Empathy Map

**\*Please make your own copy of this, using the …\***

Gather information about your learners. Consider what they think, feel, say, do, see and hear in the classroom. What do they have difficulty understanding or doing in your class? What are their collective strengths and pain points?

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| Voice  **Hear** | * Instructor verbal instructions (often misheard, partly understood etc.) * Co-students comments, questions, input and participation (distracting or helpful?) * Ambient or distracting environmental noises (construction which interferes with learning) |
| Eye  **See** | * Instructor perhaps struggling with tech during delivery of content * Other students on cell phones (may take on modeling negative behaviors) * Non-compliant use of tech by others (shopping online ! ) * Co-students focused and intently completing tasks (hope they model this behavior) |
| Thought bubble  **Think** | * How is this “stuff” going to be important when I am working? (make sure the relevance of application is shown, voiced and repeated) * “I am bored…distracted…worried about outside things…struggling…) * “I wish we could leave early…..not into this right now…” |
| Checklist  **Do** | * Some pay attention, participate, take notes etc. * Fidget, look sleepy, use tech at inappropriate times or against classroom guidelines * Don’t come back after break |
| Heart  **Feel** | * Interested and keen (some) * Frustrated * Disappointed * Challenged, worried, anxious, angry… |



**Challenge – not following instructions correctly or at all.**

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| **Key Strengths** |
| * **Interested in content – began program/course for good reasons** * **Flexibility, adaptability, community** |
| **Key Challenges** |
| * **Classroom management – following rules or guidelines** * **Influenced by environment and others around them (can be both positive and negative in occurrence)** |