Driving Google: The Instructional Design Cycle

A. Needs Assessment
We conducted a brief Needs Assessment using a Google Forms online questionnaire. Responses confirmed our initial assumptions regarding students' familiarity with Google advanced features.

B. Instructional Design 01 - Standards, Outcomes, Indicators
Before designing the instructional materials we composed an instructional goal and laid a foundation of Standards, Performance Indicators, and Outcomes, using ACRL (Association of College and Research Libraries) Standards1, Nahl-Jakobovits & Jakobovits' AGS (Affordances/Cognitive/Sensorimotor) Integrated Outcomes2, and the SADAC (Situation, Ability, Object, Action, Constraints) framework provided in a class handout.

C. Instructional Design 02 - Materials
We composed 5 self-directed worksheets, each one for Google's Advanced Web, Books, News, and Scholar platforms, and a free writing exercise. In the course of the design process we performed usability testing which revealed flaws in our material. One worksheet was originally designed as an interactive dialog; usability testing demonstrated that this was too long for the time allotted. The worksheet was reconfigured to a single page.

D. Instructional Design 03 - Tools of Engagement
Following ideas in Jacobson3 concerning student motivation we included a variety of elements and activities in our instructional unit. In addition to the worksheets these included a free writing exercise, an end of session review employing Turning Point PBDs (Personal Response Devices) popularly known as "clickers", topical music, a humorous YouTube video, and a resource blog.