

HCDE 318

14th October 2018

P2: Personas

TEAM: UX-Men

TEAM MEMBERS: Emily Readey, Satvik Vats, Tori Teng

DESIGN QUESTION

How can we help people new to the United States adjust to American culture and improve their transition experience to a new country?

TARGET USERS

Our target users are people who have recently moved to the United States, particularly those who are non-native English speakers. This encompasses international students, as well as working adults.

INTERVIEWS

[S1] Interviewee S1 is an adult from Mumbai, India. He moved to the United States when he was accepted to the University of Washington, Seattle for their Master's program in the Information School. He works part time at Housing and Food Services UW (HFS) as a Student Assistant. He was fluent in English before arriving to the U.S. and had a Bachelor's degree in Computer Science.

[S2] Interviewee S2 is a young adult from Doha, Qatar. He has lived most of his life in Oman, where he was born, then moved to Qatar when he was 10 and then to India just before he got accepted to the University of Washington. He has visited the U.S. before and has been in cities like New York, but this was his first time on the West Coast. He is currently studying Electrical Engineering in the Bachelor's program. He was fluent in English before coming to U.S.

[E1] Interviewee E1 is a young adult from Bangkok, Thailand. His mother is Vietnamese and his dad is Thai, so he grew up speaking both Thai and Vietnamese. He went to an international school, so he had friends from the United States and Britain and sometimes spoke English. He came to the University of Washington for college and is studying Economics. He joined a fraternity here so while he notices some cultural barriers between him and his friends, he feels a very strong sense of community.

[E2] Interviewee E2 is a young adult from New Delhi, India. He grew up in a very affluent family and began speaking English at the age of five. He moved to the United States during his senior year of high school, and noticed a lot of cultural barriers and had difficulty making friends. That changed for him when he started college at the University of Washington. He is now studying Computer Science and is overall very happy with his experience in the United States.

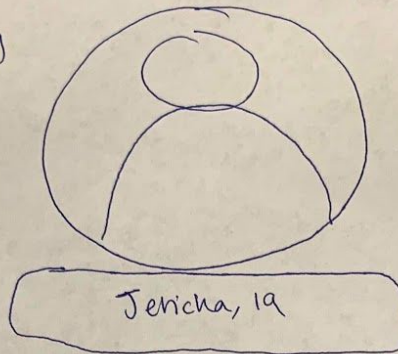
[T1] Interviewee T1 is a middle-aged mom from Mexico. She moved to the United States with her husband and teenage daughter. She works as a chef in a taco truck. In her spare time, she is very involved in her Catholic church. Her English language skills are not strong, so she relies on her daughter to translate important documents with more complex, technical terms.

[T2] Interviewee T2 is a 60-year-old man from Lima, Peru. He moved to the United States, because his opportunities for work in Peru were limited by the strict rules laid out for working professionals by the ruling military government. He now works as an industrial engineer in a power plant, and enjoys salsa dancing in his spare time.

[T3] Interviewee T3 is an Indonesian young adult who moved to America to pursue his undergraduate studies in Computer Science. He now works at a tech firm doing software development. He is uncertain about his future, as he is applying for an H-1B visa without a guarantee of being able to stay in the United States to work and eventually settle down.

PROVISIONAL PERSONA SKETCH | JERICHA

((It's a mix of standing up for your beliefs but also being open minded and accepting the culture here.))



characteristics

- * student ~~young~~ working adult
- * spoke English as a second language
- * open-minded and excited ~~even~~ about the U.S.
- * family-oriented
- * ~~willing to explore new opportunities~~

scenario

Jericha's ~~new~~ first class is INFO 200, which she really wants to do well in to make her father proud. After, she goes out to lunch with her American friends. They're all talking about the football game last Saturday, but she doesn't understand the rules or the hype surrounding it. She makes a joke about cricket, but no one understands it. She still has a good lunch with her friends, then goes home to do her homework.

goals

- * Secure a stable job in America
- * Make new friends
- * Succeed academically
- * Improve American English communication skills

influences

- * American movies and TV
- * American movies and TV
- * portrayal of US in international cinema
- * celebrities and social media
- * fellow international students on campus
- * family and friends from home

bio

International student.
immigrated to the US ~~in~~ year ago from New Delhi, India

Working at a research lab

pains

- * Difficulty fitting into American culture
- * Homesickness
- * Experiencing culture shock
- * Unused to American lingo
- * Difficulty navigating U.S. visa process
- * ~~Difficulty finding work~~

desires

- * Adapt to American culture
- * Stay connected to home
- * Form a community
- * Make family proud

POLISHED PROVISIONAL PERSONA | JERICHA



“
*It's a mix of standing up for
your beliefs but also being
open-minded and accepting
the culture here.*
”



From New
Delhi, India



Works at a
research lab
on campus

Jericha Kaur

International Student

Scenario

Jericha's first class of the day is INFO 200, which she really wants to do well in to make her parents proud. After her class, she goes out to lunch with her American friends. They're all talking about the college football game last Saturday, but she doesn't understand any of the rules and feels confused and left out. She makes a joke comparing football to cricket, but nobody understands it. She still has a good time with her friends, then goes home to work on homework and FaceTime her best friend from back home.

Characteristics

- International student
- Grew up speaking English as a second language
- Open-minded and excited about living in the United States
- Family-oriented

Pains

- Difficulty fitting into American culture
- Homesickness
- Experiencing culture shock
- Unused to American lingo and colloquialisms
- Difficulty navigating United States visa process
- Feelings of loneliness or isolation

Goals

- Secure a stable job in America
- Make new friends
- Succeed academically
- Improve American English communication skills
- Meet friends and make connections

Desires

- Adapt to American culture
- Stay connected to home
- Form communities
- Make family proud

Influences

- American movies and TV
- Fellow students
- Family and friends from home

SOURCES & ASSUMPTIONS | JERICHA

Source Key

Notation	Source
<Interviewer's Initial><Interview Number> <i>Example: S1 → Satvik's Interview #1</i>	Interview
A	Assumption

Characteristics	Source	Detail
International student	S1, S2, E1, E2, T3	Five interviewees were non-American international students
Grew up speaking English as a second language	S1, S2, E1, E2, T3	Four interviewees grew up speaking English as a second language in their home countries
Open-minded and excited about living in the United States	S1, S2, E1, E2, T1, T2	Six interviewees expressed optimism about living in the United States
Family-oriented	S2, E2, T1	Three interviewees mentioned that family was very important to them

Influences	Source	Detail
American movies and TV	S1, S2, T1, T3	Interviewees mentioned how watching American Cinema helped them visualise how US would look like in reality
Portrayal of United States in international cinema	S1, S2, T1, T3	Interviewees explained how International cinema portrays US as a 'different', often sugarcoated world
Celebrities and social media	E1, T3	Interviewees mentioned that they use social media a lot and keep up with celebrity news

Fellow international students	S1, E1, T3	School seniors and other friends were a good resource for the interviewees
Friends and family from home	S1, S2, E1, T1, T3	Interviewees mentioned that their family motivated them to pursue their goal of coming to the US

Goals	Source	Detail
Secure a stable job in America	S1, T1, T2, T3	Interviewees expressed how they want to work for innovative companies in US after they graduate
Make new friends	S1, S2, T3	Make new connections
Succeed Academically	S1, S2, T3	Interviewees strongly mentioned how important it is for them to succeed academically and utilise this opportunity
Improve American English and communication skills	S1, S2, T1, T2	Interviewees explained how important it is to be proficient in American English to fit in culture and as a useful skill as well

Pains	Source	Detail
Difficulty fitting in the American culture.	S1, S2, T1, T2, T3	Interviewees expressed how some aspects of American culture were absurd to them, for example drinking to excess and smoking marijuana legally
Homesickness	S1, S2, T3	Interviewees mentioned difficulty in finding affordable food from their home countries and said that they missed their parents and family
Experiencing cultural shock	S1, S2	American culture is new to them

Unused to American lingo and colloquialism	S2	Interviewees had a hard time getting accustomed to American terminology and lingo
Difficulty navigating through the US visa process	E1, E2	Interviewees felt that the paperwork they had to do was difficult and that their future here was uncertain

Desires	Source	Detail
Adapt to American culture	T3, E1, E2	Interviewees noted how they want to be and feel like they are a part of American society
Stay connected to home	T1, T2, T3, E1, E2	Interviewees missed their home country and their friends and family
Form or join a community	T2, T3, E1, E2	Interviewees mentioned the need for a community to make them feel comfortable at home
Make family proud	T3, E2	Interviewees mentioned that they wanted to achieve work or academic success to make their families proud

Scenario	Source	Detail
"... INFO 200, which she really wants to do well in to make her parents proud."	T3, E2	International students reflected that their parents paid / have been paying a large amount for college in the United States and that they wanted to do well to honor their parents' investment
"... come to the United States for college to take advantage of the many educational opportunities."	T1, T3, E1, E2	International students said that this was their main reason for coming to college
"... she doesn't understand	T3, E1, E2	Interviewees used football as an

any of the rules and feels confused and left out. She makes a joke comparing football to cricket, but nobody understands it."		example of not understanding a part of U.S. culture
"... goes home to ... FaceTime her best friend from back home."	T1, T3, E2	Interviewees felt homesick at times

PROVISIONAL PERSONA SKETCH | MARCO

((People are everything.))

INFLUENCES

- Mexican music and television
- Extended family in Mexico
- ~~Latino~~ Catholic church



Char Bio

- 55 year old man originally from Mexico
- Works ~~as~~ as an industrial engineer
- Enjoys salsa dancing
- Came to the U.S. for the work opportunities
- Lives with wife and two kids

CHARACTERISTICS

- English language skills not very strong
- Has ~~impression~~ optimistic expectations about the "American Dream" and the success he can achieve here
- Family-oriented
- Very involved in Latino community and Catholic community

GOALS

- Support his family through his work
- Build a strong support network in the U.S.
- Wants children to remain connected to Latino roots
- Give children the greatest opportunities for success

PAINS

- Often ~~has~~ faces subtle discrimination
↳ has to prove his abilities at work
- Language barrier, cannot understand complex, technical language
- Immigration paperwork tedious
- Cultural differences
↳ ~~has~~ Greater expectation to be punctual
- Locals cannot understand his accent

DESIRES

- Wants bright future for children
→ wants them to be able to speak English well
- Wants to improve English language skills
- Wants to stay connected to Latino community

POLISHED PROVISIONAL PERSONA | MARCO



“People are everything.”



From Los Angeles, Mexico



Works as an electrical engineer



Lives with wife and two kids

Marco Rodriguez
Working Immigrant

Scenario

Marco and his coworkers receive instructions from their supervisor to test a row of power transformers. After leaving their supervisor's office to begin their job, Marco's coworker begins giving him detailed instructions on how to carry out the test. Marco is annoyed, because he specializes in these electrical tests. He tries to explain that he knows the proper procedures to his coworker, but his English speaking skills are not strong enough to convey this accurately. His coworker ends up confused, so Marco dismisses the issue.

Characteristics

- Weak English language skills
- Has optimistic attitude about success in America
- Family-oriented
- Very involved in the Latino and Catholic communities

Pains

- Sometimes faces subtle discrimination
- Feels like he has to prove his abilities at work
- Language barrier
- Tedious immigration paperwork
- Cultural differences

Goals

- Support his family through his work
- Build a strong support network in the United States
- Wants his children to remain connected to Latino roots

Desires

- Wants bright future for his children
- To improve English language skills
- To stay connected to Latino community

Influences

- Mexican music and television
- Extended family in Mexico
- Latino Catholic Church
- New friends from the United States

SOURCES & ASSUMPTIONS | MARCO

Source Key

Notation	Source
<Interviewer’s Initial><Interview Number> <i>Example: S1 → Satvik’s Interview #1</i>	Interview
A	Assumption

Characteristics	Source	Detail
Weak English language skills	T1, T2	Interviewees identified their lack of English language ability as a big challenge to living in the United States
Has optimistic expectations about the “American Dream” and the success he can achieve here	T1, T2, T3, E1, E2	Interviewees expressed their belief that moving to the United States has given them great opportunities to achieve success in school or work
Family-oriented	T1, E2	Interviewees said that their decisions and actions were driven by a desire to directly benefit their family
Very involved in the Latino and Catholic communities	T1, T2	Interviewees spend a lot of time with the cultural and religious communities they identify with

Influences	Source	Detail
Mexican music and television	T1, T2, E2	Interviewees influenced by music and television from their home country
Extended family in Mexico	T1, T3, E1	Interviewees influenced by their family in their home country
Latino Catholic Church	T1, T2	Interviewees influenced by religious institutions

New friends from the United states	T2, T3, E1, E2	Interviewees influenced by new people they have met since moving to the United States
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Goals	Source	Detail
Support his family financially through his work	T1, E1	Interviewees intend to earn money in the United States to support their families
Build a strong support network in the United States	T2, T3, E1, E2	Interviewees placed importance on finding a community and support in the United States
Wants his children to remain connected to Latino roots	T1	Interviewee expressed a desire for their children to retain their roots to their home country

Pains	Source	Detail
Often faces subtle discrimination	T1, T2, E2	Interviewees mentioned acts of subtle discrimination and racial profiling they experienced in the United States.
Feels like he has to prove his abilities at work	T1, T2	Interviewees expressed annoyance at having been asked to prove that they have certain skills or knowledge related to their jobs
Faces language barriers	T1, T2, E1, E2	Interviewees expressed the difficulty they've faced in trying to communicate effectively with English-speaking Americans
Tedious immigration paperwork	T1, T2, T3, E1	Interviewees felt that the paperwork they had to complete and keep track of as immigrants was tedious
Cultural differences	T1, T2, T3, E1, E2	Interviewees mentioned cultural differences between themselves

		and Americans could be inconveniences at times
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Desires	Source	Detail
Wants bright future for his children	T1	Interviewee expressed a desire to provide abundant opportunities for their children to succeed academically and in life
To improve English language skills	T1, T2, E2	Interviewees want to improve their English language skills
To stay connected to the Latino community	T1, T2, T3	Interviewees want to remain connected to communities of people who have the same cultural background as them

Scenario	Source	Detail
"... Marco's coworker begins giving him detailed instructions on how to carry out the test ... Marco is annoyed..."	T1, T2	Interviewees expressed annoyance at having been asked to prove that they have certain skills or knowledge related to their jobs
"He tries to explain ... but his English speaking skills are not strong enough to convey this accurately."	T1, T2, E2	Interviewees have difficulty expressing what they mean to English-speaking Americans, due to their weak English language skills and sometimes thick accents.
"... start talking about the sermon they had heard the day before at the Catholic church they both attend."	T1, T2	Interviewees are involved in their religious communities