Prior to planning your course, you should also spend time analyzing the context that your course exists within. There are often overlaps between a learner analysis and a context analysis.

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| **Contextual Factors**  | **Answers**  | **Implications for Course Design**  |
| What is the level of the course (1st year, 2nd year, etc.)?  |   |   |
| What are the prerequisites?  |   |   |
| Is this a prerequisite for other courses?  |   |   |
| Is this a required course?  |   |   |
| Is the course restricted to certain students?  |   |   |
| Where does it fit in a program or programs?  |   |   |
| What is the history of the course?  |   |   |
| Is the course calendar description already written?  |   |   |
| What is the expected class size?  |   |   |
| Are there multiple sections?  |  |  |
| Are other instructors teaching the same course?  |  |   |
| Will there be common exams and assignments?  |  |  |
| What is the class schedule (time of day, how often, how long)?  |  |  |
| What is the number of credit hours?  |  |  |
| Is it online, face-to-face, or blended?  |  |  |
| What is the available classroom technology?  |  |  |
| What are the possible room configurations?  |  |  |
| Are there required assessments and weightings (e.g., Final Exam worth 40%)?  |  |  |
| Are there other department policies for the course?  |  |  |
| What is the process for approval of the syllabus?  |  |  |
| Will students apply this learning in the future? If so, how and when?  |  |  |

**Course analysis summary:**

Use this space to summarize the information in your learner analysis and how this will be taken into consideration in your learning design

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Adapted from Course Design Workshop, Teaching & Learning Centre, University of Calgary