



Veteran Victoria

- 55 years old
- Civilian professor who teaches art
- USAFA faculty member for 25 years

Victoria **happily uses** the current grading platform for keeping track of student performance. She plans to use the LMS when it becomes the required platform for grading. It takes her a while to learn new technology, so she is **investing time now to learn** about the LMS so she is ready when using the LMS is required. Currently she uses the LMS to post some course content and her syllabus.

“I can get the basics down if I do it enough, but I’m too old to learn this new stuff.”

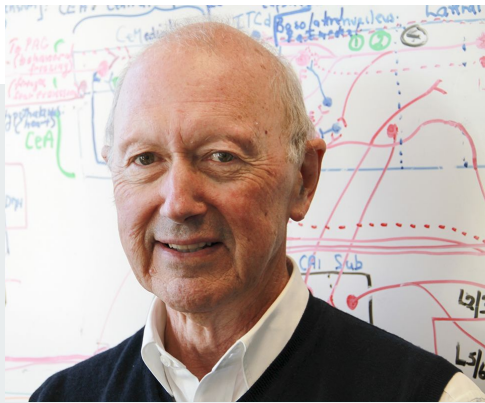
Typical LMS Tasks

- Post syllabus
- Add instructions for assignments
- Enter grades (once she starts practicing how to do so)

Victoria believes that she will be able to use the Grade Center in the LMS after a good amount of practice. She also thinks that the Grade Center is really **the only piece of the LMS that she will utilize**. While the other tools the LMS offers may be useful in other courses, she doesn’t see a use for them in her course.

Victoria feels **overwhelmed** by the functionality available in the LMS. She is **worried** about the limited time she has to start using the LMS before the current grading platform is deprecated.

Victoria is **willing to learn** how to use the LMS, but **she needs easy steps and ample amounts of practice**.



Hesitant Harry

- 60 years old
- PhD in Economics
- Civilian Professor of Economics
- Has taught at USAFA for 15 years

Harry has a number of active research projects and believes himself to be **more of a researcher than a teacher**. His CV backs up this perception, as he is a well-published scholar. While he thinks good teaching is important, he believes that teaching, especially grading, already takes up enough of his time.

Harry has heard of the LMS but is **indifferent towards learning** to use it beyond basic functionality or required actions. He doesn't feel any real pressure to utilize it: his teaching evaluations are "good enough" and he has the equivalent of tenure. Moreover, he is **not sure** of the benefit of using an LMS and is also **skeptical** that any benefit would outweigh the cost of learning the LMS.

While Harry feels **indifferent** towards the learning the LMS, he admits that he would be tempted to use it if (a) it were easy to use and (b) would cut down on time spent teaching or grading so that he could spend more time on research.

Harry needs to see how the LMS can be easy to use. He also needs to see concrete examples of the LMS saving time.

"Why should I take the time to learn this new tool?"

"I'd use the LMS more if it saved me time."

Typical LMS Tasks

- Check his course list
- Post his syllabi
- Post course readings



Eager Evan

- 30 years old
- MA in Mathematics
- Captain in the Air Force
- Has very little teaching experience but will be Math 141 course director

Evan is **eager** to make his mark in Math 141 since it will help him with promotions. He has a lot of excitement, but sometimes lacks the passion and dedication to see things through. Sometimes his **lack of follow through** is due to being pulled in many different directions or overcommitment to other projects.

“I used an LMS as a student, but my professors just posted readings and didn’t use it well. The interface was terrible to navigate.”

Typical LMS Tasks

- Add course content
- Build quizzes
- Link publisher materials
- Manage enrollment and groups

Evan believes that using the LMS is the easiest way for him to make his mark. He wants his course to be better than what he experienced and has **lots of ideas** for how to accomplish that goal, but **no overarching implementation plan**.

Evan is **motivated** mainly by being promoted. Since he has not taught much, he is unsure whether he wants to invest his energy into becoming a great teacher. He **sometimes feels overwhelmed** by the amount of responsibility he has and the number of possibilities that he can choose from.

Evan **does not have a good grasp of the LMS’s capabilities**, and making pedagogically effective changes is, at best and only sometimes, a secondary consideration. **He is most responsive to small, “bite sized” changes that are quick and easy. He needs “bite sized” learning opportunities that are infused with good pedagogy.**



All-In Ann

- 41 years old
- PhD in Psychology
- Civilian professor in Behavioral Sciences and Leadership
- Has taught at USAFA for 5 years

Ann is motivated by students succeeding: **she seeks excellence in teaching**. She has taught undergraduates for over 20 years and has gained lots of experience learning and adopting new technologies and techniques. Because of this experience, **she knows what she likes and what she doesn't**.

“I enjoy the functionality of the LMS but wish it were more flexible.”

“Teachers should leverage tech to help students succeed.”

Typical LMS Tasks

- Create and manage discussions
- Post announcements
- Grade submitted work
- Try out new ideas in a sandbox course

Ann looks for opportunities and ideas that can improve her teaching. Because of her experience and connections, she provides feedback on how others teach but is unlikely to take a course on a new technology such as an LMS. She has a **“hands on” approach to learning** and using new tools, asking questions only when she's stuck or looking for inspiration. If she does get stuck, she **prefers** face-to-face conversations over reading content or utilizing asynchronous tools like email or discussion threads. But she will search for information or use email and discussion threads when needed.

Ann is **excited** about USAFA's adoption of an LMS and was an early adopter. She appreciates the capabilities of an LMS, though is **sometimes frustrated** by its apparent inability to function as she desires. Sometimes she is right about these limits, but not always. **She needs a community to workshop ideas for innovating with the LMS.**



Old-School Ollie

- 49 years old
- Lt Col and JD
- Teaches for the Law department
- In his second tour at USAFA
- Goal is to become a Permanent Professor

“We don’t need technology to teach well.”

“An LMS is just a fad, is too buggy, and not user-friendly.”

Typical LMS Tasks

- [None: avoids using LMS as much as he can.]

Ollie is **opposed** to adopting technology like an LMS for his teaching. He tends to disregard complaints from cadets about his teaching style. He does use some technology for course administration (such as shared drives and email), but he places it in a different category than technology like an LMS.

Ollie believes that his courses are dialed-in. He believes that his teaching methods are tried-and-true. While some of his methods for delivering his course may not be the most efficient or effective, he is used to them and is **content** about not needing to prepare or think about his course all that much outside of class time.

Ollie is **frustrated** when he hears his colleagues talk about how much they enjoy using Blackboard and/or push him to use it more. He is glad when he hears about hang ups with the system, since he hopes the LMS will eventually go away. He is also **annoyed** when his cadets ask him why his course in the LMS has no content in it.

Ollie needs to **see the utility in the LMS**. He also needs to **see how an LMS is similar to the technology he already uses**, even if it looks different.