# Persona 1: Tom McGill

*Tom is a undergraduate TA for CSE 142 who is passionate about computer science and really enjoys teaching it. He struggles to run a well-managed quiz section while still catering to his student's questions. Evidently, he tries to accommodate for that by investing extra time into helping his students and ultimately becoming a better teacher.*

## Source Key
*Interviews have been labeled based on the initials of the interviewers. KZ (Kaitlyn Zhou), CI (Cedric Ith), AK (Allyson Kline), KC (Kristy Chen)*

## Expectations

| Expectations | Source |
|---|---|
| Tom expects to be able to view student feedback at any time. | Interviewees expressed interest in a system that will allow them to view all of their feedback.<br><br>CI, KC |
| Tom expects to be able to create feedback forms throughout the quarter. | Interviewee talked about how only getting feedback at the end of the quarter (via Course Evaluations) was not enough.<br><br>CI |
| Tom expects to be able to gain insights from student feedback on how to improve as a TA. | [**Assumption**] Multiple interviewees talked about how they wanted to improve as a teacher and be able to engage with their students more.<br><br>CI, AK, KC |
| Tom expects students to fill out the feedback forms. | [**Assumption**] Interviewees expressed how it was hard to get the students to talk and engage with them in class.<br><br>CI, KZ |

| Tom expects our product to act as an additional form of communication with his students to make himself more accessible to them. | Interviewee mentioned how she holds extra office hours that she is not required to hold just so that students have more opportunities to get help.

CI |

## Scenario

Today, Tom is teaching his quiz section for CSE 142 and is going through Stacks. About half way through the class, a student raises his hand and tells Tom he doesn't understand this concept very well. Tom tries to back track and explain the concept by framing it differently but the student is still not understanding it. Tom spends 10 minutes trying to draw out examples and explaining the concept but struggles to find a better way to explain the concept. Because of this, he is running behind and class ends before he is able to allow for homework questions. Tom leaves class frustrated that he wasn't able to explain to concept well.

That night, Tom sends out his weekly feedback form to his students via email. The next day, Tom checks and sees half his class has filled out the form. He opens up the app and starts looking through responses. Tom knew what was coming: lots of complaints about how he wasn't able to explain the concept of Stacks well. But to Tom's surprise, the majority of the feedback was complaining about how they ran out of time to get homework help at the end of class. Many of his students were struggling with the homework for this week.

As a result, Tom announces to his class via email that he is going to hold an extra hour of office hours in Suzzalo Café so that students can come and get help on the homework. Tom gets to the café five minutes early only to see that two students are already there waiting for him patiently. He had no idea how crucial this homework help was. He quickly starts helping the students and throughout the next hour, Tom helps over half of the class as they shuffle in and out of office hours. After the office hours end, he leaves satisfied that he was able to help his students with a problem that he wouldn't have known about otherwise.

# Persona 2: Sarah Saveron

*Sarah is a sophomore at the University of Washington pursuing a degree in CSE who wants to try her best to be proactive in understanding the material but feels intimidated to ask for help during class and quiz section.*

## Source Key
*Interviews have been labeled based on the initials of the interviewers. KZ (Kaitlyn Zhou), CI (Cedric Ith), AK (Allyson Kline), KC (Kristy Chen)*

## Expectations

| Expectations | Source |
|---|---|
| Sarah expects to be able to submit complaints about the TA or the QZ anonymously. | Interviewees were expressing how they wanted to be able to let their TA know how they should improve but they didn't want it to be awkward.<br><br>CI, KZ, AZ |
| Sarah expects to be able to contact her TA for help anytime throughout the day. | [**Assumption**] Interviewees talked about how they would sometimes need homework help late at night when TAs/professors usually stop replying to emails.<br><br>AZ, KC |
| Sarah expects her TA to get better as the quarter progressed. | [**Assumption**] Interviewees complained about persisting problems with their TA throughout the quarter.<br><br>CI, KZ |
| Sarah expects the feedback form to be quick and easy to fill out because she is a busy person. | Interviewee talked about how he hated surveys because they always took too long.<br><br>KC, CI |

| Sarah expects to be able to talk to instructors about the major she wants to apply to: Informatics. | Interviewees talked about how they took CSE 142 because it was a prerequisite class for their major. They also mentioned how they wanted to get to know the major better. |
| --- | --- |
| | CI, KC, AZ, KZ |

## Scenario

Sarah is in lecture for CSE 142 and they are going over Stacks. The professor is speeding through the slides and Sarah barely has time to write down notes, let alone let process the material. After an hour of scribbled notes and empty gaps for missed slides, Sarah leaves feeling like she didn't learn much today. Worst of all, their homework for that week was assigned and it requires implementing Stacks. But she knows that Quiz Section is tomorrow so it maybe she can go over the material a bit slower during then and feel more prepared for the homework.

The next day, Sarah is in quiz section and her TA has gone through the first part of Stacks. Great! She now understands the overall concept of Stacks. She eagerly listens on ask they start to go over implementation of Stacks but one of the other students ask a question, still confused about the concept of Stacks. Sarah sits for almost ten minutes listening to the TA try (but fail) to explain the concept is other terms even though she already understands the concept. After those ten minutes are finally over, the TA realizes how little time there is left in section and tries to speed through an example problem where they implement a Stack but the class ends before they could finish the problem and Sarah is left still confused about how to implement Stacks. She wants to stay after and ask her TA questions but feels too shy to and sees that there already three other students waiting in line to talk to the TA. Sadly, she leaves still feeling unconfident about the homework assignment.

That night, Sarah receives the feedback form from her TA to fill out. She starts writing about how she is frustrated that they didn't go over the implementation of Stacks (which was the whole point of the quiz section) and how there was no time to get help on the homework. Because she set the response to anonymous, she does not hold back. After many paragraphs of complaints, she feels that she might be too hard on her TA. In the "Any additional comments?" textbox, she thanks her TA for at least taking the time to try to answer student questions in depth compared to last week where the TA was speeding through the content to make sure they got done on time. She mentions how next week, he should hit for a "happy medium". Overall, Sarah recognizes that her TA really is listening to his feedback and making an effort to improve.

The next morning, Sarah receives an email about her TA's extra office hours for homework help. She is astounded that her TA is doing this and feels grateful that her TA cares this much about his students. She goes to these office hours where she gets her much needed help on the homework and afterwards, chats with her TA about what the Informatics program is like and what his experiences were when he took CSE 142.