| Learner Analysis | | |
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| **Information Categories** | **Data Sources** | **Learner Characteristics** |
| Entry Behaviors | Interviews and Observations | *Performance Setting*:<br><br> Learners have little to no experience with online course development. Learners have experience with time management skills.  Learners have experience with designing assignments, assessments, and calendars.<br><br>*Learning Setting*:<br><br>Learners have experience with computers.<br><br>Learners have experience with classroom course development. |
| Prior Knowledge of Topic Area | Interviews and Observations | Learners have experience with designing assignments, assessments, and calendars.<br><br>Learners have experience with time management skills.<br><br>Learners have experience with classroom course development. |
| Attitudes Toward Content | Interviews and Observations | The learners are hesitant to switch to an online course design. |

| | | The learners do not necessarily believe that an online learning environment is better than traditional face to face learning environment.<br><br>Therefore they consider the change difficult. |
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| Attitudes Toward Potential Delivery System | Interviews and Observations | Learners believe that online course environments will benefit their students and promote a constructivist style of learning.<br><br>Learners understand the benefits of the visually appealing online learning environment. |
| Motivation for Instruction<br><br>(ARCS model) | Interviews and Observations | Learners have a positive attitude about learning how to convert their traditional class material to an online learning environment. The material presented in this module is interactive and informative and it will help learners to deliver instruction to their students in a new way. Learning with interactive materials will ensure that the learner is ***attentive***. The learners believe that the material is ***relevant*** to their future success as online instructors. Learners are ***confident*** that they can master the material and effectively |

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| | | incorporate it into their courses in the future. |
| Education and Ability Levels | Interviews and Observations | *Educational Abilities*:<br><br>Learners are currently employed in the higher education field.<br><br>Learners have successfully taught at the higher education level.<br><br>*Ability Levels*:<br><br>Learners have a varying degree of ability with computer skills.<br><br>Learners have a varying degree of ability with constructivist course development.<br><br>Learners have a varying degree of ability with generating strategies for time management for their students. |
| General Learning Preferences | Interviews and Observations | Learners are experienced with a variety of learning formats.<br><br>Learners are used to being in control of the learning environment and their students. |
| General Group | Interviews and Observations | *Heterogeneity*:<br>Learners come from |

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| Characteristics<br><br>Heterogenity: Race, Gender, Culture<br>Age<br>Language<br>Special Needs<br>Overall Impressions | | various backgrounds. There is a mixture of different cultures, genders, and races.<br><br>*Age:*<br>Learners are all higher education professors. Learners' age ranges between 24 - 65 years old.<br><br>*Language:*<br>Learners are all fluent in the English language.<br><br>*Special Needs:*<br>Learners do not have any special needs.<br><br>*Overall Impressions*:<br>Instruction will need to be easy to use, efficient, and effective. |
| Attitudes Toward Training Organization | Interviews | Learners have positive feelings about the organization developing the materials and about using the computers for developing online courses.<br><br>They believe this training will help them be more successful in online course development.<br><br>Learners believe this training will help them generate strategies that help their students manage their time, participation, and assignments. |