**SITUATIONAL FACTORS TO CONSIDER:**  course number & name

**1. Context of the Teaching/Learning Situation**

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| Modality: Online, In-person, Distance Learning, Hybrid/Blended… |
| **Number** of students in the class? Up to |
| What learning **expectations are placed on this** **course** or curriculum by: the university, college and/or department? the profession? Society? |

**2. Nature of the Subject**

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| Is this subject primarily **theoretical, practical**, or a **combination**? |
| Is the subject primarily **convergent** thinking (established facts, one correct answer) or **divergent** thinking (creative, many possible solutions)? |
| Are there important **changes or controversies** occurring within the field? |
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**3. Characteristics of the Learners**

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| What is the **life situation of the learners** (e.g., working, family, professional goals)? |
| What **prior knowledge, experiences, and initial feelings** do students usually have about this subject? |
| What are their learning **goals**, **expectations**, and preferences? |
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**4. Characteristics of the Instructor**

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| Have you **taught this course** before or **taught online** before? |
| What’s your **background** with the subject matter of the course? |
| What do you **like** most about the subject? |
| What would you say are your **strengths** in teaching? What **beliefs and values** do you have about teaching and learning? What is your **attitude** toward: the **subject**? **Students**? |
| ***Technology*:** Experience using HuskyCT and/or other educational technology? |
| (Optional) How likely is it that you may be **changing the course learning materials** in the next 1-2 implementations? |
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Adapted from Fink, D.L. (2003). *A Self-Directed Guide to Designing Courses for Significant Learning.* Retrieved from <http://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf>.