Active Learning Classroom Situational Factors Diagnostic

Course Name:
Course Location:

Characteristics of the Space
What are the features of the space? Is seating flexible or fixed? Are the writing surfaces movable? Are the desks/tables on wheels? Where is the instructor’s station? Are the sightlines to students clear?

General Context of the Learning Situation
What learning expectations are placed on this course or curriculum by: the university, college/school and/or department? The discipline? The profession? Society?

Characteristics of the Learners
What is the life situation of the learners (e.g., working, family, professional goals)? What prior knowledge, experiences, and initial feelings do students usually have about this subject? Do you have many transfer, international, first-generation students? What are their learning goals and expectations?

Characteristics of the Instructor
What beliefs and values does the instructor have about teaching and learning? What is his/her/their attitude toward: the subject? Students? What level of knowledge or familiarity does s/he have with this subject? What are his/her/their strengths in teaching? How much experience does the instructor have teaching in active and flexible spaces?

What are the Situational Factors?
How many students are in the class? Is the course lower division, upper division, or graduate level? How long and frequent are the class meetings? How will the course be delivered: live, online, or in a classroom or lab? What physical elements of the learning environment will affect the class?

Nature of the Subject
Is this subject primarily theoretical, practical, or a combination? Is the subject primarily convergent or divergent? Are there important changes or controversies occurring within the field?
What are the goals of the course?
Ask yourself: What should students be able to know, do, value after the course, 1 year after the course, 5 years after the course, 10+ years after the course?

**Course Learning Outcomes (please list):** Using verbs from Bloom’s Taxonomy, write 1-2 learning objectives for a class you are teaching or a class you could teach.

<table>
<thead>
<tr>
<th>Learning Objective 1</th>
<th>Learning Objective 2</th>
</tr>
</thead>
</table>

How do you find out what students know? What types of assessment allow me to know if students are learning?

**Engagement and Practice**
How do I engage students (individually/teams) to apply and integrate knowledge? When do students get a chance to practice applying concepts? What will students do outside of class?

**Feedback**
How often is feedback provided? Who is providing the feedback? What type of feedback is offered?

**Post-Course**
What worked well in the active learning space? What needs to be improved (or removed)? What is my first, next step?

---