Design for Learning

21st Century Online Teaching and Learning
Skills for Library Workers

design4learning.info

Design for Learning 2 - Foundation

Getting Started

INSTITUTE of Museum and Library SERVICES

Welcome

Welcome to the Foundation Module!

This introduction includes:

- advance organizer (video)
- a guide to how this module is organized (text)
- the module syllabus (text/PDF)

If you haven't already, please go through the Orientation Module for some general tips about navigating through all the D4L modules.

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 Foundation: Advance Organizer"
 https://youtu.be/qkJA2x_IEP8

Welcome to the Foundation Module of the Design for Learning project! This video serves as an advance organizer for what's to come in this module.

Because the goal of the Design for Learning project is to prepare you to become excellent online educators, we'll be focusing on instructional design guidelines for both synchronous and asynchronous online learning, that are practical, theoretically sound, and proven to lead to successful learning outcomes, both in terms of achievement and that all-important motivation - you'll be hearing me talk a lot about motivation, and engagement.

We're going to take a step-by-step approach through the instructional design process. This module will be dedicated to your development of a brief design plan for an instructional topic that you can use for the capstone module. I know there are certainly going to be many changes in how you think about your topic between now and then as a result of new learning, new ideas, the sharing of information within this community of learners that we have, but this is a journey, and as in any journey, you have to start someplace. So, this is a draft. It's a starting point and a way for you to assimilate what we'll be doing over the next few weeks.

I hope you're ready to begin your journey. I'm ready to tag along with you, so let's get started!

Guide

How this Module is Organized

The Foundation Module requires a significant amount of hands-on learning activities, presentations, readings, and forum discussions. Here's how to proceed:

1. **Read the syllabus** first (next page); you may also want to print it out or save it to your own device to check things off or take notes.
2. **Return to the main Course Page** for the Foundation 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. **Download the workbook** for this module. 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.
4. **Review the learning objects** listed on the main course page:
   a. Moodle lessons (this format contains and organizes lecture recordings and notes along with challenge questions)
   b. forum discussions
   c. assignments to work on the first 3 steps of your instructional design plan for your project
5. **Plan your time** to work on these activities: there are **6 weeks** planned for this module.
6. **Complete all the activities for each week**, then move on to the next week's content.
7. **Move on to the Diversity Module**. You will be directed to it at the end of this 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 next 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 - Foundation Module:

Instructional Design for Online Learning - Techniques and Pedagogy

Learning Outcomes:

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

- Recognize different approaches to instructional design strategy
- Recognize several leading learning theories
- Relate instructional strategies to the principles of Universal Design for Learning
- Apply Bloom's Revised Taxonomy to writing learning outcomes
- Critique learning assessments for their appropriateness to learning outcomes
- Produce a first draft version of an instructional plan for teaching an online class/session

As part of that first draft, you will be able to do the following for your own specific project:

- Follow a formal instructional design strategy
- Perform an instructional needs assessment
- Define instructional goals
- Identify learner characteristics and entry behaviors
- Outline instructional analysis
- Develop learning outcomes
- Choose assessments that are appropriate for your learning outcomes
- Outline instructional strategies
- Indicate appropriate instructional tools and materials
- Outline formative and summative evaluations

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 has been re-designed to include more content and has been expanded to **6 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 - The Instructional Design Process

- Advance Organizer for Week 1 (video)
- The Importance of Online Teaching and Learning for Libraries (video)
- Approaches to Instructional Design (reading, with **challenge question**)
- Selected Vocabulary (list, with **challenge question**)
- Learning Perspectives (reading, with **challenge question**)
- Learning Styles (reading)
- **Reflection** (activity)

- Universal Design for Learning (video, with **challenge question**)
- Summing Up Week 1 (video)
- Additional Resources (list)
- **Conversation on the Instructional Design Process** (forum)

Week 2 - Steps 1-3 of the 7 Step Process

- Advance Organizer for Week Two (video)
- Overview of the 7 Step Process (video)
- Visualization of the 7 Step Process (graphic)
- Step 1 - Needs Assessment and Instructional Goals (video)
- Key Points for Step 1 (text, with **challenge question**)
- Step 2 - Instructional Analysis (video)
- Key Points for Step 2 (text with **challenge question**)
- Step 3 - Learner Characteristics and Entry Behaviors (video)
- Key Points for Step 3 (text with **challenge question**)
- Summing Up Week Two (video)
- Additional Resources (list)
- **Assignment 1**: Topic for your project (database entry)
- **Assignment 2**: Steps 1-3 of the 7 step process (forum submission)

Week 3 - Step 4 of the 7 Step Process

- Advance Organizer for Week 3 (video)
- Step 4 - Learning Outcomes Part 1 (video, with **challenge question**)
- Selected Vocabulary (list)
- **Write a Learning Outcome** (activity with debriefing)
- Step 4 - Learning Outcomes Part 2 (video)
- **An Interactive Resource** (activity link)
- **Reflection** (activity)
- Summing Up Week 3 (video)
- Additional Resources (list)

- **Assignment 3**: Step 4 of the 7 step process (forum submission)

Week 4 - Assessment

- Advance Organizer for Week Four (video)
- Learning Assessment (video)
- Selected Vocabulary (table, with **challenge question**)
- Digging Deeper into Effective Feedback (text, graphic)
- **Reflection** (activity)
- Matching Assessments to Learning Outcomes (text)
- Creating Effective Rubrics (video, with **challenge questions**)
- Summing Up Week Four (video)
- Additional Resources (list)

Week 5 - Steps 5-6 of the 7-Step Process

- Advance Organizer for Week 5 (video)
- Step 5 (video)
- Key points of Step 5 (text)
- Step 6 (video)
- Key points of Step 6 (text)
- **Reflection** (activity)
- Summing Up Week 5 (video)
- Additional Resources (list)
- **Assignment** 4: Steps 5-6 of the 7 step process (forum submission)

Week 6 - Step 7 of the 7-Step Process

- Advance Organizer for Week 6 (video)
- Step 7 - (video)
- Key Points for Step 7 (text)

- Summing Up Week 6 (video)
- Additional Resources (list)
- **Assignment** 5: Step 7 of the 7 step process (forum submission)

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."
- **Assignment 1** - Enter your project topic in our database
  - This will be marked as complete when you enter your topic using the form fields provided in the database. You will be able to return later and edit this if you change your mind.
- **Assignments 2-5** - Fill in the provided instructional design plan template with plans for your project
  - Each of these assignments will have an associated forum discussion where you can attach your work in progress, discuss your work, ask questions of your peers, and respond to your peers.
  - Each forum discussion will be marked as completed once you post about your own project and reply to someone else's 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:

Dr. Marilyn Arnone is a Research Associate Professor and Associate Professor of Practice at Syracuse University in the School of Information Studies and Co-Director of the Center for Digital Literacy. Find out more about her work at: http://my.ischool.syr.edu/People/mparnone.

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.

Next

To really get started with this Module, use the "bread crumb trail" above to click on "D4L 2 - Foundation" and go back to the main course page.

After that, please download your workbook for this module, and then you can begin going through the content for Week 1, with an overview of the instructional design process.