

# Persona Expectations & Scenarios

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## Project Description

Our project is to create a interactive tool that will help teaching assistant improve their teaching skills by obtaining feedbacks of student and professor. Most teaching assistants are students themselves, so they may not know how to effectively deliver classes. The tool we aim to develop will function as a platform that allow students and possibly professors to provide their thoughts and evaluations. It will ensure the connection between teaching assistants and students, and teaching assistants will be able to make adjustments in their teaching based on the suggestions. We would like to facilitate the process of gathering feedbacks to improve teaching assistants as educators.

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## Tom

### Expectations

\* Interviews have been labeled based on the initials of the interviews.

Expectation	Source
Tom expects the product to allow him to communicate and get feedbacks from his students more efficiently.	KC, AK, KZ, CI, Assumption Participants use emails a lot to communicate with students. We assume they want to be able to answer student's questions faster even if they don't have time to check emails.
Tom expects the product to help him feel more confident of being an educator.	CI Participant has desire to build his confidence and strengthen his leadership skills.
Tom expects the product to provide a better grading tool.	KC, AK, Assumption Participants interviews find grading is time-consuming. We assume they need a well-developed internal scripts to grade assignments from CSE.
Tom expects the product to provide some teaching tips from experienced professors.	Assumption. We assume a user like Tom would want some useful advices from experienced professors and instructors so that he be prepared for leading a class.

Tom expects to be able to know a better way to explain course concepts.

KC, AK, CI  
Participants have hard time of explaining course concepts to students. They want to feel prepared to teach and answer questions.

## Bio

Our persona is Tom, a 20-year old junior student majoring in computer science at the University of Washington. His goals are to be a great resource to his students, feel prepared to lead classes and explain course materials more clearly, and balance his roles of being a student and a teaching assistant.

## Scenario

Tuesday is a long day for Tom. In order to get prepared for the full schedule and wake himself up, Tom stops by the Starbucks to grab a cup of coffee before he heads to his first class of the day. While in class, he spends a little time on his phone to check his schedule. He stressed out as he realizes that he has 3 CSE 142 sections to teach in the afternoon. Even though it is already the fourth week of Winter quarter now, Tom is still not confident of being a TA. He is not quite sure about whether his students accept his methods of teaching and explaining the programming concepts or not.

Tom then closes the schedule and opens up the Capptivate teaching secretary app to check the feedbacks from his students. Tom sends out anonymous survey to his students on the app every week. This would help him to obtain a better understanding of students' learning progresses and his strengths and weaknesses. When he reads the ratings of strengths, he discovers that most students find practicing example questions is helpful. However, many students claims that Tom's explanations on certain concepts are unclear and confusing. This really frustrates Tom so he immediately uses the app to send a message to the professor of CSE 142, asking how he can improve to convey materials more clearly.

After his morning classes, Tom goes to the Hub to have lunch. As he is having pizzas, Tom opens his laptop to grades the assignments that he hasn't finished. At the same time, his students send messages to him on the app, asking questions regarding homework and examples of midterm. This app allows Tom to be more accessible for his students even if he has no time to check and reply emails. He is able to offer helps and answers to his students right after he receives notifications from the app. Tom is satisfied with his experience using that app because it helps him to improve as a TA by gathering feedbacks from students and increasing accessibility for students.

# Sarah

## Expectations

Expectation	Source
Sarah expects the product to allow her to communicate with her TA more efficiently.	AK, KZ, CI Participants stated that they use emails and message board to communicate with TAs and professors.
Sarah expects to be able to have her assignments graded quickly.	AK, KC Participants need grades and feedbacks from the previous assignments in order to work on the next ones, but they usually wait a long time to have their assignments returned.
Sarah expects to build great connection with her TA.	AK, KZ, Assumption Participants intend to apply for STEM major. We assume that they want TAs to write them recommendation letters, so they hope to connect with their TAs.
Sarah expects the product to help her do well in the class and really learn more about important course materials.	CI Participant is a hard-working student who places this class as priority since he is highly interested in computer science.
Sarah expects the product to make to new friends and become more involved in the class.	Assumption We assume that Sarah possesses an outgoing personality, and she wishes to make friends in the class.

## Bio

Our persona Sarah is a 19 year-old sophomore student at the University of Washington. Since she intends to major in Informatics, she is now in Tom's class as to fulfill the prerequisites. Her goals are to do well in the class to have good grade, make new friends, and build connection with the TA.

## Scenario

Sarah is supposed to work hard at the By George Cafe on Wednesday afternoon. However, she has difficulty focusing on work because she is too anxious about the upcoming CSE midterm. Even though she is good at math, Sarah finds programming is more challenging and confusing. Her grades on the previous assignments indicate that she should spend more time and work harder if she wishes to get 3.5 in the class.

After work, Sarah opens the Capptivate teaching secretary app to send messages to other classmates, seeking if they would like to prepare for the midterm together. She is glad that the app allows her to connect with other classmates simply by sending

messages to the whole class group. She also takes a little time to message her TA about the materials that will be covered on the midterm so that she knows which parts she should spend time on reviewing. Sarah is surprised that it only takes 5 minutes for her TA to reply.

Since Sarah already has the app opened, she decides to fill out the survey that her TA sends out this week. She knows that he has tried his best to teach in sections, but she honestly feels that he doesn't do a great job on explaining some important concepts. Sarah thinks that weekly survey is a good idea so that the TA can make some adjustments and maybe do a review in the next section.