Content Creation Module
Advance Organizer – whole module

(Helen speaking – webcam)
Content Creation Week by Week

- Best Practices for Multimedia Content
- Organizing and Drafting Multimedia Content
- Choosing Tools for Content Creation
- Creating Content
1. recognize principles for using audio, video, text, and graphics in online learning, based on cognitive psychology research
2. determine how multimedia resources fit into your instructional design plan
3. evaluate existing online library training with regard to standards for digital content
4. identify best practices for the process of creating multimedia content
Content Creation Module Objectives

5. select screencasting and online tutorial software and services for your instructional objectives
6. draft scripts and/or storyboards for your instructional content
7. use screencasting or other online tutorial software to create instructional resources
Advance Organizer – whole module

(Helen speaking – webcam)
Content Creation Module

Week 1

Advance Organizer
Advance Organizer – Week 1

(Helen speaking – webcam)
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>cognitive load</td>
<td>the amount of effort going on in your working memory</td>
</tr>
<tr>
<td>information overload</td>
<td>too much information for your brain to process efficiently and remember</td>
</tr>
<tr>
<td>metacognition</td>
<td>activities where you’re aware of your own thought process</td>
</tr>
<tr>
<td>multi-modal</td>
<td>using different kinds of sensory experiences that relate to different channels within the working memory</td>
</tr>
<tr>
<td>scaffolding</td>
<td>providing temporary support to help students reach a higher level in their work than they could without assistance</td>
</tr>
<tr>
<td>multimedia principle</td>
<td>the addition of graphics to words improves learning</td>
</tr>
<tr>
<td>contiguity</td>
<td>when graphics are placed near related text, that also improves learning</td>
</tr>
</tbody>
</table>
Content Creation Module

Week 1

Getting Started
Why create online content?

- To teach the library user something
- Available 24/7
- Convenience
- Learners learn at their own pace
- Interactive
- Suits different learning styles
- Reaching large groups
- What else?

Considerations for creating online content
Considerations for creating online content

- Who is your target audience?
Considerations for creating online content

- Who is your target audience?
- What are the learning objectives?
Considerations for creating online content

- Who is your target audience?
- What are the learning objectives?
- What format is best?
Considerations for creating online content

- Who is your target audience?
- What are the learning objectives?
- What format is best?
- How long will it be?
Considerations for creating online content

- Who will be responsible?
Considerations for creating online content

- Who will be responsible?
- What is your budget?
Considerations for creating online content

- Who will be responsible?
- What is your budget?
- What tools will be used?

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Considerations for creating online content

- Who will be responsible?
- What is your budget?
- What tools will be used?
- What interaction can you include?
Considerations for creating online content

- Who will be responsible?
- What is your budget?
- What tools will be used?
- What interaction can you include?
- Where will the content be stored?

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Considerations for creating online content

- 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?
Reflection:

- Why should your library create online content?
  - 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?
Reflection:

- Start to consider the other factors:
  - Who will be responsible?
  - What is your budget?
  - What tools will be used?
  - What interaction can you include?
  - 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?
Content Creation Module

Week 1

Cognition
Cognitive Load

avoiding information overload

image by user LewisIbonar retrieved from https://commons.wikimedia.org/wiki/File:Information_Overload.png CC BY-SA 4.0
Multi-modal Approaches

Verbal  Auditory  Visual  Spatial
Multi-modal Approaches and Memory

Scaffolding

Scaffolding Strategies:
- chunking
- demonstrating
- discussing
- pre-teaching vocabulary
- providing templates
- pausing for questions
Metacognition

Metacognitive Strategies:
- brainstorming
- predicting
- reflecting
- defining goals
- planning
- self-assessment
Challenge Question
Content Creation Module
Six Principles of Effective e-Learning


- Multimedia
- Contiguity
- Modality
- Redundancy
- Coherence
- Personalization
“Adding graphics to words can improve learning”
Contiguity

“Placing text near graphics improves learning”
“Explaining graphics with audio improves learning”
“Explaining graphics with audio and redundant text can hurt learning”
Coherence

“Using gratuitous visuals, text, and sounds can hurt learning”
“Use conversational tone and pedagogical agents to increase learning”
Content Creation Module
Usability and Accessibility

people with disabilities can perceive, understand, navigate, and interact with content

Section 508 compliance

user experience is effective and satisfying
POUR Guidelines

- **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.

Checklist for Usability

- Color and Contrast
- Text
- Layout and Navigation
- Performance
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

Contrast

can you read this text?

how about this text?

what about this?

better stick with high contrast!
Clear Links

- a link that says Click Here won’t be clear to your users

- also, a link in an inconsistent color may not be obvious to users as a link

- it’s better to stick close to common conventions for formatting links
- 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

Before the Fold

Matching Assessments to Learning Outcomes

Think back to Week 3 on learning outcomes. It was there that we discussed Bloom’s Taxonomy of Cognitive Objectives. The original taxonomy has been revised since its original version so that it’s more aligned with the educational goals at the top level. You will recall that creating and evaluating are higher order thinking skills while remembering and understanding are lower order thinking skills. When it comes to lesson planning, novice teachers can have difficulty with creating assessments that are well-matched to the learning outcomes. One tip that’s worked well for many is to think of possible assessments at the same time that learning outcomes are being developed. Let’s see that.

EXAMPLE:
A school librarian is teaching the rules of netiquette including the consequences of not following the rules to a group of 6th-grade students. Her learning outcomes, stated in “I can” language, include: 1) I know the rules of netiquette, and 2) I can interact and collaborate appropriately in a digital environment. Any ideas for appropriate assessments?

You can start by thinking about both outcomes in terms of Bloom’s taxonomy. Learning outcome #1 relates to remembering and understanding information about netiquette, lower order skills, while #2 is at a level up at the application level. For learning outcome #1, possible assessments could include having students list or describe the rules to indicate that they know or remember them. If you want to make sure that they also understand the rules, you could create a little game in which students predict what happens when certain rules are not followed. These are just a few of many possibilities. How about for outcome #2? It is at the application level so potential assessments could include observing students demonstrating the use of proper netiquette as they complete an online activity. Another possible assessment would be to provide students with a problem scenario in which they have to solve the problem through applying the rules.

On the next page, you will get to test your comprehension of matching outcomes with assessments for a challenge question.

After the Fold

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Performance

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

Challenge Question
Hello! We have had a lot of content to cover this week. Hopefully it has been helpful! We have discussed several different aspects of best practices for developing multimedia content. Now it’s time to apply what you’ve learned! After this lesson, you’ll find a book module with several examples of online library instruction. Pick 1-2 of these to evaluate for the best practices we’ve discussed. Or, you may have another example you’d like to evaluate – perhaps one from your own library, or one that you’ve evaluated from a different perspective in one of the previous D4L modules. There’s a page in your workbook to help guide your evaluation, with more instructions for this assignment.

But first, don’t forget to look through the additional resources and get to the end of this lesson.
Accessibility, Usability, and Inclusion


Cognition

(book with lists of existing resources to evaluate)
Assignment 1

- Evaluate 1-2 examples of existing online instruction
Project Partners

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scrlc.org

Empire State Library Network
www.esln.org

School of Information Studies
ischool.syr.edu
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