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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*.

Bryfonski, D., & Thomson Gale (Firm). (2012). *The global impact of social media* (Opposing viewpoints in context). Detroit, MI: Greenhaven Press.

De Jong, W., Shaw, M., & Stammers, N. (2005). *Global activism, global media*. London: Pluto Press.

Wark, M. (1994). *Virtual geography: Living with global media events* (Arts and politics of the everyday). Bloomington, Ind.: Indiana University Press.

Bates, C., & Ciment, J. (2013). *Global social issues: An encyclopedia*. Armonk, NY: M.E. Sharpe.

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_AQf7rkd0

<https://davidamerland.com/seo-blog/1037-how-social-networks-can-slant-your-world-view.html>

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>. 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.

The screenshot displays the GTCC Library Research Guide for OST 145: Social Media. The page layout includes a header with the GTCC logo and navigation links (Library, Libguides, OST 145: Social Media, Welcome). Below the header is a search bar and a navigation menu with tabs for Welcome, Social Media Platforms, Country & Cultural Information, Research Tips, Citation Help, and Off-Campus Access. The main content area is titled "DISCOVERY Search" and contains a search input field. Below this, there are four columns of database listings:

- E-book Databases:** Includes Credio Reference, eBook Academic Collection, eBooks on EBSCOhost, Ebook Central, and Gale Virtual Reference Library Collection.
- Core Research Databases:** Includes ABI/INFORM Collection, Business Source Complete, Gale Global Issues in Context, International Newsstream, and ProQuest Central.
- Video Databases:** Includes Films on Demand.
- Regional Databases:** Includes ProQuest Asian & European Business Collection, ProQuest East & South Asia Database, ProQuest India Database, and ProQuest Middle East & Africa Database.

On the right side, there is a section titled "Ask A Librarian" featuring a photo of Alisha Webb and an "Email Me" button. Below this is contact information for the GTCC Library-Jamestown and social media links for Facebook and Twitter.

Research guide for OST 145

[Welcome](#) | [Social Media Platforms](#) | [Country & Cultural Information](#) | [Research Tips](#) | [Citation Help](#) | [Off-Campus Access](#)

Social Media

- What is Trending on Social Media in the Middle East?**
 A report on what is trending on social media in the Middle East
- The World News Pulse** by William A. Hachtel, James F. Southern
 Call Number: eBook
 ISBN: 9781118006020
 Publication Date: 2013-09-28
 World News Pulse provides in-depth analysis of the changing role of transnational news media in the 21st century.

Web Text

- Bein' King becomes first WeChat user program banned by regulatory for "violating history"**
 Article about WeChat and Chinese government.
- How WeChat Users to Risk China**
 Popularity of WeChat in China.

Facebook

Web

- Alert to Arab**
 Video on Facebook about cultural racism.

E-Books

- From Tribes to Facebook** by James S. Alford
 Call Number: eBook
 ISBN: 9780484621515
 Publication Date: 2014-02-27
 The effects of online social networking have been transformed at a global level - and nowhere more so than in the Arab world, influencing politics, economics, society, security and the media. These online networks have become a means for people to voice their opinion, meet others with similar views and often separate themselves into cultural groups (whether defined or not).
- Social Media During the Egyptian Revolution: a Study of Collective Identity and Organizational Functions of Facebook and Twitter** by Cao Mariani (edwards)
 ISBN: 9780944802372
 Publication Date: 2014-04-01
 With the fall of the regime in Tunisia and Egypt the term "Facebook Revolution" was coined depicting the world's most popular social media platform as a condition sine qua non for the Arab revolutions. Moving on from the extreme positions of cyber utopians and pessimists, this study identifies and analyzes mechanisms of use and potential intermediary effects of social media in connection with other driving factors of major demonstrations that led to the fall of the Mubarak regime in early 2011.

YouTube

- Watching YouTube** by Michael Thompson
 ISBN: 9781442108075
 Publication Date: 2010-04-30
 Chapter 6: The YouTube Effect
 Politics, Religion, and Armed Conflict



General Resources

- CIA World Facebook**
 general overview of countries provided by the Central Intelligence Agency

Middle East Resources

- Aljazeera**
 general news from the middle east
- Al-Monitor: the Pulse of the Middle East**
 Reporting and analysis by prominent journalists and experts from the Middle East and North Africa.
- Jadafiyya**
 Independent e-zine produced by the Arab Studies Institute
- Ajam Media Collective**

Egypt

Videos

- Arab Spring**
 The Arab Spring offers an alternative to Al Qaeda in bringing freedom. A Tunisian merchant's self-immolation sparked the Arab Spring, which followed a similar pattern in different countries.
- TEDTalks: Wael Ghonim: Lef's Design Social Media That Drives Real Change**
 Wael Ghonim helped touch off the Arab Spring in his home of Egypt... by setting up a simple Facebook page. As he reveals, once the revolution spilled onto the streets, it turned from hopeful to messy, then ugly and heartbreaking. And social media followed suit. What was once a place for crowdsourcing, engaging and sharing became a polarized battleground. Ghonim asks: What can we do about online behavior now? How can we use the Internet and social media to create civility and reasoned argument?

News

- Ahram Online**
 largest circulating newspaper in Egypt
- Daily News Egypt**
 News organization about Egypt

China

- Caixin Global Media Outlet**
 Neutral news outlet
- China Daily**
 Neutral News Outlet
- Xinhua News Agency**
 State run news agency

India

- Shashi Tharoor: Why Nations Should Pursue Soft Power**
 India is fast becoming a superpower, says Shashi Tharoor, and not just through trade and politics, but through "soft" power—its ability to share its culture with the world via food, music and movies, and technology. In this TEDTalk, Tharoor argues that in the long run it's not the size of the army that matters as much as a country's ability to influence the world's hearts and minds. Shashi Tharoor is a politician and novelist who spent many years at the UN before becoming a member of India's Parliament

Iran

- Digital Dynamics** by David M. Faris, Babak Rahimi
 Call Number: eBook
 ISBN: 9781435845847
 Publication Date: 2015-12-01
 Social Media in Iran is the first book to tell the complex story of how and why the Iranian people including women, homosexuals, dissidents, artists, and even state actors use social media technology, and in doing so create a contentious environment wherein new identities and realities are constructed.
- #Iranelection** by Negar Mottahede
 ISBN: 9780804796736
 Publication Date: 2015-07-01
 The protests following Iran's fraudulent 2009 Presidential election took the world by storm.
- Electronic Iran** by Niki Khavan
 ISBN: 9780813561943
 Publication Date: 2013-12-25
 Electronic Iran introduces the concept of the Iranian Internet, a framework that captures interlinked, transnational networks of virtual and offline spaces.

Saudi Arabia

News

- Arab News**
 News in Saudi Arabia
- Saudi Gazette**
 News from Saudia Arabia

Kazakhstan

- Kazakhstan** by Martha Brill Oloff
 Call Number: eBook
 ISBN: 9780870032908
 Publication Date: 2010-09-01
- Kazakhstan** by Sally N. Cummings
 Call Number: eBook
 ISBN: 9780887713695
 Publication Date: 2002-10-01
 Kazakhstan is the largest state in Central Asia. Rich in oil, gas and other natural resources and sandwiched between China and Russia it occupies a key geopolitical position, the importance of which was further heightened following the attacks of 9/11 and subsequent wars in the wider Middle East. But Kazakhstan was born by default, gaining independence only reluctantly as the Soviet Union collapsed.