**HCDD 113\_Group 6: Claudia Walters Scenario**

**Actor:**

Claudia Walters is a 56-year-old English professor. She has been dealing with a large amount of stress since the Covid-19 has caused classes to be remote. She is a traditional type of teacher who prefers handing out paper assignments, grading everything by hand, and teaching in person. However, since the start of Covid-19 she has had to quickly switch to remote access learning, which is a style of teaching she has never had to do before.

**Setting:**

Claudia teaches at the University of Colorado and has been used to having her curriculum revolve around in person meetings/classes. For this reason, she has been struggling to conduct zoom classes from her own home instead of in a classroom, creating and handing out assignments, grading and making notes on assignments, and conducting office hours online. Claudia isn’t tech savvy and she has been adapting to these new changes to the learning curriculum very slowly and with constant mistakes. This has caused her a great deal of stress, anxiety, and pressure throughout multiple semesters. Her husband and kids at home try to help, but she finds remote access learning hard to learn.

**Goal:**

She wishes Covid-19 was over, so she can go back to in person classes, but she understands that in the meantime she must comply and learn how to adapt. For this reason, she has been trying to conduct private meetings with younger, and more tech savvy teachers, so that she can be taught how to use the required technology and software she needs for an effective remote access experience. Throughout the many meetings with other teachers she has had, she has noticed that even the younger, more tech savvy teachers find many aspects of remote access difficult, tedious, and not effective. A lot of the other teachers agree that the education software they use to grade assignments, make assignments, leave notes, manage grades, etc. could use a huge overhaul that would make all these issues much easier and user-friendly for people who are or aren’t tech savvy.

Claudia decides that actually overhauling the current remote access learning system would benefit both students and faculty alike. Therefore, she decides to work with the college faculty to come up with a proposal to design and implement a new learning system that would make teaching, grading, managing grades, creating and assigning schoolwork, etc. much easier and user-friendly.

**Utility factors:**

Her teach savvy faculty members explain that an overhaul of the system would likely be costly, but overall, it would drastically benefit everyone involved by making diminishing user frustrations. Furthermore, there would be low risks since once this new learning software system is implemented there can be constant updates to fix minor problems. The only real risks would be transitioning from the current learning system to the new one; there would likely be a lot of lag, connection issues, and unresponsive links at first. However, with constant updates these problems would be fixed. Lastly, overall, it would lend to profits since even after COVID-19, the university would have a stronger online program which could entice more students to enroll. Not to mention that if students and teachers both find It easier to use remote access learning/teaching, then students’ overall grades would likely be better and teachers would likely be a lot less stressed.

**Narrative:**

Claudia and her facility decide to send the proposal detailing the benefits and utility factors (the benefits, costs, and risks) to the higher ups. It gets approved, and quickly the tech department begin designing and implementing this new learning system software. Once implemented there are minor problems at first but after a couple updates teachers and students alike enjoy using the new learning software system. Assignments are easier to make and complete, grades are easier to track, grading is easier for teachers, etc. The stress and frustration from not being to adapt and understand remote access learning quickly dissipates for Claudia after using this new learning system software. She becomes so confident in her ability to use remote access learning, that once COVID-19 is over and in person classes resumes, she still plans on making many assignments to be taken online. Also, she finds grading much easier online so she plans on continuing that practice.