Learner Analysis

1a. Interview location and date

Due to the participants’ varying schedules, two separate interviews were required. The first interview, with Rachel Moore, was held in her home at 4:30 p.m. on Monday, 4 October 2010. The second interview, with Terri Wilson, was held in Panera Bread (off of North Blairstone Road and Park Avenue in Tallahassee, Florida) at 6:15 p.m. on Wednesday, 6 October 2010.

1b. Demographic information of interviewees

The two interviewees who participated in this learner analysis were Rachel and Terri. Rachel, 59 years old, has been a professional educator for 37 years. She has instructed grade levels from pre-kindergarten to fifth grade, and currently teaches second grade at a private school in Ormond Beach, Florida. Terri, 25 years old, started her third year teaching in August 2010. For the past two years she taught sixth-grade language arts, but recently transferred to a high school to teach tenth-grade intensive reading. Both interviewees claimed to possess moderate experience with photography.

2. Learner comfortability

To ensure a productive meeting, I chose locations in which each interviewee would feel comfortable. At the onset of the interviews, I expressed my appreciation for the participants’ willingness to help and explained the objective of my overall project to be completed by early December 2010. I then briefly outlined the agenda of the interview meeting, mentioning I would ask 17 questions, record responses, and later use the answers to develop my instruction.
Throughout the meeting I upheld a casual, friendly demeanor by smiling and maintaining eye contact for the duration of the interview.

3. General characteristics of learners

Because my target audience is professional educators, I first asked the Rachel and Terri general information about their careers to establish a range of diversity, such as years of experience, areas of expertise, etc. I then inquired about their preferences for incorporating technology into their lesson plans since familiarity with computers may inform their ideal methods of learning. To confirm the interviewees’ inclinations, I asked how they normally choose to learn a new skill and if they would prefer to work with computerized or printed materials to do so.

4. Characteristics (related to task) of learners

To gauge the interviewees’ knowledge of cameras, I first asked if they owned a camera and, if so, how often and for what occasions they used it. I then asked more specialized questions regarding their understanding of aperture, shutter speed, and exposure effects. I also questioned Rachel and Terri about their interest in gaining additional information about these topics.

5a and b. Pertinent characteristics of learners and revised plans for instructional unit

I realized the interviewees, despite claiming they possessed “moderate” experience with photography, did not understand the more complex foundations of advanced photography. The two interviewees explained that, even though they work with their cameras for more than just vacations and special events, they normally rely on automatic camera settings rather than manipulating the shutter speed and aperture settings manually. From this information, I will develop instruction intended for professional teachers with a beginner experience of photography skills. This decision is based on the learners’ basic knowledge of the underlying skills required to
manipulate shutter speed and aperture settings and produce specific exposure effects in photographs.

I initially planned to produce print material because I wanted to maintain an uncomplicated procedure of implementing instruction to a group of individuals probably possessing varying computer skills. Although it seems professional educators do have mixed levels of computer skills, these abilities are above the mediocre levels I was expecting. From the interviews, I decided to instead develop a basic, easily accessible computer module. This method should be effective even though the majority of professional training the interviewees receive through their schools is delivered mainly through meetings and print material. Also, because Rachel and Terri could not accurately explain the terms “aperture” and “shutter speed,” I added recalling the definitions for these two features, as well as for the four exposure effects (shallow and deep depth of field and freeze and blur motion), as subordinate skills instead of prerequisite knowledge to my task analysis. Lastly, I modified the age range of the target learners upon gathering the ages of my two interviewees and acknowledging Rachel did not meet the criteria.
7. Appendix: Interview questions

**General Characteristics**
1. How long have you been working as a teacher?
2. What grade level and subject do you currently teach?
3. What grade levels and subjects have you previously taught?
4. Do you often incorporate technology in the lessons you plan?
5. Do many teachers you work with incorporate technology in their lessons?
6. How often do you attend training at work?
7. If you need to learn a new skill, do you have a preferred method to acquire the information? If so, what is it?
8. Do you prefer working with computers or handling printed materials to learn a new skill?

**Task-specific Characteristics**
9. Do you own a camera?
10. How often do you use a camera?
11. For what occasions do you use a camera (vacations, special events, weekly)?
12. What is your skill level of operating a camera’s settings manually?
13. Are you familiar with aperture and shutter speed settings (recognize the terms, can calculate settings)?
14. Are you interested in learning how to adjust a camera’s aperture and shutter speed settings?
15. If you possessed this skill, how likely are you to utilize it?
16. Are you familiar with the photographic effects of shallow depth of field, deep depth of field, freeze motion, and blur motion?
17. If you knew how to produce such effects, how likely are you to do so?