

UNIT 42: LINKEDIN PROFILE INTERFACE

LESSON 5: DASHBOARD SECTION IN LINKEDIN

LESSON OVERVIEW

The Dashboard Section is located under the intro section.

Time: ~30 minutes

OBJECTIVE

Students will be able to identify the parts of LinkedIn's profile

PRINT PREPARATION

1. Print this lesson's Dollar Tracker.
2. Review sequence of activities in lesson.
3. Learn which supplements you will use.
4. Print/Copy/Laminate materials that fit your student's needs.
5. Refer to your Level 2 Guide to read about effective practices.

ONLINE REVIEW

1. Sign into Digitability
2. Click **LESSONS** tab
3. Select **Level 4 - Prime Professional**
4. Select **Unit 42**
5. Select **Lesson 5 - Dashboard Section on LinkedIn**

WORKPLACE BEHAVIOR FOCUS FOR THIS UNIT



Using the Dollar Tracker, select two additional behaviors that you will target throughout the course of this unit. Always include participation/contribution in addition to the two new behaviors.



LESSON PLAN

WARM UP



1. Write the following on the board, leaving a blank space for the phrase **"Add Profile Section Button."**

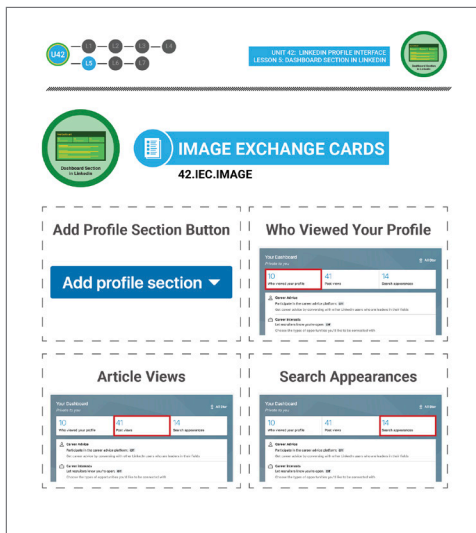
a. The _____ is located under the intro section information.

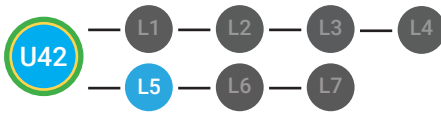
2. Have a student come up to the board to fill in the correct answer

Repeat the process to ensure all students get a chance to participate and earn a participation dollar.



3. Distribute **42.IMAGE.IEC** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.




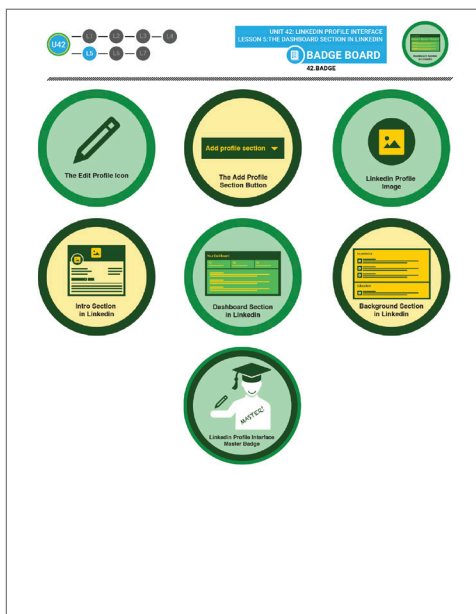


1. Ask, *“For a participation dollar, who can tell me the name of our next badge?”*

Answer: Dashboard Section on LinkedIn

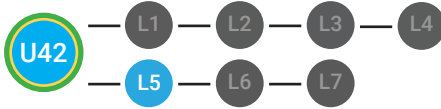


2. Distribute **42.BADGE** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** On-topic shared verbal response
- T2** Writes down badge name or walks up to point to badge
- T3** Uses **Badge Board** [42.BADGE] for this unit



3. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [42.5.DollarTracker]

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ SUCCESSFUL

"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ PROBLEMATIC

"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."

Participation/Contribution
Sharing/Helping
Greeting a Guest
Following Directions/Staying on Task
Encouraging

Off-task
Off-topic/Inappropriate Comment
Disrespect/Teasing
Complaining/Whining
Interrupting
UMAPA
Arguing



Pro tip: Remember Rule #3 Avoid a power struggle to stay focused on instruction. We are helping students learn to self-regulate. Therefore, it is important to give students time to opt in or identify their replacement behavior. If a student is not following directions, give them one minute before taking additional dollars.

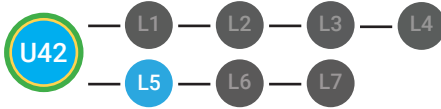



4. Bring attention to screen, *"Let's watch this lesson. I know that [student's name] is actively watching because he has his eyes on the screen, and he is actively listening by giving a thumbs up when he hears the phrase 'Dashboard Section.'"*

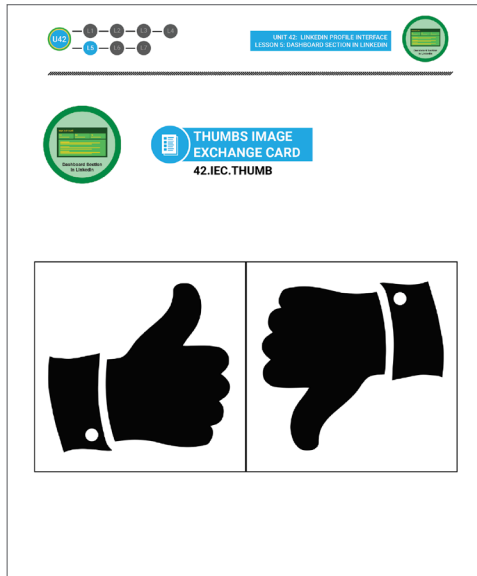
5. Ask students to give a thumbs up every time they hear and/or see the phrase **"Dashboard Section"** in the video.



6. Play video.

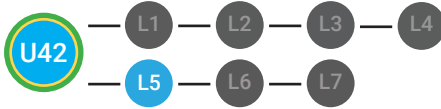


7. Distribute **42.IEC.THUMB** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Puts thumbs up
- T2** Uses **Thumbs Image Exchange Card** [42.IEC.THUMB]
- T3** Uses **Thumbs Image Exchange Card** [42.IEC.THUMB]



8. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [42.5.DollarTracker]

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ SUCCESSFUL

"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ PROBLEMATIC

"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."

Participation/Contribution
Sharing/Helping
Greeting a Guest
Following Directions/Staying on Task
Encouraging

Off-task
Off-topic/Inappropriate Comment
Disrespect/Teasing
Complaining/Whining
Interrupting
UMAPA
Arguing

INFORMAL ASSESSMENT



1. Ask, *"For a participation dollar, who can tell me three things the Dashboard Section tells you?"*

Possible Answers: who viewed your profile, article views, and how many times you appeared in searches

Write the term and definition on the board after student responses.



2. Ask, *"For a participation dollar, does the Dashboard Section also tell you salary insights?"*



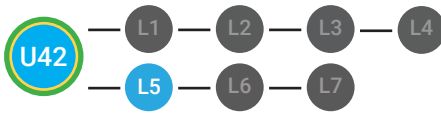
3. Ask, *"For a participation dollar, where is the Dashboard Section located?"*



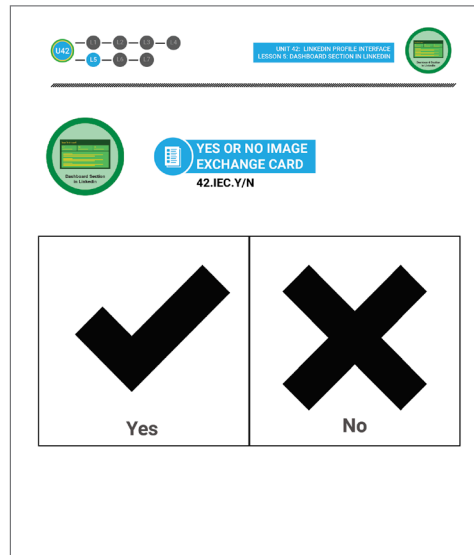
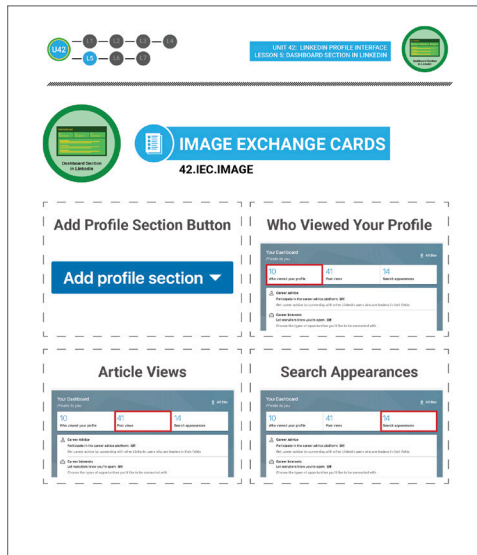
Pro tip: Use content domain to develop expressive communication If a student gives a one-word answer or a fragment, require a complete sentence before awarding the \$1. Then, use positive narration to reinforce the student's expressive communication:

"I love how you used a complete sentence for your answer. Nice job earning a dollar!"

"Yes, nice job participating, [student]! You earned a participation dollar."



4. Distribute **42.IMAGE.IEC** or **Yes or No Image Exchange Cards** **42.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

T1

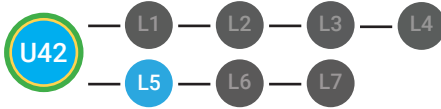
On-topic shared verbal response

T2

Writes response down in notebook OR rephrase prompt to a **yes or no** question

T3

Distribute **Yes or No Image Exchange Card** [42.IEC.Y/N] for rephrased question



5. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [42.5.DollarTracker]

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ SUCCESSFUL

"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ PROBLEMATIC

"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."

Participation/Contribution
Sharing/Helping
Greeting a Guest
Following Directions/Staying on Task
Encouraging

Off-task
Off-topic/Inappropriate Comment
Disrespect/Teasing
Complaining/Whining
Interrupting
UMAPA
Arguing

PLAY ACTIVITY VIDEO



1. Ask the class, *"Who would like to unlock the Dashboard Section in LinkedIn Badge for \$1?"*

Click Activity Button to Play Activity Video

2. Student discusses with class to choose the correct answer.

a. If student chooses correct answer, have student or whole class dance.

b. If student chooses incorrect answer, repeat Step 2 until student unlocks the badge.



Pro tip: Stick to the script!
Help your students develop self-regulation strategies. Do not give lengthy explanations for behavior. Using clear language formulas helps students identify the workplace behavioral norm AND the optimal replacement behavior.

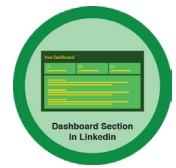
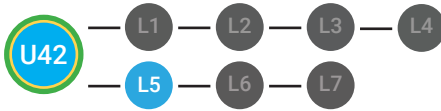


3. Distribute and cut out **Word Wall Printout 42.5.5** Students that unlocked the badge will place the **Dashboard Section in LinkedIn** printout on the classroom's word wall. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Student will use verbal prompting to unlock the badge with the class.
- T2** Student will use verbal prompting and hand signals to unlock the badge with the class.
- T3** Student will use hand signals, pointing, prompting levels or adult/Tier 1 partner support to unlock the badge with the class.



4. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [42.5.DollarTracker]

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ SUCCESSFUL

"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ PROBLEMATIC

"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."

Participation/Contribution
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ASSESSMENT/EXIT TICKET



1. Distribute the **Dashboard Section in LinkedIn** Exit Ticket 42.5.6 to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 KNOWING THE DASHBOARD
EXIT TICKET | 42.5.6.1

Directions: Circle the Dashboard section. What can you see on your dashboard? Write the correct answer on the lines provided.

What can you see on your dashboard?

10 Who viewed your profile 41 14 How many connections you have

A. Recent Activity
Participate in the open article section. 36
Get more ideas by connecting with other members and explore in your feeds.

B. Career Interests
Get more ideas by connecting with other members and explore in your feeds.

C. Skills & Endorsements
Get more ideas by connecting with other members and explore in your feeds.

T2 KNOWING THE DASHBOARD
EXIT TICKET | 42.5.6.2

Directions: Circle the Dashboard section. What can you see on your dashboard? Circle the correct answer.

What can you see on your dashboard?

10 Who viewed your profile 41 14 How many connections you have

A. Recent Activity
Participate in the open article section. 36
Get more ideas by connecting with other members and explore in your feeds.

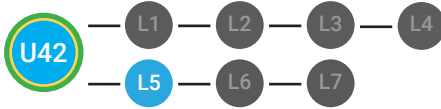
B. Career Interests
Get more ideas by connecting with other members and explore in your feeds.

C. Skills & Endorsements
Get more ideas by connecting with other members and explore in your feeds.

T3 TRACE 'N' LEARN
EXIT TICKET | 42.5.6.3

Dashboard Section in LinkedIn

The Dashboard Section is located under the intro section.



DIFFERENTIATION

T1

Using Tier 1 **Knowing the Dashboard** Exit Ticket [42.5.6.1], student circles the Dashboard Section and writes the correct answer to the question on the lines provided.

T2

Using Tier 2 **Knowing the Dashboard** Exit Ticket [42.5.6.2], student circles the Dashboard Section and circles the correct answer.

T3

Student has option to complete **Knowing the Dashboard** Exit Ticket [42.5.6.2] or **Trace 'n' Learn Card** Exit Ticket [42.5.6.3].



2. Give immediate feedback to each student (see below). Record Workplace Behavior earnings and/or spending on the **Dollar Earnings Tracker**. [42.5.DollarTracker]

[NAME] + [BEHAVIOR] + [CONSEQUENCE] + [REPLACEMENT BEHAVIOR/REINFORCEMENT]

+\$ SUCCESSFUL

"Nice job [Behavior], Marcus. You earned a [Behavior] dollar."

-\$ PROBLEMATIC

"Marcus, you [Behavior]. [Behavior]s cost \$1. Next time, [Replacement Behavior] to earn a \$1."

Participation/Contribution

Sharing/Helping

Greeting a Guest

Following Directions/Staying on Task

Encouraging

Off-task

Off-topic/Inappropriate Comment

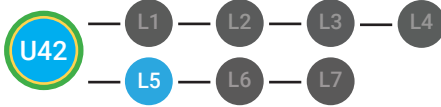
Disrespect/Teasing

Complaining/Whining

Interrupting

UMAPA

Arguing



IMMEDIATE FEEDBACK/NEXT STEPS

1. Read off Dollar Earnings Tracker and announce how many dollars each student earned or spent during the lesson.
2. Students will fill in their dollar earnings from the lesson using their **My Digitability Earnings sheet**. Have students staple this sheet into their notebooks so they can use it for the entire unit.
3. If time permits, you can either have students log into their student accounts for independent practice or you can continue on to the next lesson plan.



DIFFERENTIATION

T1

Login independently using password cards.

T2

Login independently using password card with the help from a Tier 1 partner for any required troubleshooting.

T3

Teacher or Tier 1 assistance to help student login using their password card.



Behaviors

Name

Successful

Participation/
Contributing

Sharing/Helping/
Collaborating

Greeting a Guest

Following Directions/
Staying on Task

Encouraging/
Complimenting

Problematic

Off-task

Off-topic/
Inappropriate
Comment

Disrespect/Teasing

Complaining/Whining

Arguing

Interrupting

UMAPA

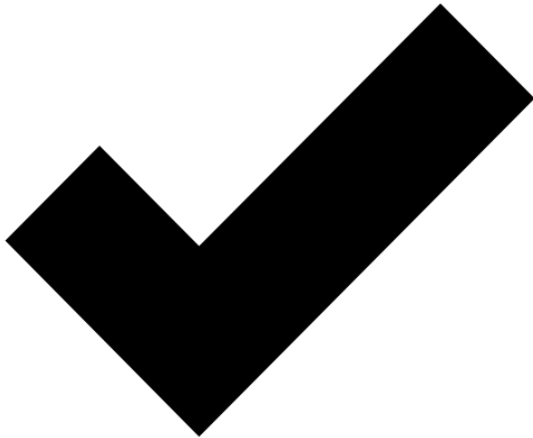
EX:
Sam



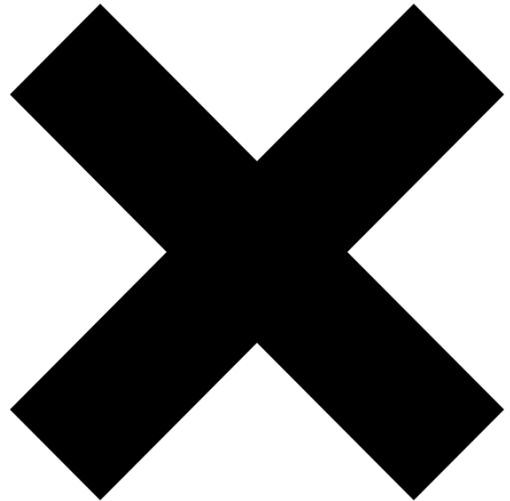


YES OR NO IMAGE EXCHANGE CARD

42.IEC.Y/N



Yes



No



THUMBS IMAGE EXCHANGE CARD

42.IEC.THUMB

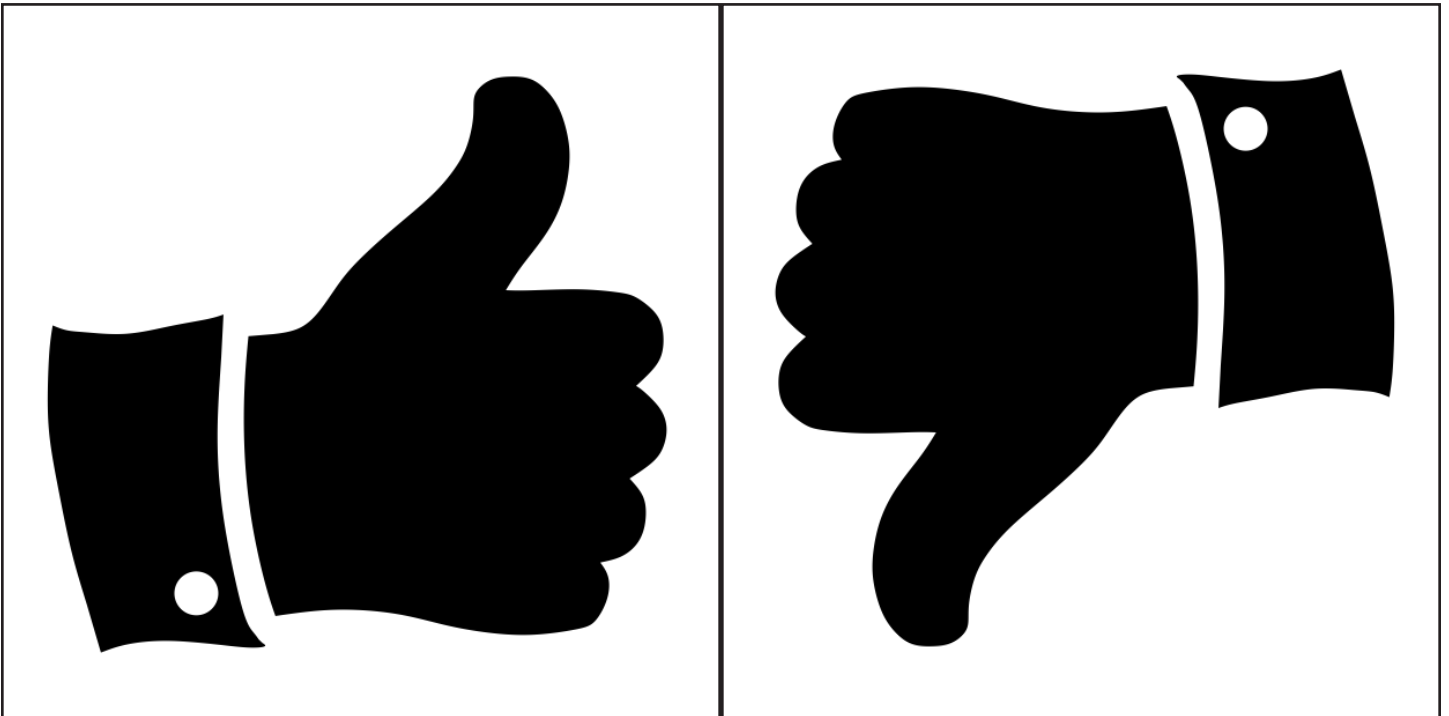




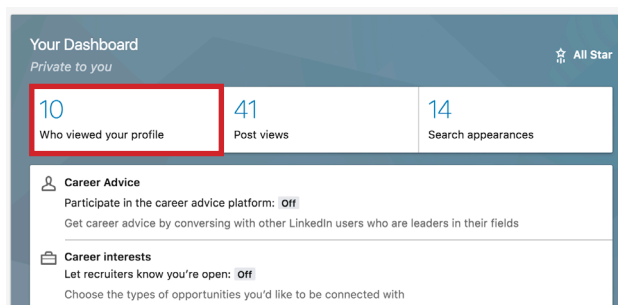
IMAGE EXCHANGE CARDS

42.IEC.IMAGE

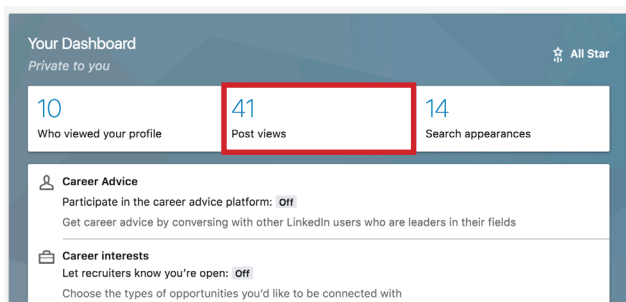
Add Profile Section Button

Add profile section ▼

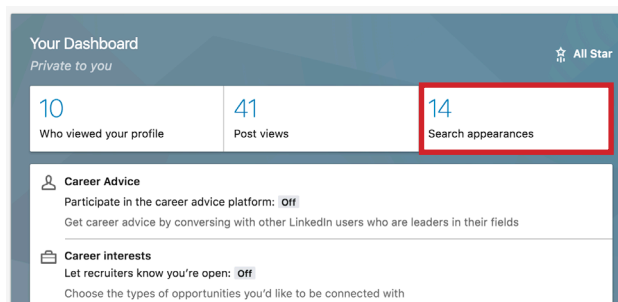
Who Viewed Your Profile

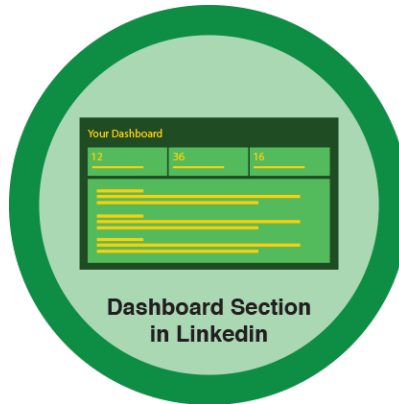


Article Views



Search Appearances

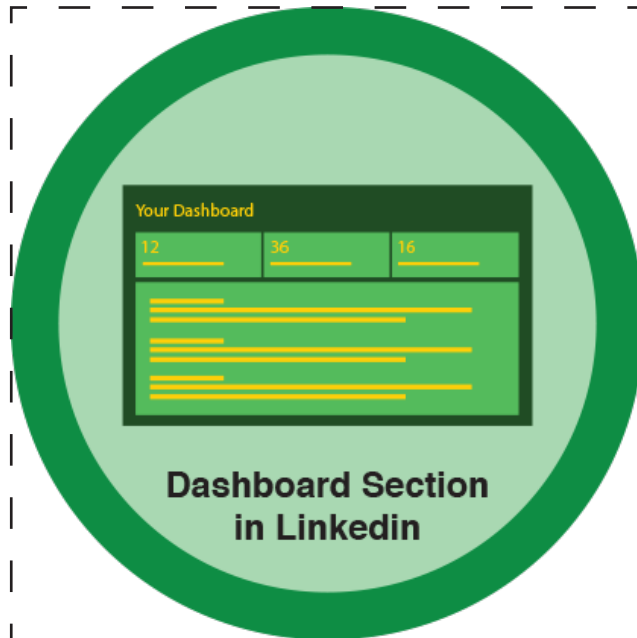






WORD WALL PRINTOUT

42.5.5

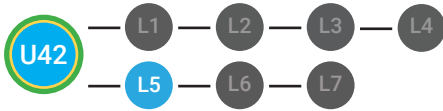


The Dashboard Section
is located under the intro
section.



DIFFERENTIATION

Choose to cut out badge and definition or only badge for your classroom wall.



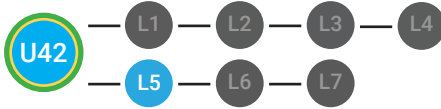
T1

KNOWING THE DASHBOARD

EXIT TICKET | 42.5.6.1

Directions: Circle the Dashboard Section. Then, answer the question below on the lines provided.

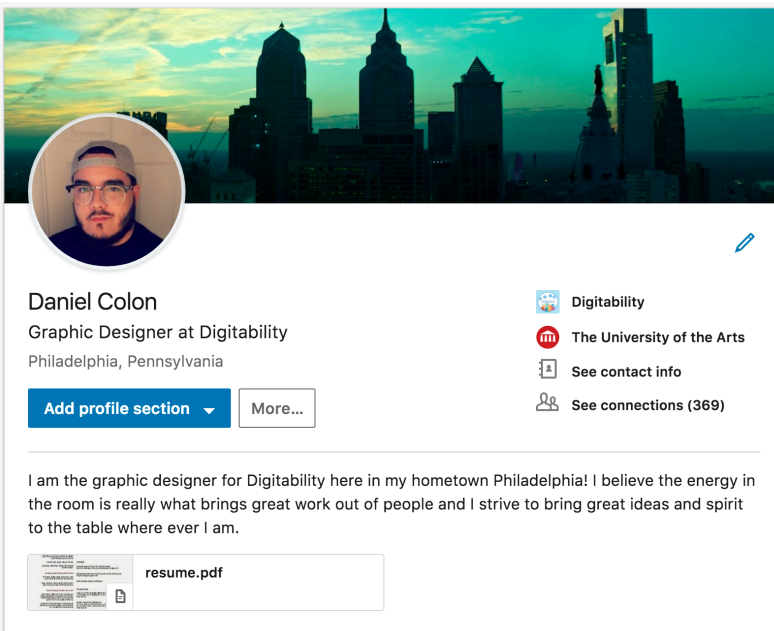
What can you see on your Dashboard?



T2 KNOWING THE DASHBOARD

EXIT TICKET | 42.5.6.2

Directions: Circle the Dashboard Section. Then, circle the correct answer for the question below.



What can you see on your Dashboard?

- a. Who you viewed your profile, and how many connections you have
- b. How many times you appear in searches, your interests
- c. Who you viewed your profile, article views, and how many times you appear in searches
- d. None of the above

Your Dashboard

Private to you

All Star

10

Who viewed your profile

41

Post views

14

Search appearances

Career Advice

Participate in the career advice platform: **Off**

Get career advice by conversing with other LinkedIn users who are leaders in their fields

Career interests

Let recruiters know you're open: **Off**

Choose the types of opportunities you'd like to be connected with

Salary insights

See how your salary compares to others in the community



T3 TRACE 'N' LEARN

EXIT TICKET | 42.5.6.3

Dashboard Section
in LinkedIn

The Dashboard
Section is located
under the intro
section.



MY DIGITABILITY EARNINGS TRACKER

Unit 42: LinkedIn Profile Interface | 42.5.7

DIRECTIONS: Keep this page safe! After each lesson, mark down the date and the dollars you earned.

Name: _____

	DATE:	DOLLARS EARNED:
LESSON 1: The Edit Profile Icon		
LESSON 2: The Add Profile Section Button		
LESSON 3: LinkedIn Profile Image		
LESSON 4: Intro Section in LinkedIn		
LESSON 5: Dashboard Section in LinkedIn		
LESSON 6: Background Section in LinkedIn		
LESSON 7: LinkedIn Profile Interface Master Badge		

TOTAL DOLLARS EARNED: