

Learner Analysis Assignment

The next step in an Instructional Analysis is the analysis of the learners (also called target audience and target population). "It is critical for designers to consider their target audiences, as this knowledge will be important in designing instruction that is effective and interesting to the learners" (Smith & Ragan, p. 46). In the case of finding out about the learners, the more the better! Learner analysis will help you avoid several dangers: assuming all learners are alike; the learners are like the designer; creating instruction that is appropriate for no one.

This activity is designed to give you hands-on practice with learner analysis. Complete the activity with your project in mind. If you know an area is not relevant, mark it with NA. If you don't know the information, yet it is necessary, list out how you would obtain the information (surveys, discussions, interviews, etc.).

Remember: The list of characteristics is comprehensive. Use the list as a guide for things to consider about your learners, keeping in mind that all of the areas listed may not be important -- it all depends on the problem you are attempting to solve and the goal you have established!

It is important to identify ONLY those characteristics that you believe will affect the ability of the learner to learn and perform.

a. General Characteristics

gender, ethnicity

All learners are female. Ethnicity: 30 White, 4 Black

Socioeconomic background

All are in the middle class. The majority of the learners are average middle class with 2 upper middle class.

General aptitudes

All of the learners have adequate or above average capacities for learning.

Specific aptitudes, capacities, intelligence

NA

b. Entry Capacities

Prerequisite skills required to perform tasks

Learner should know basic computer skills including: how to use a mouse, how to maneuver on the internet, word processing skills, and file management.

Prior knowledge: What should learners know before workshop

The learners should have knowledge of the curriculum, content standards, and subject matter in order to think of ways to use the wiki in their classroom.

Reading level

All learners read at a college level.

c. Learning styles

In order to gain this information I would have the learners take Richard Felder's 44-question survey at <http://www.engr.ncsu.edu/learningstyles/ilsweb.html>.

General world knowledge

N/A

c. Academic information

Degrees earned

.All learners have a minimum of a BS degree in elementary education. Most of them have a Master's degree in an education field. A couple of them have Educational Specialist Degrees in Administration. One has a Master's degree in Library Science.

Prior job experience

.N/A

d. Personal and social characteristics

Age and maturity

The learners have quite a range of ages falling between 23 to 58. They are all mature, responsible individuals.

Motivations to learn

The teachers are motivated to learn because of their desire to improve their classroom performance and to plan interesting lessons that will engage students.

Hobbies, preferences, values, religion:

N/A

Attitude toward learning

As teachers, many of them are lifetime learners that enjoy learning.

Attitude toward subject matter

Some of the teachers will have reservations about the workshop because they feel their computer skills are minimal. Also they will be wondering how they can find time to implement another thing in their classroom with all of the requirements of NCLB and the Alabama Reading Initiative.

Anxiety level

The majority of the teachers do not exhibit anxiety during meeting, workshops, etc. There is only one teacher that is a bit high-strung that will probably have some anxiety during this workshop. She will probably need some extra attention and assistance.