Comments from Workshop Participants:
Time for Reflection Activity

Question #1: Today, something that I have learned...

- Lots of great theory/ practice; Articles, links, and examples!/ Validation of concepts currently using
- UBC Academic Integrity - a promising use of gaming
- Cognitive load theory / Cam studio/ ANTS
- Saw lesson plan for an online tutorial! Really nicely done
- How important it is to have a plan
- The importance of a lesson plan. Camtasia workshop never discussed this.
- The specifics of lesson planning – what should be in it (I was missing something like "image")
- Ideas for scripts/ Suggestions for online lesson plans/ Tutorial rubrics
- Online learning theory – good looking articles
- Sources of information for designing and evaluating online tutorials
- Various screen casting options/ Adobe Captivate; had no idea this exists
- The ANTS wiki
- How young librarians translate BI into online considerations
- Reminded about cognitive load – don't overwhelm learners
- ANTS; I will definitely check it out and have a look at the guidelines
- Elements of an online lesson plan
- Making a curriculum outline; useful format demonstrated/ excellent planning tool
- To do more planning rather than jumping in
- That I should have a soundtrack
- Listen carefully to your voice, and have other comment when doing audio
- Detailed lesson plan
- Lesson plan template
- Not everyone understands design pedagogy/ tutorials for faculty/ keep tutorials to 3 min max
- 3 min maximum for online tutorials
- The need to have tutorials available for and appropriate to faculty needs
- Putting learning objectives in a callout at beginning of tutorial
- Features of online planning/ difference between screen capture and casting
- That it would be wonderful to create online tutorials for web course tools! Duh!
- Keep online tutorials down to 3 minutes
- Rubric design for tutorials

WILU 37

Information Literacy workshop
Kelowna, British Columbia
May 14 – 15, 2008

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

Laurie Prange and Barbara Sobol

Question #2: Back at work, making tutorials, I will...

- Keep tutorials short; 3 minutes, no more!
- Use consistent design elements
- Make short tutorials; 2-3 minutes on specific topics
- Learn more about web based tools
- Deliberate in choosing topics for tutorials
- See about incorporating student work into content
- I'm a student, but hope to get into tutorial making as part of my job
- Do a lot more reading before I start and I will get lots of feedback on the ones I make
- Add more varied content, e.g. Images, audio files
- Think more about the script/ content of the tutorial...and the audience and where they are and what they are doing
- Check Laurie's blog!
- List tutorials needed and start writing template and lesson plans for each
- Inform staff of 2-3 minute requirement
- Add a better learning objective/ intro statement to my tutorial
- Check out ANTS
- Look at combining visual and auditory components more
- Make sure to state the objectives up front
- Include picture of librarian/ students
- Provide link from tutorial to feedback form
- Try incorporating some of the ideas learned here into our instructional endeavours
- Consider providing tutorials for faculty
- Apply some knowledge from this session to my masters and help create cool online tutorials in a professional capacity in areas not yet explored, e.g. Tutorials for children in public libraries
- Incorporate the ideas I learned here to create tutorials that are useful and accessible
- Do more planning
- Show others what I've done so we can collaborate on new, improved tutorials
- Do the lesson plan!
- Try to create something short for my 2nd year botany class in Sept. (to supplement FTF class)
- Isolate the essential elements of StatsCan webpage searching
- Check the length of our existing tutorials; some may need to be shortened or sectioned into more manageable chunks
- Produce a very basic tutorial comparing how to search the catalogue a with how to find articles
- Use as many screen shorts and fewest words possible
- Share my lesson plan with my faculty
- Read a bit more and consider if the time investment is worth it in our college

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Comments from Workshop Participants:
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Question #3: Once we start using the computers I hope to have a chance to...

- Get some practical experience creating a tutorial
- Looking for a "lay of the land" re: Captivate
- Engage in creative use of Captivate
- Do some good screen captures with crops
- Discover differences between Camtasia and Captivate
- Learn various features of Adobe Captivate and perhaps someone to guide us through with examples
- Practice with Captivate and have a tutorial to take home
- Mock up the basics of an online tutorial
- Be more dynamic in my design
- Be shown step-by-step how to create a tutorial
- Learn the basics of Adobe Captivate and compare it to Qarbon Viewlet
- Experiment with Captivate
- How long I should allot for making a basic tutorial
- I hope to cover what is the optimum amount of info per slide
- Practice Captivate
- That I will manage to sound human!
- Try out the software and create a mini-tutorial
- Learn more about making web based tutorials
- I'm most interested in the interactive component of Captivate
- Offer choices along the way, e.g. Multiple choice; yes/no; true/false
- Incorporate interactive features of Captivate
- Use our own libraries as the example
- Record our voices (or at least find out how to do that both during creation and after the fact
- Have fun playing with Captivate
- Create a small Captivate tutorial and screen casting
- Learn differences between Viewlet Builder and Captivate
- Using the software
- Ideas for tutorial subjects
- The easiest way to make user friendly tutorials
- How to do the mechanics of tutorial creation
- Play with program
- Answer: Should I make 4 min tutorials with tabbed content OR 2 -2 min tutorials?

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