

## Learner Analysis - Daphne Isom

### Learner Characteristics

<b>Information Category</b>	<b>Learner Characteristics</b>
1. Entry Skills	All learners are entry level to the topic. They understand that this is a physical project and that tools and equipment are needed to complete the task. They have the skills to use tools such as a shovel, measurement tape, and can lift heavy items that are ~10-15 lbs.
2. Prior knowledge of topic area	The learners have familiarized themselves with the general knowledge required to make decisions regarding the type of pond they want to build.
3. Attitudes toward content	The learners are self driven DIY weekend warriors; their attitude is that of excitement to plan the task of creating a water phone in their backyard.
4. Attitudes toward potential delivery system	The learners attitude towards using a mobile phone or computer is positive. They like to have their phones as a reference when going to purchase the equipment and materials needed to build a pond.
5. Motivation for instruction (ARCS)	Since these are self initiative type of learners who like to work on projects around the house, they are very motivated and look forward to getting this type of education to plan properly for the physical task of building a water pond.
6. Educational and ability levels	<p>The educational level of all learners would need to at least a senior high school or above - this will give them the ability to understand the measurements of both the hole and water depth, as well as the chemistry should they need to dechlorinate the water if they choose to have a fish pond.</p> <p>Additionally, the equipment needs to be installed so the ability to read and improvise (if needed) is required.</p> <p>The ability level of all learners should be high due to the fact that after this training - the learner will have the strenuous task of using tools to dig a</p>

	whole and physically install the equipment.
7. General learning preferences	<p>The preference of the learner is to be able to attend a workshop at a local hardware store which has an instructional video and instructor present. The learner will be given a pond building template to be filled in either by print out or through their electronic device (ie, tablet or mobile phone).</p> <p>The instructional video will include both text and graphics to reference when going through the process of planning to build their pond. Short videos (less than 20 secs) may be helpful to give a better visual on some of the steps such as installation of equipment.</p>
8. Attitudes toward training organization	The learner's attitude towards the organization training will most likely be based on their ability to properly plan out their pond building endeavor as well as recommendations from others if shared on social media the number of likes and shares the workshop receives may give an initial positive impression or attitude of the effectiveness of the training.
9. General group characteristics <ul style="list-style-type: none"> <li>a. Heterogeneity</li> <li>b. Overall impressions</li> </ul>	<ul style="list-style-type: none"> <li>a. The heterogeneity of the group will vary since based on the space available in the workshop. The class will be open to all learners who are interested in the subject matter. Since my lesson will focus purely on planning and not the physical execution of building a pond then the learner could vary based on gender.</li> <li>b. The overall impression based on a mock survey is that the group is mainly 20-35 year olds who enjoy building projects and the adventure of being outdoors.</li> </ul>

**Performance Context**

Information Category	Performance Site Characteristics
1. Managerial/supervis	N/A

ory support	
2. Physical aspects of site	<p>The physical aspects of the site will vary based on the sizing of the learners backyard and desired pond type.</p> <p>The performance context is an outdoor backyard with enough landscape are to create a pond. Tools such as shovel, measurement tape, water hose, pond pump</p>
3. Social aspects of site	Learner can work alone; however, due to the physical nature of this task having at least one other person would be helpful.
4. Relevance of skills to workplace	The learner poses skills and physical ability to use tools and install equipment to create a pond. This course will give an immediate impact to their ability to properly plan the creation of a water feature in their backyard.

**Learning Context**

<b>Information Categories</b>	<b>Learning Site Characteristics</b>
1. Number/nature of sites	<p>The learner will go to a local hardware shop with their personal electronic device, it is already loaded with the pond template worksheet that they were given when they registered for this free course, or a print out of the pond template worksheet will be provided.</p> <p>There will be 4 rectangular tables, and 20 chairs facing the front of the classroom.</p> <p>There will be a projector and screen for the instructor to display the instructional video and documentation being shared with the attendees.</p> <p>A copy of the information will be provided to the learner at their request after turning in the evaluation form. The learner will then be able to use this educational session anywhere there is Internet and they have access to either a mobile phone and/or a computer.</p>

2. Site compatibility with instructional needs	N/A
3. Site compatibility with learner needs	N/A
4. Feasibility for simulating workplace	The education will happen wherever the learner would like to take the time to plan out the creation of their pond - the direct application of creating the pond is a separate module. The learner can download, print out, or save the equipment list from the pond template worksheet when going to shop at a store to pick up items. The learner can take their phone with them outside to perform measurements.