Who are Your Students? Using Learner Profiles to Inform Teaching Practice

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Who Are We?

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- School of Continuing & Professional Studies
- 13 Academic Programs and other non-credit offerings
- Over 1,500 students at University College
- 34 is the average student age
- Quarter System, 4 per year
Problem Identified.

- Shift in student population.
- Increase in variety of student backgrounds.
- Needed more insight into student preferences and styles.
- Wanted to tailor delivery approaches up front.
Tying it All Together

- Differentiated Learning
- Universal Design for Learning
- Accessibility
- Mastery Pathways
- Competency-Based Education
- Diverse & Inclusive Practices
- Individualized Learning
What Are Learner Profiles?

- Platform to learn more about your students to inform design and delivery
- Above the standard "Who Are You?" questions
- Often Used in K-12 Environment
- Flexible Platform but usually 2 components: Public & Private

Benefits of Using the Profiles

▪ Focus on getting to know your students on a personal level
▪ Who is in your class?
▪ Promotes flexible learning environment, UDL, differentiated instruction
▪ Creates community in your class
▪ Allows students to communicate learning styles and needs
▪ What is the purpose of the profile?
What Can Learner Profiles Include?

- Learning Goals for the Course
- Source of Motivation
- Assessment of Strengths & Areas of Improvements
- Preferred Learning Styles
- Professional Background
- Level of Commitment to the Course
- Personal Information/Family Life
- Assessments

Public Vs. Private Information

- **Public**
  - Get to Know Me
  - Educational Background
  - Type of Learner
  - Courses Taken
  - Professional Experience

- **Private**
  - Strengths and Opportunities to improve
  - What is Needed from Faculty
  - Experience in Groups/Teams
  - Familiarity on Content
Tools Used to Create The Public Profiles
Let's Check Out Some Samples
What Can You Do with the Information?

- Alter topic choices on course assignments
- Offer options to meet course objectives
- Build in opportunities to tap into student interests
- Evaluate presentation methods
- Survey the knowledge that you already have in the room
- Consider feedback methods based on student input

Caution:
- Changing Alignment
- Catering too much in one direction
- Overthinking the course
References Utilized


Contact Us!

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