# Instructional Content Creation at a Distance

## Lessons Learned from Two Years of Remote Collaboration

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# Outline

- Our Context
- Project Synopsis
- Lessons Learned

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# Our Context
# at University Libraries
# at Virginia Tech

# About Us & Our Program

- VT is a large, land grant public university, making it difficult to meet student needs sustainably
- Teaching & Learning Engagement unit within Libraries
    - Digital Literacy team
    - Learning Design team
- Collaboration between VT Libraries, First Year Writing, and TLOS (instructional designers)

Project Synopsis

# About Our Project

- Grant-funded project in summer 2020 and 2021
- Initial goal was to create a series of modules used in place of a 50–minute first-year writing class session, used to relieve adjuncts and GTAs
  - Peer review
  - Rhetorical analysis
  - Writing portfolios
- Fully remote collaboration with 3 different campus offices
- Goal became supplemental optional content in fully online class

# Challenges

- Virtually building group rapport with people who hadn't met during a pandemic
- Project management
- Understanding individual roles and responsibilities (complicated by employment contracts, technology skills, other job duties, etc)
- Understanding discipline-specific content
- Establishing a scope and focus for the modules

# Lessons Learned

# Changes from Year 1 to 2

- More explicit communication modes and guidelines
- No smaller work groups, which just cause confusion
- More working meetings
- Project leads from each area met to discuss content goals and focus
- Moving into scripting & production more quickly because we better understood scope & goals

# Lessons Learned

- Clarify expectations and communication - especially important in an online environment
- Specify what aspects of a draft you are looking for feedback on
- Recognize that different disciplines, organizational cultures will have different expectations
- Be intentional in learning from past experiences in recurring projects

# Rhetorical Analysis Using the Stases (RAS)

| Component Creation | Date completed (IP = in progress) | | | Location / Notes |
|---|---|---|---|---|
| | Drafting | Peer Review | Revision | |
| **Video Scripts** | | | | |
| Using Stases for Rhetorical Analysis | 5/24 | 5/28 | 7/22 | Script (RAS) 1 |
| Using Stases for Reflective Practice | 7/5 | 7/19 | 7/23 | Script (RAS) 2 |
| **Activity Prompts** | | | | |
| Warmup | 5/24 | | | Learning Session (RAS) |
| Activity: ID Stases in the Wild | 5/24 | 5/28 | 6/1 | Learning Session (RAS) |
| Activity: Getting Unstuck w/Stases | 7/5 | 7/19 | 7/23 | Learning Session (RAS) |
| Cool-Down | 7/5 | | | Learning Session (RAS) |
| Discussion | 7/5 | | | Learning Session (RAS) |

# Resources & Links

- [First-Year Writing Resources in Odyssey](#) (Learning Object Repository)
- Rhetorical Analysis: [Applying the 5Ws](#),  [Using the Stases for Rhetorical Analysis](#), and [Using the Stases for Reflective Practice](#)
- Digital Literacy & Multimodal Content: [Three Digital Literacy Myths](#) and [Composing in Multiple Modes](#)
- Peer Review: [Three Myths About Peer Review](#), [What It Means to be a Peer Reviewer](#), and [How to Write Effective Peer Review Comments](#)
- Writing Portfolios: [Keeping Track of Portfolio Objects](#), [Writing Portfolios for Self-Discovery and Self-Presentation](#), and [How to Curate a Writing Portfolio](#)
- [What is Writing Anyway?](#) : website resource for writing instructors developed by one of our team members incorporating the materials from this project

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