Design for Learning 2 - Foundation

Examples from D4L Alums

Some of our alumnae have generously offered to share their instructional design plans with you. They represent very different projects and library types. We have re-formatted them to be consistent with our revised templates. Please take a look!

- **Traditional Tales Unit**
  - a unit on various types of stories – learning to identify fairy tales, folktales, fables, etc.
  - This unit was first designed for 2nd grade students, and will be expanded for other grades.

- **Keywords Unit**
  - a module to help first-year college students understand and generate keywords

- **Library Card Toolkit**
  - This Toolkit will show you how to access the media and research you need, and how the library can help you reach resources you might not have known are at your fingertips.

- **Basic Records Management**
  - A records management training program designed to bring the agency into compliance with state statutory record-keeping requirements and internal strategic plans.
Title: Traditional Tales

- **Audience:** 2nd grade students, and their teachers
- **Description:** a unit on various types of stories – learning to identify fairy tales, folktales, fables, etc.

*Note – edits for the diversity module are in orange, edits for the community module are green, edits for the content creation module are red, edits for the course management module are blue, edits for the capstone module are purple*

**Step 1. Needs Assessment and Instructional Goals**

**Learner Needs**

The potential learners are second grade students; their teachers will also participate in in-service instruction for this unit as an example of how to integrate technology into instruction.

They already have had two or three years of instruction in reading and language arts. They have reached the stage of being able to read and write independently. They also have two or three years of practice in using the technology needed.

They need to know how to differentiate between a folktale, a fable, and a piece of general fiction and read samples of each type of story on their grade level. The teachers need to experience some of the unit as if they were students.

They need to know these concepts/skills to meet state standards; students cannot progress to third grade without mastering these concepts/skills. The teachers need to be able to apply this experience with technology in the classroom to other future projects, and to be able to provide input regarding their students’ needs.

**Second Grade Reading Standards for Literature Strand Standard Literature**

1. **Key Ideas and Details (this unit will focus on this part)**
   1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
   2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

2. Craft and Structure
   4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
   5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
   6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

3. Integration of Knowledge and Ideas
   7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
   8. (Not applicable to literature)
   9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

4. Range of Reading and Level of Text Complexity
   10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

The time they will need to spend on these activities is a span of 5 – 8 weeks, allowing for holidays, field trips, and other interruptions to the schedule. Students will need to master the basics of these concepts and skills within that time frame, but will have continuing review and remediation as needed from both their classroom teachers and myself for the rest of the school year.

I can do lessons with the students during their library class on how to access the materials and the different choices they have – text, audio, video, etc. We will practice accessing the files using the iPads or Chrome Books at school, and how to save a file to their Google account to work on it later.

**Existing Materials**

I already have a collection of books that contains examples of the various types of stories that I will be using, including fables and folktales. I also have a collection of student handouts, coloring sheets, and suggested lesson ideas to accompany these books. I have DVDs of many of the stories being performed (either animated or live action), that I can use along with the books, or that the teachers may borrow to use during their language arts instruction. I have a collection of storytelling props such as dolls, finger puppets, and other objects that can enhance the various stories. Accelerated Reader quizzes exist for many of the books, so students will be able to take the comprehension quiz after reading the story and demonstrate recall of the main story elements. Several fables and folktales are also included in their
reading textbooks, so I will be able to refer to those and students can go back and reread them.

Since this will be designed as an online addition to the current instructional setting, I have also looked at our existing technology and my familiarity with programs or apps that I might use. We have school wide Wi-Fi access, a computer lab with 25 stations, an iPad cart with 20 devices, a Chromebook cart with 30 devices, and teachers all have their own classroom desktop computers, an iPad, a laptop, and a Promethean Board with Apple TV. There should be no shortage of devices to access the content at school. Surveys that were sent home have shown that all students have some sort of Internet access at home through either computers, tablets, or smart phones.

Within the library itself, I have 5 student computers, 1 laptop, 2 iPads, and the ability to check out the iPad cart or the Chromebook cart. I do not have a Promethean Board, but can compensate for that with an LCD projector and screen, or use of a document camera. We also have video conferencing equipment that I can use to help record videos for the course. I am familiar with Audacity and WeVideo due to a Coursera class I took on video production, so I know how to mix sound and edit video. I am also familiar with using the iPads for photos and videos, then downloading the content to the computer for further editing and sharing.

**Teacher**

Since I am the only teacher who has the students for language arts instruction during every grade level that they attend the school, I know what they have already been taught and am best able to determine their pre-existing skill levels. As an administrator for the Renaissance STAR online assessment system and a member of the school’s data response team, I am also able to access all their assessment results and see what areas of knowledge or skills are showing a weakness or deficit. As an instructional collaborator and/or support for all the grade level teachers in the building, I am also aware of what lessons the teachers have done and what books or materials they have used. And as the teacher most familiar with online instruction (from both the presenter and participant point of view), and the technology that will be used, I am the best option for teaching the content.

I have also been chosen as a TTL (Tech Teacher Leader) after a competitive process involving an application with resume, interviews, and an online component with an essay question and the task of creating a Google Slide show on an assigned topic. This new position will go into effect with the 2016-17 school year, with planning meetings and training over the summer. As a TTL, it will be my job to train other staff on integrating technology into their classrooms and instruction. This unit will be a perfect means to demonstrate the flexibility of the online environment and
how it can meet diverse learner needs.

**Mode of Instruction**

Asynchronous activities - all content available online, both for redundancy and for those who miss class or need extra review

Our school uses the PlanetK8 platform for our website, individual class webpages, and other notifications. I can set up a space for this unit within the library’s section of PlanetK8, or create a new class or club heading to give it a separate online presence. Parents are already familiar with the system, so it will be more user-friendly to continue in PlanetK8 if possible. If not, then I will have links from PlanetK8 to the tool I do choose to use. I will also be able to make assignments for a class or for individual students using Google Classroom.

Synchronous activities - none

Face-to-face activities - instruction in-person during their regular library classes

**Instructional Goals Statement**

According to the Tennessee Curriculum Standards for Grade 2, students must have a working knowledge of stories, understanding their structure, story elements, and identifying the moral or lesson of a story by the year’s end. They are specifically required to recognize and recount folktales and fables, compare and contrast different versions of stories, understand how illustrations and text work together to present the content of the story, and identify point of view and literary elements such as rhyme and repetition. By presenting a unit on various types of stories and building on their knowledge each year, I will be able to help the classroom teachers in introducing, reinforcing, and reviewing these skills.

By the end of the year, the students will be able to differentiate between a folktale, a fable, and a piece of general fiction and read samples of each type of story on their grade level. I have already spoken to the teachers at every grade level and they have heartily endorsed the unit because it helps them cover the required skills and content that their students are required to learn and will be tested on for the year. Since we have formative assessments each nine weeks, and a summative assessment at year’s end, I will be able to see the results from the standardized tests. Teachers will be able to see these skills and the concept mastery in weekly reading language arts lessons and tests, while I will be able to see students’ mastery during their library class and while I visit the classrooms during RTI (Response to Intervention time).
I have obtained consensus on this goal with second grade teachers who are willing to work collaboratively with me and already make extensive use of library resources and the school’s technology. I will have the principal approve a professional development session with the teachers to be held during our in-service week when we come back for the new school year. I will introduce the materials I have created and explain their use, then allow the teachers to explore them. I can answer questions about how to access or use the materials and how they fit into the curriculum. I will also explain my plan of starting small, with 2nd grade, and then eventually adding other grade levels each year. I will collaborate with the second grade teachers to ensure that they try at least one of the materials I have made available, then get their feedback on it and also ask them to help me share its effectiveness with the other grade levels.

**Step 2. Instructional Analysis**

**Instructional Outline**

1. Define the different types of stories, especially folktales and fables (for second grade, this will expand as other grade levels are added to the unit)
   a. folktales, fairytales, fables, tall tales, Native American tales
2. Give examples of folktales and fables they are already familiar with from previous lessons with me or in their reading and language arts classes
   a. folktales: The Little Red Hen, Why the Sun and the Moon Live in the Sky
   b. fairy tales: Jack and the Beanstalk, Sleeping Beauty
   c. fables: The Tortoise and the Hare
   d. tall tales: Johnny Appleseed and the Bears, Paul Bunyan
   e. Native American tales: Coyote Steals the Blanket, Fire Race
3. Pull model traits and characteristics from those examples to create a rubric for identifying and classifying other folktales and fables.
4. Practice with other versions of the stories used so that students may compare and contrast story elements.
Step 3. Entry Behavior and Learner Characteristics

Prerequisites

All second graders are automatically selected due to their grade level; they have passed kindergarten and first grade by showing enough mastery of required skills to be promoted to second grade. The majority have been in our school for those years, or in another school in our district that follows the same curriculum standards and pacing guide for instruction.

Evaluation of Entry Behavior

I can do an informal class survey before beginning the unit and ask them to tell me if they know what folktales and fables are.

Class Limitations

Class size is around 20 students, which works well with the number of devices we have available at school in the case where the teachers are using the online unit as a way to cover content missed due to absences, or as extra practice and review.

Students all have Gmail accounts assigned to them through the school district, so I will be able to communicate with them and make assignments using Google Classroom, as well as using the social media aspects of Google+. The district has also released the block on YouTube this year, so I will not only be able to share video files using Google Drive and linking them through our library’s online catalog, but I can post videos to the library’s YouTube channel for student and teacher use.

Learner Characteristics

Student characteristics could include interests, belief systems, cultural differences, language preferences, motivations, demographics, etc.:

Students: 7-8 years old, various reading levels, know the devices they have at school (iPads, Chromebooks), use the PlanetK8 platform for school social network

Teachers: adults, various ages, teaching grades K-5 (focus on 2nd grade to start), interested in ELA instruction, fair level of comfort with technology used at school (laptops, iPads, Chromebooks), use the PlanetK8 platform for school social network
Step 4. 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. (Remembering Level) identify the main idea and details from a folktale or fable that you have read
2. (Remembering Level) describe the characteristics of a folktale and a fable
3. (Remembering Level) identify the story elements of a folktale or fable, including the plot, setting, characters, and the moral or lesson
4. (Analyzing Level) compare two versions of a folktale or fable
5. (Analyzing Level) contrast two versions of a folktale or fable
6. (Applying Level) use examples from the text to illustrate why a story is labeled as a folktale or fable

Step 5. Planning Instructional Strategies

Motivating Learners

Motivational methods (to gain/sustain attention, build relevance, increase confidence, provide satisfaction):

1. The students are intrinsically motivated by
   a. their enjoyment of stories
   b. the use of the technology. (Any lesson that involves the iPads is an immediate favorite, simply due to the medium used.)
   c. the pleasure of learning and mastering new skills.
2. External motivation will include
   a. the chance to take Accelerated Reader quizzes and accrue points toward their reading goal for the grading period (as well as points to spend in the AR store)
b. the chance to do well on their report cards  
c. the big goal of graduating to third grade  

3. I may also have students who use the materials help me to demonstrate them to their classmates.  
a. They like being the expert on a subject and will enjoy the chance to show off their skills.  

4. Students also enjoy the social aspects of emailing each other, and the medium of video – so Gmail and YouTube will be popular tools with them.

**Information Presentation/Learner Participation**

Include modifications for any learning objects that may require accommodations.

Students will be chosen by their classroom teacher to participate in the unit based on absence when the topic was covered in class, need for re-teaching of the topics, or for added support due to being an ELL or resource student. I will set up the unit online and make it available to the teachers and students through our school website and Google Classroom. Information on how to access the lessons will be sent home to the parents.

**Learning Outcome 1: (Remembering Level) identify the main idea and details from a folktale or fable that you have read**

**Learning Object:** brief recorded lecture touching on the types of stories they have already encountered in class, defining different types  
**Type:** video/audio  
**Learner Interaction:** watching and listening  
**Motivational Strategy:** the chance to do well on their report cards, the big goal of graduating to third grade

**Learning Object:** stories read aloud  
The stories used for this unit will come from many different cultures, and will also have a balance of male and female protagonists. This should provide a variety of settings and characters of different ethnicities.

- folktales: The Little Red Hen, Why the Sun and the Moon Live in the Sky  
- fairy tales: Jack and the Beanstalk, Sleeping Beauty  
- fables: The Tortoise and the Hare
Traditional Tales Instructional Design Plan

- tall tales: Johnny Appleseed and the Bears, Paul Bunyan
- Native American tales: Coyote Steals the Blanket, Fire Race
  
  Type: video/audio
  Learner Interaction: listening, reading along
  Motivational Strategy: enjoyment of stories, use of the technology

Learning Object: Epic! Ebooks collection for this unit (fairy tales portion)
Type: list
Learner Interaction: choose from list, read, perhaps take AR quiz
Motivational Strategy: chance to take Accelerated Reader quizzes and accrue points

Learning Outcome 2: (Remembering Level) describe the characteristics of a folktale and a fable

Learning Object: brief recorded lecture touching on the types of stories they have already encountered in class, defining different types
Type: video/audio
Learner Interaction: watching and listening
Motivational Strategy:

Learning Object: stories read aloud
Type: video/audio
Learner Interaction: listening, reading along
Motivational Strategy: enjoyment of stories, use of the technology

Learning Object: chart exercise - listing the various traits and characteristics of each type of story
Type: online form
Learner Interaction: filling in the chart
Motivational Strategy: pleasure of learning and mastering new skills

Learning Outcome 3: (Remembering Level) identify the story elements of a folktale or fable, including the plot, setting, characters, and the moral or lesson
Learning Object: chart exercise - listing the various traits and characteristics of each type of story
Type: online form
Learner Interaction: filling in the chart
Motivational Strategy: pleasure of learning and mastering new skills

Learning Outcome 4: (Analyzing Level) compare two versions of a folktale or fable
Learning Object: stories read aloud - different versions of stories already read
Type: video/audio
Learner Interaction: listening, reading along
Motivational Strategy: enjoyment of stories, use of the technology

Learning Object: comparison/contrast exercise - identify how two different versions of the same story are alike
Type: online form
Learner Interaction: read, fill in form
Motivational Strategy: pleasure of learning and mastering new skills

Learning Outcome 5: (Analyzing Level) contrast two versions of a folktale or fable
Learning Object: stories read aloud - different versions of stories already read
Type: video/audio
Learner Interaction: listening, reading along
Motivational Strategy: enjoyment of stories, use of the technology

Learning Object: comparison/contrast exercise - identify how two different versions of the same story are different
Type: online form
Learner Interaction: read, fill in form
Motivational Strategy: pleasure of learning and mastering new skills
Learning Outcome 6: (Applying Level) use examples from the text to illustrate why a story is labeled as a folktale or fable

Learning Object: exercise - identify each of the stories they have heard according to type and give examples from the text

Type: online form, essay
Learner Interaction: read, write
Motivational Strategy: Students also enjoy the social aspects of emailing each other

Assessment:
If expected learning outcomes were adjusted for students with specific disabilities, include any necessary assessment modifications.

Students will take weekly tests during their reading and language arts class, periodic benchmark exams every grading period, and the online assessments mandated by our district. I can check their mastery from each of these assessments. Incorrect answers on items related to the teaching standards covered will signal the need for further instruction. These will be modified as necessary for students with IEPs or other identified needs.

The need to test arises from the need to assign grades for report cards and to determine readiness for promotion to the next grade level. I am most interested in assessing learner success to find out whether the unit was helpful to students and teachers for practicing and mastering the skills involved.

Learning Outcome 1: (Remembering Level) identify the main idea and details from a folktale or fable that you have read

Assessment(s): post-test (to compare with a pre-test), looking for evidence of student growth; Accelerated Reader quizzes on each story; a teacher-made test taken on Quizlet; in person observation of student engagement; informal discussion with students; YouTube analytics (do students watch all the way through? Do they repeat any parts?); user analytics in Epic! Ebooks

Learning Outcome 2: (Remembering Level) describe the characteristics of a folktale and a fable
Assessment(s): post-test (to compare with a pre-test), looking for evidence of student growth; Accelerated Reader quizzes on each story; a teacher-made test taken on Quizlet; checking student work on rubrics; YouTube analytics (do students watch all the way through? Do they repeat any parts?)

Learning Outcome 3: (Remembering Level) identify the story elements of a folktale or fable, including the plot, setting, characters, and the moral or lesson

Assessment(s): post-test (to compare with a pre-test), looking for evidence of student growth; Accelerated Reader quizzes on each story; a teacher-made test taken on Quizlet; checking student work on rubrics

Learning Outcome 4: (Analyzing Level) compare two versions of a folktale or fable

Assessment(s): post-test (to compare with a pre-test), looking for evidence of student growth; checking student work on diagrams; informal discussion with students

Learning Outcome 5: (Analyzing Level) contrast two versions of a folktale or fable

Assessment(s): post-test (to compare with a pre-test), looking for evidence of student growth; checking student work on diagrams; informal discussion with students

Learning Outcome 6: (Applying Level) use examples from the text to illustrate why a story is labeled as a folktale or fable

Assessment(s): post-test (to compare with a pre-test), looking for evidence of student growth; online writing portions of the unit will serve as a free-response assessment, in contrast to the multiple choice options on the tests

Follow-through Activities:

By having the students write essays comparing and contrasting different versions of the same story, I can check to see if they have mastered the concepts well enough to apply them to new material. Since I work with these students every year they attend our school, I will also be able to track their progress and whether they retain these concepts and skills in the following grade levels (or whether more targeted re-teaching is needed). Students with difficulties in written expression may be offered another response medium such as a short video or audio clip of their answers.
<table>
<thead>
<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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<tbody>
<tr>
<td>1</td>
<td>(Remembering Level) identify the main idea and details from a folktale or fable that you have read</td>
<td>Overview of Traditional Tales</td>
<td>video</td>
<td>watch, listen</td>
<td>the chance to do well on their report cards, the big goal of graduating to third grade</td>
<td>post-test, AR quizzes, quizlet exercises, YouTube analytics, in person observation of student engagement, informal discussion with students</td>
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<td>Videos of each story read out loud while showing the book’s illustrations</td>
<td>video</td>
<td>watch, listen, read along</td>
<td>enjoyment of stories, use of the technology</td>
<td>YouTube analytics (do students watch all the way through? Do they repeat any parts?)</td>
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<td>2</td>
<td>(Remembering Level) describe the characteristics of a folktale and a fable,</td>
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<td>watch, listen</td>
<td>the chance to do well on their report cards, the big goal of graduating to third grade</td>
<td>post-test, AR quizzes, quizlet exercises</td>
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<td>Rubrics for each story type (fairy tale, folktale, fable, tall tale, Native American tale) in a Google Doc: students can make their own notes on and save to their Google docs.</td>
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<td>watch, listen, read along</td>
<td>enjoyment of stories, use of the technology</td>
<td>YouTube analytics (do students watch all the way through? Do they repeat any parts?)</td>
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<td>post-test, AR quizzes, quizlet exercises, checking student work on rubrics</td>
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<td>4</td>
<td>(Understanding Level) compare two versions of a folktale or fable,</td>
<td>Videos of each story read out loud while showing the book’s illustrations (different versions of same story)</td>
<td>video</td>
<td>watch, listen, read along</td>
<td>enjoyment of stories, use of the technology</td>
<td>post-test, informal discussion with students</td>
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<td>5</td>
<td>(Understanding Level) contrast two versions of a folktale or fable,</td>
<td>Videos of each story read out loud while showing the book’s illustrations (different versions of same story)</td>
<td>video</td>
<td>watch, listen, read along</td>
<td>enjoyment of stories, use of the technology</td>
<td>post-test, informal discussion with students</td>
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<tr>
<td>6</td>
<td>(Applying Level) use examples from the text to illustrate why a story is labeled as a folktale or fable.</td>
<td>online journal activity (with option for artistic/visual response)</td>
<td>online</td>
<td>read, write</td>
<td>Students also enjoy the social aspects of emailing each other</td>
<td>post-test; online writing portions as a free-response assessment</td>
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Step. 6. Developing instructional materials or learning objects

Learning Object: Syllabus for Traditional Tales Unit (for teachers)
Creation tool(s): Google Docs
Format(s): Google Doc
Platform(s) for sharing: Google Classroom
Creator(s): me

Learning Object: Pretest of students on their recognition and understanding of the concepts covered in the unit
Creation tool(s): Google Forms
Format(s): Online form
Platform(s) for sharing: Google Classroom
Creator(s): me

Learning Object: Video introduction to the Traditional Tales unit
Creation tool: Screencast-o-Matic
Format: MP4
Platform for sharing: YouTube
Creator(s): me

Learning Object: Video overview of Traditional Tales
Creation tool: Screencast-o-Matic
Format: MP4
Platform for sharing: YouTube
Creator(s): me

Learning Object: Videos of myself reading each story out loud while showing the book’s illustrations
Creation tool: Screencast-o-Matic
Format: MP4
Traditional Tales Instructional Design Plan

Platform for sharing: **YouTube**
Creator(s): me, book authors and illustrators, perhaps some students

**Learning Object:** **Transcripts and closed captions for videos**
Creation tool: captioning tools in YouTube
Format: PDF
Platform for sharing: **Google Classroom**
Creator(s): me

**Learning Object:** Videos of just the pages in the book with a voice-over of myself doing a read-aloud
Creation tool: **Screencast-o-Matic**
Format: MP4
Platform for sharing: **YouTube**
Creator(s): me, book authors and illustrators, perhaps some students

**Learning Object:** Audio files (mp3) of myself doing a read-aloud, which can be listened to as a podcast, or used as narration while the student reads the actual physical book

*This is already being offered as an additional support for students with reading/visual difficulties.*

Creation tool:
Format: MP3
Platform for sharing: **Google Classroom**
Creator(s): me, book authors, perhaps some students

**Learning Object:** Rubrics for each story type (fairy tale, folktale, fable, tall tale, Native American tale) in an online form that students can make notes on and save to their Google docs.

Creation tool: **Google Docs**
Format: form
Platform for sharing: **Google Classroom**
Creator(s): me

**Learning Object:** audio/video with directions on how to use the rubrics
Traditioinal Tales Instructional Design Plan

Creation tool: **Screencast-o-Matic**
Format: MP4
Platform for sharing: **YouTube**
Creator(s): me

**Learning Object: Comprehension quizzes, flash cards, matching game**

Creation tool: **Quizlet app**
Format: in app
Platform for sharing: **Google Classroom**
Creator(s): me

**Learning Object: T-charts or Venn diagrams for students to complete as they do their compare/contrast activity**

Creation tool: **Google Docs**
Format: Google Doc
Platform for sharing: **Google Classroom**
Creator(s): me

**Learning Object: online journal activity (with option for artistic/visual response)**

Creation tool: **Google Docs**
Format: online doc or uploaded file of any type
Platform for sharing: **Google Classroom, PlanetK8**
Creator(s): me

**Learning Object: Final test**

Creation tool: **Google Forms**
Format: online form
Platform for sharing: **Google Classroom**
Creator(s): me

**Learning Object: Epic! Ebooks collection for this unit (fairy tales portion)**

Creation tool: Epic
Traditional Tales Instructional Design Plan

Format: list within app
Platform for sharing: Google Classroom
Creator(s): me

Since this is a unit for use with elementary school students, the social aspect will be limited. Some social forums are blocked by the district Internet filters, and others are not available to underage users. Just this past year we were told that YouTube is now accessible on campus, and the entire suite of Google tools is available and we are even encouraged to use them, especially Google Classroom. I have already set up a Twitter account to share library news, so I can send out reminders, links, and updates in that way. The students will be able to use Google Hangouts and their Gmail accounts to collaborate on the lessons, if they choose to do so.
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<td>3</td>
<td>Video introduction to the Traditional Tales unit</td>
<td>Screencast-o-matic</td>
<td>MP4</td>
<td>YouTube</td>
<td>me</td>
</tr>
<tr>
<td>4</td>
<td>Overview of Traditional Tales</td>
<td>Screencast-o-matic</td>
<td>MP4</td>
<td>YouTube</td>
<td>me</td>
</tr>
<tr>
<td>5</td>
<td>Videos of each story read out loud while showing the book’s illustrations (different versions of same story)</td>
<td>Screencast-o-matic</td>
<td>MP4</td>
<td>YouTube</td>
<td>me, book authors and illustrators, perhaps some students</td>
</tr>
<tr>
<td>6</td>
<td>Videos of just the pages in the book with a voice-over of myself doing a read-aloud</td>
<td>Screencast-o-matic</td>
<td>MP4</td>
<td>YouTube</td>
<td>me, book authors and illustrators, perhaps some students</td>
</tr>
<tr>
<td>7</td>
<td>Transcripts and closed captions for videos</td>
<td>YouTube captioning tools</td>
<td>PDF</td>
<td>Google Classroom</td>
<td>me</td>
</tr>
<tr>
<td>8</td>
<td>Audio files (mp3) of myself doing a read-aloud, which can be listened to as a podcast, or used as narration while the student reads the actual physical book</td>
<td></td>
<td>MP3</td>
<td>Google Classroom</td>
<td>me, book authors, perhaps some students</td>
</tr>
<tr>
<td>9</td>
<td>Rubrics for each story type (fairy tale, folktale, fable, tall tale, Native American tale) in a Google Doc: students can make their own notes on and save to their Google docs.</td>
<td>Google Docs</td>
<td>Google Doc</td>
<td>Google Classroom</td>
<td>me</td>
</tr>
<tr>
<td>10</td>
<td>audio/video with directions on how to use the rubrics</td>
<td>Screencast-o-matic</td>
<td>MP4</td>
<td>YouTube</td>
<td>me</td>
</tr>
<tr>
<td>11</td>
<td>Comprehension quizzes, flash cards, matching game</td>
<td>Quizlet</td>
<td>in app</td>
<td>Google Classroom</td>
<td>me</td>
</tr>
<tr>
<td>12</td>
<td>T-charts or Venn diagrams for students to complete</td>
<td>Google Docs</td>
<td>Google Doc</td>
<td>Google Classroom</td>
<td>me</td>
</tr>
<tr>
<td></td>
<td>Activity Description</td>
<td>Platform</td>
<td>Submission Options</td>
<td>Additional Tools</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------</td>
<td>-------------------</td>
<td>----------------------------------------------------------</td>
<td>----------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>13</td>
<td>online journal activity (with option for artistic/visual response)</td>
<td>Google Docs</td>
<td>Google Doc or uploaded file of any type</td>
<td>Google Classroom, PlanetK8</td>
<td>me</td>
</tr>
<tr>
<td>14</td>
<td>Post-test</td>
<td>Google Forms</td>
<td>online form</td>
<td>Google Classroom</td>
<td>me</td>
</tr>
<tr>
<td>15</td>
<td>Epic! Ebooks collection for this unit (fairy tales portion)</td>
<td>Epic</td>
<td>list</td>
<td>Google Classroom</td>
<td>me</td>
</tr>
</tbody>
</table>
Step. 7. Formative and Summative Evaluation

In addition to the evaluations mentioned for specific learning activities above, I will evaluate the following:

**Evaluation Question** - feedback on the various components and materials of the unit; rating each learning object on ease of use, clarity, grade-level appropriateness, and appeal for students

Format of Evaluation - I will create an online survey using Google Forms for the classroom teachers to complete. Teachers will have the option of completing it online or printing it out and giving me a written response (whichever they are most comfortable with). I will ask them to rate learning objects by the criteria above. I will also ask them to give a brief essay response on how well they feel the unit worked and why, with the request that specific examples be given.

**Evaluation Question** - which materials students found the most helpful, easiest to use, and most appealing

Format of Evaluation - student post-test

**Evaluation Question** - student suggestions to improve the experience for future students

Format of Evaluation - open response from students as text, video, or audio, shared in Google Classroom

**Evaluation Question** - parent feedback

Format of Evaluation - online survey on PlanetK8 (that would give me another point of view)

**Evaluation Question** - compare the scores of the areas related to these lessons and see their growth over the year, or even compare each year’s scores with those of previous years.

Format of Evaluation - analysis of STAR test results for participating students
I will share the results of all feedback with the teachers and students and tell them what I plan to do in response to their suggestions and what improvements and changes I will be making.
Title: Generating Keywords

- **Audience:** college students
- **Description:** a module to help students understand and generate keywords

*Note – edits for the diversity module are in orange, edits for the community module are green, edits for the content creation module are red, edits for the course management module are blue, edits for the capstone module are purple*

**Step 1. Needs Assessment and Instructional Goals**

**Learner Needs**

The potential learners are students at a small, private, Catholic, liberal arts college in the Midwest. They are typically traditional students and will be in their first semester of college.

They already know how to perform basic searches using Google.

They need to know how to generate keywords for searching in library databases.

They need to know these concepts/skills so that they can create a search strategy that helps them find resources for their academic research.

The time they will need to spend on these activities is approximately an hour, completed prior to a face-to-face, one-shot instruction session in an introduction to college research type course.

**Existing Materials**

The library has taught keyword searching frequently in face-to-face instruction and I will be converting these sessions into the online module. Many of our LibGuides also contain tips for generating keywords and I will be incorporating them into the instruction. Online software will be used for the mind mapping exercise.
Teacher

I’m not sure who the best person to design and teach this module would be, but as I’m the only one interested in doing so, that makes me the best person. I have experience teaching the one-shot sessions from which I will be using the keyword generating exercises and an interest in online instructional design. The module will be designed to be taught by any librarian and will be asynchronous.

Mode of Instruction

Asynchronous activities - online keyword module, ability to contact instructor via email

Synchronous activities

Face-to-face activities - intro to college research class session

Instructional Goals Statement

Generating keywords is an essential step in the research process and makes finding useful articles both easier and quicker. By knowing multiple methods of generating keywords students will be able to generate more, higher quality keywords which will improve their chances of finding the resources they need and will help them become better researchers.

Consensus on this goal will be obtained by sharing it with the other instructors in the Library and with students who have taken the previous, in-person, instruction method.

Much of this goal is measurable. By asking students to write a short reflective paper we can determine if they understand the importance of generating keywords. Using exercises we can evaluate whether they are able to generate keywords using the methods we will teach them.
Step 2. Instructional Analysis

Instructional Outline

- Lecture on what keywords are
- Lecture on why keywords are important
- Demonstration of ‘good’ vs ‘bad’ keywords
- Mining the research statement/question for keywords
- Other methods of generating keywords
  - Asking questions
  - Mind mapping
  - Pass the paper
  - Discussion

Discuss whether certain methods are better for a specific type of paper or learning style

Step 3. Entry Behavior and Learner Characteristics

Prerequisites

Students taking this module will need to be able to use a computer, access eLearn, submit assignments to eLearn, and engage in an online discussion forum.

They will need to have an assignment from their professor and have chosen a topic for the assignment.

Evaluation of Entry Behavior

Before assigning this module we will ask the professor if they have gone over these skills in class and provide additional instructions for classes who have not been taught these skills.
Class Limitations

Class size will be determined by the size of classes for participating professors, because the online module is a precursor to a face-to-face session.

Students will need access to a computer or mobile device with internet access; these are available in the library if students do not have their own.

Learner Characteristics

The potential learners are students at a small, private, Catholic, liberal arts college in the Midwest. They are typically traditional students, around 18 years old, and will be in their first semester of college. Some are the first in their family to attend college. Many are already on career tracks, including students in the seminary, education, and criminal justice programs. Their comfort with technology is medium to high. Most have smartphones, and all have laptops provided by the college.

Step 4. Learning Outcomes

Learners will be able to:

1. describe what keywords are
2. articulate the importance of using keywords when searching.
3. use two or more methods to generate keywords
4. select a keyword generation strategy based on their paper type or preferred learning style

Step 5. Planning Instructional Strategies

Motivating Learners

Motivational methods (to gain/sustain attention, build relevance, increase confidence, provide satisfaction):

1. Potential to become a better researcher
2. Participation credit from professor
3. Interaction with other students

**Information Presentation/Learner Participation**

- What are keywords? And Why are keywords important?
  - I plan to create a video using PowerPoint with a voiceover to cover the above topics. I will talk about what keywords are and why they are important. I will also demonstrate how different keywords effect search results. I will include subtitles.

- Mining the research statement/question for keywords
  - This will be another short video lecture, but since I plan to do demonstrations I will use screencasting software to record my demonstrations and do a voice over. In addition to subtitles, my script will include descriptions of what we are seeing (for example I will mention how many results my search retrieves). I will also be careful to choose search examples that are broadly understood.

- Other methods of generating keywords
  - Pass the paper
    - This is a modification of a current exercise we do in a class. I will email each student a research question and 5 keywords I have picked out of the question (they will all get the same question/keywords). Each student will required to reply with at least 5 other keywords or synonyms. I will use the words they send to create a Wordle to demonstrate how many different terms were generated and how popular some of the terms were.

  - Asking questions
    - This will be based on an exercise we currently do in Public Speaking. Students will download a worksheet with questions to answer about their topic. The worksheet will then guide them through selecting keywords from their answers. Completed worksheets will be uploaded using the course management software.

  - Mind mapping
    - Using free online software (yet to be chosen), students will create a mind map of their topic. The selected software will allow students to print or screenshot their completed map and upload it to the course management software. The tool I select will be one that meets disability guidelines, but I will also offer a
hard copy version.

- One Minute Paper
  - Students will write a short, one to two paragraph reflective response paper discussing their impression of each method of generating keywords and indicating which method they preferred and why.

While there will be some lecture involved in the module, the majority of the time spent on the module will involve students actively generating keywords. By the end of the module, students will have completed an exercise comparing types of keywords, generated keywords using three different methods, and written a reflective paper about their experience.

Students will be taking this course before a face-to-face instruction session in a required first semester, first year course. The college uses first year courses to help develop a cohort of learners so that they form a community. Students will have been in this class for at least a month and hopefully have developed a good rapport. There is only one section of this module that asks students to interact with each other. In the instructions for the section of the module (Pass the Paper), I shall use language that calls to that sense of community to encourage full participation and engagement.

**Discussion in this class will happen in our LMS.** A discussion board will be set up so students can ask questions and I can post clarifications based on the questions. I will monitor this board on a daily basis. Since students will only have a week to complete this module I will have three pre-planned posts, but will expect to post more frequently to answer questions as they arise. The first will be a quick welcome and suggestion that they ask their questions here. The second will be posted 3 days after they are assigned to start the module and will be a reminder of what they should have completed already and some tips for completing some of the modules. The final post will happen the day before the module should be done and will encourage everyone to complete all the components before class the next day. Since not everyone wants to ask questions publicly, I will also include a private chat box for anonymous questions.

**Assessment:**

Assessment of student outcomes will be done by evaluating student responses to each of the exercises and the reflective essay will show us if the student understood the exercises. We will assess these responses to make sure that students understood the exercises and to ensure that they are able to successfully complete the next module, database searching. I will use the quiz, drop box, and discussion forum functions of the software to assess student work.
## Keywords - Steps 5-6 - Step 5

<table>
<thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>describe what keywords are</td>
<td>What are keywords? And Why are keywords important?</td>
<td>video</td>
<td>watch and listen</td>
<td>relate to student research</td>
<td>reflective essay</td>
</tr>
<tr>
<td>2</td>
<td>articulate the importance of using keywords when searching.</td>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
<td>&quot;</td>
<td>reflective essay</td>
</tr>
<tr>
<td>3</td>
<td>use two or more methods to generate keywords</td>
<td>Mining the research statement/question for keywords</td>
<td>video</td>
<td>watch and listen</td>
<td>relate to student research</td>
<td>reflective essay; observation of discussion forum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pass the Paper activity</td>
<td>email / discussion forum</td>
<td>read instructions, do activity</td>
<td>relate to student research; participation credit for class</td>
<td>completed activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asking Questions worksheet</td>
<td>text</td>
<td>read and fill out</td>
<td>relate to student research; participation credit for class</td>
<td>completed worksheet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mind mapping assignment</td>
<td>visual</td>
<td>read instructions and create mind map</td>
<td>relate to student research; participation credit for class</td>
<td>completed mindmap</td>
</tr>
<tr>
<td>4</td>
<td>select a keyword generation strategy based on their paper type or preferred learning style</td>
<td>Reflective essay</td>
<td>text</td>
<td>write a reflection</td>
<td>relate to student research; participation credit for class</td>
<td>reflective essay; observation of students in face to face follow up session</td>
</tr>
</tbody>
</table>
Step. 6. Developing instructional materials or learning objects

This module will be offered as an asynchronous online class. The modules will be housed in the campuses course management software Moodle though some outside software will be needed for the mind mapping exercise. I will use the quiz, drop box, and discussion forum functions of the software in addition to the basic course design.

Learning objects to be created:
- Screen capture lecture: What are keywords? And Why are keywords important?
- Screen capture lecture: Mining the research statement/question for keywords
- Email and instructions: Pass the paper
- Worksheet: Asking questions
- Assignment instructions: Mind mapping
- Assignment instructions: Reflective essay
### Keywords - Steps 5-6 - Step 6

<table>
<thead>
<tr>
<th>#</th>
<th>Learning Object(s)</th>
<th>Creation tool(s)</th>
<th>Format</th>
<th>Platform(s) for sharing</th>
<th>Creator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What are keywords? And Why are keywords important?</td>
<td>Powerpoint, screencapture tool</td>
<td>MP4</td>
<td>Moodle</td>
<td>me</td>
</tr>
<tr>
<td>2</td>
<td>Mining the research statement/question for keywords</td>
<td>Powerpoint, screencapture tool</td>
<td>MP4</td>
<td>Moodle</td>
<td>me</td>
</tr>
<tr>
<td>3</td>
<td>Pass the Paper activity</td>
<td>Moodle</td>
<td>discussion forum</td>
<td>Moodle</td>
<td>me</td>
</tr>
<tr>
<td>4</td>
<td>Asking Questions worksheet</td>
<td>Microsoft Word</td>
<td>PDF</td>
<td>Moodle</td>
<td>me</td>
</tr>
<tr>
<td>5</td>
<td>Mind mapping assignment</td>
<td>mind mapping software</td>
<td>link to app</td>
<td>Moodle</td>
<td>me</td>
</tr>
<tr>
<td>6</td>
<td>Reflective essay assignment</td>
<td>Microsoft Word</td>
<td>assignment</td>
<td>Moodle</td>
<td>me</td>
</tr>
</tbody>
</table>
Step. 7. Formative and Summative Evaluation

In addition to the evaluations mentioned for specific learning activities above, I will evaluate the following:

Evaluation Question - has student ability to perform keyword searches improved?

Format of Evaluation - reviewing student responses and participation during the class as well as feedback in the reflective essay; compare results of information literacy test given to all students

Evaluation Question - has student performance on research assignments improved?

Format of Evaluation - feedback from professors

The instructors will meet yearly to review the information gathered and determine if changes need to be made to the module.
Title: Library Card Toolkit

- **Audience:** patrons of the New Lenox Public Library

- **Description:** Your library card is your access point to the rest of the world. Learn basics and tricks for searching our catalog, how to sign up for programs and study rooms, where different subjects and media can be found around the library, what technology is available to you in the Digital Media Lab, what our staff does for you every day, and more. This Toolkit will show you how to access the media and research you need, and how New Lenox Library can help you reach resources you might not have known are at your fingertips.

*Note – edits for the diversity module are in orange, edits for the community module are green, edits for the content creation module are red, edits for the course management module are blue, edits for the capstone module are purple*

**Step 1. Needs Assessment and Instructional Goals**

**Learner Needs**

The potential learners are patrons of the New Lenox Public Library

They already know the library exists, and they have basic computer skills (clicking links, scrolling, watching videos, typing, and possibly switching between multiple open browser tabs)

They need to know basics and tricks for searching our catalog, how to sign up for programs and study rooms, where different subjects and media can be found around the library, what technology is available to you in the Digital Media Lab, what our staff does for you every day

They need to know these concepts/skills so that they can access the media and research they need for school, work, and life.

The time they will need to spend on these activities is about 5-10 minutes on each lesson.

**Existing Materials**

We have tutorials available for e-readers and technology in the Digital Media Lab, as well as policies (how to sign up for a card, checkout limits, etc.) that I will be
pulling lessons from. Everything else will be built from the ground up. The library already has a website that these resources can be added to.

**Teacher**

The best person to design this instruction is me because of my technical skills to understand the learning objects involved and my overall knowledge of the functioning of the library, especially the Digital Media Lab.

Along with myself, I will be involving other staff in training that focuses on their specialties as needed (ILLs, youth databases, programming, etc.) to make sure processes are correct, and to showcase our staff and promote good customer service.

**Mode of Instruction**

Asynchronous activities - training videos and other materials on website
Synchronous activities - contact info to reach staff with questions
Face-to-face activities - follow up with in person activities

**Instructional Goals Statement: Why the Library Card Toolkit?**

Patrons need to know these planned concepts/skills to use their library membership to its fullest potential. When even seasoned cardholders don’t know how to search the catalog or that they can place holds on media online, we need to do something more to help. We need to help patrons where they are, which means having 24/7 access. If they eventually become more involved in the library, fantastic! If not, we’re at least helping them improve their life through an accessible, friendly source that is available even when the library is closed.

**Obtaining Consensus:** Consensus from the managerial team and administration will be obtained through demonstrations of the material at key milestones (completed topics). It’s often much simpler to show examples after they’re built to gain consensus, and tweak any issues from there, than to get it from just talking about ideas and possibilities. However, I am also including certain key staff during the development process to make sure the Toolkit stays on track.

**Goal Analysis:** The goals are more qualitative than quantitative, though I may put thumbs up/thumbs down feedback buttons on each page to quickly access whether patrons thought it was helpful. An end-of-toolkit “yay, you’ve finished!” certificate and quick survey will help us get feedback on the website, and staff conversations with patrons will also let us know if it’s helpful.
Step 2. Instructional Analysis

Instructional Outline

1. Library Card Basics
   a. Shallow dive into what services having a card gets you
   b. Why library cards expire and need renewing (illustrated article)
   c. What their PIN number is (illustrated article)
2. Finding & Borrowing Library Materials
   a. Searching the Catalog (video and transcript): Bite-size screencasts with scannable written transcripts below
   b. Checking out physical items (video and transcript): Video will cover where our checkout desk is, and how to use our self-checkout machines
3. Digital Media Lab (focus for this project)
   a. Welcome
   b. Orientation
      i. Get Creative with Technology
      ii. Save your VHS Tapes, Vinyl Albums, Photographs & More
      iii. Who can use the lab? What are the rules?
4. Registering for Programs & Events
5. Reserving Rooms & the Collaboration Cart
6. Meet the Library
   a. The Library Departments
Step 3. Entry Behavior and Learner Characteristics

Prerequisites

Before starting this instruction, students will need to already have the following skills: basic computer skills (clicking links, scrolling, watching videos, typing, and possibly switching between multiple open browser tabs)

Evaluation of Entry Behavior

Learners will self-select themselves into the program, but must be motivated to do so. They need to be curious about the library, want to find information and library items, and want to engage in library services. They most likely already have a library card, but are either new to the library or curious about what they may be missing.

Class Limitations

Class size will not be limited because the training components are asynchronous and can be accessed as patrons need them.

Students will need access to the internet and a computer or mobile device. If they do not have this access at home, they can use computers at the library.

Learner Characteristics

Because this is focusing on our entire public library district’s potential cardholders, our ages and backgrounds vary widely. I will be focused on teenagers, adults, and seniors. (Any information about children’s media and programs will be geared towards their guardians.)

It is the goal of a public library to break down barriers and provide new opportunities for our patrons. This online course will be 508 compliant so that all users, regardless of disability, can access this information. Optional captioning and transcripts will be available for all videos, and the website will be responsive and accessible on a variety of desktop and handheld devices.

Scripts will be written with varying learning abilities, hearing and visual abilities, and English as a Second Language speakers in mind. Simple, clear language will be used to facilitate learning, and all efforts will be made to avoid biases on the bases of race, gender, religion, or sexual orientation. Examples will represent a wide range of backgrounds.
Step 4. 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. Identify software that they can use in the Digital Media Lab
2. Identify equipment that they can use in the DML
3. Recognize software and equipment in the DML for converting audio, video, and image resources to digital formats
4. Identify who can use the DML
5. Identify rules and policies you must follow when using the DML
6. Recall the policies for reserving time in the DML
7. Schedule their first appointment for using the DML
8. Determine the software/equipment in the DML that they can use for a particular project

Step 5. Planning Instructional Strategies

Motivating Learners

Patrons must be motivated to learn more about what their library can offer them; their reward is accessing more than they may have thought possible to enrich and improve their lives, which is very personal. Learners will receive a flier about this Toolkit when they sign up for a new card or update their old card. **We will be sharing this Toolkit on our website and through social media, and will have**
handouts that staff can share with patrons, and on our community center boards. I might be able to add shortcuts to our Tech Center computer desktops. I will also hopefully be “adopting” our holds for one or two months per year, when bookmarks promoting the Toolkit will be tucked into each item placed on the hold shelf.

I’m planning on starting with marketing posts for DML equipment while I work on full tutorials. If our Facebook community doesn’t engage with the posts, I will post clips of tutorials to garner interest. I can also ask questions about what their needs are — do they have family photos to scan? Do they know we have an auto repair database? Do they need to learn Microsoft Excel for their new job?

**Information Presentation**

This will be built as a simple mini-website with text and video, within our larger library website.

**Learner Participation**

Learners will be self-motivated, clicking through topics as needed on their own time. This can be accessed from inside or outside the library. They will be able to post questions and share resources via the library’s Facebook page.

**Testing/Assessment**

An initial online quiz will track student learning from the orientation. No other formal assessments will be necessary. We will be informally assessing learner success/failure through staff/patron interactions and surveys. I may put a quick feedback tool on the toolkit website, and will likely have my email address available if patrons need to ask a direct question.

**Follow-Through Activities**

These lessons are the foundations of library usage, so I am hoping for increased patron usage of our library, including an increase in consortium book holds, interlibrary loans, book requests, and database usage.
<table>
<thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify software that they can use in the digital media lab</td>
<td>Welcome to the Digital Media Lab</td>
<td>webpage</td>
<td>read</td>
<td>-</td>
<td>orientation quiz; YouTube analytics (do students watch all the way through? Do they repeat any parts?)</td>
</tr>
<tr>
<td>2</td>
<td>Identify equipment that they can use in the digital media lab</td>
<td>Get Creative with Technology</td>
<td>video</td>
<td>watch and listen</td>
<td>show wide range of resources available, can be used for free</td>
<td>orientation quiz; observation of students in lab after orientation</td>
</tr>
<tr>
<td>3</td>
<td>Recognize software and equipment in the Digital Media Lab for converting audio, video, and image resources to digital formats</td>
<td>Digitizing Movies and Music</td>
<td>video</td>
<td>watch and listen</td>
<td>show wide range of resources available, can be used for free</td>
<td>orientation quiz; usage statistics for AV equipment; observation of usage of AV equipment</td>
</tr>
<tr>
<td>4</td>
<td>Identify who can use the Digital Media Lab</td>
<td>Digital Media Lab Policy &amp; User Agreement</td>
<td>text</td>
<td>read</td>
<td>desire to use free resources</td>
<td>orientation quiz; observation of any misunderstandings after orientation</td>
</tr>
<tr>
<td>5</td>
<td>Identify rules and policies you must follow when using the Digital Media Lab</td>
<td></td>
<td>text</td>
<td></td>
<td>desire to use free resources</td>
<td>orientation quiz; observation of any misunderstandings after orientation</td>
</tr>
<tr>
<td>6</td>
<td>Recall the policies for reserving time in the Digital Media Lab</td>
<td></td>
<td>text</td>
<td></td>
<td>desire to use free resources</td>
<td>orientation quiz; observation of any misunderstandings after orientation</td>
</tr>
<tr>
<td>7</td>
<td>Schedule their first appointment for using the DML</td>
<td></td>
<td>text</td>
<td></td>
<td>desire to use free resources</td>
<td>orientation quiz; appointment statistics</td>
</tr>
<tr>
<td>8</td>
<td>Determine the software/equipment in the DML that they can use for a particular project</td>
<td>both videos</td>
<td>video</td>
<td>watch and listen</td>
<td>desire to use free resources</td>
<td>orientation quiz; in person observation of students using lab after orientation</td>
</tr>
</tbody>
</table>
Step. 6. Developing instructional materials or learning objects
<table>
<thead>
<tr>
<th>#</th>
<th>Learning Object(s)</th>
<th>Creation tool(s)</th>
<th>Format</th>
<th>Platform(s) for sharing</th>
<th>Creator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome to the Digital Media Lab</td>
<td>Drupal</td>
<td>HTML</td>
<td>library website</td>
<td>me</td>
</tr>
<tr>
<td>2</td>
<td>Get Creative with Technology</td>
<td>Camtasia</td>
<td>MP3</td>
<td>YouTube</td>
<td>me</td>
</tr>
<tr>
<td>3</td>
<td>Digitizing Movies and Music</td>
<td>Camtasia</td>
<td>MP4</td>
<td>YouTube</td>
<td>me</td>
</tr>
<tr>
<td>4</td>
<td>Digital Media Lab Policy &amp; User Agreement</td>
<td>Microsoft Word</td>
<td>PDF</td>
<td>library website</td>
<td>me</td>
</tr>
<tr>
<td>5</td>
<td>orientation quiz</td>
<td>Google Forms</td>
<td>online form</td>
<td>library website</td>
<td>me</td>
</tr>
</tbody>
</table>
**Step. 7. Formative and Summative Evaluation**

In addition to the evaluations mentioned for specific learning activities above, I will evaluate the following:

**Evaluation Question - has Digital Media Lab participation increased?**

Format of Evaluation - measure via our current system, which tracks hourly usage of the DML and what equipment is popular with our patrons. This is assembled and assessed monthly. I will also track engagement of each DML-related Facebook post.

**Evaluation Question - has database usage increased?**

Format of Evaluation - measure via our statistics system within each database

**Evaluation Question - has card signup increased?**

Format of Evaluation - compare signup rates before and after online program implementation; continue to compare as program grows

**Evaluation Question - how much are the online materials used?**

Format of Evaluation - measure analytics of each learning object, look for patterns

**Evaluation Question - are the online materials user-friendly?**

Format of Evaluation - formal user experience testing, quick online feedback (thumbs up/thumbs down)

**Evaluation Question - what impact do the online materials have on patrons?**

Format of Evaluation - informal conversation, print surveys, and online surveys
Evaluation Question - does engagement related to the DML on the library’s Facebook page translate to engagement in person at the DML?

Format of Evaluation - compare analytics of Facebook posts (number of likes, number of shares, number of comments, quality of comments — are people asking questions and engaging, or are they just tagging their friends?) to usage rates for the DML.
Title: Basic Records Management Staff Training

- Audience: employees

- Description: The Records and Information Management unit is charged with development of a records management training program designed to begin bringing us into compliance with state statutory recordkeeping requirements and internal strategic plans. The training is a three-part online series for beginners that prepares them for intermediate/advanced in-person training in March 2017. This plan addresses only the online component and the flagship cohort of ~400 employees.

*Note – edits for the diversity module are in orange, edits for the community module are green, edits for the content creation module are red, edits for the course management module are blue, edits for the capstone module are purple

Step 1. Needs Assessment and Instructional Goals

Learner Needs

- Our flagship cohort includes ~400 employees designated by our oversight Board as being those who handle official recordkeeping copies and therefore need more in-depth training to meet their legal responsibilities.

- Learners were selected based on their position and/or who they are as an individual in their unit. Beyond initial rollout to this flagship cohort, training will follow positions only and not individuals.

- Basic Records Management Staff Training is designed to prepare the flagship cohort for intermediate/advanced in-person training in March 2017. Beyond initial rollout, this training will be required for everyone and retooled to reflect shifting focus to new/transfering employees and continuing education.

- Because the current records management program is only a couple years old, it is assumed that learners come in with no prior knowledge.

- Learners need to know basic recordkeeping because we’re legally mandated to have a records management program complying with state statutes and public records laws. A training component is best practice in the field of records management.
Basic Records Management Staff Training  Instructional Design Plan

- Learners reflect the diversity of our employees. This workforce may include all genders, a range of ages, educational, and work experiences, diverse cultural backgrounds and affiliations, and varying English language knowledge and proficiency.

- The time they will need to spend on these activities is approximately 7-8 minutes for each part.

**Existing Materials**

- The current training covers material that will be incorporated into Parts 1 & 2 and two trainings for our oversight board members cover what is now Part 3. Existing trainings are long with extraneous info we will make more concise in the new videos.

- The National Archives and Records Administration YouTube Channel has useful videos that help illustrate concepts. This will help the designer conceptualize ideas for the training but are too in-depth for learners because they’re designed for federal records management personnel.

- We have some helpful documents on our Intranet site, but the training area will be developed to meet the needs of learners in one stop.

**Teacher**

The best person/people to design this instruction is me, because this training development is part of probationary work performance measures. Plans, content, and scripts will be designed and created using Adobe Captivate.

**Mode of Instruction**

Asynchronous activities - the 3 training units
Synchronous activities - employees can contact me to follow up with questions
Face-to-face activities - an in-person training will follow this program later on

**Instructional Goals Statement**

1. *Instructional Goals*

   - The instruction needs to happen because we’re legally mandated to have a records management program and industry best practices include a training component as part of a well-rounded program.

   - At the most basic level, we need everyone to know what a record is, why they have to care, what they need to do, and who they ask for help.
3. Obtain Consensus on the Goals

- Consensus was already obtained because the project was in progress when I was hired and the pace at which we must deliver content is faster than the D4L timeline.

- A draft of training was presented in February 2016 to the oversight board and, based on their initial feedback, the overall training strategy was retooled for the online component with goals and learning outcomes included. They voted to pursue the new strategy in March 2016 after seeing a high-level presentation and draft of Part 3 content (apples to apples with what had been presented in the previous month).

- All decisions about changes to training must be approved by my supervisor. Other unit staff provide continual input. Decisions that impact timelines or delivery methods go back to the oversight board.

3. Goal Analysis

- The goals will be measured by a 3-question quiz at the end of each training video that is not graded or tied to job performance measures, but must be answered to register completion and receive a certificate. The level of testing will match the goals.

- Learners should be able to show that they understand the records management program and their role in it.

- Learners should be able to demonstrate that they know what official recordkeeping copies are, whether or not they are the party responsible for keeping official records, and if so, they know which records and how to keep them.

- If they know to go to their RIM Liaison with questions, we’ll have done well!
Step 2. Instructional Analysis

Instructional Outline

1. Records
   a. Define a record
   b. Discuss responsibility for records
   c. Identify who employees can consult with about records for their department

2. Record keepers
   a. Explain how the keepers of the official record keeping copies are determined for each department
   b. Demonstrate how to ID the official record keeping copy
   c. Explain that everything else is temporary

3. Keeping records (for official record keepers only)
   a. Demonstrate how records are organized
   b. Define operational guidance and provide examples
   c. Demonstrate where record keepers can find guidance

4. (in person training will follow later for some)
This chart demonstrates the flow of training.

**BASIC RECORDS MANAGEMENT STAFF TRAINING**

**Flagship Cohort**

*Online Training*
~420 employees, selected by oversight board, who are required to take this training.

**Part 1 – What is a Record?**
- What is a record?
- Who's responsible for records?
- Who do I ask about records?

**Part 2 – Am I a Record Keeper?**
- Anything created in the course of business
- We all are

**Part 3 – How Do I Keep Records?**
- How are records organized?
- Series and then buckets
  - What is operational guidance?
  - The manual
  - Our website training page

**In-Person Training**
~150 employees, selected from the larger group of online trainees.

**Revision/Redeployment**
All training revised for universal deployment with a focus on positions and new/transitioned employees.

Version 8/19/2016 HL
Step 3. Entry Behavior and Learner Characteristics

Prerequisites

As this is an online training, learners need to have basic knowledge of computers, web browsing, and how to access the intranet, including their username and password. The training will be delivered via the LMS, so they will also need to know how to use the LMS to sign up for and take a class, and where to view their training transcript.

Evaluation of Entry Behavior

Because the current records management program is only a couple years old, it is assumed that learners come in with no prior knowledge.

Class Limitations

Class size will not be limited - this asynchronous training can be done by all employees when it fits into their work schedule

- Students will need access to the intranet, along with their username and password.
- A device with sound is ideal but not all have sound. In an effort to accommodate the greatest diversity of users we’ll include searchable transcripts and closed-captioning for those without sound, with a hearing impairment, or those who simply learn better by reading.
- The training website serves as a single point of reference for recordkeepers, which has the dual purpose of collocating materials in one spot. It’s also providing examples and text for learners who need real world examples and/or something to read for concepts to stick. Training videos will also be stored here for review if needed.
- Since this mandate includes everyone, from boots on the ground workers up to executive staff, the chief need is time. They don’t have a lot and we don’t want to waste it.
- Training is meant to introduce key concepts that will lead to more complex activities when they do in-person training, but the initial information dive cannot be too deep too early.
- They may be in the field, so training must be usable on a variety of devices, so they will be built using responsive themes.
Learner Characteristics

Student characteristics could include interests, belief systems, cultural differences, language preferences, motivations, demographics, etc.:

Diversity of the learners includes all genders, a range of ages, educational, and work experiences, diverse cultural backgrounds and affiliations, and varying English language knowledge and proficiency.

Step 4. Learning Outcomes

Learners of Part One will be able to:
1. Identify records as any recorded information created or received in the course of business
2. Recognize that all employees are legally obligated to manage records
3. Recall how to find the training site on the intranet

Learners of Part Two will be able to:
4. Recognize their recordkeeping responsibilities within their unit
5. Identify the official recordkeeping copy of a record for their department/department/unit
6. Differentiate between an official copy and a transitory copy

Learners of Part Three will be able to:
7. Recognize how records are organized into functionally-related groups called buckets
8. Identify and understand operational guidance and how we use it to manage buckets of records
9. Recall how to find supporting documentation on the intranet site

Learners of all parts will:
10. Build confidence in their ability to meet legal record keeping requirements
11. Contribute to the record keeping process according to their role in records management, no more no less.
12. If they are moving on to in person training, they will be prepared to participate.
Basic Records Management Staff Training  Instructional Design Plan

Measurements

- Level of preparedness and engagement in in-person training increases. We can measure this by keeping track of questions that were answered in online training vs. questions that build on what they learned in online training.
- Less basic questions coming into my unit. We can measure this by keeping track of questions that were answered in online training vs. questions that build on what they learned in online training.
- Lower legal risk factors. We can measure this via our relationship with the legal department regarding public records requests. We track non-compliance numbers with our trained liaisons, so those should be lower. Quicker turn-around of records requests is an indicator of well-kept records and can be measured by a greater ratio of regular to extended fulfillments. Anecdotally, we could measure damage control scenarios coming into our unit.

Step 5. Planning Instructional Strategies

Motivating Learners

Motivational methods (to gain/sustain attention, build relevance, increase confidence, provide satisfaction):

1. Motivation
   - The training is required by the oversight board who has the authority to enforce it.
   - I am focused on tight, succinct training that saves time and keeps goal points simple and slightly repetitive so they stick, but not so much they’re annoyed.
   - Multiple means of access so that there are as few barriers to success as possible.

2. Objectives
   - Reduce legal risk by increasing understanding.
   - Reduce costs associated with storage of both physical and electronic records.
   - Increase efficiency by making units more self-sufficient and records easier and quicker to find in response to a request.
   - If we can increase learner confidence in their ability to do this work and help them understand that they’re doing it for the greater good, then we’ve accomplished the mission.

Information Presentation

- Delivery method will be animated voice-over Adobe Captivate units built with a responsive theme. They will include closed-captioning and transcripts for
accessibility. They will also include an embedded quiz for concept reinforcement.

- The training center will track and deliver training via their LMS and issue certificates to completers. They will also handle reminder emails and out of compliance notices.

**Learner Participation**

- Learners will watch 3 online training videos of between 7-8 minutes in length.
- Complete a brief ungraded quiz at the end of each part to demonstrate learning.
- Receive a certificate of completion from the training center at the end of training as a whole.
- We do not have a plan for a community element in the flagship cohort, mainly because the LMS doesn’t currently allow it and our intranet is not really designed for interaction. However, we’ve included this in our future considerations.

**Testing/Assessment**

- Learners will take a brief ungraded quiz at the end of each part. The quiz is not tied to performance measures, as to do so would require getting the union involved because it has to do with a change in working conditions. They reinforce the concepts and will tell the learner if they got a question wrong, give the right answer, and give unlimited chances to re-answer.

**Follow-Through Activities**

- Learners have no prior training and we need the flagship cohort data to make an argument for more programmatic elements so that we are able to tie training to outcomes.
- In the pilot we’ll invite new and seasoned unit Liaisons, someone from training center, D4L students, faculty and staff to cover both the records management and instructional design angles.
- With the flagship cohort, we’ll test their knowledge before and after training, and then a while after training, to see how confidence changes over time, self-rated on a scale.
- The in-person training should be a great opportunity to find out how much they absorbed. We’ll observe and take notes for the re-evaluation phase.
- Our staff get the same questions repeatedly; we’ll see if that is reduced.
- We’ll track liaison non-compliance and regular versus extended request fulfillment as a measure of success.
### Basics of Recordkeeping - Steps 5-6 - Step 5

<table>
<thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify records as any recorded information created or received in the course of business</td>
<td>Adobe Captivate unit</td>
<td>video</td>
<td>watch, listen</td>
<td>brevity, responsive design for use on mobile devices, training requirement</td>
<td>quiz</td>
</tr>
<tr>
<td>2</td>
<td>Recognize that all employees are legally obligated to manage records</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>observation of record keeping behavior after training</td>
</tr>
<tr>
<td>3</td>
<td>Recall how to find the training site on the intranet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>web analytics for intranet site; how many calls/emails are received about locating the training site?</td>
</tr>
<tr>
<td>4</td>
<td>Recognize their recordkeeping responsibilities within their unit</td>
<td>Adobe Captivate unit</td>
<td>video</td>
<td>watch, listen</td>
<td>brevity, responsive design for use on mobile devices, training requirement</td>
<td>quiz</td>
</tr>
<tr>
<td>5</td>
<td>Identify the official recordkeeping copy of a record for their department/unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>observation of record keeping behavior after training</td>
</tr>
<tr>
<td>6</td>
<td>Differentiate between an official copy and a transitory copy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>observation of record keeping behavior after training</td>
</tr>
<tr>
<td>7</td>
<td>Recognize how records are organized into functionally-related groups called buckets</td>
<td>Adobe Captivate unit</td>
<td>video</td>
<td>watch, listen</td>
<td>brevity, responsive design for use on mobile devices, training requirement</td>
<td>quiz</td>
</tr>
<tr>
<td>8</td>
<td>Identify and understand operational guidance and how we use it to manage buckets of records</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>how many calls/emails are received about operational guidance?</td>
</tr>
<tr>
<td>9</td>
<td>Recall how to find supporting documentation on the intranet site</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>web analytics for intranet site; how many calls/emails are received about documentation?</td>
</tr>
</tbody>
</table>
Step. 6. Developing instructional materials or learning objects

Learning Objects

- LMS/Web-delivered animated slides with voice over lecture that includes closed-captioning. Transcripts will also be available.
- Website with tools mentioned in the training, review videos, transcripts, and contact info.
<table>
<thead>
<tr>
<th>#</th>
<th>Learning Object(s)</th>
<th>Creation tool(s)</th>
<th>Format</th>
<th>Platform(s) for sharing</th>
<th>Creator(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Training program outline</td>
<td>intranet / LMS</td>
<td>HTML</td>
<td>intranet, then LMS</td>
<td>me</td>
</tr>
<tr>
<td>2</td>
<td>Part 1 - Web-delivered graphic presentation (animated slides) with voice over lecture</td>
<td>Adobe Captivate</td>
<td>SCORM package</td>
<td>intranet, then LMS</td>
<td>me</td>
</tr>
<tr>
<td>3</td>
<td>Part 2 - Web-delivered graphic presentation (animated slides) with voice over lecture</td>
<td>Adobe Captivate</td>
<td>SCORM package</td>
<td>intranet, then LMS</td>
<td>me</td>
</tr>
<tr>
<td>4</td>
<td>Part 3 - Web-delivered graphic presentation (animated slides) with voice over lecture</td>
<td>Adobe Captivate</td>
<td>SCORM package</td>
<td>intranet, then LMS</td>
<td>me</td>
</tr>
<tr>
<td>5</td>
<td>Tools referenced in training</td>
<td>intranet / LMS</td>
<td>HTML</td>
<td>intranet, then LMS</td>
<td>me</td>
</tr>
<tr>
<td>6</td>
<td>transcripts of all training videos</td>
<td>intranet / LMS</td>
<td>HTML</td>
<td>intranet, then LMS</td>
<td>me</td>
</tr>
<tr>
<td>7</td>
<td>contact info</td>
<td>intranet / LMS</td>
<td>HTML</td>
<td>intranet, then LMS</td>
<td>me</td>
</tr>
</tbody>
</table>
Step. 7. Formative and Summative Evaluation

- Each component will have an ungraded quiz that tests immediate comprehension and, if possible, collect data about attempts to see where we can be clearer in presentation.
- During the pilot phase, reviewers will provide feedback either as records management or instructional design knowledgeable to create a cross-section of feedback to influence the final product.
- Flagship cohort will be given pre-instruction, post-instruction, and long-post-instruction surveys that will test the effectiveness of the training immediately and over time.
- All after-surveys will assess teacher and training material effectiveness and, if not effective, solicit thoughts about how the training can be better so that we can improve.
- All feedback will be analyzed and used to retool the training so that it is appropriate for all employees, especially if new or transferring, and will continue to be tweaked as the entire records management program is codified.