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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

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Content Creation Module Workbook

During each week, you will be prompted to complete both reflection questions 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 your work in the discussion forums.

Week 1 – Reflection

Why should your library create online content?

Check off any of these that apply to what you want to teach online to your library community:

- To teach the library user something
- Available 24/7
- Convenience
- Self-directed learning - Learners learn at their own pace
- Interactive
- Suits different learning styles
- Reaching large groups
- Encourage multiple learning styles

What else? List some other factors below.
Next, let’s take a quick “inventory” of considerations for the online content you want to create. If you have gone through some of the other modules, you probably have addressed a lot of this already in your instructional design plan, and this is a chance to think about possible revisions. If you haven’t drafted an ID plan in another module, this is an exercise to start thinking carefully about the needs of a particular project for your library community.

Don’t worry if you don’t have all the answers yet! You will continue to determine what’s best for your project throughout this module.

Who is your target audience?

What are the learning objectives?

What format is best?

How long will it be?

Who will be responsible?

What is your budget?

What tools will be used?

What interaction can you include?

Where will the content be stored?

Who will update the videos later?
Assignment 1 – Evaluating an Example of Online Instruction

Step 1: Choose a screen cast/online tutorial from the book module in our Moodle with Examples of Online Instruction to Evaluate
OR
Browse through library web sites with which you are familiar, and pick out a screencast or online tutorial. These can be from any type of library that interests you. You may want to revisit ones you’ve already evaluated from a different perspective for other D4L modules.

Step 2: Review and evaluate your chosen content, answering these questions:

Does the example seem to follow a clear instructional design?

Who is the example intended for? (What learners/audience?)

What are the instructional goals of the example?

What are the learning objectives of the example?

Does the example or demo use technologies which you and your learners could use in your library or home?

Which technologies (applets, plug-ins, proprietary software, etc) in addition to standard Web pages are used in this example?

Which technologies would you and your learners *not* be able to use from your library or home to learn from the example or demo?

How does this content fit (or not) with Ruth Clark’s 6 Principles of Effective eLearning?

What do you like about this resource, or what do you think you'll borrow from it when creating your own content?
Step 3: Does the example use good Web page design principles? Use these provided checklists for usability and accessibility to check.

Accessibility

☐ Perceivable
  ☐ Provide text alternatives for non-text content.
  ☐ Provide captions and other alternatives for multimedia.
  ☐ Create content that can be presented in different ways, including by assistive technologies, without losing meaning.
  ☐ Make it easier for users to see and hear content.

☐ Operable
  ☐ Make all functionality available from a keyboard.
  ☐ Give users enough time to read and use content.
  ☐ Do not use content that causes seizures.
  ☐ Help users navigate and find content.

☐ Understandable
  ☐ Make text readable and understandable.
  ☐ Make content appear and operate in predictable ways.
  ☐ Help users avoid and correct mistakes.

☐ Robust
  ☐ Maximize compatibility with current and future user tools.
Usability

☐ Color and Contrast
  ☐ text and images have high contrast so they’re easy to view
  ☐ styles and colors are used consistently
  ☐ links are easily identified by color or style

☐ Text
  ☐ font size and spacing are easy to read
  ☐ bold / headings / etc. are used to help with focus
  ☐ bold is used sparingly
  ☐ content is concise and in simple language

☐ Layout and Navigation
  ☐ most important information is above the fold
  ☐ layout is not too crowded – there’s enough white space
  ☐ easy to find contact information for instructor
  ☐ easy to navigate through all content

☐ Performance
  ☐ plugins (like Flash) are used only if objectives can’t be achieved without them
  ☐ content loads quickly

Step 4: post the URLs of your choice along with a brief overview to evaluate their quality. Briefly explain the best practices you think this tutorial is using (or should be).

Step 5: 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. Use this as an opportunity to compare and contrast the example you chose with an example posted by another learner.
Week 2 – Reflection 1

What is your creative process? How and when do you use your process to create educational content?

Take a few notes about which of the mentioned methods you may prefer for organizing your content.

At the end of this lesson you'll have an assignment to put your process to use and draft an outline, mind map, etc. of content for your own community.
Week 2 – Reflection 2

Even if you do not formally use a storyboard, what parts of storyboarding do you recognize in your planning process?

If you do storyboarding, or think you’d like to, what parts of your process do you think it will help?

Take a few notes with your thoughts on storyboarding.

At the end of this lesson you’ll have an assignment to try storyboarding out for your own project.
Assignment 2 – Drafting a Script/Storyboard for up to 5 minutes of Multimedia Content

Your assignment for week 2 is to draft your own content for up to 5 minutes of multimedia content using a tool you’ve chosen. This is your chance to try scripting, storyboarding, chunking, finding visuals, and planning for accessibility and usability in real content you will create. In week 3, you’ll pick tools, and in week 4, you’ll record this content using a tool you chose.

Step 1: If you have gone through the other modules, look through Step 5 of your latest revision of your instructional design plan for your Capstone project. If you intend to include multimedia content in your project, choose one multimedia learning object that you think will be 5 minutes or less in length. This ideally should be a screencast, if appropriate to your content, or a voice over slides, and these ideally would be combined with some video of you, to show you’re a human being!

Or, if you aren’t including multimedia content in your Capstone, you’re not ready to begin scripting, or you’re not completing a Capstone project, try planning this content as a demonstration of a tool, website, or database you teach people how to use already. It could be a task, like how to attach something to an email.

Step 2: Look through the list of organizing and drafting tools in the additional resources of the lesson and choose tools you would like to try. Take a look at a few, and then decide which ones you will use for this assignment. Jot down some notes here about what you look at and what you choose.
Step 3: Start by creating a simple outline of what will be covered in this learning object. Remember, you can do this as a text outline, a visual mind map or flow chart, or anything you like to organize your thoughts.
Step 4: Next, start fleshing this out in a storyboard or script, whichever you prefer to start with. Try a presentation tool like Powerpoint, or one of the storyboarding templates listed in the Additional Resources.

Step 5: Balance your text, visuals, narration, and animations. If you started with the text of your script, now add some visuals, or vice versa. Include notes to indicate if text will be onscreen, or if it will be read as voice over narration. You can also indicate if you will include webcam video, a screencast demonstration, animation, or any other effects.

Step 6: Click on "reply" below the initial discussion prompt in the forum for this week, and in the text of your post, share some thoughts about your storyboarding and scripting process.

You may want to attach your work in progress to your post - include any parts you want to share. You can attach a PDF, Word DOC/DOCX, Excel file, or if you wrote your draft by hand, scan those pages or take photos of them to share.

Step 7: Don't forget to follow up by responding to another student to provide some feedback on their work so far. Feedback will really help before you get into the step of recording in Week 4! Think about the best practices we discussed in Week 1 as guidelines for your feedback.

If you don't get timely feedback here, remember to reach out to a colleague, friend, or family member for their opinion.
**Week 3 – Reflection**

Use these questions to help guide your exploration of tools, starting from the lists in the Guide to Content Creation Tools in the Moodle this week.

You will build on these thoughts to revise Steps 5 and 6 of your ID plan, if you have one, or to outline your plans for creating your own content.

**Graphics and Multimedia Software**

Does your instructional design plan or your draft from week 2 indicate a need for informational graphics in the instructional strategy? (e.g., screen captures of database features, pictures of people, places, things, procedures?)

Does your instructional design plan or your draft from week 2 indicate a need for video in the instructional strategy? (e.g., video clips of procedures such as searching a database, or interactions between real-people, places, and things?)

Does your instructional design plan or your draft from week 2 indicate a need for audio in the instructional strategy? (e.g. recorded voice overs/lectures?)

Does your instructional design plan or your draft from week 2 indicate a need for synchronous audio or video? (e.g., group discussions, webinars, podcasts?)

Do you need to:
- [ ] create or edit a still screen capture
- [ ] create or edit a graphic file (icon, photo, infographic)
- [ ] create or edit motion screen captures - video clip
- [ ] create or edit webcam or other live video recordings
- [ ] create or edit audio recordings
- [ ] edit or integrate externally produced video
- [ ] edit or integrate externally recorded audio
- [ ] add text annotation

What other functionality do you need from content creation / editing tools?

Do you think you can use the tool to do what you want it to do? OR will you need to hire or otherwise work with a technical expert (e.g., videographer, recording engineer, graphic artist, computer systems administrator, etc.)
Classroom Communication Software

(this will also be covered in the Course Management Module)

Does your instructional design plan or your draft from week 2 indicate a need for classroom communication?

☐ teacher to learner (one-way one to one)?
☐ teacher to learners (one-way one to many)?
☐ teacher to learner and learner to teacher (interactive one to one)?
☐ learner to learner (interactive one to one)?
☐ teacher to learner(s), learner(s) to teacher, and learner(s) to learner(s) (interactive group discussions)?

Does your instructional design plan indicate a need for text-based communication in any of the modes above?

☐ synchronous?
☐ asynchronous?

Does your instructional design plan indicate a need for audio or video communications in any of the modes above?

☐ recorded lectures?
☐ synchronous audio/video?

Do you need to:

☐ create or edit webcam or other live video recordings
☐ create or edit audio recordings
☐ edit or integrate externally produced video
☐ edit or integrate externally recorded audio
☐ integrate synchronous audio or video
☐ add text annotation

What other functionality do you need from classroom communication tools?

Do you think you can use the tool to do what you want it to do? OR will you need to hire or otherwise work with a technical expert (e.g., videographer, recording engineer, computer systems administrator, etc.)
Assignment 3 – Steps 5 and 6 of Your ID plan

Step 1: Please review your draft instructional design plan for your Capstone Module Project, as it has worked its way through the Foundation, Diversity, and Community Modules*.

- Choosing suitable types of learning objects is a big part of step 5 of the D4L instructional design template. Now that you’ve learned more about best practices for content creation, you can flesh this part out in more detail.
- You may also want to revisit Step 1 to edit your list of existing materials you may use, or your use of asynchronous vs. synchronous activities.
- Choosing tools and formats for content creation are a big part of step 6. Now that you’ve learned more about specific tools and methods, you can flesh this part out in more detail.

*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!

As we said in Week 2, if you aren’t including multimedia content in your Capstone, you’re not ready to begin scripting, or you’re not completing a Capstone project, try planning this content as a demonstration of a tool, website, or database you teach people how to use already. It could be a task, like how to attach something to an email.

Based on what you’ve learned so far in this module, and the tools and methods you’ve explored, what different types of learning objects would you use to teach that subject online? How would they support your learning objectives? If you have time, think of that shorter demonstration in the context of a slightly longer unit, or as a part of longer term instructional goals for your community. Take some brief notes here with your thoughts on that:
**Step 2:** Use the table for step 5 of the D4L instructional design template to plan/revise your content. Then, what tools would you use to create your learning objects, in what formats, and how would you share them? Use the table for step 6 for this part.

*The entire ID plan template is copied after these assignment instructions for reference, but for this module you should focus on steps 5 and 6 – feel free to leave the rest of it blank if you like.*

**Step 3:** Reply to the initial forum discussion prompt for this week. In the text of your post, share some thoughts about how and what you decided to revise or outline.

You may want to attach your work in progress to your post - include any parts of your plan that you revised. You can attach a PDF, Word DOC/DOCX, Excel file, or if you wrote your entries in by hand, scan those pages or take photos of them to share.

**Step 4:** Also, don't forget to follow up by responding to another student to provide some feedback on their work so far. Different projects with different potential learners will have very different approaches to this, so there's a lot to learn from others.
Instructional Design Plan Revision – Content Creation 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
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):
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):
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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### Instructional Design Plan Template, Step 6 – Table Version

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Week 4 – Reflection

In our initial cohorts for Design for Learning, many learners found that the step to actually record some content was a huge hurdle.

Are you nervous about recording content?

If so, take some notes here about what makes you nervous, and what questions and concerns you still have.

If not, take some notes about why not.

Either way, feel free to share your thoughts in the discussion forums. You may want to post to the D4L Community Forum in the Orientation Module, to reach more D4L participants (and alums) than those going through this module right now. Post your questions and concerns, or share your own tips and tricks.
Assignment 4 – Recording and Sharing up to 5 Minutes of Multimedia Content

**Step 1:** Record up to 5 minutes of multimedia content using the tool(s) you've chosen in Week 3, and the material you drafted during Week 2.

Remember, this can be content that you may use for your capstone project.

OR as we said in Week 2, if you aren’t including multimedia content in your Capstone, you’re not ready to begin scripting, or you’re not completing a Capstone project, try planning this content as a demonstration of a tool, website, or database you teach people how to use already. It could be a task, like how to attach something to an email.

**Step 2:** Share this content online using one of the services explored in Week 3. Don’t despair if it’s not “perfect!” We all have to start somewhere. We all have limited time and budgets, and as long as someone could learn something from what you share, it’s better to share it than to wait until you can perfect it (which you may never have the resources to do).

Link to your content:

**Step 3:** Take some notes here about your process.

**Step 4:** Click on "reply" below the initial discussion prompt in the forum for Week 4. In the text of your post, share some thoughts about what was hardest or most fun about this process. Then, share a link to your recording.

**Step 5:** Don’t forget to follow up by responding to another student to provide some feedback on their work so far. This process is hard for a lot of us, especially those who are recording content for the first time! Show your support for each other, and share some constructive criticism so we all can improve.