



Design for Learning

21st Century Online Teaching and Learning
Skills for Library Workers

design4learning.info

In Partnership With



Design for Learning 4 - Community

Getting Started



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Welcome

Welcome to the Community Module!

This introduction includes:

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

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 Community: Advance Organizer"

<https://youtu.be/Jm6lNmEkjXE>

Hi! This is Arden Kirkland, and I'm very excited to welcome you to the Community module!

Nurturing a sense of community is one of the hardest tasks for an online instructor, so we've devoted a whole module to concepts and strategies about creating a sense of community for your learners.

Week 1 is about A Sense of Community in Online Instruction. I'm going to introduce you to some research that show us why a sense of community is important, and we'll reflect on our own experience with this, especially motivation to participate.

In week 2, the focus is on Social Participation, and you'll have the chance to try some new social media platforms and evaluate what you find.

In week 3, you'll start to develop a Strategy for Your Community, for your own Capstone project, with some exercises to help you refine your ID plan.

In week 4, the focus is on Maintaining Your Community, with more exercises focused on how to keep your community going once you get it started.

here are the objectives for this module:

1. you'll dip into some theory to recognize the characteristics of teaching presence, cognitive

presence, and social presence

2. then you'll have a chance to evaluate positive and negative factors in existing online educational communities
3. another reflection will help you to identify the motivation for (or barriers to) community participation – your own and others
4. as a part of refining your ID plan, you will develop a strategy for activities that fit with your community members' motivation for participation,
5. determine the social media platforms that are most relevant to your instructional objectives,
6. and consider the role of a code of conduct or netiquette guide for an online educational community
7. You'll start to develop some content by constructing a strategy for well-timed and appropriate discussion posts and responses on social media, both as a follower and as a leader
8. Thinking about assessment, you will plan how metrics can be used to assess and improve how a social media strategy is meeting learning objectives

and how are we going to achieve these objectives?

Well, much of this will follow the same format as other modules you've already gone through, with lessons, challenge and reflection questions, workbook activities, and forum posts.

However, in the spirit of fostering community, this module will have two activities that require you to work with at least one other person. Yes, I know for many of you this may be difficult – we've heard from many of our learners how much it helps for this program to be self-paced, and that may mean that you can't easily identify others who are ready to do these activities at the same time as you. However, we're pushing you to face this challenge so you can be sure to experience first hand what it's like to interact with others through online learning, so hopefully you will see not only how challenging it can be to arrange, but also how much it is worth it in the end.

Do you remember in the Orientation Module how I encouraged you to find others to interact with as you go through this program? Well, if you haven't done that yet, now's the time. You may want to revisit my list of ideas in Orientation for different ways to find a person to do this partner activity – and you can do it as a small group of 3-5 if a few of you emerge to do these activities at the same time. Another tip – if the timing isn't quite right, and you find someone to partner with but you can't talk or meet up with them right away, then you may want to skip ahead to weeks 3 and 4 and come back to the activities in week 1 and 2 when they are available.

For some of you, these partner activities will be a lot of fun, and for others they may be excruciating. Some of you might be surprised that your reaction is different than you expected! Remember, your personal learning style may be different from the person you partner with, and will certainly be different from at least some of your eventual learners! That's why we're pushing you to move out of your comfort zone here. If I can do it, so can you! I used to hate

group work, both in face to face and online settings, but over the years I've come to value it so much that here I am making you do it!

One other quick note – you can do this module without having done the previous modules in order, but there will be some references back to previous modules. Similarly, even if you don't plan to go all the way through to complete the final Capstone project in this series, you do need to have a project in mind to apply your learning to your own library community. If you haven't done the Foundation module, then you haven't written up a full instructional design plan for your project, but that's ok – as long as you have a project idea in mind you can still go through the exercises in this module.

This is a no judgement zone where we all get to experiment with these social tools, make mistakes, and help each other. So let's have fun with it!

END OF TRANSCRIPT

All videos for this module are in a playlist on YouTube at https://www.youtube.com/playlist?list=PLw6HBD7UyT3nq5FwezE3G0IH74tbm_b-e.

Guide

How this Module is Organized

The Community Module gives you opportunities to interact with other D4L students and/or members of your own library community, and to consider how your own instruction will engage with your community. You will work through several presentations, readings, exercises, and forum discussions.

1. Begin by reading the Syllabus (next page). Since it is available to you as a .pdf document, you may also want to print it out or save it to your own device. This will provide you with the option of checking off completed tasks and taking notes.
2. Then, return to the main Course Page for the Community 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: note that these are required activities and will be checked off automatically as you complete them.
3. Review the learning objects listed on the main course page and plan when you will have time to work on each of them.
4. There are 4 weeks planned for this module.
5. Weeks 1 and 2 include content that you are likely to return to throughout the module. You aren't expected to read it all during those weeks, but you can skim over it so you know what's there to consult as you continue through the activities of the following weeks. Try to work through this module in order, but your interaction with others is the

most important part for these 4 weeks, so if you need to do some activities out of order in order to schedule a time to connect with others, that is encouraged!

6. At the end of the module, you will be directed to the Content Creation module. 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 from there.

If you have any questions about the Moodle or the order of work, please post a question in the discussion forum. Other learners might have similar questions, or even answers. Or, contact us at d4l@scrlc.org. Please whitelist or otherwise adjust your spam filters to allow replies from the program email to reach you.

Syllabus - Community Module:

Engaging with Learners - How to Develop your Community

Learning Outcomes:

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

- recognize the characteristics of teaching presence, cognitive presence, and social presence
- evaluate positive and negative factors in existing online educational communities
- identify the motivation for (or barriers to) community participation
- develop a strategy for activities that fit with your community members' motivation for participation
- determine the social media platforms that are most relevant to your instructional objectives
- consider the role of a code of conduct or netiquette guide for an online educational community
- construct a strategy for well-timed and appropriate discussion posts and responses on social media, both as a follower and as a leader
- plan how metrics can be used to assess and improve how a social media strategy is meeting learning objectives

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.
- This module has been designed to take place over **4 weeks**, like most modules of the Design for Learning program. If you start at the beginning of the month, you will be more likely to find other students going through the discussion forums at the same schedule.
- 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 - A Sense Of Community In Online Instruction

- Advance Organizer for Week 1 (video)
- **Reflection 1** (activity)
- Selected Vocabulary (list)
- Types of Learning Communities (video)
- Models for Online Learning Communities (video, with **challenge question**)
- **Reflection 2** (activity)
- Participation (video)
- Motivation (video, with **challenge question**)
- **Reflection 3** (activity)
- Summing Up Week 1 (text)
- Additional Resources (list)
- Case studies of online learning communities (reading)
- **Assignment 1:** Partner Activity – meet to develop alternative discussion ideas (forum submission)

Week 2 - Social Participation

- Advance Organizer for Week 2 (video)
- Elements of Social Media (video)
- **Reflection 1** (activity)
- Teens Migrating from Facebook (video)
- Choosing Social Media (video)
- **Reflection 2** (activity)
- More Social Media Considerations (video, with **challenge question**)
- **Reflection 3** (activity)
- Social Media Listening (video)
- Summing Up Week Two (text)
- Additional Resources (list)
- D4L Guide to Social Media (text)
- Survey about social media (form)
- **Assignment 2:** Partner Activity - interact with each other on at least two different social media platforms (forum submission)

Week 3 - Strategy for Your Community

- Advance Organizer for Week 3 (video)
- Strategy (video, with **challenge question**)
- **Reflection 1** (activity)
- Community Members (video)
- **Reflection 2** (activity)
- Strategies and Netiquette (video, with **challenge question**)
- **Reflection 3** (activity)
- Summing Up Week 3 (text)
- Additional Resources (list)
- **Assignment 3**: Planning Your Strategy (forum submission)

Week 4 - Maintaining Your Community

- Advance Organizer for Week 4 (video)
- Community Lifecycle (video, with **challenge question**)
- Community Management (video, with **challenge question**)
- Discussion (video)
- **Reflection 1** (activity)
- Metrics and Interventions (video, with **challenge questions**)
- **Reflection 2** (activity)
- Summing Up Week Four (video)
- Additional Resources (list)
- **Assignment 4**: Revising Your ID Plan (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 or other exercise. 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.”
- **Assignments 1-2** - Partner/Group activities
 - Each of these will require that you work with a partner or small group. Please use the forums to identify a partner. If you can't find someone who is going through D4L at the same time as you, find a colleague, friend, or family member to do this activity with you. An important aspect of these activities is to respond to someone else: this is a dialogue, not a monologue.
 - Each of these assignments will have an associated section in the workbook, and a 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.
- **Assignments 3-4** - Exercises to plan your strategy and revise your ID plan
 - Each of these assignments will have an associated section in the workbook, and a 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:

Arden Kirkland is an independent digital librarian, providing consulting services for digital collections and online learning. Her years of work in higher education have included a focus on students' active participation in the construction of multimedia digital collections. Other recent projects include ArtOneida.org, HistoricDress.org, and work on the [Capability Maturity Model for Research Data Management](#). Find out more about her work at ardenkirkland.com.

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Next

To really get started with this Module, use the "bread crumb trail" above to click on "D4L 4 - Community" and go back to the main course page for this module.

After that, please begin going through the content for Week 1, "A Sense Of Community In Online Instruction."