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.

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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>
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<th>Module</th>
<th>Course Developer(s)</th>
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<td>Dr. Loriene Roy</td>
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<td>Lori Bell and Helen Linda</td>
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<td>Capstone</td>
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Capstone Module Workbook

During each week, you will have assignments to complete here in this workbook. You may choose to print 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 will also share some of your work in the discussion forums.

Assignment 1 – Plan of Work

Prepare a plan of work for your capstone project, including an outline of all the content you need to create for one online learning session, and deadlines for yourself to complete each piece. This can be taken from your last draft of Step 6 in your instructional design plan. Please use the blank table on the next page, and see the example provided in our Moodle under this week.

You will set your own priorities/deadlines based on your own goals for your project. You may have external deadlines if you already are scheduled to present this instruction at your institution.

It's all right if your plan changes as you work through it – that’s something you can discuss in the forums, as you get better at predicting how long different steps will take.

Please share your thoughts in the forum about how your project has evolved, questions you still have, etc. Please attach your plan to your forum post as a Word Doc, Excel spreadsheet, or PDF. Be sure to check back and comment at least one other post.
## Capstone Module Plan of Work

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<th>Learning Object(s)</th>
<th>Creation tool(s)</th>
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<th>Platform(s) for sharing</th>
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Assignment 2 – Creating Content

Following your plan of work for your capstone project, work on completing content at your own different deadlines.

Remember, all capstone projects should at least include the following:

- Final Instructional Design Plan (blank template included again in this workbook)
  - 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)

You may find it helpful for your forum post to take this form:

1. What have you accomplished since the last time you posted?
2. What do you plan to accomplish next?
3. What is holding you back / giving you trouble?

This gives others a chance both to celebrate your progress and to weigh in with any advice about obstacles. You can attach files or links to share your work.

Don't forget to share feedback for each other. However, if you don't get timely feedback here, remember to reach out to a colleague, friend, or family member for their review.
Include all materials here in your workbook, either by copying them in here, listing files stored elsewhere, or listing links to materials as you share them online.
Assignment 3 – Revising Content

Take a closer look at what you've created and shared. Based on feedback from your peers, colleagues, potential students, etc. make it even better!

Again, you may find it helpful for your forum post to take this form:

1. What have you accomplished since the last time you posted?

2. What do you plan to accomplish next?

3. What is holding you back / giving you trouble?

This gives others a chance both to celebrate your progress and to weigh in with any advice about obstacles. You can attach files or links to share your revisions.

Don't forget to share feedback for each other. However, if you don't get timely feedback here, remember to reach out to a colleague, friend, or family member for their review. This step is all about making improvements based on feedback!

Include all revisions here in your workbook, either by copying them in here, listing files stored elsewhere, or listing links to materials as you share them online.
(revisions, continued)
Assignment 4 – Delivering Your Pilot Lesson

Time to recruit learners and deliver a pilot of your instruction!

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
  - use the D4L Community Discussion forum to recruit us
- you can recruit others (friends/colleagues) but still treat it as a practice session
- you can jump right in and arrange to offer this instruction to the real community for which it is intended

Then, take some notes about:

- your recruitment process

- some summary information about your pilot learners

- a link to the main point of contact for your online instruction

- for a synchronous session, please share dates and times, or record the session and share it for others to view later

- a summary of any assessment of learning outcomes

- a summary of your own assessment of how it went

Please share some highlights of these notes in the forum, and be sure to reply to other people’s posts as well.
Assignment 5 – Reflection

You’re done! It’s time to reflect, and then to celebrate!

Take some notes here to reflect:

How did your unit go in terms of achieving your intended learning outcomes?

Now that you’ve delivered your pilot, what would you like to revise and do differently next time?

Any other last minute thoughts on your unit?

Share some highlights from your notes in the forum for this assignment, and be sure to respond to others.
Optional – Share your Project in the D4L Capstone Showcase

You’ve worked so hard on this project, why not share it publicly with our D4L online library instruction community? Please send an email to d4l@scrlc.org and attach the following:

- Your name
- Your project title
- A brief description of your project, including the intended audience
- A PDF of your Final Instructional Design Plan
- A PDF of your syllabus
- A screenshot or other original image from your instruction
- any other materials you’d like to share, either links to live content or screenshots, etc.
Instructional Design Plan Final Revision – Capstone Module

Title:

• Audience:

• Description:

Step 1. Needs Assessment and Instructional Goals

Learner Needs

The potential learners are

They already know

They need to know

They need to know these concepts/skills so that

The time they will need to spend on these activities is

Existing Materials

Lesson plans

Readings

Multimedia

Other online resources

Learning Management System

Tools for Interaction
Other

**Teacher**

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

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

**Mode of Instruction**

Asynchronous activities

Synchronous activities

Face-to-face activities

**Instructional Goals Statement**

Participants will be able to

so that

I have obtained / will obtain consensus on this goal with

by
Step 2. Instructional Analysis

Instructional Outline

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

1. Topic
   a.
   b.
   c.

2. Topic
   a.
   b.
   c.

3. Topic
   a.
   b.
   c.

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

Prerequisites

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

Evaluation of Entry Behavior

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

Class Limitations

Class size will be limited to because

Students will need access to

Learner Characteristics

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

**Learning Outcomes**

Measurable outcomes for my learners

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

Learners will be able to:

1. 

2. 

3. 

4. 

5.
Step 5. Planning Instructional Strategies

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

Motivating Learners

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

1. 
2. 
3. 
4. 
5.

Information Presentation/Learner Participation

Include modifications for any learning objects that may require accommodations.

Learning Outcome 1:

Learning Object:
Type:
Learner Interaction:
Motivational Strategy:

Learning Object:
Type:
Learner Interaction:
Motivational Strategy:

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

Learning Object:
Type: 
Learner Interaction: 
Motivational Strategy:

Learning Object:
Type: 
Learner Interaction: 
Motivational Strategy:

Learning Object:
Type: 
Learner Interaction: 
Motivational Strategy:

Learning Outcome 3:

Learning Object:
Type: 
Learner Interaction: 
Motivational Strategy:

Learning Object:
Type: 
Learner Interaction: 
Motivational Strategy:

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

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

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

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

**Learning 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:**

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**Learning Object:**

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

**Learning Object:**

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

Formative Evaluation

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

1.

2.

3.

4.

5.
Summative Evaluation

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

1.

2.

3.

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

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<tr>
<th>#</th>
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<th>Learning Object(s)</th>
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### Instructional Design Plan Template, Step 6 – Table Version

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