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| **Situational Factors Table** | | | | | |
| **Categories** | **Factors** | **Questions** | **Implications** | **Can you change factor?** | **Review Design Resources** |
| **Specific Context of the Teaching and Learning Situation** | # students | How many students are in the class? | Large classes limit options for  -Assessments: Grading effort limits assessments requiring qualitative feedback and judgment. -Activities: Facilitation and limited space make group work and active learning. | No | **Assessments**:  [Group work](https://www.buffalo.edu/catt/develop/teach/group-work.html) [Rubrics](https://www.buffalo.edu/catt/develop/design/designing-assessments/rubrics.html) **Activities**:  Technology to facilitate group work;Clickers in the classroom |
| … | course level | Is the course lower division, upper division or graduate level? | Mixed-level classes create gaps among students' experiences, knowledge, and abilities. | No | Varied Learning Outcomes Diagnostic Assessments Scaffolding Teaching Methods Universal Design for Learning |
| … | frequency | How long and frequent are the class meetings? | Meeting too little or too much can impact students' learning. Providing limited opportunities for students to seek guidance and support can also impact their learning. Can change dependent of the delivery mode you choose e.g., flipped classroom model | Depends on delivery mode | Learning Community Course Orientation Teacher Presence |
| ... | delivery mode | How will the course be delivered: via live classroom instruction, as an online course, or some combination? | Delivery mode impacts  **-Activities:** helps students develop the skills needed to achieve the intended learning outcomes **-Assessments:** show whether students met learning outcomes | Yes | **Activities:** Teaching Methods Active Learning **Assessments:** Continuum of Assessments |
| **Expectations of External Groups** | societal expectations | What does society at large need and expect in terms of the education of these students, in general or with regard to this particular subject? | It's important for students to be able to develop 21st century skills to help them become successful in their field of study. Creating authentic and relevant learning allows students to develop these skills. | No | Teaching Methods Activities Authentic assessments |
| ... | accreditations | Does the state or related professional societies have professional accreditation requirements that affect the goals of this learning experience? | Preparing students for specific requirements can be challenging, however, integrating strategies into your course design will help students meet these outcomes. | No | Delivery Modes Teaching Approaches Teaching Methods Assessments |
| … | institutional goals | What curricular goals does the institution or department have that affect this course or program? | Institutions and/or departments can have specific goals that limit options for  **-Learning outcomes**: required learning outcomes can limit establishing specific student goals **-Assessments:** mandated assessments can inhibit autonomy  **-Activities:** affected by both learning outcomes and assessments | No | Learning Outcomes - create own unit and lesson plan level goals Checks for understanding - develop additional assessment methods to monitor student learning Activities - create meaningful activities aligned to both learning outcomes and assessments |
| **Nature of the Subject** | sequence | Is this subject matter convergent (working toward a single right answer) or divergent (working toward multiple, equally valid interpretations)? | Determining the nature of the subject impacts how you instruct, assess, and incorporate activities to support student learning. | No | Delivery Modes Teaching Approaches Teaching Methods Activities |
| **…** | skills | Is this subject primarily cognitive or does it include the learning of significant physical skills as well? | Identifying the specific skills needed to be practiced and understood influences student learning. | No | Taxonomies Bloom's Taxonomy Fink's Taxonomy |
| **…** | current state of field | Is this field of study relatively stable, in a period of rapid change, or in a situation in which competing paradigms are challenging each other? | Being aware of current trends in the field impact how to create authentic and relevant learning experiences. | No | Activities |
| **Characteristics of the Learners** | life situation | What is the life situation of the students at the moment: full-time student, part-time working student, family responsibilities, work responsibilities, and the like? | The obstacles and barriers each student faces impacts their opportunity to engage and participate in the course. | No | University Resources |
| **…** | student goals investment | What life or professional goals do students have that relate to this learning experience? What are the reasons for enrolling? | Unawareness of students goals impedes  -Learning Outcomes: lack of student-centered outcomes affects student engagement and attitude -Methods and Activities: limits the ability to create authentic and relevant learning opportunities -Student investment impacts their learning experience and how they participate in the course. | No | Learning Outcomes Teaching Methods Activities Course Orientation Student Engagement |
| **…** | prior experiences | What prior experiences, knowledge, skills, and attitudes do the students have regarding the subject? | Consider the varied experiences, knowledge and skills, and attitudes of your students. This allows you to create: -create appropriate diagnostic and formative assessments -differentiate instruction  -incorporate appropriate Universal Design for Learning strategies | No | Diagnostic Assessments Formative Assessments Universal Design for Learning |
| **…** | learner differences | How can you design a course that is accessible and inclusive of all students? | Identifying how your students learn best allows you to design an accessible and inclusive course for everyone. | No | Accessibility Inclusivity Universal Design for Learning |
| **Characteristics of the Teacher** | prior experiences | What prior experiences, knowledge, skills, and attitudes does the teacher have in terms of the subject of this course? | Take the time to consider how your experiences, knowledge, skills, and attitudes affect your course design. Doing so will help you: -design a well organized course -eliminate assumptions of students' situational factors -integrating strategies and supports to ensure student success | No | Teaching and Learning Philosophy  Course Organization University Resources |
| … | subject experience | Has the teacher taught this subject before or is this the first time? | First time experience pose challenges and should be reflected on to ensure  -learning outcomes, assessments and activities are aligned -course topics, activities and assignments are relevant and meaningful to students | No | Course Design Activities |
| … | competence and confidence | Does the teacher have a high level of competence and confidence in this subject or is this on the margins of the teacher's zone of competence? | Comfortability and confidence can impact the students' learning experiences. Take into account what you need to teach the course successfully:  -past course documents  -departmental support -resources to help eliminate gaps of understanding -mentor | No | [Teach Your Course](https://www.buffalo.edu/catt/develop/teach.html) |
| **…** | understanding of effective teaching | What prior experiences, knowledge, skills, and attitudes does the teacher have in terms of the process of teaching? (That is, how much does this teacher know about effective teaching?) | Applying effective teaching strategies helps students have:  -significant learning experiences -an effective and supportive course design -supportive teaching methods -assessments to monitor learning -engaging activities | Yes | [Teaching Methods](https://www.buffalo.edu/catt/develop/design/teaching-methods.html)  [Designing Assessments](https://www.buffalo.edu/catt/develop/design/designing-assessments.html)  [Designing Activities](https://www.buffalo.edu/catt/develop/design/designing-activities.html)  [Teach Your Course](https://www.buffalo.edu/catt/develop/teach.html) |
| **Special Pedagogical Challenge** | course challenge(s) | What is the special situation in this course that challenges the students and the teacher in the desire to make this a meaningful and important learning experience? | Pedagogical challenges can impede -student understanding  -authentic learning opportunities -growth and achievement | No | [Evaluate Your Course](https://www.buffalo.edu/catt/develop/evaluate.html)  [Theory](https://www.buffalo.edu/catt/develop/theory.html) |