Design for Learning
21st Century Online Teaching and Learning Skills for Library Workers
design4learning.info

Instructional Design Workbook

Chapter 4 - Community

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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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

<table>
<thead>
<tr>
<th>Module</th>
<th>Course Developer(s)</th>
<th>Weeks</th>
<th>CE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Arden Kirkland with Leadership Team</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Foundation</td>
<td>Dr. Marilyn Arnone</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Diversity</td>
<td>Dr. Loriene Roy</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Community</td>
<td>Arden Kirkland, Lori Bell, Mary-Carol Lindbloom</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Content Creation</td>
<td>Lori Bell and Arden Kirkland</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Course Management</td>
<td>Samantha Settimio</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Capstone</td>
<td>Arden Kirkland</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>
Community Module Workbook

During each week, you will be prompted to complete both reflection question and exercises 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 work here to keep it all 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 1 (before beginning)

Make a list of some face-to-face learning communities you have visited or participated in (classes, professional association meetings, etc.)

What made them feel like a community (or not)?
Week 1 – Reflection 2

Make a list of some online learning communities you have visited or participated in.

What made them feel like a community (or not)?

Take some notes about what the different face to face or online learning communities you listed have in common:

Take some notes about how they’re different:

How do they fit (or not) with the Community of Inquiry framework?
Week 1 – Reflection 3

What motivates you to participate in learning scenarios?

What barriers prevent you from participating?

How do these relate to the ARC or ARCS models?
Assignment 1 – Creative Discussions to Increase Motivation

We’re having lots of fun teaching online about teaching online! For this assignment we’ll continue that double layer approach, with a discussion about having discussions.

Step 1: Find a partner or small group to work with. Reach out in the discussion forum to find people, or revisit the tips in the Orientation about other ways to find people to interact with. No more than 5 to a group, please. If you can’t find anyone within D4L to partner with at the time you’re ready for this assignment, you can find someone outside of the program to discuss this all with.

You can use the Message system within our Moodle to contact people privately and exchange email or other contact info. When you click on a person’s picture in the discussion forum, it will take you to their profile page and you can click on the Message button to send them a message. Make sure to check your messages as well, and/or make to check your notification settings so you’ll be sure to get notified when you get a message. Remember, there was a part about notification settings in the Orientation module.

Step 2: Set a time to meet. For this activity you will need to try a live text chat like Slack or instant messaging, a video chat platform like Skype, Google Hangouts, or Facetime, or even just a phone call. You can revisit the guide to using synchronous meeting tools in the Orientation Module, or skip ahead to the D4L guide to Social Media in Week 2 for some other ideas of tools to try. Synchronous communication can be much more efficient than asynchronous, and may foster more of that Sense of Community!

Step 3: Prepare for your meeting. Before meeting with your group/partner, make sure you’ve completed Reflections 1-3 in this workbook so you can discuss them. Also skim over the ideas for alternative discussion types at http://www.cultofpedagogy.com/speaking-listening-techniques/. As a pair/group you will brainstorm some ideas for translating one of these discussion techniques to an online setting.
**Step 4:** Fill in this section with notes while you meet.

Expand on your thoughts about your own motivation and barriers to consider your potential learners for your project. (If you haven’t gone through the Foundation Module, identify a real or hypothetical topic of an online instruction unit you want to create for your library). Fill in the challenges you each may face with participation in your project.

<table>
<thead>
<tr>
<th>Name</th>
<th>Name</th>
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<tbody>
<tr>
<td>Project</td>
<td>Project</td>
</tr>
<tr>
<td>Challenges</td>
<td>Challenges</td>
</tr>
</tbody>
</table>

What challenges do you all share? Circle them above and discuss them. Then take note of the challenges that are specific to only one project.
**Step 5:** What are some creative ways to get all your students to discuss the issues at hand, in either synchronous or asynchronous formats, to counteract some of these challenges?

Choose a discussion format from the article I shared above to adapt for an online setting (or any other idea for a creative discussion format outside of that article).

**Activity Title:**

**Activity Description:**

---

**Step 6:** Each of you will post your summary of this activity in the discussion forum, including both the challenges you discussed, and your idea for a discussion activity.

**Step 7:** Make sure you also follow up by going back to the discussion forum later and responding to another student to provide some feedback on what they posted.
Week 2 – Reflection 1

Check off any of the uses of social media that might be appropriate for your project

- pedagogy - for a class assignment
- social presence - to support social interaction among class community
- LMS alternative – multiple free tools instead of a single learning management system
- recruiting/marketing - reaching out to find participants, showing off achievements of participants
- personal learning network (PLN) - reaching out to a wider network beyond the class community to learn more related to the class subject
- other?
Week 2 – Reflection 2

How does your community fit into this chart for the top 5 social media platforms (or not)?

<table>
<thead>
<tr>
<th></th>
<th>% of adult internet users</th>
<th>% of entire adult population</th>
<th>this platform has especially high percentages of these groups</th>
<th>most users check</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>79</td>
<td>68</td>
<td>more than 60% usage across all major demographics</td>
<td>daily</td>
</tr>
<tr>
<td>Instagram</td>
<td>32</td>
<td>28</td>
<td>Women, Black and Hispanic users, ages 18-29</td>
<td>daily</td>
</tr>
<tr>
<td>Pinterest</td>
<td>31</td>
<td>26</td>
<td>Women, White and Hispanic users, ages 18-49, some college</td>
<td>less than weekly</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>29</td>
<td>25</td>
<td>White users, ages 18-49, college education, higher income</td>
<td>less than weekly</td>
</tr>
<tr>
<td>Twitter</td>
<td>24</td>
<td>21</td>
<td>higher education levels, Black and Hispanic users, ages 18-29</td>
<td>daily</td>
</tr>
</tbody>
</table>

Data from 2015 and 2016 surveys by the Pew Research Center:


**Week 2 – Reflection 3**

Privacy - How open or closed do you want your class interaction to be? Highlight your choice below.

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<thead>
<tr>
<th></th>
<th>Description</th>
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<tbody>
<tr>
<td>5</td>
<td>This group/discussion is completely open to the public: anyone can see, anyone can participate</td>
</tr>
<tr>
<td>4</td>
<td>This group/discussion is partially closed to the public: people from outside the class community can see everything but can’t participate</td>
</tr>
<tr>
<td>3</td>
<td>This group/discussion is partially closed to the public: people from outside the class community can see selected content and can only participate in select discussions</td>
</tr>
<tr>
<td>2</td>
<td>This group/discussion is partially closed to the public: people from outside the class community can see selected content but can’t participate</td>
</tr>
<tr>
<td>1</td>
<td>This group/discussion is completely closed to the public: no one from outside the class community can see or participate</td>
</tr>
</tbody>
</table>

Discuss the privacy settings or other features that you will use to implement this level of privacy for this platform.
Activity Levels - How often do you want students to post?
How often do you want student to reply to each other’s posts?
Explain how this frequency fits with your instructional objectives:

How will you motivate them to post at that frequency (grading, etc.)?

How active will you be in the discussion on this platform?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>5</td>
<td>Post discussion prompts, read every post and reply to many</td>
</tr>
<tr>
<td>4</td>
<td>Post discussion prompts, read every post but don’t reply unless students are sharing misinformation or are misbehaving</td>
</tr>
<tr>
<td>3</td>
<td>Post discussion prompts, skim the discussion only to monitor students’ participation for grading</td>
</tr>
<tr>
<td>2</td>
<td>Post discussion prompts, but don’t follow the discussion</td>
</tr>
<tr>
<td>1</td>
<td>Don’t participate at all after setting it up - let the students start topics and discuss on their own</td>
</tr>
</tbody>
</table>

Explain your choice above, based on your objectives for instruction.

How will you respond if someone posts misinformation?

How will you respond if someone’s posts are inappropriate?

If open to the public, how will you respond if people have questions about your class or what you’re teaching?
Assignment 2 – Discussions Using Different Social Media

For this activity you’ll get to try 2 new social media platforms to carry on a discussion with a partner or small group.

**Step 1:** Find a partner or small group to work with (see the notes from Assignment 1).

**Step 2:** With your partner or group, choose two different social media platforms that you will use to “talk” to each other throughout the week. Look through the D4L Guide to Social Media on our Moodle for this week to get some ideas of what to try. If you’re already familiar with some of them, please try something new!

This also might be a good time to try one of the synchronous meeting tools listed in the Orientation Module, if you haven’t already.

Here are the different accounts and groups we have set up for D4L:

- Twitter - @d4l_learners - https://twitter.com/d4l_learners
- Pinterest - d4l_learners - https://www.pinterest.com/d4l_learners/discussion/
- Instagram - d4l_learners - https://www.instagram.com/d4l_learners/
- Facebook group - Design for Learning 21st Century Online Learning for Library Workers - https://www.facebook.com/groups/21stcenturyonlinelearning/
- LinkedIn group - Design for Learning group - https://www.linkedin.com/groups/8539942
- Google group - Design for Learning - https://groups.google.com/d/forum/design-for-learning
- Slack channel - Design 4 Learning #social - https://design4learning.slack.com/messages/social/

On many of these you can use the hashtag #d4lsocial to help find posts to and from D4L participants.

You can also try other platforms that aren’t listed here – you may want to mention new platforms in the Moodle discussion forum in case others want to join you to try that out.

Some of these groups are closed, so at the link above you can ask to join and an admin will have to approve you. If you’re uncomfortable with using social media, you may prefer one of the closed groups, or synchronous meeting tools (which can be used privately), or ask in the D4L discussion forums or through email for some other ideas for workarounds or alternatives.
Please choose two that are somewhat different, maybe one that is visual and one that is text based, one that has a character limit and one that lets you write longer posts, or one that is open to the public and one that is closed (kept to a smaller group).

<table>
<thead>
<tr>
<th>Social Media Platform #1</th>
<th>Social Media Platform #2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Your username</td>
<td>Your username</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>Your partner’s username</td>
<td>Your partner’s username</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Any hashtags or keywords you will use</td>
<td>Any hashtags or keywords you will use</td>
</tr>
</tbody>
</table>

Will you follow the discussion by following your partner’s username, or by following a hashtag for the discussion, or by following a closed group?

Will you schedule time to check in with the discussion, or will you set up notifications, for example to get email alerts for what you’re following? If the latter, look into the help guides for that platform to make sure you have notifications set up as desired.

If you don't already have accounts on these platforms, you should create new accounts. You also may wish to create a new account if you want to keep your existing account more personal/private.

The idea here is to compare what a similar conversation looks like on multiple different platforms, and learn how to take advantage of the strengths of different platforms.

**Step 3:** Start by posting a discussion prompt to get your partner’s attention. Then create a version of the same post that is appropriate for your second platform, and post it there.

One of the challenges is to make the same post work in platforms that are text-based vs. visual. You can be creative here - sometimes people take text and put it in a fancy font as an image on Instagram or Pinterest, or write their text on a piece of paper and hold it up in a selfie. Of course, comments allow you to remain text-based even on the more visual platforms.
**Step 4:** Check in at least every other day to follow this conversation, reply to your partner, and keep the conversation going back and forth.

You should post at least 6 times spread throughout the week (this is an absolute minimum - to fully experience this assignment, please do much more!).

For public platforms, choose your words carefully! Once you post you can’t take it back. Even if you delete it, you never know who took a screenshot, etc. before you did.

**Step 5:** at the end of the week, compare and contrast the two platforms you used.

How were they similar?

How were they different?

What were aspects that could help with your learning objectives for your project?

What aspects would not help with your learning objectives for your project?

**Step 6:** Share a brief summary of the notes above in the discussion forum on Moodle for this assignment.

**Step 7:** Return later to the discussion forum to reply to at least one other person’s post.
Week 3 – Reflection 1

Five years, from now, how will people look (back) at your online instructional unit and the community within it? What is your vision for how it will have impacted their lives?

What is the mission for the larger institution/group through which you will be providing instruction? (often there is a formal statement that you can just copy and paste here).

How does your stated Instructional Goal from your ID plan fit with this Vision and Mission?

Revise it if you need to make it a better fit:
Which of your learning objectives would be enhanced by community interaction? List or revise them here, and add SMART details (space for 5 but you may only need to analyze 1 or 2).

- **Objective 1:**
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time-Based

- **Objective 2:**
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time-Based

- **Objective 3:**
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time-Based

- **Objective 4:**
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time-Based

- **Objective 5:**
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time-Based
If you’re struggling with any of those objectives, apply the 5 Whys technique here to help.

Your draft of an objective:

Why?

Why?

Why?

Why?
Week 3 – Reflection 2

Who are you online? How do you present yourself online in different communities, including the community for this class?

Here are some details to think about:
Do you use different pictures in different communities? What personal information have you shared? What kind of tone do you use? Think about how you changed your introduction from the context of the Orientation Module to the context of the Diversity Module, and think more generally about what you learned in the Diversity module, and the identity chart you created. What communities are more welcoming to diversity; do you change your representation of yourself accordingly?

Take some notes about all of the above.
Next, think about the identities of your Community Members:
Who do you hope to engage in your online learning community? Think also about who will not be included in this scope.

Here you’ll create “personas” – imaginary people who represent characteristics of real people in your community. Make a drawing or find an image or make a collage of images to help visualize this persona. Imagine diversity – of age, gender, class, cultural background, educational background, comfort with technology, physical and cognitive abilities – but no stereotypes!

<table>
<thead>
<tr>
<th>Name:</th>
<th>Name:</th>
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<tbody>
<tr>
<td>Age:</td>
<td>Age:</td>
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<td>Bio:</td>
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<tr>
<td>Interests:</td>
<td>Interests:</td>
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<tr>
<td>Comfort with Technology:</td>
<td>Comfort with Technology:</td>
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<tr>
<td>Social Networks:</td>
<td>Social Networks:</td>
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<td>Devices used:</td>
<td>Devices used:</td>
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<tr>
<td>Image/Drawing:</td>
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<td>Devices used:</td>
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<tr>
<td>Image/Drawing:</td>
<td>Image/Drawing:</td>
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</table>

People outside of the scope (why?):
Week 3 – Reflection 3

Welcome / Netiquette Guide / Code of Conduct:

list any considerations for this community that might require policies to help members

what behavior is not acceptable?

what behavior/style is encouraged?
Does your institution already have a social media policy in place? If so, make sure you have a copy of it.

Does it cover the type of social media usage you have in mind?

If you need to develop a policy or add to the existing one, what will you include?

---

**Assignment 3 – Planning Your Strategy**

Write a brief post for the discussion forum for Assignment 3 to summarize the activities you’ve completed here in your workbook this week.

Make sure you return to see if anyone has commented on your post, and to reply to someone else to comment on theirs.
Week 4 – Reflection 1

Which of these types of posts may be appropriate for your project?

<table>
<thead>
<tr>
<th>Type of post</th>
<th>Related to instruction</th>
<th>Just for fun/personal</th>
<th>Public</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion prompts</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Quote (with attribution)</td>
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<td>My images</td>
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<td>Images from other sources</td>
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<td>Link to my video</td>
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<td>Link to video by someone else</td>
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<tr>
<td>Link to main source of instructional content</td>
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<td>Link to other websites</td>
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<tr>
<td>Link to my audio</td>
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<tr>
<td>Link to audio by someone else</td>
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<tr>
<td>Reposting other content within this platform</td>
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<tr>
<td>Showcase student work</td>
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<td></td>
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<tr>
<td>Promote an event for people to attend in person</td>
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<tr>
<td>Promote a synchronous event online (chat session?)</td>
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<td>What else?</td>
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</table>
List at least 3 different social media platforms you’ve observed, that you might use for your project.

For each one, make brief notes about whether that platform is appropriate, based on what you entered in previous reflections, and what you’ve learned so far about that platform.

<table>
<thead>
<tr>
<th>Platform</th>
<th>values/mission</th>
<th>SMART objectives</th>
<th>Community demographics</th>
<th>Assets to share</th>
</tr>
</thead>
<tbody>
<tr>
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Draft at least 10 posts to prompt discussion and social interaction for your instruction. These can follow whatever frequency, using whatever platform, you think will be most appropriate for your instruction, intended to be either synchronous or asynchronous.

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Platform(s)</th>
<th>Content</th>
<th>Characters</th>
<th>Media to include</th>
<th>Link to include</th>
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Design for Learning Instructional Design Workbook - Chapter 4 - Community, page 25
Week 4 – Reflection 2

Plans for Assessment:
What metrics will you need to collect on the specific social media platforms you plan to use, to know if you are meeting your SMART objectives (revisit your SMART objectives from earlier in this chapter if you need to)?

Will you measure:

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<tr>
<th></th>
<th>Of views?</th>
<th>Of posts?</th>
<th>What’s required?</th>
<th>What’s your goal?</th>
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<tbody>
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<td>quantity</td>
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<td>conversations/replies</td>
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How frequently will you check these metrics?

How frequently will you adjust your instruction based on the metrics?

What interventions can you implement if you’re not meeting your SMART objectives for these metrics?
Assignment 4 – Revising your Instructional Design Plan

Please review your draft instructional design plan for your Capstone Module Project, from the previous modules*. The template for the 7-step process used in the Foundation Module is repeated on the next few pages, but you may also just want to copy and paste your original work, and then work on revisions here.

You may find it helpful to make your changes for this module in a different color of text, so you can easily track how it is evolving.

Read through your most recent draft with a critical eye, and make any revisions that you think would add more of a sense of community. You may find you want to make some changes in each step of your plan. Use your work from this entire workbook chapter as a guide.

Revising your ID Plan

*If you are doing this module on its own, or out of sequence, you may not have a formal draft of an instructional design plan to revise, but that’s ok! Here are a couple of alternatives:

Then, please go back online: share some of your revisions on the Discussion Board for this assignment, and provide some feedback to at least one other person about their post.
• Think of something you have taught in the past, or a time that you were a student. If this was not originally in an online environment, imagine transferring it there.
• Think of a topic you would like to teach about online.

Based on what you’ve explored in this module, how could you add more of a sense of community to that class? You can use parts of the template on the following pages, or just make a simple outline of steps you would take for that particular class. Either way, if you skim over the template, you may find that the steps of the process will remind you of important aspects to consider.
Instructional Design Plan Revision – Community Module

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

Design for Learning Instructional Design Workbook - Chapter 4 - Community, page 30
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.
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.
Step 5. Planning Instructional Strategies

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

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:
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 24)

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):
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Platform(s) for sharing:
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Learning Object:

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Creator(s):

Learning Object:

Creation tool(s):
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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):
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.
## Instructional Design Plan Template, Step 5 – Table Version

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<tr>
<th>#</th>
<th>Learning Outcome</th>
<th>Learning Object(s)</th>
<th>Type</th>
<th>Learner Interaction</th>
<th>Motivational Strategy</th>
<th>Assessment</th>
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## Instructional Design Plan Template, Step 6 – Table Version

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<th>Learning Object(s)</th>
<th>Creation tool(s)</th>
<th>Format</th>
<th>Platform(s) for sharing</th>
<th>Creator(s)</th>
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