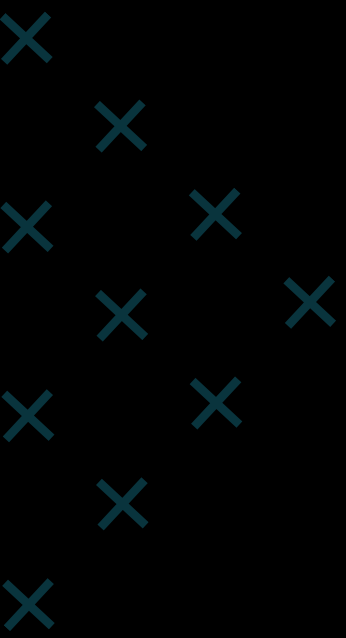




LectureAId





Our Team



Jonathan Silk



Michele Norton
Silk



Sarah Hartman



Brian Chavez



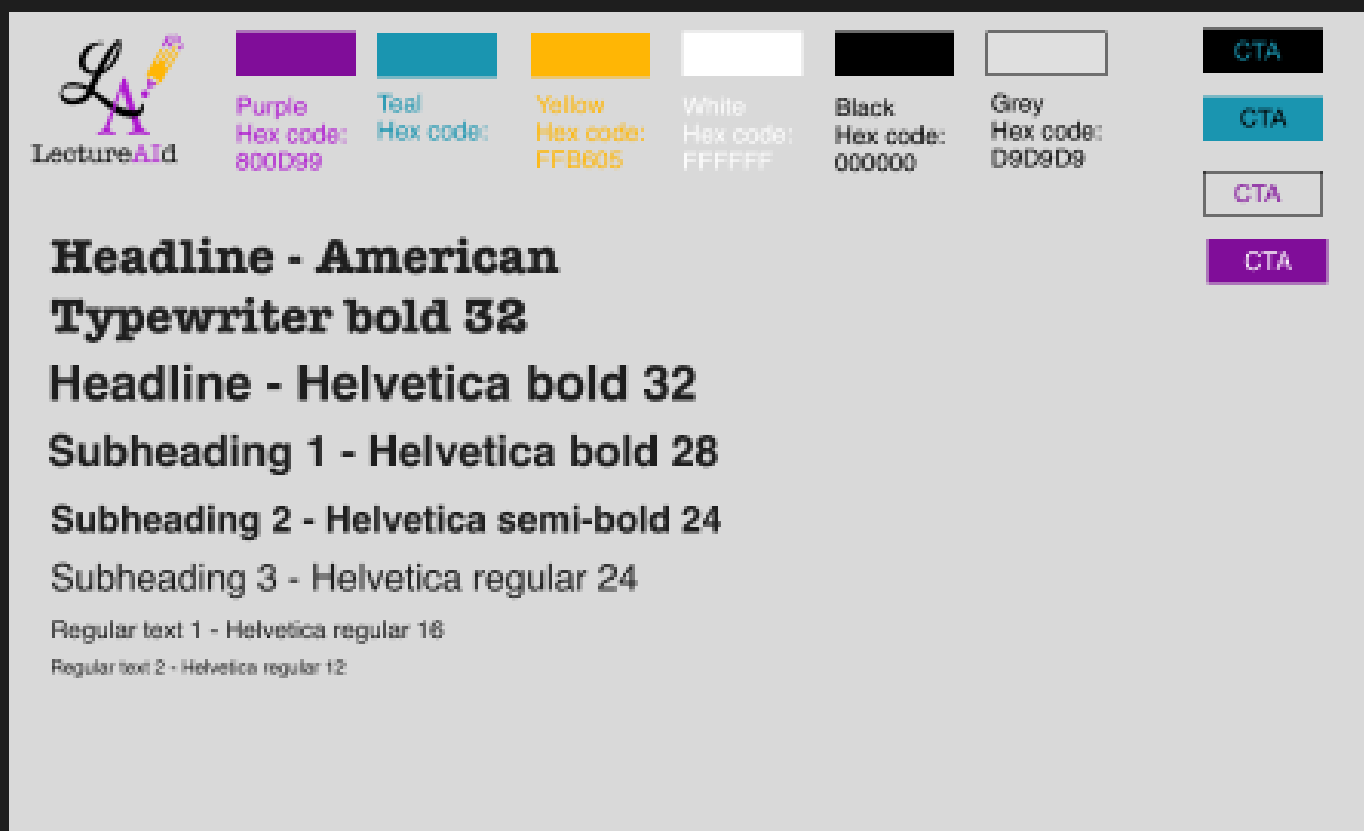
Christina
Ramirez

Paint
ON THE

Hi-Fidelity Wireframes

Key Design Considerations:

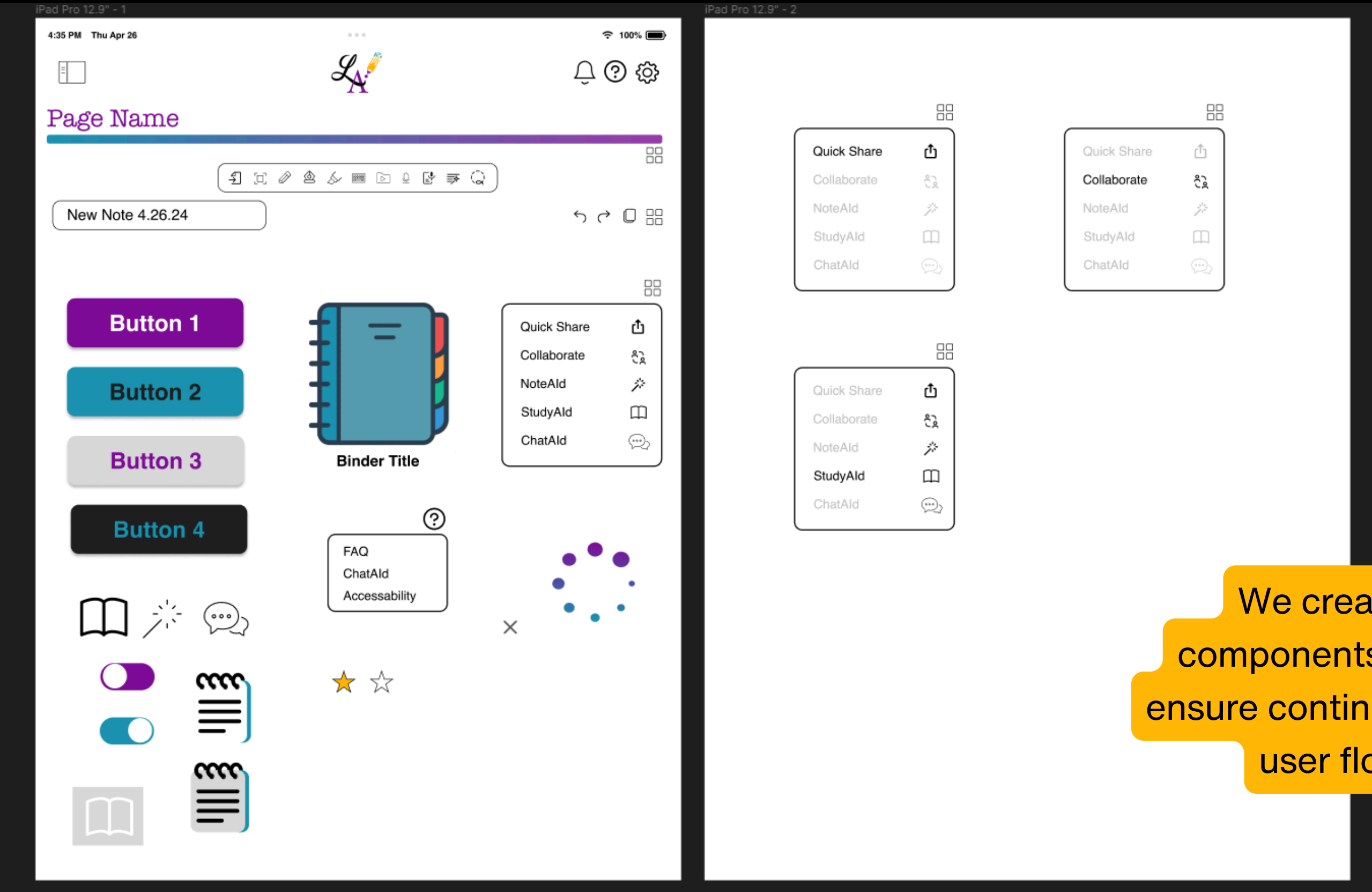
- **Accessibility- font and coloring**
- **Using the same components throughout the Hi-Fi**
- **Used grey background for binders and notes and then white for all the Aids**
- **Gradient shaded buttons for AI features, purple for all other buttons**
- **Changed our logo to match the colors needed for variety and accessibility- also matches our product better**
- **Easy choices for AI options, using a slider button in the MVP- but will do A/B testing in the future**
- **It is sized for an iPad tablet application- this was decided based on user research**



We used an accessibility chart to ensure our color combination would meet accessibility standards.

We picked Helvetica because it is one of the best fonts for accessibility. With this being an education app, accessibility will be critical.

Accessible color combinations							
Please don't use these color combinations; they do not meet a color contrast ratio of 4.5:1, so they do not conform with the standards of Section 508 for body text. This means that some people would have difficulty reading the text. Employing accessibility best practices improves the user experience for all users.							
	White text #FFFFFF Aa	Color 2 text #80D99 Aa	Color 3 text #FFB605 Aa	Color 4 text #000000 Aa	Color 5 text #D9D9D9 Aa	Color 6 text #1A95B0 Aa	
Color 6 background #1A95B0				Aa			
Color 5 background #D9D9D9		Aa		Aa			
Color 4 background #000000	Aa		Aa		Aa	Aa	
Color 3 background #FFB605		Aa		Aa			
Color 2 background #80D99	Aa		Aa		Aa		
White background #FFFFFF		Aa		Aa			



Hi-Fidelity
SIGNING UP

LectureAId



Next

Sign in to LectureAId



Sign in with Apple



Sign in with Google



Sign in with Microsoft

☐

Remember me

Are you trying to sign in as a child? [Learn how in this help article](#)

4:31 PM Thu Apr 26

100%

< Back

Sign In

Cancel

appleid.apple.com

AA


↺

Apple

=

Apple ID

▽




Use your Apple ID to log in to LectureAid.

Email or Phone Number

↺

[Forgot password?](#) ↗



In setting up Sign in with Apple, information about your interactions with Apple and this device may be used by Apple to help prevent fraud. [See how your data is managed...](#)

<

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↗

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Sign In

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AA


↺

Apple

=

Apple ID

▽



Use your Apple ID to log in to LectureAid.

Email or Phone Number


Nikopoca618@icloud.com

↺

Password

↺

[Forgot password?](#) ↗



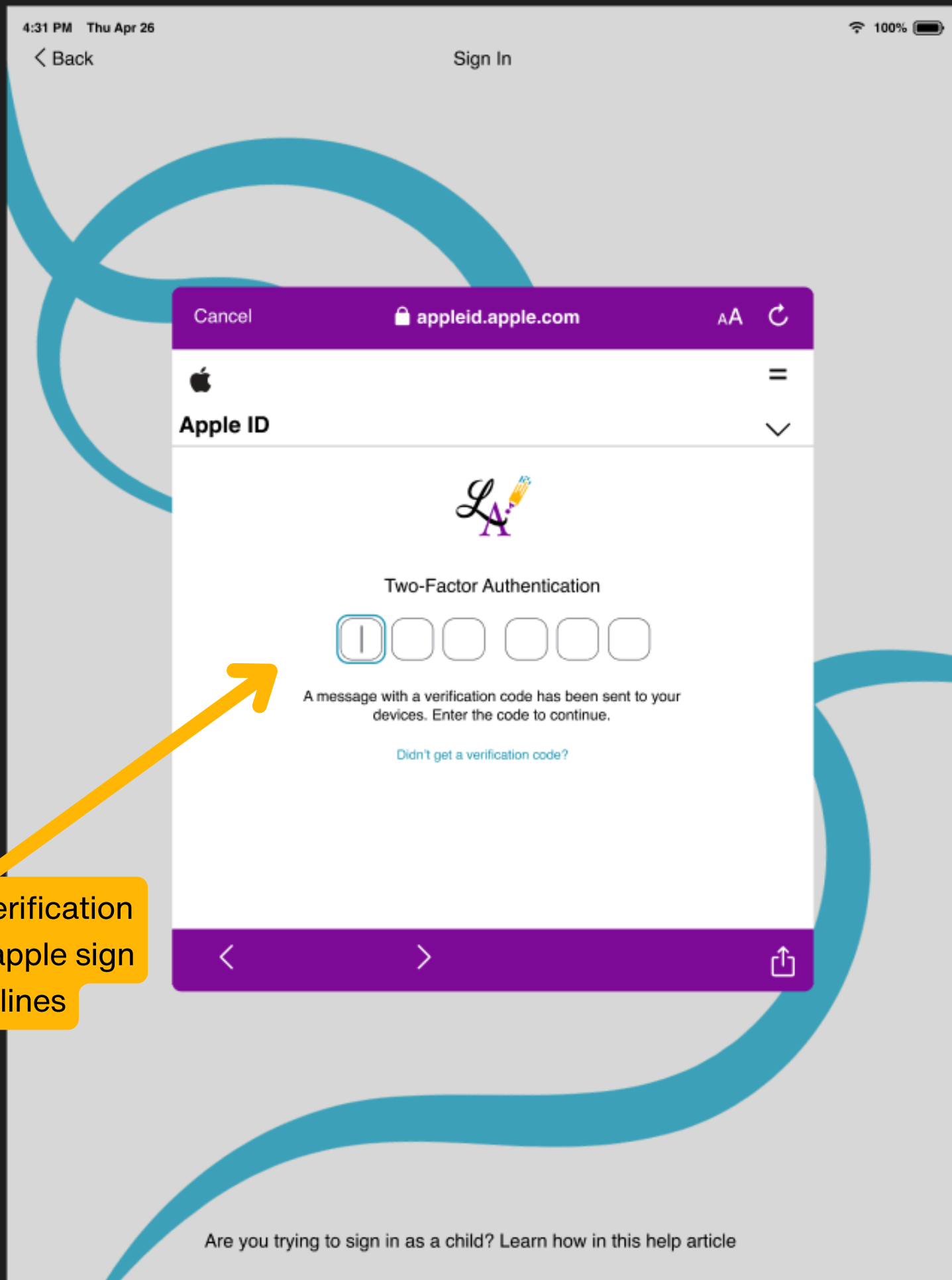
In setting up Sign in with Apple, information about your interactions with Apple and this device may be used by Apple to help prevent fraud. [See how your data is managed...](#)

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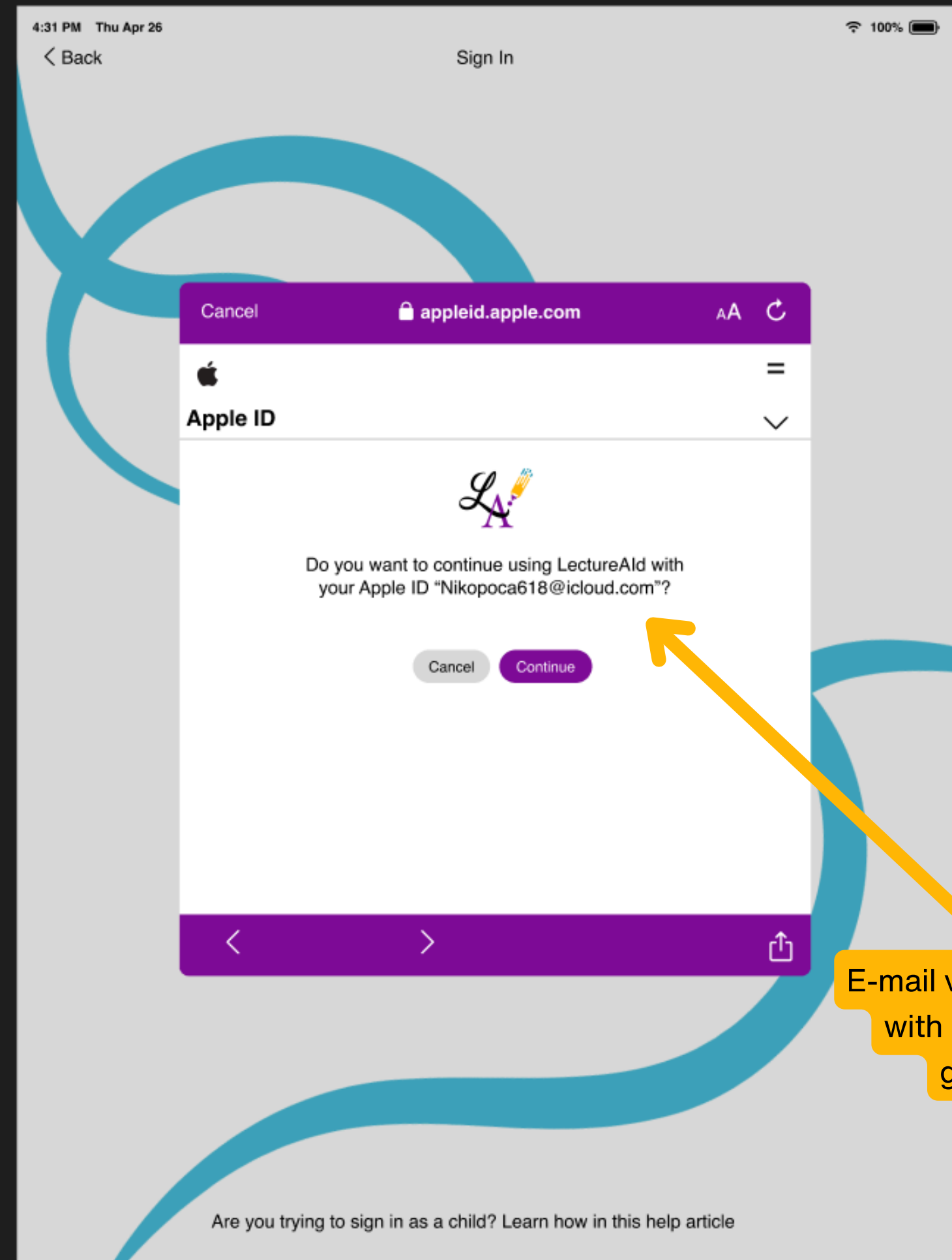
>

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Are you trying to sign in as a child? Learn how in this help article



Two-factor verification to align with apple sign up guidelines



E-mail verification align with apple sign up guidelines

4:31 PM Thu Apr 26

< Back

Sign In

100%



Elevate Your Learning, One Note at a Time!

Enable icloud to sync across Apple devices



Continue

icloud sync selection to
align with apple sign up
guidelines

4:31 PM Thu Apr 26

100%



Binders

Date

Name

Type



New Binder



MODULE 1

April 17, 2024 at 11:40 am



MODULE 2

April 17, 2024 at 11:40 am

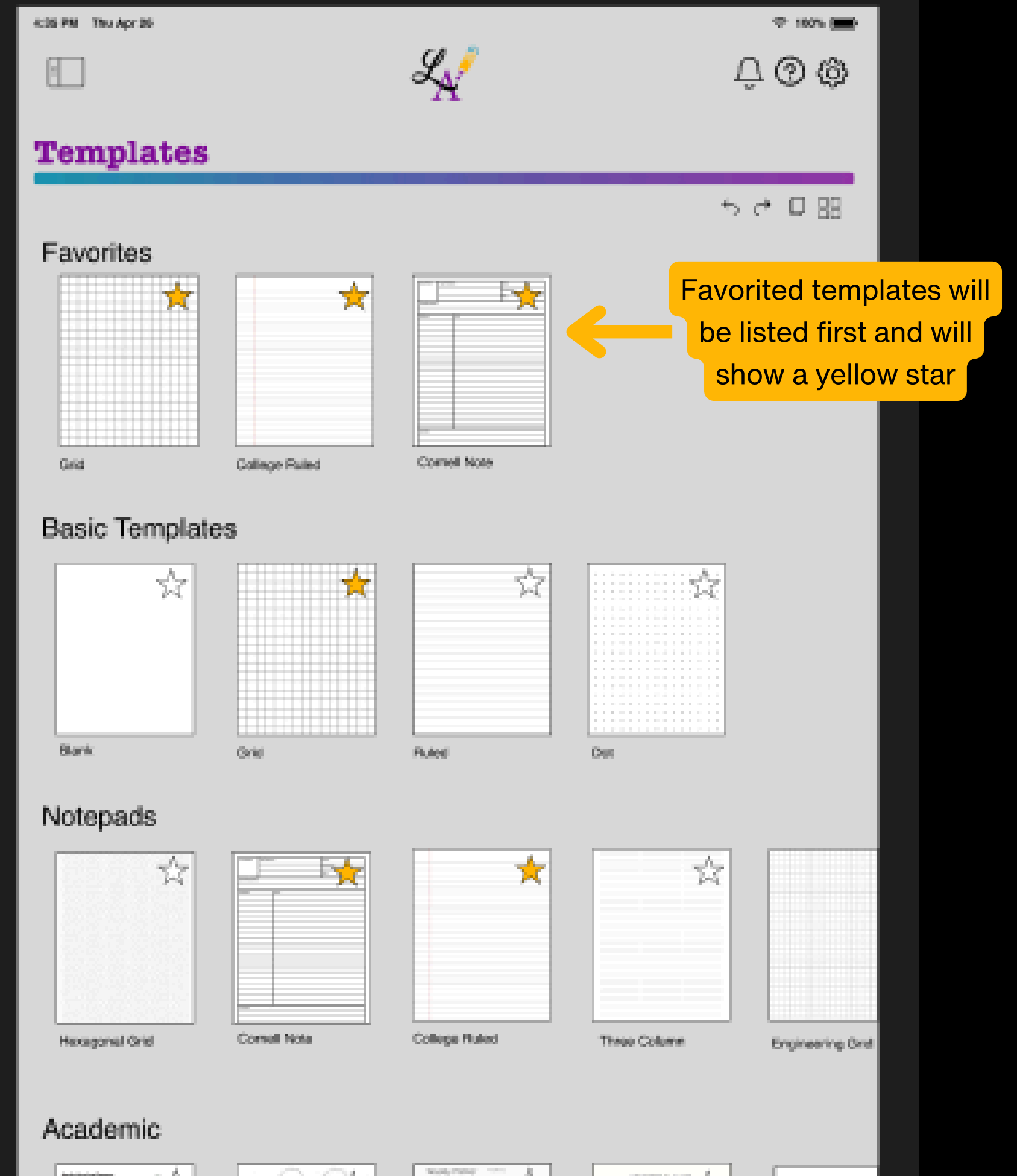
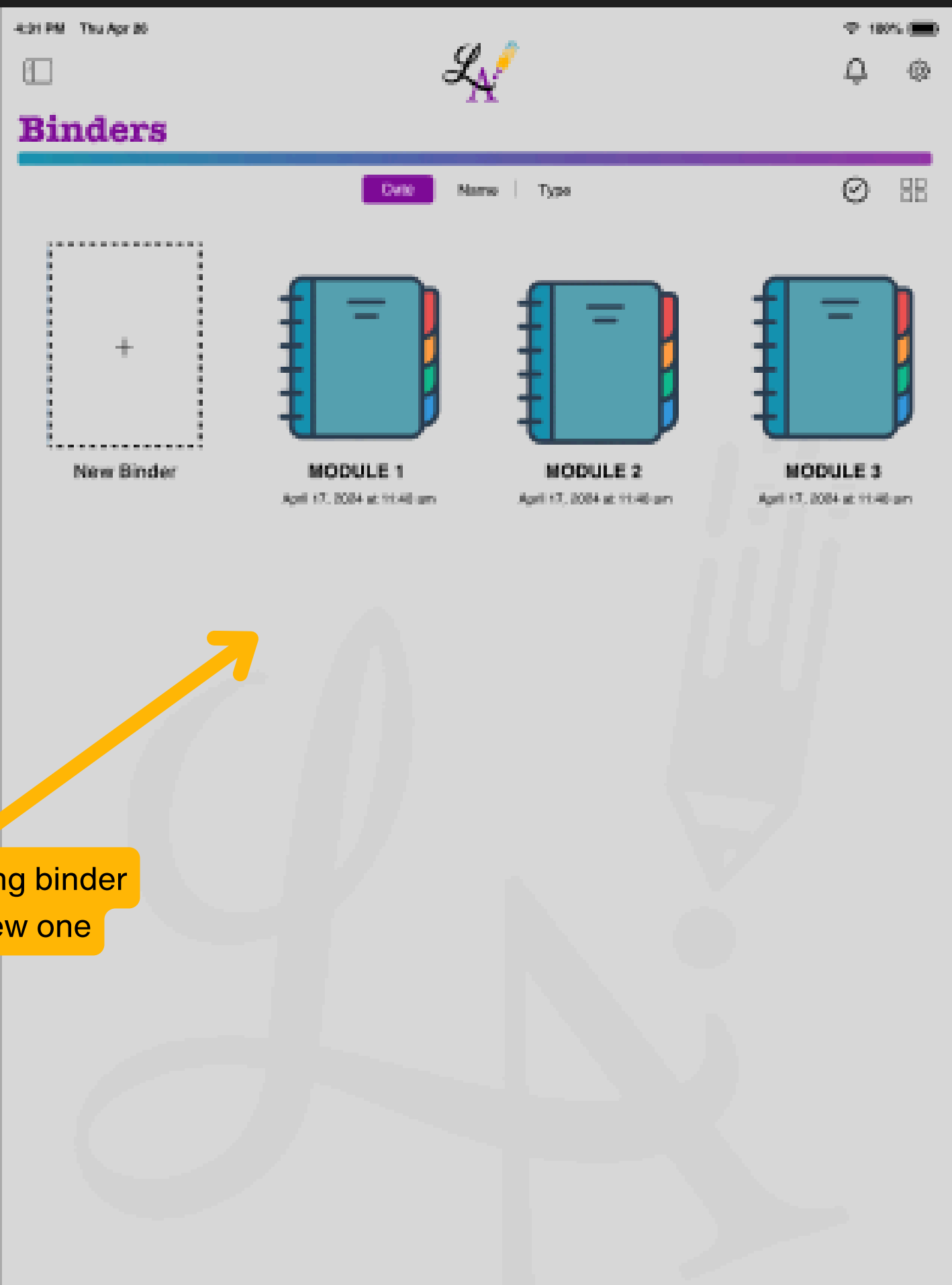


MODULE 3

April 17, 2024 at 11:40 am

Hi-Fidelity

TAKING NOTES



“Invite other users to collaborate on a note. Peers” are other students using LectureAid that the user has connected with. The most frequented peers shared with will be listed here for efficiency.

4:35 PM Thu Apr 26

100%

Y

🔍 🔄 📄

🔍 📄 📌 📁 📎 📧 📧 📧 📧 📧

New Note 4.26.24

🔄 🔄 📄 📄

Quick Share

Collaborate

NoteAid

StudyAid

ChatAid

Select Peers:

JH

JT

SL

PO

LS

MC

Email Addresses (seperated by commas)

✗

✗

GENERALISED L.I.F & HOMOTOPY

Recall the idea of homotopy of loops. We saw that if $\gamma = \gamma'$ in Ω , $\gamma \in \pi_1(\Omega)$ then $\gamma \sim \gamma'$. So \sim defines a function on the set of homotopy classes $[\gamma]$ of loops $\gamma: [0,1] \rightarrow \Omega$. Thus, $[\gamma] = [\gamma']$ if $\gamma \sim \gamma'$. This set is denoted $\pi_1(\Omega)$ and is called the 'fundamental group' of Ω . Precisely, one can consider loops $\gamma: [0,1] \rightarrow \Omega$ which begin and end at some (any!) choice $x_0 \in \Omega$. Then $\pi_1(\Omega, x_0)$ is a group with the product $[\gamma][\mu] := [\gamma\mu]$ on Ω , where $(\gamma\mu)(t) = \gamma(2t)$ if $t \in [0, \frac{1}{2}]$ and $(\gamma\mu)(t) = \mu(2t-1)$ if $t \in [\frac{1}{2}, 1]$. Moreover, for a good choice of x_0 (the 'base point'), $\pi_1(\Omega, x_0)$ is isomorphic to the set of all loops $\gamma: [0,1] \rightarrow \Omega$ which begin and end at x_0 . Specifically, taking $\Omega = \mathbb{R}^2 \setminus \{0\}$ & for $x_0 = (1,0)$, $\pi_1(\Omega, x_0)$ is a group isomorphism to \mathbb{Z} . Here, γ is a closed loop in $\mathbb{R}^2 \setminus \{0\}$ and w_γ the net # of revolutions γ makes around 0 .

is a group isomorphism

More generally, given a loop $\gamma: [0,1] \rightarrow \Omega$ and a hole $a \in \Omega$, $\gamma \sim \gamma'$ if γ and γ' are homotopic in $\Omega \setminus \{a\}$. So $\gamma \sim \gamma'$ if γ and γ' are homotopic in $\Omega \setminus \{a\}$. In this case, we may define $w_\gamma(a) = w(\gamma, a) = w_{\gamma, a}$.

Lemma: $w_\gamma(a) \in \mathbb{Z}$ and $w_\gamma(a) = \frac{1}{2\pi i} \int_\gamma \frac{dz}{z-a}$.

Proof: $w_\gamma(a)$ is an integer by earlier prop. Also $w_\gamma(a) = w(\gamma, a) = \frac{1}{2\pi i} \int_\gamma \frac{dz}{z-a}$. Note $\frac{1}{z-a} = \frac{1}{z-a} \cdot \frac{z-a}{z-a} = \frac{1}{z-a} \cdot \frac{z-a}{z-a}$. So $w_\gamma(a) = \frac{1}{2\pi i} \int_\gamma \frac{dz}{z-a} = \frac{1}{2\pi i} \int_\gamma \frac{z-a}{z-a} \cdot \frac{dz}{z-a} = \frac{1}{2\pi i} \int_\gamma \frac{z-a}{z-a} \cdot \frac{dz}{z-a}$.

Lemma: $w_\gamma(a) = w_\gamma(a) + w_\gamma(a)$ in \mathbb{Z} . (X: $\gamma \sim \gamma'$). Here, $\gamma, \gamma' \in \Omega \setminus \{a\}$, γ, γ' near a .

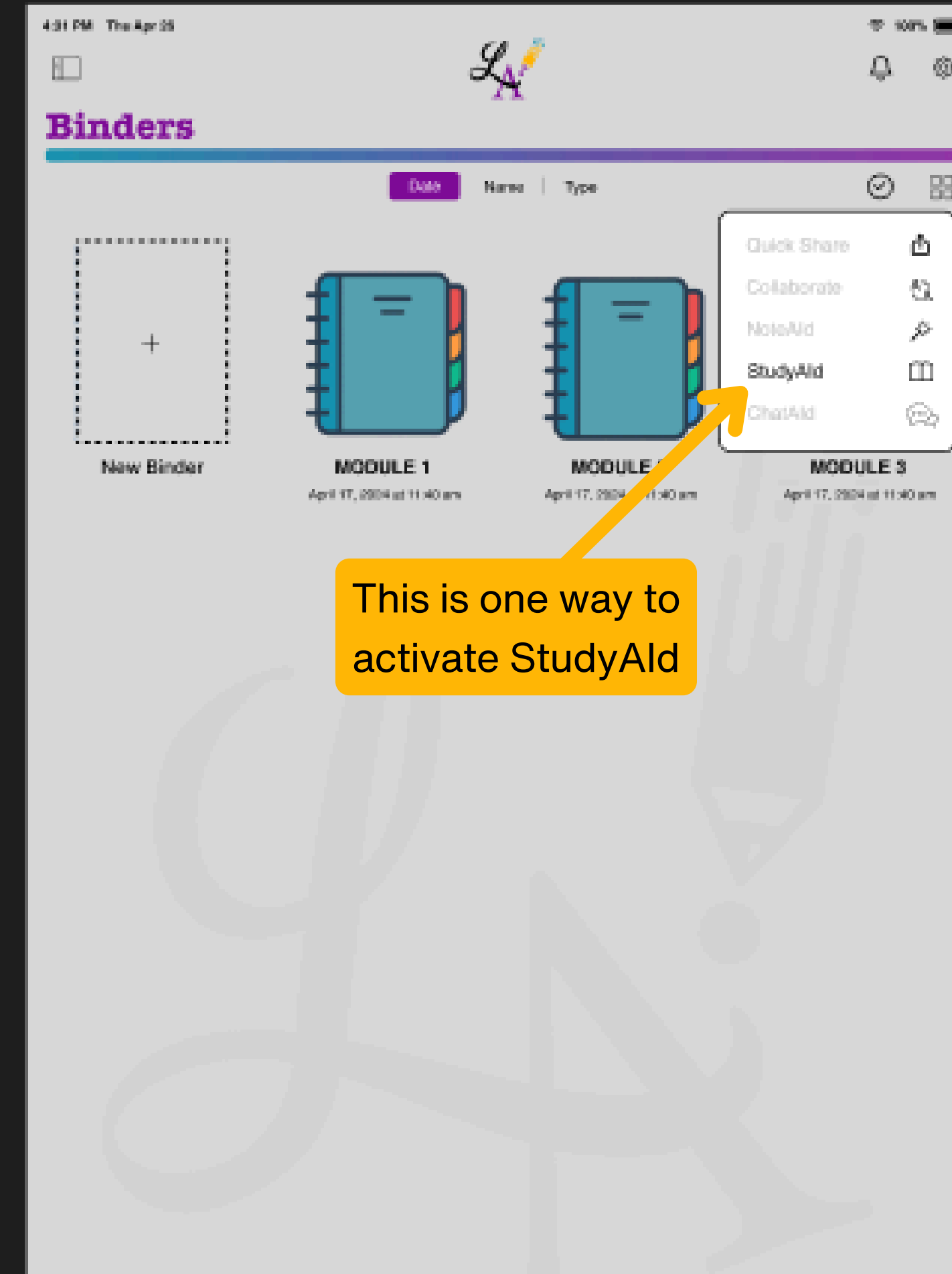
Proof: $w_\gamma(a) = \frac{1}{2\pi i} \int_\gamma \frac{dz}{z-a} = \frac{1}{2\pi i} \int_\gamma \frac{z-a}{z-a} \cdot \frac{dz}{z-a} = \frac{1}{2\pi i} \int_\gamma \frac{z-a}{z-a} \cdot \frac{dz}{z-a} = \frac{1}{2\pi i} \int_\gamma \frac{z-a}{z-a} \cdot \frac{dz}{z-a}$.

An important invariant of such a $w_\gamma(a)$ is for the case $\gamma(t) = e^{it}$. Note $\gamma(0) = 1$ & $\gamma(1) = 1$. So γ is a loop around 0 . $w_\gamma(0) = 1$. This is the winding number of γ around 0 .

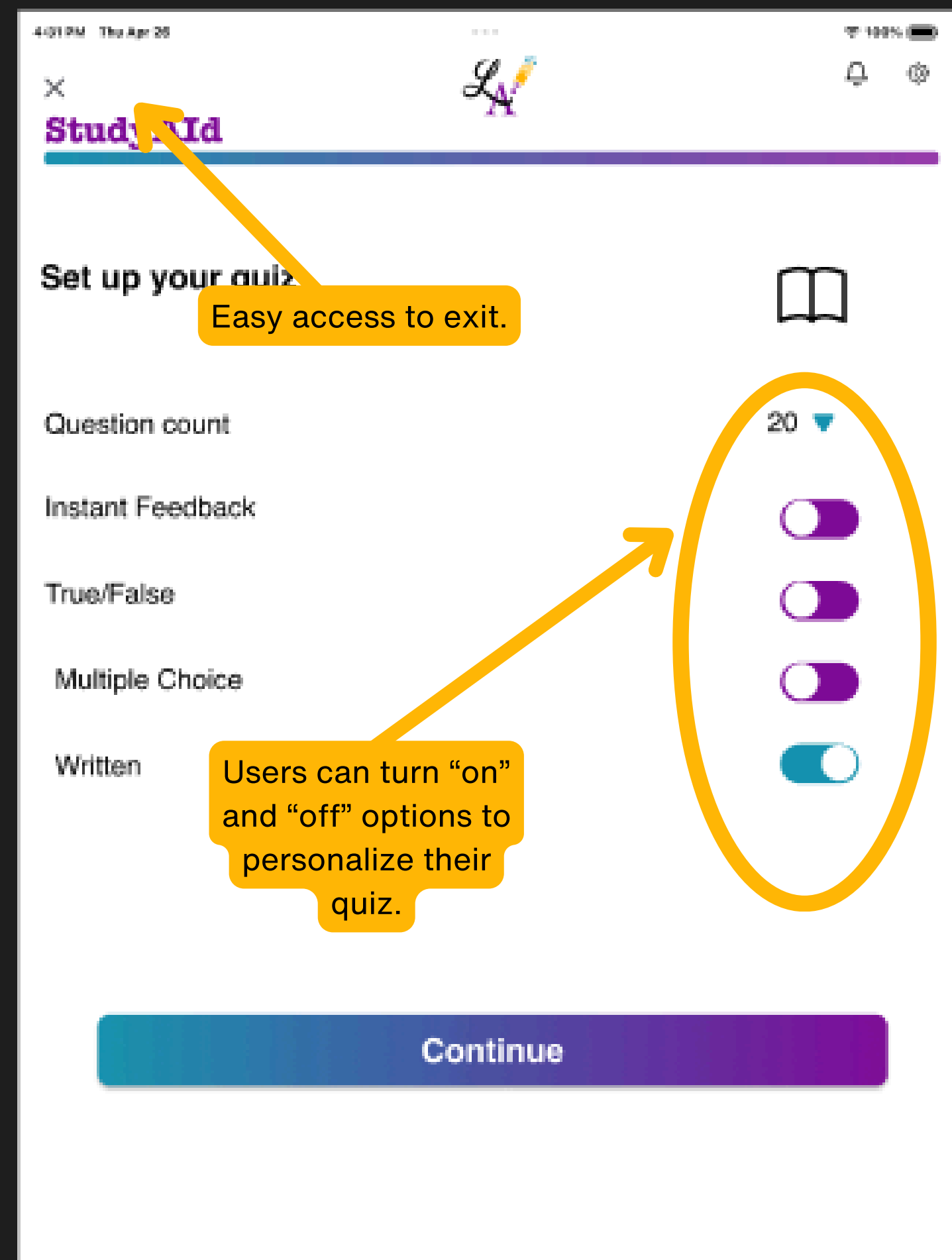
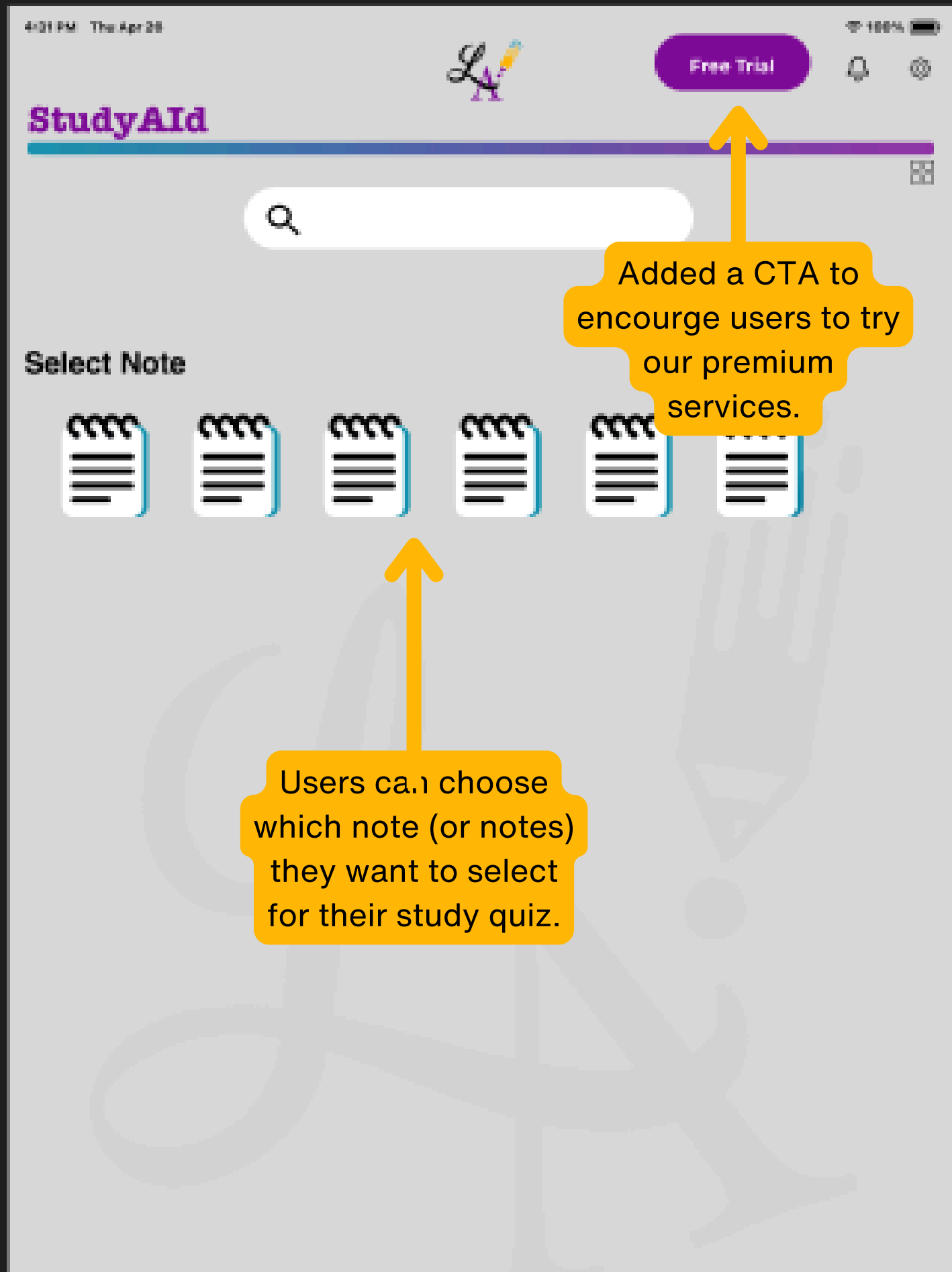
Def: The winding number $w(\gamma, a)$ of γ around $a \in \mathbb{C}$ for a loop $\gamma: [0,1] \rightarrow \mathbb{C} \setminus \{a\}$ is $w_\gamma(a)$.

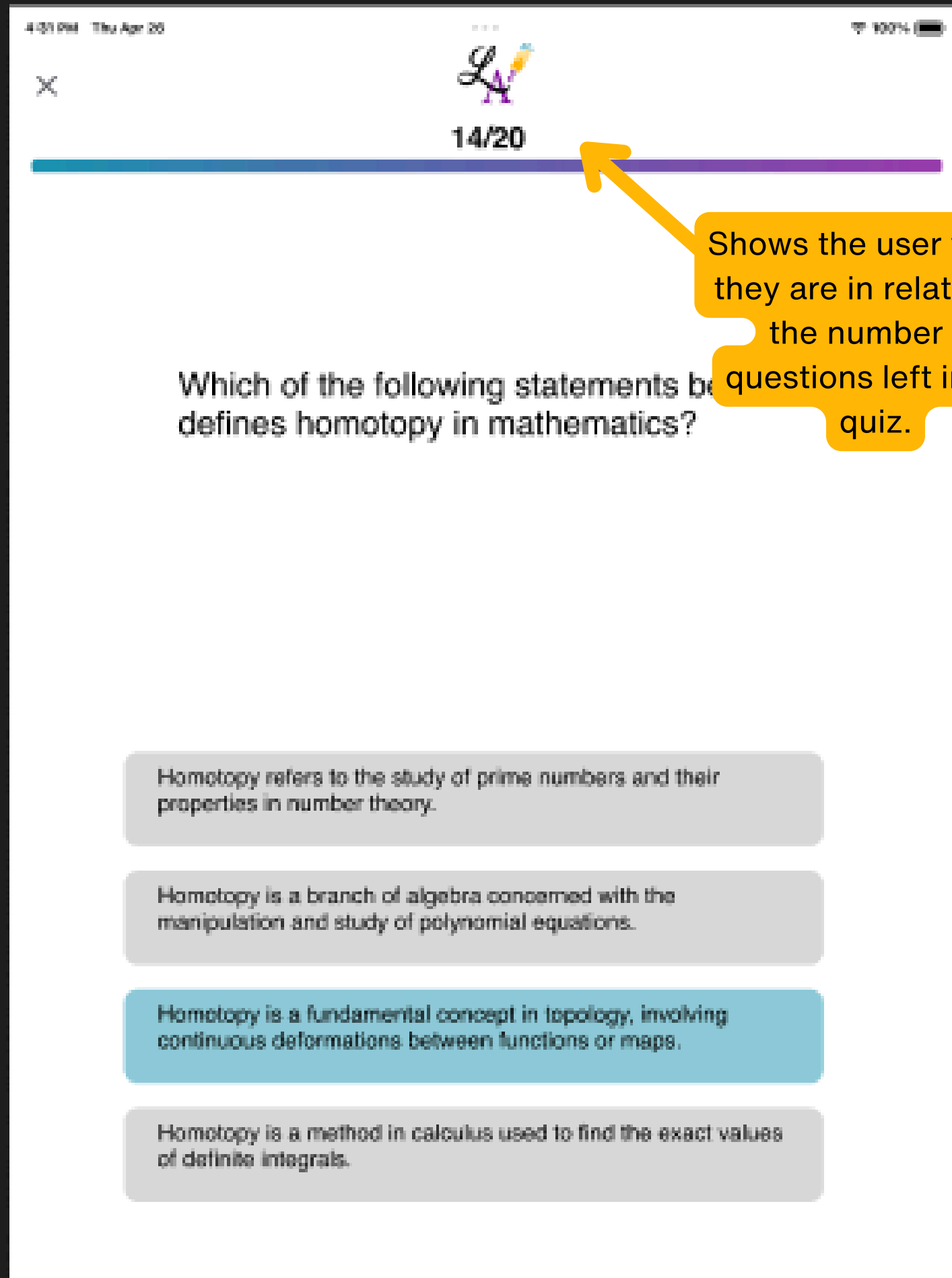
Hi-Fidelity

STUDY AID

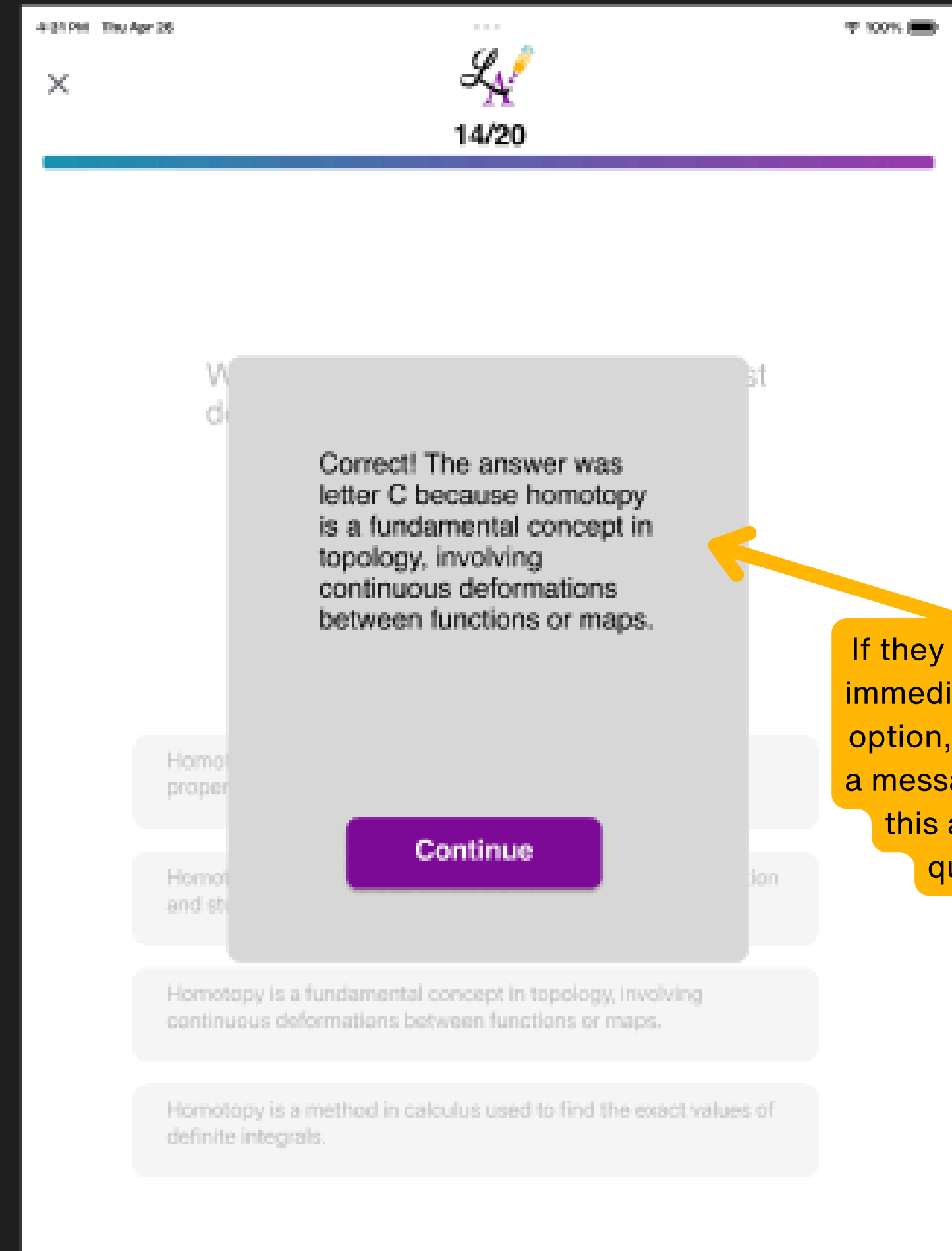


This is one way to activate StudyAid

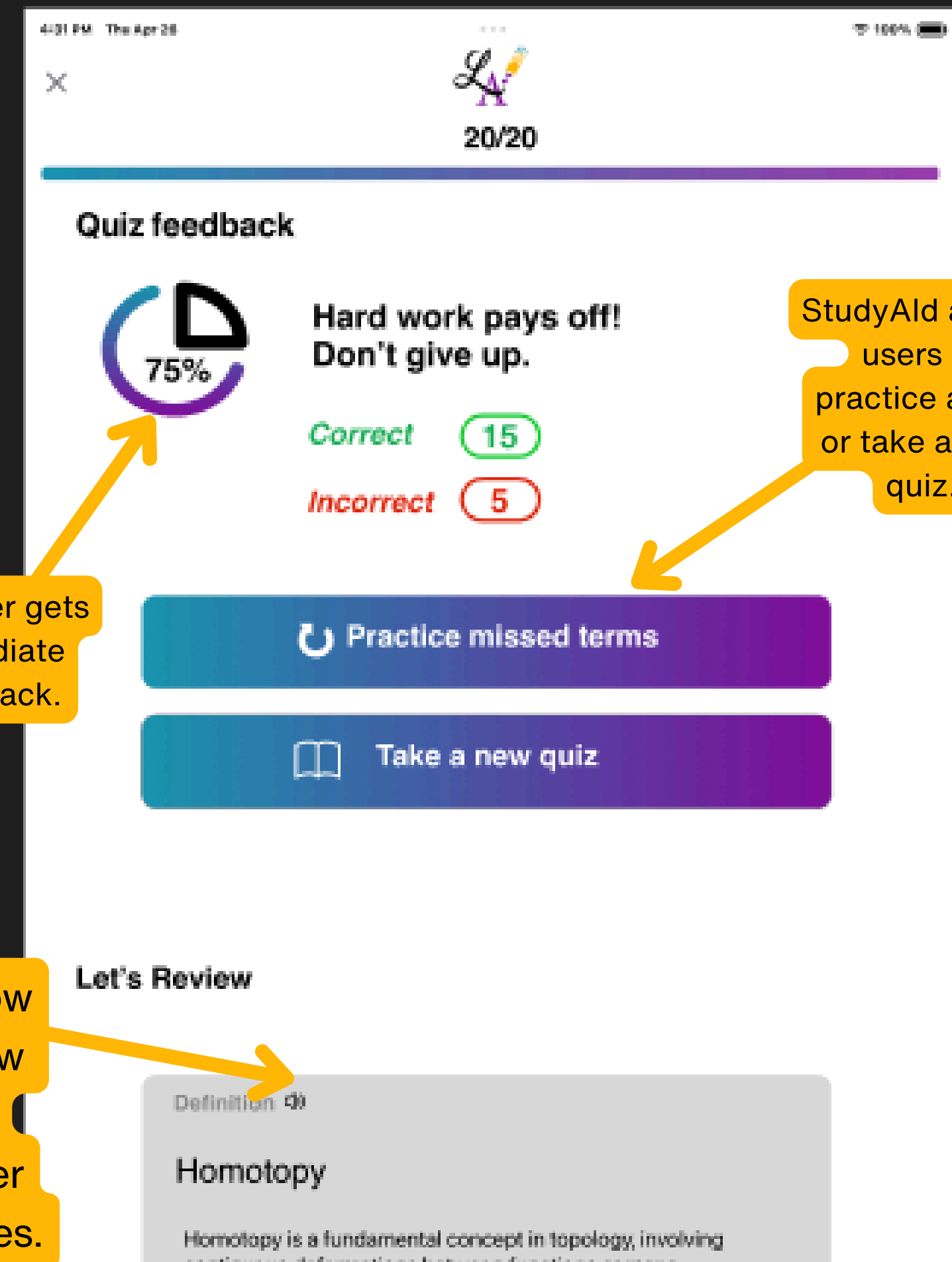
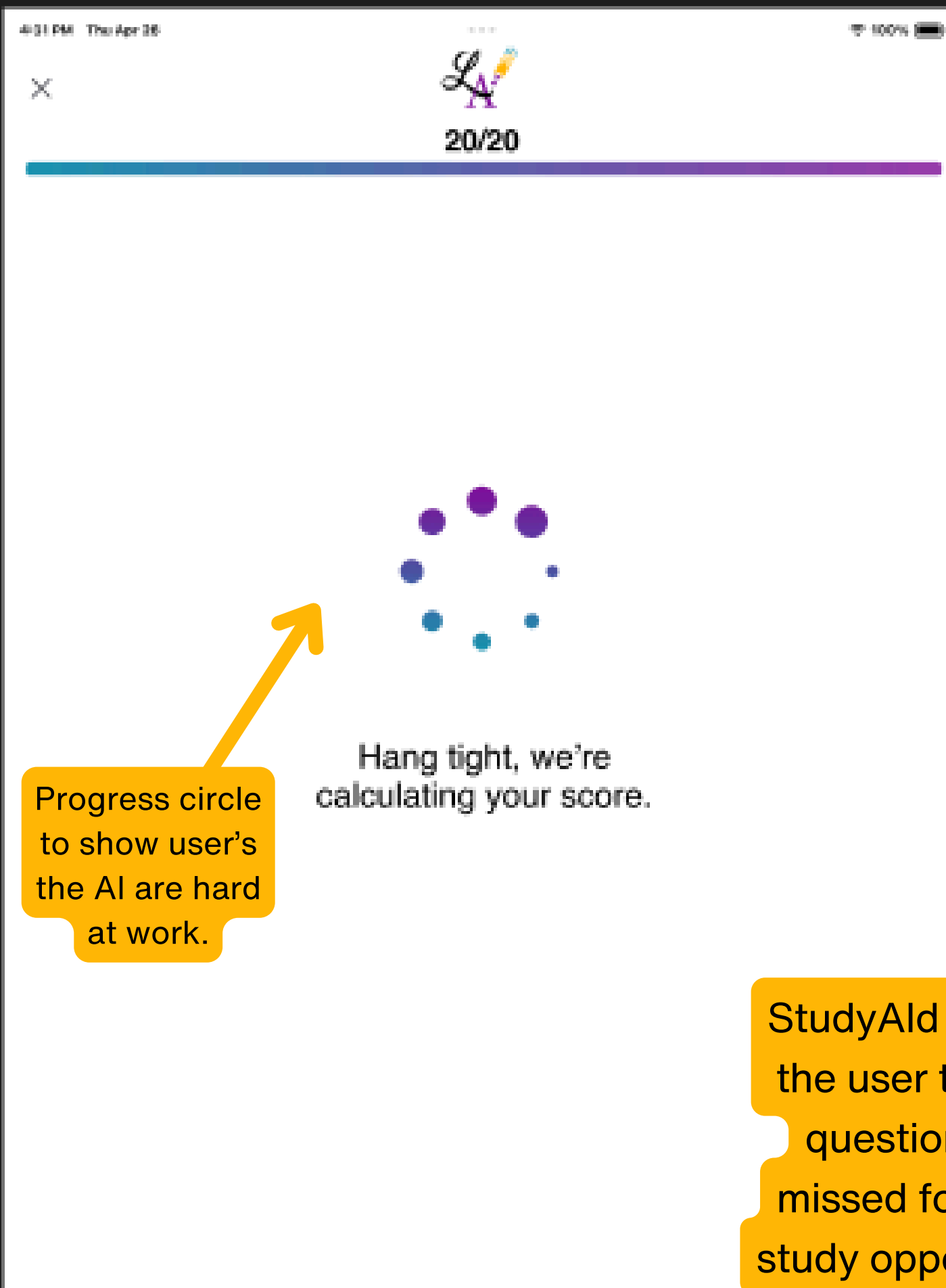




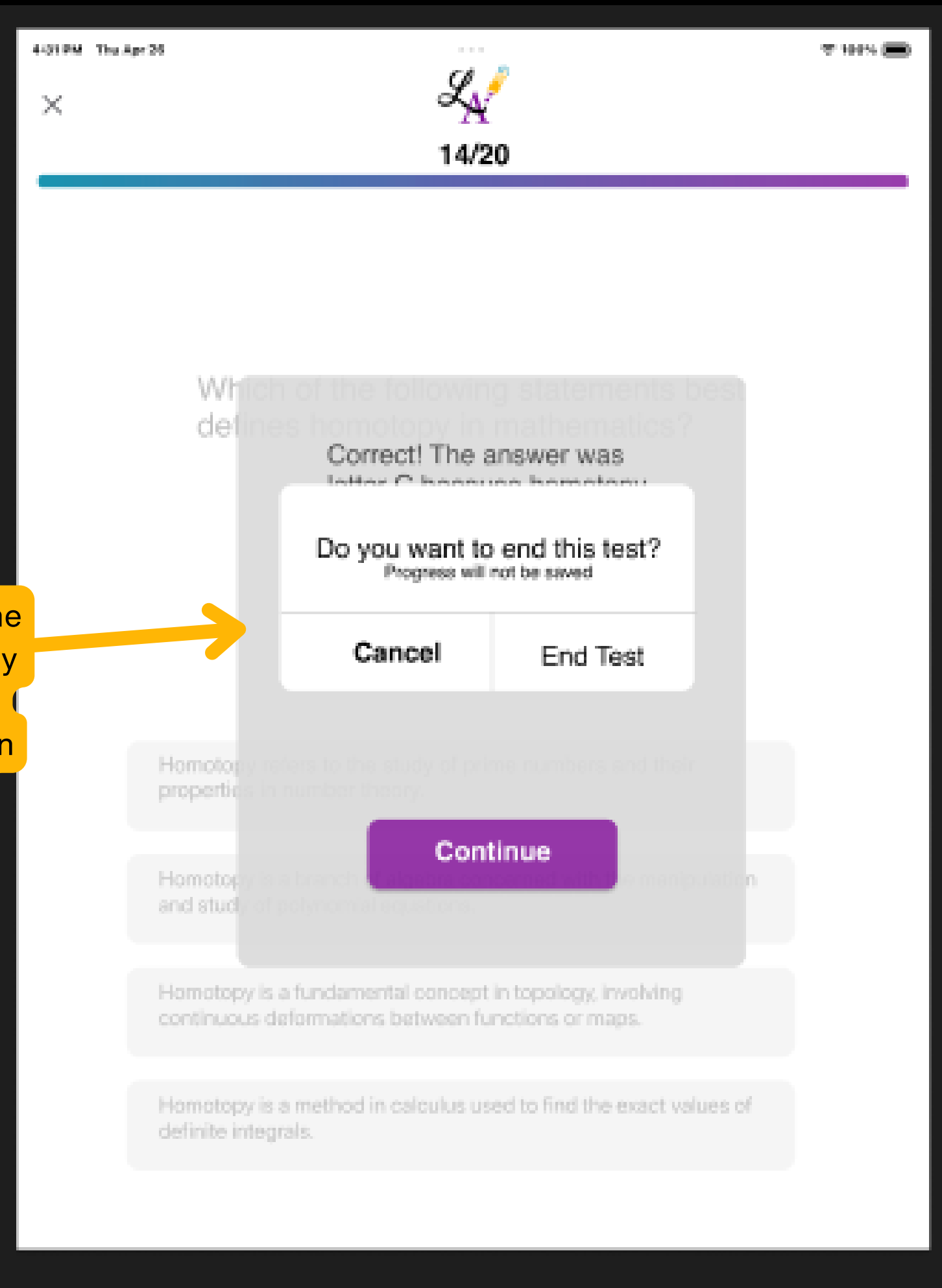
Shows the user where they are in relation to the number of questions left in the quiz.



If they "turn on" the immediate feedback option, they will see a message similar to this after every question.



If the user clicks the X at the upper left hand corner, they will be asked to confirm if they actually want to exit in case it was a misclick.



Hi-Fidelity

NOTE AID

4:28 PM Thu Apr 28

100%

New Note 4.26.24

GENERALISED LIL & HOMOTOPY

Recall the idea of homotopy of loops. We saw that if $\gamma, \gamma' \in \Omega_0(\Omega)$ then $\int_{\gamma} f = \int_{\gamma'} f$ if $\gamma \sim \gamma'$. We can define a function on the set of homotopy classes $[\Omega_0(\Omega)]$ of loops $\gamma: D^1 \rightarrow \Omega$. This, $[\gamma] \mapsto \int_{\gamma} f$ is a function $[\Omega_0(\Omega)] \rightarrow \mathbb{R}$. This set is denoted $\pi_1(\Omega)$ and is called the 'fundamental group' of Ω . More generally, one can consider loops $\gamma: D^n \rightarrow \Omega$ which start and end at some base point $x_0 \in \Omega$. $\pi_n(\Omega)$ is a group with the product $[\gamma][\eta] = [\gamma\eta]$ in $\pi_n(\Omega)$, where $(\gamma\eta)(t) = \gamma(2t)$ if $t \in [0, 1/2]$ and $(\gamma\eta)(t) = \eta(2t-1)$ if $t \in [1/2, 1]$. Moreover, for a good choice of f then $\int_{\gamma} f$ may define a group homomorphism. Specifically, taking $f(x) = \frac{1}{2\pi i} \log(x)$ gives $\frac{1}{2\pi i} \int_{\gamma} \frac{1}{z} dz = \text{winding number of } \gamma \text{ around } 0$.

Thus, $\pi_1(\Omega)$ is a group with $[\gamma][\eta] = [\gamma\eta]$ in $\pi_1(\Omega)$ and $\int_{\gamma} f$ is a function $[\Omega_0(\Omega)] \rightarrow \mathbb{R}$. This set is denoted $\pi_1(\Omega)$ and is called the 'fundamental group' of Ω . More generally, one can consider loops $\gamma: D^n \rightarrow \Omega$ which start and end at some base point $x_0 \in \Omega$. $\pi_n(\Omega)$ is a group with the product $[\gamma][\eta] = [\gamma\eta]$ in $\pi_n(\Omega)$, where $(\gamma\eta)(t) = \gamma(2t)$ if $t \in [0, 1/2]$ and $(\gamma\eta)(t) = \eta(2t-1)$ if $t \in [1/2, 1]$. Moreover, for a good choice of f then $\int_{\gamma} f$ may define a group homomorphism. Specifically, taking $f(x) = \frac{1}{2\pi i} \log(x)$ gives $\frac{1}{2\pi i} \int_{\gamma} \frac{1}{z} dz = \text{winding number of } \gamma \text{ around } 0$.

Now, $\pi_1(\Omega)$ is a group with $[\gamma][\eta] = [\gamma\eta]$ in $\pi_1(\Omega)$ and $\int_{\gamma} f$ is a function $[\Omega_0(\Omega)] \rightarrow \mathbb{R}$. This set is denoted $\pi_1(\Omega)$ and is called the 'fundamental group' of Ω . More generally, one can consider loops $\gamma: D^n \rightarrow \Omega$ which start and end at some base point $x_0 \in \Omega$. $\pi_n(\Omega)$ is a group with the product $[\gamma][\eta] = [\gamma\eta]$ in $\pi_n(\Omega)$, where $(\gamma\eta)(t) = \gamma(2t)$ if $t \in [0, 1/2]$ and $(\gamma\eta)(t) = \eta(2t-1)$ if $t \in [1/2, 1]$. Moreover, for a good choice of f then $\int_{\gamma} f$ may define a group homomorphism. Specifically, taking $f(x) = \frac{1}{2\pi i} \log(x)$ gives $\frac{1}{2\pi i} \int_{\gamma} \frac{1}{z} dz = \text{winding number of } \gamma \text{ around } 0$.

This is one way to activate NoteAid

Quick Share

Collaborate

NoteAid

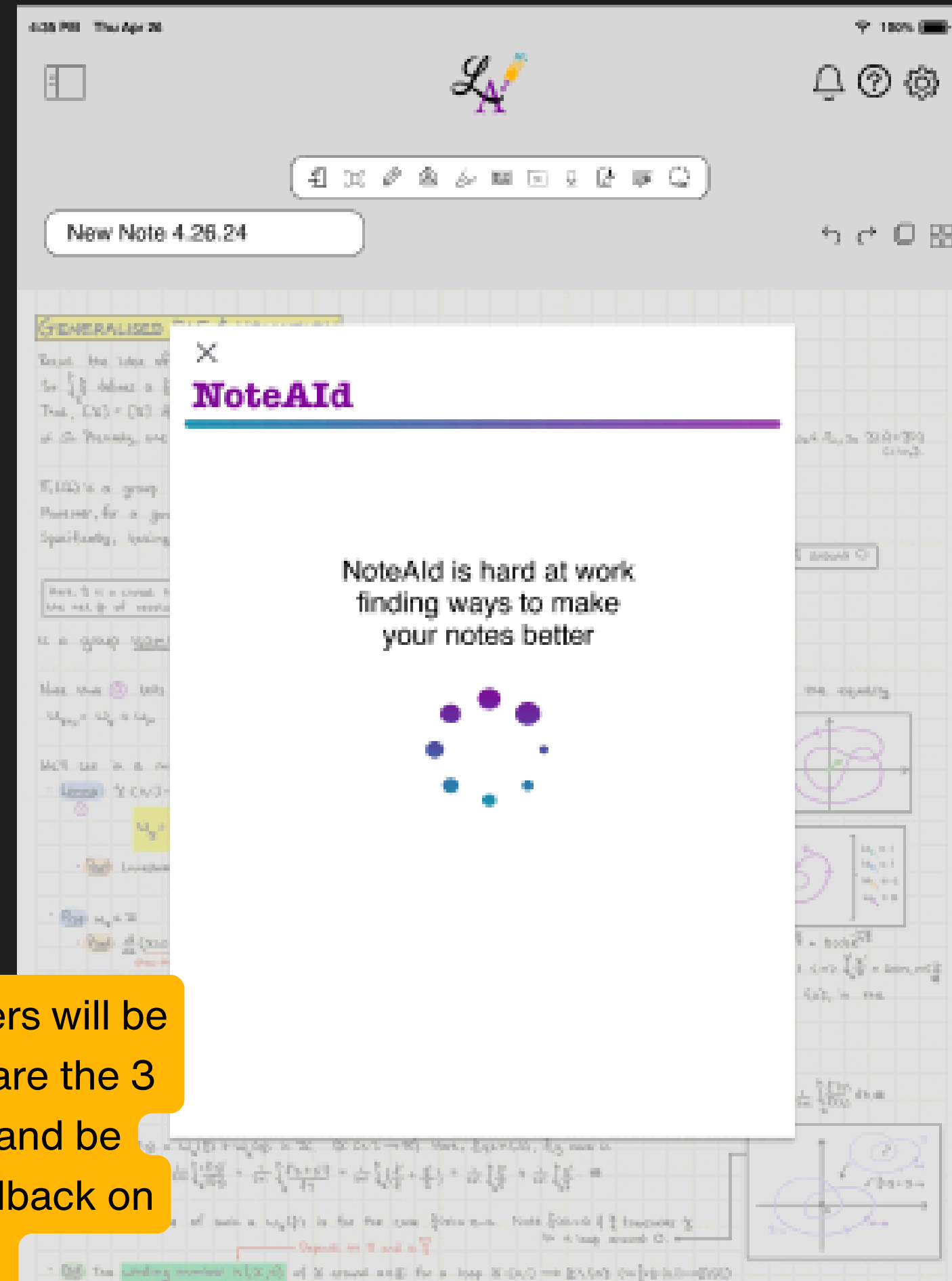
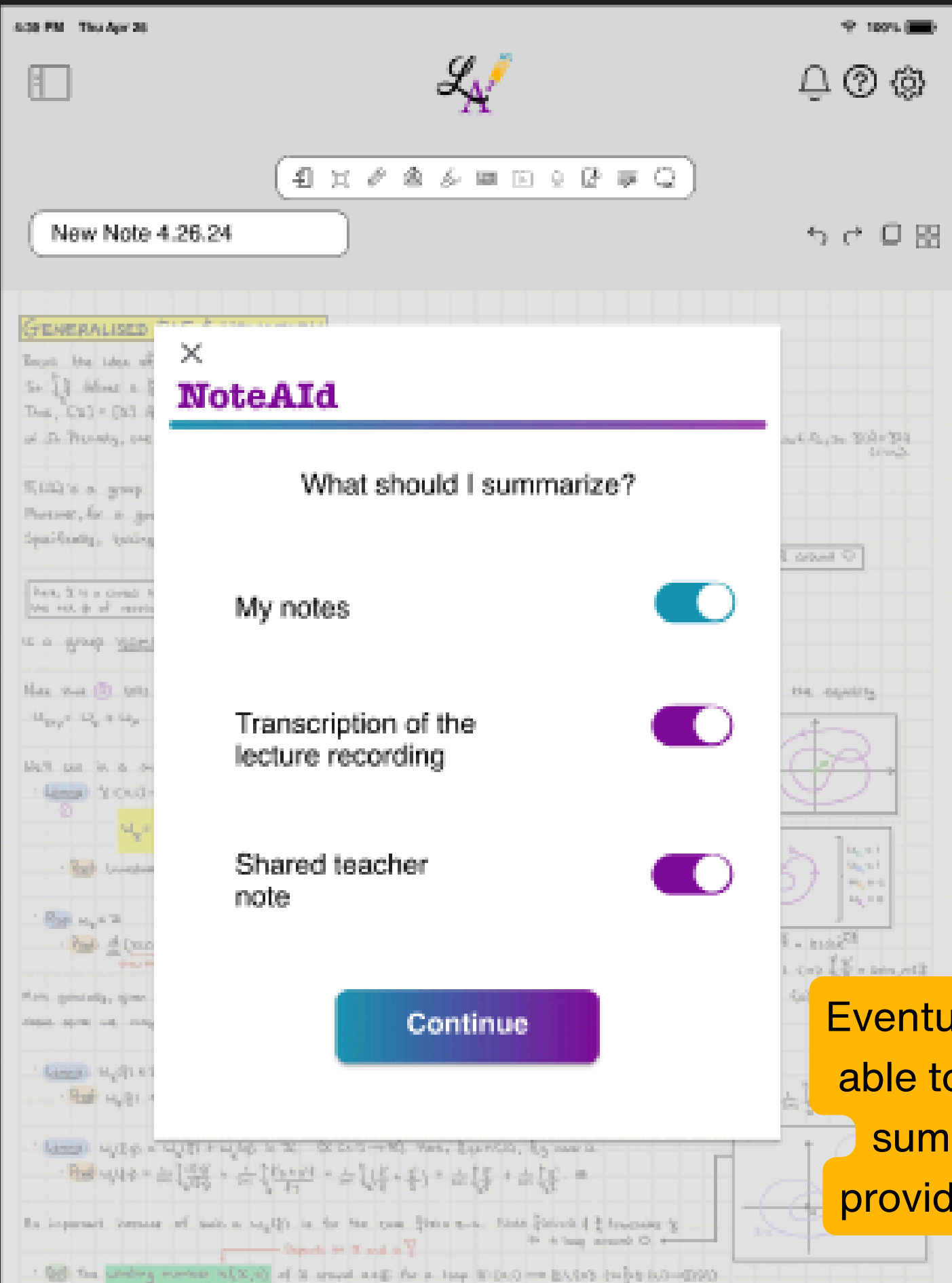
StudyAid

ChatAid

[illegible]

This is one way to activate NoteAld

NoteAld pops up with the note in the back that they are attempting to make better.



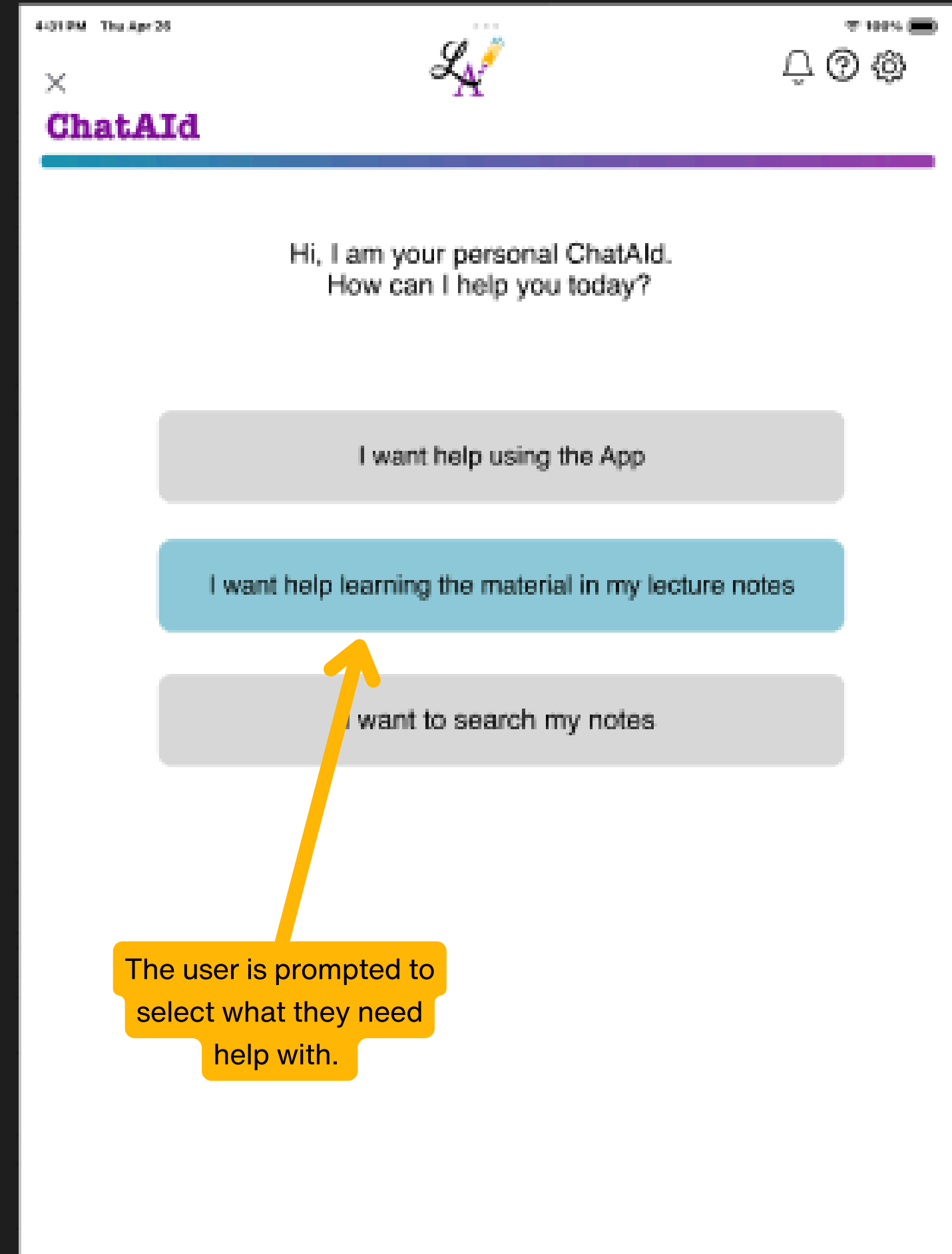
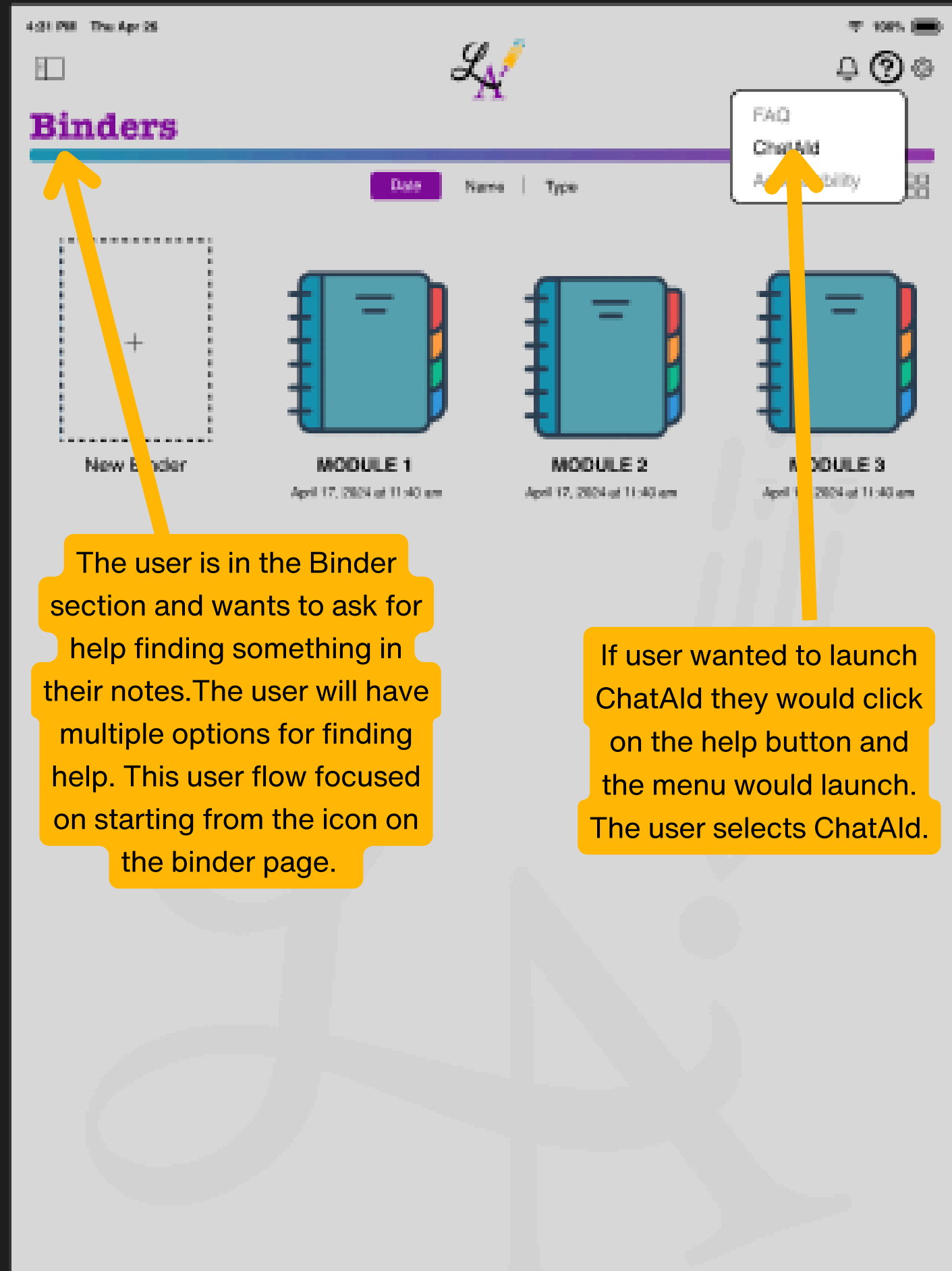
Eventually users will be able to compare the 3 summaries and be provided feedback on gaps.

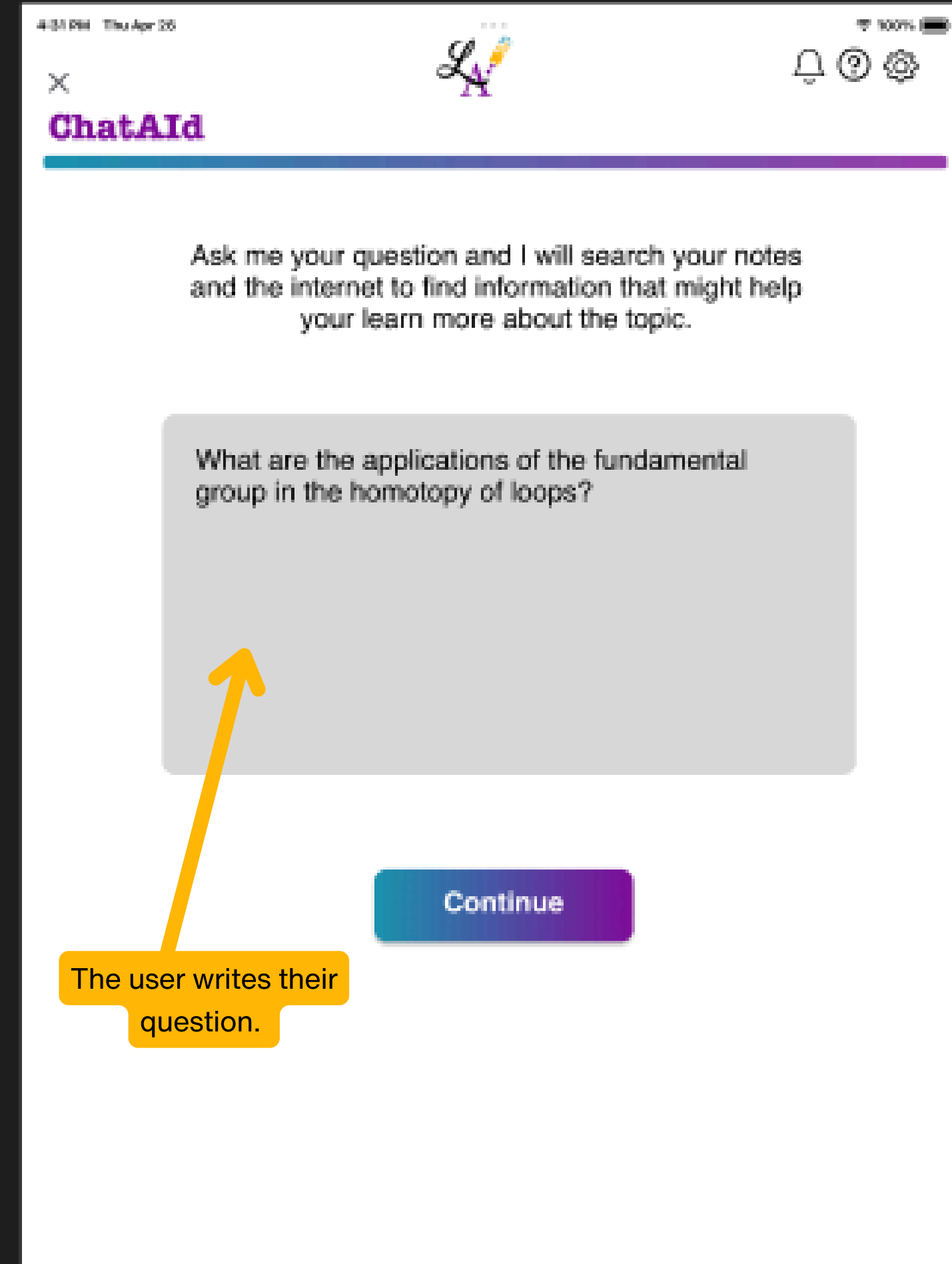
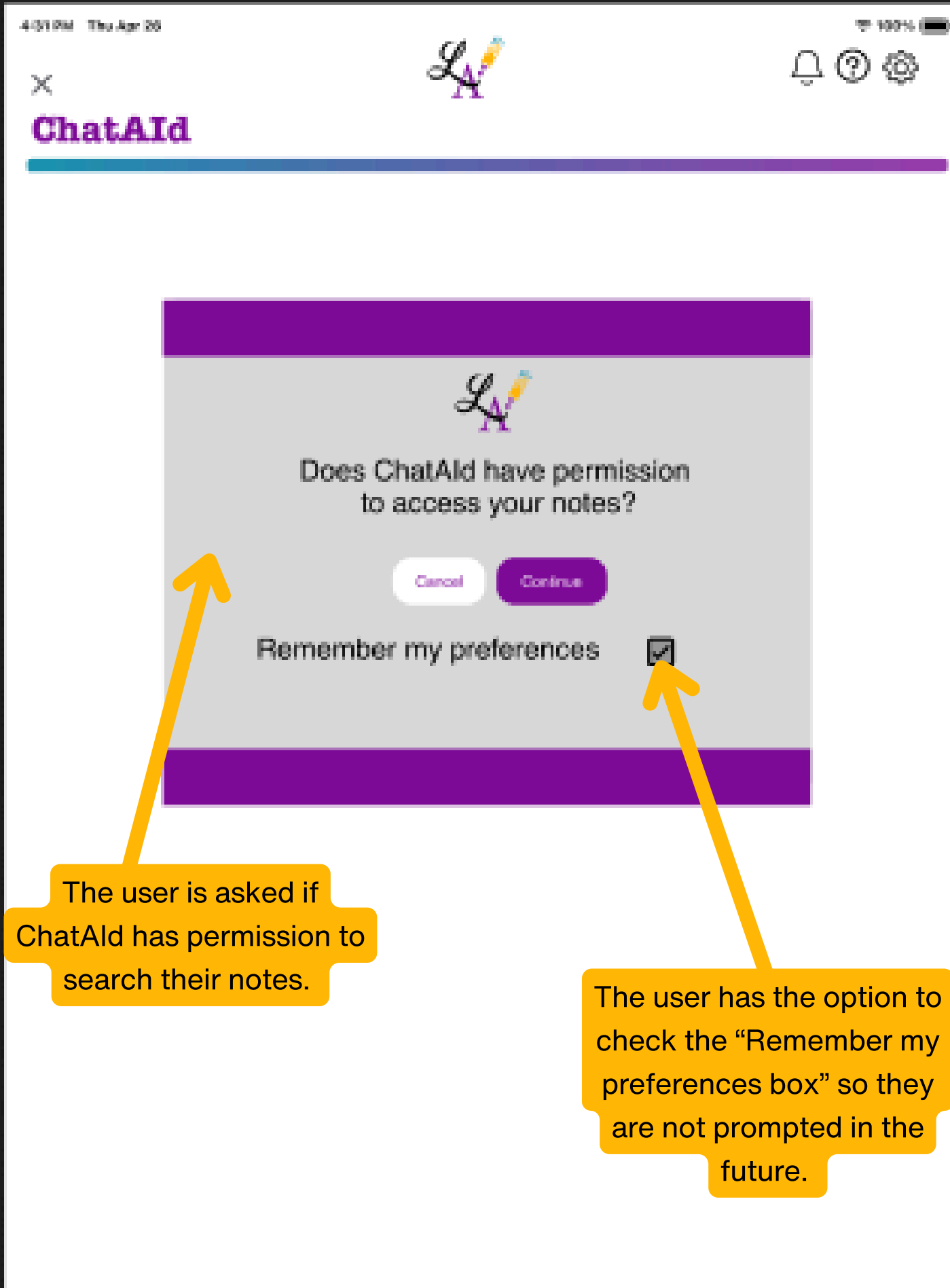
[illegible][illegible]

NoteAld automatically adds the summary to the end of the note.

Hi-Fidelity

CHAT AI





**ChatAid**

ChatAid is hard at work being
your best personal Aid

On this screen the user
see ChatAid working as
they search the users
notes to answer the users
question.

**ChatAid**

Let me know if this information is helpful.

The fundamental group is used to:

Classify Spaces: By studying the fundamental group, one can classify spaces up to homotopy equivalence.

Detect Holes: Nontrivial elements of the fundamental group indicate the presence of "holes" in a space.

Covering Spaces: The fundamental group plays a key role in the theory of covering spaces, providing insights into how spaces cover one another.

Overall, the fundamental group is a foundational concept in topology.

The user is
presented with a
drop down menu of
options to continue
in ChatAid or exit
the application.

ChatAid delivers a
responses to the users
question.

Find where I should add this
to my notes

Ask another question

Generate a different
response

Go back to the binder page



ChatAId

Select the Note

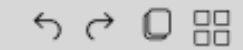


Continue

The user selects the note to add the ChatAId response to.



New Note 4.26.24



GENERALISED D.I.F & HOMOTOPY

Recall the idea of homotopy of loops. We saw that if $\gamma \sim \gamma'$ in Ω , $\int \gamma \in H(\Omega)$ then $\int \gamma = \int \gamma'$. So \int defines a function on the set of homotopy classes $[\gamma]$ of loops $\gamma: [0,1] \rightarrow \Omega$. Thus, $[\gamma] = [\gamma']$ iff $\gamma \sim \gamma'$. This set is denoted $\pi_1(\Omega)$ and is called the 'fundamental group' of Ω . Precisely, one can consider loops $\gamma: [0,1] \rightarrow \Omega$ which begin and end at some (any!) choice of basepoint $\omega_0 \in \Omega$, so $\gamma(0) = \gamma(1) (= \omega_0)$.

$\pi_1(\Omega)$ is a group w.r.t. $[\gamma] \cdot [\mu] = [\gamma \cdot \mu]$ on Ω , where $(\gamma \cdot \mu)(t) = \begin{cases} \gamma(2t), & 0 \leq t \leq \frac{1}{2} \\ \mu(2t-1), & \frac{1}{2} \leq t \leq 1 \end{cases}$. Moreover, for a good choice of \int we can define a group homomorphism. Specifically, taking $\Omega = \mathbb{C} \setminus \{0\}$, $\int \gamma = \frac{1}{2\pi i} \int \frac{1}{z} dz$. Here, γ is a closed loop in $\mathbb{C} \setminus \{0\}$ and ω_γ counts the net # of rotations γ makes around 0.

Here, γ is a closed loop in $\mathbb{C} \setminus \{0\}$ and ω_γ counts the net # of rotations γ makes around 0. $[\gamma] \mapsto \omega_\gamma = \frac{1}{2\pi i} \int_\gamma \frac{1}{z} dz$. The winding number of γ around 0.

is a group isomorphism.

Note that ③ tells us that ③ is well-defined, as a map of sets. That it is a group homomorphism is the equality $\omega_{\gamma \cdot \mu} = \omega_\gamma + \omega_\mu$ i.e. $\int_{\gamma \cdot \mu} \frac{1}{z} dz = \int_\gamma \frac{1}{z} dz + \int_\mu \frac{1}{z} dz$. ③ Easy to check - *Exercise.

We'll see in a moment that $\omega_\gamma \in \mathbb{Z}$. First:

• Lemma: $\gamma: [0,1] \rightarrow \mathbb{C} \setminus \{0\}$, $t \mapsto \gamma(t)$

$$\omega_\gamma = \frac{1}{2\pi i} \int_0^1 \frac{\gamma'(t)}{\gamma(t)} dt$$

is an integral.

Intuitive idea: ω_γ = net # of rotations of needle following the path on γ until it returns to where it started. Ex: $\omega_{\gamma_1} = 1$, $\omega_{\gamma_2} = 1$, $\omega_{\gamma_3} = -1$, $\omega_{\gamma_4} = 0$.

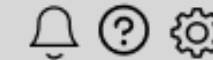
More generally, given a loop $\gamma: [0,1] \rightarrow \Omega \subset \mathbb{C}$ and a hole $a \in \Omega$. So $\tilde{\gamma}: [0,1] \rightarrow \mathbb{C} \setminus \{a\}$ is a loop around a , in the above sense we may define: $\omega_\gamma(\tilde{\gamma}) = \omega(\tilde{\gamma} \circ \gamma) = \omega_{\tilde{\gamma} \circ \gamma}$.

• Lemma: $\omega_\gamma(\tilde{\gamma}) \in \mathbb{Z}$ and $\omega_\gamma(\tilde{\gamma}) = \frac{1}{2\pi i} \int_\gamma \frac{\tilde{\gamma}'(t)}{\tilde{\gamma}(t)} dt$. Proof: $\omega_\gamma(\tilde{\gamma})$ an integer by earlier prop. Also $\omega_\gamma(\tilde{\gamma}) = \omega(\tilde{\gamma} \circ \gamma) = \frac{1}{2\pi i} \int_0^1 \frac{(\tilde{\gamma} \circ \gamma)'(t)}{(\tilde{\gamma} \circ \gamma)(t)} dt = \frac{1}{2\pi i} \int_0^1 \frac{\tilde{\gamma}'(t) \gamma'(t)}{\tilde{\gamma}(t) \gamma(t)} dt = \frac{1}{2\pi i} \int_0^1 \frac{\tilde{\gamma}'(t)}{\tilde{\gamma}(t)} \frac{\gamma'(t)}{\gamma(t)} dt = \frac{1}{2\pi i} \int_\gamma \frac{\tilde{\gamma}'(t)}{\tilde{\gamma}(t)} dt$.

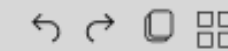
• Lemma: $\omega_\gamma(\tilde{\gamma}) = \omega_\gamma(\tilde{\gamma}) + \omega_\gamma(a)$ in \mathbb{Z} . ($\gamma: [0,1] \rightarrow \mathbb{C}$) Here, $\tilde{\gamma} \in H(\mathbb{C})$, $\tilde{\gamma}$ never 0. Proof: $\omega_\gamma(\tilde{\gamma}) = \frac{1}{2\pi i} \int_\gamma \frac{\tilde{\gamma}'(t)}{\tilde{\gamma}(t)} dt = \frac{1}{2\pi i} \int_\gamma \frac{\tilde{\gamma}'(t) + a \tilde{\gamma}'(t)}{\tilde{\gamma}(t)} dt = \frac{1}{2\pi i} \int_\gamma \frac{\tilde{\gamma}'(t)}{\tilde{\gamma}(t)} dt + \frac{1}{2\pi i} \int_\gamma \frac{a \tilde{\gamma}'(t)}{\tilde{\gamma}(t)} dt = \omega_\gamma(\tilde{\gamma}) + \omega_\gamma(a)$.

An important instance of such a $\omega_\gamma(\tilde{\gamma})$ is for the case $\tilde{\gamma}(t) = z - a$. Note $\tilde{\gamma}(0) = 0$ if $\tilde{\gamma}$ translates γ to a loop around 0. Depends on γ and a .

• Def: The winding number $n(\gamma, a)$ of γ around $a \in \mathbb{C}$ for a loop $\gamma: [0,1] \rightarrow \mathbb{C} \setminus \{a\}$ is $\omega_\gamma(\tilde{\gamma})$ where $\tilde{\gamma}(t) = \gamma(t) - a$.



New Note 4.26.24



GENERALISED D.I.F & HOMOTOPY

Recall the idea of homotopy of loops. We saw that if $\gamma \sim \gamma'$ in Ω , $f \in H(\Omega)$ then $\int_{\gamma} f = \int_{\gamma'} f$. So $\int_{\gamma} f$ defines a function on the set of homotopy classes $[\gamma]$ of loops $\gamma: [0,1] \rightarrow \Omega$. Thus, $[\gamma] = [\gamma']$ iff $\gamma \sim \gamma'$. This set is denoted $\pi_1(\Omega)$ and is called the 'fundamental group' of Ω . Precisely, one can consider loops $\gamma: [0,1] \rightarrow \Omega$ which begin and end at some (any!) choice of basepoint $w_0 \in \Omega$, so $\gamma(0) = \gamma(1) (= w_0)$.

ChatAId Help:

The fundamental group is used to:

Classify Spaces: By studying the fundamental group, we can classify spaces up to homotopy equivalence.

Detect Holes: Nontrivial elements of the fundamental group indicate the presence of "holes" in the space.

Study Covering Spaces: The fundamental group plays a key role in the theory of covering spaces, providing insights into how spaces cover one another.

Overall, the fundamental group is a foundational concept in topology.

$\pi_1(\Omega)$ is a group w.r.t the product $[\gamma] \cdot [\mu] := [\gamma * \mu]$ on Ω , where $(\gamma * \mu)(t) = \begin{cases} \gamma(2t), & 0 \leq t \leq \frac{1}{2} \\ \mu(2t-1), & \frac{1}{2} \leq t \leq 1 \end{cases}$. Moreover, for a good choice of $f(z)$ then $\int_{\gamma} f$ may define a group homomorphism. Specifically, taking $\Omega = \mathbb{C} \setminus \{0\}$ & $f(z) = \frac{1}{z}$: $w: \pi_1(\mathbb{C} \setminus \{0\}) \rightarrow \mathbb{Z}$

Here, γ is a closed loop in $\mathbb{C} \setminus \{0\}$ and w_{γ} counts the net # of revolutions γ makes around 0.

$$[\gamma] \mapsto w_{\gamma} = \frac{1}{2\pi i} \int_{\gamma} \frac{1}{z} dz$$

The winding number of γ around 0

is a group isomorphism.

Note that ③ tells us that ③ is well-defined, as a map of sets. That it is a group homomorphism is the equality

$$w_{\gamma * \mu} = w_{\gamma} + w_{\mu} \text{ i.e. } \int_{\gamma * \mu} \frac{dz}{z} = \int_{\gamma} \frac{dz}{z} + \int_{\mu} \frac{dz}{z} \quad \text{③ Easy to check - *Exercise}$$

Intuitive idea:

(1) = number of revolutions of



The response is copied into the note.

Part

ITVVO



LectureAId

Design Pitch



take better
notes

Imagine

learn material
faster

improve your
performance





Our Team



We all have been educators in K-12 or higher education settings.
We all believe in solutions that help teachers teach better and
students learn better. We also believe in tools that make it easier for
teachers and students to navigate all the complexities they face daily.



Jonathan Silk



Michele Norton
Silk



Sarah Hartman



Brian Chavez

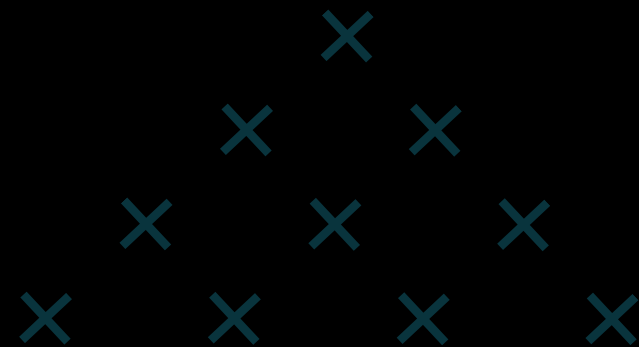


Christina
Ramirez



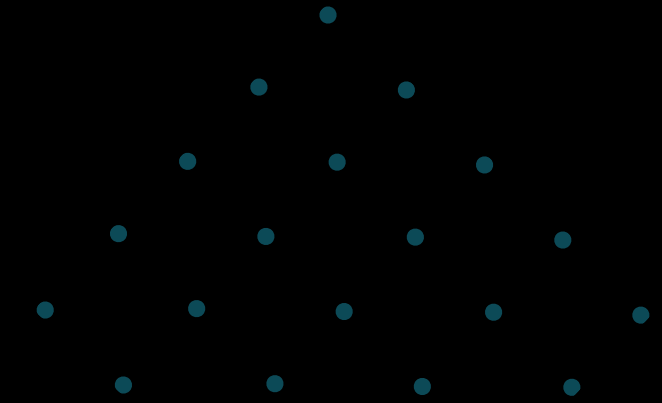
Design Challenge

How might we improve teaching and learning by combining a note-taking application with AI features?





Problem



Problem 1

Effective note-taking is critical to success in most secondary and higher education environments, but little time is spent developing learner capabilities in note-taking or learning from the notes.

Problem 2

Students recall more lecture material if they record it in their notes. Students fail to record up to 40% of the important points.

Research on Student Note Taking: Implications for Faculty and Graduate Student Instructors

Problem 3

Research from Stanford found that the existing method for personalized feedback requires significant resources (time, money, etc.)

Stanford



Target Market

Institutions

Higher Education Institutions invest in educational technology that supports both faculty and students

School Districts

K-12 School districts could purchase this to help both teachers and students build note taking and study capabilities.

Teachers

Teachers could purchase classroom-level subscriptions to help with lectures, note-taking, and studying for their students.

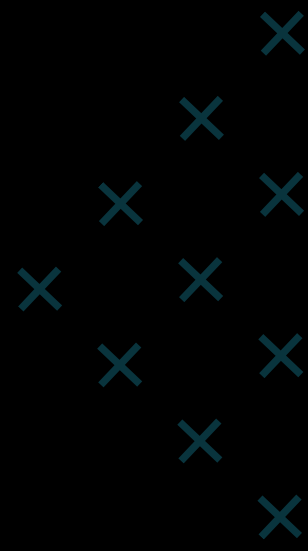
Individual

Learners could purchase subscriptions to help them organize notes, take more effective notes and use their notes to study



User Research

The purpose of our user research was to understand how users (teachers and learners) utilize note-taking applications in the educational context, while also exploring how note taking applications could improve the teaching and learning experience and performance on learning outcomes.



1

Objective 1

Uncover current note-taking applications and benefits of them

2

Objective 2

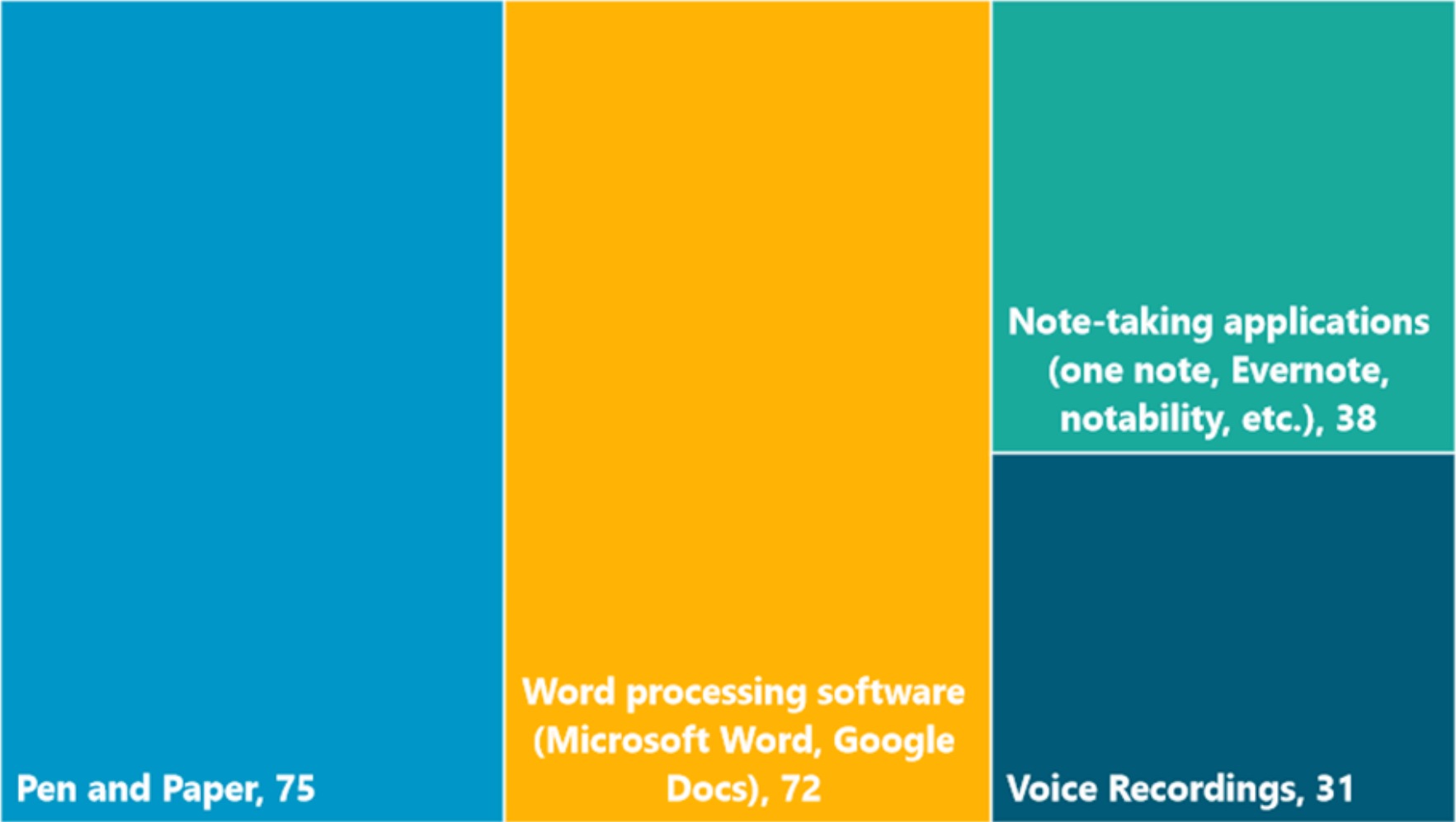
Understand how users could better utilize note-taking apps to increase learning and performance

3

Objective 3

Understand perceptions on potential AI interactions with notes that could improve learning

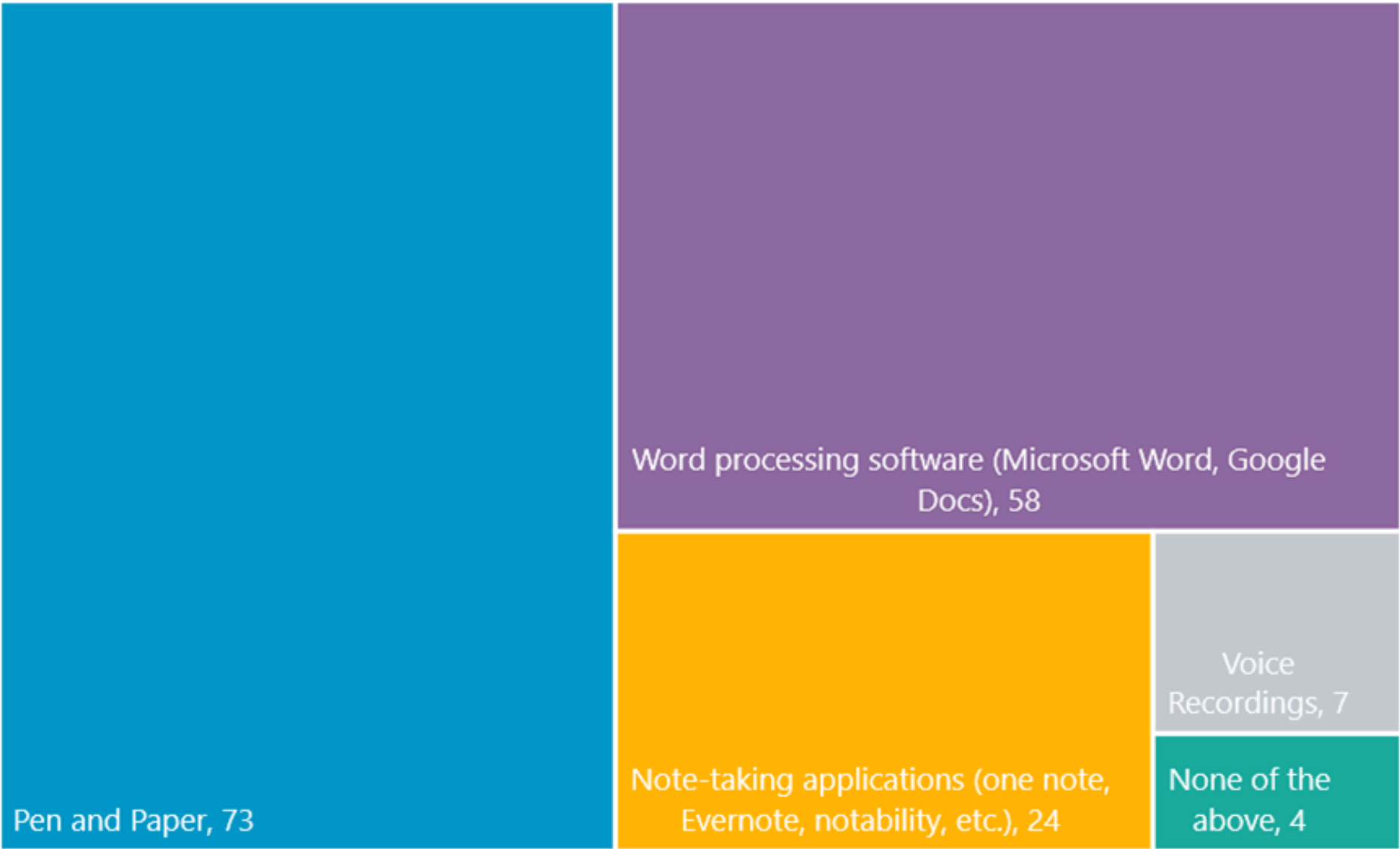
Teacher Perspective on Students' Primary Methods of Note-Taking



Handwriting, Typing and Recording



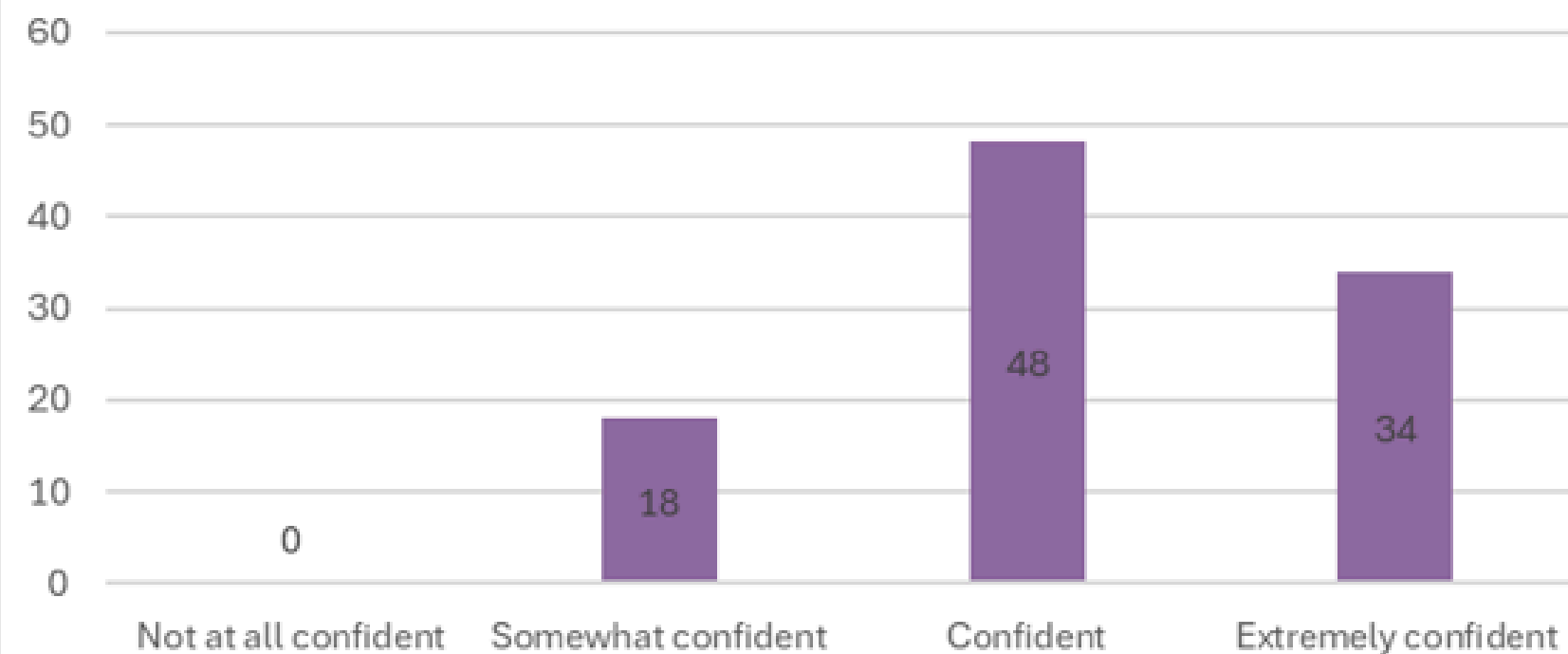
Student Perspective on Primary Methods for Note-Taking



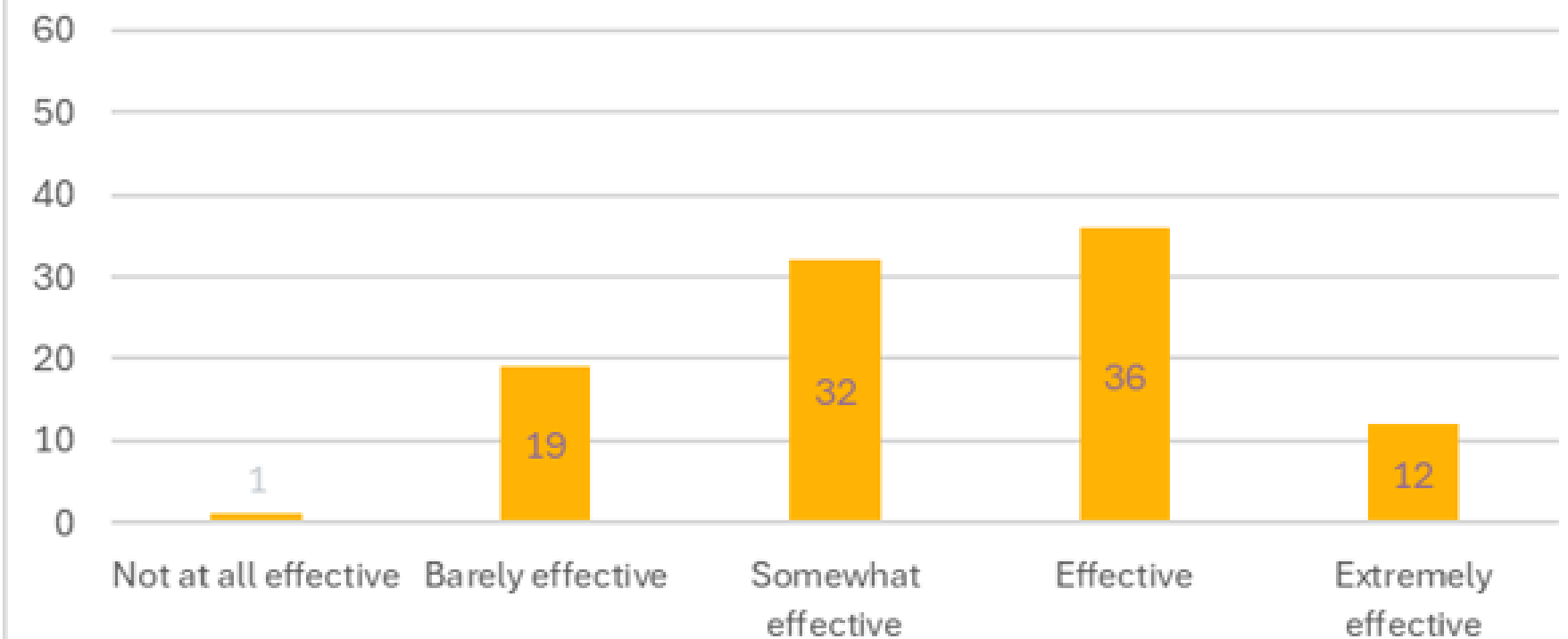
Research shows that tablet applications for note-taking reduces distractions. This and other data influence our decision for doing a tablet version for the MVP

Conflicting Perspectives

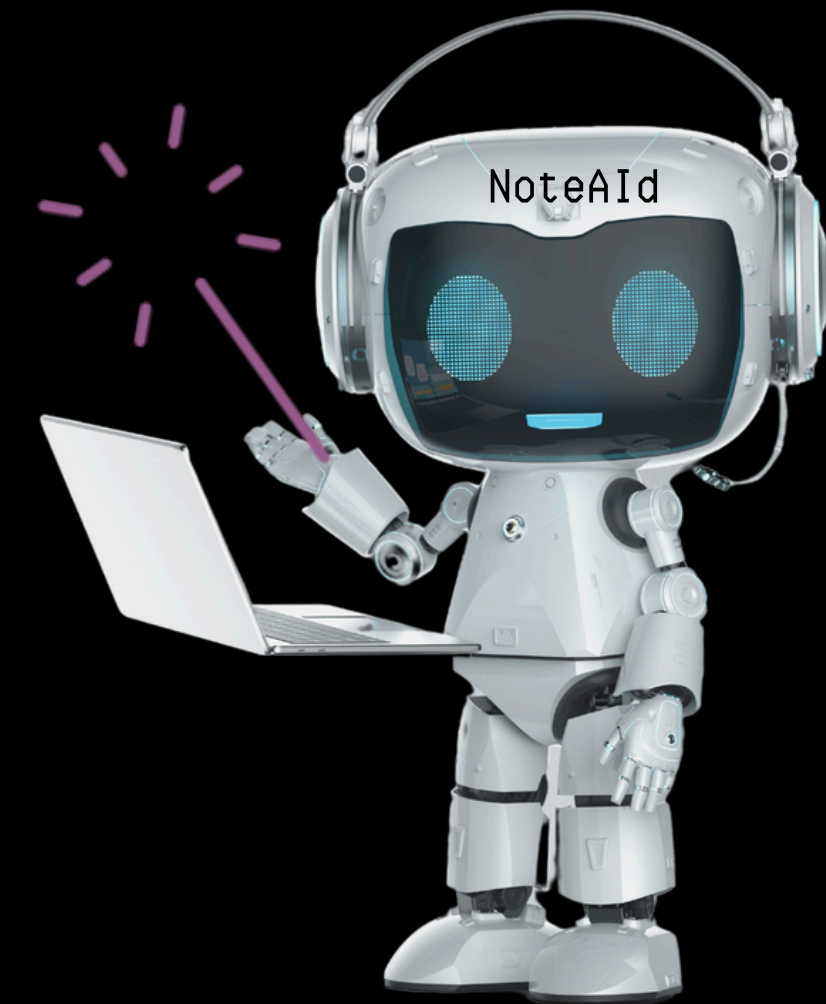
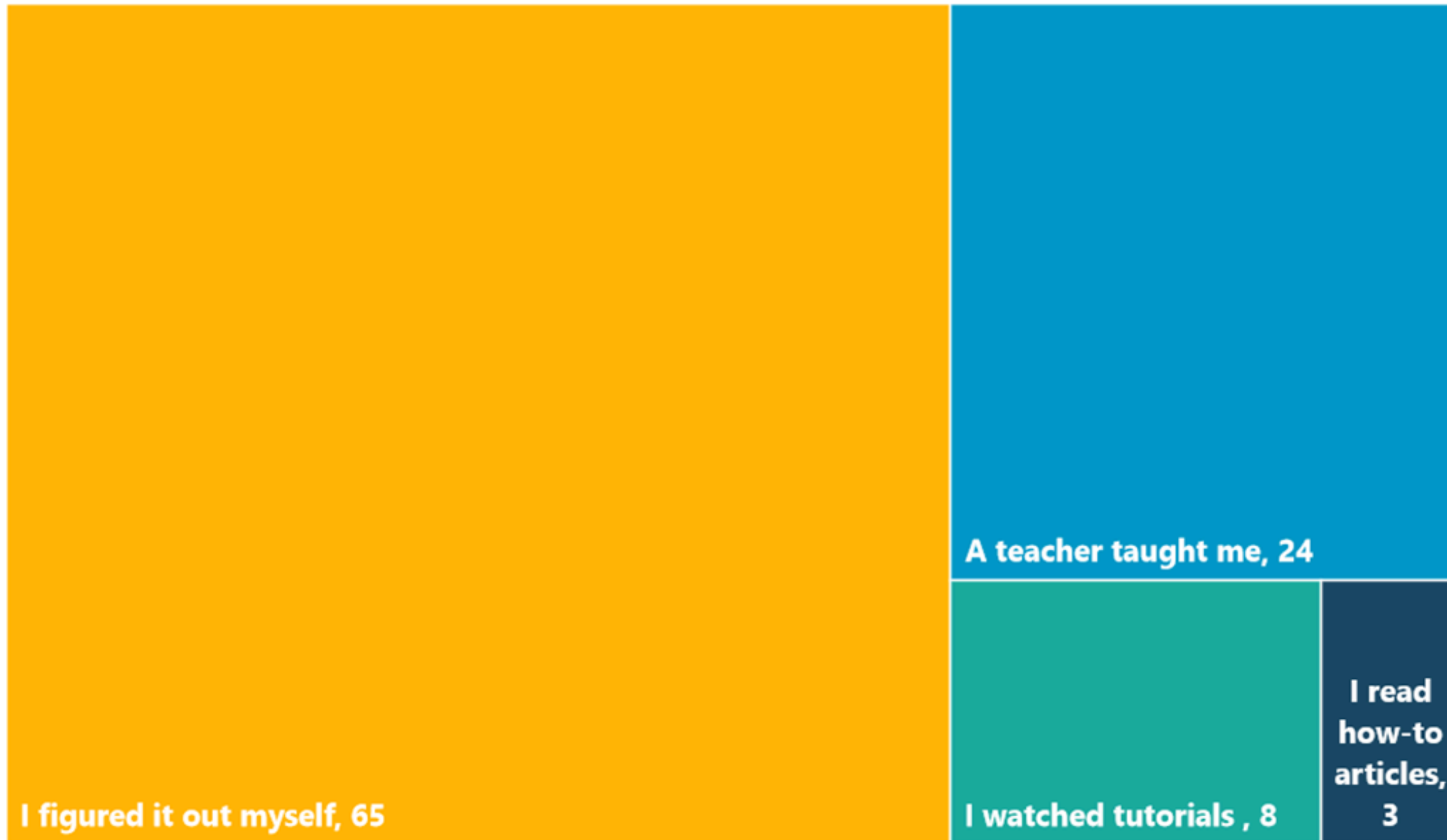
Teacher Effectiveness: Confidence in teaching your students effective note-taking strategies that will improve their performance



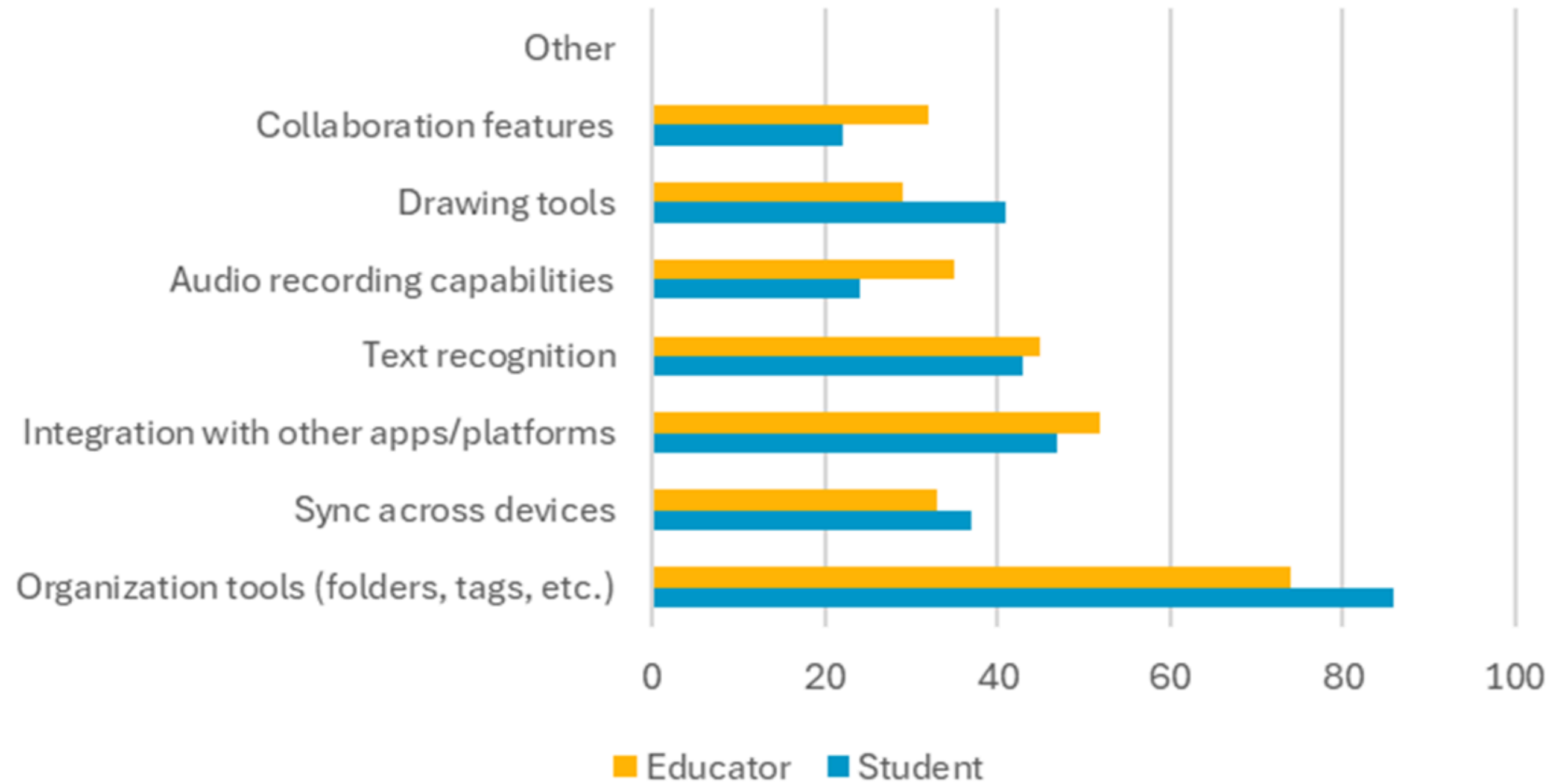
Student Perspective: Effectiveness of your teachers at helping you build strong note-taking skills



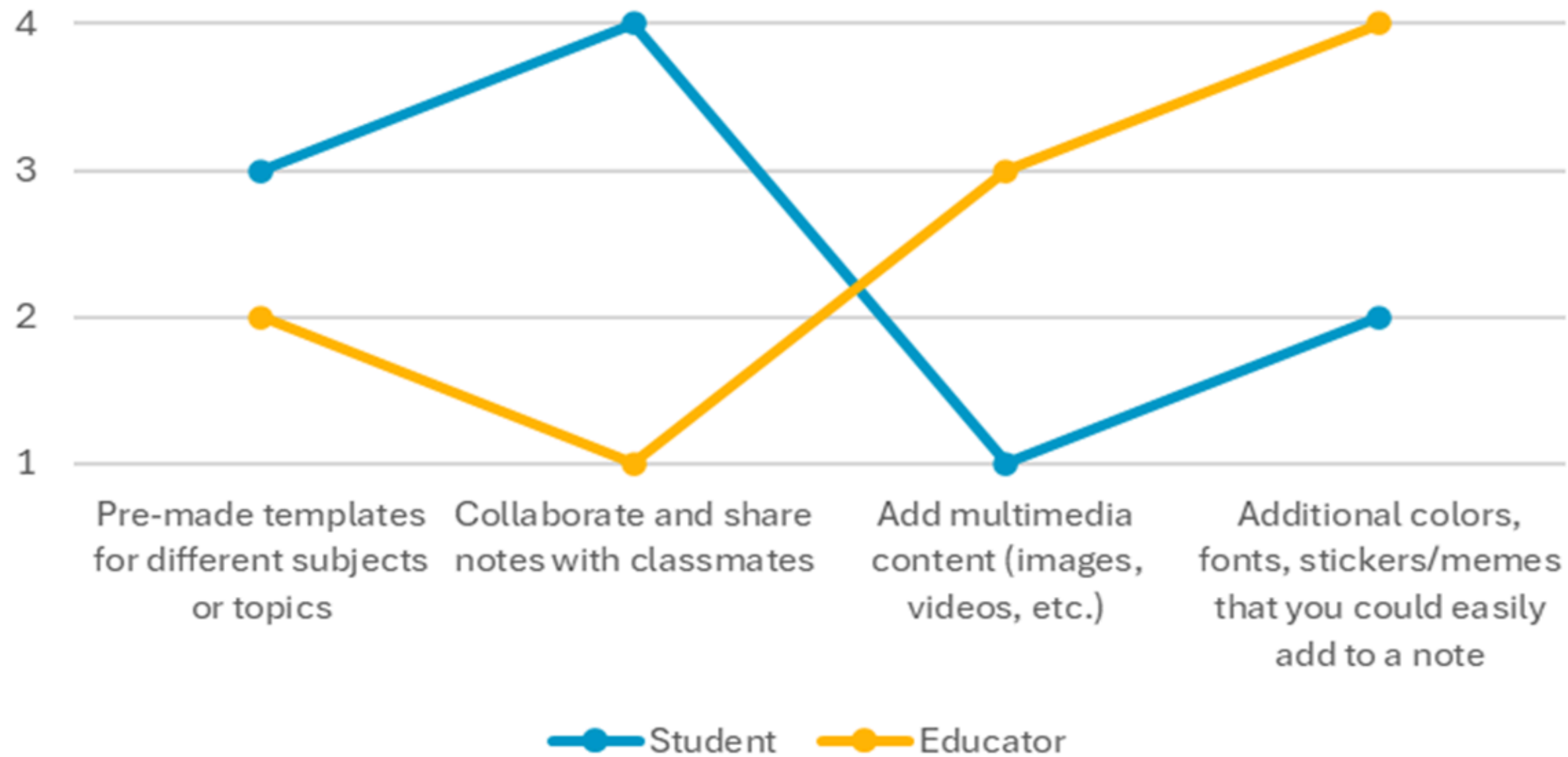
HOW STUDENTS PRIMARILY LEARNED NOTE-TAKING SKILLS



Essential Features of Education-Based Note-Taking Application



1- Most Critical to 4- Least Critical for Notetaking App



Templates

Favorites



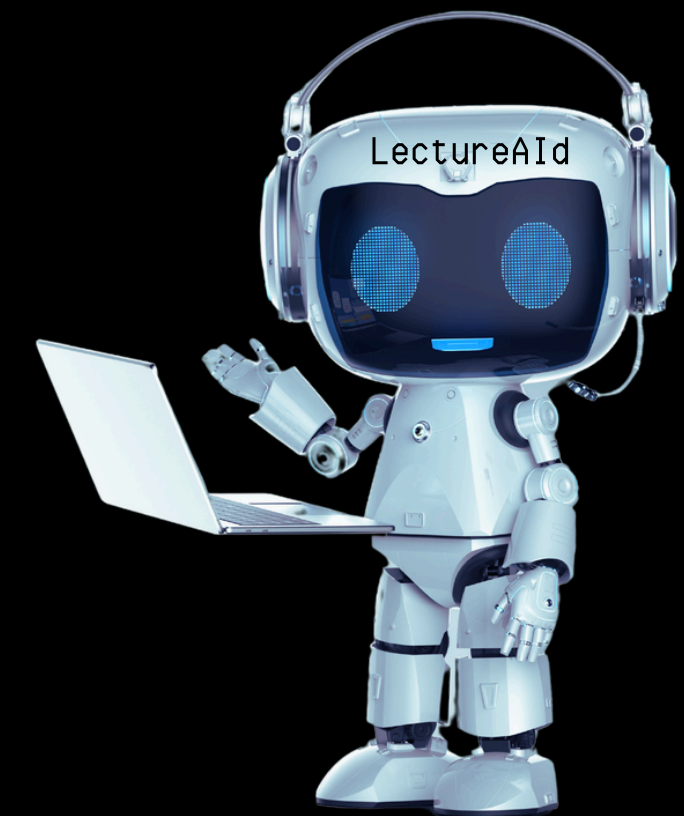
Grid



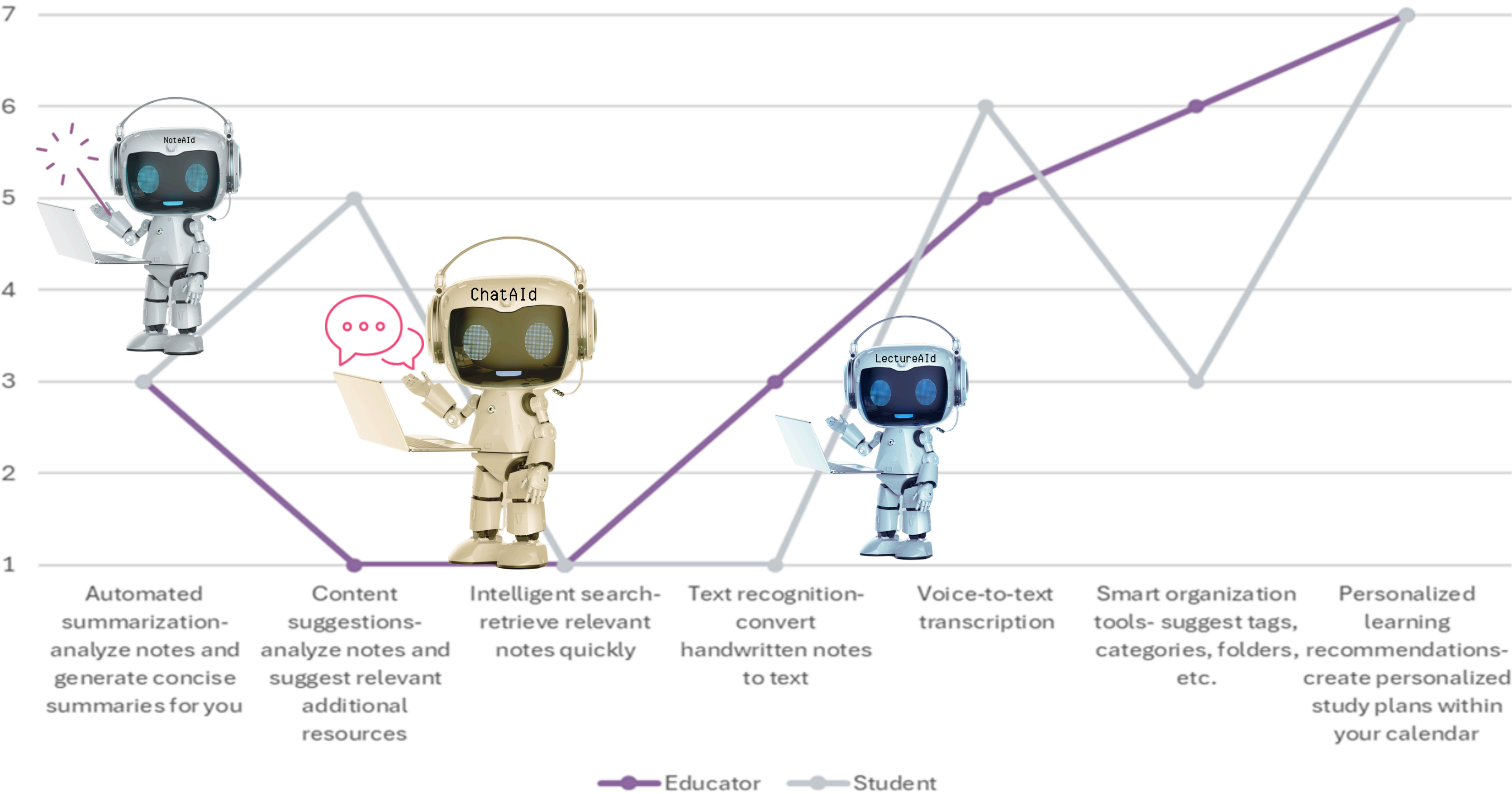
College Ruled



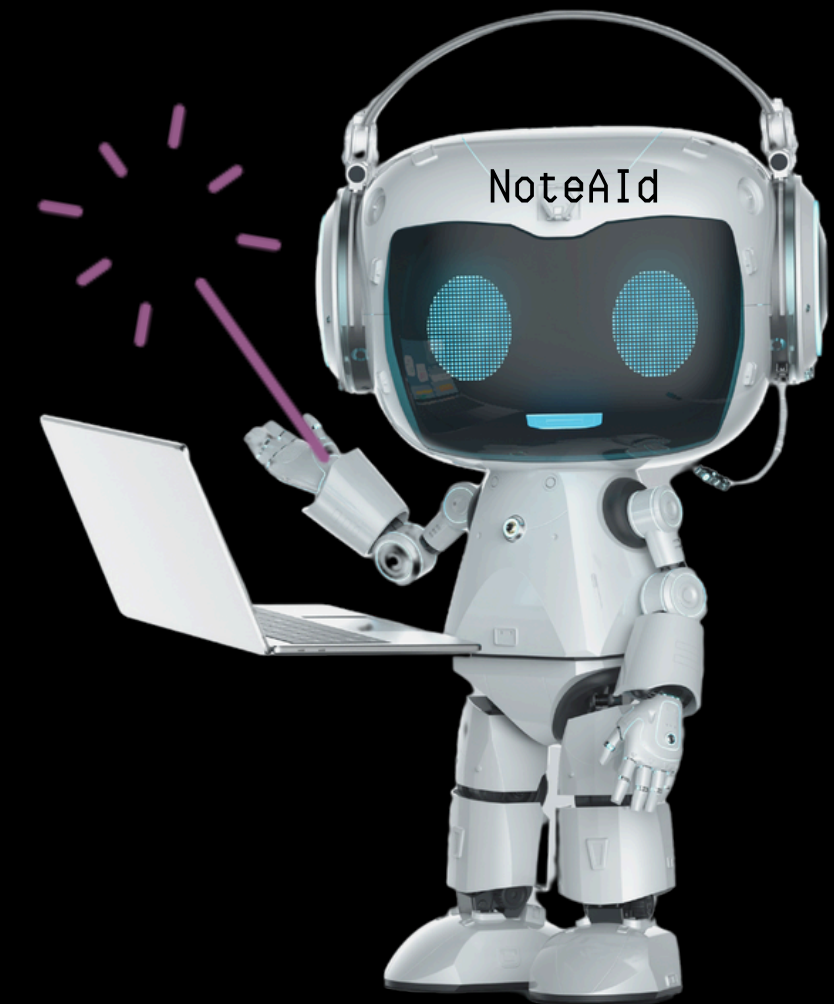
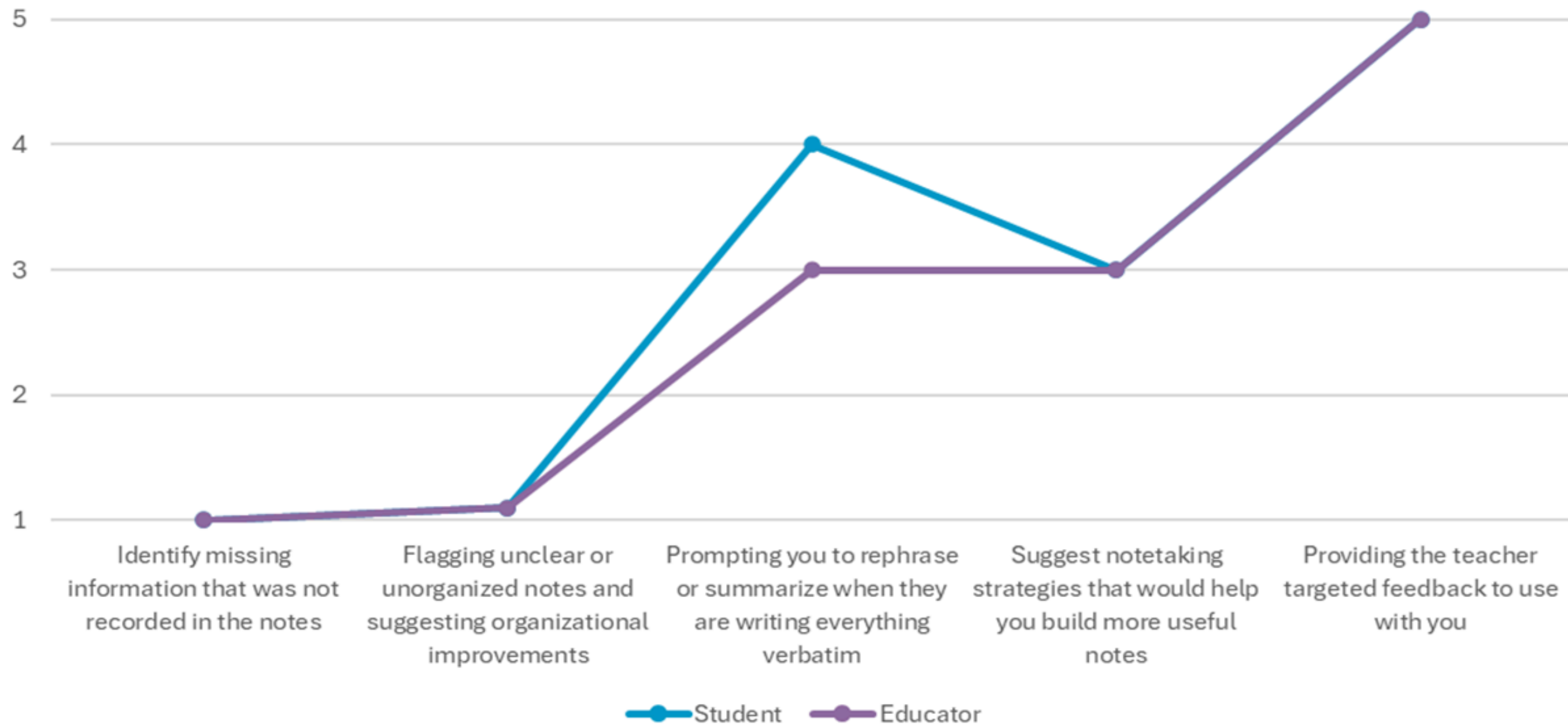
Cornell Note



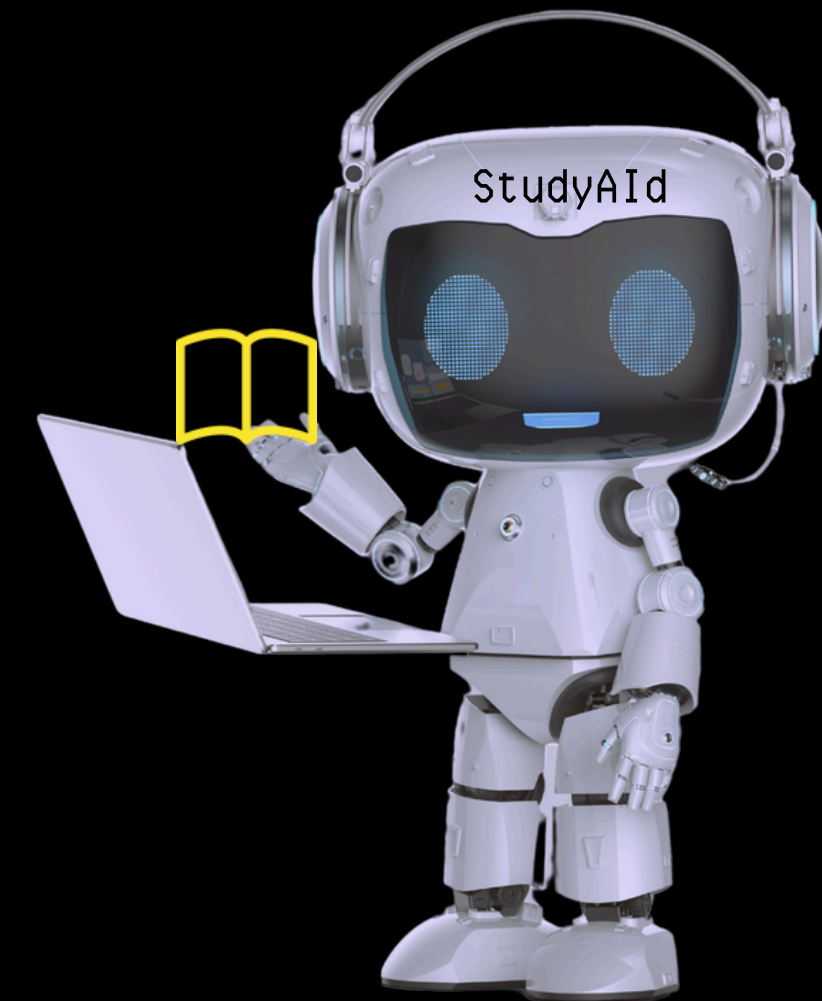
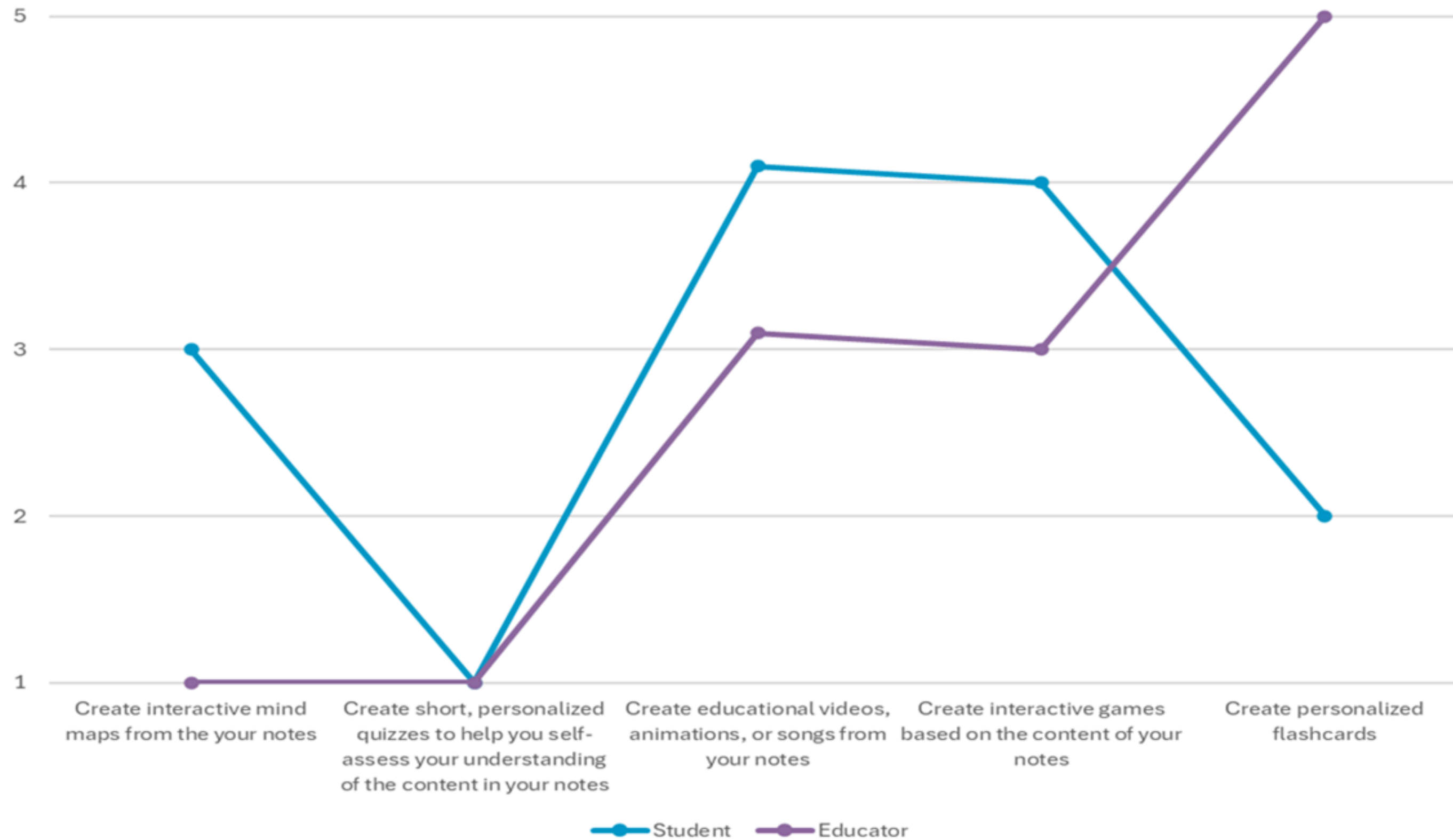
Ranking AI Features from Most Impactful (1) to Least Impactful (7) for learning



AI Feedback Features that Help Develop Stronger-Note Taking Skills from Most Useful (1) to Least Useful (5)



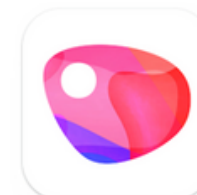
Ranking Interactive Features Improve Performance in Class from Most Helpful (1) to Least Helpful (5)



Competitor Analysis

Why our top 5?

Notability	Notability is a note-taking application that focuses on multiple templates and organization of notes. It has many multimedia options and allows importing files and writing on top of. It focus on handwritten note features and is a good replacement for analog note taking. As of 2023, more than 5 million K-12 students use notability in 53 countries.
OneNote	OneNote is a digital note-taking tool designed to serve as a unified repository for all your notes, research materials, plans, and important information. It offers a convenient solution for managing your life, whether you're at home, in the workplace, or at school. OneNote has over 250 million users.
Quizlet	Quizlet is an online learning platform that allows users to create, study, and share flashcards and other study materials. Quizlet provides a user-friendly and effective way to study and master various subjects and topics. It has also added an AI tutor and other AI-driven tools. As of late 2021, quizlet has over 60 million users.
Glean Notes	Glean is a note-taking application that focuses on empowering students to take better notes. It focuses on learning and is sold to a similar market that we feel our application will target- school districts. It also recently added an AI-drive quiz creation for the notes. As of 2021, Glean Notes has 300,000 plus learners using the product.
Notebook LM	Notebook LM is an early-stage AI driven application that is geared towards "doing your best learning, note-taking, creating, thinking." It is still in the experimental stage but shows the possibilities of how AI features could change the note-taking application market.



NotebookLM



Feature Audit

	A	B	C	D	E	F
	KEY:	F = Available on free version	P = Available on paid version	NA = Not available		
2	FEATURE	NOTABILITY	ONENOTE	NOTEBOOK LM	QUIZLET	GLEAN
3	Premade templates (papers)	F	F	F	NA	NA
4	Premade templates for different subjects or topics	F	NA	F- When prompted	NA	NA
5	Collaborate with classmates	NA	F	NA	NA	P
6	Share with Classmates	F	F	F	F	P- export
7	Add multimedia content (images, videos, etc)	F	F	F	F	P
8	Additional colors/fonts that you could easily add to a note	F	F	NA	NA	Some
9	Additional stickers/memes that you could easily add to a note	F	F	NA	NA	Some Emojis
10	Automated summarization	NA	NA	F	F	NA
11	Content suggestions (suggest additional resources)	NA	NA	F- Suggests additional prompts	NA	NA
12	Intelligent search to retrieve notes quickly	F	F	F	F	P
13	Text recognition (convert handwritten to text)	F	NA	NA- Tested with my handwriting and it could not read it	Yes- not sure if F or P yet	
14	Voice to text transcription	P	F	F- Yes on desktop	Maybe	P (from a microphone and a screen)
15	Smart organization tools (suggest tags, categories, folders, etc)	NA	F	NA	F	NA
16	Personalized learning recommendations (personalized study plans within calendar)	NA	NA	NA	NA	?-Create Tasks
17	Identify missing information that was not recorded in notes	NA	NA	NA	NA	NA
18	Flagging unclear or unorganized notes	NA	F	F - When it cannot answer the question it will let you know it needs more information	NA	NA
19	Suggest organizational improvements	NA	NA	NA	NA	NA
20	Prompting to rephrase or summarize when writing everything verbatim	NA	F	NA	P	NA
21	Suggest notetaking strategies that would be helpful to build more useful notes	NA	NA	NA	F	NA
22	Providing the teacher targeted feedback to use with you	NA	NA	F - Possible if notebook is shared	P	NA
23	Create interactive mind maps	NA	NA	NA	NA	NA
24	Create short personalized quizzes	NA	NA	F - When prompted	F-JJ created	P-JJ created
25	Create educational videos, animations, or images	NA	NA	NA	P	NA
26	Create interactive games	NA	NA	NA	F	NA
27	Create personalized flashcards	NA	NA	F - If you prompt it to do so	F	NA
28	AI tutor	NA	NA	NA	P	NA

1

Insight 1

Harness the power of Quizlet's cutting-edge AI tools for optimized studying.

2

Insight 2

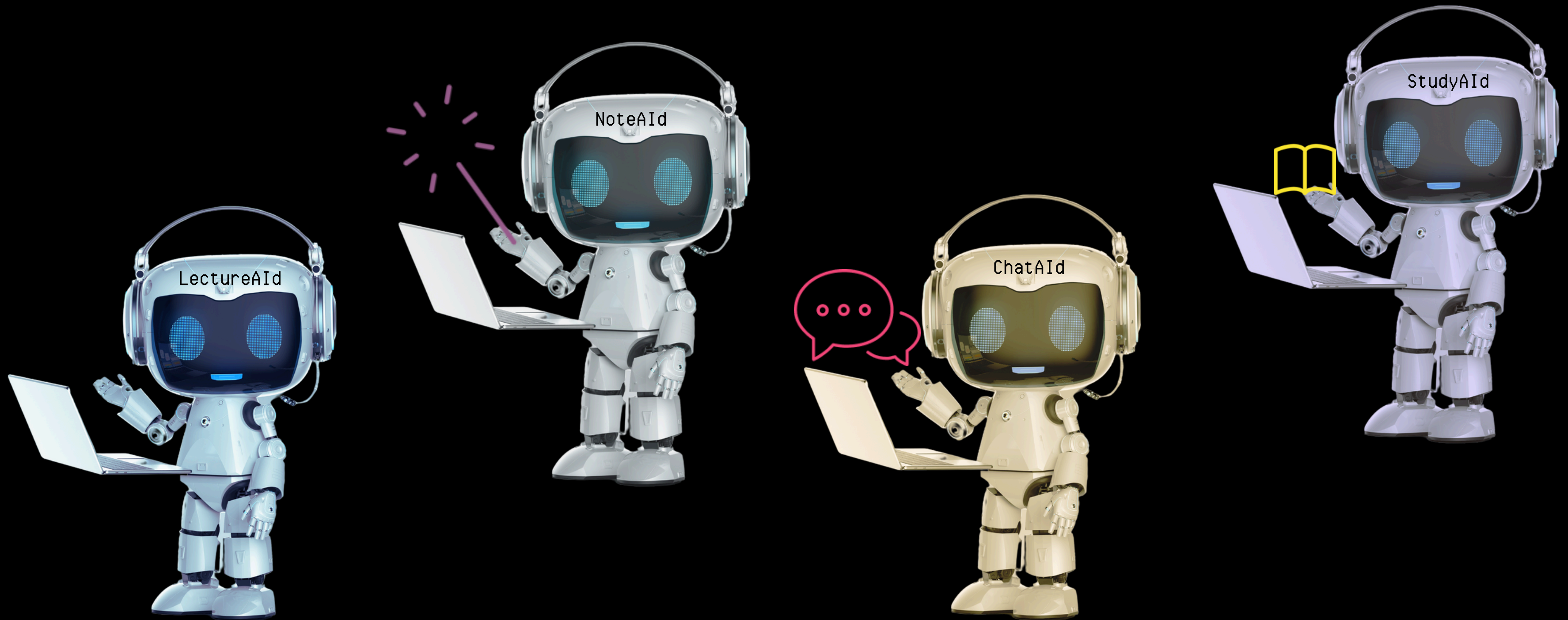
The simplicity of creating and organizing notes is similar across applications.

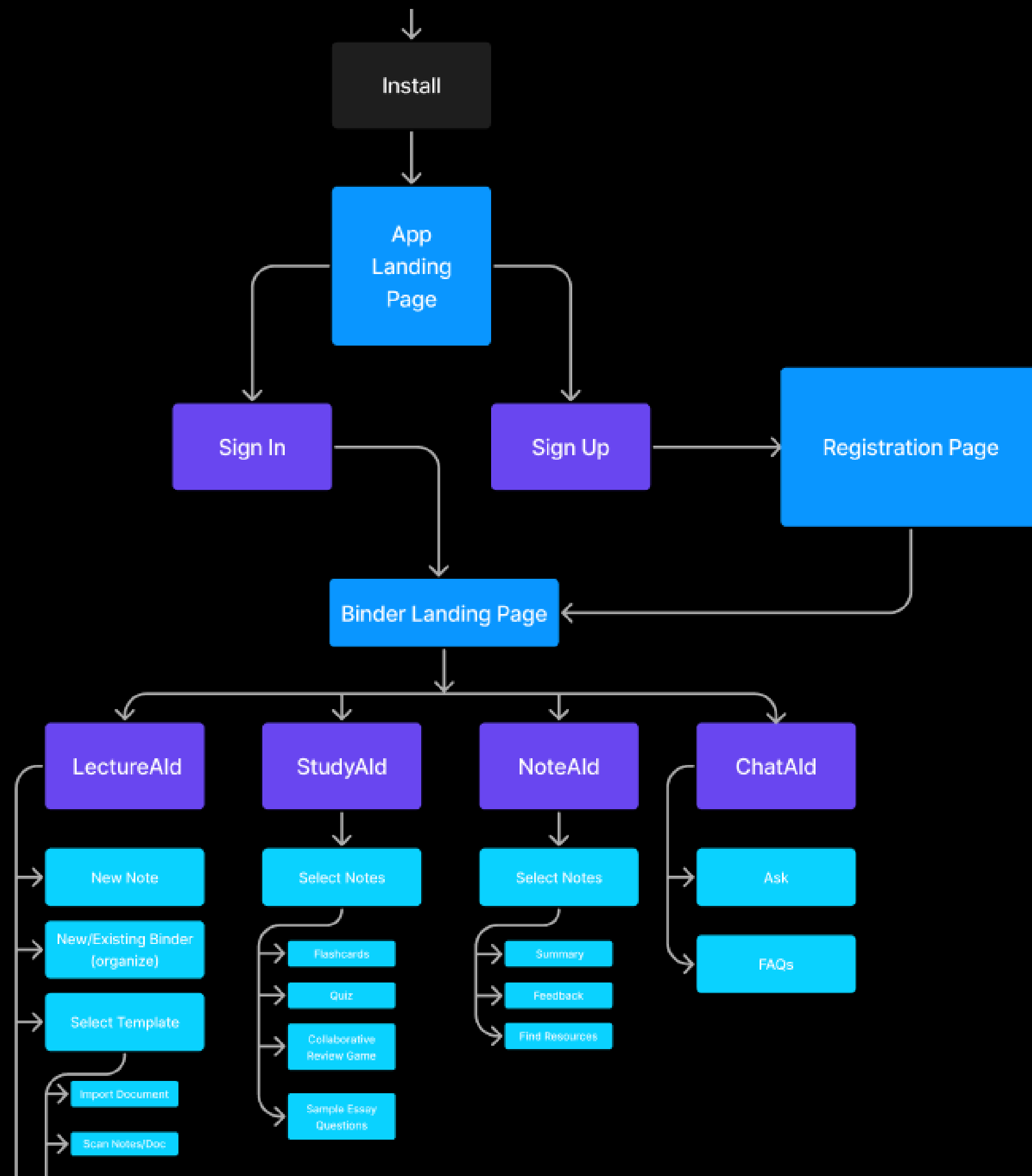
3

Insight 3

Use AI tools to pinpoint and rectify gaps and inaccuracies within your lecture notes

Information Architecture





Top 5 User Flows for MVP:

Flow 1	Downloading the application and signing up
Flow 2	Creating and Sharing a lecture note with LectureAld
Flow 3	Utilizing NoteAld to create a summary of your notes
Flow 4	Creating a quiz with StudyAld
Flow 5	Asking ChatAld a help question

Based on the user stories and insights from completing the RICE framework in the previous slides- we narrowed in on these five user flows for our MVP. Our decision making process included:

- features critical to ease of use
- features critical to our value proposition of helping them learn to take better notes and learn the material- which would impact business metrics for retention and renewals
- managing the amount of effort needed to create the first MVP of the product

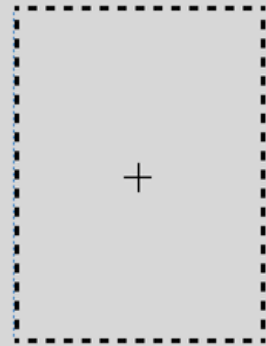


Binders

Date

Name

Type



New Binder



MODULE 1

April 17, 2024 at 11:40 am



MODULE 2

April 17, 2024 at 11:40 am

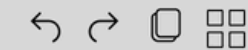


MODULE 3

April 17, 2024 at 11:40 am



New Note 4.26.24



GENERALISED D.I.F & HOMOTOPY

Recall the idea of homotopy of loops. We saw that if $\gamma \sim \gamma'$ in Ω , $f \in H(\Omega)$ then $\int_{\gamma} f = \int_{\gamma'} f$. So $\int_{\gamma} f$ defines a function on the set of homotopy classes $[\gamma]$ of loops $\gamma: [0,1] \rightarrow \Omega$. Thus, $[\gamma] = [\gamma']$ iff $\gamma \sim \gamma'$. This set is denoted $\Pi_1(\Omega)$ and is called the 'fundamental group' of Ω . Precisely, one can consider loops $\gamma: [0,1] \rightarrow \Omega$ which begin and end at some (any!) choice of basepoint $w_0 \in \Omega$, so $\gamma(0) = \gamma(1) (= w_0)$.

$\Pi_1(\Omega)$ is a group w.r.t the product $[\gamma] \cdot [\mu] := [\gamma * \mu]$ on Ω , where $(\gamma * \mu)(t) = \begin{cases} \gamma(2t), & 0 \leq t \leq \frac{1}{2} \\ \mu(2t-1), & \frac{1}{2} \leq t \leq 1 \end{cases}$. Moreover, for a good choice of $f(z)$ then $\int_{\gamma} f$ may define a group homomorphism. Specifically, taking $\Omega = \mathbb{C} \setminus \{0\}$ & $f(z) = \frac{1}{z}$: $\omega: \Pi_1(\mathbb{C} \setminus \{0\}) \rightarrow \mathbb{Z}$

Here, γ is a closed loop in $\mathbb{C} \setminus \{0\}$ and ω_{γ} counts the net # of revolutions γ makes around 0.

$$\omega_{\gamma} := \frac{1}{2\pi i} \int_{\gamma} \frac{1}{z} dz$$

The winding number of γ around 0

is a group isomorphism.

Note that tells us that is well-defined, as a map of sets. That it is a group homomorphism is the equality

$$\omega_{\gamma+\mu} = \omega_{\gamma} + \omega_{\mu} \text{ i.e. } \int_{\gamma+\mu} \frac{dz}{z} = \int_{\gamma} \frac{dz}{z} + \int_{\mu} \frac{dz}{z} \quad \textcircled{3} \text{ Easy to check - *Exercise.}$$

We'll see in a moment that $\omega_{\gamma} \in \mathbb{Z}$. First:

• Lemma: $\gamma: [0,1] \rightarrow \mathbb{C} \setminus \{0\}$, $t \mapsto \gamma(t)$

$$\omega_{\gamma} = \frac{1}{2\pi i} \int_0^1 \frac{\gamma'(t)}{\gamma(t)} dt$$

• Proof: Immediate from defn of contour integral.

• Prop: $\omega_{\gamma} \in \mathbb{Z}$

• Proof: $\frac{d}{ds} \left(\gamma(s) e^{-i \int_0^s \frac{\gamma'(t)}{\gamma(t)} dt} \right) = \gamma'(s) e^{-i \int_0^s \frac{\gamma'(t)}{\gamma(t)} dt} + \gamma(s) \cdot -\frac{\gamma'(s)}{\gamma(s)} e^{-i \int_0^s \frac{\gamma'(t)}{\gamma(t)} dt} = 0$. So initial fn is constant. i.e. $\gamma(0) = \gamma(1) \Rightarrow \gamma(0) e^{-i \int_0^0 \frac{\gamma'(t)}{\gamma(t)} dt} = \gamma(0) e^{-i \int_0^1 \frac{\gamma'(t)}{\gamma(t)} dt}$
 $\Rightarrow e^{-i \int_0^1 \frac{\gamma'(t)}{\gamma(t)} dt} = 1 \Leftrightarrow \int_0^1 \frac{\gamma'(t)}{\gamma(t)} dt = 2\pi i m, m \in \mathbb{Z}$

More generally, given a loop $\gamma: [0,1] \rightarrow \Omega \subset \mathbb{C}$ and a holo $f: \Omega \rightarrow \mathbb{C} \setminus \{0\}$. So $f \circ \gamma: [0,1] \rightarrow \mathbb{C} \setminus \{0\}$ is a loop around $\{0\}$, in the above sense we may define: $\omega_{\gamma}(f) := \omega(f \circ \gamma) = \omega_{f \circ \gamma}$

• Lemma: $\omega_{\gamma}(f) \in \mathbb{Z}$ and $\omega_{\gamma}(f) = \frac{1}{2\pi i} \int_{\gamma} \frac{f'(z)}{f(z)} dz$

• Proof: $\omega_{\gamma}(f)$ an integer by earlier prop. Also $\omega_{\gamma}(f) := \omega(f \circ \gamma) = \frac{1}{2\pi i} \int_0^1 \frac{(f \circ \gamma)'(t)}{f(\gamma(t))} dt = \frac{1}{2\pi i} \int_0^1 \frac{f'(\gamma(t)) \gamma'(t)}{f(\gamma(t))} dt = \frac{1}{2\pi i} \int_{\gamma} \frac{f'(z)}{f(z)} dz$

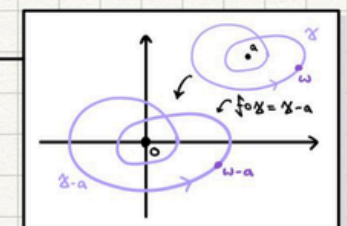
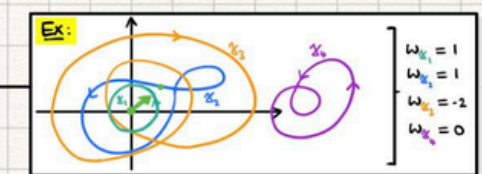
• Lemma: $\omega_{\gamma}(fg) = \omega_{\gamma}(f) + \omega_{\gamma}(g)$ in \mathbb{Z} . ($\gamma: [0,1] \rightarrow \mathbb{C}$) Here, $f, g \in H(\Omega)$, f, g never 0.

• Proof: $\omega_{\gamma}(fg) = \frac{1}{2\pi i} \int_{\gamma} \frac{(fg)'(t)}{(fg)(t)} dt = \frac{1}{2\pi i} \int_{\gamma} \frac{f'g + g'f}{fg} dt = \frac{1}{2\pi i} \int_{\gamma} \left(\frac{f'}{f} + \frac{g'}{g} \right) dt = \frac{1}{2\pi i} \int_{\gamma} \frac{f'}{f} + \frac{1}{2\pi i} \int_{\gamma} \frac{g'}{g} dt$

An important instance of such a $\omega_{\gamma}(f)$ is for the case $f(z) = z - a$. Note $f(0) = 0$ & f translates γ to a loop around 0.

• Def: The winding number $n(\gamma, a)$ of γ around $a \in \mathbb{C}$ for a loop $\gamma: [0,1] \rightarrow \mathbb{C} \setminus \{0\}$ (so $f \circ \gamma: [0,1] \rightarrow \mathbb{C} \setminus \{0\}$)

Intuitive idea: ω_{γ} = net # of rotations of needle following the γ on γ until it returns to where it started.





New Note 4.26.24



NoteAid

Hi, I am your personal NoteAid.
How can I help you make your notes better?

Summarize my notes



Provide feedback
on my notes



Find additional
resources for my
note topics



Continue



New Note 4.26.24



NoteAid

What should I summarize?

My notes



Transcription of the
lecture recording



Shared teacher
note



Continue

**StudyAid**

Set up your quiz



Question count

20 ▼

Instant Feedback



True/False



Multiple Choice



Written

**Continue****14/20**

Which of the following statements best defines homotopy in mathematics?

Homotopy refers to the study of prime numbers and their properties in number theory.

Homotopy is a branch of algebra concerned with the manipulation and study of polynomial equations.

Homotopy is a fundamental concept in topology, involving continuous deformations between functions or maps.

Homotopy is a method in calculus used to find the exact values of definite integrals.



14/20

Correct! The answer was letter C because homotopy is a fundamental concept in topology, involving continuous deformations between functions or maps.

[Continue](#)

Homotopy
proper

Homotopy
and st

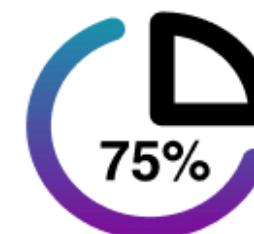
Homotopy is a fundamental concept in topology, involving continuous deformations between functions or maps.

Homotopy is a method in calculus used to find the exact values of definite integrals.



20/20

Quiz feedback



Hard work pays off!
Don't give up.

Correct 15

Incorrect 5

[Practice missed terms](#)[Take a new quiz](#)

Let's Review

Definition

Homotopy

Homotopy is a fundamental concept in topology, involving continuous deformations between functions or maps.



Next Steps

1

Next Step 1

Get user feedback on the MVP and consider what iterations need to happen

2

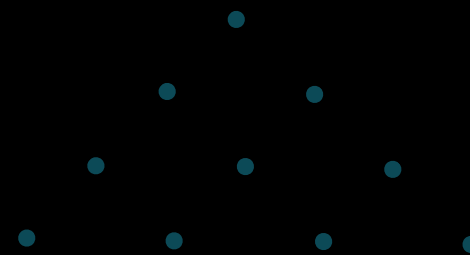
Next Step 2

Engage in A/B testing for some of our design features

3

Next Step 3

Build the teacher MVP



Elevate your
hearing

one
note

at a
time

BELIEVE

