PERSONAS (0)

MAP: CSCI 6531 Application Journey

	AWARE	AUTHENTICATE	TASK SELECTION	INSTRUCT	PROTECTED COMPOSIT	SUPPORTED COMPOSIT	UNRESTRICTED COMP	SUBMISSION & REPORT	FEEDBACK	RETURN
	Users become aware of application	User logs into the platform	User is able to select a task to do	User accesses instructions	RED MODE - No External Tools	YELLOW MODE - Selected Tools P...	GREEN MODE - All tools permitted	Completion of Task	Pedagogical input from the teache...	Composing again
User goals	Become aware of the protected composition browser through in-class interactions/documentation	Gain access to the composition space by logging into the system.	User wants to start working on an assigned composition task	User wants to know what to expected of them during the upcoming composition task.	User wants to compose an assignment in an environment where they cannot use any external tools/support.	User wants to compose an assignment in an environment where they can use selected external tools/support.	User wants to compose an assignment in an environment where they can use any external tools/support that they so choose.	User wants to submit their assignment and see their activity report.	User wants to get feedback on their assignment from their teacher.	User wants to complete/return to a (new) task.
Process and channels	In person	Laptop	Laptop	Laptop	Laptop	Laptop	Laptop	Laptop	Laptop	In person
Process	Instructor introduces protected composition browser during regular in-class activities in preparation for a writing task.	User logs in with username and password pair.	• User is directed to the task selection page upon successful authentication. • User then selects which composition task they want to work on from a displayed list/menu element.	• User is directed to the instructions page for the task selected in the previous step of the journey. • User will see the writing prompt. • User will see the composition mode that they task will take place in with the option to learn more about the composition mode.	• User is directed to this page based upon the stored task type for the selected task. • Task begins automatically and presents the user with a WYSIWYG editor to compose their assignment. • User will be able to submit or save and exit.	• User is directed to this page based upon the stored task type for the selected task. • Task begins automatically and presents the user with a WYSIWYG editor to compose their assignment. • User will be able to submit or save and exit.	• User is directed to this page based upon the stored task type for the selected task. • Task begins automatically and presents the user with a WYSIWYG editor to compose their assignment. • User will be able to submit or save and exit.	• User is directed to this page upon clicking the submit button in one of the composition windows. • User will see a successfully submitted message. • User will see a report of potentially restricted activities that they attempted to take during the composition task. • User will be able to leave notes on the report that will be sent to the instructor.	• User is directed to this page upon selecting a task that has been marked as completed on the task selection screen.	• User comes back to the site at a later time to start a new task or to complete one in progress.
Problems	• Students may be unfamiliar with lockdown browser. • Students may feel anxiety about composing in a surveilled environment • Faculty may be unfamiliar with how to manage assignments in a lockdown-style browser	• User may forget their username and/or password • User may not know why authentication failed. • User may feel frustration if login process takes too long during a timed writing task	• User may get lost in the available task options. • User may struggle to find and load their saved work.	• User may forget the writing prompt. • User may not know how to see the details of the composition mode. • User may struggle to understand the difference between the composition modes	• User may struggle with the limited availability of support tools. • User may struggle with the limited availability of formatting tools.	• User may struggle with the limited availability of support tools. • User may struggle with the limited availability of formatting tools.		• User may struggle with understanding why certain activities were flagged in the report. • User may worry about the impact of taking sanctioned activities on their grade.	• User may struggle with knowing which tasks are completed and which ones have feedback available. • User may struggle linking feedback to their writing task.	
Notes/Ideas	We won't really need to design this part of the interaction, but we may want to consider the language that we want to use in order to minimize some of the problems that students might face--naming may be part of this	• On second thought, we may want to implement this as a feature to appease her. • We may need to overload her with features	We'll want to consider how we're going to present new/unstarted tasks v. returning tasks where the user will load their in-progress work.	We'll want to consider how we're going to present the detailed information about the different composition modes to the user.						