

## Syllabus - Community Module:

### Engaging with Learners - How to Develop your Community

#### Learning Outcomes:

By the end of this module, you will be able to:

- recognize the characteristics of teaching presence, cognitive presence, and social presence
- evaluate positive and negative factors in existing online educational communities
- identify the motivation for (or barriers to) community participation
- develop a strategy for activities that fit with your community members' motivation for participation
- determine the social media platforms that are most relevant to your instructional objectives
- consider the role of a code of conduct or netiquette guide for an online educational community
- construct a strategy for well-timed and appropriate discussion posts and responses on social media, both as a follower and as a leader
- plan how metrics can be used to evaluate and improve how a social media strategy is meeting learning objectives

#### About this course:

- This course takes place within the **Moodle** Learning Management System (LMS) hosted by WebJunction.org. If you need help navigating in Moodle, make sure you have gone through the Orientation Module (the first in the D4L series).

- In Moodle, there is a **workbook** for this module that you can download. You can save it to your device to edit it with a word processor, or print it out to write in it by hand. This gives you one document in which to store all your work throughout this module, to save for your portfolio at the end.
- There are no official **due dates**, so you can go through the content at your own pace. However, we have found that many students find the weekly structure helpful to keep them on track.
- This module has been designed to take place over **4 weeks**, like most modules of the Design for Learning program. If you start at the beginning of the month, you will be more likely to find other students going through the discussion forums at the same schedule.
- Each week, most content is shared in the form of a **lesson**. This format allows you to easily go through all content in a linear fashion. However, you can return later to review any content, in any order, using the menu within each lesson (on the side or below, depending on your device).
- In the Design for Learning program we strive to actively support a wide range of learning styles and abilities. As such, we have applied the principles of Universal Design for Learning to this course. If you would like to suggest additional **alternative formats** that you think we should provide, especially related to needs for specific accommodations, please contact us at [d4l@scrlc.org](mailto:d4l@scrlc.org).

## Agenda:

### Week 1 - A Sense Of Community In Online Instruction

- Advance Organizer for Week 1 (video)
- **Reflection** (activity)
- Selected Vocabulary (list)
- Types of Learning Communities (video)
- Models for Online Learning Communities (video, with **challenge question**)
- **Reflection** (activity)

- Participation (video, with **challenge question**)
- **Reflection** (activity)
- Summing Up Week 1 (video)
- Additional Resources (list)
- Case studies of online learning communities (reading)
- **Assignment 1:** Partner Activity – meet to develop alternative discussion ideas (forum submission)

## Week 2 - Social Participation

- Advance Organizer for Week 2 (video)
- Elements of Social Media (video)
- **Reflection** (activity)
- Teens Migrating from Facebook (video)
- Choosing Social Media (video)
- **Reflection** (activity)
- More Social Media Considerations (video, with **challenge question**)
- **Reflection** (activity)
- Social Media Listening (video)
- Summing Up Week Two (video)
- Additional Resources (list)
- D4L Guide to Social Media (text)
- **Survey about social media** (form)
- **Assignment 2:** Partner Activity - interact with each other on at least two different social media platforms (forum submission)

## Week 3 - Strategy for Your Community

- Advance Organizer for Week 3 (video)
- Strategy (video, with **challenge question**)
- **Reflection** (activity)

- Community Members (video)
- **Reflection** (activity)
- Strategies and netiquette (video, with **challenge question**)
- **Reflection** (activity)
- Summing Up Week 3 (video)
- Additional Resources (list)
- **Assignment 3:** Planning Your Strategy (forum submission)

## Week 4 - Maintaining Your Community

- Advance Organizer for Week 4 (video)
- Community Lifecycle (video, with **challenge question**)
- Community Management (video, with **challenge question**)
- Discussion (video)
- **Reflection** (activity)
- Metrics and interventions (video, with **challenge questions**)
- **Reflection** (activity)
- Summing Up Week Four (video)
- Additional Resources (list)
- **Assignment 4:** Revising Your ID Plan (forum submission)

## Required Assignments:

- Required activities for this module will have a check box to the right when you view them on the main course page. The system will automatically check them off as you complete them.
- Go through the **lesson for each week**, including challenge and reflection questions.
  - **Challenge questions** in each lesson are checked automatically, and each correct answer earns 1 point. In some cases, if you are incorrect, you will be prompted to review the relevant information and try the question again.

- **Reflection questions** are an opportunity for you to apply the content to your own situation in a short statement or other exercise. You will enter these reflections in a **workbook** for the module, and you may want to share some parts of your reflection in the discussion forums.
- Each lesson will be marked as completed if you attempt all the questions, regardless of your “score.”
- **Assignments 1-2** - Partner/Group activities
  - Each of these will require that you work with a partner or small group. Please use the forums to identify a partner. If you can't find someone who is going through D4L at the same time as you, find a colleague, friend, or family member to do this activity with you. An important aspect of these activities is to respond to someone else: this is a dialogue, not a monologue.
  - Each of these assignments will have an associated section in the workbook, and a forum discussion where you can attach your work in progress, discuss your work, ask questions of your peers, and respond to your peers.
  - Each forum discussion will be marked as completed once you post about your own project and reply to someone else's post.
- **Assignments 3-4** - Exercises to plan your strategy and revise your ID plan
  - Each of these assignments will have an associated section in the workbook, and a forum discussion where you can attach your work in progress, discuss your work, ask questions of your peers, and respond to your peers.
  - Each forum discussion will be marked as completed once you post about your own project and reply to someone else's post.

Once all of these required activities have been automatically marked as completed, you will be eligible to receive a certificate of completion for the module.

## Course Developer:

Arden Kirkland is an independent digital librarian, providing consulting services for digital collections and online learning. Her years of work in higher education have included a focus on students' active participation in the construction of multimedia digital collections. Other recent projects include [ArtOneida.org](http://ArtOneida.org), [HistoricDress.org](http://HistoricDress.org), and work on the [Capability Maturity Model for Research Data Management](#). Find out more about her work at [ardenkirkland.com](http://ardenkirkland.com).

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