User Personas and Empathy Maps for EcoClass

User Personas

There are two main user personas in this project, students and teachers.

1. Students

- **Description:** Students who attend the school and want to actively participate in energy conservation efforts.
- **Goals and motivations:** Learn about energy conservation, earn points for their classroom, make a positive impact, understand the relationship between their actions and energy usage.
- **Needs:** Clear information about energy consumption, engagement through friendly competitions, access to energy-saving tips and resources.

2. Teachers

- **Description:** Teachers who play a crucial role in promoting energy conservation and sustainability in the classroom.
- **Goals and motivations:** Educate students about energy conservation, monitor and manage energy usage and engage students in energy-saving activities.
- **Needs:** Real-time energy usage monitoring, detailed reports and analytics, access to energy-saving resources and tools to facilitate engagement with students.

Empathy Maps

Persona: Students

Says	Thinks
I want to learn about energy conservation. I don't understand how my actions affect energy usage. I want to participate and make a difference. I want to know how much energy different devices consume.	Conserving energy helps the environment. I can earn points for my classroom by saving energy. I should turn off lights and devices when not in use. Energy conservation is important for the future.
Does	**Feels**
Pays attention to energy usage in the classroom. Turns off lights and devices when leaving the room. Participates in energy-saving activities and challenges. Discusses energy conservation with classmates.	Excited about earning points for their classroom. Proud when their classroom wins recognition. Responsible for their energy consumption. Motivated to make a positive impact.

Persona: Teachers

Says	Thinks
I want to educate my students about energy conservation. I need tools to monitor energy usage in the classroom. I want to make energy conservation engaging for students. I need resources to help me teach about energy-saving practices.	Energy conservation is important for both the environment and our school. I should lead by example and show my students how to save energy. Engaging students in energy-saving activities can make a lasting impact. I need data and reports to assess the effectiveness of our conservation efforts.
Does	**Feels**
Monitors energy consumption in the classroom using the application. Shares energy-saving tips and information with students. Encourages students to participate in energy-saving challenges.	Dedicated to creating a sustainable learning environment. Excited to see students engaged in energy-saving activities. Responsible for guiding students towards energy conservation. Satisfied when they see a positive change in energy consumption.