Course to be Globalized:
OST-145 Social Media for Office Professionals

Description of the course:
This course is designed to introduce the office professional to the concepts of social media. Topics include goal setting and strategies, identifying target audiences, rules of engagement, blogs, podcasts and webinars, sharing videos, pictures, and images, social networks, mobile computing, and social media monitoring. Upon completion, students should be able to create and utilize social media tools in the workplace setting.

Description of the Module:
This module is designed to introduce Social Media literacy in the global market. They will also compare and contrast social media use in Asia and the Middle East. Students will learn that many factors influence the use of social media including environmental, political, social, and economic geographies, as well as cultural or religious norms.

Global Learning Outcomes:
1. Identify how the use of Social Media impacts employment in Asia and the Middle East and describe how various geographies impact its use.
2. Identify how Social Media is viewed in Asia and the Middle East and how religion or cultural norms impact this view.
3. Identify how Social Media is impacting communication and networking globally.

Global Learning Activities:

Global Learning Activity #1

Title: Global Social Media Research Project

Objective:
Students will be able to identify the most commonly used social media in China, India, Kazakhstan, Iran, Saudi Arabia, and Egypt and how their social media compares to the United States' most commonly used forms of social media. Students will learn how various geographies, religion, and cultural norms shape what is acceptable use of social media and how its use impacts communication in global networking.

Procedure:
Students will begin research during the first week of our unit on Facebook™. Students will be introduced to the functionality of Facebook™ and have their own profile. Students will be assigned one of the following three countries in Asia: China, India or Kazakhstan, or one of the following three countries in the Middle East: Iran, Saudi Arabia or Egypt. They will need to identify the most commonly used social media in their assigned country. They will be expected to compare and contrast their assigned country's most commonly used form of social media to the most common social media form, Facebook™, in the United States in a two-page paper.

Through this process, students will learn the following:
- Students will identify how factors influence the use of social media including environmental, political, social, and economic geographies; as well as religious and cultural norms.
- Students will then compare and contrast this use of social media with social media use in the United States.

Students will use critical thinking to determine the most influential factor affecting social media’s use in their assigned country. A minimum of three resources will be required. An outcome of this assignment is to help students learn that no social media is used universally; however, the norms of use may share similarities.

Follow-up Assignment and Assessment:
Students will be assigned to groups based on their assigned country researched for their Global Social Media Research Project. Groups will discuss the findings from their individual research and complete the Global Group Presentation assignment.

Resources:
Students will be directed to use any three academically reputable resources. Some examples appear below. Students will be directed to databases such as Credo Reference to locate the social media platforms commonly used in their countries of choice. Links to online eBooks about social media platforms and cultural norms are provided to the students through the Library Research Guide*.

Global Learning Activity #2

Title: Global Group Presentation

Objective:
Students will share a group presentation to create class awareness of all the countries studied and their use of social media and how the various geographies effect each countries’ use of social media. Students will gain a better understanding of the global picture of social media.

Procedure:
Students will use their findings for their assigned country, from the Global Research Project in the week one unit of Facebook™, and collaborate with other students assigned to the same country to create an informative presentation to be shared with the class. Collaboration will take place in weeks 2-7. Groups will prepare a 10-15 slide presentation that will carefully outline their research of China, India, Kazakhstan, Iran, Saudi Arabia, or Egypt. The presentation will compare and contrast the environmental, political, social, and economic geographies as well as cultural and religious norms to that of the United States. They will give a detailed explanation of the social media used in that country and how it is similar or different to that of the United States. Students will conduct further research to identify how the use of social media impacts employment in their assigned country. Students will compare and contrast that employment impact to the social media impact on employment in the United States. An outcome of this assignment is for students to gain an understanding of how employers worldwide are using or not using social media to screen, hire, and retain employees.
Groups will be expected to:

- Use a minimum of 5 references and properly cite resources using APA format
- Provide at least 1 video or audio clip relevant to the region’s social media
- Provide at least 1 regional map showing the social media usage
- Provide a chart of the different geographies and their effect on that region’s social media
- Create a presentation review slide which will include:
  - 5 questions relevant to their group’s presentation
  - Provide the answers to these questions as a conclusion to their presentation
- Post their presentation online for review by classmates
- View all presentations

Follow-up Assignment and Assessment:
Instructor will compile a quiz based on each groups presentation review slide Q&A and students will take this quiz when they have completed their review of all the presentations.

Resources:
Students will be directed to use any five academically reputable resources. Databases such as ABI/Inform Collection, Business Source Complete and International Newsstream will provide newspaper, magazine and peer-reviewed articles about the role of social media employment practices. Regional databases will provide newspaper, magazine and peer-reviewed journal articles about the role of social
media in business in the chosen region. EBooks are also available through the library catalog for reference about their country and cultural norms. Videos and images can also be accessed through databases such as Credo Reference and Films on Demand. Students can access these electronic resources in the Library Research Guide*.

Global Learning Activity #3

**Title:** Video Discussion Forum

**Objective:**
Students will analyze the use of Social Media in Global current events, and determine what role social media played. Students will determine if the material presented on social media was true and accurate.

**Procedure:**
In the week 2 unit of YouTube™, the instructor will provide a video that highlights the use of Social Media and its global impact. Students will view the video and make note of the main issues that are playing a role in the video as well as major players who are contributing to the situation outlined in the video.

Students will write a short essay to summarize their reaction to the video. This assignment will give students insight into how social media can be used or misused and how this use can impact an individual's perception of the people and events presented. They will identify how this can impact communication and networking globally. An outcome of this assignment will be an understanding of social media when it is misused and the negative impacts it can have. Another outcome will be understanding that social media can also be used in a way that allows news to reach the rest of the world when government censorship prevents freedom of the press.

**Follow-up Assignment and Assessment:**
Students will be required to think critically as they watch the video and be prepared to discuss and support their opinions on whether the social media was true and accurate. Students will be asked leading questions in various threads in a forum and students will be required to post responses to each of the questions presented by the instructor to receive answer credit. In addition, students will be assessed on their participation throughout the week. Students will be required to respond thoughtfully to classmates' posts three times during the course of the week as the discussion develops. Students will be assessed on quality of writing, thoroughness of answers, and participation.

**Resources:**
Instructor will provide a video that is currently trending in any social media outlet.
Global Learning Activity #4

Title: Current Events Research

Objective:
Students will analyze the use of social media in global current events and determine its impact on global communication and networking.

Procedure:
In week 1 unit of Twitter™, students will research and locate an article on a current event (occurred within the last 12 months, or has been historically significant, *i.e.* Arab Spring) where social media was a factor. The topic can be on misuse of social media, political use of social media, military use of social media, marketing use of social media or a news article found on a social media source that relates to China, India, Kazakhstan, Iran, Saudi Arabia, or Egypt. This research will help students to further identify how social media is impacting communication and networking globally. Students will further evaluate how social media can impact an individual’s perception of a global region.

After a student has located an article, they will then investigate online, to determine if the same information can be located with other news organizations and are the facts of the event presented the same. With the submission of the article, students will include their findings and a minimum of three resources used to determine the validity of the article. An outcome of this assignment is for students to gain an understanding that we have a responsibility, to society, to check facts before we share information on Social Media.

Follow-up Assignment and Assessment:
Student’s will write a summary of the event outlining the role that social media played, the various effects that social media had on the event, and hypothesize what outcomes, if any, would have been different if social media had not played a role. Students will be assessed on quality of writing and thoroughness of explanations.

Resources:
Resources will vary based on the research of the articles students provide. Instructor will have academically reputable resources available to guide students on their investigation of their current event if necessary. Databases such as ABI/Inform Collection, Business Source Complete and International Newsstream will provide newspaper, magazine and peer-reviewed articles about the role of social media in a current event. Regional databases will provide newspaper, magazine and peer-reviewed journal articles about the role of social media in business in the chosen region. Students can access these databases in the Library Research Guide*.
Global Learning Activity #5

Title: World View Discussion

Objective:
Students will identify how social media can impact a person's worldview and its effect on global communication and networking.

Procedure:
In week 2 unit of Twitter™, students will be asked to discuss how social media can impact a person's worldview. Examples of United States posts with reference to China, India, Kazakhstan, Iran, Saudi Arabia, or Egypt or posts from the above stated countries regarding the United States will be presented to the class. Students will discuss how these posts can influence another person's worldview and how that influence may not be based on factual events. Guided questions will be given to prompt thoughtful discussion. Students will post responses in an online discussion forum.

An outcome of this assignment is that students will increase their understanding of social media literacy and how their personal use can impact others' view of the world.

Follow-up Assignment and Assessment:
Students will find an example of a post that impacted their own worldview as a follow up assignment. They will compare and contrast in a 1-page summary what their view was before seeing the post and how it was impacted after reading the post. Students will then be required to fact check posts, as they previously learned to do in the current events module, to determine accuracy of the post's content. They will include in their summary what effect it had on them after learning the facts. Students will be assessed on quality of writing, thoroughness of answers and quality of fact checking research.
Resources:

Resources will vary based on the posts students provide. Instructor will have academically reputable resources available to guide students on their investigation of their post if necessary. Databases such as ABI/Inform Collection, Business Source Complete and International Newsstream will provide newspaper, magazine and peer-reviewed articles about the role of social media in a current event. Regional databases will provide newspaper, magazine and peer-reviewed journal articles about the role of social media in business in the chosen region. Students will also have access to eBooks through the library catalog and eBook databases. Specific resources will be based on the country the student has chosen. Students can access these online resources in the Library Research Guide*.

Possible online articles such as the following will be used to prompt discussion:

[https://thenextweb.com/socialmedia/2011/05/02/social-media-and-your-changing-world-view/#.tnw_AQf7rkdo](https://thenextweb.com/socialmedia/2011/05/02/social-media-and-your-changing-world-view/#.tnw_AQf7rkdo)


Library Resources: The library is supporting student assignments by providing access to print and electronic books, online videos, newspaper, magazines and peer-reviewed journals. The library has provided a research guide located at [http://libguides.gtcc.edu/ost145socialmedia](http://libguides.gtcc.edu/ost145socialmedia). This guide provides direct links to credible news sources and cultural information. Additionally, the library is providing information literacy and research instruction to students. The librarian has created a unit on the research process and tutorials on using the library catalog and databases. As part of the unit, the librarian is providing a discussion forum to ask for research help.

*Below are sample screenshots of what students will see in the Library Research Guide.*
OST 145: Social Media: Country & Cultural Information

Media East Resources
- Al Jazeera
  general news from the Middle East
- Al Masri: The Voice of the Middle East
  Reporting and analysis by prominent journalists and experts from the Middle East and North Africa
- Jadaliyya
  Independent cinema produced by the Arab Studio Institute
- Arab Media Collective
  promotes documenting and analyzing cultural, social, and political trends in the Janadri, Central Asian, and Diaspora communities.

Media East Resources
- Arab Spring
  general news about the Arab Spring
  "Arab Spring offers an alternative to Al Qaeda in bringing freedom. The Arab Spring was actually launched in Tunisia, which followed a social pattern in different countries."
- TEDTalk: "What Does Social Media Do for Us?" by Chris Stokel-Walker
  "What role do we play on social behavior? How can we use the internet and social media to create positive and valuable lives?"

Egypt
- Mides
  "Arab Spring"
- Arab Spring
  "Arab Spring offers an alternative to Al Qaeda in bringing freedom. The Arab Spring was actually launched in Tunisia, which followed a social pattern in different countries."
- TEDTalk: "What Does Social Media Do for Us?" by Chris Stokel-Walker
  "What role do we play on social behavior? How can we use the internet and social media to create positive and valuable lives?"

China
- China Daily
  "China Daily"
- China Daily
  "China Daily"
- China Daily
  "China Daily"

India
- Shashi Tharoor: "Why Nations Should Pursue Soft Power"
  "India has also learned to be more proactive, not just through trade and politics, but through soft power—its ability to share its culture with the world, and its music, and its technology."

FocusPoint
- Keffalides by Monika Epkoukis
  ISBN: 9780787028080
  Publication Date: 2010-09-01
- Keffalides by Sally N. Cummings
  ISBN: 9780787023051
  Publication Date: 2010-09-01
  "Keffalides is the largest state in Eastern Australia, rich in oil, gas, and other natural resources, and situated on the border between China and Russia. It comprises a key geopolitical position, the importance of which was further highlighted by the events of 9/11 and subsequent wars in the wider Middle East. But Keffalides was born and developed as a separate entity, distinct from the Soviet Union collapsed."