Title of Session: Targeting Librarians! Instructional Design
Moderator: Lesley Farmer
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LesleyF: Is everyone here to discuss instructional design?

BJB2: I am!

LesleyF: We'll be looking at it in terms of collaboration since librarians need to focus on that aspect -- and because co-teaching can be a powerful model.

LesleyF: So let's start by a quick intro around -- I coordinate the library media program at California State University, long Beach.

BJB2: I'm a communications teacher in Pennsylvania

CarolN joined the room.

LesleyF: hi, Carol. We're introducing ourselves.

BeckyHo: I am a K-12 librarian in a small Missouri school.

CarolN: High School Librarian in Michigan

LesleyF: So what do you want to know about instructional design -- and what are you comfortable about it?

LesleyF: Note that the other emphasis here will be on using technology ...

BJB2: I'm totally ignorant about what instructional design involves, Lesley.

LesleyF: well, the terminology may be different, but I'll bet that you practice it a lot.

BJB2 listens

CarolN: We're trying to get our IL curriculum approved, and then we'll need to know where to go next.

BeckyHo: IL?

LesleyF: what has been your process in doing that, Carol? I ask because that is part of the instructional design process.

CarolN: Information Literacy

LesleyF: thanks, Carol.

CarolN: The system librarians looked at several curriculums, discussed what we were already doing, and drafted, what seemed important based on the models.

CarolN: Most models are based on the 9 standards in Information Power.

LesleyF: As the models were discussed, what effort was made in looking at student needs?

LesleyF: Good place to consult, Carol.

CarolN: Student needs? meaning as individuals, or as basic outcomes???

LesleyF: The former, I hope.

LesleyF: Let me explain.

LesleyF: Often when learning to become a teacher or a librarian, we are presented with curriculum, and taught how to teach it. HOWEVER, sometimes the BASIS for curriculum is not explored.

LesleyF: The ultimate reason for a curriculum is to help people survive and be successful in their society.

LesleyF: So in that respect, the idea of basic outcomes IS closer to the "bone." What do people need to know and do in order to be "successful"?

CarolN: Yes, we looked at final outcomes, and what students need to know at various levels. Even young students need instruction in information safety and privacy.

LesleyF: SO, as librarians -- and other teachers -- we look at our areas of expertise and define what knowledges/skills/dispositions are needed that we can address. One of the niches of librarians is information literacy: the ability to locate, evaluate, comprehend, use, and share information and ideas.

LesleyF: Great! So looking at those outcomes, and what students need as they grow up -- and what is developmentally appropriate, the curriculum / content matter is determined.

BeckyHo: ".....share information and ideas" in ALL curriculums.

LesleyF: Since information derives meaning from context, librarians pretty much agree that teaching IL skills needs to be done in consort with existing academic curriculum, so

as librarians determine "their" curriculum, they're really looking at what aspect of general education can be best taught by them -- content and process intermingled.

JeffC: I thought the ultimate goal of curriculum was so that schools would score well on high stakes tests so administrators could take the credit.

LesleyF: don't you wish, Jeff...

JeffC: hehe

LesleyF: One of the big issues these days is that with high stakes testing, some administrators and teachers are more reluctant to have students do research/inquiry projects. they fear that will "eat up" valuable time. Their viewpoint, IMHO, is very short-sighted, which I will explain.

LesleyF: and it doesn't show good instructional design thought...

LesleyF: If children learn just to a test, then that is all they will know. The transfer of learning will be slight.

LesleyF: Since to learn, one needs to connect the familiar with the new, the tightly constricted approach does not lend itself to connected learning.

JeffC wonders if it is possible to bring progressive constructivist process into an atavistic system... but is sure that Lesley has a solution.

LesleyF: We notice that students are getting better at decoding text, but their comprehension skills are not improving -- because they don't have the background knowledge to make the connections.

LesleyF: There is more reading, but less content or context. Sciences and even history are being taught less in elementary grades to make more room for phonics...

LesleyF: Not that I am biased.

LesleyF: All of this is to say that when students do more independent and content-rich reading, and when they compare and synthesize information, their knowledge base grows.

LesleyF: Info lit also helps them analyze textual information -- as well as visual and auditory information -- so they can make sense of it, interpret it, and use it to make decisions and solve problems.

LesleyF: Sorry for so much verbiage, but it sets the stage for instructional design.

CarolN: Glad to have the rich content.

LesleyF: The ADDIE model of instructional design

LesleyF: * Analysis

LesleyF: * Design

LesleyF: * Development

LesleyF: * Implementation

LesleyF: * Evaluation

LesleyF:) comes from info tech, but it is just another spin on designing learning activities.

LesleyF: I'll show you a website soon...

LesleyF: SO, we say that students need to read/write/do math/think. We analyze what they need -- and see where they are.

LesleyF: Then we can design the strategy to help them meet those outcomes: # How should content be organized?

LesleyF: # How should ideas be presented to learners?

LesleyF: # What delivery format should be used?

LesleyF: # What types of activities and exercises will best help learners?

LesleyF: # How should the course measure learners' accomplishments?

LesleyF: In the development stage, we create the "package" for that strategy: identifying resources, noting gaps that we have to address by creating content (or changing our strategy) -- and we should pilot test our package (it often ends up being the first period class taught), but it SHOULD be part of the overall plan that is done between the classroom teacher and the librarian -- and the tech specialist as well. The "piloting" or pre/reviewing can be done by that design team.

LesleyF: Then the instruction/activity is implemented and evaluated -- and that evaluation should include assessing how well the planning was done. Although the bottom line is learning...

LesleyF: Ready to look at an ADDIE model page?

JeffC nods

LesleyF: http://www.intulogy.com/addie/development.html

BeckyHo: I found the client list very interesting - is this a program they use to train their employees?

LesleyF: Yes, Becky. Instructional Design came from the human resources development world.

LesleyF: But it works in K12

LesleyF: I like the team approach of it.

BeckyHo: Which is what we are trying to do - teach our students for real-world situations.

LesleyF: it's another way to approach collaboration.

LesleyF: it also makes curriculum more authentic.

LesleyF: So let's look at the issue of reading and writing with this lens.

LesleyF: If a problem is comprehension, then we have to look at what students need to know in order to comprehend new/unknown text.

LesleyF: they need other background information. So how will they get that background/contextual information? They'll need to read or view or somehow find out about the world around them.

LesleyF: well, there's TV and the Net -- but how will they learn what is vaguely true/authentic? they need to develop critical thinking skills. That still means that they need to have contact with a range of ideas and content.

LesleyF: If students are limited to basal readers and textbooks, they'll have little contextual knowledge.

LesleyF: We also know that students are more likely to learn if they can connect to what they already know -- or want to know, And that if they're motivated and feel that they have some sense of control or decision-making, they'll be more apt to pay attention and to persevere.

LesleyF: SO, learning about their worlds will help them read. So we need to design experiences where they can get information and share it -- thus broadening their exposure to new ideas.

JeffC: I completely agree with the goals of collaborative learning, and agree that they completely jibe with 21st Century job skills. However, how can we reconcile those skills within an educational system that stresses individualized testing and assessment. Group and collaborative skills seem completely off of NCLB radar.

LesleyF: So that means that if students can choose from a variety of topics/aspects and from a variety of sources, they can learn about their own interest area AND share their findings with others (combining synthesis and teaching -- and listening/reception of information). EVERYONE wins!

LesleyF: So each person can do individual learning. It's just that they can tell each other what they learn. Accelerated learning.

LesleyF: Sort of a potluck approach to learning. It's a bit more cooperative than collaborative, but it's easier to do under the strictures placed on classrooms.

LesleyF: You can think of it as student built Cliff Notes for each other.

JeffC nods

LesleyF: think of study groups...

LesleyF: SO if we can design these types of activities, we foster reading and writing since one valid way to share info is to write about it. Like I'm doing.

LesleyF: too often in traditional classes, the only interaction is between the student and the teacher. No one else gets to find out what the student learned. What a waste of effort!

LesleyF: so how do you see that technology can enter into this instructional design picture?

JeffC: yes... but that presumes access... doesn't it?

JeffC: and somewhat sustained... although I suppose students could do their work offline first...

LesleyF: are you saying access to tech?

JeffC: yes

LesleyF: well, yes, it's hard to incorporate technology is there is no technology around.

JeffC: this is of course a critical issue in K-12.

JeffC: well... it's not just access... it's the willingness and ability to incorporate it.

JeffC: your ideas are profound and I buy into it completely.

LesleyF: Did you know that 99% of schools have Internet connectivity, and 91% of classes have such connectivity? Yes, it's the training and leadership that are sometimes missing.

JeffC: but... I fear that many teachers would feel somewhat overwhelmed and not comfortable with implementation... unless/until perhaps they have someone themselves to collaborate with on such an approach.

LesleyF: SO that's why instructional design might be one way to get a handle on the tech integration.

JeffC nods

JeffC: I think those stats are a bit misleading though... I think student access is much lower.

JeffC: *pragmatic* access

BeckyHo: This sounds very much like our school situation.

SalvadoGst11: Is the technology for teacher or both students and teachers because if it is for students also are you talking about class time or homework

LesleyF: Those stats are from the 2003 Natl. Center for Ed Statistics, which are based on school input.

CarolN: Technology is present in schools and teachers are using it. But the technology changes faster than teachers can keep up. I sense some frustration along that line from teachers.

LesleyF: good point, Salvador. I think we probably need to rely on schools, although more than 1/2 of households have computers. Cell phones might be a more appropriate technology.

LesleyF: true, Carol. tech keeps upping the ante, but older technologies still have value. Even my 94 Toyota Corolla gets me where I want to go most days (just not to Korea).

SalvadoGst11: what will you do with the other half that does not have computers

BeckyHo: Frustration is a big one. Also time is essential. With everything teachers are already doing, some just don't think they have time to learn anything new.

LesleyF: That's why I'm suggesting (as do many others) that schools have to be the safety net for technology.

JeffC: the fact that 99% of schools have internet access is misleading because first, some of them just use it for admin purposes. second... computer access is limited greatly by the number of computers (rarely are there more than 4 in a classroom if any)... which marginalizes tech even further. but I really don't want to rain on your parade, Lesley... because what you're putting forth here makes complete sense. This indeed is one direction schools should be heading in (fostering cooperative learning).

LesleyF: Again, I am also suggesting that instructional design might be a way to address frustration. I would think that having students who can't read and write is very frustrating...

SalvadoGst11: how much computer time should be allowed in class when language arts is a priority

LesleyF: one of the main underlying questions is what can technology do better than other resources? What can it accomplish that another method cannot?

LesleyF: think how long it takes some students to hand write. How often did you rewrite something if you had to recopy it by hand?

BeckyHo: Although, I feel technology is very important. I still feel students should know how to use a dictionary and other resources.

CarolN: When it's present (and works) it eases the physical writing process for many.

LesleyF: Much more rewriting and editing is done because of the nature of word processing than is done if students have to write out everything by hand.

BeckyHo: How young should we be teaching students word processing?

LesleyF: Using technology does not preclude the use of dictionaries and print resources.

CarolN: I had hoped to have a school wiki going this fall. This allows group editing of written work.

LesleyF: I think it makes sense when students get to the point that they want/need to refine their writing.

LesleyF: it sort of parallels math work: hand calculations and use of a calculator.

JeffC: I've always thought that if you had the right students and topic... getting them to publish (and/or edit) a page at Wikipedia would make a fantastic project.

LesleyF: and they would quickly get feedback as to their knowledge...

SalvadoGst11: I believe that middle grade is a good time for students to learn word processing because some students are still learning phonics

LesleyF: that probably makes sense. Also, their fingers are better developed and coordinated so that they learn WP faster when they're 10 or 11.

CarolN: Thinking back on the ADDIE model, it would be good to look at when students are already using keyboards to decide about when to begin word processing.

LesleyF: I think developmentally there's sort of a golden time, between 9 and 11, I'm going to guess.

LesleyF: well, some folks would say that depends on students' access to technology ...

LUPEGst5: I think the sooner the better.

LesleyF: kids will tell you...

CarolN: Access would be part of the needs assessment. Each school would find its own optimum time.

LesleyF: I will say that if you have them using keyboards at a young age, then adjust the keyboard size accordingly.

LesleyF: Very true, Carol. Technology then becomes part of the ADDIE model in that instructional strategy and resource stage.

LesleyF: what can you do with what you have.

LesleyF: the trick is to help folks know what to do with what they have....

CarolN: that's the quest, for sure.

LesleyF: if one is very clever, that can be a tacit -- or explicit -- part of the instructional design process.

LesleyF: It works with most media. For instance, in talking with a math teacher, the library teacher may mention that the almanac is a great source of statistical information. Students can do calculations and predictions with those datasets.

JeffC: Speech to text could work even with younger grades... and no doubt that will improve in years to come.

LesleyF: and the use of SimpleText and Narrative enables text to be read aloud, which is great especially for English language learners (although most kindergartner's HEARING vocabulary is higher than their SIGHT vocab as well.)

LesleyF: As a closing statement, the implementation of "good" instructional design usually requires will of the teachers and administrative leadership. Not to put a downer on this...

JeffC: I saw a cover article (in I think U.S. News) about how the strenuous academic curriculum now in K and 1 is having backlash effects down the road.

LesleyF: lots of nit-picky factoids instead of joyful learning. What a concept.

LesleyF: when children equate reading with school -- and that's all -- then sometimes reading doesn't seem very inviting.

SalvadoGst11: If money was not an issue this subject would be valid because of government funding we do not have sufficient technology in our classroom.

LesleyF: well, one reason I'm including technology is because that's a value within Tapped In. If you do not like technology or don't want to pursue it or think it is possible, then you may become frustrated with Tapped In.

LesleyF: Perhaps a good next topic would be positive ways to address technology issues?

BJB2 nods.

LesleyF: Since the govt. DOES have a national technology education plan, that might be the place to start.

BeckyHo: That would help me.

JeffC: We're addressing some of those issues in Collaboration Community here now Lesley.

LesleyF: great, Jeff. Your positive input would be very helpful.

JeffC . o O (about using tech in general and Tapped In in particular))

LesleyF: hopefully, this discussion has gotten folks to do some thinking??

BJB2: we're hoping to bring the collaboration discussion to the K-12 Online Conference at the end of October

SalvadoGst11: What are the sources being used ?

JeffC: Well... thinking about why people *don't* use Tapped In as well as why they do gives us insight into what we need to do to improve participation.

LesleyF: I think one "handle" is the concept of a learning community or a community of practice.

LesleyF: Also, developing a sense of community and longer-term interdependence helps.

CarolN: It's always time for me. Trying for better time management. Technology takes a lot of my time.

BJB2: speaking of time...

LesleyF: when I think about how long it took me to research and write books 15 years ago, I can safely say that technology saves me time and improves my output.

BJB2 waves goodnight. Thanks, Lesley.

LesleyF: so have a good evening, folks.