

Learning Environment & Situational Factors to Consider

1. Specific Context of the Teaching/Learning Situation

How many students are in the class? Is the course primary, secondary, undergraduate, or graduate level? How long and frequent are the class meetings? How will the course be delivered: live, online, blended, flipped or in a classroom or lab? What physical elements of the learning environment will affect the class? What technology, networking and access issues will affect the class?

26 Freshman students who meet daily for 50 minutes. Course is delivered in a blended method through online instruction in a classroom. Each student has their own chromebook, so it will be easy for all to participate.

2. General Context of the Learning Situation

What learning expectations are placed on this course or curriculum by: the school, district, university, college and/or department? the profession? society?

The course must align with the AVID curriculum and consider GPA weighting.

3. 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?

The subject is practical in its application and divergent in nature. College admissions and scholarship protocol is continuously changing, thus so is the nature of the course content.

4. Characteristics of the Learners

What is the life situation of the learners (e.g., socio-economic, cultural, personal, family, professional goals)? What prior knowledge, experiences, and initial feelings do students usually have about this subject? What are their learning goals and expectations?

The students enrolled in the class in which this program will be implemented are typically early high school students who need academic guidance through high school. Additionally, the students are lower socio-economic, mostly Hispanic whose parents didn't attend college themselves. These students are college-eligible but appreciate the guidance from professionals to help them achieve college acceptance. The learning goals focus on processes to develop a beneficial skill-set for college admission and beyond.

5. Characteristics of the Teacher

What beliefs and values does the teacher have about teaching and learning? What is his/her attitude toward: the subject? students? What level of knowledge or familiarity does s/he have with this subject? What are his/her strengths in teaching?

The teacher is a constructivist that values growth mindset. She has experience with college admissions and teaching beneficial technical and life application skills. Her strengths include the ability to connect with her students and motivate them intrinsically.