



Design for Learning

21st Century Online Teaching and Learning
Skills for Library Workers

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In Partnership With



Instructional Design Workbook

Chapter 2 - Foundation



**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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About the Modules	2
Foundation Module Reflection Questions.....	3
Week 1 - Reflection	3
How to Approach the Instructional Design Plan Template.....	4
Week 2 - Instructional Design Plan Template, Steps 1-3.....	5
Week 3 – Try Writing a Learning Outcome.....	9
Week 3 - Reflection	11
Week 3 - Instructional Design Plan Template, Step 4	13
Week 4 - Reflection	14
Week 5 - Reflection	15
Week 5 - Instructional Design Plan Template, Steps 5-6.....	16
Instructional Design Plan Template, Step 5 – Table Version	20
Week 6 - Step. 6. Developing instructional materials or learning objects.....	21
Instructional Design Plan Template, Step 6 – Table Version	23
Week 6 - Reflection	24
Week 6 - Instructional Design Plan Template, Step 7	25



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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 with Leadership Team	2	2
Foundation	Dr. Marilyn Arnone	6	4
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	4
Capstone	Arden Kirkland with Leadership Team Advisors	6	8

Foundation 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

Reflection is a metacognitive strategy that we will use throughout the D4L learning modules. Metacognition is simply thinking about thinking, but of course that is an oversimplification. We'll be discussing metacognition in a later module. Reflection is an especially good strategy to use for self-paced and self-contained learning modules like the D4L series. Here's your reflection for this week:

Think about your own learning style. How do you prefer to receive information? Is there one primary way or do you like to receive and learn information in a variety of ways?

Write a few sentences below to reflect on your learning style.

How to Approach the Instructional Design Plan Template

- You will complete steps 1-3 of the Instructional Design Plan Template during week 2, following that week's lesson, for Assignment 2.
- You will complete step 4 of the Instructional Design Plan Template during week 3, following that week's lesson, for Assignment 3.
- You will complete steps 5-6 of the Instructional Design Plan Template during week 5, following that week's lesson, for Assignment 4.
- You will complete step 7 of the Instructional Design Plan Template during week 6, following that week's lesson, for Assignment 5.
- For sections of the template that have numbered items (for example, there is space for 5 learning outcomes in Step 4), you can add or subtract as needed for your project. Each project will be different and may have shorter or longer such lists.
- As you complete each of these assignments, we encourage you to share your work as an attachment in the forum for that assignment, and to discuss your thoughts in your post. This is required for those who wish to earn continuing education credit for the module.
- After this module, you will continue to revise your completed plan in each of the modules that follow, to incorporate the lessons learned from each module.
- Once you complete the first six modules, this Instructional Design Plan will be your roadmap to implement your plan in an actual unit of online instruction for the Capstone 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

Teacher

The best person/people to design this instruction is/are

because

The best person/people to teach this is/are

because

Mode of Instruction

Asynchronous activities

Synchronous activities

Face-to-face activities

Instructional Goals Statement

Participants will be able to

so that

I have obtained / will obtain consensus on this goal with

by

Step 2. Instructional Analysis

Instructional Outline

Which of these will you use: introducing, defining, explaining, describing, demonstrating, practicing, drafting, discussing, comparing, contrasting, classifying, examining, illustrating, outlining, preparing, restating, emphasizing, evaluating, rating, brainstorming, recommending, listing, distinguishing, summarizing, other

1. Topic
 - a.
 - b.
 - c.

2. Topic
 - a.
 - b.
 - c.

3. Topic
 - a.
 - b.
 - c.

4. Topic
 - a.
 - b.
 - c.

Step 3. Entry Behavior and Learner Characteristics

Prerequisites

Before starting this instruction, students will need to have already completed or will need to already have the following skills:

Evaluation of Entry Behavior

Prior to / At the beginning of the instruction, we will evaluate each student's existing skills/knowledge by

Class Limitations

Class size will be limited to
because

Students will need access to

Learner Characteristics

Student characteristics could include interests, belief systems, cultural differences, language preferences, motivations, demographics, etc.:

Week 3 – Try Writing a Learning Outcome

Think about the lesson you have been working on in Steps 1 through 3. How many learning outcomes do you think you will need to achieve your instructional goals? To get started, practice writing one of your learning outcomes below. After you finish, go to the next page and we will debrief.

Learning Outcome Checklist

#	Question	Y	N
1	Does the outcome support your instructional goals?		
2	Does the outcome describe what the learner will know or do as result of your instruction?		
3	Is the outcome:		
	Specific with sufficient detail?		
	Measurable?		
	Achievable?		
	Realistic and Relevant?		
	Timebound?		
4	Could you break down your learning outcome into specific learning targets if you need to?		
5	(It is early for this but . . .) Can you envision an activity you might create to enable your students to achieve the desired outcome?		

Week 3 - Reflection

As you work on your lesson plans, consider some of the action verbs that relate to Church's version of Bloom's Taxonomy that you can see on page 12. Are they helpful to you as you think about the cognitive levels of learning you want to address and considering the skills you need to teach?

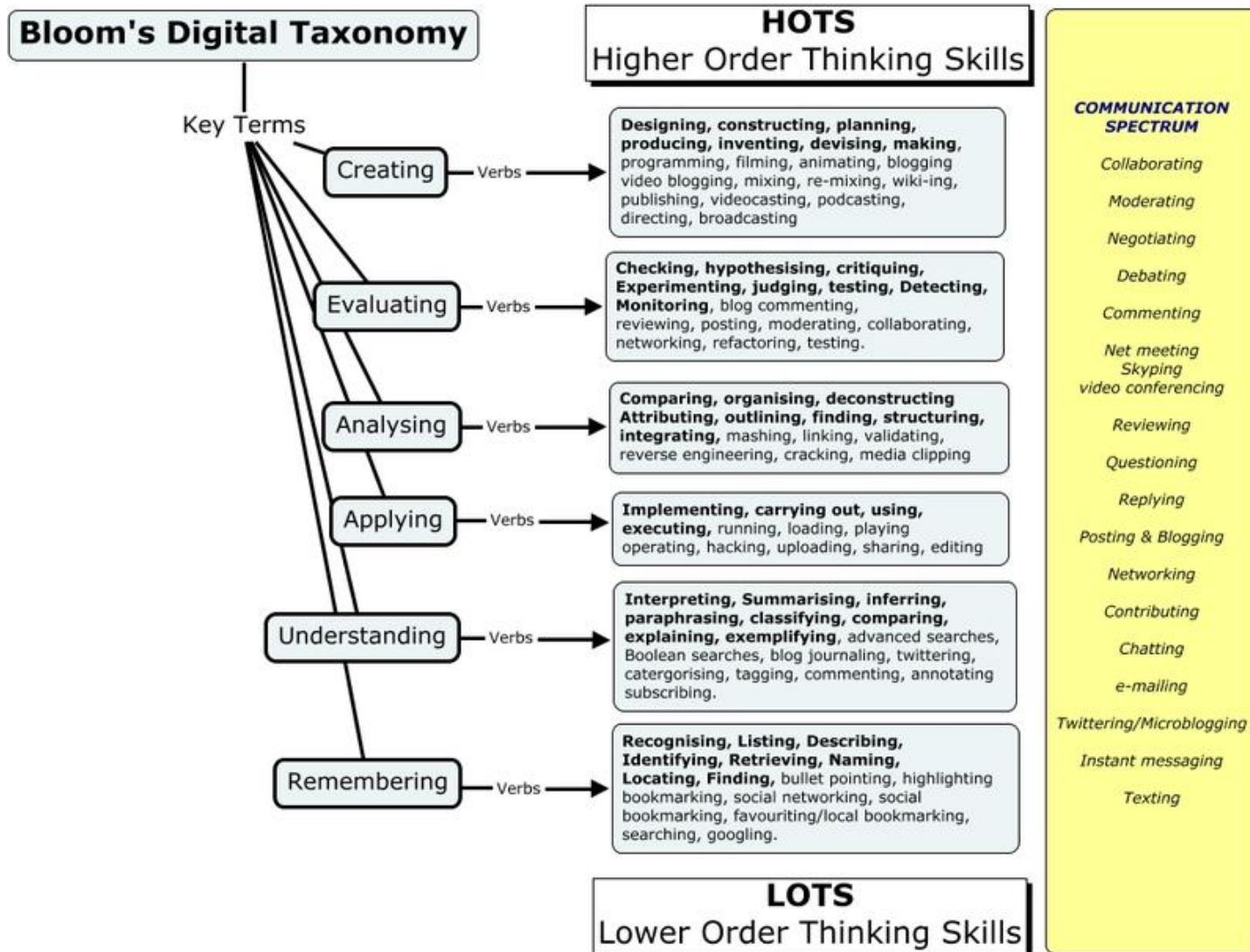


Now, depending on the type of library you work in, take a look at the relevant standards and guidelines along with Church's list on the next page (e.g., AASL standards for school librarians, ACRL standards for academic librarians, etc).

Please write a brief reflection on how one might complement the other when thinking about and planning activities that relate to today's technologies.

Graphic of Bloom's Digital Taxonomy by Andrew Churches

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Week 3 - Instructional Design Plan Template, Step 4

Step 4. Learning Outcomes and Motivating Learners

Learning Outcomes

Measurable outcomes for my learners

Anticipate that you may have to modify learning outcomes for students with specific disabilities.

Learners will be able to:

1.

2.

3.

4.

5.

Week 4 - Reflection

Take a moment to think about the instruction that you plan to design and develop through the modules. Whether your instruction is for an academic library, school library, public library, or special library, how might you involve your learners in developing assessments? Think about it, then write a few sentences about your ideas for this.



Week 5 - Reflection

I have given you just a couple of ideas for motivating your potential learning audience and for marketing your instruction. Reflect on the instruction you are planning. Then, take about three minutes or so to write up some ideas for what you could do!



Week 5 - Instructional Design Plan Template, Steps 5-6

Step 5. Planning Instructional Strategies

(as an alternative, you may wish to fill out this step as a table – go to page 20)

Motivating Learners

Motivational methods (to gain/sustain attention, build relevance, increase confidence, provide satisfaction):

- 1.
- 2.
- 3.
- 4.
- 5.

Information Presentation/Learner Participation

Include modifications for any learning objects that may require accommodations.

Learning Outcome 1:

Learning Object:

Type:

Learner Interaction:

Motivational Strategy:

Learning Object:

Type:

Learner Interaction:

Motivational Strategy:

Learning Object:

Type:

Learner Interaction:

Motivational Strategy:

Learning Outcome 2:

Learning Object:

Type:

Learner Interaction:

Motivational Strategy:

Learning Object:

Type:

Learner Interaction:

Motivational Strategy:

Learning Object:

Type:

Learner Interaction:

Motivational Strategy:

Learning Outcome 3:

Learning Object:

Type:

Learner Interaction:

Motivational Strategy:

Learning Object:

Type:

Learner Interaction:

Motivational Strategy:

Learning Object:

Type:

Learner Interaction:

Motivational Strategy:

Learning Outcome 4:

Learning Object:

Type:

Learner Interaction:

Motivational Strategy:

Learning Object:

Type:

Learner Interaction:

Motivational Strategy:

Learning Object:

Type:

Learner Interaction:

Motivational Strategy:

Learning Outcome 5:

Learning Object:

Type:

Learner Interaction:

Motivational Strategy:

Learning Object:

Type:

Learner Interaction:

Motivational Strategy:

Learning Object:

Type:

Learner Interaction:

Motivational Strategy:

Assessment

If expected learning outcomes were adjusted for students with specific disabilities, include any necessary assessment modifications.

Learning Outcome 1:

Assessment(s):

Learning Outcome 2:

Assessment(s):

Learning Outcome 3:

Assessment(s):

Learning Outcome 4:

Assessment(s):

Learning Outcome 5:

Assessment(s):

Follow-through Activities

After _____ weeks/months we will follow up with students by:

Instructional Design Plan Template, Step 5 – Table Version

#	Learning Outcome	Learning Object(s)	Type	Learner Interaction	Motivational Strategy	Assessment
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Week 6 - Step. 6. Developing instructional materials or learning objects

(as an alternative, you may wish to fill out this step as a table – go to page 23)

Please refer back to the learning objects you listed in Step 5 and provide the additional info requested below for each one. You may also decide to add or subtract learning objects at this stage.

Which of these will you use:

- Web-based (online) text/graphics - books, articles, handouts, slides, transcripts, assignments, other readings, activities, discussions, collaborative writing, interviews, case studies, etc.
- Web-delivered (various platforms) Lecture - online human(s) speaking in real-time
- Recorded Lecture distributed through the Web
- Lecture - in-person human(s) speaking to group (in blended learning)
- Printed matter (text/graphics) - books, articles, handouts, slides, transcripts, assignments, other readings, activities, discussions, collaborative writing, etc. (in blended learning)
- Other

Learning Object:

Creation tool(s):

Format(s):

Platform(s) for sharing:

Creator(s):

Learning Object:

Creation tool(s):

Format(s):

Platform(s) for sharing:

Creator(s):

Learning Object:

Creation tool(s):
Format(s):
Platform(s) for sharing:
Creator(s):

Learning Object:

Creation tool(s):
Format(s):
Platform(s) for sharing:
Creator(s):

Learning Object:

Creation tool(s):
Format(s):
Platform(s) for sharing:
Creator(s):

Learning Object:

Creation tool(s):
Format(s):
Platform(s) for sharing:
Creator(s):

Learning Object:

Creation tool(s):
Format(s):
Platform(s) for sharing:
Creator(s):

Learning Object:

Creation tool(s):
Format(s):
Platform(s) for sharing:
Creator(s):

Instructional Design Plan Template, Step 6 – Table Version

#	Learning Object(s)	Creation tool(s)	Format	Platform(s) for sharing	Creator(s)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Week 6 - Reflection

It is time to reflect on the instructional design plan that you are in the process of creating.

Take a few moments to think about how you will collect information to help guide your decision making as you are developing your instruction (formative evaluation). Even if your project is a small one with little or no funding, are there persons who can provide feedback to you as you develop parts of your instruction? Will you have an opportunity to pilot test some or all your instruction?

Now, think about how you will evaluate the worth of your instruction (summative evaluation). Think back to your needs assessment and broad goals. What kind of information in addition to summative learning assessments will you collect to prove value? Write down your initial thoughts below. Later, you can develop them more as part of this week's assignment.



Week 6 - Instructional Design Plan Template, Step 7

Step. 7. Formative and Summative Evaluation

Formative Evaluation

You have already indicated the types of learning assessments you will do but how else will you know if your instruction is effective? Could you include periodic checks for understanding, or perhaps a mid-course evaluation that collects information on motivational and other factors? Use this space to mindstorm some of your ideas.

1.

2.

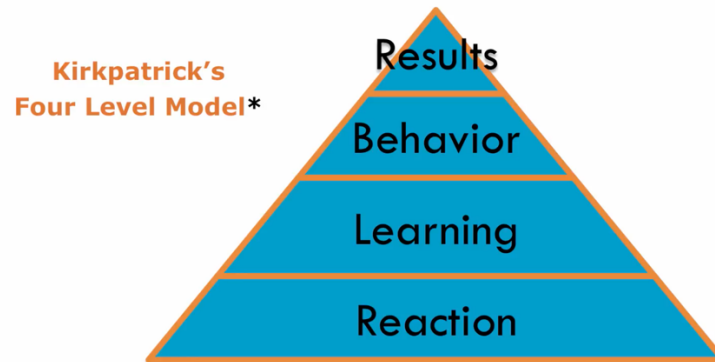
3.

4.

5.

Summative Evaluation

Please review the four levels of Kirkpatrick's model, shown below. Write down some ideas for what you could do to evaluate your instruction at each level of this model.



1.

2.

3.

4.