

SYDE Persona Briefs

<p>SYDE Design Tinkerer: Student has a passion for building/making, and was attracted to SYDE because of the design projects. They prefer project designs that evolve through trial and error, tinkering, and playing around, rather than relying on a more rigorous and rigid engineering process. At best, they see technical courses as a means to an end rather than enjoyable on their own. At worst, they see no application (towards their area of interest, or perhaps at all) of the technical courses.</p> <ul style="list-style-type: none"> • SYDE Strength: Creatively uses design thinking. • UX Goal: Help <i>SYDE Design Tinkerer</i> appreciate when technical courses are required, and reinforce their applications with real-world examples.
<p>SYDE Enthusiast: Has known about SYDE from trusted family or friends. Loves the fact that SYDE is broad and open. Understands that main technical elective choices will occur in 3rd and 4th year, so willing to do the slog of 1A - 2B. Is excited to sample different co-op opportunities, possibly travel, and stay involved in extra-curricular activities. This student is a risk taker, so willing to step out of personal comfort zone to try new things even though it may mean experiencing an academic or career set-back along the way.</p> <ul style="list-style-type: none"> • SYDE Strength: Positively curious about the world as a system. • SYDE UX Goal: Help <i>SYDE Enthusiast</i> retain/build enthusiasm and curiosity through to 4B.
<p>SYDE Planner: Engineering was suggested by friends, family, or High School guidance counselor as a "good career path" based on strong performance in Maths and Sciences. Student trusts the advice but has a lot of worries: is Engineering the right path? Will I be academically successful? Will I get a co-op job? Will I fit in? Chooses SYDE because of its wide range of topics and reputation for a strong sense of community.</p> <ul style="list-style-type: none"> • SYDE Strength: Strong sense for planning and organization skills. • UX Goal: Help <i>SYDE Planner</i> gain confidence in risk-taking skills to discover own path.
<p>SYDE Passion-Focused: Student has a highly-developed passion in a focused technical area and wants to have a career designing for that field. Student chose SYDE because of the promoted design curriculum, but is disappointed that design courses are not as open-ended as expected and that there is little spare time to work on side projects.</p> <ul style="list-style-type: none"> • SYDE Strength: Goal-oriented so can prioritize tasks. • UX Goal: Help <i>SYDE Passion-Focused</i> leverage SYDE program for specific area of interest.
<p>SYDE Program Critic: Really wanted to get into Program X, where X is NOT SYDE! Wants to be at UW for Engineering for co-op so accepts the offer to SYDE. Tends to see what SYDE is lacking when compared to other programs. Willing to give SYDE a chance but may find it initially difficult to engage with the SYDE program or SYDE students.</p> <ul style="list-style-type: none"> • SYDE Strength: Strong critiquing skills. • UX Goal: Help <i>SYDE Critic</i> refine critical applied analysis skills to include practical solutions.
<p>SYDE Technically-Focused: SYDE was suggested by a friend or guidance counsellor because the student was considering engineering but didn't know which engineering to focus on as has broad technical interests. Wants to come to UW for co-op, so knows that an Engineering program had be identified. Strong academics in Maths and Science so likes technical courses in SYDE that have a broad base. Not particularly interested in the design courses as prefers challenging but controlled problems that have a single or very small subset of "right" answers. Prefers to work alone rather than on a team, so can stay focused on technical aspects. Would prefer highly technical co-op jobs.</p> <ul style="list-style-type: none"> • SYDE Strength: Embraces Engineering Analysis to solve applied problems. • UX Goal: Help <i>SYDE Technically-Focused</i> adapt to open design problems.