



BILL MCKEE

"I enjoy pushing the boundaries of what Ed Tech can do for my students in my discipline"

JOB ROLE	Professor (Academic)
AGE	48
EDUCATION	Post-grad
ROLE IN UNI	Innovator and Educator
VALUES	Students, freedom, time

Considering the shared workshop ideas and the experiences at Griffith listed below, please use this page to write notes that might be pertinent to your organisation.

Don't forget to write these from the point of view of this persona!

1. How can the implementation team get buy-in from this persona?

The experience at Griffith...

- I wanted an Innovator program that provided me with ongoing one-to-one support with training, design, development, implementation, evaluation of our PebblePad creations
- I wanted research support (ethics approval, question pools, advice, etc) so that I could use my PebblePad implementation as a research opportunity

Your ideas/notes/learnings

2. What training does this persona expect?

The experience at Griffith...

- As a member of the Innovator program I wanted dedicated one-to-one training
- I wanted opportunities for customised small group (discipline/program/course specific) training sessions
- I wanted really good and relevant self-help training resources - quick to find, easy to read!
- Some examples and use case scenarios of other PebblePad creations

3. What on-going support does this persona expect?

The experience at Griffith...

- Call centre support for both myself and my students
- Ongoing opportunities across the year to attend training
- Access to self-help resources that are relevant to how Griffith uses this tool in learning and teaching.



JENNIFER KIM

"I am excited to be at Uni, but scared as well."

JOB ROLE	Part time swimming teacher
AGE	18
EDUCATION	Undergrad Nursing student
ROLE IN UNI	Full time student (first year)
VALUES	Social, family, success at Uni

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Don't forget to write these from the point of view of this persona!

1. How can the implementation team get buy-in from this persona?

The experience at Griffith...

- I wanted an opportunity to win free stuff through a student challenge
- Provided me with self-help resources so that I could do it myself
- Told me why I should access PebblePad at Griffith - what's in it for me?

Your ideas/notes/learnings

2. What training does this persona expect?

The experience at Griffith...

- For general use, I didn't need much training, but I did need some self-help resources
- Gave me clear instructions (and videos!) within the task details on how to use PebblePad for a specific course
- Gave me drop-in sessions so that I could learn how to use PebblePad for a specific course assessment

3. What on-going support does this persona expect?

The experience at Griffith...

- I wanted to see some portfolio examples from my fellow students
- I needed to be able to ask (or call) someone for assistance, so a call centre sounds good
- I needed to know or see a reason why I have to use PebblePad for a particular learning activity - so keep clarifying this for each course/activity/assessment



SONIA CONNOR

"I love being a part of a team that finds solutions."

JOB ROLE	Support Officer
AGE	24
EDUCATION	Undergrad
ROLE IN UNI	Technical Support (2nd Tier)
VALUES	Teamwork, sharing, helping

Considering the shared workshop ideas and the experiences at Griffith listed below, please use this page to write notes that might be pertinent to your organisation.

Don't forget to write these from the point of view of this persona!

1. How can the implementation team get buy-in from this persona?

The experience at Griffith...

- Included as a team member in implementation team
- Co-created support materials (for staff and students) with other experienced users
- Co-created knowledge-base for team to refer to during and after the implementation
- I was in governance group to understand issues, needs and give guidance

Your ideas/notes/learnings

2. What training does this persona expect?

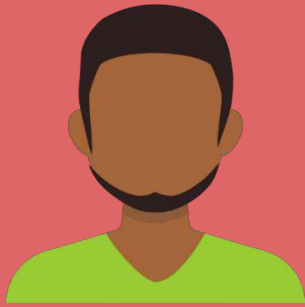
The experience at Griffith...

- Participated in training sessions with Vendor
- Participated in information sessions for staff and students (learn by teaching)
- Facilitated training sessions for the rest of operational support team to prepare them for ongoing support

3. What on-going support does this persona expect?

The experience at Griffith...

- Handed over of knowledge base to the support team to assist in updates
- Handed over of support materials to the support team to assist in updates
- Ongoing support team and business owner meetings to track issues
- Ongoing invitations to training opportunities



EDWARD NAVARRO

"I get a buzz out of seeing that 'a-ha' moment."

JOB ROLE	Learning Designer
AGE	42
EDUCATION	Post-grad
ROLE IN UNI	Ed Tech and pedagogy
VALUES	Sharing, impact, security

Considering the shared workshop ideas and the experiences at Griffith listed below, please use this page to write notes that might be pertinent to your organisation.

Don't forget to write these from the point of view of this persona!

1. How can the implementation team get buy-in from this persona?

The experience at Griffith...

- Allowed opportunities for us to learn the tool before we are expected to help academics
- Allowed opportunities to share our learnings with other L&T support professionals
- Made me feel confident that this tool is going to stick around - that it is supported by higher-ups at the institution
- Included us in the governance structure, so that we could understand and have input into institutional initiatives or system decisions

Your ideas/notes/learnings

2. What training does this persona expect?

The experience at Griffith...

- Early access to vendor training - learning from the vendor means we could ask some tough questions early on
- During implementation, access to experts for advanced training as we came across specific use cases/problems to solve

3. What on-going support does this persona expect?

The experience at Griffith...

- Updates regarding new features and their impact on how Griffith uses this tool
- Continued opportunities to share and learn from other L&T support professionals and academics
- Potentially some vendor or expert presentations if there is a large or workflow functionality change in the tool



MANDY LIGHTFOOT

"I want us to all collaborate for the betterment of our students"

JOB ROLE	Director, L&T Unit
AGE	56
EDUCATION	Post-grad
ROLE IN UNI	Ed Tech Champion/Owner
VALUES	Partnership, impact, progress

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Don't forget to write these from the point of view of this persona!

1. How can the implementation team get buy-in from this persona?

The experience at Griffith...

- Made me feel confident that this tool is going to stick around - that it is supported by higher-ups at the institution
- Had a core group to support the implementation of this tool for a realistic period of time to embed its usage and support
- Had support from other groups and departments as this was vital for adoption across the institution

Your ideas/notes/learnings

2. What training does this persona expect?

The experience at Griffith...

- An understanding of how the tool functions and interacts with other tools at the institution
- An understanding of how the tool can be utilised for a variety of L&T use cases

3. What on-going support does this persona expect?

The experience at Griffith...

- Providing opportunities for users to share their experiences and learnings at events and via online resources
- Vendor support and updates



ROSS RICHARDSON

"I love it when a project is delivered on time, on budget and within scope"

JOB ROLE	Project Manager
AGE	38
EDUCATION	Grad Cert
ROLE IN UNI	Ed Tech project manager
VALUES	Pragmatism, having meaning

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Don't forget to write these from the point of view of this persona!

1. How can the implementation team get buy-in from this persona?

The experience at Griffith...

- Had access to a working party to provide guidance and advice - reps from across uni
- Helped me get the right information at the right time to progress through the institutional processes
- Helped me encourage all stakeholders to learn and share together - so that we could all succeed

Your ideas/notes/learnings

2. What training does this persona expect?

The experience at Griffith...

- Basic understanding of technology - from front-end user and system admin perspectives
- Understanding of how this tool functions in relation to other tools at the institution
- Basic understanding of pedagogical uses

3. What on-going support does this persona expect?

The experience at Griffith...

- Access to vendor (PebblePad) support to quickly help resolve queries
- Handover to support teams internally and at PebblePad - knowing that they are ready and able to support and learn ongoing



AMELIA BOND

"I want to have more time to focus on the students, & not worry about paperwork getting lost"

JOB ROLE	Student Mentor Coordinator
AGE	28
EDUCATION	4th Year Undergrad
ROLE IN UNI	Student leadership
VALUES	Time, leadership

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Don't forget to write these from the point of view of this persona!

1. How can the implementation team get buy-in from this persona?

The experience at Griffith...

- Provided central support to help me build a solution that met our needs
- Helped me better understand how this tool interacts with other systems and how it would be of benefit for my team
- Helped me understand how this would benefit my students

Your ideas/notes/learnings

2. What training does this persona expect?

The experience at Griffith...

- Basic training on how to use the tool
- Consultation to help me develop a solution for my team - this required customised training sessions
- Helped identify and create self-help material for my students

3. What on-going support does this persona expect?

The experience at Griffith...

- Online support resources for my team and students
- Access to a call centre for help