



LEARNING
COMPASS

Personas and Scenarios



Erasmus+

The COMPASS software tools

- According to the project's DOW, COMPASS works towards the development of:
 - a software component for **description of learning opportunities**, to be made freely and publicly available to learning opportunity providers (CS-1),
 - a free set of service for lifelong learners to **leverage information about learning opportunities** (CS-2).

Personas

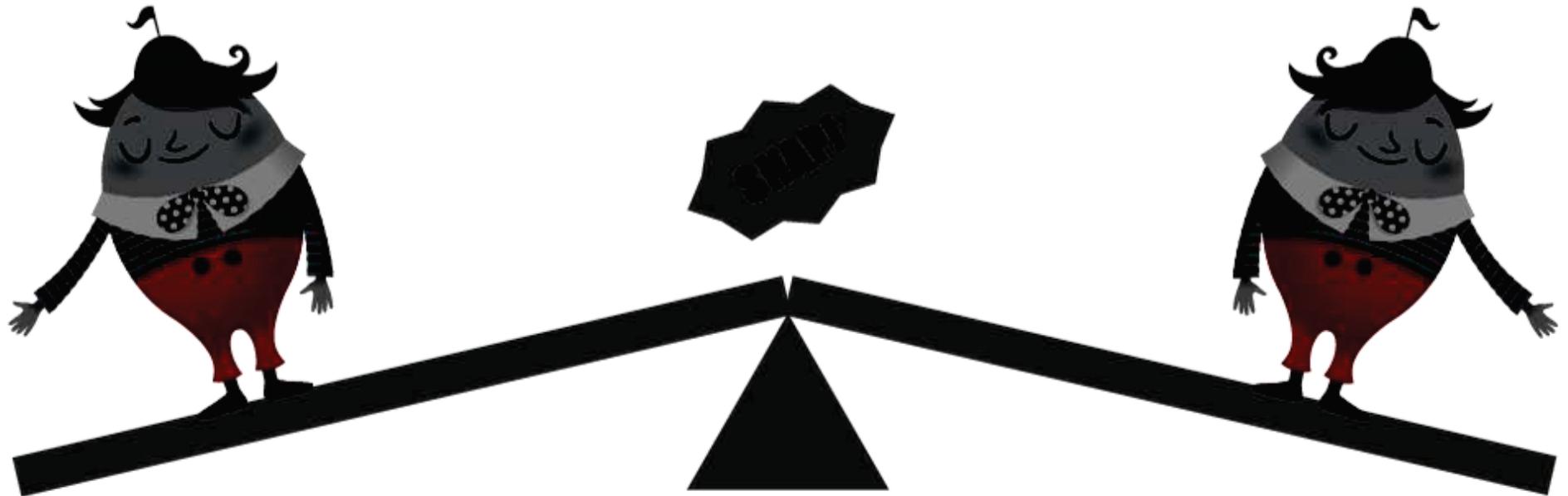
Fictional characters

- ❑ created to represent the *different user types*
- ❑ Useful in considering the *goals, desires, and limitations* of users
- ❑ to help to **guide decisions** about a service or product, such as features, interactions, and visual design of a website.

From Personas to Scenarios

- Software requirements is a **communication problem**
- Those who want software must communicate with those who build it
- If either side dominates the ***output is poor***
 - **Business dominates?** ... functionality and dates are mandated with little regard for reality or whether the developers understand the requirements
 - **Developers dominate?** ... technical jargon replaces the language of the business and developers lose the opportunity to learn from listening
- **Scenarios** is a basis for communication and discussion

The twin anti-poles of design and failure



**Doing precisely
what the user asks**

**Assuming you know what's
best and ignoring the user**

Source: Alex Cowan, <http://www.alexandercowan.com/tutorial-personas-problem-scenarios-user-stories/>

Scenarios – Why?

- ❑ Scenarios support **participatory design**
- ❑ Participatory design
 - The users of the system become part of the team designing the behaviour of the system
- ❑ Empirical design
 - Designers of the new system make decisions by studying prospective users in typical situations

Scenario Template

- ❑ Head (metadata)
 - Title, Author, Date, Revision, etc.
- ❑ Body
 - **Persona** description
 - **Task at hand**
 - **Before** COMPASS Tools and Methodology
(+**context**)
 - **After** COMPASS Tools and Methodology
(+**success criteria**)

Identified stakeholders groups



List of Personas

- **Marko** - Head of SP, TTU
- **Kadri** - Administrative staff at Office of International Relations, TTU
- **Daniel** - PhD student
- **Marta** - Engineer at NXP
- **Sonia** - Computer Engineer IMEC, BE
- **Giorgio** - QA unit, Rome University
- **Homer** – Prof. of C. Eng., TEI-A
- **Juliet** - International Relations, University of Montpellier
- **Hans** - Student, finished High School
- **Anna** - Finished High School (ES)
- **Apo** - Vocational Standard Office (EE)
- **Jane** – Int. Relations Coordinator (FR)
- **Nicolas** - 17 yo student (FR)
- **Michele** - Nicolas father (FR)
- **Peter** - (same as Homer and Marko)
- **Monique** - Greek MoE, responsible for Ploigos system
- **Laura** – Prof. of CS, Turin
- **Francesca** - 18 yo (IT)
- **Albert** - MoE Policy Maker, responsible for funding
- **Teo** - MSc candidate in Greece
- **Gregory** - HR Dpt. (CY)
- **Bernard** - Head of IT team for tool for University of Montpellier

Meet Martha

Martha is a second year PhD student at TU Delft in the Netherlands.

Before COMPASS

- She is interested to know which qualifications are needed to be a **test engineer** at the industry.
- She will use this information on choosing some elective courses during her remaining years of PhD studies at the university.
- She regularly looks into job advertising websites, job descriptions in companies and checks for needed skills of a test engineer.

After COMPASS

- Martha has already created a personal profile in the COMPASS platform.
- She enters her skills in the platform and she is able to compare her profile with an the «test engineer» job profile.
- She can understand her **lacking qualifications**.
- In search for these qualifications, she can look into available relevant learning opportunities.

Meet Francesca

Francesca is an Italian girl (18 yr old) who has just acquired a Diploma from a Scientific High School in Rome, Italy.

Before COMPASS

- Francesca joins **social networks**, esp. a group of students and ask feedback
- Francesca starts by **googling** “Electronics Engineer in France” to find about: how it is recognized, employed, how studies are organized, how exams are graded, how courses are taught ...
- She needs to repeat the same analysis for Belgium and Switzerland
- Finally she goes in some **universities websites** in search of information such as courses list, ECTS, exams grading
- She compares all info "by hand"!

After COMPASS

- Surely Francesca will save time and energy by easily compare Electronics Engineering courses through platform's filtering process.
- Would she receive generic information about how it is different to study in Italy and France of Belgium or Switzerland?

Meet Marko

Marko is professor at the Dpt of Computer Engineering at Tallinn Univ. of Technology and the head of the CS Eng. Int MSc programme

Before COMPASS

- Marko as the **head of study programme** advises students for courses for their exchange studies at a foreign universities.
- He receives an e-mail with the courses the student would like to study at other univ's.
- He searches for the course titles and studies outcomes and course descriptions
- This information is rarely directly available online and some iterations with the student are needed to refine information.
- Also, Marko checks the list of courses against the track record of the student

After COMPASS

- With the access to Compass database, the second step will be simplified significantly.
- Because of the unified descriptions, comparison and matching of the courses with will be easier.
- Finally, it will be much easier to suggest the student to take an additional course (or two) or to replace one of the initial selections with a more suitable for the goal of the study programme.

Meet Kadri

Kadri is manager at the Mobility Centre of Office of Academic Affairs at Tallinn Univ. of Technology. She coordinates student exchange.

Before COMPASS

- As the coordinator of the student exchange, Kadri advises students to look for suitable universities and to contact study advisors when needed.

After COMPASS

- With the Compass services it's simpler to guide students directly to the possibility to search and compare courses, instead of finding contacts at one or another university.
- She can now coordinate more students!
- There is less need to contact Marko to ask for details regarding the suitability of one or another course in the first phases of setting up the study exchange plan.

Meet Michel and Nicolas

Michel is Nicolas's father, a French pupil (17 yr old) who will finish his High School next year, interested to study in scientific domain

Before COMPASS

- Michel is not at all familiar with the technical domain and terms.
- He tries to figure out which types of jobs Nicolas could target though different programs of study
- It is very difficult to manage his way through the Google searches and links to institutional websites...

After COMPASS

- Michel and Nicolas can build a learning pathway through COMPASS!
- Nicolas is more focused on the course contents (whether he will be interested or not in the short term),
- Michel is concerned by the career opportunities at the end of the pathway.
- Thanks to the clear equivalence of programs given by the platform, Nicolas will even manage to convince his father that he can spend a semester of studies in a foreign university, so his big problem with English will be solved!

Let's be pragmatic



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