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

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| **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:

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

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