This project was made possible in part by the Institute of Museum and Library Services, Laura Bush 21st Century Librarian Grant Project #RE-06-14-0014-14.

This work for the Design for Learning Program is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License
https://creativecommons.org/licenses/by-nc-sa/4.0/
About the Modules...........................................................................................................................................3

Course Management Module Workbook ...........................................................................................................4

Week 1 - Reflection 1 .........................................................................................................................................4

Week 1 - Reflection 2 .........................................................................................................................................5

Assignment 1 ..................................................................................................................................................6

Week 2 - Reflection 1 .........................................................................................................................................7

Assignment 2 ..................................................................................................................................................8

Instructional Design Plan Template ................................................................................................................9
Design for Learning: 21st Century Online Teaching and Learning Skills for Library Workers (D4L) was developed as a partnership between the South Central Regional Library Council, Syracuse University’s School of Information Studies, and the Empire State Library Network. This project was made possible in part by the Institute of Museum and Library Services (IMLS), Laura Bush 21st Century Librarian Grant Project #RE-06-14-0014-14.

While completing the Design for Learning program, you will be able to:

1. Successfully transfer face-to-face teaching and learning skills and pedagogy to the online environment.
2. Evaluate and gain experience with various platforms and tools for online teaching and learning.
3. Design and create online instruction and instructional materials.
4. Practice teaching and learning online.

Participants in the program go through a series of modules (most about 4 weeks long), culminating in a capstone project to develop a unit of online instruction for their library.

The first two cohorts went through the program between September 2015 and January 2017. A self-paced version of the program will be available for free to library workers across the country via WebJunction.org starting in the summer of 2017.

About the Modules

<table>
<thead>
<tr>
<th>Module</th>
<th>Course Developer(s)</th>
<th>Weeks</th>
<th>CE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Arden Kirkland</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Foundation</td>
<td>Dr. Marilyn Arnone</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Diversity</td>
<td>Dr. Loriene Roy</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Community</td>
<td>Arden Kirkland</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Content Creation</td>
<td>Lori Bell and Helen Linda</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Course Management</td>
<td>Samantha Settimio</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Capstone</td>
<td>Arden Kirkland</td>
<td>6</td>
<td>8</td>
</tr>
</tbody>
</table>

Design for Learning Instructional Design Workbook - Chapter 6 – Course Management, page 3
Course Management Module Workbook

During each week, you will be prompted to complete both reflection questions and exercises as you go through the week’s lesson. You may choose to print this part and write by hand, or to use a word-processing program to fill this in. Please enter your work here to keep it all together as part of your final portfolio for the program. You may also want to share some of your work in the discussion forums.

Week 1 – Reflection 1

Draft a communication policy either for your overall project or just one that you’d like to use when working with distance patrons or students in an online course or lesson.

Explain your reasoning in making your choices. If you do not think a communication policy is necessary, please explain why this is so.
Week 1 – Reflection 2

Draft a participation policy either for your overall project or just one that you’d like to use when working with distance patrons or students in an online course or lesson.

Explain your reasoning in making your choices. If you do not think a participation policy is necessary, please explain why this is so.
Assignment 1 – Set the tone for your Online Learning Environment

**Step 1:** Think about your learners’ needs in an online space. What policies do you think are the most important for your online environment? Take a few minutes to write down your thoughts. This may take the form of an outline for the syllabus for your own project, or can be more general.

**Step 2:** Post some of these thoughts in the discussion forum for this week, also sharing some thoughts about the communication and participation policies you drafted for reflections this week, and your other thoughts about setting the tone for your online learning environment. You may want to attach your work in progress to your post. You can attach a PDF, Word DOC/DOCX, Excel file, or if you wrote your entries in by hand, scan those pages or take photos of them to share.

**Step 3:** Make sure you also follow up by going back to the discussion forum later and responding to another student to provide some feedback on what they posted.

What are some similarities, or some differences, between how you envision your online learning environment vs. how they are envisioning theirs?
Week 2 – Reflection 1

This checklist highlights different functions that can be found across different online learning environments. Go through and select which you will need for the online instruction you are planning. This will help you to choose tools and seek out tips moving forward through this week and into the future.

My OLE needs to:

- **Communication**
  - □ Provide ways to contact the instructor
  - □ Share announcements with learners (teacher to learners, one to many)
  - □ Facilitate communication with individual students (teacher to learner, 1 to 1)
  - □ Facilitate discussion among entire community
  - □ Include synchronous text chat
  - □ Include synchronous voice conversations
  - □ Include synchronous video conversations
  - □ Include synchronous screen sharing

- **Sharing Content**
  - □ Share pages of text
  - □ Share PDFs and other files for viewing or download
  - □ Share multimedia content, especially audio/video
  - □ Share links to other online resources
  - □ Embed other online resources, such as video
  - □ Upload images within your pages
  - □ Organize multiple pages of content, in folders or nested menus
  - □ Backup all your content
  - □ Protect materials behind a login

- **Assessment**
  - □ Allow learners to submit assignments
  - □ Include a grading system
  - □ Provide automated assessments such as self-grading quizzes, instant feedback
  - □ Provide automatic proof of completion such as a certificate or badge

- **Collaboration**
  - □ Facilitate group or partner work (learner to learner communication)
  - □ Allow learners to share files or multimedia content

- **Scheduling**
  - □ Share assignments / deadlines / etc. on a calendar

- **Analytics**
  - □ Provide analytics for time spent viewing specific resources
  - □ Provide analytics for general participation (posts, submissions, etc.)
  - □ Provide analytics for each individual learner’s participation
Assignment 2 – Crafting an online learning environment

Step 1: If you are creating a capstone project / lesson design plan, begin to craft the syllabus, policies, and the online environment for your class. Tell us what tools or systems you might use for your OLE and why. Your work at this stage may take the form of outlines, storyboards (for your online access to all pieces, as opposed to one individual piece of content), or narrative notes. You may even want to start setting up content in some of these tools, in which case you can share a screenshot or give us a link to check it out. You may also want to revise your instructional design plan based on your choices, especially steps 5-7 (the blank template is provided again here in this workbook chapter).

OR

If you are not completing a capstone project or lesson design plan, take a screen shot of an online learning environment that you think is not particularly effective. Discuss what parts are problematic and how you would fix them. This also could be in the form of a narrative, outline, or sketches/storyboard.

Either way, use as many pages as you need, but be sure to collect them back in this workbook.

Step 2: Click on "reply" below the initial discussion prompt in the forum for this week, and in the text of your post, share some highlights of your work on this assignment.

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

Step 3: Don’t forget to follow up by responding to another student to provide some feedback on their work so far. Everyone’s choices will be different, so there should be a lot to compare and contrast.

If you don’t get timely feedback here, remember to reach out to a colleague, friend, or family member for their opinion.
Instructional Design Plan Revision – Course Management Module

Title:

- Audience:
- Description:

Step 1. Needs Assessment and Instructional Goals

Learner Needs

The potential learners are

They already know

They need to know

They need to know these concepts/skills so that

The time they will need to spend on these activities is

Existing Materials

Lesson plans

Readings

Multimedia

Other online resources

Learning Management System

Tools for Interaction

Other

Design for Learning Instructional Design Workbook - Chapter 6 – Course Management, page 9
Teacher

The best person/people to design this instruction is/are because

The best person/people to teach this is/are because

Mode of Instruction

Asynchronous activities

Synchronous activities

Face-to-face activities

Instructional Goals Statement

Participants will be able to so that

I have obtained / will obtain consensus on this goal with

by
Step 2. Instructional Analysis

Instructional Outline

Which of these will you use: introducing, defining, explaining, describing, demonstrating, practicing, drafting, discussing, comparing, contrasting, classifying, examining, illustrating, outlining, preparing, restating, emphasizing, evaluating, rating, brainstorming, recommending, listing, distinguishing, summarizing, other

1. Topic
   a. 
   b. 
   c. 

2. Topic
   a. 
   b. 
   c. 

3. Topic
   a. 
   b. 
   c. 

4. Topic
   a. 
   b. 
   c.
Step 3. Entry Behavior and Learner Characteristics

Prerequisites

Before starting this instruction, students will need to have already completed or will need to already have the following skills:

Evaluation of Entry Behavior

Prior to / At the beginning of the instruction, we will evaluate each student’s existing skills/knowledge by

Class Limitations

Class size will be limited to because

Students will need access to

Learner Characteristics

Student characteristics could include interests, belief systems, cultural differences, language preferences, motivations, demographics, etc.
Step 4. Learning Outcomes and Motivating Learners

Learning Outcomes

Measurable outcomes for my learners

Anticipate that you may have to modify learning outcomes for students with specific disabilities.

Learners will be able to:

1.

2.

3.

4.

5.
Step 5. Planning Instructional Strategies

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

Motivating Learners

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

1. 

2. 

3. 

4. 

5.

Information Presentation/Learner Participation

Include modifications for any learning objects that may require accommodations.

Learning Outcome 1:

Learning Object:
Type:
Learner Interaction:
Motivational Strategy:

Learning Object:
Type:
Learner Interaction:
Motivational Strategy:

Learning Object:
Type:
Learner Interaction:
Motivational Strategy:
**Learning Outcome 2:**

**Learning Object:**
Type:
Learner Interaction:
Motivational Strategy:

**Learning Object:**
Type:
Learner Interaction:
Motivational Strategy:

**Learning Object:**
Type:
Learner Interaction:
Motivational Strategy:

**Learning Outcome 3:**

**Learning Object:**
Type:
Learner Interaction:
Motivational Strategy:

**Learning Object:**
Type:
Learner Interaction:
Motivational Strategy:

**Learning Object:**
Type:
Learner Interaction:
Motivational Strategy:
Learning Outcome 4:

Learning Object:
Type:
Learner Interaction:
Motivational Strategy:

Learning Object:
Type:
Learner Interaction:
Motivational Strategy:

Learning Object:
Type:
Learner Interaction:
Motivational Strategy:

Learning Outcome 5:

Learning Object:
Type:
Learner Interaction:
Motivational Strategy:

Learning Object:
Type:
Learner Interaction:
Motivational Strategy:

Learning Object:
Type:
Learner Interaction:
Motivational Strategy:
Assessment

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

**Learning Outcome 1:**

Assessment(s):

**Learning Outcome 2:**

Assessment(s):

**Learning Outcome 3:**

Assessment(s):

**Learning Outcome 4:**

Assessment(s):

**Learning Outcome 5:**

Assessment(s):

**Follow-through Activities**

After _____ weeks/months we will follow up with students by:
Step. 6. Developing instructional materials or learning objects

(as an alternative, you may wish to fill out this step as a table – go to page 24)

Please refer back to the learning objects you listed in Step 5 and provide the additional info requested below for each one. You may also decide to add or subtract learning objects at this stage.

Which of these will you use:
- Web-based (online) text/graphics - books, articles, handouts, slides, transcripts, assignments, other readings, activities, discussions, collaborative writing, interviews, case studies, etc.
- Web-delivered (various platforms) Lecture - online human(s) speaking in real-time
- Recorded Lecture distributed through the Web
- Lecture - in-person human(s) speaking to group (in blended learning)
- Printed matter (text/graphics) - books, articles, handouts, slides, transcripts, assignments, other readings, activities, discussions, collaborative writing, etc. (in blended learning)
- Other

Learning Object:

Creation tool(s):
Format(s):
Platform(s) for sharing:
Creator(s):

Learning Object:

Creation tool(s):
Format(s):
Platform(s) for sharing:
Creator(s):
Learning Object:

Creation tool(s):
Format(s):
Platform(s) for sharing:
Creator(s):

Learning Object:

Creation tool(s):
Format(s):
Platform(s) for sharing:
Creator(s):

Learning Object:

Creation tool(s):
Format(s):
Platform(s) for sharing:
Creator(s):

Learning Object:

Creation tool(s):
Format(s):
Platform(s) for sharing:
Creator(s):

Learning Object:

Creation tool(s):
Format(s):
Platform(s) for sharing:
Creator(s):
Step. 7. Formative and Summative Evaluation

Formative Evaluation

You have already indicated the types of learning assessments you will do but how else will you know if your instruction is effective? Could you include periodic checks for understanding, or perhaps a mid-course evaluation that collects information on motivational and other factors? Use this space to mindstorm some of your ideas.

1.

2.

3.

4.

5.
**Summative Evaluation**

Please review the four levels of Kirkpatrick’s model, shown below. Write down some ideas for what you could do to evaluate your instruction at each level of this model.

1. 

2. 

3. 

4.
## Instructional Design Plan Template, Step 5 – Table Version

<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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Instructional Design Plan Template, Step 6 – Table Version

<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></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>