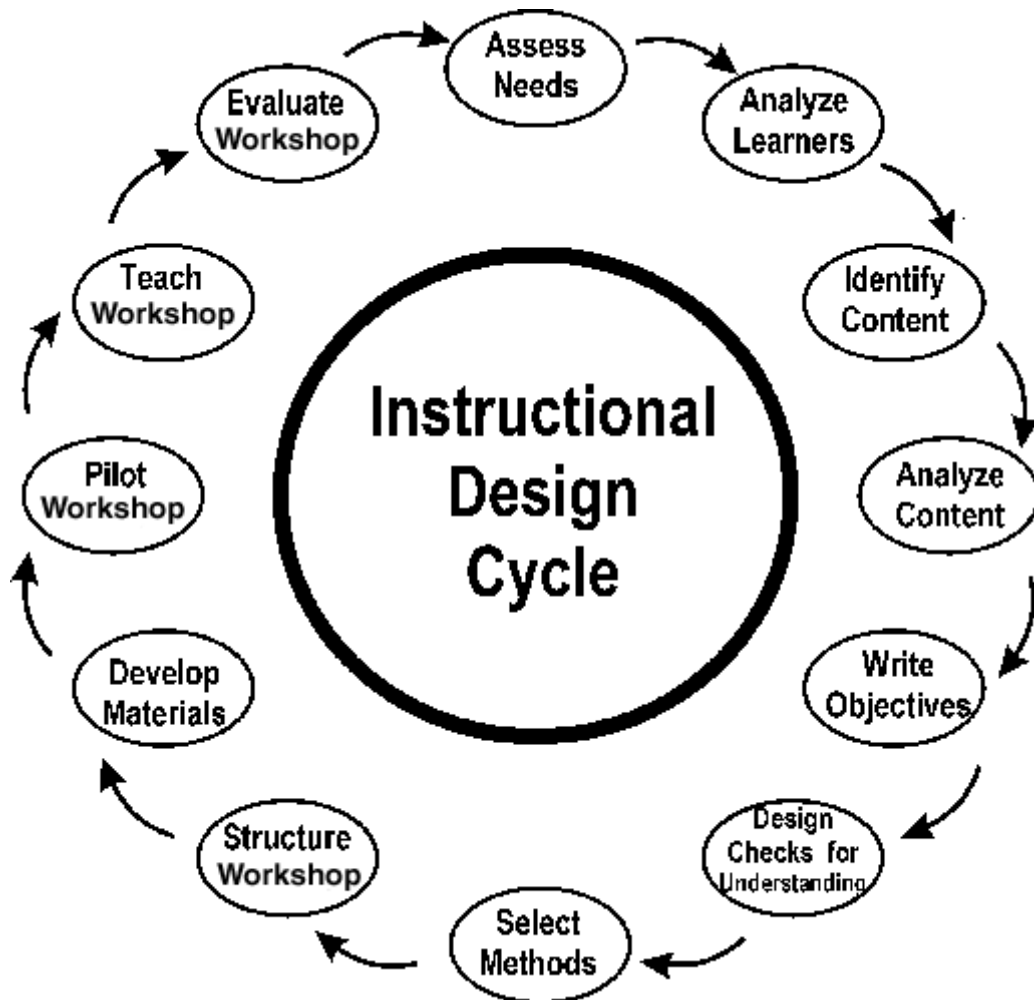


Creating the One-Shot Library Workshop: Instructional Design for Librarians

Jerilyn Veldof
jveldof@umn.edu
University of Minnesota Libraries
<http://www.tc.umn.edu/~jveldof/WorkshopDesign/>



Instructional Design Process

Step	Deadline	Date Completed
1. Assess needs		
2. Analyze learners		
3. Brainstorm content		
4. Filter content		
5. Group content into modules		
6. Create a task analysis		
7. Create teaching points		
8. Write objectives		
9. Build evaluation tools		
10. Create checks for understanding - or do this during step 12		
11. Revisit the Need-to-Knows		
12. Brainstorm teaching methods		
13. Choose teaching methods		
14. Structure workshop		
15. Develop materials		
16. Pilot workshop		
17. Change workshop as needed		
18. Deliver workshop		
19. Evaluate workshop		
20. Change workshop		

Step 1: Needs Assessment

- A. Who is your primary clientele for this workshop? (This might be the person who wants a group of people to learn something in particular, the person who ultimately decides if the learner(s) are successful, or the person who is in a position to require or strongly encourage the learner(s) to attend the workshop.)
- B. What is it that the learner needs to be able to do better or differently according to the client? (Make sure you frame this from the client's perspective. For example, the community program director client needs his staff – the learners - to find better quality grants. The faculty client needs her students to be more discerning consumers of information and choose higher-quality references in their next paper.)
- C. Given this, what are those things that the client thinks you need to absolutely cover in the workshop. (For purposes of today, put yourself in the client's shoes and give a good guess. In actuality this list will probably be fairly short and high level.)

“In Real Life” - Needs Assessment Checklist

Have you:

- ✓ Identified your client or client group?
- ✓ Conducted an assessment with your client or client group?
- ✓ Articulated the major need of your workshop based on your client or client group?
- ✓ Coded all the information you've collected?
- ✓ Identified some possible workshop content to include and not include?
- ✓ Begun to identify a title and description as a component of marketing the workshop?

Step 2: Learner Analysis

- A. Who are the target learners and what are some of the general characteristics of this group that may affect their learning?
- B. What prerequisite knowledge, skills, and attitudes do the learners already have about the topics covered in the workshop?
- C. What are these target learner's predominant learning styles?

"In Real Life" - Learner Analysis Checklist

Have you:

- ✓ Identified ways to learn more about your learners?
- ✓ Conducted a learner analysis and come to better understand your learners?
- ✓ Captured the information you learned?

Step 3: Brainstorm Content

Directions: Given your needs assessment and learner analysis, take time to individually write down as many content possibilities that the workshop might include.. Then go around the group and have each member contribute one item (exclude redundancies) until all ideas are exhausted.

A,B, C,D?	Brainstorm List

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“In Real Life” - Brainstorming Content Checklist

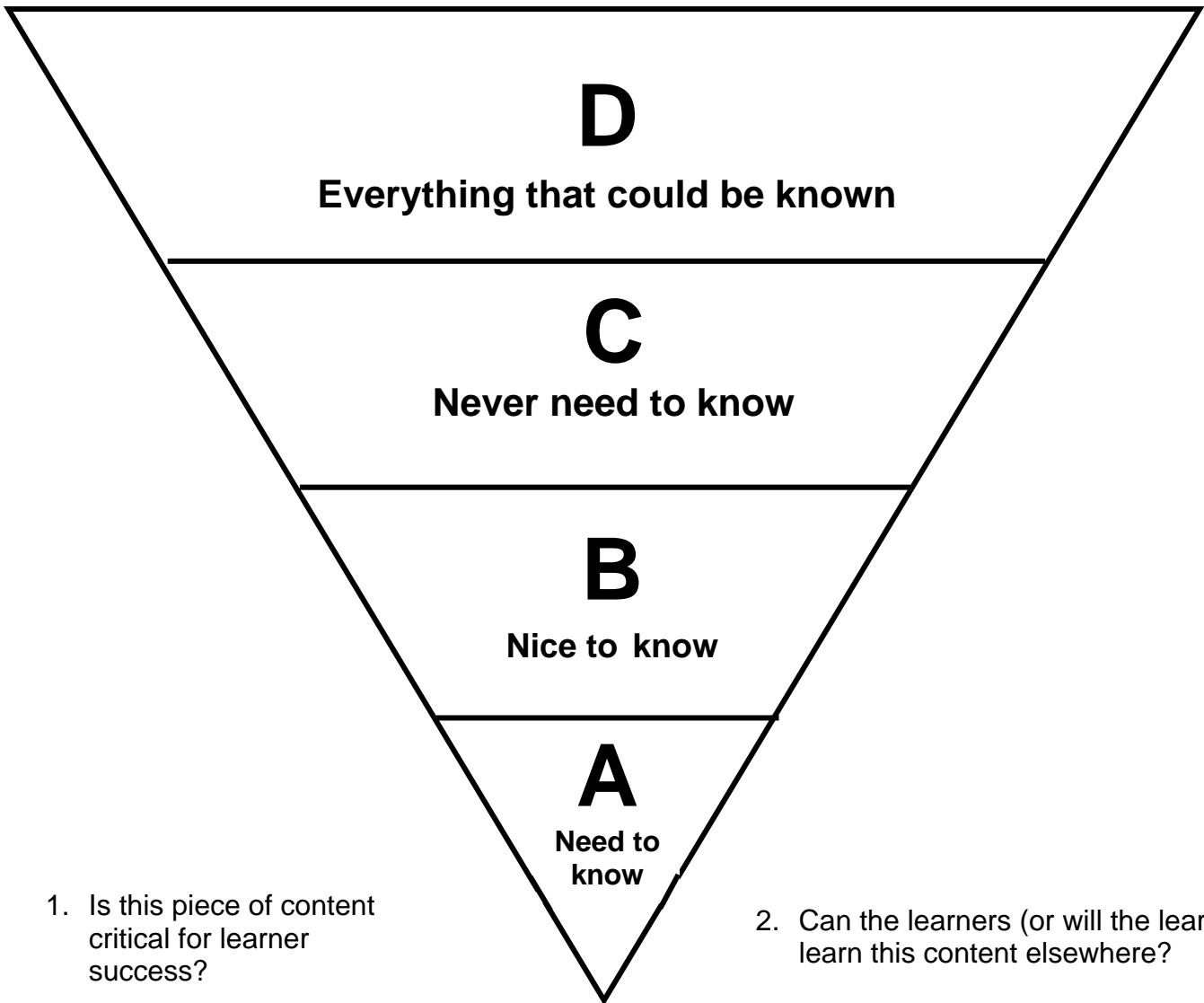
Have you:

- Lined up your design partner, team, or willing colleagues to participate in a brainstorming session?
- Reviewed the information from steps 1 and 2?
- Reviewed any other information that might be useful, such as relevant usability test results that reveal access problems?
- Created a meeting tone that is conducive to brainstorming?
- Exhausted all possibilities and ideas from your brainstorm group?
- Sought clarification on the unclear items but refrained from critique?

Step 4: Filter Content

Directions: In the above table, label items A, B, C, or D..

Use the Need-to-Know Triangle



3. Even if the particular content item is important, is it important for these particular learners with their particular need?
4. Even if the content can be squeezed into the allotted workshop time, would it just contribute to learner overload and damage the potential learning of other items on the need-to-know list?

Step 5: Group content

Directions: Group your need-to-know items into content areas. Label the groupings. (For example, one grouping might be all things related to distinguishing between popular and scholarly articles). These will become your workshop modules.

Group/Module 1 is called: _____

And includes the following items from the brainstorm list:

Group/Module 2 is called: _____

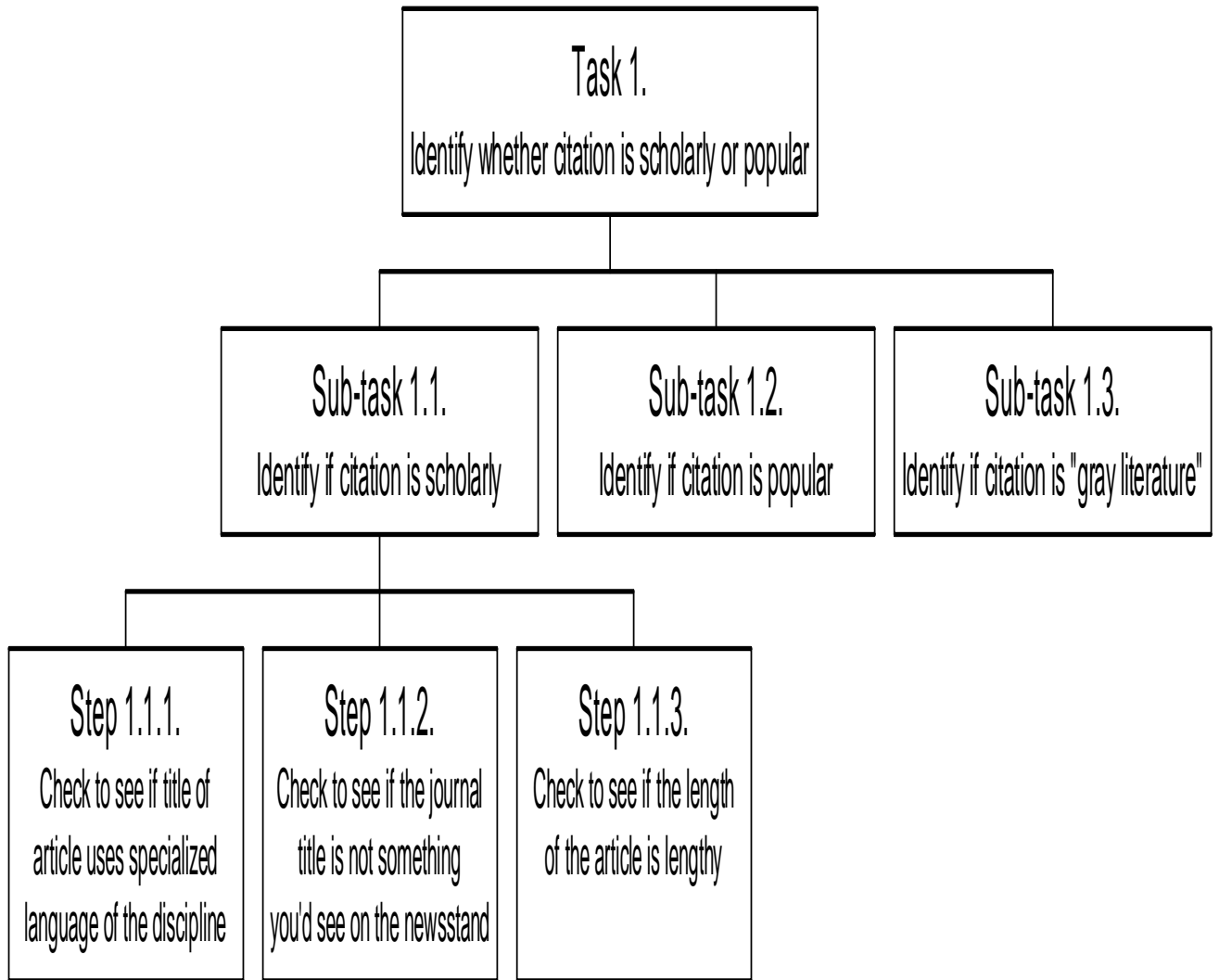
And includes the following items from the brainstorm list:

“In Real Life” - Grouping Content Checklist

Have you:

- ✓ Grouped your list of need-to-know items?
- ✓ Identified any missing gaps?
- ✓ Been rigorous in keeping a strict need-to-know list and kept those nice-to-know items from creeping in?
- ✓ Placed the groupings in an order that would make sense for the learners?
- ✓ Double-checked that the needs assessment fits the groupings and content chosen so far?

Step 6: Task Analysis



Describe what person does:

- Start with action verb
- Noun after verb
- Is brief – avoid detail
- Avoid overlap between tasks

Does not include:

- Attitude statements
- Goal statements or standards
- Personal characteristics
- Knowledge statements
- Selection criteria statements or prerequisites

From Unravel 2: The Research Process

Task Analysis Example: Scholarly Vs. Popular

Task	Subtask	Step
1. Identify whether my citation is scholarly or popular	1.1. Identify if scholarly	1.1.1. Check to see if the title of the article uses specialized language of the discipline 1.1.2. Check to see if the journal title is not something you'd see on the newsstand 1.1.3. Check to see if the length of article is lengthy
	1.2. Identify if popular	1.1.4. Check to see if the title of the article uses language for a general audience 1.1.5. Check to see if the journal/magazine title is something you'd see on the newsstand 1.2.1. Check to see if the length of article is on the brief side
2. Identify whether my article is scholarly or popular	2.1. Identify if scholarly	2.1.1. Check to see if the article has a bibliography 2.1.2. Check the expertise of the author (use handout) 2.1.3. Check to see if the article has an abstract at the beginning
	2.2. Identify if popular	2.2.1. Check to see if the article does not have a bibliography 2.2.2. Check the expertise of the author (use handout) 2.2.3. Check to see if the article does not have an abstract in the beginning

Task Analysis Worksheet

Directions: Choose 3 tasks that your learners need to do. Note: your class may include more than 3, but for purposes of today's workshop, identify just 3.

Task 1:

Task 2:

Task 3:

Directions: Choose one task and create at least 2 sub-tasks and several steps for each sub-task.

TASK	SUB-TASK	STEP
1.	1.1.	1.1.1.
		1.1.2.
		1.1.3.
		1.1.4.
	1.2.	1.2.1.
		1.2.2.

Revisions?

TASK	SUB-TASK	STEP
1.	1.1.	1.1.1.
		1.1.2.
		1.1.3.
		1.1.4.
	1.2.	1.2.1.
		1.2.2.
		1.2.3
		1.2.4

“In Real Life” – Task Analysis Checklist

Have you:

- ✓ Used your module groups to develop one (or only a few) tasks for each module?
- ✓ Broken down the tasks into subtasks and steps?
- ✓ Questioned your assumptions about what the learners know so that the steps are written to the appropriate levels?

Step 7: Teaching Points

Directions: What do your students need to know to successfully complete the task?

	Nice to Know	Need to Know
Task 1:		
Teaching Points for Task 1:		
Task 2:		
Teaching Points for Task 2:		
Task 3:		
Teaching Points for Task 3:		

“In Real Life” – Teaching Points Checklist

Have you:

- ✓ Reviewed previous steps in the design process for possible teaching points?
- ✓ Especially focused on pulling out teaching points from your need-to-know list?
- ✓ Identified other teaching points that would be essential for the learners to be able to complete each task?
- ✓ Tried out your teaching points on others for clarity?
- ✓ Refined them so that they can stand alone on a flipchart, handout, and so on?

Step 8: Write Learning Objectives

Directions: Write 3 learning objectives from your Task Analysis:

	CONDITION	TASK (from task analysis)	QUALIFER/STANDARD
<i>Example</i>	<i>Using Dreamweaver</i>	<i>create a basic web page</i>	<i>that includes text in 2 columns, a photo, and the library logo</i>
<i>Example</i>	<i>Given a citation</i>	<i>Identify whether an article is popular or scholarly</i>	<i>using three different evaluation criteria.</i>
Your turn			
Your turn			
Your turn			

Make sure your objectives are:

1	Behaviorally based	They cause behavior to be changed.
2	Visual	You can see them being met.
3	Measurable	You can measure if the learner met the standard or qualifier.

“In Real Life” – Writing Objectives Checklist

Have you:

- ✓ Started with the tasks from the task analysis?
- ✓ Added in a condition under which the task will be done?
- ✓ Added in a qualifier or performance standard that is behavioral, measurable, and testable?

Jigsaw Exercise

Directions: Write 3 teaching points from your assigned article

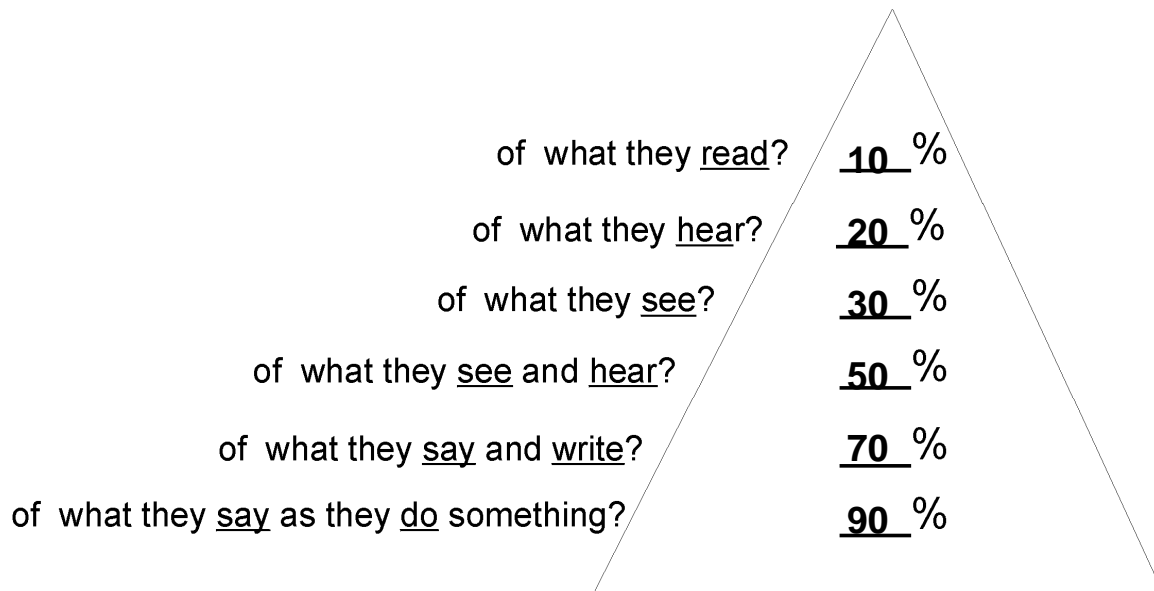
1.

2.

3.

Dale's Cone of Experience

How much do you think people will generally remember...

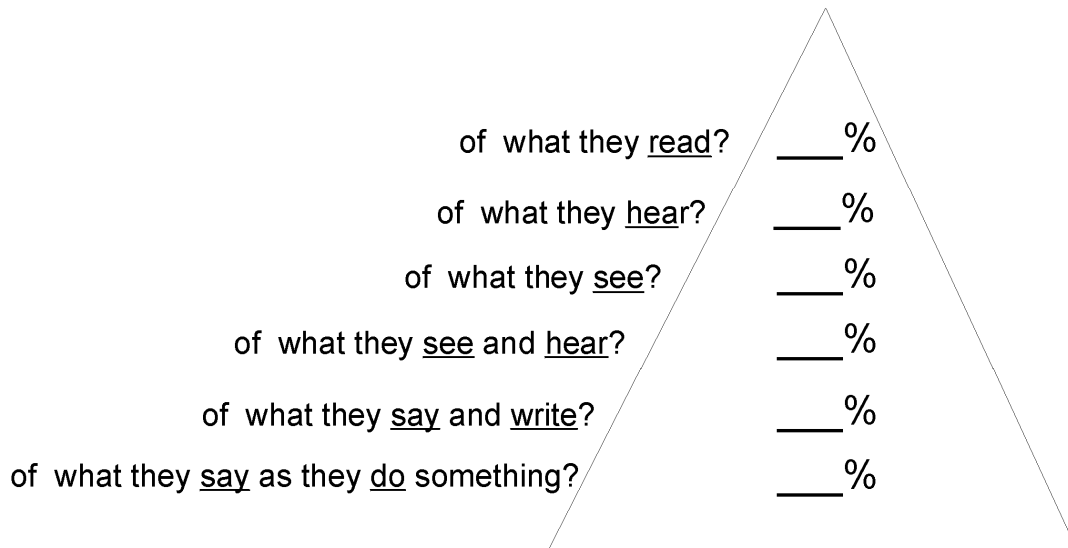


*“What I hear, I forget;
what I see, I remember;
what I do, I understand.”*

- Confucius.

What About This Do You Remember?

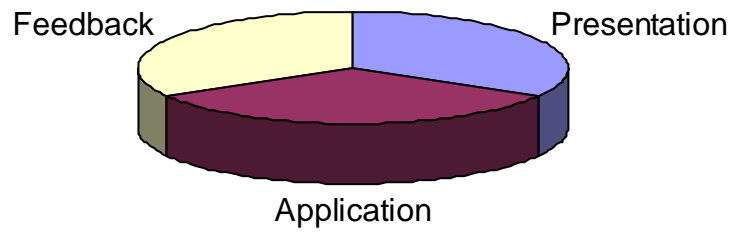
1. What is the pyramid called?
2. What percentage of information do people remember? Fill in the pyramid below:



3. According to the pyramid, what percentage of the materials on the other side of this sheet will you actually remember given the way you were taught it?

_____ %

Phases of Instruction: Presentation, Application, Feedback



/ { Presentation done by _____

/ { Application done by _____

Feedback done by _____

Glossary of Methods

P=Presentation; A=Application; PA=Combination

1. **Action Maze (A)** A variation of the case study in which students solve a problem or case by making decisions. Their decisions determine what they will see next. The consequences of their decisions provide students with insight and feedback.
2. **Behavior Modeling (P and A)** A technique in which desirable behavior is shown to the students. The behavior is then analyzed and studied. Then follows an opportunity for students to try out and practice the behavior with guidance and feedback. Used commonly in interpersonal skills and communication training.
3. **Brainstorming (P and A)** A freewheeling technique to generate ideas. Phase one requires a creative, spontaneous flow of suggestions without any judgement or evaluation of the suggestions. Phase two involves more careful analysis to explore the ideas and evaluate their usefulness.
4. **Buzz Group (P)** A large group is subdivided into smaller groups for a quick discussion. All groups meet simultaneously for 5 to 10 minutes to react to a topic, generate ideas or questions, discuss an issue, etc.
5. **Case Study (A)** A written or oral account of a situation is given to the students. Either individually or in groups, the students are asked to analyze the case and present recommendations.
6. **Clinic (A)** Students meet to analyze and treat a specific problem or react to a problem they have encountered.
7. **Coaching (P and A)** A one-on-one process in which intensive learning occurs via demonstration and practice followed by guidance and feedback. Usually takes place on the job.
8. **Colloquy (P)** A modified version of a panel involving four to eight people. Half the panel represents the students and the other half are resource people or experts. The student representatives ask questions, raise issues, and make comments for the experts to respond to.
9. **Committee (P and A)** A smaller group drawn from a large group of students to handle a project or assignment that can't be handled efficiently by the large group. There may be more than one committee working at the same time. Each committee reports back to the larger group for direction and feedback.
10. **Computer-Based Training (P and A)** The student receives instruction, makes responses, and receives feedback via interaction with a computer.
11. **Conference (P)** A number of different presentations are available for the learners to choose from. Generally the people at each session share a common problem, need or interest.
12. **Correspondence Course (P and A)** A self-instructional course using prepared materials that are sent to the student. The student does assignments and returns them to an instructor who reviews them.
13. **Critical Incident (A)** A variation of the case study in which students are given incomplete data. By analyzing the case and asking the right questions, they are given additional data needed to solve the case.
14. **Critique (A)** Students analyze the strengths and weaknesses of a subject, system, approach, proposal, etc. They then make suggestions for improvements.

- 15. Debate (P)** Two students or teams of students defend opposite sides of an issue. Students alternate in presenting their arguments. The purpose is to explore all aspects of an issue and also emphasizes winning.
- 16. Demonstration (P)** Students observe the performance of a task or procedure. The demonstration may be live or prerecorded.
- 17. Dialog (P)** Two individuals had a conversation while the students observe. The individuals in dialog may be resource people or selected students. They may either present opposing views or simply discuss the issue in an informed manner.
- 18. Discussion (P)** An exchange of ideas on a topic of mutual concern. The discussion can be leaderless or moderated by a leader. It can be totally unstructured and spontaneous or it can be highly structured.
- 19. Drill (A)** A session of repetitive practice designed to increase efficiency, improve the quality of performance or aid retention.
- 20. Expanded Panel (P)** This is a panel with a vacant chair. Students can temporarily take the vacant chair in order to participate briefly in the panel discussion. When they have had their say, they vacate the chair so another student can occupy it.
- 21. Field Trip (P)** Students are taken to the environment where the task is performed. The trip is carefully planned for learning through observation and analysis of what is observed (this is not just a casual tour).
- 22. Fishbowl (P and A)** A modification of the discussion in which a group is divided into two smaller groups. The inner circle discusses an issue or does an exercise while the outer circle observes and then offers observations or feedback.
- 23. Forum (P)** Following a formal presentation, students discuss and ask questions about the topic. They may ask questions of the speaker or discuss among themselves. For larger groups, a moderator may be needed.
- 24. Game (A)** An exercise in which competition or cooperation or both are used to practice principles learned previously. It is usually intended to be fun.
- 25. In Basket (A)** Prepared items are given to the students as if arriving in their in-baskets. Students must place the items in priority order, make decisions, handle any difficulties, and respond to time deadlines and pressure, in order to get the workload completed.
- 26. Instruments (P)** Students fill out questionnaires, checklists, worksheets, or surveys either to gain insight about themselves or explore a topic.
- 27. Interview (P)** Students are given an opportunity to interview and question a resource person. Sometimes someone else conducts the interview and the learners simply observe.
- 28. Jigsaw (P)** Students are put in small groups and assigned a reading to digest. Each group then teaches what they have learned to the whole class. The facilitator guides, clarifies, and corrects the group presentations as necessary.
- 29. Job Aids (P)** Many forms of aids can be given to students to assist them in doing their jobs. These include worksheets, checklists, samples, flowcharts, procedural guides, glossaries, diagrams, decision tables, and manuals.
- 30. Laboratory (A)** A training site is set up which allows experimentation and testing by students. This can be done for technical and scientific training but also for human relations and complex behavioral programs.

- 31. Learner Controlled Instruction (P and A)** Many resources are made available to the student who must identify the objectives, select resources, set up a program, and work through the program. A resource person is usually available as a guide.
- 32. Lecture (P)** A prepared oral presentation by a qualified speaker.
- 33. Lecturette (P)** A very brief oral presentation usually requiring only a few minutes; an attempt to overcome some of the weaknesses of formal lectures. These are usually interspersed through a course.
- 34. Listening Team (P)** A group of students assigned to listen to a speaker, take notes, prepare questions, and then summarize a session. They may also be allowed to question the speaker. Several listening teams can each focus on a different aspect of the session and report their observations and conclusions.
- 35. Marathon (P and A)** Students stay in the learning environment for an extended time. Usually done in a secluded spot to minimize distractions and allow intense concentration on the objectives of the session. Usually reserved for interpersonal skills, personal learning, and self assessment.
- 36. Mental Imagery (A)** A process of relaxing and imagining yourself performing a task properly. Repeated mental rehearsal is a supplement or replacement for actual practice.
- 37. Mini-Case (A)** A modification of the case study in which a brief situation is described to the students who discuss how the case should be handled. Characterized by only key facts being presented and by brevity in discussion. Often used to give examples of situations and procedures.
- 38. Neighbor Discussion (P)** A quick method to create participation and activity by students. They are asked to speak to the person beside them for a few minutes to discuss an issue, answer a question, or generate questions to ask. Also known as **Think-Pair-Share**.
- 39. On-the-Job Training (P and A)** Also called job instruction training. This consists of a formal step-by-step procedure for conducting training in the workplace.
- 40. Panel (P)** A discussion among a group of experts takes place while students observe. Sometimes students ask questions after the panel has spoken. Often requires a moderator to direct the flow.
- 41. Peer-Assisted Learning (P and A)** Students help each other learn under the guidance of a group leader. They may do exercises together and give each other feedback. Also used to give advanced students an opportunity to help their less advanced peers.
- 42. Practice Exercise (A)** Students are given an assignment to practice performing a task. Can be used for any type of task.
- 43. Programmed Instruction (P and A)** A self-instruction method in which students work through materials at their own pace; making responses and receiving feedback on their work. Can be done in many formats and media.
- 44. Question and Answer (P)** A method in which the leader covers course content by asking a series of questions. Also reversed in which the students are asked to generate and ask questions in order to learn about the subject.
- 45. Quiz (A)** A method of assessing learning or giving practice by filling out a questionnaire or test. Can also be oral.
- 46. Reaction Team (P)** A group of two to five students is selected to react to a speaker's presentation by asking questions or making comments. They may be allowed to interrupt to seek immediate clarification.

- 47. Reading (P)** Students are assigned materials to read in order to cover course content or prepare for a group session.
- 48. Reflection (P)** Students are given time alone to review and think about what has been learned, assess its applicability, or think about how to make it work in their setting.
- 49. Role Play (A)** Students enact a situation in order to try out new skills or apply what has been learned. Usually used for interpersonal and communication skills.
- 50. Seminar (P)** A participatory method in which students are expected to have a good background in the topic and work together as equals. Often starts with a leader giving a brief presentation and then acting as a resource person while the students are responsible for directing their own efforts.
- 51. Sensitivity Training (P)** A rather intense interpersonal exercise in which students interact together to learn about their own behavior and feelings. A highly specialized method that often comes close to being a form of mild therapy.
- 52. Simulation (A)** The training environment is set up to allow the learners to practice a task under very job-like conditions. May include equipment simulation or situational simulation. Often used as a blanket term for any realistic, job-like exercises. Role playing and case studies can be categorized as simulations.
- 53. Skit (P)** A short, dramatic presentation that is carefully prepared and rehearsed to illustrate principles or provide material for analysis and discussion.
- 54. Slip Writing (P)** A quick method of generating questions from students by asking everyone to write their main question on paper and pass it to the leader. The leader then reads all the questions to the group and either answers or refers questions back to the group. Can be used at any time a learner wishes to ask a question anonymously.
- 55. Study Guide (P)** Materials that provide a map for the students to follow in learning a subject. I can include many types of activities and materials. Can be used individually or in groups.
- 56. Symposium (P)** Resource people present a series of lectures on related topics. Each speaker presents only one aspect of the topic. A moderator often summarizes. Sometimes students ask questions afterward. A rather structured, formal method.
- 57. Syndicates (A)** Students are subdivided into small groups of three to six people to perform an assigned task as a team.
- 58. Tutorial (P and A)** A one-on-one process in which a skilled person assists an unskilled person to learn via demonstration and practice followed by guidance and feedback. It takes place in a training environment rather than on the job. The skilled person can either be the leader or an advanced student.
- 59. Vestibule Training (P and A)** A private place is set aside in the work area to allow training in an off-line but highly realistic environment. Designed to bring the student up to standard quickly before allowing on-line production. This is basically a compromise between classroom and on-the-job training. Usually a form of individualized learning.
- 60. Workshop (P and A)** A highly participative session that puts greater emphasis on student application than on presentations by the leader. Students work to produce a product or solve a problem with guidance from a leader.

Adapted From Langevin Learning Services, Jerilyn Veldof and Janet Roseen

Variety of Methods and Techniques

- | | | |
|------------------------------------|---|------------------------------------|
| 1. Action maze¹ | 46. Formulas | 91. Overheads |
| 2. Action plans | 47. Forum | 92. Panel |
| 3. Analogy | 48. Frequent changes | 93. Pareto analysis |
| 4. Article | 49. Frequent breaks | 94. Participant rosters |
| 5. Assignment | 50. Game | 95. Peer assisted learning |
| 6. Behavior modeling | 51. Glossaries | 96. Performance tests |
| 7. Bibliography | 52. Graphics | 97. Physical movement |
| 8. Brainstorming | 53. Group activities | 98. Practice exercise |
| 9. Branching | 54. Group exercises | 99. Pre-course letters |
| 10. Buzz group | 55. Group feedback | 100. Previews/overviews |
| 11. Cartoons | 56. Group polling | 101. Problem solving |
| 12. Case study | 57. Group rotation | 102. Programmed instruction |
| 13. Checklist | 58. Handouts | 103. Projects |
| 14. Chunking | 59. Humor | 104. Puzzles |
| 15. Clinic | 60. Ice breakers | 105. Question and answer |
| 16. Coaching | 61. If / Then tables | 106. Quiz |
| 17. Colloquy | 62. In basket | 107. Quotes/Testimonials |
| 18. Cooperation | 63. Index | 108. Reaction sheets |
| 19. Comfortable environment | 64. Individual exercises | 109. Reaction team |
| 20. Competition | 65. Instruments | 110. Reading |
| 21. Committee | 66. Interview | 111. Reflection |
| 22. Computer-based training | 67. Jigsaw | 112. Repetition |
| 23. Conference | 68. Job Aids | 113. Report reviews |
| 24. Conversation | 69. Journals | 114. Rhetorical questions |
| 25. Correspondence course | 70. Laboratory | 115. Role play |
| 26. Critical incident | 71. Learner analysis | 116. Samples |
| 27. Critique | 72. Learner controlled instruction | 117. Samples from home |
| 28. Debate | 73. Lecture | 118. Self assessments |
| 29. Decision tables | 74. Lecturette | 119. Seminar |
| 30. Definitions | 75. Listening team | 120. Sensitivity training |
| 31. Demonstration | 76. Manual | 121. Simulation |
| 32. Dialog | 77. Maps | 122. Skit |
| 33. Diary | 78. Marathon | 123. Slip writing |
| 34. Discussion | 79. Mental imagery | 124. Social opportunities |
| 35. Drill | 80. Mini-case | 125. Statistics |
| 36. Elections | 81. Mnemonics/Acronyms | 126. Storytelling |
| 37. Examples | 82. Models | 127. Study guide |
| 38. Executive summaries | 83. Name Cards | 128. Surveys |
| 39. Expanded panel | 84. Neighbor discussions | 129. Symposium |
| 40. Field trip | 85. Networking | 130. Syndicates |
| 41. Experiments | 86. Note taking | 131. Think-pair-share |
| 42. Fishbowl | 87. One-to-one sessions | 132. Transfer activities |
| 43. Flip charts | 88. On-the-job training | 133. Tutorial |
| 44. Flowcharts | 89. Optional exercises | 134. Vestibule training |
| 45. Follow-up calls | 90. Outlines | 135. Whole-part-whole |
| | | 136. Worksheets |
| | | 137. Workshop |

¹ Bolded items are defined in the Glossary of Methods, previous handout.

Step 12/13: Choose Teaching Methods

1/3rd { **P**RESENTATION - (Done by anyone)

2/3rd { **A**PPPLICATION - (Done by learners)
 { **F**EEDBACK - (Done by anyone)

Directions: Identify teaching methods you could use for 1 or 2 of your modules

Module 1:	P	A	F
Module 2:			

Step 14: Structure the Session

INTRODUCE LESSON

Objective

Overview

- Overview of the process
- Purpose of the workshop and how it fits into their purpose
- Explain when the task(s) is performed
- Explain where the task(s) is performed
- Explain who performs the task and who else can be called upon for help in performing the task

Pre-requisites

- Review any pre-requisite material required to perform task(s)
- Define new terms
- Provide a glossary or bibliography of resources

Benefits

- Explain why the task is important
- Emphasize benefits that are gained if task is performed well
- Emphasize problems that may occur if task is performed poorly

Agenda

- Give a brief overview of lesson
- Explain how task(s) to be learned is broken down into sub-tasks
- Explain exercises learners will be asked to do
- Emphasize other back-home exercises, practice or additional training required to meet the objective

PRESENTATION for MODULE 1

APPPLICATION for MODULE 1

FEEDBACK for MODULE 1

Etc....

Steps 9 and 19: Build Evaluation Tools and Evaluate the Workshop

Kirtpatrick's Levels of Evaluation

Level 1	Reaction Evaluation	Did they <i>like</i> it?
Level 2	Learning Evaluation	Did they <i>get</i> it?
Level 3	Behavioral Evaluation	Do they <i>apply</i> it?
Level 4	Results Evaluation	Does it make a <i>difference</i> ?

Level 1 Evaluation

There are many more examples of questions available at <http://www.businessballs.com/trainingevaluationtools.pdf>.

Level 2 Evaluation – Performance Based

Linked to your objectives

If the objective reads....	The performance question may read...
Given a research topic and access to the Library's homepage, find 3 relevant articles that the Library owns.	Using the Library's homepage, find 3 articles on the topic of affirmative action in higher education and identify which library they are in and/or identify the URL to the online version.
Using an article citation, search the catalog to find if the library owns a journal.	Search the catalog for the citations listed below and identify which library you would find the item in or indicate if the library does not own the item.

Con't—

Level 2 Evaluation – Knowledge Based

Linked to your teaching points

Objective	Teaching Point	Test question
Using an article citation, search the catalog to find if the library owns a journal	Need to search the catalog for the name of the magazine, journal or newspaper rather than the article title. Why? Because articles are not included in the catalog.	In the library catalog, I need to search by the _____ to find out if the library has the article I want. a. title of the article b. title of the journal/magazine/newspaper c. author of the article d. any of these
Given a list of citations, identify 3 factors that distinguish a popular article from a scholarly article	Examine the intended audience of a journal or magazine to help distinguish between scholarly and popular sources. Popular sources are written for generalists, scholarly sources are written for experts and academics in a particular field.	_____ articles are normally written for experts in a particular field. <input type="checkbox"/> popular <input type="checkbox"/> scholarly <input type="checkbox"/> citations of <input type="checkbox"/> journal or magazine

“In Real Life” – Evaluation Checklist

Have you:

- Chosen the types of evaluations you will use (levels 1, 2, 3, and 4)?
- Worked with the client (if applicable) to design the types of evaluations you choose?
- Designed the evaluations such as a self-assessment survey for the learners or client, a test, or a grading rubric?
- Piloted test questions to reveal problems ahead of time (if applicable)?

What's left?

Step 15 - Develop your Materials

- ✓ Identify the content needed for visuals
- ✓ Chose a format for each visual (e.g., PowerPoint, flipcharts, transparencies)
- ✓ Identify the content needed for handouts
- ✓ List the applications and checks for understanding that will need worksheets
- ✓ Chose the tone and depth of information for the written materials
- ✓ Draft the materials
- ✓ Design the visual elements of the materials carefully using white space, techniques for emphasis, signposts, bullets, and numbered lists
- ✓ Get some initial feedback from volunteers who either represent the learner group or who are able to critique the materials from their perspective?

Step 16 - Pilot the Workshop

- ✓ Decide on the kind of pilot workshop you will run: external, internal, or “pseudo”
- ✓ Find ways to entice learners to attend the pilot
- ✓ Invite observers to help critique the pilot
- ✓ Hold focus groups with the pilot learners and the client after the workshop if possible
- ✓ Gather the feedback from the learners, observers, and client along with evaluation data and worksheet results
- ✓ Use a pilot checklist to organize the feedback

Step 17 – Change Workshop as Needed

- ✓ Decide how much time, energy, and resources you will put into the pilot analysis
- ✓ Review the pilot data
- ✓ Go through the workshop module by module and identify problems
- ✓ Prioritize the problems
- ✓ Identify the solutions
- ✓ Apply these solutions

Step 18 – Deliver Workshop

- ✓ Decide who will teach the workshop – the instructional designers, the instructors, or both
- ✓ Identify what it means to be a great instructor and create instructional competencies to this end
- ✓ Assess your own – or the instructor’s – instructional competencies
- ✓ Train the instructors to teach the workshop
- ✓ Deliver the workshop

