



NINA POPOVICI

UX DESIGN PORTFOLIO



Hi, I'm **Nina Popovici** junior multimedia designer living in London

Resourceful, energetic, and professional Multimedia designer, looking for opportunities to synergize and collaborate to bring exuberance and innovative digital solutions to our screens. I design efficient & usable interfaces that cater to the specific needs of each user category.

Creative professional with extensive project experience from concept & design to development & completion. Member of the Interaction Design Foundation community, active participant & mentor to various online hackathons.



Digital Print Operator

2017 - 2019



UX Designer Intern

2020



Graduate Multimedia Designer

2019 - 2021

Design sprint

I've created a diagram to highlight the design sprint foundation steps for my work as a multimedia designer with this project's requirements.

Day #1



MAP

- Long-term goal
- Sprint questions
- Map
- HMW notes

Day #2



SKETCH

- Lightning demos
- The Four-step sketch
- Storyboard
- Vote

Day #3



DECIDE

- Heat map
- Speed critique
- Supervote
- Divide winners

Day #4



PROTOTYPE

- In Adobe XD
- Test
- Suggest improvements

Day #5



TEST

- User Feedback
- Usability testing
- Think aloud test
- BERT Test

KEA's Intranet

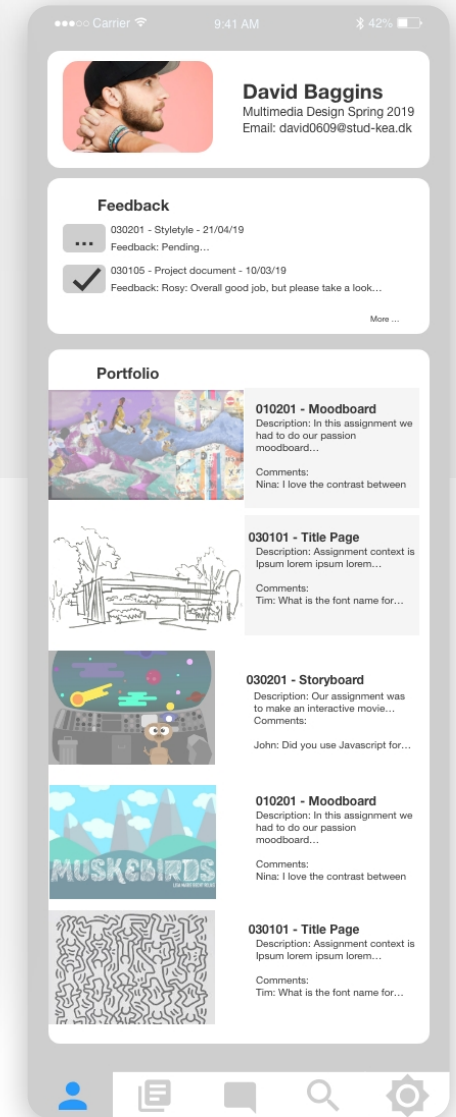
The process of how we developed a mobile 1st, user centered web solution improving student life and implementing both client and user goals.

GENERAL

As multimedia designers and students of KEA, we were tasked with using our UX & UI skills to solve the issues encountered in Fronter, a learning management system used by KEA staff and students that had seriously bad UX & UI in the version that was currently in use at the time.

TEAM STRUCTURE

I worked alongside a facilitator, a decider and another multimedia designer, like myself. Our group had to report to our managing coach and conduct testing within a community of experts that offered us useful design feedback along the way.



MY RESPONSIBILITIES

My task was to attend daily meetings, brainstorm with my team members and follow the design sprint process in great detail in order to achieve the best solutions and implement them correctly and efficiently.

Day #1 - Map

With only five days to go, it might seem crazy to spend an entire day brainstorming and writing on whiteboards. So we started by understanding the client & user requirements to make sure we are working efficiently.

KICK-OFF WORKSHOP

We organised a session to hear from the client together with other people that use Fronter to understand what they're trying to achieve and any design assumptions they may have. To facilitate the workshop the client made a video to help us quickly understand the current problems, learning & community goals, value propositions, etc.

ASK THE EXPERTS

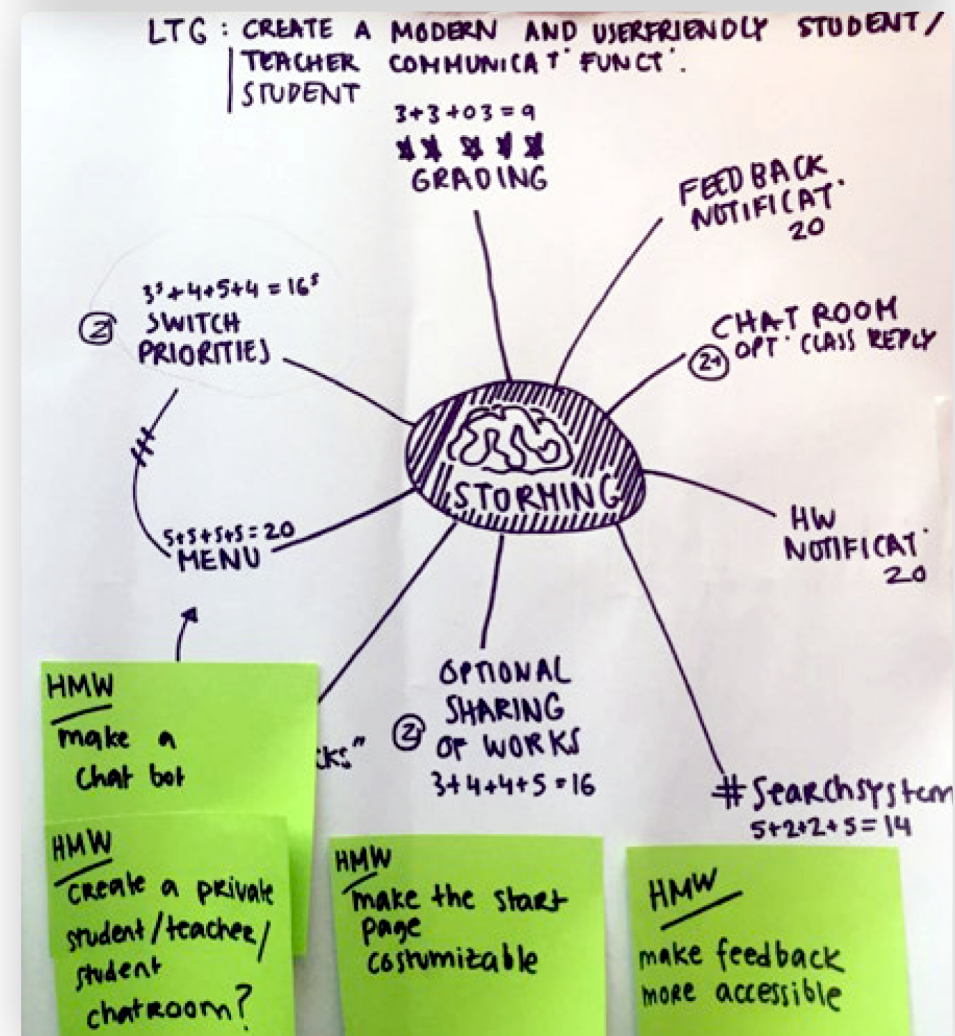
At the end of our brainstorming session of the day and after drawing some clear conclusions and notes we organised an interview with the experts, for feedback.

PROBLEM FORMULATION Hypothesis 0

How can we improve Fronter's usability, communication and storage problems all the while re-designing the visual aspect and increasing student activity on the platform?
How to create a student - teacher rapport within the app?

AVERAGE MULTIMEDIA STUDENT PROFILE

- Junior multimedia designer
- 18-34 years old | female & male
- Internationals
- interested in transitioning career into design
- needs feedback on projects



Day #2 - Sketch

After picking an important place to focus on, we will sketch competing solutions on paper. To achieve the best results for this process, we had to settle some guidelines and pinpoints to keep in mind, from what we have learned on Sprint Day #1.

WHAT WORKS

Hypothesis 1

- ✓ Teachers and staff can store and upload teaching material for students to read

Hypothesis 2

- ✓ The students can view and download the courses and documentation that they need

Hypothesis 3

- ✓ The storage in the learning management system is fairly big so a perfect storage

Hypothesis 4

- ✓ Fulfills the role of a database for the teaching curriculum and programme

Hypothesis 5

- ✓ Students can deliver mandatory assignments during the study programme

WHAT COULD BE IMPROVED

Hypothesis 6

- ? Students can read the feedback the teachers and staff leave, but it is complicated to navigate

Hypothesis 7

- ? Communication between users is possible but its so difficult that no one actually does it

Hypothesis 8

- ? One way communication only, does not allow for a back and forth between staff & students

Hypothesis 9

- ? Course details page loading time is quite slow, which could affect student morale & patience

Hypothesis 10

- ? Teachers want to give feedback but it is quite difficult to comment on uploads due to bad UX



Day #3 - Decide

After sketching many options and ideas on day #2, we'll make difficult decisions and turn our ideas into a testable hypothesis. We used the following methods to choose the strongest solution and create a complete user flow.

STICKY DECISION

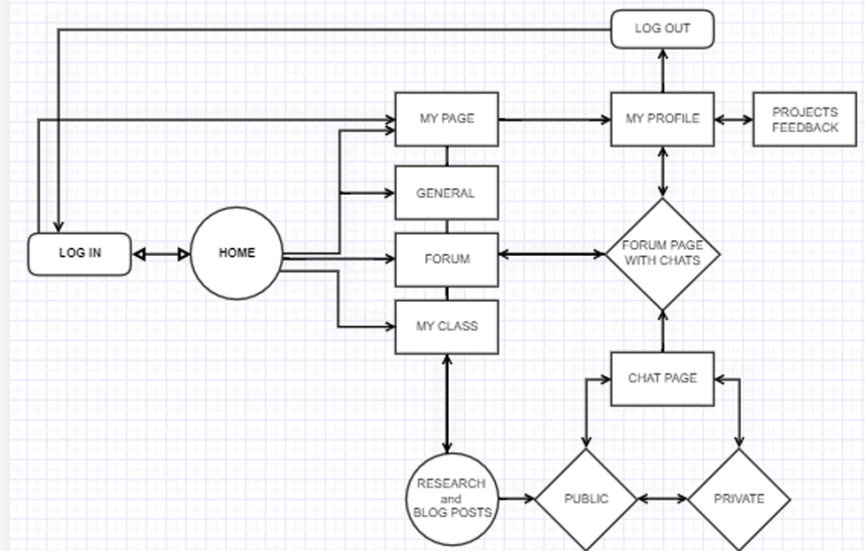
We worked according to these five steps to choose the strongest solutions:

1. **Art museum.** Tape the solution sketches to the wall in one long row.
2. **Heat map.** Had each person review the sketches silently and put one to three small dot stickers beside every part he or she likes.
3. **Speed critique.** Three minutes per sketch. As a group, discussed the highlights of each solution. Captured standout ideas and important objections. At the end, asked the sketcher if the group missed anything.
4. **Straw poll.** Each person silently choose a favorite idea. All at once, each person placed one large dot sticker to register his or her (nonbinding) vote.
5. **Supervote.** Gave the Decider three large dot stickers and write her initials on the sticker.

Explained that we will prototype and test the solutions the Decider chooses. And finally, we created a storyboard alongside our existing user flow, to plan our prototype in detail.



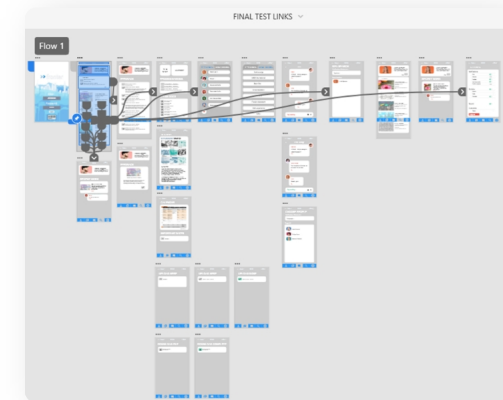
Gliffy / FRONTER BASIC FLOW CHART, v1



We created a basic user flow touching on the essential pages and on general flow structure from our ideas.

Day #4 - Prototype

We're going to create a real-looking version of our storyboard and show it to users on day #5. Thanks to the storyboard, we know exactly what to do, and we also have a crazy deadline to get it done. With a prototype, we'll get the best possible data from Friday's test, and learn if we are on the right track.

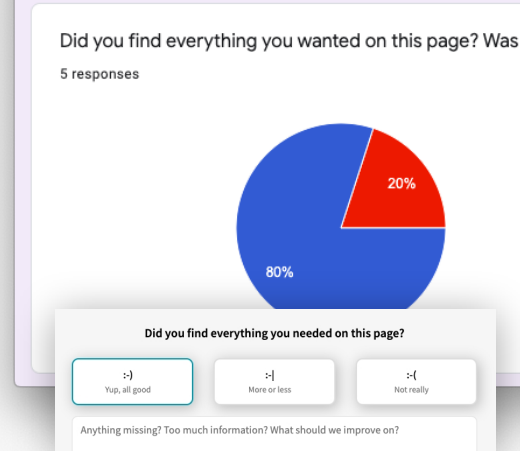


The goal was to learn from the user study on day #5, not to have everything perfectly figured out and finished.

To create efficiently, me and the other UX designer broke the storyboard into smaller scenes and split the prototyping in half and then, used the LIVE BETA feature of Adobe XD to simultaneously share our process with the rest of the team.

Day #5 - Test

We try to keep in mind that feedback is a gift, not a direction or order for us to change direction. Gathering test results and analysing the user feedback was essential in discovering if we were on the right track! A few months after this project, Fronter was updated, using our work process and suggestions, alongside other user's feedback.



USER FEEDBACK SUMMARY

How is fronter a relevant and useful tool for your studies?

“To check schedule, hand in, read news, relevant to semester and studying abroad info”

“For accessing lecture material - posts that teachers write.”

“To search for old lecture material.”

“See schedule and can look back on docs.”

How do you think this could be a useful replacement of fronter?

“Good to be able to check feedback on fronter from teachers and not to have use laptop.”

“Notifications from teachers.”

“Useful for chat rooms - more official.”

“For chatting to professors - can tell online and available.”

“Group chats would be useful.”

How would it make your study life easier?

“Very helpful to choose which work we want to show.”

“To find internships easier.”

“Good interactive filter - and theme in settings.”

“Not having to use social media for class.”

What icons are unclear?

“Wasnt’ clear on profile page - top part.”

“Unclear in chat room - icons particularly.”

“Not sure about the classroom icon - nav bar maybe not clear.”

What would you add to the app?

“Search for docs be useful.”

Comments while testing :

“Really like the message bar - colourful.”

“Like the options to choose which part of kea to communicate with.”

“Would be good for chat with teachers - individual.”

“Like the design of chat room page.”

“Colours not distinctive. Maybe on standard version could be more standout - different options.”

“Minimilistic - simple.”

“Can see what I need.”

“Nice to have feedback on front page.”

“Cool to see projects.”

“Customize theme is a cool idea.”

“Awesome to have visibility of profile to other students.”

“Overall - handy - easy to use. Things are where they should be.”

“Add back button to pages”

“Navigation bar - is clear to use.”

“Maybe text could be bigger. Customize options could help with that.”

KEA Style Guide

When beginning the visual design process we had to respect and follow KEA's design guidelines and style.

View XD Prototype



Example ad

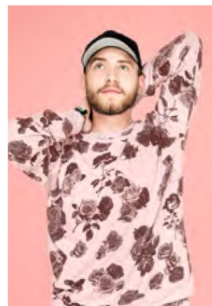


Objectives and font sizes Ad A4 format

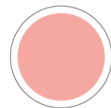
secondary colors

The campaign elements using a color defined by the background of the pictures.

The colors are used for example. for background printed and graphical elements like. tables and boxes.



Alexander



Pantone 169 C
RGB: 255, 180, 170
C = 0 M = 44 Y = 30 K = 0



Cindy



Pantone 212 C
RGB: 240, 78, 152
C = 0 M = 76 Y = 16 K = 0



Frank



Pantone 7448 C
RGB: 76, 55, 75
C = 61 M = 67 Y = 44 K = 25



Elisabeth



Pantone 305 C
RGB: 89, 203, 232
C = 60, M = 0 Y = 8 K = 0



Signe



Pantone 2387 C
RGB: 7, 98, 200
C = 88 M = 56 Y = 0, K = 0



English version, black



Danish version

Hire me.

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Junior multimedia designer

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