Learning outcomes of ARL Digital Scholarship Institute

As you work through your workshop plans, check off the goals that you feel you cover well, and explain in what way(s).

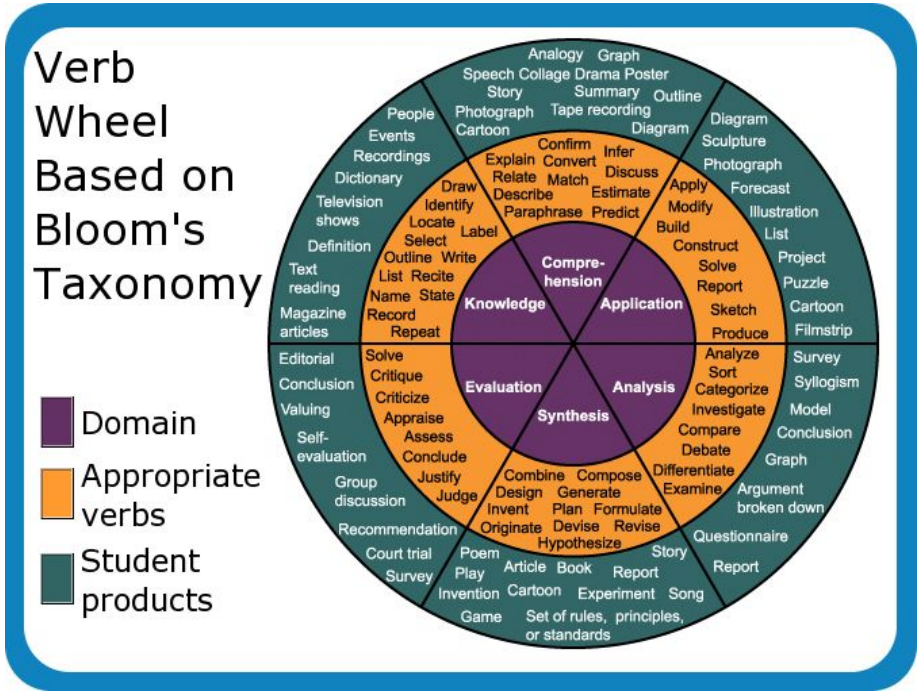
By the end of the institute, participants will:	Covered?	In what ways?
Describe how digital scholarship fits into higher education and why academic libraries are engaging in digital scholarship.	Yes	Framing digital collections & exhibitions as an extension of libraries' physical collections & exhibitions. Course projects using Omeka, too, an extension of libraries' engagement in campus instruction.
Demonstrate confidence in their ability to engage with digital scholarship projects by developing strategies for advancing their roles as contributors, as partners and/or co-creators in digital scholarship projects.	Yes	Identifying types of expertise librarians bring to digital collections, digital exhibits, course digital projects (e.g. knowledge of disciplinary community, metadata, project management, writing, editing, web and graphic design).
Identify the hallmarks of digital scholarship or critical elements and methodological principles that qualifies scholarly work as digital scholarship.	Yes	Reviewing and critiquing existing Omeka projects.
Evaluate different digital scholarship methodologies and tools.	Yes	Identifying projects that lend themselves to Omeka vs. other tools, as well as when Omeka may not be a good fit.
Integrate existing skillsets into those needed for digital scholarship.	Yes	Transferring skills of a reference interview as digital scholarship project consultation.
Envision digital scholarship as a collaborative endeavor by identifying individual researchers or local institutional units with whom they feel confident working to continue furthering their knowledge and practice of digital scholarship.	Yes	Identifying potential collaborators whose skills and competencies are complementary to participants' own in doing the work of an Omeka project.
Establish an integrated cohort as part of this institute to cultivate ongoing knowledge-sharing, skill-building, and networking during and beyond the institute.	No	...though we hope that forming & strengthening relationships among participants will happen organically during group activities & discussion!

Learning outcomes of Omeka workshop

What do you hope participants will walk away with knowing or feeling after engaging in your workshop? Consider whether your outcomes are:

- **Behavioral**—Learning that you can **see** them do to know that they have grasped the task (appropriate for hands-on step-by-step activities).
- **Cognitive**—Learning that's happening inside one's head and that can be manifested through active tasks like group discussion, written reflections, teach backs, etc.
- **Affective**—Aspects of learning that are internally felt and engrained in one's new view of the idea or concept; harder to measure but can come out though written reflection, storytelling, forecasting a future approach to a problem, etc.

Bloom's Taxonomy can help you target the level to which you're hoping participants will achieve their learning. Keep in mind our audience statement and the most reasonable level of understanding that we expect our participants to take away.

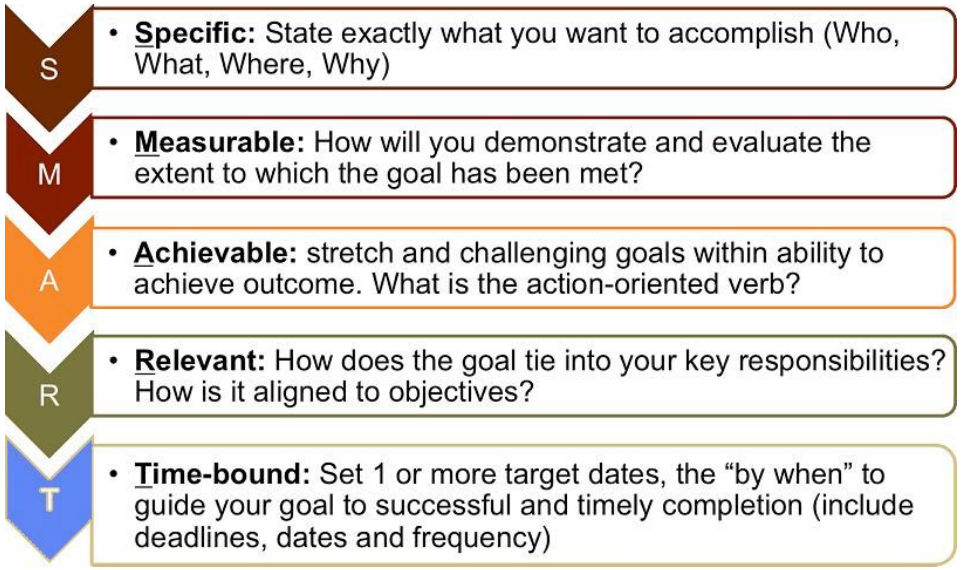


https://sites.google.com/site/bloomstaxonomy2/verb-wheel

Describe the level of learning that you foresee your participants reaching during a 3-hour workshop. Ultimately, what do you hope they can achieve by the time they leave your workshop?

- Identify Omeka flavors (Omeka.net, Omeka.org, OmekaS, Omeka.org + CurateScape)
- Identify Omeka genres (thematic digital collections, digital exhibitions, course-based digital projects, community digital history projects)
- Sketch the information architecture of an Omeka project based on Omeka's data model (collections, items, exhibits)
- Broadly understand Omeka ecosystem of Omeka development (themes, plugins)
- Understand utility of several key Omeka plugins
- Structure a metadata spreadsheet and batch import items
- Create items, collections, exhibits
- Understand broadly the *why* and *how* of Omeka
- Feel comfortable contributing to or leading an Omeka project and seeking collaborators

Consider creating **SMART** learning outcomes.



http://simonlovelock.com/wp-content/uploads/2013/07/SMART-Goals.jpg

Balance your delivery of content (direct teaching or lecture) with a 10-2 philosophy. For every 10 minutes of direct instruction, engage students in something active (either physically or mentally) for 2 minutes. Does not have to be a strict percentage, but an approximate balance of how long students are listening vs. doing, discussing, reading, creating, problem solving, presenting, etc.

Consider a realistic number of learning outcomes to subscribe to your 3-hour workshop given the time you have, the time you are planning for direct instruction, and the time it will take participants to complete the various activities.

If you were to divide up each of the 3 hours into one main outcome and balance lecture, doing, group work, and reflection to achieve that outcome, what would your main outcomes be?

Students will...

Active verb exercise		**Major learning or performance goal**
1. Critique existing Omeka projects	**in order to**	identify and describe affordances and constraints of Omeka as a platform.
2. Sketch information architecture of an exhibition	**in order to**	link conceptual process of exhibit theme & content development to technical process of creating in Omeka.
3. Practice creating items, collections, and exhibitions and batch importing items	**in order to**	understand the building blocks of an Omeka project.
4. Identify skills needed to create an Omeka project, one's own skills, potential collaborators	**in order to**	become collaboration-ready!

Activities and assessment

Think "minds on" as well as "hands on."

Outcome	Prerequisite knowledge	Learning strategy	Check for understanding
1	Lecture & slides - Why & how libraries & librarians engage in creating Omeka projects - Omeka flavors & genres	Small group discussion - Critique an existing Omeka project, guided by handout with suggested questions.	Share out with larger group.
2	Lecture & slides - Building blocks of Omeka projects - Lightweight descriptive metadata best practices	Item description & arrangement exercise - We'll pass out sample collection or exhibit items printed on cards. - Participants will individually describe 1 or 2 items by filling out fields (e.g. title, subject) printed on back of card. - In small groups participants will arrange their cards into possible thematic groups.	Share out with larger group.
3	Omeka.net demo	Small group activity - Participants transfer descriptions from cards to shared metadata spreadsheet - Participants work in small groups to complete tutorials on adding items, collections, etc. à la Miriam Posner Instructor demo - Perform batch import from shared metadata spreadsheet	Post-It notes! Every participant starts with a green Post-It note on their laptop. - Green—everything OK - Pink—halp! - Blue—finished
4	None	Discuss in pairs: your expertise, needed skills & expertise for Omeka projects, potential collaborators.	Share out with larger group.