

4-20-2016

Best Practices in Instructional Design for Distance Learning Information Literacy Courses

Stephanie Weiss

University of North Florida, s.weiss@unf.edu

Julie Fuller

University of North Florida, julie.fuller@unf.edu

Follow this and additional works at: http://digitalcommons.unf.edu/library_facpub

 Part of the [Library and Information Science Commons](#)

Recommended Citation

Weiss, Stephanie and Fuller, Julie, "Best Practices in Instructional Design for Distance Learning Information Literacy Courses" (2016). *Library Faculty Presentations & Publications*. 41.
http://digitalcommons.unf.edu/library_facpub/41

This Presentation is brought to you for free and open access by the Thomas G. Carpenter Library at UNF Digital Commons. It has been accepted for inclusion in Library Faculty Presentations & Publications by an authorized administrator of UNF Digital Commons. For more information, please contact [Digital Projects](#).

© 4-20-2016 All Rights Reserved



Best Practices in Instructional Design for Distance Learning Information Literacy Courses

Stephanie Weiss, MLIS

Julie Fuller, MLIS

University of North Florida

Origins of LIS 1001 and the Transition to Online

Template Data

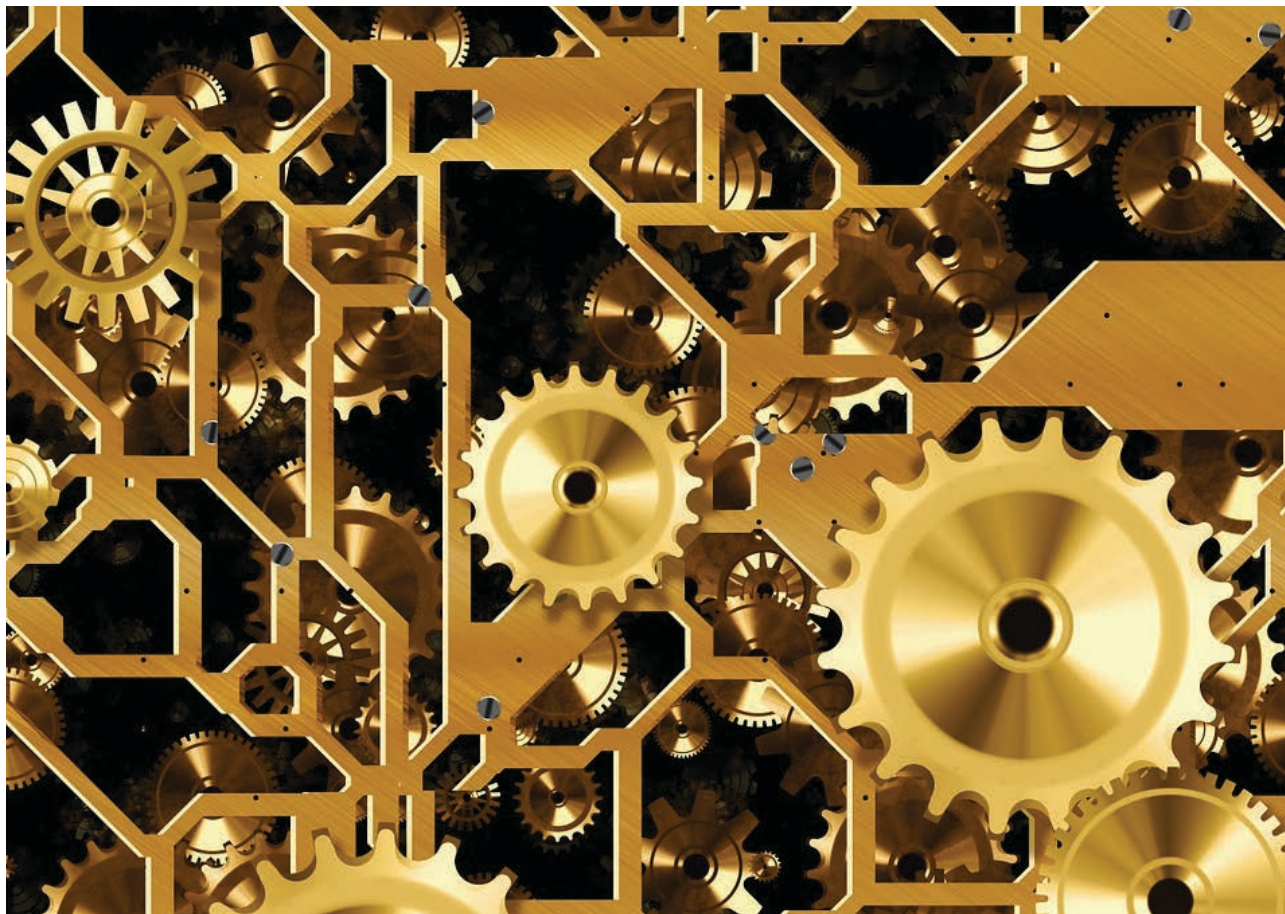
Student Feedback (Midterm Surveys)

DL (22 Courses)

	N	Agree	Disagree	Unans.
(1) Course navigation is clear and user friendly.	915	98%	2%	0%
(2) Course schedule clearly outlines all the assignments and when they are due.	996	97%	2%	1%
(3) Course syllabus, schedule, and instructor information were easy to locate.	970	98%	1%	0%
(4) Criteria used to evaluate participation in online discussions are clearly stated.	913	94%	5%	1%
(5) Criteria used to evaluate the course assignments are clearly stated.	1000	97%	2%	1%
(6) Expectations of my participation in this course are clearly stated.	970	97%	2%	1%
(7) Organization of the course is consistent making it easy to locate course materials.	1000	96%	3%	1%

- Survey of template used for online courses
- Information gathered from 22 online courses
- 900+ students were surveyed
- 94% or higher agreement in midterm survey
- 80% overall satisfaction with online courses

Activity

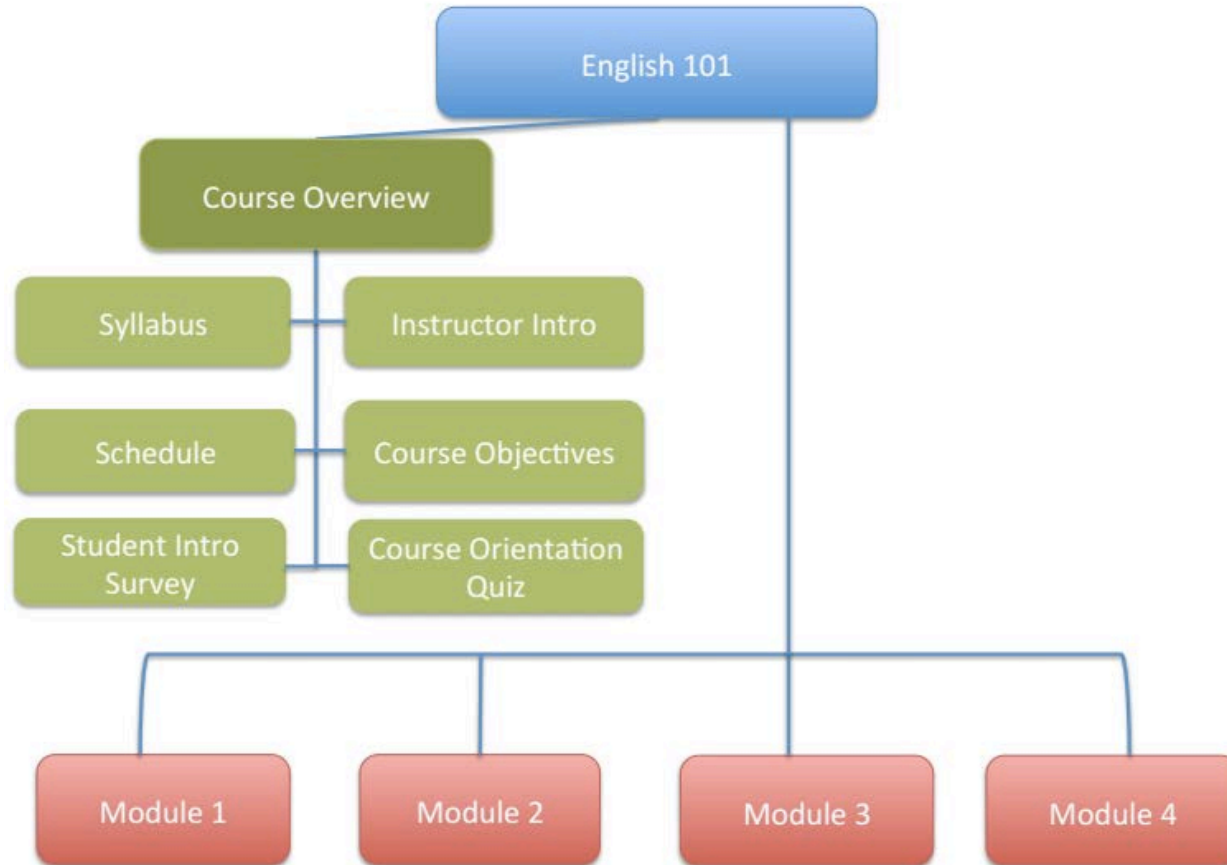


[image](#) by [geralt](#) CC0 Public Domain

Instructions

- Think about your IL course (or a one-shot session or ACRL frame).
- How is the material organized?
- Draw/write/map that out.
- Consider whether you would you organize the content differently, change content, etc.

Course Outline



Course Design

Course Content

"One of the most important skills an instructor brings to the online learning environment is the ability to help learners build effective learning strategies to improve their thinking."

– Effective Online Teaching: Foundations and Strategies for Student Success

Scaffolding

Scaffolding uses various instructional techniques to support students during different stages of learning, the ultimate goal being student independence and proficiency in the learning process.



Procedural Scaffolding

- Guides students in navigating the course environment and learning activities
- Presents course content, structure and student expectations
- Identifies resources and tools used in the course

Looks like:

- Course template
- Orientation quiz/activities
- Course calendar
- Communication policies
- Netiquette guidelines
- Technology requirements
- Course expectations
- Support resources

Metacognitive Scaffolding

- Supports development of students' thinking and learning skills
 - Helps students plan for success and track their own progress in the course
 - Encourages student self-evaluation and reflection
- Looks like:
- Course "road map"
 - Assignment checklist
 - Self-evaluation documents
 - Comprehension activities (ungraded)
 - Reflective assignments

Conceptual Scaffolding

- Helps students identify key concepts from course content
 - Identifies how course content can be organized for better understanding
 - Links prior knowledge with new concepts
- Looks like:
- Graphic organizers
 - Study guides
 - Summaries
 - Glossaries
 - Outlines
 - Annotated notes

Strategic Scaffolding

- Emphasizes alternative learning means and styles
 - Provides "just-in-time" support
 - Requires knowledge of individual learning style and level of prior knowledge
- Looks like:
- Multiple means of representation
 - Probing questions, hints, prompts, etc.
 - Example work
 - Supplementary resources
 - Real-world scenarios

Consistency of Design

“Freeing up of attention from the technology permits the online user to focus on the course content, which after all, is the goal of the course.”

– *Discussion-Based Online Teaching to Enhance Student Learning*

Scaffolding

- Course scaffolded into "weeks" to keep students chronologically on track
- Each week has its own folder in the COURSE CONTENT area
- Each week covers a major topic in the course

COURSE CONTENT



WEEK 1: August 24 - September 2

Introduction



WEEK 2: September 2-9

Modern Libraries and Research



WEEK 3: September 9-16

Evaluating Resources



WEEK 4: September 16-23

Popular and Non-Scholarly Resources



WEEK 5: September 23-30

Scholarly Resources

Agenda

- Weekly folders contain an agenda that lists the focus, objective, activities (readings, videos, etc.) and deliverables for the week
- Introduces students to the purpose and structure of the weekly content
- Makes clear what deliverables are expected of students for evaluation



Focus

This week focuses on popular and non-scholarly journals.

Objectives

- Differentiate between various types of periodicals
- Discuss how the elements of a type of periodical help one evaluate an article
- Compare/contrast books & other long-form resources to periodicals

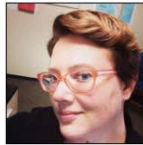
Activities

- Readings
- Lectures
- Videos
- Assignments
 - Group Discussion - Relevance
 - Quiz 2

Instructor Presence

- Instructor photo and bio posted to HOME page of course
- Provides name/face association
- Serves as a formal introduction to students
- Models the "Introduction" assignment in Week 1 of course

Instructor



Stephanie Weiss
Online Learning Librarian
s.weiss@unf.edu

Office Hours:

- In person: By appointment.
- Online: Google+ Hangout, Skype - email for contact information, Collaborate or WebEx.

Office: 12/2509
Phone: 904-620-2431

Hello and welcome to LIS1001! I am the facilitator of this course and the Online Learning Librarian at UNF's Thomas G. Carpenter Library. I took on this role after serving as a public services and instruction librarian. I earned a BA in Spanish in person and completed my MS LIS entirely online. Not only have I been a DL student myself, but I also previously worked with DL and non-traditional students before becoming a librarian which brings a unique perspective to distance learning and libraries. I have a passion for bringing people and information together which leads to a natural interest in digital scholarship (I'm especially interested in digital humanities). My professional goals include forging strong relationships and instructional partnerships with online faculty and using technology to bring library services to online students. My research interests include the information seeking behaviours of language learners (both ESL and non-English L2) and the impact of distance/online learning.

Course Handbook

- Introduces students to important policies and procedures:
 - Communicating with the instructor
 - Assignment, grades and feedback
 - Technology requirements
 - General student expectations
 - Netiquette guidelines

HOME

ANNOUNCEMENTS

COURSE HANDBOOK

COURSE CONTENT

ALL-CLASS DISCUSSIONS

GROUPS

TOOLS

UNF SUPPORT

Support

- Course and campus specific resources, including:
 - Accessibility/Disability Resource Center
 - Distance learning
 - Mobile learning
 - Technical support
 - Library support
 - Writing Center
 - Student Health Services
 - Women's Center
 - Ombudsman
 - Etc.

Technical Support

- Contact the [UNF Help Desk](#) for technical questions.
 - 904-620-HELP (4357)
 - helpdesk@unf.edu
- Visit the [Blackboard Plugins Support](#) website at the beginning of each semester
- [UNF Blackboard Technical Support for Students](#)
- [Blackboard On Demand Learning Center for Students](#)
- [Information Technology Services' Student Technology Toolkit](#)
- [Information Technology Services' Technology for Students](#)

Additional Resources

- [UNF Library](#)
- [Academic Center for Excellence](#)
- [Writing Center](#)
- [Ombudsman](#)
- [One-Stop, Records & Registrar](#)
- [Counseling Center](#)
- [Women's Center](#)
- [Student Health Services](#)

Banners

- Help achieve a professional aesthetic for the course
- Weekly banners provide visual cues for students



**MODERN LIBRARIES
AND RESEARCH**

EVALUATING RESOURCES

**PRIMARY VS.
SECONDARY SOURCES**

Activity



Instructions

- Use one of the Participant Worksheets to identify elements and/or activities from your course and categorize them based on the four types of scaffolding.
 - Use your own IL course, a oneshot, or one of the [ACRL IL frames](#).

Assessable Learning Objectives and Activities

The goal of a well-designed online course is to focus on whether the course goals "have been met by the course's completion, and whether students have progressed throughout the duration of the course by having meaningfully acquired knowledge."

— *Discussion-Based Online Teaching to Enhance Student Learning*

Measurable Learning Objectives

Measurable

- Student-centered
- Break down the task
- Focus on a process
- Utilize action verbs
- Quantifiable
- Align with course assessments

Explain methods for choosing a research topic.

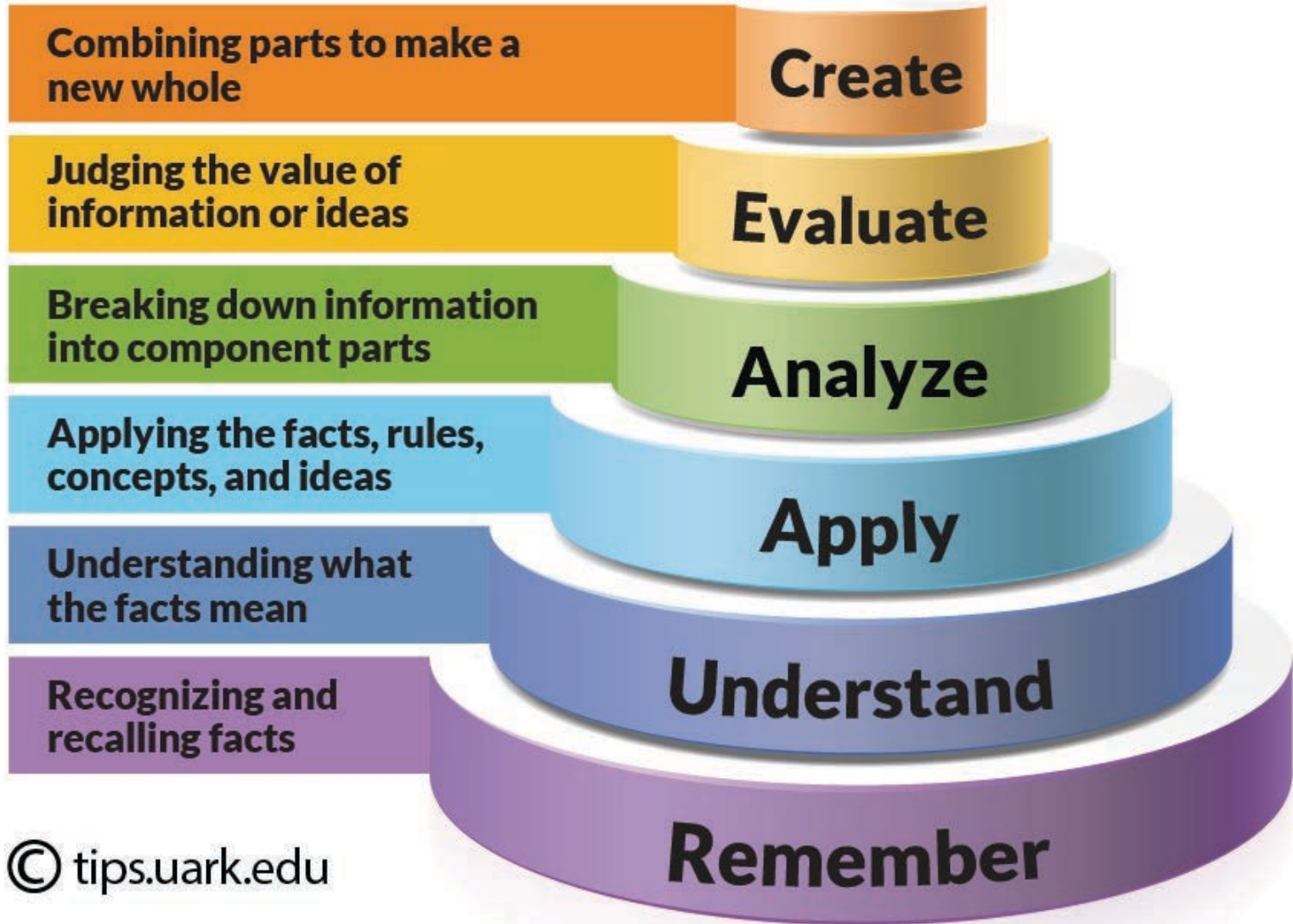
Not Easily Measurable

- Not student-centered
- Vague or unclear
- Unrelated to a task/process
- Do not define level of learning
- May not align with assessments

Understand methods for choosing a research topic.

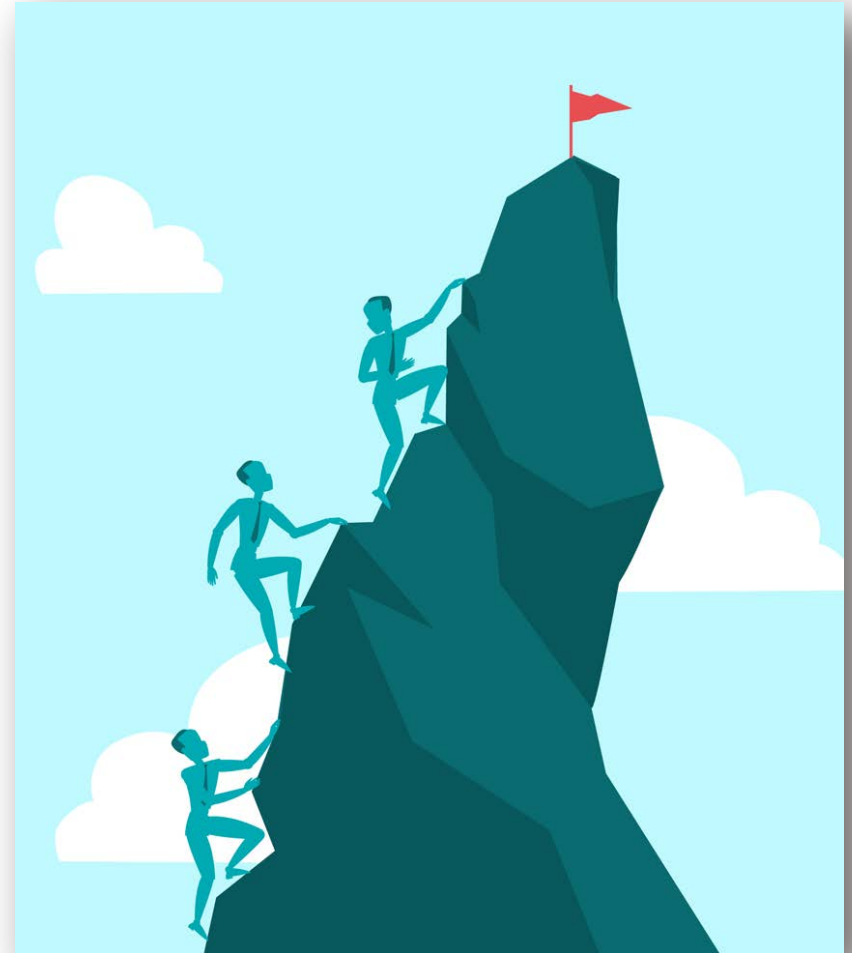
Bloom's Taxonomy

<https://tips.uark.edu/using-blooms-taxonomy/>



Skills-Based Assessments

- Require students to perform real-world actions, tasks, processes, etc.
- Engage higher-order thinking skills
- Draw upon students' level of knowledge
- Allow for multiple means of expression



Wiki Assignment

Sample Wiki 1

Create Wiki Page

 **What factors drive prescription drug abuse among teenagers?**

Created By  Stephanie Weiss on Wednesday, March 2, 2016 4:55:37 PM EST

Search Strategy

	Keyword/Concept 1	Keyword/Concept 2	Keyword/Concept 3
A	Teens	Prescription drug abuse	Factors
	OR	OR	OR
B	Youth	Medication misuse	Reasons
	OR	OR	OR
C	Young people	Addiction	Why
	OR	OR	OR
D	Adolescent	Drug use	Explanations
	OR	OR	OR
E	High school student	Ritalin	
	OR	OR	OR
F	College student	Pain killers	



Testing Search Strategy

Seven Principles of Good Practice

1. Encourage contact between student and faculty
2. Develop reciprocity and cooperation among students
3. Use active learning techniques
4. Give prompt feedback
5. Emphasize time on task
6. Communicate high expectations
7. Respect diverse talents and ways of learning

(Bender, p. 223-224)

Activity



Instructions

- Identify some existing learning objectives in your course, one-shot or ACRL frame.
- Re-word or create new objectives that are student-centered and measurable.
- Use the Bloom's Taxonomy Action Verbs handout as a reference.

Effective Use of LMS Tools

"Choosing the appropriate tools can have a large impact on presence and lead to more opportunities for learning."

— *Effective Online Teaching: Foundations and Strategies for Student Success*

Course Forums

Purpose

- Created for students to "crowd source" information related to:
 - General questions
 - Technical help
 - Course assignments
 - Group projects

Benefits

- Encourages student participation
- Helps build sense of community
- Assists with course facilitation
- Allow students to demonstrate relevant knowledge

Discussions & Blogs

- Small group discussions to promote intimate learning
- Increased exposure to classmates
- Used to collect ideas for group projects
- Optimal size of no more than 4-5 students



Effective Prompts

- Phrased as open-ended questions
- Ask one question at a time
- Require pro/con position or devil's advocate
- Call for analysis and application of content
- Use probing questions
- Incorporate previous discussions
- Refer to case studies or real-world scenarios

Discussion Prompts

Library Resources vs. the Internet

Discuss ideas, issues, concerns, etc., that come to mind with using library resources for research or using the regular internet (aka googling) for research. **Talk about** when it might be ok to use one or the other (or address both in one post if you want).

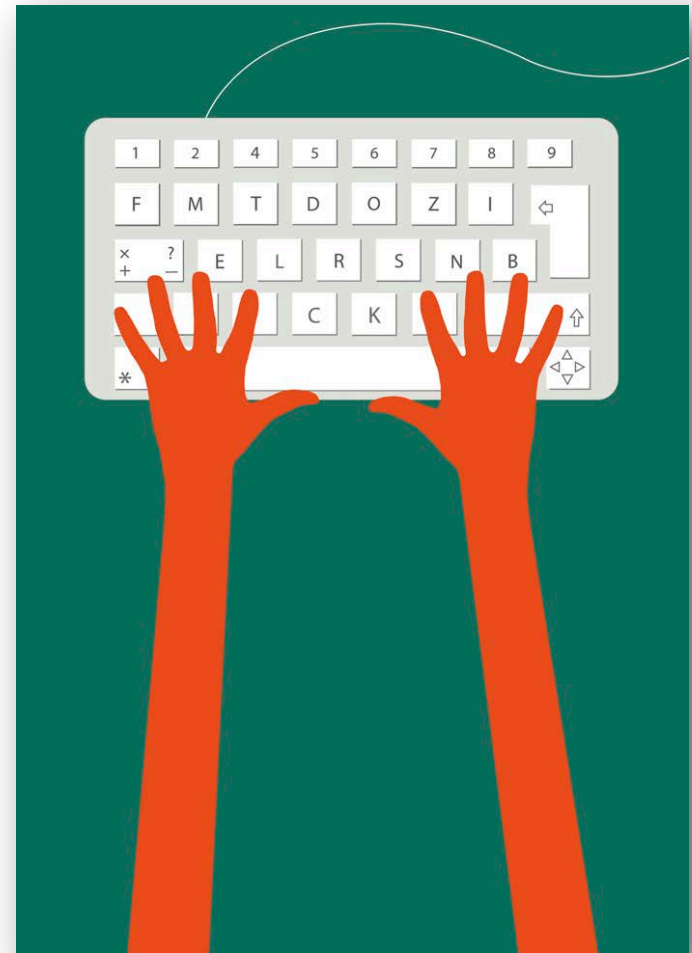
Examples of possible discussion topics: Wikipedia vs. old-school encyclopedias; advantages of library resources over the web or vice versa, what if you need statistics, reports, or government info?...

Library Resources vs. the Internet

Identify one situation or scenario (real or fictional) in which using library resources for research is appropriate, and one situation or scenario in which using popular Internet resources (i.e., Google) is appropriate. **Provide detailed information** for both situations or scenarios that supports your claims. **Consider** the purpose of the research, the intended audience, the desired information, the type of resources to be used, etc.

Respond to at least one classmate's original post in which you include an insightful comment or contribution.

- Deployed in course
- Collect student feedback and monitor student learning
- Engage higher-order thinking skills
- Encourage students to be responsible for their learning



3-2-1 Prompt

- 3 things you learned this week.
- 2 things you learned that you intend to apply to current or future research.
- 1 question you still have.

Activity



- Think about the tools in your LMS.
- Create some effective discussion, blog, journal or other prompts for a chunk/module of your course, one-shot, or ACRL frame.
 - Open-ended questions
 - Pro/con or devil's advocate stance
 - Analysis of content
 - Case studies, etc.

Surveying Students

Course Surveys

"If students realize what they say in an evaluation might make a difference to the course they are currently in, then they are more likely to provide useful feedback."

— *Discussion-Based Online Teaching to Enhance Student Learning*

Benefits

- Provides feedback about student experience
- Illuminates students' final understanding of content
- Helps identify where students struggled
- Assists with making beneficial changes

LIS1001

- Deployed within the course
- Provided time for students to reflect on their learning experience
- Designed to provide thorough and helpful comments to instructor
- Composed of 11 likert scale and 2 open-ended questions (13 total)

Survey Questions

- **Questions 1-6:** overall format, structure and design of course
- **Questions 7-8:** amount of materials and course content and their perceived value
- **Questions 9-10:** guidelines for participation and evaluation of assignments
- **Question 11:** timing and pace of course
- **Questions 12-13:** call for reflections and thoughts related to improving the course with regard to content and instructor presence/facilitation

Course Review

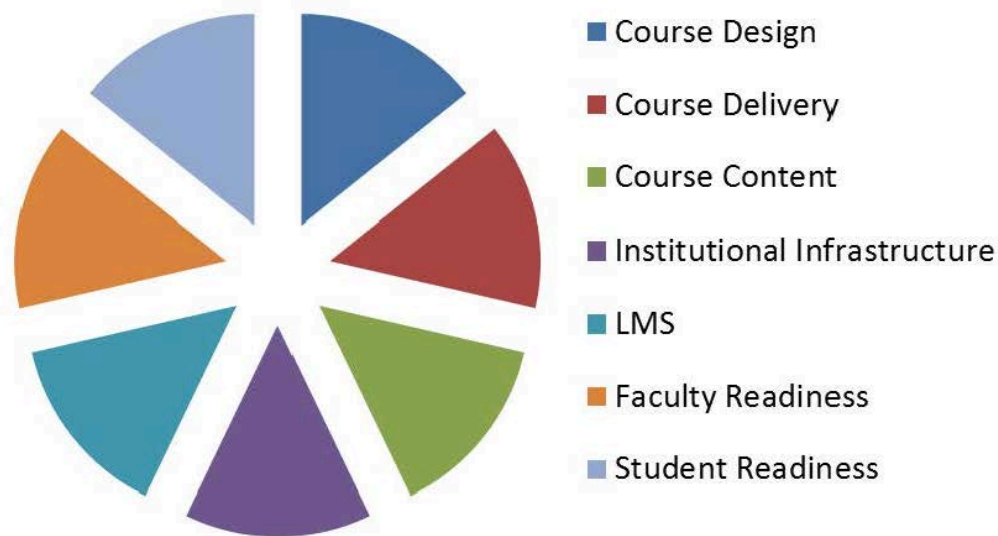
Why Review?

- Incorporate feedback
- Frank look at what will work in the course
- Revise content
- Refresh assignments
- Update library or school initiatives
- Course sharing/duplication
- Local/State/National Standards
- Others?



Factors Affecting Course Quality

Online Quality Pie



Standards-Based Approach

- **Course Overview and Introduction**
 - Instructions make it clear how to get started; learners introduced to purpose and structure of course
- **Learning Objectives (Competencies)**
 - Course learning outcomes are measurable and align with course activities
- **Assessment and Measurement**
 - Course assessments/assignments measure the stated learning outcomes
- **Instructional Materials**
 - Contribute to the achievement of the learning outcomes

Standards, Cont'd.

- **Course Activities and Learner Interaction**
 - Promote the achievement of course outcomes and provide opportunities for interaction that support active learning
- **Course Technology**
 - Tools and technologies support the learning outcomes and promote learner engagement
- **Learner Support**
 - Instructions include descriptions or links to information about how to obtain various types of support
- **Accessibility**
 - Navigation facilitate ease of use and provides alternative means of access to course materials

Closing Discussion

- Which elements of a course template might you use in your online course?
- Other thoughts or ideas?



Contact

Stephanie Weiss, Online Learning Librarian

s.weiss@unf.edu

Julie Fuller, Instructional Designer

julie.fuller@unf.edu

References

Learning Objectives. (2008). Retrieved April 13, 2016, from Eberly Center Carnegie Mellon University, <http://www.cmu.edu/teaching/designteach/design/learningobjectives.html>

Bender, T. (2003). *Discussion-based online teaching to enhance student learning : Theory, practice, and assessment*. Sterling, Va: Stylus Publishing.

Shabatura, J. (2013, September 27). *Using Bloom's Taxonomy to Write Effective Learning Objectives*. Retrieved April 13, 2016, from University of Arkansas TIPS: Teaching Innovation & Pedagogical Support, <https://tips.uark.edu/using-blooms-taxonomy/>

Stavredes, T. (2011). *Effective online teaching foundations and strategies for student success (1st ed. ed.)*. San Francisco, CA: Jossey-Bass.

White, M. (2015, February 11). *Quality matters is One good piece of pie*. Retrieved April 13, 2016, from Quality Matters at UAA: Adventures in online course design, <http://qualitymatters.commons.uaa.alaska.edu/quality-matters-is-one-good-piece-of-pie/>