Design for Learning

21st Century Online Teaching and Learning Skills for Library Workers

design4learning.info

In Partnership With

Empire State Library Network
Discover. Connect. Engage.

South Central Regional Library Council
Make Smart Connections

School of Information Studies
SYRACUSE UNIVERSITY

INSTITUTE of Museum and Library SERVICES

Design for Learning 1 - Orientation

Getting Started

Welcome

Welcome to the Orientation Module!

This introduction includes:

- advance organizer (video)
- some advice before you start (video and text)
- a guide to how this module is organized (text)
- the module syllabus (text/PDF)

This "Getting Started" section uses a format in Moodle called the "book." You can use the grey triangle arrows to move forward or backward through pages in the book. You can also use the Book's Table of Contents (on the side or below, depending on your device) to jump around to different pages.

Advance Organizer (video)

Video Transcript:
"D4L Orientation: Advance Organizer"
https://youtu.be/4tOkZhUUWZA

Hello and welcome to the Orientation Module for the Design For Learning program. My name is Arden Kirkland, and as Project Coordinator for the Design For Learning program, I'm very excited to introduce you to the program!

This is the advance organizer for the Orientation module. In most cases, each week of each module will start with an advance organizer like this, either as a video or text, to help clarify what's included for a given week, or for the module as a whole.

This Orientation module is designed to help you get more comfortable with the online learning environment for Design for Learning, or D4L, for short. You should be able to complete it in 2 weeks, with about 3-5 hours of work each week as you go through the content and activities as they are convenient for you.

What can you expect from this orientation?

Well, here are the learning objectives for this module: after this module, you will be able to:

#1 Navigate the D4L learning management system as a student

You'll get to look around here in our Moodle, which is the Learning Management System, or LMS, here in WebJunction.

#2 Communicate with your classmates and the D4L teachers in the D4L learning management system

You'll be able to introduce yourself and get to know other learners, alums, and course developers, in the community discussion forum. You'll also learn about some other alternative ways of communicating with each other.

#3 Associate the main principles of self-determination theory to personal strategies for success as an online student

Both the theories you will learn about here and your experience in this program as a student will help you to understand your students better when you become the instructor.

#4 Recognize the structure of the D4L program and how each module relates to the final capstone project

We'll talk a little about each module and how they build on each other toward your final project, and you can take a look at all the syllabi.

Make sure you look through the rest of the Getting Started section at the top of the course page for this module, especially the syllabus. Then you'll be ready to start the main content for Week 1 of the Orientation module, learning how to work with our learning management system!

Project partners for this program are the South Central Regional Library Council, Empire State Library Network, and the School of Information Studies at Syracuse University

This program is made possible by a grant from the U.S. Institute of Museum and Library Services

Before You Start (video)

The first two groups that went through this program helped us to identify some advice to give to you before you get started

#1 Find a buddy or a group

When you interact with other participants it means increased confidence: people to reach out to, to ask questions, share ideas, and get feedback.

Now, some people are perfectly content to go through the program on their own without too much interaction - that relates to their own learning needs and preferences. But others find that they need some kind of feedback to stay engaged. If this is your first online course, this is something you'll be finding out about yourself!

With the self-paced nature of this course, there's no guarantee anyone will be in the course at the same time as you and providing timely feedback. So we recommend that you make the effort to identify people to interact with.

Maybe you can find a colleague at work to go through the program at the same time.

Or reach out to colleagues on an email discussion list. You can also use the forums within D4L to find other people going through at the same time and try to work in sync with them.

Or, if nothing else, get a supervisor, a potential student, or even a family member to review your work periodically and discuss it with you.

#2 Try synchronous meetings

Some people find it really helps to talk to other students in real time, to hear their voice, or see their face

#3 Set a schedule for yourself

One student said, "If it's asynchronous, it's important to block out time on my calendar like with a synchronous class, otherwise I'll put it off forever."
Learners who go through without at least setting personal deadlines don't make it very far. Be realistic about your other commitments and work around them.

#4 Start at the beginning of the month

Without specific due dates, this will help to keep track of weekly expectations and to be starting in sync with other students.

Finally,
#5 Allow for extra time

Life and work get in the way. For your first time through developing online instruction, much of the process will be new to you and will take longer. Don't worry: with practice, you will streamline your process and get faster

Before you start (text)

Before you start any of the Design for Learning modules, we want to share a few pieces of advice that our first two groups of learners found valuable.

1. Don't go through this alone!
Most of our initial learners who made it all the way through completing their final capstone projects also spent a good deal of time interacting with other participants throughout the course. It increased their confidence to have people they could reach out to, to ask questions, share ideas, and get feedback.

Now, some people are perfectly content to go through the program on their own without too much interaction - that relates to their own learning needs and preferences. But others find that they need some kind of feedback to stay engaged. If this is your first online course, this is something you'll be finding out about yourself!

With the self-paced nature of this course, there's no guarantee anyone will be in the course at the same time as you and providing timely feedback. So, we recommend that you make the effort to identify people to interact with.

Here are a few ideas to **find a buddy or a group to work with**:

- Find a colleague at work who is also interested in teaching online, and go through the modules together. You can respond to each other in the module's discussion forums, but you can also meet face to face to discuss what you're learning.

- Write a <u>post on an email discussion list</u> you follow, such as your state library association. Mention that you're going to start this program and ask for people to reply if they're interested in starting at the same time. Then you can form your own small cohort to go through together and support each other.
- When you're thinking about getting started, <u>post in the "Introducing Ourselves" forum</u> and mention that you're looking for a buddy or group to go through the modules with. Hopefully someone will reply, and while you may not start at exactly the same time, you can gradually sync up to go through some of the content together.
- Get a colleague, supervisor, potential student, friend, family member, or . . . <u>someone to review your work periodically</u>. Even if they can't go through the entire course themselves, you can talk to them about your project as it develops and get their feedback.

2. Try Synchronous meetings. Some people find it really helps to talk to other students in real time, to hear their voice, or see their face. Once you've identified a buddy or group going through the program at about the same time, you may find it helps to schedule some synchronous meetings with them. If it's a colleague at your institution, perhaps you can just meet over coffee. But if you're meeting up with someone on the other side of the country, there's technology to help with that. In week 1 of the Orientation Module we've provided a guide to some synchronous meeting tools. It's also great to practice using these tools with other students, so you can use them with your own students when you are the instructor for your own project.

3. Set a schedule for yourself! Our experience has been that learners who go through without at least setting personal deadlines don't make it very far. Be realistic about your other commitments and schedule your D4L work around them. With a self-paced program you can do that!

If a module is designed for 4 weeks, but you have a conflict in the middle, schedule in that break, but also plan for how you will get back to D4L work. Keeping on schedule will help you stay in touch with a buddy or group, as well.

4. Start at the beginning of the month. Without specific due dates, this will help to keep track of weekly expectations and to be starting in sync with other students. If you fall behind, you can consider each new month as a chance for a fresh start.

5. However, **give yourself time** to work through the modules and develop your project. Our initial students started with the best of intentions, but many found that life and work got in the way. If a particular part of your project is taking longer to develop than you expected, you may need to scale your plans back a bit. Or you may want to follow through as planned, but it will just take more time. For your first time through developing online instruction, much of the process will be new to you and will take longer. Don't worry: with practice, you will streamline your process and get faster!

Guide

How this Module is Organized

The Orientation Module is intended to give us all a chance to get comfortable with each other, with what this program will entail, and with this digital environment. For this program we are using a learning management system (LMS) called Moodle: this is our teaching and learning space, and it provides several useful tools for us. We'll provide some guidance through a series of video tours, and after those we hope you will take your time and explore.

1. Always begin each module by **reading the syllabus** (next page). That will be your guide for what to expect over the course of the module. You may want to print it out and take notes on it, or highlight assignments or aspects you find especially valuable.
2. Then return to the main Course Page for the Orientation Module, where items from the syllabus are displayed as links for you to work through. Some of these will have checkboxes on the right side: these are **required activities** and will be checked off automatically as you complete them.
3. Review the learning objects listed on the main course page and **plan when you will have time** to work on each of them. They include Moodle books and lessons (these formats both contain and organize lecture recordings and notes), forum discussions, surveys, and external links to visit.
4. There are **2 weeks** planned for this module.
5. Complete all the activities for each week, then move on to the **next week**'s content.
6. At the end of the module, you will be directed to the **next module**, but you can also go to the home page in this Moodle to see the full list of D4L Modules and move on to the Foundation Module.

If you have any questions about the Moodle or the order of work, please post a question in the discussion forum to see if other learners have an answer, or contact us at d4l@scrlc.org. Please whitelist or otherwise adjust your spam filters to allow replies from the program email to get to you.

Syllabus - Orientation Module:

Overview and Introduction to the Design for Learning Program

Learning Outcomes:

By the end of this module, you will be able to:

- navigate the D4L learning management system as a student
- communicate with your classmates in the D4L learning management system
- associate the main principles of Self-Determination Theory to personal strategies for success as an online student
- recognize the structure of the D4L program and how each module relates to the final capstone project

About this course:

- This course takes place within the **Moodle** Learning Management System (LMS) hosted by WebJunction.org. If you need help navigating in Moodle, make sure you have gone through the Orientation Module (the first in the D4L series).
- In Moodle, there is a **workbook** for this module that you can download. You can save it to your device to edit it with a word processor or print it out to write in it by hand. This gives you one document in which to store all your work throughout this module, to save for your portfolio at the end.
- There are no official **due dates**, so you can go through the content at your own pace. However, we have found that many students find the weekly structure helpful to keep them on track.
- While most modules of the Design for Learning program are designed to take place over 4 weeks, this module is a shorter orientation and should take only **2 weeks**.
- Each week, most content is shared in the form of a **lesson**. This format allows you to easily go through all content in a linear fashion. However, you

can return later to review any content, in any order, using the menu within each lesson (on the side or below, depending on your device).

- In the Design for Learning program we strive to actively support a wide range of learning styles and abilities. As such, we have applied the principles of Universal Design for Learning to this course. If you would like to suggest additional **alternative formats** that you think we should provide, especially related to needs for specific accommodations, please contact us at d4l@scrlc.org.

Agenda:

Week 1 - Touring our Learning Environment

- Starting the Tour of our Moodle (video, with **challenge question**)
- The Bread Crumb Trail, Top Navigation, and Main Course Page (video, with **challenge question**)
- Blocks: Contact, Navigation, Activities, and Administration (video, with **challenge question**)
- Book and Lesson Formats (video, with **challenge question**)
- Editing Your Profile And Preferences (video)
- **Reflection Activity**
- Forums: Why, How, and Notifications (videos and text, with challenge question)
- More Ways of Communicating (video, with challenge question)
- Selected Vocabulary (table)
- Summing Up Week 1 (video)
- Additional Resources (list)
- **Self-Reflection Activity**: Your Technologies Environments URL (survey)
- **D4L Community Discussion: Introducing Ourselves** (forum)
- D4L Guide to Synchronous Meeting Tools

Week 2 - What to Expect from the D4L Program

- Advance Organizer for Week 2 (video)
- What Kind of Learner Are You? (video, with link to activity)
- My Assessment (video)
- **Reflection Activity**
- Self Determination Theory (video, with **challenge question**)
- The D4L Approach (video, with **challenge question**)
- Expectations for Capstone Projects (video, with **challenge question**)
- The Series of Modules (video, with **challenge question**)
- Summing Up Week 2 (video)
- Additional Resources (list)
- **Strategies for Success: Techniques and Best Practices for Learning Online** (forum)

Required Assignments:

- Required activities for this module will have a check box to the right when you view them on the main course page. The system will automatically check them off as you complete them.
- Go through the **lesson for each week**, including challenge and reflection questions.
  - **Challenge questions** in each lesson are checked automatically, and each correct answer earns 1 point. In some cases, if you are incorrect, you will be prompted to review the relevant information and try the question again.
  - **Reflection questions** are an opportunity for you to apply the content to your own situation in a short statement. You will enter these reflections in a **workbook** for the module, and you may want to share some parts of your reflection in the discussion forums.

- ○ Each lesson will be marked as completed if you attempt all the questions, regardless of your "score."
- **Introducing Ourselves (forum)**
  - ○ This will be marked as complete when you post your introduction and reply to at least one other post.
- **Strategies for Success: Techniques and Best Practices for Learning Online (forum)**
  - ○ This will be marked as complete when you post and reply to at least one other post.

Once all of these required activities have been automatically marked as completed, you will be eligible to receive a certificate of completion for the module.

Course Developer:

Arden Kirkland is an independent digital librarian, providing consulting services for digital collections and online learning. Her years of work in higher education have included a focus on students' active participation in the construction of multimedia digital collections. Other recent projects include ArtOneida.org, HistoricDress.org, and work on the Capability Maturity Model for Research Data Management. Find out more about her work at ardenkirkland.com.

Next

To really get started with this Module, use the "bread crumb trail" above to click on "D4L 1 - Orientation" and go back to the main course page for this module.

After that, the next item on the list will be the Instructional Design Workbook. Please download or print the workbook, and then you can begin going through the content for Week 1, where we'll start learning more about how to navigate around this Moodle environment.