**Identifying Your Teaching Situation**

There are many layers to course context. This exercise asks you to identify or imagine some of these layers, in preparation for additional course design work. If you are designing real course in your home department, be as specific as you can be about your actual context. If you are designing a hypothetical course, make some decisions about context (even if they are arbitrary at this point), so that your continued work in this online seminar is fixed within a specific situation; you can always make adjustments later, when you have more knowledge about your actual educational context.

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| **Instructor: Teaching Style / Role**  *What role do you see yourself playing in student learning? Are you an expert who delivers information and content? A facilitator? A guide?* | Click here to enter text. |
| **Students: Level**  *Undergraduate or graduate? Both? First-year? Seniors? Developmental?* | Click here to enter text. |
| **Students: Motivation**  *Will students take this course as a curriculum requirement? An elective?* | Click here to enter text. |
| **Students: Demographics**  *Who are your students? Traditional college students? Millenials? Adult students who work full time? First-generation college students? Multi-lingual? National/cultural identity? Gender identity?* | Click here to enter text. |
| **Students: Prior Knowledge**  *What can you assume about your students’ prior knowledge of your content area? Are there pre-requisites required of them? How accurate do you think this prior knowledge is? Do you anticipate needing to revisit concepts from earlier courses?* | Click here to enter text. |
| **Course: Level**  *Will this course be an introductory course? An in-depth, specialized study of a particular period or concept or sub-topic? Think about your department’s course numbering conventions; what level will the course be offered at?* | Click here to enter text. |

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| **Course: Type**  *What type of course will this be? A broad survey of major concepts? A graduate seminar? A capstone course for majors or a professional practicum? A clinical experience? Lecture? Discussion? A problem-based or case-based course? Is it a major course? A general education or core curriculum requirement?* | Click here to enter text. |
| **Course: Delivery**  *Will the course be offered on-ground / face-to-face? Online? Both?* | Click here to enter text. |
| **Curriculum Context**  *What will students need to be able to do in the courses that follow yours? Is the course part of a standardized program, with shared objectives and goals? Are there curricular priorities across classes – content area things, skills – that you should consider?* | Click here to enter text. |
| **Institutional Context**  *Are there institutional factors (e.g., mission) that you need to consider, such as writing-across-the-curriculum requirements, service-learning attributes, diversity emphases, global citizenship or intercultural competence initiatives, undergraduate research, and so on?* | Click here to enter text. |
| **National/Cultural Context**  *What norms or values are appropriate for this course, given its national and cultural context? (These might be in writing and research styles, in the role of teachers and learners, etc.)* | Click here to enter text. |

Obviously, there are many other potential elements of context that may be important for your course design work, and you cannot hope to address every possible variation in context. Our goal in raising these contextual factors is to help you think about the forces that necessarily shape the learning experiences you’ll be creating, not to paralyze you with all you don’t know! If you understand at least the broad outlines of your course context, you will better anticipate your students’ needs.