Design for Learning 1 - Orientation

Touring Our Learning Environment

(lesson)
Welcome to Week 1!

This lesson includes:

- 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)

After this week’s activities, you should be able to:

- navigate the D4L learning management system as a student
- communicate with your classmates in the D4L learning management system

In addition to the back/next buttons at the bottom of each page, you can use the lesson menu (on the side or below, depending on your device) to move through the lesson.
Anatomy of the YouTube Player in Moodle

First, here’s a diagram to help you understand the controls for the YouTube player here in our Moodle. Then the first video in this lesson is on the next page.

Starting the Tour of our Moodle

**Video Transcript:**
“D4L Orientation Week 1: Starting Our Tour”
[https://youtu.be/tRXlEjQ9zM](https://youtu.be/tRXlEjQ9zM)

Hello! My name is Arden Kirkland and I’m the project coordinator for Design for Learning.

If you found your way to this video you probably found it within the learning management system in WebJunction. This learning management system (or LMS) is called Moodle. Moodle is open source software developed and used by people all over the world. It gives us an online environment in which we can share resources and communicate with each other, with functionality that helps with our instructional goals. You may have worked with another learning management system in the past: Blackboard is a very popular one, and Canvas and Google Classroom are other examples.
In this series of videos, we’re going to navigate around within our own Moodle at WebJunction, to get you more comfortable accessing the resources you need during this program. We’ll even turn it into a kind of scavenger hunt, with challenge questions to make sure you try to navigate yourself.

If you’re already familiar with Moodle, or even with some other learning management systems, you may not need to follow these videos so closely. Skim over the transcripts to see if we cover anything you don’t already know, and try the challenge questions.

Also please note, over time there will likely be updates to this software, so the interface may not look exactly like these videos, but most of the general concepts should be the same.

To follow along with these videos, it may help to have two windows open simultaneously, or use two devices simultaneously. From the page in Moodle where you’re watching this video, look for the top navigation bar and right click or Control-click where it says My Courses, and that should give you a contextual menu where you can choose “open link in new window.” That way, in this window you can move on to the next video and in the other window you just opened you can follow along and navigate around yourself.

We'll stop this video here in case you want to set that up. I'll see you in the next video!

### Selected Vocabulary

<table>
<thead>
<tr>
<th><strong>DEFINITION</strong></th>
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<tr>
<td><strong>Screencast</strong></td>
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<td><strong>Screenshot</strong></td>
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<td><strong>Learning Management System</strong></td>
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<td><strong>Advance Organizer</strong></td>
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<td><strong>Syllabus</strong></td>
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### Synchronous Learning

In online learning environments, synchronous learning occurs when instructors are presenting to or interacting with students at the same planned time. Sometimes, a group of students are engaged in a learning activity online at the same time. Webinars, videoconferencing, and group chats within a learning management system are examples. Synchronous learning promotes real-time collaboration.

### Asynchronous Learning

Refers to the aspects of an online learning environment that allow students to participate in learning according to their own pace and schedules.

### Header

A section at the top of a webpage and repeated on every page, often including a title or logo and navigation to other pages.

### Breadcrumb trail

A row of links near the top of a webpage that show how the current webpage is nested within other sections of the site, and allows the user to link back to pages at other levels, finding their way back to the home page.

### Navigation

Parts of a webpage that help the user to go to other related webpages, including menus, top navigation bars, breadcrumb trails, links, tabs, and arrows.

### Block

A section of a page providing specific content or functionality.

### Dashboard

In a learning management system, or content management system, this is a user's main page, from which they can link out to other content. In an LMS this usually includes a list of courses.

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**Challenge Yourself!**

1. In the context of online instruction, LMS stands for:
   - A. Lexicon of Management Systems
   - B. Learning Matrix System
   - C. Learning Management System

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**The Bread Crumb Trail, Top Navigation, and Main Course Page**

**Video Transcript:**
“D4L Orientation Week 1: Navigation”
[https://youtu.be/bh6iXLSgKHe](https://youtu.be/bh6iXLSgKHe)
Welcome back to our series of videos getting you oriented to use the Moodle learning management system for Design for Learning.

You should have two windows open: the one playing this video and one open to the My Courses page at WebJunction. This is usually the default page it takes you to after you log in.

This will show a list of all the courses you are enrolled in. Scroll if you need to and click on Design for Learning 1 - Orientation to go to that module. That takes us to what is called the main course page for this module.

First some basic vocabulary: here’s the top navigation bar, and here’s the header title and logo. Under that, there is what’s called a breadcrumb trail. This will show you where you are in the different levels of the site, and how to get back out to higher levels. We are at the main D4L 1 Orientation which is within the category of self-paced courses within our full list of courses at our dashboard - click on that to get back to your list of courses. Either this Dashboard link or the My Course link will always get you back there. Now let’s go back to our Orientation Module course page.

Under the breadcrumb trail is the course title. Under that you’ll find a column of blocks on the left side that have different functions. Then there’s the main section with the main contents for each page. That’s the basic anatomy of our pages in Moodle.

For Design for Learning all course pages will have the same basic structure. Under the course title there will be an introduction section, Within that there's a link to a getting started section like what you've already gone through for this orientation module, with some basic information to get you started and the syllabus. We highly recommend that you download or print out the syllabus so that you're aware of the expectations for each module, you can schedule the work around your own busy schedule, and you can check things off as you complete them.

Under the introduction there's a section for each week of the module. Different activities will be listed there and you can link out to them to find out more about them and complete them. When you go to a deeper level within a course you can always click on D4L 1 - Orientation in the breadcrumb trail to get back to the main course page.

Activities that are required in order to earn a certificate of completion will have a check box on the right. These will be checked off automatically by the system as you complete each activity.

After the final week of the module there's a section for completion and certificate. At the beginning this will be grayed out, but after you complete all required activities this will become an active link and when you click on it you'll be able to print out your certificate of completion.

After each module we also ask that you complete a brief evaluation form about the module to help us to continue to improve the program.
Below that is a link to the next module if you're going through the series in order.

Finally, at the bottom there's some information about our grant and institutional partners.

In the next video we'll talk about blocks. See you there!

**Challenge Yourself!**

2. On the main course page, what is the title for the last section of the page, showing logos for our 4 program partners?
   - A. Program Attribution
   - B. Credits
   - C. Week 2

**Blocks: Contact, Navigation, Activities, and Administration**

**Video Transcript:**
“D4L Orientation Week 1: Blocks”
https://youtu.be/oGSMrVhj5oc

Welcome back to our series of videos about using Moodle for Design for Learning.

In the last video we talked about the main content section of the main course page and now we're going to talk about the blocks on the side.

The top block shares some basic contact info for our program - you’ll always be able to link to our email address here to contact us if you have any questions.

Under that is the navigation block. If this is collapsed, you can click on the plus sign on the top right to expand it. As you would expect this gives you another way of navigating around the site. Anywhere there is a little arrow you can click on it to expand that section and see what's within it. If you're curious go ahead and click on all of these to see everything you can access from here. If you're enrolled in more than one D4L course, you may find this most helpful to quickly jump to another course under “My Courses.” When you’re done, you may want to click on the minus sign on the top right to collapse it again until you need it.

Next is the activities block. This lists each type of activity included in this module. If you click on an activity type it will take you to a new page with a list of all activities of that type in this module. For example you can see all the forums within this module with detailed information about each forum. We'll come back to this in another video when we talk more about discussion forums.
Another block is the Administration block. This block is mostly for site administrators, so you can pretty much ignore it, though in later videos we’ll point out a few features you’ll find here for different specific pages.

In the next video, we’ll talk about the book and lesson formats in Moodle.

**Challenge Yourself!**

3. If you’re on the main course page for the Orientation module but you’re also enrolled in the Foundation module, how can you get to it?
   A. In the navigation block, click on My Courses and then click on D4L 2 - Foundation
   B. From the top navigation bar, click on My Courses and then select Design for Learning 2 - Foundation in the window that opens
   C. In the breadcrumb trail, click on Dashboard and then select Design for Learning 2 - Foundation in the window that opens
   D. Any of these

**Book and Lesson Formats**

**Video Transcript:**
“D4L Orientation Week 1: Book and Lesson”
[https://youtu.be/wQ-Wh12L45E](https://youtu.be/wQ-Wh12L45E)

Welcome back again to our series of videos about using Moodle for Design for Learning. Here we’ll talk about the Book and Lesson formats in Moodle, two formats that we really like a lot and use frequently for D4L.

The book format is what you went through for the Getting Started section, from the top of the main course page for the Orientation Module. You’ll know it’s a book by the little green book icon. When you click to view a book, it will take you to the first page of the book, with a Table of Contents displayed in a block (either on the left or below, depending on your device). We recommend that the first time you go through a book, you use the arrows on the bottom right to go through every page in order. If you want to review any information after that, you can use the Table of Contents to jump around to different pages. Sometimes you’ll see in that Table of Contents that pages will be grouped into chapters.

One great feature of the book is that it is easy to print, or to save as a PDF, so you can add your own annotations. Scroll down to the Administration block. Under Book administration, you can click to either print the whole book, or just the chapter you’re currently viewing.

The lesson format is what you used to get to this video in the first place. The icon for this is a little flow chart with 3 blue boxes. This format is a lot like the book, but also lets us add challenge questions so you can check as you go and make sure you’re understanding...
everything. Again, we recommend that the first time you go through a lesson, you use the buttons on the bottom of the page to go through every page in order. If you want to review any information after that, you can use the Table of Contents to jump around to different pages.

There will usually be one lesson per week, with an advance organizer at the beginning and a summing up section at the end, followed by a list of additional resources.

As you’ve already experienced, after some pages you’ll find a challenge question that you have to answer before moving on to the next page. For the lesson to be checked off as completed, you’ll have to try all the challenge questions for the lesson. If you answer a question incorrectly, you will either be prompted to review that part of the lesson and try again, or you’ll be provided with some information about the correct answer before you continue.

The progress bar at the bottom will show you how much of the lesson you have completed. Don’t worry if you can’t get through a whole book or lesson in one sitting. With the lesson, when you return it will ask you if you want to pick up where you left off, and take you right there. With both the book and the lesson, you can use the Table of Contents to get to the part where you left off.

You have to try every challenge question, get to the page for the end of the lesson, which will look something like this, and make sure that your progress is at 100%. This is checked off based on your progress, not your grade, but you can return to the lesson multiple times if you want to improve your grade.

In the next video, we’ll talk about your profile and preferences.

**Challenge Yourself!**

4. Go to the lesson for Week 2, “What to Expect from the D4L program.” In the lesson menu block (on the left on most devices), what is the 6th item in the menu? Hint: make sure you count "Welcome to Week 2" as number one.
   - A. Self Determination Theory
   - B. The D4L Approach
   - C. Universal Design for Learning

**Editing Your Profile and Preferences**

**Video Transcript:**
“D4L Orientation Week 1: Profile”
https://youtu.be/RHRUC8Bqt2k
Welcome back again to our series of videos about using Moodle for Design for Learning. Here we’ll talk about editing your profile and preferences.

If you’re logged in, from any page you should be able to use the top navigation bar to click on “My Profile” and then select “Edit Profile.”

First, I want you to scroll down to the bottom to see a few things. From here, you can see all your certificates, forum posts, or forum discussions in one place (learning plans are not in use for this program). Sometimes it can be useful to remind yourself of what you’ve already said or done.

Then if you scroll back up to the User Details block, you can click on “Edit profile” to change or add a variety of information about yourself. Some sections are collapsed, so just click on the arrow next to them to expand them. Click on the question mark icon for more information about a particular field. Make sure to click on the blue button at the bottom to “Update profile” if you do make any changes.

When you do, that will take you to the “Preferences” page. You can also access this at any time by going to the top navigation bar to click on “My Profile” and then select “Edit Preferences.” You can explore all of these if you’re curious, but the default settings for all of these are pretty great, so it will be pretty rare for you to have to change any of them.

But the main one I want to point out is “Forum Preferences.” We highly recommend these default settings, so only change them if you have a really good reason to.

We’ll talk more about forum discussions in the next video, but first you’ll have a brief reflection activity with an opportunity to use your D4L workbook and then edit your own profile.

**Reflection**

During most weeks, you will be prompted to complete at least one reflection question as you go through the week's lesson. Space is provided for these, along with other activities, in your D4L Instructional Design Workbook.

In each module, you can find the workbook chapter for that module on the main course page under the Getting Started book in the introduction. You can download it either as a Microsoft Word DOC, so you can fill it in using a word processor, or as a PDF, so you can print it out and fill it in by hand. If you have a 2nd window open, you can go ahead and download that right now (if you haven't already).

The workbook helps you keep all your work together as part of your final portfolio for the program. You may also want to share some of what you write there in the discussion forums.
For your first reflection / workbook activity, take a moment to draft a brief introduction in your workbook.

- 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. If you don’t have a photo handy right now, please 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. We’ll talk about this more in the next video.

**Forums - Why?**

Before we move on to the next video, about how to post to discussion forums, let’s talk about why you should post in the discussion forums.

First of all, for those of you who wish to earn a certificate of completion for a module, forum posts are required: by sharing your work here you show what you have done.

But sharing your work in a forum is also part of the generosity of an online learning community. Since this is a self-paced class you won’t necessarily have anyone reply, at least not right away. However, please understand that over time, others in this learning community will benefit from reading what you have shared, whether they respond or not. This aspect of self-paced online learning can be hard for some people who like instant feedback. That’s why we put the part in the Advice Before You Get Started section about finding your own buddy or group to go through the program.

Please note: the D4L Community Discussion forum has a bigger scope beyond just this module. Some of our program alumni and leadership team members will also subscribe to this discussion forum: this is where the conversation will continue for our developing community of practice as we all continue to develop online instruction even after we complete the Design for Learning modules. This is a great place to ask questions or share resources or news about your work.

For all forum discussions, if you want to receive a certificate of completion for the course you will need to post to each forum at least 2 times: once to reply to the initial question and a
second time to reply to someone else's post. So come back later to read other people's introductions and pick at least one to reply to, so you can start to get to know some of the other people in this course.

Don't be afraid to ask questions and share your thoughts! Most of the time, when one person posts a question, many other people have the same question but just haven't posted yet, so you're acting in the interest of our whole community by posting this to the forum instead of in a private email to a D4L administrator. There are no "stupid" questions here!

**Forums - How**

Video Transcript:
“D4L Orientation Week 1: Forum Discussions”
[https://youtu.be/OTWE1bwXoWU](https://youtu.be/OTWE1bwXoWU)

Welcome back to another video in our series about using Moodle for Design for Learning. Here we'll talk about how to communicate with your coursemates in the Moodle discussion forums.

From the main course page, let’s scroll down to the D4L Community Discussion. This is the first Forum you should post in, to introduce yourself.

You can identify a forum by the green and blue icon with two talk balloons. When you click on the forum title, you’ll go to a page for that discussion. For D4L we will primarily use two different kinds of forums.

First, for longer discussions, we'll use a standard forum. That's the format for the D4L Community Discussion. When you go to the page you'll see a table of all discussion topics within this forum, also known as threads. Look for the thread titled Introducing Ourselves at the top and click on it. Read the initial post and then click on reply to post your introduction.

In this standard forum, on each page I can see all the posts and replies of a particular discussion topic. If you're curious, try the different display options in the drop-down menu at the top to see which one you like the best. I prefer to display replies in nested form: that shows all the replies on one page but indents the blocks a little bit to make it visual who's replying to who. In a standard forum there are multiple topics, and I can use the links above and below all the posts to navigate to the discussion topic before or after this one. If I want to go back to the top level of this forum, with the table display of all topics, I can click on forum title in the breadcrumb trail.

If you want to post something that doesn't fit into one of the existing discussion topics, you can add a new one by clicking on the button that says “Add a new discussion topic.” Feel free to do so!
Announcements About D4L is another forum that uses the standard format. This is what Moodle refers to as a News Forum, and it’s just for instructors to send announcements to learners - learners can’t post or reply. We will only use this forum rarely, but this is a forum that you cannot unsubscribe from, so it gives us a way to reach all learners if we need to.

The other kind of forum we will use often is a single simple discussion. In week 2 you will need to post in the forum called Strategies For Success: Techniques And Best Practices For Learning Online. This forum uses the single simple discussion format which means that all posts will appear on one page as one long thread. This is basically like one topic within a larger standard forum - it keeps the conversation more focused.

Hopefully now you feel prepared to jump into our Forum Discussions!

In our next video, we’ll talk about forum notifications.

**Forum Notifications**

**Video Transcript:**
“D4L Orientation: Forum Notifications”
[https://youtu.be/XdZUJLfiR0s](https://youtu.be/XdZUJLfiR0s)

Welcome back to our video series about using Moodle for Design for Learning. Let’s talk about notifications about forum posts.

On your Dashboard page, when you first log in, by default new forum posts should be highlighted there below the title of each course.

Then on our course page, let’s scroll down to our first forum. Next to each forum title, the number of unread posts will be highlighted if you have tracking turned on, which you should by default.

Then there’s a third place I want to show you, where you can see your settings. From the main course page, go to the Activities block. Click on forums. Then you’ll see a table of all the forums within this course. With the default settings, you’ll see the title of the forum, a description, the number of discussions so far, and the number of unread posts. They’ll be highlighted here, and you can click to go straight to them.

The next 3 columns in the table give you some choices. Under the Track column, there’s a button for each forum to toggle the tracking on and off. By default, this will be on, and makes it easier to see/find new posts. I can’t imagine why you would want to turn that off, but it is an option. Under the Subscribed column, there’s a button for each forum to toggle your
subscription on and off. By default you will be subscribed to all forums, and you’ll get email notifications for new posts. Again, we recommend leaving this default setting.

Under the Email digest type column, there’s a drop down for each forum to choose which kind of email notification you would like. By default you will get an email digest once a day with a listing of the subjects and senders of all new forum posts for any course you are enrolled in. This is our preferred setting because it helps you keep on top of new posts, but you need to log in to the Moodle to read them, which encourages you to remain more active in the program and helps us track engagement. You can click on the little question mark icon to read about the other options, but we recommend you keep this default setting.

Even if you like all these defaults, it’s good to know how to access these settings. That way if for some reason you are NOT getting notifications from a particular forum, you can come here and make sure you’re subscribed to everything.

In the next video, we’ll finish up this tour by exploring other ways of communicating beyond the discussion forums.

**Challenge Yourself!**

5. If you want to check for new forum posts, and your preferences are set to track new posts, where should you look?
   A. On the main course page
   B. Under the activities block, by clicking on forums
   C. On the Dashboard (aka My Courses) page
   D. Any of these

**More Ways of Communicating**

Video Transcript:
“D4L Orientation Week 1: Communicating”
https://youtu.be/KxZ5HOo8d_M

Welcome back to the last video in our series about our online environment for Design for Learning. We’ll end our tour by exploring other ways of communicating beyond the discussion forums.

First, social media tools can help us to extend our conversation. We’ll talk about several different social media tools during the Community module, but with the initial cohorts of D4L we found Facebook to be the most widely used, since many of you are on it already. If you’re not on Facebook, don’t worry - we'll explore a variety of social media platforms for communication during the Community Module, and the discussion forums within Moodle will remain as our main way of communicating.
Consider joining our informal Facebook group, “Design for Learning 21st Century Online Learning for Library Workers” - there’s a link to it on the main course page. This is a closed group, so ask to join and an administrator will check to see that you’re enrolled in D4L at WebJunction (to avoid spam). This is another great way to keep in touch, and to hear from some alums of the program, especially when you want to share something from another Facebook feed.

On the main course page you can also find a link to our public Facebook Page, called “Design for Learning: Online Teaching & Learning Skills for Library Workers Community.” This is a little less interactive, but is open to anyone, and gives us a place to share official news from our program.

Another really great way to communicate with others in this program is to set up times to actually talk in real time! Remember, we recommend that you’ll have a richer experience in this program if you can work through it with a buddy or a group, and sometimes meet with them synchronously. This is something we found some members of our first two cohorts really appreciated, and it helped them get more engaged in the program.

To help you with that, we’ve created a D4L Guide to Synchronous Meeting Tools, as a book module that you can link to from the main course page. This includes quick-start 1-page guides and video tutorials for several tools, to help you give some of them a try. You may want to start by watching the introduction and then just skimming that over so you have a sense of what’s covered in it.

Even if you already have a buddy or group, we recommend that you post in the D4L Community Forum to set up your meeting times rather than just through private email. That way you can invite others to join in, and benefit from a wider range of perspectives of the issues in this program.

That’s it for our tour of our learning environments for D4L.

**Challenge Yourself!**

6. The best way to get involved in a synchronous chat is to:
   A. Post in the D4L Community Discussion under the topic for Scheduling Meetups, either to propose a time and a meeting tool, or to reply to someone else’s proposal
   B. Email a colleague privately to schedule a time
   C. Wait for an announcement on the main course page
   D. This isn’t relevant to me - the asynchronous resources are enough and I don’t need to discuss this program in real time
Summing up Week 1

Video Transcript:
“D4L Orientation Week 1: Summing Up”
https://youtu.be/HKaSHjm65Xg

We hope these tours and all this information get you off to a great start in our Moodle and in our program!

Please post in the D4L Community Forum if you have any questions. If you don't get a quick response there, you can send an email to d4l@scrlc.org - that link is always in a block near the top of the page.

You have a few more tasks to complete as a part of the work for Week 1 of this module. These are all listed on the main course page.

First, please complete the Self-Reflection Activity - Your Technologies Environments. This is a survey to get a sense of the range of ways that you all are accessing this program, and tools you have already used.

Next, in the forum discussion titled “D4L Community Discussion” look for the thread titled “Introducing Ourselves” and follow the instructions to post your own introduction.

After that, please take a look at the D4L Guide to Synchronous Meeting Tools and if you can, go ahead and set up a meeting with some fellow learners.

The next page has some additional resources, for this week. Then you'll reach the end of the lesson, and you can link back to the main course page, to complete all those activities for this week and then move on to the next. I'll see you next week!

Additional Resources

For this week's instruction, you may find the following resources helpful.

If you'd like to learn more about Moodle, or if you have questions that weren't covered in these tutorial videos, don't be afraid to look around the Moodle Documentation at https://docs.moodle.org/32/en/Main_page . You can use the search box on the top right. A google search about a specific question, such as "Moodle how to edit profile" will usually list pages from docs.moodle.org first.
**Videos**

All of this week’s videos are available on a playlist at YouTube: [https://www.youtube.com/playlist?list=PLw6HBD7UyT3nejdSMRI_2Ufxge_IWeNwR](https://www.youtube.com/playlist?list=PLw6HBD7UyT3nejdSMRI_2Ufxge_IWeNwR)

Some other helpful videos have also been added to this playlist, for more Moodle tutorials:


**Answer Key:**

1. C - Learning Management System
2. A - Program Attribution
3. D - Any of these
4. A - Self Determination Theory
5. D - Any of these
6. A - Post in the D4L Community Discussion under the topic for Scheduling Meetups, either to propose a time and a meeting tool, or to reply to someone else’s proposal