# Ignatian Course Design Worksheet for Online Learning: Step 1: Learner Context

Read the learner characteristic descriptions and answer the questions to describe the average students in the course you are planning.

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| Description | Learner Analysis |
| Entry Behaviors – What skills associated with learning your course goals must already be mastered before starting this course? What should learners already know how to do in order to be successful with the new instruction? |  |
| Prior Knowledge of the Topic Area – What must learners already know about the topic? What foundational knowledge should your students have? What previous experiences has your average learner had prior to the course? Other courses in a sequence, core requirements/prerequisites, work experience, or other relevant experiences? |  |
| Attitudes Toward Content – What are the learners' impressions and attitudes about a topic and how it might be delivered? Do they have any preconceived notions about the topic? What are these and how will they need to be addressed (or how will they help)? |  |
| Attitudes Toward Delivery System – What are the learners' impressions and attitudes about how course content might be delivered? Do they have any preconceived notions about the delivery system? What are these and how will they need to be addressed (or how will they help)? |  |
| Academic Motivation – How motivated are learners to learn the topic, and how much is it likely to interest them? Are they completely self-reliant or do they require more structure and support? What aspects of the course are likely to interest them most? How confident are you that they will be able to successfully reach your course outcomes or goals? |  |
| Educational and Ability Levels – What are the achievement and general ability levels of the learners? This helps determine the kinds of instructional experiences they may have had and their ability to cope with new and different approaches to instruction. What is your target level for content - Undergraduate, Master’s level, Doctoral? How well do you think students should write or be expected to express themselves verbally? Think critically? Work in a collaborative team? |  |
| General Learning Preferences – What types of learning approaches do the learners prefer? For example, lecture, seminar, case study, small-group, or web-based? Do your students all conform to one common learning style? Do they generally prefer to read a text and respond in writing or are they more engaged by visual or multimedia presentations of information? How do they prefer to demonstrate their learning? How do they prefer to work - alone, with a group or a mixture both? |  |
| Readiness for change/transformation – In an Ignatian sense, how ready are your students to engage in personal transformation? Are they open to alternative perspectives? Are they actively in pursuit of new experiences or opportunities? |  |
| Application Context – How will students apply the knowledge, skills and dispositions outside of the classroom or program (after graduation)? How relevant are the instructional goals to their career aspirations? |  |