

Guidelines for Web-based Distance-Learning

Planning Factors:

- Consider an instructional design model. (see:<http://carbon.ucdenver.edu/~mryder/itc/idmodels.html>)
- Identify the purpose of the instruction, write learning objectives and outcomes, and communicate and follow them.
- Identify the target audience.
- Consider whether the World Wide Web is an appropriate delivery method for the instruction.
- Identify who will teach the content.
- Provide training for the teacher if necessary.
- Arrange for adequate technical support.
- Outfit all campus labs with the software necessary to access the instruction.
- Provide directions and resources for students to access the instruction from home.
- Implement methods for collecting students' evaluations of the instruction.
- Document budgeting for the distance-learning program.
- Collaborate with classroom faculty, librarians, and other program staff, such as instructional designers, graphic artists, multimedia authoring specialists, and information technology staff members.
- Collaborate with academic departments to integrate library component into existing programs.
- Deliver instruction in units spaced throughout students' academic careers.
- Decide how to assess student learning.
- Design instruction that employs all of the learning factors noted below.

Content Factors:

- Comprehensively cover the ACRL Information Literacy Competency Standards.
- Consider covering media literacy and financial literacy.
- Be sure to credit sources clearly, attributing intellectual labors to the rightful authors.

Design Factors:

- Employ a consistent layout.
- Create an aesthetically pleasing design.
- Employ intuitive, flexible navigation that provides flexible learning paths (both program control and learner control).
- Ensure a quick download time.
- All elements should adhere to ADA accessibility guidelines, Section 508, Bobby, and W3C accessibility standards.
- Chunk learning materials logically.
- Use Web-based forms and other interactive technologies, such as digital reference.
- Be succinct, concise.

Learning Factors:

- **Doing (discovery learning)**
Requires students to perform either a physical or cognitive task, or both.
- **Reasoning (inductive and deductive learning)**
Requires students to reason through problems.
- **Exploration (incidental learning)**
Helps students to construct knowledge for themselves through collaboration with others (knowledge-building) and through serendipitous events.
- **Observation (apprenticeship)**
Learning material is shown to or demonstrated for the students.
- **Motivation**
Library instruction should be course-related. It should be infused into a course. When a course lives inside courseware, the library instruction should also be accessible from the courseware.
- **Emotionality**
Help students to remember the learning material by helping them make personal connections between the knowledge and their lives.
- **Failure**
Present students with adequate challenges to pique their interest.

Examples for Implementation:

- role playing
- simulations
- virtual labs
- Learning material should be accurate.
- Ask students to answer questions that have multiple, valid answers.
- Require students to apply the information learned to an exercise.
- Explore concepts, not just mechanics.
- case studies
- electronic discussion lists
- email
- videoconferencing
- Web-mentoring
- on-demand expert advice / librarian
- ample illustrations and examples
- animations
- video clips
- audio with text-based transcripts
- image-mapped diagrams
- hyper-text
- graphics
- Couch instruction in realistic, timely, authentic, and relevant contexts.
- Avoid jargon, and use contemporary English phrases.
- The lesson should provide an emotional punch, so that students care about the topic & remember it.
- Design challenging assessment materials that include detailed feedback.

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