



EDITION DW AKADEMIE

#2017

MEDIA DEVELOPMENT

Media and information literacy

A practical guidebook for trainers

3

Social media and Web 2.0



Game — post scramble

“Post scramble” is good for an introductory session. It provides insights into trainees’ current questions and prior experience, and can be adapted to different topics and questions.

EXPLAINING THE GAME

Have everyone sit in a circle to form a big social media user group. All the seats are taken. Start by standing in the middle of the circle of chairs, and explain that the person in the middle is the only one who can “post” something (a message, information, or a comment) by saying it out loud. “Posts” should use the kind of language that is commonly used in social networks. Say your “post” out loud, then ask the social media users to react to your “post.” Everyone who wants to react has to get up from their chairs and find a new one at least two chairs away from the one they were sitting in. You, as the person posting, try to grab one of the free seats quickly so one person is left without a seat. This person now has to react to the original post with a “like” or “dislike” (thumbs up or down) and “post” a new comment or reaction to the original post. The others react again, and so on.

You or the person in the middle can stop a running “conversation” at any time and replace it with a new “post.” End the game if you think trainees are getting bored or if the game is getting out of hand.

Possible post for starting the game:

“That’s what I love about money: no emotions, no tears, just reality.”

Variation:

Vary the game by instructing the “poster” to ask questions or make statements that address the groups’ experience with and knowledge of social media. All questions should be worded so they can be answered with a “yes” or “no,” and statements worded so trainees can “agree” or “disagree”. All trainees who respond with a “yes” or “agree” have to get up and find a new chair, while the others stay seated.

Possible questions to ask about experience with social media:

- Do you post pictures?
- Do you hate it when someone else posts a picture of you?
- Do you have more than 200 friends on Facebook?

Possible statements to make about social media:

- It’s good that you can get all your news through Facebook.
- Cyberbullying is on the increase.
- It’s good that WhatsApp shares data with Facebook.



Station A | Profile check: **Private pictures**

TASK

Please log in to Facebook. Now look through various Facebook user profiles that you have never seen before. Check out the private pictures that they have posted or shared. Try to identify

different categories of pictures and save and rename one meaningful or impressive example of each category to present to your fellow trainees.

| What categories for private pictures did you identify? | What messages can you discern from these private pictures? |
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TASK

Now analyze in detail the pictures you saved. Because all pictures have meaning and transport information without using language, each private picture on Facebook provides information about the person and their surroundings to anybody who is on Facebook (if the profile is set to “public”)—often without that person’s knowledge.

Fill in the table. What information and message can you deduce from the photos? What was your emotional reaction? Score your examples, rating the emotional quality and privacy level. The higher the score, the higher the (unintentional) information quality of the picture, and the more private the content and message is.

| Sample Picture | Message (brief) | Our emotional reaction (brief) | Emotional quality score (1-10) | Privacy score (1-10) |
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Station B | Profile check: Shared content

TASK

Please log in to Facebook. Now look through various Facebook user profiles that you have never seen before. Check out personal information that they have posted or shared. Try to identify different categories of content and select one impressive ex-

ample for each category to present to your fellow trainees. Save your examples by enlarging the view, taking a screenshot, and saving the screenshot under a unique name.



| What content categories did you identify? | What messages can you discern from that shared content? |
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TASK

Now analyze your examples in detail. Shared content always provides information about the specific interests of the person who posts it and can be seen by anybody who is on Facebook (if the profile is set to “public”)—often without that person’s knowledge. Fill in the table. What information and message can you deduce from your examples? What might the user’s

purpose have been in posting this information? What meaning does it have for you? Score your examples, rating how interesting the content is to you as an outsider and the privacy level. The higher the score, the higher your interest in the content and the more private you consider it to be.



| Sample content | Message (brief) | What might the purpose be? | Interest level score (1-10) | Privacy score (1-10) |
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Station C | Profile check: “About”

TASK

Please log in to Facebook. Now look through various Facebook user profiles that you have never seen before. Check out the information you can find in the Facebook member’s “about” section where Facebook asks users to provide personal infor-

mation in different categories. Please complete the table below by listing what information Facebook asks its users for and rating how interesting that information is to you.

| Facebook categories | Interest level score (1-10) |
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| Facebook categories | Interest level score (1-10) |
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Every piece of information Facebook users provide in the “about” section is like a piece of a puzzle. Taken together, these pieces reflect the user’s personality (pleasant, humorous, aggressive, etc.), life (school, hometown, education, friends, sexual orientation, etc.) and specific interests (politics, sport, film, games, etc.) Anybody on Facebook can use this information to get a more or less detailed idea of the user (if the profile is set to “public”)—often without that person’s knowledge.

TASK

Now find some notable examples of Facebook users whose information in “about” gives you a clear idea of who they are. Choose three profiles that show big differences in work/locations/music/books/likes, etc. Save these profiles (or profile links) to present them to the other trainees. Describe the impressions you have of the users and give scores. The higher the score, the higher your personal interest in the user’s profile is.



| Username | Our impression of him/her, his/her life and interests: | Score (1-10) |
|----------|--|--------------|
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Station D | Profile check: **Dynamics**

TASK

Please log in to Facebook. Now look through various profiles, conversations, likes, and comments of Facebook users you have never seen before. Examine the various dynamics that can arise through the network character of Facebook after someone has

posted or shared a picture, video, message, or link. Try to identify different categories of dynamics, for instance the number of likes, shares, comments, arguments, disagreements or insults and how quickly they were posted.



| What kinds of dynamics did you identify? | What do you think might cause the different types of dynamics? |
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TASK

All content that is posted on Facebook can be shared and can develop a dynamic of its own. Try to find examples of content that has led to lively exchange among users. Search for all kinds of content: conversations, images, links, videos, etc. How many likes did each type of content get? How many comments? What types of comments?

Fill in the table and score your examples. Sometimes posts get very dynamic reactions, but these reactions are destructive, such as insults, threats or bullying. Here, the quality of the dynamic is low. Other posts get reactions that develop the topic further in a positive and creative way. This is a high quality dynamic that brings added value to the post. Assess the quality of the dynamics for the five examples you chose. The higher the score, the higher you consider the quality of the dynamic of the comments to be.



| Example | Topic of the content (briefly) | Our emotional reaction (briefly) | Reasons for the quality of the dynamic | Quality score (1-10) |
|---------|--------------------------------|----------------------------------|--|----------------------|
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Facebook expert

| Settings | Learning objectives |
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| Security settings | How do I log in and out securely and keep people from logging into my account? |
| Privacy settings and tools | Who can see my stuff? Who can contact me? Who can find me? |
| Timeline and tagging | Who can add things to my timeline? How can I manage tags? |
| Blocking | How can I block certain users or their invitations? |
| Reporting | How can I report other users to Facebook? |

| Information | Learning objectives |
|-----------------|---|
| Friends | How do I divide friends into groups? What rights do they get? |
| Pages and feeds | How can I find information via pages and feeds? |

| Creating | Learning objectives |
|----------|---|
| Pictures | What pictures can I share? What about the other people in the images? |
| Pages | How can I create a page and what can I do with a page? |
| Events | How can I create an event and how do I manage this event? |
| Groups | How do I create a group and control who has access to it? |



Facebook expert

| Name | Facebook name | On Facebook since |
|------|---------------|-------------------|
| | | |

| Settings | These are/this is important because ... | Level of knowledge | | |
|----------------------------|---|--------------------|---|---|
| Security settings | | 1 | 2 | 3 |
| Privacy settings and tools | | 1 | 2 | 3 |
| Timeline and tagging | | 1 | 2 | 3 |
| Block | | 1 | 2 | 3 |
| Report | | 1 | 2 | 3 |

| Information | This is important because ... | Level of knowledge | | |
|-----------------|-------------------------------|--------------------|---|---|
| Friends | | 1 | 2 | 3 |
| Pages and feeds | | 1 | 2 | 3 |

| Creating | This is important because ... | Level of knowledge | | |
|----------|-------------------------------|--------------------|---|---|
| Pictures | | 1 | 2 | 3 |
| Pages | | 1 | 2 | 3 |
| Events | | 1 | 2 | 3 |
| Groups | | 1 | 2 | 3 |

Date _____

Signature _____



Storyboard — Web 2.0: My opinion on ...



| Statement Write it down here | Photo Sketch or describe the picture that illustrates your statement |
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