



GUIDE TO

teachers'domain[®]
■ ■ ■ ■ ■

Social Media

Ted Sicker

Executive Producer, Teachers' Domain

Daniella Quiñones

Marketing Coordinator, Teachers' Domain



NSDL Annual Meeting | Thursday, November 19, 2009

Creating a social media environment for educators on Teachers' Domain:

- working with research by EDC/CCT (multiple phases)
- media upload feature
- recommend to a colleague
- ratings and reviews
- Facebook-like searchable profiles to let teachers group their students and colleagues and give them access to media and folders of resources they've created
- user-editable support text (essays and lesson plans)

EDC



EDC | Center for
Children & Technology








Teachers report:

- have very limited time for research
- are technologically behind the curve
- want to keep their social and professional lives separate
- are unenthusiastic about encouraging student access and communication
- are more interested in quality than quantity
- need to know that resources they use address standards
- value ease of use
- are unlikely to be active social media participants without support, but welcome passive features and the input of others

My Uploads

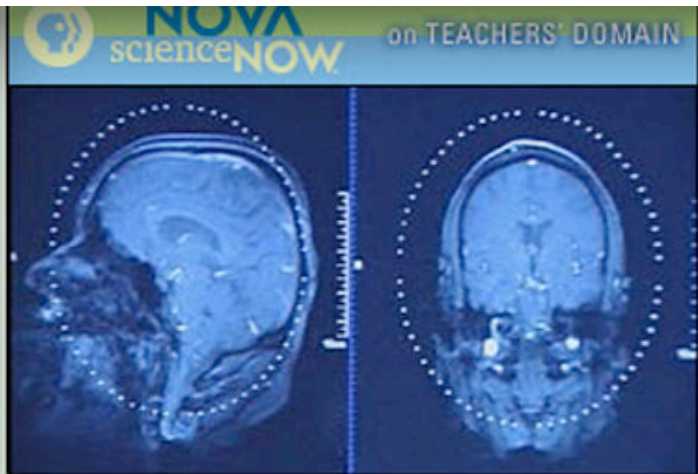
1-10 | [11-12](#)

[Next](#)

Uploaded Media	Notes
 <p>Arctic Hunting Video Uploaded 2009-03-25 16:10:43 Alaska natives hunting seals with rifles and harpoons on snowmobiles. Primary Media Type: Video Category: Visualization, Discipline: Social Studies</p> <p>View Download</p> <p> Copy to a Folder  Edit</p>	<p>This could be good with a social stu class to demonstrate different cultu approaches that are determined by environment.</p> <p>Edit note</p>
 <p>The Old Bartley Store Uploaded 2009-03-31 17:56:18 photo of my house 75 years ago Primary Media Type: Image Category: Visualization</p> <p>View Download</p> <p> Copy to a Folder  Edit</p>	<p>maybe useful in my slideshow about change over time?</p> <p>Edit note</p>
 <p>Profile picture Uploaded 2009-04-01 08:54:28 Primary Media Type: Image</p> <p>View Download</p>	<p>add a note</p>



Uploaded Media Depository



Media Type:
QuickTime Video

Length: 4m 35s
Size: 12.2 MB

[View](#)

or

[Download](#)

Permitted use:
Download, Share, and Remix



ceNow, describes the recent discovery and implications of mirror neurons, a specific kind of brain cell that fires both when performing an action and when observing someone else perform the same action. It turns out that mirror neurons, which are normally associated with physical activities, might also be responsible for signaling the human brain's emotional system, which in turn allows us to empathize with other people. Their failure to work normally might explain why some people, including autistic people, do not interact well with others.

Supplemental Media Available:
[The Brain Teachers Guide \(PDF Document\)](#)

- [Save to a Folder](#)
- [Recommend to a Colleague](#)

[★ Hide Ratings and Reviews](#)

Average User Rating: ★★★★★ Based on [3 reviews](#)

Please rate and review this resource:

Overall rating: ★★★★★ NOT RATED

Your review:

I found this to be very engaging for my 7th grade students, especially when paired with the teen brain video.

[Post your review](#)

Rating Details (optional):

Content: ★★★★★ NOT RATED

Presentation: ★★★★★ NOT RATED

Standards alignment: ★★★★★ NOT RATED

3 reviews of this resource:

My Profile

[See My Public Profile](#) | [Remove My Public Profile](#)

Personal Information

[Edit](#)



Name: **Pat Smith**
 Sign-in Name: **psmith**
 Password: *****
 Email: **patsmith@comcast.net**
 Receive News Alerts: **No**
 Allow others to contact me: **Yes**

Educational Information

[Edit](#)

User Type: **Teacher/Educator**
 Primary Subject: **None**
 Grade Level(s): **6, 9-10**

My Folders

Public

- [My Resources](#) (8 items)
- [My Uploads](#) (5)
- [1960-1970 Media Resources](#) (16)
- [Lesson Plan: Exploring Environmental Change](#) (5)
- [CW Favorites](#) (18)
- [UArts GD students](#) (9)

[Manage My Folders](#)

My Uploads

Public

- [Channel 5 Weather Report 10/22/08](#) (video)
- [My backyard in the rain](#) (video)
- [Snowflake close-up](#) (image)
- [Tracking the Weather](#) (lesson plan)
- [Rainfall Chart](#) (document)



Pat Smith's Profile

About Me



Name: **Pat Smith**
User Type: **Teacher/Educator**
Primary Subject: **None**
Grade Level(s): **6, 9-10**
[Contact](#)

My Folders

- [1960-1970 Media Resources](#) (16)
- [Lesson Plan: Exploring Environmental Change](#) (5)
- [CW Favorites](#) (18)

My Uploads

- [Channel 5 Weather Report 10/22/08](#) (video)
- [My backyard in the rain](#) (video)
- [Snowflake close-up](#) (image)

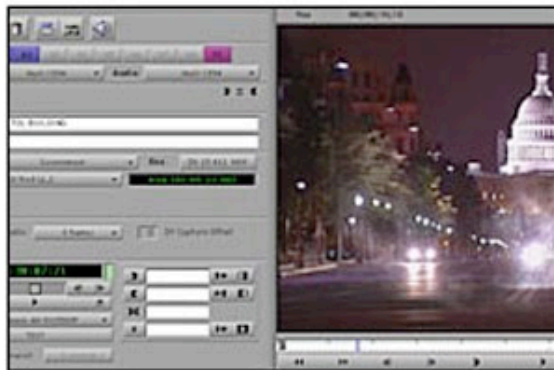
My Groups

- [1960s Curriculum Project](#) (4 members)
- [Shared Resources](#) (6 members)
- [Keystone Resources and Lesson Plans](#) (owner: WPSU Guest)

My Colleagues

[Mr. T. of Springfield Middle School](#)

9 Capture Digital Assets



After you gather and create the elements for your video, the next step is to capture or import these elements into your editing system. Depending on the equipment you're using, you may need to digitize the video that you have shot or scan print images to create digital files that your software can access. Fortunately, this process is becoming increasingly easy, and often involves a simple import of a digital file from one device or software application to another.

Keep your digital files and all information about your assets (such as time code, source of the material, rights information, etc.) neatly organized. This will make completion of your project much easier.

For more on capturing digital assets, check out the resources at the end of this activity.

[→ Next: Edit the Video](#)



Encouraging Student Media