

Course: Social media for civil society

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The course consist of main thematic chapter as I [theory and practise of e-Democracy](#), [overview of channel of communication and social media](#), social media tools (practical cases))

Theme/Modules	Lecture/seminar	Academic hours
Theme 1 Introduction to the course Meaning of social media Monitoring of social media Measuring of social media Managing of social media	Lecture/seminar	4
Theme 2 Social Media and Public Sphere The Political Power of Social Media	Lecture/seminar	4
Theme 3 e-Democracy tools and practice	Lecture/seminar	4
Theme 4 Overview of channel of communication and social media	Lecture	2
Theme 5 Social Media and Social Networking as agents of Participatory Democracy and Civic Empowerment	Lecture and seminar	4
Theme 6	workshop	2

Reflection Civil Society and Social Media		
Theme 7 Civil Society's View on Social Media for Youth	Lecture and seminar	4
Theme 8 Internet Governance: the role of civil society	Lecture and seminar	4
Theme 9 How to Start a Blog for Your Organization	seminar	4
Theme 10 Online Security	seminar	2
Theme 11 Tools, cases and research of Online Community Building	Lecture	2
Theme 12 Online Branding - Building your online presence	seminar	4
Theme 13 Case analysis (presenting course papers)		4
		Total in class hours:44 Overall hours including personal preparation): 62

Forms and teaching methods of the course: lectures, seminars, discussion, case analysis.

Class discussion of the literature and of student ideas will be central to the course

Forms of student Academic work and methods of assessment

Paper

One paper is required in this course. The paper will be written by the student on a topic related to this course. A final research paper (roughly 10-15 pages i.e. journal length) Students are expected to begin discussing their paper ideas. Three short research memos (roughly 3-5 pages) will be due at regular intervals during the course of the semester.

Students are expected to submit work, and orally presenting the work

Discussions

There will be discussion boards for students to post comments to during the semester. They will be on various topics that are relevant to this course.

Group discussion

Lecture: allow to present important information, introduce the comparative analysis (professional and ethical codex, data research, terms definition).

Discussion. Discussion is a two-way communication between the teacher (expert) and participants or directly between participants of the educational process. Discussion involves participants in active learning.

Situational Analysis. In situational analysis appears real or imaginary situation that illustrates the concepts or skills. This method can be applied to assist the achievement of the objectives as well as those related to analysis, synthesis and evaluation.

Written work. Short written exercises can strengthen the effect of other training methods. For example, during a lecture, the teacher can make a break for two minutes, during which participants must summarize in writing the main principles of the lecture material. The advantage of written exercises is that they are engaged in the active work of each participant

The case study method. This approach is suitable in the teaching as students are exposed daily to various forms of messages from media and other information providers. It offers a systematic way of looking at the events, collecting data, analyzing information, and reporting the results, which in return supports enquiry learning among students. For example, students could undertake a case study of the marketing campaign strategy and release of a very successful film, bestseller book, or other high profile media product.

Cooperative learning refers to the instructional approach that puts students together to work towards accomplishing shared goals. Cooperative learning can range from simple paired work to more complex modes such as project learning, guided peerquestioning and reciprocal teaching, all of which aim to produce learning gains such as the development of conceptual

understandings and higher order thinking, better interpersonal skills, more positive attitudes toward schools and the self, and the exploration of how to manage academic heterogeneity in classrooms with a wide range of achievement in basic skills. An example of cooperative learning: Working collaboratively in a wiki space.

Students learn to undertake textual analysis through identifying the codes and conventions of various media genres. This semiotic analysis should aim to reach further understanding of the key concepts. Therefore, students learn to identify how language codes and conventions are used to create particular types of representations that will appeal to certain audiences. Students are taught to identify the 'technical', 'symbolic' and 'narrative' codes of any media text. Where possible, this type of textual analysis occurs within meaningful contexts, rather than as an academic exercise for its own ends. Example: students could be asked to select a piece of media text that is of interest to them. This could be a news article, a video from YouTube, or a video clip from an online news source. Put students in groups and guide them in analyzing the audience, purpose, author, technique/textual features, and context.