

<p>Beatrice Powell <i>Faculty</i> 48 years old Chicago, IL</p>	<p>Behavioral Demographics</p> <ul style="list-style-type: none"> ● Graduate faculty ● Teaches 4 Shadow Health courses <ul style="list-style-type: none"> ○ 2 are 6 weeks long ○ 2 are 10 weeks long ● Married, with adult children who have moved away from home ● Teaches face-to-face classes at a traditional, public institution ● Involved in decision making in her program; evaluated and chose Shadow Health
<p>Pain Points and Needs</p> <ul style="list-style-type: none"> ● Not tech saavy, not enthusiastic about new technology ● Needs efficiency and time-savings ● Needs more personal assistance (calls to customer service) 	<p>Potential Solutions</p> <ul style="list-style-type: none"> ● The DCE has to be easy to use, and work without fail ● Setting up courses has to be quick and easy ● The process of grading assignments has to be objective and clear

<p>Sarah Wysocki <i>Faculty</i> 32 years old Denver, CO</p>	<p>Behavioral Demographics</p> <ul style="list-style-type: none"> • Teaching Assistant for an undergraduate nursing program • TAs for face-to-face classes • Teaches 2 Shadow Health courses • Married, with 2 young children in the home • Not involved in decision making, was required to use and integrate Shadow Health
<p>Pain Points and Needs</p> <ul style="list-style-type: none"> • Tech savvy, enjoys integrating new technology • Has a lot of fundamental questions on how to fit the DCE into the curriculum, and how to scale to other courses • Needs efficiency and time-savings to manage family, school, and work life 	<p>Potential Solutions</p> <ul style="list-style-type: none"> • Provide insight into how the technology works and how it can best be integrated into her classes • Self-directed resources should be available for reference

<p>Thomas Aramburo <i>Faculty</i> 55 years old Salt Lake City, UT</p>	<p>Behavioral Demographics</p> <ul style="list-style-type: none"> • Course mentor at a self-paced online university • Coordinates several cohorts of students throughout the year (120 students) • Divorced, with 1 child in college living at home • Comfortable with most common technology, but is reluctant to adopt new products or applications • Contra dances on the weekends
<p>Pain Points and Needs</p> <ul style="list-style-type: none"> • Totally online, very little connection to students • Only has some introductory information about Shadow Health, not versed in the system's operation • Students are assessed pass/fail, and are self-directed • Only hears from students when they are having very negative experiences 	<p>Potential Solutions</p> <ul style="list-style-type: none"> • Provide instantaneous feedback to self-paced students so that they can self-assess • Make grading objective and clear so that casual users or "coordinators" can jump in and get a handle easily • Provide a default grading method for "coordinators" that are less engaged in the process

Christopher Curtis

Faculty

46 years old
Los Angeles, CA

Behavioral Demographics

- Online RN-to-BSN program director and faculty at a private institution
- Familiar with Shadow Health products
- Loves nursing education and technology conferences
- Views himself as an innovator, early adopter of technology and a leader
- Has higher social status, more financial funding for his program, and significant influence and authority within his field
- Married, no kids

Pain Points and Needs

- Wants an exciting product for current students, and one that will attract potential students
- Wants to demonstrate knowledge and mastery of technology to peers
- Has to prove that learning objectives have been met, that learning has increased, and that adopting this technology has made a tangible difference
- Wants to provide more feedback to students, create a better faculty-to-student ratio
- Wants to use premade grading criteria since he's familiar with the product (has an external rubric and would like to import it into Shadow Health)

Potential Solutions

- Allow for customization of rubrics
- Streamline the grading process
- Improve objective measures and metrics
- Use validated models for assessment so that he can be confident of the data provided to him
- Allow teachers to more easily provide feedback and have a conversation with students

Anna Van Hoven

Faculty

62 years old
Rochester, NY

Behavioral Demographics

- Tenured professor, focused on research
- Relies on TAs to grade most assignments
- Married with 2 kids & grandchildren
- Long history with nursing education
- Not very tech-savvy

Pain Points and Needs

- Wants TAs to be able to use the software with minimal guidance
- Wants to use DCE statistics / findings in her research
- Wants to easily monitor TA teaching efficiency, quality
- Concerned with changing nursing standards, constant updating of requirements

Potential Solutions

- Provide more guidance/automation of grading
- Improve objective measures and metrics, and access to those measures
- Use validated models for assessment so that she can be confident of the data provided to her
- Be transparent with standards, rationale, and sources for any metrics

Tonja Johnson

Student

24 years old
Atlanta, GA

Behavioral Demographics

- Online undergraduate student at a large, for-profit university
- Single, has a cat
- She loves her iPhone and iPad
- Uses Facebook and Twitter to stay in touch with friends

Pain Points and Needs

- More tech-savvy, but still wants easy-to-use technology
- Likely to contact peers if they have problems
- Really concerned about grade
- Interested in easy access and understanding of grades... why isn't this on an iPad!

Potential Solutions

- Provide more clarity on how her performance is assessed
- She wants to have a dialogue with her instructor when she doesn't feel she was graded properly
- Allow her to access her grade from anywhere... she wants to read her instructor's comments while she's riding the bus!

Rhonda Snelling

Student

38 years old
Milwaukee, WI

Behavioral Demographics

- Online RN-to-BSN student
- Married, with 1 child in-home
- Working as a nurse while taking a Shadow Health course
- Already works in a hospital and is required to obtain her BSN degree

Pain Points and Needs

- Time management with family and work
- Doesn't want to be criticized by the software
- Less tech savvy, needs an easy-to-use system
- This is degree program is a rubber stamp - she wants her DCE experience to be clear and easy with no surprises
- Wants to see application of hospital, real-world knowledge to the DCE assignments

Potential Solutions

- She needs to be able to have a dialogue with her instructor when she doesn't think she's been fairly graded
- Provide more objectivity and clarity on how her performance is assessed
- Grading needs to be simple and clear

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<p>Gordon Schultz <i>Student</i></p> <p>21 years old Indianapolis, IN</p>	<p>Behavioral Demographics</p> <ul style="list-style-type: none">• Undergraduate student• Type A, overachiever, detail-oriented• Secretary of his Nursing Honors Society• Taking 18 credit hours this semester• Face-to-face student at brick and mortar institution
<p>Pain Points and Needs</p> <ul style="list-style-type: none">• Wants to know performance compared to rest of class• Wants validation and encouragement of his own ability from the software• Very busy with volunteer activities, Honors Society, and increased courseload• Wants to focus on learning the content rather than the software• Wants to see that he is on the right track for the NCLEX	<p>Potential Solutions</p> <ul style="list-style-type: none">• Provide a graph that shows their own performance against class performance• Provide very clear rationale for her grade, she needs to feel that the grading was fair• Foster more communication and conversation between student and teacher, so she can clarify her higher-level questions without much difficulty

Theresa Martinez

Student

29 years old
Portland, OR

Behavioral Demographics

- Graduate student
- Has a strong interest in her pediatric care concentration
- Single, two dogs
- Worked in a hospital for 4 years, and then in a pediatrician's office for 2 years before going back to school full time
- Comes from a family of health care providers
- Spends her free time on Pinterest looking at DIY projects to unwind, but never does any herself

Pain Points and Needs

- Worries about the kind of job she can get after she graduates
- Very passionate about pediatrics, doesn't really want to work through the minutia of general care again
- Sees Shadow Health as an additional expense, and is unsure of the value

Potential Solutions

- Provide objective and clear grading so that she can gain what knowledge she wants out of it
- Allow her to have a dialogue with her instructor to ensure that her experience is being framed into her areas of interest