MODELING USERS
PERSONAS

CPSC 544 FUNDAMENTALS IN DESIGNING INTERACTIVE COMPUTATION TECHNOLOGY FOR PEOPLE (HUMAN COMPUTER INTERACTION)
WEEK 5 – CLASS 9
TODAY

- Admin [5min]
- Personas [25 min]
- Discussion of readings [10min]
- In class activity [30min]
  - Personas
ADMIN

• Sally posted feedback on Empathize
• All teams generally on track
• Sally and I can stick around after class if teams want further input
LEARNING GOALS

• describe the Persona method, specifications, and why we use it
• understand different types of Personas and be able to identify and prioritize them for an HCI project
• describe how to develop a Persona
• describe the pros/cons and challenges of using Personas
WHY PERSONAS?

The best way to successfully accommodate a variety of users is to design for specific types of individuals with specific needs.

- **Alesandro's goals**
  - Go fast
  - Have fun

- **Marge's goals**
  - Be safe
  - Be comfortable

- **Dale's goals**
  - Haul big loads
  - Be reliable
WHAT IS A PERSONA?

A human-centered tool to design for specific types of individuals with specific needs

- grounding design in users’ goals and activities

A fictional user/character - a personification

- archetypes based on real data gathered from interviews and field research
- the power of fiction to engage

A precise descriptive model of the user

- what he wishes to accomplish, and why
WHY PERSONAS?

Provide a shared basis for communication

- Communicate and build consensus across design teams and stakeholders

Helps to avoid critical errors in design

- Elastic user
  - constantly changing definition of the end user

- Self-referential design
  - designers design toward their own goals, needs and motivations.
  - designers may base scenarios on people similar to themselves.

- Edge cases
  - designers design for possible but not users

Cooper et al, 2014
PERSONAS SPECS

• Design for one person
  • represents a group
• Hypothetical not real
• User persona not a buyer persona

Powerful tool if used to complement other method but not replace them.

Pruitt & Grudin, 2003
WHY NOT JUST USE REAL PEOPLE

• everyone has some behaviors one would not want to focus design on.

• a Persona represents a group of people
  • designing for/testing six Alans…
PERSONAS TYPES

We must prioritize our personas

Primary persona (user persona)
  • one primary persona per “interface”
  • e.g., for student and instructor interfaces

Secondary persona
  • has additional needs that can be accommodated
  • e.g., teaching assistant secondary to instructor persona
PERSONAS TYPES (CONT’D)

Customer persona
  • address the need of customer not end users
Served persona
  • not users but directly affected by the use of the product
Negative/Anti-persona
  • the type of person you don't want to target
  • example from supplemental materials – student who prefers asynchronous communication with professor, rather than synchronous
CREATING PERSONAS

COOPER ET AL.

qualitative research data: behavioral patterns observed during interviews and observation.

1. Group interview subjects by role.
2. Identify behavioral variables.
3. Map interviewee to behavioral variables.
4. Identify significant behavior patterns.
5. Synthesize characteristics and define goals.
6. Check for completeness and redundancy.
7. Expand the description of attributes and behaviors (narrative).

Cooper et al, 2014
CREATING PERSONAS

PRUITT & GRUDIN

Development Process

1. Begin with intensive research based on fieldwork and marketing data
2. Divide the team to focus on different personas, gather relevant research data, consider ‘anti-personas’
3. Consolidate data collection and analysis in Foundation Documents that serve as a repository of relevant data for each persona.
4. Construct narrative stories based on affinity diagrams of data.
5. Create images of personas and give names
Creating Persona

One possible way:

Links between Persona characteristics and the supporting data are made explicit and salient in the *foundation documents*.

Pruitt & Grudin, 2003
A FEATURE-PERSONAS

One example of how Personas can become explicitly involved in the design and development process:

<table>
<thead>
<tr>
<th></th>
<th>Persona 1</th>
<th>Persona 2</th>
<th>Persona 3</th>
<th>Weighted Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight:</td>
<td>50</td>
<td>35</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Feature 1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>65</td>
</tr>
<tr>
<td>Feature 2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>150</td>
</tr>
<tr>
<td>Feature 3</td>
<td>-1</td>
<td>1</td>
<td>0</td>
<td>-15</td>
</tr>
<tr>
<td>Feature 4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Etc.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

0 (the Persona doesn’t care about the feature one way or the other)
-1 (the Persona is confused, annoyed, or in some way harmed by the feature)
+1 (the feature provides some value to the Persona)
+2 (the Persona loves this feature or the feature does something wonderful for the Persona even if they don’t realize it)

Pruitt & Grudin, 2003
DISCUSSION ON DATA ANALYSIS READINGS [10 MIN]

Get into group of 3-4 answering the following questions:

- What surprised you? or
- What you disagreed with?
- Others?
EXAMPLES FROM LAST YEAR

Provided as supplemental material.
IN CLASS ACTIVITY  [30 MIN]

Use your notes from interviews and observations of people (potential product’s users) and identify a set of behavioural variables for each of your participants by focusing on the following types of variables:

• Activities-What the user does; frequency and volume
• Attitudes-How the user thinks about the product domain and technology
• Aptitudes-What education and training the user has; ability to learn
• Motivations-Why the user is engaged in the product domain
• Skills-User abilities related to the product domain and technology
ON DECK...

Next class (Tuesday) …

1. No Reading
2. Second Project milestone: Define
   - due next Wednesday Oct 10th