# Library CE Institute Workshop: QUICK Development Model for Online Self-Paced Learning

## Q – Quality Content

* Vetted via SME, established organization or other known approval
	+ This could include a template or method for extracting expertise from an SME
	+ Examples include existing online course content, video, podcast and recorded interviews, recorded webinar content, resources developed for other delivery formats,
* Must include Learning Outcomes based on audience, delivery format and topic
* Chunked content that flows with appropriate design based on instructional design principles

## U – Useful Topic (and Usable via practical reinforcement)

* Based on some type of formal or informal needs assessment
* Practical skills and knowledge, with emphasis on building skills for the future library
* Reinforced via exercises and interactivity
* Applicable to a broad audience to increase sharability of content and opportunities for cross-organization collaboration
* Customized as needed for local audiences (i.e. section on local library policies)

## I – Interactive and Engaging

* Use of technology and other instructional design principles to bring interaction and reinforcement to the learning experience
* Meaningful use of images and graphics

## C – Connection/Context/Community/Conversation and Convening

* Place learning into context for increased chance of long-term retention
* Opportunity to interact and build on local, regional or national discussion around the topic
* Possibly include a staff guide for passing on the knowledge and skills from the learning piece to a wider audience
* Connection via social media or email to other libraries and organizations interested in the topic
	+ Facebook pages, Pinterest, Twitter hashtag, etc. that either already exist or are established as a part of the development process

## K – “Keep it current”

* Sustainable content and technology
* Easily updated (or disposable) content
* Include a plan for evaluation, revision and/or deletion
* Provide both short term and long term learner feedback