WILU 37

Information Literacy *UNCORKED*
La culture de l'information débouchée

Kelowna, British Columbia
May 14 – 16, 2008

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ITINERARY

Develop your instructional palate with online tutorials: A balanced blend of theory and practice

May 14, 2008

12:30 - 3:30pm

Laurie Prange and Barbara Sobol

1. **Introduction** (Laurie and Barbara) (Time = 10 minutes, allowing for late start)
   1. Welcome message
   2. Biography of presenters
   3. Outline of workshop
2. **Online Lesson Planning for Library Instruction** (Laurie) (Time = 30 minutes)
   1. A review of best practices for lesson planning
   2. Discuss unique pedagogical concerns of online teaching
   3. Discuss the even more unique pedagogical concerns of online library tutorials
   4. List the key features of any lesson plan for online library tutorials
   5. Discuss assessment of the quality of instruction in completed online tutorials
3. **Adobe Captivate as a useful tool for online Library Instruction** (Barbara) (Time = 30 minutes)
   1. Description of screen-capture software
   2. Listing of various ways to get the various kinds of software that's available on the market
   3. Explanation of why we picked Adobe Captivate for this particular workshop over its competitors

4. Show pre-prepared examples of what kind of tutorials can be made with Adobe Captivate
5. Introduce best practices in design
6. Describe what the group will be doing after the break

4. **Activity "Time for Reflection"** (Time = 5 minutes)
5. **15 MINUTE BREAK** (Time = 15 minutes)
6. **Transition to Computer Lab** (Time = included in break)
7. **Finish activity "Time for Reflection"** (Time = 5 minutes)
    1. Participants logging-in while Co-Presenters review "Time for Reflection"
2. **Time on the computer to create a mini-tutorial in Adobe Captivate** (Time = 1 hour)
    1. A demonstration of a pre-prepared example that fits the pre-prepared lesson plan so students know what to "aim for"
    2. Distribute pre-prepared lesson plan to group
    3. Give participants time to assemble required documents and multimedia resources to create their own online tutorial
    4. Participants take their time to create the practice online tutorial while co-Presenters move around the group providing aid where needed
3. **Time to re-group** (Time = 15 minutes)
    1. Discussion of various places to save and post online tutorials
    2. Participants save their finished tutorials
    3. Have a couple participants present to the group their finished online tutorial and discuss one's experiences
    4. Quick review of the process by which one can assess the quality of instruction in completed online tutorials
    5. Tie back into the activity "Time for Reflection" -- Was everyone's goals met?
4. **Closure** (Time = 10 minutes, but flexible)
    1. Goodbye message
    2. List ways that presenters can be contacted afterwards for further help or information
    3. Fill out Session feedback forms for conference organizers
    4. Participants leave and Co-Presenters clean up.