

CP#3 - Scenarios Description including Persona(s) description(s)

Pranjali Barve

Persona 1: Maya, a current OSU student

Background:

Maya is a 19-year-old freshman at Oregon State University. She comes from a small town in Oregon and is the first in her family to attend college. Maya is studying environmental science and is passionate about sustainability and conservation efforts. She enjoys spending time outdoors, hiking, and camping whenever she can. Maya is tech-savvy, having grown up in the digital age, but she hasn't had much exposure to virtual reality technology before.

Motivations and Goals:

Maya is excited to explore the campus and connect with other students who share her interests. She values diversity and hopes to find a supportive community at OSU where she can learn from others' experiences. Maya wants to feel represented and included in the campus culture.

Needs and Limitations:

Maya is still adjusting to college life and may feel overwhelmed by the size of the campus and the number of students. She prefers interactive and engaging experiences that allow her to connect with others on a personal level. Maya may have limited experience navigating virtual reality environments, so intuitive controls and clear instructions are essential for her to feel comfortable.

Desires and Attitudes:

Maya is open-minded and eager to learn about different cultures and perspectives. She values authenticity and sincerity in her interactions with others. Maya hopes to make meaningful connections with her peers and contribute positively to the campus community.

Patterns of Behavior:

Maya tends to seek out opportunities for personal growth and enrichment. She is proactive in joining student organizations and participating in campus events. Maya is curious and enjoys exploring new technologies and experiences, especially if they align with her interests in environmentalism and social justice.

Scenario 1 for Maya:

Initial View: Maya puts on her Oculus Quest 2 headset in the Memorial Union lobby, ready to embark on the virtual tour of the Main Lounge.

Normal Event Flow: On putting the HMD, Maya encounters a screen presented in slide format. This screen includes navigation buttons on its left and right, enabling Maya to progress to the next slide or return to the previous one. The first slide extends a welcome, introducing her to the Virtual tour. The second slide provides insights into interaction techniques and the functionality of plinth buttons. The third slide instructs her on how to conclude the tour, and the final slide

signals the initiation of navigation. Upon pressing the start button, the screen disappears, enabling Maya to continue to explore.

Maya navigates through the virtual space, observing the diverse objects displayed on plinths. She selects an object that catches her eye, a traditional musical instrument from Nigeria. Maya approaches the plinth and interacts with the buttons to learn more about the student who owns the instrument. She listens to the student's audio narration, sharing their journey of bringing their cultural heritage to OSU. After completing her tour of the Memorial Union Diversity Display, Maya is prompted to leave feedback about her experience. Maya selects "yes" to leave feedback and is directed to a screen where she can share her thoughts.

Scenario 2 for Maya:

Initial View: Maya puts the Oculus Quest 2 headset in the comfort of her dorm room and launches the VR experience showcasing the Memorial Union Diversity Display.

Normal Event Flow: Maya finds herself immersed in the vibrant atmosphere of the virtual Main Lounge. However, reading the introductory screen proves challenging due to her low vision and the glare from her glasses. Nevertheless, Maya's familiarity with the campus layout helps her navigate through the VR environment. Despite struggling to focus on the details of displayed objects due to glare and reflections on her glasses, Maya adjusts her headset to improve visibility. After completing the tour, feeling inspired by diverse stories, Maya decides not to provide feedback due to dizziness caused by wearing the Oculus Quest with her visual impairment.

Potential Challenges:

1. Maya may experience difficulty in reading text instructions or navigating menu options due to her visual impairment and the glare from her glasses. Providing clear audio instructions and minimizing visual distractions can help improve accessibility for users like Maya.
2. Maya's glasses may cause reflections or glare, hindering her ability to clearly see the virtual environment and interact with objects. Designing anti-glare coatings or adjustable headset designs can help mitigate this issue and enhance the overall user experience for glasses-wearing individuals.
3. Maya's limited vision may impact her ability to focus on details or read text clearly within the VR environment. Implementing scalable text options, high-contrast interfaces, and voice-controlled navigation can help improve readability and usability for users with varying degrees of visual impairment.
6. Maya may encounter technical glitches or performance issues while exploring the virtual space, impacting her overall experience. Regular testing and optimization are necessary to ensure a smooth and immersive VR experience for users like Maya.

Persona 2: Alex, a prospective OSU student

Background:

Alex is a 15-year-old high school sophomore visiting the Oregon State University campus with his parents. He comes from a suburban area and has always been interested in science and technology. Despite facing challenges due to a physical disability, Alex is determined to pursue higher education and explore his options for college. He is considering studying computer science or engineering and hopes to find a supportive and inclusive community at OSU.

Motivations and Goals:

Alex is excited about the prospect of attending college and is eager to explore the campus environment. He wants to learn more about the academic programs, campus facilities, and student life at OSU. Alex hopes to find a university that values diversity and inclusion, where he can thrive academically and socially.

Needs and Limitations:

Due to his physical disability, Alex may face challenges navigating the physical campus and accessing certain facilities. He may require accommodations such as wheelchair ramps, accessible restrooms, and assistive technology to support his mobility and communication needs. In virtual reality environments, Alex may encounter difficulties interacting with objects or navigating the virtual space, depending on the design and accessibility features implemented.

Desires and Attitudes:

Alex is determined and resilient, refusing to let his disability hold him back from pursuing his goals. He values independence and self-expression and appreciates opportunities to engage with new technologies and experiences. Alex is open-minded and curious, eager to learn and explore the world around him.

Patterns of Behavior:

Alex is proactive in seeking out resources and support services to help him succeed academically and socially. He actively participates in extracurricular activities and community events, demonstrating his commitment to personal growth and development. Alex enjoys spending time with friends and family, playing video games, and tinkering with electronics in his free time.

Scenario 1 for Alex

Initial View: Alex and his parents arrive at the Oregon State University campus for a guided tour.

Normal Event Flow:

Alex is provided with a VR headset for the campus tour and feels excited to explore the virtual environment. As he navigates through the virtual Main Lounge of the Memorial Union, Alex is impressed by the interactive displays showcasing student diversity. Soft background music adds to the atmosphere of the tour, blending seamlessly with the sounds of students bustling around.

Alex walks up to a plinth featuring a camera and presses the audio narration button on his controller. The button lights up when pressed, signaling that the sound is active. This glow feature is added to all buttons for consistency. Holding the camera, he listens to the audio narration while examining it. Later, he presses the student info button to learn more about the student. Alex presses the button once more to stop the audio narration and close the student info display. Guided by the socket functionality similar to that found in Unity, he returns the camera to its original position. He enjoys listening to the audio narrations accompanying each display, gaining insight into the unique experiences of his potential future peers. Despite his physical disability, Alex finds the virtual tour accessible and inclusive, with features such as scalable text options and intuitive controls enhancing his experience. Concluding the tour, Alex feels reassured and confident in his decision to consider OSU for his higher education journey, knowing that he can thrive within its diverse and supportive community.

Scenario 2 for Alex

Initial View: Alex and his parents arrive at the Oregon State University campus for a guided tour.

Normal Event Flow:

Alex is provided with a VR headset for the campus tour but quickly encounters difficulties navigating the virtual environment due to his physical disability. The VR controls feel cumbersome, and Alex struggles to interact with objects and move through the virtual space. Frustrated by his inability to fully engage with the tour, Alex expresses his concerns to the tour guide, who offers limited assistance in addressing his accessibility needs. Feeling disappointed and excluded, Alex decides to remove the VR headset and explore the physical campus instead. Despite the setback, Alex remains determined to find a university that prioritizes accessibility and inclusivity, continuing his search for the right fit for his educational journey.

Potential Issues:

1. The placement of interactive elements, such as plinths and buttons, may not be easily accessible to someone in a wheelchair like Alex, requiring them to stretch or maneuver uncomfortably.
2. Users in wheelchairs may encounter difficulties in calibrating the VR headset and controllers to accommodate their seated position, leading to a suboptimal experience.
4. Alex may encounter difficulties manipulating objects or pressing buttons within the virtual environment due to his physical disability. The VR experience may not fully support users with mobility impairments, as the system may rely heavily on hand-held controllers for navigation and interaction. Designing accessible controls and interfaces, such as voice commands or gesture-based interactions, can help address these challenges and ensure a more inclusive experience for users like Alex.
5. The virtual environment may not fully replicate the physical campus layout or accessibility features, limiting Alex's ability to explore certain areas or facilities. Incorporating accurate representations of campus accessibility features and providing alternative navigation options, such as teleportation or customizable movement speeds, can enhance the accessibility of the VR experience for users with disabilities.

Persona 3: Mrs. Patel

Background:

Mrs. Patel is a 45-year-old first-generation immigrant from India who moved to the United States with her family seeking better opportunities. She has limited formal education, having completed only high school in her home country before immigrating. Mrs. Patel works as a caregiver, devoting herself to supporting her family and ensuring a bright future for her children. She values education highly and wants her children to have access to the best opportunities possible.

Motivations and Goals:

Mrs. Patel is accompanying her eldest child, a high school junior, on a visit to Oregon State University. She hopes to find a welcoming and supportive community where her child can thrive academically and socially. Mrs. Patel wants her child to feel connected to their cultural heritage while also embracing diversity and inclusion. She hopes that by visiting the campus, she can assess the environment and determine if OSU is the right fit for her child's educational journey.

Needs and Limitations:

As a first-generation immigrant with limited education background, Mrs. Patel may feel overwhelmed by the college application process and navigating unfamiliar systems and terminology. She relies on her child for assistance with technology and communication, particularly when it comes to accessing information online or interacting with admissions staff. Mrs. Patel's primary concern is ensuring that her child feels welcomed and supported in their academic pursuits, regardless of their background or circumstances.

Desires and Attitudes:

Mrs. Patel is optimistic and hopeful about her child's future, despite facing challenges and uncertainties along the way. She values hard work, determination, and perseverance, instilling these values in her children through her own example. Mrs. Patel is proud of her cultural heritage and wants her child to maintain a connection to their roots while also embracing new experiences and opportunities.

Patterns of Behavior:

Mrs. Patel is proactive in seeking out resources and information to support her child's education and future aspirations. She attends parent-teacher meetings and college fairs, eagerly gathering information and asking questions to ensure that her child receives the best possible guidance and support. Mrs. Patel prioritizes her children's well-being and happiness above all else, willing to make sacrifices to provide them with opportunities for success.

Scenario 1 for Mrs. Patel

Initial View: Mrs. Patel and her child arrive at the Oregon State University campus for a guided tour.

Normal Event Flow:

Mrs. Patel and her child are welcomed by an admissions staff member who provides VR headsets for a campus tour. Excitedly exploring the virtual environment together, Mrs. Patel feels impressed by the diversity showcased in various campus landmarks, including the Memorial Union Main Lounge. Listening to audio narrations accompanying each display, she gains insight into students' personal stories and journeys. **At the conclusion of the tour, she encounters a feedback screen. Using the controllers, she inputs a brief positive comment. After submitting it, a screen appears with a final message: "Thank you for visiting," signaling the end of the tour after which she removes her HMD.** Concluding the tour, Mrs. Patel feels reassured and confident in her child's potential to thrive at OSU within a diverse and inclusive community.

Scenario 2 for Mrs. Patel

Initial View: Mrs. Patel and her child arrive at the Oregon State University campus for a guided tour.

Normal Event Flow:

Mrs. Patel and her child are welcomed by an admissions staff member who provides VR headsets for a campus tour. However, as they begin the VR experience, Mrs. Patel finds herself feeling disoriented and uncomfortable in the virtual environment. The VR headset feels heavy on her head, and she struggles to adjust to the immersive experience. Despite her child's excitement, Mrs. Patel finds it challenging to focus on the virtual tour and feels disconnected from the experience. As they navigate through the virtual environment, Mrs. Patel experiences motion sickness and decides to remove the VR headset. Disappointed by her inability to fully engage with the VR tour, Mrs. Patel expresses her concerns to the admissions staff member, who offers alternative options for exploring the campus. Despite the setback, Mrs. Patel remains determined to find the right fit for her child's education and continues their visit to Oregon State University.

Potential Issues:

1. Mrs. Patel may initially struggle with navigating the VR environment and interacting with the virtual objects due to her limited experience with VR technology. Clear instructions and intuitive controls are crucial to help her feel comfortable and engaged.
2. Mrs. Patel may experience a brief lag in audio playback, but it does not significantly impact her overall experience.
3. The immersive nature of VR experiences may overwhelm older users with sensory stimuli, including visual, auditory, and tactile feedback, leading to confusion or disorientation.
4. Older users like Mrs. Patel may experience difficulty processing complex information or multitasking within the virtual Main Lounge, especially if the interface relies heavily on text-based instructions or fast-paced interactions.