👤 Persona

Persona Group: Target user for the interactive textbook

👤 Minsu Kim

- **Age:** 24
- **Gender:** Male
- **Occupation:** Student
- **Ethnicity:** Asian

🖥 User Background

Minsu is a second-year dental student at the University of Melbourne. He is currently balancing his academic responsibilities with part-time work and aims to make the most of his limited study time. As a non-native English speaker, he relies heavily on post-lecture reviews to fully understand the course content. While he is comfortable using digital devices, he finds it challenging to adapt to unfamiliar platforms. He primarily studies and attends classes using a tablet, and often downloads lecture materials to his mobile phone to study while commuting.

📝 User Demand

- A simple, intuitive interface that allows easy navigation to desired pages
- Study materials that are compatible across all devices and load quickly, allowing him to use his time efficiently
- E-book that is updated regularly to reflect changes in lecture content
- Visual aids such as videos or illustrations of treatment procedures that enhance understanding of contents

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🎯 Pain Points

- **Time Constraints:** Due to a busy schedule, he prefers interactive features that are fast and responsive
- **Device-Specific Interface:** He expects the interface to be optimised for different devices he uses (e.g., tablet and mobile)


🔄 Behaviours and Habits

- **Study Habits:** Minsu enjoys attending in-person lectures and engaging in hands-on practice. After class, he reviews the material and uses quizzes to reinforce his understanding.
- **Device Usage:** He mainly uses a tablet PC for in-class and self-study, and switches to his mobile phone when on the move.
- **Interactive Preferences:** Since he primarily uses touch-based devices like tablets and smartphones, he prefers real-time interactions such as swipe and tap features. He also enjoys studying with visual

materials and appreciates platforms that include a variety of images and diagrams.

🚀 Usage Scenarios

- **Before class:** He checks the day's lecture chapter on his mobile phone while commuting.
- **During class:** He uses the interactive textbook to follow along with the lecture and takes notes as needed.
- **After class:** He uses quizzes in the e-book to test his understanding and reviews the chapter again if needed.
- **While preparing for exams:** He uses the keyword index feature in the e-textbook to locate and review unfamiliar topics.
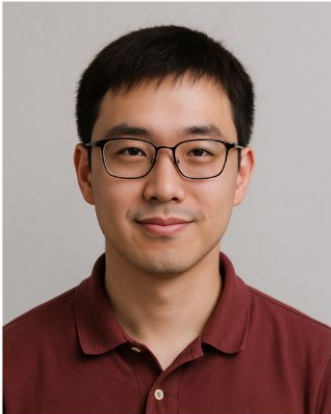
IC - REDBACK

Minsu Kim

Student

Age: 24 years	Location: Melbourne, VIC
Gender: Male	Tech Proficiency: Medium
Ethnicity: Asian	

BACKGROUND

Minsu is a second-year dental student at the University of Melbourne. He is currently balancing his academic responsibilities with part-time work and aims to make the most of his limited study time. As a non-native English speaker, he relies heavily on post-lecture reviews to fully understand the course content. While he is comfortable using digital devices, he finds it challenging to adapt to unfamiliar platforms. He primarily studies and attends classes using a tablet, and often downloads lecture materials to his mobile phone to study while commuting.

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👤 **Dr. Jones**

- **Age:** 48
- **Gender:** Male
- **Occupation:** Professor of Orthodontics
- **Ethnicity:** Caucasian
- **Workplace:** School of Dentistry, University of Melbourne

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🖥 User Background

Dr. Jones is a professor who has taught orthodontics at the University of Melbourne's School of Dentistry for 20 years, with extensive experience in both education and research. His biggest goal is to help students intuitively understand the complex concepts of orthodontics. As the educational environment has changed dramatically in recent years, Dr. Jones is very interested in utilizing interactive content and visual materials that students can practice and acquire concepts in person.

He is familiar with digital platforms, but when technical problems arise, he sometimes struggles to resolve them immediately. In addition, he wants to evaluate the educational effectiveness by collecting and analyzing students' learning data, but he is struggling with data linkage between multiple platforms and complex analysis tasks.

Dr. Jones provides a variety of educational resources so that students can fully understand the contents of the class, and after the lecture, it is important to check students' learning outcomes through feedback. Based on this feedback, he is trying to improve the contents of the lecture and find more effective learning support measures.

📝 User Demand

- Interactive teaching materials with visual aids (e.g., diagrams, animations) that help explain complex orthodontic concepts in a clear and engaging way.
- Multi-device compatibility to ensure students can access materials on various platforms, including desktops, tablets, and smartphones.
- Data-driven features that provide insights into student performance, allowing him to assess learning outcomes efficiently.

🎯 Pain Points

- **Technical Challenges:** Difficulty in troubleshooting digital tools during lectures, causing disruptions in class flow.
- **Data Integration:** Limited ability to analyze student performance effectively due to data fragmentation across multiple platforms.
- **Student Engagement:** Difficulty maintaining student engagement during remote or online sessions, especially when interactive features are not intuitive.

🌐 Behaviours and Habits

- **Teaching Style:** Dr. Jones prefers structured, step-by-step explanations with practical examples and real-world case studies.
- **Interactive Preferences:** Enjoys incorporating multimedia elements, such as videos and 3D models, into lectures to enhance student understanding.
- **Data Monitoring:** Regularly checks student progress through LMS and other digital tools to provide timely feedback.

🚀 Usage Scenarios

- **Before class:** He prepares interactive content on the e-book, such as quizzes and multimedia materials, and ensures that students can access it ahead of time.
- **During class:** He uses the e-book to present complex concepts with visual aids and interactive elements, encouraging students to follow along and participate in real-time quizzes.
- **After class:** He reviews student quiz results and interaction data through the e-book platform to assess understanding and plan targeted feedback.
- **While preparing for exams:** He curates key topics and practice quizzes within the e-book to help students systematically review and reinforce their knowledge.

IC - REDBACK

Dr. Jones
Professor of Orthodontics

Age: 48 years	Location: Melbourne, VIC
Gender: Male	Tech Proficiency: High
Ethnicity: Caucasian	

BACKGROUND

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