



Design for Learning

21st Century Online Teaching and Learning
Skills for Library Workers

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In Partnership With



Instructional Design Workbook

Chapter 3 - Diversity

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Design for Learning

21st Century Online Teaching and Learning Skills for Library Workers

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In Partnership With



Design for Learning: 21st Century Online Teaching and Learning Skills for Library Workers (D4L) was developed as a partnership among 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

Module	Course Developer(s)	Weeks	CE Credits
Orientation	Arden Kirkland with Leadership Team	2	2
Foundation	Dr. Marilyn Arnone	6	4
Diversity	Dr. Loriene Roy	4	4
Community	Arden Kirkland	4	4
Content Creation	Lori Bell and Helen Linda	4	4
Course Management	Samantha Settimo	2	4
Capstone	Arden Kirkland	6	8

Diversity Module Reflection Questions

During most weeks, you will be prompted to complete at least one reflection question 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 reflections here to keep them together as part of your final portfolio for the program. You may also want to share some of what you write in the discussion forums.



Week 1 - Reflection

Draft your working definition for diversity.

Complete this sentence: Diversity is _____.

Your working definition can be as brief as one word but please make it your own.

Assignment 1 - Evaluating Existing Instruction

You are going to evaluate an existing instruction product and assess whether it meets the ALA/ACRL Diversity Standards.

Step 1: There is a document that was designed to present standards for cultural competency within library settings. Please review these standards:

American Library Association. Association of College & Research Libraries. (2012). "Diversity Standards: Cultural Competency for Academic Libraries." Retrieved from <http://www.ala.org/acrl/standards/diversity> (PDF available in the forum for this assignment)

Step 2: Your task: find any online instructional tool/tutorial developed by or for library staff. One source for instructional tools is PRIMO (Peer-Reviewed Instructional Materials Online). You will find the links to the "Site of the Month" and the PRIMO Database at <http://www.ala.org/acrl/aboutacrl/directoryofleadership/sections/is/iswebsite/projpubs/primo>

Step 3: Reflect on the content and design of the site you selected.

What is the title of the site you're evaluating?

What is its URL?

Does the site agree with the ALA/ACRL "Diversity Standards"?

If yes, in what way?

How might the tool/tutorial be more reflective of inclusivity?

Step 4: Go to the Assignment 1 discussion forum; click on "reply" right below the first post to share some of your evaluation there. Post the link to the site you evaluated, the site's title, and your answers to these two questions. Keep your replies brief, a couple of sentences in length or around 100 words.

Step 5: Make sure you also follow up by going back to the discussion forum later and responding to another student to provide some feedback on their evaluation. You will have the benefit not only of your own evaluation, but also of seeing many others.

Week 2 - Reflection

First, take a look at this page about identity charts: <https://www.facinghistory.org/resource-library/teaching-strategies/identity-charts>.



You can use this page in your workbook, or any piece of paper or other supplies or technology you use in sketching or drawing. Somewhat like the diagram or flowchart mentioned as part of Step 2 of the 7 Step Process for Instructional Design you heard about in Week 2 of the Foundation Module, you are creating a diagram. Place yourself in the center, usually by writing your name and circling or framing it with a box. Ask yourself who you are and note down words that reflect your family role, your background, your beliefs, your interests, what makes you unique, and what you value about yourself. From this identity chart you can create your own self introduction.

For example, another brief version of myself, this time my introduction on Facebook, is similar to the concepts of an identity chart: I am Anishinabe, White Earth Reservation, mother/daughter/sister/friend, writer/teacher/speaker/music lover.

Assignment 2 - Revised Introduction

Remember how you introduced yourself in the Orientation Module? Did you mention how your personal cultural values, beliefs, and identity might influence your role as an instructor?

Draft a revised introduction here based on your identity chart.

Then go to the Assignment 2 discussion forum and click on "reply" under the first post to post your own revised introduction. Disclose content that you feel comfortable sharing. Keep your replies brief, around 100 words (your entry here in your workbook may be longer).

Please also return later to the discussion forum to reply to at least one other person's post.

Assignment 3 – Your Checklist

Here you can create your own Checklist for Diversity and Pedagogy in the Online Environment to help you understand the diversity of your colleagues and patrons.

Since this is your private document, feel free to cut and paste from the resources shared in this week's lesson. Go through the cited references and feel free to return to Week 5 of the Foundation Module and review the descriptions of how to make learning objects accessible. Take another look at the tips provided by the W3C Web Accessibility Initiative. And, also add your own criteria that will make your checklist unique!

This could be a great activity to work on with a buddy or a group. If you don't already have someone you're working with, reach out on the discussion forum to share your work as you start this, and find someone to meet with through a video chat or phone call. In addition to your personal checklist, you may want to work with colleagues at your library to develop an informal checklist to use at your library.

As you're working on your checklist, or when you're done, please post your thoughts here. Please also return later to reply to other people's posts about their own checklists - you may find more resources to add to your own checklist!

Week 4 - Reflection

Take a look at the definition for diversity that you wrote in your workbook in week 1.

How would you revise it, based on your thinking, reading, viewing, listening, and reflection throughout the Module?

Write your revised definition here.



Assignment 4 – Revising your Instructional Design Plan

Please review your draft instructional design plan for your Capstone Module Project, from the Foundation Module*. The template for the 7-step process used in the Foundation Module is repeated on the next few pages, but you may also just want to copy and paste your original work, and then work on revisions here.

You may find it helpful to make your changes for this module in a **different color of text**, so you can easily track how it is evolving.

Read through your entire first draft with a critical eye, and make any revisions that you think would be more reflective of diversity. Step 3 of the 7 step process, about learner characteristics, is one place that you can write about the diversity of your potential learners, but don't stop there. You may find you want to make some changes in each step of your plan. Use your customized Checklist for Diversity and Pedagogy in the Online Environment as your rubric or guide.

Then, please go back online: share some of your revisions on the Discussion Board, and provide some feedback to at least one other person about their post.

*If you are doing this module on its own, or out of sequence, you may not have a formal draft of an instructional design plan to revise, but that's ok! Here are a couple of alternatives:

- Think of something you have taught in the past, or a time that you were a student. If this was not originally in an online environment, imagine transferring it there.
- Think of a topic you would like to teach about online.

Based on what you've explored in this module, and the personal diversity checklist you've developed, how could you make that class more inclusive? Instead of using the template on the following pages, just make a simple outline of steps you would take for that particular class. However, if you skim over the template, you may find that the steps of the process will remind you of important aspects to consider.

Instructional Design Plan Revision – Diversity 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 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):

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.

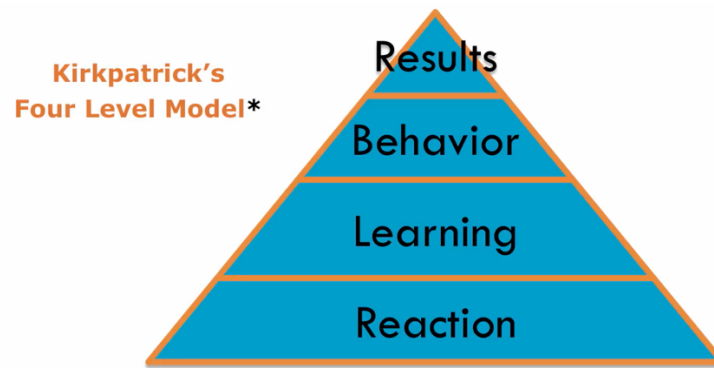
3.

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

#	Learning Outcome	Learning Object(s)	Type	Learner Interaction	Motivational Strategy	Assessment
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Instructional Design Plan Template, Step 6 – Table Version

#	Learning Object(s)	Creation Tool(s)	Format	Platform(s) for Sharing	Creator(s)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					