


Tertiary Persona



Brad Steiger
CMS Faculty Training and Support


Brad works fulltime for the University of Pennsylvania helping faculty use their LMS in innovative ways to support their teaching. He's also responsible for handling incoming support issues that get elevated from the 'tier 1' support level. His favorite part of his job is working face to face with faculty solving problems. He's often frustrated by the limitations of the LMS but also finds a challenge to create clever workarounds. He loves when new faculty come to him based on a reference from other faculty he has worked with.

Brad is frustrated by the monotonous administrative activities required of him to help with support, like archiving sites. This takes away from the work he enjoys and is most valuable to faculty in his mind.

Goals:
Be good at his job
Be thought of highly and as "clever" with the LMS by faculty he works with
Spend the majority of his time working face to face with faculty in training sessions or one on one solution meetings

Level of Expertise:
He's been working in faculty support for five years. He has five years experience with current LMS but he's just learning the new system they are switching over to.

Secondary Persona



Sandra Estevez
Re-careering Adult Learner


Sandy is a 47-year old mother of five children. Once her kids were of school age, she went to work as a cashier at a super-market. For the last 8 years she has worked 30 hours a week, on a shift that rotates. She has scattered amounts of free time being involved in her children's school and athletic activities and maintaining her household (her husband Bert is a fireman who works a schedule 4 days on and 3 days off).

Sandy has a high school degree but that was along time ago. Last year Sandy started taking her basic education classes (two night classes) at the local community college, her first college experience. She plans to enter a program to earn an elementary teaching certificate. This semester she is taking one of her classes in an online format- she is moderately comfortable using a computer to keep in touch with her relatives on the east coast and her son who is in the Navy, but she is wary of being able to learn in an environment where she does not see her teacher on a regular basis.

Goals:
Spend time with her family
Gain an elementary teaching certificate
Balance home, work and school life
Do well on school work to help her get into a teaching program

Level of Expertise:
She is moderately comfortable using a computer to keep in touch with her relatives on the east coast and her son who is in the Navy, but she is wary of being able to learn in an environment where she does not see her teacher on a regular basis.

Primary Persona



Sarah Windsor
Faculty

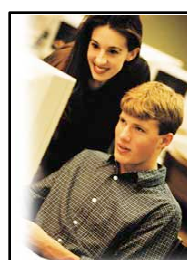
Sara taught at the University of Pennsylvania before joining MIT 2 years ago. She is married with two kids and stays extremely busy teaching an undergrad psychology course for the second year and a new online course in organizational management. She is fairly comfortable with computers. She's excited to be using technology to help with her teaching but she sees as a means to an end in order to stay in touch with students and allow them access to course resources when they need it. In fact, the LMS will replace her face-to-face communication with students for her online course.

She knows that even students she sees in class twice a week would like to her to be more responsive and looks to the course site to help with that. She feels she's so busy that she doesn't have enough time for her teaching, including new ways to use the LMS. She used Blackboard at Pennsylvania and notices that she has expectations based on that experience...some good, some bad.

Goals:
Build on course materials from term to term
Not to have to ask for help
To spend as little time as possible doing administrative work; she'll delegate to her TA's when she has them
To get tenure (get credit for tenure for everything she does)
Use technology to help create an engaging and interactive environment for her on-line students where she can track their progress
To be respected by students, colleagues and dean of school

Level of Expertise:
Teaching for 10 years, she uses software like Word, Excel, PowerPoint, email and does research online. She likes the time savings of not having to print out and copy materials to bring to class.

Secondary Persona



Ed McClellan
Undergraduate

Ed is a sophomore in LSA at UC Berkeley. Along with his large required LSA courses, he is taking classes at the Business school. And that changes from term to term. Most of his instructors have course sites but they are all slightly different. Some use on-line assignments while others don't. And they all organize the site differently...he has trouble keeping track of where to find the weeks homework and readings from site to site. He also uses the LMS for a couple of his group projects.

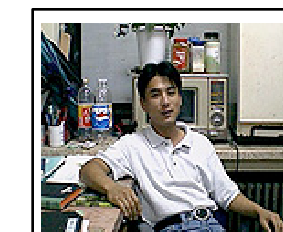
As busy as he is, Ed finds time for spending time with his friends. Since he takes his laptop to class, he's often making evening plans over M in class. Even though he has his own laptop, he spends time in the computing lab to take advantage of high speed access. The speed of the dial up he has at home makes him crazy.

Ed is confident with computers. He has used a lot of commercial websites and software and has expectations based on the use. He particularly likes Google for helping with course research.

Goals:
Do well in classes with least amount of effort.
Keep track of where he needs to be and what is due
Spend as much time socially as possible
To do well despite disorganized instruction
Not to waste time scheduling meetings with various subgroups of other busy students with varying schedules

Level of Expertise:
He's been using computers since grade school. He's experienced with many types of technology like cell phones, Palm, iPods, etc.

Secondary Persona



Yu Jin Jeong
Graduate Student/Teaching Assistant

Yu Jin is in his second year of graduate school. He's very busy juggling classes, teaching and doing his research. He spends a lot of time on the web doing research for studies. He enjoys the required teaching as part of his PhD program but feels he is being pulled in a million directions and doesn't have as much as he'd like for it.

The course instructor depends on Yu Jin to manage the course website. He tends to use the help documentation on site when he hits snags since he doesn't want to seem inadequate to Professor Wilson. This is his first time teaching so he tends to organize and use the site based on his personal expectations.

Goals:
To get noticed for the work he's doing including getting good teaching ratings from students.
Finish his PhD as quickly as possible and move on
Be respected by faculty and fellow PhD students.
Get published while in school

Level of Expertise: Comfortable with computers and the web.

Tertiary Persona



Jacques Goustoff
Foreign Language Instructor


Jacques is a thirty-something foreign language instructor at Big State University. He is originally from France. Jacques teaches two sections of introductory French every term. Most of his students are there to meet their foreign language requirements for their undergraduate degrees. As such, he struggles to keep them motivated and on their toes. He prefers that they speak as much as possible in French when in class, and he conducts the course websites nearly entirely in French.

Jacques wants his course websites to reflect well on his teaching to his department chair and other instructors. He hopes that his work with the LMS will benefit him when his annual review comes up - since he's not tenured or research faculty, his teaching and evaluations are very important for performance reviews. He's fairly comfortable using the LMS, so he doesn't perceive his work as being difficult, just well-organized and more efficient than preping paper for class. He does sometimes have problems using audio files on the course website, and has emailed with LMS support a few times to figure out why some students weren't able to listen to the files.

Goals:
Involve students as much as possible with the material - even better if they work together, and not just with him
Record audio for formative assessments of grammar and pronunciation
Do everything he wants to do on the LMS with minimal clicks and very intuitive - the less time he spends on it, the better

Level of Expertise:
Jacques is comfortable using email, Office applications, and the web. Sometimes he has problems with special configurations and audio attachments.

Tertiary Persona



Raul Lopez
Under-prepared First-year Student

At 17, Raul is in his first year at Big State College trying to make sense of it all. He managed to squeak through high school by being quiet, well behaved with a C average, although he knows that he really did not understand the math and science he learned, but he got lucky taking tests. His placement tests on entering BSU did not go so well, so his first semester schedule includes developmental level Algebra and Reading classes. Raul is rather adept at using his Mom's computer for gaming and running an illicit MP3 archive.

He would not likely would have even gone to college if it were not for his Aunt Theresa who offered to pay his tuition and his books if we could maintain a B average (he prefers to spend time working on his customized 1969 Mustang). Although his tuition is covered, Raul still holds a 20 hour per week part-time job at Checker Auto for his food and living expenses. He is still trying to figure out a major, but he is leaning towards forestry.

Goals:
Spend time working on his 1969 Mustang, gaming and working on his MP3 archive
Survive college

Level of Expertise:
Raul is rather adept at using his Mom's computer for gaming and running an illicit MP3 archive.