



SUMMER  
FACULTY  
INSTITUTE | TECHNOLOGY  
CONTEXT  
MEANING



# (FYS) Modules: Wellness and Social Media

Nancy Chase, Student Health and Wellness Promotion

Kevin R. Guidry, Center for Teaching & Assessment of  
Learning



# Faculty Senate FYS Committee Charge (May 11, 2015)

“Diversity competency, sexual misconduct awareness and prevention, drug and alcohol use education and abuse prevention, responsible use of the internet and other social media, and ethics and academic honesty should be components within all First Year Seminars.”



# Social Media Learning Objectives

1. Describe principles and specific examples of ways the Internet and social media can be used to both help and harm others
2. Demonstrate effective ways to responsibly use social media to positively engage with others and portray oneself with authenticity



# Social Media Resources

1. Curriculum
2. Curriculum Framework
3. Case studies
  - a. Student versions (all-in-one and individual cases)
  - b. Faculty versions (all-in-one)
4. Sample slides



# Social Media Properties

- *Persistence*: The durability of online expressions and content
- *Visibility*: The potential audience who can bear witness
- *Spreadability*: The ease with which content can be shared
- *Searchability*: The ability to find content
- *Context collapse*: The tension caused when what were assumed or previously perceived to be multiple, disparate audiences are present or imposed all at once (e.g., being forced to interact with your coworkers, classmates, friends, family, and strangers *all at the exact same time and in the same place*)



# Social Media Case Studies

- 11 cases currently available; may be changed this summer
- Student and faculty versions available



# Social Media Curriculum

## First day of social media activities:

- Overview of social media properties (with handout)
- Social media case studies (using the social media properties handout)
- Discussion of Twitter use, including development of class hashtag

## Homework for students after initial social media activities:

- Create professional-use Twitter account (or ensure that they are comfortable using their personal account)
- Write social media case study (with the faculty template as a potential handout); the simple grading rubric is described below

## Subsequent classes:

- Quickly review Twitter posts with specific emphasis on (a) useful information shared or learned and (b) observations of social media properties
- Briefly discuss local, national, and international events that have been shared or impacted by social media

## Homework for students after many classes:

- Twitter paper
- Continued use of the class hashtag on Twitter to foster in-class and outside-class discussion



# Social Media Questions

Kevin R. Guidry

CTAL, Gore 212

[krguidry@udel.edu](mailto:krguidry@udel.edu)