

PAINTING WITH CANVAS

# SESSION ONE: THE USER

DECEMBER 12, 2020





**@chelteteacher**



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**“A WELL-DESIGNED PRODUCT IS ONE  
THAT DOES WHAT IT PROMISES TO DO.”**

**-JESSE JAMES GARRETT, THE ELEMENTS OF USER EXPERIENCE**



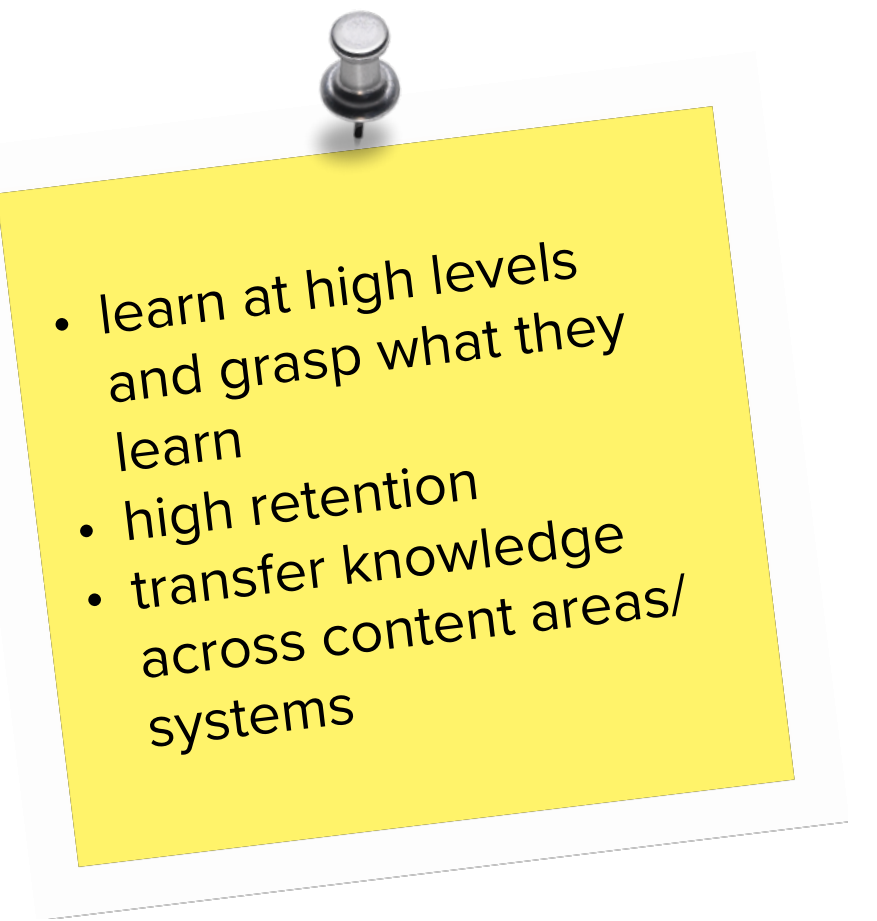
# LEVELS OF ENGAGEMENT



**“TEACHERS CAN ENHANCE THE PROSPECT OF STUDENTS’ BEING ENGAGED IN THE TASKS AND ACTIVITIES THEY WANT THEM TO BE ENGAGED IN BY ATTENDING CAREFULLY TO BUILDING IN THE THE WORK THEY PROVIDE THOSE QUALITIES THAT ARE MOST LIKELY TO APPEAL TO VALUES, INTERESTS AND NEEDS OF THE STUDENTS INVOLVED.**

**-SCHLECHTY CENTER ON ENGAGEMENT**

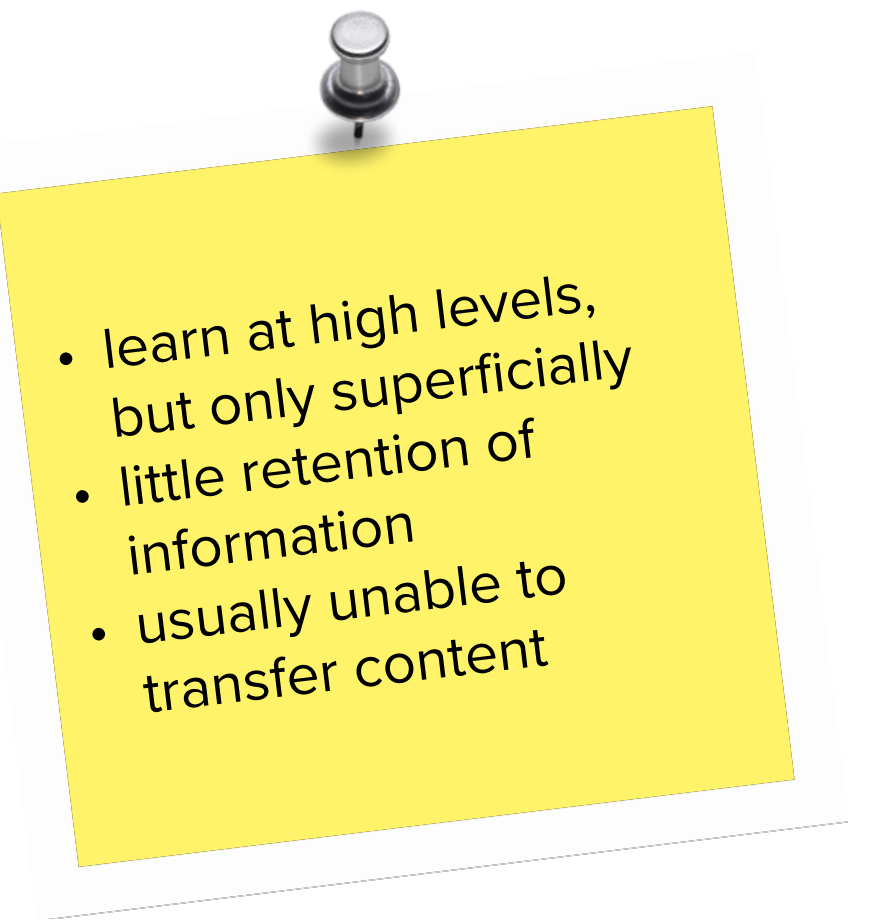




- ☒ The student sees the activity as personally meaningful.
- ☒ The student's level of interest is sufficiently high that s/he persists in the face of difficulty
- ☒ The student finds the task sufficiently challenging that s/he believes s/he will accomplish something of worth by doing it.
- ☒ The student's emphasis is on optimum performance and on "getting it right."



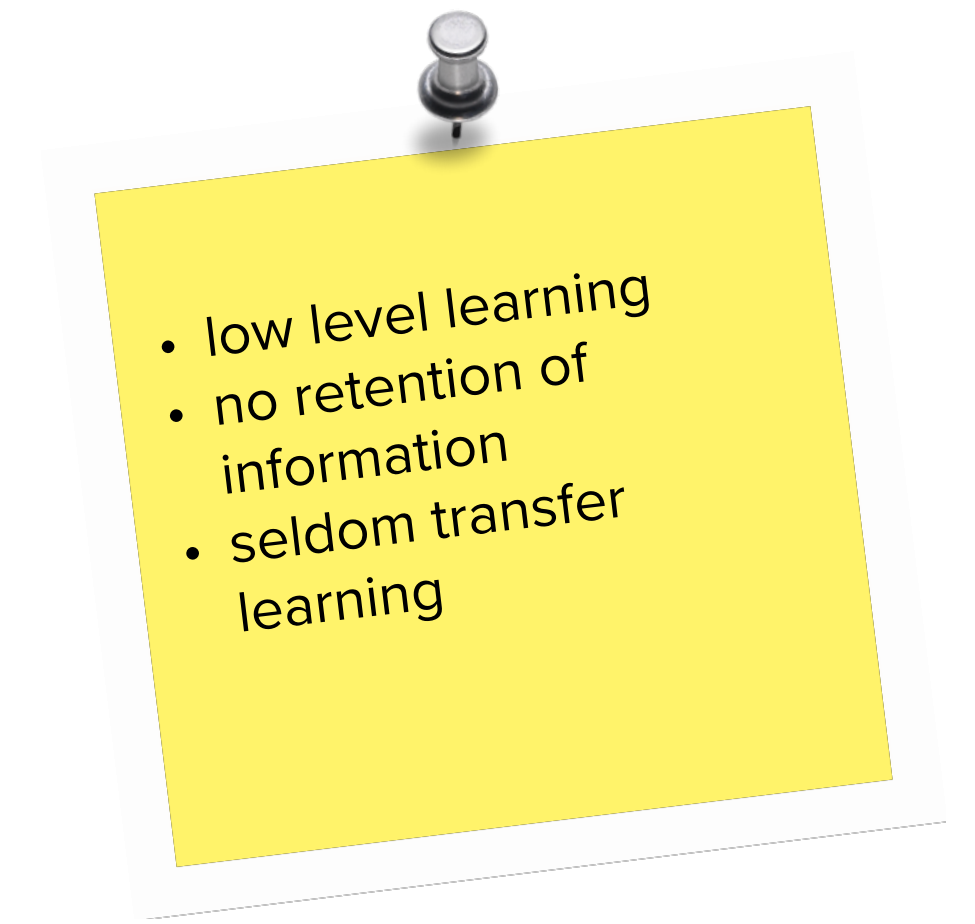




- ☑ The official reason for the work is not the reason the student does the work -s/he substitutes their own goals for the goals of the work.
- ☑ The substituted goals are instrumental- grades, class rank, college acceptance, parental approval.
- ☑ The focus is on what it takes to get the desired personal outcome rather than on the nature of the task itself- satisfactions are extrinsic.
- ☑ If the task doesn't promise to meet the extrinsic goal, the student will abandon it.







- ☒ The work has no meaning to the student and is not connected to what does have meaning.
- ☒ There are no substitute goals for the student.
- ☒ The student seeks to avoid either the confrontation or approbation.
- ☒ The emphasis is on minimums and exit requirements- what do I have to do to get this over and get out?



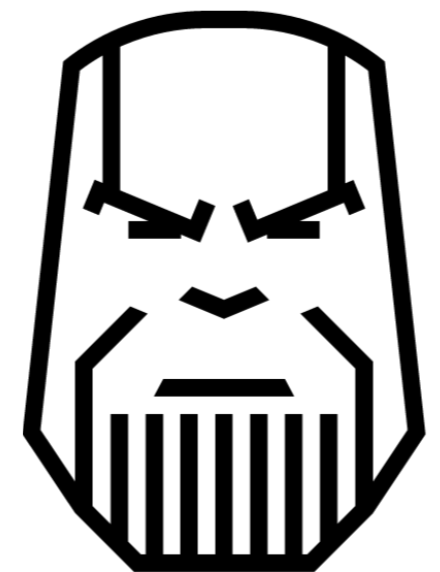
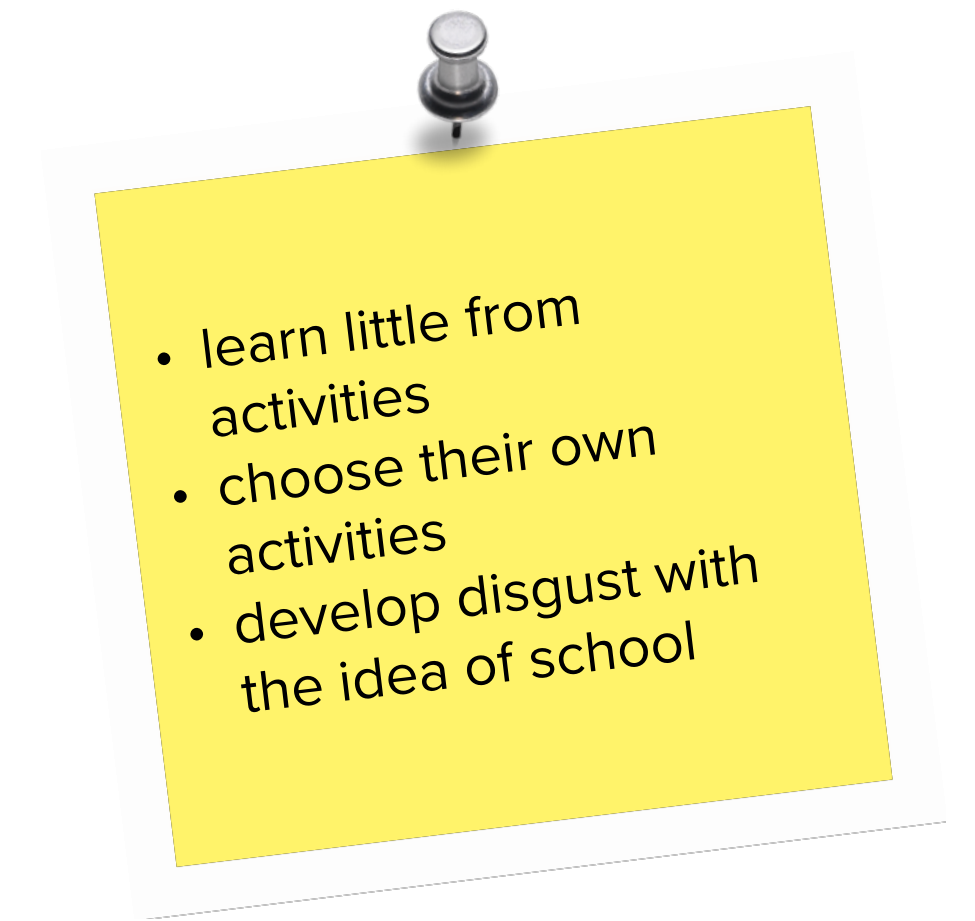


- ☒ The student is disengaged from current classroom activities and goals.
- ☒ The student is thinking about other things or is emotionally withdrawn from the action.
- ☒ The student rejects both the official goals and the official means of achieving the goals.
- ☒ The student feels unable to do what is being asked or is uncertain about what is being asked.
- ☒ The student sees little that is relevant to life in the academic work.





- ☒ The student is disengaged from current classroom activities and goals.
- ☒ The student is actively engaged in another agenda.
- ☒ The student creates their own means and their own goals.
- ☒ The student's rebellion is usually seen in acting out- and often in encouraging others to rebel.



# REBELLION



**DESIGN QUALITIES**



**“TEACHERS ARE...DESIGNERS AND LEADERS,  
AND THE ROLE OF TEACHER NEEDS TO BE  
REDEFINED TO REFLECT THIS VIEW.”**

**-SCHLECHTY CENTER ON ENGAGEMENT**





# DESIGN QUALITIES OF CONTEXT

- *tasks and activities that will affect student engagement even when the teacher does not intentionally take them into account.*



# DESIGN QUALITIES OF CHOICE

- *can be included or omitted, depending on the teacher's judgment regarding the needs and interests of students.*



# DESIGN QUALITIES OF CONTEXT

- Content and Substance: is what is to be learned valuable and interesting to the student?
- Organization of Knowledge: is the work organized with respect to learning styles and accessibility?
- Clear and Compelling Product Standards: how clear are students about what they are to do?
- Protection from Adverse Consequences for Initial Failures: how free are students to fail without castigation?



# DESIGN QUALITIES OF CHOICE

- Product Focus: is what students are learning linked to a product that the student values?
- Affirmation of Performance: will others be made aware
- Affiliation: will students work with peers, parents, experts, etc?
- Novelty and Variety: will students be able to utilize different tools and approaches to be successful?
- Choice: will students have choice of what they are learning and how they learn it?
- Authenticity: are activities linked to things that are of interest to the student?



# USER PROFILES



## DEMOGRAPHICS

- ☒ age
- ☒ learning styles
- ☒ grade level
- ☒ family
- ☒ traditional academic levels

## NEEDS

What will this student need to be successful in this unit?



user profiles

## STORY

- ☒ challenges
- ☒ interests
- ☒ strengths

## SOLUTIONS

- ☒ strategies
- ☒ materials
- ☒ tools
- ☒ collaborators
- ☒ things to avoid

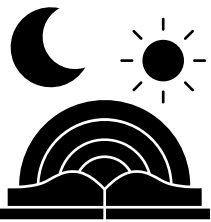


Name: \_\_\_\_\_



DEMOGRAPHICS

age, learning style, grade level, family background,  
traditional level of academic achievement



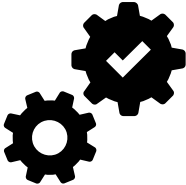
STORY

challenges, interests, and strengths



NEEDS

What will they need to be successful?



SOLUTIONS

strategies, materials, tools, collaborators,  
and things to avoid to solve their needs



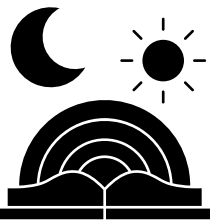


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## DEMOGRAPHICS

age, learning style, grade level, family background,  
traditional level of academic achievement



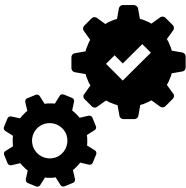
## STORY

challenges, interests, and strengths



## NEEDS

What will they need to be successful?



## SOLUTIONS

strategies, materials, tools, collaborators,  
and things to avoid to solve their needs

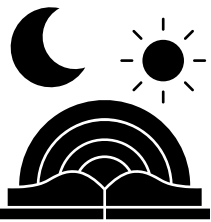


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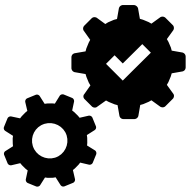
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## SOLUTIONS

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