

Learner Analysis Worksheet

	Characteristics	Learner Details
DEMOGRAPHIC & GROUP	Approximate size of target audience	
	Are there any sub-groups that may participate?	
	Nature of group (diversity, ability spread, job assignments, etc.)	
	Age ranges	
	Educational / grade level, or academic program year How long have they been out of an educational setting?	
	Gender breakdown	
	Foreign or Native born?	
	Cultural backgrounds, races, ethnicities, nationalities	
	Primary or native language	
	Preferred Language	
	Cultural views towards education / teacher	
	Religions	

Learner Analysis Worksheet

	Characteristics	Learner Details
	Employment or occupation / status	
	Socioeconomic status	
	Percentage of first-generation professional	
	Percentage of traditional vs. non-traditional learners / first-generation learner	
	Geographic location(s) & time zones (work, live and family)	
	Internet connectivity? Access to technology?	
	Other:	

Learner Analysis Worksheet

	Characteristics	Learner Details
COGNITIVE & PRIOR KNOWLEDGE	Education Level and prior achievements	
	Intelligence(s) [Grade Point Average, SAT & ACT scores, GRE or MAT scores, Certifications]	
	General / specific aptitudes	
	Attention & focus	
	Cognitive & language developmental levels	
	Reading level	
	Mathematical & verbal abilities	
	Visual literacy level	
	Metacognitive & learning strategies	
	General world knowledge	
	Specific prior knowledge / proficiency to subject /content	
	Percentage with necessary prerequisite knowledge & skills	

Learner Analysis Worksheet

	Characteristics	Learner Details
	Learning disabilities	
	Cognitive disabilities	
	Familiarity with & attitude toward technology	
	Online experience	
	Other:	

Learner Analysis Worksheet

	Characteristics	Learner Details
PHYSIOLOGICAL	Emotional: beliefs, habits of thinking, curiosity level, creativity	
	Sensory capabilities / impairments	
	General health	
	Mobility & need for mobility	
	Are basic needs being met?	
	Any medical issues that may impede participation? Food and other allergies?	
	Physical disabilities	
	Environmental sensitivities	
	Athletic? Tendencies toward competition?	
	Other:	

Learner Analysis Worksheet

	Characteristics	Learner Details
AFFECTIVE & SOCIAL	Motivations, personal goals, motivation to learn (Is this learning required or optional?)	
	Academic self-concept, anxiety level, confidence, attribution of success	
	Attitudes, beliefs, perceptions	
	Emotional intelligence or disabilities	
	Relationships to peers, tendency toward cooperation or competition, preferences for individual vs. team work	
	Moral development & role models	
	Interests / hobbies	
	Other:	

Learner Analysis Worksheet

	Characteristics	Learner Details
COGNITIVE STYLES & LEARNING STYLES	Field dependence / independence	
	Cognitive tempo (reflection / impulsivity)	
	Cognitive information gathering & organizing (e.g., leveling / sharpening, scanning, field articulation, conceptual differentiation, constricted/flexible control, category width, cognitive simplicity / complexity, visualizers & verbalizers, and serial/holistic information organizers)	
	Perceptual modality (visual, auditory, kinesthetic)	
	Locus of control	
	Personality styles (e.g., introversion / extraversion; tolerance for ambiguity; achievement motivation; risk taking versus cautiousness; and sensing / intuiting)	

* Chart adapted from information in Jonassen, D. H., & Grabowski, B. L. H. (1993). *Handbook of individual differences, learning, and instruction*. Routledge.; Larson, M. B., & Lockee, B. B. (2013). *Streamlined ID: A practical guide to instructional design*. (1st ed.). Routledge.; and Smith, P. L., & Ragan, T. J. (2004). *Instructional Design*. (3rd ed.). John Wiley & Sons, Inc.