## A screenshot of a computer  Description automatically generatedCourse title & Number/Section/Term

[What does (A10) mean?](https://designgrp.online/help/#Navigation)

Ask your student data manager for a report on current and past students for your course for the last several years, providing demographic information such as age, gender, residency, year-of-college, and major. Some institutions can also tell you about courses completed by your students.

## If you have led this course before, what can you assume about your students?

## Demographics

What is the average age and gender of students in this course?

* Are many full-time or part-time students? Full-time or part-time workers?
* Do you expect that many students have other commitments, such as family or technical issues, that may increase their load?
* Are many of your students international? What country(ies) are your international students typically from? (**A2**)
* What year are most of your students? (**A7, C6**)

Undergrad 1st year -

Undergrad 2nd year -

Other undergrad -

Grad -

* What are the typical majors of students in this course?
* Why are students taking this course? (**A10**)
* How might this impact their motivation and personal goals?
* What other student characteristics might you expect?

## How might the student characteristics impact their ability to learn?

* Consider their mental models (epistemological level, margin, mental schemas, ability to accept threshold concepts, etc.)? (**A3, C2**, *A2, A7*)
* Consider their ability to complete assignments. For example, will they be able to participate in group activities outside of class?
* How important are active learning and  cooperative learning (Respects diverse talents and ways of learning  (Chickering & Gamson, 1987). (**B2**, A3)

## How can you help students with diverse backgrounds? (**B2, C6**, *A2, A3, A7*)

* If you assume that many of your students do not have the same level of knowledge, skills, and attitudes (SKAs) required, what can you do to support them?

*Suggestion*:

Consider how individual characteristics such as age, ethnicity, residency, & gender/gender identification might affect the dynamics of your classroom.

* What institutional offices might be available to offer support to you and/or your students? (**A3**, *B1*)

*Suggestion*:

Your international student affairs, diversity, accessibility, and minority student affairs offices might be able to help with this.

* Potential class visits/presentations by
* Information to consider when selecting activities
* Student services departments’ contact information

Based on what you know about your students and your course, will you want to administer a pre-test on the first day of class? to discover what? (**B3**, *C2*)

## Reflections based on the above

* Identify changes that you may need to make in your course to resolve the difference in either course activities or your expectations. Include changes that impact the subject-matter, level, approach, etc.
* Should you add some learning goals?

(You can use the AAC&U’s Goals of Liberal Education (*What Is Liberal Education?*, 2022), Fink’s Significant Learning categories (Fink, 2013) and the Angelo & Cross Teaching Goals Inventory (Angelo & Cross, 1993) to help you identify and phrase these.