

Heidi

STUDENT

The Overachiever

Heidi is an honors student with a clear view of how to reach her goals. She participates in her major’s honors society and represents her school by leading orientation groups.

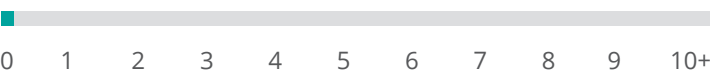
Background

Heidi’s parents both earned bachelor’s degrees and it’s always been assumed she would follow their path. She started college right out of high school and plans to keep going until she’s earned a Master’s degree.

ENROLLMENT STATUS

- ☒ Full-time
- ☐ Part-time

YEARS OUT OF SCHOOL



EDUCATION LEVEL GOAL



PARENT'S EDUCATION LEVEL



Time Management

Heidi has a lot going on between her heavy course load, clubs, orientation responsibilities, and active social life. All of her time is her own and she’s able to balance and commit her time as she needs. Heidi keeps track of time and tasks from memory.

TIME PRESSURE



SCHOOL INVOLVEMENT



TIME SPENT ON



Learning Performance

Heidi has developed effective study skills that enable her to balance her time between school work and socializing. If she doesn’t have a friend to study with in a class, she’ll make one.

STUDENT COMPETENCY



AVERAGE GRADE

A-

Heidi successfully plans and monitors her time. She reviews important material by re-reading material and studying with a group of classmates. She assesses her comprehension by taking practice tests.

STRATEGIES

- ☒ Tracks tasks with a list
- ☒ Efficiently uses study time
- ☒ Measures own progress
- ☐ Asks for help
- ☒ Group studying
- ☒ Teaches others
- ☐ Integrates mobile
- ☐ Attends class at night or online

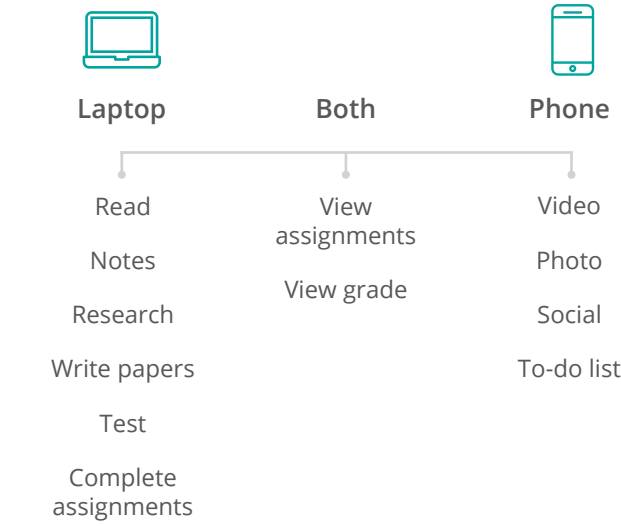
Technology

Heidi relies on technology to help her study, complete assignments, and keep her on track. While her phone goes with her everywhere, most of her work can only be done on her laptop.

EDUCATIONAL USAGE



TASK BY DEVICE



Additional Information

Heidi’s career goals are inspired by her personal experience (e.g. Immigration Lawyer, Pediatric Surgeon).



STUDENT
Heidi

A Day in the Life



6 am

Heidi starts her day with **a quick breakfast** and chats with her roommates before getting ready for class. She packs up making sure to bring her laptop and iPhone.

8 am

Heidi has two classes today. In her first class, she **takes notes on her laptop** and snaps a few pictures with her iPhone to review later. She chats with her nearby classmates about the upcoming exam and they make plans to get together to study over the weekend.



11 am

Between classes, she **stays on campus and does homework**. She pulls out her **iPhone to quickly check her grades** for assignments she turned in last week. Heidi reads part of a chapter on her laptop before her next class. After class, she eats lunch while **she messages with a few classmates on Facebook** about a group assignment they've been working on. They arrange a Google hangout for later that night to talk about their progress over the past few days.



3 pm

With class finished for the day, Heidi **heads to the Honors Institute where she volunteers** as a recruiter. She helps with recruiting and outreach to new honors students. During slow periods she's able to spend time working on her internship applications.



7 pm

Heidi gets back to her on-campus apartment and **relaxes with her roommates** while she eats dinner. After dinner she FaceTimes on her phone with her mom and brother for a few minutes. She hasn't been back home since winter break, so it's nice to see their faces. After the call, it's back to work to finish up her homework before **her Google hangout starts** at 9 pm. She enjoys studying in small groups more than by herself. She knows she understands a concept when she's able to explain it to someone else.



11 pm

Before bed, Heidi **checks what assignments are due this week** and tracks her progress on semester-long projects. She likes to manage her time well to avoid completing work at the last minute. Finally, she climbs into bed, ready for another busy day tomorrow.

Derrick

STUDENT

The Dreamer

Derrick aspires to be an agent of change in the world, but is now only starting to learn what it takes to achieve such audacious career goals. He performs well at school and is able to devote more time as his coursework requires.

Background

Both of Derrick's parents attended college. He went straight to college from high school. He got good grades in high school without much effort, but college has definitely been more of a challenge for him.

ENROLLMENT STATUS

☒ Full-time ☐ Part-time

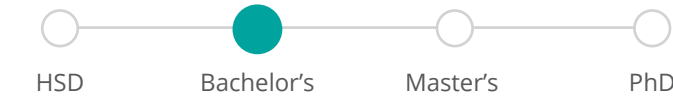
YEARS OUT OF SCHOOL



EDUCATION LEVEL GOAL



PARENT'S EDUCATION LEVEL



Time Management

Derrick's independence provides him control of his own time. If he needs to study, he will devote the time. If he feels it's time to socialize, he devotes time to that, too.

TIME PRESSURE



SCHOOL INVOLVEMENT



TIME SPENT ON

Fun with friends
Studying
Family

Learning Performance

Derrick hasn't developed effective study habits. He devotes more time to challenging work instead of developing effective study habits. He takes advantage of online tools to collaborate with classmates.

STUDENT COMPETENCY



AVERAGE GRADE

B+

Derrick makes plans to study ahead of time, but struggles to monitor his priorities. Derrick will supplement readings with third party content to ensure he comprehends the material. He takes practice tests to monitor his progress.

STRATEGIES

- | | |
|--|---|
| <input checked="" type="checkbox"/> Tracks tasks with a list | <input type="checkbox"/> Group studying |
| <input type="checkbox"/> Efficiently uses study time | <input type="checkbox"/> Teaches others |
| <input type="checkbox"/> Measures own progress | <input checked="" type="checkbox"/> Integrates mobile |
| <input type="checkbox"/> Asks for help | <input type="checkbox"/> Attends class at night or online |

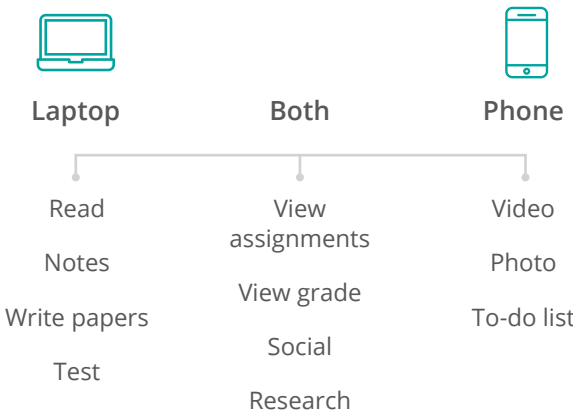
Technology

Derrick's smartphone is primarily used for games and socializing with friends. He doesn't get to school work until he's sitting at his laptop. He will use a digital textbook if it saves him money.

EDUCATIONAL USAGE



TASK BY DEVICE



Additional Information

Derrick doesn't rely on mobile devices for school as much as his peers. He only adopts digital solutions if they save him money. Otherwise, he sticks with books.

STUDENT
Derrick

A Day in the Life



8 am

Derrick eats breakfast as he checks his LMS calendar and is reminded of an exam on Friday. **He writes “Study - exam Friday” at the top of his to-do list** as a reminder to set aside a few hours to study later today.

10 am

He arrives for his first class of the day, **sits down next to a few of his friends**, and they chat about their plans for the weekend. Once class begins, Derrick **uses his laptop to take notes** and work through the problem sets his instructor assigns. While struggling with a problem, **he pulls his iPhone out to check the upcoming assignment** and make sure he will have enough time to get it done. While he’s at it, he checks his grade from the last assignment. He realizes he did okay, which makes him feel better.



12 pm

After class, Derrick **grabs a quick lunch** on campus with some friends. He then leaves for his next two classes. Between his afternoon classes, he starts to study for his exam on Friday. He writes a **quick to-do list to prepare for the test**.

5 pm

Derrick gets home and **plays video games** with his roommates for awhile. Then they all **go out to dinner**.



7 pm

After dinner, Derrick returns to campus and sets up camp at the library to **start studying for his exam**. He prefers to study alone. He checks the class Facebook page and his LMS for class discussions about the exam to see if there’s anything helpful there. He **pulls out the textbook and skims the chapters the exam will cover**, looking up the terms he doesn’t understand.

12 am

Derrick gets home, checks his calendars, and makes a to-do list for tomorrow. He **adds a reminder on his iPhone** to make sure he brings his laptop to campus on Friday to take the exam. Then it’s lights out, since he’s **expecting to pull an all-nighter tomorrow** to study for the exam.



Rita

STUDENT

The Returning Student

Rita is going back to school to qualify for a better job and provide stability for her young family. While school is a third priority behind family and work, she finds a way to get her degree.

Background

Rita has worked a lot of different jobs over the years, but nothing that ever developed into the stability of a career. Now a single mom, she knows she needs to invest in her education to provide for her family long-term.

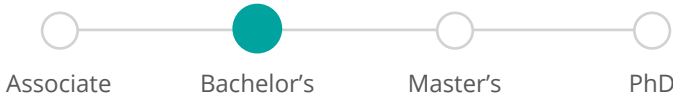
ENROLLMENT STATUS

☐ Full-time ☒ Part-time

YEARS OUT OF SCHOOL



EDUCATION LEVEL GOAL



PARENT'S EDUCATION LEVEL



Time Management

Rita has so many pressures on her time, she must be committed to her schedule. Her kids' school and her job do not leave much time for school work. Rita studies anywhere she can and devotes long stretches on weekends when she can.

TIME PRESSURE



SCHOOL INVOLVEMENT



TIME SPENT ON

Full-time job
Family
Studying

Learning Performance

Rita knows what works for her, if only she had more time to implement it. She realizes how important her performance is to her future success. She tries to apply herself when she can and as time allows.

STUDENT COMPETENCY



AVERAGE GRADE

B+

Rita extensively plans and monitors her study time. Compared to her peers, Rita uses a wider variety of approaches to ensure she comprehends material, especially third party readings. She monitors her progress by taking practice tests.

STRATEGIES

- | | |
|---|--|
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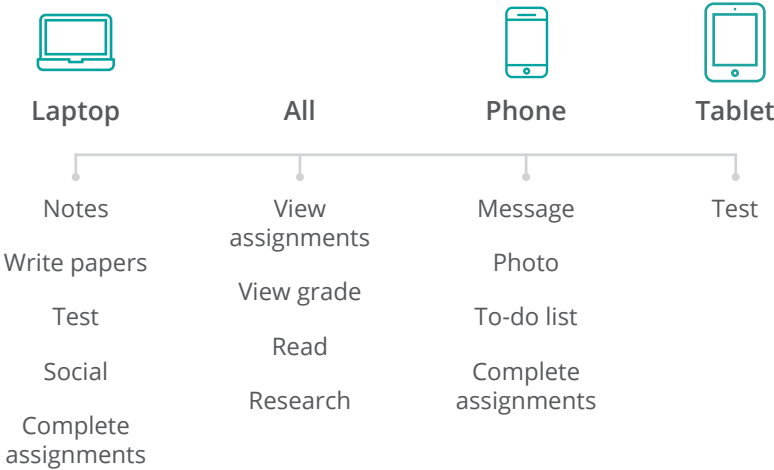
Technology

Rita relies on technology to help her study and to fit learning into her busy life. Anything that can help Rita save time or learn more efficiently will be tried at least once. If it works, it becomes part of her routine.

EDUCATIONAL USAGE



TASK BY DEVICE



Additional Information

She wants to be an example for her children as well as better herself, family and community through education. Rita does the best she can, but is constrained by a full load of responsibilities.

STUDENT
Rita

A Day in the Life

9 am

Rita **arrives at the law firm** where she's done clerical work for several years. Rita likes this job, of all her jobs, because it's steady, but the pay isn't great. Her current position motivated her to get her Associates degree to become a paralegal. She's committed to finishing her degree for herself, but also wants to inspire her kids and show them the importance of an education.

Rita's boss is supportive of her attending community college, as long as all of her work gets done. While on break, **she checks her smartphone for her grade** on last week's exam and for due dates of upcoming assignments. She jots some notes in her planner and texts a reminder to her mom to get the kids from school.

8 pm

She and the kids finally get home for the night. Once the kids are in bed, Rita cleans the dishes from breakfast and starts laundry. She **pulls out her laptop and works on her online courses**. She reads through discussion threads and responds to others' posts. She **checks the class Facebook group for messages** from other students about the last assignment and spends as much time on her homework as she can manage.

5 am

Rita wakes up and **showers quickly before her two kids (both under 10 years old) wake up**. She logs into her LMS on her laptop to check a discussion board she commented on the night before. No new comments have been posted. She **pulls out her tablet and starts to read a chapter** while making breakfast for the kids. She gets them up, fed, and dressed before dropping them off at school and heading to work.

5 pm

Rita goes to her mom's house to **pick up the kids and eat dinner**. She reminds her mom about watching the kids late tomorrow when she is in evening class. She would love to take all of her courses online, but she's grateful that this class meets only once a week. One reason she chose her school is because it supports students like her by offering courses in the evening or once a week.

11 pm

She **checks her smartphone calendar**, sees that her son has a dentist appointment on Thursday. She **updates her paper planner** knowing that if she doesn't write everything down, she'll forget it. She tries hard to stay on top of things, but that isn't always possible. Exhausted, Rita climbs into bed and **sets her alarm for 5 am**. She tries to finish reading the chapter that was due today, but falls asleep before she's done.

Stanley

STUDENT

The Struggling Learner

Stanley is at risk of dropping out because he hasn't developed effective learning strategies. He's not engaged with the school, except for his part-time work study job. He doesn't rely on technology to help complete school work.

Background

Stanley is among the first generation in his family to go to college. He is getting his Associates degree from the local community college and then he'll figure it out from there.

ENROLLMENT STATUS

☐ Full-time ☒ Part-time

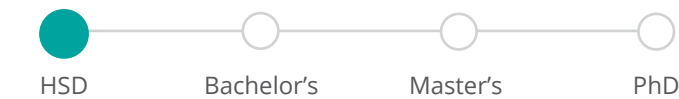
YEARS OUT OF SCHOOL



EDUCATION LEVEL GOAL



PARENT'S EDUCATION LEVEL



Time Management

Stanley has no commitments to his community college outside of the courses and his part-time job. Between work and coursework, he doesn't feel like he has have a lot of free time. Stanley doesn't use his time as efficiently as peers in class.

TIME PRESSURE



SCHOOL INVOLVEMENT



TIME SPENT ON

Spouse
Part-time job
Studying

Learning Performance

Stanley is struggling to keep up and his performance is suffering. He isn't aware that there are better ways to learn than just spending more time studying.

STUDENT COMPETENCY



AVERAGE GRADE



Compared to his peers, Stanley has not developed time management skills, spends less time studying, has not adopted strategies to improve reading comprehension, and does not track his own learning. Stanley is at risk of dropping out if he does not improve his learning strategies.

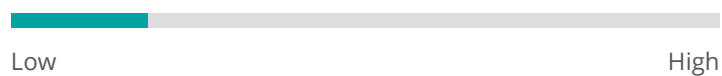
STRATEGIES

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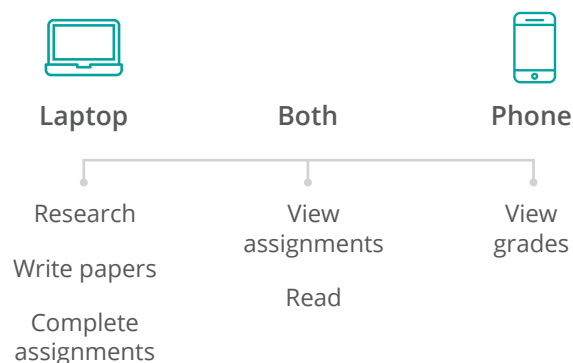
Technology

Compared to his peers, Stanley relies much less on technology to study or track school assignments. He won't spend the money on new technology.

EDUCATIONAL USAGE

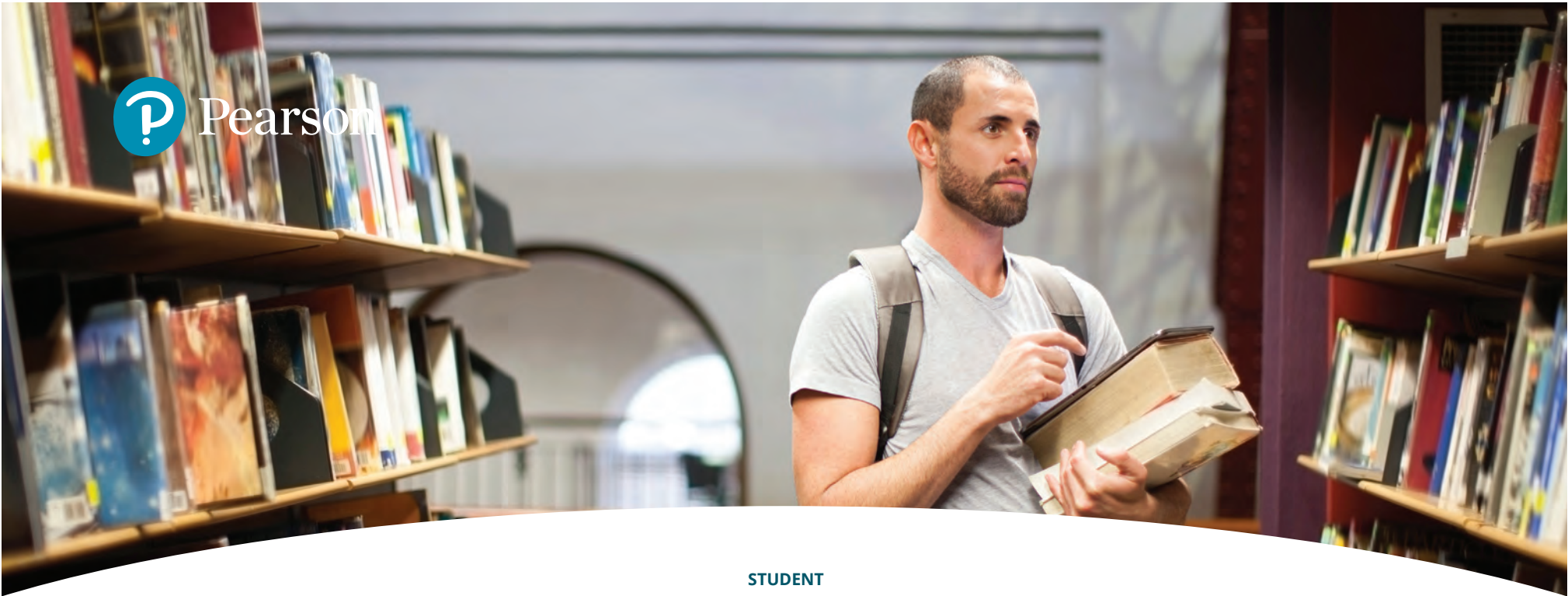


TASK BY DEVICE



Additional Information

Stanley skims readings and highlights interesting stuff. His comprehension appears to suffer. He's not involved with school or other students and is least likely to use mobile solutions for school or home life.



STUDENT
Stanley

A Day in the Life



7 am

After several years in construction, going back to school has been harder than Stanley expected. He is the **first in his family to go to college**. After he and his wife both lost their jobs they realized the importance of having a degree. His wife just finished her nursing degree, and now it's his turn. Getting his GED and starting his Associates degree has been a long road. Eventually he wants to get a Bachelor's degree, but knows he needs to knuckle down now because **they have car payments, credit card debt, and student loans to pay**.



9 am

Stanley takes the bus to class so that his wife can take their car to work. He chose this school because it's close to where they live with good public transportation and because it **offers online classes**.



He has three classes today. **He takes handwritten notes during class** because he's old school and likes to write things down. Plus, **his laptop is old** and can't hold a charge through all of his classes. At the end of his first class, he finds out he did poorly on an exam. His first year, he was able to get by without studying much but he's having a hard time keeping up now. In his next two classes, Stanley takes notes and tries to stay focused, but **he's distracted by the bad grade**. He thinks about different ways to do better.



3 pm

Stanley heads to his **work study job on campus**. He likes working in the Admissions office because when it's slow he can do homework. He pulls out his planner and reprioritizes his schedule, then does some assigned reading from the textbook.



7:30 pm

Stanley gets home and **has dinner with his wife**, relaxes and watches TV for a couple hours. He **knows he should be studying**, but he's feeling overwhelmed.



10 pm

Before bed, he **remembers to comment on an LMS discussion board** due tomorrow. He comments quickly and then gets in bed. As he falls asleep, he decides he will be more disciplined about studying in the evenings, starting tomorrow. Although he prefers to study alone, he **wonders if maybe he should join a study group**.

Dr. Paulsen

INSTRUCTOR

The Program Director

Dr. Paulsen leads the department and her responsibilities, including leading committees, hiring staff and identifying courseware solutions, are only increasing. She has a very pragmatic approach to adopting technology for her department; it must be cost effective, reliable, and enhance learning.

Background

After many years in front of the classroom, Dr. Paulsen is also now in charge. Her former Dean tapped her for the Director position before he retired and she welcomes the opportunity to reshape the program. Her priorities are ensuring that each student graduates with their Associates degree and is prepared and motivated to earn a Bachelor's degree.

EMPLOYMENT STATUS

☒ Full-time ☐ Part-time

INSTITUTION TYPE

☒ 2-year ☐ 4-year

TEACHING EXPERTISE

☒ Low ☐ High

DEPARTMENT INFLUENCE

☒ Low ☐ High

COURSE TYPES



1 on-campus

Pedagogy

Dr. Paulsen gives constant and timely performance feedback to students to make sure they are on track and excelling. She also devotes class time to developing critical thinking and communication skills.

Goals

Dr. Paulsen's goals span from the department level to the classroom. She needs to maintain enrollment and guide students to achieve learning objectives. She must deliver everything under a dwindling budget, while hiring highly qualified and passionate staff.

FOR HERSELF

- Maintain accreditation
- Stay in budget

FOR HER STUDENTS

- Graduate students with mastery in their chosen field

Technology

Dr. Paulsen is responsible for reviewing and recommending technology solutions that will be adopted by the department. She wants to improve access to information and tools for a wide range of students and instructors in the department. Everything the department adopts must be reliable, affordable, and easy to use.

EDUCATIONAL USAGE

☒ Low ☐ High

Course Load & Responsibilities

Dr. Paulsen teaches an introductory course enabling her to meet incoming students and set expectations for the rest of the program.

BREAKDOWN OF COURSE LEVELS

Intro Major



INSTRUCTOR
Dr. Paulsen

A Day in the Life

10 am

Back in her office **she works on the course load for next fall**. Dr. Paulsen needs to address full-time instructors' course requests and determine which courses will be taught by adjunct instructors. She feels like she's solving a puzzle, fitting the pieces she has and finding the pieces she needs. She must complete this exercise soon so she can post open positions and start interviewing candidates.

12:30 pm

While eating lunch in her office, Dr. Paulsen **prepares for a meeting she has with the Dean later today**. She has been directed to add a new concentration to her department in hopes of boosting enrollment. She must establish six new classes, define learning objectives, select textbooks, design exams and projects, and ensure the concentration aligns with industry certification.

5 pm

Dr. Paulsen and the Dean **discuss department progress based on the latest analytics**, an educational app she would like students to adopt, and how to develop new programs. Dr. Paulsen has identified a program at another school nearby that could work well. She plans to visit.

8 am

Dr. Paulsen arrives on campus at 8 am to **prepare for a 9 am staff meeting**. The department is instituting a new tutoring program for at-risk students. She is aware that there are many online and nontraditional students in the program and wants them to be successful.

11 am

She heads downstairs to **teach her introductory level class**. This intro class helps her set the tone for new students and gives her an opportunity to get to know freshmen. Dr. Paulsen has taught this class for over ten years.

Half of class time is devoted to **student groups presenting a summary of case studies** she had assigned. The assignment teaches students to **identify and describe key concepts**, all while developing their collaboration and presentation skills.

3 pm

Dr. Paulsen **checks the Early Alerts reports in the LMS** during office hours while waiting for students to stop by. She's not surprised by the names on the list. She **sends emails to these students**, directing them to the tutoring center for help.

7:30 pm

After dinner, **she reviews adjunct applications** and makes notes on those she wants to pursue. Before watching TV with her husband, she **checks the LMS** to see how her freshmen performed on their quiz.

Dr. Franklin

INSTRUCTOR

The Full-Time Instructor

Dr. Franklin makes the best use of technology given what is available and becomes frustrated when it isn't reliable or performant. He likes the freedom to design and select his own course content.

Background

Dr. Franklin recently earned tenure and the role comes with a lot of department service and additional responsibilities outside of the classroom.

EMPLOYMENT STATUS

☒ Full-time ☐ Part-time

INSTITUTION TYPE

☐ 2-year ☒ 4-year

TEACHING EXPERTISE



DEPARTMENT INFLUENCE



COURSE TYPES



1 on-campus

Pedagogy

Dr. Franklin relies heavily on learning objectives when developing a course, working backwards from course goals to design and generate course content. Dr. Franklin builds on the department-provided learning objectives based on accreditation requirements to develop the course.

Goals

Dr. Franklin's main goal is that students master learning objectives. He contributes valuable improvements to existing courses and develops a course or two for the department.

FOR HIMSELF

- Continually improve his courses
- Impact department in positive way

FOR HIS STUDENTS

- Develop students' critical thinking skills necessary to perform in school and career
- Have students master learning objectives

Technology

Dr. Franklin makes the most of what is available, while being very sensitive to cost for students. He is always looking for ways that technology can save time on class prep and grading.

EDUCATIONAL USAGE



Course Load & Responsibilities

As a full-time member of the department, Dr. Franklin spends time outside of the classroom on responsibilities such as curriculum committees and course development. He sees supporting students as a job responsibility, is very responsive to students' immediate needs, and also focuses on long-term growth to enhance their job prospects.

BREAKDOWN OF COURSE LEVELS





INSTRUCTOR
Dr. Franklin

A Day in the Life



5:30 am

Dr. Franklin likes to start his day early with **a quick breakfast and a run**. As he runs, he envisions the day ahead and prepares for what he needs to do. He **recently earned tenure** at a public university. He lives about 5 miles from the school and he likes to arrive on campus early.

8 am

Before lab begins, he's in his office, door open, to **meet with students who have questions**. In lab, second year students will stress test a structure designed based on principles discussed in lecture and evaluate why the structure succeeded or failed. Each engineering principle used in his assignments **aligns directly to a specific learning objective** he outlined for the course.



11 am

As he **eats lunch at his desk**, he evaluates a 3D design application for iPad. He's looking for a way for students to sketch ideas before designing models in a CAD system. He's very **pragmatic about any software he adopts**. It has to be easy-to-use, useful, and must meet his required feature list.

12 pm

Dr. Franklin **meets with the Dean** to discuss a new course he thinks the school should offer. He **presents a high level list of learning objectives and outcomes**, and expresses his hope to design and teach the first few years of the course to get it established. The Dean asks him to head the investigation committee for this course. The committee must identify industry requirements and ensure the course aligns with accreditation criteria.



1 pm

After showing a video to his upper level class, students discuss how the video relates to the conceptual reading. This class is conversational and relaxed. He **directs discussion toward analysis** and encourages critical thinking. The **quiz at the end of class** helps motivate students to pay attention.



3:30 pm

In his office, he **checks grades from this afternoon's quiz** in the LMS. Dr. Franklin **identifies which students are starting to struggle**, and messages them to set up appointments. A student from class stops by and he gladly stops what he's doing to review their work. It takes a while to explain the material, but he enjoys opportunities to teach one-on-one.



6 pm

After attending a few committee meetings, he finishes grading and **prepares for tomorrow's lecture**. Shortly after 6 pm, he heads home to have dinner with his wife.

Adrian

INSTRUCTOR

The Ambitious Adjunct

Adrian aspires to earn a full-time teaching job and attain the security and stability that comes along with it. Adrian takes full advantage of the technology that he is able to introduce to his courses and feels comfortable supporting students with issues that arise.

Background

To earn a full-time salary, Adrian teaches in person at two schools and online at a third school.

EMPLOYMENT STATUS

☐ Full-time ☒ Part-time

INSTITUTION TYPE

☒ 2-year ☒ 4-year

TEACHING EXPERTISE

Low High

DEPARTMENT INFLUENCE

Low High

COURSE TYPES



2 on-campus and 1 online course

Pedagogy

Adrian is developing his pedagogy. He goes above the requirements of his job and develops and tracks learning objectives. Adrian spends more time than other adjuncts providing feedback to help students track and improve their performance.

Goals

Adrian wants the security of a full-time position. He's doing his best to earn the job by developing teaching expertise, introducing technology into the classroom, and providing frequent feedback to students.

FOR HIMSELF

- Get a full-time job as an instructor
- Develop teaching expertise

FOR HIS STUDENTS

- Engage students
- Integrate technology into courses

Technology

Adrian uses technology to make learning more diverse for his students. He uses as much technology as he can get his hands on and takes full advantage of his LMS. He uses the LMS to give quizzes to provide immediate feedback, share supplemental material to save students money, and communicate with students struggling in the class.

EDUCATIONAL USAGE

Low High

Course Load & Responsibilities

Adrian teaches introductory level classes at three schools. He offers a level of effort and expertise on par with the full-time instructor he aspires to be. He provides feedback to students comparable to full-time peers and tracks performance on in-class activities and drafts of work to ensure students are meeting learning objectives.

BREAKDOWN OF COURSE LEVELS





INSTRUCTOR
Adrian

A Day in the Life

6:30 am

As the coffee finishes brewing, Adrian **grabs his packed lunch and a piece of fruit to eat on the way to campus**. Today, he has two sections of the same survey course at a public university and a nearly identical survey course at the community college. Adrian has figured out how to cover the broad range of material in a 13-week course, while making sure to meet all of the learning objectives. Now that he has been teaching this survey course for a few years, he is **starting to experiment by trying new assignments and comparing the results**.



7:30 am

He tries to arrive on campus before 8 am to find parking. He **logs into the school LMS and adds links to YouTube videos** he referenced in lecture yesterday.



9-11:50 am

Adrian **spends the first 30 minutes of the class lecturing**. He then has students spend 30 minutes working in groups. The final 20 minutes of class are spent sharing their conclusions to spark a class discussion. These in-class activities not only help students learn, but **allow Adrian to see how well they are understanding the material**.



12:30 pm

Adrian **drives across town to the Community College** and eats lunch on the way. He invested a lot of time over the summer designing the courses so he could focus on teaching during the semester. It's paying off now with his back-to-back schedule.

Class time is only an hour and there isn't time for a group activity and discussion. Adrian **devotes the final ten minutes of class to a pop quiz**. Students take the **low stakes quiz via an app on their phone** or by logging into online service.



2 pm

In between **students stopping by for help during office hours**, he checks his email in all three school systems and takes time to provide thoughtful responses. Adrian also opens the course LMS and **begins to review first drafts of term papers** students submitted. Adrian reviews early drafts to help students improve their writing and develop critical thinking skills.

6:30 pm

Adrian **responds to students' emails**, responds to threads on the class discussion board and IMs with a student confused about an assignment requirement. He then **looks to see who has been logging into the system** and who needs a gentle email reminder or requires help.



9 pm

Adrian **records a lecture as a podcast** and releases it to students. Creating podcasts makes it easier to distribute lectures in a format that lets returning students keep up with class. The online students have until Friday to turn in drafts of a paper. Since many online students log in after work, **he likes to be online in the evening** so they can ask him questions. He's also **happy to do FaceTime**.

Elizabeth

INSTRUCTOR

The Experienced Adjunct

Elizabeth has been teaching for over 20 years and has earned autonomy in the classroom. She is empowered to challenge students by setting high goals for meeting learning outcomes and is driven to develop their critical thinking skills.

Background

While Elizabeth's departmental influence isn't strong, other instructors in the department approach her for guidance and teaching advice. Elizabeth commits time outside of class to help her students, but it's hard without an office.

EMPLOYMENT STATUS

☐ Full-time ☒ Part-time

INSTITUTION TYPE

☐ 2-year ☒ 4-year

TEACHING EXPERTISE

Low High

DEPARTMENT INFLUENCE

Low High

COURSE TYPES

 
2 on-campus

Pedagogy

Elizabeth incorporates a lot of interactive learning techniques into class time. She assigns case studies and project work to develop real world knowledge and skills.

Goals

She strives to develop critical thinking skills and teach students to think independently.

FOR HERSELF

- Stay active in academic environment

FOR HER STUDENTS

- Support her students to find internships
- Develop students' critical thinking skills necessary to perform in work and life

Technology

Elizabeth uses various technologies, but only the surface-level features. She isn't comfortable helping students troubleshoot and really doesn't want to "break" anything that's working.

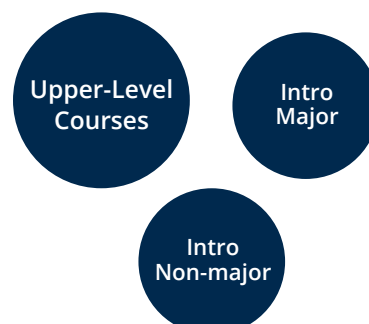
EDUCATIONAL USAGE

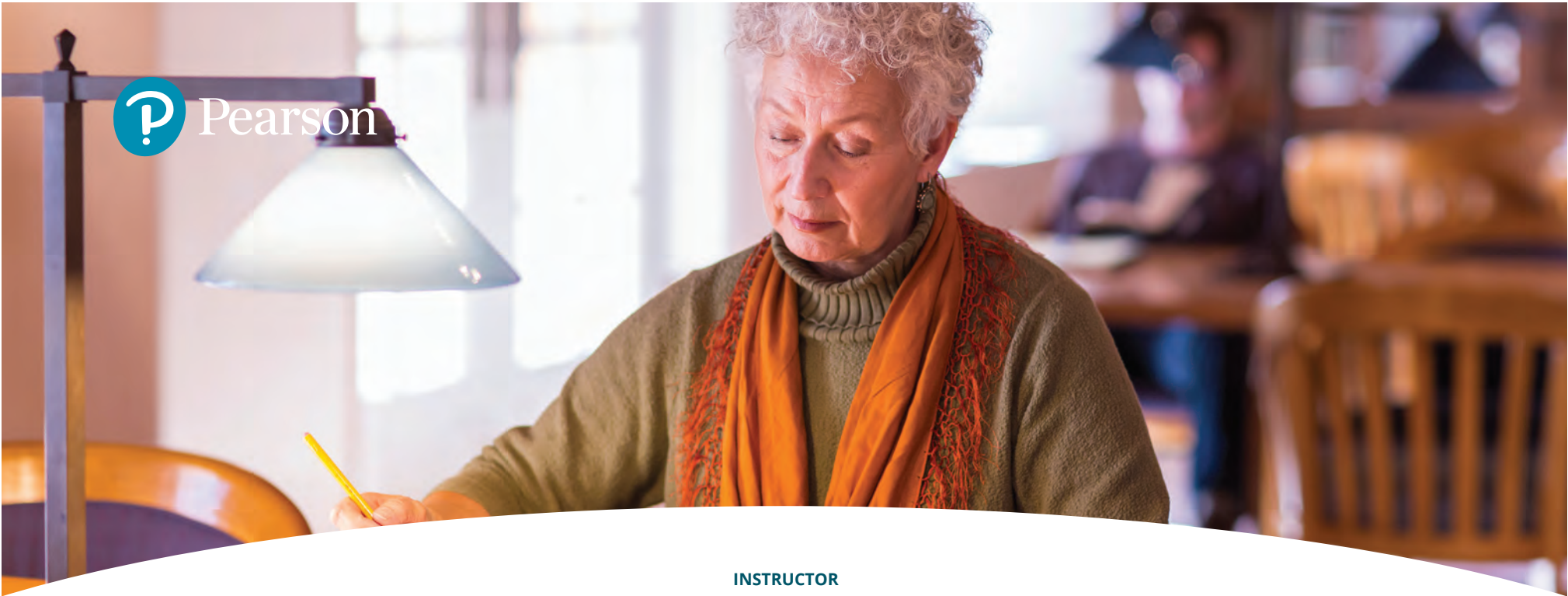
Low High

Course Load & Responsibilities

Focused solely on teaching, she goes beyond class material to teaching critical thinking and communication skills. She does not participate in department committees.

BREAKDOWN OF COURSE LEVELS





INSTRUCTOR
Elizabeth

A Day in the Life

9 am

She arrives on campus early for her 10am class. She **sits in a common area near the room she uses and starts to go through her lesson plan**. Today, she's having students work in groups, finding online images to discuss in class. Every time students do it, the results are fascinating. After they find images, she will **have them present** and discuss the contrasts. She has them re-arrange the desks in the shape of a horseshoe. This way she can see all the students faces equally and walk among the groups freely.



7:30 am

Elizabeth **enjoys breakfast with friends after her yoga class**. She loves the freedom of being mostly retired. She has been an educator for over 20 years and today she **teaches a class at the local community college**. It's the best part of her day. She gets to continue shaping minds without the 8-5+ grind that came with teaching high school.



10 am

As class starts, Elizabeth **hands out the assignment**. She could have emailed it but there's something organic about having a piece of paper and being able to write notes on it. She's also familiar with research showing that writing helps solidify learning for many students.



Students get in groups of four and they **start searching the internet for images**. At first, the energy of the class is not focused but as they start discussing the images she finds that changes. This is Elizabeth's favorite part of teaching because that energy shift is learning. She just knows this will be an awesome class.

1 pm

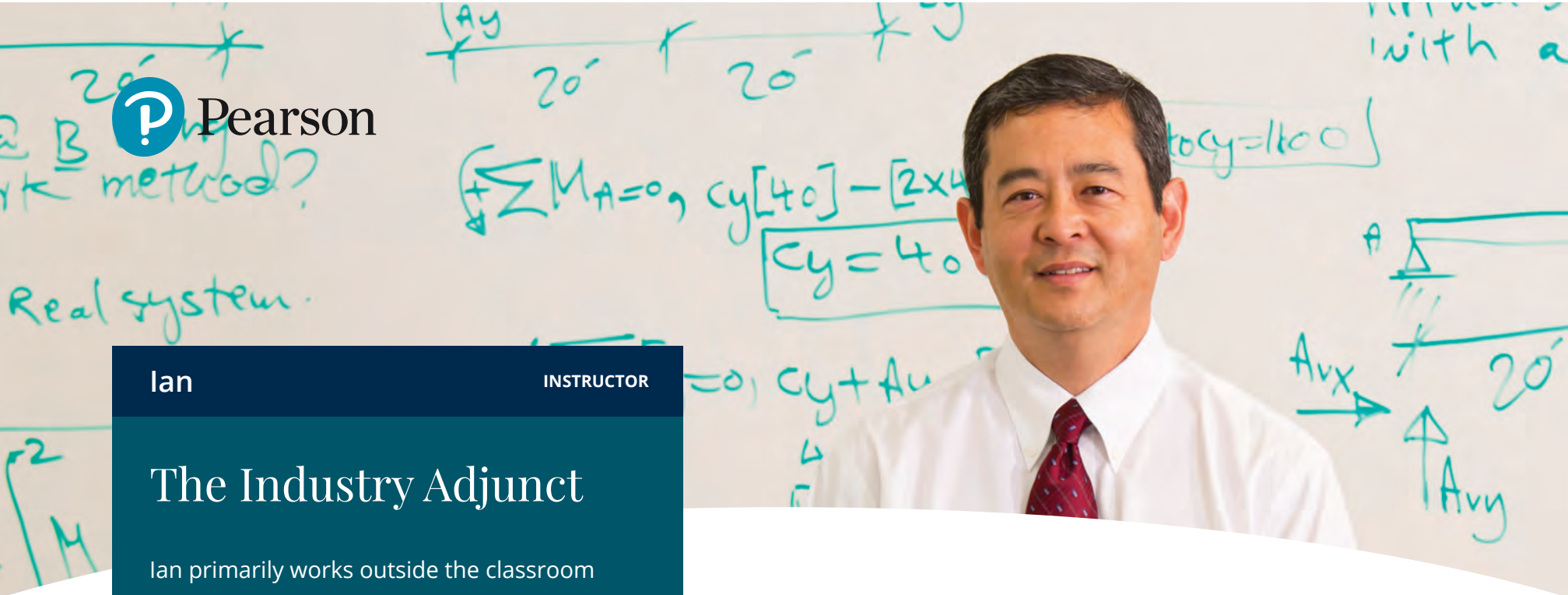
After lunch, Elizabeth heads to the department office. She **checks email at a common work table**. One is from a student who was ill, couldn't make class, and asks what to do. Elizabeth suggests doing the in-class activity on her own, and writing two essays about two sets of images. It takes her a while to figure out how to post the images to the LMS so the student can access them. She has to **ask a fellow instructor for help**. She knows how to do the basic things for her class, but when she has to do these one-off requests it takes her some time.



2 pm

She is finished for the day and **heads home** to spend some time with her husband.





Ian

INSTRUCTOR

The Industry Adjunct

Ian primarily works outside the classroom and teaches an introductory level course as a part-time job.

Background

Ian has a full-time job outside the university. He started teaching a class to make extra income and share experience and domain knowledge.

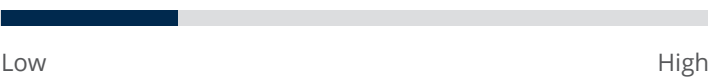
EMPLOYMENT STATUS

☐ Full-time ☒ Part-time

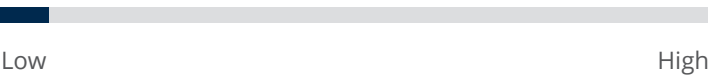
INSTITUTION TYPE

☐ 2-year ☒ 4-year

TEACHING EXPERTISE



DEPARTMENT INFLUENCE



COURSE TYPES

 
2 on-campus

Pedagogy

Ian only tracks student performance as required by the university. He is not well versed in learning theory.

Goals

Ian wants to share the expertise learned over many years in the workplace in addition to meeting the learning outcomes his students are expected to achieve.

FOR HIMSELF

- Share his passion for the discipline he has devoted his career to

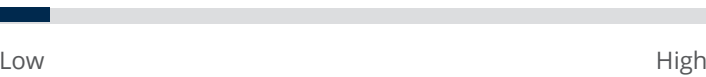
FOR HIS STUDENTS

- Pass on his industry knowledge and practical experience to the next generation

Technology

Unlike some peers, he doesn't use his mobile device to communicate with students. Ian doesn't explore tech solutions for the course because he's not comfortable using or supporting others with technology. He doesn't have time for on-campus training.

EDUCATIONAL USAGE

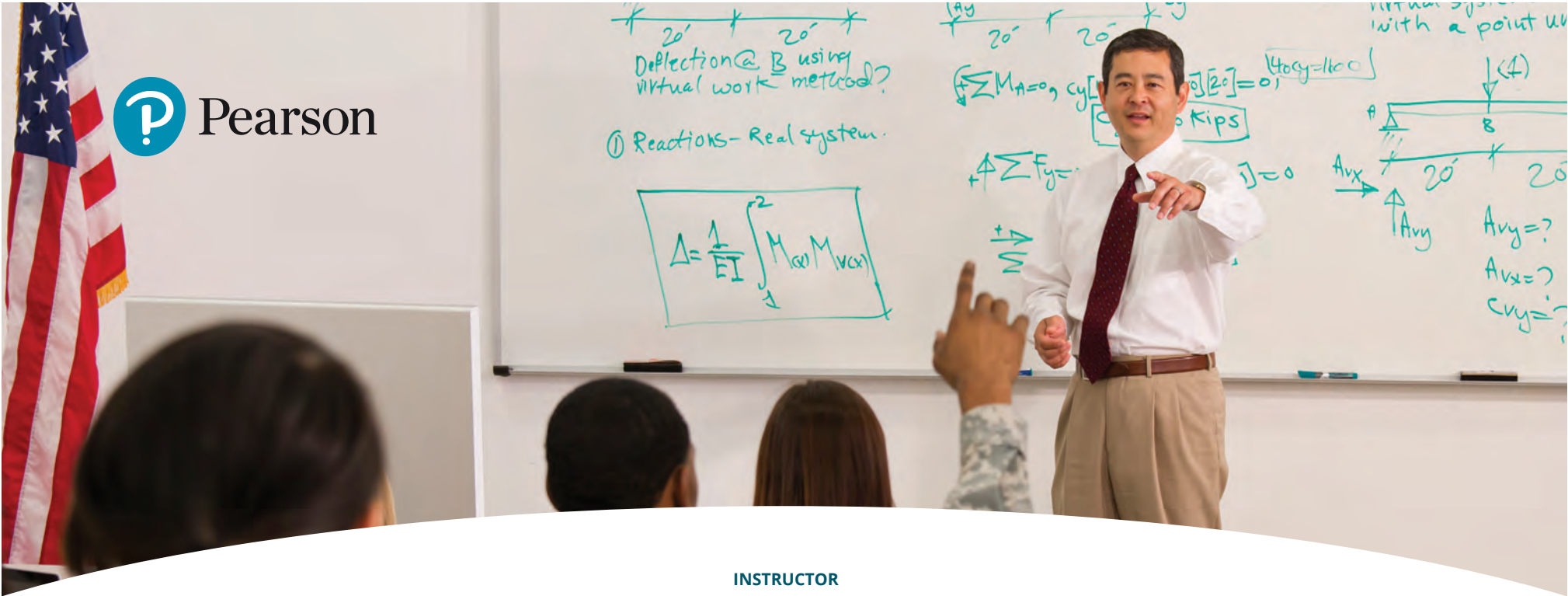


Course Load & Responsibilities

Ian teaches one introductory course per semester. He executes the pre-developed course according to stated guidelines and learning objectives.

BREAKDOWN OF COURSE LEVELS





INSTRUCTOR
Ian

A Day in the Life



7 am

After making the kids breakfast, Ian **answers two student emails on his laptop** and checks his schedule for work and school. He packs his lunch, and gets his laptop for his evening class before rushing the kids into the car. **He drops them at school on the way to the office, where he works as an Analyst.**

Last year, an old colleague reached out with an opportunity to **teach an introductory level class at a local university**. With his oldest about to need braces, he threw his name in for consideration. Ian didn't realize teaching something he knows so well would be such a challenge. He's been teaching for two semesters and is really enjoying it.



12:30 pm

Ian **spends part of his lunch hour checking his university email** account for messages from students. He's still learning the school's LMS and checks to make sure that the assignment he created is posted in the right area and is available for students to print, review, and discuss in class. This all took longer than expected, so he doesn't have time to prepare for an afternoon staff meeting. He wishes he had more time to sit down and really learn the system, versus barely getting by with the basics.



5:30 pm

Ian **hits the drive-thru to grab dinner and heads to campus**. He likes to be in the classroom early to set up; he shares the room with several adjuncts, and they don't always leave it tidy.



After setting up he **hooks up his laptop to the projector and brings up his slide deck** to make sure it's going to work. He's made some changes since last teaching this topic. Students really struggled with this topic on the final exam last semester so he's trying a different approach. About 30 minutes before class, students slowly start arriving and a few ask questions about the current assignment. About five minutes after class begins, he **makes his way to the podium and starts the 3 hour lecture**.



9:15 pm

After class **he answers a few questions from students**, settles some grading issues, and **heads home**.