



Social Networking

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SAMPLE SITES:



twitter



flickr



Top Globally Trafficked Internet Sites for July 2010

1. GOOGLE.COM
2. FACEBOOK.COM
3. YOUTUBE.COM
4. YAHOO.COM
5. LIVE.COM



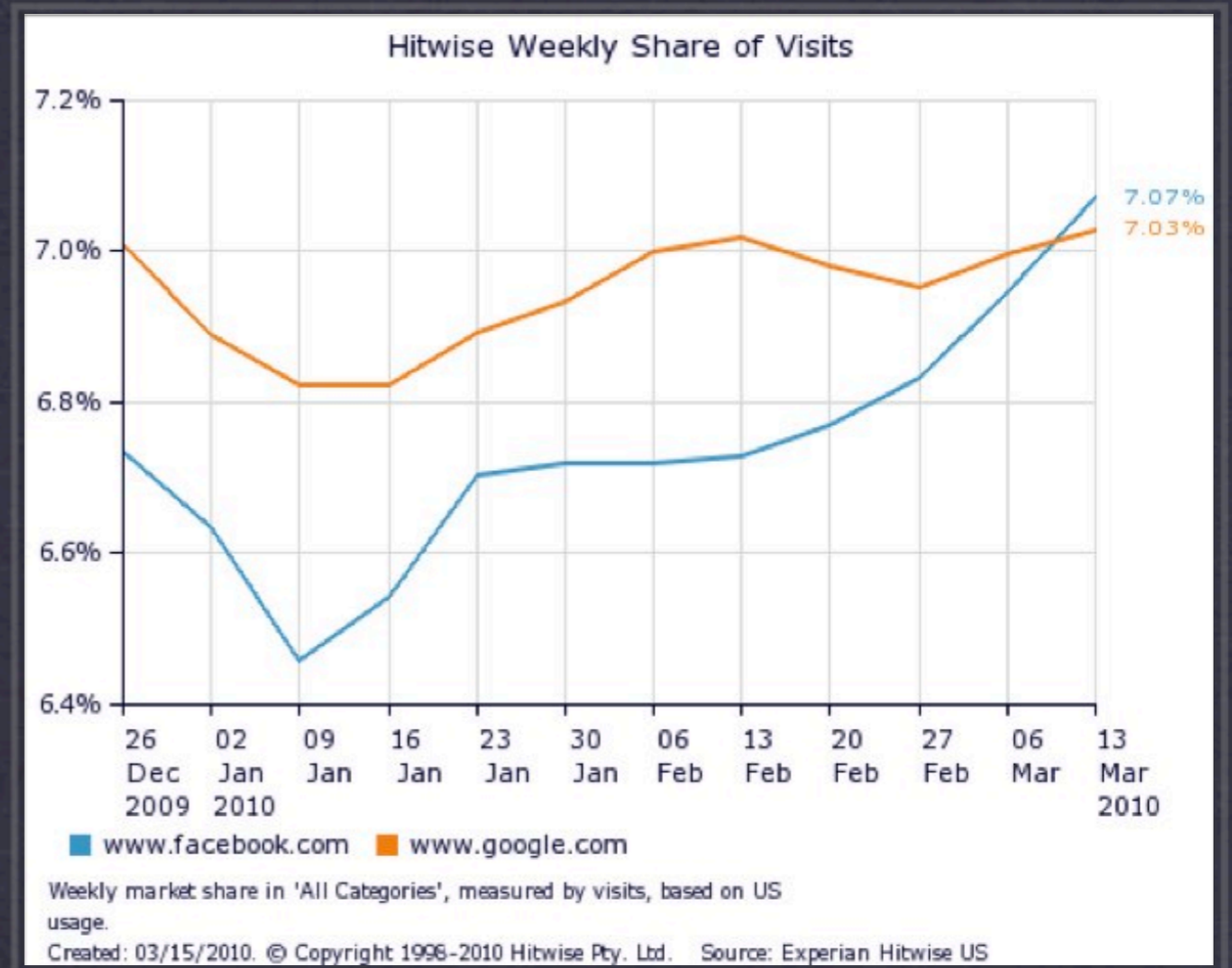
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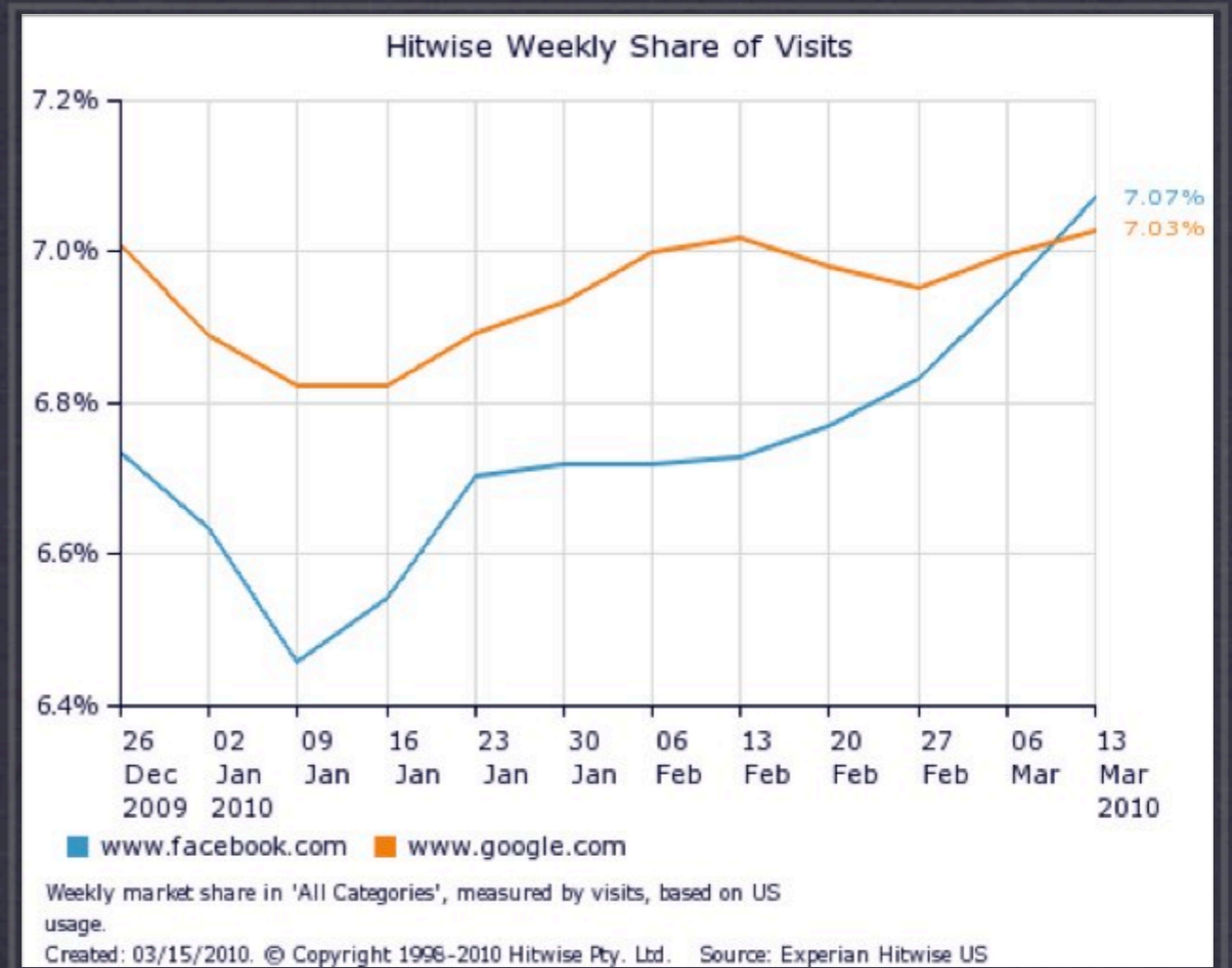
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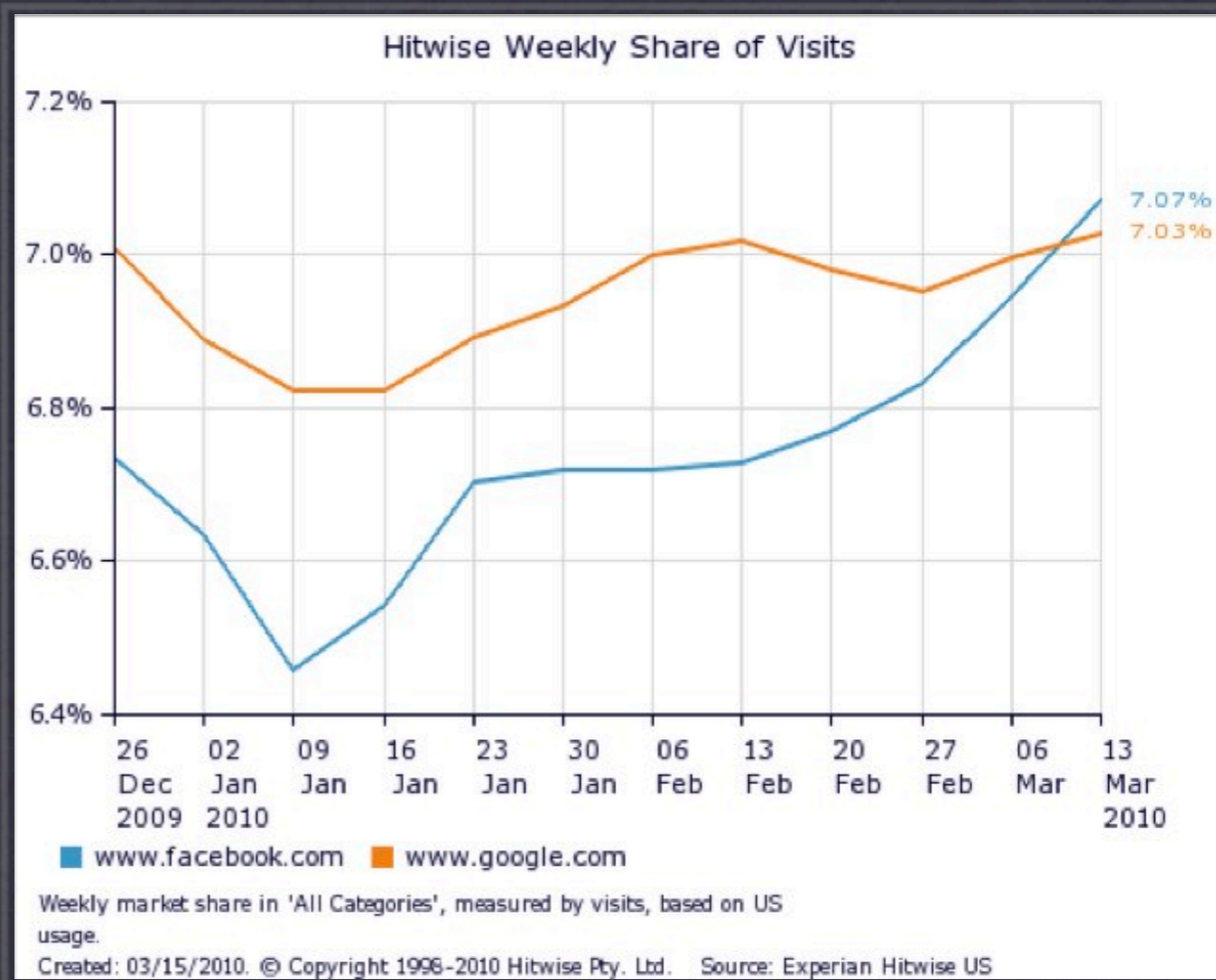
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NEW DATA RELEASED FROM ANALYTICS SERVICE HITWISE TODAY NAMES FACEBOOK THE LARGEST WEBSITE IN THE U.S. WITH 7.07% OF ALL U.S. VISITS.

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PEOPLE ON FACEBOOK

- ✓ MORE THAN 400 MILLION ACTIVE USERS
- ✓ 50% OF OUR ACTIVE USERS LOG ON TO FACEBOOK IN ANY GIVEN DAY
- ✓ AVERAGE USER HAS 130 FRIENDS
- ✓ PEOPLE SPEND OVER 500 BILLION MINUTES PER MONTH ON FACEBOOK



SURVEY RESEARCH CENTER AND TEACHING & LEARNING WITH TECHNOLOGY

PATRICIA A. NORDSTROM, SURVEY RESEARCH CENTER

VICKI S. WILLIAMS, PH.D., TEACHING & LEARNING WITH TECHNOLOGY 12/04/09





**IN FALL SEMESTER OF 2009, 10,000 UNDERGRADUATE STUDENTS
AT PENN STATE CAMPUSES WERE INVITED TO PARTICIPATE IN
THE ANNUAL FACAC SURVEY TO DETERMINE CURRENT
TECHNOLOGY USE AND OWNERSHIP TRENDS.**

WHEN IT COMES TO USING TECHNOLOGY AT PSU:



Table 15. Technology Activities

	Never (%)	Once or twice a year (%)	Once or twice a month (%)	Once or twice a week (%)	Every Day (%)
a. Accessing Facebook / MySpace pages	5.3	1.1	5.3	12.4	75.9
b. Accessing Twitter	75.7	3.5	8.1	5.7	7.0
c. Texting friends	4.7	1.1	3.4	6.7	84.1
d. Listening to a subscription newsfeed (RSS)	71.3	8.4	9.5	6.1	4.5
e. Downloading digital music from a service (e.g. iTunes, Ruckus)	23.9	10.4	35.7	22.8	7.1
f. Downloading and reading books or articles	34.2	13.9	23.0	20.6	8.3
g. Developing and using interactive games and simulations	57.8	12.5	15.6	9.7	4.4
h. Watching TV shows / movies on my computer	14.7	10.9	31.6	31.3	11.6
i. Using a digital camera (still or movie)	13.4	10.5	36.6	33.7	5.8
j. Participating in an Adobe Connect Pro videoconference.	86.8	5.8	4.6	2.0	0.8
k. Using new ANGEL features	12.0	10.1	24.6	30.7	22.6
l. Using the Penn State Portal and PASS resources	36.5	16.5	22.4	15.8	8.8
m. Using online quiz tools	26.2	12.7	25.8	31.0	4.4
n. Using library electronic resources (LIAS and e-resources)	36.6	19.5	30.3	11.7	2.0
o. Watching Netflix movies	77.0	7.3	7.9	6.0	1.8
p. Safely backing-up my computer files	35.8	27.8	21.5	10.0	5.0

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75% OF STUDENTS SURVEYED USE FACEBOOK/MYSPACE EVERY DAY!

WHAT PSU STUDENTS ARE USING THEIR LAPTOPS FOR:

Table 9. Laptop usage

Usage	Respondent %
Reading/answering email	84.0
Facebook/Twitter	80.4
Managing photos/music/video	77.8
Assignments	74.8
Playing games	52.9
Editing videos	24.3
Taking notes	22.9
Blogging	13.7
Other	5.0
I do not own a laptop	0.1



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74.8% ARE USING IT FOR ASSIGNMENTS

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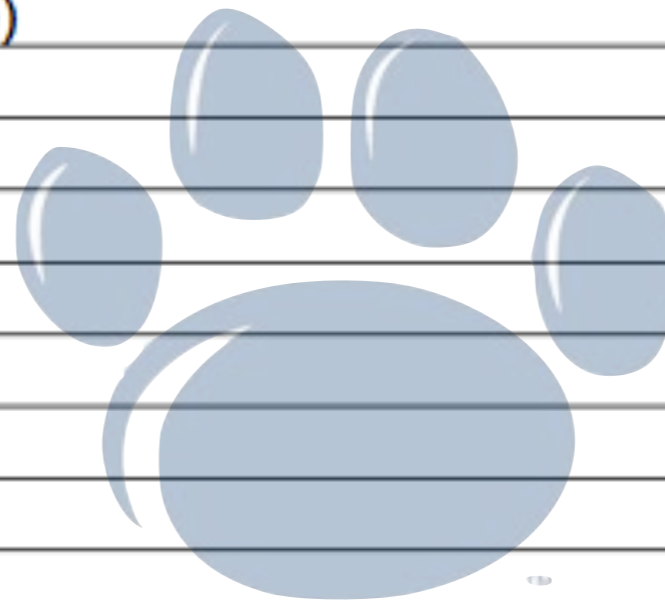
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PENN STATE STUDENTS ARE USING SOCIAL NETWORKING SITES:

Table 12. Social Networking Sites (SNS).

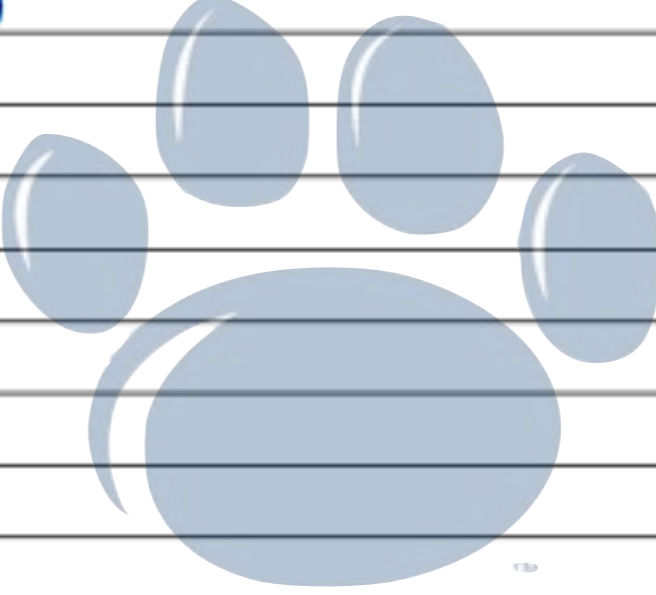
SNS services	Respondent (%)
Facebook account	81.7
Share photos on Facebook	67.9
Looked up students on MySpace or Facebook	64.0
Viewed a movie on YouTube (or similar site)	55.5
YouTube (or similar) account	38.1
MySpace account	30.4
Looked up instructors on MySpace or Facebook	23.7
Share photos on MySpace	21.3
Uploaded a movie to You Tube (or similar site)	16.4
Twitter account	15.7
Online photo account	13.5
Penn State ePortfolio	12.1
Similar service	6.5
Personal blog at Penn State	5.8
Do not use these services	2.9
Personal wiki	1.5
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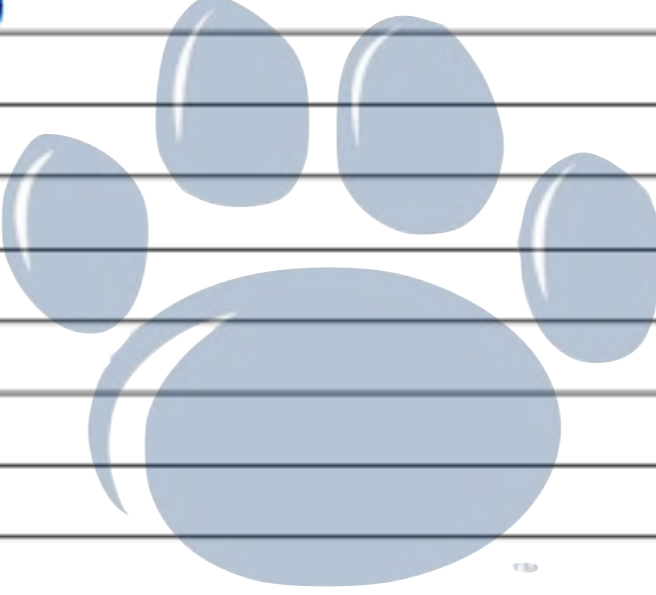


55.5% STUDENTS HAVE A YOUTUBE ACCOUNT

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55.5% STUDENTS HAVE A **YOUTUBE** ACCOUNT

81.7% HAVE A **FACEBOOK** ACCOUNT!

COLLABORATION TOOLS AT PENN STATE UNIVERSITY:

Table 16. Collaboration tools.

	Respondent (%)
Email	70.7
IM	19.3
Cell phone	65.8
Facebook/MySpace	44.1
Twitter	1.0
ANGEL	39.5
Google Groups	3.6
Google Docs	7.7
Face-to-Face	56.1



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39.5% USING ONLINE COURSE WORK (ANGEL)

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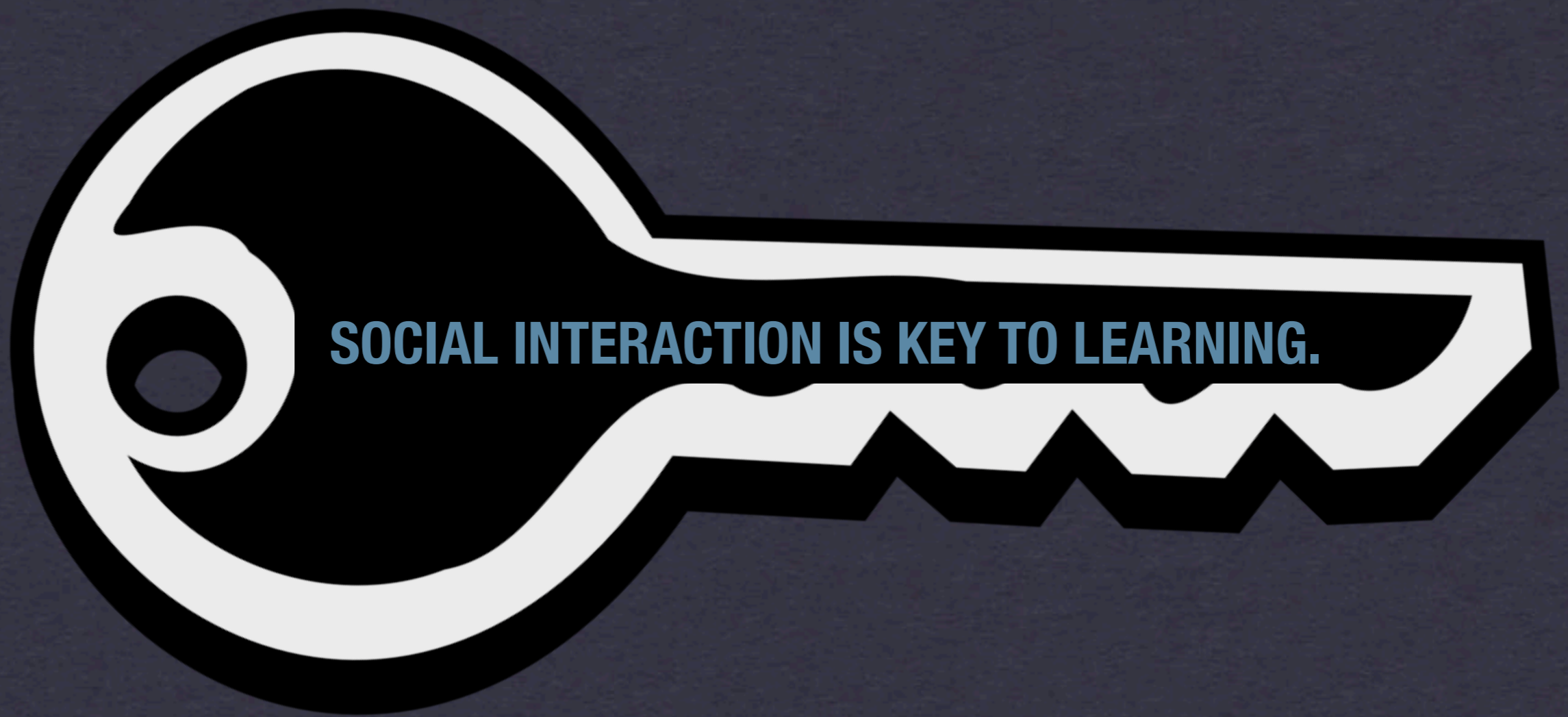
70.7% USE EMAIL TO COLLABORATE WITH PEERS

44.1% USE SOCIAL NETWORKING SITES SUCH AS FACEBOOK/MYSPACE

39.5% USING ONLINE COURSE WORK (ANGEL)

**Students are already using
social media tools...**

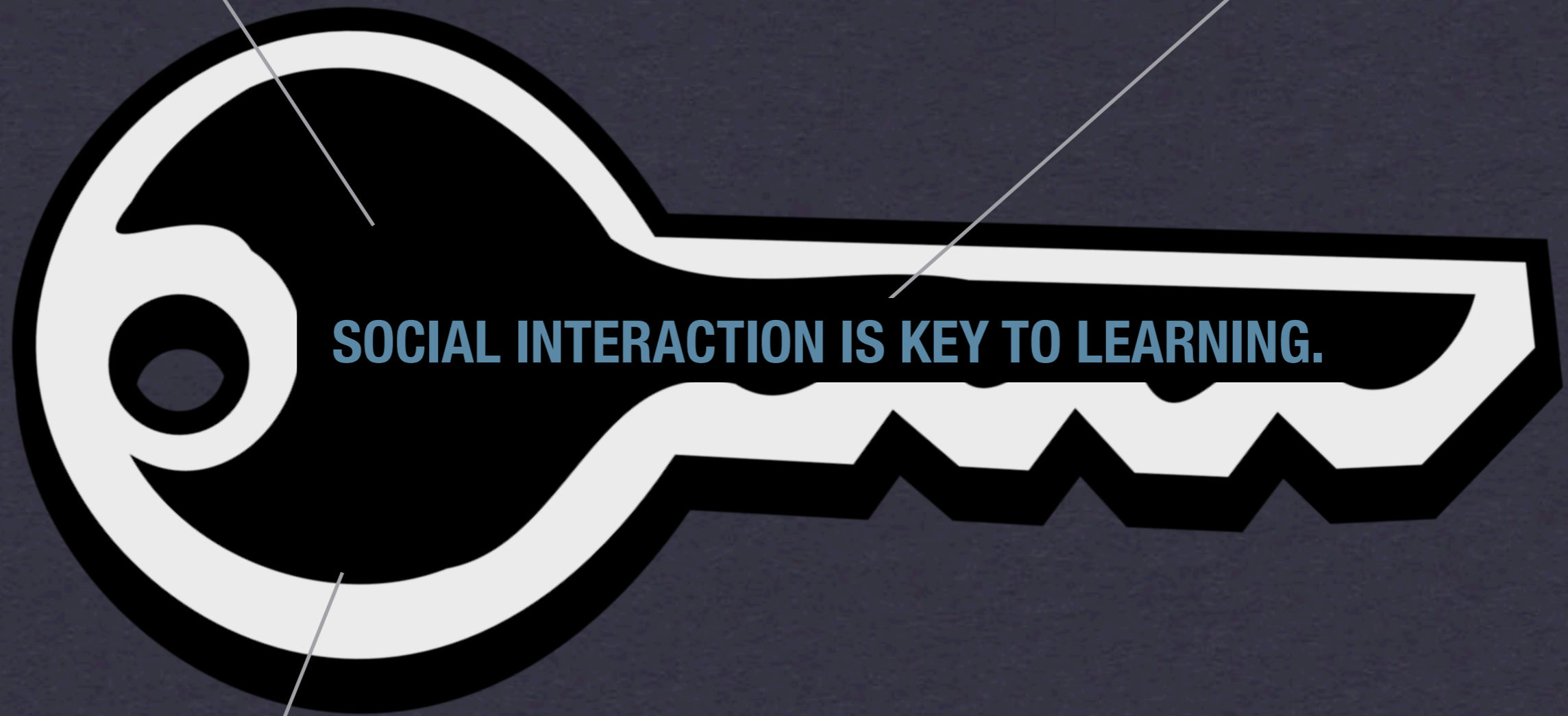
**But will student learning
improve if a courses provide
opportunities for social
media?**



SOCIAL INTERACTION IS KEY TO LEARNING.

**BANDURA'S SOCIAL
LEARNING THEORY**

**VYGOTSKY'S SOCIAL
DEVELOPMENT THEORY**

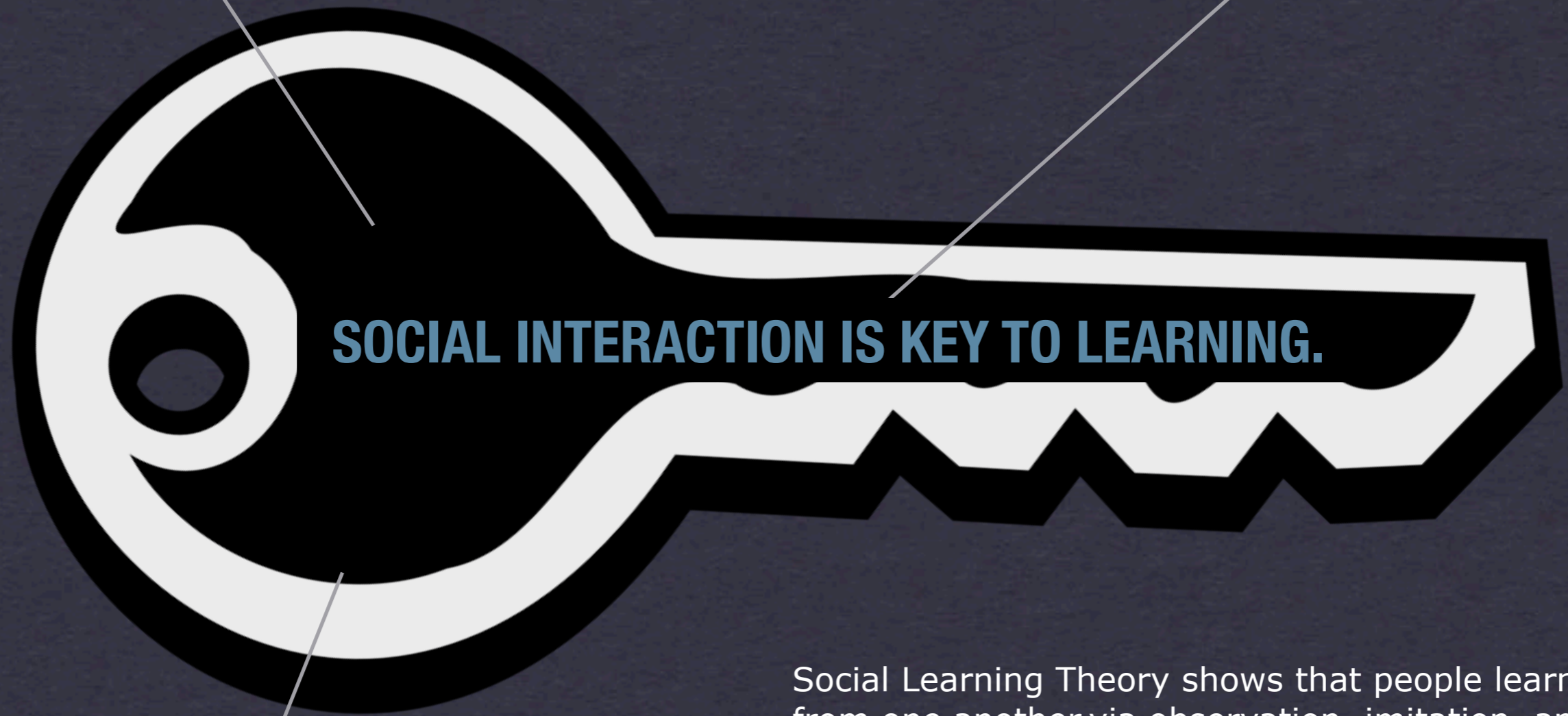


SOCIAL INTERACTION IS KEY TO LEARNING.

**LAVE'S SITUATED
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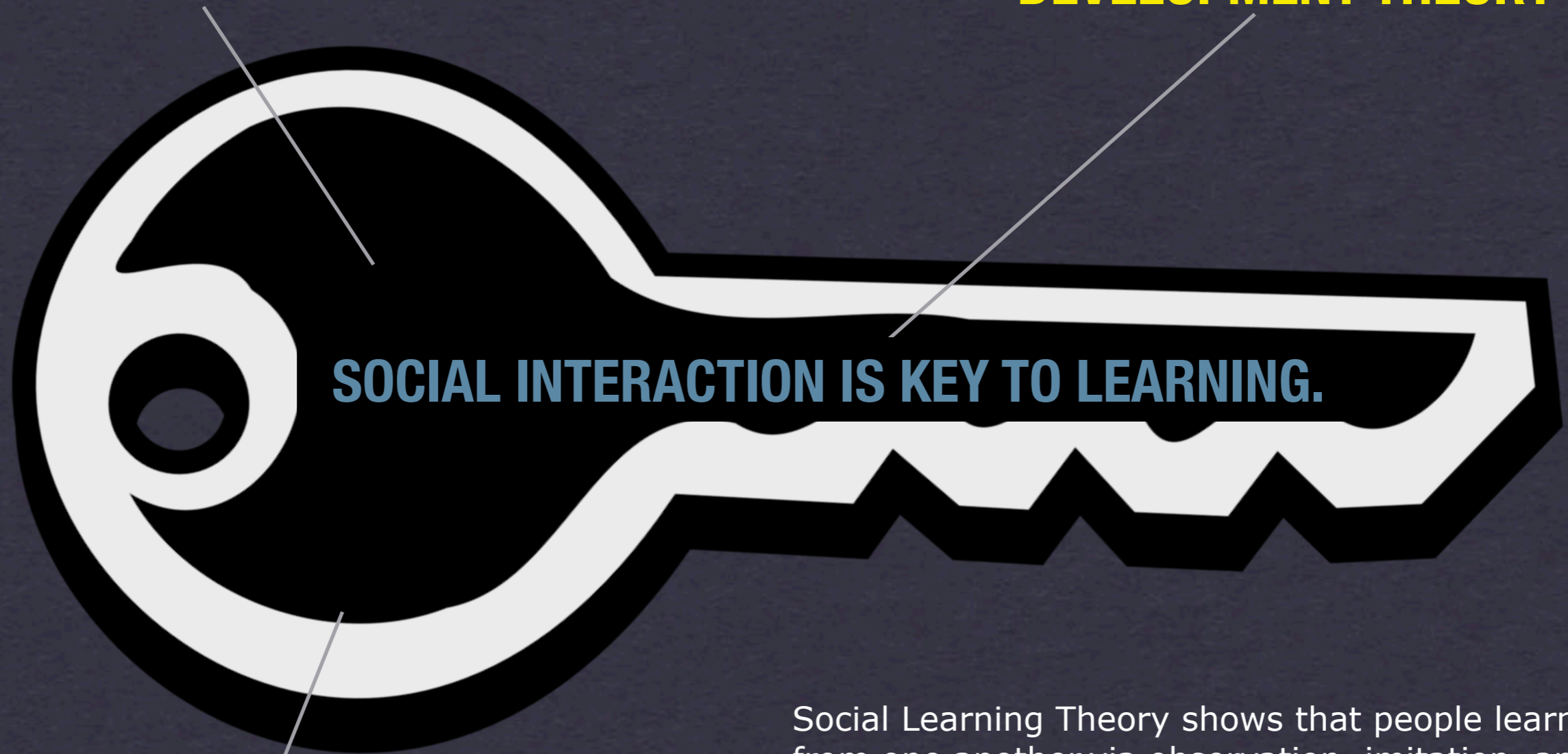
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SOCIAL INTERACTION IS KEY TO LEARNING.

LAVE'S SITUATED LEARNING THEORY

Social Learning Theory shows that people learn from one another, via observation, imitation, and modeling...

Social learning theory has sometimes been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation.

FORMULA FOR SUCCESS



**STUDENTS ARE
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FORMULA FOR SUCCESS



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FORMULA FOR SUCCESS



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FORMULA FOR SUCCESS



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**CREATE
LIFE LONG
LEARNERS AND
POSITIVE
DIGITAL
CITIZENS**

FORMULA FOR SUCCESS

*Dr. Michael Wesch
(Kansas State University)

**HOW DO WE CREATE LEARNING ENVIRONMENTS
THAT REALIZE AND LEVERAGE THE EMERGING
MEDIA ENVIRONMENT?***

*Dr. Michael Wesch
(Kansas State University)



Using Social Media to create Platforms for Participation

1



Twitter

Discover what's happening right now,
anywhere in the world



Twitter

Discover what's happening right now,
anywhere in the world

What's happening?

TWITTER CASE STUDY



What's happening?

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OUTCOME



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TWITTER CASE STUDY

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- ✓ Students agree that using digital communication helps overcome shyness and unnecessary embarrassment caused by raising a hand speaking out in a big lecture environment.



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TWITTER CASE STUDY

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- ✓ Students agree that using digital communication helps overcome shyness and unnecessary embarrassment caused by raising a hand speaking out in a big lecture environment.
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TWITTER CASE STUDY

OUTCOME

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- ✓ Students check the feed outside of class time and the Twitter chatter doubles up as a study tool.



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- ✓ Student learning continued after the lecture as discussions continue outside of the classroom.
- ✓ Students check the feed outside of class time and the Twitter chatter doubles up as a study tool.
- ✓ Using Twitter helped students build relationships and community through participation far more than listening to the person at the front of the room style of learning.



Student Use

1. Find scientific research papers. Check out the Tweprints project that collects abstracts on any scientific paper archived at arXiv.org and mentioned on Twitter.

2. Tweet famous conversations. Have students tweet imagined conversations between famous literary figures such as Romeo and Juliet, Sherlock Holmes and Watson, or Dante and Beatrice. Attend lectures remotely. Have students attend a lecture or presentation at another campus via streaming.

3. Watch citizen journalism in action. World events unfold immediately on Twitter, so invite students to follow citizen journalism along with the mainstream news.

4. Hash a word or phrase. Then search for the word or phrase to see how it is being used by others to learn the nuances of language.

5. Learn personal responsibility. Students can learn personal responsibility when they find out about how to use social media sites responsibly.



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Using hash tags

A HASH TAG IS SIMPLY A WAY FOR PEOPLE TO SEARCH FOR TWEETS THAT HAVE A COMMON TOPIC. FOR EXAMPLE, IF YOU SEARCH ON #PSU, YOU'LL GET A LIST OF TWEETS RELATED TO THE UNIVERSITY.

HTTP://SEARCH.TWITTER.COM

The screenshot shows a web browser window with the URL <http://search.twitter.com/search?q=%23psu>. The browser's address bar and tabs are visible at the top. The main content area displays the Twitter search results for the hashtag #psu. The search bar at the top of the page contains the text "#psu" and a "Search" button. Below the search bar, the results are listed under the heading "Results for #psu" with a search time of "0.05 seconds".

The results list includes the following tweets:

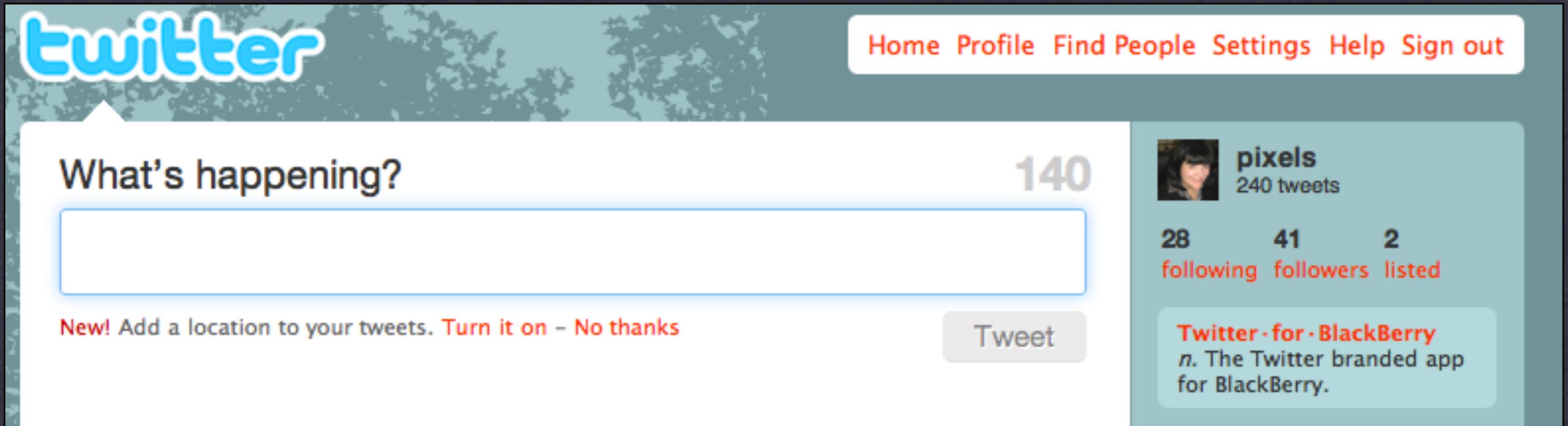
- COCKY_NEWSCAST:** Ofcourse its #PSU RT @EmVied: @COCKY_NEWSCAST LMAOOOO r they winning lol
9 minutes ago via *UberTwitter* · [Reply](#) · [View Tweet](#)
- kaybusiness:** @JuliaTrogele sis u up? I'm thinking about giving u a wake up call. I'm excited abt the nittany lion season!! #PSU
35 minutes ago via *ÜberTwitter* · [Reply](#) · [View Tweet](#)
- izaw5888:** がっつり地雷を踏みました。 #PSU
about 1 hour ago via *web* · [Reply](#) · [View Tweet](#)
- nittanyroar:** Key stretch: Minnesota <http://es.pn/9SJpz4> #PSU
about 2 hours ago via *twitterfeed* · [Reply](#) · [View Tweet](#)
- GoPSUJeff:** FINAL day to vote for #PennState-Cappy bobblehead. Help #PSU keep lead and win \$10,000 for general scholarship fund!: <http://bit.ly/cppiHI> (expand)
about 3 hours ago via *web* · [Reply](#) · [View Tweet](#)
- nittanyroar:** Temple the preseason favorite in MAC football <http://bit.ly/c6UGTH> (expand) #PSU
about 5 hours ago via *twitterfeed* · [Reply](#) · [View Tweet](#)
- kiOuOik:** パソ太さん起動!!ジュースの焼酎割飲みながらぶすります #PSU <http://bit.ly/bzJxwU> (expand)
about 8 hours ago via *Keitai Mail* · [Reply](#) · [View Tweet](#)

On the right side of the page, there are several utility sections:

- Feed for this query:** Includes a link to "Tweet these results".
- Show tweets written in:** A dropdown menu currently set to "Any Language".
- Translate to English:** A link to translate the results.
- Trending topics:** A list of trending topics including Hayley Nichole Williams, Nonton Imb, Emirates Cup, Keong Racun, Chelsea Clinton, Vettel, Inception, #imissdbsk, #planetjedwardalbum, and #amemoryyoucantforget.
- Nifty queries:** A list of interesting search queries such as "cool filter:links", "is down", "movie :)", "happy hour" near:SF, #haiku, and "listening to".

Tweeting with hash tags

TO USE A HASH TAG SIMPLY TYPE THE # SYMBOL IN FRONT OF THE WORD YOU WANT TO EMPHASIZE!

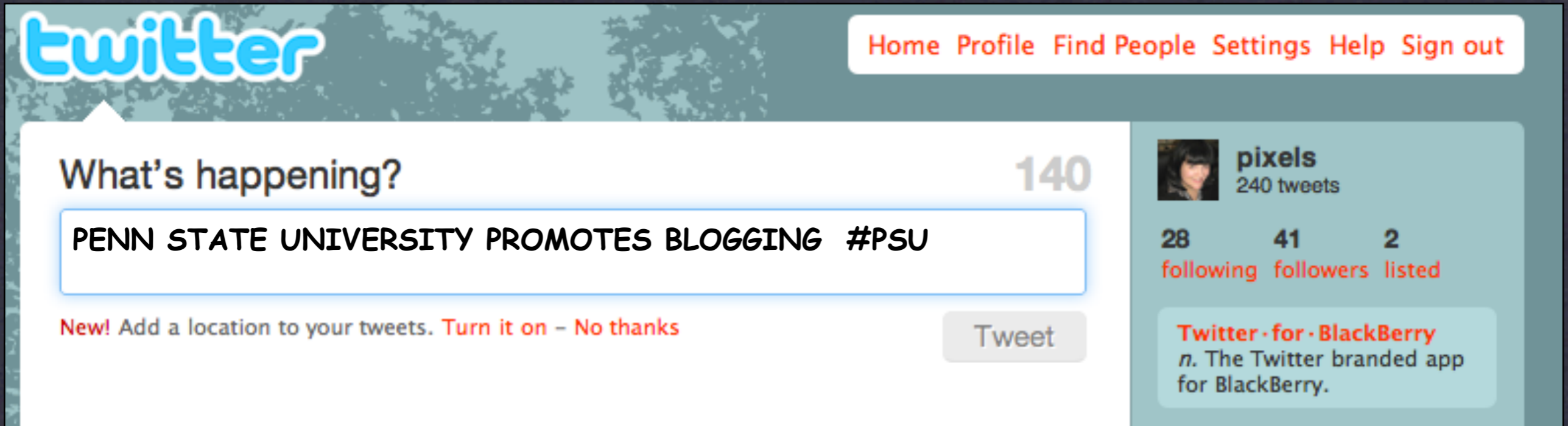


The image shows a screenshot of the Twitter home page. At the top left is the Twitter logo. To the right is a navigation bar with links for Home, Profile, Find People, Settings, Help, and Sign out. The main content area features a text input field with the placeholder text "What's happening?". To the right of the input field is a character count of "140". Below the input field is a "Tweet" button. A notification at the bottom left of the input area says "New! Add a location to your tweets. Turn it on - No thanks". On the right side, there is a profile card for a user named "pixels" with 240 tweets, 28 following, 41 followers, and 2 listed. Below the profile card is an advertisement for "Twitter for BlackBerry".

AS YOU CAN SEE, IT'S A VERY ORGANIC PROCESS THAT WORKS SIMPLY BECAUSE OF A GROUP MINDSET THAT PEOPLE LIKE TO CATEGORIZE TOPICS AND THIS IS ONE WAY TO MAKE IT EASIER TO DO SO.

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The screenshot shows the Twitter web interface. At the top left is the Twitter logo. On the right, a navigation bar contains links for Home, Profile, Find People, Settings, Help, and Sign out. The main content area is titled "What's happening?" and shows a character count of 140. A text input field contains the text "PENN STATE UNIVERSITY PROMOTES BLOGGING #PSU". Below the input field, there is a "Tweet" button and a notification: "New! Add a location to your tweets. Turn it on - No thanks". On the right side, a user profile for "pixels" is visible, showing 240 tweets, 28 following, 41 followers, and 2 listed. A promotional banner for "Twitter for BlackBerry" is also present.

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#hash Tag Trending Topics



twitter

See what's happening — *right now.*

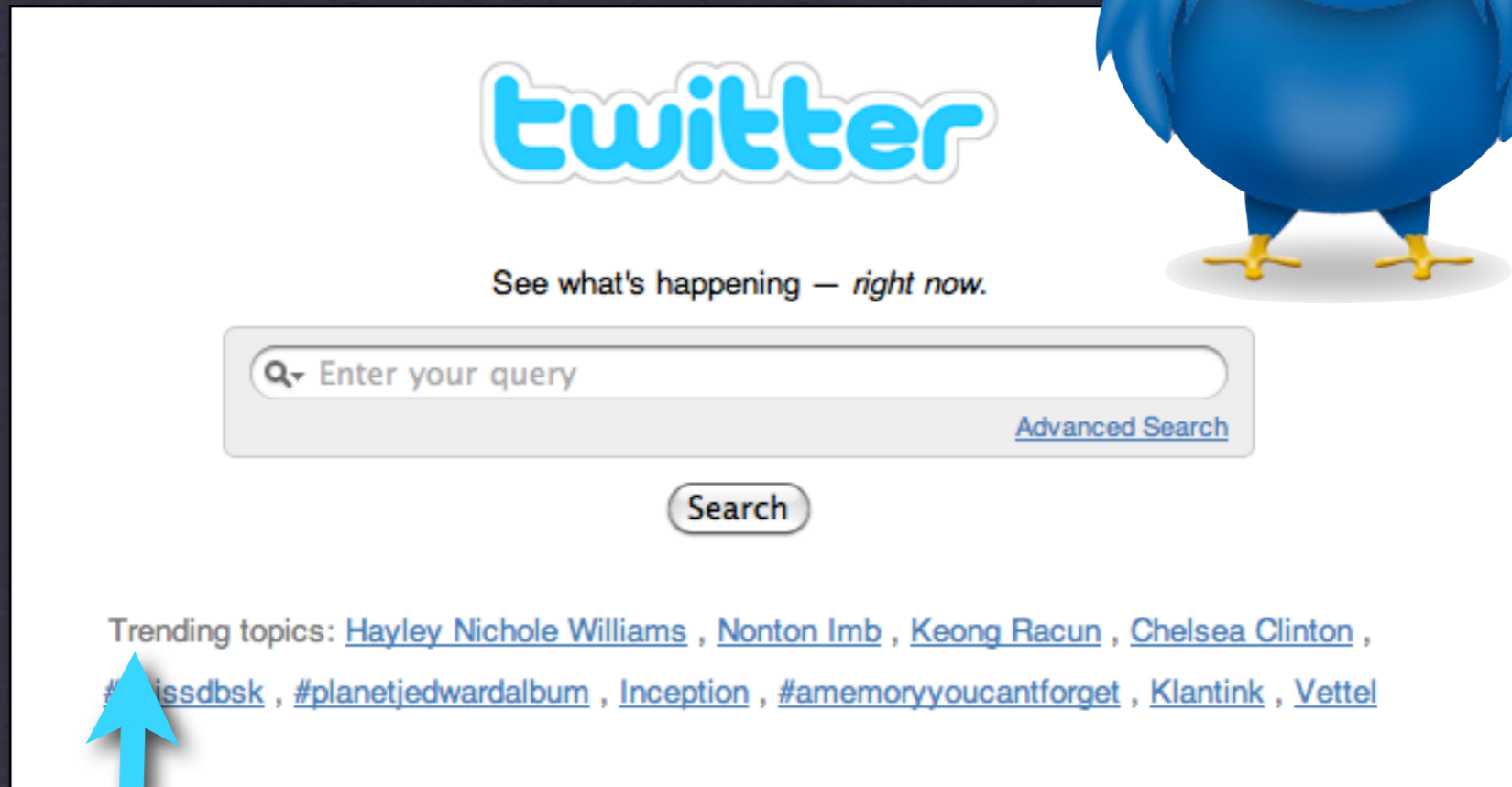
Q Enter your query

[Advanced Search](#)

Search

Trending topics: [Hayley Nichole Williams](#) , [Nonton Imb](#) , [Keong Racun](#) , [Chelsea Clinton](#) ,
[#imissdbsk](#) , [#planetjedwardalbum](#) , [Inception](#) , [#amemoryyoucantforget](#) , [Klantink](#) , [Vettel](#)

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<http://search.twitter.com>



Instructor Use

1. Use Twitter to teach journalism. Have students use Twitter to report news in 140 characters or less to practice communicating important information succinctly.

2. Answer questions. Be available for answering students' questions via a Facebook page or Twitter feed.

3. Prospective students. Monitor Twitter or Facebook for specific key words to connect with potential students.

4. Conferences. Find out what's going on at professional conferences through Twitter.

5. Have fun at conferences. If you are attending a conference, give BackChatter a try—a game that uses Twitter and makes attendees interactive participants.

6. Use Tweetstats to Visualize and Data Mine Statistics

7. Post notes. Post class notes on Twitter so students who missed a class can find out what they missed and instructors can refer back to any notes they left.

8. Tweet lesson plans. Teachers can tweet their lesson plans, or links to them, to keep students updated and provide inspiration for other educators.



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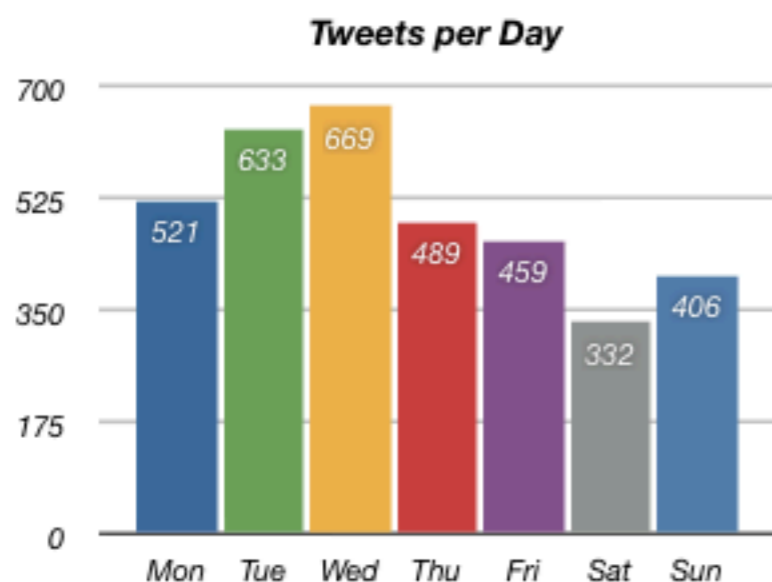
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TweetStats

In ur Tweets, Graphin' Your Stats!

[Home](#) [Trends](#) [Twitter Stats](#)



Graph your Twitter Stats including

- Tweets per hour
- Tweets per month
- Tweet timeline
- Reply statistics

In use by over 100,000 Twitter-folk!

Enter your Twitter username

pennstatelive|

Graph My Tweets!

Looking for simple
Social Media Monitoring?



ROW FEEDER

Brought to you by @dacort!

Refresh your stats - stats get updated when you come back after 8 hours and enter your username.

Interested in more detailed analytics?
Contact dacort at tweetstats.com

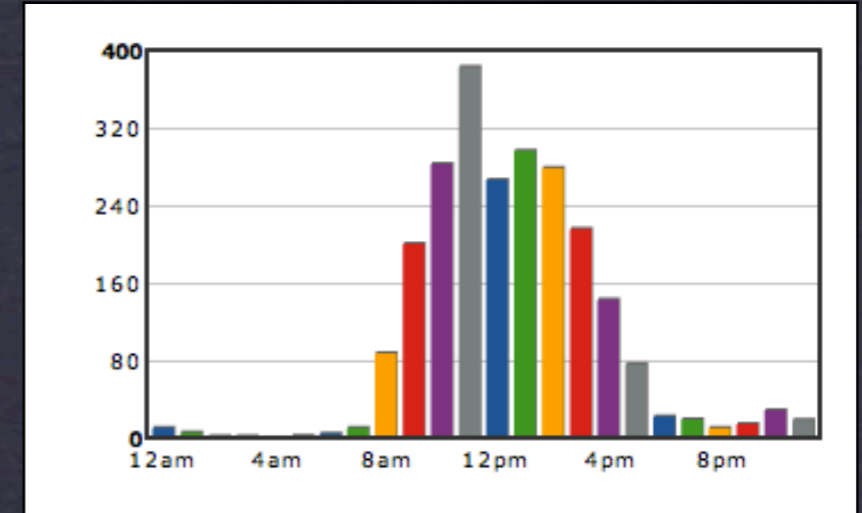
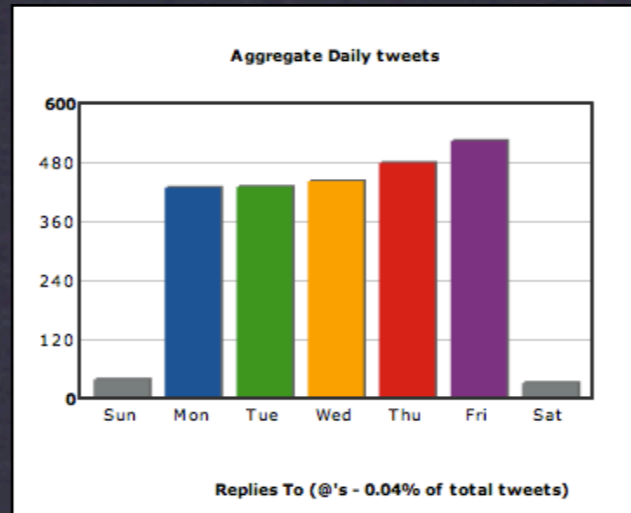
[+ BOOKMARK](#) [f](#) [t](#) [✉](#) ...

Donate

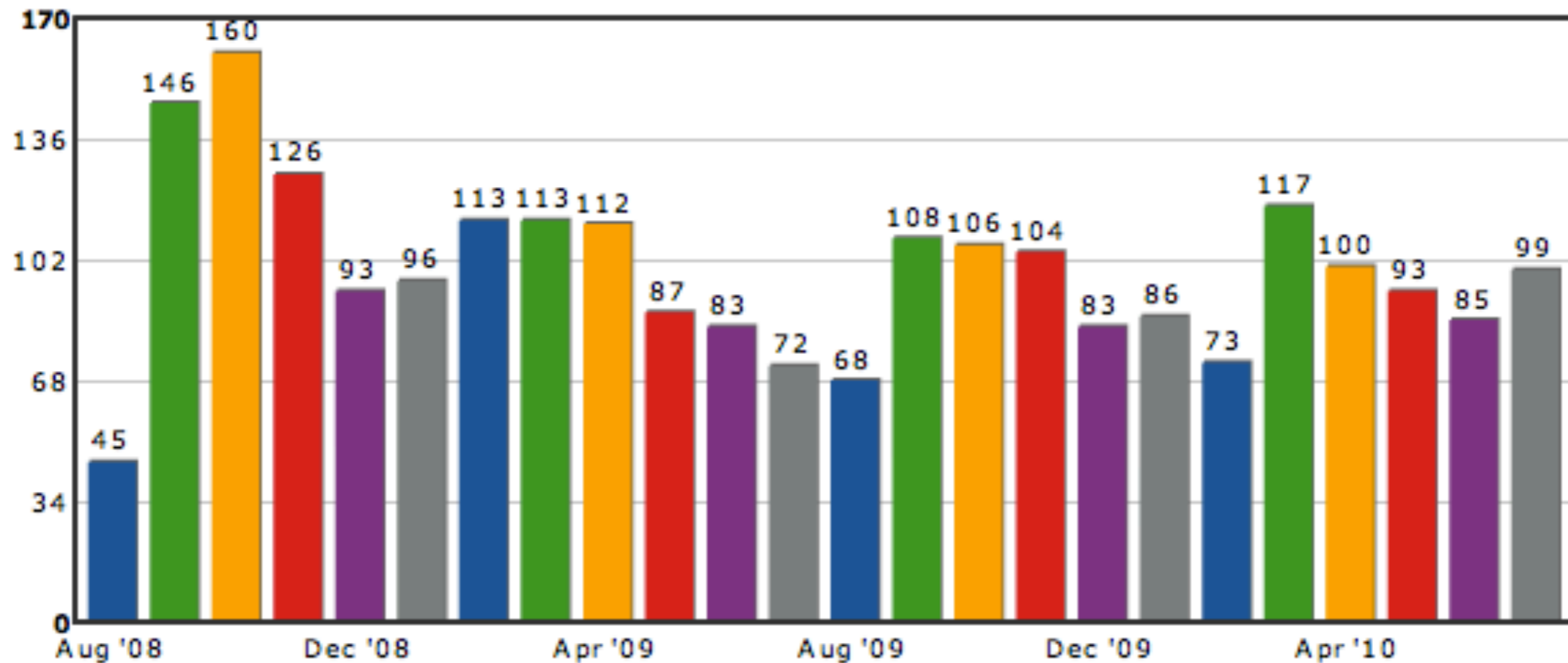
Made with love and lots of help by
[Damon Cortesi](#) aka ([@dacort](#))

Graph your Twitter Stats:

- Tweets per hour
- Tweets per month
- Tweet timeline
- Reply statistics



Your Tweet Timeline - 4.4 tweets per day (tpd) / 98 tweets per month (tpm)



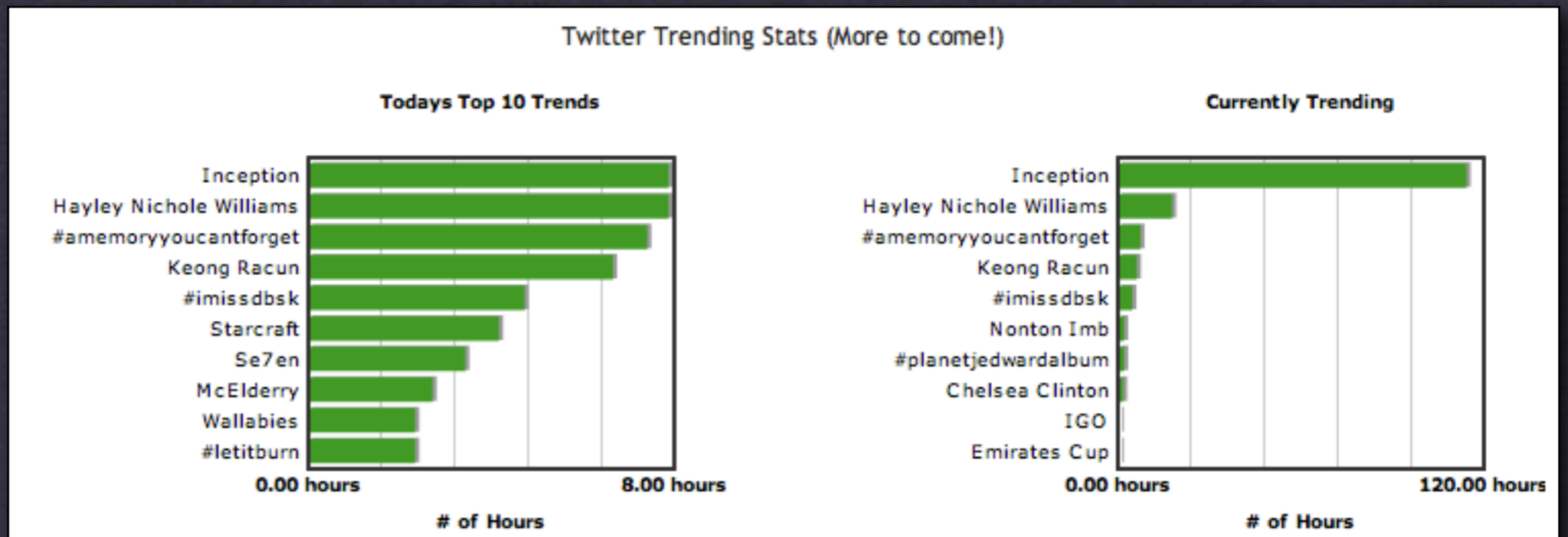
Click on any month above to zoom in and see stats just for that month!

CREATE WORD CLOUDS

#pennstate 000 10 11 2008 2009 2010 academic ag air alumni alumnus american annual april arts athletes available award awards band beaver **big** bjc blue board bowl building **campus** cancer capital care **center** clash **college** continues day days did disease dispatch distinguished **edu** education eisenhower energy engineering expert **faculty** family feb flu food **football** forum friday **game** gift gives global grant h1n1 hall health **heard** help high history home honors host house issues jordan know laureate learning life lion lions **live** make march **medical** million **minute** musical named national ncaa **network** **new** nittany nov oct offers old online open **park** paterno **penn** pennsylvania perform president **probing** professor **program** programs project **psu** **question** receive receives report **research** researchers road role safety sale science sciences season sept series **set** shows spanier sports spring stadium **state** states **story** student students study support team test thon tickets time title tour trustee **trustees** tv **university** update video visit volleyball water way weather week white win wins womens work wpsu year

Your top five words: live, story, psu, edu, penn. ([Tell your tweeps](#))

QUICK WAY TO TRACK TRENDS



<http://tweetstats.com>



2

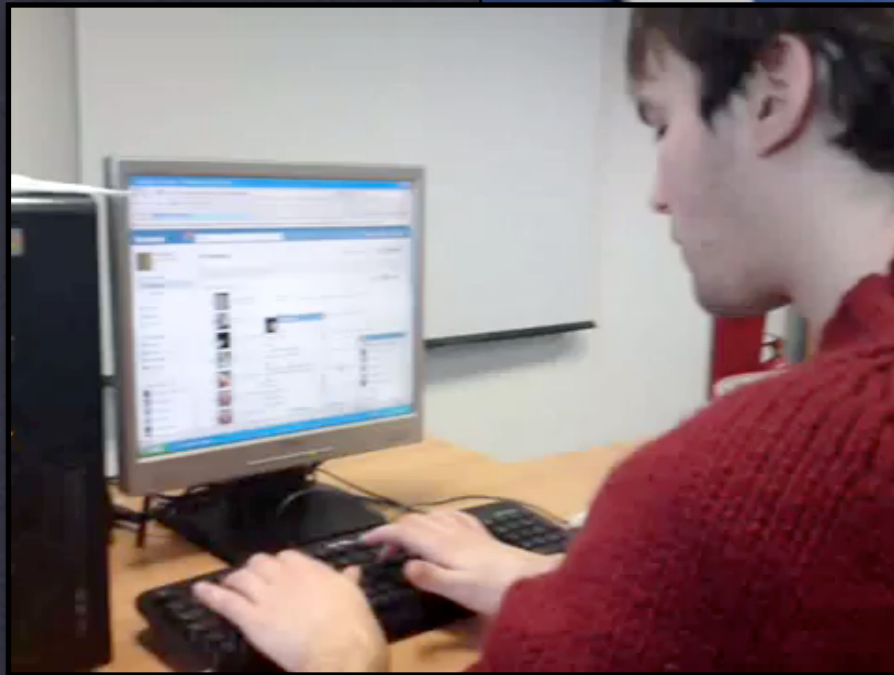
Facebook

Giving people the power to share and make the world more open and connected.

More than 30 billion pieces of content (web links, news stories, blog posts, notes, photo albums, etc.) shared each month.



2



Facebook

Giving people the power to share and make the world more open and connected.

What's happening?

FACEBOOK CASE STUDY



What's happening?

FACEBOOK CASE STUDY

bullis.org



What's happening?

FACEBOOK CASE STUDY



What's happening?

FACEBOOK CASE STUDY

OUTCOME



What's happening?

FACEBOOK CASE STUDY

OUTCOME

- Students are being creative



What's happening?

FACEBOOK CASE STUDY

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- ✓ Students are being creative
- ✓ Promotes collaboration. Facebook's design promotes social interchange between participants, thereby increasing collaboration between students working on activities.



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- ✓ Students engaged outside of class. When students are accessing the class content more often, that means they will be thinking about and engaging in the lessons more frequently
- ✓ Students are comfortable with Facebook. Most students are already users of Facebook, so implementing it into class provides a comfortable way for students to participate in class.



Student Use

1. Follow news feeds. Have students follow news feeds relevant to the course material in order to keep current information flowing through the class.

2. Share book reviews. Students can post their book reviews for the instructor to grade and other students to read. If it's a peer-reviewed project, then students can more easily access each other's papers online.

4. Practice a foreign language. Students learning a foreign language can connect with native speakers through groups or fan opportunities such as this one.

5. Create your own news source. A great way for journalism students to practice their craft, use the Facebook status update feed as a breaking news source for sports results, academic competition results, and other campus news.

6. Keep up with politicians. Political science students can become fans of politicians in order to learn about their platforms and hear what they have to say first hand.

7. Create apps for Facebook. A class at Stanford started doing this in 2007 and still has a Facebook group profiling their work. A class at Berkeley also did the same.



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Facebook Fan Pages

FACEBOOK PAGES CAN BE THOUGHT OF IN MUCH THE SAME WAY AS NORMAL PROFILES ON THE SITE. BRAND OR CELEBRITY PAGES HAVE THE ABILITY TO HAVE FRIENDS, THEY CAN ADD PICTURES, AND THEY HAVE WALLS THAT FANS CAN POST ON. PAGES COMMUNICATE BY “UPDATES” WHICH SHOW ON THE UPDATE TAB OR A PERSON’S WALL IF THEY’RE A FAN AND HAVE ALLOWED THE PAGE TO SHOW UPDATES. PAGES CAN HAVE APPLICATIONS AS WELL.



The screenshot shows a Facebook page for "Water for Elephants". The page header includes the Facebook logo, a search bar, and navigation tabs for "Info", "Related Posts", and "Wikipedia". The main content area features a book cover for "Water for Elephants" by Sara Gruen, a call to action to sign up for updates, and a description of the novel. The description is sourced from Wikipedia and provides a synopsis of the story. Below the description, there is a "Related Pages" section showing one page, Sara Gruen, and a "73,379 People Like This" section with three profile pictures.

facebook Search

Water for Elephants

Info Related Posts Wikipedia

Our goal is to make this Community Page the best collection of shared knowledge on this topic. If you have a passion for **Water for Elephants**, [sign up](#) and we'll let you know when we're ready for your help. You can also get us started by suggesting the [Official Facebook Page](#).

Description

From [Wikipedia](#), the free encyclopedia

Water for Elephants is a [historical novel](#) by Sara Gruen. The novel centers on Jacob Jankowski and his experiences in a traveling [circus](#) called The Benzini Brothers Most Spectacular Show on Earth. Gruen originally wrote the novel as part of [National Novel Writing Month](#).

Synopsis

The story is told as a series of memories by Jacob Jankowski, a ninety-three year-old man who lives in a nursing home.

As the memories begin, Jacob Jankowski is twenty-three years old and preparing for his final exams as a Cornell University veterinary student when he receives the news that his parents were killed in a car accident. Jacob's father was a veterinarian and Jacob had planned to join his practice. When Jacob learns that his father was deeply in debt because he had been treating animals for free as well as mortgaging the family home to provide Jacob an Ivy League education, he has a breakdown and leaves school just short of graduation. In the dark of night, he jumps on a train only to learn it is a [circus](#) train. When the owner of the circus, Uncle Al, learns of his training as a vet, he is hired to care for the circus animals. This consequently leads Jacob to share with a dwarf named Walter (who is known as Kinko to the circus) and his dog Queenie. A few weeks later Jacob is summoned to take a look at Camel; an old man who after drinking Jamaican ginger extract for many years can't move his arms or legs. Fearing Camel will be redlighted (thrown off the train while moving) Jacob hides him in his and Walter's room.

Related Pages

1 Page [See All](#)

Sara Gruen

73,379 People Like This

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The screenshot shows a Facebook page for the book "Water for Elephants". The page header includes the Facebook logo, a search bar, and the page title "Water for Elephants". Below the title are tabs for "Info", "Related Posts", and "Wikipedia". A call-to-action box states: "Our goal is to make this Community Page the best collection of shared knowledge on this topic. If you have a passion for **Water for Elephants**, sign up and we'll let you know when we're ready for your help. You can also get us started by suggesting the [Official Facebook Page](#)." Below this is a "Description" section with a link to the Wikipedia page. The description text reads: "From Wikipedia, the free encyclopedia **Water for Elephants** is a historical novel by Sara Gruen. The novel centers on Jacob Jankowski and his experiences in a traveling circus called The Benzini Brothers Most Spectacular Show on Earth. Gruen originally wrote the novel as part of National Novel Writing Month." A "Synopsis" section follows, stating: "The story is told as a series of memories by Jacob Jankowski, a ninety-three year-old man who lives in a nursing home." The synopsis text continues: "As the memories begin, Jacob Jankowski is twenty-three years old and preparing for his final exams as a Cornell University veterinary student when he receives the news that his parents were killed in a car accident. Jacob's father was a veterinarian and Jacob had planned to join his practice. When Jacob learns that his father was deeply in debt because he had been treating animals for free as well as mortgaging the family home to provide Jacob an Ivy League education, he has a breakdown and leaves school just short of graduation. In the dark of night, he jumps on a train only to learn it is a circus train. When the owner of the circus, Uncle Al, learns of his training as a vet, he is hired to care for the circus animals. This consequently leads Jacob to share with a dwarf named Walter (who is known as Kinko to the circus) and his dog Queenie. A few weeks later Jacob is summoned to take a look at Camel; an old man who after drinking Jamaican ginger extract for many years can't move his arms or legs. Fearing Camel will be redlighted (thrown off the train while moving) Jacob hides him in his and Walter's room." On the left side of the page, there is a cover image for the book "Water for Elephants" by Sara Gruen, showing a person in a red coat standing in a tent. Below the cover is a "Related Pages" section with "1 Page" and a "See All" link. A profile picture of Sara Gruen is shown with her name "Sara Gruen". At the bottom, it says "73,379 People Like This" and shows three small profile pictures of users who liked the page.

FACEBOOK PAGES ARE INDEXED BY EXTERNAL SEARCH ENGINES SUCH AS GOOGLE, JUST LIKE A PUBLIC PROFILE WHILE GROUPS ARE NOT.



Create a Page

Official Page

Communicate with your customers and fans by creating and maintaining an official Facebook Page.

Create a Page for a:

- Local business
- Brand, product, or organization

Artist, band, or public figure:

Public Figure



Page name:

(examples: Summer Sky Cafe, Springfield Jazz Trio)

- I'm the official representative of this person, business, band or product and have permission to create this Page.
[Review the Facebook Terms](#)

Create Official Page

Community Page

Generate support for your favorite cause or topic by creating a Community Page. If it becomes very popular (attracting thousands of fans), it will be adopted and maintained by the Facebook community.

Page name:

(examples: Elect Jane Smith, Recycling)

Create Community Page

Create a group instead?

Communicate directly with other Facebook members who share a professional interest or hobby. [Create a Facebook group](#)

<http://www.facebook.com/pages/create.php>

Instructor Use

1. Poll your class. Use polls as an interactive teaching tool in class or just to help facilitate getting to know one another with the Poll app for Facebook.
2. Create groups. You can create groups for entire classes or for study groups with smaller subsets of students that allow for easy sharing of information and communication, without students even having to friend each other.
3. Schedule events. From beginning of semester mixers to after-finals celebrations, easily schedule events for the entire class using Facebook.
4. Share multimedia. With the ability to post videos, photos, and more, you can share multimedia content easily with the entire class. Post notes after each class period for students to have access for review or in case they were absent.
5. Allows shy students a way to communicate. Shy students who may not want to approach their teacher after class or during office hours can use Facebook to communicate.
6. Facilitate classmate connections. When students get to know each other more intimately, they become more involved in the learning experience. This is helpful in both large classes that wouldn't normally promote such intimacy and in smaller settings that regularly depend on that connection.



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The screenshot shows the Facebook group page for "Penn State Thespians". The page header includes the Penn State logo and the group name "Penn State Thespians" with a "Join" button. Below the header are tabs for "Wall", "Info", "Photos", and "Discussions". The "Info" tab is selected, showing the following details:

- Basic Info**
 - Name: Penn State Thespians
 - Category: Entertainment & Arts – Performing Arts
 - Description: This is a group dedicated to anyone who is/was a member or worked with the Penn State Thespians (University Park) over the years. Feel free to reunite with old friends in Thespi, share stories and pictures, or just let us know what's going on in your life.
 - Privacy Type: Open: All content is public.
- Contact Info**
 - Website: <http://www.clubs.psu.edu/up/thespians/>
 - Location: State College, PA
- Recent News**
 - News: The Penn State Thespian reunion has come and gone. Any photos to share?
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YOU CAN SET JOIN PERMISSIONS ON GROUPS:

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GROUPS HAVE ADMINISTRATORS THAT MANAGE THE GROUP, APPROVE APPLICANTS OR INVITE OTHERS TO JOIN. ADMINISTRATORS CAN ALSO APPOINT “OFFICERS” WHO ARE NOMINALLY IN CHARGE – HOWEVER, BEING AN OFFICER DOESN'T MEAN THE PERSON HAS THE ABILITY TO ADMINISTER THE GROUP.

 **Create a Group**

Step 1: Group Info

Group Name:
(required)

Description:
(required)

Group Type:
(required)

Recent News:

Office:

Email:

Website:

Street:

City/Town:

Note: groups that attack a specific person or group of people (e.g. racist, sexist, or other hate groups) will not be tolerated. Creating such a group will result in the immediate termination of your Facebook account.

3

A theater stage with a large screen in the center. The screen displays the Google logo in its multi-colored font, with the word "Docs" in blue below it. The screen is framed by orange curtains. In the foreground, there are rows of empty brown theater seats.

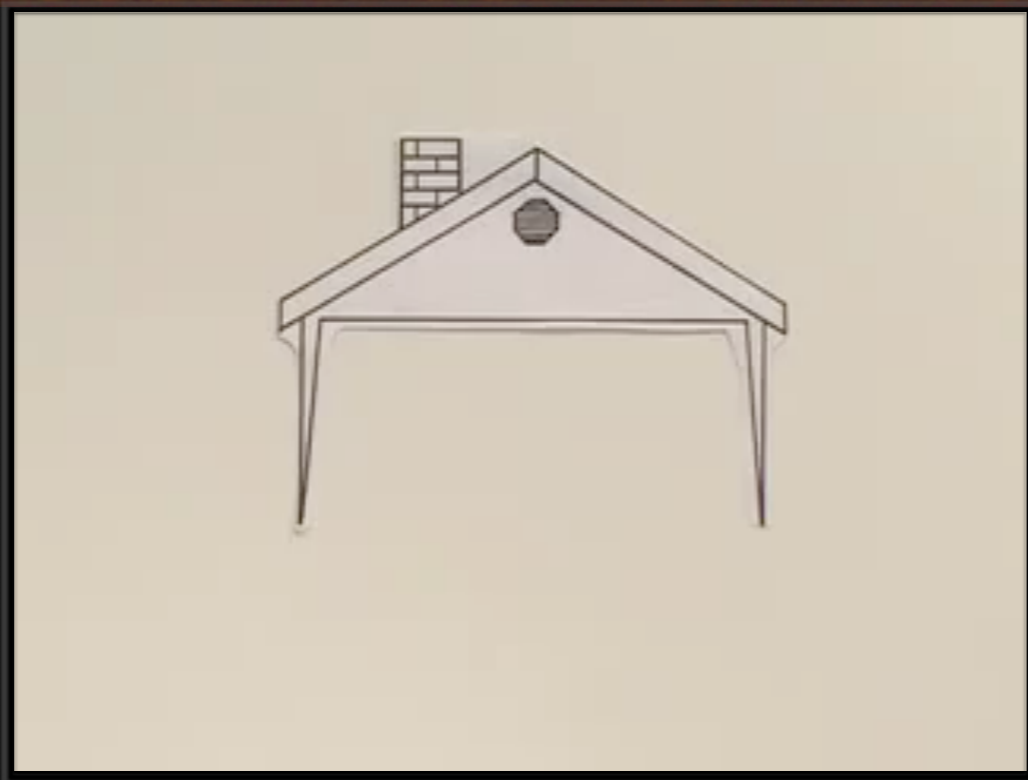
Google™
Docs

Google Docs

Web-Based Document Sharing



3



Google Docs

Web-Based Document Sharing



What's happening?

GOOGLE DOCUMENTS



What's happening?

GOOGLE DOCUMENTS



What's happening?

GOOGLE DOCUMENTS



What's happening?

GOOGLE DOCUMENTS

OUTCOME



What's happening?

GOOGLE DOCUMENTS

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- ✓ Upload documents, spreadsheets, and Power Point presentations to edit online.
- ✓ Spreadsheets feature- create forms that can serve as surveys, questionnaires or quizzes. Respondents fill out a form and the data is automatically fed into your spreadsheet.



Student Use

1. Use Google Docs for students to collaborate to edit their Information Reports (or other type of writing).
2. Have students create an online scrapbook in the presentation program.
3. Encourage students to publish their presentations for peer reviews.
4. Introduce students to the scientific method: Students are introduced to the scientific method through a hands-on activity, using a spreadsheet to record data and report findings.
5. Have students respond to verbal questions in the chat window of a class presentation.
6. Plant genetics research and data collection: Students collaborate on plant genetics research projects.



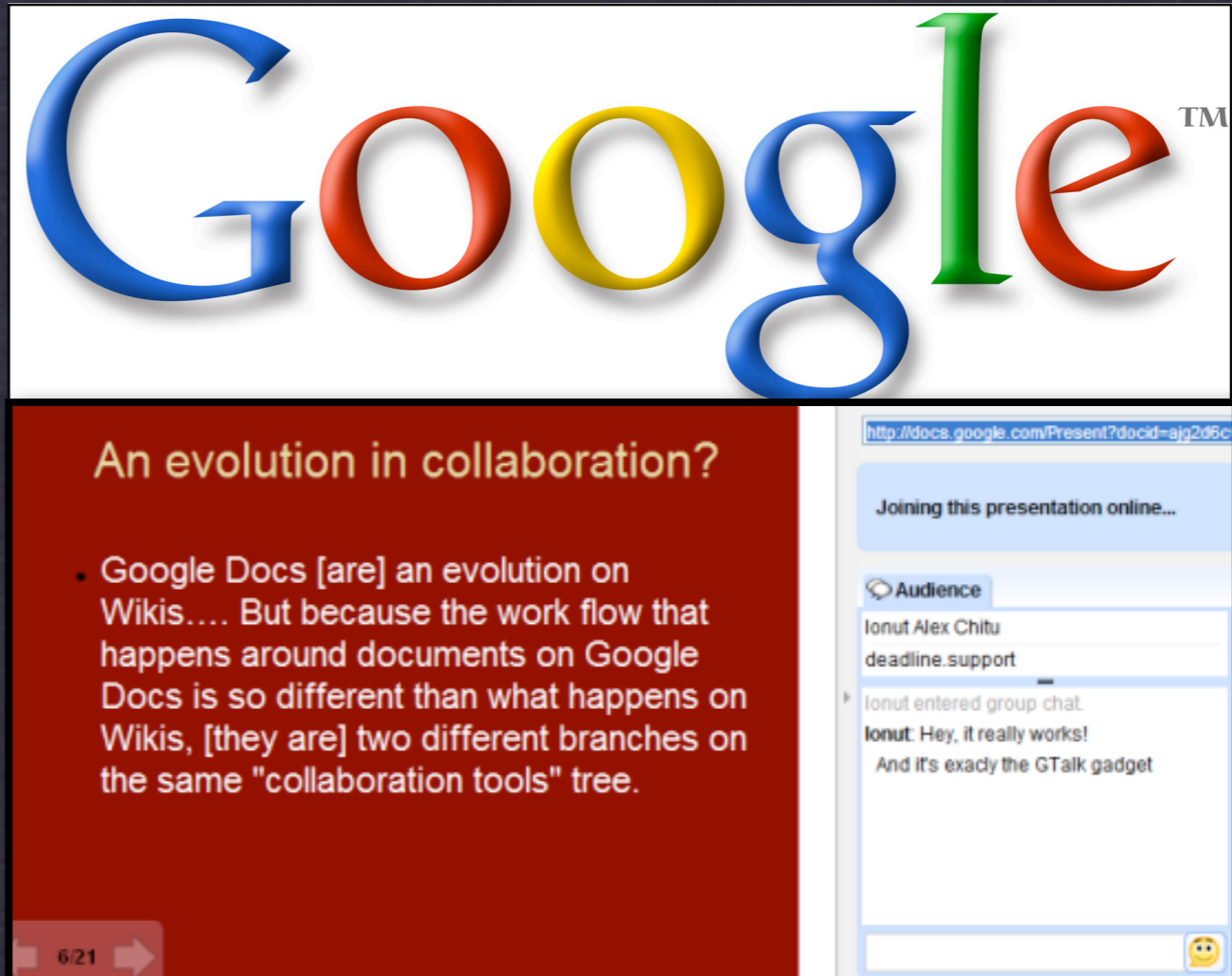
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Here's how it works:

1. Go to <http://docs.google.com>
2. Upload your PowerPoint file to Google Presentations (up to 10MB from your computer)
3. When you publish your presentation to the Internet, anyone will be able to access and view it online. They will also be able to join the presentation online and chat with others also viewing the presentation. Your document will be assigned a unique address (URL) on google.com.
4. Click on the published link and this will open up your PowerPoint online and a chat window will appear on the right side of the screen.
5. In order for audience members to discuss the presentation, they will need to log into their Google account so their name will appear in the chat window.
6. Google Presentations also provides you with the embed code if you want to place your Google presentation in a webpage, blog or wiki.



Presenting

- Run the presentation from the site (Publish Tab)
- You can e-mail the presentation directly
- Zip it to run remotely in a browser
- Publish the document for others to view
- When you publish you can have an "audience" in the chat.
- The chat transcript (for while you are in the presentation) is in your Google Chat

http://docs.google.com/Present?docid=ah4

This audience has no presenter.

Take control of presentation

Audience

Tanya Gray
Brian C. Smith
Heather Ross
Vinnie Vrotny

refresh and if you refresh you go through what we're calling "the vortex" which means it wipes out your chat (but not in your chat transcript just on the screen) and you leave the chat room and reenter.

191 changes!

20 editors

All revisions are tracked!

So cool!

I'm getting ready to pull this chat onto my blog -- I may edit a little..

me: I like the fact you can have this chat room for a presentation

Victoria: Just think about using this with skype.

OK, I'm going to take control of the presentation. It means everyone sees the same slide at the same time.

Goign through the vortex

Victoria left group chat.

Kelly entered group chat.

Victoria entered group chat.

Victoria is typing...

ACCESSING CHAT

THE CHAT FUNCTION IS AVAILABLE WHEN YOU ACCESS A PRESENTATION IN VIEW PRESENTATION MODE.

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Instructor Use

1. Use Google Spreadsheets to share a revision list/log with your pupils.

2. Set-up google form to create a spreadsheet for pupils to enter feedback on how they felt they coped with the lesson/learning objective. Enter your data set into a Google Spreadsheet. Then use Exhibit to create websites with advanced text search and filtering functions.

3. **Inline Video and Images in Chat:** A little known feature of Google Presentations is the ability to display and share videos and images in the chat feature. Instead of just the link appearing the video or image itself is visible, the presentation audience can simply click play to watch it right there.

4. Create an online class calendar to share with your students.

5. Create a working class outline for students to add notes to for future study guide. This also works a great feedback form for the instructor.



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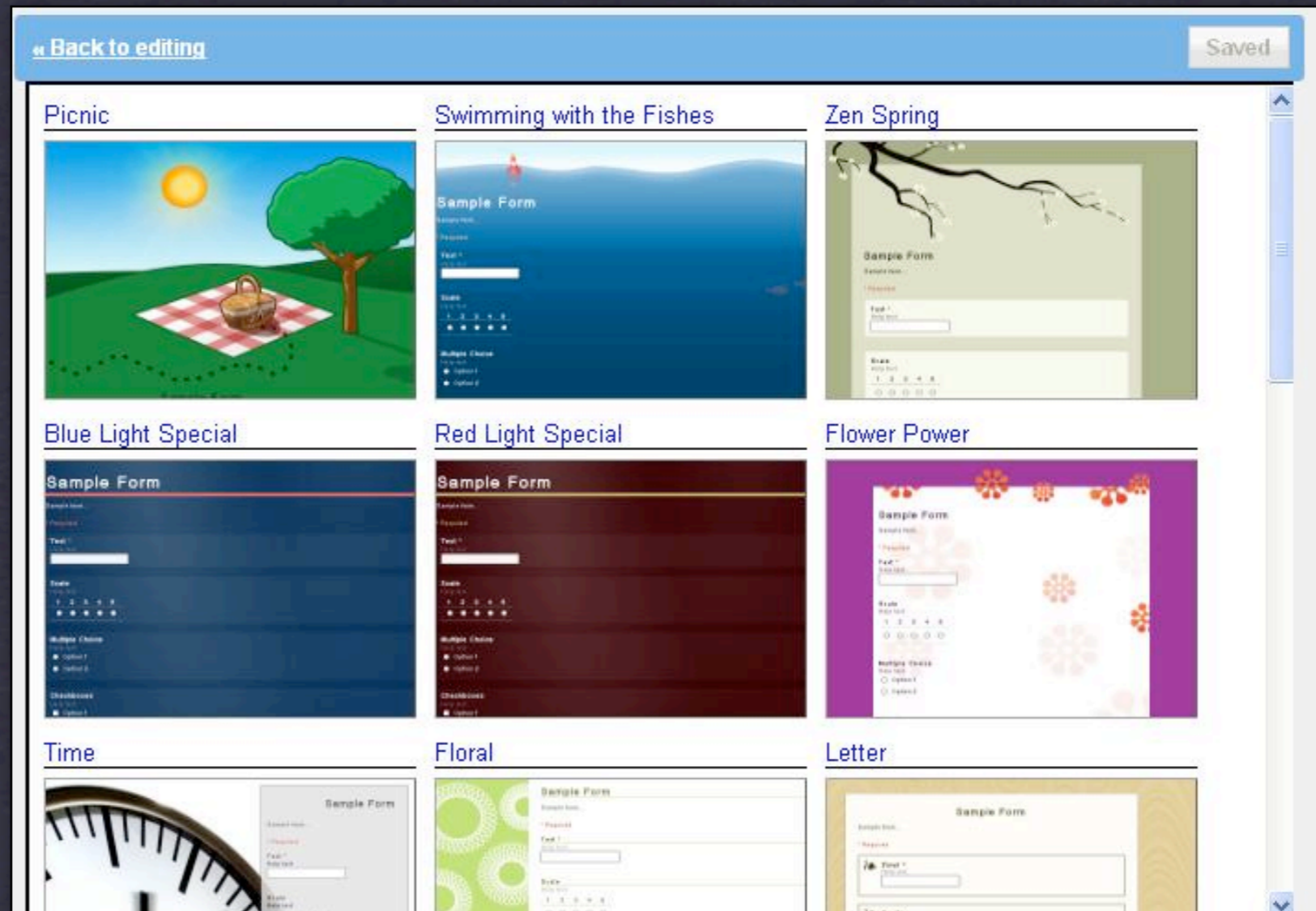
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Google Forms

GOOGLE FORMS IS A POWERFUL TOOL FOR GATHERING DATA. BUILDING GOOGLE FORMS REQUIRES NO PRIOR KNOWLEDGE OF WEB DESIGN, WEB AND SCRIPT DEVELOPMENT, OR DATABASE INTEGRATION. THEY CAN BE QUICKLY DESIGNED AND RELEASED

TO THE PUBLIC EITHER THROUGH DIRECT URL OR BY BEING EMBEDDED WITHIN A WEBSITE. FORMS MAY ALSO BE CUSTOMIZED, EXPANDING THE LOOK AND FEEL POTENTIAL TO THE VIRTUALLY LIMITLESS BOUNDS OF TRADITIONAL WEB DESIGN.

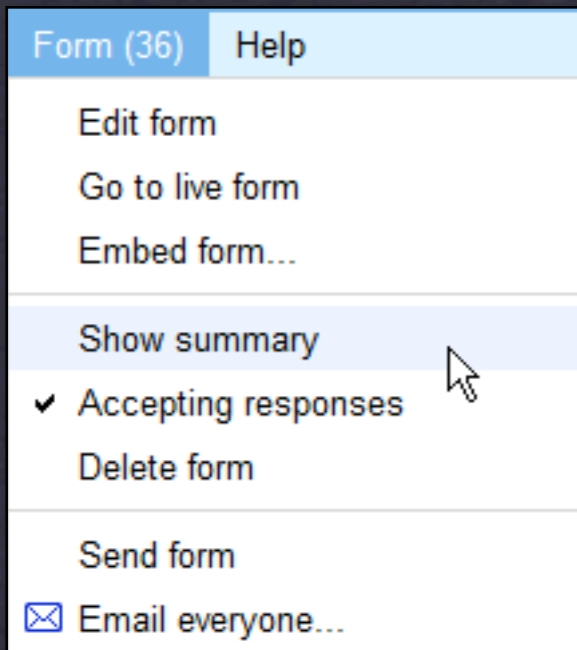


Forms: Creating forms

You can create a form from the Docs list or from any spreadsheet.

1. Click **Create new > Form**.
2. In the form template that opens, you can add any questions and options you'd like.
3. Click **Email this form** once you've finished adding your questions.
4. Add the email addresses of the people to whom you want to send this form.
5. Click **Send**.

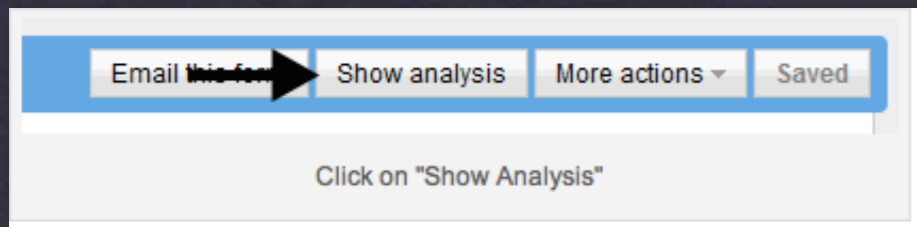




Forms: Viewing form responses

To see the spreadsheet with the form responses, click **See responses** at the top-right of the form and select **Spreadsheet**. It's a good idea to use the same name for the form and the spreadsheet, so you can quickly find both of them in your Docs list.

To quickly see how many users filled out a form and what their responses are, you can check the response summary. From your spreadsheet, go to **Form > Show summary** to view it



AFTER PEOPLE HAVE FILLED OUT YOUR FORM, YOU CAN VIEW ANALYTICS FOR YOUR FORM DATA BY CLICKING "SHOW ANALYSIS" IN THE EDIT FORM VIEW.

Experimental: Response Summary

In the response summary, you can see a summary and automatic charts of your responses. Try it out, and then [give us feedback](#).

931 [responses](#)

Summary [See complete responses](#)

Your name
Ionut, Dan, d, Miguel Viterbo, Aj Santos, Matt, Mysterius, pay, chris, Kevin, Kev, Bob, Marcin, sdf, Andie, tffgf, DC, Andy, Tony Ruscoe, Joe, Mikel, Kai, Racy, Pablo, Andrzej, Alex, Matt, Bob, test...

Favorite Google service

Service	Count	Percentage
Google Search	120	13%
Google Maps	21	2%
iGoogle	31	3%
Gmail	237	25%
Google Reader	47	5%

Google™

Google Search

I'm Feeling Lucky

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5. Improves your own productivity

With features like forms, and data analysis gathering information from your own classes couldn't be easier.

For More Information Visit:

Victoria Kozlek

Teaching Through Technology



[Home](#) [Resources](#) [Social Media Toolkit](#)

Resources

Here is a list of valuable web 2.0 tools to use in your classroom!

Leave a Reply

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Name *

Email *

Recent Comments

Archives

Categories

- No categories

Meta

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- [Comments RSS](#)
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Social Media Questions?

