

Abby Jones¹



- **22 years old**
- **Senior in Computer Science**
- **Lives in Corvallis, Oregon**

When Abby drives to school in the mornings, she listens to her favorite music. She likes a variety of music, and adds to her music collection often. When she arrives at school, she scans over her assignments for the week to get an overall picture of her workload before starting an assignment. (This extra pass takes time but seems worth it.) Some nights she goes to yoga classes, and plays computer puzzle games.

Background and skills

Abby is a senior in college. She is looking to build up her resume and contribute to open source projects. Although, she isn't a professional programmer she has sufficient programming knowledge from her coursework. She has experience with version control but has never used Github.

Abby has programming experience with Java, Ruby, GitBash and HTML.

She knows her friends are contributing to open source projects, and want to contribute as well.

Abby enjoys working with numbers and logic in her free time. She especially likes working with puzzles, either on paper or on the computer, such as Sudoku and other puzzle games.

Motivations and Attitudes

- **Motivations:** Abby uses technologies to accomplish her tasks. She learns new technologies if and when she needs to, but prefers to use methods she is already familiar and comfortable with, to keep her focus on the tasks she cares about.

- **Computer Self-Efficacy:** Abby has low confidence about doing unfamiliar computing tasks. If problems arise with her technology, she often blames herself for these problems. This affects whether and how she will persevere with a task if technology problems have arisen.

- **Attitude toward Risk:** Abby's life is a little complicated and she rarely has spare time. So she is risk averse about using unfamiliar technologies that might need her to spend extra time on them, even if the new features might be relevant. She instead performs tasks using familiar features, because they're more predictable about what she will get from them and how much time they will take.

How Abby Works with Information and Learns:

- **Information Processing Style:** Abby tends towards a *comprehensive information processing style* when she needs to more information. So, instead of acting upon the first option that seems promising, she gathers information comprehensively to try to form a complete understanding of the problem before trying to solve it. Thus, her style is "burst-y"; first she reads a lot, then she acts on it in a batch of activity.

- **Learning: by Process vs. by Tinkering:** When learning new technology, Abby leans toward process-oriented learning, e.g., tutorials, step-by-step processes, wizards, online how-to videos, etc. She doesn't particularly like learning by tinkering with software (i.e., just trying out new features or commands to see what they do), but when she does tinker, it has positive effects on her understanding of the software.

¹Abby represents users with motivations/attitudes and information/learning styles similar to hers. For data on females and males similar to and different from Abby, see <http://eusesconsortium.org/gender/gender.php>