Photo	Name - Primary Persona	
	Tagline	
	Background * Age * Role * Field of Study * Level of Computer Expertise	Main Points * * *

Goals * * *	
Frustrations and Pain Points * * *	Narrative (A few personal details and "a day in the life" in relation to our domain, course administration and content management. Probably will include quite a bit of info on LMS use initially, but later on may include more abut uPortal)
Scenarios (Titles) * * *	

	Name - Primary Persona
	Tagline
Photo	
	Persona Scales

Scenarios (Expanded Version)
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•
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Teaching (or Studying)	Organization (or Class Structure)	Working with Colleagues (or Working in Groups)
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"I just need to get this stuff out of the way."

Background

Age: 19
Occupation: Undergraduate student
School: Archeology, University of Toronto
Technology level: Comfortable with technology: email, im, office applications, surfs the web, uses keyboard shortcuts often.

Main Points

- Works in a noisy public place with friends
- Organizes files by courses and assignments
- Comfortable with using technology and is always connected online
- Likes to be the organizer when doing group work
- Likes to customize and personalize her Moodle site
- Wants to be efficient, get school work done quickly and optimize the commute time

Goals

- Get school stuff done with the least amount of time and effort possible
- Hang out with her friends as much as possible
- Collaborate efficiently with other students
- Graduate with a high GPA so she can get into grad school

Frustrations & Pain Points

- Long commute
- Too many notification emails from Moodle
- Connection between lectures and course work not always clear
- Moodle crashing -- particularly when an assignment is due
- Due dates for courses all at the same time makes it difficult to schedule
- Problems finding things on course site when they move dynamically by date or because the instructor moved them around during the semester
- Profs that don't know how to use Moodle so their behaviors in using some features is inconsistent.
- Grades are hidden down in the tools even though they are so important.
- Having to use more than one LMS like last term when a class used CCNet.

Scenarios

- Print out power point slides in notes format prior to lecture so she can take notes directly on the ppts.
- Customize look and feel of courses in Moodle -- she particularly likes to make everything purple.
- Use keyboard shortcuts to copy and paste.
- Use forums to find other students that live close to her (instructor sets them up).
- Read other students questions to instructor along with the answer.
- Refer to course outline on course site.
- Review TA corner in the course website for additional course notes.
- Copy and paste assignment instructions from the course site to word for reference offline.

Description

Ashley is in her 2nd year at U of T, studying archeology. She lives with her parents at home in Richmond Hill and commutes. She's keeping her fingers crossed to get an apartment on campus next year with some friends. In her free time she like to spend as much time with her friends as she can but living off campus can make it more difficult. She also likes to blog and participate in online forums outside of school when she can find the time. She's been blogging for 7 years and really enjoys it.

She likes to maximize the use of her time on her 40 minute commute by reading or doing something productive -- typically she does some sort of studying. Once on campus, Ashley normally does her course work with a group of friends in the Student Learning Centre. She likes areas with lots of big tables, so she can sit around with her classmates, work on assignments together, talk out loud, and eat. Even if they aren't studying the same subject they still like to study together. She studies in groups like this for a few hours every day. She goes to the library to study by herself during exam times. She also frequents the libraries and computer labs throughout the day to check email and facebook. She's got favorite public computer spots located close to most of her classes. On occasion she brings her laptop to school and if so she uses it for school work, socially interacting with people (via Facebook, MSN), and email rather than a public computer. She has configured her Firefox to show all of her favorite web sites and applications, such as livejournal blog, facebook, banking, email accounts, weather, and Moodle when she opens it. The downside to using the public computers is she can't personalize them in that way but her laptop can get pretty heavy to carry around all day so she puts up with it. She finds herself using keyboard shortcuts for efficiency more and more, particulary for common tasks like copy and pasting or when she a lot of windows or tabs open and needs to switch between them. She always has her phone with her but it doesn't have email capabilities. She does find herself text messaging more and more rather than email since it's more immediate.

Although Ashley likes using her computer for staying in tough with friends, surfing the web and doing most of her homework, there are some activities she prefers to do the "old-fashioned" way, like taking notes and reading. She likes instructors who post their lecture PowerPoint slides ahead of class, so she can take notes directly in or on them. It makes studying later much easier. She usually prints out the lecture slides and takes hand written notes. If she has her laptop at school, she takes notes directly in PowerPoint or in Word if the slides aren't available ahead of time. She like using hard copy for reading so she can highlight as she reads. It's also handy on her commute rather than trying to pull out her computer on the bus. She may type up a summary later based on the notes she took. When she's working on an article for her courses, she has Word open on her laptop and the highlighted paper copy on her desk. She organizes her school work on her laptop by years, semesters, courses, and assignments so she can easily find anything from classes she's taken. Occasionally, when she's working on something that she thinks will useful in her professional career, she saves it twice so she can also find it by the related topic.

To keep her busy schedule straight, Ashley prints out her Google calendar every month and puts it up on the wall in her room. She puts the due dates for the assignments, social events, and school-related events on the calendar. She has a mix of group and individual work for her classes. So far she's had at least one group project in every class. Group work can be challenging for her since she lives off campus. The other students usually want to meet in the evenings. So she tries to have group meetings to plan and divide up the work, then work individually. She can always jump on IM or facebook if she has a quick question since pretty much everyone uses them regularly. Like most of her assignments, she submits the final group paper via dropbox. She likes dropbox because she can see the previous assignments already submitted. Once she's turned in an assignment she can just forget about it. She doesn't tend to follow up to confirm submission unless it is a really important assignment.

She is on Moodle almost every day. So she likes to make it her own by customizing and personalizing her course sites. She picked the purple theme to go with her desktop image, and likes to rearrange the portlets on the screen. She unchecked what she calls the "useless stuff" from the list of widgets to remove them from the home page, and instead added the dictionary. She likes that she can choose whatever portlets she wants, and where to place them. Although it was difficult learning Moodle, overall she likes using it for her coursework particularly since she access her course material from anywhere. She Her biggest complaint is the many notification emails she gets for anything that is posted to the site. At this point they are pointless since she tends not even to read them because there are so many and there isn't distinction between important or time sensitive ones versus more mundane notices like a new article was posted to the site.

Fluid

George McFadden (Online Instructor - Journalism)

"I'd like to open up access to my course to as wide an audience as possible."

Background

Age: 52
Occupation: Instructor - Online Course in Advocacy Journalism
School: Faculty of Information Studies, University of Toronto
Technology level: TBD

Main Points

- Uses technology to build relationships with his geographically distributed students and track their progress
- Works closely with an Instructional Designer on the course
- Not too worried about career advancement so he focuses on making a difference

Goals

- Remain intellectually fulfilled
- Teach students about something he's passionate about - to help them make a difference in the world
- "Open up" his courses to as large and diverse an audience as possible
- Help other instructors and faculty see online learning as exciting and worthwhile
- Encourage collaboration and sharing of information across schools, since the field of Advocacy Journalism is so specialized
- Continue to contribute to the field of Journalism
- Spend lots of quality time with his family

Frustrations & Pain Points

- George and Lucy like to preview the course site after making changes to be sure of what the students are seeing. However, they haven't been able to get the student view of Blackboard to work properly so they created a "dummy" student account to log in and see the student view.

George is an retired journalist, who worked for over 20 years as a respected editorial writer for Madison's Capital Times newspaper. He decided to retire a little early at age 50 when the paper stopped publishing a few years ago. After thoroughly indulging his passions for travel, reading, and fishing, and biking, he decided the best thing he could do with his free time would be to teach. When he learned there was an opportunity to teach a pilot on-line course for the School of Journalism on Advocacy Journalism 2 years ago, he jumped at the chance. Since he began teaching the online course, George has become a staunch advocate of online learning. Though sometimes there are technology glitches and challenges, he really appreciates being able to reach and connect such a large group of students, and is always telling other instructors and professors at the university about how great it is to open up a course via online learning.

Personal

George lives with his wife, Rosalie, and one high-school age son in a historic home on the west side of Madison, which he and his wife spent a lot of time and effort renovating. His daughter left for college at Ohio State last year, but since the family is close she is often home for holidays.

Technology Use

George purchased a Dell laptop when he retired, which his wife now primarily uses in their very tidy home office. He does use it occasionally when his own computer isn't handy, but he also received a Tablet PC from UW-Madison which he usually brings home from work.

George used Microsoft Word for many years to write his stories, and is a PC user with an average level of tech-savvyness. He used the web often to research his news stories as a journalist, and is still very talented at finding good information using Google. He does his taxes online every year, and will often watch video clips on YouTube.

Though he still subscribes to the paper newspaper, but also reads news online and follows several different blogs written by thinkers in his field. He didn't have to do much photography as a journalist because he was more of a writer and could always ask for the help of a photographer at the paper if he needed it. However, he does own a Canon SLR which he doesn't use often these days. He leaves most of the personal photo taking and organizing to his wife, who uses Picassa to put photos online for family & friends, but he occasionally

uploads photos, creates albums of trips with his buddies, or add captions to the family albums.

Scenarios

- TBD

Teaching

The Journalism Department uses the Blackboard Learning Management System to manage course material along with the ePresence for webcasting the course, which has three 1 1/2 hour sessions a week. George usually records many of the lectures before the term begins. ePresence allows students to watch a video synched with PowerPoint which they can pause, review, and access different sections of via a table of contents.

George is a gregarious person who works hard to build relationships with his students across the country. There are usually 25-30 students in each class who live all over the United States. The entire class also has a teleconference (by phone, no video) 3 times a term to help the students collaborate and feel connected. He usually answers student questions over email, but is always happy to have a phone conversation or meet with them in person (for his student which attend UW-Madison) if necessary.

George is teaching the Advocacy Journalism class for the second time so he is reusing much of the material from the first time he taught but also adding quite a bit of new material that he's since found. He also likes to keep the class fresh and focused around current events so he brings new content into the class on a regular basis.

George manages the course with an Instructional Designer, Lucy, who has more experience with presenting content on the web. While he designs the course material, Lucy is the one who puts it up on Blackboard. Together, they want to create an engaging and interactive environment for their on-line students. Lucy created an "Intro to Blackboard" page which is reused every semester. Some of their lectures are reused across terms, and some parts of their course have been reused as modules in other courses. It can be hard to efficiently transfer content from one semester or course to another in Blackboard, so this is a bit of a pain point for them.

George comes into his office on campus about 2-3 times a week to collaborate with Lucy, hold office hours and just generally stay connected with colleagues in the department. However, he also often does work from home.

- He encourages students to download and print his PowerPoint slides to take notes on as they view the lecture.
- All the information in Blackboard is organized chronologically. They feel it is better to handle the course this way so students don't get overwhelmed and pace themselves week by week through the material.
- George thinks this helps them practice their writing skills, and has seen improvements in assignments since he implemented this policy. Students are also required to submit weekly assignments to Blackboard's Digital Drop Box. All the assignments are made public so other students can read them, and critiquing each other's work is part of their grade. George thinks this this is a logical way to handle this, since in the world of journalism most of their work will be public.

Scenarios

- **Release materials at specified times:** Use timed release so the students only see the material for the current and past weeks.
- **Quiz students online:** Create a quiz for students in Blackboard to test their knowledge in between exams. This way, the marking and grading is extremely quick especially for multiple choice questions. George would not rely on BlackBoard for important exams.
- **Check students' online activity stats:** Take advantage of the usage statistics Blackboard offers to see who is doing what on the site and to make sure students are accessing the system, since George does not get to meet his students face to face. He relies on Blackboard to help him get to know the students and also evaluate their participation in the class.
- **Facilitate online discussions:** Use the Discussion tool and assign students weekly discussion topics. The students each have to post 1 new topic and respond 2 relating to the week's topic.
- **Submit grades on Blackboard:** Currently grading is a pain with the online course since George can't just submit grades for all his students in Blackboard. Instead, he must submit them through the home systems of each university. This means he keeps a separate spreadsheet of grades which he keeps on his Tablet PC.
- **Preview pages in student view:** Preview the course site after making changes to be sure of what the students are seeing.
- **Present online lectures live and get live student feedback:** George and Lucy are considering using ePresence to broadcast the lectures live in future semesters, as this would allow them to use the chat functionality to communicate with students in real time.
- **Send announcement via Blackboard email:** George also sends out a weekly email with the week's lecture topics, any schedule changes (e.g. if an important news event merits it), and a reminder about tests and assignments to encourage students to keep up with the course.

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