TECH3022 Social Media Practice

Workshop Twelve – Social Media Campaign Project Planning

1   Component Three – Social Media Group Project (30%)
- Visit the DMU Commons Wiki TECH3022 Page.
- Read through the details of the third assignment - https://wiki.our.dmu.ac.uk/w/index.php/TECH3022_Social_Media_Practice#Component_C_.E2.80.93_Social_Media_Group_Project_.2830.25.29
- Double check that you are part of a group and that you are clear what your project is, that you have contact information and clear methods of sharing ideas, information and undertake project planning.
- Discuss in your group how you might provide evidence thought this project for you to be individually assessed based on your blogs.

You are being assessed on your ability to:

- Research information about the activity your project is based on.
- Share and collaborate as a group to develop your project.
- Present and manage information to users of your social activity project.
- Reflect on the process of developing your social activity project.
- Keep an individual reflective account of your social activity project.

Can you create a Check-List of the assignment requirements?

- What does the assignment brief ask you to complete?
- In what way does the assignment brief expect you to use the DMU Commons Wiki?
- How will you keep track of the different elements and types of community media that you are expected to use?
- How will you demonstrate that you have incorporated the research you undertook for coursework B into this assignment?
- How often do you need to write and post blogs?
- What is the form that these blogs are expected to take?
- What have you learnt from looking at the wiki pages and blogs of learners in previous years?

2   Review of Assignment Two – What's Been Learnt About Sugar & Carbs?

"Human activity does not simply involve someone invoking behaviour of some sort, but more accurately entails several sub-processes. Most notably, these include: defining the situation at hand, considering and anticipating both particular lines of action and potential outcomes, implementing behaviour, monitoring oneself along the way, assessing situations both in process and in retrospect, and adjusting or modifying one's behaviour both during immediate events and following earlier episodes" (Prus, 1996, p. 14).

- Discuss what the common issues have been that you have discovered in your time spent engaging with online communities.
- Use a mind-mapping technique to visualise the main issues that you have discovered.

- Identify how you discovered these issues.
- What links these issues?
- Are these links practical?
- Are these links experiential?
- Are these links conceptual?
- How are they articulated and accomplished on the online communities and spaces?
- What are the three issues that you can take from this and use in your project?

Can you account for the way that your observations demonstrate that:

- "Human group life is intersubjective…
- Human group life is (multi) perspectival…
- Human group life is reflective…
- Human group life is activity-based…
- Human group life is negotiable…
- Human group life is relational…
- Human group life is processual" (Prus, 1996, pp. 15-17)

3   Data Analysis

Distinct from data mining and content analysis, netnography as a method emphasizes the cultural contextualizing of online data. This often proves to be challenging in the social-cues-impoverished online context. Because netnography is based primarily upon the observation of textual discourse, ensuring trustworthy interpretations requires a different approach than the balancing of discourse and observed behaviour that occurs during in-person ethnography. Although the online landscape mediates social representation and renders problematic the issue of informant identity, netnography seems perfectly amenable to treating behaviour or the social act as the ultimate unit of analysis, rather than the individual person.
https://en.wikipedia.org/wiki/Netnography#Data_analysis

3.1   How do you interpret ethnographic information?

Reexamine the analyses from your field notes. What did you find out about the culture's perceptions, norms, and customs as they interacted with the focus of your questions? Seeing the study whole, do you still agree with most of your initial analyses? Set aside those ideas you think are probably incorrect or misinformed, and reformulate analyses to replace them that reflect your subsequent learning, if you haven't already.

- Try to understand the answer to your original question from the point of view of those you're concerned with.
- Do local people see the question in the same way you do?
- Are there factors you didn't know about that affect their perspective on the answer to the question?
- Are there factors that they perceive or act on in a different way than you expected?
- How important to the group is what's important to you?
- Do you and they have the same expectations for outcomes? If so, do they have the same expectations about how to get to those outcomes? If not, are your and their expectations in opposition or totally different? Are they starting with the same view of reality that you have?

- Do some of their perceptions, cultural norms, or culturally-rooted behaviours present barriers to the success of your program that you're either already working to counter or could work to counter?
- Do some of their perceptions, norms, or culturally-rooted behaviours support the success of your program in ways that you do already or could take advantage of?
- Does the program have unintended or unexpected consequences – positive or negative – as a result of cultural factors?

Translate what you've learned about participants into supporting information or answers to your evaluation questions. Some of the questions you might want to pose for yourself include:

- How do the culture, attitudes, and norms of the population you're engaged with affect the effectiveness of the program for them?
- Are your methods appropriate for the culture you're working with?
- Are you creating rather than eliminating barriers with some of your activities or methods, or, indeed, with your program as a whole?
- How can you make things easier and more rewarding for participants?
- What are you doing that is most effective? Can you understand from your ethnographic data why it is effective?

http://ctb.ku.edu/en/table-of-contents/evaluate/evaluate-community-interventions/ethnographic-information/main

4 Symbolic Interaction

"Working with stocks of knowledge (and conceptual schemes) gleaned through interaction with others, but now applying these in particular or situated contexts, in familiar and in different ways, people formulate thoughts, achieve unique experiences, experience novelty, and pursue creativity. Indeed, given the limitations of their existing (linguistic) stocks of knowledge on a collective basis as well as individual variants within, people's experiences may well outstrip their abilities to retain and formulate more precise or lasting images of these events" (Prus, 1996, p. 12).

5 How do you think the people that you interacted viewed?

- Themselves
- Other People
- Other objects
- How do you think the people you interacted with dealt with common stocks of knowledge?
- What kind of conceptual schemes do you think they had in mind?
- When they were interacting with other people, how did they feel about the experiences that they had, either: particular, situated, familiar, different?
- In what way are the collective stocks of knowledge formed?
- How did they make sense of their formulated thoughts, unique experiences, novelty, creativity – individual variations?
- What do you think they will retain as a set of precise and lasting images?

6 Intersubjective Sub-Processes:

- Is there anything in common or distinctive about the way that people defined the situations they faced?

- What choices do you think people made when they were considering the lines of action they faced?
- What where the range of anticipated potential outcomes that they conceived?
- What enabled them to implement a set of routines and actions as a regular set of behaviours?
- Where they reflexively aware and able to monitoring themselves?
- When they assessed and reflected on their situations did they do this as part of the process or in retrospect.
- What was distinctive about the episodes, behaviour adjustment, events that you experienced?

7   Activity - Blogging
- Start a new blog post that can be shared on DIY-DMU.
- Based on the evaluation and discussion that you have undertaken in this session, can you identify the skills, knowledge and experience that you would like to develop in order to enhance your project planning activities?
- Can you list the things that you are good at, and what evidence you have for this?
- Can you suggest areas of improvement and how you might develop your skills in this area?
- Is it useful to share and discuss your development goals with other people?

8   References