Orientation Module

The D4L Approach

Week 2
research
Design for Learning Module Evaluation

Thank you for taking the time to provide your feedback on the individual modules for the Design for Learning program!

Each form is for one module only, to provide feedback to the individual instructors. Please choose one module at a time in the form below, and repeat this form for each module you have completed.

Your responses are anonymous.

Please contact d4l@scrlc.org with any questions.

* Required

Module Title *
Choose one module from this list to evaluate. Please fill out a different form for each module.
all over the country

all types of libraries
teaching online . . .

. . . about teaching online
best practices . . .
... different approaches
software

theory
specific to libraries
overview of:

- Communication Tools
- Content Creation Tools
- Course Management Tools

external links to training with specific software
D4L Program Objectives

1. Successfully transfer face-to-face teaching and learning skills and pedagogy to the online environment.
D4L Program Objectives

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.
D4L Program Objectives

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.
D4L Program Objectives

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.
Project Partners

- South Central Regional Library Council: scrlc.org
- Empire State Library Network: www.esln.org
- School of Information Studies, Syracuse University: ischool.syr.edu
- design4learning
This project was made possible in part by the Institute of Museum and Library Services, Laura Bush 21st Century Librarian Grant Project #RE-06-14-0014-14.

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Orientation Module

Week 2

Expectations for Capstone Projects
Instructional Design Plan

**VERSION 1**

**Mode of Instruction**
- Asynchronous activities - Recorded videos
- Synchronous activities
- Face-to-face activities

**Instructional Goals Statement**
Participants will be able to navigate through the course content and complete the required activities. They will learn about the instructional design process and apply it to their own projects.

**Step 2. Instructional Analysis**

**Task Analysis**
Which of these will you use: demonstrations, readings, discussions, activities, role-playing, observations?

**Instructural Outline**
1. Introduction
   a. Show examples of digital code
   b. Observing an architect

**VERSION 2**

**Mode of Instruction**
- Asynchronous activities - Recorded videos
- Synchronous activities
- Face-to-face activities

**Instructional Goals Statement**
Participants will be able to navigate through the course content and complete the required activities. They will learn about the instructional design process and apply it to their own projects.

**Step 2. Instructional Analysis**

**Task Analysis**
Which of these will you use: demonstrations, readings, discussions, activities, role-playing, observations?

**Instructural Outline**
1. Introduction
   a. Show examples of digital code
   b. Observing an architect

**VERSION 3**

**Mode of Instruction**
- Asynchronous activities - Recorded videos
- Synchronous activities
- Face-to-face activities

**Instructional Goals Statement**
Participants will be able to navigate through the course content and complete the required activities. They will learn about the instructional design process and apply it to their own projects.

**Step 2. Instructional Analysis**

**Task Analysis**
Which of these will you use: demonstrations, readings, discussions, activities, role-playing, observations?

**Instructural Outline**
1. Introduction
   a. Show examples of digital code
   b. Observing an architect

**VERSION 4**

**Mode of Instruction**
- Asynchronous activities - Recorded videos
- Synchronous activities
- Face-to-face activities

**Instructional Goals Statement**
Participants will be able to navigate through the course content and complete the required activities. They will learn about the instructional design process and apply it to their own projects.

**Step 2. Instructional Analysis**

**Task Analysis**
Which of these will you use: demonstrations, readings, discussions, activities, role-playing, observations?

**Instructural Outline**
1. Introduction
   a. Show examples of digital code
   b. Observing an architect

**VERSION 5**

**Mode of Instruction**
- Asynchronous activities - Recorded videos
- Synchronous activities
- Face-to-face activities

**Instructional Goals Statement**
Participants will be able to navigate through the course content and complete the required activities. They will learn about the instructional design process and apply it to their own projects.

**Step 2. Instructional Analysis**

**Task Analysis**
Which of these will you use: demonstrations, readings, discussions, activities, role-playing, observations?

**Instructural Outline**
1. Introduction
   a. Show examples of digital code
   b. Observing an architect

**VERSION 6**

**Mode of Instruction**
- Asynchronous activities - Recorded videos
- Synchronous activities
- Face-to-face activities

**Instructional Goals Statement**
Participants will be able to navigate through the course content and complete the required activities. They will learn about the instructional design process and apply it to their own projects.

**Step 2. Instructional Analysis**

**Task Analysis**
Which of these will you use: demonstrations, readings, discussions, activities, role-playing, observations?

**Instructural Outline**
1. Introduction
   a. Show examples of digital code
   b. Observing an architect
Instructional Design Plan

VERSION 1

Mode of Instruction
Asynchronous activities - Recorded videos
Synchronous activities - ?
Face-to-face activities - ?

Instructional Goals Statement
Participants will be able to navigate through enter data about an artifact so that they can contribute to building an understanding of an artifact.

I have obtained / will obtain consensus on managing the collection of artifacts and the sharing an outline of the instructional de development and making sure that others' program's larger objectives.

Step 2. Instructional Analysis
Task Analysis
Which of these will you use: introducing, demonstration, practice, drafting, discussion?

Instructional Outline
1. Introduction
   a. Show examples of digital code
   b. Observing an artifact

VERSION 2

Mode of Instruction
Asynchronous activities - Recorded videos
Synchronous activities - ?
Face-to-face activities - ?

Instructional Goals Statement
Participants will be able to navigate through enter data about an artifact so that they can contribute to building an understanding of an artifact.

I have obtained / will obtain consensus on managing the collection of artifacts and the sharing an outline of the instructional de development and making sure that others' program's larger objectives.

Step 2. Instructional Analysis
Task Analysis
Which of these will you use: introducing, demonstration, practice, drafting, discussion?

Instructional Outline
1. Introduction

VERSION 3

Mode of Instruction
Asynchronous activities - Recorded videos
Synchronous activities - ?
Face-to-face activities - ?

Instructional Goals Statement
Participants will be able to navigate through enter data about an artifact so that they can contribute to building an understanding of an artifact.

I have obtained / will obtain consensus on managing the collection of artifacts and the sharing an outline of the instructional de development and making sure that others' program's larger objectives.

Step 2. Instructional Analysis
Task Analysis
Which of these will you use: introducing, demonstration, practice, drafting, discussion?

Instructional Outline
1. Introduction

VERSION 4

Mode of Instruction
Asynchronous activities - Recorded videos
Synchronous activities - ?
Face-to-face activities - ?

Instructional Goals Statement
Participants will be able to navigate through enter data about an artifact so that they can contribute to building an understanding of an artifact.

I have obtained / will obtain consensus on managing the collection of artifacts and the sharing an outline of the instructional de development and making sure that others' program's larger objectives.

Step 2. Instructional Analysis
Task Analysis
Which of these will you use: introducing, demonstration, practice, drafting, discussion?

Instructional Outline
1. Introduction

VERSION 5

Mode of Instruction
Asynchronous activities - Recorded videos
Synchronous activities - ?
Face-to-face activities - ?

Instructional Goals Statement
Participants will be able to navigate through enter data about an artifact so that they can contribute to building an understanding of an artifact.

I have obtained / will obtain consensus on managing the collection of artifacts and the sharing an outline of the instructional de development and making sure that others' program's larger objectives.

Step 2. Instructional Analysis
Task Analysis
Which of these will you use: introducing, demonstration, practice, drafting, discussion?

Instructional Outline
1. Introduction

VERSION 6

Mode of Instruction
Asynchronous activities - Recorded videos
Synchronous activities - ?
Face-to-face activities - ?

Instructional Goals Statement
Participants will be able to navigate through enter data about an artifact so that they can contribute to building an understanding of an artifact.

I have obtained / will obtain consensus on managing the collection of artifacts and the sharing an outline of the instructional de development and making sure that others' program's larger objectives.

Step 2. Instructional Analysis
Task Analysis
Which of these will you use: introducing, demonstration, practice, drafting, discussion?

Instructional Outline
1. Introduction
Some Alumni Capstone Projects

- Teaching the Teacher: Strategies for Incorporating Information Literacy Competencies into Daily Lesson Plans
- Conducting Basic Research with PubMed
- Starting Out as a Public Librarian
- Library Card Toolkit
- Career Research: Hoovers for Job-Hunting
- Scholarly vs. Non-scholarly Publications
- Basic Records Management Staff Training
Some Alumni Capstone Projects

- Teaching the Teacher: Strategies for Incorporating Information Literacy Competencies into Daily Lesson Plans
- Conducting Basic Research with PubMed
- Starting Out as a Public Librarian
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- Career Research: Hoovers for Job-Hunting
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Some Alumni Capstone Projects

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- Basic Records Management Staff Training
Some Alumni Capstone Projects

- Teaching the Teacher: Strategies for Incorporating Information Literacy Competencies into Daily Lesson Plans
- Conducting Basic Research with PubMed
- PowerPoint Tips and Tricks
- Library Card Toolkit
- Career Research: Hoovers for Job-Hunting
- Scholarly vs. Non-scholarly Publications
- Basic Records Management Staff Training
Example Capstone Projects

- Orientation to Library Resources
- Evaluating Resources
- Online Searching
- Choosing Keywords
Keeping the Scope Small

**Instructional Outline**

1. Session 1 - Introduction
   a. Quickly demonstrate features of the virtual classroom/meeting tool
   b. Show examples of digital collections (esp. using Omeka)

2. Session 2 - Observing an artifact
   a. Hands-on exercise
   b. Define terms

3. Session 3 - Working with Omeka
   a. Define terms
   b. Log in and navigate

4. Session 5 - Entering an item in Omeka
   a. Guidelines for each element
   b. Demonstrate effect on search if there are typos or items are formatted incorrectly
   c. Conclusion

5. Follow up
   a. Continued discussion through email/listserv
   b. Sharing of completed work via social media
Keeping the Scope Small

Instructional Outline

1. Session 1 - Introduction
   a. Quickly demonstrate features of the virtual classroom/meeting tool
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   a. Guidelines for each element
   b. Demonstrate effect on search if there are typos or items are formatted incorrectly
   c. Conclusion

5. Follow up
   a. Continued discussion through email/listserv
   b. Sharing of completed work via social media

save for later
Keeping the Scope Small

**Instructional Outline**

1. **Session 1 - Introduction**
   a. Quickly demonstrate features of the virtual classroom/meeting tool
   b. Show examples of digital collections (esp. using Omeka)

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   b. Define terms

3. **Session 3 - Working with Omeka**
   a. Define terms
   b. Log in and navigate

4. **Session 5 - Entering an item in Omeka**
   a. Guidelines for each element
   b. Demonstrate effect on search if there are typos or items are formatted incorrectly
   c. Conclusion

5. **Follow up**
   a. Continued discussion through email/listserv
   b. Sharing of completed work via social media

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*focus!*

20 – 60 min

**save for later**
Capstone Module Syllabus

**Syllabus - Capstone Module:**
Online Teaching Projects

**Learning Outcomes:**
By the end of this module, you will be able to:
- Integrate what you have learned in all the other modules into one end-to-end instructional design plan
- Implement your instructional design plan, creating all content for one online learning session
- Organize all content for one online learning session in a Learning Management System or a combination of different platforms
- Evaluate the need for alternative formats of content for accessibility
- Assess the quality of your content and that of your peers
- Implement improvements to your content based on assessment
- Recruit learners to participate in online instruction
- Deliver an instructional session online
- Assess the work of online students
- Assess your online instruction and plan for appropriate revisions

**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 D4 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.
Choosing Your Topic

Foundation

Week 2

**Title: Library Card Toolkit**

**Title: Traditional Tales**

**Title: Generating Keywords**

**Title: Basic Records Management Staff Training**

- **Audience:** employees

- **Description:** The Records and Information Management unit is charged with development of a records management training program designed to begin bringing us into compliance with state statutory recordkeeping requirements and internal strategic plans. The training is a three-part online series for beginners that prepares them for intermediate/advanced in-person training in March 2017. This plan addresses only the online component and the flagship cohort of ~400 employees.
Capstone Requirements

- Final Instructional Design Plan
- Syllabus / Agenda for students
- An outline of content
  - A Video or live presentation
  - An interactive component
- A brief report of assessment
Teaching the Teacher: Strategies for Incorporating Information Literacy Competencies into Daily Lesson Plans

Scholarly vs. Non-scholarly Publications

Tags: Academic Libraries
By: Anthony Bishop — The goals for the session are: (1) To inform the patron about the importance of scholarly publications and the purpose for its use. (2) To illustrate the difference between scholarly and non-scholarly publications. (3) To teach...

PowerPoint Tips and Tricks

Tags: Libraries General
By: Kathy Smith — PowerPoint Tips & Tricks is a six-week class developed by Kathy Smith. Students will learn how to design slides that will make their message memorable. All participants will have designed a PowerPoint presentation, they are not beginners. Each asynchronous module will include a video corresponding to...
Project Partners

South Central Regional Library Council

scrlc.org

Empire State Library Network

www.esln.org

School of Information Studies
SYRACUSE UNIVERSITY

ischool.syr.edu

design4learning
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Orientation Module

Week 2

D4L Modules
D4L Program Structure

- **Orientation**
- **Foundation**
- **Diversity**
- **Community**
- **Content**
- **Management**
- **Capstone**

**About 3-5 hours a week**

**2-6 weeks per module**
D4L Program Structure

- Orientation
- Foundation
- Diversity
- Community
- Content
- Management
- Capstone
Instructional Design Workbook

Chapter 3 - Diversity
Orientation Module
Week 2 - Instructional Design Plan Template, Steps 1-3

Title:
- Audience:
- Description:

Step 1. Needs Assessment and Instructional Goals

Learner Needs
The potential learners are
They already know
They need to know
They need to know these concepts/skills so that
The time they will need to spend on these activities is

Existing Materials
Lesson plans
Readings
Multimedia
Other online resources
Learning Management System
Tools for Interaction
Other

Step 5 - Part 1: Motivation and Marketing
Foundation Module: Week 5
Instructor: Marilyn Amone
© 2019 / EST
Diversity Module

Community Module

Content Creation Module

Screencast Assignment

Hi All,

Zoom
by Jennifer Shimada - Monday, 11 January 2016, 11:08 AM

I chose to do a very brief demonstration of the web conferencing software Zoom.

Zooming into Zoom

Camtasia Overview
by Kathy Smith - Monday, 1 February 2016, 3:21 PM

Hi All,

My husband is an audio engineer. I had some fun giving it a try and asked him for a few recording tips.

Link to my YouTube video on Camtasia

Catherine Michael - Friday, 18 December 2015, 12:27 PM

YouTube: "Adding Items to Your Zotero Folder"

Adding items to your Zotero Folder

5 Things To Know: Net Neutrality Is Back In Court

Loud & clear

d4l
Capstone Module

Capstone Showcase at design4learning.info
D4L Program Structure

Orientation

Foundation

Diversity

Community

Content

Management

Capstone
Certificate of Completion

Design for Learning 1 - Orientation

This certificate of completion has been awarded to:
Your Name Here!

May 1, 2017

Kathleen Miller, Chair, Empire State Library Network
D4L Modules – Before and After

Cohorts 1 & 2
- Orientation
- Foundation
- Technologies
- Diversity
- Community
- Social
- Capstone

on WebJunction
- Orientation
- Foundation
- Diversity
- Community
- Content Creation
- Course Management
- Capstone
D4L Modules – Before and After

Cohorts 1 & 2

- Orientation (4 wks)
- Foundation (4 wks)
- Technologies (4 wks)
- Diversity (4 wks)
- Community (4 wks)
- Social (4 wks)
- Capstone (4 wks)

on WebJunction

- Orientation (2 wks)
- Foundation (6 wks)
- Diversity (4 wks)
- Community (4 wks)
- Content Creation (4 wks)
- Course Management (2 wks)
- Capstone (6 wks)
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