

## Coping with Change

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### Topic

#### *Selection*

We wanted the “change” topic from the very beginning. We’re in the profession of constant change; we’re all experiencing so much change at our organizations. It seemed like a skill that would provide the foundation for all skills; people are not necessarily afraid of new technology as much as they are mainly afraid of change.

#### *Sourcing Content*

We found a lot of existing content on the topic, gathered from previous efforts at our libraries and from additional research. For example, we found Infopeople courses with 2 -3 multi-week content on the subject of change.

Because there was *so much content* out there, narrowing it down was quite a challenge. It’s a huge topic that includes not only dealing with change, but dealing with stress and adopting personal well-being practices. It’s a one word topic – great! But it’s so broad; we could have gone in so many directions, playing to our particular strengths. When we dumped all our research into an outline, it felt like we were dealing with *the Blob*.

### Course Design Process

Distilling down the mass of content to an hour was the hardest part; it took at least half of our time. However, it’s almost like you have to go through that process, start big and think about your objectives, then determine what you need. There was a lot of content that we weren’t able to use in our course.

First we narrowed the focus to dealing with electronic content and the changes facing library staff relating to ebooks. As we started to work on the style and layout of the course, we chose cartoon characters over real people –the director, the helpful person and the customer. We decided early on to use scenarios. And we created a style guide so there would be consistency for each particular character design, who they were, how they acted, etc. It was an important thing we developed. For the background, we came up with a theme that we all would use for the background.

After we had all worked independently on each of the four main areas of the outline in Storyline, two of our team members really brought it all together. They did the yeomen’s work of getting the core of the course together and then wrapping it up with a good ending.

### Collaboration

*“The collaboration was really the highlight of the grant for me.”*

I think doing the face-to-face session at the Training Institute enabled us to better work together. We got to know each other and figure out our learning styles and how-we-work styles. We really were able to brainstorm effectively, using the flip chart and post-its. The face-to-face really paved the way for how

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we worked together virtually.

### *Roles*

We each had different strengths, it worked well. Stephanie had a knack for bringing the real world into the interactions in her slides; Maurice has a great overview way of cutting through everything, down to the important things; and Katherine was great at getting the dialog together in our characters that allows learners to apply the principles. Katie's strength, because of the time zone difference, was being able to work on things that we started and then keeping things moving forward.

What I thought was neat, in a group like this, usually someone becomes really dominant. I never felt the urge to do that; we all took turns, but we are all 4 leaders - we didn't have to worry about it, we knew it would get done. There wasn't really 1 leader for this group. We all were coordinators in a way, we're a cloud of leaders; there was never a leadership vacuum in this project, so there was no need to ever jump in and say, you know what, let's get this puppy rolling, because we all got this puppy rolling.

### *Collaboration Tools*

We were using technology to our advantage – used GoogleDocs and AdobeConnect. Right from the outset, we scheduled meetings and blocked out time each week. Knowing we'd always meet on Wednesday in AdobeConnect, that worked really well – we would share our screens, it was wonderful. It made me accountable, knowing by next Wednesday, I needed to have it done, or have a good reason why I didn't have it done. We had one collaborative document where we collected minutes from our meetings and other notes – it was very conversational, and tracking how we got where we were was great.

One of our most productive sessions lasted for three hours, during which we went through the whole course. Maurice was editing the file in real-time and we made a ton of edits together. We learned so much from each other about Storyline during that three-hour time. It really made a better product that we wouldn't have been able to do without working together.

## **Technical Development in Storyline**

One of our team members was the first one to get started in Storyline. By putting just a few elements into the software and seeing it real (e.g., a character in the slide) in Storyline was great; it made it real. *"I jumped in when I needed to with Storyline, I just went for it. I did some of the tutorials. I just had to get in there and do it myself, that's my learning style. In order to make it make sense in my head, I just had to jump in."*

We kept to our outline/storyboard, which we had finally distilled down. Then we divvied up the four major areas of the topic outline, and we all went on our way and did our own thing. We didn't decide, you're doing quizzes and you're doing a scenario in yours. But it all gelled together because we had the key characters. We uploaded our Storyline files to GoogleDrive, then during weekly meetings, we would screen share and walk through slides, and make changes. We each did our individual section and then stitched them together.

We chose various ways to put the concepts into action in Storyline. We wanted people to do some critical thinking about the concepts presented to them around dealing with change. For example, our character "John" presents a situation that asks the learner to make a decision as a staff member – "how

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would you respond to this situation?” Then we added multiple choice options (this is a good decision, this isn’t a good decision) and positive feedback about different responses.

The key challenge was making it all look the same, figuring out what we wanted to do in Storyline and then learning how to do that. We wanted to make sure it flowed and looked the same and that’s a big challenge when you’re working in a group. That’s where the style guide really came in handy.

### *Storyline Lessons Learned*

I would try to move from content development to course creation sooner. We worked on crafting great content but then there was a rush to build it in Storyline. I wish we had more time to make it prettier, and not feel rushed to get it done.

The best thing we learned from Mike (Storyline consultant) was using the slide master. The slide master was so helpful!

## **Reflections & Recommendations**

### *Training Institute Curriculum and Training*

I really loved the handouts – loved the course creation continuum. I really like the differences in terms of what you have and what you’re building. And the QUICK guide - I learned a lot through that.

I will say, this experience was really helpful. We are currently applying for a grant and I’ve fought really hard for an instructional designer. This project has already helped impact my work and will help lighten my load.

Thank you WebJunction, for having Infopeople in the room. Having Infopeople’s support at the beginning was really helpful, hearing that we can reference their content.

### *Barriers*

More real Storyline examples would have helped. I have no real training in training, so very basic principles were new to me. Spending more time on the principles in the book and how those play out in real life training. I was really deficient with the basics. What I had was a lot of enthusiasm. It felt like you were trying to sell us on online learning. I had a lot of enthusiasm, all of us had bought into it well before we came to the session. I didn’t need to generate enthusiasm.

I found time before the Institute, did the lydna.com stuff and the E-learning Heroes. I was rip-roaring ready to go but we didn’t really focus on building an actual course during the course. That was the weakest part of the Institute, the part that Mike presented didn’t gel with what I had done before I got there. So, I lost my skills after the institute. Then we didn’t have access to lunda.com when we needed it in July & August. We had the one Storyline consultation session with Mike, but we weren’t really far enough along to take full advantage of it.

Time. Trying to juggle our jobs, schedules of 4 people, vacations, and carving out the time to do this. I needed more hands-on practice to get the basics of Storyline. We all tried to stick to the deadline. We did it because we’re trainers, and we’re staff development people and we’re library folks and we work miracles all the time, but I’d prefer not to have to do that again.

### *Recommendations*

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If there was money, it would be better to have the Training Institute be a two-part training. First, bring people together in person to develop the content, followed by virtual collaboration. Then meet in person again for a couple of days later in the cycle for review. There was some of that with Mike during a conference call, but I would have preferred to have Mike there face-to-face, with files in hand, helping us walk through each slide and make updates as we go.

It would have been better to have focused time on content development and getting our content organized, and then another time together, focused on how to use Storyline.

It would have been helpful to have the groups give feedback to each other. Having others look at how we're each doing things and using Storyline, and have their positive feedback and their suggestions would have been fantastic, but there was no time for that.