HCI Cognitive Walkthrough, Persona/Scenario Development  
Lizz Corrigan | Maxine Dee | Kyle Carsey | Steven Naisbitt | Steve Langman

## Documentation

*How does the persona fit with the HCI cognitive walkthrough? What makes the persona uniquely appropriate for the HCI task? To what extent does it help generate the information that will inform us whether the project is done right?*

This persona fits for the HCI cognitive walkthrough because she fulfills one of the many reasons a person volunteers at the HSU. Her prior knowledge is also similar to volunteers who will take this training in the future (some experience with animals, no knowledge about the HSU history, a desire to become more informed, help animals, and work with the public). She is also a good fit because she hasn’t started working at the HSU yet, so this will be an introduction to the HSU, as it will be for incoming volunteers.



**Julia**

Julia is a 20-year-old female college student at Salt Lake Community College. She is has a social personality, loves school, and advocates for animals rights. Julia is very comfortable around dogs because she has grown up around them her entire life. Although she likes cats she is a bit weary handling them due to lack of exposure. She doesn’t know how to tell if a cat is happy or angry.

She is volunteering at the HSU as part of her Intro to Public Administration class, which requires her to volunteer for a non-profit organization. She has no prior knowledge of the HSU’s mission, purpose, history, etc. She has a bit of customer service experience, but mostly just being a hostess at the diner down the street from her house.

Julia hopes the volunteer training will help build her confidence in working with cats, provide her knowledge of the HSU and similar non-profit organizations, and increase in her capacity to relay information to the public in a positive manner.

## Scenario Development

**Task Description (for the learner):**

As a new volunteer at the Humane Society of Utah, you must complete an introductory training about the HSU before your first day. The training will be hosted on Adobe Captivate, and will be available to you by navigating to the HSU website and selecting the tab [*placeholder; we don’t know where this will live on the HSU website yet*]. The training will help you learn basic and necessary facts about the HSU, help you gain a greater understanding of animal non-profit organizations, and to increase your ability and confidence in relaying such information to the public in a positive manner. The training is a three-part learning experience, where you will navigate through on-screen information, watch videos, answer short quiz questions, and be asked to pause and reflect.

Note: Note: The training will need to be conducted on a desktop or laptop computer. Also, please ensure your sound is on; audio is a critical piece of the training.

**Keypath Scenario:**

Julia begins her new training experience in her home by opening the Chrome Browser on her laptop computer. She routes to the Humane Society of Utah website and selects the new volunteer e-Learning training modules link. She is taken to an Adobe Captivate module where the training begins. Julia presses the start button to begin the training. She becomes very excited when she is greeted by the happy instructor “Hobbes.” Julie appears engaged by the overwhelming cuteness of Hobbes who is a very informative dog.

The e-learning training begins with a welcome and tutorial introduction from Hobbes. She sees the friendly background and clicks on the forward arrow to start. Hobbes automatically starts talking and describes the basic navigation criteria and training path that is available. Julia listens carefully and reads along as Hobbes gives her simple, yet valuable, information about the menu and navigation tools, such as how to move forward, backward, repeat the audio, and find the menu. She follows Hobbes’ directions and clicks on the forward arrow to move to the next page.

Julia see’s a map throughout an animated dog park with different options for her to choose from, and different stops along an outlined path that she assumes she is to follow. Because it looks like a linear path, she assumes she will start with the first module on the path, and end with the one that looks like it is at the end of the path.

Audio of Hobbes automatically begins to play; Hobbes explains how it is important to go to all the “hotspots” to complete the training, but that she can begin anywhere she chooses. Hobbes also explains how she will need to finish each hotspot because the training does not save progress. He states how she will get a certificate at the end of each module. She notices that each hotspot has an estimated time of completion underneath the title. HSU 101 is one of the longer hotspots but Julia decides to just start at the beginning of the path and clicks on the first hotspot that has a title of “HSU 101.”

She is taken to a new screen where she sees Hobbes pop up. Audio of Hobbes automatically begins to play; Hobbes shares the first goal which is to learn everything you need to know about the Humane Society of Utah. The goal is also in words on the screen.  
  
Julia pauses, wondering if this is the right place to start her training. Audio of Hobbes automatically begins to play; Hobbes describes why it’s important to know more about the HSU as a volunteer, and that she can be an important part of finding homes for his friends, and making it a good experience for humans. After listening to what Hobbes said, it seems this is a great starting point. She hopes that she’ll learn something about non-profit organizations since that is why she is here in the first place (for her public administration class). Hobbes concludes this slide by telling Julia to move on to watch the video about this topic. She clicks the forward arrow to move on.

Julia watches intently, fascinated by the information she is learning from the video. After the video she clicks on the forward arrow to continue. The next portion contains a quick check. Julia reads the multiple choice question, and selects her best choice for the answer. Nothing happens after her selection and Julia tries to move forward but the forward and backward arrows are not there. She realized that she has to submit her answer using the submit button. Julia clicks submit. She is then given positive feedback for selecting the correct answer. Julia appears encouraged, which makes her want to continue her volunteer training. She clicks the forward arrow to move on.

Hobbes encourages Julia and congratulates her for meeting her first goal, with a sparkling dog treat that appears on the screen, and then a message pops up to move on. She clicks to move on.

Audio of Hobbes automatically begins to play; Hobbes says that it is important to understand the differences between what we do at HSU and what other animal service facilities and organizations offer. Some text appears on the screen describing what the next goal is. Hobbes continues to explain why it’s important to know this information. Hobbes concludes this slide by telling Julia to move on to watch the video. She clicks to move on.

Julia clicks play on the video and begins watching an animated video about the different types of organizations that are similar to the HSU and animal services. Julia didn’t catch some of the information presented in the video. Julia decides to re-play the video from the beginning. Once the video is over Julia click on the forward arrow to move on.

Like before, a question appears and asks her to select all that apply on what the differences are between the HSU and other national animal organizations. She is given four options to choose from. Julia selects her answers by selecting the box for each choice. Julia clicks submit and feedback is provided. She missed one of the choices and reads the following message: Here are various differences that set HSU apart from everyone else. [*All four differences are then listed*]. Julia was correct about three of her choices and she learned about one other differences that she didn’t consider. Julia clicks the forward arrow to continue.

Hobbes appears on the screen, as audio of Hobbes automatically begins to play; he says that there are a couple of really good resources for Julia if she wants to learn even more about the organizations mentioned in the video. The text on the screen says that it’s not required to review these links, but that all Julia has to do is click on the links listed on the screen for more information if she is interested. Up to her. Julia does want to learn more, but thinks she has enough information for now and will come back to those later. She decides to move on, and clicks the next button.

Hobbes encourages Julia and congratulates her for meeting her second goal, with another sparkling dog treat that appears on the screen, and then a message pops up to move on. She clicks to move on.

Audio of Hobbes automatically begins to play, as the goal is on the screen to learn new information about HSU admissions and specifically the concept of “no kill.” Hobbes’ audio explains why it is important to understand this topic as an HSU volunteer. Julia remembers hearing something about organizations claiming to be no-kill shelters, but she isn’t sure what that means so she eagerly continues her training by selecting the arrow.

Audio of Hobbes automatically begins to play; Hobbes explains that the HSU is an Open Admissions shelter. Julia realizes she hasn’t heard that term before, but continues to listen to Hobbes say that she will learn more about that in the next video. Hobbes also informs her that there might be a quiz question that appears in the middle of the video. Julia appreciates the heads up and clicks the forward arrow to move on. Again, short and animated. Julia nods her head as she watches the video, appearing to understands the information.

The video stops, and a quiz question pops up with a hypothetical situation where Julia has to decide if the HSU will euthanize an animal who has been at the HSU for 30 days in order to make room for other animals. She either has to click “yes” or “no”. She clicks “yes”, which is followed by a fill-in-the-blank space that requests that she specify why she chose “yes”. After filling it in, she is congratulated for her correct answer, and the HSU standard appears as text on the screen for her review once more before she moves on by clicking the next arrow. [If no, Hobbes asks if she is sure, and then the HSU standard appears as text on the screen for her review.]

After the video is done Julia clicks the forward arrow to move on. Hobbes encourages Julia and congratulates her for meeting her third goal, with another sparkling dog treat that appears on the screen, and then a message pops up to move on. She clicks to move on.

Audio of Hobbes automatically begins to play on the new slide; he describes that as a volunteer, she will be asked a lot of different questions, but that he will help her prepare. Text also appears on the screen, indicating the next goal. Hobbes also informs her that there might be a quiz question that appears in the middle of the video. Hobbes concludes this slide by telling Julia to move on to watch the video. She clicks to move on.

Julia clicks play on the video. Julia watches the animated video and realizes these are questions she’s wondered about to, and is happy that she will know now, and can help other people learn, too.

The video pauses, and a question pops up asking why the HSU cannot accept a stray cat. Julia has three options to choose from, and chooses option B. Her answer is correct, and she types in a fill-in-the-blank for why she chose that answer. The HSU standard for accepting strays then appears and she is able to check her written answer with the HSU standard.

She then finishes the video and clicks the forward arrow to move on. Hobbes encourages Julia and congratulates her for meeting her fourth goal, with another sparkling dog treat that appears on the screen, and then a message pops up to move on. She clicks to move on.

Audio of Hobbes automatically begins to play on the new slide; he says that there is only one goal left, and the goal appears on the screen about the services and programs that are available to animals and their humans at the HSU. He explains why it’s important to know about these services/programs as a volunteer. He finishes by saying click to move on, to watch a short video about this topic. Julia clicks to move on.

Julia clicks play on the video. Midway through the video, it pauses again for a quiz question. Various possible aspects of the HSU’s adoption services appear, with a few of the options not being correct; Julia has to choose which aspects are accurate, based on her learning from the video. She gets one wrong, but Hobbes then says, “Let’s see if you got them all.” The HSU’s adoption process services then appear on the screen, and Julia can compare her answer with the correct answer. She sees she missed one, and now understands why. The question reappears on the screen, with the same options, and Julia now chooses the correct options. This time, Hobbes replies, “You’ve got it!” The video continues to the end.

After the video is done, she sees the text on the screen that says “rewatch video or click to move on.” She clicks to move on. Hobbes encourages Julia and congratulates her for meeting her fifth goal, with another sparkling dog treat that appears on the screen, and then a message pops up to move on. She clicks to move on.

Audio of Hobbes automatically begins to play. He says “Alright, Humans, let’s recap what you’ve learned on our little walk.” A message appears to move on, pointing to the next button. She clicks next. A screen appears that says “a summary of what you learned.” It looks like a collapsible/drop down. She clicks through each of the following topics, in no particular order:

1) HSU’s mission, location, funding 2) Differences between other organizations, including open-admissions animal shelter; local, private nonprofit organization; accepts owner-surrendered pets; and advocates for Utah animal welfare 3) HSU is an open-admissions shelter that meets the “no-kill” national standard: 90% placement or live-release rate 4) Most asked questions: where do HSU’s animals come from; how to adopt; how to report animal neglect or cruelty; what to do with a lost/stray animal; how to make a donation 5) Services and programs at the HSU

After she feels she has thoroughly reviewed the summary, she clicks to move on.

She is taken to a new screen and audio of Hobbes automatically begins to play; he says “Our first walk is over!” and congratulates her for completing all her goals for hotspot #1, “HSU 101.” He tells her that she has earned a certificate (of completion) and to make sure to save her certificate.

She clicks the “redeem certificate” button, which opens a PDF in a new tab on her desktop. Julia returns to the module and click the forward arrow to continue. She return to the park pathway where she is able to make a choice of whether to do the hotspot for Customer Service or Bite Prevention. Julia decided that one module is good for today and exits the browser.