

LinkedIn Workshop



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Title: Build your professional career through LinkedIn

Target: Grade 10 to 12 Teachers

Goal: Creating a professional portfolio on LinkedIn and using it for learning and assessments

Topics: Profile Creation, LinkedIn Learning, LinkedIn Groups, LinkedIn Blog

Prerequisite

Send attendees a google form and ask them how familiar they with LinkedIn are, ask about

1. Creation
2. Groups
3. Learning
4. Job Finding
5. Building Connections

Introduction

Why LinkedIn? (Why This Topic?)

Nowadays, finding a job is not just about having technical skills but more importantly, about preparing for the soft skills examination. People also need to build professional and related connections in order to keep themselves up to date with the latest progress in their field.

There are plenty of reasons why it is crucial for students' future to have a strong professional profile. Some of the most important ones are listed as follows:

1. LinkedIn lasts
LinkedIn is one of the longest-standing social media platforms that is being used these days. Founded in 2003, it competes only with MySpace for the oldest social platform, and you can decide for yourself which of them was more successful.
2. Show off your professional side
While you use some social media platforms to show the best of your life, LinkedIn gives you an opportunity to show off your professional life.
3. Networking matters
LinkedIn has more than 645 million members in 200 countries and territories, and almost half of them are active on the platform, at least in a monthly basis.
4. Showcase your learnings
Out of the 330 million active LinkedIn members, only one million users have published an article or a post.

What are your pedagogical considerations for integrating technology into the classroom?

(What are your learning outcomes?)

Being in a social media is the best way to connect with people in your field. By the end of this workshop teachers will have ideas about what a professional LinkedIn profile should look like and will be able to transfer their knowledge to their students. Moreover, getting familiar with LinkedIn features such as Groups, they can create a virtual classroom and ask their student to join and communicate with other students (Connection creation). In addition, They will be able to endorse their students for their abilities and capabilities after each course, as well as guiding them through LinkedIn learning plans.

Describe the learning theories which you considered when designing the workshop.

My way of teaching such skills is mostly based on Constructivism with some element of Cognitivism. The Constructivism theory states that individuals construct their own understanding of the world through experiences and reflection on those experiences. Teaching in a constructivist-influenced format can be thought of as a spiral. The bottom of the spiral is a learner's past experiences. As one learns in the present, the spiral grows larger and continues to expand as it progresses into future.

On the other hand, Cognitivism theory focuses on how information is received, organized, stored, and retrieved by the mind. Information should be organized, sequenced, and presented in a manner that is understandable and meaningful to the learner. In that way, retention and recall are optimized.

The constructivist instructor uses problem-solving as a key tool for training in which learners can test their ideas and encourage classmates to discuss questions throughout the learning experience.

As a starting point, we are going to use a cognitive hook to create interest, such as the future connections of the student, being up to date and having a strong online presence. Later through the workshop, information is chunked into incomprehensible and digestible parts.

Title: LinkedIn as a teacher assistant	Date: -
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Bridge-in / Ice-Breakers (15 minutes)

Ice Breaker

1. Talking about my past experience with LinkedIn and how I had to find a job with a simple college-level resume.

Interact with participants

1. Ask them if they had the same problem with finding a good job after graduation, and how they found their way to success

LinkedIn is a special service provided for us.

1. Teachers would be able to use this social platform to provide a great interactive and interesting environment for students.
2. Using this platform, they will continually get relevant updates about their future career path
3. Polling on LinkedIn can be used as a tool for student assessments
4. LinkedIn groups are able to provide us with special features where teachers make group classes
5. Students are encouraged to use the built-in learning system environment on LinkedIn to gain information and extend their own knowledge
6. Students are able to connect to their peers with similar backgrounds

Why LinkedIn for students

In grades 10 to 12, students are about to make one of the most important and stressful transitions of their life, the transition from school to a career. Hopefully, they have spent a lot of time thinking about what their career goals are, and hopefully, they have acquired the required skills and knowledge to get started. Optimally, they would need to find a job that will help them accomplish their career goals.

Creating a summary on their LinkedIn profile can provide a platform that represents their enthusiasm, personality, and motivation, which is way more than what an ordinary traditional resume can offer.

In addition, a LinkedIn profile allows them to add endorsements for skills and recommendations from others such as peers, professors, or past coworkers.

With a LinkedIn profile, they have the opportunity to share their personality, creativity, interests, passion, and more; something I recommend taking full advantage of.

Outcomes / Objectives

After this workshop, teachers will learn to

1. Provide much more interactive and interesting classes
2. Build a professional profile for both students and themselves
3. Mix theories and practical experiences
4. Employ various features provided on the LinkedIn platform

Pre-Assessment (15 minutes)

Provide a google form asking them about

1. Whether they have LinkedIn profiles?
2. When did they initially open an account?
3. How often do they use this platform?
4. List 3 things that they already know about

Materials

- Kahoot
- PowerPoint
- Case-Study sample
(MSIT Group in LinkedIn)
- Group activity
(Make an online class)
- Google form
- LinkedIn website

Participatory Learning / Active

Time / Title	Instructor Activities	Learner Activities	Lesson Resource
30 minutes / Profile creation	<ul style="list-style-type: none">• Set up a new LinkedIn account• Add a profile picture• Customize your background image• Personalize your headline• Add a summary• Find the right keywords• Add work experience• Add education• Add skills and endorsements• Get and give recommendations• Customize your profile URL• Search for jobs	Follow the steps	<u>Tap into the power of LinkedIn</u>

30 minutes / LinkedIn groups	<ul style="list-style-type: none"> • Create and manage groups • Assign admin permissions • Integrate LinkedIn Learning content • Create and share learning paths • Upload custom content • Create simple poll 	Take note and follow the steps	Getting Started as a LinkedIn Learning Hub Admin
15 minutes / Break	Enjoy the moment but don't forget to answer participant questions	Ask any question if you find something obscure or interesting	
30 minutes / Build network	<ul style="list-style-type: none"> • Personalize connection requests' • Join LinkedIn groups • Follow companies • Alumni pages: Connect with alumni • Control your email settings 	Take note	

Post-Assessment (15 minutes)

Ask the learners to complete one of these tasks

1. Write down their top three take-aways from the session
2. Write down their top three reasons why they want to use LinkedIn in their classroom.

Summary/ Question and answer (30 minutes)

Create a LinkedIn group

Add participants to the group and ask them to communicate with each other

Ask relevant questions such as LinkedIn post/poll and answer each other questions

Share Resources through the group page

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