**Social Media Learning Design**

**Name**: Nancy R Evans

**Course Name**: How to Construct a Basic D2L Course

**Course Description**: The How to Construct a Basic D2L Course will provide participants with an overview to the tools facilitators may use to build a D2L online course. In this introductory course, we will focus on understanding how the D2L tools work as well as some basic pedagogical use of an educational and social media tool.

**Audience**: Full/Temp Faculty, Staff, PhD and Graduate Students

**Course Type**: Facilitator Lead Online Course

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|  | **Prompts** | **Notes** |
| **Learning Objectives**  | What unique result do you want to achieve?Start your objective statement with, “at the end of this activity, students should know or be able to…” | * Unique results to achieve are the engagement and of community by learning to communicate and share among each other.
* Expose students to organizing the vast amounts of information available.
* Using a screen-recording tool to complete an activity by different means than papers.

At the end of this course student will observe/experience the use of educational technology used sharing and disseminating information.At the end of this course, students will understand all of the elements that is involved to implement the use of educational technology. |
| **Social Media Tool** | Describe the social media technology or technologies you plan to use.  | **Screencast-O-Matic** is free software that allows you to create videos that can be delivered using the Internet. Embedded the videos into D2L, WordPress, and Google Drive, or downloaded as a movie file. Creating video lectures, procedural instructions, or assignment feedback is a great way to use Screencast-o-Matic. Students will find it easy to create a presentation. Screencast-o-Matic allows up to 15 minutes per screen capture.**iblog** is the blogging service for university. It is hosted through Edublogs | CampusPress and runs on the WordPress platform. iblog is open to any active faculty, staff, or student at IUP. The service is also available to any class, organization, or department.**iwiki** is IUPs collaboration/repository tool. iwiki is divided into team or academic spaces. Team and academic spaces designed to allow for easy collaboration, documentation and discussion of various points a team or course may need to engage in. Using iwiki allows for teams or courses to add resources, files and other important documents. iwiki has full version tracking and change logging.Optional use of [StudyMate](http://www.iup.edu/itsupportcenter/get-support/software/studymate/), [itube](http://www.iup.edu/itsupportcenter/itube/) or [YouTube](https://support.google.com/youtube/?hl=en#topic=4355266) is possible. |
| **Situational Factors** | How many students are in the course, what kind of prior knowledge of the social media tool, and the subject matter are the students bringing to the course? | Number of students will vary on the number who sign up for the course.No prior knowledge of social media tools and D2L are required. Some attendees may have some prior knowledge of D2L and the use of social media tools. |
|  **Course Goal / Outcome**  | What is it that your use of social media is going afford the students?Start your goal statement with: This activity will support course goals by…  | **PA Symbols Research**This activity will support course goals by showing alternative use and assessment of an educational tool.**Age of Discovery iblog**This activity will support course goals by reviewing the pedagogical use of an educational tool.**Curate D2L Resources**This activity will support course goals by collecting, organizing, and sharing resources with others. |
| **Materials/Resources** | What specific materials are needed to be successful? (i.e., internet access, web camera w/microphone, access to LMS, access to specific mobile apps, and so on)  | Instructors and students will need to download and install the free **Screencast-O-Matic** tool. They will need a microphone and possibly a webcam. Instructor will need to provide material to help students learn how to use the product.Instructors should set up a group blog in **iblog**. To create a group blog, please log a request at using the university ticketing system, ihelp. Be sure to include the desired title and web address of your blog, as well as the names of any blog administrators. Group blog names must be 9 characters in length. Assigning a blog role to student requires they must log in to iblog first in order to provision an account. Students will need access to instruction on how to use iblog. To access iblog participants use their university computer account.Instructors must request **iwiki space** through the universities ticketing service, ihelp. Instructor need to provide the name of the academic wiki space, name of the course, a list of students, and desired permission for the students to have. Student must have right access to the space. To access iblog participants use their university computer account.If the instructor chooses to use **StudyMate** Author from Respondus they will need, questions/facts/definitions needed to construct the topical activities, internet access, and a StudyMate account to upload the product to the StudyMate web site. Alternatively download the activity file to upload to LMS. In the LMS, a link option to create to the StudyMate actives is available.Sharing of video assignments is an option with itube and YouTube.**itube** is the universities implementation of Kaltura’s open source video platform. Kaltura offers flexible tools for video and helps establish an essential multimedia infrastructure for a campus media repository.**YouTube** is a video sharing service that allows users to watch videos posted by other users and upload videos of their own. |
| **Instructional Strategies (i.e., direct, indirect, interactive, independent, experiential)** | What kind of user interface will be used?What content and interactions will be used? (e.g., case studies, debates, lecture, collaborative teams, and so on)Be sure to account for the various learning styles of students. | Using the LMS, iblog, and iwiki participants use their university computer account. Access to Screencast-O-Matic is done using the installed program. Optional use of StudyMate Author requires the instructor to download the StudyMate program from the university web site, and create a StudyMate account if they upload the activity to the StudyMate web site. Access by students is through the LMS or web site.Content to be used are web site resources of [PA State Symbols](http://www.netstate.com/states/symb/pa_symb.htm), video of D2L tools and web resources, and optional activates created using StudyMate AuthorAlternative assignment submissions provide for accessibility and learning styles. Text of video or audio material exists.iblog, iwiki offer accessibility features and activity choice of activities. Screencast-O-Matic should also provide accessibility options. Access to programs via mobile devices exists. |
| **Implementation** **(what do you need to create to make this happen)** | Who is going to produce the content needed for the course or is it already available?What course content will you focus on and what is the schedule?What actions or activities need to be tracked? | The instructors and students will create/contribute content to the course. Easy access to iblog and iwiki as participants uses their university computer account. Screencast-O-Matic requires student to download and install the free version of the product. Use of StudyMate is optional.The focus is on how subject materials are be used pedagogically with the various educational technology and activities.Using the LMS to access the tools results is available to students any time when/if the LMS module is open. Students have constant access to the tools outside the LMS.Activities can be tracked either in the LMS or in the iblog and iwiki tools. |
| **Support/Technical** | Where is the content going to reside? Does your LMS support this social media or can it be easily integrated?What are the technology requirements? (i.e., Android, iOS,)How and when will course expectations be communicated to students?What user support needs to be provided and by whom?What training needs to be provided to students (or faculty) prior to course start. | Content will reside in the LMS, D2L. D2L does support the uploaded many file types. Links from the iblog and iwiki can access to them through the LMS.Screencast-O-Matic must be downloaded, installed, and use of tutorials. iblog, iwiki, web access, and subject matter content to use to create the activities. Optionally StudyMate Author and Youtube, or itube can be used.The syllabus will be used to communicate the course expectations and specific module overviews that outline the objectives, activities, and assessment.Activities will require that students to have accounts to Screencast-O-Matic, access to the LMS, iblog, and iwiki is done using their university computer account. |
| **Assessment/Evaluation** | How will you evaluate the overall effectiveness?How will you assess learning?What reports will be generated and by whom?Do you have a means of testing and evaluating our plan prior to implementing within your actual class? | **PA Symbols ResearchObjective:** Describe why, when, who/what the PA symbols were chosen and their importance to PA history.**Assessment Method**:* Select one of the [PA State symbols](http://www.netstate.com/states/symb/pa_symb.htm). (E.g. State dog, insect, animal etc.) Create a [Screencast-O-Matic](http://screencast-o-matic.com/home) video (program is free) on your research on why that symbol was chosen, when that symbol was chosen, and who/what was behind that symbols story.
* Your submission should be 3-5 minutes. It should include narration, smooth transition between elements, and web cam recording of you.
* Alternative acceptable submissions include a word document (3-5 pages) or an audio file. Examples of free audio recorders include [Audacity](https://sourceforge.net/projects/audacity/) or [SoundCloud](https://soundcloud.com/softwarelabel).
* Upload your submission to the PA Symbols dropbox, itube, or the class Youtube channel. If itube or Youtube is used, upload the URL of the video to the dropbox. Audio files can be uploaded or a link to the audio file can be entered in the dropbox.

**Age of Discovery iblog Post: Objective:** Analyze the value of the activity as a valid pedagogical endeavor.**Assessment Method**:* Review the [Age of Discovery Challenge or Quiz](http://www.studymate.com/?id=ISurkT9w) through the StudyMate web site.
	+ Create your [iblog](http://iblog.iup.edu/) (if you have not already). Chose a theme that is Accessibility enabled. Create a blog post on if you believe or not that if using StudyMate is a valid instructional strategy. Determine why or why not this method satisfies direct, indirect, interactive, independent, an experimental instruction.
	+ Remind the students that blogs by design are open. If the set the blog as private advise students.
	+ Comment on two of your peer’s blog posts comment sections.
	+ Copy and paste the URL for you blog post to Responses graded accordingly.

**Curate D2L Resources: Objectiv*es:*** * *Discover resources on D2L tool using curation.*
* *Practice communication curating resources using the university wiki.*

**Assessment:** * Use the iwiki tool to collect/curate a list of resources on how to use the various D2L tools mentioned in this lesson.
* Include the citation of the sources of the resources, URL or upload document to iwiki, and you reflection on why the resources has values to learn D2L
* Comment on two of the D2L tools in the comment section as to how you could use the tool for instructional strategy.
* Submission can include files, video, audio, and text entered into the iwiki.

**Reports:** D2L has the ability to set up various statically reports, created by the instructor and collect statistics collected per activity. D2L also provides a View User Progress review that an instructor can use can show individual and course progress. Google analytics can be used with iblog and iwiki has reporting capabilities.**Testing:** Instructors change their role to student to see and experience what the students will. |