The Design For Learning Program

Dr. Loriene Roy and Dr. Rae-Anne Montague
Free online program for library workers to learn how to teach online!
bit.ly/D4L-WJ
Project Partners

INSTITUTE of Museum and Library Services
www.imls.gov

Empire State Library Network
www.esln.org

South Central Regional Library Council
scrlc.org

School of Information Studies, Syracuse University
ischool.syr.edu
all over the country

all types of libraries
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
D4L offers a number of general forums or online discussions. All D4L learners receive announcements through the General Forum.
D4L Program Structure

- Orientation
- Foundation
- Diversity
- Community
- Content
- Management
- Capstone

about 3-5 hours a week

2-6 weeks per 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
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
Diversity Module

Instructional Design Workbook

Chapter 3 - Diversity
Assignments

- Draft your working definition
- Evaluate an example
- Create an identity chart
- Revise your introduction
- Create your diversity checklist
- Refine your instruction
Define Diversity for Yourself

Complete this sentence: Diversity is:
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.
Exercises from the Diversity Module

Revised Introductions

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

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

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
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)
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!
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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