Design for Learning 1 - Orientation

What to Expect from the D4L Program (lesson)
Welcome to Week 2!

This lesson includes:

- 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)
- D4L Modules (video, with challenge question)
- Summing Up Week 2 (video)
- Additional Resources (list)

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

- 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

Advance Organizer for Week 2

**Video Transcript**
“D4L Orientation Week 2: Advance Organizer”
https://youtu.be/2MqCncWlKew

Hello and welcome to week 2 of the Orientation Module! I’m Arden Kirkland, the project coordinator for D4L.

How are you feeling after week 1? Hopefully you feel more comfortable navigating around the Moodle LMS at WebJunction, which is our main online learning environment, and you’ve started to reach out to communicate with others here in our learning community.

Now you’re ready for week 2! This week most of our content is provided here in this Lesson, like the lesson you went through in Week 1.

First, three videos from Marilyn Arnone will get you thinking about the needs of learners in online environments, and you’ll do another reflection activity in your
workbook. Those are just a preview of all that you’ll learn from Marilyn in the Foundation Module.

Then, in the rest of the lesson you’ll learn more about the series of modules for D4L, and the parameters of the Capstone project that you’ll work on throughout the program.

Have a great week and we’ll see you at the end of this lesson!

What Kind of Learner Are You?

In this section Marilyn Arnone explores learning needs and preferences and challenges you to think about whether your needs as an adult learner influence your teaching style.

Video Transcript
“D4L Orientation Week 2: What Kind of Learner are You”
https://youtu.be/LnnMd6hh9Hk

This section of the Orientation Module is about understanding our own and others' learning needs.

How you teach may be impacted by your own learning needs and learning preferences.

Being aware of those needs and preferences can help you provide a more rounded learning experience for others. This is just as important in an online learning environment as it is in a face to face learning environment.

So, what kind of learner are you? Click on the link in this section to try out one of the many short questionnaires on learning preferences. When you're done, come back here and we'll continue.

What kind of learner are you? Please take this brief questionnaire at http://www.educationplanner.org/students/self-assessments/learning-styles.shtml. When complete, move on to the next page in this lesson. . .

My Assessment

Video Transcript
“D4L Orientation Week 2: My Assessment”
https://youtu.be/YEveXDFpI6A

I took that little questionnaire, and here's my self assessment: I'm sort of eclectic
in that all three are important to me. Although, I did come out about 10 percent higher on visual. So I'm definitely a show-me person. But I also like audio support and using my hands to explore.

Now it's your turn to reflect. Did the results confirm what you already kind of knew about yourself? Or did you find out something maybe that you weren't quite expecting? Think about how you have been teaching and whether your preferences are dictating your teaching style.

How we receive information and whether we receive it in our preferred ways contributes to our learning motivation. But there's more to it than that. In fact, there are some fairly universal needs which drive human motivation including the motivation to learn. Meeting those needs in an online learning environment is challenging but doable. That's what the remainder of this section will address.

**Week 2 - Reflection**

Please go to your workbook to complete this activity.

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

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).

After you complete this lesson, summarize some of this to share in the forum for this week: Strategies for Success: Techniques and Best Practices for Learning Online.

**Self Determination Theory**

The brief video lecture below introduces you to one of the most recognized theories of psychological needs in the world. These needs also drive learning motivation.

**Video Transcript**
“D4L Orientation Week 2: Self Determination Theory”
Most of you are at least familiar with Maslow's Hierarchy of Needs. And we know that if our basic physical needs are not met, there is very little chance of advancing up the hierarchy towards self-actualization, that is, true personal growth and fulfillment as a human being. And that's why we make sure that kids in schools have their physical and safety needs met before we even expect them to be able to learn. And why support for breakfast programs and for lunch programs in schools is so very important.

Well, going beyond those physical and safety needs, there are also psychological human needs that we all share and these needs tremendously impact our ability and our motivation to learn. So this lecture is about theory. But in the Foundation Module, you'll get to put some of this theory into practice, practical strategies, when you think about instructional design and the strategies that we can employ.

The theory I'm going to talk about is called Self-Determination Theory. It's one of the most studied theories of motivation and of human psychological needs in the world. It was originally put forth by Drs. Edward Deci and Richard Ryan from the University of Rochester, but it has since been researched by literally hundreds of scholars world-wide, including myself. It's been used across many domains including medicine and education and it's been found to hold up cross culturally, as well, which is very important.

I wanted to share some of this theory with you because it has enlightened my own work in designing and evaluating online learning environments. And so I believe that it is also going to help stimulate your thinking, as well.

Again, Self-Determination Theory holds that all human beings have certain psychological needs and that these needs beg to be satisfied in order to feel healthy and well-adjusted. As I mention these needs, please be thinking about what this all means in terms of our roles as instructors and particularly when we are no longer face to face with our learners but rather we are interacting with them in cyberspace.

The first of these is the need for Competence. We need to feel that we can be effective. Deci says that if a person doesn't feel competent, you can actually predict negative psychological consequences, and this has been proven. So, what can we do to help learners feel competent as online learners?

The second need we are going to look at is relatedness. We are social creatures. We all want to relate to one another. To belong.
The third need is autonomy. We want to feel we have control over what we do. We have the desire to regulate our own environment, our own learning. When we feel that sense of control, we become engaged. We’re motivated. We’re willing to expend an effort and some energy on learning. But what happens if you are an online learner in an environment that is poorly organized, you can't find your way around, some of the links don’t work, there are not many choices? Now, how is that going to affect your sense of autonomy? And your sense of being able to control your online learning?

So, while content is king, so to speak, our roles as instructional designers will also mean that we have to support a learner's sense of competence, autonomy, and relatedness in an online learning environment.

END OF TRANSCRIPT

The National Science Foundation (NSF) refers to online learning as cyberlearning and so that term will sometimes be used interchangeably in this module and others, as well. The NSF Task Force defines cyberlearning as new learning and educational approaches via networked computing and communication technologies, and the possibility of redistributing learning experiences over time and space (NSF Task Force on Cyberlearning, 2008). Those learning experiences must be accessible to all including persons with disabilities. Yet, two major learning challenges for students with disabilities are accessibility and the presentation of content (Arnone, Ellis, & Cogburn, 2013).

**SDT Applies to the Needs of ALL in Online Learning**

Self Determination Theory, as mentioned in the above lecture, has been studied across numerous domains and across different cultural contexts (Chirkov, 2009). There is also empirical support for this theory when studying persons with disabilities (Perreault & Vallerand, 2007). Considering these needs when designing learning environments and instructional materials is thus essential to all learners in order for them to be constructive and curious. While an entire module is dedicated to the topic of diversity, we will also explore strategies that address these needs beginning in the Foundation Module. In this Orientation module, you are asked to use your own personal experience and opinions to mindstorm the possible implications of this theory in practice.

**References**


Challenge Yourself!

1. What are the three needs discussed as a part of Self Determination Theory?
   A. Autonomy, Relatedness, and Competence
   B. Self-identity, Determination, and Understanding of theory
   C. Appreciation, Respect, and Determination

The D4L Approach

Video Transcript
“D4L Orientation Week 2: Approach”
https://youtu.be/Wo8t1NLXmtU

This video for Week 2 of the Orientation Module is about the overall approach of the Design for Learning program.

The Design for Learning program has been developed based on established research in the field of online instruction, the experiences of course developers and other leadership team members through many years as both online instructors and learners, and the feedback we received from 2 cohorts who went through early versions of the program.

Our first cohort began working September 2015 and the second cohort began working February 2016. They included participants from all over the country, from all types of libraries, subject specializations, and library experience levels. Based on their feedback about the program, now we’ve made it even better!

Throughout this program so far, we have had a lot of fun teaching online . . . about teaching online! In our own development of course materials, we’ve tried to give you positive examples of a range of best practices, and at times we’ve tried to be very transparent about methods we are using in these courses, which you may want to use yourself when you develop your own units of instruction. Some elements are consistent throughout all 7 modules in the program, and some are different in accordance with each course developer’s personal teaching style, and our desire to show you different approaches.
We are librarians and library professionals, not commercial eLearning designers! We’re modeling the kinds of online instruction you can create without necessarily needing expensive software and years of technical experience.

Professional development resources have existed to teach library workers one aspect or another about teaching online, focusing on specific software, for example, or a theoretical approach to instructional design without putting it into practice. However, the developers of this program have recognized the need for a more well-rounded approach, specific to library instruction. We will introduce you to a variety of tools, and help you evaluate them, but we’ll point you to external training about specific software applications, because you’re all likely to have different software needs. D4L will help you learn about teaching online in a holistic, applied manner.

Through the Design for Learning program, our participants are able to:

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

In the next video we’ll talk more about how you’ll be applying your learning to your own capstone project.

**Challenge Yourself!**

2. True or false?

The D4L program will provide detailed lessons about specific software.

**Expectations for Capstone Projects**

**Video Transcript**

“D4L Orientation Week 2: Capstone”
[https://youtu.be/JYwo7gIta0w](https://youtu.be/JYwo7gIta0w)

This video for Week 2 of the Orientation Module is about the expectations for Capstone Projects for the Design for Learning program.
One important feature of this program is that you can apply your learning to a project at your own library. Through each module you will continue to revise a draft of an instructional design plan for your final capstone project: a real unit of instruction that you can provide for your library community. Even if you’re not going to go through all the modules, you’ll still work on part of a project relevant to your own library.

Some students in our first two cohorts knew exactly what they wanted to teach and were ready to choose their topic and jump right in. Other students, however, didn’t come in with a particular topic in mind. Some even changed their mind partway through and finished their work on a different topic than what they started with. Any of the above are fine! We don't want this to hold you back - the focus on a real project is simply to help you apply your learning to a realistic and relevant setting. So, if you’re not sure of a topic, we’ve provided several examples of topics that are appropriate for just about any library.

For your first unit of online instruction, we encourage you to keep the scope as small as you can! You can always add more later, especially after you have more practice. We recommend that for your project you focus on about 20 minutes to one hour of contact time with your learners. This can be a part of a larger project, but keep your focus smaller for these modules. Some students in our initial cohorts developed their initial instructional design plan for a longer series, perhaps every week for a month, or even over an entire semester, but this is too much to take through this whole process at first. They had to select a smaller piece of their eventual project to focus on for their Capstone Project.

Make sure to look at the expectations in the syllabus for the Capstone Module, so you understand the parameters of what you should be building toward. The syllabi for all the modules are shared in a PDF on the Additional Resources page at the end of this lesson. You’ll choose your topic for your project in the 2nd week of the Foundation Module, and we’ll provide some more information there, including some sample projects. The main thing you need to know is that for each project you will share:

- Final Instructional Design Plan
- Syllabus / Agenda for students (what you’ll provide to students to outline the lesson)
- An outline of content included in the session, links to the platforms used to share it, accounting for accessibility, including
  - A Video or live presentation of your own creation, in any form, ideally with captions and a transcript
  - An interactive component with students (discussion, review, etc.) ideally among students but also potentially between a student and their instructor(s), family member(s), or friend(s)
• A brief report of your assessment of your pilot students’ work, and their assessment of the online unit

And you can see several alumni projects in more detail at our Capstone Project Showcase at http://d4l.syr.edu/capstone-project-showcase/. You may even want to show off your project here when you’re done!

In the next video we’ll talk more about what is covered in each of the D4L modules.

**Challenge Yourself!**

3. Which 3 of these are features of an ideal capstone project?
   (select 3)

   A. unit of about 20-60 minutes
   B. Includes multimedia
   C. 4 units spread out over a month
   D. includes student interaction
   E. Putting only text online

**The Series of Modules**

**Video Transcript**

“D4L Orientation Week 2: Modules”
https://youtu.be/vkfzlb4j2AQ

This video for Week 2 of the Orientation Module is about the series of modules in the Design for Learning program.

The program is composed of 7 modules, each one building on the last as you work on developing a unit of online instruction for your own library community, to be piloted during the Capstone module. The modules are designed to take about 3-5 hours a week, over 2-6 weeks; most take 4 weeks.

The Orientation and Capstone modules serve as bookends to the 5 key content areas created by our course developers.

During each module, you will work in your D4L Instructional Design Workbook, helping you to keep all your work together for a final portfolio.

• Some of you are watching this video as part of the Orientation module. Over 2 weeks, you are introduced to the learning management system in WebJunction, the structure
of the series, other technology you can use throughout the series, and other participants.

- In the Foundation module, over 6 weeks Dr. Marilyn Arnone takes you through an overview of the instructional design process, with a range of perspectives and terms, including Universal Design for Learning. Then she leads you step-by-step through a 7 step process to draft an instructional design plan for your own project.
- In the Diversity Module, Dr. Loriene Roy spends 4 weeks sharing key concepts to help you draft your own definition and expand your observance and practice of diversity as an online learner and teacher.
- In the Community Module, over 4 weeks Arden Kirkland guides you to explore a variety of social media tools for discussion and interaction, in order to consider the importance of social presence and a sense of community in increasing student engagement.
- In the Content Creation Module, over 4 weeks Lori Bell provides resources for learners to develop content with best practices for chunking, storyboarding, layout, scripting, and recording, focusing on screencasts.
- In the Course Management Module, Samantha Settimio spends 2 weeks helping you to organize your course materials for an online environment, considering different Learning Management Systems or LMS alternatives and planning for communication, assessment, and feedback.
- Finally, in the Capstone Module, learners continue to build on the work from all the previous modules to finish all the content for their own online unit and test it with a small group of pilot students.

But what if you're not going to go through all of the modules in order? If you come into this program with some previous experience with online instruction, or if you simply don't have the time to go through every module, or complete the full Capstone Project, we still want you to be able to access this instruction as it's convenient for you.

You'll still be able to develop part of a project, just the part within a specific module, even if you won’t get to develop it as a full project right away.

All modules include activities for you to revise an instructional design plan drafted in the Foundation Module, and we do highly recommend that you go through that module after this Orientation since it is just what it says: a Foundation for your other learning.

However, all modules will also include alternative versions of activities related to the instructional design plan.

Participants who complete individual modules earn a Certificate of Completion for each module, issued jointly by WebJunction and the Empire State Library Network. For most modules, each week of work will count as one contact hour of continuing
education credit. The exception to this is the Capstone module which will count for eight contact hours to reflect the effort required to complete this module.

If you were a member of cohorts 1 or 2 for our initial versions of the program, and you're returning to complete additional modules, you may notice that the order of the modules and some of their names have changed. The Technologies module has been renamed as the Content Creation Module and moved to later in the series, after Foundation, Diversity, And Community. The Community and Social modules have been combined into one and have been moved earlier in the series, right after Diversity. Some of the content from the Technologies, Community, Social, and Capstone modules has been moved into a new two-week module called Course Management. We made these changes based on the experiences of members of cohorts 1 & 2, and we believe they make for a more logical progression through the program.

**Challenge yourself!**

4. Are you allowed to take any D4L modules out of order?

   A. Yes  
   B. No

**Summing up Week 2**

**Video Transcript**

“D4L Orientation Week 2: Summing Up”
https://youtu.be/2BKBPAW-H9w

OK, that’s about it for this lesson. Hopefully now you have a better sense of what to expect throughout the program.

Now you just have one more task to complete as a part of the work for Week 2 of this module.

In the reflection activity during the lesson, you already drafted some thoughts in your workbook for this week’s forum discussion. Go to the forum titled “Strategies for Success: Techniques and Best Practices for Learning Online” and submit a post there. That will be listed on the main course page.

Make sure you also read through the posts from leadership team members and other students about their own experiences with online learning, and favorite examples. Pick at least one to reply to, and check back to see if anyone has replied to yours.
Have you tried out some of the synchronous tools yet, from the guide in Week 1? If not, this is a great time to practice with them, so that you can incorporate them into your work in later modules.

Take a look at the additional resources listed on the next page, especially the syllabi for all the modules. and then you’ll complete this lesson, and move on to your forum post. On the page at the end of the lesson there will be a link back to the course page for the Orientation Module.

Additional Resources

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

Reading

Videos
All of the videos for this module are available on a playlist at YouTube: https://www.youtube.com/playlist?embed=no&list=PLw6HBD7UyT3nejdSMRI_2Ufxge_iWeNwR

Syllabi
• Foundation
• Diversity
• Community
• Content Creation
• Course Management
• Capstone

Answer Key:

1. A - Autonomy, Relatedness, and Competence - Keep these three needs in mind in your roles both as student and soon as instructor.
2. False - We will introduce you to some specific tools to help you evaluate them, but we will point you to external sources for more detailed training.
3. A, B, D - A unit of about 20-60 minutes is the ideal length for this project. You can always add more later on your own. Multimedia helps to engage your learners (as you'll see in the Foundation, Diversity, and Content Creation modules). Student interaction helps with their overall learning (as you'll see in the Community module). 4 units spread out over a month would be too much for this project, so you should choose one of the units to
focus on. Supplementing text with some form of multimedia will be required for this project, as it helps to engage your learners (as you'll see in the Foundation, Diversity, and Content Creation modules).

4. A - While we recommend that you take the whole series in order, if you want to do only one part, or do them out of order, that's ok.