



Learner Analysis Template

Learner Information Categories	Definitions	Data Sources	Questions	Learner Characteristics Details	Implications to Design
A. Abilities					
1. Entry skills	<ul style="list-style-type: none"> Skills learner must master before entering instruction Hierarchical relationship with instructional goal 	Interview target learners, supervisors; Pretest	<i>Sample: What do you need to know before you complete x?</i>		<i>Sample: pre-work exercise</i>
2. Prior knowledge of subject area	<ul style="list-style-type: none"> What learners already know Areas of partial knowledge Misconceptions 	Interview target learners, supervisors; Observe in performance setting; Pretest	<i>Sample: Have you taken any training on subject x before?</i>		<i>Sample: pretest for prioritized concepts</i>
3. Educational and ability levels	<ul style="list-style-type: none"> Achievement levels (e.g., high, average, low knowledge; group similarities and differences) Ability levels (learning speed, retention, proficiency, attention span, etc.) 	Interviews Questionnaire Observations	<i>Sample: What is your highest level of education?</i>		<i>Sample: timeframe for various concepts (low levels = more time)</i>
4. General learning preferences	<ul style="list-style-type: none"> Lecture Discussion Work samples Seminars Case studies Problem-based learning Independent web-based courses Mixed methods Etc. 	Interviews Questionnaire Observations	<i>Sample: Which of the following training methods do you like? (provide a list of examples)</i>		<i>Sample: Case studies may require access to additional subject matter experts or specific content</i>



B. Attitudes				
5. Attitudes toward Content & delivery system	<ul style="list-style-type: none"> • Prior knowledge and experience • Attitudes • Expectations for knowledge • Expectations for delivery 	Interviews Questionnaire Observations	<i>Sample: Tell me about your last training experience. What did you like/dislike about it?</i>	<i>Sample: online vs. in-class; instructor-led vs. self-study</i>
6. Motivation for Instruction	ARCS Model <ul style="list-style-type: none"> • Feelings before instruction (expectations) as well as following instruction • Attention or interest value of topic • Relevance of goal to learner • Confidence in learning skills given history on topic • Satisfaction in learning to perform the goal • Personal goals 	Interviews Questionnaire Observations	<i>Sample: What would make you interested in learning x?</i>	<i>Sample: low interest will inform engagement strategy for various exercises</i>
7. Attitudes toward training organization	Positive, constructive or cynical view of: <ul style="list-style-type: none"> • Management • Peers • Teachers or trainers • Learning • Etc. 	Interviews Questionnaire Observations	<i>Sample: How well do the participants know each other?</i>	<i>Sample: cynical views may indicate the need for an additional communications plan</i>



C. General Overview				
8. Group characteristics	<ul style="list-style-type: none">Degree of heterogeneity (similarities/differences)Overall impression of group's characteristics from interactions	Interviews Questionnaire Records	<i>Sample: Generally, describe the team.</i>	<i>Sample: accessibility compliance; translation</i>