

WORKSHEET #1: LEARNER ANALYSIS

This set of questions asks you to think about the characteristics of the students whom you will be teaching. Of course, your students are not identical in skill level, background, preferences in the way they like to be taught, or in the way they like to learn. You may need to identify subpopulations or cohorts and answer these questions for each.

Part A: Demographic Factors

Percentage of the students who are ___ freshmen ___ sophomores ___ juniors ___ seniors ___ graduate students

Percentage of the students who are ___ female ___ male

Percentage of the students who are ___ majors ___ nonmajors ___ who have professional experience in the area

Percentage of the students who are ___ underrepresented minorities ___ whose first language is not English

Part B: Students' Level of Preparation

What are the **prerequisites** for the course?

What are the key concepts students should know at the beginning of the course in order to succeed in it?

What **concepts** are likely to be difficult for the students to master?

What **skills** should students have at the beginning of the course in order to succeed in it?

What **skills** are likely to be difficult for the students to beginning of the course in order to succeed in it?

What **misconceptions** might students have that would impede their understanding of course material?

Part C: Students' Attitudes and Motivation

The course is required an elective

What **topics** of the course are the students most likely to enjoy?

What **topics** of the course are the students least likely to enjoy?

What factors will motivate the students to do well in the course?

- grades
- subject matter
- needed for professional development
- other _____

What **activities** in the course are the students most likely to enjoy?

What **activities** in the course are the students least likely to enjoy?

Is there a secondary audience (e.g., TAs) you need to be aware of?

WORKSHEET #2: COURSE OBJECTIVES

This set of questions helps you define what you want to achieve in the course. Objectives should not simply be a list of the topics to be covered. Rather, frame objectives in terms of the learner by asking, “What do I want the students to know, be able to do, or think by the time the semester is complete?” In general, a course should have no more than half a dozen objectives.

What—in no more than a sentence or two—is this course about? Another way to approach this question is to think about the thread that unites all the topics you will cover.

What are the **content** goals of the course? That is, what do you want the students to know or understand by the time they finish the course?

- 1.
- 2.
- 3.
- 4.

What are the **skill** goals for the course? That is, what do you want the students to be able to do by the time they finish the course?

- 1.
- 2.
- 3.
- 4.

How would you like the course to change students’ **attitudes** about or **motivations** toward the subject matter of the course?

- 1.
- 2.
- 3.

WORKSHEET #3: INSTRUCTOR'S CHARACTERISTICS

This set of questions asks you to analyze your own instructional preferences, the ways in which you are most comfortable teaching, and factors that may have an impact upon your credibility with the students.

Rate your level of comfort with each of the following instructional methods and skills:

	Least Comfortable			Most Comfortable	
Lecturing	1	2	3	4	5
Facilitating discussions	1	2	3	4	5
Leading a case class	1	2	3	4	5
Leading a brainstorming session	1	2	3	4	5
Supervising hands-on activities	1	2	3	4	5
Using educational technology	1	2	3	4	5

For those instructional methods and skills that are necessary to teach this class, but with which you are least comfortable, list two or three actions can take to strengthen your ability in that area.

- 1.
- 2.
- 3.

Additional Factors

- How much control do you need to exercise in the classroom?
 - Complete control
 - I permit students to ask a question now and then or make a point as long as I'm not interrupted too frequently
 - I allow students to divert my plan for the class as long as I cover what I intended to cover
 - I welcome students' comments and questions
 - I allow students' questions and comments to determine what happens in class

- How much credibility do you have vis à vis the students?

Low Somewhat low Neutral Somewhat high High

If you checked "low" or "somewhat low," how can you enhance your credibility in the classroom?

- How much are you looking forward to teaching this course?

Not at all Somewhat Neutral Enthused Very enthused

If you checked "not at all" or "somewhat," are there ways you can increase how much you will enjoy teaching the course?