



# Creating Learning Modules

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# Description of a Learning Module

- ▶ Unit of learning
- ▶ In the KU Libraries a learning module consists of:
  - ▶ Objectives
  - ▶ Instruction (usually a video)
  - ▶ Assessment (activity/quiz)

# Benefits

- ▶ making resources more accessible to a broader audience
  - ▶ supporting online learning
  - ▶ Introducing prospective/new students to our resources and services
  - ▶ Students with learning challenges
    - ▶ First language is not English
    - ▶ Have learning disabilities
    - ▶ Have physical disabilities
- ▶ scalability of resources
  - ▶ Not enough instructors for every class
- ▶ Independent and customized learning
  - ▶ Learning at one's own pace
  - ▶ Utilizing the modules needed to fill gaps



# Learning Module Design

- Identify gap in knowledge
  - Needs Assessment
- Backwards Design by Grant Wiggins and Jay McTighe
  - Identify the goals of the learning
  - Identify how to access learning goals
  - Develop the instruction and learning activities to meet the learning goals
- Quality Matters Rubric
  - Learning objectives are clearly stated
  - Objectives, instruction, assessment are aligned
  - Technology used is accessible



# Example of a Learning Module

## Week 7

### Objectives, Assignments, and Outcomes

#### Objectives for the week:

- To outline a transferable, systematic plan for critical evaluation and use of these resources in a variety of ways

#### Assignments for the week:

- Watch video on evaluating resources
- Complete Activity on evaluating resources (15 pts).
- Watch the videos "Facebook and Google / Secret Revealed" and "Google Scholar". Take the quiz on both. (10 pts)
- Write in journal. In your journal reflect on what you have learned this week and evaluate the resources you have collected so far. Explain why or why not you have decided to keep the sources you have for the annotated bibliography (6 pts).
- Upload annotated bibliography (10 pts)

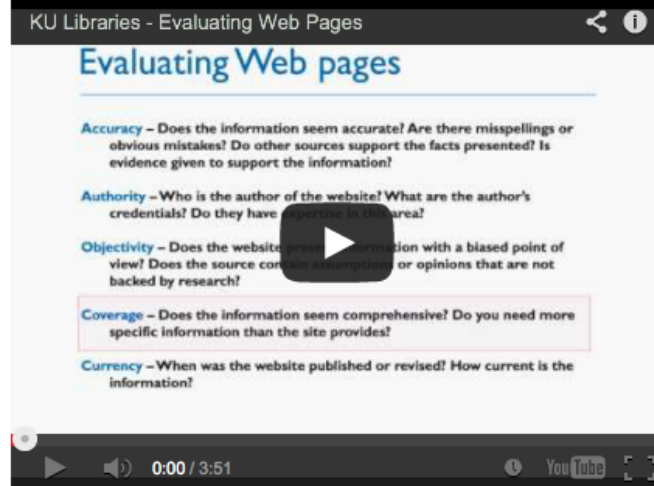
#### Outcomes for the week are:

- Students will articulate and apply evaluative criteria to resources in order to determine the credibility of information.

# Example Instruction and Activity

## Evaluating Resources Video

This video will explain how to evaluate websites. It will teach you how to understand a website's mission by its ending (.org, .gov, edu, .com) and to look for certain criteria. Being able to evaluate information is vital to being an information literate citizen but also in making important decisions based on external information.



## Evaluating Resources


Attached Files: [Evaluating Websites.docx](#) (14.953 KB)

Open the Word document, Evaluating Websites and complete the activity. You will look up each site and then use the criteria in the Word document to evaluate. Beware, some of these sites are not what they appear to be so look at them critically. Upload your assignment here. It is worth 15 points. Five points for each website evaluated.



# Recommendations

- ▶ Planning
  - ▶ What is the goal of the learning module
  - ▶ Involving stakeholders
  - ▶ Testing
- ▶ Selecting the appropriate technology and environment
  - ▶ Format of the instruction (demonstration or lecture?)
- ▶ Accessibility Considerations
  - ▶ Will students with diverse needs be able to access the instruction?
  - ▶ If there are activities, do students have access to the appropriate technology to participate?




# Types of Digital Learning Objects Utilized in Modules

- ▶ Video Tutorials
- ▶ Online Guides
- ▶ Activities
  - ▶ SoftChalk HotSpot, Sorting, Flash Cards, Quizes
  - ▶ Blackboard Quizes



# Video/Audio Technology Utilized at the KU Libraries

- ▶ Camtasia/Captivate
  - ▶ Video capture of computer screen
    - ▶ How to Tutorials
    - ▶ Screencasts
- ▶ Audacity
  - ▶ Audio Editor
- ▶ Final Cut
  - ▶ Editor for videos created with the video camera
    - ▶ Tours
    - ▶ Demonstrating how use scanners/microfilm
    - ▶ Presentations
- ▶ Adobe Connect Pro
  - ▶ Recording presentations
  - ▶ Lecture Capture
- ▶ SnagIt
  - ▶ Screen/Image capture



# Learning Management and Storage Systems Utilized

- ▶ Learning Management System
  - ▶ Blackboard
  - ▶ Canvas
- ▶ Streaming Media Hosts
  - ▶ YouTube
  - ▶ Kaltura
- ▶ SoftChalk
  - ▶ Interactive learning activities
  - ▶ Modules
- ▶ LibGuides
  - ▶ Online guides to resources

# Examples of “How To” Tutorials Utilizing Camtasia/Captivate



# Examples of Tours Created by Final Cut

## Watson Library Tour

Check out the quick video tour of Watson Library to learn about the different types of resources and services we provide to help make your academic career successful!



# Example of Adobe Connect Pro

The screenshot shows a web browser window displaying an Adobe Connect Pro session. The main content area shows a presentation slide titled "Creating the PDF file" with a bulleted list of information. To the right, there is a video feed of a woman named Kim Glover. Below the video, there is a sidebar with two panels: "Files 2" and "Attendees (2)".

**Share - Kim Glover**

## Creating the PDF file

- Why PDF
  - PDF preserves the layout and formatting of your original document
  - Allows anyone with the free Adobe Reader, or comparable program, to access it
  - Better format for long-term preservation and access; ensures that your document can continue to be read years from now.
- Word and LaTeX to PDF Instructions
  - <http://www.etdadmin.com/cgi-bin/main/createpdf>
- Free PDF Converters
  - Microsoft Word usually has the option to save as PDF
  - <http://createpdf.adobe.com/>
  - <http://www.primopdf.com/index.aspx>
  - <http://www.cutepdf.com/products/cutepdf/writer.asp>
- UMI ETD Tutorial:
  - <http://www.etdadmin.com/cgi-bin/main/createpdf?siteId=73>

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**Video**

Kim Glover

**Files 2**

Name	Size
evaluation form FA12.p	125 KB
evaluation form.doc	38 KB
Formatting tips for ETD.	26 KB

**Attendees (2)**

Hosts (1)

- Kim Glover

Presenters (0)

Participants (1)

- Chikako Mochizuki

**Chat (Everyone)**

Kim Glover 2: Hello Chilkako

Kim Glover 2: There are files available for you to download next to this box


Kim Glover 2: can you hear okay?

Save To My Computer




# Tips for Filming Demos/Presentations

- ▶ Plan for the environment
  - ▶ Lighting
  - ▶ Noises
  - ▶ Crowds
    - ▶ Permission slips for being on the video
- ▶ How to demonstrate resources and services best
- ▶ Equipment needed
  - ▶ Camera
  - ▶ Tripod
  - ▶ Mic
  - ▶ Headphones
- ▶ Where to host the video
  - ▶ YouTube
  - ▶ Kaltura



# Tips for Creating “How to” Tutorials

- ▶ Identify Subject Expert
  - ▶ Document their process
  - ▶ Keep language simple
  - ▶ Focus tutorials on one task at a time
  - ▶ Have stakeholders view and give feedback
  - ▶ Have a novice watch and try following instructions to complete the task covered in the tutorial
- 

# Online Guides

- ▶ LibGuides
  - ▶ Online Guides
    - ▶ Research Help
    - ▶ Resource/Resource Guides
    - ▶ How To Guides
  - ▶ Located on website
  - ▶ Embedded/linked into Blackboard

The screenshot displays the KU Libraries website interface. At the top, there is a blue navigation bar with the KU logo and links for 'KU Home', 'myKU', 'Email', 'Enroll & Pay', and 'KU Directory'. Below this is a white header for 'KU Libraries' with sub-links: 'Libraries Home', 'Articles & Databases', 'Catalog: books & more', 'E-journals', 'Course Reserves', and 'Ask a Librarian'. The main content area features a breadcrumb trail: 'Libraries » Research & Course Guides » How to do Research Using the KU Libraries' Resources'. The title of the page is 'How to do Research Using the KU Libraries' Resources', with tags for 'help', 'information\_literacy', 'reference', and 'research'. A descriptive paragraph states: 'This guide contains video tutorials explaining and demonstrating how to do research using the KU Libraries' resources. It contains video tours of the Libraries, how to search the Library Catalog and databases, how to request articles and books, and more!'. Below the text are links for 'Last Updated: Jul 1, 2014', 'URL: http://guides.lib.ku.edu/guidestutorials', 'Print Guide', and 'RSS Updates'. A horizontal menu contains buttons for 'Home', 'Library Video Tours', 'Library Quick Search Tool', 'Library Catalog', 'Journal Articles and Databases', and 'Request Articles, Books, and More'. Below this is another row of buttons: 'Search Strategies', 'Evaluating Sources', 'Primary vs Secondary', and 'Theses & Dissertations'. A search bar is located at the bottom right of the header area. The main content is divided into three columns: 'Welcome' (with introductory text), 'About this Guide' (with a list of links: 'Library Tours', 'Quick Search', 'Databases', and 'Request articles, books, and more'), and 'Contact for Research Tutorials' (featuring a photo of Kim Glover and a 'Contact Info' link).





# Free Resources

- ▶ KU Library Research Tutorials: <http://guides.lib.ku.edu/guidestutorials>
- ▶ KU “How to Guides”: <http://guides.lib.ku.edu/tutorials>
- ▶ Merlot (Collection of peer-reviewed instruction materials): <http://www.merlot.org/merlot/index.htm>
- ▶ Backwards Design [https://fitnyc.edu/files/pdfs/Backward\\_design.pdf](https://fitnyc.edu/files/pdfs/Backward_design.pdf)
- ▶ Quality Matters <https://www.qualitymatters.org/rubric>