# Learner and Context Analysis[[1]](#footnote-1)

Before starting or at the beginning of your course, conduct a Learner and Context Analysis by talking to your students or colleagues, surveying your students. The information will be great helpful when you design or deliver a course. Contact an [instructional development consultant](https://www.bcit.ca/ltc/contact/staffdirectory.shtml) (IDC) if you need support or have questions.

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| **Learner Characteristics** | **How does it apply to learners in your course?** | **Impact on** **Course Design & Delivery** |
| Year of program learners are in |  |  |
| Reading/ writing level |  |  |
| # of ESL students |  |  |
| Technical skills for online learning |  |  |
| Previous knowledge/experience |  |  |
| Motivation/ Anxiety level |  |  |
| Cultural diversity |  |  |
| Comfort level with different teaching and learning activities |  |  |
| Learners with identified disabilities |  |  |
| Time/flexibility learners have to fulfill the course requirements |  |  |
| **Contextual Factor** | **How does it apply to learners in your course?** | **Impact on** **Course Design & delivery** |
| Level of course (intro/reinforce/advanced) |  |  |
| Prerequisites required |  |  |
| Is it a prerequisite for other courses in the program? |  |  |
| Core/ option/ service courses? |  |  |
| History of the course |  |  |
| Class size |  |  |
| # of sections |  |  |
| # of class per week/ length of each class |  |  |
| # of course credits |  |  |
| Others who teach the course/ TA |  |  |
| Online/ face-to-face/blended |  |  |
| Online platform |  |  |
| Classroom Lab/ technology |  |  |
| Room layout (flexible seating) |  |  |
| Time of the day the class is offered. |  |  |
| Your philosophy of learning and teaching |  |  |
| Academic policy |  |  |
| Others |  |  |

1. Adapted from Course Design Program, Educational Development Unit, Taylor Institute for Teaching and Learning, University of Calgary, retrieved from <https://taylorinstitute.ucalgary.ca/sites/default/files/course_design_program_manual_2014_12_18.pdf> on Jan. 24, 2018 [↑](#footnote-ref-1)