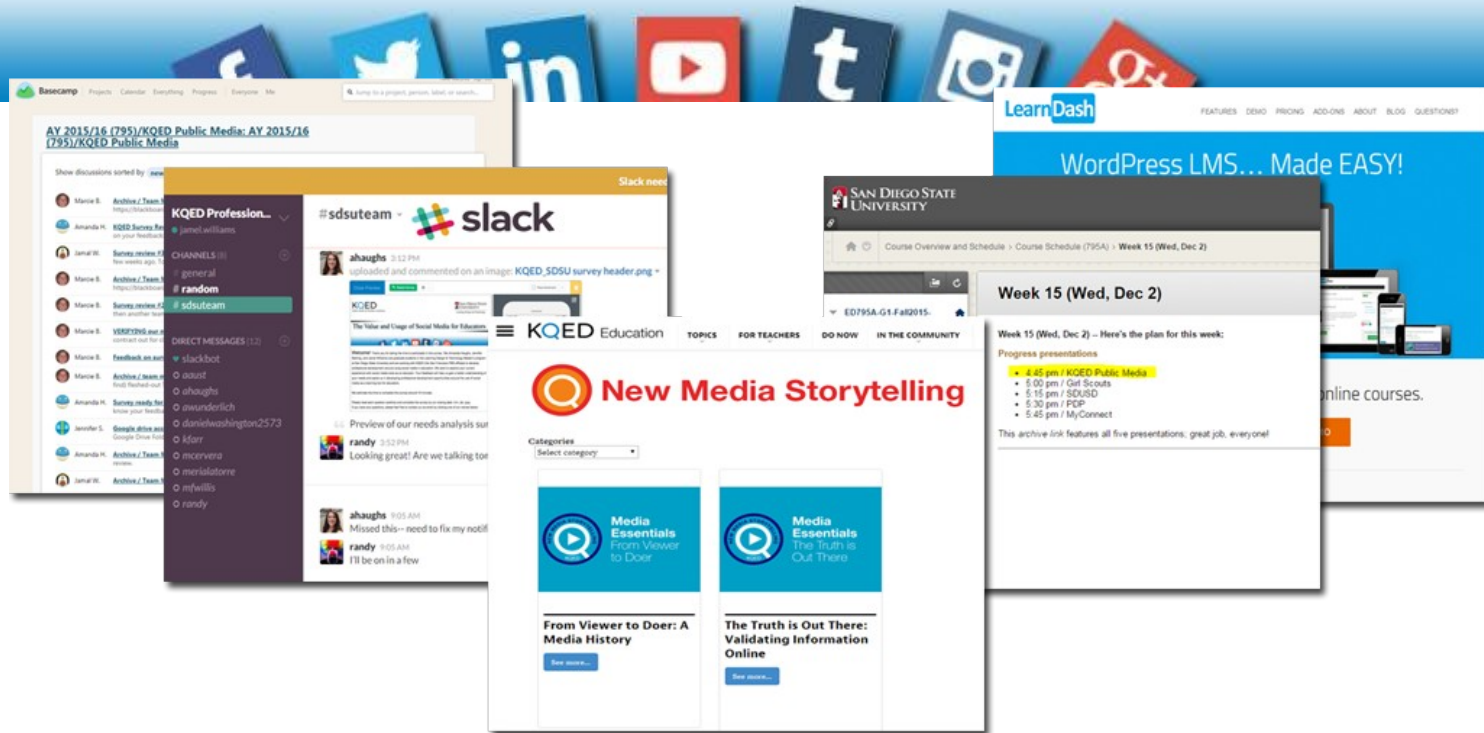


The Value and Usage of Social Media for Educators

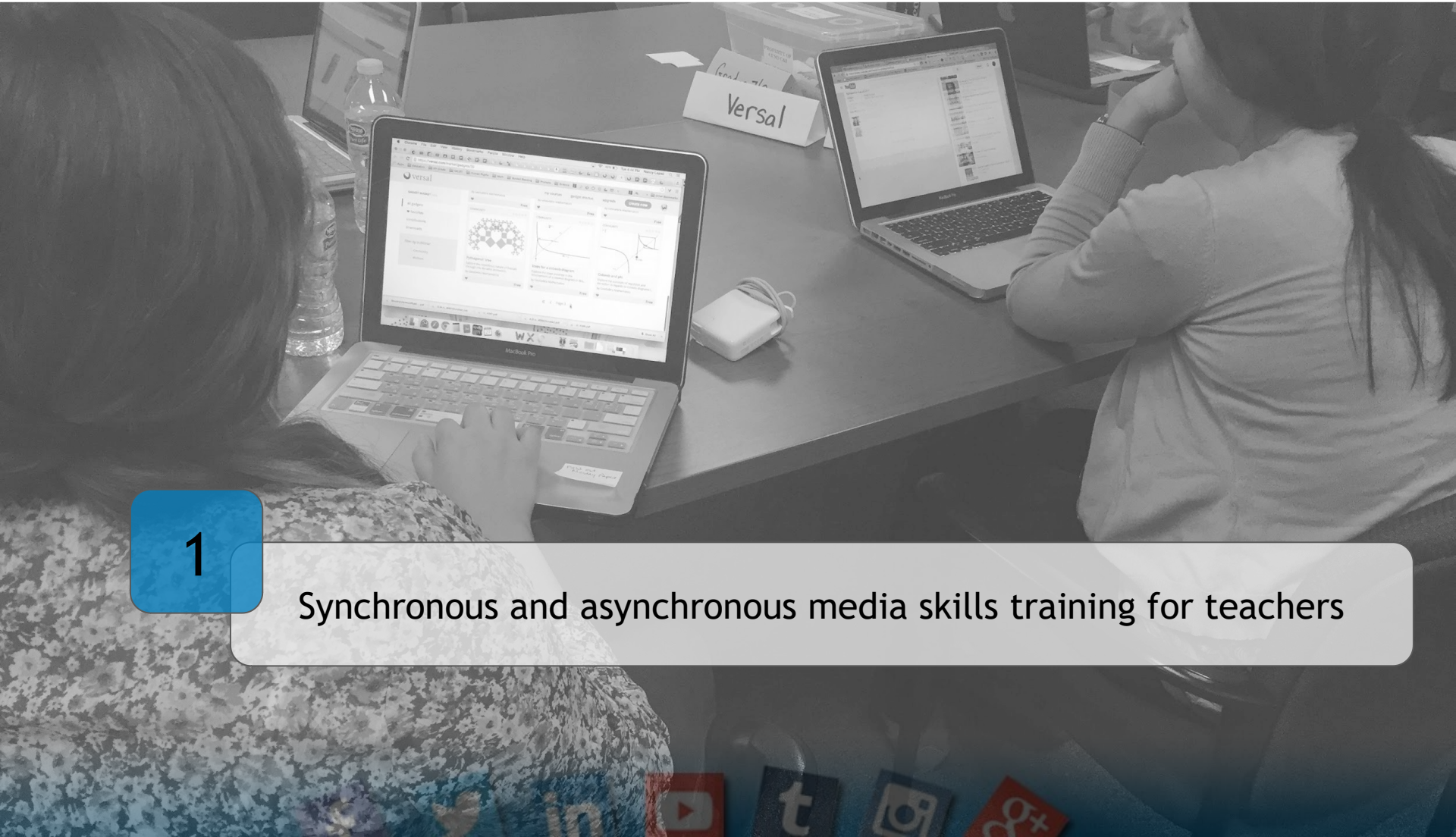


Program: Learning Design and Technology

Course: ED 795A - Fall 2015

Team: Amanda Haughs, Jennifer Sterting and Jamel Williams Sr.

Background: New Media Storytelling



1

Synchronous and asynchronous media skills training for teachers



Background: New Media Storytelling

2

Digital storytelling in the classroom using media tools

Background: New Media Storytelling

3

User progress tracking, digital badging, integrated social layer

Our Project: Social Media Module



Ins & outs of
social media tools



Our Project: Social Media Module



Ins & outs of
social media tools



Applications for
professional learning



Our Project: Social Media Module



Ins & outs of
social media tools



Applications for
professional learning



Classroom application (TBD)

Why

- Based on Henry Jenkins' [*New Media Literacies*](#)



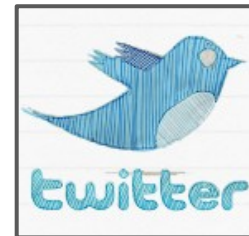
Why

- Based on Henry Jenkins' [*New Media Literacies*](#)
- [*ISTE Standards*](#) for Educators



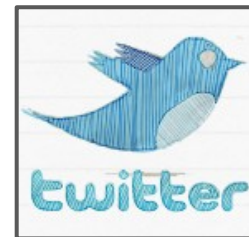
Why

- Based on Henry Jenkins' [*New Media Literacies*](#)
- [*ISTE Standards*](#) for Educators
- Student engagement strategies



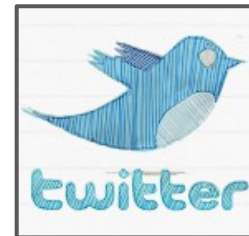
Why

- Based on Henry Jenkins' [*New Media Literacies*](#)
- [*ISTE Standards*](#) for Educators
- Student engagement strategies
- Collaborative learning experiences



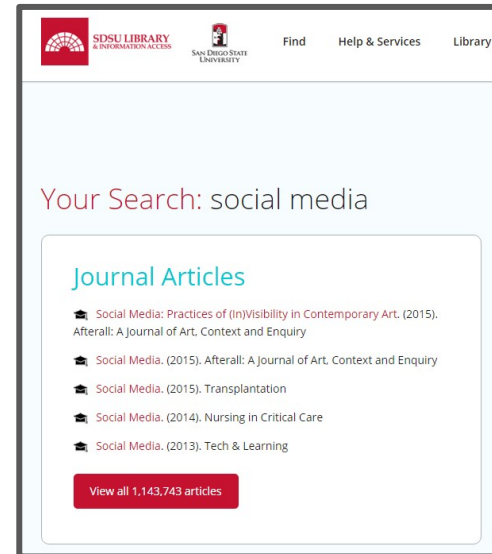
Why

- Based on Henry Jenkins' [*New Media Literacies*](#)
- [*ISTE Standards*](#) for Educators
- Student engagement strategies
- Collaborative learning experiences
- Move from consumers of content to producers of content



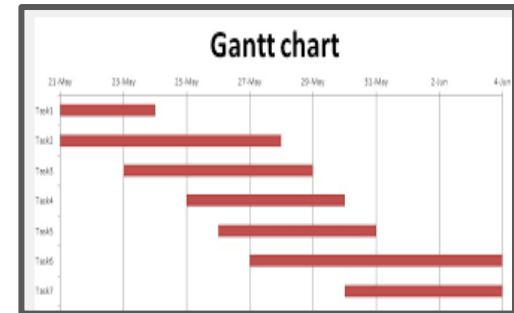
Goals

- Collect and analyze quantitative data
 - KQED subject matter experts (SMEs)
 - Recurring meetings
- Literature resources
 - Utilize research databases
 - Literature Review



Goals

- Project management (*communication effort*)
 - Basecamp - ED 795A/B
 - Slack - KQED
- Development of Course deliverable
 - Identify learning objectives, develop course structure and content
 - KQED - Review of course deliverable
- Development of suggested improvement actions to be considered by client after course trials.



Phase 1 Work (December 2015)

- Regular meetings with key stakeholders
 - KQED
 - Randy Depew - Coordinator/Instructional Designer
 - Maria Cerver - LearnDash platform support
 - Read/Post on Slack (KQED PM platform)
 - LDT faculty
 - Dr. Marcie Bober-Michel
 - Read/Post on Basecamp (LDT PM platform)



Phase 1 Work (December 2015)

- Finalize:
 - client contract
 - survey
 - learning outcomes
 - project milestones

Client:	Consultants:
_____ Randall Depew, KQED, Coordinator	_____ Amanda Haughs, SDSU consultant
	_____ Jennifer Sterling, SDSU consultant
	_____ Jamâl Williams Sr., SDSU consultant

- aligned with course and client calendar



Phase 2 Work (January 2016)

- **Course Development:**

- Identify Social Media Essentials competencies



Phase 2 Work (January 2016)

- **Course Development:**

- Identify Social Media Essentials competencies
- Map and storyboard 5 self-paced modules to accomplish demonstrable understanding of identified competencies, with 4-7 lessons for each module



Phase 2 Work (January 2016)

- **Course Development:**

- Identify Social Media Essentials competencies
- Map and storyboard 3-7 self-paced modules to accomplish demonstrable understanding of identified competencies, with 1-3 lessons for each module
- Identify a “Make” (a shareable piece of production for demonstrating understanding of competency) for each module



Phase 2 Work (January 2016)

- **Course Development:**

- Identify Social Media Essentials competencies
- Map and storyboard 3-7 self-paced modules to accomplish demonstrable understanding of identified competencies, with 1-3 lessons for each module
- Identify a “Make” (a shareable piece of production for demonstrating understanding of competency) for each module
- Develop course content



Phase 2 Work (January 2016)

- Build out the week-to-week schedule



Phase 2 Work (January 2016)

- Build out the week-to-week schedule
- Create assets (slides, examples, visual aids, etc.)



Phase 2 Work (January 2016)

- Build out the week-to-week schedule
- Create assets (slides, examples, visual aids, etc.)
- Build course into KQED preferred delivery program, LearnDash



Phase 2 Work (January 2016)

- Build out the week-to-week schedule
- Create assets (slides, examples, visual aids, etc.)
- Build course into KQED preferred delivery program, LearnDash
- Develop Suggestions of subsequent actions to be taken based on results of the trials conducted by KQED (to be held after the culmination of the Team's involvement in the Project).



Challenges

- Short time-frame



Challenges

- Short time-frame
- Identifying social media competencies



Challenges

- Short time-frame
- Identifying social media competencies
- New development platform



LearnDash



Challenges

- Short time-frame
- Identifying social media competencies
- New development platform
- KQED's trial period will be after our scheduled involvement



LearnDash



Questions?

