Learner Analysis

Challenge: Determine Characteristics of Target Population

Summary:
Origin: Ask Pete (Capstone Project). This artifact is the Learner Analysis Design Document. This design document details the psychographic and cognitive profile of the target population: Grades 8-12 students. It identifies a critical tension?learners are 'digital natives' comfortable with technology but lack the 'affective' skills for deep self-reflection. The analysis directly informed the decision to use AI not as a tutor, but as a private, non-judgemental mirror.

Reflection:
I addressed the challenge to Determine Characteristics of Target Population by conducting a deep learner analysis to determine the specific cognitive and affective characteristics of the target population: students in Grades 8-12. This demographic is characterized by 'increasing cognitive abilities for abstract thought' yet often lacks the 'structured approach' required to apply those abilities to metacognition. I identified a critical tension in this group: they are 'digital natives' comfortable with technology, but their usage is largely passive. They possess the technical skill to use a chatbot but lack the pedagogical skill to use it for self-discovery.This analysis directly impacted my design choices, specifically the decision to frame the instruction around 'privacy' and 'autonomy.' The analysis revealed that while these learners are 'curious about AI,' they are resistant to 'boring' self-reflection tasks that feel like schoolwork. To bridge this gap, I designed the learning environment to be asynchronous and private?a 'Performance Context' that simulates their personal life rather than a classroom. This ensures that the tool feels like a personal utility rather than an assignment.Furthermore, recognizing their wide range of 'emotional articulation skills,' I determined that the instruction could not simply ask them to 'reflect.' Instead, it required concrete scaffolding. This led to the design of the 'Guided Reflection Worksheet' with specific sentence stems and prompts, ensuring that students with lower verbal proficiency could still engage in high-level conceptual processing. This demonstrates an ability to translate demographic data into specific, supportive instructional features that lower the barrier to entry for complex metacognitive tasks.This analysis reminds me of the 'know your audience' rule in briefing. You can't just dump data; you have to package it in a way that the specific audience can receive. I packaged 'metacognition'?a very abstract concept?into a 'chat interface' because that is the native language of this generation.

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