Lesson plan

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| Topic 3 Interacting with online communities |
| Learning Objectives:   * Describe: * the features of online communities and the implications of their widespread use for organisations and individuals * ways of communicating and interacting with online communities: social media, blog, microblog, vlog, wiki, chatrooms, instant messaging, podcasts, forums * the implications for individuals of using and accessing online communities:   + user experience – ease of use, performance, availability, accessibility   + meeting needs, cost, privacy, security |
| Content |
| Starter  PowerPoint Guide: Topic 3 Interacting with online communities  The starter looks at social media. Ask students why they use these apps and the purpose of their posts, tweets or communications. This would be a good opportunity to bring in whether they mean to spend as long on social media as they actually do – could they achieve their purposes in less time? Remind students that businesses may use other features such as groups, pages, events and advertising.  Main  Blogging  Blogging has been around for a while. When it first started, websites were technically difficult to make. Weblog/blogging software made it much easier and allowed people the ability to start websites and share useful information. The most popular software for blogging today is WordPress, which can be freely downloaded and installed on a server.  Case study: Chris MD  Chris was one of the first “YouTubers”. Look at the statistics on the slide. Chris earns around £500,000 per year from advertising, plus merchandising sales. More information about earnings of YouTubers from Chris MD can be viewed here:  <https://www.youtube.com/watch?v=s7ZbBktblxw> [6m49s]  Give out **Worksheet 3** and ask students to do **Task 1.**  Topic 3 Worksheet 3  Topic 3 Worksheet 3 Answers  Microblogging  The difference of blogging and microblogging is the size and frequency of posts. The posts on microblogs are short and very frequent. Both microblogs and vlogs have led to platforms that allow people to become influencers. These people influence their subscribers/viewers to buy products and are now a major method of marketing for companies. Go through the answers slide which looks at the numbers that some top influencers are able to communicate with. For a comparison, UK broadcast TV typically has 1-10 million viewers for its top shows.  Now is a good opportunity to mention influencer’s role in the Fyre Festival. This festival, in the Bahamas was heavily promoted by influencers, but in reality it was poorly organised and then cancelled, resulting in the organiser being sentenced to six years in prison. A brief look at one of the influencer models can be found here: <https://www.youtube.com/watch?v=yXV3Xu3GteE>  Wikis and Case study - Wikipedia  The most famous wiki is Wikipedia which is discussed in the case study. Some other successful wikis include WikiTravel, WikiHow and WikiBooks. The concept of Wikis was revolutionary in the early 21st century. People couldn’t believe that such a system could survive vandalism if anyone was allowed to post on them. Beyond the successful wikis, companies will use similar ideas of collaborative building to create internal websites. The community editing concept also is used to develop websites in general. The advantages of Wikipedia are that it can be updated very quickly and is far larger than the Britannica encyclopaedia. As the cost of distributing it is far lower, it is possible to provide it for free, with server costs paid for by donations. Furthermore, the search engine is far faster than looking up entries in an index.  To gain a full understanding of Wikipedia and wikis, you may wish to load up the page for your school or college and click the Edit button at the top right. You may even like to show how easy it is to add or amend an entry to improve it – be aware that some content on Wikipedia may be protected to prevent misinformation. Equally, make sure that students are encouraged to only make responsible edits. Alternatively, you may like to show students Fandom <https://www.fandom.com/explore>, which allows fans of TV shows and films to create their own wikis around them.  Ask students to do **Task 2** on the worksheet.  Online communication  Take students through the slide and ask what other methods of online communication are available. Answers are available on the following slide.  Podcasts and use of podcasts  Students may be aware of making podcasts or at least audio files. If so, ask them to discuss their experience. Ask them what hardware and software is required and take them through the answers slide.  Case study – TED Talks Daily  TED has a long history of putting their recorded talks by influential speakers at their conferences on their website: <https://www.ted.com>. TED Talks daily is audio only in podcast form. Discuss with students why this may be more accessible for some users. It is, for example, especially useful for people who are driving and can’t be distracted by the video but can listen to the audio.  Online community use  Students should discuss how they use online communities and social media. There are many reasons in addition to those given, so ask students to come up with their top 10.  Ask students to do **Task 3** on the worksheet.  The task given on the worksheet asks students to write a script for a podcast. If you have the equipment, you could ask students to make the podcast. This will give them a thorough knowledge of the technology and software required to record and edit audio. Audacity is free software that can be used for the recording and editing process.  User experience and poor user interfaces  The factors that affect the user experience are performance, availability, ease of use and accessibility. Ask students to suggest these second two and then take them through the answers slide. For each of these factors, ask students to give an example where the user experience was not good and suggest how it could have been improved. The slide on poor user interfaces suggests some specific areas that lead to poor interfaces.  [Please see below warning] A good video on ‘dark patterns’ and poor interface design is available at: <https://www.youtube.com/watch?v=kxkrdLI6e6M> [5m30s]  Please note that a mild curse word is used at [1m43s]. You should check the full video through for context and to see the suitability for your students before playing.  Other implications  Go through the slide on other implications in choosing an online community and discuss the answers with students.  Externalities  This is not specifically part of the specification; however, it is an interesting topic with regard to the costs of online systems and communities. Some of the associated costs of new technology are put onto other people and society in general. You may like to discuss the ethics of this, which links to ethics with is covered in Learning Aim F.  Scenario: Delivery driving  Students are likely to be aware of deliveries for both products they have purchased online and from restaurants. Use this scenario as a way to discuss the apps used for ordering for their ease of use, ability to meet user needs, cost and privacy and security.  Ask students to do **Task 4** on the worksheet.  Plenary  The plenary gives an opportunity to review some of the key concepts of the topic. Answers to each of the questions are given on the following slide.  Hand out **Homework 3**.  Topic 3 Homework 3  Topic 3 Homework 3 Answers |