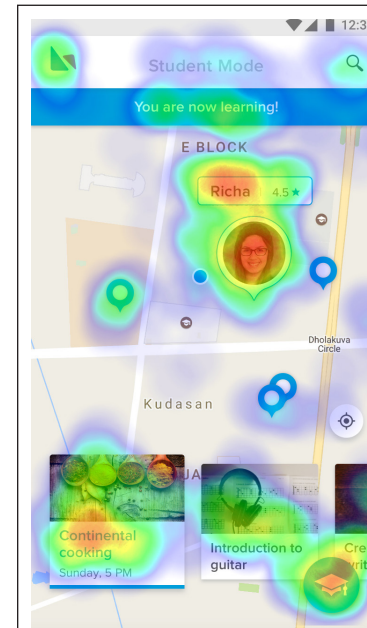
## PROTOTYPE

Map jumps to user location and shows what is around, mode indicator tells user they are in student mode

The person whose listing is currently selected by the user shows up on the location marker

Category images quickly indicate the varied interests

All critical info; what, when, where, who, all conveyed in one simple screen. Price becomes secondary



Aggregate gaze map

## COMPILED USER RESPONSE

(Think aloud + Questions)

Q: What do you make of this?

A: I can see where I'll have to be, I can see the person, feels like the real deal. Looking forward to meet them if they're interested in what I am.

Q: What skills do you think you can share here?

A: There are so many different categories! I'm sure there would be someone nearby who will share my interest. This looks promising.

Comments:

- This guy looks cute, but he's not teaching what I want, anyway... ooh photography!!

## IMPACT ON USER JOURNEY

**GREATER ENGAGEMENT FROM USERS** - 100% of the users spent more time browsing cards on the platform compared to Unacademy, EdX, Coursera

**COMFORTABLE WITH INFORMAL** - 80% users described what they were going to do as a conversation over the interest listed on the cards

**FEELING OF BEING REPRESENTED** - 100% users felt that sooner or later they would find people with shared interests as they looked very diverse.

## 05 | SIMPLIFIED LISTING FLOW

Single screen in the interface, without scroll elements that can enable the user to create requests or offers through a conversational form almost instantly.

### WHY

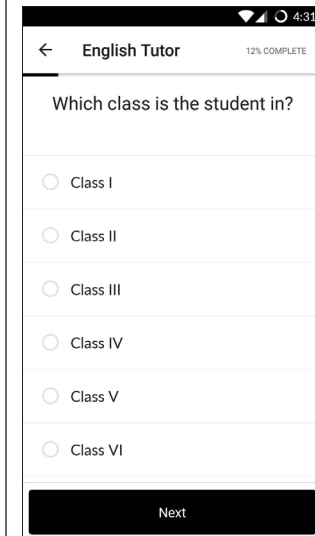
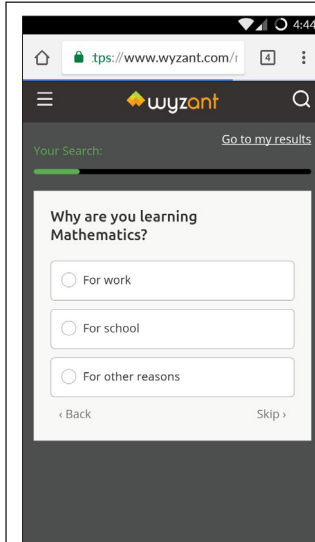
Users might not always find the best options available already on the platform for their needs. Asking them to pick from categories is time taking, instead a system which auto-categorizes their requests and offers using natural language processing is easier to use for conducting tailor-made lessons.

### KEY INDICATORS

1. Me First
2. Last Mile Learning
3. On-demand microlearning
4. Shorten timelines

### GOAL

User is almost instantly able to request/offer exactly what they want to learn or teach.



## OTHERS

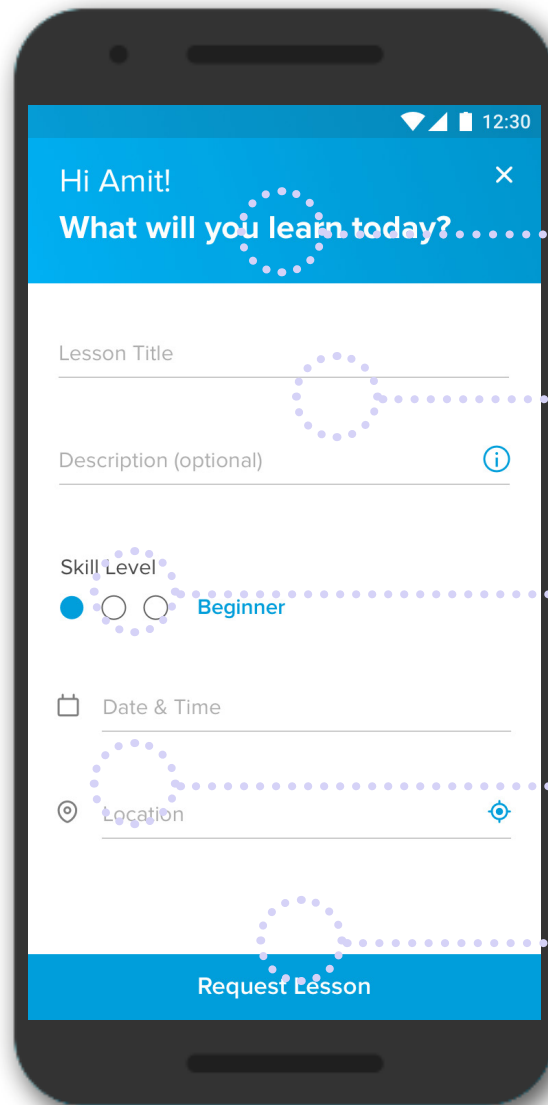
### WYZANT (MULTI SCREEN FORMS)

- A minimum of 5 steps of answering questions about to understand what is being requested.
- Is this creating a request? It feels like searching for existing content.
- Custom request/offer is not generated

### URBANCLAP (MULTI SCREEN FORMS)

- Multiple screen based questionnaire filtering
- Double opt-ins not possible, not on-demand
- What if I want to teach? I have to install a separate app for it?
- Limited options available in the various screens for what can be learnt. Hardly any para-academic listings.

## WIREFRAMING



## PROTOTYPE

Personalized conversational header bar

Simply type in whatever you want. Optionally describe in detail

Pick from 3 simple proficiency levels

Custom pickers for date-time and location

Complete request without even scrolling



Aggregate gaze map

## COMPILED USER RESPONSE

(Think aloud + Questions)

Q: Do you think this addresses your need?

A: I can create a custom request or offer and the platform will automatically match responses, right? Yes it should work!

Q: How was the process of requesting/offering?

A: It was very concise, I'm still unsure if anyone would respond, but if they do, this has been amazingly fast.

Comments:

- Is that all? There are no more forms that I have to fill?
- But I did not even mention my category?

## IMPACT ON USER JOURNEY

**5 TIMES FASTER LISTING CREATION** - 100% users were able to list what they wanted in less than 20% of time as needed on Wyzant or Unacademy

**INTEREST CURATION** - Over 93% of users felt they were able to narrow down to exactly what they want, compared to 33% on other platforms

**800% GREATER COMPLETION RATE** - Users were eight times more likely to complete a listing and do it again, than on UrbanClap or Wyzant.

## 06 | INFORMING THE USER

Conveying essential information about the lesson in scroll free screens, that can be consumed in under 30s. Isolate critical parameters for the user and highlight them.

### WHY

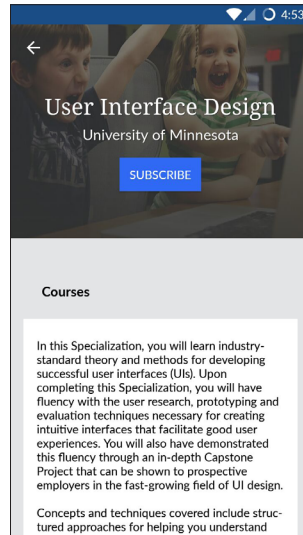
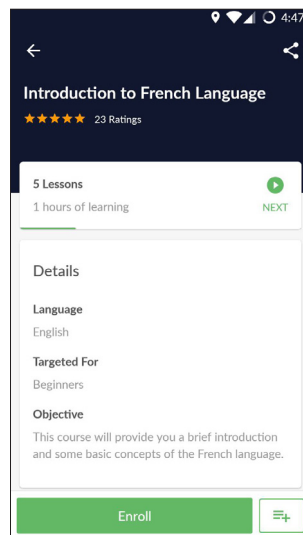
Reading about a course to understand what it is all about takes a lot of time for the user. It also gets boring or if the user skips it, they miss out on critical information. Having highlighted essentials, and leaving the content discussion to happen over peers can make this process streamlined.

### KEY INDICATORS

1. Commitment phobia
2. Last mile learning
3. Learning experiences
4. Prevent excess information

### GOAL

User is able to get the critical information and the general gist of the lesson, even while browsing.



## OTHERS

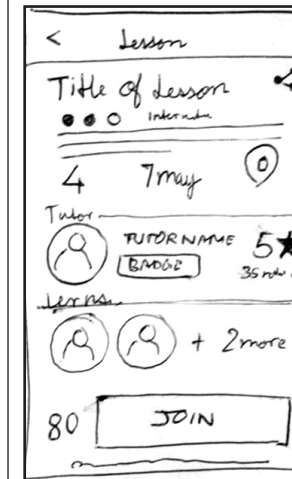
### UNACADEMY (SIGN-UP SCREEN ON LANDING)

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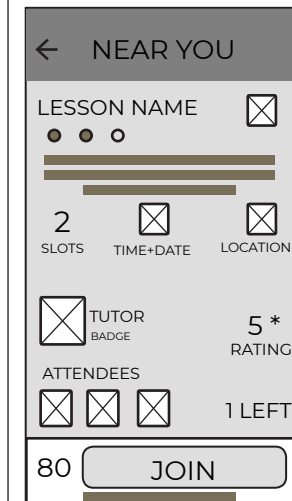
### COURSERA (20 SECOND VIDEO PLAYING)

- Is it like an activity club?
- Can I pause the video or go back to see? Oh it's looped OK.
- Will I need to have a subscription?
- I think I'll get to meet a lot of people
- Average comprehension time for gist of platform was almost 2 minutes.

## WIREFRAMING

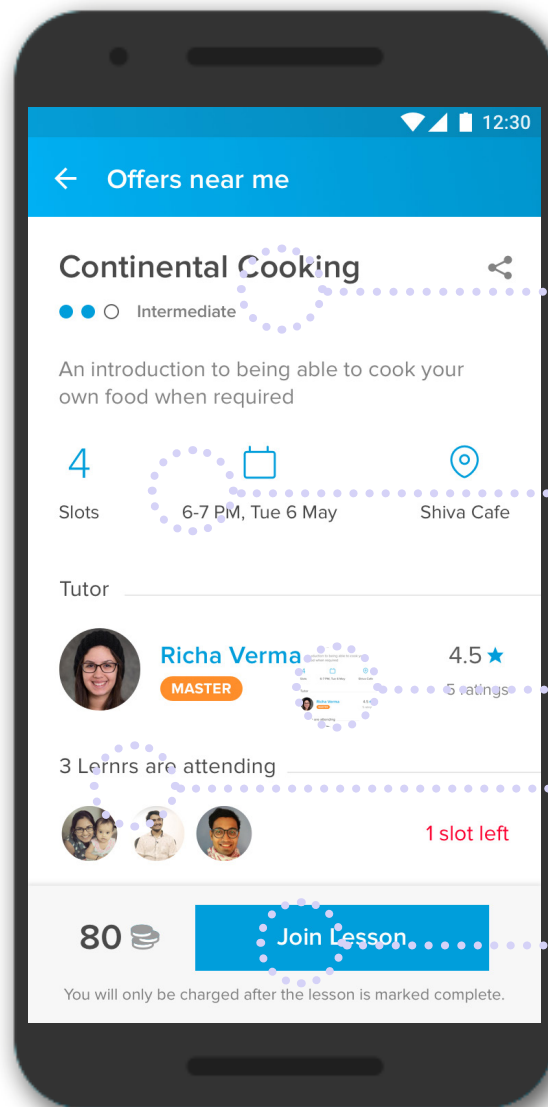


- 1
  - Info about Lesson
  - Info about when & where
  - Info about People
  - Info about fees



- 2
  - Lesson name, skill level and short description
  - Class size, date-time & location
  - People involved
  - Fees with C2A





## PROTOTYPE

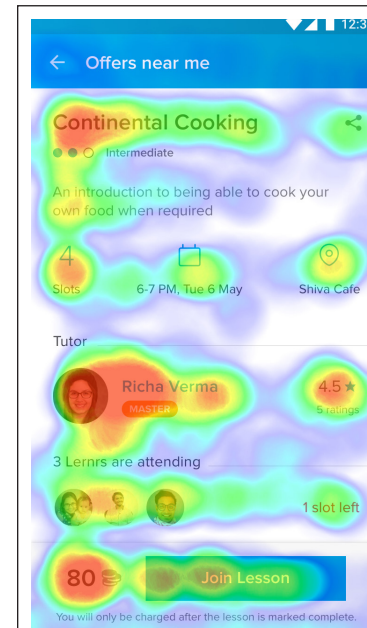
Information about Lesson name, Skill Level and Description. Users can also share it

Class sizes, when and where

Tutor with their badge and ratings

Other users participating in the lesson

Fee near C2A, User is told that they don't have to pay before lesson ends



Aggregate gaze map

## COMPILED USER RESPONSE

(Think aloud + Questions)

Q: Do you think you have all the information you need?

A: Yes, I know what and where. I actually also know what level of lesson to expect, that's new. I see slots, I'm comfortable with the number. The fees is also there when I join.

Q: Would you join this lesson?

A: Well yes, I would. I mean if I want to know more I can always talk to the tutor later. I find this quite inviting with all the people

Comments:

The fees would be deducted after the lesson?

## IMPACT ON USER JOURNEY

**SOCIAL PARTICIPATION BALANCED WITH LEARNING** - 67% of the users were weighing the social experience and learning interest equally.

**WILLINGNESS TO JOIN** - 87% users were more likely to join a course on this platform compared to Unacademy, Coursera or EdX.

**SECONDARY CONSIDERATION OF FEES** - 73% of users felt the fees was secondary and not as important as other factors for the lesson.







- 01 | DELIVERY OVER CONTENT
- 02 | CREATING A SAFE SPACE
- 03 | QUALITY OF EXPERIENCE
- 04 | PRIDE IN SKILL & KNOWLEDGE
- 05 | INCENTIVIZE SHARING
- 06 | PROMOTE LEARNVERSATIONS

## STRATEGIC INTERVENTIONS

## 01 | DELIVERY OVER CONTENT

Provide a platform that focuses on the actual performance of learning and teaching rather than on the standardization of content being taught. The content should be customizable according to the needs of the individual learners through responsive delivery.

### WHY

There is no dearth of quality and authentic content on the internet from MOOCs. However what engages people is not the quality of the content but the mannerisms and the quirks with which it is delivered. We are wired to process human communication over raw information.

### KEY INDICATORS

1. Disengagement with content is common
2. Learning as a social activity
3. Last mile learning
4. Real vs Virtual People

### GOAL

Users engage actively and participate in the learning experience rather than being consumers who might end up getting bored or lacking motivation.

## OTHERS

### UNACADEMY

(READY MADE CONTENT,  
STANDARDIZED DELIVERY)

- Courses of top universities promise good sources.
- The content is pre-recorded and standardized for every learner.
- There is no two way interaction between the user and the instructor,
- Courses can stretch on for weeks at a time

### EdX

(READY-MADE CONTENT  
STANDARDIZED DELIVERY)

- Same as Coursera, ready made lesson videos that can be seen at any time.
- Certified instructors pre-record lectures, not available to interact or clear doubts.
- Sporadic auto-evaluated tests and practice exercises requiring multiple sessions.



Source: Above - Getty Images, Below - [www.tobecomeateacher.org](http://www.tobecomeateacher.org)



Learning is about more than consuming content. It happens in the moment, it is a performance art, a collaboration of the tutor & student.

It is important that students are able to relate to the instructor and the participate in the performance of learning. This is what keeps them engaged with their interests as there is a sense of camaraderie, as well as accountability to their learning partners. To enable this, the following measures have been put in place

### 1. INFORM THE TUTOR OF THE LEARNER'S NEEDS

The learner and the tutor exchange messages even before the lesson starts about what their expectations out of the experience are. This helps both parties prepare and adapt the content, specifically to respond to the other.

### 2. LEVERAGE PEER GROUPS AS REAL WORLD RESOURCES

While standardizing content and distributing it over the internet is easy, it is difficult to provide personal tutors to everyone. Everyone pursuing higher education or professions, has skills that others want to learn. By reducing the structured nature of the exchange, the platform facilitates delivery of content, and brings users together in real world face to face exchanges. These exchanges translate to enriching learning experiences by the virtue of the personal connect rather than the content.

### 3. USE MACHINE LEARNING TO CURATE LEARNING STYLES

Match interests and learning styles of users using NLP based machine learning systems. Develop methodologies to track learning habits and find connections and compatibilities among different users.

## COMPILED USER RESPONSE

(Think aloud + Questions)

Q: Did you feel bored during your lesson?

A: Not at all, and I won't call it a lesson per se. I enjoyed getting to know \*\*\*\* and also understood how complex it is what they do. I look forward to pursuing this topic more, but I'll always remember \*\*\*\* as the person who introduced me to \*\*\*\*.

Q: Do you think the content of the lesson was of use to you?

A: Yes, definitely. We were able to discuss what I was looking for before engaging in the lesson so my tutor had come prepared and was able to exactly solve all of my problems. I never felt as if he left anything out.

Comments:

I can see myself doing this 2-3 times each week, maybe everyday.

## IMPACT ON USER JOURNEY

**BETTER QUALITY OF LEARNING** - 100% Users felt they had a better grasp of the topic after a lesson on our platform as opposed to same subject course taught on EdX, Coursera and Unacademy.

**LEARNING IN CONVERSATIONS** - All users were more positive about the idea of informal learning being meaningful after their respective lessons. everyone voluntarily took subsequent lessons on same and other topics.

**GREATER ENGAGEMENT** - 0% of users dropped out of the lessons. All users also listed requests for subsequent lesson on the platform.

## 02 | CREATING A SAFE SPACE

Develop a neutral context which approaches new social engagement from the point of view of learning. Actively implement measures to discourage the perception of real world meetings between new people as dates. Limit the element of “stalk-ability” on the platform.

### WHY

Peers are often primed to approach social interaction with fresh members of opposite genders from a romantic point of view. This can create awkwardness and discomfort for people seeking pure learning experiences. It is also detrimental to the quality of knowledge exchange if the interaction takes a romantic overtone

### KEY INDICATORS

1. I love you teacher, no really!
2. Learning as a social activity
3. Real vs Virtual People

### GOAL

Users are able to focus on the person as a facilitator of a content and a gender neutral friend. They bond together over interests. They do not seek to stalk other users.

## OTHERS

### PATOOK

(MAKE PLATONIC FRIENDS)

- Anti flirting messaging filters.
- Terms of service forbid flirting, users get banned if they flirt.
- Users create multiple accounts and flirt with innuendos and euphemisms.
- People lose interest as they don't see a reason to talk to random people and not flirt

### ME3

(GROUPS OF 3)

- Only possible to meet new people in groups of 3.
- Private profiles visible only to previously matched users.
- Personality quiz based matching algorithms to suggest users to meet with.



Source: Above - BBC Stock Photo, Below - [www.medlink.uk.net](http://www.medlink.uk.net)





Users seldom find neutral contexts where they can make new friends who share their interests, and not feel uncomfortable or obliged to “live up to” the common associations of dating.

Users must be coaxed with subtle nudges to not set their thinking on those paths, instead of coercion. Users must be subtly discouraged from considering it a possibility and this is accomplished through following:

### 1. LESSON FIRST - TUTOR SECOND + LIMIT PERSONAL INFO

On conventional networks, the profiles and interactions like messaging are all about people. The platform must not use people as markers for lessons and instead use lessons as markers for people. Profile information is limited to the users' role in the lessons and not more. Messaging threads are named after each lesson with individual users as participants. Even if one searches for a tutor, there's no way to initiate a conversation or request a lesson specifically from them.

### 2. LESSON BOUND COMMUNICATION

Users on online platform tend to use easy communication as a means of approaching other users. To let sharing of requirements happen, messaging was necessary. The platform shall time the messaging thread to the lesson. They can be accessible from the time someone joins the lessons till the time the lesson ends, after which the thread expires.

### 3. DOUBLE OPT-IN METHODOLOGY

Both parties can choose to pick or reject the other before lesson takes place. This gives both of them a chance to pick who they want to interact with and decide upon comfortable groups and sizes of classes.

## COMPILED USER RESPONSE

(Think aloud + Questions)

Q: Would you date someone you find on this platform?

A: Depends on how they are in person. There's only ratings, subject interest and profile photos. I might find someone good looking, but I really need to know more before I consider dating them. This does not seem like a place where people would come looking for dates

Q: Do you feel safe interacting with strangers on this platform?

A: Yes, because I feel they can't stalk me here . I don't have to share any private information here, and people approached me only with lesson related inquiries.

Comments:

I didn't come looking for dates, and it didn't cross my mind till you asked.

## IMPACT ON USER JOURNEY

**USERS ENGAGE WITH LESSONS** - 87% users remember the lessons they are involved in and not the people involved in those lessons, before the lesson actually takes place.

**FOLLOW UPS WITH ACQUAINTANCES** - 100% users exchanged personal information with their tutor/student during the course of the lesson and didn't feel unsafe or awkward doing it.

**NEUTRALITY & CHOICE** - 100% of users felt comfortable meeting others for the lesson, because they felt they had a choice and the setting was neutral.

### 03 | QUALITY OF EXPERIENCE

Make the users on the platform feel like a chosen cream of societal participant. The users must want to belong to the communities on the app because members have quality backgrounds, which bring a lot of value to their exchanges.

#### WHY

Users want to feel that they are partaking in social experiences which maintain high standards. They want to feel as if the content and the people they meet on the platform will bring greater social equity and knowledge with them.

#### KEY INDICATORS

1. Learning as a social activity
2. Last mile learning
3. I want something to show for it
4. Maintain quality

#### GOAL

Users perceive the quality of their experience as worth recommending or showcasing in a professional setting.

### OTHERS

#### TINDER

(FACEBOOK INTEGRATION)

- Experiences have low standards for quality.
- App pulls user data from Facebook to ensure profiles are not fake or spam.
- Considered because it is one of the only popular services generating experiences out of real world exchanges
- Works because users don't care for quality much

#### AIRBNB

(BACKGROUND VERIFICATION)

- Listings are verified by affiliate verification agencies, limited scalability
- Professional photography team visits the place to click photos for listings.
- Ratings of users and community hold a lot of sway, reviews are often used as references.



Source: Above - [www.gesundheit.nrw.de](http://www.gesundheit.nrw.de) , Below - [www.media.licdn.com](http://www.media.licdn.com)



Users want to partake in quality experiences with quality people. They want to feel as if they are a part of the cream layer of their peers at least in their area.

There must be subtle communication as well as actual efforts on the back end to ensure that the users coming onto the platform clear basic criteria for reliability and authenticity. The measures take are as follows.

### 1. LIMIT SIGN-UP BY UNIVERSITY, COLLEGE OR ORGANIZATION

The users must use their organizational email IDs to sign-up on the platform. They can add another email once they're signed in but an account can be created only with an organization email. This in principle outsources part of the verification and authentication process to the organizations they represent. Colleges are included in the list on request and hence are limited.

### 2. SOCIAL MEDIA MINING & DIGITAL FOOTPRINT MAPPING

Develop tools for using machine learning to process people personalities from other online platforms. If we link Facebook accounts (on the back end for sign-up only), we would soon be able to classify users and match them with other users who are willing to participate with them.

### 3. COMMUNITY VETTING AND INVITATION

Once an initial user group chosen from the elite organizations can actively start vetting each other on the platform to the point where there are cultivable reputations (ratings and reviews), the platform can be opened to all users, who can be invited by the initial members.

## COMPILED USER RESPONSE

(Think aloud + Questions)

Q: Do you think your tutor will have a grasp on the topic they want to teach?

A: **I don't see any reason why they'd lie. If they have good rating in the community it means that they live up to what they promise. I think I can always fact check them off the internet if I feel something is going wrong.**

Q: Would you trust the people you discovered here?

A: **Obviously I'm not giving them the keys to my locker, but they are all from colleges like PDP, GNLU only, like me. So yes, I can bank on their reputations. There's people from TCS too I think.**

Comments:

**When would this be open for Silver Oaks? My friends there would love for their email IDs to be allowed here too.**

## IMPACT ON USER JOURNEY

**TRUST AMONG PEERS** - 100% of the users felt they could trust other people from colleges or organizations like theirs as they believed there was little chance of faking it. They could also choose to keep out certain people if they felt so.

**IMPORTANCE OF RATINGS AND REVIEWS** - 73% users said they needed to read the reviews and ratings for users as secondary check on them.

**RECOMMEND TO OTHERS** - 93% users want to recommend the app or invite a friend from an unlisted organization to the platform.



## 04 | PRIDE IN SKILL & KNOWLEDGE

Inculcate a sense of pride in the mastery of one's skills or subject areas. Make users feel that what they know is of value to others and they should be proud of it and seek to enrich themselves further.

### WHY

Users often undervalue their skills because most people in their immediate social groups inadvertently possess same skills with varying levels of proficiency. This also keeps them from not valuing the outcomes of things they learn everyday. They do not realize that other peers from outside their immediate circles would find great use and value for the knowledge they can share with them.

### KEY INDICATORS

1. So you think you can't teach?
2. Learning as a social activity
3. I want something to show for it
4. Microlearning based tutoring

### GOAL

Users feel their skills are valued and seek to gain more skills to gain more value in their peers' eyes.

## OTHERS

### URBANCLAP (URBANCLAP PARTNER APP)

- To share your skill as a tutor you have to register with a different partner app on Urban clap.
- It feels as if one is a service provider because they get listed with other providers like plumbers, housekeeping, electricians etc.
- People don't feel pride

### UNACADEMY (RATINGS AND REVIEWS)

- Unacademy instructors get ratings and reviews from the users in addition to making money by publishing content.
- It boosts their reputation but the platform is not exactly social, so it is little consequence
- Number of followers



Source: Above - [www.frontiertrainings.com](http://www.frontiertrainings.com) , Below - [www.thumbor.unica.ro](http://www.thumbor.unica.ro)



Most users look at their knowledge as utilitarian tools to simply get to the next progression in life. They do not feel it is something to be proud of unless it achieves something for them.

Participants must feel that their skills are valued by others on the platform and they are appreciated for sharing the same. They should feel proud that they are in demand.

### 1. SWITCHABLE ROLES ON SINGLE SIGN-UP

All users must be able to switch to a tutor role to check out things others might want to learn from them. They should not need to sign up on a different app or a different account, every learner is also a tutor.

### 2. CUSTOM OFFER CREATION

Users must be able offer their skills to other users on the platform. They needn't only respond to other requests, but if they have something to teach, they can share it and have others respond to it.

### 3. SKILL LEVEL BADGES

Depending upon how their lessons on the platform go, the rating points etc translate to badges that are visible on their profile under their names. These badges have cool and catchy names that other people can understand to represent how good a user is. Users will feel a sense of pride if they are listed as having "Badass" levels of expertise for origami by a community of learners.

## COMPILED USER RESPONSE

(Think aloud + Questions)

Q: Do you feel other people on the platform would want to learn from you?

A: I hope so. I created an offer for \*\*\*\* and i had multiple responses within 24 hours for it. In fact there were more people responding than my class size. So I think I have got enough knowledge in \*\*\*\* for people on here.

Q: How do you feel about learning new things?

A: I started learning some tricks on \*\*\*\* few days ago, and I have already taught lessons about the same. It feels good to learn new things and then help other people.

Comments:

The badges they are secondary, I mean it is a common thing now.

## IMPACT ON USER JOURNEY

**CHOOSING TO TEACH AS WELL** - 87% of the users decided that they want to teach something or the other and actually had other users respond to their created offers.

**CONTINUITY OF KOWLEDGE CHAIN** - Users who previously felt they could not teach had listed offers from the lessons they had just finished, albeit at elementary levels.

**NO DISTINCT CONSEQUENCE OF THE BADGES** - 73% of users did not feel their level of motivation change because of their badges.

## 05 | INCENTIVIZE SHARING

Make users realize what they are gaining by participating in the sharing ecosystem of knowledge. Let them have evidence of what rewards or benefits their efforts have afforded for them.

### WHY

Without suitable incentives, users will eventually lose motivation to continue sharing skills and knowledge with their peers. In their subconscious analyses, if the benefits to their costs are not clear, they will decide to opt out of the effort involved.

### KEY INDICATORS

1. I want something to show for it
2. Me first
3. Commitment phobia

### GOAL

Users experience the benefits of earning learnability and see the potential to monetize their skills one day. They also feel rewarded when they gain social equity. Users start valuing the chance for personal growth over transactional exchanges for sharing their skills.

## OTHERS

### KHAN ACADEMY (BADGES AND STREAKS)

- Badges upon completion of certain number of lessons.
- Learning streaks on continued learning effort on the platform.
- Achievements seem to serve the platform more through user involvement and mean very little to the users.

### MENTOR BOX (MONEY FIRST)

- Provides fees to partners with Mentor Box
- Partners are approached by mentor box and are usually people with successful jobs in other organizations
- The platform keeps a commission from the fees collected by the mentor partners



Source: Above - [www.cannacopeia.ca](http://www.cannacopeia.ca) , Below - [www.ozzonnews.com](http://www.ozzonnews.com)



Users need for their learning to have amounted to something. They are used to logical progression, and need similar cognitive markers to make them have a sense of accomplishment.

Apart from granting free credits on sign-up, sense of reward in the user can be inculcated through the following measures.

### 1. PROGRESSION THROUGH LEARNABILITY

Each experience must link to the ability to engage in the next. When a user teaches a lesson as a tutor, they earn credits which they can use to learn what they want in turn. The value chain of learnability incentivizes people and helps them value progression over money.

### 2. INSTANT FEEDBACK FROM PEERS

We all remember how great it felt to receive stars on our homework from our teachers. One simple “very good” made our day. Instant personalized feedback on how well users performed in a lesson, not just motivates them, it also feels like an accomplishment to have a stranger appreciate you in the form of a testimonial. Future exploration towards making it usable in professional settings is ongoing.

### 3. POTENTIAL FOR EARNING MONEY

The platform must let that possibility be open for tutors by allowing them to cash out after reaching certain levels of reputation & regularity of teaching.

## COMPILED USER RESPONSE

(Think aloud + Questions)

Q: Do you think this was worth the time you put into this platform?

A: I ran through my free credits in a couple of days , but I taught and earned them back. I used them to learn so many new things that I didn't even know about before. I learnt more in the last week than I did in last \* months. Worth my time, yes absolutely.

Q: Do you think you could make an income off this platform?

A: If people pay me to teach yes why not, but I think I would be spending that money learning from someone else if it start to work like that, so I'd rather stick with credits for now.

Comments:

I just got rated as a 5 start learner. I must tell you it feels good!

## IMPACT ON USER JOURNEY

**SEEKING LEARNABILITY OVER MONEY** - 80% of the users wanted to earn credits they can spend to learn more stuff rather than expect money from tuitions. They said they could do that on other platforms and that wasn't why they were here.

**UNWILLINGNESS TO CASH OUT** - 87% users said they didn't think it was useful to cash out of the system, and they'd rather stay in.

**FEEDBACK VALUE FOR LEARNERS** - 100% of users felt real feedback from real people for being good learners was something new and valuable.



## 06 | PROMOTE LEARNVERSATIONS

Project an image of informal learning taking place over conversations in neutral social settings. Promote not strictly as a learning platform, but as a new way to grow personally and socially while having fun.

### WHY

Users tend to associate learning platforms with studying, extensive time commitment and prolonged boring courses. None of the above happen on our platform and the prospective participants need to know that. They will only engage if they feel this is “not just another learning app”.

### KEY INDICATORS

1. Learning is work, can be play
2. Learning as a social activity
3. Commitment phobia
4. Para-academic Learning

### GOAL

Users see the platform as a fun place to meet new people and bond over learning experiences. They do not get turned away by the idea of “taking time out” for this.

## OTHERS

### COURSERA (INDIA'S LARGEST MOOC)

- Platform to learn things from top universities
- Very formal
- Lots of academic and professional courses available.
- Instantly associated to distance learning style degree courses.

### BYJU'S (LEARNING APP FOR K-12)

- Portrays itself strictly as a learning app
- Promotional material consists of classes and teaching methods.
- Clear focus on K-12 education, little else for other people.
- Aimed at secondary consumers i.e. parents of the students.



Source: Above - [www.teachingblog.mcgill.ca](http://www.teachingblog.mcgill.ca) , Below - [www.horebinternational.com](http://www.horebinternational.com)



People associate learning platforms to studying. Conveying that it is about the possibility of learning over conversation makes them more interested and likely to engage with the service.

How the platform is projected to the people changes their approach towards them. The promotions for the platform should include the following approaches:

### 1. LEARN WITH ME - EXPERIENCE MY LIFE

Run campaigns with social and campus influencers running content and videos where they share parts of their academic/professional/hobby based interests and the roles they play in their lives. AirBnB style marketing to promote learning experiences over studying.

### 2. TONE OF COMMUNICATION

What will you learn today? Include messages in content that convey that new things can be learnt each day and can take place through serendipitous meetings. Let users see that they can “chance upon” a learning experience.

### 3. HIGHLIGHT NON-ACADEMIC BENEFITS OF LEARNING AS A HABIT

Learning new things changes how our brain works. Promote the service as something that improves our holistic quality of life. Even give users messages like “you’ve met with 11 new people in the last week, your brain is now 12% smarter” or “you’ve extended your life by 1 month”.

## COMPILED USER RESPONSE

(Think aloud + Questions)

Q: What apps would you say are similar to this platform?

A: **None that I know off, this is very very different from learning apps like BYJU’s or MOOCs. This is a new type of learning altogether. I like that about this. Maybe a little like Meetup, but then this is so much more intimate and flexible.**

Q: Would will you gain for the time you spend on this app?

A: **I think I’ll simply invest my time into different things now. I wasted a lot of it browsing Facebook, but I think I’ll meet new people and learn new things. It makes me want to be in the real world.**

Comments:

**It made me 12% smarter in 5 days? Lol... you’re kidding right?**

## IMPACT ON USER JOURNEY

**LEARNING IN A SOCIAL CONTEXT** - 100% users can’t associate the platform to conventional learning apps, they feel this is a format of social exchange.

**MORE THAN THE SUBJECT** - 100% users felt that they were going to participate in a part of someone’s life rather than just take a course in some subject or interest. They reported the same after the lessons as well.

**LEARNING AS PLAY** - 93% users felt that it wasn’t formal education or strictly related to their needs, they had fun and that was more important than utility. They were surprise when they did well on topic tests later.

# RUNNING WITH IT

## Planning & running the platform with a pilot group

The interventions were compiled into an Android app as a minimum viable prototype which was developed by outsourcing the coding part of the development process. The recommendations were used as parts of the brief of another project to develop the complete interface for the channels to deliver the service, which was undertaken by one of the co-initiators of the concept at the Hackathon in DAIICT in January. It has since culminated into a full fledged project of its own, with the MVP being prepared and ready for testing.

The Innovation and Incubation Center at PDPU sponsored the development process through a financial grant, bearing developer costs in whole to let us to develop a real functioning prototype to test the service with actual users from PDPU and DAIICT campuses.

## PREPARING THE USERS AND PROTOCOLS

15 Users were scouted from various disciplines and interests across PDPU and DAIICT campuses to participate in the pilot. They were asked to take courses on their preferred learning platforms in their subject of interest. They were evaluated on a basic proficiency test before and after they took the course. The same was repeated for a different topic with the MVP for our platform, where they were given a week's time to engage with the users and pursue their interests on a topic. Proficiency tests were repeated before and after. The whole process from scouting till scoring the final tests spanned over a period of about 2 months from the beginning of September to the first week of November. The users were given a requisite list of tasks and standard usability testing questionnaires to evaluate how they felt about the app. Think aloud tests were conducted with them and the responses to the interventions have already been mentioned in the previous section.



# RESULTS

While specific responses have been discussed alongside interventions, the compiled notable results showed the following measurable impacts of users engaging with our platform.

- 1 | Increased retention** of information, better learning.
- 2 | Greater Engagement** motivation and consequently fulfillment of learning goals.
- 3 | Greater participation** with local peer groups and cross -disciplinary exchange.
- 4 | Higher motivation** in towards self improvement and general outlook towards learning.
- 5 | Habit Formation** in users towards trying to meet and learn from new people.
- 6 | Greater Respect** for what others contribute to our communities, society and life.
- 7 | Enriched lives** of people who felt they had been given a second chance at self growth.
- 8 | Reduced Social Awkwardness** due to common grounds for conversations.
- 9 | Offline Reconnection** for people who were inclined towards real world exchanges.
- 10 | Emergent Revenue** from venues where lessons happen, for bringing new customers.

# FEEDBACK

## **01 | Better verification and vetting systems need to be developed**

The existing system of institution based verification prevents the platform from scaling up to large user groups. In the future to on-board more users and also to prevent the dilution of quality, better verification and platform based vetting systems need to be developed.

## **02 | Integration of accomplishments into professional social networks**

Users have reported that they would be much happier if there was a way for their learning to reflect in their profiles on professional networks like LinkedIn.

## **03 | Inclusion of video-conferencing option for remote classes**

Users have also suggested that the same structure can be replicated in an online video-conferencing session that can be added as an ancillary feature to allow users to conduct virtual real time lessons by paying an extra fee, in case they are unable to decide on a physical venue to meet.

## **04 | Progressive curation needs to be improved**

The concept appealed to a lot of users, but the technology that we had developed till the pilot did not use the full potential of the platform. Users said there must be significant improvement in the machine learning algorithms we use to curate content for them in order for it to add the intended value to their experiences.

## **05 | What about middle aged people and lifelong learners?**










Lifelong learners and middle aged professionals sought greater representation on the platform. They felt that such a service would help them beat the effects of aging by keeping them involved with younger crowds and updated with the new on-market professional skills and social paradigms.

# BUSINESS FACTORS

The various considerations for a potential service

Below: Business Model Canvas for Proposed Service

Source: Adapted from Strategyzer's template for Business Model Canvas

<b>Key Partners</b>  <ul style="list-style-type: none"> <li>Product users (target segment - 16-30 years)</li> <li>Local Businesses (eateries, cafeterias)</li> <li>Data Hungry Businesses (publications, edtech, ecommerce, skill based domains)</li> <li>Google Maps (API)</li> <li>Colleges &amp; Universities (email ids for verification)</li> <li>Transaction Partners / Payment gateways (paytm, billdesk etc)</li> <li>Social media channels</li> </ul>	<b>Key Activities</b>  <ul style="list-style-type: none"> <li>Listing of lessons &amp; requests near you</li> <li>Messaging, Sharing &amp; curation of listings</li> <li>Contextualized promotion for small businesses</li> <li>Generating data regarding specific interests</li> </ul>	<b>Value Propositions</b>  <ul style="list-style-type: none"> <li>Meeting new people and learning from them</li> <li>Discovery of skill pools near you</li> <li>Offline personalised learning experience</li> <li>Quick fix solutions/hacks</li> <li>Teach &amp; learn at the same time</li> <li>Contextual advertising for local / small scale businesses</li> <li>Validated interest based data to interested data hungry companies</li> </ul>	<b>Customer Relationships</b>  <ul style="list-style-type: none"> <li>Automated through online platform</li> <li>Complaints &amp; addressals</li> <li>Invite friends (refer &amp; earn credit)</li> <li>Learning based offers and gamified experiences</li> </ul>	<b>Customer Segments</b>  <ul style="list-style-type: none"> <li>Young adults ( 16-30 years of age)</li> <li>Small / medium sized businesses</li> <li>Data aggregator companies in the space of ecommerce, edtech, publications etc)</li> </ul>
	<b>Key Resources</b>  <ul style="list-style-type: none"> <li>User Experience &amp; Interaction</li> <li>Suggestion, verification &amp; recommendation algothim / ML based</li> <li>Validated interests of users within communities</li> <li>Localised customer segments for visibility</li> </ul>		<b>Channels</b>  <p>Mobile &amp; Web Application</p>	
<b>Cost Structure</b>  <ul style="list-style-type: none"> <li>Operational costs for application infrastructure</li> <li>Development costs for application and related feature sets including proprietary algorithm development in the future</li> <li>User acquisition + retention costs</li> <li>Marketing costs (digital + offline)</li> </ul>			<b>Revenue Streams</b>  <ul style="list-style-type: none"> <li>Contextualised advertisements for small to medium sized businesses</li> <li>Premium model for lernrs.</li> <li>In app purchases for credits</li> <li>Service charge upon encashing credits for cash</li> <li>Selling validated data insights to data hungry companies</li> </ul>	

# COMMERCIAL CONSIDERATIONS

A platform such as this has several economic factors to take into consideration if it has to become successful as a service.

## 1 | COSTS

Running a mobile platform based service has several operational costs in addition to the development costs. The server costs, maintenance and support costs in addition to meeting the salary requirements of the software developers and operations supervisors, amount to a regular expenditure. There are also foreseeable marketing costs to promote the platform across various online and offline platforms.

## 2 | REVENUE

Running an essentially free learning platform implies that there is no direct revenue from the users. In addition to which the app also provides the options for users to cash out and charges a fee from that, but to introduce that money into the ecosystem, there have to be channels for users to spend that money. Options to make major chunks of revenue from secondary sources need to be taken into account.

## 3 | INVESTORS & STAKEHOLDERS

A service of this platform would require investments to scale up before it turns profitable as revenue per user is extremely less. These investors would only put in money with the prospect of earning money, so the service must return satisfactory amounts of profits for them.

# STAKEHOLDERS & VALUE PROPOSITIONS

## USERS

(PEOPLE USING THE SERVICE)

- Learn New Things
- Meet New People
- Pursue Interests
- Professional Gain
- Gain Social equity
- Earn money for sharing skills

## ORGANIZATIONS

(COLLEGES OR COMPANIES)

- Nurture Workforce
- Develop Community
- Reduce On-job/in-class Attrition
- Enhance productivity or overall quality of learning

## INVESTORS

(FINANCIERS OF THE PLATFORM)

- **Bear Development Costs**
- Return on Investments from Profits
- Contribute to society building.

## VENUES

(PLACES WHERE LEARNERS MEET AND HAVE EXCHANGES)

- Get More Footfall
- Find Interested Customers
- Get Noticed in Local Communities, on Digital Platforms and Maps
- Make More Sales

## DATA GIANTS

(COMPANIES THAT CONSUME LOTS OF USER DATA)

- Get Consumer Interest and Behavioral Insights
- No Concerns of Privacy Violation
- Insights are validated at source and are not speculative in nature.

## PLATFORM

(DIRECTLY INVOLVED IN OPS AND DEVELOPMENT)

- Develop New Learning Paradigms
- Contribute to quality of societal living
- **Put in the efforts and bear the risks/damages.**



# REVENUE STREAMS

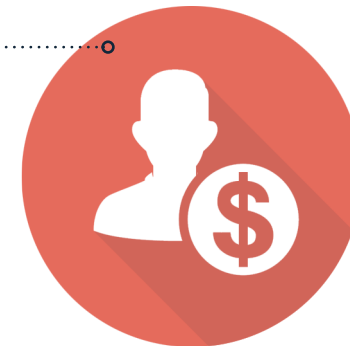
## FROM A REGULAR USER

### VALUE PROPOSITIONS

- As student, users are able to learn anything they want for free.
- As tutors, users sharpen your skills, and earn “learnability” - the ability to learn anything they want in the future for free.
- Users meet new people and develop offline friendships in extended peer groups.
- As a tutor, a user can also **make real money from the platform when they cross a credit ceiling**. Upon accumulating a set level (verification limit) of credits in their account, (by only teaching regularly) they are eligible to be vetted for quality and then can become a verified tutor. Once they are a verified tutor, they can withdraw virtual credits to their bank account as real money. They are free to withdraw all the credits they earn above the verification limit.
- As a student, users can subscribe annually to for premium access to verified tutors in their area, who have been vetted by the system to be professional experts. They pay a minimal amount to get personalized professional coaching. If found feasible in the future, premium users will also be able to take lessons remotely.

### REVENUE MODEL:

- Premium Subscriptions can be paid. There can be an annual fees per user account.
- Exit charge can be levied, when user chooses to withdraw virtual credits as real money to their bank account. No commission will be charged on individual lessons.
- Users buy virtual credits, when and if they run out of the initial grant of 500 credits.





## FROM SMALL BUSINESSES

### VALUE PROPOSITIONS

- As a business they get virtual visibility to a target audience on their mobile devices, by being promoted as venues for lessons.
- They spend to promote only to those users, who are interested in their business, who live near-by and who are most likely to become repeat customers.
- They spend a fraction of what they would have to spend advertising or listing on social media sites.
- Even if they are not a food/drinks store and even if their business is not relevant for platforms like Zomato, Swiggy etc, they can still promote on our platform
- As opposed to passive advertising, that runs all the time and is less actionable, the business gets promoted at the time of interest. Users would be looking for something like their business, when they discover them.

### REVENUE MODEL:

- e-Promotions are paid. Businesses can choose a daily, weekly, monthly or annual plan.
- Business can buy Boosts. Time dependent packages, that dramatically increase visibility to the target audience for a limited time.
- Revenue Sharing from venues like restaurant through referral codes. Users get discounts on their bills and restaurants get more customers and are thus willing to share a percentage of the margins on those particular bills.

## FROM DATA GIANTS

### VALUE PROPOSITIONS

- Data hungry businesses get user interest insights that are narrowed down and validated by tracking credits, time and effort spend on each interest by user.
- Businesses can contextualize the suggestions based not only on interests, but also on spending habits and behaviors. They can know when to advertise a purchase, in the beginning of the month or in another season, in order to increase chances of convertibility.
- They do not rely only on centralized systems like Google or Facebook that produce speculative and often manipulatable data but have a decentralized peer-based data repository.
- Contextually filtered purchasing. You could choose to receive data of only your chosen target group, reducing the cost of the data. Why pay for an entire API that has data from Uttarakhand when you can use modular hyperlocal data streams.

### REVENUE MODEL:

- Data licenses are paid. Data streams are chargeable according to volume/time etc.
- Target data deals are paid. Instead of licensing the entire system, target user data can be bought in parts depending upon requirements.



# MARKET MIX

## SEGMENT 1 - PRIMARY USERS

- The primary customer is a young adult (college going or freshly employed) in the age group of 16-30.
- Is short on time
- Has limited attention span
- Needs to acquire skills from time to time
- Doesn't have neutral context to extend friendships beyond his social circle

## SEGMENT 2 - SMALL BUSINESS

- The secondary customer is the owner of a local small business.
- Has no dedicated marketing budget other than that for signage.
- Offers discounts to customers to increase footfall
- Is not known in his area nor is visible on virtual platforms to his target crowd

## TOTAL ADDRESSABLE MARKET SIZE

- **PRIMARY MARKET (200 MILLION IN INDIA)**

In the primary segment the total market size in India is around 200 million users. Almost 20 million of these users are present in Gujarat alone with 2 Million users in Ahmedabad and 1.7 Million users in Surat.

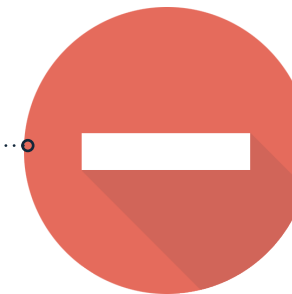
- **SECONDARY MARKET ( 850,000 IN INDIA)**

In the secondary segment India has almost 51 million small businesses out of which almost 850 thousand are food/eatery related that have seating space for their customers and are thus possible venues. Gujarat has one of the highest shares among these small businesses.

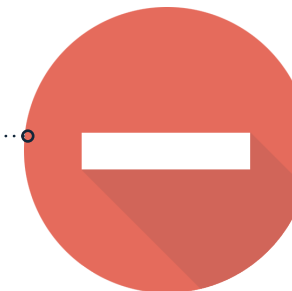
# FINANCIAL PROJECTIONS

Heading	Revenue/ User	Total Users	Paid Users	Expected Revenue
Lernrs	1200	10000	250	300,000
Local Businesses	9000	40	40	360,000
Revenue				660,000
Costs				4,742,600
Development				1,000,000
Cost/Paid User	400		250	100000
Marketing				500,000
Salaries				3,000,000
Security				33,000
Server + Hosting				109,600
Year 1 Net (in INR)				-4,082,600

Heading	Revenue/user	Total Users	Paid Users	Expected Revenue
Lernrs	1200	500000	12500	15,000,000
Local Businesses	9000	2000	2000	18,000,000
Revenue				33,000,000
Costs				74,647,000
Development				1,000,000
Cost/Paid User	400		12500	5000000
Marketing				30,000,000
Salaries				35,000,000
Security				33,000
Server + Hosting				3,614,000
Year 2 Net (in INR)				-41,647,000



PROJECTIONS FOR YEAR ONE



PROJECTIONS FOR YEAR TWO





### PROJECTIONS FOR YEAR THREE



### ANTICIPATED BREAK EVEN BY YEAR 4

Heading	Revenue/user	Total Users	Paid Users	Expected Revenue
Lernrs	1200	3000000	75000	90,000,000
Local Businesses	9000	15000	15000	135,000,000
Revenue				225,000,000
Costs				202,147,000
Development				1,000,000
Cost/Paid User	400		75000	30000000
Marketing				100,000,000
Salaries				50,000,000
Security				33,000
Server + Hosting				21,114,000
Year 3 Net (in INR)				22,853,000

### CONSIDERATIONS

What are the baseline factors, assumptions, coefficients used

- User conversion of 20% for premium accounts versus total number of users on platform based on responses to the pilot and commitments from early adopters.
- Retention rate for user is halved each year. Which means if likelihood of user staying on the platform in the first year is 100%, probability that they will still be on the platform at the end of year 2 is 50%, at the end of year 3 is 25% and so on.
- LTV or CLV is calculated for profits and for premium users, over 5 years cycle adds up to INR 103 per premium users and INR 8085 per business user.
- McKinsey Method of Startup Valuation is used by an external consultant supplied by IIC-PDPU for the arriving at the above figures.

# CONCLUSION

Major learnings from the project and future scope

## MAJOR LEARNINGS

The project was an incredible opportunity to research a solution, build it from scratch, test it with real users in the market and understand what we did right and where we went wrong. It was also a great experience meeting so many people and learning from them in the process. It also gave me great insights into the challenges of entrepreneurship and the responsibilities that come with trying to change something as important as learning systems.

1. There is great scope for the platform to be scaled as a full fledged business. People from all age groups want to meet and learn from new people, and this platform is a great tool for them.
2. There are several layers to learning that pervade our behavior and we are bound to miss out on one or the other. The key is to respond in a humane manner, learn and adapt. No solution is ever going to be perfect, no design process must ever end. Learning does not stop.
3. Technology is a friend and an enabler, but decision, feelings, empathy and behavior are what make an experience. Nevertheless having an in-depth understanding of technology helps design solutions better. I learned Python and machine learning methodologies to adapt and apply them to a more design driven human centric approach.
4. Self discipline is the key to solving the largest problems at home. The first and the last design project that we must continuously work on is our own being, our spirit and our soul.

## FUTURE SCOPE

1. **Feasibility as a startup** Resuming the platform's functions in the form of incremental launches is feasible but would require a lot of financial support to allow further developments. However, the response to the pilot from addressed user groups has been overwhelmingly positive, which could be a good case to make in front of investors. The project has immense scope to scale.
2. **Blockchain technology** to develop better verification systems and to authentically track learning can make this platform easily integrable and valuable for mainstream professional networks. The immutability of academic and professional records is a big incentive for HR organizations which have to deal everyday with loads of falsified qualifications and proficiencies on online networks like LinkedIn
3. **Exploring B2B solutions** similar to this platform developed specifically for large organizations and MNCs that employ thousands in their workforce can help the companies implement better solutions to upgrade their workforce.
4. **Design Aided People Processing** (like Natural Language Processing) has emerged as a byproduct of strengthening the platforms AI/ML capabilities to understand people and respond to their needs. This opens up a wide horizon of new solutions and applications in all types of industries.
5. **Using technology to augment human ability** is the way forward. The project provides a baseline for a variety of solutions that depend on performative and participatory experiences. A lot of them are headed down the path of being sold as commodified products. The research and the user responses to the interventions are a very good indicators of the success these platforms can have if they choose to understand that people innately deal with other people better than they do with technology.

# CLOSURE

Of all the things mankind has every achieved, perhaps the ability to learn and pass on has been the most significant. Like all systems that operate as at such grand as pervasive scales, the human experience of learning is prone to stagnation and entropy over time. This is not the last time that the need for changing how we learn would arise, nor will it be the last time an attempt shall be made to address it. The cycle of time will come a full circle on everything that shall ever be.

The circle of time is the elephant in the room as is I finish my formal education by questioning how I have learned all these years. This project is also a testimony to the fact that something doesn't need to be broken to be fixed or improved. Everything that has been discussed in here is after all a product of all that I have learned till this point in my life and career.

That above all is the foremost quality that any learning system must imbibe in its students; to be able to question it and improve it. This process of improvement is facilitated when people from different learning systems, backgrounds, lived histories, interests, ethnography, demography and geography come together to share what they know and inform the choices and lives of their peers. That is what an ideal learning platform must be all about and this project was an attempt at the same.

As a vessel of the cycle of reinvention, every effort must have made an honest attempt to question, all that has existed before it, with an intention to improve upon it. In that regard at least, this project has been successful. The mere act of inquiry has led me to so many revelations, that my belief in the human capacity of consolidating knowledge into wisdom has been reinforced.

A wise teacher once told me "The only person who is illiterate, is the one who stops learning." The pursuit of knowledge is the noblest of our purposes of existence. The good news is that it doesn't have to wait for stars to align. No need to wait for the perfect moment to start. Not anymore.

So what will you learn today?

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