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