Outcome and Assessment Assignment

1. What changes in thinking or how your learners do something should occur?

 Throughout this assignment I have tried to think from my clients (seniors) point of view. My aunt lives in an independent living home and I got some feedback from her friends and floor mates. Since most are older they said the biggest hindrance in learning social media is there isn’t a way to learn it fast. If they ask their grandkids to help them with an app like Facebook they don’t teach them how to do it, rather they just do it for them. Some changes I began to think about was how much time each segment needs to be taught, replicated and test so that my learner can function without help.

1. How will you know that these changes have occurred?

Administering a pre-and post-test that contains the same material to see if the participants learned new knowledge and/or increased knowledge of social media. Constant simulation with others (adding each member of the group involved to practice social media basics like messaging, uploading text/pictures and content via phone or email and the ways to block and report dangers like scams and cyberbullies.

1. What activities will help facilitate these changes in thinking and what learners do?

 Trying to get seniors to grasp technology that is new to them is no easy task. I plan to utilize about 3/9 of Gauge’s 9 Events of Instruction as activities. I will use his events of instruction to help facilitate positive changes in thinking:

1. Provide “learning guidance” – allowing one-on one sessions, take home materials and printouts

2. Stimulate recall of prior learning – always recapping the last lesson but attaching more for the learner to grasp the concepts

3. Provide feedback – allowing time for questions so participants can feel comfortable with content

1. How are you discovering your content? How will you chunk and sequence your content?

 Most of my content will be videos, case studies and hands on learning I plan to introduce a new concept weekly but also having time to review what was taught and provide time for extra one-on-one help before classes. I will use chucking to pack in knowledge into my learner but also having my learner be a part of the process and being able to get hands on help if needed.

1. What constraints have you encountered during your design project so far? How are you dealing with them?

Some constrains that might occur:

1. Creating a positive classroom client to ensure a healthy atmosphere to learn. This will most likely be a computer classroom setting.
2. Making sure each participant has knowledge of local places to get assignments done like local libraries, school labs, community center, laptop (Wi-Fi), tablet or smartphone.
3. Assess and ability to use a computer. Permission to use computer lab, senior center with computers or some place with antiquate technology.
4. Interest from senior participants to want to learn about social media.

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| 1. Subjects will gain basic knowledge of social media and how to set up a profile

-Participants will get to choose from 3 modules: Facebook, Pinterest, or Twitter |
| 1. PowerPoint with audio or Prezi with in-hand printouts, take home materials and assignments to communicate with one another, signing a user agreement to insure appropriate use of the computers.
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| 1. A pre-test and post-test to measure growth of new knowledge and also simulations needed like messaging and communication to show gasp of social media basics.
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