The Design For Learning Program

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Project Partners

www.imls.gov

www.esln.org

scrlc.org

ischool.syr.edu

all over the country
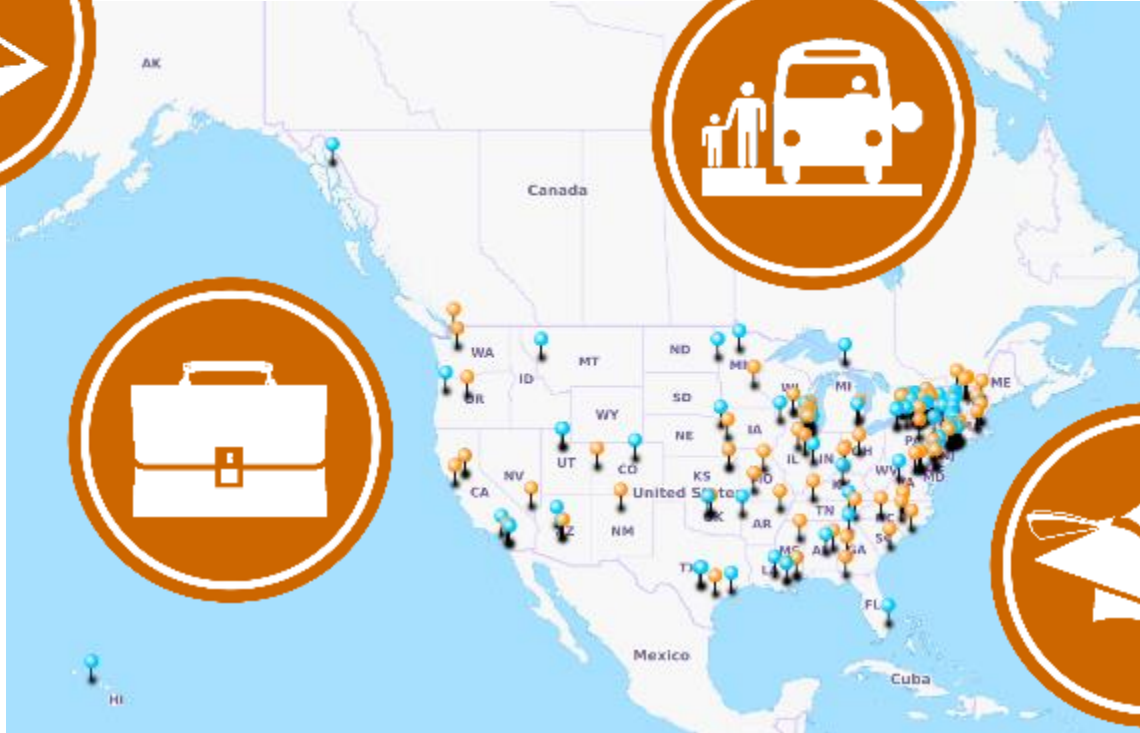
all types of libraries

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D4L skills training was built on Kovacs' 7 Step Process for Instructional Design for Online Learning
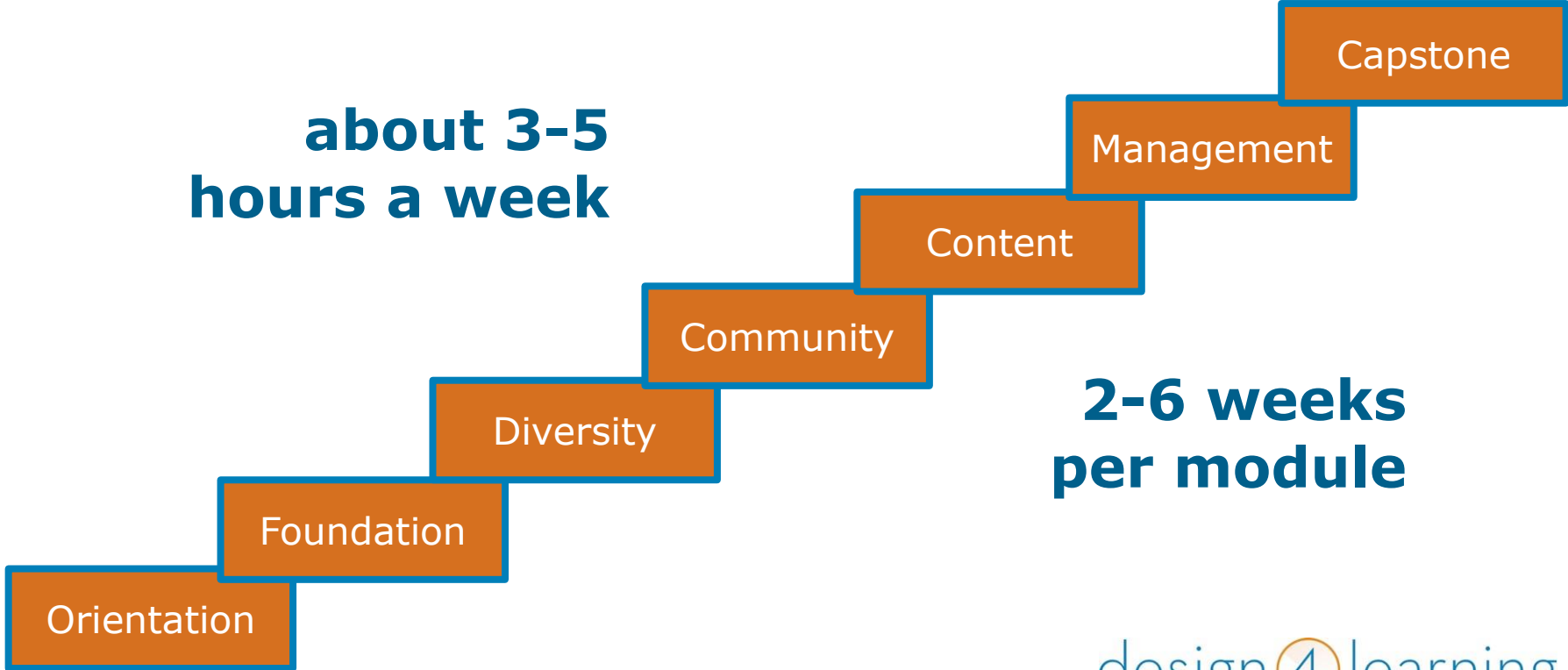
The seven steps include:

- Needs Assessment and Instructional Goals
- Instructional Analysis
- Entry Behavior and Learner Characteristics
- Learning Outcomes
- Planning Instructional Strategies
- Choosing Tools and Instructional Materials
- Formative and Summative Evaluation

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D4L Learning Community

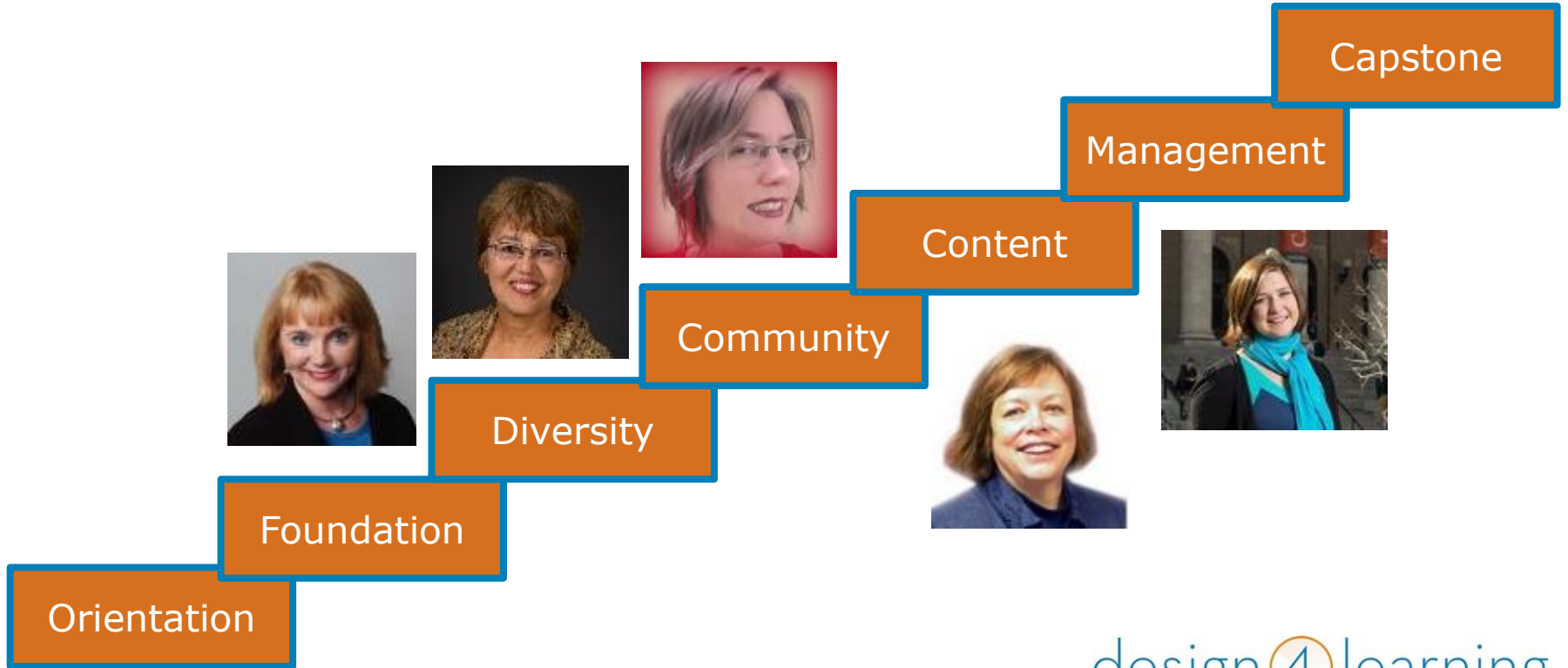*D4L offers a number of general forums or online discussions. All D4L learners receive announcements through the General Forum.*

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D4L Program Structure

about 3-5
hours a week

2-6 weeks
per module

Capstone

Management

Content

Community

Diversity

Foundation

Orientation

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D4L Program Structure

Orientation Module

- By the end of this module, learners are able to:
  - navigate the D4L learning management system as a student;
  - communicate with their classmates in the D4L learning management system;
  - associate the main principles of Self-Determination Theory to personal strategies for success as an online student;
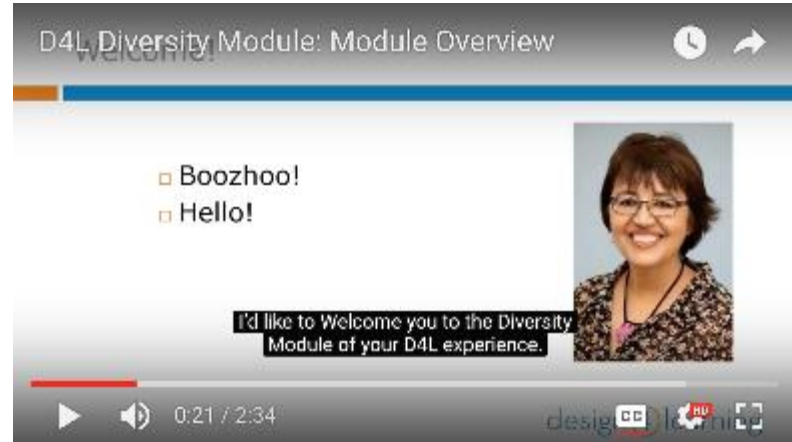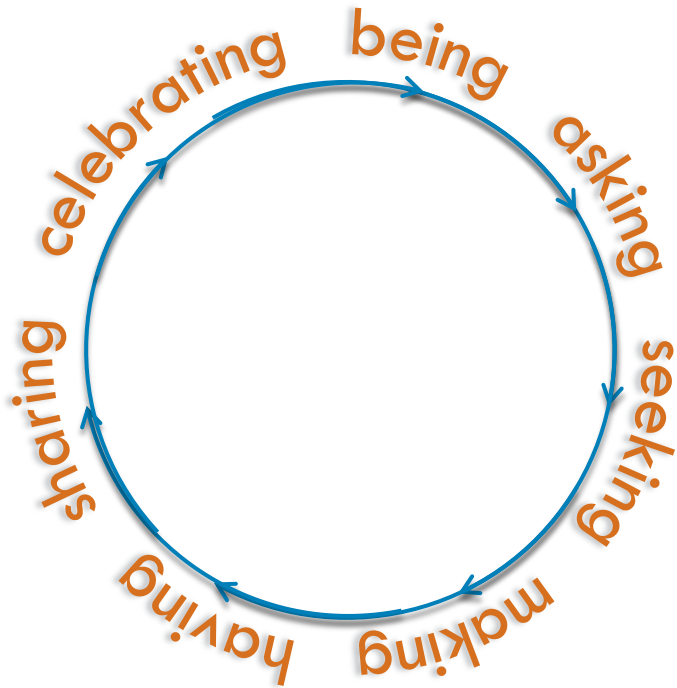 - recognize the structure of the D4L program and how each module relates to the final capstone project.

Lead Course Developer: Arden Kirkland

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Foundation Module

- By the end of this module, learners are able to:
  - recognize different approaches to instructional design strategy;
  - recognize several leading learning theories;
  - relate instructional strategies to the principles of Universal Design for Learning;
  - apply Bloom's Revised Taxonomy to writing learning outcomes;
  - critique learning assessments for their appropriateness to learning outcomes;
  - produce a first draft version of an instructional plan for teaching an online class/session. Some D4L alumnae generously shared their instructional design plans in this module. They represented very different projects and library types.

Lead Course Developer: Dr. Marilyn Arnone

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Diversity Module

celebrating being asking seeking making having sharing

D4L Diversity Module: Module Overview

Boozhoo!

Hello!

I'd like to Welcome you to the Diversity Module of your D4L experience.

0:21 / 2:34

based on Cajete's Model from Roy, Loriene and Peter Larsen. 2002. "Oksale: An Indigenous Approach to Creating a Virtual Library of Education Resources," D-Lib Magazine 8 (3). http://www.dlib.org/dlib/march02/roy/03roy.html.

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Instructional Design Workbook

Design for Learning

21st Century Online Teaching and Learning
Skills for Library Workers

design4learning.info

Instructional Design
Workbook

Chapter 3 - Diversity

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Assignments

- ☐ Draft your working definition
- ☐ Evaluate an example
- ☐ Create an identity chart
- ☐ Revise your introduction
- ☐ Create your diversity checklist
- ☐ Refine your instruction

Exercises from the Diversity Module

Define Diversity for Yourself

Complete this sentence: Diversity is:

_____

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Exercises from the Diversity Module

Identity Chart

Create a sketch that includes words or graphics that reflect your family role, your background, your beliefs, your interests, what makes you unique, and what you value about yourself.

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Exercises from the Diversity Module

Revised Introductions

Revise your introduction to the D4L Community, in our online forum, based on your identity chart.

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Exercises from the Diversity Module

Personal Checklist of Resources

Create your own Checklist for Diversity and Pedagogy in the Online Environment with tips you want to follow.

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Evaluate Existing Online Instruction

Does an instruction product meet the ALA/ACRL 2012 "Diversity Standards: Cultural Competency for Academic Libraries?"

Examples of some student findings:
- "generic" figures?
- stereotyping in characterization?
- male and female voice-overs, mix of accents?
- captioning?
- color blindness?
- different file formats?

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Capstone Project Revisions Based on the Diversity Module

Teaching High School Students to Use Subscription Databases

- include content representing different genders, races, and other differences - **UDL Multiple Means of Engagement**

- show how some databases help students explore different perspectives – not just those that are dominant or popular

- choose models/examples with diverse subjects and voices

- provide alternate assessment activities for students - **UDL Multiple Means of Action and Expression**

- acknowledge some students' resistance to a diversity perspective

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Capstone Project Revisions Based on the Diversity Module

Online Searching

- focus on "authority is constructed and contextual" (ACRL Framework)

- raise student awareness of structural bias

- examine different ways databases or search engines highlight or hide certain voices

- get students to seek different perspectives on any single topic

- plan for accessibility before accommodations are requested - **UDL Multiple Means of Representation**

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Examples of Completed Capstone Projects

- *PowerPoint Tips and Tricks* (public library)
- *Online Search Techniques for Virtual Reference* (PL staff)
- Introduction to Library Resources (academic library)
- *Scholarly vs. Non-Scholarly Publications* (academic library)
- *Conducting Research in the Healthcare Industry* (special library)
- *Basic Records Management* (special library staff)
- *Traditional Tales* (K12)
- *Information Literacy Competencies in Primary and Secondary Education* (12 staff)

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Students as Collaborators

- *Top 7 Lessons Learned*:
  - *Find a buddy or a group. Interaction with other participants means increased confidence.*
  - *Learn how to teach online from being a student online.*
  - *Even in a self-paced course, set a schedule!*
  - *Start at the beginning of the month.*
  - *Plan extra time - life and work get in the way.*
  - *Provide as much choice as possible for learners*. (Universal Design)
  - *Use formative assessment. Don't wait until it's too late to turn things around!*

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D4L Connections

- Facebook
  - page - Design for Learning: Online Teaching & Learning Skills for Library Workers
  - group - Design for Learning 21st Century Online Learning for Library Workers
- Twitter - @d4l_learners
- YouTube - Design for Learning channel
- GooglePlus - Design for Learning
- GooglePlus Community - Design for Learning
- LinkedIn - Design for Learning group
- Google Group - Design for Learning group
- Pinterest - d4l_learners
- Instagram - d4l_learners
- Slideshare – DesignForLearning
- Zotero - d4l
- Wordpress - d4l.syr.edu
- *Hashtag #d4lsocial in any platform*

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