

University of Massachusetts Boston

ScholarWorks at UMass Boston

Instructional Design Capstones Collection

Instructional Design Graduate Program

Fall 12-5-2016

Social Media for Senior Citizens: An Introductory Course

Cheryl Raistrick

University of Massachusetts Boston

Follow this and additional works at: https://scholarworks.umb.edu/instruction_capstone



Part of the [Adult and Continuing Education and Teaching Commons](#), [Gerontology Commons](#), [Instructional Media Design Commons](#), and the [Public Administration Commons](#)

Recommended Citation

Raistrick, Cheryl, "Social Media for Senior Citizens: An Introductory Course" (2016). *Instructional Design Capstones Collection*. 16.

https://scholarworks.umb.edu/instruction_capstone/16

This Open Access Capstone is brought to you for free and open access by the Instructional Design Graduate Program at ScholarWorks at UMass Boston. It has been accepted for inclusion in Instructional Design Capstones Collection by an authorized administrator of ScholarWorks at UMass Boston. For more information, please contact scholarworks@umb.edu.

A final project presented to the faculty of the
Instructional Design Master's Degree Program
University of Massachusetts at Boston

Social Media for Senior Citizens: An Introductory Course

Submitted by
Cheryl Raistrick B.A.

in partial fulfillment for the requirement of the degree
MASTER OF EDUCATION

December 5, 2016

Dr. Carol Ann Sharicz

Approved by Dr. Carol Ann Sharicz, Faculty

Abstract

The Woburn Council on Aging is a municipal, volunteer board appointed by the Mayor of Woburn. The Woburn COA operates the Woburn COA Senior Center as a resource for the community's senior citizen population. The Senior Center provides information, referrals, information, outreach, advocacy, transportation, health screening, nutrition, education, peer support, recreation, volunteer development and intergenerational programming for members of the community. Educational programs on the use of technology are offered monthly at the Woburn COA Senior Center though members have expressed interest in learning more about social media applications and how they can be used to communicate with family and friends. The Woburn COA Senior Center did not have any courses available on the specific topic of social media and thus a training course was requested to meet this need. A new educational series on the use of Social Media, presented in an easy-to-follow format and geared towards beginner-level computer users, was developed for this project. To fully support the goals of the Woburn COA Senior Center in relation to educating their members on the topic of social media, a number of different educational materials were created for use. Keeping in line with the analysis conclusions and the instructional strategy plan that was established early in the instructional design process, a self-paced computer-based tutorial with narration was developed and will be made available to Woburn COA Senior Center users at the conclusion of four scheduled classroom session series.

Keywords: social media; senior citizens; introductory; multimedia

Table of Contents

Phase I – Analysis	6
Background	6
Organization Information	6
Problem Statement	6
Organizational Goal.....	6
Analysis	7
Needs Analysis	7
One-on-One Interview	7
Survey.....	7
Data Results	8
One-on-One Interview Results.....	8
Survey Results	8
Learner Analysis	9
External Analysis	10
Conclusions	12
Recommendations	13
Phase II – Design	14
Goal	14
Learning Objectives.....	14
Session 1 – Facebook.....	14
Session 2 - Pinterest	14
Session 3 – Twitter & Instagram.....	14
Session 4 – Skype.....	15
Instructional Strategy.....	15
Plan.....	15
Deliverables.....	15
Session Agendas.....	16
Session 1: Facebook	16
Session 2: Pinterest.....	17
Session 3: Twitter & Instagram	17
Session 4: Skype	17

Phase III – Development	18
Introduction	18
Instructional Materials.....	18
Prototype	20
Phase IV – Implementation & Evaluation	21
Implementation	21
Evaluation	21
Formative Evaluation	21
Summative Evaluation	21
Improvement Plan	22
References	23
Appendix A – Interview	24
Appendix B – Survey	25
Appendix C – Survey Raw Data	28
Appendix D – Glossary of Terms	33
Facebook.....	33
Instagram	34
Pinterest.....	36
Skype.....	37
Twitter.....	37
Appendix E – Home Screen Layouts	42
Facebook.....	42
Pinterest.....	43
Twitter.....	44
Instagram	45
Skype.....	46
Appendix F – Knowledge Check Assessments	47
Facebook.....	47
Pinterest.....	48
Twitter.....	49
Instagram	50
Skype.....	51
Appendix G – Navigation Guide	52

Appendix H – Site Map.....	52
Appendix I – Top 10 Webcams of 2016	53
Appendix J – Pre Training Assessment.....	55
Appendix K – Post Training Feedback Survey	56
Appendix L – Follow Up Survey.....	58

Phase I – Analysis

Background

Organization Information

The Woburn Council on Aging (COA) is a municipal, volunteer board appointed by the Mayor of Woburn. It is the responsibility of the Council to identify the needs of the community's elder population and available resources, to educate the community at large regarding the needs of the elderly, and design, promote and implement needed services. The Woburn COA operates the Woburn COA Senior Center as a resource for the community's elder population. The Woburn COA Senior Center provides information, referrals, information, outreach, advocacy, transportation, health screening, nutrition, education, peer support, recreation, volunteer development and intergenerational programming for members of the community (City of Woburn, n.d.).

Problem Statement

Educational programs on the use of technology are offered monthly at the Woburn COA Senior Center and past sessions have included such topics as "What is Windows 10?," "Let's Learn About Word," "What is Facebook?" and "Using PowerPoint." Members of the Woburn COA Senior Center have expressed interest in learning about social media applications and how they can be used to communicate with family and friends. However, the Woburn COA Senior Center does not currently have any courses available on the topic of social media. The Woburn COA Senior Center has requested a training course be developed to meet this need.

Organizational Goal

The Woburn COA Senior Center is looking to provide a new educational series on the use of Social Media, presented in an easy-to-follow format and geared towards beginner-level computer users.

Analysis

Needs Analysis

Data was collected using two methods: one-on-one interview and a small-scale survey.

All data was collected during the month of September, 2016.

One-on-One Interview

An interview with Judy Tanner, Program and Volunteer Coordinator at the Woburn COA Senior Center was conducted. The 30-minute interview was held over the phone and consisted of 11 questions related to the operations and training needs of the Woburn COA Senior Center (See Appendix A – Interview).

Survey

A small-scale survey was administered to 10 volunteer participants from the Woburn COA Senior Center. The volunteer participants represented the target audience's collective interests and opinions. The survey was given on paper to each volunteer and consisted of 14 questions (See Appendix B – Survey).

Data Results

Following are the results and highlights of the interview and small-scale survey.

One-on-One Interview Results

The Woburn COA Senior Center is open to the public Monday-Friday and provides social and educational opportunities for the senior citizen community. Historically, turnout for technology-oriented classes has been low (approximately 10-15 per class) with the exception of the class offered as an overview of Windows 10 that had 40+ participants. Woburn COA Senior Center members have expressed interest in attending a class on the subject of social media and how to use it. There are computers available at the Woburn COA Senior Center for any member of the community to use. The classroom facility has computers installed and can accommodate up to 40 attendees.

Survey Results

Highlights of the 14-question survey follow (See Appendix C – Survey Raw Data).

- Respondents ranged in age from the 55-59 range to the 80-84 range. The majority of respondents were in the range of 65-69 years.
- 70% participants responded that they are at least somewhat familiar with the term “social media”
- 0% respondents were familiar with all of the social media applications mentioned
- Facebook was the most recognizable social media application, with 50% respondents reporting to be at least “somewhat familiar” with the application
- Twitter was the least known social media application, with 90% respondents falling below the “somewhat familiar” benchmark

Learner Analysis

The intended audience for this project includes members of the Woburn COA Senior Center. The following characteristics are typical of this audience.

Information Category	Learner Characteristics
Entry Skills	<ul style="list-style-type: none"> • Proficient in reading/writing English • Basic computer skills • Must have access to a computer/mobile device with Internet access
Prior Knowledge of Topic	<ul style="list-style-type: none"> • Little to no prior knowledge expected
Attitudes Toward Content	<ul style="list-style-type: none"> • Lecture, demonstration and hands-on training with popular social media applications
Motivation for Instruction	<ul style="list-style-type: none"> • Interest in becoming familiar with social media applications and their use • Desire for ability to communicate more effectively with family and friends via the Internet • Enrollment is voluntary
Educational and Ability Levels	<ul style="list-style-type: none"> • Learners will likely have varying educational levels • Anticipated audience will be novice social media application users • Anticipated audience will be beginner to advanced beginner level computer users
Attitudes Toward Training Organization	<ul style="list-style-type: none"> • Learners will be members of the Woburn COA Senior Center and familiar with the organization • Some learners may have taken other technology workshops offered by the Woburn COA Senior Center and returned for the Social Media for Seniors • Anticipated audience will be open to learning new technology • Anticipated audience will have a positive attitude toward the Woburn COA Senior Center and the course instructor
Group Characteristics	<ul style="list-style-type: none"> • Learners will range in age from 55+ • Learners may have accessibility issues, including but not limited to: impaired vision, impaired hearing, and/or limited mobility • Beginner social media application users

External Analysis

To gather additional contextual data, a literature and website review on the topic of educating senior citizens, with a focus on technology training, was performed. The data gathered through this research showed that there are a number of obstacles that can prevent older adults from adopting new technologies but that overcoming those roadblocks can be beneficial to their overall wellbeing and social lifestyle. Key among these obstacles are the following:

- Physical challenges to using technology: Health issues or limiting physical abilities may hinder senior citizens from participating in many common daily activities, including learning or using technology.
- Skeptical attitudes about the benefits of technology: Many older adults question the benefits and wonder if it is worthwhile to spend the time to learn new technology. The benefits are not immediately clear to all, especially to those who have not used the technology in the past.
- Difficulties learning to use new technologies: Oftentimes there is a fear of the unknown when it comes to learning new technology and learning by oneself can be a daunting task that many do not wish to take on. (Smith, 2014)

Barriers to learning and using new technology in one's everyday life can lead to a misunderstanding of the purpose and benefits of such applications, specifically those that fall under the umbrella of social media. Many older adults report feeling dependent on younger generations to educate them on such topics because the learning curve is perceived to be too steep to take on alone. According to Smith (2014), "among seniors who go online but do not currently use social networking sites such as Facebook or Twitter, 56% would need assistance if they wanted to use these sites to connect with friends or family members" (p. 3).

New technology can be intimidating for many people though, regardless of age. The issue for older adults, though, is that many do not feel comfortable asking for assistance while some do not have access to someone who is knowledgeable on the topic.

Additional research was conducted on ways to teach responsible use of social media applications as well as instances of successful training methods. Many contend that while the initial learning curve may be steep, perseverance and personal motivation to achieve a level of familiarity with new technology can be the catalyst for older adults to pursue education on such topics. Harley & Fitzpatrick (2009) presented a case study that demonstrates the importance of motivation and creating personal connections to make the use of social media applications impactful for older adults, thus increasing the likelihood of success in educating them on such topics.

A case study (Harley & Fitzpatrick, 2009) of a 70-year-old video blogger on YouTube suggests that video blogging can be a useful tool for older adults to share life stories and strengthen intergenerational communications. The study suggests that when designing social media, it is important to address the “social, cultural and spiritual significance” to older users so that the technology can be made “relevant and meaningful” to their lives. (as cited in Xie, Watkins, Golbeck, & Huang, 2012, p. 283)

Clark (2002) notes that “a number of studies also indicate that older adults require more time to acquire basic computer skills, make more mistakes, and need more teacher support lessons than do younger adults” (as cited in Heaggans, 2012, p. 5). To accommodate such needs, Jones and Bayen (1998) propose nine recommendations for teaching older adults to use computers:

1. Break up instruction into small units with specific goals and relate new information to older adults' existing knowledge
2. Allow sufficient time during instruction for older adults to process events and information.
3. Provide more pauses during lectures so that older adults have time to take notes and allow them to ask questions during instruction to help clarify information.
4. Minimize the amount of reading required during instruction—or provide extra time for reading.
5. Allow older adults to practice each unit after it has been taught.
6. Adjust the “control panel” settings to accommodate older adults' needs.
7. Select computer programs, and options within programs, that use menu systems or graphical user interfaces instead of command languages. Select fonts and styles that are easy to read.
8. Familiarize older adults with online help features that accompany most computer programs.
9. Be aware of and regulate other environmental distractions in the classroom such as necessary movement, extreme temperatures, and poor lighting. (p. 675-689)

Conclusions

Creating meaningful connections and exploring reasons to use social media applications can be a key factor in overcoming the barriers to learning that many older adults face with new technologies. Another factor to consider is to make the learning environment conducive to the needs of the learners by structuring lessons into small modules, providing time for practice, utilizing style types that are easy to read, and incorporating time for breaks and break-out interactive activities.

Recommendations

Social media applications should be presented in small, scaffolding lessons that begin with the basics and increase in level of difficulty as the lessons progress. Instructors should discuss with learners the potential benefits of communicating through social media, emphasizing links to individual motivating factors. The classroom and computer-based tutorial deliverables should be designed following universal design principles and incorporate opportunities for review and practice. Resource documents and glossaries should be provided to learners that reinforce the educational content.

Phase II – Design

Goal

After completing the Social Media for Beginners course, students will have an increased level of knowledge of how they can use popular social media applications for communication and be aware of security risks that may arise through their usage. Learners will have the ability to navigate and utilize the basic functions offered through each of the highlighted social media applications.

Learning Objectives

Session 1 – Facebook

At the completion of the Social Media for Beginners – Facebook lesson, students will demonstrate the fundamental techniques of utilizing Facebook by creating an active user account, adjusting their security settings according to the provided recommendations handout, uploading a picture to their profile, and sending a friend request to the instructor.

Session 2 - Pinterest

At the completion of the Social Media for Beginners – Pinterest session, students will demonstrate the fundamental techniques of utilizing Pinterest by creating an active user account, following two boards, and creating one new personal board that contains at least three pinned links.

Session 3 – Twitter & Instagram

At the completion of the Social Media for Beginners – Twitter & Instagram session, students will demonstrate the fundamental techniques of utilizing Twitter and Instagram by creating an active user account, following two people, sending their first tweet, and sharing a picture with an applied filter.

Session 4 – Skype

At the completion of the Social Media for Beginners – Skype session, students will demonstrate the fundamental techniques of utilizing Skype by creating an active user account, activating a webcam and microphone, and conducting one live call with a partner.

Instructional Strategy

Plan

During each classroom session, a different social media application will be introduced. The instructor will demonstrate the application and explain its use and benefits for communication. Learners will be led through an account creation process and application-specific functions to fulfill the stated learning objective(s). Learners will be given scenarios and instruction for hands-on activities related to each week's topic. Successful completion of the hands-on activities, as reviewed by the classroom instructor, will serve as the learner's assessment.

Various multimedia tools will be used throughout the course, including a combination of images, video, and on-screen demonstrations. The course will require the use of web-based tools such as the Internet, YouTube, Skype, etc. The course will be built using Articulate Storyline 2 and will require the use of media creation programs such as Adobe Photoshop, Adobe Premiere, Audacity, Screencast-o-Matic, and Microsoft PowerPoint.

Deliverables

- Instructor-led classroom training with multimedia and interactive components on individual topics.
- Computer-based interactive tutorial to include the lessons presented in classroom sessions.

- Formative Evaluation: Pre- and Post-evaluations based on Kirkpatrick's Four Levels of Evaluation to assess learners' reactions, degree of learning, change in behavior, and organization results. Methods of evaluation will include pre- and post-training questionnaires, knowledge-check assessments, and a follow-up survey to be sent electronically after a 3-month period (see Appendix M – Follow Up Survey).
- Resource documents and glossary of terms will be included to aid in retention.

Session Agendas

Session 1: Facebook

Topic	Objective
Pre-Evaluation Questionnaire	
Introduction: What is it? What is it used for? (video)	
Demonstration: Navigation, Common Functions, Uses	
Discussion: How It Can Apply to Learner	
Knowledge Check: Hands-On Activities	
Account Creation: Usernames, Passwords	1.1
Security	1.1
Upload a picture to profile	1.2
Finding a Friend	1.3
Post-Evaluation Questionnaire	

Session 2: Pinterest

Topic	Objective
Pre-Evaluation Questionnaire	
Introduction: What is it? What is it used for? (video)	
Demonstration: Navigation, Common Functions, Uses	
Discussion: How It Can Apply to Learner	
Knowledge Check: Hands-On Activities	
Account Creation: Usernames, Passwords	2.1
Security	2.1
Follow 2 Boards	2.2
Create a Board with at least 3 pins	2.3
Post-Evaluation Questionnaire	

Session 3: Twitter & Instagram

Topic	Objective
Pre-Evaluation Questionnaire	
Introduction: What is it? What is it used for? (video)	
Demonstration: Navigation, Common Functions, Uses	
Discussion: How It Can Apply to Learner	
Knowledge Check: Hands-On Activities	
Account Creation: Usernames, Passwords	3.1
Security	3.1
Follow 2 people	3.2
Send a Tweet with at least one hashtag	3.3
Post-Evaluation Questionnaire	

Session 4: Skype

Topic	Objective
Pre-Evaluation Questionnaire	
Introduction: What is it? What is it used for? (video)	
Demonstration: Navigation, Common Functions, Uses	
Discussion: How It Can Apply to Learner	
Knowledge Check: Hands-On Activities	
Account Creation: Usernames, Passwords	4.1
Security	4.1
Activating a webcam	4.2
Conduct a live video call	4.3
Post-Evaluation Questionnaire	

Phase III – Development

Introduction

To fully support the goals of the Woburn COA Senior Center in relation to educating their members on the topic of social media, a number of different educational materials were created for use. Keeping in line with the analysis conclusions and the instructional strategy plan that was established earlier in the instructional design process, a self-paced computer-based tutorial (CBT) with narration was developed and will be made available to Woburn COA Senior Center users at the conclusion of the four scheduled classroom session series. The classroom sessions will utilize the same CBT course without the narration in place, allowing the instructor to facilitate discussion and manage the class. Learners will be asked to respond to a pre-training questionnaire developed in Google Forms (see Appendix J – Pre Training Assessment).

Instructional Materials

The CBT was created in Articulate Storyline 2 and was comprised of five topic-specific learning modules that cover the five individual social media topics: Facebook, Pinterest, Twitter, Instagram, and Skype. The Twitter and Instagram modules are to be presented in the same classroom session during week 3 but exist as individual learning modules in the CBT.

In order to establish a base understanding of course navigation and to maintain consistency throughout the whole of the CBT, each module follows the same design theme and format determined during the storyboard phase of development. A specific color scheme was selected, large and distinct fonts were identified for use, a larger player window with a collapsed menu was developed, and navigation was designed to be kept as simple as possible for users to follow on their own.

As noted before, each module follows the same sequence and format (see Appendix H – Site Map) with an introduction followed by a short video to provide more detail about the

background of the application. Learners are then guided through an interactive screen that describes the application's home screen layout features before exploring the requirements for account creation. Key security guidelines are provided and each guideline is discussed in brief. In the live classroom session series, a live demonstration of the session topic's application will be provided. The live demonstration will follow a general scripted format but questions will be taken as needed. Once the classroom series has concluded, the live demo will be replaced in the CBT with a screencast recording with audio narration. Following the demonstration, participants will take part in a brief knowledge check on general functions and features. At the conclusion of each classroom session, learners will be asked to provide feedback in an online survey.

Module Slide Sequence
2.1 Splash Welcome
2.2 Module Objective
2.3 Intro Video
2.4 Home Screen Layout
2.5 Account Creation Intro
2.6 Account Creation Requirements
2.7 Security Intro
2.8 Security Guidelines
2.9 Demonstration
2.10 Knowledge Check Intro
2.11 Knowledge Check 1
2.12 Knowledge Check II
2.13 Questions (Classroom only)
2.14 Completion Message and Link to Feedback Survey

Slide sequence for all modules

To be used in conjunction with the CBT course slides, additional instructional materials were developed to supplement the course. A glossary of terms for each social media application was compiled (see Appendix – Glossary of Terms); a printable document supplement that highlights and labels the key feature areas of each social media application's home screen (see Appendix E – Home Screen Layouts); a printable navigation guide for the CBT (see Appendix G – Navigation Guide); a site map that illustrates the structure and layout of the overall course (see

Appendix H – Site Map); and a document that lists the top 10 webcams of 2016 with approximate prices (see Appendix I = Top 10 Webcams of 2016). While much of this information is presented within the context of the CBT course, providing additional formats is intended to keep in line with the principles of universal design for all uses.

Prototype

A narrated prototype of the CBT can be temporarily accessed from the UMB media server at the following URL: <https://goo.gl/YRrMV3>

Phase IV – Implementation & Evaluation

Implementation

The four classroom sessions were scheduled at the onset of this project. The dates are to be December 7, December 14, December 21, and December 28. Each hour-long classroom session will involve the instructor leading the class group of voluntary walk-in participants through the CBT course, sans narration. The course has been marketed as a series of drop-in classroom sessions in the Woburn COA Senior Center monthly newsletter for December, 2016.

At the conclusion of the classroom series on December 28, 2016, the final CBT including audio will be packaged for use at the Woburn COA Senior Center as they deem fit for their users to access.

Evaluation

Formative Evaluation

A formative evaluation will be conducted by way of informal knowledge check quizzes embedded in the CBT (see Appendix F – Knowledge Check Assessments). For the classroom sessions, paper copies of the knowledge checks will be provided and distributed for completion. As the classroom sessions and the CBT are intended for general knowledge purposes only and are not tied to performance or job requirements, there will be no formal requirement of a passing grade for participants. It should be noted, however, that a passing grade will be indicative of learner engagement and retained knowledge.

Summative Evaluation

At the conclusion of the classroom sessions and the CBT, learners will be asked to complete a short survey to satisfy the need for summative evaluation. The survey form, developed in Google Forms (see Appendix K – Post Training Feedback Survey), ties back to the pre-training questionnaire that was administered at the start of the session to gauge the

effectiveness of the instructional unit in terms of increased user knowledge on the use of social media applications. Feedback on the course content, layout, and general instruction will be solicited through the survey, as well.

A follow-up survey will be distributed via email to the classroom session attendees after a 3-month period following the end of the series, in the month of March 2017 (see Appendix L – Follow Up Survey). The follow-up survey is intended to gauge learners' changed behavior in accordance with level three of Kirkpatrick's training evaluation model. The results will be compared to the Pre Training Assessment and the initial survey administered as part of the needs assessment phase of this project. Success of the project will be determined based on the comparison of learners' behaviors pre- and post-training, where an increased usage and familiarity of how to use social media applications for communication will be the benchmark for success.

Improvement Plan

Feedback solicited from learners who participate in the classroom session series will be collated at the conclusion of each session. Adjustments to the instructional method, delivery, and content will be made in accordance with the overall feedback and applied to future classroom sessions in the series.

References

City of Woburn. (n.d.). Retrieved from Senior Center / Council on Aging:

<http://www.cityofwoburn.com/index.aspx?NID=140>

Heaggans, R. (2012). The 60's are the new 20's: Teaching older adults technology. *SRATE Journal*, 21(2), 1-8.

Jones, B. D., & Bayen, U. J. (1998). Teaching older adults to use computers: Recommendations based on cognitive aging research. *Educational Gerontology*, 24(7), 675.

Kirkpatrick, D. L., & Kirkpatrick, J. D. (2006). *Evaluating training programs: The four levels* (3rd ed.). San Francisco, CA: Berrett-Koehler.

Manchester, H., & Facer, K. (2015). Digital Curation: Learning and Legacy in Later Life. *E-Learning and Digital Media*, 12(2), 242-258.

Smith, A. (2014, April 3). *Older Adults and Technology Use*. PewResearchCenter Internet, Science & Tech. Retrieved from Older Adults and Technology Use:
<http://www.pewinternet.org/2014/04/03/older-adults-and-technology-use/>

Walter, D. C. (2014). *The Systematic Design of Instruction* (8th ed.). Upper Saddle River, New Jersey: Pearson.

Xie, B., Watkins, I., Golbeck, J., & Huang, M. (2012). Understanding and Changing Older Adults' Perceptions and Learning of Social Media. *Educational Gerontology*, 38, 282-296.

Appendix A – Interview

1. What is the operating schedule at the Senior Center (ie. M-F? 7 days a week?)
2. What are the hours?
3. How large of a group would you anticipate being interested in a series on social media?
4. What is the skill level of members in regards to computers?
5. Is it reasonable to expect participants to bring their own personal devices to the class?
6. Newsletter included information on monthly computer skills workshops.
 - a. What is the scope of the current technology training materials?
 - b. What topics are covered and how are they presented?
 - c. What technology services are currently offered to center participants?
7. Are there computers available at the center?
 - a. If so, how many and are they regularly available?
8. Are there any resources such as training videos, how-to documents, or quick reference guides available for use within the center or available for take home use? Classroom sessions only?
9. Are there any educational courses or discussions focused on the use of social media?
10. Have there been any requests for additional education on any specific topics from the Senior Center participants?
11. Are there any specific topics that you would like covered?
 - a. Is Social Media something that might be of interest?

Appendix B – Survey

1. What is your age?

- ☐ 55 to 59
- ☐ 60 to 64
- ☐ 65-69
- ☐ 70-74
- ☐ 75-79
- ☐ 80-84
- ☐ 85 or older

2. What is your gender?

- ☐ Female
- ☐ Male

3. Please describe your current opinion about using technology for communication with family and friends.

4. Are you familiar with the term “social media”?

- ☐ Extremely familiar
- ☐ Very familiar
- ☐ Somewhat familiar
- ☐ Not so familiar
- ☐ Not at all familiar

5. What is your level of familiarity with Facebook?

- ☐ Extremely familiar - I'm constantly reading status updates and posting to my own page
- ☐ Very familiar - I use the application daily
- ☐ Somewhat familiar - I use the application every so often
- ☐ Not so familiar - I have an account but do not use it or know how to use it
- ☐ Not at all familiar - I don't have an account

6. What is your level of familiarity with Pinterest?

- ☐ Extremely familiar - I'm constantly checking the application for new pins and add to my own board(s)
- ☐ Very familiar - I use the application daily
- ☐ Somewhat familiar - I use the application every so often
- ☐ Not so familiar - I have an account but do not use it or know how to use it
- ☐ Not at all familiar - I don't have an account

7. What is your level of familiarity with Twitter?

- ☐ Extremely familiar - I read and send tweets every chance I get
- ☐ Very familiar - I use the application daily
- ☐ Somewhat familiar - I use the application every so often
- ☐ Not so familiar - I have an account but do not use it or know how to use it
- ☐ Not at all familiar - I don't have an account

8. What is your level of familiarity with Skype?

- ☐ Extremely familiar - I make video calls all the time
- ☐ Very familiar - I use the application daily
- ☐ Somewhat familiar - I use the application every so often
- ☐ Not so familiar - I have an account but do not use it or know how to use it
- ☐ Not at all familiar - I don't have an account

9. Do you currently use any social media applications?

- ☐ Yes
- ☐ No

**10. If Yes, what social media applications do you use regularly?
(check all that apply)**

- ☐ Email
- ☐ Facebook
- ☐ Skype
- ☐ Pinterest
- ☐ Instagram
- ☐ Twitter
- ☐ Internet (for information)

11. If you had the means and knowledge to do so, would you use technology to communicate with family and friends?

- ☐ Yes
☐ No

12. How would you rate your level of interest in using social media for communication?

- ☐ Extremely interested
☐ Very interested
☐ Somewhat interested
☐ Not so interested
☐ Not at all interested

13. What has prevented you in the past from using social media for communication? (check all that apply)

- ☐ Security concerns
☐ Lack of knowledge
☐ Limited computer access
☐ Lack of interest
☐ Nothing - I already use social media for communication
☐ Other (please describe)
☐ Other (please specify)

14. Which of the following would you like to learn more about? (check all that apply)

- ☐ Email
☐ Facebook
☐ Skype
☐ Pinterest
☐ Instagram
☐ Twitter
☐ Internet (for information)
☐ Other (please specify)

Appendix C – Survey Raw Data

1. What is your age?

55-59	2
60-64	2
65-69	3
70-74	1
75-79	0
80-84	2
85+	0

2. What is your gender?

Male	4
Female	6

3. Please describe your current opinion about using technology for communication with family and friends.

Respondent 1	Like using it for the speed. Sometimes a problem in getting completed.
Respondent 2	I find it very convenient.
Respondent 3	I don't know much about technology today. I know my grandkids use it all the time.
Respondent 4	I use Facebook but I don't post much.
Respondent 5	My daughter set up my computer and I use it to pay bills.

Respondent 6	<blank>
Respondent 7	I don't text or go on the Internet. I only turn the computer on to read emails.
Respondent 8	I think it is useful to keep in touch with relatives.
Respondent 9	No one I know has a Facebook. I don't use it.
Respondent 10	<blank>

4. Are you familiar with the term "social media"?

Extremely familiar	0
Very familiar	2
Somewhat familiar	5
Not so familiar	3
Not at all familiar	0

5. What is your level of familiarity with Facebook?

Extremely familiar	0
Very familiar	1
Somewhat familiar	4
Not so familiar	3
Not at all familiar	2

6. What is your level of familiarity with Pinterest?

Extremely familiar	0
Very familiar	0
Somewhat familiar	2
Not so familiar	3
Not at all familiar	5

7. What is your level of familiarity with Twitter?

Extremely familiar	0
Very familiar	0
Somewhat familiar	1
Not so familiar	7
Not at all familiar	2

8. What is your level of familiarity with Skype?

Extremely familiar	0
Very familiar	0
Somewhat familiar	2
Not so familiar	4
Not at all familiar	4

9. Do you currently use any social media applications?

Yes	6
No	4

10. If Yes, what social media application do you use regularly? (check all that apply)

Email	5
Facebook	4
Skype	0
Pinterest	1
Instagram	0
Twitter	0
Internet (for information)	5

11. If you had the means and knowledge to do so, would you use technology to communicate with family and friends?

Yes	6
No	4

12. How would you rate your level of interest in using social media for communication?

Extremely interested	1
Very interested	1
Somewhat interested	5
Not so interested	3
Not at all interested	0

13. What prevented you in the past from using social media for communication? (check all that apply)

Security concerns	6
Lack of knowledge	8
Limited computer access	1
Lack of interest	2
Nothing - I already use social media for communication	0
Other (please specify)	
<i>Hard to learn</i>	1

14. Which of the following would like to learn more about? (check all that apply)

Email	0
Facebook	6
Skype	6
Pinterest	1
Instagram	4

Twitter	4
Internet (for information)	0
Other (please specify)	0

Appendix D – Glossary of Terms

Facebook

Account Settings: Your settings are used to manage basic account preferences. Here you can edit your name or email, change your notification preferences, turn on extra security features, and more.

App: Facebook Apps are created by third parties and add more features and functionality to your Facebook experience.

Badge: A Badge is a personalized box you create to share your Facebook profile, photos, or Page on other websites.

Chat: Chat is a feature that lets you send instant messages to your friends.

Event: Use the Event feature to organize events, gather RSVPs, respond to invites, and keep up with what your friends are doing.

Follow: Follow is a way to hear from people you're interested in, even if you're not friends. The Follow button is always a way to fine-tune your News Feed to get the types of updates you want to see.

Friend: Friends are people you connect and share with on Facebook. You can send as well as receive Friend requests from other Facebook members.

Groups: Facebook Groups make it easy to connect with specific sets of people, such as coworkers. They're dedicated spaces where you can share updates, photos, and documents as well as message other Group members.

Like: Clicking Like is a way to give positive feedback and connect with things you care about. When you Like something, the action appears as an update on your Timeline. Liking a post means you were interested in what a friend was talking about (even if you didn't leave a comment). Liking a Page means you're connecting to that Page, so you'll start to see its stories in your News Feed. The Page will also appear on your Profile, and you'll appear on the Page as a person who Likes that Page.

Messages: Messages are similar to private email messages. They appear in your Facebook Inbox and can include text messages, chats, emails, and mobile messages from your Facebook Friends.

News Feed: Your News Feed is a constantly updating list of stories in the middle of your homepage. It includes status updates, photos, videos, links, App activities, and Likes from the people, Pages, and Groups you're associated with.

Notes: The Notes feature lets you publish messages in rich-text format, giving you greater flexibility than simple updates allow. In addition to formatting your text, you can add photos and tag other people in your note.

Notifications: Notifications are updates about activity on Facebook. For example, you can be notified when an update is made to a Group you belong to or when someone accepts your Friend request. While you can't turn off notifications entirely, you can adjust what you're notified about and how.

Poke: People use the Poke feature when they want to get someone's attention or say hello. When you Poke someone, they'll receive a notification letting them know that they've been poked and by whom.

Profile: Your Profile is your collection of photos, stories, and experiences that tell your story. It includes your Timeline, profile picture, biography, and personal information. It can be public or private, but is only for non-commercial use.

Search: Search is a tool to find people, posts, photos, places, Pages, Groups, apps, and events on Facebook.

Social Plugins: Social Plugins are tools that other websites can use to provide people with personalized and social experiences. When you interact with social plugins, you share your experiences off Facebook with your friends on Facebook.

Tagging: A tag links a person, Page, or place to something you post, like a status update or photo. For example, you can tag a photo to say who's in it or post a status update and say who you're with or where you are.

Ticker: The Ticker is positioned on the right side of your homepage and is updated with your friends' activities in real-time. You can use it to keep up with the latest news as it happens, listen to music with your friends, or hover over a story to join in the conversation.

Timeline: Your Timeline is where you can see your posts or posts you've been tagged in displayed by date. It's also part of your Profile.

Timeline Review: This is a tool that lets you approve or reject posts that you've been tagged in before they go on your Timeline. When people you're not friends with tag you in a post, they automatically go to Timeline review.

Top Story: Top Stories include the stories published since you last checked News Feed that Facebook's algorithm thinks you'll find interesting. These items might be different depending on how long it's been since you last visited your News Feed.

Trending: Trending shows you a list of topics and hashtags that have recently spiked in popularity on Facebook. This is a personalized list based on your location, Pages you've liked, and what's trending across Facebook.

Instagram

#F4F: Follow for Follow: somebody will follow you if you follow them back

#FBF: Flashback Friday: similar to TBT, when people share old photos on Fridays

#GF: Global Family: a community that support talented photographers around the world

#GOTD: Gram of the Day: Used to mark one's best photo of the day

#HT, #H/T: Hat Tip: A way to compliment someone's work

#IG: Instagram

#IGERS: Instagrammers

#Instamood: Commonly used to draw attention to somebody's mood

#L4L: Like for Like: similar to F4F, somebody will like your photo in return for you liking one of their photos

#LMAO/#LMBO: Laughing My A** Off/Laughing My Butt Off

#MCM: Man Crush Monday: for sharing photos of men who are admired

#NoFilter: For photos produced and posted without any Instagram filters applied

#OOTD: Outfit of the Day: for sharing pictures of what you're wearing

#Petstagram: Commonly used when posting a photo of a pet

#POTD: Photo of the Day: posts from users who think the pics are their best shots.

#REGRAM: A reshare, similar to a retweet on Twitter

#Report: Used when posting someone else's content to your Instagram account

#SelfieSunday: For selfie photos

#SMH: Shaking My Head: Commonly used to express disappointment or disbelief in response to an event or a post by another user

#TBT: Throwback Thursday; for sharing photos from one's past

#TransformationTuesday: Commonly used by the fitness industry to motivate people on Tuesdays

#WCW: Woman Crush Wednesday: for sharing photos of women who are admired

#YOLO: You Only Live Once!

Activity Feed: Your 'activity' tab will show you when a user likes or comments on one of your photos; when a user mentions your username in a comment; when your photo is posted to the popular page; and when you are tagged in a photo by another user.

Bio: Area designated for writing a small description about yourself, or about your brand.

Direct Message (DM): Feature that allows you to send a photo to a single user or a group, privately. Images sent via Direct Message don't appear on the news feed, search results, or on any users' profile.

Explore: Tab that facilitates two important features: searching and discovering. Search for topics, people, or hashtags.

Feed, Gallery or Album: A user's collection of photos posted to their profile

Filters: There are 20 filters which are each a unique combination of different elements: including exposure, color balance, and contrast. Some filters also include frames, and can be added over a photo to the degree you choose.

Follower: A user who follows your account and therefore sees every photo you publish on their feed.

Following Activity Feed: Shows a feed of photos that people you are following have liked or commented, and also accounts they have started following.

Geotag: A location attached to an image that corresponds to a longitude and latitude on a map.

Hashtag (#): A word becomes an active 'hashtag' when it has the symbol '#' before it – and will appear in blue. The 'hashtag' has been one of the innovations brought by both Twitter and Instagram to social media; allowing users to connect with others, and discover images based on a common word or phrase. A hashtag can create a trend and is often also used by marketers or event organizers to build a collection of images under a specific hashtag.

News Feed: Accessed by the 'home' button on the Instagram app, this shows a feed of the images from those you follow as they are uploaded, in chronological order.

Post: an image uploaded to Instagram. A 'post' may include a caption, a geo tag and also tags of other users.

Private Profile: Require acceptance after a request is sent to follow.

Public: Can be viewed and followed by any user.

Username: Often referred to as your 'handle' your username is the name of your account which people will type to find you, and which is also the address to view your profile online at [www.instagram.com/\[username\]](http://www.instagram.com/[username])

Pinterest

Pins: An image uploaded ("pinned") from any webpage or your own computer to a Pinterest board. All pins link back to their original source, so make sure you choose the right webpage.

Pinner: The person behind the pins.

Repin: The act of sharing someone else's pin.

Like: This functions just as a Facebook "like" or a Twitter "Favorite" does. It tells the pinner you enjoyed what they pinned.

Board: A grouping of pins under a category you've created. It allows you to organize your thoughts, images, and websites.

Mention: Just like on Twitter, Facebook, and LinkedIn, you can mention another pinner in a post. They will also get a notification about the pin.

Follow: The act of following other pinners or just a couple of their boards. They do not have to follow you back for you to be able to follow them.

Skype

Calls: Connections made through a Voice Over the Internet (VOiP) connection, whether just audio or combined with video from a webcam

Contacts: A list of people you know who have accounts in Skype

Skype Me: Someone may say this to you in email, text, tweet, or in person if they would like you to contact them through Skype

Status Icons: There are icons and colors to indicate users' availability. Orange dot = unread message from a contact; Pale green video call button = contact is offline or set to invisible; Yellow icon = contact is "away"

Twitter

@: The @ sign is used to call out usernames in Tweets: "Hello @twitter!" People will use your @username to mention you in Tweets, send you a message or link to your profile.

@username: A username is how you're identified on Twitter, and is always preceded immediately by the @ symbol.

#: See "[hashtag](#)."

Alerts: Twitter Alerts enable public safety agencies to inform people during emergencies by highlighting critical time-sensitive content with notifications and a unique look.

Bio: Your bio is a short (up to 160 characters) personal description that appears in your profile that serves to characterize your persona on Twitter.

Block: If you block a Twitter user, that account will be unable to follow you or add you to their Twitter lists, and you will not receive a notification if they mention you in a Tweet.

Bug: An internal error in our site code and functionality. We find and fix them all the time (nobody's perfect). If you see one, point it out to [@Support](#) by sending us a message.

Cashtag: A cashtag is a company ticker symbol preceded by the U.S. dollar sign, e.g. \$TWTR. When you click on a cashtag, you'll see other Tweets mentioning that same ticker symbol.

Connect tab: A personalized experience providing a fast and easy way to connect you to accounts you may be interested in, or to reconnect you with old friends on Twitter through your device's address book. See "[Connect tab](#)".

Deactivation: If you deactivate your account, it goes into a queue for permanent deletion from Twitter in 30 days. You may reactivate your account within the 30 day grace period.

Direct Messages: Direct Messages are private messages sent from one Twitter user to other Twitter users. You can use Direct Messages for one-on-one private conversations, or between groups of users.

Follow: Subscribing to a Twitter account is called "following." To start following, click the Follow button next to the user name or on their profile page to see their Tweets as soon as they post something new. Anyone on Twitter can follow or unfollow anyone else at any time, with the exception of blocked accounts. See "[block](#)."

Follow(s): A follow is the result of someone following your Twitter account. You can see how many follows (or followers) you have from your Twitter profile.

Follow Button: Click the Follow button to follow (or unfollow) anyone on Twitter at any time. When you follow someone, you will see their Tweets in your Home stream.

Follow Count: This count reflects how many people you follow and how many follow you; these numbers are found on your Twitter profile.

Follower: A follower is another Twitter user who has followed you to receive your Tweets in their Home stream.

Geolocation, Geotagging: Adding a location to your tweet (a geolocation or geotag) tells those who see your Tweet where you were when you posted that Tweet.

Hacking: Gaining unauthorized access to an account via phishing, password guessing, or session stealing. Usually this is followed by unauthorized posts from the account. Hacked accounts are sometimes referred to as "compromised." Click [here](#) if you've been hacked. [Read more](#) about how to keep your account safe.

Hashtag: A hashtag is any word or phrase immediately preceded by the # symbol. When you click on a hashtag, you'll see other Tweets containing the same keyword or topic.

Header Photo: Your personal image that you upload, which appears at the top of your profile.

Home: Your Home timeline displays a stream of Tweets from accounts you have chosen to follow on Twitter.

Impersonation: Online impersonation (pretending to be someone you're not) that is intended to deceive is prohibited under the [Twitter Rules](#). Parody accounts are allowed. See "[parody](#)."

Like (n.): Liking a Tweet indicates that you appreciate it. You can find all of your likes by clicking the likes tab on your profile.

Like (v.): Tap the heart icon to like a Tweet and the author will see that you appreciate it.

List: From your own account, you can create a group list of other Twitter users by topic or interest (e.g., a list of friends, coworkers, celebrities, athletes). Twitter lists also contain a timeline of Tweets from the specific users that were added to the list, offering you a way to follow individual accounts as a group on Twitter.

Mention: Mentioning other users in your Tweet by including the @ sign followed directly by their username is called a "mention." Also refers to Tweets in which your @username was included.

Mobile Web: Twitter's website tailored to fit your mobile device. Visit it at mobile.twitter.com.

Notifications: The Notifications timeline displays your interactions with other Twitter users, like mentions, favorites, Retweets and who has recently followed you. If you request it, we send notifications to you via SMS or through the Twitter for iPhone or Twitter for Android apps.

Parody: You can create parody accounts on Twitter to spoof or make fun of something in jest, as well as commentary and fan accounts. These accounts must disclose that they are parody, fan or commentary accounts in order to comply with our strict policy against impersonation. See "[impersonation](#)."

Phishing: Tricking a user to give up their username and password. This can happen by sending the user to fake sign-in page, a page promising to get you more followers, or just simply asking for the username and password via a DM or email.

Pinned Tweets: You can pin a Tweet to the top of your profile page to keep something important to you above the flow of time-ordered Tweets.

Profile: Your profile displays information you choose to share publicly, as well as all of the Tweets you've posted. Your profile along with your @username identify you on Twitter.

Profile Photo: Your personal image found under the Me icon. It's also the picture that appears next to each of your Tweets.

Promoted Accounts: Promoted Accounts present suggested accounts you might want to follow as promoted by our advertisers. These appear in your Home timeline, and via Who to Follow, search results and elsewhere on the platform.

Promoted Moments: Promoted Moments are Moments that are authored by a brand and featured in the Moments guide. They are clearly marked as "Promoted."

Promoted Trends: Promoted Trends display time-, context-, and event-sensitive trends promoted by our advertisers. These appear at the top of the Trending Topics list on Twitter and elsewhere on the platform, and are clearly marked as "Promoted."

Promoted Tweets: Promoted Tweets are Tweets that are paid for by our advertisers. These appear in your Home timeline, at the top of search results on Twitter and elsewhere on the platform, and are clearly marked as "Promoted."

Promoted Videos: Promoted Videos are videos within Promoted Tweets that are paid for by our advertisers. These appear in your Home timeline, at the top of search results on Twitter, and elsewhere on the platform, and are clearly marked as "Promoted."

Protected Tweets: Tweets are public by default. Choosing to protect your Tweets means that your Tweets will only be seen by your followers.

Reply: A response to another user's Tweet that begins with the @username of the person you're replying to is known as a reply. Reply by clicking the "reply" button next to the Tweet you'd like to respond to.

Reactivation: You may reactivate a deactivated account within 30 days of the deactivation date. After 30 days, deactivated accounts are permanently deleted.

Retweet (n.), RT: A Tweet that you forward to your followers is known as a Retweet. Often used to pass along news or other valuable discoveries on Twitter, Retweets always retain original attribution.

Retweet (v.): The act of sharing another user's Tweet to all of your followers by clicking on the Retweet button.

SMS: Short Message Service (SMS) is most commonly known as text messaging. Learn how to send a [Tweet via SMS](#).

Short Code: A five-digit phone number used to send and receive Tweets via text message. Find your [short code](#).

Spam: Refers to a variety of prohibited behaviors that violate the [Twitter Rules](#). Spam can be generally described as unsolicited, repeated actions that negatively impact other users.

Suspended: Suspended accounts have been prohibited from using Twitter, generally for breaking Twitter Terms of Service.

Text Commands: When using Twitter via SMS, these commands allow you to access most Twitter features with simple text keywords. Learn the Twitter [text commands](#).

Timeline: A timeline is a real-time stream of Tweets. Your Home stream, for instance, is where you see all the Tweets shared by your friends and other people you follow.

Timestamp: The date and time a Tweet was posted to Twitter. A Tweet's timestamp can be found in grey text in the detail view of any Tweet.

Top Tweets: Tweets determined by a Twitter algorithm to be the most popular or resonant on Twitter at any given time. Read more about [Top Tweets](#).

Trends: A Trend is a topic or hashtag determined algorithmically to be one of the most popular on Twitter at that moment. You can choose to tailor Trends based on your location and who you follow.

Tweet (n.): A Tweet may contain photos, videos, links and up to 140 characters of text.

Tweet (v.): The act of sending a Tweet. Tweets get shown in Twitter timelines or are embedded in websites and blogs.

Tweet Button: Anyone can add a Tweet button to their website. Clicking this button lets Twitter users post a Tweet with a link to that site. Learn how to add the Tweet button to your website [here](#).

Twitter: An information network made up of 140-character messages (including photos, videos and links) from all over the world. [Sign up!](#)

Twitter Emoji: A Twitter emoji is a specific series of letters immediately preceded by the # sign which generates an icon on Twitter such as a national flag or another small image.

Twitter Polls: Twitter Polls allow you to weigh in on questions posed by other people on Twitter. You can also easily create your own poll and see the results instantly.

Unfollow: See "[follow](#)."

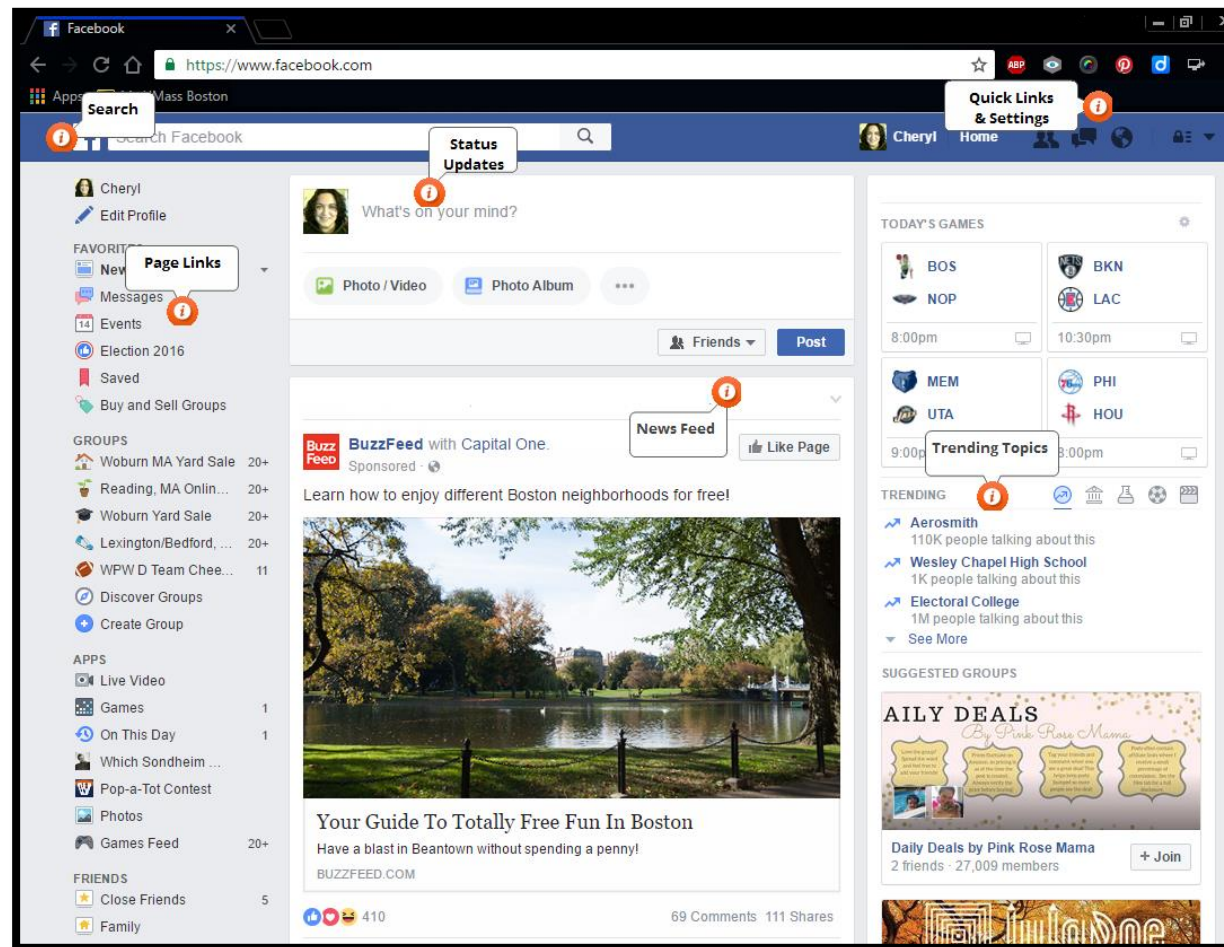
URL, URLs: A URL (Uniform Resource Locator) is a web address that points to a unique page on the internet.

Verification: A process whereby a Twitter account receives a blue check icon to indicate that the creator of these Tweets is a legitimate source. Verified users include public figures and those who may have experienced identity confusion on Twitter.

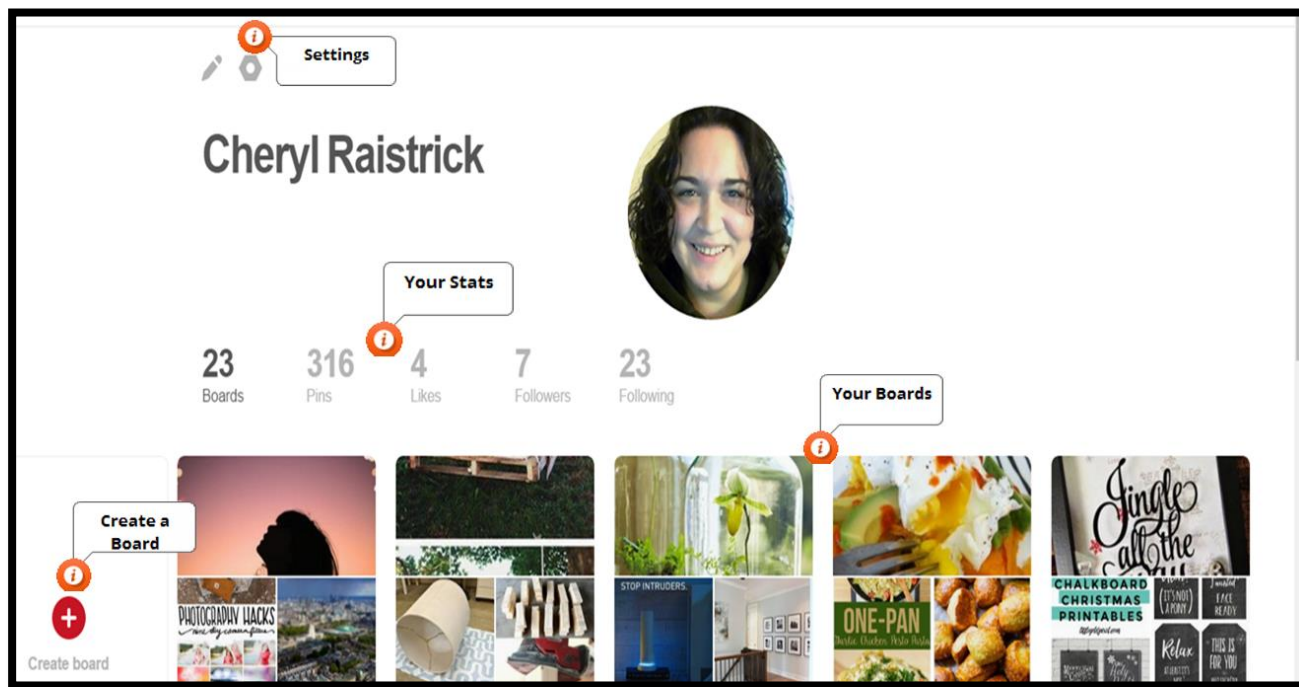
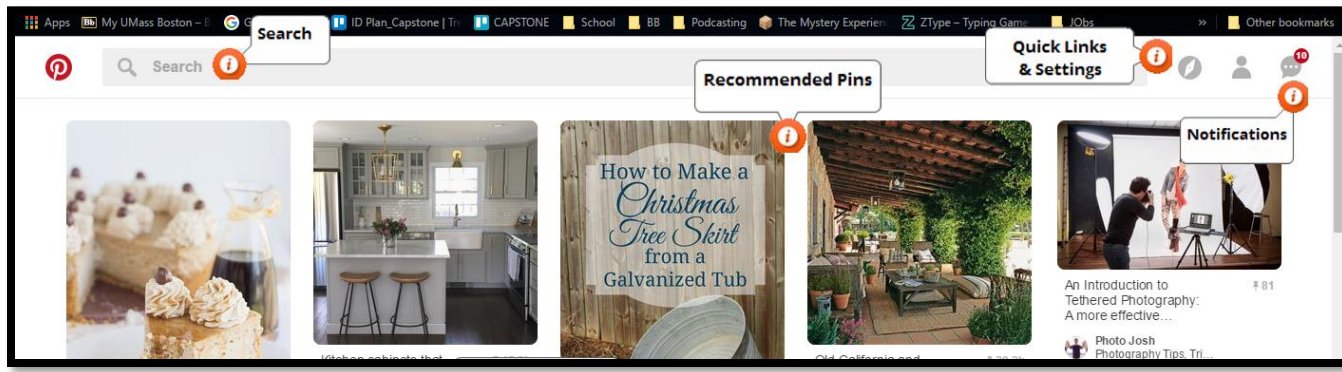
Who To Follow: Who to follow is an automated list of recommended accounts we think you might find interesting, based on the types of accounts you already follow and who those people follow.

Appendix E – Home Screen Layouts

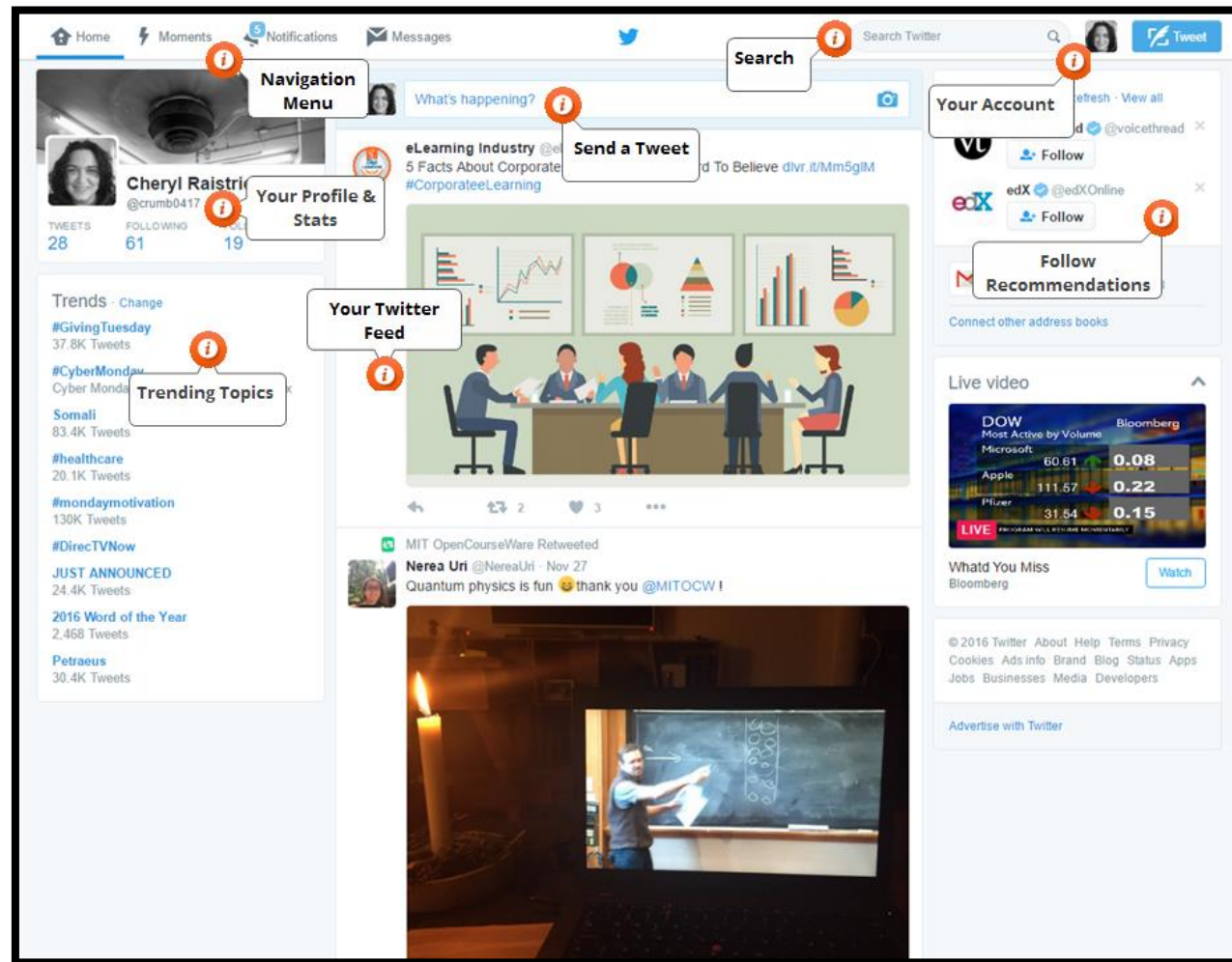
Facebook



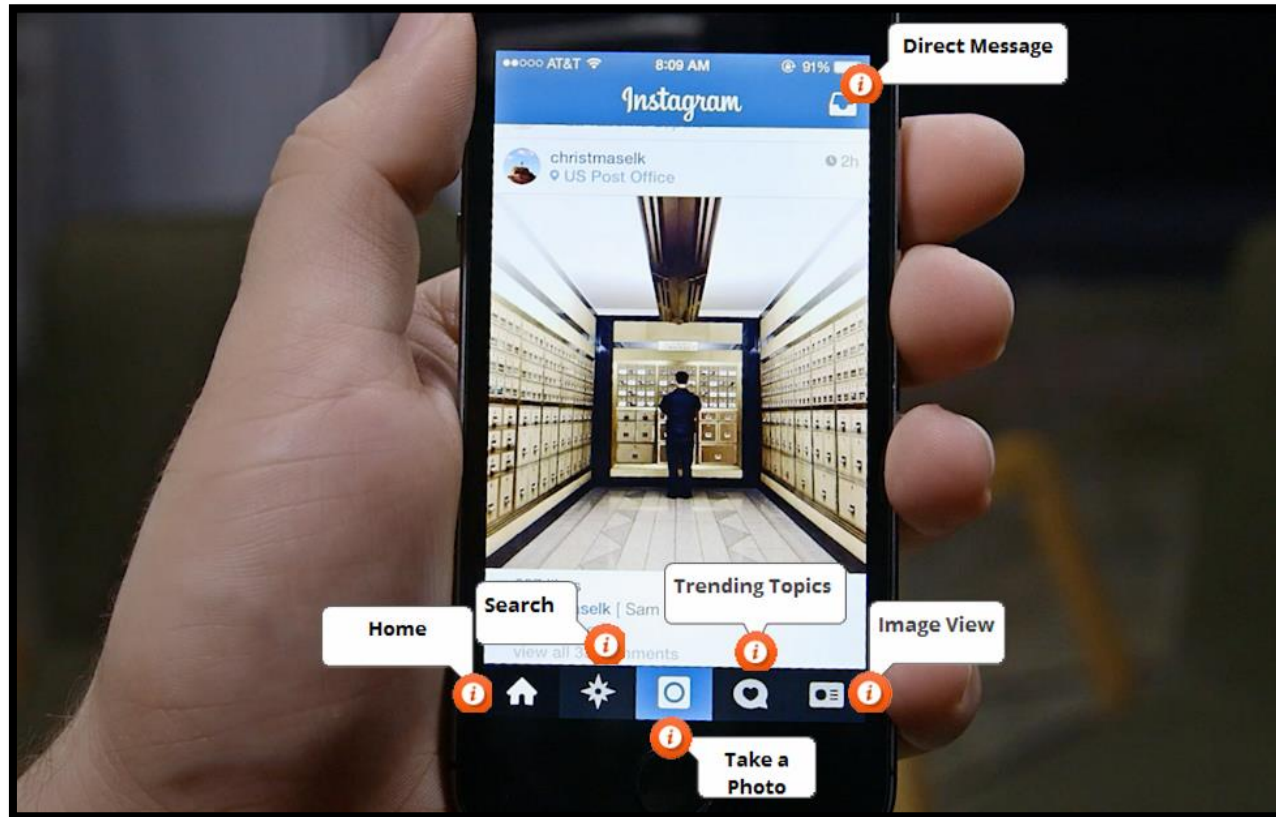
Pinterest



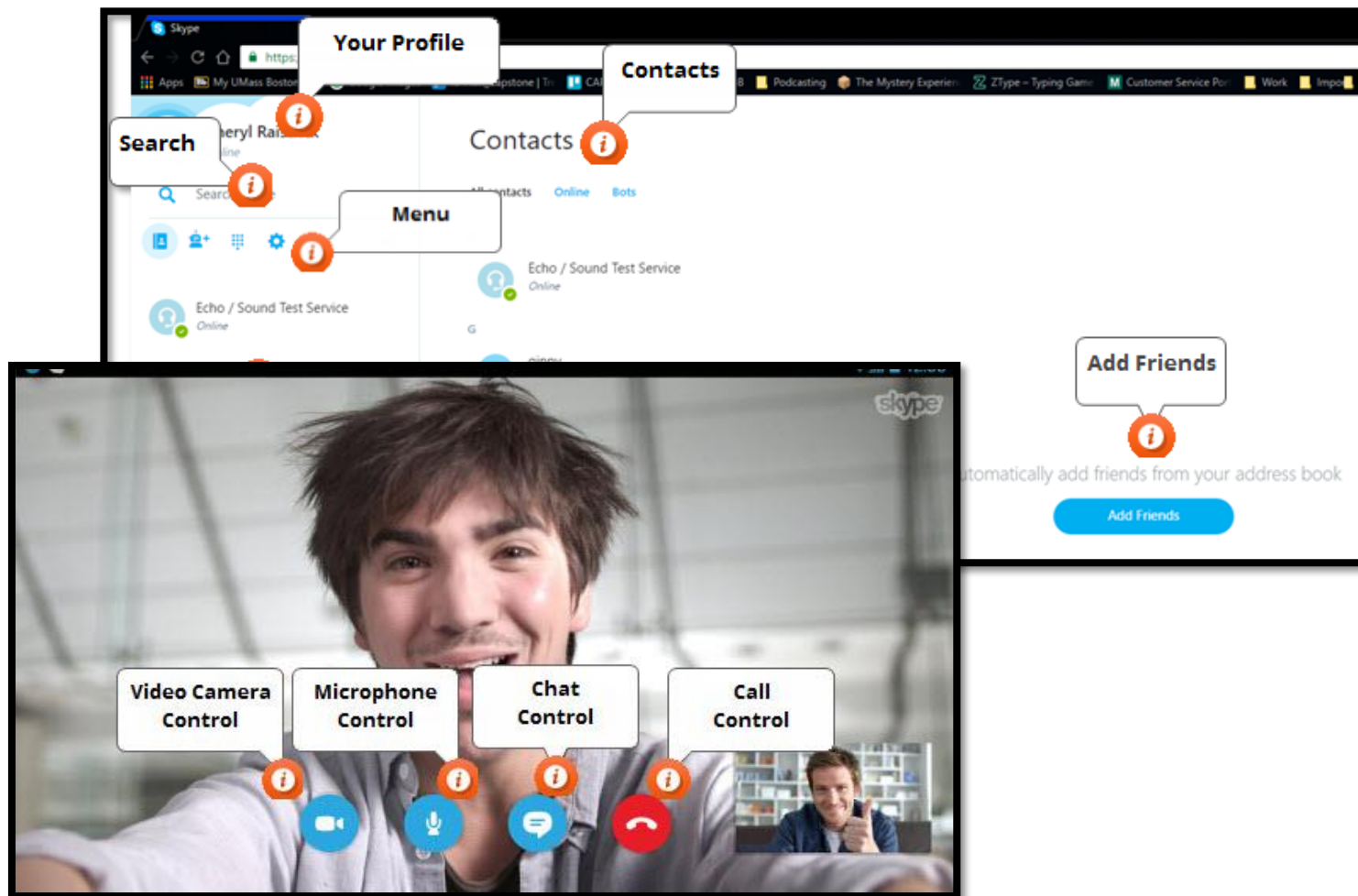
Twitter



Instagram



Skype



Appendix F – Knowledge Check Assessments

Facebook

Social Media for Beginners Resources

In order to sign up for a Facebook account, you must provide your name, address, and social security number.

☐ True

☐ False

Social media

Ctrl

SUBMIT

Figure 1 Facebook Assessment Screen 1

Social Media for Beginners Resources

Click the area on the screen where you would go to post an update to your Facebook timeline.

Facebook

Cheryl Ralstrik

What's on your mind?

Photo / Video Photo Album

Friends Post

Devin Mikulakik Gagliardi Ian Crowe and 6 others like BuzzFeed

BuzzFeed with Capital One

Learn how to enjoy different Boston neighborhoods for free!

Your Guide To Totally Free Fun In Boston

Have a blast in Beaconport without spending a penny!

BUZZFEED.COM

68 Comments 111 Shares

TODAY'S GAMES

BOS BOS
WGP WGP
LAC LAC

MEM MEM
UTA UTA
PHI PHI
HOU HOU

TRACKING

Aerometh
110K people talking about this

Wesley Chapel High School
1K people talking about this

Electoral College
10K people talking about this

See More

SUGGESTED GROUPS

DAILY DEALS

Daily Deals by Pink Rose Mama
2 friends 27,000 members

Figure 2 Facebook Assessment Screen 2

Pinterest

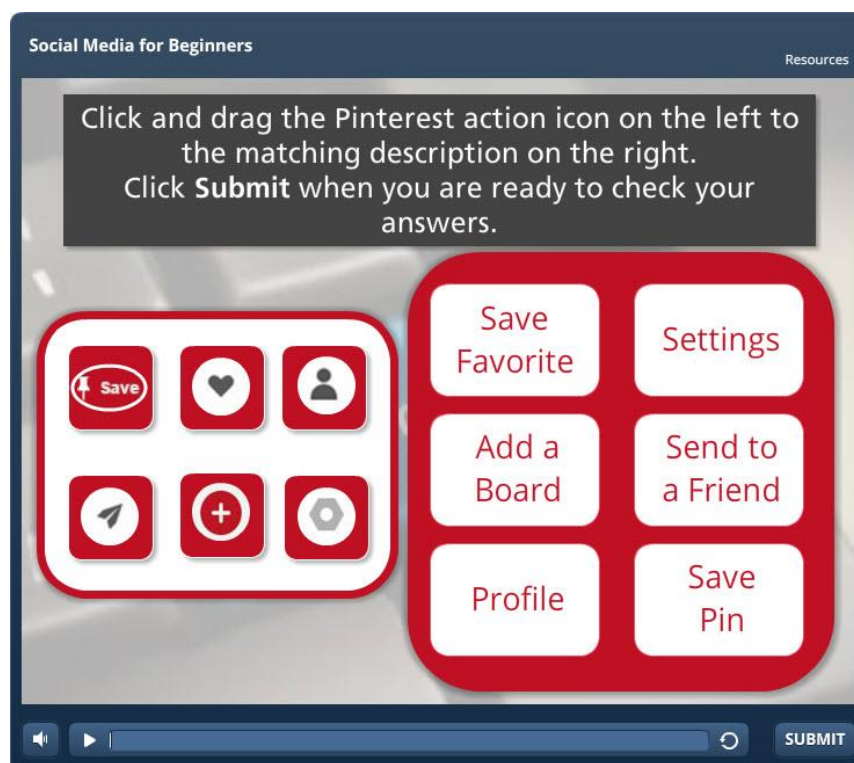
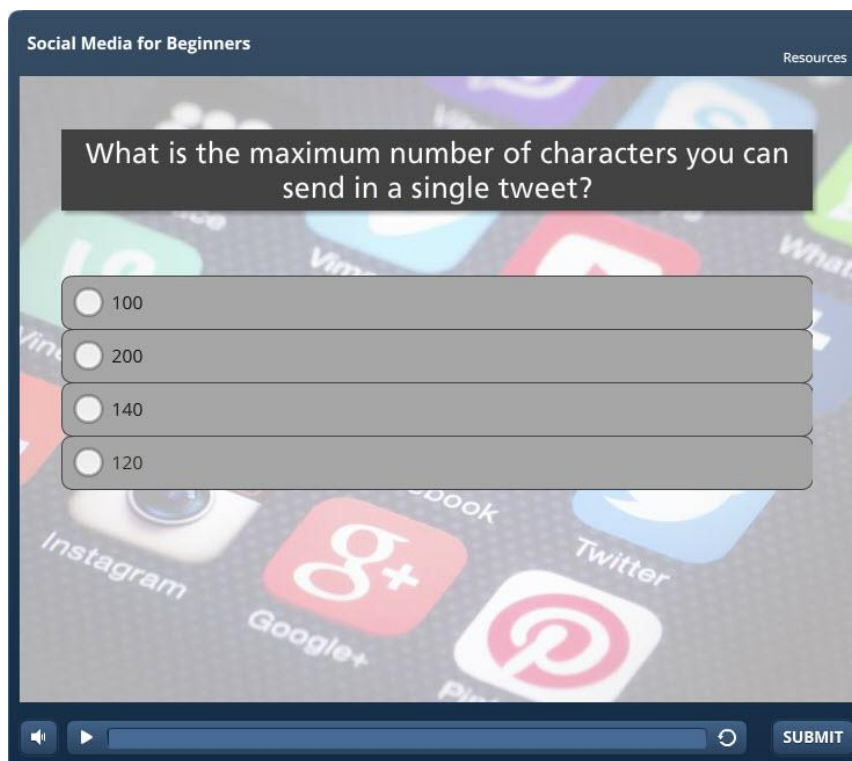


Figure 3 Pinterest Assessment Screen 1



Figure 4 Pinterest Assessment Screen 2

Twitter



Social Media for Beginners Resources

What is the maximum number of characters you can send in a single tweet?

☐ 100

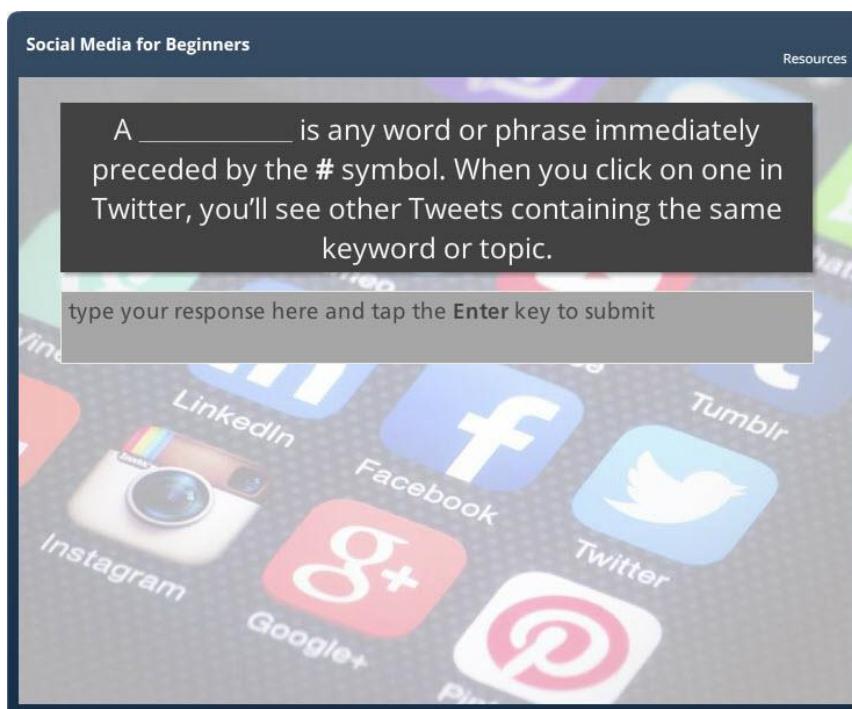
☐ 200

☐ 140

☐ 120

SUBMIT

Figure 5 Twitter Assessment Screen 1



Social Media for Beginners Resources

A _____ is any word or phrase immediately preceded by the # symbol. When you click on one in Twitter, you'll see other Tweets containing the same keyword or topic.

type your response here and tap the Enter key to submit

Figure 6 Twitter Assessment Screen 2

Instagram



Figure 7 Instagram Assessment Screen 1

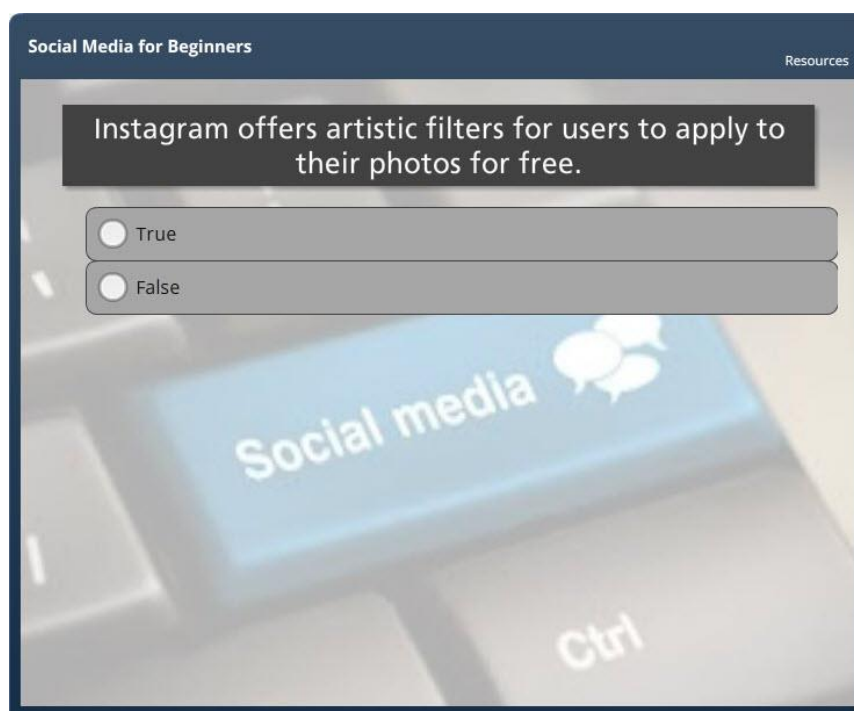
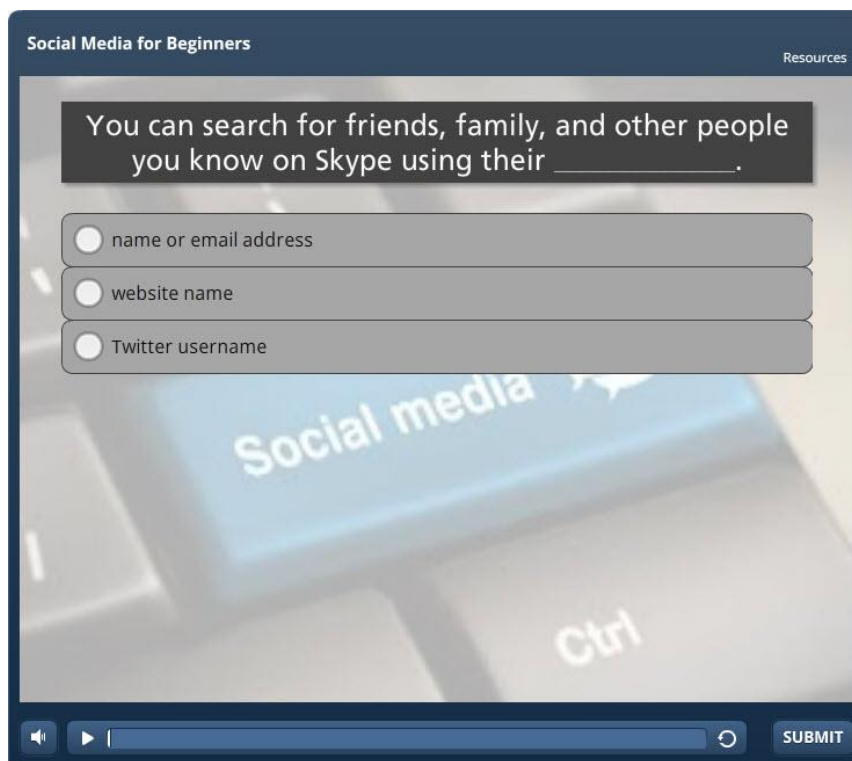


Figure 8 Instagram Assessment Screen 2

Skype

This is a screenshot of a video player showing a quiz screen. The video player has a dark blue header with 'Social Media for Beginners' on the left and 'Resources' on the right. The main content area has a light gray background with a keyboard image. A dark gray text box contains the question: 'You can search for friends, family, and other people you know on Skype using their _____.' Below the text box are three radio button options: 'name or email address', 'website name', and 'Twitter username'. At the bottom of the video player is a control bar with a play button, a progress bar, a refresh button, and a 'SUBMIT' button.

Social Media for Beginners Resources

You can search for friends, family, and other people you know on Skype using their _____.

☐ name or email address

☐ website name

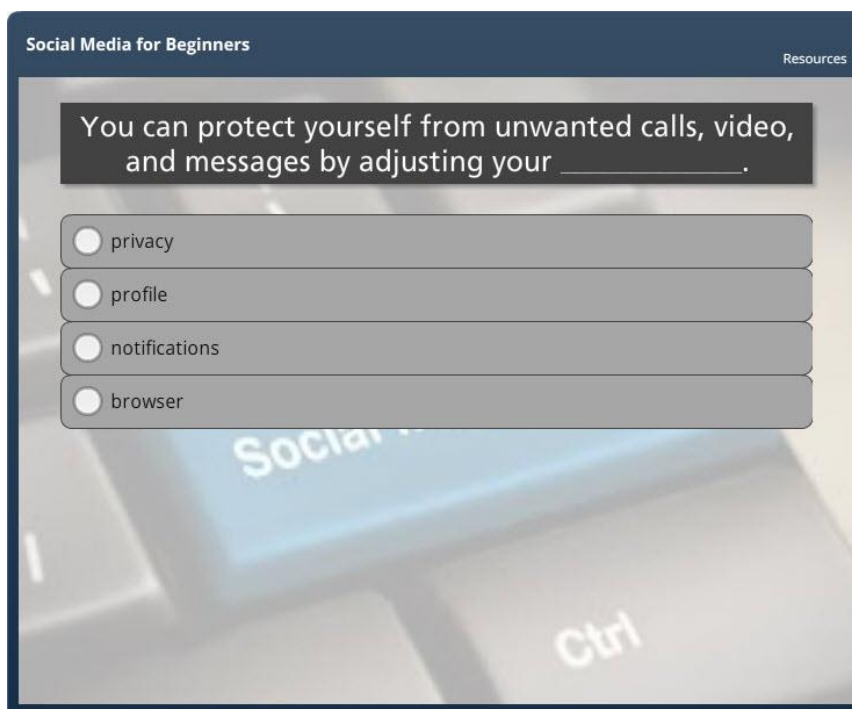
☐ Twitter username

Social media

Ctrl

SUBMIT

Figure 9 Skype Assessment Screen 1

This is a screenshot of a video player showing a quiz screen. The video player has a dark blue header with 'Social Media for Beginners' on the left and 'Resources' on the right. The main content area has a light gray background with a keyboard image. A dark gray text box contains the question: 'You can protect yourself from unwanted calls, video, and messages by adjusting your _____.' Below the text box are four radio button options: 'privacy', 'profile', 'notifications', and 'browser'. At the bottom of the video player is a control bar with a play button, a progress bar, a refresh button, and a 'SUBMIT' button.

Social Media for Beginners Resources

You can protect yourself from unwanted calls, video, and messages by adjusting your _____.

☐ privacy

☐ profile

☐ notifications

☐ browser

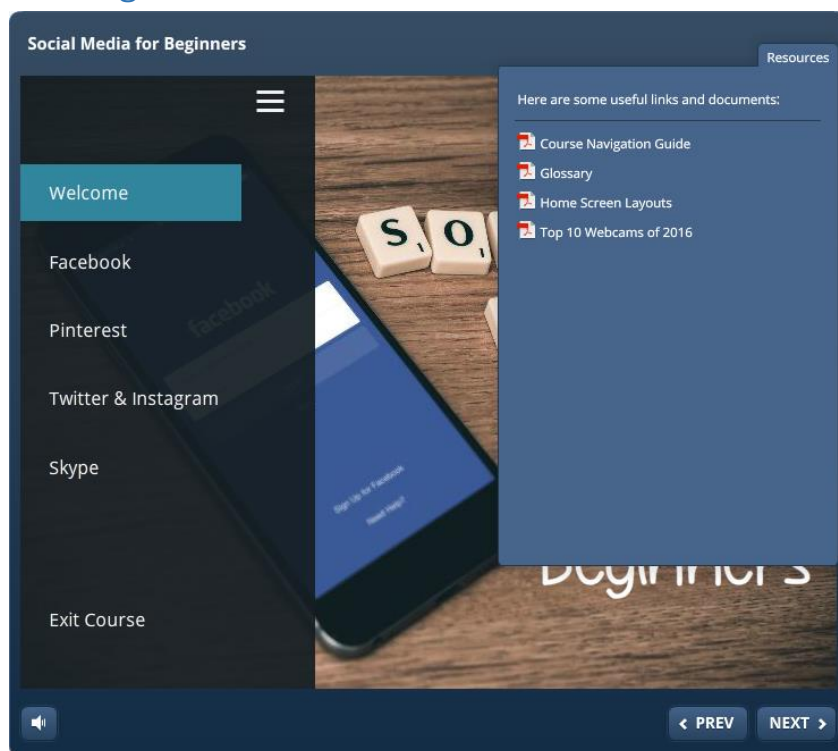
Social media

Ctrl

SUBMIT

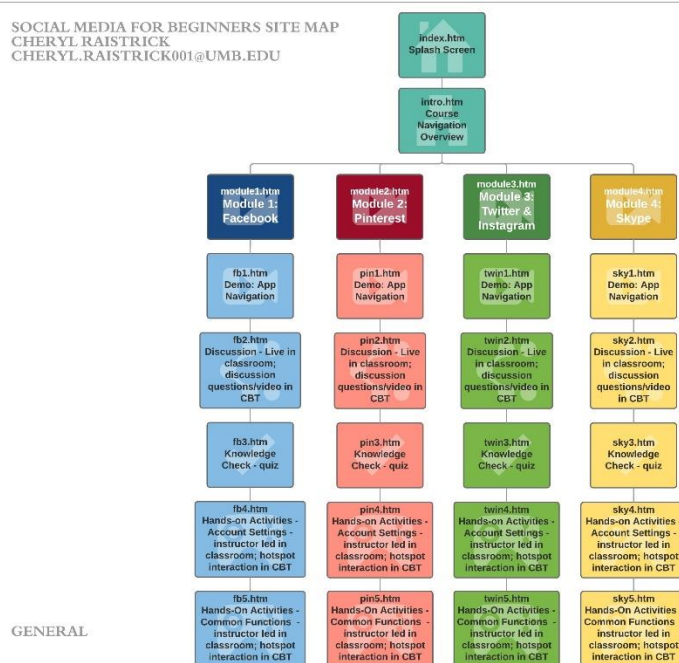
Figure 10 Skype Assessment Screen 2

Appendix G – Navigation Guide



Appendix H – Site Map

SOCIAL MEDIA FOR BEGINNERS SITE MAP
CHERYL RAISTRICK
CHERYL.RAISTRICK001@UMB.EDU



Appendix I – Top 10 Webcams of 2016

Webcam Ranking	Approximate Price (as of July 2016)
Logitech HD Pro C920 	\$58.19
Logitech HD C615 	\$34.50
Genius WideCam F100 	\$34.62
HP HD 4310 	\$49.99
Creative Live! Cam Chat HD 	\$34.40
Microsoft LifeCam HD-3000	\$24.49

	
Hue HD Camera 	\$49.00
Papalook PA150 	\$21.99
Gear Head WC8500HD 	\$20.00
Docooler USB 2.0 12Megapixel HD 	\$12.98

Reference

Cross, C. (2016, July 19). *The Best Webcams of 2016*. Retrieved from TopTenReviews:
<http://www.toptenreviews.com/computers/peripherals/best-webcams/docooler-review/>

Appendix J – Pre Training Assessment

Social Media for Beginners: Pre-Assessment

Your identity will not be recorded for this assessment. We ask for your email address for attendance record keeping and for future voluntary surveys. All responses will be tabulated for reference and course improvement purposes only.

1. Email address *

To better understand your current level of social media use, please respond to the following questions.

2. What is your definition of "social media"?

3. Do you currently have an account in any of the following social media applications?

Check all that apply.

☐ Facebook

☐ Instagram

☐ Pinterest

☐ Skype

☐ Twitter

4. Do you use a mobile device, such as a smart phone or tablet?

Mark only one oval.

☐ Yes

☐ No

To help identify your key learning expectations, please complete the following statements.

5. I want to learn about...

6. I want to understand how to...

7. I want to use social media for...

	1	2	3	4	5	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

For the next 2 questions, please use a scale of 1 to 5 where
1=Least Likely and 5=Most Likely.

9. How likely are you to use the skills taught during today's class?
Mark only one oval.

	1	2	3	4	5	
Least Likely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Most Likely

10. How likely are you to attend future sessions of Social Media for Beginners that instruct on other social media applications?
Mark only one oval.

	1	2	3	4	5	
Least Likely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Most Likely

Please type a response for the following 4 questions.

11. Please identify one new thing you learned about the social media application discussed during today's class.

12. Which topic(s) discussed today do you wish were covered more in depth?

13. What area(s) of the class do you think could be improved and in what way(s)?

14. Please provide any additional comments regarding the class.

Thank you for attending today's session of Social Media for
Beginners and for providing your feedback.

Appendix L – Follow Up Survey

Social Media for Beginners: Follow Up Survey

To be sent via email to workshop class attendees 3 months after classes have occurred.

1. Please describe your current opinion about using social media for communication with family and friends.

2. Has your use of social media applications increased since attending the Social Media for Beginners class(es)?

Mark only one oval.

- ☐ Yes - I use social media more now than I did before attending the class(es).
☐ No - my use of social media has not increased.

3. If your use of social media has not increased, what would it take for you to start using it more?

Check all that apply.

- ☐ Nothing - I do not have a need to use social media any more than I currently am.
☐ More hands-on practice.
☐ Reference documents that outline the steps for common uses.
☐ More classes on specific topics within social media.
☐ Other: _____

4. Have you applied any of the lessons learned during the Social Media for Beginners class(es) to your use of social media?

Mark only one oval.

- ☐ Yes
☐ No

5. If yes, please explain what lessons or skills you have continued to use.
