

Learner Analysis

Targeted Instructional Content

Entry Behaviors

What computer skills (e.g., word processing, video creation) do my students have?
What technology skills (e.g., access internet, use the learning management system, navigate to web sites) do my students have?
How will my students access the course? Desktop, laptop, mobile device?

Integrate computer/technology skills building exercises in the course.
Provide a link to the HUB for training & support.
Consider how the content will display on a device's screen or how the student will access the content on his/her device.

Prior Knowledge

What do my students already know about content of my course?
What experience do my students have with service learning?
What level of problem solving and critical thinking can my students handle?

List any prerequisites in the syllabus.
Mitigate any gaps in content knowledge by using supplemental instructional materials.
Use the knowledge about the student's learning level to create activities that are challenging but not overwhelming.
Describe Service Learning and/or Community Engagement and the reason for its introduction in the course.

Attitudes Toward Course

What do my students want to learn in this course?
Do my students perceive the course/instructional materials as useful, relevant or necessary?
How much time do my students expect to spend in the course and the project?

Describe how the course prepares students for future courses and careers.
Describe how much time is required for assignments.
Describe the benefits of service learning.

Academic Motivation

Why are the students taking my course?
Are the students taking the course because of the Service Learning / Community Engagement project or in spite of the Service Learning / Community Engagement project?
How willing are my students to learn the material?
How willing are my students to complete the Service Learning / Community Engagement project?
What outcome do my students expect to earn in the course?
What do my students expect to gain from the Service Learning and/or Community Engagement project?

Describe how the course prepares students for future courses and careers.
Describe how the service project prepares students for future courses and careers.
When possible, give students choices on assignments, topics, and artifacts.
Use a rubric that describes the work required to complete the course assignment successfully.
Describe your expectations for the completion of the Service Learning / Community Engagement project.

Attitudes Towards Projects

What experiences do my students have with group projects?
Have my students experience work on an effective team?

Describe your expectations for teamwork in the group.
Clearly state your position on group dynamics and how you expect students to manage group conflicts.
Provide resources for resolving conflicts inside the group.

Transportation & Scheduling

Do students have transportation to off-site facilities?
Can the students use public transportation to the facility?
Do the students have time on their schedule to participate in the project?

Describe the travel requirements for the Service Learning / Community Engagement project.
Provide links to transportation resources (e.g., carpool, transit).

Professionalism

Are my students prepared to be an ambassador of Clayton State University?
Are my students willing to be responsible to our community partners?

Describe what it means to be an ambassador for Clayton State University.
Explain how the positive interactions during the service project can provide career opportunities in the future.
If students are interacting directly with the community partners, describe the role of the community partners as supervisors during the project.

Other Considerations

How many times have I taught this the course as a PACE course and as a non-PACE course?
What are the differences between teaching the PACE version and the non-PACE version of the course?
How well do I know this student population? What motivates our students? What are their personal challenges?
What makes Clayton State unique?

Identify and assess your expectations for the course. Are those expectations reasonable?
Identify any challenges you may face teaching the PACE version of the course.
Create content that motivates Clayton State students.
Find ways to capitalize on the uniqueness of Clayton State (e.g., natural beauty, ties to the film industry, Spivey Hall, Archives).