



# Design for Learning

21st Century Online Teaching and Learning  
Skills for Library Workers

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In Partnership With



Empire State Library Network  
Discover. Connect. Engage.



South Central Regional  
Library Council  
Make Smart Connections.



School of Information Studies  
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## Instructional Design Workbook

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*Design for Learning: 21st Century Online Teaching and Learning Skills for Library Workers (D4L)* was developed as a partnership among the [South Central Regional Library Council](#), Syracuse University's [School of Information Studies](#), and the [Empire State Library Network](#). This project was made possible in part by the [Institute of Museum and Library Services \(IMLS\)](#), Laura Bush 21st Century Librarian Grant Project #RE-06-14-0014-14.

While completing the Design for Learning program, you will be able to:

1. Successfully transfer face-to-face teaching and learning skills and pedagogy to the online environment.
2. Evaluate and gain experience with various platforms and tools for online teaching and learning.
3. Design and create online instruction and instructional materials.
4. Practice teaching and learning online.

Participants in the program go through a series of modules (most about 4 weeks long), culminating in a capstone project to develop a unit of online instruction for their library.

The first two cohorts went through the program between September 2015 and January 2017. A self-paced version of the program will be available for free to library workers across the country via WebJunction.org starting in the summer of 2017.

## About the Modules

Module	Course Developer(s)	Weeks	CE Credits
Orientation	Arden Kirkland	2	2
Foundation	Dr. Marilyn Arnone	6	6
Diversity	Dr. Loriene Roy	4	4
Community	Arden Kirkland, Lori Bell, Mary-Carol Lindbloom	4	4
Content Creation	Lori Bell and Arden Kirkland	4	4
Course Management	Samantha Randolph	2	2
Capstone	Arden Kirkland	6	8

## Orientation Module Reflection Questions

During most weeks, you will be prompted to complete at least one reflection question as you go through the week's lesson. You may choose to print this part and write by hand, or to use a word-processing program to fill this in. Please enter your reflections here to keep them together as part of your final portfolio for the program. You may also want to share some of what you write in the discussion forums.



### Week 1 - Reflection

For your first reflection / workbook activity, take a moment to draft a brief introduction.

First, share your name, where you work and a little bit about what you do there.

Then, think about what you're hoping to get out of this program. Write a few phrases about your goals, and why you have enrolled in this program.

List a few other things that will help others get to know you as you begin working with your fellow learners online.

Next, copy some of this to enter into the description section of your profile in WebJunction. We also recommend that you add a photo, so others in the program can associate a face to your name. However, if you don't have a photo handy right now, you can always come back later to add it.

Then after you complete this lesson, you can decide which parts of this you want to share in your forum introduction and copy them there as well, in the D4L Community Discussion forum.

# Synchronous Meeting Tool Evaluation Worksheet

(optional / ongoing)



When you try synchronous meeting tools, you'll want to find the common settings that all tools share first. There are columns here for you to try as many as 5 tools, including the ones we've demonstrated plus others. You can check off features as you try them, or write in a few words to remind you what you did or didn't like.

Manage / test presenter audio and video settings					
Manage attendee settings					
Call in information					
Chat					
Whiteboard					
Upload a document					
Share Screen					
Record					

Then try answering these critical thinking questions to help you identify what you really need in a tool you use for meetings/presentations.

1. For each tool I tried, what did I think it did well? What did I like about using the tool?
  
2. For each tool I tried, what did I struggle to use? What did I not like about using the tool?
  
3. For my type of meeting or presentation, what do I need? Think about things like how many presenters and attendees you expect, what your budget is, whether attendees need to be able to speak as well as listen, whether you are doing a live demonstration or a static slide presentation. What else can you think of?

## Week 2 - Reflection

Please list your own thoughts of two to three needs that may be very important to online learners.



1.

2.

3.

What strategies have you used with face to face learners that you could also apply to online instruction to meet student needs of competence, autonomy, or relatedness?

What strategies have you appreciated as a student?

What else do you think is most important for successful online learning? Why?

What are some of your favorite examples of effective online learning? (share them with a link, if possible).

Summarize some of this to share in the forum for this week: Strategies for Success: Techniques and Best Practices for Learning Online.