



Design for Learning

21st Century Online Teaching and Learning
Skills for Library Workers

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In Partnership With



Design for Learning 2 - Foundation

Steps 5-6 of the 7-Step Instructional Design Process (Week 5 Lesson)



**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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Welcome to Week 5!

This lesson includes:

- Advance Organizer for Week 5 (video)
- Overview of Step 5 (text)
- Step 5, Part 1 (video)
- Reflection (activity)
- Step 5, Part 2 (video, with Challenge question)
- Step 5, Part 3 (video, with Challenge question)
- Key points of Step 5 (text)
- Step 6 (video, with Challenge question)
- Key points of Step 6 (text)
- Summing Up Week 5 (video)
- Additional Resources (list)

Advance Organizer for Week 5

Video Transcript:

“Foundation Module Week 5: Advance Organizer”

<https://youtu.be/oxnSsl1XtxA>

So far, we’ve covered steps 1 -4 in our in the 7-Step process of instructional design for online learning. These steps included:

1. Needs Assessment and Instructional Goals
2. Instructional Analysis
3. Entry Behavior and Learner Characteristics
4. And Learning Outcomes.

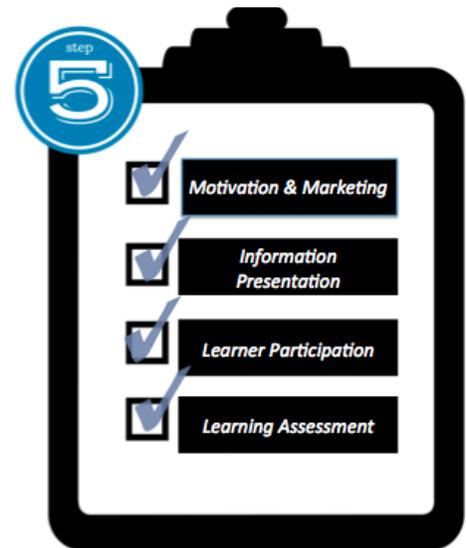
This week, we’ll tackle Steps 5 and 6. In Step 5, we’ll discuss planning instructional strategies. We’ll cover the pre-instructional strategies of motivation and marketing, information presentation, learner participation and interaction, and assessment of learners. And in Step 6, we’ll cover choosing tools and instructional materials.

So, when you’re ready, we’ll start with Step 5.

Step 5 Overview

Step 5 has a number of components that each relate to the essential planning and design that must be accomplished prior to beginning the development phase in Step 6. As you will discover in this week's first presentation on the next page, Step 5 brings together everything that you have learned and accomplished in the previous four steps. However, now you will have the opportunity to revisit and refine them. The components of Step 5 that we'll address this week are:

- Motivation and Marketing as Pre-Instructional Activities
- Information Presentation
- Learner Participation/Interaction
- Learning Assessment



You have already explored learning assessment in some detail in Week 4 as a stand-alone topic. This week, we will discuss learning assessment briefly as one of the components of Step 5.

Step 5-Part 1 (Motivation and Marketing)

Video Transcript:

“Foundation Module Week 5: Step 5 - Part 1”

<https://youtu.be/nUnoZUGb7m8>

Let's get started on Step 5 by addressing what is meant by pre-instructional strategies. Here we go.

Pre-instructional strategies and activities are what happen before your instruction actually begins. And motivation and marketing are two pre-instructional activities you need to be concerned with. We'll begin with motivation. This is especially important if you plan to teach an elective on the college level and students have a choice in whether to take your course or not. Can you think of what might be the most important motivational strategy to use before instruction? The most important pre-instruction motivational strategy is relevance. Why should learners take your course if they don't have to? To make your course relevant, you need to create a strong rationale. This is different and separate from motivating students within your class, that is, once they are enrolled and actually participating in the learning. We'll get to that later this week.

So, if you are teaching in an academic library, how will you motivate learners to take your class?

If you're working in a public library, how will you encourage your patrons to participate in a nonformal learning program that you are offering?

If you are a school librarian offering an after school program, how will you motivate your K-12 students to join?

If you work in a special or corporate library, how will you motivate staff to want to engage in optional training?

The answer is the same. You make it RELEVANT.

You can create relevance by:

- Pointing out the usefulness or importance of the instruction. Perhaps you relate it to something that is current and topical.
- Another powerful strategy is to showcase the present or future worth of the instruction. I'll give you an example of this coming up.
- Modeling enthusiasm for the content you will teach. Enthusiasm is often contagious
- Drawing on your personal experience, the experience of others, or students' experiences are proven strategies for creating relevance.

Next, I'll give you some concrete examples of how to do this as we move from motivation to marketing as a pre-instructional activity and strategy.

Marketing means you will have to promote and publicize your learning opportunity so that you can get learners involved in what you are offering. Now that we know that to motivate learners to enroll in your elective class or participate in your instructional offering, whether formal or non-formal, you have to create relevance, here are a few tips for doing that through your marketing activities. You can plan to:

- Create a flyer and distribute it both virtually and physically throughout the building. I've done this many times when I am first offering a new elective. You have to generate some buzz. So your materials have to look very enticing. That's part of Content Creation which you'll get in a later module.

Here's an example of something I did for my Storytelling for Information Professionals 3 credit summer course. It's nothing fancy, just a simple one page flyer creating in MS Word but the relevance strategy I used with this flyer paid off in terms of increased enrollment. The strategy I used was incorporating the personal experience of students. There are four quotes or testimonials, if you will. For example, Marykate gave me this quote.

“Thanks to your course, I now recognize storytelling as a pivotal activity in creating a library community, and I continue to be amazed at the talents I discovered in myself in your class.” It didn’t take long for me to put together. I just sent an email to a few of my former students who loved my course. Here’s another idea...

- Create a blog post and drive traffic to your blog. You’ll hear more about blogging in the social and community module.
- Alternatively and additionally, create a write-up and have your school’s public relations person put it on the school blog or website.
- Here is one of my personal favorites. Create a video promoting your course. Think of it as a kind of short infomercial. I have done this for a number of my courses. Then, I have our PR person help circulate it for me. They do this through the school’s Twitter account, Facebook account, blogspace, and more. I know a few people who actually have put the URL to their course marketing video on their syllabus. Personally, I haven’t done that yet. So, here is a snippet from my course infomercial I did another year where I use all the relevance strategies that I spoke of earlier including showing the importance of the topic, showing future worth or value, modeling enthusiasm for the topic, and drawing on personal experience.

[VIDEO CLIP] [OK, you get the idea. I won’t play all the way through.]

- If you really hate being on camera, you can use one of those fun apps to create a fast moving video with just images and text like I did here. [Again, that was just a snippet. It lasts about 1 minute.]
- Don’t forget about using others’ experiences to create relevance, too. Student testimonials have worked great for me.
- If you are in a school, you can broadcast it on your TV’s station, podcast it on your library website, send home flyers, and more.

These are just a few ideas to get you started. On the next page, you are sure to come up with more ideas as you reflect on your own pre-instructional planning for motivation and marketing.

Reflection

A Reflection Activity . . .

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 in your workbook for what you could do!

Step 5-Part 2 (Information Presentation, Learner Participation & Assessment of Learners)

Video Transcript:

“Foundation Module Week 5: Step 5 - Part 2”

<https://youtu.be/INkXIJst1Oo>

Welcome back. This is Step 5 – Part 2. In Part 1, we talked about Motivation and Marketing as pre-instructional activities designed to encourage enrollment in your instructional offering. In Step 5 - Part 2 we'll discuss Information Presentation, Learner Participation and Interaction, and Assessment of Learners. As you can see, Step 5 includes multiple elements. What you accomplish in Step 5 will prepare you for Step 6, choosing and/or developing tools and instructional materials. In Step 5, you will refine what you've accomplished in previous steps.

For the Information Presentation part of Step 5, you will go back to the work you've accomplished in Step 2 which was instructional analysis; and now you'll now be able to refine that work. with respect to sequencing and delivering the instruction. If you were very detailed in Step 2, you may have less work to do. If your instructional analysis was more of a top level analysis, you will now need to dig down and break up the content into smaller chunks with a greater level of detail. Go back to your Instructional Analysis and determine the sequence of instruction you will need to follow. At this point, you may need to reconsider the order in which you present the elements of your instruction as well as the manner in which you will teach the necessary knowledge, skills, and attitudes, that is how you are going to teach them. Will you use video, will you use simulations, what activities? These are your learning objects.

What is a learning object? A learning object is term that really means little more than an instructional material or resource that is used in technology-supported learning environments. The term became popular in the 90's with web-based

instruction and often referred to re-usable learning objects because with little additional work, they can be easily repurposed or reused. So, we'll use the term learning objects on your instructional design template. We'll take a look at an example of what comes together in Step 5...but first let's consider another element of Step 5, Learner Participation and Interaction.

Learner Participation and Interaction is the other side of Information Presentation. It refers to what your learners will actually be doing during the learning and teaching process which of course includes the information presentation. You will ask the question “How do I want my learners to be interacting with the content including my presentation and the materials, as well as interacting with their classmates?” You will want to create a learning environment that includes all the tools and learning objects or materials you'll need to encourage a high level of learner participation. How will they interact with your learning objects? The learning objects I'm using for this week's D4L instruction are designed to encourage learner participation and

interaction. You are viewing and listening to my video, you will complete checks for understandings through the Challenge Yourself questions, engage in a Reflection to stimulate higher order thinking, possibly read the suggested support materials, and complete an assignment. These are all the active learning components for this week. Encouraging active online learning is what we want.

Finally, Step 5 involves Learning Assessments – this maps back to Step 4, Learning Outcomes and is something we discussed in detail in Week 4. How will learning be assessed? You will recall that your learning assessment must match your learning outcomes. As a reminder, Bloom’s Revised Taxonomy can help a lot with that. So, for Step 5, you will go back to your step 4 learning outcomes and decide how you will know that your learners have successfully accomplished the intended learning outcomes. Will you use project-based assessments, quizzes, tests, papers, or a combination? Last week, in Week 4 we dedicated the entire week to Learning Assessment. Please refresh your memory and revisit Week 4 if you need to.

Another important consideration in planning instructional activities is thinking about how you will motivate your learners during instruction. This is different than motivating them to enroll in your class. That’s why I’ve prepared a separate video for this week to discuss the kind of strategies you will find helpful in maintaining learner motivation.

At this point, an example of Step 5 in action would be helpful.

You may have already taken a peek at the Traditional Tales Instructional Design Plan. It is one of our D4L examples. It was designed for 2nd grade students. I’ll use it to show one way of laying out all the elements you need for Step 5. She has taken her instructional outline in Step 2 and broken it down into a sequence of activities in Step 5, each relating to a specific learner outcome, with possible learning assessments. Notice the sequence of instruction numbered down the left side of the spreadsheet. Some of the initial activities are on the remembering and understanding levels of Bloom’s taxonomy so I’m going to move down to one that is on the applying level, a little higher up on Bloom’s Taxonomy. The learning outcome is that students use examples from the text to illustrate why a story is labeled as a folktale or fable. Now as you can see [pointing to column #3], this is the learning object column; the learning object here is the online journal activity with option for artistic/visual response. And the type of learning object is in this column [Column #4] and it is an online document. She has also given us the learner participation/interaction element and, in this case, it is reading and writing in the journal. She has talked about the motivational aspects in this column [Column #6] and that is that students will also enjoy the social aspects of emailing each other. And finally, in this column [Column#7] are the learning assessments, two options here, that align with the learning outcome. So, if they [students] are going to use examples from the text to illustrate why a story is labeled as a folktale or a fable, and they are reading and writing in a journal, then writing portions as a free response assessment is appropriate. So, that was our example using “Traditional Tales.”

In Part 3 of Step 5, I'll talk more about planning for learner motivation. Thank you.

Challenge Yourself!

Test your recall of the Step 5 - Part 2 video!

1. From the choices below, select the term that was coined in the 1990's to refer to re-usable digital instructional materials.

- A. Presentational Elements
- B. Learning Objects
- C. Digital Objects
- D. Self-Contained Apps

Step 5-Part 3 (Motivational Goals and Strategies)

Video Transcript:

“Foundation Module Week 5: Step 5 - Part 3”

<https://youtu.be/jMhTsLJlpd8>

Hello Everyone.

I would like to discuss learner motivation and engagement as an important overlay to the instructional design process.

Motivation may seem like a fuzzy concept and not directly measurable like achievement, and yet motivation can account for up to 25% of the variation in achievement according to research studies.

While participants who sign up for a course or a training program with motivation such as wanting to get a promotion, or good grades, or because they are even interested in the subject matter, in order to maintain their attention and build their confidence as learners, you will still need to include motivational strategies.

This is especially important for those of you who are working in a K-12 environment or in public libraries who must constantly motivate your younger learners as you address things like standards, Common Core State Standards, or AASL Standards for the 21st Century Learner.

So in addition to creating learning objectives or outcomes, keep those motivational goals for your instruction in mind. To do this, I like using John Kellers ARCS Model of Motivational

Design. The ARCS Model is based on solid research but I like it because the model is prescriptive and very intuitive. It gives you concrete and practical ideas for strategies.

Let me state what motivational goals are in terms of what you want to accomplish as an online instructor. Your motivational goals should be:

- Gaining and sustaining ATTENTION.
- Creating RELEVANCE for the content you are teaching.
- Building and or reinforcing CONFIDENCE in learners that they can achieve the desired learning outcomes, and . . .
- Providing SATISFACTION in their learning accomplishments.

As we move through this module, I will be back with specific strategies that you can use to address these goals.

ARCS Model: Example Strategies

CATEGORY	STRATEGIES
<i>ATTENTION</i>	<ul style="list-style-type: none"> a) Introduce incongruity or conflict to pique student interest and curiosity b) Stimulate inquiry by asking questions and posing perplexing problems to be solved c) Provide variety in information presentation to avoid boredom d) Encourage participation e) Use attention focusing devices such as white space and headers
<i>RELEVANCE</i>	<ul style="list-style-type: none"> a) Point out the usefulness of content b) Draw on personal experiences; have students share experiences c) Showcase current or future worth d) Learn about your students and match student needs/interests with examples e) Offer students some choices about how/what they learn and how they demonstrate learning
<i>CONFIDENCE</i>	<ul style="list-style-type: none"> a) Chunk the instruction b) Provide clear expectations for learning c) Provide ample practice opportunities d) Provide frequent formative feedback e) Set a level of difficulty appropriate for the student f) Provide a supportive learning environment
<i>SATISFACTION</i>	<ul style="list-style-type: none"> a) Provide unexpected rewards (that are related to the learning) b) Recognize learning accomplishments by showcasing exemplary work or via public acknowledgement c) Provide opportunities for enrichment to those want to learn more about a topic d) Foster intrinsic motivation to learn

Challenge Yourself

2. Try your hand at matching up strategies with the four categories of the ARCS Model of Motivational Design, developed by Dr. John Keller.

HINT: There will only be one instance of each category of the ARCS Model and they are not listed in ARCS order.

A. Chunking information is a strategy designed to increase what?

B. Providing variety in presentation modes is an example of this type of motivational strategy.

C. This type of motivational strategy shows the worth or value of the instruction.

D. Providing recognition for a job well-done is an example of what type of strategy?

1. Relevance
2. Attention
3. Satisfaction
4. Confidence

Key Points for Step 5

Step 5 involves planning and design in preparation for Step 6 where you will choose and develop your instructional materials. Note that you are not developing instructional materials yet, but planning for what and how you will be creating or re-purposing materials. The following are the four tasks related to Step 5.

- Motivation and Marketing as Pre-instructional Activities
- Information Presentation
- Learner Participation/Interaction
- Assessment of Learners

Step 6 (Choosing Tools and Instructional Materials)

Video Transcript:

“Foundation Module Week 5: Step 6”

https://youtu.be/A_cJ-bwXpb4

Welcome to Step 6. I'm Marilyn Arnone here. In the *7 Step Process for Instructional Design for Online Learning*, Step 6 involves choosing and most often actually *developing* instructional materials or learning objects. By this point, if there are others involved in the decision-making for your course or instruction, you may need to gain consensus on what you've planned to

develop. You may have convinced the gatekeepers of the need for instruction in Step 1, *Needs Assessment and Instructional Goals*, but now that you've planned out your instructional strategy in Step 5, and are ready in Step 6 to start choosing and developing the learning objects, you may want or need to get buy-in on your planned strategy before you commit to development. After all, developing learning materials is time-intensive (and that can translate to costly). If, say, an organization is funding you to develop instruction, you want to know at this point if they are on board with the approach you're taking. Often, creating a sample of the instruction to pilot test with actual learners is accomplished and we'll discuss that more in Step 7 – Evaluation. But remember, that what you evaluate in Step 7 is likely produced as a part of Step 6. Which brings us back to the iterative nature of instructional design.

OK, let's assume everybody is on board with your planned instructional strategy. In Step 6, you'll use your planned instructional strategy and any feedback you may have received on a sample piece of instruction, and start choosing tools and developing your materials.

What kinds of learning objects or instructional materials can you consider for your online instruction? By the way, don't worry when you hear me interchange the terms learning objects and instructional materials. They mean the same in our D4L series. You have many many choices for learning objects.

Your recorded lecture is an obvious one. Please allow me a brief aside here on the topic of lectures . . .

ASIDE: Remember, organizing your lectures into smaller chunks will sustain your learner's attention a lot better than an hour long or even a 30-minute lengthy lecture. And attention is, as we now know, an important motivational consideration. Thank you for that aside.

Other obvious learning objects include printed or downloadable printable objects such as articles, books, handouts, graphic organizers, transcripts, and more.

Videos and screencasts, podcasts, simulations, interactive role-plays, synchronous and asynchronous online discussions, online quizzes and tests, and a myriad of active learning strategies continue the list of possibilities.

But that's not all! Also consider among your learning object choices, the many web tools that are available to you for promoting interaction in your students such as collaborative writing apps, surveys, polling, mindmapping and brainstorming apps, journaling, story creation apps, visualization and drawing apps, and I could go on and on. But, you will learn more about some of the possibilities in the Content Creation module as well as the Social and Community module.

When choosing and developing learning objects, please keep several things in mind.

1. Choose the right tool for the job.

2. Provide variety of learning objects to both sustain attention but also to appeal to individual differences in preferences for how learners like to receive information. That gets at UDL principles, too.
3. Make them accessible.

Everything you produce needs to be considered in terms of its accessibility for persons with disabilities. For example, you need to ask yourself if persons with hearing loss or visual impairments can access your materials? The video you are listening to and viewing now has been closed captioned to increase accessibility. Beneath the video you will also find a video transcript of everything I'm saying. By using page headings correctly you will allow users with screen readers to jump to the sections on a web page they are interested in. Using meaningful titles and adding descriptions to images are other easy things to do. There a number of simple tips when writing for accessibility put forth through the W3C Web Accessibility Initiative and you will find a link to these on the Additional Resources page of this week's instruction. Plus, you'll hear more about accessibility in other modules.

If you have done a thorough job with planning your instructional strategy, you are ready for Step 6!

Challenge yourself!

Time to challenge yourself again!

3. Select the response that best describes the following:

Meaningful titles, correct page headings, and image descriptions.

- A. Means to increase accessibility
- B. Presentational elements
- C. Means of increasing learner motivation
- D. Attention-focusing devices

Key Points for Step 6

Step 6 involves choosing and developing instructional materials or learning objects.

- Developing learning objects is time-intensive; often, it is wise (or necessary) to get consensus on your instructional approach from the person/funder that commissioned your work before investing too much effort.

- Pilot testing a sample of instruction with representative learners can provide useful feedback.
- Provide a variety of learning objects in your instruction to sustain attention and serve individual differences in learner preferences for receiving information.
- Make your learning objects accessible. Examples include closed captioning for videos, adding descriptions to images, using meaningful titles, and carefully organizing web pages with headers to help learners using screen readers.

Summing up Week 5

Video Transcript:

“Foundation Module Week 5: Summing Up”

<https://youtu.be/DBO0NTs0IBI>

This week, there was so much to cover in Steps 5 and 6. Next week there will be a little less content because we will only have one more step to cover and that’s evaluation. To complete this week, be sure to check out our examples for how other D4L students tackled Steps 5 and 6. You should also be starting to work on your own ideas for Steps 5 and 6 by continuing with your template. Again, don’t worry if you still don’t have all your thoughts worked out. You will be fine-tuning this throughout the modules on diversity, content creation, and more. I’ll see you again soon.

Additional Resources

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

- Cohen, E. B. & Nycz, M. (2006), Learning objects and E-learning: An informing science perspective. *Interdisciplinary Journal of Knowledge and Learning Objects*, 2, 23-34. Retrieved on February 10, 2017 from: <http://www.ijkl.org/Volume2/v2p023-034Cohen32.pdf>
- W3C Web Accessibility Initiative. Tips on designing for web accessibility. Retrieved on February 9, 2017 from <https://www.w3.org/WAI/gettingstarted/tips/designing.html>
- Keller, J. & Suzuk, K. (2004). Learner motivation and e-learning design: A multinationally validated process. *Journal of Educational Media*, 29, 4.

Videos

- All of this module's videos are available on a playlist at YouTube:
<https://www.youtube.com/playlist?embed=no&list=PLw6HBD7UyT3nKkQsX00KGsD-SzlheYb1B>

Answer Key:

1. B - Learning objects
A learning object refers to an instructional material or resource used in technology-supported learning environments.
2. A-4, B-2, C-1, D-3
These motivational strategies are also aligned to principles of Universal Design for Learning. For example, providing variety in how you present content is aligned to providing multiple means of representation. Other motivation strategies used in the ARCS Model are aligned to multiple means of engagement and multiple means of sharing and expression.
3. A - Designing accessible materials is a critical part of good instructional design.