INF 1602 PRA 0105 GROUP 5

SWINTER

Team Members:

Chae Ri Kim: Empathy Map, Appendix

Jing Cao: As-Is Scenario, Appendix

Margarita Cifuentes: As-Is Scenario, Appendix

Ruohan Liu: Content Persona, Primary Persona, Appendix
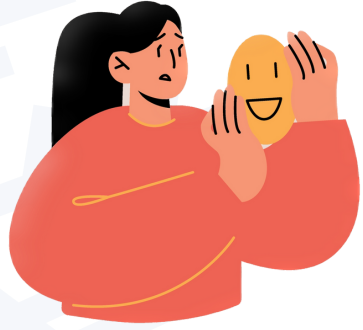
Wanyue Zhang: Empathy Map, Appendix

Zhuoying Li: Content Persona, Primary Persona, Appendix

Repository:

https://drive.google.com/drive/folders/1QWrnA1eXLbsOJvL-fqhXeksoVAQ8lG7h?usp=share_link

PERSONA: CONTENT ONLY

Bios:
Sally(She/her) – the UofT student
20 years old, lives alone in Toronto, full-time student, single
(Image by upklyak on Freepik)

Beliefs:
Winter is more challenging than other seasons
UofT mental health support is insufficient for mitigating winter-related mood issues

Needs:
Knowledge/access to mental health support
Company (trustworthy person to talk to)
Motivation to complete tasks in winter

Goals:
Maintain mental stability during the year
Maintain a high GPA in the winter semester
Be more motivated during winter

Obstacles:
Hard to navigate school resources
Less social activities in wintertime
Winter results in low emotions

Personalities:
Introvert
Feeling
Sensing
Perceiving

Desires:
Access school support instantly when needed
Consistent support system for long-term company
Feel as motivated in winter as in other seasons

Traits:
Independent
Empathetic
Creative
Slothful

Quotes:
Direct quotes: "The logic behind current UofT mental health support is to make sure that students' bad emotions will not affect their school performance, which does not cheer me up or help me directly when I feel sad."

Sally could possibly say:
"If it is too cold outside, I'm gonna skip the next class."
"Ugh, which link should I click to find mental health resources? This is way too frustrating!"
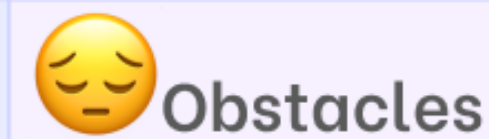"I hope it is going to be warmer tomorrow"
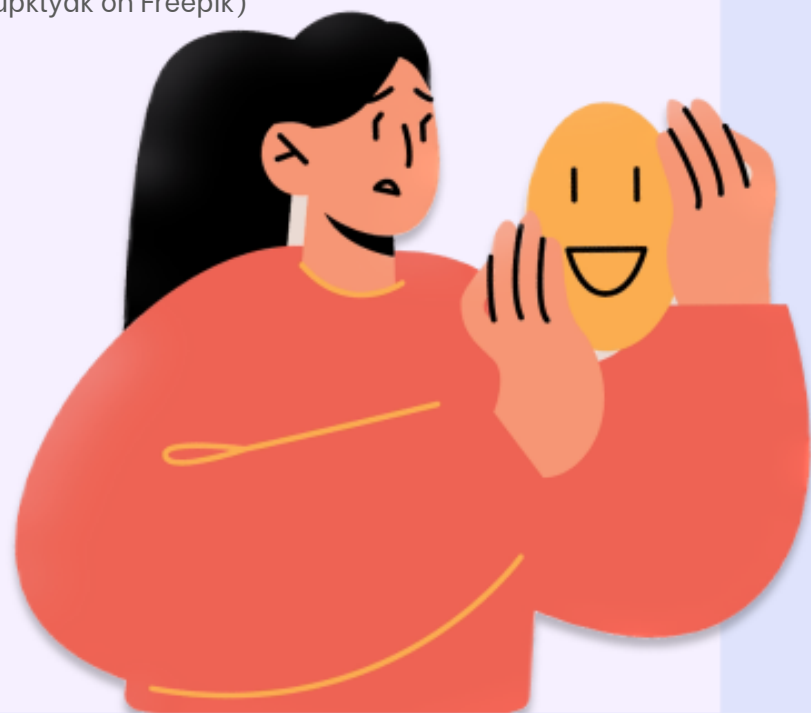
"The logic behind current UofT mental health support is to make sure that students' bad emotions will not affect their school performance, which does not cheer me up or help me directly when I feel sad."

🎯 Goals

- Maintain **mental stability** during the year
- Maintain a **high GPA** in winter semester
- Be **more motivated** during winter

😔 Obstacles

- 🧭 **Hard** to navigate school resources
- 👬 **Less** social activities in wintertime
- ❄️ Winter results in **low emotions**

Brand Affiliations
(Frequently used Apps)

Sally (She/her)
The UofT Student

- 👩🏻 **20 years old**
- 📍 **Toronto, CA**
- 🎒 **Full-time Student**
- 🏠 **Single/No Kids Living Alone**

💡 Beliefs

- Winter is **more challenging** than other seasons
- UofT mental health support is **insufficient** for mitigating winter-related mood issues

🤦🏻‍♀️ Needs

- **Knowledge/access** to mental health support
- **Company** (trustworthy person to talk to)
- **Motivation** to complete tasks in winter

🥺 Desires

- Access school support **instantly** when needed
- Consistent support system for **long-term company**
- Feel as **motivated** in winter as in other seasons

❤️ Personality

Introvert ———●——————— Extrovert

Thinking ————————————●— Feeling

Sensing ——●————————— Intuition

Judging ——————————●— Perceiving

💬 Quotes

"If it is too cold outside, I'm gonna skip the next class."

"Ugh, which link should I click to find mental health resources? This is way too frustrating!"

"I hope it is going to be warmer tomorrow"

👀 Traits

#Independent

#Empathetic

#Creative

#Slothful

SAYS

"I don't want to go to school"

"It's cold, I'm always tired"

"I don't have the energy to do anything"

"No one understands me"

"Which school resources do I use?"

THINKS

"Cold weather prevents me from doing things"

"I won't be focusing during class anyways"

"School resources are hard to locate"

"I want to receive help and

alleviate my negative emotions"

"I'm hopeless"

DOES

Binge Eats   Oversleep

Meditate   Search For Help

Listen to Music   Misses Class
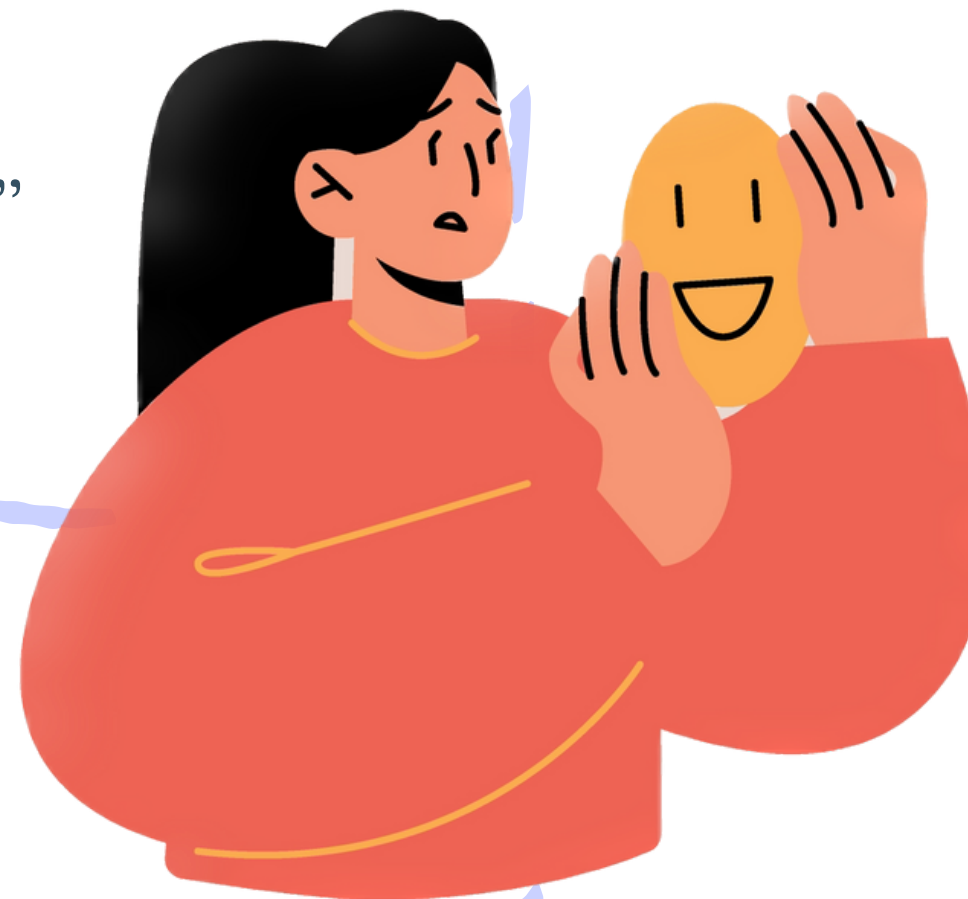
FEELS

Moody   Tired

Frustrated   Lonely
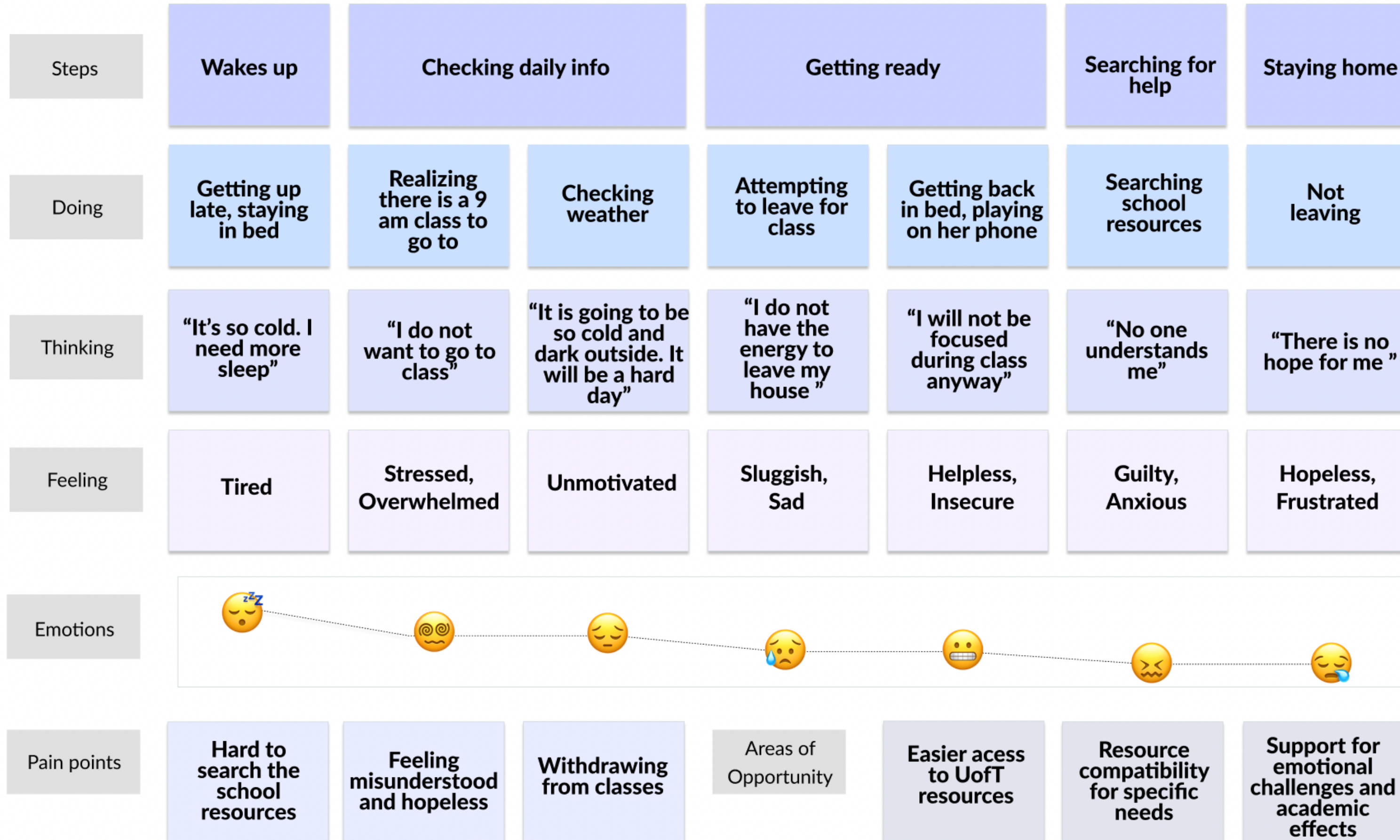
Confused   Unmotivated

Sally the Uoft Student During a Difficult Winter Morning

Scenario: Sally wants to maintain her mental health and well-being throughout the academic year using school resources that she can easily access.

Expectations: Resources online will be clear, complete, and organized which will allow her to make informed and efficient decisions by comparing the resources and services to find the perfect match for her needs.

Steps	Wakes up	Checking daily info		Getting ready		Searching for help	Staying home
Doing	Getting up late, staying in bed	Realizing there is a 9 am class to go to	Checking weather	Attempting to leave for class	Getting back in bed, playing on her phone	Searching school resources	Not leaving
Thinking	"It's so cold. I need more sleep"	"I do not want to go to class"	"It is going to be so cold and dark outside. It will be a hard day"	"I do not have the energy to leave my house"	"I will not be focused during class anyway"	"No one understands me"	"There is no hope for me"
Feeling	Tired	Stressed, Overwhelmed	Unmotivated	Sluggish, Sad	Helpless, Insecure	Guilty, Anxious	Hopeless, Frustrated

Emotions							

| Pain points | Hard to search the school resources | Feeling misunderstood and hopeless | Withdrawing from classes | Areas of Opportunity | Easier acess to UofT resources | Resource compatibility for specific needs | Support for emotional challenges and academic effects |

APPENDIX – OVERALL VISUALS

Feedback:
- "Pay attention to the color scheme and accessibility rules (i,e. color contrast, font size) when presenting."
- "keep it consistent visually."
- "Background is distracted."

Revisions:
- Changed to another slides template with a plain background.
- Used consistent color scheme for all sections.
- Used consistent font for all sections.

APPENDIX – PERSONA

Feedback:
- "Persona details font size too small, low contrast black on blue"
- "Would have liked to see a breakdown of participants (demographics)"
- "Introvert – need more detail"
- "Hard to get help – what kind of help?"
- "Support – potentially break down in detail"

Revisions:
- Modified Persona color scheme so it creates better contrast with the text color. Highlighted keywords in each individual section to improve reading experiences.
- Provided explanations about where did data come from in speaker notes.
- Added more details for the persona's demographics.
- Narrowed the persona's needs and desires to be more specific, instead of using generic terms like "hard to get help" and "support".

APPENDIX - AS-IS SCENARIO

Feedback:

- "Not every as-is scenario is a day in life. Illustrate the persona trying to get help and encountering issues. (you did this, good, but make sure every step is useful)"
- " Need visually keep slides consistent."
- " Don't understand why UofT resources are insufficient."

Revisions:

- Added "pain points" and "areas of opportunity" sections to outline the pain points our persona faces in their journey and identified specific areas of opportunity for improving the user's experience.
- Modified as-is scenario colour scheme to maintain visual consistency.
- Altered the story to make the scenario more encompassing of user research analysis, and more related to winter season-related difficulties. This way it is easier to understand the user's pain points.