

## 1. Introduction (5 minutes)

a. Start with this video:

i. <http://www.youtube.com/watch?v=QzZyUaQvpdc&feature=related>

b. Facilitators will introduce themselves

c. Define social media, what technologies are we discussing

. Here is the definition I'm using for my thesis:

Social media refers to websites and applications that individuals can use for social networking, where online communities of users develop interpersonal relationships and share user-generated content through a technological medium (Ericson, 2011; Junco, Heiberger, & Loken, 2010; Junco & Chickering, 2010)

d. Introduce the studies conducted by the facilitators (NACURH program)

i. I had a 'round table' discussion with student leaders from across the country (it was really a focus group, in every sense of the definition, but they didn't know that – but they gave me permission to use our discussion for this presentation) where we discussed 1) How do student leaders use social media, and 2) what is the impact of social media on student leaders.

ii. Research Questions

1. What social media platforms do student leaders use, and how do they use them?
2. What, if any, are the impacts of social media use on student leaders?

## 2. How is social media being used right now? (10 minutes)

e. By Students:

iii. How student leaders at NACURH are using social media

- |             |                 |
|-------------|-----------------|
| 6. Facebook | 10. Google Buzz |
| 7. Twitter  | 11. FourSquare  |
| 8. Myspace  | 12. LinkedIn    |
| 9. YouTube  | 13. Delicious   |

- |                 |                 |
|-----------------|-----------------|
| 14. Flickr      | 19. Blogger     |
| 15. Tumblr      | 20. Reddit      |
| 16. StumbleUpon | 21. Myspace     |
| 17. HeyNACURH   | 22. Xenga       |
| 18. Ping        | 23. LiveJournal |
|                 | 24. Daily Booth |

0. StudentCenter

- 25. Websites
- 26. Text message subscription services
- 27. Facebook Ads

iv. How is student engagement affected by social media use? Benefits and detrimental effects of social media use on engagement from the facilitators' studies will be introduced

28. The most recent literature, which supports previous literature, says that social media on the whole is related to increases. A very specific study on Facebook found that non-communicative activities decrease engagement, while communicative activities increase engagement. Non-communicative activities = playing games, checking up on friends (aka 'Facebook Stalking'), and posting photos  
Communicative activities = commenting on content, creating or RSVP'ing to events, and viewing pictures

29. Students at NACURH reported that social media increases overall engagement by democratizing opportunities for involvement – this is supported by Qualitative data from Ericson (2011) and Martinez Aleman and Wartman (2009).

xiii. How are participants' students using social media?

30. Question to the audience

f. By Student Affairs?

xiv. Arcadia Office of Student Engagement – Roughing the storm!

xv. IUP Welcome Weekend

31. Stats:

- a. FACEBOOK (from 7/29/2011 - 8/27/2011)
- b. Monthly Active Users: 1,407
- c. Post (statuses, pictures, videos, etc) Views: 103,156
- d. Post Feedback (comments, likes, etc.): 1,558
- e. RSVP's to Event: 2,012
- f. Fans (or Likes) of our page: 612
- g. Total Page Views: 8,001
- h. Primary Referrer: www.google.com

32. Marketing techniques

- i. Postcard mailing
- j. QR codes at Orientation
- k. IUP general social media outlets all pointed to us

.Website

- xvi. What are some ways participants have seen other departments use social media?

3. Diversity and Accessibility (10 minutes)

- g. Traditionally underrepresented students typically constitute more of the “heavy social media user” groups, within the setting of a predominantly majority group population, and those students are typically more involved in campus activities
  - xvii. Ericson (2011) hypothesized that this was because students were uncomfortable seeking opportunities for involvement among the campus, but felt comfortable and safe on social media websites, and could explore their opportunities and more easily find what else their friends of similar group membership were involved with
  - xviii. What does the audience think? Does this hold true on your campus?
- h. Accessibility for students with disabilities
  - xix. Ways the social media marginalizes or excludes students

- 33. Social media websites are NOT accessible!! – Accessibiliteweb  
<http://accessibiliteweb.com/presentations/2011/a11yBOS/#>
- 34. What happens when assistive technologies don't work as planned? (Heather's example of Dragon not working online/Facebook)
- xx. Ways that social media increases access to students
  - 35. HTML-only version of Facebook (<http://m.facebook.com/>)
  - 36. Accessibility and Assistive Technology – Facebook Help Center (<https://www.facebook.com/help/?page=440>)
- i. Participants - What are some other ways our students are impacted by social media, in regards to diversity and accessibility?
- 4. Combine all of these into **social media strategies** that a department could easily deploy (10 minutes)

#### j. **FUNDAMENTAL VALUES**

- xxi. **Interact** with your audience
  - 37. Implies that you must first gain an audience
  - 38. Bi-directional communication, not a platform to broadcast updates
- xxii. **Share** awesome content
  - 39. Means you must be generating awesome content
  - 40. Tease your audience, don't give it to them all at once...
- xxiii. These are the fundamental aspects of utilizing social media – you don't need to do both of them (they might not both apply to your situation), but you need to do at least one of them Really well.

#### k. **FRAMEWORK**

- xxiv. **Hub & Spokes approach:**
  - 41. Feeders or inputs...
    - l. Handbills
    - m. QR codes
    - n. Other traditional PR techniques

42. ...Leading to the 'Hub'...
  - o. Could be your departmental homepage
  - p. Primary social media profile
  - q. Blog/website
  - r. Funny/Quirky perogatory page to build excitement and engagement (Wordpress website with a funny youtube video and then a forwarding link - <http://iupwelcomeweekend.wordpress.com/>)
43. ...Which sends everybody to the rest of your online presence
  - s. YouTube
  - t. Blog/Forum
  - u. Facebook
  - v. Twitter
  - w. Location-based Applications
- xxv. To implement the Hub & Spokes approach:
  44. Set a goal or purpose for using social media (NOT just 'Because everybody else is doing it' or 'Because that's where our students are' – they also spend lots of time in bars, I don't see you over there with them...)
    - x. Should be SMART goals (Specific Measurable Attainable Relevant Time-specific)
    - y. Marketing/Promoting your program or services
    - z. Raising awareness of a topic or issue
    - aa. Answer Questions your students might have (this is where the 'Meet them where they are' approach works..sometimes..)
    - bb. Advocacy
    - cc. Drop-box for student input
  45. Determine how you are directing people to your online presence

46. Determine where you are sending people, so that you can interact with them and share your awesome content

1. Evaluate how effectively you are achieving your goal, generating interaction, and distributing awesome content; Set a new course to achieve your goals better

#### I. HOW TO DECIDE WHAT SOCIAL MEDIA PLATFORMS TO USE

xxvi. What is the level of person-power and skill among the personnel you have?

xxvii. What is popular and being used on your campus?

xxviii. What social media platforms are designed specifically to meet your needs? (They all have specific purposes and missions, some are broader than others)

#### m. TOOLKIT

xxix. Handbill with information for students to tag themselves in your Facebook Page photos

xxx. QR code ideas

xxxi. Questions to engage people

xxxii. Twitter Saved Search information

xxxiii. How to generate a relevant Twitter hashtag

xxxiv. List of Social Media platforms

xxxv. Text Message Subscription services and tutorials

xxxvi. 4 Square Challenges (utilizing location-based software & games)

xxxvii. How to GeoCache

xxxviii. Google Calendar Information (and where it should be integrated)

xxxix. How to make a Wordpress site

xl. Facebook Apps that are useful

xli. Guide to running effective Contests

xlii. Resources for creating awesome newsletters (**Email is not dead**. Despite what some people will tell you, email is still the most popular place that internet users share content. 66% of

internet users share content by email, as compared with only 28% on our beloved social networks. -

<http://sandiegobuzz.wordpress.com/2011/09/19/7-facts-about-content-sharing-on-the-web/>)

ii. Desktop Software to use – Hootsuite

5. Participant Strategies & Conclusion (25 minutes)

n. Discuss strategies, or sections of strategies, that participants can envision working at their institutions

o. What are the obstacles to implementing these strategies?

p. What are the benefits?

q. How does this impact our work with students?

xliii. Need to become effective educators in providing information that students need to know about using social media (Privacy, bullying, intimacy, etc – Aboujaoude, 2011; Junco & Chickering, 2010)

xliv. Should we meet them where they are, or pry them away from their computers?

2. Depends on how they/we are using social media; we need to reinforce and model the positive behaviors

r. How to stay up to date on research on these topics

xlv. Chris' blog! [Csweiss.wordpress.com](http://Csweiss.wordpress.com)

s. Questions/Feedback

t. How to stay in touch with facilitators

xlvi. Chris: [www.about.me/CSWeiss](http://www.about.me/CSWeiss) & @Chris\_S\_Weiss & [CSWeiss.wordpress.com](http://CSWeiss.wordpress.com)