

LEARNER PERSONAS ASSIGNMENT

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ABOUT YOUR PERSONAS

What organization (imaginary or real) are you basing your personas on? What is the primary focus of this organization?

These personas are based on the unique student population of Franklin High School, the institution I serve as a Career and Technical Education Teacher and College and Career advisor. This is a public high school on the South End of the Seattle Public Schools district, where there is rich cultural and socioeconomic diversity not often seen in other communities in the City.

RESEARCH METHOD

**How did you obtain your learner persona information?
Personal experience, interview with individuals?**

These are composites of three different types of students I have had in my classes at Franklin over the past five years. They all represent the categories of students who would most likely access and benefit from an online hybrid version of my Career Exploration and Career Preparation courses



Maheli

17, Guatemalan American student, with large extended family at home, helping to support with a part-time job

Hobbies/Interests: hip hop dance, cosmetology, entrepreneurship, social media influencers, make-up tutorials, creative TikTokers

Challenges:

- Looks after a much younger sibling and two cousins until mother and aunt get home from overnight work
- Helps one cousin get to middle school before going to class herself, so usually 2 hours late
- Must leave early because she is working a part-time job herself and needs to be home, with homework done, before mom and aunt leave for work
- Has missed all but 5 days of her 1st semester Career Connect course, currently failing
- Needs the course to complete CTE Graduation Pathway

eLearning Considerations:

- Needs asynchronous learning on her own time
- Needs eLearning designed with distracted learning in mind (babysitting often)
- Must be able to reach all standards-based knowledge/content mastery (virtually) to pass course
- Cannot get CTE credit without practical in-person delivered projects with live instructor feedback (blended)



Omaru

19, Recent Somali immigrant/refugee,
wanting to graduate as soon as
possible, still learning English

Hobbies/Interests: technology,
computer science, robotics, AI,
mechanical engineering, returning to his
home country to lead STEM
advancements

Challenges:

- Just arrived in the US this year with only one year of transferrable credits and a two-year gap in school.
- Would like to graduate within two years by his 21st birthday, eager to catch up
- Very limited English, in all sheltered learning courses
- Can only successfully graduate with a CTE Pathway since meeting English+Math pathway is not possible in the given time frame
- Needs Career Connect to complete the Pathway

eLearning Considerations:

- Needs asynchronous learning modules since there is no way to fit the course into his packed schedule
- Like Maheli, needs blended environment - virtual standards-based content mastery with practical in-person delivered projects, to get CTE credit
- Needs to be translatable into Swahili to master course content while still learning English



Perla

15, 2nd gen bi-racial Filipina, born in Seattle, accelerated learner, Highly Capable designation, 4.0 GPA

Hobbies/Interests: mental health advocacy, healthcare careers, Filipina student organization (vice president); and local community center volunteering

Challenges:

- Moves at an accelerated pace beyond my equity-driven teaching pace
- Often gets bored in class because the content is not challenging enough for her
- Discouraged by the lack of opportunity she has to explore future options at her own pace
- Shows up to class every other day because she is able to catch up so quickly and would rather be doing other things

eLearning Considerations:

- Needs supplemental course content to reinforce her rapid-paced learning and provide additional challenges
- High linguistic intelligence and would benefit from interactive writing-heavy learning opportunities that allow her to apply more critical thinking lens to current classwork.
- Taking this course online instead of in person might also free up her schedule to add an additional AP or college dual credit course.