



Design for Learning

21st Century Online Teaching and Learning
Skills for Library Workers

design4learning.info

In Partnership With



Design for Learning: 21st Century Online Teaching and Learning Skills for Library Workers (D4L) has been a three-year continuing education project. It 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, library workers have been 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	Cohort 1-2 instructor(s)	CE Credits
Orientation	Diane K. Kovacs with Leadership Team	2
Foundation	Dr. Marilyn Arnone and Diane K. Kovacs	4
Technology	Lori Bell and Diane K. Kovacs	4
Diversity	Dr. Loriene Roy	4
Community	Arden Kirkland, Lori Bell, Mary-Carol Lindbloom	4
Social	Arden Kirkland	4
Capstone	Arden Kirkland with Leadership Team Advisors	8

Continuing Education Information

Participants will earn a Certificate of Completion for each module completed, issued by the [Empire State Library Network](#). The information in this packet can be shared with your supervisor and/or the office in your state that issues continuing education credit. You can receive either a Certificate of Completion for the entire course, including all six modules and capstone course, or you may receive individual module certificates.

The benefit of issuing credit for each module individually is that some states have a menu system for credit, in which they have to show some work with technology, some with diversity, etc., and each module can be plugged into that system. While each module helps to prepare a piece of the capstone project, the leadership team recognizes that the work to complete the final capstone project will be significant, and has weighted the credit for that project accordingly, at 8 contact hours.

Participants can earn contact hours for each module as follows:

- Orientation Module = 2 contact hours
- Foundation Module = 4 contact hours
- Technologies Module = 4 contact hours
- Diversity Module = 4 contact hours
- Community Module = 4 contact hours
- Social Module = 4 contact hours
- Capstone Project = 8 contact hours

Participants who complete all 7 modules will earn a total of 30 contact hours in continuing education credit in the state of New York, mainly recognized by public library systems. NY state public librarians are required to have 60 hours of continuing education credit every 5 years. That is intended to be spread over the 5 years in several different activities, so our program does not exceed half of that, at 30 hours.

Outside NY State

For most states the program can count toward continuing education credit. A few states have a formal process to apply to become a continuing education provider – please contact us if you're in one of those states and you would like us to pursue that process. Otherwise, you should be able to share this packet with your supervisor or a continuing education professional in your library system to get approval.

About the Teachers and Leadership Team



Dr. Marilyn Arnone (mparnone@syr.edu) is a Research Associate Professor and Associate Professor of Practice at Syracuse University in the School of Information Studies and Co-Director of the Center for Digital Literacy.

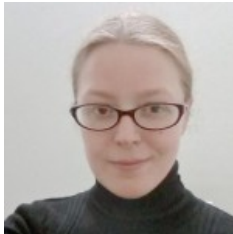
<http://my.ischool.syr.edu/People/mparnone>



Lori Bell (lbell927@gmail.com) is a semi-retired librarian and teacher. She has worked in libraries for over 30 years and taught library courses for 12 years. Lori currently works part-time at a local public library. Learn more about her professional experience, teaching, and publications

<https://slisapps.sjsu.edu/facultypages/view.php?fac=bell>

<https://www.linkedin.com/pub/lori-bell/2/a2b/b8b>



Julia Corrice (jcorrice@scrlc.org) is the Digital Services Librarian of South Central Regional Library Council (SCRLC).

<https://scrlc.org/Staff>

<https://www.linkedin.com/pub/julia-corrice/11/63b/172>



Debby Emerson (demerson@clrc.org) is the Executive Director of the Central NY Library Resources Council (CLRC).

<https://www.linkedin.com/pub/debby-emerson/4/846/135>



Deirdre Joyce (djoyce@clrc.org) is the Assistant Director of the Central NY Library Resources Council (CLRC).

<https://www.linkedin.com/in/defjoy>



Arden Kirkland (ardenkirkland@gmail.com) is both D4L Project Coordinator and lead teacher for 3 of the modules. She is a digital librarian working at the intersection of digital scholarship and instructional technology, with a particular interest in students' active participation in the construction of multimedia digital collections. She holds her MSLIS and CAS from SU's School of Information Studies and her MFA from Rutgers University. More at <http://ardenkirkland.com>



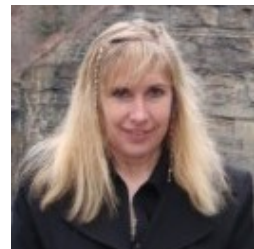
Diane K. Kovacs (diane@kovacs.com) has been teaching online since the very early days of the Internet. She taught the first online library CE course (MLA CE) in 1997 using a tool called Diversity University Moo. These days, she teaches for the SJSU iSchool and for the UIUC GSLIS LEEP program. Learn more about her professional experience, teaching, and publications at <https://www.kovacs.com/diane vitae.html>.



Original Principal Investigator: R. David Lankes is the director of the University of South Carolina's School of Library & Information Science, the 2016-17 Follett Chair at Dominican's Graduate School of Library & Information Science, and recipient of the American Library Association's 2016 Ken Haycock Award for Promoting Librarianship. His book, *The Atlas of New Librarianship* won the 2012 ABC-CLIO/Greenwood Award for the Best Book in Library Literature. More at <http://www.DavidLankes.org>



Project Assistant: Helen Linda (celestihel@gmail.com) is the Records Analyst for the Vermont Agency of Transportation, her first job outside of libraries in 17 years. She began presenting on conference panels a decade ago, which led to solo conference presentations, which led to regular student library orientation classes, which led to designing instruction formally in her newest role in state government. <https://helenlinda.com/>



Project Director: Mary-Carol Lindbloom (mclindbloom@scrlc.org) is the Executive Director of South Central Regional Library Council (SCRLC).
<https://scrlc.org/Staff>
<https://www.linkedin.com/pub/mary-carol-lindbloom/6/a85/24a>



Project Evaluator: Rae-Anne Montague (raemontague@gmail.com) is Director of Outreach Programs at Hawai'i Pacific University. She has been involved with online education since the 1990's including coordinating LEEP at the University of Illinois and providing leadership to establish and develop WISE, the Web-based Information Science Education consortium. <https://raeannemontague.wordpress.com>



Principal Investigator: Megan Oakleaf (moakleaf@syr.edu) is an Associate Professor in the iSchool at Syracuse University. Her research areas include assessment, evidence-based decision making, information literacy instruction, and reference services. Prior to this position, Oakleaf served as Librarian for Instruction and Undergraduate Research at NC State University and a teacher in Ohio public schools.
<http://meganoakleaf.info/bio/>



Dr. Lorie Roy (loriene@ischool.utexas.edu) is a Professor in the School of Information at The University of Texas at Austin where she teaches courses on reference, library instruction, and access and care of indigenous cultural knowledge. She is Anishinabe, enrolled on the White Earth Reservation, a member of the Minnesota Chippewa Tribe. She served as the 1997-1998 President of the American Indian Library Association and the 2007-2008 President of the American Library Association. She received her MLS from the University of Arizona and her Ph.D. from the University of Illinois at Urbana-Champaign. <https://www.ischool.utexas.edu/~loriene/>



Graduate Assistant: Samantha Settimio (sjsettim@syr.edu) works under Megan Oakleaf. Her interests involve digital humanities, critical and digital pedagogy, liaison librarianship, and assessment. She is a 2017 graduate student in the MSLIS program at Syracuse University.



Nicolette Warrisse Sosulski (librista@gmail.com) is Business Librarian for the Portage District Library in Portage, MI and teaches Collection Development at the Graduate School of Library and Information Science at the University of Illinois at Urbana-Champaign (UIUC GSLIS). She has been a chat librarian for public and academic libraries since 2004.
<http://www.atyourlibrary.org/librarians-who-mean-business>
<http://www.lis.illinois.edu/people/faculty/adjunct#librista>

Syllabus - Orientation Module:

Overview and Introduction to the Design for Learning Program



Learning Outcomes:

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

- work in the D4L Moodle
- communicate with your classmates and the D4L Teachers in the D4L Moodle
- discover how the D4L Program is structured

Teachers: All D4L Teachers and Leadership Team Members

- Diane K. Kovacs - diane@kovacs.com
- Arden Kirkland - ardenkirkland@gmail.com
- Lori Bell - lbell@scrlc.org
- Nicolette Warisse Sosulski - librista@gmail.com
- Helen Linda - celestihel@gmail.com
- Dr. Marilyn Arnone - mparnone@syr.edu
- Dr. Lorie Roy - loriene@ischool.utexas.edu
- Mary-Carol Lindbloom - mclindbloom@scrlc.org
- Debby Emerson - demerson@clrc.org
- Deirdre Joyce - djoyce@clrc.org
- Julia Corrice - jcorrice@scrlc.org

Agenda:

Week 1

Getting Comfortable with the D4L Moodle and Communicating With Each Other

Lead Teachers: Diane K. Kovacs and Arden Kirkland

- Moodle Tour - 5 Video Screencasts with transcripts
 - Video: d4lmoodletourintro - Introduction (4:18)
 - Video: d4lmoodletourpart1 - Getting Started (11:56)
 - Video: d4lmoodletourpart2 - The Module Format (4:54)
 - Video: d4lmoodletourpart3 - The Teaching and Learning Tools (6:54)
 - Video: d4lmoodletourpart4 - Tips for Navigation and Layout (5:55)
 - Guide: Changing your Forum Subscription and Email Notification Settings
- **Introducing Ourselves Forum**

Week 2

Practice with the tools we'll be using for the D4L program

Lead Teachers: Lori Bell, Nicolette Warisse Sosulski, Helen Linda

- **Self-Reflection Activity: Your Technologies Environments** (survey)
- Visit "A Gathering Place for Students" Moodle area
 - Sign-up for OPTIONAL sessions: Lori Bell, Nicolette Warisse Sosulski, and Helen Linda will be facilitating optional practice sessions with Adobe Connect, Blackboard Collaborate, Ready Talk, Talking Communities, WebEx Event, WebEx Meeting, and Zoom.
 - These will be available throughout all the modules of the D4L program, for students to prepare for their Capstone projects.
- Consider joining our informal Facebook group "Design for Learning 21st Century Online Learning for Library Workers" <https://www.facebook.com/groups/21stcenturyonlinelearning/>

- or the formal Facebook page "Design for Learning: Online Teaching & Learning Skills for Library Workers Community" <https://www.facebook.com/d4llearnerspage/>

Week 3

Understanding Your Learning Needs and the Needs of Others

Lead Teacher: Dr. Marilyn Arnone

- Lectures: Learning Needs
 - Video 1 - What Kind of Learner Are You? (0:47)
 - Questionnaire: "What Kind of Learner Are You?" at <http://www.educationplanner.org/students/self-assessments/learning-styles.shtml>
 - Video 2 - My Assessment (1:15)
 - Video 3 - Self Determination Theory (4:09) and reading
- **Learning Needs Discussion** (forum)
- Reading - Crow, S. R. (2006). What Motivates a Lifelong Learner? *School Libraries Worldwide*, 12, 22-34. Available for PDF download at: http://www.researchgate.net/publication/251296152_What_Motivates_a_Lifelong_Learner
- **Strategies for Success: Techniques and Best Practices for Learning Online** - a forum discussion with all D4L Team Members

Week 4

Getting Ready to start the Foundation Module

- Continue to follow all forum discussions and consider replying to posts from others as the discussion continues and we get ready to start the Foundation Module
- Continue to participate in practice sessions to use our different live meeting tools

Required Assignments:

- Activities for this module will have a check box to the right when you view them on the main course page. For required activities, such as submitted assignments and forum posts, the system will automatically check them off as you complete them. For readings and other activities that are not assessed, you should check them off yourself as you complete them.
- **Introducing Ourselves (forum)**
 - This will be marked as complete when you post your introduction
- **Self-Reflection Activity: Your Technologies Environments (survey)**
 - This will be marked as complete when you fill out the survey
- **Learning Needs Discussion (forum)**
 - This will be marked as complete when you post or respond to someone else's post
- **Strategies for Success: Techniques and Best Practices for Learning Online (forum)**
 - This will be marked as complete when you post or respond to someone else's post

Once all of these required activities have been automatically marked as completed, you will be eligible to receive a certificate of completion for the module.

About this course:

- 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.
- Like most modules of the Design for Learning program, this module is designed to take place over 4 weeks.

- Students will be invited to attend an optional live video chat session during the 2nd and 4th weeks.
- 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.

Syllabus - Foundation Module: Instructional Design for Online Learning – Techniques and Pedagogy



Learning Outcomes:

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

- follow a formal instructional design strategy
- perform an instructional needs assessment
- define instructional goals
- identify learner characteristics and entry behaviors
- outline instructional analysis
- develop learning outcomes
- outline instructional strategies
- plan for appropriate instructional tools and materials
- outline formative and summative evaluations

Lead Teachers:

- Dr. Marilyn Arnone - mparnone@syr.edu
- Diane K. Kovacs - diane@kovacs.com

Agenda:

Week 1

7 Steps to Effective Online Teaching - Formal Instructional Design Strategy Overview

- Welcome and Advance Organizer (video) (3:06)
- Effective Online Teaching
 - The Importance of Teaching and Learning Online for Libraries (Importance of Online Instruction) (video - 1:54)
 - Designing and Creating Instruction: Time Constraints and Requirements (video - 1:30)
 - Instructional Design and Learning Perspectives (reading)
 - Learning Styles: Should They Influence Our Instructional Design? (reading)
 - An Overview: The 7 Steps of Effective Online Teaching and Learning (video - 5:37)
- **Guided Conversation on the Instructional Design Process** (Forum)
- **Learning Activity 1: Deciding on Your Topic for the Capstone Module Project** (Forum)

Week 2

Focus on Instructional Design Steps 1 through 4

- Instructional Design Steps 1 - 4:
 - Introduction to Week 2 (audio - 0:36)
 - Step 1. Needs Assessment and Instructional Goals (audio - 2:45, video - 10:46)
 - Step 2. Instructional Analysis (aka Task Analysis) (audio - 1:51, video - 3:35)
 - Step 3. Entry Behavior and Learner Characteristics (audio - 2:17, video - 5:30)
 - Step 4. Learning Outcomes and Motivating Learners (audio - 3:30, video - 8:21)
 - Motivational Goals of Instruction (video - 2:37)
- **Learning Activity 2. Instructional Design Steps 1-4 Worksheet:** Working through the Steps (submitted for instructor feedback)

Week 3

Focus on Instructional Design Steps 5 through 7

- Lectures: Instructional Design Steps 5, 6, and 7:
 - Topic 3 Overview (video - 1:00)
 - Step 5. Planning Instructional Strategies
 - Pre-instructional activities, part 1 (video - 4:32)
 - Pre-instructional activities, part 2 (video -11:10)
 - Information Presentation & Learner Participation (video - 7:34)
 - Assessment and Evaluation(video -9:13)
 - Step 6. Planning Instructional Materials/Learning Objects (video - 15:24)
 - Step 7. Formative Evaluation (video - 11:13)
- **Learning Activity 3. Instructional Design Steps 5-6 Worksheet:** Working through the Steps (submitted for instructor feedback)

Week 4

Draft and Peer Review of Your Instructional Design Plan for your Capstone Module Project

- **Learning Activity 4 - Drafting and Peer Reviewing your Instructional Design Plan (Forum)**

Required Assignments:

- Activities for this module will have a check box to the right when you view them on the main course page. For required activities, such as submitted assignments and forum posts, the system will automatically check them off as you complete them. For readings and other activities that are not assessed, you should check them off yourself as you complete them.
- **Guided Conversation on the Instructional Design Process (forum)**
 - This will be marked as complete when you post
- **Learning Activity 1: Deciding on Your Topic for the Capstone Module Project (forum)**
 - This will be marked as complete when you post your topic to the forum
- **Learning Activity 2. Instructional Design Steps 1-4 Worksheet**
 - This will be marked as complete when you submit the completed worksheet (as a PDF, Word DOC, or online text).
- **Learning Activity 3. Instructional Design Steps 5-6 Worksheet**
 - This will be marked as complete when you submit the completed worksheet (as a PDF, Word DOC, or online text).
- **Learning Activity 4 - Drafting and Peer Reviewing your Instructional Design Plan (forum)**
 - This will be marked as complete when you post your own completed draft and respond to provide peer review for someone else's plan

Once all of these required activities have been automatically marked as completed, you will be eligible to receive a certificate of completion for the module.

About this course:

- 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.
- Like most modules of the Design for Learning program, this module is designed for 4 weeks.
- Students will be invited to attend an optional live video chat session during weeks 2 and 4.
- In the D4L 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.

Syllabus - Technologies Module: Technological Tools for Online Teaching



Learning Outcomes:

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

- Identify a variety of screencasting and online tutorial creation software
- Evaluate screencasting and online tutorial software
- Identify best practices for creating screencasts and multimedia tutorials
- Determine how screencasts and other multimedia resources fit into an instructional design plan
- Select screencasting software appropriate to learning needs
- Use screencasting software to create instructional resources

Lead Teachers:

- Lori Bell, lbell@scrlc.org
- Diane K. Kovacs - diane@kovacs.com

Agenda:

Week 1

Overview and Demonstrations of Instructional Tools

- Required Reading: Ruffini, Michael F. 2012. "Screencasting to Engage Learning" EDUCAUSE Review. <http://er.educause.edu/articles/2012/11/screencasting-to-engage-learning>
- Recorded Lecture on screencasting and creating online tutorials (video - 14:38)
- **Learning Activity 1 - Reviewing and Evaluating Examples of Online Instruction** (screen casts/online tutorials) (forum)
- Resource Lists: Links to examples of E-Learning:
 - Stand-alone websites (tutorials)
 - Asynchronous (email/forums communication)
 - Synchronous (originally scheduled in real time)
 - Organizations and Sites with Example Courses, Learning Objects, etc.

Week 2

Screencasting - The Foundation of Online Instruction

- Tips & Resources for Creating Effective Screencasts: 4 Readings
 - Planning, Scripting, and Sometimes Storyboarding
 - Chunk Your Screencasts
 - Technical Tips
 - You and Your Delivery
- **Learning Activity 2 - Reviewing and Evaluating Tools for Online Teaching and Learning** (forum)
- Resource Lists: Online Teaching and Learning Tools
 - Graphics, Multimedia Tools (Open Source/Free)
 - Graphics, Multimedia Tools for Teaching and Learning (Commercial)
 - Communications Tools for Teaching and Learning (Open Source/Free)
 - Communications Tools for Teaching and Learning (Commercial)

Week 3

Topic 3: Planning your Tutorial

- **Learning Activity 3 - Select Tools and Storage Sites, and Finalize your Script** (forum)

- Resource Lists: Screencasting Tools and Multimedia Storage Sites; Practice Screencasting
 - Michelle Holschuh Simmons' Practice Screencasting Instructions
 - Free and Open Source Tools for Screencasting/Recording and Editing Multimedia Files (*including free version or trials)
 - Free Multimedia Storage servers (*or free versions available)
 - Review articles about Screencasting Tools and Multimedia Storage Sites

Week 4

Topic 4: Sharing Screencasts with Your Peers

- Resource Lists: Screen Casting Instructions and Evaluation
 - Michelle Holschuh Simmons' Screencasting Assignment
 - Evaluating Online Screencasts and Tutorials (list of articles)
- **Learning Activity 4 - Screencast Posting and Review (forum)**
 - Record your 5 minute screencast based on the script you submitted
 - Post it in this week's forum for classmates' review
 - Provide feedback in the forum for your classmates' screencasts

Required Assignments:

- Activities for this module will have a check box to the right when you view them on the main course page. For required activities, such as submitted assignments and forum posts, the system will automatically check them off as you complete them. For readings and other activities that are not assessed, you should check them off yourself as you complete them.
- **Learning Activity 1: Reviewing and Evaluating Examples of Online Instruction**
 - This will be marked as complete when you post your review to the forum
- **Learning Activity 2 - Reviewing and Evaluating Tools for Online Teaching and Learning**
 - This will be marked as complete when you post your review to the forum
- **Learning Activity 3 - Select Tools and Storage Sites, and Finalize your Script**
 - This will be marked as complete when you post to the forum
- **Learning Activity 4 - Screencast Posting and Review**
 - This will be marked as complete when you embed or post a link to your screencast in the forum, and provide feedback on someone else's post

Once all of these required activities have been automatically marked as completed, you will be eligible to receive a certificate of completion for the module.

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Syllabus - Diversity Module:

Focus on Diversity & Pedagogy in the Online Environment



Learning Outcomes:

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

- Recognize definitions of key terms such as diversity, inclusivity, and cultural competency
- Evaluate the extent to which library instructional resources satisfy the diversity standards on cultural competency
- Reflect on what you, yourself bring to the learning scenario
- Reflect on what your colleagues and learners bring to the learning scenario
- Consider how you might refine your instruction to be attentive to diversity
- Structure learning to fit a variety of learning styles

Lead Teacher:

- Dr. Lorie Roy (Anishinabe) – loriene@ischool.utexas.edu

Agenda:

Week 1

Topic 1. What is diversity?

- Reading - The American Library Association's (ALA) Office for Diversity, Literacy and Outreach Services website, <http://www.ala.org/offices/diversity/>
- Reading - "Strategic Planning for Diversity," <http://www.ala.org/advocacy/diversity/workplace/diversityplanning>

Topic 2. What does cultural competency mean?

- Required Reading: ALA. Association of College & Research Libraries. 2012. "Diversity Standards: Cultural Competency for Academic Libraries." <http://www.ala.org/acrl/standards/diversity>
- **Learning Activity 1: Reflect on an online instructional tool / tutorial** (Forum)

Week 2

Topic 3: What do You Bring to the Learning Scenario?

- Audio recording - NPR Morning Edition, 12 January 2016. "A 'Wisdom Keeper' Draws From A Deep Well of Navajo Culture." Available at: http://www.npr.org/sections/ed/2016/01/12/462141655/a-wisdom-keeper-draws-from-a-deep-well-of-navajo-culture?utm_source=facebook.com&utm_medium=social&utm_campaign=morningedition&utm_term=nprnews&utm_content=20160112 (5:24)
- Introduction to Cajete's "orientation processes" - Dr. Gregory Cajete. Look to the Mountain: An Ecology of Indigenous Education (Skyland, NC: Kivaki Press, 1997).
- Reading - Roy, Lorie and Peter Larsen. 2002. "Oksale: An Indigenous Approach to Creating a Virtual Library of Education Resources," D-Lib Magazine 8 (3). Available at: <http://www.dlib.org/dlib/march02/roy/03roy.html>.
- Reading - excerpt from Roy, Lorie. Forthcoming. "Who is Indigenous?" In Indigenous Notions of Ownership and Libraries, Archives and Museums, edited by Lorie Roy, Gretchen LeCheminant, and Camille Callison. Munich: De Gruyter Saur.

- Reading - Roy, Lorie. 2014. "Leading a Fulfilled Life as an Indigenous Academic," *AlterNative* 10 (3): 303-310.
- **Learning Activity 2 - Revised introductions** (Forum)

Week 3

Topic 4: What Check-List-Type Resources are Available to Help me Incorporate Diversity in My Teaching?

- Resources -
 - Carnegie Mellon University. <http://www.cmu.edu/teaching/trynew/checklist-studentdiversity.html>. See, especially, the notes about "Avoiding Common Problems."
 - <http://www.hertsdirect.org/infobase/docs/pdfstore/embedEO.pdf> [Note especially the "Guide to Preferred Words and Phrases."]
 - <https://extension.usu.edu/diversity/files/uploads/checklist704.pdf><https://extension.usu.edu/diversity/files/uploads/checklist704.pdf>
 - <http://www2.phy.ilstu.edu/pte/311content/diversity/diversity.pdf>
 - <https://www.schreyerinstitution.psu.edu/pdf/DiversityChecklist.pdf>

Topic 5: I Would Like to Hear Some Personal Advice to Help me Advance my Understanding of Diversity.

- Resources - Voices of Diversity:
 - "The Struggle of Being Mixed Race."
<https://www.facebook.com/BuzzFeedVideo/videos/1905031972971009/?theater> (2:42)
 - Jensen, Kelly. "5 Lies My Depression Told Me."
<http://themighty.com/2016/01/5-lies-my-depression-told-me/http://themighty.com/2016/01/5-lies-my-depression-told-me/>
 - "21 Racial Microaggressions You Hear on A Daily Basis."
http://www.buzzfeed.com/hnigatu/racial-microaggressions-you-hear-on-a-daily-basis?utm_term=.al59AxPn4W#.td9NY0oOM9http://www.buzzfeed.com/hnigatu/racial-microaggressions-you-hear-on-a-daily-basis?utm_term=.al59AxPn4W-.td9NY0oOM9
 - "Are You Racist? 'No' Isn't a Good Enough Answer."
<https://www.facebook.com/theguardian/videos/10153870551066323/?fref=nf> (2:05)
 - "Maurice Williamson's 'Big Gay Rainbow' Speech."
<https://www.youtube.com/watch?v=VRQXQxadyps> (4:08)
 - "Things people with Food Allergies are Tired of Hearing."
<http://www.peanutallergy.com/videos/other-food-allergies/things-people-with-food-allergies-are-tired-of-hearing> (1:47)
 - "I, too, am Auckland."
<https://www.facebook.com/830391263744952/videos/863638627086882/?fref=nf> (14:47)
- **Learning Activity 3 - Sharing resources** (Forum)

Week 4

Topic 6: Learning Style Diversity

- Reading - Background on the Kolb Learning Styles Inventory: McLeod, S. A. 2013. "Kolb - Learning Styles." Available at: www.simplypsychology.org/learning-kolb.html. (optional - you would need to purchase copies of the questionnaire)
- Free online questionnaires -
 - "Index of Learning Styles Questionnaire." Available at: <http://www.engr.ncsu.edu/learningstyles/ilsweb.html>

- “Multiple Intelligences Self-Assessment.” Available at:
<http://www.edutopia.org/multiple-intelligences-learning-styles-quiz>
- **Learning Activity 4 - Revising Your Capstone Instructional Design** (submitted for instructor feedback and discussed in the Forum)

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- **Learning Activity 1: Reflect on an online instructional tool / tutorial**
 - This will be marked as complete when you post to the forum or reply to someone else’s post
- **Learning Activity 2 - Revised introductions**
 - This will be marked as complete when you post your revised introduction to the forum
- **Learning Activity 3 - Sharing resources**
 - This will be marked as complete when you post to the forum or reply to someone else’s post
- **Learning Activity 4 - Revising Your Capstone Instructional Design**
 - This will be marked as complete when you submit your revised ID plan (as a PDF, Word DOC, or online text)

Once all of these required activities have been automatically marked as completed, you will be eligible to receive a certificate of completion for the module.

About this course:

- 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.
- Like most modules of the Design for Learning program, this module is designed to take place over 4 weeks.
- Students will be invited to attend an optional live video chat session during the 2nd and 4th weeks.
- 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.

Syllabus - Community Module:

Engaging with Learners - How to Develop your Community



Learning Outcomes:

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

- differentiate between community management, social media management, and content creation
- evaluate positive and negative features of existing online educational communities
- define the scope and objectives of an online educational community
- identify the motivation for / barriers to community participation
- evaluate the role of a code of conduct for an online educational community
- develop a strategy to recruit new members into an online educational community
- develop a strategy for activities that fit with your community members' motivation for participation
- locate methods for using metrics to assess and improve how community engagement efforts are meeting objectives

Lead Teachers:

- Arden Kirkland, ardenkirkland@gmail.com
- Lori Bell, lbell@scrlc.org
- Mary-Carol Lindbloom, [mclindbloom@scrlc.org](mailto:mcLindbloom@scrlc.org)

Agenda:

Week 1

Exploring Online Learning Communities

- Presentation by Arden Kirkland (2 videos - 6:24 and 7:53)
- Wiki (optional): add to the list of examples of online learning communities
- Required reading: Wilcoxon, K. (2011, October 3). Building An Online Learning Community. <http://www.learningsolutionsmag.com/articles/761/building-an-online-learning-community>
- Recommended reading (optional): Garrison, D. R., Anderson, T., & Archer, W. (1999). Critical Inquiry in a Text-Based Environment: Computer Conferencing in Higher Education. *The Internet and Higher Education*, 2(2-3), 87-105. [http://doi.org/10.1016/S1096-7516\(00\)00016-6](http://doi.org/10.1016/S1096-7516(00)00016-6)
- **Learning Activity 1 - Sharing our Explorations** (Forum Discussions)

Week 2

Participating in Online Learning Communities

- Presentation by Arden Kirkland (2 videos - 7:03, 9:14)
- Reflecting on Participation (Forum discussions)
- **Learning Activity 2 - Group/pair submission of ideas for improving engagement** (submitted for instructor feedback)
- Virtual Learning Communities in Virtual Worlds (optional) - presentations by Lori Bell and Mary-Carol Lindbloom, along with interviews with each of them about their experience with specific virtual communities
 - Optional live session with Mary-Carol Lindbloom and Lori Bell in Second Life

- Recommended Reading (optional) - Fischer, G. (2011). Understanding, fostering, and supporting cultures of participation. *Interactions*, 18(3), 42–53. Retrieved from <http://l3d.cs.colorado.edu/~gerhard/papers/2011/interactions-coverstory.pdf>

Week 3

Starting an Online Learning Community

- Presentation by Arden Kirkland (2 videos - 6:43, 17:05)
- **Learning Activity 3 - Worksheet: Brainstorming about the online learning community for your capstone project** (submitted for instructor feedback)
- Wiki of Recommended Resources (optional), including:
 - Garrison, D. R., Arbaugh, B., Cleveland-Innes, M., Diaz, S., Ice, P., Richardson, J., ... Swan, K. (2008). Community of Inquiry Survey Instrument (draft v14). Retrieved from <https://coi.athabascau.ca/coi-model/coi-survey/>
 - Visser, J., & Richardson, J. (2012, 2015). Digital Engagement Framework Workbook. Retrieved from <http://digitalengagementframework.com/>
 - Community Maturity Model. (n.d.). Retrieved March 7, 2016, from <http://www.communityroundtable.com/research/community-maturity-model/>
- Forum Discussions

Week 4

Topic 4: Maintaining an Online Learning Community

- Presentation by Arden Kirkland (3 videos - 7:35, 12:31, 4:14)
- Wiki of Recommended Resources (optional)
- **Learning Activity 4 - refine your instructional design** for your capstone module to include your strategy to develop your online learning community (submitted for instructor feedback)
- Forum Discussions

Required Assignments:

- Activities for this module will have a check box to the right when you view them on the main course page. For required activities, such as submitted assignments and forum posts, the system will automatically check them off as you complete them. For readings and other activities that are not assessed, you should check them off yourself as you complete them.
- **Learning Activity 1 - Sharing our Explorations**
 - This will be marked as complete when you post to the forum
- **Learning Activity 2 - Group/pair submission of ideas for improving engagement**
 - This will be marked as complete when you submit the completed assignment (as a PDF, Word DOC, or online text).
- **Learning Activity 3 - Worksheet: Brainstorming about the online learning community for your capstone project**
 - This will be marked as complete when you submit the completed worksheet (as a PDF, Word DOC, or online text).
- **Learning Activity 4 - refine your instructional design for your capstone module to include your strategy to develop your online learning community**
 - This will be marked as complete when you submit your revised ID plan (as a PDF, Word DOC, or online text).

Once all of these required activities have been automatically marked as completed, you will be eligible to receive a certificate of completion for the module.

About this course:

- 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. Each week will run from Monday-Sunday, so activities should be completed by Sunday of that week.
- This module includes group or partner work in week 2. You may need to do the work slightly out of order to sync up with your partner or group.
- Like most modules of the Design for Learning program, this module is designed to take place over 4 weeks.
- Students will be invited to attend an optional live video chat session during the 2nd and 4th weeks.
- 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.

Syllabus - Social Module:

Social Teachers, Social Learners: Incorporating Social Software to Enhance and Extend Online Learning



Learning Outcomes:

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

- differentiate between management of community, social media, and content creation
- evaluate positive and negative features of different social media platforms
- identify the motivation for / barriers to use different social media platforms
- determine the social media platforms that are most relevant to your instructional objectives
- define the scope and objectives of a social media strategy
- construct a strategy for well-timed and appropriate social media posts and responses, both as a follower and as a leader
- identify how metrics can be used to assess and improve how a social media strategy is meeting learning objectives

Lead Teacher:

- Arden Kirkland, ardenkirkland@gmail.com

Agenda:

Week 1

Exploring Social Media for Online Learning

- Presentation by Arden Kirkland (2 videos - 2:01, 9:29)
- Required reading: Morrison, D. (2014, September 29). How to Develop a Sense of Presence in Online and F2F Courses with Social Media [Blog]. Retrieved from <https://onlinelearninginsights.wordpress.com/2014/09/29/how-to-develop-a-sense-of-presence-in-online-and-f2f-courses-with-social-media/>
- Reading List: guides to using different social media platforms and other recommended reading/resources (for all 4 weeks)
- Poll: social media platforms you already use
- Poll: social media platforms that may be appropriate for your community
- **Learning Activity 1** (forum)
 - explore a social media platform you haven't used before
 - follow people/groups/subjects relevant to your capstone project or to online learning in general
 - report back as a part of the forum discussion
- Forum (for all 4 weeks)

Week 2

Participating in Social Media for Online Learning

- Presentation by Arden Kirkland (video - 2:24)
- **Learning Activity 2** - participate in this module's discussions using a different social media platform, outside of our Moodle. You will be assigned to a partner or group to participate in one or more specific platforms (based on your pace through the module and the platforms that you are most interested in using for your project).

Week 3

Topic 3: Starting a Strategy for Social Media for Online Learning

- Presentation by Arden Kirkland (5 videos - 3:58, 4:20, 2:43, 7:22, 1:39)
- **Learning Activity 3 - Social Media Strategy Worksheet** - Brainstorming about the social media strategy for your capstone project
- Continue discussion using social media platforms

Week 4

Topic 4: Maintaining a Strategy for Social Media for Online Learning

- Presentation by Arden Kirkland (5 videos - 3:11, 2:46, 2:10, 2:51, 2:17)
- **Learning Activity 4 - refine your instructional design** for your capstone module to include your social media strategy (submitted for instructor feedback)
- Continue discussion using social media platforms

Required Assignments:

- Activities for this module will have a check box to the right when you view them on the main course page. For required activities, such as submitted assignments and forum posts, the system will automatically check them off as you complete them. For readings and other activities that are not assessed, you should check them off yourself as you complete them.
- **Learning Activity 1 - Sharing our Explorations**
 - This will be marked as complete when you post to the forum
- **Learning Activity 2 - Trying other Social Media Platforms**
 - This will be marked as complete when you post at least 6 posts to at least 1 external social media platform and submit a brief report of where to look for your external posts (submitted as online text).
- **Learning Activity 3 - Social Media Strategy Worksheet**
 - This will be marked as complete when you submit the completed worksheet (as a PDF, Word DOC, or online text).
- **Learning Activity 4 - revise your instructional design plan to include your social media strategy**
 - This will be marked as complete when you submit your revised ID plan (as a PDF, Word DOC, or online text).

Once all of these required activities have been automatically marked as completed, you will be eligible to receive a certificate of completion for the module.

About this course:

- 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. Each week will run from Monday-Sunday, so activities should be completed by Sunday of that week.
- The activities on external social media in week 2 will be more satisfying if done with a group or partner. You may need to do the work slightly out of order to sync up with a partner or group.
- Like most modules of the Design for Learning program, this module is designed to take place over 4 weeks.
- Students will be invited to attend an optional live video chat session during weeks 2 and 4
- In the D4L 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.

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

Lead Teacher:

- Arden Kirkland, ardenkirkland@gmail.com

Additional Project Advisors:

- Dr. Lorie Roy – loriene@ischool.utexas.edu
- Mary-Carol Lindbloom- mclindbloom@scrlc.org
- Debby Emerson - demerson@clrc.org
- Deirdre Joyce - djoyce@clrc.org
- Julia Corrice - jcorrice@scrlc.org

Agenda:

Topic 1. A Plan of Work for your Capstone Project

- **Learning Activity #1 - prepare a plan of work** for your capstone project, including an outline of all content for one online learning session and your own deadlines
- Forum Discussions - reflect on how your project has evolved

Topic 2: Developing Content for your Capstone Project

- **Learning Activity #2** - Following the timeline you made in your learning contract, **create your first drafts** of all the content you have outlined
- Forum Discussions - discuss your challenges

Topic 3: Assess and Revise Content for your Capstone Project

- **Learning Activity #3 - Review** the content you have created and share it with your advisor and peers. Based on their feedback, **revise your content**.
- Forum Discussions- sharing your content and peer review

Topic 4: Deliver an Online Instructional Session

- **Learning Activity #4 - Recruit pilot learners for your instructional unit and deliver it to them online**

- Forum Discussions - assess your session and reflect on your final outcomes and what you'll do differently next time

Required Assignments:

Activities for this module will have a check box to the right when you view them on the main course page. For required activities, such as submitted assignments and forum posts, the system will automatically check them off as you complete them. For readings and other activities that are not assessed, you should check them off yourself as you complete them.

All capstone projects should at least include the following (submitted as PDFs, Word DOCs, online text, or links in the assignment submission areas across the 4 learning activities):

- Final Instructional Design Plan
- Syllabus (for one session or for the entire series, if the session is part of a longer series)
- An outline of content included in the session, platforms used to share it, and your plans for accessibility
- 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)
- A plan for assessing your students' work, and for students to assess the online unit

Four forum discussion posts will be required while you are actively developing your content, so that you can continue to learn from each other. You should make an initial post by Thursday of each week, and you should respond to at least 1 other person's post by Sunday. Each week will run from Monday-Sunday, so activities should be completed by Sunday of that week.

In order to receive a certificate of completion for this module, the 4 learning activities and 4 forum discussions should be completed.

About this course:

- 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. Each week will run from Monday-Sunday, so activities should be completed by Sunday of that week.
- Like most modules of the Design for Learning program, this module is designed in 4 parts, but you may choose to spread it out over more than 4 weeks depending on the scope of your project.
- Students will be invited to attend an optional live video chat session during the 2nd and 4th weeks. During these meetings we will use a "standing meeting" format where you can each answer 3 questions and get help from your peers:
 - What have you accomplished since we last met?
 - What do you plan to accomplish before we meet again?
 - What challenges are holding you back?
- 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@scrhc.org.