

## PERSONA 1 - TEACHER

### Name

Elon

### Quote

"I am always looking for tools and resources on the web to make my classes more personally relevant to students. Kids want to be involved and connected. That's when they become excited about something. Technology can support that enthusiasm and facilitate a more meaningful 'learning' experience."

### Personal Background

29-year-old male. Liberal Arts undergraduate education; M.A., Education. Middle School English teacher one year. Currently High School English teacher in Montgomery County, MD. Counselor 12 years at summer camp with "tweens," managed arts program. Associate Director of Camp Airy, MD.

### Internet Profile

Online 30 hours/week home and school. Technical proficiency excellent as far as "using" web but does not consider himself savvy as far as understanding technical operations, programming, etc. Uses Google to research class curriculum and identify resources to integrate multi-media experiences into classes.

### Educator Profile

Advocates creative use of technology to enhance the educational experience. Wants tools to develop interdisciplinary curricula that fully integrate the digital/visual arts with other academic subjects.

### SCENARIO

Elon googles "school bullies curriculum." He's been asked by the principle to address the issue in his 7th grade English class because there has been reports about a kid in his class terrorizing other kids with ugly verbal assaults. Elon knows the principle thinks that because he is younger than most of the other teachers—and more fun—that the kids listen to him, even respect him... and Elon believes that too. He sure tries to reach these kids... and has taken note they sure like the classes taught in computer lab more his regular room. He looks at the list of google results and clicks on Bullying Prevention Curriculum - Classroom Instruction Units for ... He reads: "Ask students to describe examples of bullying. Make a list on the board..." and he goes back to his google results list.



He has signed up his class for the computer lab two times each week between now and the end of school week. He wants something new to try... he likes curriculum that includes interactive media. He also knows the way to talk about something serious with these kids is not to talk about it directly... get their attention with something fun... get them involved hands-on with a their "own" project... like shooting a video... Elon is thinking, he is not sure that all the kids in the class have access to a video camera... but he'll check. They all have phones. He'll figure it out. Harry, the principle, will get the few cameras he might need... Harry likes him. He's heard about the GG DVD and that the producers were working on expanding the project... if he can just find video editing curriculum he can pull from... He'll create his own 8-hour video editing course from whatever he finds... he wants the kids to relate... wants to find video that can be edited that is actually about kids like his... it must exist somewhere on the web... and he needs a video editing program... he googles "african-american kids video." He knows bullying is an issue with these kids but he also knows about teachable moments... right now he's excited about having the kids learn some video editing skills in the next four computer lab classes... he'll work the subject in if he can just find some decent video that involve african american kids... BINGO... Gettin' Grown... a project...

Motivation	Needs/Website Assurance	Needs/Website Characteristics
<ul style="list-style-type: none"> <li>• learn about and evaluate different tools offered on the web to help teach a video production course to middle schoolers</li> <li>• wants to offer something different—not same curriculum as past—but has to be approved</li> </ul>	<ul style="list-style-type: none"> <li>• expertise and trustworthiness of website authors</li> <li>• security and privacyw</li> <li>• technical ease and workability of website/video editing tools</li> <li>• adaptability of curriculum to school system requirements</li> <li>• adaptability of curriculum to personal educator goals</li> <li>• easy for instructor to use</li> <li>• easy for student to use</li> </ul>	<ul style="list-style-type: none"> <li>• private classroom area (login)</li> <li>• private student area (login)</li> <li>• ability to review and privately comment on student work</li> <li>• clear student learning objectives</li> <li>• shared class video area</li> <li>• tools for re-editing/remix of video (or raw footage not used in show)</li> <li>• flexible curriculum that he can pull pieces from to create own class</li> <li>• allows for students with varying technological skills</li> <li>• allows for students with varying resources to bring to project</li> <li>• online tutorials for video editing tool (beginner to advanced)</li> <li>• easy help for instructor and student</li> <li>• clear instructions about privacy rules</li> <li>• downloadable forms for parent permission</li> <li>• ability for instructor to communicate and connect with other class instructors</li> <li>• class can connect to other classes—part of bigger community working on shows</li> <li>• class can connect with show producers</li> </ul>

## PERSONA 2 - TEACHER

### Name

Ryan

### Quote

"The kids I teach are really great, but sometimes don't have an outlet to the world outside of their home and school. They need an outlet for their creativity and imagination."

### Professional Background

7th grade teacher at George Fox Middle School in Pasadena, MD. Undergraduate education—B.A. Secondary Education from UMBC. Currently pursuing an M.A. in Teaching.

### Personal Background

Aged 30. Male. Oldest kid in a family of three. Lives alone in an apartment in Mount Vernon, Baltimore City. Has a long-term girlfriend of three years. In his spare time he likes to play soccer, watch sports and hang out with his brothers.

### Internet Profile

Online about 2-3 hours a day. Proficient using the web for professional and leisure purposes. Has a Facebook account and is active on it. Uses the internet to research class curriculum as well as communicate with other teachers.

### Educator Profile

Currently uses traditional method of teaching that does not include interactive elements. Is open to the Internet being used to the learning experience, but is wary about monitoring children's exposure to inappropriate websites and content.

### Goals

He wants to find a way to make learning fun for his students and focus on student interaction and participation. He also wants the kids to see him as a "cool" teacher who can understand their generation. He is a little lazy though and is not open to teaching methods that require a lot of extra work for him to implement.

## SCENARIO

Ryan is browsing the Internet for new ideas for his class for the upcoming year. He is interested in something that will help him connect with his



students. During an organic search, a link to Gettin' Grown comes up which Ryan clicks on. He is taken to the homepage. His interest is sparked by the video editing aspect of Gettin' Grown. He has never taught video editing before but thinks that it would be something his students would enjoy a lot. However, he is worried about the technical difficulty of the actual video editing software.

He searches for video editing in the search bar on the website and it takes him to the "Movie Masher" section. Within "Movie Masher", Ryan sees the overview of the editing software and how it will be used with the Gettin' Grown Web episodes in the classroom. He decides that it doesn't look that hard to use, but wants to know more.

He then follows a link from Gettin' Grown to the Movie Masher website and continues to research the video editing software. He plays with the demo that Movie Masher provides online a bit and likes it. He then goes to Google and searches for "reviews of Movie Masher". He doesn't find any reviews.

Ryan then goes back to the Gettin' Grown website and looks at the challenges. He imagines his students using the Movie Masher tool to complete them and decides he will talk to his department head about Gettin' Grown at their next meeting.

Motivation	Needs/Website Assurance	Needs/Website Characteristics
<ul style="list-style-type: none"> <li>• Wants to be able to connect with his students on a personal level by offering them learning activities that they can relate to</li> <li>• Wants students to view him as the “hip, young teacher” who is up on the times</li> <li>• Wants to offer something in his curriculum that is more interactive and encourages student participation</li> <li>• Bored of teaching the same traditional lessons each year and wants to be able to offer kids something more exciting</li> </ul>	<ul style="list-style-type: none"> <li>• Safety—ensure that students do not access inappropriate websites while in class</li> <li>• Parental consent—ensure that the class work is something parents would allow their children to participate in</li> <li>• Technical ease—workability of website and video editing tools</li> <li>• Education Ease—Adaptability of curriculum to school system requirements as well as class lesson plan</li> <li>• Student Ease—low level of difficulty for students to use, requiring minimal training of software and website</li> </ul>	<ul style="list-style-type: none"> <li>• Easy way to promote lesson plan to school administrator</li> <li>• Private classroom area (login)</li> <li>• Private student area (login)</li> <li>• Limited/monitorable access to the rest of the internet</li> <li>• Ability to review and privately comment on student work</li> <li>• Sample lesson plans and how to incorporate them into classroom setting</li> <li>• Facts advocating technology in the classroom</li> <li>• Online tutorials and help for video editing tool</li> <li>• Clear instructions about privacy rules</li> <li>• Downloadable forms for parent permission</li> </ul>

## PERSONA 3 - NON-PROFIT PRESIDENT

### Name

Adam

### Quote

"I run a Summer camp for middle school students with diabetes. One of the activities I'd like to offer the campers is a class on video editing."

### Professional Background

Information Systems undergraduate education;  
Employed at the U.S. Department of Human and Health Services.

### Personal Background

Aged 28. Male. Married. Lives in Baltimore, MD. Founded Adventures for the Cure, in 2005 a 503(c) non-profit organization that encourages people to get involved with causes they are passionate about.

### Internet Profile

Online 40 hours/week home and school.



After a full day at his 9 to 5 job he goes home and fires up his laptop and navigates to the Gettin' Grown website by Googling it.

### SCENARIO

It's a week before Adam's diabetes camp and he really wants to add a "non-athletic" activity to the camps offerings. He hears from one of his volunteers (who happens to be a middle school teacher) about Gettin' Grown.

Once on the website he goes through the registration process. After his organization is granted access and their "portal" is set up. Adam logs in and sets up the "classroom" in preparation for the camp. He then contacts the volunteer familiar with the tool and grants her access to be the admin so she can lead the activity on the first day of camp.

Motivation	Needs/Website Assurance	Needs/Website Characteristics
<ul style="list-style-type: none"><li>Many kids with diabetes have trouble communicating with their parents about their concerns about diabetes. Video might be a good way for a child to convey these concerns.</li><li>Some kids at the camp are not athletic. Documenting the camp experience might give kids that do not enjoy sports the ability to still participate.</li></ul>	<ul style="list-style-type: none"><li>Easy to use interface</li><li>Ability for the parents to see final project</li><li>Many of the volunteers assisting with the activity are not skilled educators, so an out of the box curriculum would be nice</li></ul>	<ul style="list-style-type: none"><li>Video editing tool</li><li>Ability to collaborate</li><li>Allow use of other mediums like still photography and writing</li></ul>

## PERSONA 4 - PARENT

### Name

Adrienne

### Quote

"I don't want my son being able to access thing like pornography and other websites... especially in school."

### Professional Background

Owner of consignment/antique shop. Full-time mom.

### Personal Background

42. Female. Youngest kid in a family of six. Married. Lives with in a house in Hunt Valley. Has a son in middle school and a daughter in college. In her spare time she likes antiquing, going to the spa and spending time with her family.

### Internet Profile

Still sees the internet as a place where child molesters prey on minors in chat rooms and where people download porn. Has an email account, but barely uses it. Does not understand social media tools.

### Parent Profile

Very over-protective of her children, especially her youngest son. Her son and daughter both use the Internet for school work and pleasure, but she tries to monitor them as closely as possible.

### Goals

She wants to ensure that anything her son does on the Internet as guaranteed to be be safe, especially if he is accessing it in a place where she cannot monitor him.

## SCENARIO

Adrienne's son has come home with a permission slip and lab fee for a new class project called Gettin' Grown. She reads the permission slip and notices that it lists a website for Gettin' Grown on it. Being wary of the Internet, she decides that she



wants to check out the site content before signing the permission slip for her son.

Adrienne logs onto the website for Gettin' Grown and is taken to the public homepage. On it she can see that Gettin' Grown is a video series, but is not sure how these videos will be used in class. Looking at the navigation, she decided to read the About Gettin' Grown section to get more information. She pursues the "What is it?" section, focusing on "Learning Goals and Benefits" and "Internet Safety for minors". She also goes to the "Web Episodes" section and watches all of the videos to make sure she approves of the content.

When her husband gets home from work, she shows him the permission slip and website and discusses whether they think it is safe for her son to participate in the project. Her husband likes the idea of their son learning about technical skills such as video editing so he convinces her that this activity will be beneficial.

Adrienne signs the permission slip and writes her son a check to school with him the next day.

Motivation	Needs/Website Assurance	Needs/Website Characteristics
<ul style="list-style-type: none"> <li>• Wants to ensure the safety of her children</li> <li>• Wants her children to get the best educational experience that they can.</li> <li>• Wants to be involved in her children's education</li> </ul>	<ul style="list-style-type: none"> <li>• Safety – ensure that her children do not access inappropriate websites or chat rooms</li> <li>• Teacher/School Approval – ensure that all activities are closely monitored by the teachers to ensure safety</li> <li>• Parental Review – ensure that all activity can be reviews by parents to ensure safety</li> </ul>	<ul style="list-style-type: none"> <li>• Parental access to student work Limited/monitorable access to the rest of the internet while in class</li> <li>• Parental access to review class lesson plans and assignments</li> <li>• Parent permission required</li> </ul>

## PERSONA 5 - STUDENT

### Name

Jesse

### Quote

“...besides football, I like to play video games like Madden and watch t.v. I guess it'd be cool to learn how it [video editing] works”

### Personal Background

13-year-old male. From Laplata, Md. Currently attending Milton Summers Middle School. Lives with his Mom, who works full-time. Jesse loves to play football and basketball. He also plays video games like Madden and likes to just hangout with friends.

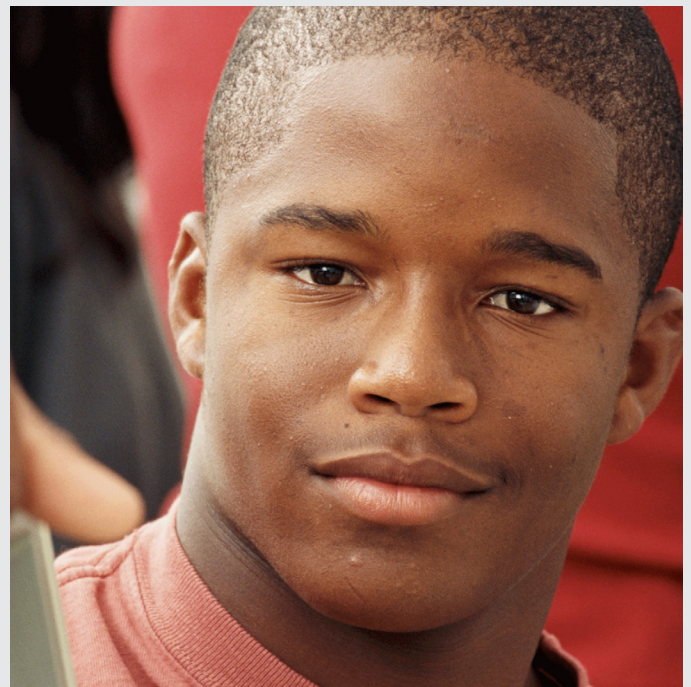
### Internet Profile

Online one hour every Tuesday and Thursday in the computer lab at school.

### SCENARIO

Jesse's Mom signe him up for the Gettin' Grown After School Program, that is sponsored by his middle school.

On Jesse's first day of the program the teacher walks Jesse and the rest of the students through the interface. After everyone is comfortable with



the editing tool and student site, the teacher asks everyone to create an image montage using images they find online. She asks them to use images that describe their personalities. Once they are finished they need to submit their work to the class community section to share. If they have any questions or problems they can use the help/tutorials section and of course ask her.

Motivation	Needs
<ul style="list-style-type: none"><li>• Likes watching t.v. and playing video games. Thinks it would be cool to make his own t.v. show.</li><li>• His Mom wants him to do after school activities other than being inside and playing video games. She doesn't get home until 6pm and would like him to be supervised.</li></ul>	<ul style="list-style-type: none"><li>• Fun to use</li><li>• Ability to share video I create with friends</li><li>• Upload videos from my phone</li><li>• Create my own movies with sound effects.</li><li>• Video editing tool</li><li>• Place to get feedback from fellow students</li><li>• Upload media tool</li><li>• Sound effect library</li></ul>

## PERSONA 6 - STUDENT

### Name

Peter

### Quote

"I do not like school... well my classes. I like my friends and hanging out with them. But most of my classes are booooring. I like to play around... make people laugh. My girlfriend made me this little sign in the photo because I am always goofing on people. That's why I think making videos might be fun. I can make videos that make people laugh.

### Personal Background

12-year-old boy who lives with his mom in Newark, New Jersey. Does not like school but gets by with B's and C's to make his mom happy, likes one teacher particularly, thinks he is cool

### Internet Profile

Likes to play video games, likes facebook, likes youtube, his mom limits how much time he can spend on the computer at home and is always checking where he has gone

### SCENARIO

(Pete watched the GG video in one of his classes... and his favorite teacher has asked if he wants to stay an hour after school to make videos... learn how to edit them, like add music and put different pieces together... ) He's suspicious but his friend Rol says he's going to try it out and it sure beats going home and doing homework. His mom won't let him leave the house until she gets home... just because he got home after dark one time... He left the street he lives on to play basketball and... actually just like Eric in the movie... he lost track of time... he wasn't going anything bad. But his mom



worries and she was really really angry. He tells his teacher he will ask his mom but it would be better if his the teacher sent a note home telling her about the club. His teacher says his mom has to give permission so he should have his mom sign this (hands Eric the forms he downloaded from the web site and tells him to bring the signed paper back to him. No permission, no video club membership. That's ok because then his mom will know he's actually doing what he says he is... the teacher says he'll need \$10 for being a member of the club too. Well, that's ok too... if his mom has to give permission and pay \$10 then she will really believe he's doing a club after school... His teacher tells him to check out the web site that explains about the video project with his mom before the club starts next Wednesday. And, if after the first meeting he doesn't like it, well he can get his money back...

Motivation	Needs
<ul style="list-style-type: none"><li>• to do something with his friend Rol after school that his mom will approve of</li><li>• Wants to make funny movies...</li><li>• wants to show his mom his vdeos and make her laugh...</li><li>• thinks it will be cool to know how to make movies, imagines himself as movie producer</li></ul>	<ul style="list-style-type: none"><li>• wants to know he'll be able to do it—that he can learn how —needs assurance no one but teacher will see his videos until he is ready to show them</li><li>• wants his mom to know he is safe even though he isn't home</li><li>• wants his favorite teacher to be proud of him</li><li>• wants a new, better cell phone and this may convince his mom to get him one</li></ul>