

## **LIS 665 Digital Instruction - Meera Garud**

**Primary Student Learning Outcome:** SLO4 Technologies (Core-eligible)

**Prerequisites:** None

**Last ran:** Fall 2020

**Meeting days and location:** Online (Asynchronous)

### **Course objectives:**

- Identify key aspects of effective instructional design and apply them in developing an instructional plan for a specific library context and patron need
- Design an instructional plan for a learning activity that clearly defines a specific learning goal and measurable criteria to determine achievement of the goal
- Develop an instructional sequence within the plan that is based on research-based techniques and approaches to engage users in a meaningful learning experience
- Develop a digital (video) learning activity that is integral to implementing the plan (such as an online tutorial or a recorded mini-presentation)
- Provide critical feedback to colleagues throughout the development process

### **Required texts:**

- No textbook
- List of readings posted in Lulima, but you are not restricted to these.

### **Required technology:**

- Computer with a reliable internet-connection or mobile device with a high-speed connection
- Use of Zoom & Slack, webcam and microphone, at least one up-to-date modern browser, and office productivity software

### **Teaching methods:**

- Scenario-based projects, opportunities for application and reflection, peers serving as critical friends, guest community resource persons, and hands-on experience with digital tools for learning.

### **Research methods:**

- Instructional design analysis as a systematic process

### **Major assignments:**

- Essay on the librarian's role in the digital age
- Reading response video on teaching strategies for online and face-to-face learning environments
- Tech tracker entries
- Following the ADDIE instructional design model: Analyze instructional needs of a target audience, design and develop a digital learning activity to address one of these needs, and implement and evaluate the activity (with a test team composed of classmates and/or in real life)
- Revise the activity and reflect on the process

- Buddy responses and peer feedback for the learning activity

**ePortfolio-eligible assignment:** Revised learning activity and plan [Individual project]