

Seniors' Guide to Social Media



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Proposed course to be prepared for the staff of the Kingsport Senior Center
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Interim Design Plan
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Introduction

This blended course is being designed for the members of the Kingsport Senior Center who have an interest in connecting with friends and family via social media. Studies have shown aging adults who stay socially connected with friends and family have a greater quality of life (Dorin, 2007; Madden, 2010). It is vital that Senior Center members are able to stay connected to the outside world in an environment where they feel both comfortable and safe. The *Seniors' Guide to Social Media* will provide seniors with the knowledge and skills needed to become confident, responsible digital citizens capable of navigating the complex social media platform Facebook.

Statement of Need and Project Background

Senior citizens are often isolated due to health issues and mobility and can be uncomfortable exploring technologies they are not familiar with (Smith, 2014). Ideally, seniors will have the skills necessary and the access to technology that will enable them to connect via social media to family and friends, thus overcoming the obstacles to communication.

Unfortunately, many members of the Kingsport Senior Center do not have these skills. While the target learners have access to the Internet, either at home or via the Senior Center Media Center, they have little experience with basic online terminology, online interaction, and the requirements for setting up social networking accounts. Although the seniors have a definite interest in establishing social networking accounts, they are also unfamiliar with the rules of online etiquette and how to be safe, responsible digital citizens.

In order for the target learners to successfully navigate social networking sites, I have developed an instructional unit that will explain basic terminology, establish cyber-safety guidelines and socially acceptable online behavior (or "netiquette"), and provide modeled instruction in Facebook account set-up. The prerequisites for the course include an established email address and basic Internet experience. As the Senior Center is not required to enforce the prerequisites for the course, I will also plan for the eventuality that the learners may not have an established email address and little to no experience with internet usage. Here again, modeled instruction would be beneficial for the learners as well as a how-to instructional guide posted to the course site page. While the instructional unit will be delivered face-to-face, the course site will include screen capture footage of each step involved in instruction. This will enable the instructor time to move around the media center while the footage plays on a loop on the overhead. Online instruction will be posted and available to students to review at any time from any computer with Internet access via Edmodo, the social learning network and microblogging platform.

The Kingsport Senior Center is currently going through the accreditation process through the [National Institute of Senior Centers](#). This process requires that the Senior Center offers

a diverse programming selection and maintains clear evaluation procedures regarding those programs. With these requirements in mind, the instructional unit will need to include both pre/post assessments. While the Senior Center has offered courses similar to this particular unit in the past, evaluation requirements did not exist and were not a part of the previous instructional unit. To better serve their members and to aid in the accreditation process, the Senior Center staff requested that evaluations be included in future instruction as well as the incorporation of online accessibility. Offering the course instruction in multiple formats will be a huge benefit to the learners as the media center, where instruction occurs, is limited in size and availability. This addition will also be beneficial to members of the Senior Center who are limited, due to medical conditions or medication side effects, in mobility or have limited attention spans. As safety is also a standard of accreditation, the Senior Center staff requested part of the instructional unit incorporate cyber-safety as well. Because the Senior Center staff is limited in both size and experience in terms of instructional capabilities and content familiarity, the instructional unit will address needs that arise from a lack of skill, knowledge, and information

The *Senior's Guide to Social Media* will provide learners with information on becoming a responsible digital citizen as well as cyber-safety and will guide them in setting up a Facebook account and exploring social media.

The Target Learner

The target learners are members of the Kingsport Senior Center. The age range is 50 years and older and include members from the "Matures" and "Baby Boomers" generations (Oblinger & Oblinger, 2005). The learners are either native to east Tennessee or are retirees from northeastern states and are affluent enough to be able to afford the membership fees to the Kingsport Senior Center.

The gender percentage varies, as does race and cultural background. Most learners are retired and are of similar socioeconomic backgrounds. All of the learners would be considered non-traditional. Learners' prior knowledge, in regards to technology and social media, varies from zero experience to limited experience. Attention and focus is varied and usually hinges on medical issues. The learners have issues with poor vision and hearing, limited mobility, and typically require frequent breaks due to a variety of health-issues.

Based on previous teaching experiences at the Senior Center, this particular group of learners tends have low confidence in their abilities and a general fear of technology (or of "breaking it"). In spite of the low confidence and fear, these learners have a high interest in the content and are generally very attentive.

Performance & Learning Contexts

The performance context is where the learners will use the knowledge and skills acquired from the instructional unit. The performance context will vary by learner, and may consist of a variety of settings - home computers, media center computers, and mobile devices - as

well as in a variety of social media platforms. Through the instruction, learners will benefit from a strengthening of skills in Internet use and online interaction. During face-to-face and online instruction, learners' will receive both instructor and peer support which should increase their confidence level in using technology and navigating the web. Increased skills and confidence in the online environment will encourage learners to embrace the advantages of being tech-savvy (i.e. online shopping, banking, etc.) and, to a small extent, decrease dependency on caregivers.

To ensure alignment of learning and performance context, face-to-face instruction will occur in the Senior Center's media center in a two to three hour session. The media center has a total of 13 desktop computers available, but seating can accommodate up to 20 learners as long as seven of those learners bring their own devices. As the media center is an established workspace, change based on design needs will be restricted. The facility is familiar to the learners and is, for some, the primary means of access to the Internet. Frequent breaks are built into the training to accommodate learners' age and health related needs. For these learners, the learning and performance contexts are very closely aligned.

Virtual instruction will be available via Edmodo and will span a total of three weeks. As learners must pay for the course, the instructional material will only be made available via password. Edmodo was chosen as a course delivery tool for several reasons; it's easy to use, secure, interactive, and versatile. It also allows training and evaluation to be delivered directly to the learners and gets them accustomed to a social learning environment, thereby serving to further strengthen the skills the instructional unit strives to deliver.

Theoretical Basis for the Design & Foundational Assumptions about Learning

When designing this training, there were many aspects that had to be considered before moving forward with development. First and foremost, consideration had to be given to the barriers faced by the target learners. Despite commonly held beliefs that they are incapable of learning how to use technology (Chaffin, 2005), seniors are both capable and willing to become more familiar with the Internet and what it has to offer (Githens, 2007; Quinn, 2014). However, "[d]espite that today's older adults are healthier and better educated than previous generations, the physical and cognitive changes coincident with aging may present barriers to Internet and social media use (Quinn, 2014, p. 185)." Those limitations include, but aren't limited to, impaired vision and hearing; problems with dexterity; changes in perception, memory, and comprehension; and slower cognitive processing (Chaffin, 2005; Githens, 2007; Huber, 2014).

Consideration also had to be given to seniors' attitudes regarding technology and social media, as they can be fearful, mistrustful, and unconvinced of either's relevance to their life (Braun, 2013; Gonzalez, 2012; Leist, 2013; Madden, 2010). Specifically, seniors perceive a lack of control, a lack of social conduct codes, and a lack of personal relevance in the use of social media (Leist, 2013). While unable to make all the physical accommodations the

target learners might need, the course design was guided by the accommodations that the instructional designer/instructor was capable of controlling. This led to the design plan including both face-to-face (or f2f) and online components.

With these considerations in mind, I chose to base my strategies on a combination of Instructivist and Constructivist pedagogy. As the target learners are primarily novice learners, the f2f component was developed to begin as instructor-centered. Instructivist strategies used during f2f course activities include demonstration, modeling, cheat sheets, chunked instruction, repetition, and instruction that is organized to enhance encoding. While activities are completed individually, learners will also be encouraged to collaborate with each other and share knowledge and learning experiences. As the learners gain the necessary knowledge in the f2f component, they will be capable of demonstrating it in the student-centered online component of the course, where the Constructivist approach is most widely applied. The online component of the course is where learners will navigate “real world” (or Facebook) situations at their own pace while being provided social support. It allows learners the chance to apply the knowledge gained in the f2f component while giving them control over their experience.

It is during the face-to-face (or f2f) component that the Instructivist approach is most widely applied. The f2f component of the course not only gives the instructor the opportunity to relay training information, but also the chance to assuage fears and concerns of social media use and to demonstrate the benefits (or relevance) of social media to their lives. The f2f component also gives the instructor the chance to share “cheat sheets”, or physical copies (see Appendix B-1), of training content for learners to use during the online component of the course for support and reinforcement of their new skills and knowledge (Seals, 2008; Quinn, 2014). The “cheat sheets” (see Appendix B-1) include simplified terminology and explanations in large, easy to read font (Purdie, 2003). During the f2f component, the design plan also calls for a variety of instructional strategies, including modeling, repetition, peer collaboration and discussion, in order to accommodate different learning styles. These strategies will also work to put the learners at ease with each other, as they will be interacting in the online component of the course. Although there is learner-learner and learner-teacher interaction during the f2f component, the primary mode of instruction is teacher-centered.

The online component of the course is student-centered and primarily self-directed. While the learners are provided with a checklist of activities to complete, they are free to choose what activity they complete, how they complete the activity, and when they complete the activity. The course management tool, Edmodo, provides students with access to training material, downloadable files, and resources, which have all been created with the aforementioned barriers in mind. As the learners will be part of a private Facebook group for the course, there will be support from group members and from the instructor.

Instructional Treatment

Content

Seniors' Guide to Social Media will introduce learners to terminology and guidelines for cyber-safety, netiquette, and the social media platform Facebook. The learners will be introduced to the course management tool Edmodo as well as both online scenarios and terminology in context in order to become comfortable and confident in their new online environment.

A content map may be found in "Appendix A" below.

Prerequisites and Dependencies

To participate successfully in the course, learners should have a basic knowledge of using the Internet, using the computer, and should have an existing email account. As there is really no way to enforce these prerequisites, instruction will be tailored to accommodate learners who have no working knowledge of internet or computer use and who do not have a valid email address.

The content will be constructed so that learners with no skills can still participate in the course by including a separate module for creating an email account and by providing those who need it with a terminology list describing basic computer and Internet functions and features. The course management tool could also be used to include separate how-to guides and video guides.

Progress of the Instruction

Members of the Kingsport Senior Center, aka target learners, will soon be completing a survey to assess their interests and their experience with "technology" (ex. smart phones/mobiles devices/PCs/Macs). Once the data from that survey has been analyzed, the Senior Center staff and I will develop a list of programs to offer. The programs will be advertised on-site and in the Kingsport Times News. From there, members will sign up with the receptionist at the Senior Center. Members will be required to provide contact information when registering (in case of cancelations, etc.).

Once the class has reached maximum capacity, the learners will be given a pre-assessment to determine their level of familiarity with the program material as well as whether or not the learners have a valid email address. The information gained from the pre-assessment will help the designer determine the flow of the course. It will also allow the designer to

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give the target learners access to the online content posted on Edmodo. If the learners do not have a valid email address, the designer will incorporate instruction on how to set-up a GMAIL account. After emails are established, the learners will receive f2f instruction on how to access the Edmodo content during instructional delivery. This will allow learners to view the screen capture footage on their individual devices as well as on the overhead projector.

After accessing emails and Edmodo, the learners will be ready to start the section on Cyber Safety and Netiquette. While part of the instruction in these sections will be face-to-face (f2f), the learners will also be provided with online scenarios to test their comprehension of the material. After a review and discussion of Cyber Safety and Netiquette terminology (provided in paper and digital form), learners will respond to the scenarios using online tools provided by Edmodo. These tools allow for real-time sharing and will promote discussion during the face-to-face delivery.

After covering Cyber Safety and Netiquette, the learners will be ready to begin the final section of the unit which focuses on creating a Facebook account and exploring the website. I will provide the learners with modeled instruction on each individual step of the process. It will be necessary to pause frequently to move around the media center to ensure the learners are not struggling. While this occurs, there will be a screen capture video modeling the steps being covered playing on a loop on the overhead projector. This will ensure that students with different abilities are able to work at a fairly similar pace. The instructional delivery will continue in this fashion until all students have successfully created a Facebook account. The instructional delivery of this unit should be no more than three hours long.

After the learners have successfully completed all of the face-to-face instructional activities, they will be given a checklist (see Appendix B-2) containing specific tasks to complete while exploring Facebook over a period of three weeks. One of those tasks will be to join a private group created specifically for Kingsport Senior Center members who participated in the *Seniors' Guide to Social Media* course. Joining this group will allow the instructor to monitor learners' progress in their checklist completion as well as give learners' a place to post questions and voice concerns. Once the checklist has been completed, they will complete a post-assessment using Edmodo that will gather data on issues or problems with instruction, with the tools used during instruction, and will also repeat the pre-assessment question regarding how comfortable the learners' feel using the new technology.

Classification of Content by Domain and Type of Learning

Domain of Learning – Cognitive and Interpersonal Skills: The learners will be learning specific terminology association with cyber-safety, netiquette, and Facebook as well as guidelines of responsible and respectful online behavior. They will have to use those guidelines to become effective communicators and to demonstrate cultural and social awareness online.

Type of Learning -

- **Verbal Information** – Learners should be able to recognize specific terminology associated with cyber-safety, netiquette, and Facebook in context.
- **Intellectual Skills** – Learners should be able to determine how to behave and/or respond in a variety of online social situations based on provided guidelines. Learners should be able to create social media accounts in a variety of platforms by applying procedures learned while creating a Facebook account.
- **Attitudes** – Learners should be able to understand the value of personal safety/privacy and the value of cultural (or generational) differences and respond accordingly to social situations based on those values.
- **Motor Skills** – Learners should be able to use a computer to access course management tools and to access social media accounts.
- **Interpersonal Skills** – Learners should become effective digital citizens as they familiarize themselves with appropriate, respectful, and responsible online behavior while interacting with family, friends, and other digital citizens.

Learning Objectives, Strategies, and Assessments

A listing of the learning objectives for the *Seniors' Guide to Social Media* course are provided in the left column of the following table. The middle and right columns of the table provide teaching/learning strategies that support the objectives and assessment items aligned to each objective.

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Learning Objectives, Strategies, and Assessments

Senior's Guide to Social Media: Outcomes & Objectives	Teaching/Learning Strategies	Assessments
<p><i>The learners will ...</i></p> <ul style="list-style-type: none"> Explore provided resources using Edmodo in order to successfully participate in the course. 	<ul style="list-style-type: none"> Handout with step-by-step instructions & course access code as well as task list for Edmodo exploration Screencast of Edmodo account creation & exploration 	<ul style="list-style-type: none"> Successful log-in to Edmodo course page Completed task list (in form of check list)
<ul style="list-style-type: none"> Identify specific terminology associated with A.) Cyber-safety, B.) Netiquette, and c.) Social media platform Facebook 	<ul style="list-style-type: none"> Terminology handout for A-C (hard and digital copy) Discussion of terminology in context Short media clip of terminology for A – C including audio and images (possibility) to view face-to-face or via Edmodo. 	<ul style="list-style-type: none"> Identify correct terms in short answer response for A – C with 80% accuracy Use and/or recognize terminology in context in online scenarios and on step-by-step instructions for Facebook (or FB) account creation and customization
<ul style="list-style-type: none"> Demonstrate understanding of the general guidelines of A.) Cyber-safety, B.) Netiquette, and D.) Social media platform Facebook by determining how to behave and/or respond in a variety of online social situations in order to become responsible digital citizens and to successfully navigate online social situations. 	<ul style="list-style-type: none"> Handout of guidelines for A – C (hard and digital copy) Discussion of guidelines for A – C Provide examples and non-examples of resolutions to online scenarios for A – C (via Edmodo and face-to-face) 	<ul style="list-style-type: none"> Determine appropriate resolutions for online scenarios based on guidelines for A – C with 80% accuracy (via Edmodo)
<ul style="list-style-type: none"> Create an online social media account (Facebook) using step-by-step instructions. 	<ul style="list-style-type: none"> Provide step-by-step instructions for account creation and exploration of FB Discussion of step-by-step instructions (face-to-face) Provide screencast of FB account creation to view with learners (face-to-face and via Edmodo) 	<ul style="list-style-type: none"> Successful creation/customization of FB account will include adding a profile picture and cover photo, establishing privacy settings, joining closed group (strictly for Senior Center members; administered by instructor) and posting first status update.
<ul style="list-style-type: none"> Actively seek out both personal and professional connections via his or her social media account. 	<ul style="list-style-type: none"> Checklist of specific tasks learners will complete (via Edmodo) Discussion of activities and interests of learners Screencast of specific tasks learners must complete as outlined no checklist 	<ul style="list-style-type: none"> Successful completion of tasks listed on checklist (via Edmodo): joining a group (based on interests), liking 5 pages (based on interests), and sending a minimum of 5 friend requests to both personal and professional contacts within 3 weeks' time Completion of post-assessment to determine learners' satisfaction with course and level of comfort using social media (via survey posted in Edmodo)

Instructional Strategies Related to Gagné's "Events of Instruction"

A detailed chart illustrating the instructional strategies aligned with Gagné's events of instruction may be found in "Appendix C" below.

Technology/Media Plan

A variety of media will be used throughout this course. All video, audio, and typed documents will be created with the aforementioned barriers in mind. For each video used, there will be a downloadable transcript available and only simple images will be used. Audio used will use clear, enunciated, and slower paced. Any documents provided (including transcripts) will be composed large, easy-to-read font with double-spaced lines.

A detailed chart listing the instructional material and technology used for the course may be found in "Appendix D" below.

Evaluation Plan

Evaluation of Instructional Plan & Content

Instructional Plan

To ensure both the instruction and the instructional plan are revised and improved upon as needed, I have developed several formative and summative assessments during both f2f and asynchronous training. These assessments will sometimes work in tandem, in order to provide more information on which aspects of the design need improvement. With analysis and reflection, course maintenance should be a smooth process ensuring senior learners are receiving instruction catered to their learning styles and to their limitations.

Before beginning the f2f training session, learners will complete a likert scale survey to determine their experience with technology and their perceived value of the course content. The instructor will include a link to a Survey Monkey survey on the desktop of each PC so that learners will be able to locate and access the survey easily. The instant feedback from the survey will help the instructor determine the path of the course (i.e. Do learners need instruction in email establishment? Will learners require a review in icon location on the desktop?). It will also help to determine whether a more basic technology review should be an added component for future courses.

As the course will take place both f2f and asynchronously, evaluation methods were developed to occur at various points throughout the course. During f2f training, the instructor will verbally question learners' about their engagement with the course content to determine if they are connecting with the material and will take note of learners' responses. The instructor will also observe learners' during the account creation for both

Edmodo and Facebook, again taking note of confusion or questions. Another evaluation tool to be used during the f2f training will include the quiz feature on Edmodo. The instructor will be able to determine learners' understanding of terminology, netiquette, and cyber-safety guidelines based on their scores. This will help the instructor to guide classroom discussion to review confusing concepts and to reevaluate the course design's focus areas during instruction as well as the instructional content itself. These evaluations will function both formatively and summatively. Not only will they serve to guide the direction of the f2f training session as well as future training sessions, but they will also serve as the method for determining whether the course objectives have been met.

During the asynchronous section of the course, the learners' will be spending several weeks exploring Facebook while completing a series of tasks listed on a checklist. Learners' activity and behavior during this time will be monitored (to the best of the instructor's ability) to determine how they apply the knowledge from their f2f training during their online interaction on Facebook. The instructor will serve as a guide-on-the side in the private Facebook group for learners while noting behaviors and contexts, learners' actions and responses, and any activity learners' find challenging.

Once the course is over, learners' will again complete a Likert scale survey to determine their perceived benefits from taking the course (i.e. stronger technology skills, understanding of social media behavior, etc.). The data from the pre and post surveys, the instructor's observation notes, and the results from the course assessments will help to serve as a basis for reflection and revision for both this course and future courses regarding the use of social media.

Instructional Content

The developer will maintain the following schedule for instructional content review:

Monthly:

Functional Review – check all hyperlink, course management tools, etc for functionality.

Subject Matter Review – review of specific sections of course content to ensure that the material is accurate and up-to-date.

Every Three Months:

Compliance Review – review to ensure all courses content is both ADA and client compliant.

Quality Control – review to ensure all free resources used for course are the best available and to ensure that no degradation of resources has occurred.

Two Weeks Before Course Begins:

Pilot Test – developer will complete a pilot test to ensure that all course content is functioning properly and meets the need of the client and learners.

Levels of Evaluation

Kirkpatrick's Level of Evaluation				
	Measure	When?	Formative	Summative
1. Reaction	Prerequisites Survey - Likert scale questions to determine learners' experience with technology and to determine learners' perceived value of course content.	Immediately before f2f training, online.	X	
	Instructor assessment of learner engagement (verbal).	During f2f training session.	X	
	Course Survey - Likert scale questions to determine learners' perceived benefit.	After course is completed.		X
2. Learning	How well learners understand terminology.	Online quiz on Edmodo during f2f training	X	X
	How well learners understand Cyber-Safety and Netiquette Guidelines.	Online quiz on Edmodo during f2f training.	X	X
	Instructor observation of Edmodo account creation and completion of assigned activities.	During f2f training.		X
	Instructor observation of Facebook account creation and completion of assigned activities.	During f2f training; during online training.	X	X
3. Behavior	Instructor observation of learners' online interaction using Edmodo and Facebook tools.	During asynchronous portion of course.	X	X
4. Results	Analysis of data gathered from pre and post surveys, from observation notes, and from course assessments to determine if learners met the objectives.	After course completion.		X

Feedback & Revision

A table that details the feedback I have received from my instructor and my peers and how I addressed that feedback is provided in Appendix E.

Implementation Plan

Development

Developer/Instructor

Jamie Cyphers

Software & Services Used

Final Cut Pro or Camtasia (as needed)

YouTube

Prezi

Edmodo

Maintenance

Developer will be responsible for maintenance of all content and will follow the Instructional Content Review schedule provided on page 11 of this design plan. The design plan and instructional content will be utilized and reviewed as necessary as long as the Kingsport Senior Center expresses an interest in the instructor's services.

Scheduling of instruction will vary depending on availability of lab space and instructor as well as learners' interest.

Logistics

Scheduling for this course will vary. Face-to-face (or f2f) training will be dependent on the Kingsport Senior Center Media Lab hours of operation and Internet connectivity. The online portion of the course will be dependent upon learners' access to technology. While some learners have access in their home, others only have access to the Senior Center Media Lab.

Marketing

The course will be marketed primarily by the Kingsport Senior Center. Ads will appear in the local newspaper, event magazines, and online calendars. Flyers are also displayed in the Senior Center, and in local pharmacies and clinics.

Implementation

As the developer and instructor are one in the same, no implementation guide is needed. Should the developer decide to stop teaching the course, an implementation guide will be provided to whomever takes over the course.

Instructional Support

Kingsport Senior Center can contact the developer/instructor via mobile phone, home phone, or email. Learners can contact instructor via email or the private Facebook group.

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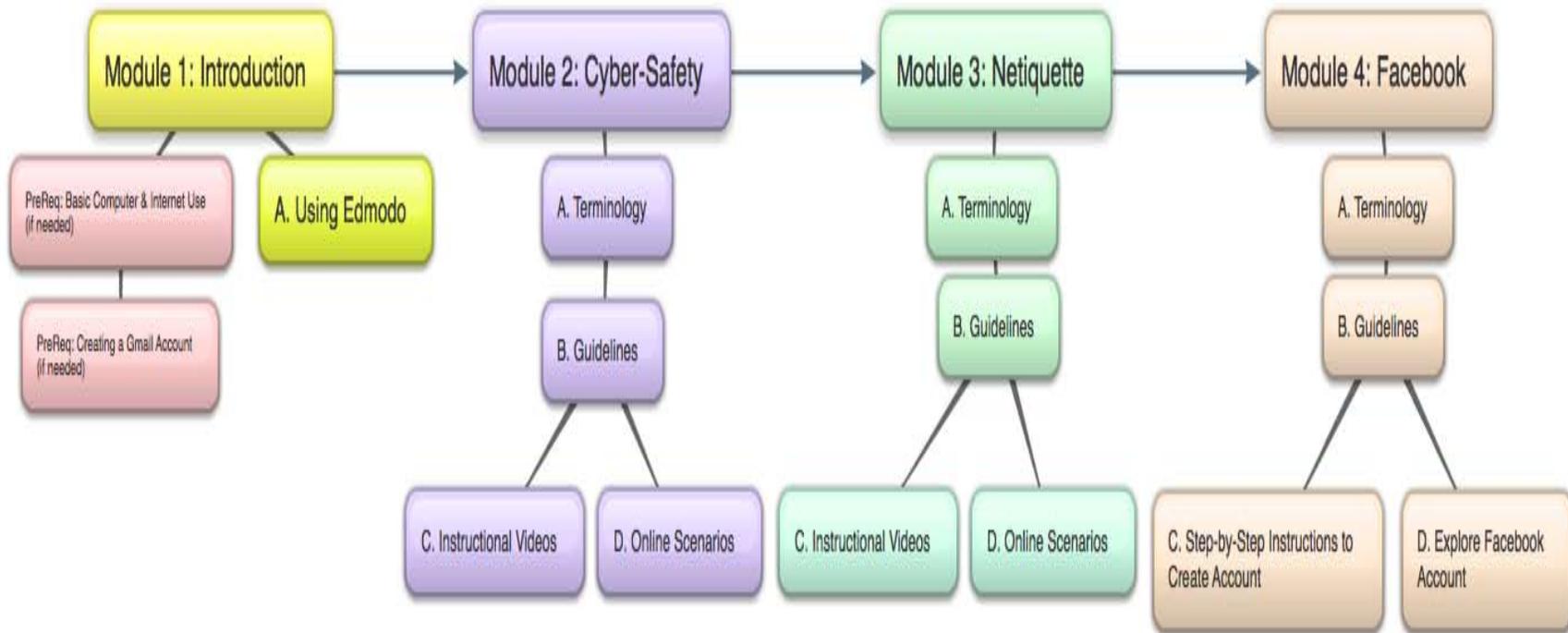
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Appendix A
Content Map

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Appendix B
Content Examples

B-1 Facebook Cheat Sheet

Your Facebook Cheat Sheet

HOW TO . . . UPDATE YOUR STATUS

Your status is something that your Facebook friends will see on their homepage when they log in. It can be a general announcement, statement, or feeling – whatever's on your mind! Just remember: unless you change your privacy settings, **your status is public** to anyone who views your profile, so make sure it's something you're comfortable with everyone seeing.

1. On your homepage (the first page you see when you log into Facebook), locate the status box near the top of the page.



2. Type your update into the box, and click the "Post" button in the bottom right hand corner of the box.



3. Congrats! You've posted your status. Your Facebook friends will see your status on their homepage when they log in to Facebook.



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B-2 Facebook Checklist

Facebook Task List

- Join a Facebook group based on your personal interests
- Like five pages based on your personal interests
- Send a minimum of 5 friend requests to both personal & professional contacts within 3 weeks' time
- Send a private message to the class instructor
- Complete the Facebook Survey posted in Edmodo

Appendix C
Instructional Strategies

Gagné's Events of Instruction	Theory/Reason Behind Planning for the Event	Guiding Question for Planning	Instructional Strategies
1. <i>Gain Attention</i>	Reception	How will you get and keep the students' attention?	<ol style="list-style-type: none"> 1. Open with Esurance commercial depicting comical use of Facebook by seniors. 2. Ask learners, "How do you stay connected?"
2. <i>Inform Learners of the Objectives</i>	Expectancy	How will you inform your students of the lesson objectives?	<ol style="list-style-type: none"> 1. Provide written outcomes and activities agenda 2. Include short video clip of outcomes in Edmodo 3. Post outcomes and activities agenda on Edmodo
3. <i>Stimulate Recall of Prior Knowledge/Learning</i>	Retrieval	How will you remind students of the applicable knowledge that they learned in the past, or their previous related experiences?	<ol style="list-style-type: none"> 1. Pre-assessment gauging prior learners' experience and comfort with technology 2. Connect topics (cyber-safety and netiquette) to learners' existing knowledge through discussion and examples
4. <i>Present the Stimulus (content or learning activity)</i>	Selective Perception	How will you teach the information or what type of learning activity or environment will you create to foster learning?	<ol style="list-style-type: none"> 1. Lecture and multimedia introduction to terminology, guidelines and Facebook 2. Provide examples of topics in context and discuss 3. Provide step-by-step instructions
5. <i>Provide Guidance to the Learners</i>	Semantic Encoding	How will you provide guidance (scaffolding, support) to the learners?	<ol style="list-style-type: none"> 1. Provide models of topics via Edmodo and discuss problem-solving strategies for those models. 2. Have learners provide examples and possible resolutions based on topics
6. <i>Elicit Performance from the Learners</i>	Responding (also Retrieval)	What type of homework, practice, or learning activities will you provide to help the students learn?	<ol style="list-style-type: none"> 1. Have learners work through problem scenarios 2. Have learners use terminology in context 3. Have learners create a Facebook account 4. Have learners complete assigned tasks on Facebook

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Gagné's Events of Instruction	Theory/Reason Behind Planning for the Event	Guiding Question for Planning	Instructional Strategies
7. <i>Provide Feedback to the Learners</i>	Reinforcement	What will you do to let the learners know how they're doing? How will you correct, affirm, or encourage them?	<ol style="list-style-type: none"> 1. Provide feedback as students work through step-by-step instructions 2. Pose "What if" questions about cyber-safety and netiquette
8. <i>Assess the Performance of the Learners</i>	Retrieval	How will you know that the students have learned the material or can do the desired tasks?	<ol style="list-style-type: none"> 1. Test terminology comprehension 2. Test understanding of cyber-safety and netiquette with problem-based scenarios 3. Require students create and customize a Facebook account
9. <i>Enhance the Retention & Transfer of the New Skills, Knowledge, and/or Attitudes</i>	Generalization	What will you do to enhance the retention & transfer of the new skills, knowledge, and/or attitudes?	<ol style="list-style-type: none"> 1. Encourage learners (via closed Facebook group for Kingsport Senior Center members) to branch out and attempt to use other forms of social media or to create Facebook group based on their own personal interests.

Appendix D
Technology/Media Plan

Topic	Related Learning Objective/Outcome	Strategy	Technology for a f2f Activity	Technology for an Online Synchronous Activity	Technology for an Online Asynchronous Activity
Using Edmodo	Students will create an Edmodo account using step-by-step instructions.	<ul style="list-style-type: none"> Step-by-step instructions YouTube Tutorial Prezi lecture 	<ul style="list-style-type: none"> Hard copy of instructions Projector & MacBook Pro YouTube tutorial Prezi 	<ul style="list-style-type: none"> Edmodo YouTube tutorial Prezi 	<ul style="list-style-type: none"> Edmodo YouTube tutorial Prezi
Exploring Edmodo	Students will explore Edmodo resources using step-by-step instructions.	<ul style="list-style-type: none"> Step-by-step instructions YouTube Tutorial Prezi lecture 	<ul style="list-style-type: none"> Hard copy of instructions Projector & MacBook Pro YouTube tutorial Prezi 	<ul style="list-style-type: none"> Edmodo YouTube tutorial Prezi 	<ul style="list-style-type: none"> Edmodo YouTube tutorial Prezi
Terminology: Cyber-safety	Students will identify terminology associated with cyber-safety.	<ul style="list-style-type: none"> Terminology sheet Prezi lecture 	<ul style="list-style-type: none"> Hard copy of terminology Projector & MacBook Pro Prezi 	<ul style="list-style-type: none"> Edmodo Prezi 	<ul style="list-style-type: none"> Edmodo Prezi
Terminology: Netiquette	Students will identify terminology associated with netiquette.	<ul style="list-style-type: none"> Terminology sheet Prezi lecture 	<ul style="list-style-type: none"> Hard copy of terminology Projector & MacBook Pro Prezi 	<ul style="list-style-type: none"> Edmodo Prezi 	<ul style="list-style-type: none"> Edmodo Prezi
Terminology: Facebook	Students will identify terminology associated with Facebook.	<ul style="list-style-type: none"> Terminology sheet Prezi lecture 	<ul style="list-style-type: none"> Hard copy of terminology Projector & MacBook Pro Prezi 	<ul style="list-style-type: none"> Edmodo Prezi 	<ul style="list-style-type: none"> Edmodo Prezi
Guidelines: Cyber-safety	Students will demonstrate understanding of guidelines of cyber-safety by determining how to behave and/or respond in a variety of online social situations.	<ul style="list-style-type: none"> Cyber-safety guidelines Examples/Non-Examples of resolutions to online scenarios (YouTube?) Prezi lecture 	<ul style="list-style-type: none"> Hard copy of guidelines Projector & MacBook Pro Prezi YouTube videos (possibly) 	<ul style="list-style-type: none"> Edmodo Prezi YouTube (possibly) 	<ul style="list-style-type: none"> Edmodo Prezi YouTube (possibly)

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Topic	Related Learning Objective/Outcome	Strategy	Technology for a f2f Activity	Technology for an Online Synchronous Activity	Technology for an Online Asynchronous Activity
Guidelines: Netiquette	Students will demonstrate understanding of guidelines of netiquette by determining how to behave and/or respond in a variety of online social situations.	<ul style="list-style-type: none"> • Netiquette guidelines • Examples/Non-Examples of resolutions to online scenarios • Prezi lecture 	<ul style="list-style-type: none"> • Hard copy of guidelines • Projector & MacBook Pro • Prezi • YouTube videos (possibly) 	<ul style="list-style-type: none"> • Edmodo • Prezi • YouTube (possibly) 	<ul style="list-style-type: none"> • Edmodo • Prezi • YouTube (possibly)
Guidelines: Facebook	Students will demonstrate understanding of guidelines of Facebook by determining how to behave and/or respond in a variety of online social situations.	<ul style="list-style-type: none"> • Facebook guidelines • Examples/Non-Examples of resolutions to online scenarios • Prezi lecture 	<ul style="list-style-type: none"> • Hard copy of guidelines • Projector & MacBook Pro • Prezi • YouTube videos (possibly) 	<ul style="list-style-type: none"> • Edmodo • Prezi • YouTube (possibly) 	<ul style="list-style-type: none"> • Edmodo • Prezi • YouTube (possibly)
Creating a Facebook Account	Students will create and customize a Facebook account using step-by-step instructions.	<ul style="list-style-type: none"> • Step-by-step instructions • YouTube Tutorial • Prezi lecture 	<ul style="list-style-type: none"> • Hard copy of instructions • Projector & MacBook Pro • Screencasting Tool (QuickTime Player) • YouTube tutorial • Prezi 	<ul style="list-style-type: none"> • Edmodo • YouTube tutorial • Prezi 	<ul style="list-style-type: none"> • Edmodo • Prezi • YouTube (possibly)
Exploring Facebook	Students will seek out personal and professional connections via Facebook by completing task list within three weeks.	<ul style="list-style-type: none"> • Social Media Task List • YouTube Tutorial • Prezi lecture 	<ul style="list-style-type: none"> • Hard copy of task list • Projector & MacBook Pro • Screencasting Tool (QuickTime Player) • YouTube tutorial • Prezi 	<ul style="list-style-type: none"> • Edmodo • YouTube tutorial • Prezi • Screencasting tool (QuickTime Player) 	<ul style="list-style-type: none"> • Edmodo • YouTube tutorial • Prezi • Screencasting tool (QuickTime Player)

Appendix E
Feedback Response & Design Process Reflection

Applicable Element of the Design	Comment or Issue Raised By Reviewer	How was this comment/issue addressed?	Would you have chosen to address it differently? If so, how?
Aligned Outcomes & Assessments	I like that you used a pre-assessment here. Your outcomes are very well aligned and include very specific ABCDs. Is the 30-minute outcome a time constraint that you have with this project? I might question if the time constraint would be appropriate for all your learners. -Jason	Adjustments were made to the assessment factor. While time was still a consideration, the activity was redesigned to occur over a three-week period to make better use of f2f time.	After considering options for the course, I concluded this would be an effective change in the activity because it allows the learners the ability to work at their own pace while still providing a level of accountability (and measurability).
Aligned Outcomes & Assessments	I like the assessments but just had a question of to what extent they had to have completed in 30 minutes? And what is not mastery, 1 hour? 45 minutes? That part was a little confusing to me. ~ B Bryan	Adjustments were made to the assessment factor. While time was still a consideration, the activity was redesigned to occur over a three-week period to make better use of f2f time.	After considering options for the course, I concluded this would be an effective change in the activity because it allows the learners the ability to work at their own pace while still providing a level of accountability (and measurability).
Learners & Contexts	You will need to provide more detail for the learning context and I suggest you consider the different facets of that context (as listed on page 66 of the textbook), to put a little more flesh on that in your project proposal. ~ Dr. Larson	Updated in Final Design Plan	No. More detail was needed in order to provide an accurate picture.

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Applicable Element of the Design	Comment or Issue Raised By Reviewer	How was this comment/issue addressed?	Would you have chosen to address it differently? If so, how?
Design Proposal	May also want to comment briefly on the homogeneity of the audience with respect to prior knowledge (of technology, social media, etc), motivation and intellectual and physical skills. ~ Dr. Larson	Added more detail to characteristics of target audience.	More information was needed, so it's more than likely something that would have been revised as work continued on the plan.
Tables of Outcomes, Strategies, & Assessments	One thing to consider - you have information in your assessment wording that really belongs in the objectives (mastery limits, etc). Objectives and assessments are very similar. The main difference is in the wording. The objective should include all parts A, B, C and D so the student knows what is expected. Then the assessment should be worded like the test item or the problem instructions that will be used with the student. ~ Dr. Larson	Moved material around as suggested in Final Design Plan.	After a review of the chapter regarding aligning outcomes, I see where I went wrong and the changes were needed.
Technology Plan	My only suggestion is to be sure to include (in your Interim Design Plan) a narrative that provides the progression of the instruction. ~ Dr. Larson	Added in Final Design Plan.	This was on my to-do list for the Final Design plan after reviewing several classmates' interim plan.