

## Empathy Map

**Learner Type-** The target learners are secondary teachers aged 22 and above who are participating in professional development (PD) training.

### **SAYS**

- “I don’t have extra time to experiment.”
- “How do I know the content is accurate?”
- “Can AI really make my work easier?”
- “I need something simple and practical.”

### **DO**

- Plan lessons manually from scratch
- Spend long hours creating activities and assessments
- Occasionally use AI for general ideas
- Review digital tools cautiously before full adoption
- Their behavior shows interest but limited strategic implementation.

### **THINKS AND FEEL**

- “I spend too much time on planning and grading.”
- “AI sounds helpful, but I’m unsure how to use it properly.”
- “I don’t want to compromise lesson quality.”
- “If this truly saves time, I’m willing to learn.”

### **SEES**

- Increasing conversations about AI in education
- Colleagues experimenting with AI tools
- Institutional encouragement for digital innovation
- Limited structured guidance on practical AI use

<u>PAINS</u>	<u>GAINS</u>
<ul style="list-style-type: none"> <li>● Time-consuming lesson preparation</li> <li>● Repetitive drafting tasks</li> <li>● Grading workload</li> <li>● Ethical uncertainty about AI</li> <li>● Varying levels of digital confidence</li> </ul>	<ul style="list-style-type: none"> <li>● Reduced planning time</li> <li>● Increased productivity</li> <li>● Clear ethical guidelines</li> <li>● Confidence in using AI strategically</li> <li>● More time for meaningful teaching interactions</li> </ul>

### Instructional Design Implications Based on Learner Personas

**The two learner personas directly inform the design of this training module.**

**Person1 - Ms. Ash (experienced but cautious user) and**

**Persona 2- Mr. K (digitally confident but unstructured user)**

Since **learners vary in digital confidence and AI familiarity**, the module incorporates clear, step-by-step demonstrations to support teachers like Ms. Ash who require structured guidance and reassurance. At the same time, it includes critical evaluation checkpoints and ethical decision-making activities to guide teachers like Mr. K toward more responsible and strategic AI use.

**Scenario-based interactions**, practical examples, and ready-to-use frameworks are integrated to ensure relevance for both profiles. This balanced design approach ensures the training addresses efficiency, ethical awareness, and productivity while remaining accessible to teachers with varying levels of technological confidence.

## Learner's Persona 1



**Ms. Ash (pseudo name )**

**Age 36 years , Secondary Teacher**

### **Background and Academic Profile-**

Ms. Ash participates in professional development (PD) programs to enhance her instructional strategies. She manages full teaching responsibilities, including lesson planning, activity design, assessment creation, grading, and administrative tasks. She has a Master's Degree in Education and 10 years of teaching experience.

### **Technological Proficiency**

She demonstrates basic to intermediate digital literacy. She is comfortable using Learning Management Systems (LMS), presentation tools, and online educational resources. She has basic awareness of AI tools and has experimented with simple prompts for idea generation but does not use AI strategically.

### **Goals**

- Reduce time spent on daily lesson preparation
- Improve efficiency in activity and assessment design
- Maintain high instructional quality
- Increase productivity without increasing workload
- Gain confidence in ethical AI use

### **Challenges**

- Heavy planning and grading workload
- Limited structured knowledge of AI integration
- Uncertainty about ethical and responsible AI use
- Concern about accuracy and bias in AI-generated content
- Limited time to experiment with new tools

## **Motivation**

Ms. Ash is motivated to learn when training is practical, directly applicable to her daily classroom tasks, and clearly time-saving. She values structured, step-by-step guidance that improves efficiency while preserving teaching quality.

## **Learner's Persona 2**



**Mr. K (pseudo name )**

**27 years old , secondary teacher**

## **Background and Academic Profile**

Mr. K is an early-career teacher who actively participates in professional development programs. He teaches multiple sections and manages lesson planning, classroom activities, grading, and administrative reporting. He has a Bachelor's Degree in Education and three years of teaching experience.

## **Technological Proficiency**

Rohan has high digital confidence. He is comfortable experimenting with new tools and frequently explores online platforms and AI applications. He uses AI tools for brainstorming lesson ideas and generating sample content but does so without a structured framework.

## **Goals**

- Work more efficiently and reduce repetitive tasks
- Use innovative tools to enhance teaching
- Stay professionally competitive
- Improve speed in creating lesson materials and assessments

## **Challenges**

- Over-reliance on AI without critically evaluating outputs.
- Limited awareness of ethical considerations in AI use.
- Inconsistent prompt quality leading to uneven results.
- Lack of structured strategy for integrating AI into workflow

## **Motivation**

Rohan is highly motivated to adopt AI but needs guidance on using it strategically and responsibly. He benefits from structured frameworks that help him refine prompts, evaluate outputs, and integrate AI effectively into daily classroom practice.