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

Design for Learning 7 - Capstone

Getting Started

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Welcome

Welcome to the Capstone Module!

This introduction includes:

- Advance Organizer (text)
- a guide to how this module is organized (reading)
- the module syllabus (text/PDF)

If you haven't already, please go through the Orientation Module for some general tips about navigating through all the D4L modules.

This "Getting Started" section uses a format in Moodle called the "book." You can use the grey triangle arrows to move forward or backward through pages in the book. You can also use the Book's Table of Contents (on the side or below, depending on your device) to jump around to different pages.

Advance Organizer

Welcome to the Capstone Module!

This is where it all comes together: all your hard work through the previous 6 modules, over the last few months, will unite in your very own fabulous unit of online instruction.

Everyone's project is different, so the shape of this module will be different for each of you. Instead of being organized into 4 weeks like the previous modules, this module is spread out over 6 weeks, but of course it can take as much or as little time as you want.

Based on the current state of your instructional design plan, as it has evolved from the Foundation Module through all the modules since, you will create your own plan of work for this module. You will outline all the content you need to create, and plan a timeline for your own deadlines to create it. Consider this a contract with yourself, a commitment to follow through toward completion.
The **discussion forums** will require you to reflect on your own work and critique it. Depending on the timing of other students in this module, the forums may provide you the opportunity to receive feedback from peers and instructors, and provide your own feedback to others. If that timing doesn't work out, however, your forum posts still provide some accountability for the certificate you will earn. Most importantly, by sharing your work you help tell the story of different approaches to this project, helping learners who will peruse your posts in the future.

Finally, at a time of your choosing, you will **deliver a pilot of your instructional unit online!** You have a few choices here, depending on your own goals and deadlines: you can recruit some of us from D4L to be your students, as a kind of practice session before you arrange to share it with your own community, or you can recruit others (friends/colleagues) but still treat it as a practice session, or you can jump right in and arrange to offer this instruction to the real community for which it is intended.

Of course, you're not done there - after you deliver your pilot, you'll have the opportunity to **assess your work** and the work of your students, get feedback from peers, and make plans for future revisions. Also, if you choose, you can share highlights from your project in our **Capstone Showcase** on the D4L public website.

As always, please don't hesitate to post questions in the forums here, or contact [d4l@scrlc.org](mailto:d4l@scrlc.org).

We're very excited to see all your work come together in your final projects!


Guide
How this Module is Organized

The Capstone Module requires a significant amount of hands-on work, which you determine on your own schedule. Here’s how to proceed:

1. **Make sure you have completed a majority of the previous D4L modules** before you begin here. This module builds on the others and cannot be done in isolation. If you have prior experience in some of the areas you may have been able to skip those modules, but the process and language used here may not make sense to you if you have not gone through some of the other modules, especially the Foundation module.

2. **Read the syllabus** first (next page); you may also want to print it out or save it to your own device to check things off or take notes.

3. **Return to the main Course Page** for the Capstone Module, where items from the syllabus are displayed as links for you to work through. Some of these will have checkboxes on the right side: these are required activities and will be checked off automatically as you complete them.

4. **Download the workbook** for this module. You can save it to your device to edit it with a word processor, or print it out to write in it by hand. This gives you one document in which to store all your work throughout this module, to save for your portfolio at the end.

5. **Review the learning objects** listed on the main course page:
   a. **Assignments** throughout this module will take you step by step through the process of preparing, piloting, and assessing your project. You will work on them in your workbook and share highlights in the discussion forums.

6. **Plan your time** to work on these activities: there are **6 weeks** planned for this module, but you will determine your own schedule based on the needs of your project and your own availability.

7. **Complete all the activities for each week**, then move on to the next week’s content.

8. When you’re done, share your work in the **Capstone Showcase** on the D4L public website. Don’t forget to **celebrate**! Be proud of all the hard work you have put into this project!

If you have any questions about the Moodle or the order of work, please post a question in the discussion forum to see if other learners have an answer, or contact us at d4l@scrlc.org. Please whitelist or otherwise adjust your spam filters to allow replies from the program email to get to you.
Syllabus - Capstone Module:
Online Teaching Projects

Learning Outcomes:
By the end of this module, you will be able to:

- Integrate what you have learned in all the other modules into one end-to-end instructional design plan
- Implement your instructional design plan, creating all content for one online learning session
- Organize all content for one online learning session in a Learning Management System or a combination of different platforms
- Evaluate the need for alternative formats of content for accessibility
- Assess the quality of your content and that of your peers
- Implement improvements to your content based on assessment
- Recruit learners to participate in online instruction
- Deliver an instructional session online
- Assess the work of online students
- Assess your online instruction and plan for appropriate revisions

About this course:

- This course takes place within the Moodle Learning Management System (LMS) hosted by WebJunction.org. If you need help navigating in Moodle, make sure you have gone through the Orientation Module (the first in the D4L series).
- This module builds on the others in the D4L series and cannot be done in isolation. If you have prior experience in some of the areas you may have been able to skip those modules, but the process and language used here may not make sense to you if you have not gone through some of the other modules, especially the Foundation module.
• In Moodle, there is a workbook for this module that you can download. You can save it to your device to edit it with a word processor, or print it out to write in it by hand. This gives you one document in which to store all your work throughout this module, to save for your portfolio at the end.

• There are no official due dates, so you can go through the content at your own pace. However, we have found that many students find the weekly structure helpful to keep them on track.

• While most modules of the Design for Learning program are designed to take place over 4 weeks, this module to work on your project is more labor intensive and has been expanded to 6 weeks.

• Throughout this module, you will continue to develop your content and share it with others by way of the forums.

• In the Design for Learning program we strive to actively support a wide range of learning styles and abilities. As such, we have applied the principles of Universal Design for Learning to this course. If you would like to suggest additional alternative formats that you think we should provide, especially related to needs for specific accommodations, please contact us at d4l@scrlc.org.

Agenda:

Week 1 - Work Plan
  • Assignment 1: Work Plan (forum submission)

Weeks 2-3 - Creating Content
  • Assignment 2: Creating Content (forum submission)

Week 4 - Revising Content
  • Assignment 3: Revising Content (forum submission)

Week 5 - Deliver an Online Instructional Session
• **Assignment 4**: Delivering Your Pilot Lesson (forum submission)

**Week 6 - Evaluate and Reflect**

• **Assignment 5**: Reflection (forum submission)

**Required Assignments:**

• You will be creating and piloting all instructional materials for one online unit, about 30 minutes to one hour of “contact time” for your learners. If you have been planning for a longer unit or series, you will need to choose one portion to focus on for this project.

• Required activities for this module will have a check box to the right when you view them on the main course page. The system will automatically check them off as you complete them.

• **Assignments 1-5** - These assignments will lead you through, step-by-step, to plan, create, revise, deliver, and evaluate your own unit, including all the pieces listed below
  - Each of these assignments will have an associated forum discussion where you can attach your work in progress, discuss your work, ask questions of your peers, and respond to your peers.
  - Each forum discussion will be marked as completed once you post about your own project and reply to someone else’s post.

• All capstone projects should **at least** include the following (attached as PDFs, Word DOCs, online text, or links in the assigned forums):
  - Final Instructional Design Plan
    - An outline of content included in the session, tools to create it, and platforms used to share it, including alternative formats as needed for accessibility (Step 6)
    - A plan for assessing your students’ work, and for students to assess the online unit (Steps 5 and 7)
  - Content
    - Syllabus/agenda (for one session or for the entire series, if your project is part of a longer series)
Video or live presentation of your own creation, in any form, ideally with captions and a transcript

An interactive component with students (discussion, review, etc.) ideally among students but also potentially between a student and their instructor(s), family member(s), or friend(s)

Once all of these required activities have been automatically marked as completed, the system will allow you to download a certificate of completion from the main course page, in PDF format. This module is worth 8 CE credits in the state of New York.

Course Developer:

Arden Kirkland is an independent digital librarian, providing consulting services for digital collections and online learning. Her years of work in higher education have included a focus on students’ active participation in the construction of multimedia digital collections. Other recent projects include ArtOneida.org, HistoricDress.org, and work on the Capability Maturity Model for Research Data Management. Find out more about her work at ardenkirkland.com.

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To really get started with this Module, use the "bread crumb trail" above to click on "D4L 7 - Capstone" and go back to the main course page.

After that, please download your workbook for this module, and then you can begin planning and implementing your own project.