When you (re)design a course you need to think about who your students are and how that affects your learning design.

|  |  |  |
| --- | --- | --- |
| **Learner Characteristics**  | **Answers**  | **Implications for Learning Design**  |
| What percentage of students take the course as: * a required course?
* an elective?
* a course that fulfills a different requirement?
 |   |   |
| What year(s) of the program(s) are the students in?  |   |   |
| What previous experience in the subject/professional area do they have?  |   |   |
| What percentage of students have English as a Second Language (ESL) or English as an Additional Language (EAL)?  |   |   |
| What attitudes are there towards the subject matter?   |   |   |
| What is the anxiety level towards the course and course content?  |   |   |
| What cultural diversity is there in the class?  |   |   |
| What are the student comfort levels with different teaching and learning activities (e.g. group work)?  |   |   |
| What disabilities do the students have?  |   |   |

Questions that you still have about your learners:

|  |  |
| --- | --- |
| **Questions about learners:**  | **How can you find this information?** |
|  |   |
|  |  |
|  |  |

**Learner 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

|  |
| --- |
|  |

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