



## 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