

Instructional Design Plan

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Goals and Outcomes

Project topic

A self-directed online tutorial on using PowerNotes, a browser extension that can help students organize their research.

Instructional Goals

The goal of this instruction is to help graduate students better organize their research, save time, reduce stress, and produce better citations without spending too much time going back over their research.

Assessment throughout and at the end of the instruction should make sure learners know how and feel confident using the relevant features of the software. The tutorial should have quizzes or activities to help students know if they understand how to use the features.

Surveys could be used to ask if students feel that PowerNotes has helped them in their research.

Learning Outcomes

After completing this instruction, learners will be able to:

- Set up the PowerNotes software on their personal devices.
- Create easily navigable notes from online materials using bookmarks, citations, and quotations.
- Rearrange and export notes to make the writing process easier.

Learner and Teacher Profile

Learner Characteristics

- Graduate and undergraduate students
- Already have some writing and research skills
- Have probably already written at least one research paper without these tools

Why do they need to learn PowerNotes?

- To write graduate-level research papers
- To save time when compiling research and citations
- Organize their research to make college life easier
- Organize their research in future projects after graduate school

How much time do they have?

Not much, assuming these are full-time students, and this tutorial is not required for a course they are taking. Lessons need to be short and to the point. The current tutorial page is too busy and overwhelming. The new tutorial needs to be more efficient.

Teacher

The instructor sometimes teaches in-person workshops on PowerNotes, but few students have opted to attend. Self-instruction on their own time is a good option for busy grad students to learn this new software. New tutorial videos, if needed, could be made. Although I do not have a lot of experience with PowerNotes, I have used similar software to organize my research.

Required Skills

Technical skills:

- Browser extensions and types of browsers
- PDF files and OCR
- RIS files (for generating bibliographies) and how to use them

Should have had experience writing a research paper, or at least know the basics of the research process:

- Choosing a topic
- Creating an outline
- Finding sources
- Taking notes
- Citing sources – when to cite them, citation formats

This will be open-access self-taught instruction, so students will need to evaluate whether they have the requisite skills. Include a page with links to the topics listed above that they should already be familiar with.

Motivating Learners

What objective purpose does instruction for a particular learner or group of learners serve?

Learning to take notes with the PowerNotes software will help students better organize their research, save time, reduce stress, and produce better citations without spending too much time going back over their research.

Lesson Plan

Outline

1. Get started with PowerNotes - this could be one video, maybe two (a-b and c-d), along with a step-by step list and relevant links.
 - a. Create a PowerNotes account
 - b. Download and install PowerNotes extension
 - c. Understand how PowerNotes can help with a research project
 - i. Outlining
 - ii. Citation management
 - iii. Gathering and organizing research content
 - d. How to find more tutorials about PowerNotes and contact PowerNotes support
2. Project management (simple tutorial video, with links to more information)
 - a. create a project

- b. create and manage topics
 - c. share a project
 - d. export a project
- 3. Content management (break this down into tutorials for each of the elements. Link to external source explaining OCR and PDF for those who are new to it. Have some sample content to work with included in the LibGuide or link to an external source)
 - a. Bookmark pages,
 - b. Bookmark PDF articles
 - i. OCR process a PDF to allow highlights and quotations
 - c. take screenshots
 - d. save images
 - e. save highlights and quotations
 - f. add comments
- 4. Citation management (break this down into tutorial videos for each element. Have a link to tutorial for Refworks or similar citation program. Use the sample content included in step 3)
 - a. Enter citation information
 - b. manage citations
 - c. print out a bibliography
 - d. export citations to a .ris file
 - i. import into a program
 - ii. generate references list
- 5. Writing the paper (video tutorial with sample content so the learner can follow along.)
 - a. Rearrange saved content and personal commentary in preparation for drafting a paper
 - b. Exporting tools
 - i. Spreadsheet format for writing a literature review
 - ii. Document format for drafting

Extant Materials

A LibGuide tutorial for PowerNotes exists already on the university website, but it needs to be updated and improved. The tutorial includes videos, hyperlinks, screenshots, and step-by-step instruction.

Tutorial videos from the PowerNotes Youtube Channel make up the bulk of the material currently. The videos demonstrate a lot of features in each video and go very fast. Other universities have put together [LibGuides for PowerNotes](#). Could one of these be linked to instead of creating a new one for this university?

The Tennessee one looks helpful and includes its own tutorial videos that go a little slower than the PowerNotes videos. However, it is specific to their university when it talks about how to download and install the extension. Still need to look

at the others and see if there is content that can be used. May need to ask permission to use content.

Learner Participation

The learner will watch video tutorials and follow along on their own device. Hyperlinks and sample materials will be provided for them to work with, or they can use their own research project.

Testing/Assessment

What we want is for the learner to use the software in their own projects in a way that works for them. The learner will need to assess their own knowledge of the software. Providing sample content and instructing them to follow along with the tutorial will help them self-evaluate. If what they are creating does not match up with what is on the video, they will know to go back and rewatch the tutorial to find out what they missed.

Learning Tools

The instruction will be online through the university website. I will use LibGuides and LibWizard for the instruction. I may also create video tutorials using Zoom or other screen recording software.

I will develop step-by-step tutorials on LibWizard, with videos, guiding text, and quizzes to check comprehension. I may be pulling content from or linking to other LibGuide and LibWizard tutorials that other universities have already created, as there is already some good material out there. If I need to fill any gaps, I will create video tutorials as needed. I may also create or link to some sample content so students can practice highlighting, importing sources, and importing images and PDF files.

I am not planning on using any classroom communication tools. This is an asynchronous self-directed course. If an instructor wants to use the tutorial as part of their in-person or online class, they can use their own classroom communication tools to discuss their learning. It would be a good idea to implement a survey to get feedback from learners, and it looks like LibWizard does have a survey feature.

Assessment and Evaluation

I plan to integrate quizzes to test for comprehension at various steps of the tutorial. I will also have activities the learners need to do with the software, then a quiz that allows students to report whether they completed the activity.

Formative evaluation questions will mostly be whether they completed the relevant activities for each unit. Multiple choice questions reviewing comprehension on how PowerNotes can help with a research project will also be used in appropriate places, particularly at the beginning of the course.

Summative evaluation questions will ask:

- Has this tutorial increased your understanding of how to use PowerNotes?
- After taking this tutorial, do you feel confident in your ability to use PowerNotes?
- Do you feel more confident than before in your ability to perform research?
- Do you plan on using PowerNotes in your future research projects?