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

**ek 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 a information literate citizen but also important decisions based on external information.

Evaluating Web Pages

- Accuracy: Does the information seem accurate? Are there misspellings or obvious mistakes? Do other sources support the facts presented? Is evidence given to support the information?
- Authority: Who is the author of the website? What are the author’s credentials? Do they have a professional affiliation?
- Objectivity: Does the website present information from a biased point of view? Does the source contradict or support claims?
- Coverage: Does the information seem comprehensive? Do you need more specific information than the site provides?
- Currency: When was the website published or revised? How current is the 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 to 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!

Watson Tour
You can also search our catalog for books, journals, videos, newspapers, and more. And search our online databases for scholarly articles.
Example of Adobe Connect Pro

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.etadmin.com/cgi-bin/main/createpdf

- Free PDF Converters
  - Microsoft Word usually has the option to save as PDF
  - http://createpdf.adobe.com/

- UMI ETD Tutorial:
  - http://www.etadmin.com/cgi-bin/main/createpdf?siteid=73
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
Free Resources

- KU Library Research Tutorials: [http://guides.lib.ku.edu/guidestutorials](http://guides.lib.ku.edu/guidestutorials)
- KU “How to Guides”: [http://guides.lib.ku.edu/tutorials](http://guides.lib.ku.edu/tutorials)
- 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](https://www.qualitymatters.org/rubric)