



Social Media

Fundamentals of creating and managing social media presences on common social medial platforms

Syllabus version 2.0

Courseware Disclaimer

European Computer Driving Licence, ECDL, International Computer Driving Licence, ICDL, e-Citizen and related logos are all registered Trade Marks of The European Computer Driving Licence Foundation Limited (“ECDL Foundation”).

DM3 is an entity independent of ICDL GCC Foundation and is not associated with ECDL Foundation or ICDL GCC Foundation in any manner. This courseware may be used to assist students to prepare for the ECDL Foundation Certification Programme as titled on the courseware. Neither ICDL GCC Foundation nor DM3 warrants that the use of this courseware publication will ensure passing of the tests for that ECDL Foundation Certification Programme. This courseware publication has been independently reviewed and approved by ICDL GCC Foundation as covering the learning objectives for the ECDL Foundation Certification Programme.

The material contained in this courseware publication has not been reviewed for technical accuracy and does not guarantee that students will pass the test for the ECDL Foundation Certification Programme.

Any and all assessment items and/or performance-based exercises contained in this courseware relate solely to this publication and do not constitute or imply certification by ECDL Foundation in respect of the ECDL Foundation Certification Programme or any other ECDL Foundation test. Irrespective of how the material contained in this courseware is deployed, for example in a learning management system (LMS) or a customised interface, nothing should suggest to the candidate that this material constitutes certification or can lead to certification through any other process than official ECDL Foundation certification testing.

For details on sitting a test for an ECDL Foundation certification programme, please visit ICDL GCC Foundation’s website at www.icdlarabia.org.

Students using this courseware must be registered with ICDL GCC Foundation before undertaking a test for an ECDL Foundation Certification Programme. Without a valid registration, the test(s) cannot be undertaken and no certificate, nor any other form of recognition, can be given to a candidate. Registration should be undertaken with ICDL GCC Foundation at an Approved Test Centre.

Table of Contents

Chapter 1-1 New Opportunity	4
1-1-1 New Reasons.....	5
1-1-2 New Ways.....	15
Chapter 1-2 Plan	20
1-2-1 Apply.....	21
1-2-2 Resource	23
Chapter 1-3 Go Social.....	27
1-3-1 Social Networks	28
1-3-2 Facebook.....	32
1-3-3 Microblogging Sites and Apps.....	35
1-3-4 Blogs.....	47
1-3-5 Video.....	54
1-3-6 Professional Networking Sites.....	65
Chapter 1-4 Other	77
1-4-1 Instagram.....	78
1-4-2 Social Bookmarking	80
1-4-3 Self-destructing Apps.....	81
1-4-4 Photo Sharing Sites	82
1-4-5 Infographics	83
1-4-6 Podcasting	84
Chapter 1-5 Awareness, Influence & Policies.....	90
1-5-1 Awareness.....	91
1-5-2 Influence	96
1-5-3 Policies	98
Chapter 1-E Exercises.....	102
1-E-1 Facebook.....	103
1-E-2 Twitter.....	110
1-E-3 Blogger.....	116

1-E-4 YouTube.....	125
1-E-5 LinkedIn.....	130

Goals

Social Media enables Candidates to develop their knowledge and skills in using social media resources effectively both in their personal and academic lives. Candidates will understand why people use social media and be aware of the resources necessary for an individual to use social media tools effectively and safely.

Candidates will know the fundamentals of creating and managing social media presences on common social media platforms both for personal and academic purposes. Candidates will understand how different social media platforms can be used to target different audiences, to connect and engage with people effectively online and reach others.

Candidates will be able to follow relevant news feeds, publish news and updates, track events, post blogs, create polls and surveys, schedule events, share visuals, videos and podcasts as well as seeking out expert inputs and opinions. Candidates will understand how various social media platforms can be used in the classroom to enhance teaching, learning and assessment.

Candidates will be aware of the responsibilities of teaching their students on the safe use of social media and will be aware of privacy and data protection issues, copyright issues as well as online etiquette and the problems posed by Cyberbullying.

Candidates will appreciate the importance of managing their personal online reputation and will understand how information once posted remains online many years later. Candidates will be aware of online monitoring tools and how they can be used to track online conversations. Candidates will understand why they should create a simple social media policy document for pages managed by their school and how to set admin rights for the staff and students that have access to that platform.

Chapter 1-1

New Opportunity

1-1-1 New Reasons

1-1-2 New Ways

1-1 New Opportunity

1-1-1 New Reasons

1-1-1-1 Understand what social media is and recognise the main features of common social media tools.

Social Media is transforming many aspects of modern society, as it has had a radical effect on the way we communicate with each other. We can create, share and exchange information and ideas in virtual communities and networks - on our PCs, laptops, tablets or smartphones.

For example: pages on Facebook (www.facebook.com) and feeds on Twitter (www.twitter.com) allow us to instantly share our thoughts and ideas with thousands of others; video and picture sharing services such as YouTube (www.youtube.com) and Flickr (www.flickr.com) allow us to upload film clips and photographs of our personal experiences; career networking sites such as LinkedIn (www.linkedin.com) allow us to make new connections and source new business and career opportunities.

Fig.1 below shows the recognisable logos of some of the popular social networking platforms.



Fig.1 Some of the popular social networking platforms logos

Social media networking also involves the use of in-house intranets (in-house networks that utilise Internet protocol technology), blogs (websites where users share ideas and opinions) and wikis. A wiki is a website developed by a community of users,

allowing any user to add and edit content. A popular example is Wikipedia (www.wikipedia.org), which is a web-based collaborative encyclopaedia project that covers almost every subject imaginable.

Let's look at some of the more popular social networking platforms:



Fig. 2 Facebook logo (www.facebook.com)

Facebook is a social networking site (logo is shown in Fig. 2 above) and was launched to the public in 2006. Facebook has over 1 billion users registered on their platform. Users register to use the site and are given a profile to interact with other users, typically friends or users with similar interests. Facebook is increasingly used for work activities, teachers can, for example, join common-interest groups and pages, or share information.

Nowadays most schools have Facebook pages and groups, which they use to connect and engage with their teachers. Teachers can be invited to 'Like' their pages, which in turn show their Friends their interest in a particular school. Schools can use their Facebook presence to keep their students and teachers up to date with their upcoming events and activities. For example, a page can be created in Events (an online calendar system) containing lots of updates, photos, videos etc. to keep students interested; free gifts may be offered to students who interact with the page, . Features, benefits and best practice for using Facebook is dealt with in Section 1-3-2.

Twitter is an online social networking service that enables its users to send and read text-based messages of up to 140 characters, known as “tweets”. With 500 million tweets generated daily, it is one of the most popular social media networks. Twitter is one of the best social media platforms for helping to identify leading experts, or voices, in any subject area - it enables us to tune in to and share what they think and even ask questions.

Twitter is based on the principle of followers - when you choose to follow another user that user’s tweets appear on your main Twitter page stream. If you follow 30 other users then you will have a mix of tweets covering different topics. Once you have created a Twitter profile and start to follow users, keep your posts interesting and relevant to your interest. Also engage with others frequently by liking, commenting or retweeting their content.

Schools use Twitter to keep followers (teachers, students and parents) up to date and to engage with them.

Fig. 3 Sample of student twitter profile.



Fig. 3 Sample of student Twitter profile. (<https://twitter.com/maudyayunda>)

Best practice and benefits of using Twitter are dealt with in Section 1-3-4.

LinkedIn is a social networking site for professionals, with over 300 million users in more than 200 countries and territories. Registered users maintain a list of contact details with people with whom they have some level of professional relationship; this list of connections can then be used in a number of ways:

- To build up a contact network with school friends and teachers as well as other schools.
- Teachers can upload their current professional details such as the class they are in, the awards achieved and more. Think of it like a resume building.
- To find jobs, people and business opportunities recommended by someone in one's contact network.
- Employers can list jobs and search for potential candidates.
- Job seekers can review the profile of hiring managers and discover which of their existing contacts can introduce them.
- Users can join interest groups related to their profession or industry.
- Users can now follow different companies and can get notification about their news.
- Users can save (i.e. bookmark) jobs that they would like to apply for.

Best practices, features and benefits of LinkedIn are dealt with in Section 1-3-7

YouTube:

Is a video sharing website where users can view videos and/or upload their own videos. You can view public videos without having a YouTube account. Creating an account will enable you to share videos with friends, family, or other users. YouTube videos cover every topic, they can 'go viral' which means becoming extremely popular in a very short amount of time – for example users share links to a video with, say, 20 other users, those 20 users then share the link with 20 of their friends, and so on. Fig. 4 below shows an example of a YouTube screen, showing some of the features available, and search results for recent viral videos.

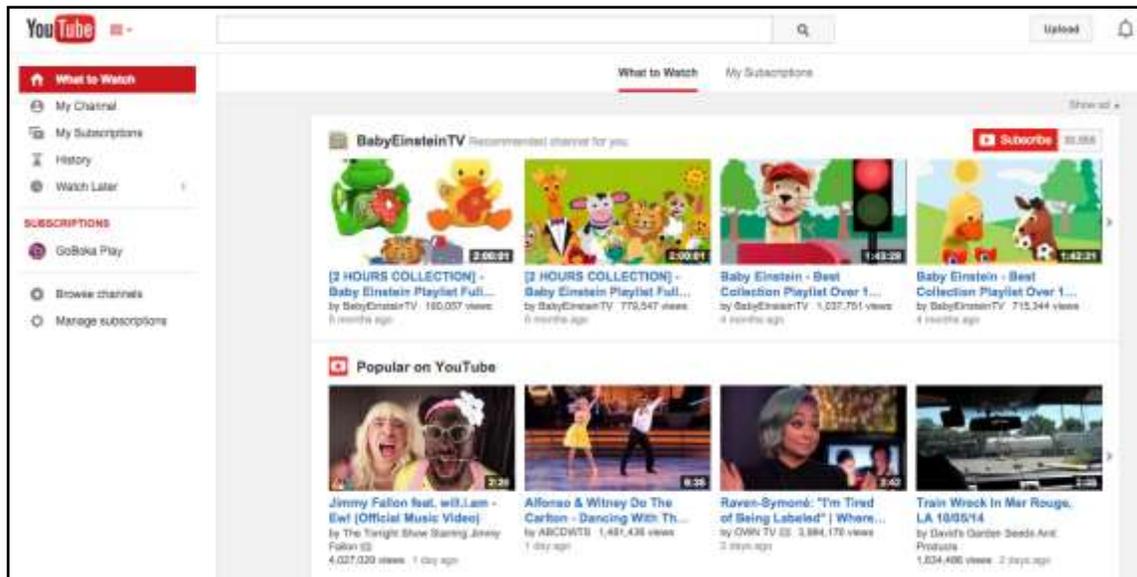


Fig. 4 An example YouTube screen (www.youtube.com)

Blogs or “**weblogs**” are online journals that allow other people to read your thoughts and opinions, and reply to them. Blogs are like mini websites. They are easy to use, update automatically and can be shared with others by simply providing the blog address. Because blogs are not private, they are not a place to put personal private thoughts but a place to talk about ideas you want to share with the rest of the world.

Blogs can be a great source of information providing you with insights and informed opinion on topics of interest to you. Schools blogs can let you know more about what is happening in the school in terms of events and other plans that the school may have for the future. If you want to create your own blog then make sure to broadcast the content you are posting, write something that everyone can follow, make sure it's a complete post that others want to share. If your aim is for the blog to go viral make sure you publish it on a social share friendly site - for example, where Facebook and Twitter buttons allow easy sharing of the blog.

Example of a blog is this Math Blog (<http://callahanmath.edublogs.org/2016/02/>)

A common platform for creating Blogs is Wordpress. It has many features which allow you to quickly and easily add content.



Fig. 5 Wordpress homepage screen (<http://wordpress.com>)

Blogs are looked at in more detail in Section 1-3-5.

Social Media at Work

Social media tools have led to improved communication at work due to the real time and instantaneous communication channels that they offer. For example, staff no longer needs to wait for feedback from others on an idea or comment. Once information has been posted to an intranet board, users can send their responses immediately, providing an instant response to the post.

A more collaborative environment has been created in business thanks to a number of social media tools. For example, when contributing to blogs, Facebook and forums it is possible to comment and see the comments of others in real time. This sharing of thoughts and ideas facilitates the progression of projects, empowering staff to feel they are part of a process and making a positive contribution. Over time these comments may increase, building up a substantial repository of information that may enhance collaboration on further projects and assignments.

Because of the global scale of social media, staff may not just be interacting with others within their own business. Projects can also be shared with people in other businesses and other countries.

Governments can keep the public informed on current issues, engaging with them using easily accessed social media platforms, such as Twitter and Facebook, to provide information, seek opinion, and improve customer service for citizens. For

example, the official New Zealand e-Government Services Portal, www.ssc.govt.nz, lets you share their website's content easily through various social networking site links available.

Education

Students and teachers can use social media to enhance the learning process. Young people are growing up in a world of media and are familiar with platforms such as Facebook and Twitter. Bringing social media into the classroom, with the potential of virtual lessons, online research, online tutorials and teacher support, engages students and promotes active learning relationships between students and teachers. Schools or students can set up their own blogs to share common interests and answers to typical questions and problems. Teachers can access and mark assignments, in addition to providing feedback using popular social media tools that they know their students are engaged with.

Interests and Social Life

Each social networking site mentioned above addresses various aspects of your life including your interests, social life, and professional life. Here are some other popular social media sites not mentioned previously:

Instagram (<https://instagram.com>) is a fun and fast way to share photos with friends and family after being uploaded, altered or redesigned.

Snapchat (<https://snapchat.com>) is fun and fast way to share messages, photos and videos that self-destruct after a few seconds of being viewed.

Foursquare (<https://foursquare.com>) helps you and your friends to find great places to see and make the most of your visits to places, such as restaurants and entertainment venues. You must ensure security settings are on to prevent others from tracking your movements and location. With more than 50 million registered users, Foursquare is the location layer for the Internet, helping to connect people with places around the world.

1-1-1-2 Understand how social media has changed the way we communicate, who is using it and why they are using it.

Social networking tools and interfaces have become a familiar item within the home environment as people share information and make connections. This familiarity has crossed into the schools where many teachers use Facebook, Twitter, blogs and

YouTube to share and seek information on the topics they are interested in. Through the use of social media for personal purposes students have gained confidence in using social media at school, enabling them to use a language, style and tools that are familiar to them in a school setting.

There are many schools which developed an online portal to enable students to interact with them in an informal setting. The site is full of information about the school; as a teacher you can, among other things, register online, communicate with the students, parents (sometimes), take surveys and subscribe to school newsletters. There are also apps, or applications, for mobile phones.



Fig. 7 Nanjing International School (<http://www.nischina.org/>)

Social media is being increasingly used to provide solutions to a wide range of issues, tasks and problems including those encountered by teachers in the school. For example, schools can use their blogs to social media networks for important announcements, however, these announcements details will reside on their blog. Social media here is used as a tool to communicate with teachers.

1-1-1-3 Recognise how social media tools can create higher visibility, allow students, organisations and social groups to connect and increase reach.

Social media is being used extensively by individuals, communities and organisations to network, communicate, create and share content and create value for everyone.

- Given the increasing Internet and mobile penetration and access across the world today, social media is the most efficient and the least expensive method to reach out to large populations, irrespective of their geographical location.
- Social media can have a significant impact on a business, as it allows businesses to get feedback from customers, gain attention, build loyalty, create demand, establish a community and spread the word.
- Social media can create a higher visibility for brands with the help of Blogs, Videos, Facebook, sharing news and updates on Twitter, which allows them to connect with people directly.
- Businesses can measure their reach on social media, using various tools available like Stat Counter and various features of social media tools like the number of followers on Twitter and the number of fans on Facebook.

1-1-1-4 Recognise the opportunity to publish and cross-promote, integrate and share, using different social media platforms, and resource tools.

Integrating and cross promoting content within a group setting provides a member with the maximum opportunity to make their information as engaging as possible in addition to allowing it be seen by the largest possible audience. Most social media platforms allow content to be published and cross promoted with other platforms, which opens up the content to the largest possible audience, playing to the strengths of each platform.

Software plug-ins such as Ultimate Social Media Icons PLUS (<https://wordpress.org/plugins/ultimate-social-media-plus/>) and OnePress Social Locker (<https://wordpress.org/plugins/social-locker/>) can be embedded into blogs to allow authors to share their content across a wide range of social media platforms.

The discussion board or forum provides an excellent knowledge repository with solutions to problems being posted, best practice approaches to specific problems being demonstrated, as well as full cross promotional sharing between forums and

other sites such as YouTube, Twitter and Facebook using signature linking. Signature linking is a technique used in forums that allows outbound hyperlinks in a member's signature, making it easy to move between social media sites.

Facebook users can redirect their followers to Twitter, Instagram or YouTube - or any social media platform where they have posted comments or wish to draw attention to.

Cross promoting and integrating are useful features of social media and should ideally be applied when there is something useful, relevant and engaging to share.

1-1 New Opportunity

1-1-2 New Ways

1-1-2-1 Recognise the advantage of social media, such as: practical in nature, easily applied, relevant and providing many sources of information..

There are a number of advantages to using social media - it is quick, easy to set up, available anytime and anyplace where teachers have access to the Internet.

A social media account is relatively easy to set up - all that is required is a smartphone, tablet or computer with an Internet browser, the browser will enable you to access social media sites. Then, using any web browser you can visit the homepage of social media platforms, such as Facebook, Twitter, Instagram, etc. to set up your account.

Your social media account can be easily activated. Once you have accessed the homepage on, e.g. Facebook, then it is simply a matter of creating an account in your name and allocating a password. When you set your password try to incorporate numbers or the underscore symbol (_) with upper and lower case letters, so that it is not easy for someone to guess. Your password should also contain a combination of letters and numbers, again so that someone trying to access your account could not easily guess it.

During the setting up process, a verification email is usually sent to you to activate the account. Click on the link in the email to activate your account, and then you will be able to use the social media channel.

Fig. 8 below shows the Facebook homepage where you can create an account easily by entering some required personal information.



Fig. 8 Facebook Sign Up screen (www.facebook.com)

1-1-2-2 Be aware that social media is fully mobile with applications (or apps) available to support Smartphones (iPhone, Android, Blackberry), or tablets (iPad, Samsung, HTC, Kindle Fire etc.)

Mobile social networking is social networking where people with similar interests communicate and connect with each other through their smartphone, or tablet. Facebook, for example, has mobile apps that users can access instantly and in real-time from their mobile device. Twitter is easily accessed through mobile devices without losing any of the functionality. Foursquare and Instagram have virtual communities built around mobile functionality, making it easy to keep in touch while on the move.

In the workplace, tools are available to employees for them to access work-related information anywhere and anytime, using their PCs, laptops, tablets or smartphones. When we speak of smartphones this usually refers to iPhones, Android handsets and BlackBerry devices. So what kind of tasks is a smartphone suitable for? You can, for example, connect with family and friends, keep in touch with colleagues, shop online, access government services, post to Facebook or Twitter, read articles, pay bills, find a hotel or check currency rates - all while on the move. So how are these tasks carried out on a smartphone? Apps, short for applications, are mini programmes that are

designed to carry out specific tasks. Some of these apps carry a charge while others can be downloaded for free. There are hundreds of thousands of apps available covering all subjects and interests.

Fig. 9 shows the apps on a smartphone screen which link to some social media accounts.



Fig. 9 Smartphone showing social media apps

App developers have created thousands of apps for the business market. Some of the more popular ones from this category include:

- **Evernote:** allows a user to record notes and play them back
- **24/7 Tutor:** helps users learn languages
- **DropBox:** Easy way to upload and share files with other teachers

The tablet is a type of mobile computer that uses a touchscreen or stylus interface. Tablets are designed to connect to the Internet and have great social networking tools that allow for connecting with friends, family, business contacts, etc. on social media sites; examples of tablets are the iPad, Android tablets, and the Amazon Kindle Fire.

Tablets have similar functions to a desktop or laptop PC; they are portable, lightweight and offer faster processing speeds and larger screens than smartphones.

The benefits of using tablets include: reading e-books, entertaining the kids on a car journey; browsing the Internet; mobility for work functions, a flat surface to make notes and access to social media platforms.

Quiz

Q1. Which social media platform thrives on short text-based messaging?

- a. Facebook
- b. Twitter
- c. LinkedIn
- d. YouTube

Q2. What type of social media platform is Wordpress?

- a. Picture sharing
- b. Blog
- c. Social aggregator
- d. Mobile app

Q3. Nowadays social media is fully mobile. But what kind of phone will you need to access social media?

- a. Social Phone
- b. Smartphone
- c. App Phone
- d. Platform Phone

Q4. Which app allows you to record notes and play them back later?

- a. 24/7
- b. Flashcards ++
- c. Calendarized
- d. Evernote

Q5. Out of these choices, which social media platform focuses most on giving people access to job opportunities?

- a. Blogger
- b. Facebook
- c. Twitter
- d. LinkedIn

Answers Overleaf

Answers

Q1. b. Twitter

Q2. b. Blog

Q3. b. Smartphone

Q4. d. Evernote

Q5. d. LinkedIn

Chapter 1-2

Plan

1-2-1 **Apply**

1-2-2 **Resource**

1-2 Plan

1-2-1 Apply

1-2-1-1 Be aware of common reasons why students use social media: engage with others, research information, share opinions, etc.

Social media can help individuals become better by allowing them to interact and engage with the topics that interest them.

There are many reasons why every educator should have a presence online through social media.

Teachers on social media can:

- Create a community of teachers to share new teaching techniques. All social media platforms allow users to create public or private groups. Teachers can use this feature to create their own class group for example.
- Organize learning resources so a teacher on Facebook can decide to follow a math specific Facebook page to help him get more information on the topic.
- Video content on social media like the one YouTube can help teachers learn new techniques visually.
- Use search functionality provided by social media platforms to find information about any topic. Make sure to verify the source of the information before you decide to use it.
- Share your opinion on matters you care about with your professional connections.

1-2-1-2 Understand what the term ‘active listening’ means and know how to engage with people online. Recognise the importance of timely and relevant content.

‘Active listening’ for online purposes refers to the practice of listening, understanding, interpreting and evaluating what people have to say about the topics you are interested in across social media platforms. Social media provides ample opportunities to listen to people and pages you follow and what they have to say about the topics you are interested in.

1-2-1-4 Consider your online identity and the messages you want to convey.

Online identity (internet persona) is the social media identity that one establish in online communities and websites. When joining communities online, you need to make sure that you represent the same person that you are. Use an accurate name and a proper profile photo.

You also need to make sure that your messaging goes in line with the identity that you are sharing online. More on this coming next.

1-2-1-5 Understand what it means to be responsible and respectful of your online behaviour as a way to learn how to be a good social citizen.

Prior to establishing your online identity the message you wish to convey to your friends, family and followers must be carefully considered. Think of your messaging the same way you talk to people in real life. This might depend on factors, such as:

- The culture of people who follow you. Make sure that your message doesn't conflict with your followers' culture, religion or habits.
- Politics views are also critical when it comes to sharing your thoughts on social media. You have to respect others opinion. Don't use strong language that may hurt your friends' feelings.
- Abide to social media laws in your country. If you are unsure of the laws then discuss with the school management.

1-2 Plan

1-2-2 Resource

1-2-2-1 Be aware of the resources necessary to run an effective social media programme, the importance of measurement, maintenance and ownership of the programme.

Once a decision has been made to establish and maintain an online identity, the social media programme that supports these functions must be properly resourced with time (and money if need be).

A successful social media programme involves a mix of different elements:

- Make sure that you know about all the features that a social media platform provides to assist you in the launch of your programme.
- Ensure appropriate social media policies are in place. Social media messaging should not be offensive or open to misinterpretation.
- Know your target audience. This is essential for designing an effective and engaging campaign. Select the right social media channels to promote your message. Not all social media channels may be appropriate for your campaign.
- Continuously engage in a positive manner in any discussions taking place regarding the initiative or campaign that you're running.
- Identify your goals and quantify them where possible from the outset, then constantly monitor your progress against those goals. For example, let's say that you are helping your school to run an event. Make sure to set expectations and goals of number of attendees with your school. Later you have to monitor and track the number of attendees after launching the announcement of your event. You may need funds from the school to promote the event and reach your goal.

1-2-2-2 Understand the importance of keeping content dynamic in order to engage with your audience including who will be responsible for maintaining social media accounts, agree frequency of messaging and updates..

It is important to keep your social media programme dynamic. Constant updates need to flow online including useful information, and key updates. Creativity with content plays an important role in gaining popularity in the social media space.

If you are running an event for the school. Examples of updates could be:

- Photos from the event.
- Puzzles and quizzes related to the event.
- Remind everyone with the activities that are coming up.

Some common mistakes made when using social media tools can waste resources and produce little to no results. Examples are:

- Using too many social media tools
- Setting expectations too high. Make sure to be realistic in your goals setting process.
- Following too many people on Twitter
- Spamming – posting too many updates in short intervals. However, you may do this if you are sending out updates from a live event. Intervals of 30 minutes should be accepted.
- Improper account management – for example, leaving social media accounts inactive for too long and handing responsibility over to inexperienced colleague.
- Applying the same strategy on every social media platform.

Quiz

Q1. Should your school's strategy be the same for all social media platforms?

- a.** Yes, because your messaging needs to be consistent
- b.** No, because your target audience may be different for each platform

Q2. What is an essential component of a successful social media programme?

- a.** Use many social media tools
- b.** Follow a lot people
- c.** Know your audience
- d.** Use Facebook

Answers Overleaf

Answers

Q1. b. No, because your target audience may be different for each platform

Q2. c. Know your Audience

Chapter 1-3

Go Social

1-3-1 Social Networks

1-3-2 Facebook

1-3-3 Microblogging Sites/Apps

1-3-4 Blogs

1-3-5 Video

1-3-6 Professional Networking

1-3 Go Social

1-3-1 Social Networks

1-3-1-1 Know the fundamentals of the different types of social media networks, and some of the most common platforms Facebook, Instagram, Twitter, Blogger, YouTube, Snapchat, WhatsApp and LinkedIn.

There are many different types of social media sites and each one has its own benefits for students. Some can be used in the same way but all are different. For example, Facebook and Twitter are useful for engaging with friends and family and learning new things, while LinkedIn is all about networking.

Each social media site needs to be looked at differently in order to develop an effective presence for your school. Social media marketing is not just about ads and sales pitches it is also about building a community and network of followers who trust you.

To maximise your schools potential you need an online social media presence. There are some fundamentals that need attention before getting started on creating and managing your social presence.

- Set goals and make a plan – Without goals and a plan your online presence will quickly fail. In this process you should define your audience and the objectives of your social media presence. Planning will enable you to understand the resources required to execute the plan and achieve your goals.
- Choose the right tools – once you have completed the first step you can then choose the appropriate social media platforms that address your target audience. If you are targeting students who are 12 – 13 years old then LinkedIn is not the right tool since more than 90% of their audience is 24-55 year old.
- Be a credible source – the intent is to show that your school is the expert in the field and therefore consistent, strong, and credible information will go a long way towards building the school's reputation.
- How will you measure success against your objectives? – create a regular review system along with metrics that will help you track your progress against your plan and the goals you have set.
- Review and adjust – all plans should be subject to continuous review and adjusted to match internal and external factors including market demand.

1-3-1-2 Understand that there are ‘social aggregator’ tools like Hootsuite, and know how they can be used to manage social media accounts.

A characteristic of the digital era is the amount of time that can be wasted logging into the multitudes of sites we all have become members of. Each of these sites is self-contained and requires the user to enter a separate username and password to login. Social aggregator sites were created to allow the user to consolidate all of their profiles into one location, making it easy to share and communicate across social media platforms. All the sites retain their individual functionality but the user only has to deal with a single interface.

One of the best known aggregator programmes is Hootsuite (<https://hootsuite.com>). Hootsuite allows a user to work with major platforms like Twitter, Facebook, LinkedIn, Google+, MySpace, and Wordpress all in one place from a single dashboard. There is no need to keep multiple browsers open to view activity on any of your social media accounts. You can add even more social networks and tools into your dashboard using the Hootsuite App Directory. (<http://appdirectory.hootsuite.com/>)

With Hootsuite’s Twitter integration, you have all the tools needed to grow, nurture, and engage your audience; you can simplify your social media with Hootsuite’s advanced Facebook functionality; connect with clients, broadcast news, amplify recruitment efforts, and monitor industry conversations with Hootsuite’s LinkedIn management; as well as integrate with other popular social media platforms such as Foursquare, MySpace and Wordpress.

Once you have signed up to Hootsuite, some of the things that you can do to save you time are shown in Fig. 10 below which shows the Hootsuite dashboard (User interface) (<http://hootsuite.com/dashboard>):



Fig. 10: Hootsuite dashboard

One of the key features of Hootsuite is the ability to schedule messaging. You can plan tweets and Facebook updates in advance, and then schedule them with Hootsuite when you want them to go live. This is a timesaving solution if your school is sending out announcements and proactive messaging using social media.

Similar services are also available through (<http://sendible.com>), Buzzbundle (<http://www.buzzbundle.com>) and Sprout Social (<http://sproutsocial.com/>).

1-3-1-3 Know how to create and maintain a presence on common social networks.

Once you have selected the social media platforms that are most appropriate for your school and have made decisions regarding the type and frequency of your content, it's time to create your social media presence.

First, you will need to build an effective online profile for each social media platform. It's important to create a professional image while adding images to your profile will make it more interesting and personable. A well written summary description can invite audiences to investigate further, therefore be sure to include links of your website on every platform if possible.

Now it's time to connect with your audience after your profiles are set up. Once you begin connecting you are expected to maintain active participation with the public. This is necessary to build a fan base and loyalty but, be prepared, it will take time.

Engage, unlike ads and announcements, social media networks are a two-way street and active participation with the public is the way to success. Providing relevant topics and useful tips are a great way to add value to your community. And don't forget to invite your audience to take part in conversations.

Quick guide for various platforms:

- Facebook: Create a page for your school and allow people to 'Like' the page. This page can be used to give updates about your school, share photos, videos, and links.
- Twitter: You can use Twitter by creating a 'handle' for your school and inviting teachers and students to follow you and in turn, follow them back. Twitter can be used to update your followers about your activities, share links, photos, and videos.
- LinkedIn: Can be used to gain access to the huge professional network. You can find teachers, and students.
- YouTube: Use this platform to share informational videos related to your organisation and relevant topics in your field.
- Blogger: Publish information blogs to help differentiate your school and attract traffic to the website.

1-3 Go Social

1-3-2 Facebook

1-3-2-1 Understand the different types of presence you can have on Facebook (personal, group, fan page, business etc.)

A Facebook Page is unlike a Facebook account or profile. Personal profiles are for individuals and non-commercial use. You can follow profiles to see public updates of your friends and people you wish to befriend later. Pages, although they might look like a personal profile, relate to businesses (including schools) and offer unique tools and features.

Some of those key features are:

- Posting content – posting content such as photos and videos look beautiful in the 'News Feed' and tend to get a lot more likes, shares and comments than other kinds of posts. You can also try special posts such as an event for a special occasion such as a holiday.
- Pages with a 'My Location' – as a school, it's important to add your address to get special features that will encourage engagement and reach with teachers and students when they're on the move.
- Nearby – people use the 'Nearby' section on the Facebook mobile app when they are out which locates businesses close to their physical location.
- Check-Ins – allows the personal user to show their friends that they checked in to a location to invite them to meet up or just know that they have visited this school.
- Events – using the 'My Location' feature allows you to create an event and share right from the sharing tool. Anyone that has 'liked' your page can then see the event along with the location.

Page Insights – Insights provide information about your Page's performance and are available after at least 30 people like your Page. You can use Insights to find demographic data about your audience, and see how people are discovering and responding to your posts.

1-3-2-2 Understand different ways in which content can be shown to grab people's attention.

Nowadays peoples' attention spans while online tend to be very limited. Visual images provide a very effective mechanism for attracting audiences' attention and are a great substitute too long winded text content. As the old saying goes, 'a picture speaks a

1,000 words'. Maybe the new saying should be 'a picture speaks a 1,000 words in less than 5 seconds'.

People in general tend to be more visual and photos have a lot of colour, which attracts greater interest from the majority of online users.

Another other great tool for interactive engagement is contests. Contests provide a platform of two-way engagement and also a reward at the end of the contest. People also love to be the first to know about something and to tell others about it as well. Contests have the following benefits on Facebook

- Encourage participation and engagement, as mentioned above.
- Grow your school email database.
- Spread the word about the school through students participating in your contest.

1-3-2-3 Understand that there are free ways as well as paid ways to generate viewers to a page.

Facebook Ads are targeted according to your Facebook Profile information: your age, location, education, relationship status, interests like favourite movies, music and much more so as to reach the right audience for the ads.

Facebook Ads

Pros

- > Budget friendly
- > Cost subject to results
- > Simple to establish
- > Ability to test a number of ads
- > Quick way to generate more Likes
- > Facebook offers Analytics
- > Targeted Ads based on a number of factors

Cons

- > No guarantee on clicks
- > Users find them annoying
- > Can come across as spam

Promoted posts on the other hand are somewhere between a standard post and a Facebook Ad. Once you create a post on Facebook as a school you can pay to promote the post so that is more visible across all followers. In effect this should drive more views to the school Facebook page.

Facebook Promoted Posts

Pros

- > Budget friendly
- > Easy to reach your audience and their friends
- > Great for promotions, launches and events
- > Simple to launch
- > Better Engagement from followers
- > Increases brand awareness
- > Easy to spot in a typical news feed

Cons

- > Need to pay more to reach more followers
- > Smaller follower base means less impact
- > Only reach those who have liked your Page and their friends

1-3 Go Social

1-3-3 Microblogging sites and apps

1-3-3-1 Recognise how microblogging sites can help develop participation and a sense of community. Know that this type of sites particularly attracts people on mobile devices.

Twitter is a social networking and microblogging service that allows users to communicate with each other by posting “tweets” which are short messages of no more than 140 characters. The service was launched in 2006 and has grown to 500 million tweets per day. 76% of Twitter users connect with mobile devices since the short message platform lends itself to the use of mobile devices.

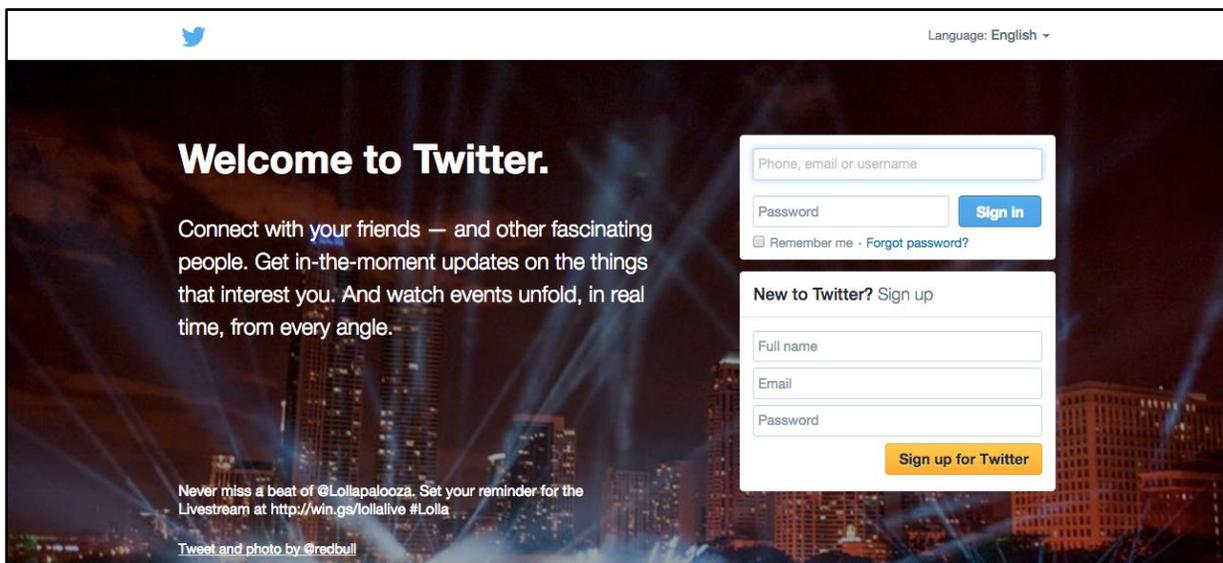


Fig. 11 Twitter Homepage

Twitter (illustrated in Fig. 16 above) revolves around the principle of followers and offers the ability for users to follow each other and offer links to interesting ideas, stories and concepts. Tweets can be sent from PCs and laptops or by downloading an app to your smartphone or tablet. Twitter allows schools to communicate on a personal level, and encourages interaction with users. Tweets are instant and publicly visible, so care should always be taken to avoid offending or upsetting your followers when compiling a tweet as once it is posted it cannot be removed.

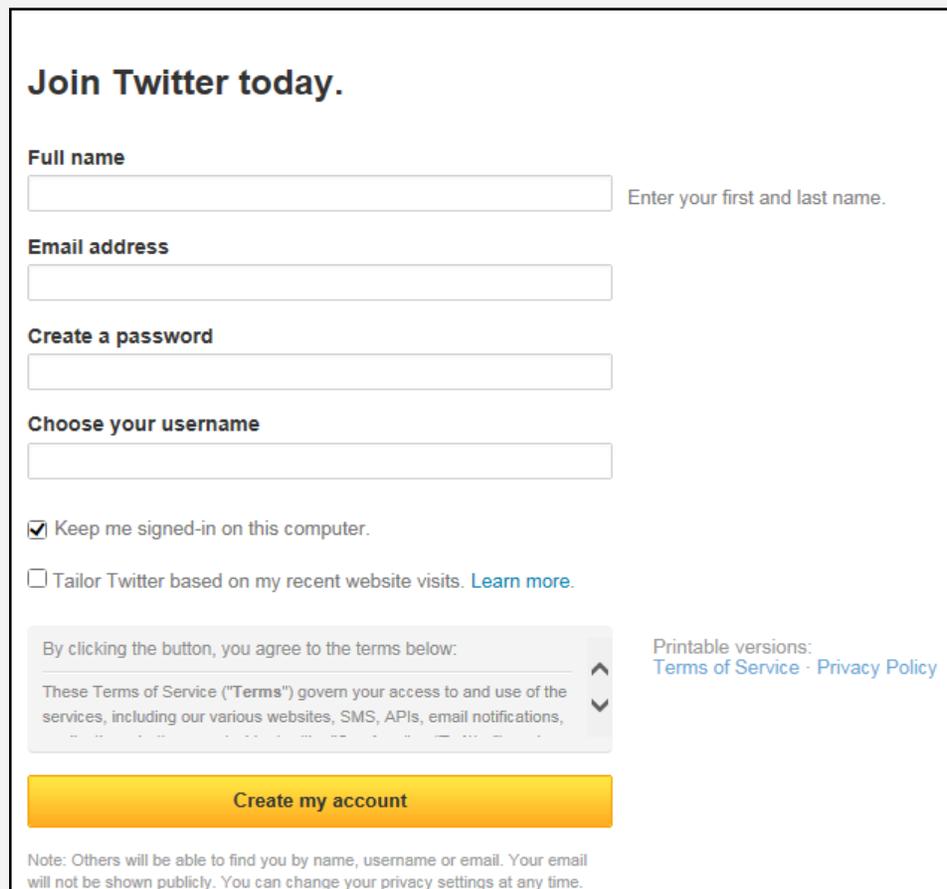
One of Twitter's many advantages is that it encourages a sense of community and participation.

To create a Twitter account, follow the steps at www.twitter.com.

Exercise - Set Up a Twitter Account

To create your Twitter account:

1. Open in the website (<https://twitter.com/signup>), see Fig. 12 below:



The screenshot shows the Twitter sign-up page with the following elements:

- Join Twitter today.** (Section header)
- Full name** (Label) with a text input field and the instruction "Enter your first and last name."
- Email address** (Label) with a text input field.
- Create a password** (Label) with a text input field.
- Choose your username** (Label) with a text input field.
- Keep me signed-in on this computer.
- Tailor Twitter based on my recent website visits. [Learn more.](#)
- A grey box containing the text: "By clicking the button, you agree to the terms below:" followed by a scrollable area showing "These Terms of Service ('Terms') govern your access to and use of the services, including our various websites, SMS, APIs, email notifications, ...".
- Printable versions: [Terms of Service](#) · [Privacy Policy](#)
- Create my account** (Yellow button)
- Note: Others will be able to find you by name, username or email. Your email will not be shown publicly. You can change your privacy settings at any time.

Fig. 12 Twitter sign-up screen

2. Key in your full name, this is used to set up your account and will not be publicly viewed.
3. Key in your email address.
4. Key in a password, use a mixture of upper and lowercase letters and numbers.
5. Key in a username - ensure that this is appropriate as it will be publicly viewable.
6. Click on 'Create my account'.

You can then create your on-screen profile with personal information, pictures/photos, lists of personal interests, contact information and so on.

An **avatar** is a small picture in the top left corner of your profile used to make you recognisable or help to define your school's brand or promote an event. You can choose any image you like for your personal accounts, but for work accounts you should choose something appropriate. For a school it is important that the avatar is appropriate as it represents or symbolizes the school and is publicly displayed.

The example below (Fig. 13) illustrates the DESC School:



Fig. 13 DESC, Dubai @descdubai

Hashtags were created by Twitter users as a way to organise messages. Twitter users use the # symbol in their messages in order to locate specific event or topics more easily. It's also a way for the user to promote keywords in their Twitter profile. Users can group posts by topic or type using a hashtag (#) followed by words or phrases. If you wish to track multiple (#) hashtags then you will need to install third party software such as Tweet blender (<http://wordpress.org/extend/plugin-ins/tweet-blender>).

Replying to a tweet

The @ symbol followed by a name, e.g. @milen, is used when replying to a tweet. Using the example of the Ontario Government Twitter page, Fig. 14 (shown on the next page) demonstrates the use of the @ symbol in reply tweets from followers):

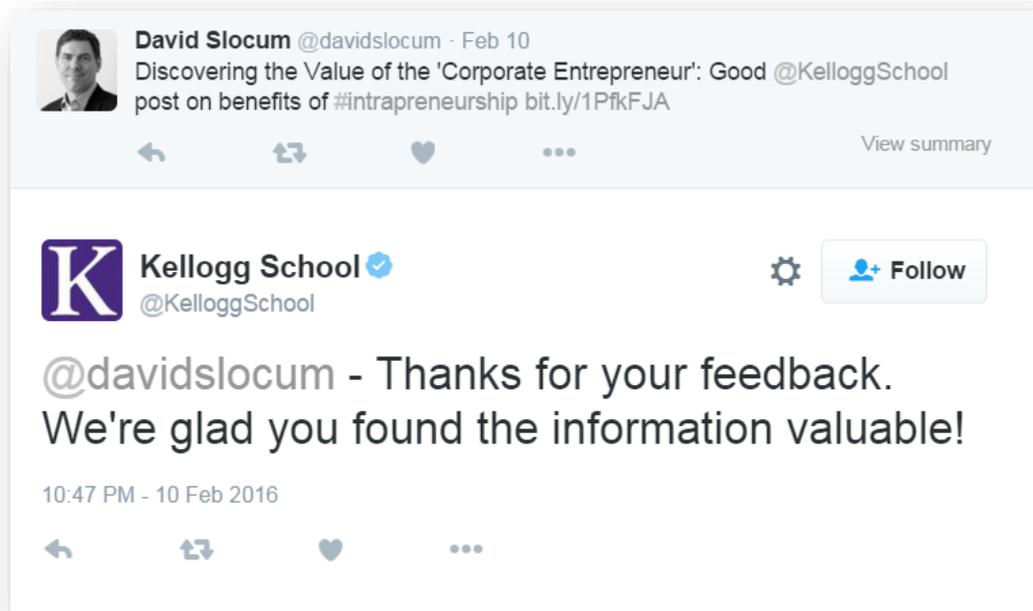


Fig. 14 Example of replying to a tweet

Exercise - Follow the UNCEF @UNCEF

1. Log into your Twitter account
2. In the search bar key in #UNICEF
3. Press "Enter" on the keyboard.
4. Click on the  button.
5. Keep refreshing the screen with the F5 key for PCs on the keyboard to receive further updates.

Retweets are a re-posting of someone else's tweet; you can quickly share that tweet with all of your followers - spreading ideas or promoting projects or products instantly and in real-time.

Fig. 15 below is an example of a retweet on the DESC, Dubai Twitter page (<https://twitter.com/descdubai>):



Fig. 15 Example of a retweet by DESC, Dubai

To Retweet:

- start with the abbreviation RT or the word Retweet followed by the username of the person who tweeted it (e.g. @User)
- finish with the content of the actual tweet

Online marketers have demonstrated that Twitter is a great form of obtaining targeted traffic, provided you build your network around the topic that is relevant to you. For example, a school can tweet about a new plans that it is promoting and hopefully its followers will retweet it, thus providing more exposure and creating a trend.

Trending refers to a word or phrase or topic that is tagged at a greater rate than other tags, trends appear in the column on the left side of the page. Fig. 16 on the next page is an example:



Fig. 16 Examples of Trends

Trending topics become popular either by concerted efforts of users or because of an event that prompts people to talk about a particular topic. To participate in a trend you can post a tweet including the exact word or phrase as it appears in the Trends list, and use this to open an engaging conversation that would benefit you or promote a new project or initiative. Your tweet will be seen by your followers, who may retweet and further promote your tweet.

There are many twitter accounts that you can also learn from; an example – follow LearnEnglish on Twitter - https://twitter.com/LearnEnglish_BC to learn and improve your English.

To like a tweet, click on the 'Like' icon beneath the tweet; Fig. 17 is an example of a Like, with the heart icon:



Fig. 17 Example of a Like

1-3-3-2 Understand how hashtags work and use Twitter to track an interesting event or cause..

Teachers attend a number of school events throughout the year. On some occasions, it may not be possible to attend these events and thanks to Twitter. This is no longer a problem, as teachers who cannot attend can now track the main points from the event using the Twitter hashtag allocated to the event.

You can also follow research on topics of interest, for example, following hashtag #Edchat allows educators worldwide gather to share their opinions on a topic chosen through popular vote. Use #Edchat to find additional popular education hashtags to explore and to engage with other professionals at weekly chat.. To locate this information:

- Log into your Twitter account
- Key in #edchat in the search bar, then press Enter

The results page shows a tweet from the hashtag. See the example in Fig. 18 below.



Fig. 18 Example tweet from #edchat

1-3-3-3 Follow a famous person, topic or trend.

It is quite simple to follow a famous person on Twitter and receive updates from them throughout the day. The important point to note here is that the person you follow should be sharing interesting, relevant and useful content. As a rule of thumb you should review their Twitter feed over a couple of weeks before deciding whether to subscribe to their feed.

The following exercise involves following UNICEF.

Exercise - Follow UNICEF

Follow these steps:

1. In a web browser search bar key in “UNICEFTwitter”, and press enter.
2. Click on the link to the Twitter account.
3. Click the  button, as shown in Fig. 19 below:



Fig. 19 UNICEF Twitter page

When you log into your Twitter account UNICEF name will appear in your following list and his tweets will begin appearing in the Twitter feed.

1-3-3-4 Create a List, and know what it means to do this.

Twitter lists are a great way to organise the people you are following on Twitter or, alternatively, locate new people to follow. This grouping together of people provides a Twitter user with a great snapshot of what a group is thinking about at any one time. Lists also allow you to include people you are not following.

For example, when you follow a list the people on that list are not added to your Twitter stream. However you can still go back to the list and review comments and inputs. This is a useful feature if you do not want your main Twitter feed to become clogged with comments.

Some examples of uses - teachers in school can group their colleagues on Twitter list and get an idea of what they are thinking and how to share ideas with them

The following two exercises demonstrate how to create a list and add people to the list.

Exercise - Create a List

To create a list, follow these steps:

1. On your Twitter page, click on your profile icon at the top right of the page.
2. Click "Lists", once the page is loaded scroll down and click 'Create New List'.
3. Type a name for the list.
4. Provide a description.
5. In terms of privacy, either select Public, for anyone to see, or Private and only you will see it.
6. Click 'Save list' to confirm the changes.

Exercise - Add People to Your List

To add people to your list follow these steps:

1. Click in the 'Search' box.
2. Type the name of the person you are trying to locate and click 'Search'.
3. On the person's Twitter page click on the 'Cog' icon to open a drop down list.
4. Click on the 'Add or Remove from Lists' option.
5. In the box that appears activate the tick next to the list you've already created
6. Click the X to close the box.
8. Click on your profile picture to access your lists.
9. Click 'More'.
10. Click 'Lists'.

You will notice you have added one member to your list. Repeat these steps to add more people.

1-3-3-5 Use Twitter to seek out opinions and pose questions.

In seeking out opinions on Twitter, post questions that get people to think, but don't be controversial for the sake of being controversial.

Keep questions relevant. If you are asking a personal question then almost anything is relevant. If you are exploring a topic or asking a school-related question, keep it relevant and focus on the kind of responses you hope to receive.

Use your questions to build trust with your potential audience. By adopting an appropriate tone and pitch in your question you will attract followers. The aim with Twitter is to try and offer value to your Twitter stream and a trusting relationship will follow.

Questions based around feelings are always good to ask. For example, what did you like about the Algebra class last week? What is your favourite sport? This type of personal question will always get good responses.

Questions involving numbers always get high response rates on Twitter. What is the biggest city in the Middle East? How much does a small car weigh? What is the tallest building in Saudi Arabia? People like to reveal their knowledge of trivia and it is good way to open up a relationship with them on Twitter.

Eliciting peoples' opinions is always useful on Twitter. Why are artificial sweeteners allowed in some countries? Which is the best band in a live concert? Not only are you likely to get high response rates to such questions, but there is also a likelihood of the tweet going viral and more people viewing your Twitter stream.

Finally a Yes/No question can also be asked of your Twitter stream. This is a swift way of getting responses to your questions and adding more followers to your profile.

1-3-3-6 Use Twitter to help with homework projects, to update about schedules, project due dates, etc. Know how to use photo tweeting services to capture real-time events.

Twitter is starting to make a major impact in the school. Twitter offers tools whereby students can communicate internally with friends, brainstorm homework projects and connect with other teachers. Teachers now have the possibility of organising their teams by Twitter lists; this has opened up a range of possibilities. Firstly teachers can post questions and updates to the team to keep them well-informed of any changes in schedules and project notes, they can also send them Tweets informing them of due dates for tasks.

Vine (<https://vine.co/>) is another service that allows for short videos, usually less than 6 seconds, to be published on its own social network or through Facebook and Twitter. Twitter acquired it in October 2012 just prior to its official launch. You can use this platform to share clips from school events.

1-3 Go Social

1-3-4 Blogs

1-3-4-1 Recognise that blogs exist to help with most topics or subject areas. Understand the importance of good content – detailed and helpful

Blog, short for web log, is a site containing a series of blog posts in chronological order with the most recent first. A blog gives you your own voice on the web. It is a place to collect and share things that you find interesting – whether it is your political commentary, a personal diary or links to websites that you want to remember.

Many people use a blog just to organise their own thoughts, while others command influential, worldwide audiences of thousands and more. Professional and amateur journalists use blogs to publish breaking news, while personal journals reveal inner thoughts.

Google's BlogSpot, called Blogger, allows users that have Google accounts to post links directly to their blogs.

Other examples of blogging platforms:

Tumblr - a free blog at www.tumblr.com Fig. 20 below

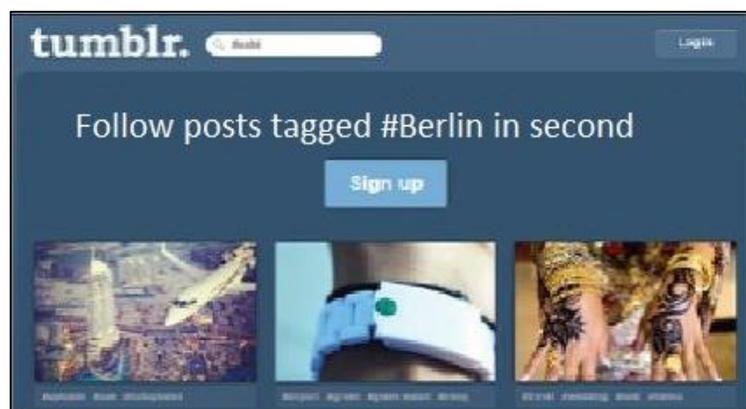


Fig. 20 tumblr sample image

WordPress - aimed at education, for students, teachers and parents to communicate and interact, at www.wordpress.com

Blogs by teachers (<http://www.teachingblogaddict.com/>) - a blog giving teachers tips on best teaching methods Fig. 21 below.

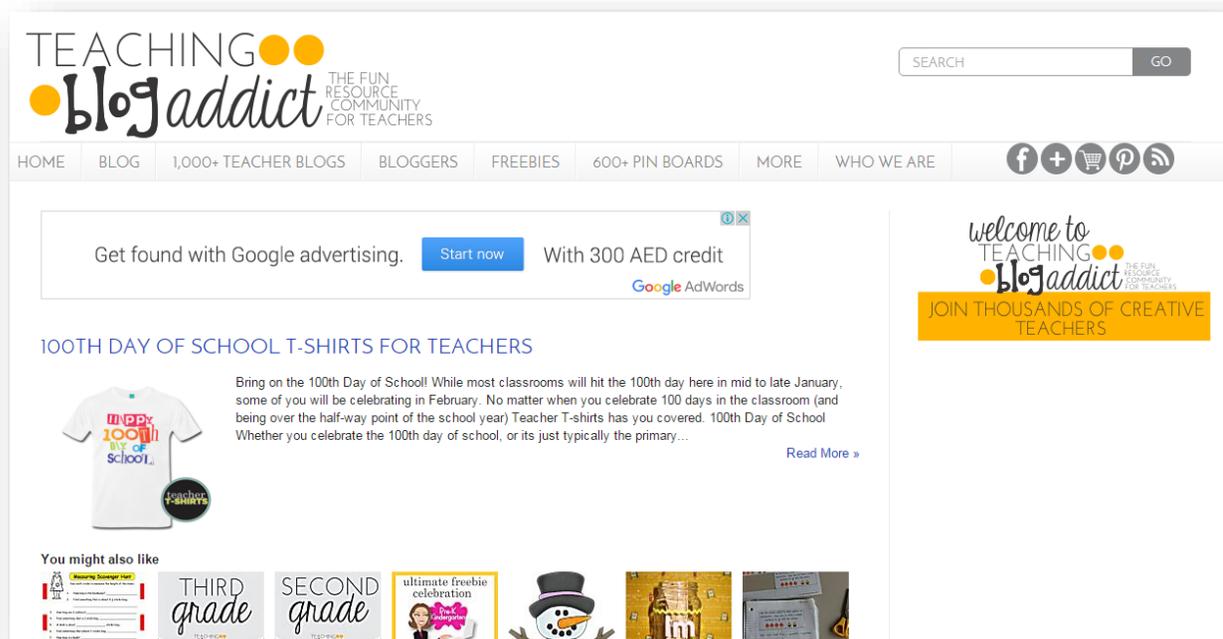


Fig. 21 Teachers Blog example blog

Today, many schools and teachers have blogs. The focus now is not merely on uploading posts but also to share knowledge and strengthen relationships with the people who visit the site.

Blogs deal with a vast array of subject areas and topics. Personal blogs can exist for many reasons, but primarily they are used to communicate with an audience on several personal subjects; school blogs exist to promote events, build relationships with teachers.

In other areas you can have blogs that cover politics, health issues, fashion, art and blogs addressing home and family issues. Some of these blogs can have staggering numbers of visitors. The mom blogs, for example, can have up to 2 million visitors per month.

Blogs do not only address different topics; they also come in different formats. For example, blogs displaying videos are called Vlogs, others focusing on pictures are called Photoblogs.

With the rising popularity of blogs it has become very critical to post good captivating content that is detailed and helpful. Remember content is king and if your blog does not contain good content it will not attract online users to your blog site. There are many resources online that provide you with tips and guidance on how to create a great blog. An example of one resource, (<http://coschedule.com/blog/how-to-write-a-blog-post-checklist/>)

1-3-4-2 Know how to create a personal blog and how to promote it by tweeting the URL.

A great and simple blogging tool is one provided by Google called Blogger (www.blogger.com). Using your existing Gmail account you can log into Blogger and once signed in you should arrive to the main landing page. To create your own blog simply click on 'New Blog' and follow the instructions to create your blog.



To create a blog follow some of these tips:

- Focus – before you start writing decide on the angle you would like to focus on. Do you have expertise that you can use to inform or inspire your audience?? Decide how you can add value and post content using your strengths.
- Your voice – add your personality to the blog. Don't post generic content or third person newspaper style posts. Personalise them with your own stories and experiences.
- Get attention – First thing noticed is the title of the blog. Readers are much more likely to read your blog if the title grabs their attention.

- Social media – without marketing your blog post on the usual social media network platforms no one will find your blog between the millions posted daily. Create profiles for your blog on each platform and share links. Promote your blog consistently.
- Keep it new – don't let your blog become boring or repetitive. Keep your blog content relevant.

1-3-4-3 Know how to use an Editorial Calendar plug-in to create a schedule of blog posts for future use.

Set a regular writing schedule. Unless you hold yourself accountable to that schedule you will become a victim of excuses that will lower your commitment to writing blogs. A great tool developed by some programmers is the Editorial Calendar plug-in for WordPress based blogs. This is great when you have an inspirational day in which you end up writing 3 or 4 blog posts. Instead of posting all at one time or setting reminders to submit at some point in the future this plug-in will do all that work for you.

If you are managing a blog with multiple authors this tool has even more value to allow you to schedule all the blogs around each other and to time the posts with events that are relevant to the post. See Fig.22.

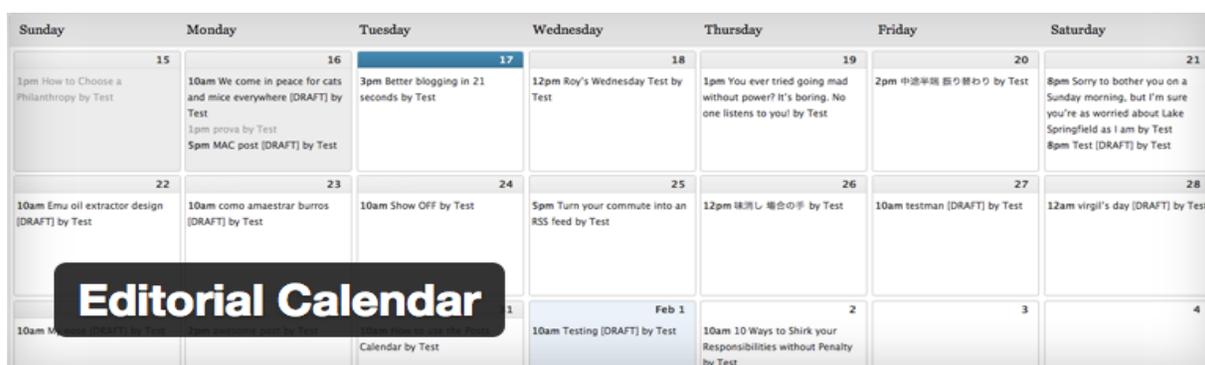


Fig 22 Example of a Wordpress editorial calendar plug-in

1-3-4-4 Add some blog posts to maintain an active conversation.

To begin adding posts to your blog:

1. Click the 'Start posting' button. The example shown in Fig. 23 below is a blog about a Spanish Trip:

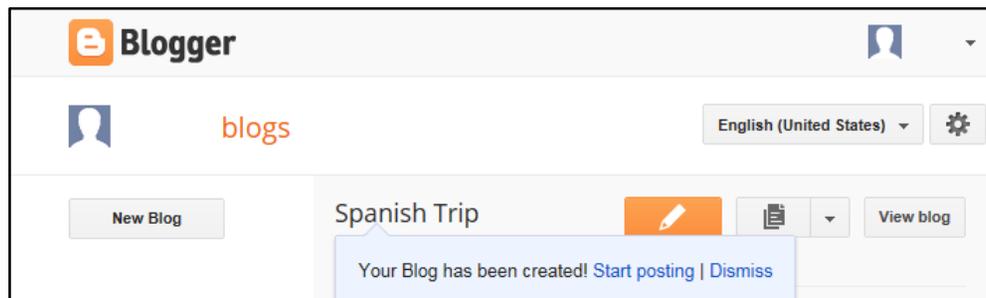


Fig. 23 Blog sample

2. Type a title for your post
3. Enter the text
4. Click the Publish button, shown in Fig. 24 below:

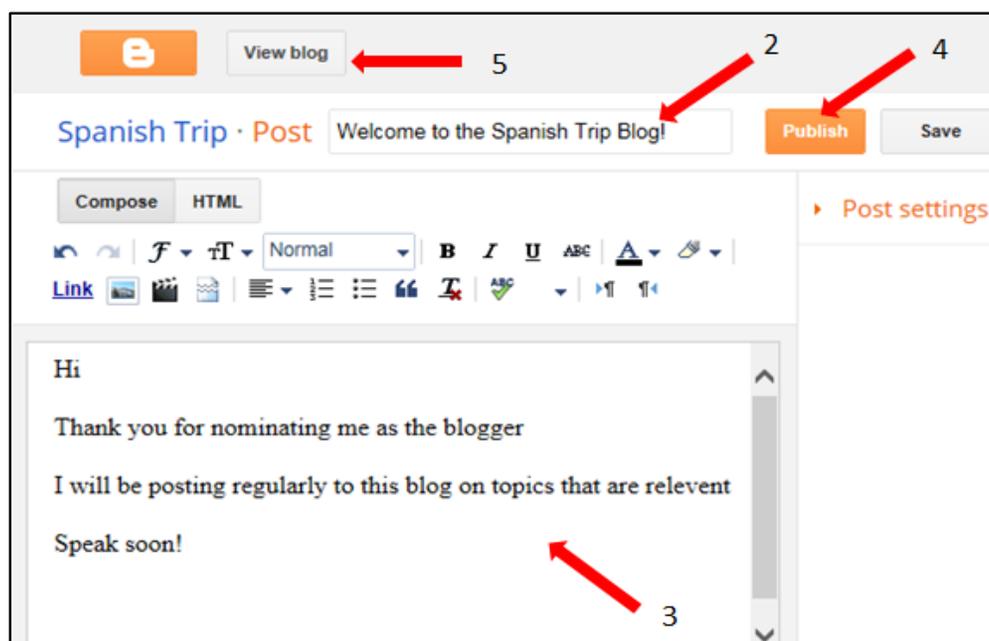


Fig. 24 Blogger - adding title, text and publishing a blog

5. Click the view to see the post as a visitor will see it when logging on, and check for spelling and layout.

Quiz

Q1. What is the Tweet character limit in Twitter?

- a. 170
- b. 180
- c. 140
- d. 120

Q2. Which symbol within Twitter helps organise topics?

- a. #
- b. @
- c. &
- d. *

Q3. Which Twitter feature helps organise Followers?

- a. Retweets
- b. Profiles
- c. Lists
- d. Direct Messages

Q4. Which of the following is NOT a direct benefit of blogging?

- a. To increase website traffic
- b. To inform or inspire your target audience
- c. To improve your writing skills
- d. To establish or strengthen your personal brand

Q5. What is the purpose of an editorial calendar?

- a. To schedule the writing and publication of your posts in advance
- b. To keep track of which dates to edit your posts
- c. To mark the dates of when you posted something online
- d. There is no purpose

Answers Overleaf

Answers

Q1. c. 140

Q2. a. #

Q3. c. Lists

Q4. c. To improve your writing skills

Q5. a. To schedule the writing and publication of your posts in advance

1-3 Go Social

1-3-5 Video

1-3-5-1 Understand the uses and values of video sharing tools like YouTube and how it can be a highly effective communication and research tool.

Video hosting services allow individuals to upload video clips to an Internet website - a video sharing website - which is a common place for people to access video clips via a web browser. No programming knowledge or specialist skills are needed to access the sites or load or view video clips. YouTube (www.youtube.com), which is a subsidiary of Google, is a popular example of a video sharing website on which users can upload, view and share videos.

If you see YouTube's recognisable logo (see Fig. 25 below) on any site, it means that there is a link to the YouTube resources - you can click on the link to connect.



Fig. 25 YouTube's logo

By clicking on the YouTube link on Microsoft (<https://www.microsoft.com/en-eg/>), you are connected to their YouTube channel where you can keep up to date with video postings, see Fig. 26 on the next page, which is Microsoft's YouTube page (<https://www.youtube.com/user/Microsoft>)

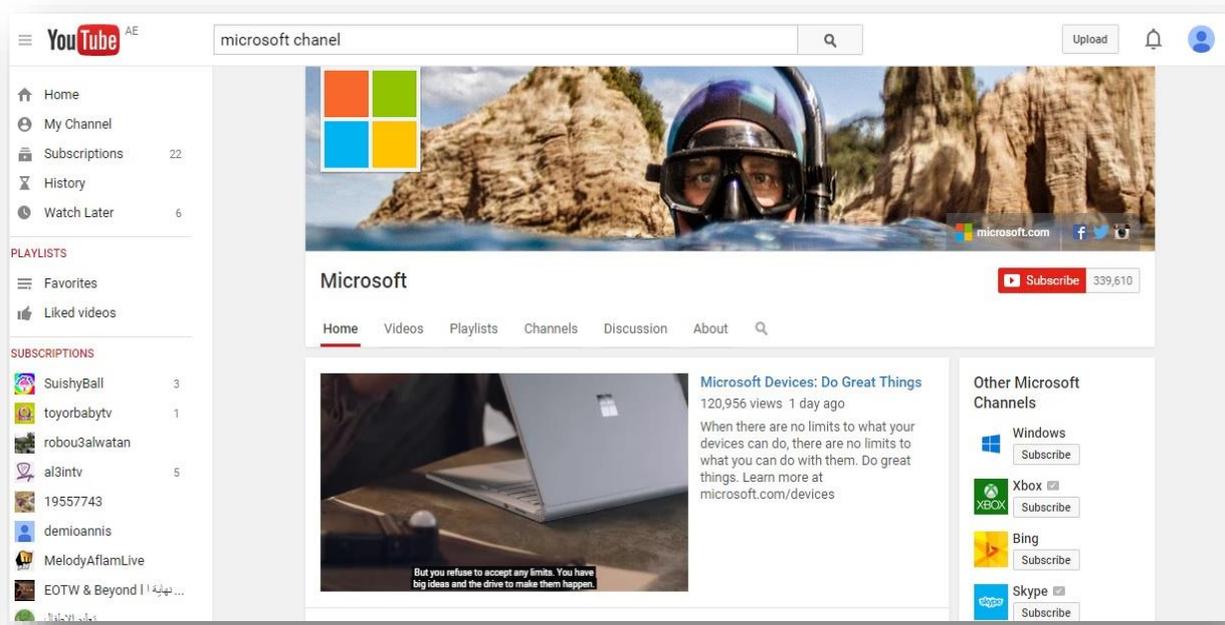


Fig. 26 Microsoft YouTube page

YouTube channels cover every topic, you can subscribe to channels and personalise the topics you are interested in. Subscribing to a channel allows you to receive updates when new videos are uploaded to the channel, you can keep up to date with the content of users that you like.

To subscribe to a channel click on the Subscribe button on a site of interest, the example in Fig. 27 shows the Microsoft channel with a 'Subscribe' button:

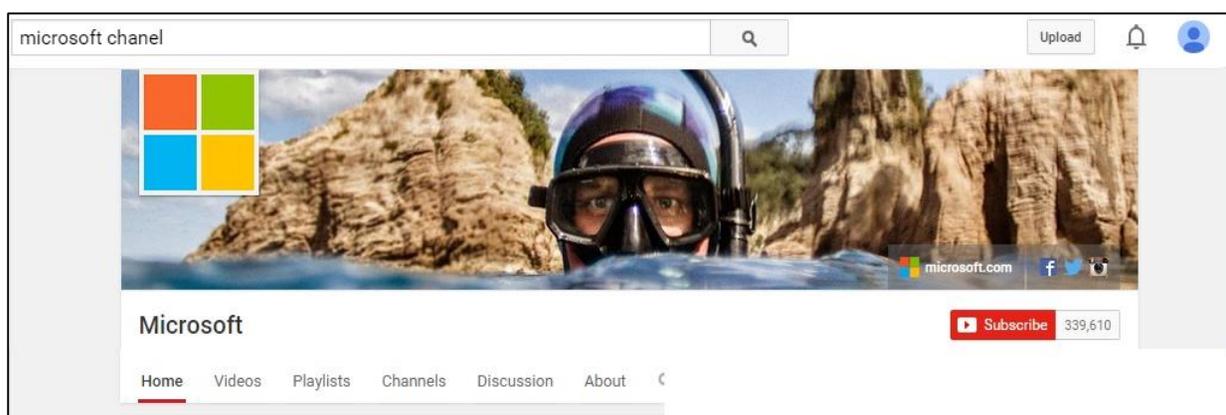


Fig. 27 Microsoft - Subscribe to the channel

Fig. 28 on the next page is another example - Microsoft YouTube Video. You can also find out how many subscribers there are, you can click on the 'Like' button, or Share through the links, or post a comment in the 'Comment' box.



Fig. 28 Microsoft YouTube Video

YouTube has links to Facebook, Twitter etc., making it easy for you to share videos across a range of social media platforms at the click of a button.

The example in Fig. 29 shows Microsoft's Youtube page links to Twitter and Facebook, simply by clicking on the links you are taken to Microsoft's pages on Twitter or Facebook.



Fig. 29 Microsoft's sharing links with Twitter, Facebook and YouTube.

You can view public videos on the YouTube site without having an account by visiting the site and clicking on the Browse option. By creating your own account you will be able to share videos with your friends, family or other users.

In the school teachers can easily and instantaneously work on research projects. For example, video clips are often used to give detailed instructions or training on particular tasks. This level of interactivity adds an extra dimension to our lives.

YouTube is similar to Wikipedia (the online encyclopaedia at www.wikipedia.com) in that it is comprised entirely of user-uploaded content, some of it might not be reliable, verifiable or appropriate. You need to be extremely vigilant to ensure that any content, which is used or relied upon, is legitimate, accurate, unbiased and appropriate. YouTube can still be considered a worthwhile resource, like every other tool; however, it should be used carefully.

Exercise - Explore YouTube

1. In a web browser key into the Address Bar: <https://www.youtube.com>
2. Sign In to YouTube through your Gmail account.
3. Click on the Popular on YouTube option in Browse Channels to see what everyone is looking at.
4. Click on Browse channels, to find topics that you are interested in using predefined categories, you can add these to your Subscriptions so that you can easily find them.
5. YouTube is for the community and everyone has differing tastes and views. You may not like everything that you view - if you think it violates the terms of use then click "flag as inappropriate" underneath the video images and it will be reviewed by YouTube. If you simply do not like a video then click on something else.

1-3-5-2 Be aware of the key features of a good video (interesting, compelling, brief, title, description, etc).

A good video must possess certain qualities including a catchy title and an information brief or description. It must also have the following:

- Informative – viewers are looking for something that will add to their knowledge.
- Entertaining – it is very important to hold the attention of viewers watching your videos.
- Clear and concise – viewers do not want to waste time watching a video that isn't clear and concise.
- Targeted – videos must be directed to specific audiences who will enjoy watching it. Not all demographics enjoy the same video content.
- Laughter – humour can add great value to a video if done appropriately.
- Just long enough – video clips should be long enough to portray the message. With the flood of online media viewers have short spans of attention and therefore long videos will suffer unless warranted.

1-3-5-3 Know how to create a YouTube channel and upload and share video clips to promote your reviews, products, services, campaigns and initiatives across other social media.

A YouTube channel is a great place to organise all of your themed content for the benefit of your friends or customers. Here you can upload video, create playlists and respond to comments.

Exercise – How to Create a YouTube Channel

To complete this exercise you need to log in to your Gmail account. When you have logged in follow these steps:

1. Click on the bar above your Gmail inbox and select YouTube
2. Click on 'My Channel', as shown in Fig. 30 on the next page:
3. Accept all of the options and then click 'OK, I'm ready to continue'.

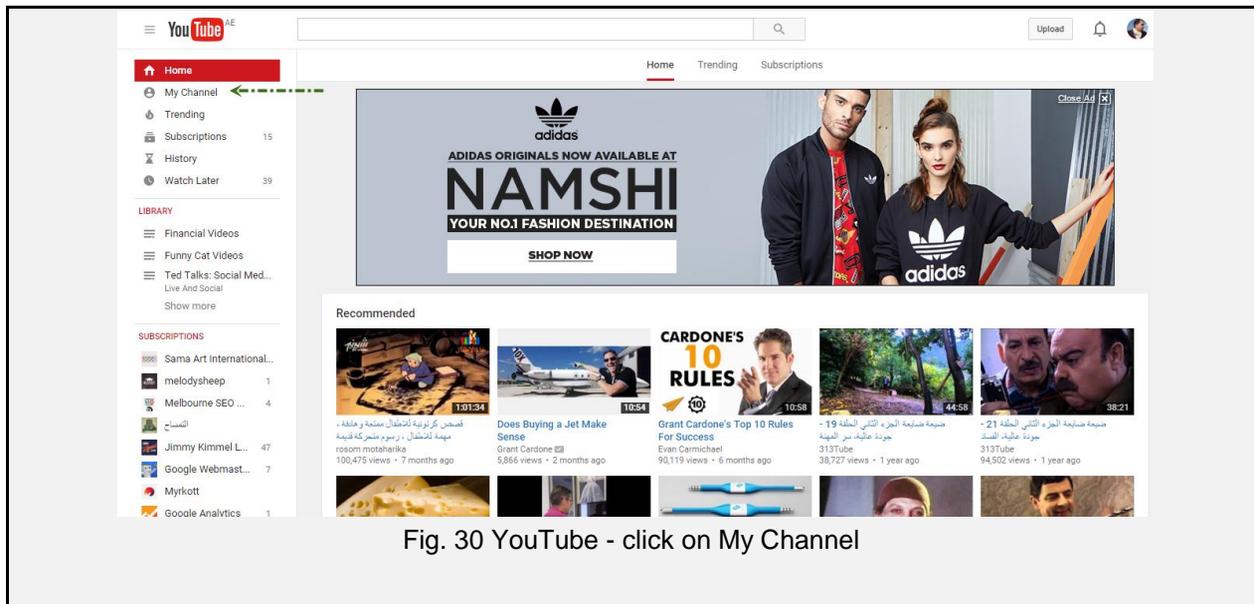


Fig. 30 YouTube - click on My Channel

You have now created your own YouTube channel and you can populate it with content, upload your own videos or subscribe to other YouTube channels. Once content has been uploaded you can simply create links within posts on Twitter, Facebook and other social media networks to promote your channel.

Some examples of how YouTube is used:

Education:

- Schools can provide after-hours support to students by creating a class video channel and uploading short videos to reinforce learning on various topics.

1-3-5-4 Create, play, edit and share video content using tools, such as, Moviemaker, iMovie, Nero and VLC Media player.

You do not necessarily need to go online to create a video. There are video making tools that are free to download from the Internet or come preinstalled when you buy a Windows PC.

Nero Video (www.nero.com), Windows Movie Maker (from the Microsoft.com) and iMovie (from MAC App Store) are examples of video creation/editing tools. You can create your own video contact using your PC or laptop. Movie Maker is used in the exercise below, it is simple to use - you can import pictures, sounds and also create basic special effects.

Exercise - Create a Movie Maker video

Follow these steps to create your own video:

1. Click on the 'Windows Start' button.
2. Type Movie Maker into the search bar.
3. Click the icon that appears to open the programme, as Fig. 31 below.

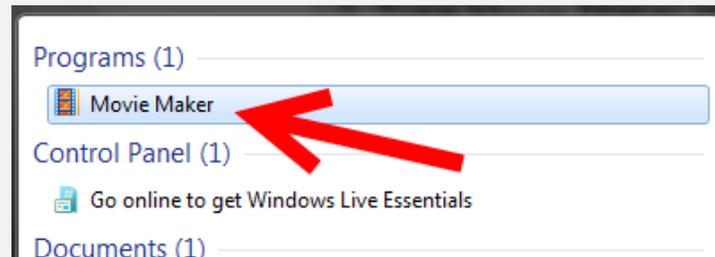


Fig. 31 Movie Maker icon

The first screen you will see is the main Movie Maker interface. Movie Maker is simple to use, you can import anything from pictures and sound into the programme. You can also create basic special effects.

To continue the exercise, the first thing we'll do is create a video based on the natural world.

4. Click on the Videos link to access videos on your hard drive.
5. Press the Ctrl button on your keyboard to select all 3 videos.
6. Click the import button.
7. Drag the video clips in the required sequence to the timeline, as shown on the next page in Fig. 32

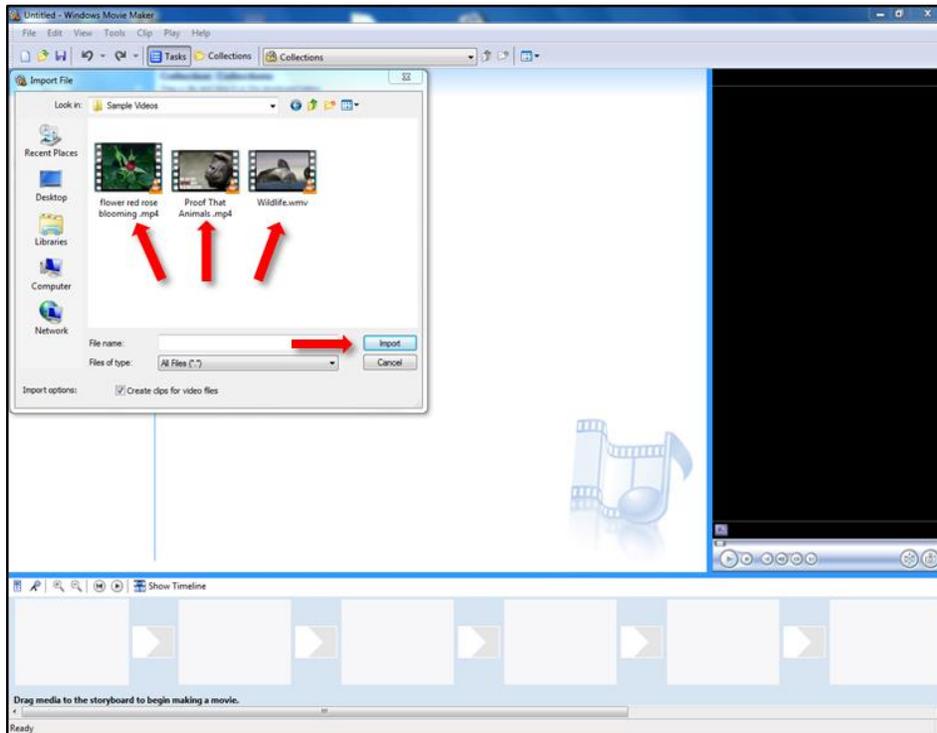


Fig. 32 Movie Maker - select 3 videos

Next, edit the presentation by adding some special effects between the slides known as transitions; examples are shown in Fig. 33 below:

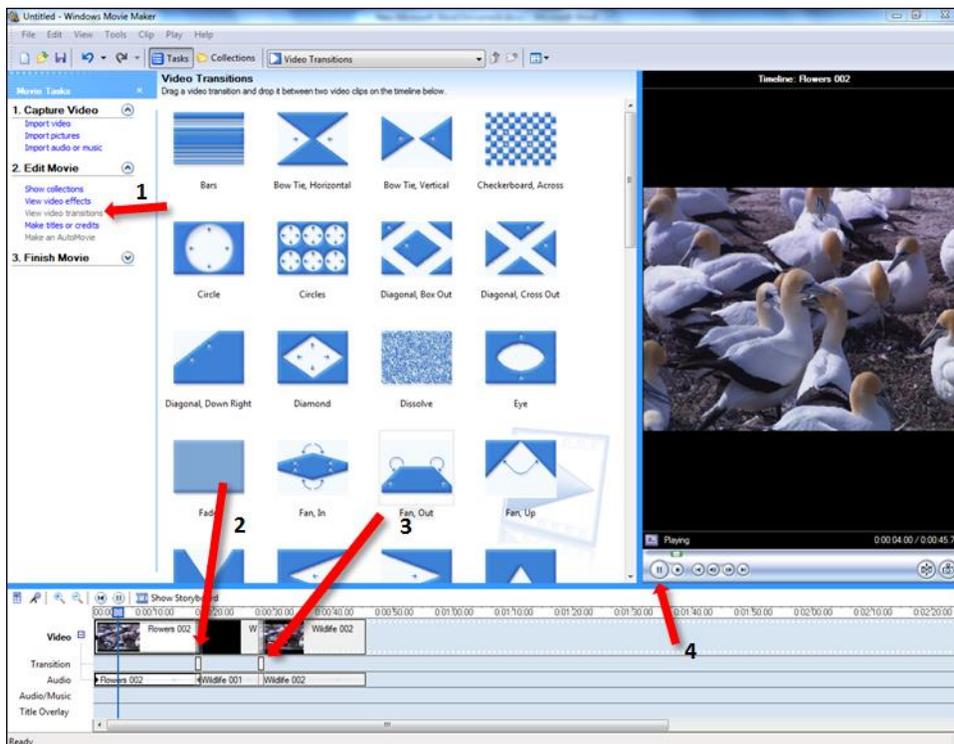


Fig. 33 Movie Maker - sample of transition available

To add transitions:

1. Click on the Transitions link
2. Drag a transition between the slides
3. Click the Play button to see the presentation in action.

Alternatively, you can use VLC Media Player to play your content. VLC is a free multimedia player that runs on Mac OSX and Linux as well as Windows. Other options to Nero and VLC are Powtoon (<http://www.powtoon.com>), Jing (<http://www.techsmith.com/jing-features.html>), and Camtasia also produced by TechSmith (<http://www.techsmith.com/camtasia.html>)

1-3-5-5 Create a subject summary / review video to reinforce new learning.

In order to create a summary video slide of what has been covered you would like to insert one more slide which will complete the presentation.

Exercise - Add a Summary Slide to your Playlist and Share with Other Users

Follow these steps to create a summary video slide:

1. Click Credits at the end, as shown in Fig. 34 below:

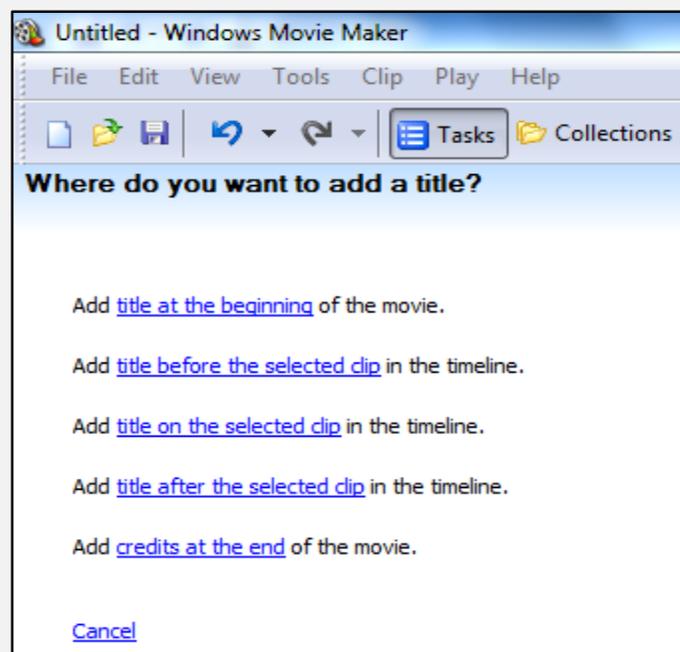


Fig. 34 Movie Maker Add a summary slide

2. Type the text you wish to include.
3. You can see a sample of it on the right hand side of the screen.
4. Click Add Title to add a summary slide to the video presentation.

Exercise - Share Presentation with a Group

The final thing to do is to share this presentation with another group.

1. Click the Email link on the left hand side of the screen.
2. Click the Attach Movie button.

The movie has been attached and is ready to share. Type your text into the mail and send.

1-3-5-6 Sign-up for YouTube resources and review a broad range of subject matter playlists.

Subscribing to channels on YouTube means you will be receiving updates from these channels, finding out about their ratings and accessing video resources that may benefit the visitors to your own channel.

Choose the options that meet your requirements, click on the categories link on the left of the screen to explore different channels. Relevant channels are displayed, click the subscribe button to subscribe to any of the channels, shown in Fig. 35 below.

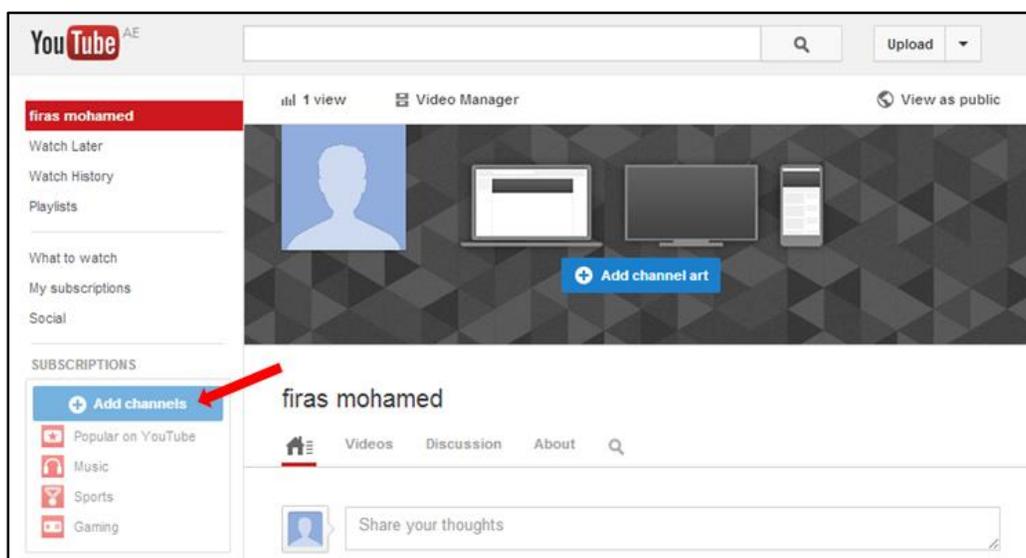


Fig. 35 YouTube Subscription area

Exercise - Subscribe to a Google Students channel

If you are interested to see Google Students activities then subscribe to:
<https://www.youtube.com/user/GoogleStudents>.

1. Open the website (<https://www.youtube.com/user/GoogleStudents>).
2. Review the range of playlists they offer.
3. Click on the  button.

1-3-5-7 Understand how YouTube Analytics tool can help you analyse viewership data, such as views, demographics, etc.

YouTube Analytics lets you monitor your channel with up-to-date metrics and reports. These metrics could include total viewership of your channel, or views on a single video and could include the demographic of the viewer's such as age, location, and gender.

The summary page provides a snapshot of metrics about the performance and demographic reach of your videos. It also shows your top ten videos over a selected time period and links to reports that have more in depth information.

These analytics will help guide you and your organisation to continually understand your audience and modify your strategy to keep them engaged.

For more information on YouTube Analytics visit Google's support page at: (<https://support.google.com/youtube/answer/1714323?hl=en>)

1-3 Go Social

1-3-6 Professional Networking Sites

1-3-6-1 Recognise that a professional networking site such as LinkedIn has a unique community catering to professionals which can help with job seeking and connecting to individuals within organisations.

LinkedIn is a vast database of professionals who wish to make connections with companies and individuals to develop and enhance their personal brand. The people who are part of your network are called your connections.

A connection on LinkedIn is different to a friend on Facebook - connections imply that you know the person well or that they're a trusted contact. It is not advisable to add complete strangers to your network, or accept an invitation from someone you do not have a trusted relationship with.

How it Works:

Users create a profile and connect to other users through levels of connections or degrees of connection. First degree connections are usually people with whom you have a direct relationship - they know each other through social or connections, second or third degree connections are made at a more indirect level, for example, these connections may be connections of your first degree connections. Users can search for connections by name or organisation and request a connection.

A profile contains detailed information about a person's career history, past employment, educational qualifications and recommendations from people they have worked for. If a user tries to connect with someone where there is no relationship this could potentially be marked as spam and result in the person's account being shut down.

Exercise - Join LinkedIn

You can see in Fig. 36 below that you can join LinkedIn through your Facebook account, or sign up on the LinkedIn homepage.

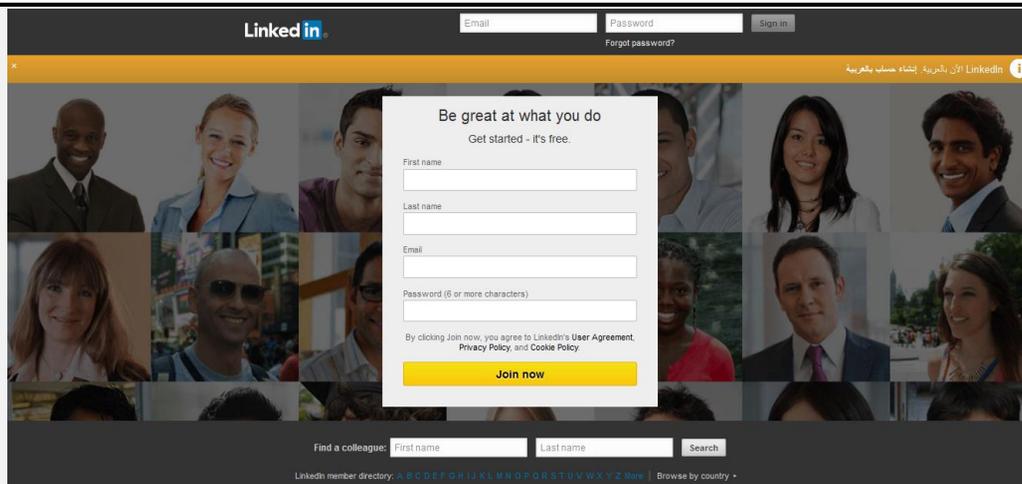


Fig. 36 LinkedIn Sign Up page (<https://www.LinkedIn.com>)

To create your LinkedIn account:

1. In a web browser, key in <https://www.LinkedIn.com>
2. Click on either the Join LinkedIn or Sign Up with Facebook box and follow the instructions on screen.

Features of LinkedIn include:

Connections:

To make a contact into a connection you need to invite that person to join your network, and then they need to accept the invitation. For another person to add you to their network, they need to invite you and you need to accept. Regardless of who invites who, when an invitation is accepted, both parties are automatically added to each other's list of connections. There are several ways to send an invitation, if you found the contact using a colleague or classmate search, or he or she is already one of your e-mail contacts, then the process is simple: you click a check box next to the name or names of the people you want to invite and click a button that says send invitations. LinkedIn will send a generic invitation unless you specify that you want to add a personal note.

To get started you can add connections from your email contacts, see Fig. 37 below:

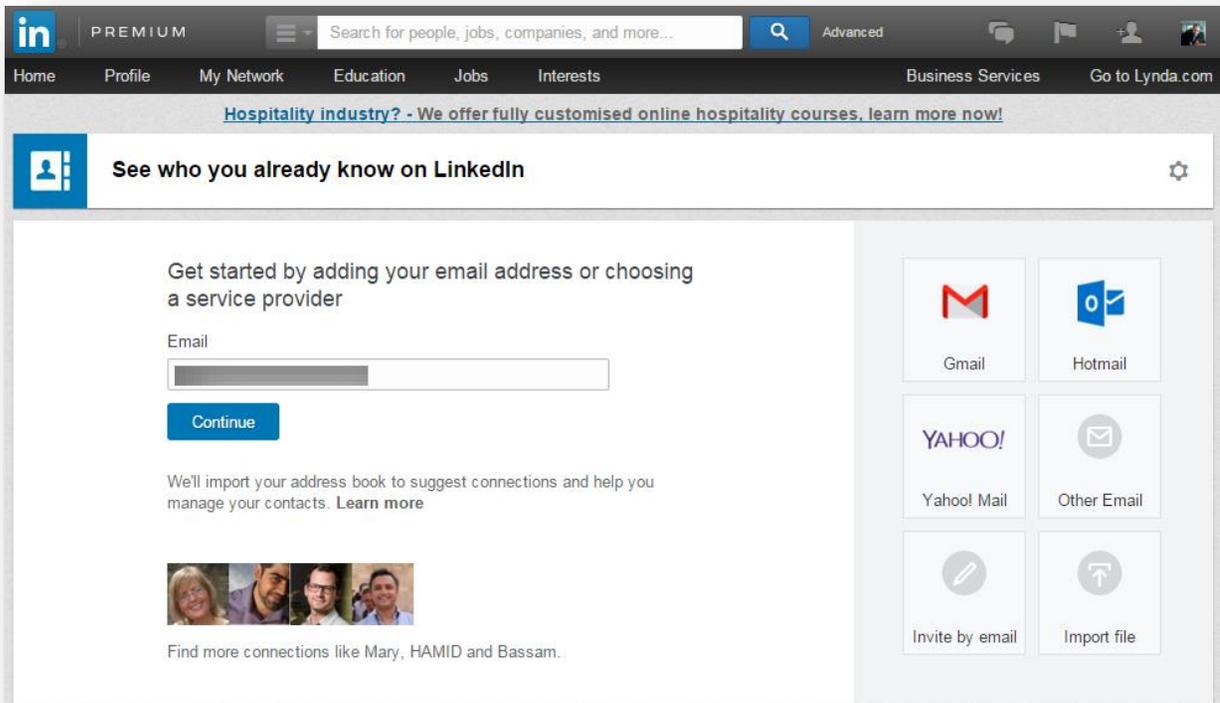


Fig. 37 LinkedIn - Adding connections from email contacts

LinkedIn has to verify that you actually know the person before it will allow you to send the invitation, and will ask how you know this person: as a colleague, classmate, business partner, friend, groups or association, other, or I don't know [name]; refer to Fig. 38 below.

If you choose 'Friend' or 'Other', LinkedIn will ask for the contact's e-mail address. If you choose 'I don't know [name]', LinkedIn will not allow you to send the invitation. For the other categories, you'll be asked to indicate through which job, school or organisation you know the contact.

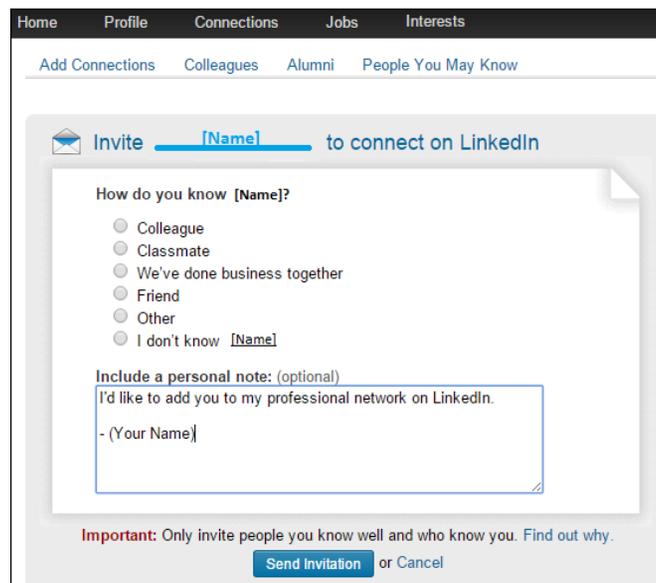


Fig. 38 LinkedIn – “How do you know [Name]?”

Sharing: Your LinkedIn homepage provides you with an overview of what’s going on in your network with Network Updates and the latest news, jobs, and answers. You can use your homepage to:

- Share posts, pictures, links to interesting websites (see Fig. 39 for an example)
- View your latest messages and get network updates from colleagues and connections
- Read the latest news about your school, competitors, and industry and discuss it with colleagues

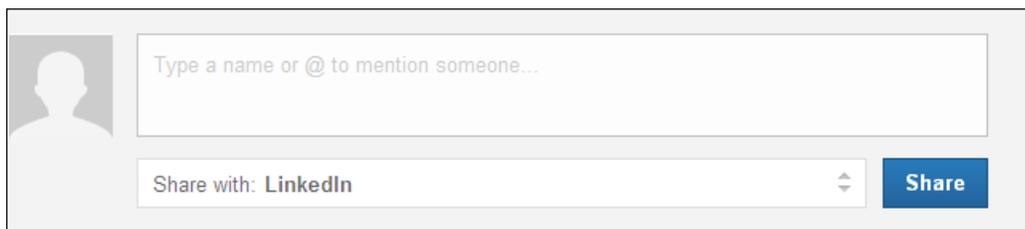


Fig. 39 LinkedIn - Share an update

You can choose whether to share with just your connections, to groups you belong to, or to everyone who visits your profile. Try sharing news articles, job postings, career developments, and any content related to your area of professional interest.

Who's viewed your profile:

This feature helps you understand who's been looking at your profile recently and how many times you have shown up in search results. There are three ways that LinkedIn shows information on who's viewed your profile, based on the profile viewer's privacy settings:

- Name and headline.
- Anonymous profile characteristics such as industry and title.
- Anonymous LinkedIn user

LinkedIn Messaging:

If you want to reach a first degree contact in your network, you would send a message. When you send a message on LinkedIn, you designate whom you want that message to go to. For example, just like sending an email, you can decide if you want to send a message to one connection or ten of your connections; only those people have access to that private communication. On LinkedIn you can send messages to a maximum of 50 connections at a time.

It is easy to message others on the LinkedIn site to ask them to join your network, to ask for advice, or to ask for a recommendation. While it is easy to send messages, they should still be well-written and professional. Bear in mind the following guidelines:

- Include a salutation; if you are on a first-name basis with the person, use their first name. Otherwise, use their title, such as Dear Mrs./Mr./Ms./Dr./etc.
- Add a subject line that reflects why you are writing.
- If you are messaging someone to ask for a favour such as a recommendation, job advice, etc., then let them know your willingness to help them as well.
- If you are messaging someone to ask for a favour, remember to thank them.
- Be selective about who you ask for help.

To send a message to your connections:

1. Click on 'Connections'.
2. Select the people you want to send the message to by clicking on the box next to the contact name.
3. Once you have selected the ones you want to send the message to, click on the Send Message link on the right (the 'Send Message' link won't show until at least some connections are selected).
4. Add a Subject to the message.
5. Add the message content and click 'Send Message'.

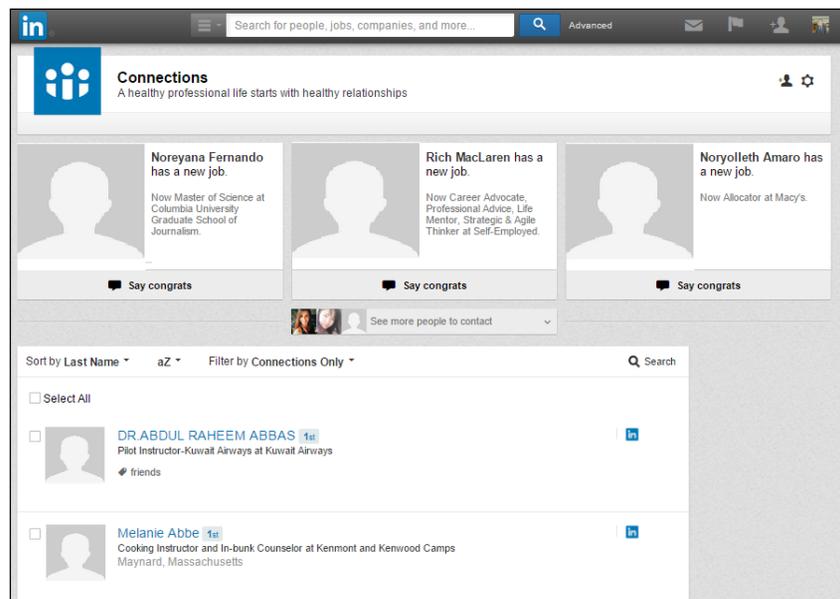


Fig. 40 LinkedIn – Send a Message to Connections

You can send to a maximum of 50 contacts at one time.

InMail:

If you're looking to connect with someone on LinkedIn right away and you do not have any level of connection with that person, you can use LinkedIn's Premium InMail feature to send a private message directly to another LinkedIn member without anyone else getting involved; it protects that member's privacy and e-mail address information. If your message is accepted, you'll receive a message in your LinkedIn inbox with the other party's name and e-mail address, and you can communicate further. InMail is currently available to LinkedIn members who have paid for InMail credits.

Jobs Section - To search for a job:

1. Create a profile including employment (current and past), education, industry, and websites.
2. You can add a photo to your profile.
3. Include all your CV keywords and skills in your profile, so your profile will be found.
4. Build your network, the more connections you have, the more opportunities you have.
5. Get Recommendations from people you have worked with.
6. Use the job search section to find job listings.
7. To increase your visibility respond to questions in the 'Answers' section.
8. Download LinkedIn App for mobile to stay connected all the time and communicate on the go.

Follow companies, schools and universities - This feature helps you know when any updates are published which maybe exclusive to LinkedIn.

You can follow one or several companies on their page and get updates on key developments they post.

To follow a school:

1. Click on the search box near the top of your homepage and search for a school.
2. Click Follow in the upper right of the company's Overview page, or if a list is produced from your search you can click on Follow for several companies at once.
3. Move your cursor over a school name on someone's personal profile, and then click Follow school from the mini School Page if one appears.
4. Scroll down to the Following box on a profile and then under Companies click the Follow link underneath the company name.

Groups:

LinkedIn Groups provide a place for professionals in the same industry or with similar interests to share content, find answers, make business contacts, and establish themselves as experts. You can find groups to join in the Groups section under "interests" menu or view suggestions of groups you may like. You can also create a new group focused on a particular topic or industry.

LinkedIn can be used by teachers to:

- Create research groups through LinkedIn groups function. This way all group members can join and exchange knowledge.
- Join groups created by schools and experts in education subjects.
- Connect with teachers and colleagues.
- Explore the jobs.

1-3-6-2 Know that LinkedIn's 'Best Practice Guide' and HubSpot's 'Cheat Sheet' can help you get the most out of the site.

LinkedIn has a best practice guide for organisations:

(<http://business.linkedin.com/marketing-solutions/company-pages/best-practices>).

This guide provides tips and information to help you improve and maximise the results obtained through use of LinkedIn. They have also included some success stories to show users of methods that have worked in the past.



Fig. 41 LinkedIn best practices landing page

Another company that has developed software for inbound marketing called Hubspot also has a cheat sheet. (<http://blog.hubspot.com/blog/tabid/6307/bid/23454/The-Ultimate-Cheat-Sheet-for-Mastering-LinkedIn.aspx>). This cheat sheet is also a strong resource for individuals and any organisations that wants to used LinkedIn alike.

1-3-6-3 Understand the tools on LinkedIn that are used to promote yourself to reach other connections

In order to promote yourself on LinkedIn, it is important to become proactive:

1. Follow groups or individuals you feel you would like to work for.
2. Create your own group to build your influence and attract potential employers.
3. Follow Schools on LinkedIn to keep updated with what they are looking for.
4. Type in keywords such as hiring jobs, recruiting now and see what comes back in terms of search results
5. Get recommendations from other teachers you know.
6. Connect with credible Education recruiters, HR consultants and HR sourcing agencies in your area.

7. Connect with key employees in the organisation you are targeting (e.g. Management and HR) and message them with the right message (a brief, gentle covering letter inviting the receiver to look at the sender's profile).
8. Look regularly at the Job section.

Recommendations:

A recommendation is a comment written by a LinkedIn member to endorse a colleague, business partner, student, or service provider. People interested in hiring or doing business with someone often consider recommendations in making their decisions. A great way to build your reputation is to have quality testimonials and recommendations on your website, blog or other social media platforms. Endorsements can really help people to decide if they want to do business with you.

Etiquette of recommendation:

1. If you request a recommendation make sure it is from someone you have actually worked for or with, you are looking for genuine opinions of your work.
2. Do not ask everyone that you know make sure that choose people who can recommend you based on a particular job or project.
3. Choose people with credibility that can demonstrate good standards and have a good reputation.
4. If you are asked to give a recommendation, keep it short and relevant, highlight the person's strengths.
5. If you feel uncomfortable about giving a recommendation, do not give one.
6. Make sure your opinions are genuine.

To request a recommendation:

1. From your LinkedIn homepage click on Ask for Recommendation, the screen in Fig. 42 (seen on the next page) will be displayed:
2. Choose which job or school you want a recommendation for.
3. Add the connections you want to ask.
4. Create your message.
5. Click on send.

Received Given **Ask for recommendations**

Ask your connections to recommend you

- 1** What do you want to be recommended for?
Quality Assurance Team Leader at ICDL GCC Foundation [Add a job or school]
- 2** Who do you want to ask?
Your connections: 
You can add 200 more recipients
- 3** Create your message
From: Nader Harb
 
Subject:

I'm sending this to ask you for a brief recommendation of my work that I can include in my LinkedIn profile. If you have any questions, let me know.

Thanks in advance for helping me out.

Fig. 42 LinkedIn - 'Ask for a Recommendation'

Quiz

Q1. Which of the following is NOT a YouTube feature?

- a. Receive updates from other channels
- b. Video chat with other users
- c. Create online presentations
- d. Analyse your videos

Q2. What is considered good practice for making a good video?

- a. Being short, concise and entertaining
- b. Being complex
- c. Recording it on Movie Maker
- d. Having a lot of background noise

Q3. For LinkedIn users, it is advised for people to...

- a. Connect with complete strangers
- b. Connect with people who can help grow your platform
- c. Connect only with people who you know in person

Q4. Which of these 4 options is best for expanding your LinkedIn circle of business contacts and stay in front of prospective employers?

- a. Comment on your connections' posts
- b. Encourage people to view your profile
- c. Post status updates
- d. Join groups

Answers Overleaf

Answers

Q1. b. Video chat with other users

Q2. a. Being short, concise and entertaining

Q3. b. Connect with people who can help grow your platform

Q4. d. Join groups

Chapter 1-4

Other

1-4-1 **Instagram**

1-4-2 **Social Bookmarking**

1-4-3 **Self-destructing Apps**

1-4-4 **Photo Sharing Sites**

1-4-5 **Infographics**

1-4-6 **Podcasting**

1-4 Other

1-4-1 Instagram

1-4-1-1 Understand what Instagram is and how it allows you to share visual content through your phone.

Instagram is a mobile photo-sharing, video-sharing and social networking service that enables its users to share visual content online. It is immensely popular due how easy it is to take a photo with your phone and share it on social media on platforms like Facebook, Twitter, Tumblr and Flickr (see Section 1-4-3).

Unlike YouTube (discussed in Chapter 3), this platform only allows users to upload and share short videos; the maximum duration is 15 seconds.



Its special features include the ability to apply digital filters to images (as seen in Fig. 43) and the ability to confine photos to a square shape, making it more user-friendly when scrolling through images on your phone.



Fig. 43 Demonstration of Instagram's filter feature

1-4-1-2 Use Instagram's special filters to create eye-catching content for your followers.

Instagram filters are a great way to make your photos look better. Instagram has many filters to choose from. First let's look at how you can apply filters to your photo. Once you've taken a photo or selected one from your phone or tablet, you can edit it by applying filters:

1. Tap the filter you'd like to apply.
2. Tap the filter again if you want to adjust filter strength up or down using the slider. Tap the check to save your change.
3. Tap Next to add a caption and location and to share your photo.

Here are some examples of filters and when to use them:

- Rise Filter: It gives images a nice glow and provides softer lighting on the subject. Best use of this filter is when you are taking close-up shots of people.
- Hudson Filter: It gives your images an icy look. The slight tint and altered lighting gives these images a colder feel. Best use of this filter is when you're outdoors. It's particularly effective when you're taking photos of buildings or monuments.
- Lo-Fi Filter: It adds rich colours and strong shadows to the image. Best use of this filter is when you want to show off what you're eating.

1-4-2 Social Bookmarking

1-4-2-1 Understand what social bookmarking sites do and how it can allow you to share resources.

There are many social bookmarking sites on the web, and every one of them has its own unique audience. We will focus on one of these sites. It's called Delicious. Delicious is a social media site that allows you to store, share and discover interesting web pages. The main reason for using Delicious is to organise your Internet Bookmark content in a centralised portal.

The site relies on people saving 'bookmarks', which are links that you choose to store for later retrieval. This feature is similar to when you press Ctrl+D and you save a link to your computer.

With Delicious, you can store bookmarks in two ways: via RSS or using the URL of a site. All bookmarks selected are publicly available to view, but users also have the option to mark bookmarks private.

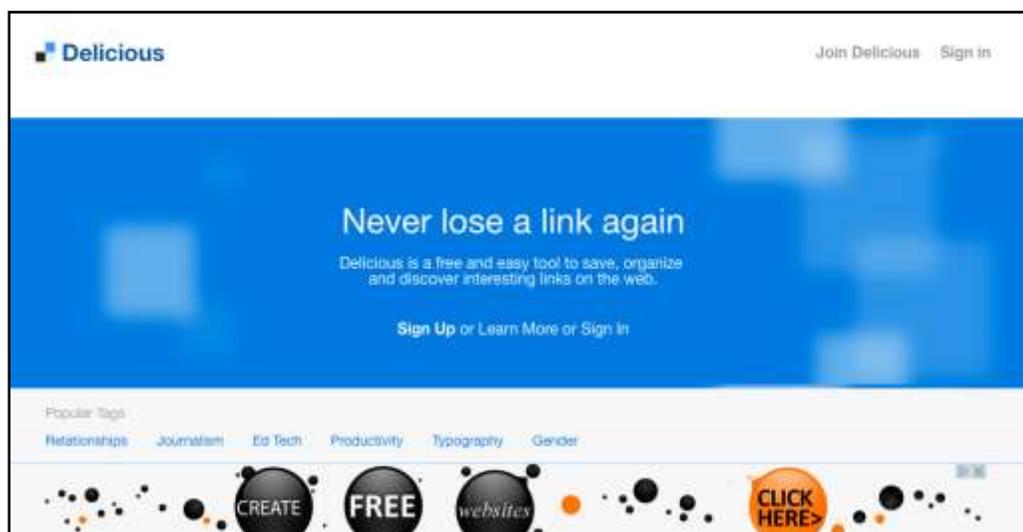


Fig. 49 Join Delicious (<https://delicious.com/>)

1-4-3 Self-destructing Apps

1-4-3-1 Understand how apps such as Snapchat put a time-limit on the pictures and videos they send before disappearing.

Keeping your videos and photos forever sounds tame to most ears, however, it can have serious implications when the sender is expecting the photo to self destruct.

Apps like Snapchat allows you to take photos and videos with your phone and share it with your friends. These photos and videos are called snaps. Snaps disappear after the user views it for the first time.

1-4-3-2 Be aware that even though images ‘disappear’ they can be captured and shared before that happens.

A very important note to keep in mind is that the snaps can be saved, so don't assume that snaps will disappear as mentioned earlier.

The person viewing your snap may record it using another phone, taking a screenshot or using free third party apps that will save it on their phone photo gallery.

1-4 Other

1-4-4 Photo sharing sites

1-4-4-1 Understand how you can use a tool like Flickr to share visuals on social media platforms.

One of the largest online photo sharing websites is Flickr (www.flickr.com). Flickr allows you to share your own pictures and view pictures that other users have uploaded. Many use it because of the immense amount of storage the free version provides (1 terabyte). With this amount of space combined with its easy-to-use organisation features, Flickr has become a popular platform for businesses with many images.

Pictures are great to share with family and friends, but Flickr also widely used by photo researchers and bloggers to host images that they embed in blogs and social media.

To determine who can view the image, there is also the option of storing images in public or private groups.



1-4-4-2 Be aware of geo-tags and geo-fences for local projects and understand the safe way to use them.

Geo-tagging and geo-fences are ways of adding geographical identity, or location, to your photos. For example, you may have been on a trip to the south of France and located a great fish restaurant or located a great historical site. You can geo-tag your photos of the restaurant or historical site and share their locations with your friends.

Geo-fences takes geo-tagging a stage further by securing the area around where the photograph was taken. For example, you may want to create a geo-fence around your home so the pictures in that area can only be shared with family and close friends, in other words, people who you trust.

1-4 Other

1-4-5 Infographics

1-4-5-1 Understand what an Infographic is, how visually powerful they can be and recognise some common design tools.

Infographics are visual representations of information. An infographic is commonly used to present complex information more easily and clearly. A simple example is a bar graph, which has been around for many years but with the dawn of the information technology age we have seen a great increase in tools that can create these infographics more easily. They are available online and might be at no cost.

Typical word processing and presentation software applications, such as Microsoft Word or PowerPoint can aid in the design of infographics. Microsoft Excel is also a programme that could be used to create charts from the data input in the spreadsheets.

An online solution example shown below is <http://piktochart.com/> that is more versatile than some of the applications mentioned above.



1-4 Other

1-4-6 Podcasting

1-4-6-1 Include podcasting as a way to supplement training and share on social media platforms.

Podcasting is the fusion of different multimedia technologies that facilitates the broadcasting of information, it has been incorporated into many fields, for example, newspapers and radio stations use podcasts to deliver feeds of information to users. The user subscribes to the feed and the information is downloaded. Users can access the feed in a variety of ways. Many podcasts are downloaded from blogs, social networking websites, or from the iTunes store and can be downloaded to mobile phones, MP3 players, tablets PCs or standard desk computers.

Podcasting now plays an important role in the delivery of training for a number of different job roles; it is used for instructional and educational purposes in schools to develop skills and improve communication between teacher and students.

Among its many benefits are that it is simple to set up and use. There is nothing difficult or complicated about using a podcast. Any technology that has been a success with consumers contains this characteristic.

Other benefits include:

- Podcasts can be used as a supplement to classroom training. Trainees can review difficult concepts on their own time and come back to the tutor if they have any questions.
- Expensive equipment is not needed to listen to a podcast. Computers, MP3 players or even mobile phones can be used.
- Podcasts can be shared to assist and motivate other colleagues.
- Podcasts can also be uploaded to blogs in the form of RSS feeds.
- Podcasts can be easily linked into Facebook, Twitter and YouTube profiles to reach greater numbers of people.

1-4-6-2 Create, play, edit and share a podcast.

Exercise - Create a Podcast

To create a podcast you need audio recording software, such as the free downloadable Audacity (<http://audacity.sourceforge.net>)

Follow these steps to create your podcast:

1. Ensure there is a sound card in your computer.
2. Attach a microphone to your computer.
3. Open the Audacity programme.
4. Familiarise yourself with the buttons
 - The red circle is the Record button
 - The red square is the Stop button
 - The green triangle is the Play button, shown below in Fig.50

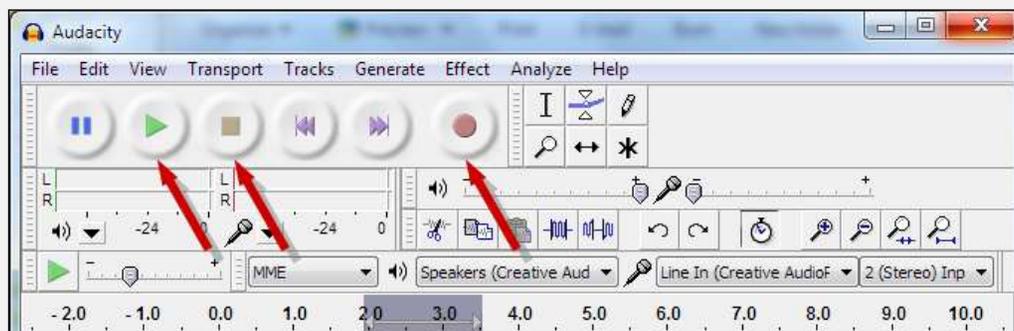


Fig.50 - Audacity recording buttons

6. Before you begin recording your voice you should have prepared the basic script of what you want to say. Once you've done this press the record button and speak into the mike.
7. When you've finished your script press the Stop button
8. Once this is done you should be left with a visual representation of your voice.
9. To listen to it click the play button.

Exercise - Edit the Sound File

The next stage is to edit the sound file. There is a range of tools available for you to do this.

1. There is a silent section at the end of the recording that you would like to remove. Point at the section and a hand will appear.
2. Drag across the section you'd like to remove.
3. Go to the Edit menu and select Trim.
4. Play again to hear the shortened recording.

Exercise - Export the File in MP3 Format

The next thing to do is to export the file in MP3 format.

1. Click File
2. Click Export
3. Call the file Listen Up!
4. Ensure the MP3 format is selected and save the file into an appropriate part of your system

Exercise - Upload File to Blog

The next thing to do is to upload the file to a blog so that visitors can listen to your voice.

Wordpress (<https://wordpress.com>) is a good blog tool, and would be suitable for this. You'll also need to choose a hosting provider, for example Google.

1. Log into Wordpress (<http://wordpress.com>), the following options appear:
 - Select Posts
 - Click Add New
 - Type a title for the post
 - Click the Upload/Insert button.
2. To upload the MP3 file you need to click the Upload button
3. Select from Computer and click Select Files
4. Select the MP3 File you saved to your system and click Open
5. Click Insert into Post
6. Save all the changes
7. Update and publish the post. The podcast is now ready to play!

Fig. 51 shows the iPlayer Radio station podcasts:

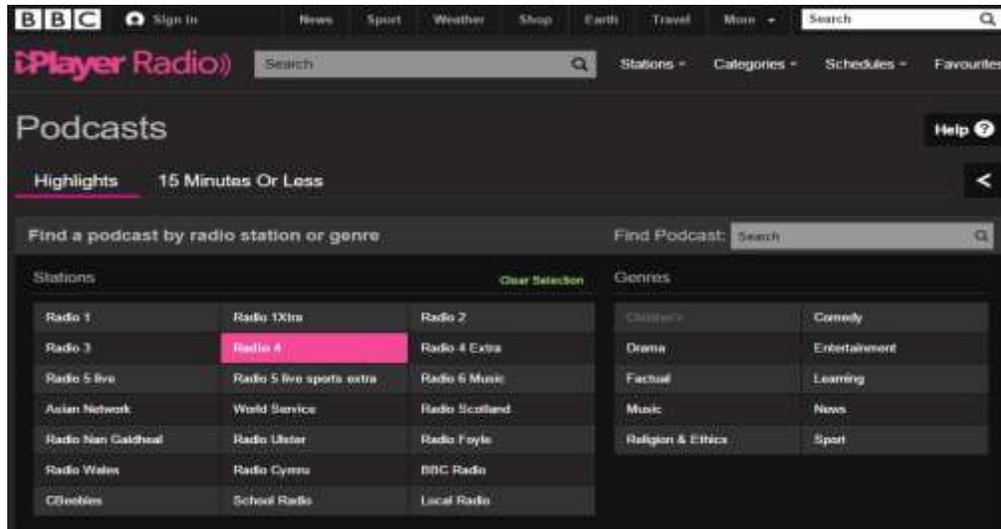


Fig. 52 Podcasts – iPlayer Radio station(<http://www.bbc.co.uk/radio>)

Fig. 52 is an example of a site offering free podcasts:



Fig. 52 Podcasts - iPlayer Radio station podcast topics

Quiz

Q2. Which tool will help you save and share links while searching for a new building project?

- a. Facebook
- b. Blogger
- c. YouTube
- d. Delicious

Q2. To help with the new building project on the environment you need to share a large number of images. Which application will help?

- a. Twitter
- b. Blogger
- c. Flickr
- d. LinkedIn

Q3. Which representation of information is used to make things more visually appealing?

- a. Text
- b. Infographics
- c. Comments
- d. Podcasts

Q4. Which method of broadcasting information often uses RSS?

- a. Tweets
- b. Posts
- c. Podcasts
- d. Pokes

Answers Overleaf

Answers

Q1. d. Delicious

Q2. c. Flickr

Q3. b. Infographics

Q4. c. Podcasts

Chapter 1-5

Awareness, Influence & Policies

1-5-1 **Awareness**

1-5-2 **Influence**

1-5-3 **Policies**

1-5 Awareness, Influence & Policies

1-5-1 Awareness

1-5-1-1 Be aware that there are data protection issues within any social media platform, be aware about data protection and copyright issues.

Social media platforms allow for the easy sharing of information between friends, families and colleagues that, on the face of it, would not seem to be a problem. However, many people using social media tools do not realise that rules covering data protection and copyright apply to them and that they may inadvertently infringe those rules.

Data protection

Data protection is about a person's right to privacy. There are some common principles that are reflected in data protection laws of most countries. The motivation behind this is to try and build public trust in data protection legislation. Governments feel that people need this trust to engage with social media both at home and at work.

General rules of data protection:

- Data should only be used for the specific purposes for which it was collected.
- Data must not be disclosed to other parties without the consent of the individual whom it is about.
- Personal information may not be passed to third parties unless the individual whom it is about has consented or adequate protection is in place.

Personal information must be entered when creating social media accounts; if this information is passed to third parties it should be made clear to users. Users should always check the Safety and Privacy information on social media sites when setting up their accounts; for example, Fig. 53 on the next page shows information available on Facebook's website to inform users about how information is used.



Fig. 53 Facebook's Data Use Policy (<https://en-gb.facebook.com/about/privacy>)

Copyright

The principle behind copyright is that in order to use or reuse content such as text or graphics, you must have the permission of the copyright holder. As more and more content is being published on social media platforms such as Facebook, Twitter and blog, the possibilities for copyright abuse increase. For example, this can happen when pictures are copied from these sites and used elsewhere without any permission being sought; always make sure to link to the original content to avoid possible problems.

Why does this continue to happen? One reason could be that laws in relation to social media can be hard to understand and are different in different countries. For example, a person can go to a restaurant and take a photograph of themselves with the name of the establishment clearly visible. They then go home and write a rave review of the restaurant on their Facebook page and upload the photo. In order to make marketing capital out of this, the owner of the restaurant might copy the post and the photo to his own blog. Even though it is his establishment that is the subject of the review and the photo, he may be violating copyright laws because he did not get permission to carry

out this action; in other words he is infringing the copyright of the person who took the photograph and wrote the review.

Any original creative work is normally covered by copyright, it does not need to have a copyright symbol © or a copyright statement. Unless a site specifically states that you can copy material, assume that you cannot use it without permission. If you do want to use a photograph or other content, ask the owner for permission. If it is for non-commercial use, such as a school magazine or a fund-raising event, most people are happy to grant permission so long as their authorship is acknowledged.

1-5-1-2 Recognise copyright with social media, and be aware of the impact for downloading content.

The illegal downloading of content has become one of the greatest problems of the digital age. Its impact is being felt across all forms of digital media and content: - film, music, books etc. The laws of copyright apply in this area but historically they have not always been fully enforced.

Let's firstly define what downloading constitutes: Downloading involves clicking on a music, video or book file from legitimate service providers such as iTunes and Amazon, paying a fee for use of the file and then downloading it to a computer system and reusing it on iPods, games machines, mobile phones or computers, depending on the license issued.

The problems occur with illegal downloading when the copyright laws are broken. Many sites store vast amounts of multimedia content without any permission being obtained from the copyright holders. These peer-to-peer sites are accessed, on a daily basis, by mostly younger people, who proceed to download music, films and books without paying anything for the products. This can be damaging from two perspectives:

1. As money is not being earned, the person who downloads the content will be denying the right of someone else from earning a living. This may have an even larger impact with thousands of jobs being threatened in the multimedia content industries.
2. Peer-to-Peer (P2P) networks can contain many viruses, such as worm infections, which can multiply, grow and spread to other networks.

To prevent this type of activity the approach that is needed is prevention rather than cure. Everyone needs to play their part in respecting copyright, and recognise what is and what is not acceptable in relation to downloading. Permission must be received

from the artist in the first instance. There are sites where music can be enjoyed legitimately using live streaming. Special licenses let people copy content under specific conditions, for example where the content is not used for commercial purposes. Everyone should have a basic understanding and awareness of the law on copyright.

Today, Internet Service Providers are becoming more proactive in tracking down the individuals who carry out this activity. Some ISPs will cut off Internet access for persistent abuse. Court cases have occurred and fines have been levied.

1-5-1-3 Recognise issues of privacy, security, online etiquette and Cyberbullying within social media

Online etiquette

Online etiquette is often referred to as 'Netiquette'. The so-called 'rules' for online behaviour and communication are a set of practices developed over the years, in particular for emailing.

The most common rules governing good online behaviour are:

- Include a meaningful subject line
- Acknowledge and return messages promptly
- Be concise, a single page is usually enough
- Observe good grammar and check your spelling
- Avoid sentences typed in all capitals; this is the equivalent of SHOUTING at someone
- Read every email before you send it, do not send anything you might regret later as you cannot 'un-send' an email.
- Be careful; assume that you cannot use it without permission. If you do want to use a photograph or other content, ask the owner for permission. If it is for non-commercial use, such as a school magazine or a fund-raising event, most people are happy to grant permission so long as their authorship is acknowledged.

Cyberbullying

Cyberbullying is the use of the Internet and related technologies, such as social media, to harm other people in a deliberate, repeated and hostile manner. This includes:

- Continuous unsolicited email to a person.
- Inappropriate text or SMS messages posts.
- Humiliating a person within a forum.
- Disclosing a person's personal details.
- Impersonating another person.
- Creating fake accounts.

Cyberbullying can cause a victim to suffer anxiety, depression, and it can have dramatic consequences, such as the suicide of a victim.

To help prevent cyberbullying, the following steps should be taken:

- Only open emails and texts from people you know;
- Don't forward chain emails or hoaxes;
- Don't post anything that is very private;
- Never respond to bullying emails or texts, this will only encourage the cyberbully;
- Block the bully - many apps have settings that block emails, IMs, or texts from specific people;
- Show someone in authority the type of communication you have received and let them decide on the next step.

Privacy and security

In relation to online security there are a few basic rules that should be observed:

- Choose passwords that are difficult to break. Your passwords should contain a mixture of upper and lower case numbers, special characters and letters.
- Do not post personal information such as your date of birth or your address on public sites.
- Never reply to texts or emails that ask you for personal information.
- Only open and respond to emails from people you trust.
- Set the privacy settings on social media sites with care.

1-5 Awareness, Influence & Policies

1-5-2 Influence

1-5-2-1 Understand the importance of managing your online reputation. Identify and recognise your online assets.

'Online reputation' refers to the reputation of yourself on the Internet.

Your online reputation can be seen in many ways, whether you're a student, selling a product, looking for a business opportunity or partner or seeking a job. If someone wants to know about you or your company prior to making contact the standard method is to input the name in a search engine to research available information online.

Your online assets include your personal websites, social media sites such as blogs, Facebook, Twitter, LinkedIn, etc. and other online communication mediums, such as, discussion boards and forums.

1-5-2-2 Be aware of online monitoring tools. Track what is going on by using free alert and analytic tools such as Google alerts and Google analytics.

We just discussed the importance of your online reputation and that it is critical to monitor what people are saying. There are several tools online that help facilitate and automate the monitoring process for you.

One such tool is Google alerts, <https://www.google.com/alerts>, which allows you to input a text string in almost any language as a search parameter. Google then automatically searches for this string in all available online sites on a periodic basis that you choose. The results of the search will be emailed to the email of your choosing. Fig. 54 below monitors the 'GCC Economy'.

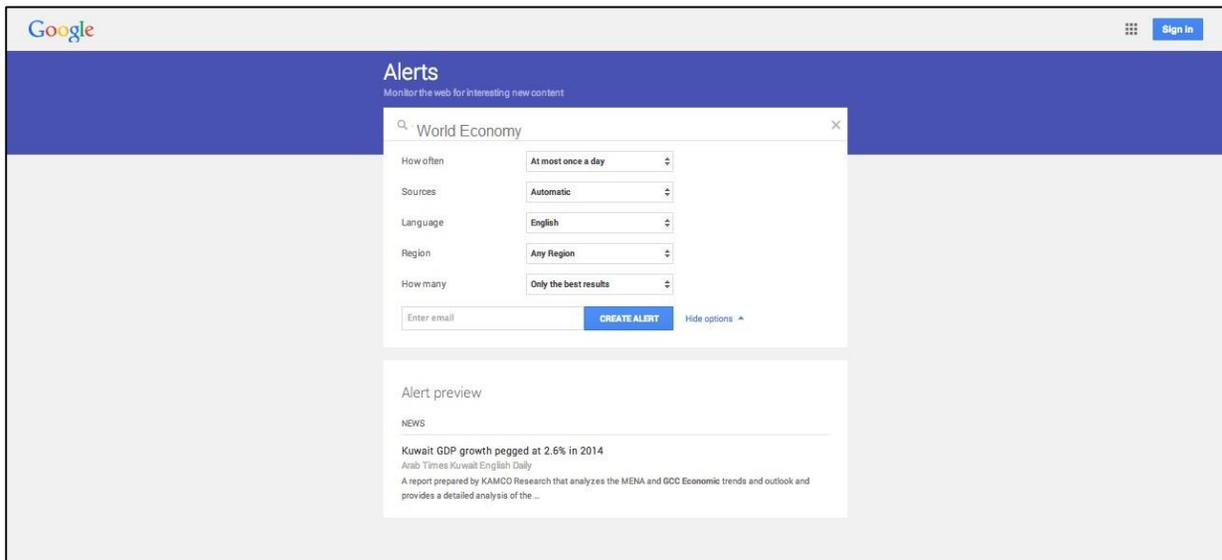


Fig. 54 Facebook Alert on World Economy

Another tool that is more geared for the business in mind is Google analytics that generates detailed statistics about a website's traffic and traffic sources and measures conversions and sales. It's currently the most widely used website statistics service. There are two versions: basic and premium. Use the following link (<http://www.google.com/analytics/>) to learn more about the service and its application.

1-5-2-3 Understand social influence. Understand Klout and how to find and engage with influencers.

Intuitively we understand social influence exists. We know that people recommend things to their friends, and their friends act based on those recommendations. Social influence occurs when a person's emotions, opinions or behaviours are affected by others. The rapid growth of online social media platforms has extended the reach of that influence as well as magnified the effect.

Klout is a website and mobile app that uses social media analytics to rank its users according to online social influence via the 'Klout Score', which is a numerical value between 1 and 100. Users don't exactly know the formula to this score but the higher your score the more influence you have. Using Klout will allow you to identify influencers in the online community and is therefore a good platform to eventually engage with those influencers through Twitter, Facebook, LinkedIn or any other appropriate social media platform.

1-5 Awareness, Influence & Policies

1-5-3 Policies

1-5-3-1 Recognise the importance of having a social media online reputation plan for your school or group page. Recognise the importance of dealing with communication and being honest and transparent in all communications.

Thanks to the Internet and social media it is very easy for information about a person, company or government to spread to a large audience. This information could be good or bad and therefore it is important to protect your online reputation and that of your organisation. This is accomplished through having an online reputation plan.

Your social media online reputation plan should incorporate the following elements:

- Assess your current online reputation.
- Build your reputation – create online assets, protect your name, register names, set privacy settings, etc.
- Create engaging contents.
- Monitor your friends list and those who are interacting with your content.
- Take appropriate actions based on interactions you are getting.

If you are managing one of your school social media accounts, you need to monitor all the responses and interactions on the profile. It's a critical and very important task to do cause the following scenarios may occur:

- Someone may threaten the school.
- Students and parents may complain about the school services.
- A student may complain about a teacher.
- Students and parents may share innovative ideas and feedback that will contribute to more success for the school if applied.

Your job is to take the feedback instantly to the concerned person in your school. Don't act or respond solely.

1-5-3-3 Confirm that students know about, and are compliant with any internal policy documents used, and sign to this effect as required.

The critical part of a social media policy is that students confirm their understanding and acceptance of the policy. Schools should ensure that all students are aware of its social media policy and that they understand its' contents and that they are compliant with all of the contents of the policy.

1-5-3-4 Set appropriate admin rights and access for any school group project social media platforms.

Where a social media platform is used as part of any school media, it would be inappropriate to allow all students 'free rein' to update the site. It is possible to set up certain administrative roles which, at minimum, would guard against any accidental changes to social website pages. One person is appointed the administrator or manager for the group on a social media platform, a small number of students might have moderator rights enabling them to respond to and delete comments and send messages.

Quiz

Q1. You wish to 'listen' to what is going on in social media about your school. Which Google tool could you use?

- a. Alerts
- b. Google Radio
- c. Ads
- d. Google+

Q2. Which of the following is classed as an infringement of copyright?

- a. Downloading a photo
- b. Copying and selling a downloaded film
- c. Sending your friends a photo you have just taken
- d. Tweeting

Q3. Someone has sent you a message all in CAPS. What is this called?

- a. Screaming
- b. Snubbing
- c. Scratching
- d. Shouting

Q4. What is online etiquette often referred to as?

- a. Nethics
- b. Netiquette
- c. Netmanners
- d. Network politeness

Answers Overleaf

Answers

Q1. a. Alerts

Q2. b. Copying and selling a downloaded film

Q3. d. Shouting

Q4. b. Netiquette

Exercises

1-E-1 Facebook

1-E-2 Twitter

1-E-3 Blogger

1-E-4 YouTube

1-E-5 LinkedIn

Note: Instructions and images contained in this chapter should be used as guidance in accomplishing the objectives. Social media platforms can change the order or content of each step at anytime. Therefore, we recommend you review each exercise entirely to understand the objective prior to performing the activities.

Social Media (Facebook)

Exercises

Facebook's motto is "It's free and always will be." It is one of the most used social media platforms in the region.

Exercise No. 1 – Creating a Facebook account

We will learn in the following steps how to create an account on Facebook and the most important features.

Follow the steps and focus upon relevant images:

- 1- Key in the Address Bar <http://www.facebook.com>. You will see on the screen Facebook main page (Look the fig.)

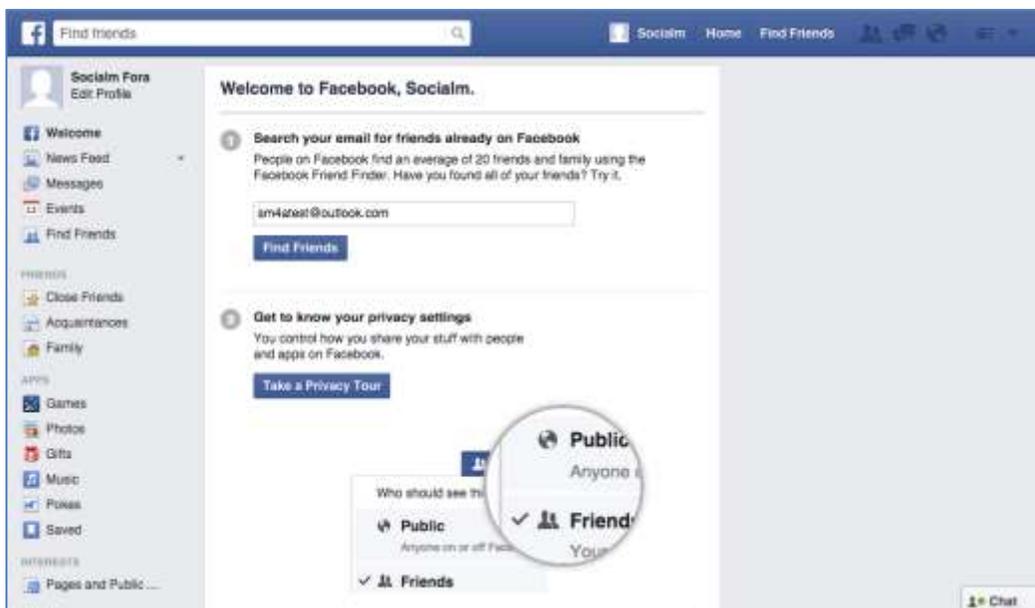
A screenshot of the Facebook sign-up page. The top navigation bar is blue with the Facebook logo on the left and login fields on the right. The main content area is white. On the left, there's a section titled "Connect with friends and the world around you on Facebook." with three icons and text: "See what's new", "Tell your story", and "Find connections". On the right, there's a "Sign Up" section with the tagline "It's free and always will be.". The form includes fields for "First Name", "Last Name", "Your Email", "Re-enter Email", and "New Password". Below these are "Birthday" dropdowns for "Month", "Day", and "Year", and radio buttons for "Female" and "Male". A green "Sign Up" button is at the bottom right of the form.

- 2- Insert your first and last names consecutively in the relevant boxes and key in your email address twice as required in addition to the new password. Add the rest of information like birth date and gender.
- 3- Click the Sign up button

- 4- You will need to skip the three following steps. Click the 'Skip' or 'Skip this step' button on each of the three windows appearing on your screen.



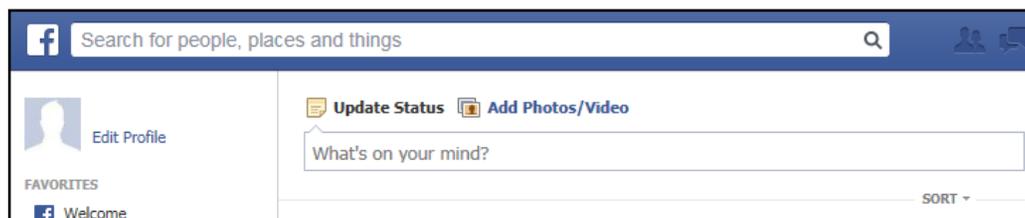
- 5- You will arrive to the Facebook homepage.



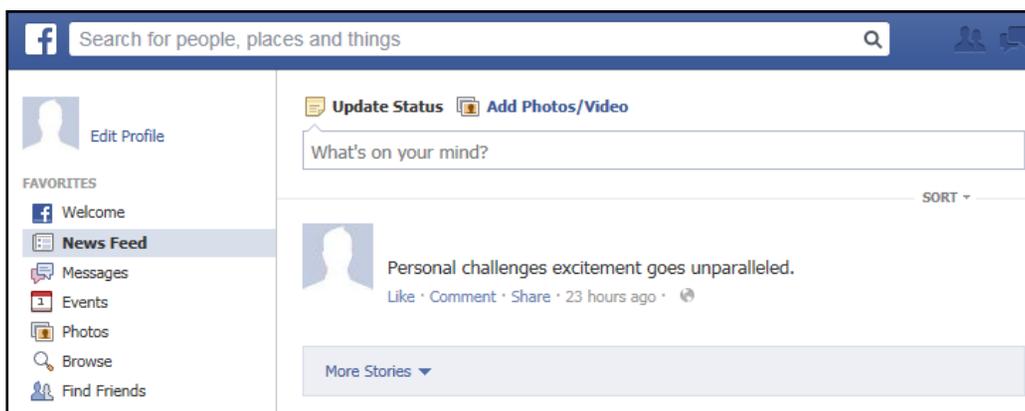
Exercise No. 2- Basic Features

a- Update Status

Under 'Update Status' on top of your profile homepage a blank space allows you to state 'What's on your mind?' Let us assume that it is this: "Personal challenges excitement goes unparalleled."



1- Write the phrase in the box and click on 'Post' button.



You will notice that the same phrase has appeared on your page on the site next to your profile photo and under it you will read the following (Like. Comment. Share). Your friends can click on any of the three words above to express their liking or to comment on what you have written or share it with others.

b- Find Friends/ Friendship Requests/ Chatting

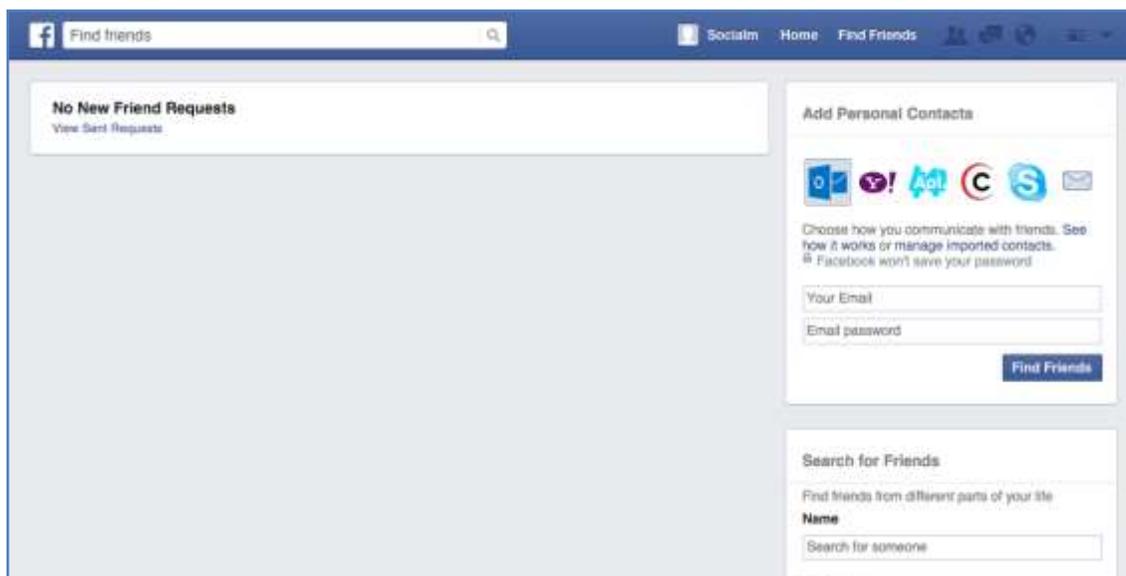
To the left of the main page, you will see a list of services provided by Facebook.

1- Click on Find Friends option under Favourites.



A new page will appear and on the right hand side of your screen. There is a box to 'Add Personal Contacts' using a personal email to search for contacts, which is the first step we skipped when creating the account in Exercise 1.

- 2- Key in the name of the friend whom you would like to find in the 'Find Friends' search box

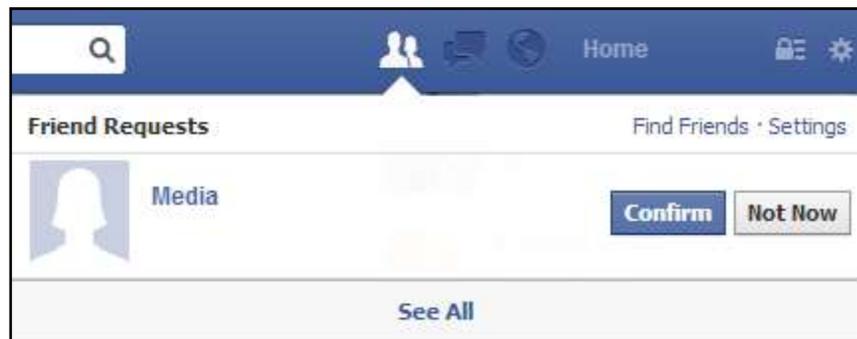


As you add friends to your page (after they accept your friend request), similarly you will receive friend requests from people you know, friends of friends and others you may have never met before. (Beware of whom to accept and whom you decline his/her request as this option is possible).

3- When this happens, you will see on top of the homepage the friend request icon



with a red coloured number indicating the number of requests. When you click on it you will see the following:



4- A drop-down list shows on your screen with the names and the photos of the friends (if available) in addition to two adjacent boxes offering you the option of confirming or declining one's request.

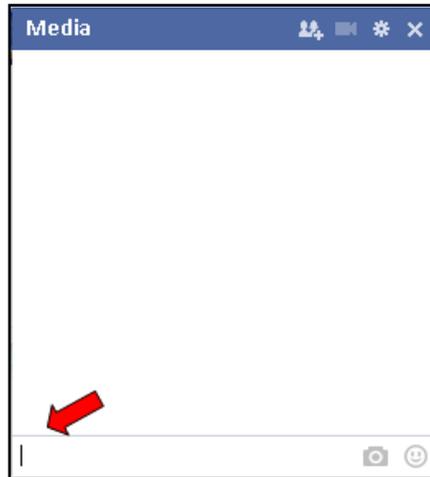
Once friends, you will be able to have an idea about what he is thinking of and see pictures he posts. You can Like, Comment, or Share any news or links through the options, (Like. Comment. Share). Your friend will, in turn, see whatever you select and view on his page.

Chatting is another feature on Facebook. If any of your friends are connected to Internet and signed in to the account at the same time, you will see at the following box in the bottom-right corner of the screen.



If you desire to have a chat, all you have to do is the following:

- 1- Click on the above mentioned button.
- 2- Select the person with whom you desire to have a chat.



3- Write inside the box at the bottom of onscreen chat box to have a written chat or,

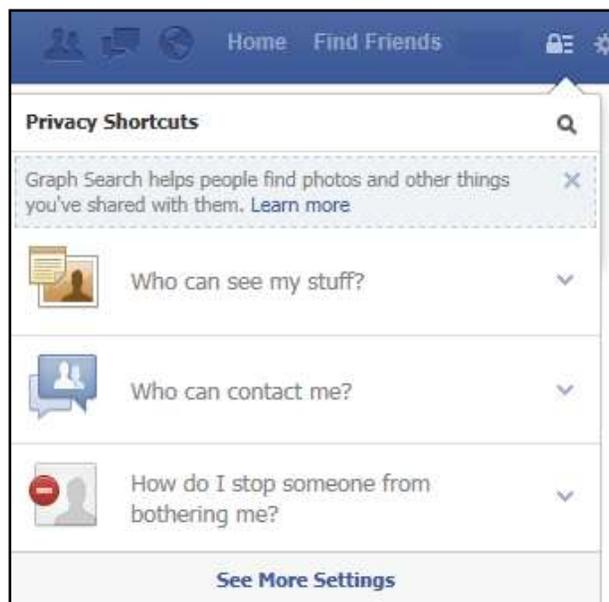
4- Click on the symbol () to have a video chat.

c- Privacy

You will find within the site name bar at the top the () icon;

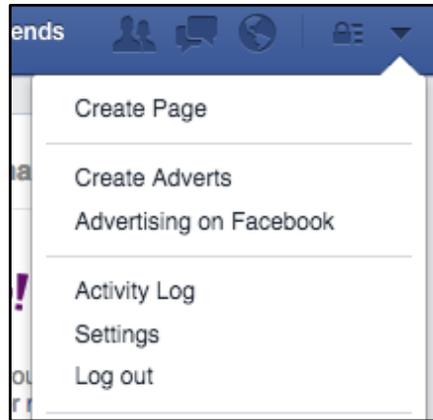
1- Click on the icon.

2- A drop-down list appears under 'Privacy Shortcuts',



3- Click there and read the content thoroughly because the privacy settings you choose will apply to your page and to what you want others to see or not.

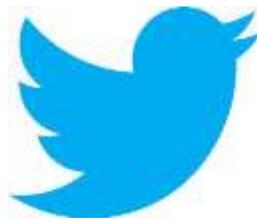
- 4- Finally, to sign out from the account you need to click on the arrow icon  and select Log out.



Social Media (Twitter)

Exercises

Find out what's happening, right now, with the people and the organisations you care about. This is the motto of the most important social media platform on the Internet: Twitter.

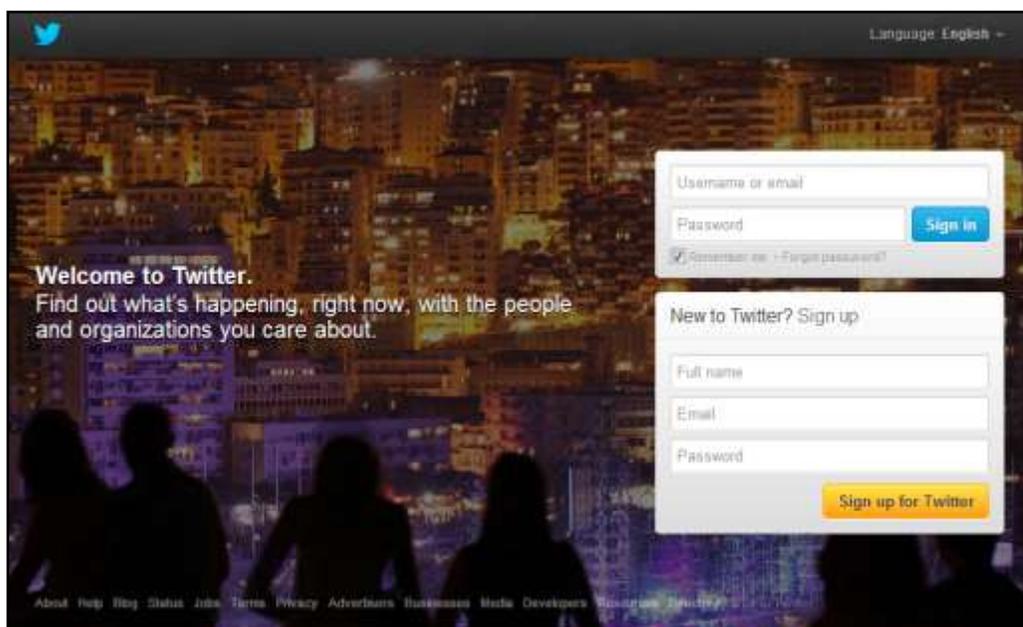


Exercise No. 1 – Creating an account

We will learn in this section how to create an account on the site along with using its basic features.

Follow the steps and focus on the illustrative images:

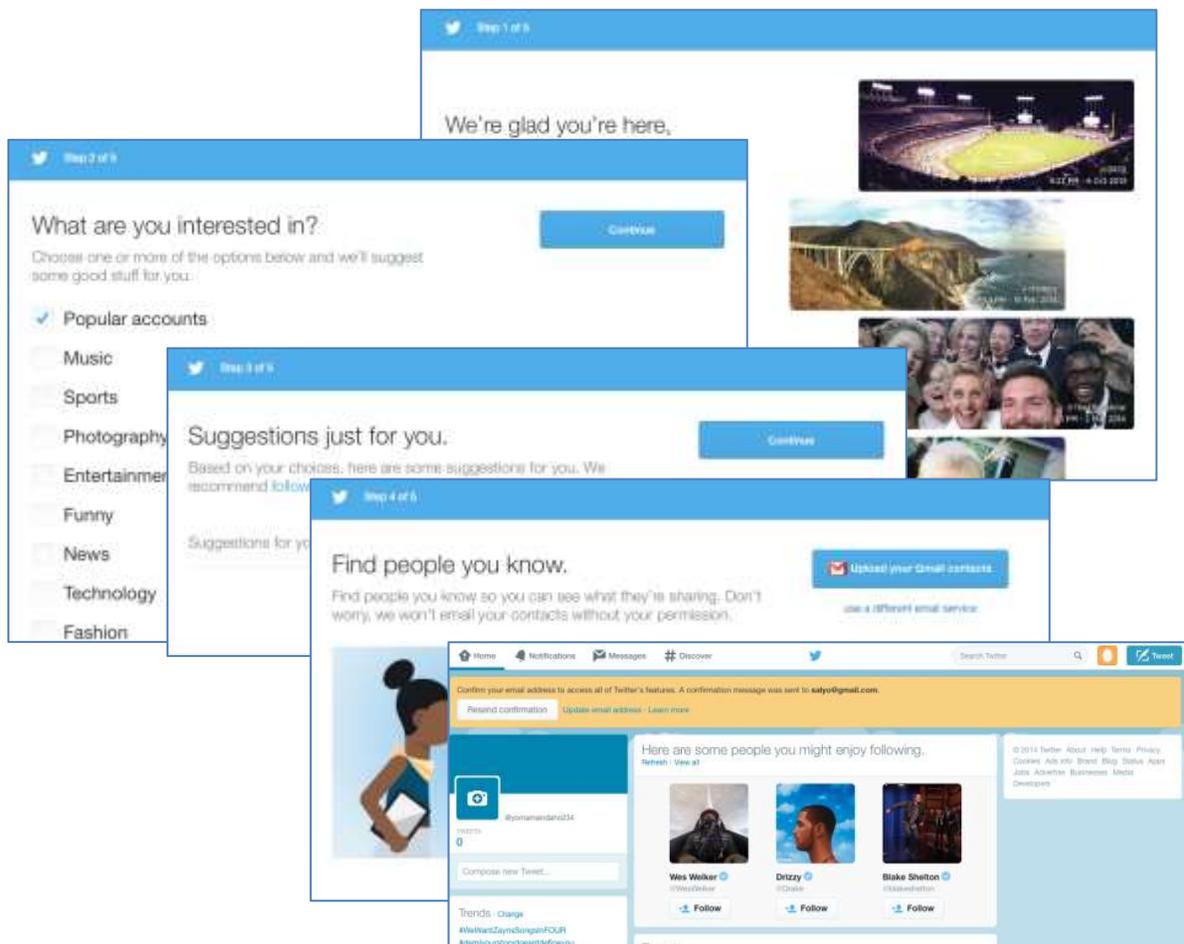
- 1- In the Address Bar on the Internet browser key in www.twitter.com



- 2- Click on the sign up for Twitter button in the 'New to Twitter' box on the homepage.

The image shows a screenshot of the Twitter sign-up page. At the top left is the Twitter logo, and at the top right is the text "Have an account? Sign in". The main heading is "Join Twitter today.". Below this are four input fields: "Full name" with a placeholder "Enter your first and last name", "Email address", "Create a password", and "Choose your username". There are two checked checkboxes: "Keep me signed-in on this computer." and "Tailor Twitter based on my recent website visits. Learn more". A grey box contains the text: "By clicking the button, you agree to the terms below. These Terms of Service ("Terms") govern your access to and use of the services, including our various websites, SMS, App, email notifications." To the right of this box are links for "Printable versions: Terms of Service - Privacy Policy". A prominent yellow button labeled "Create my account" is centered below the terms box. At the bottom, a small note reads: "Note: Others will be able to find you by name, username or email. Your email will not be shown publicly. You can change your privacy settings at any time."

- 3- You will notice that the next page is a form where you have to key in personal information, select a user name and click on Create my Account.



- 4- At this point you will be directed through five steps upon which you will arrive at your twitter homepage. Follow the instructions and look for the option to 'Skip' at the bottom right of your screen if you don't want to complete the step at this time.

Exercise No 2- Using Basic Features



- 1- You will see a list of options where you can select as a beginning some of whom you would care to follow.
- 2- Notice that some people have a checkmark (✓) appear next to their names. This indicates that the account has been verified and is not fake.
- 3- If you desire to follow one of the mentioned twitter users all you have to do is to click the 'Follow' button.
- 4- Once followed, you will see their individual Twitter page with related tweets.

Each tweet is preceded by the '@' sign followed by the twitter username (@username).

Uses of the search Twitter box:



- Use this box to search for Twitter users, if you know the exact username place the '@' sign before the name without a space.

Uses of (# Discover) tab:



- Clicking on this tab leads you to a page containing topics, people, events and trends you may like to follow. You can do that simply by clicking on the 'Follow' button. Remember that following any, you will receive all relevant news and tweets on your own page on the site.
- You can search any topic you are interested in simply by keying it in preceded by the # sign. For example, (#Liverpool) to search for this site

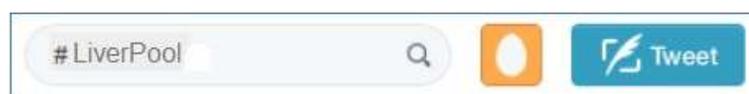


Uses of (Messages) tab



- Clicking on messages tab allows you to access your direct messages. A direct message is a private message sent to one of your followers or received by someone you follow.

Uses of Settings:



- Click on the () button you will see a dropdown list. Select Settings.
- On the same page, to the left you will see all the various settings categories you can change.

Retweet

Clicking on the  button brings up a pop up box that enables you to write a new tweet and to be seen by all your followers on Twitter. Note that the tweet you send appears on your homepage under which you can see the following options (Reply, Favorite, or More).

In the case where you received a tweet from someone, and you wanted to post to your followers you can retweet it by clicking the  button directly in the tweet.

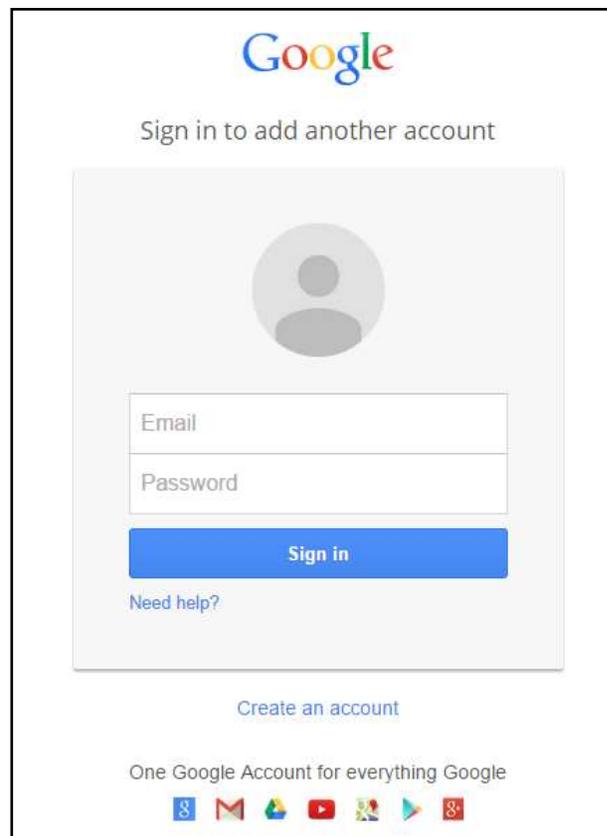
Social Media (Blogger)

Exercises

We will learn in the following exercise how to create a blog and its basic features:

Follow the below steps and focus upon the images:

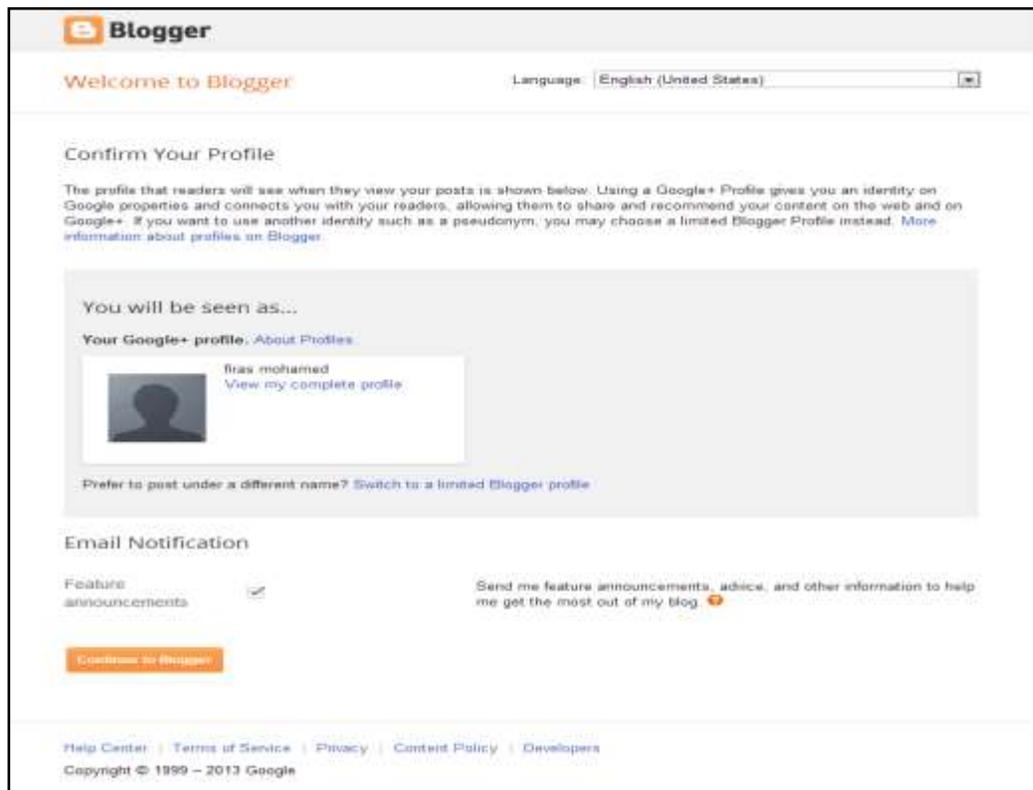
- 1- In the address bar key in <http://www.blogger.com>. Note: If you have a Gmail account and have used the computer to access that account you will not see the screen below. Blogger is owned by Google and your account is your sign in for Blogger as well.



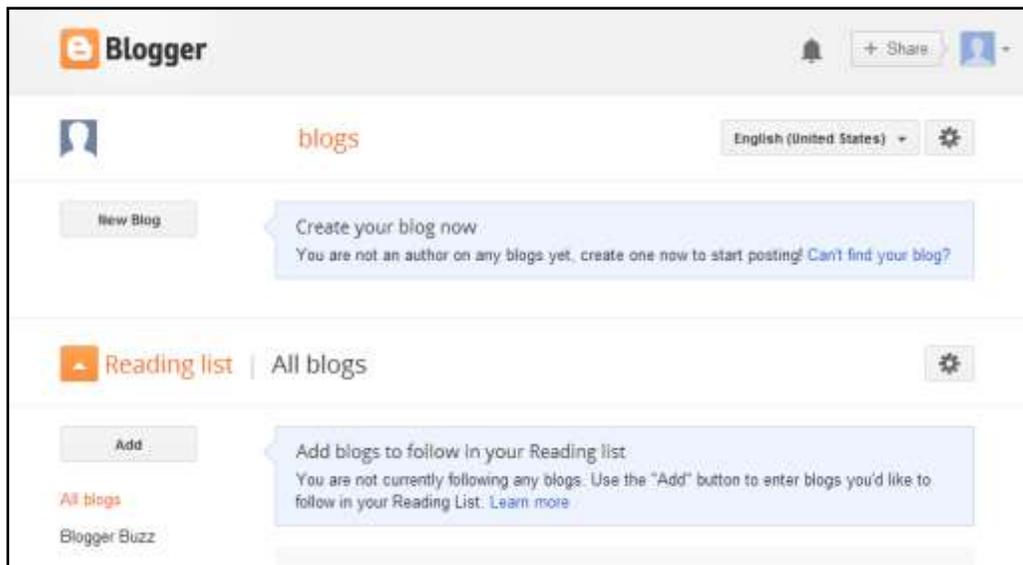
You will see on the screen a page titled Blogger (see figure above) where you find to the top right of the page the button sign up. If you have a Gmail account all you have to do is to key it inside the box where your email appears and choose a password.

- 2- If you select the Sign Up button, you will be directed to the Gmail account sign up.
- 3- Follow the aforementioned steps we talked about under Google+ section. Do not forget to agree to the **Google Terms of Service and Privacy Policy**.

- 4- Select the Next step button.
- 5- You will then see a welcome page on Blogger to confirm your email where you should click on Switch to a limited Blogger Profile.
- 6- Within the profile confirmation page go through the information until you reach a Display Name box where you can choose to put your real name or any other one.



- 7- Now after selecting the name, click on 'Continue to Blogger', the orange coloured button at the bottom of your screen.



- 8- You will notice that the new page is under your name found next to the profile photo where you can choose to insert your photo. You will notice as well a New Blog link that allows you to create your own. Select 'New Blog'
- 9- You will be asked at this stage to choose a title for your blog within the title box. You can choose for example (Blog + your full name).



- 10- Within the address box input a unique URL address for your blog (some may be taken so you can select one of the recommended addresses if the option is available).
- 11- The Template is the general layout of the blog. There is lot of options available, all you have to do is to scroll up or down to select the template you want. (Remember that you can change the template later).
- 12- Finally, click on Create Blog! **Create blog!**
- 13- A list page will appear under your Blogger Dashboard.



Basics of Blogging

You can post whatever you want, taking into consideration the content; be clear, you are not writing a thesis and complex language is not needed; the target audience is the community you are interacting with.

- 1- To start blogging either select the 'Start blogging!' link located under the name of your blog, or use the  button to create a new post in your blog.



- 2- Every post should have a Post title and body of text.
- 3- You will notice that the tools box on top of the writing box resembles a word processing programme.
- 4- Begin composing your text using whatever tools you desire like background colour, font type, size of font, and many other customisable features typically present in a word processing programme.

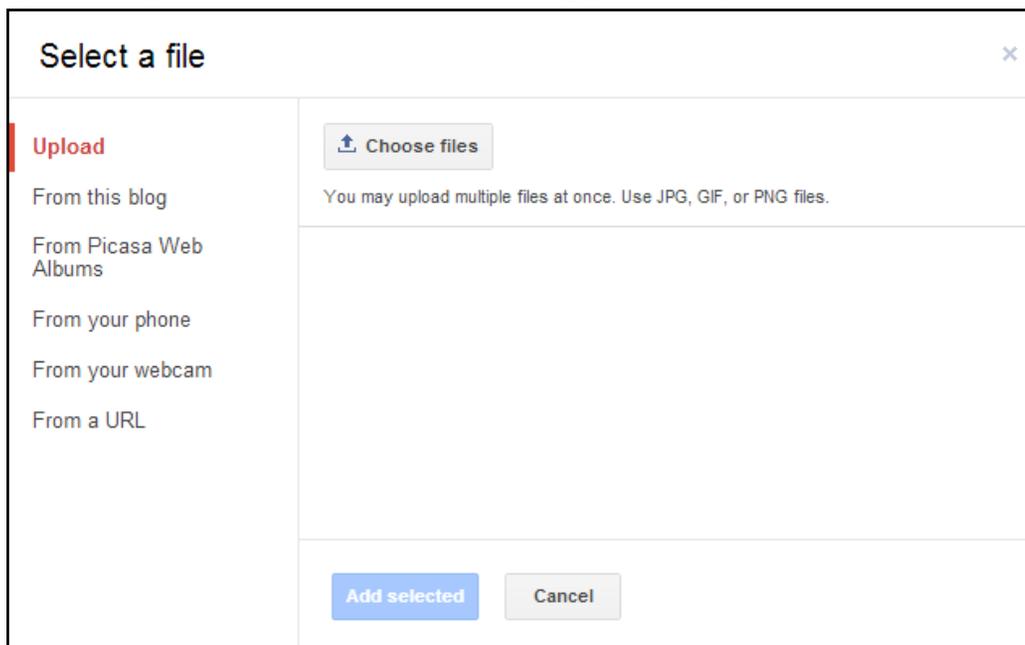
Below is an example illustrating how the text may look after applying some changes to the standard text.



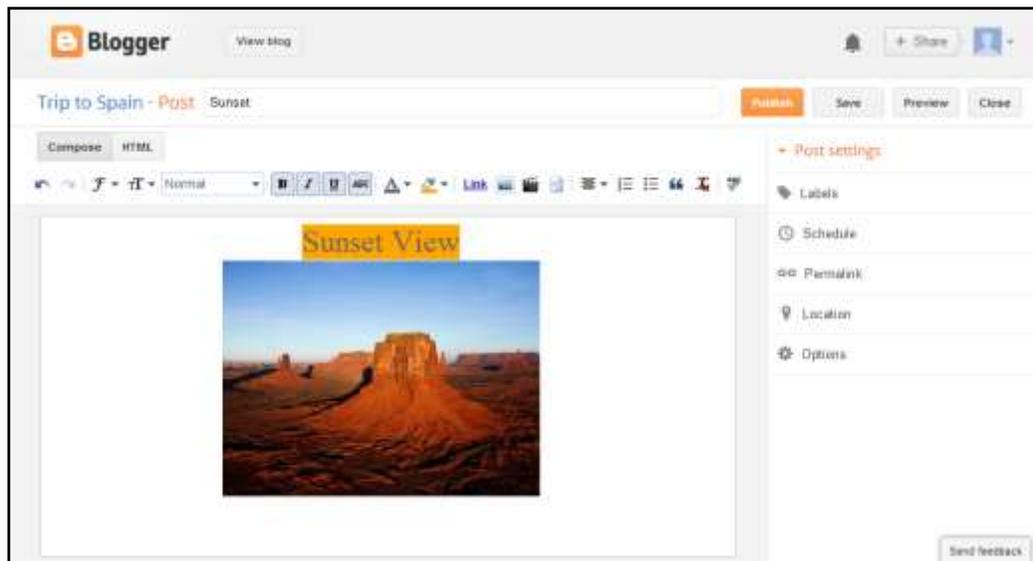
5- There are other additions that could be inserted within the text like pictures that enrich the appearance and attract the reader's eye. Look at the tools bar.

6- Select the 'insert image' icon .

7- A pop up window will appear providing you with options to browse and select images from you various locations including your computer.



8- Once an image is located, select 'Choose' and this will upload the photo to Google then click on the 'Add Selected' button.

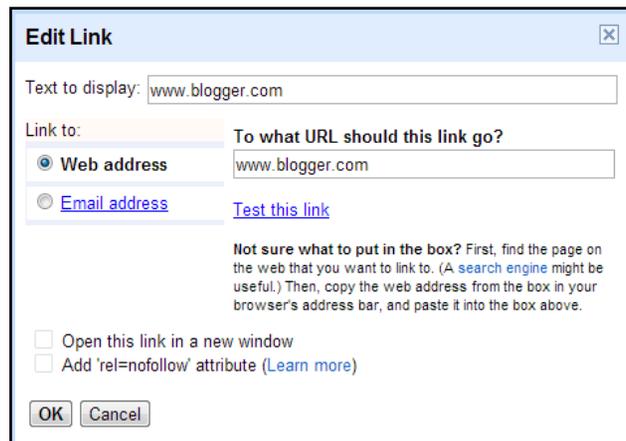


9- You should now see the image in the text page. If you move your mouse pointer and select the image a small toolbox window will appear providing options to manipulate image size and layout.

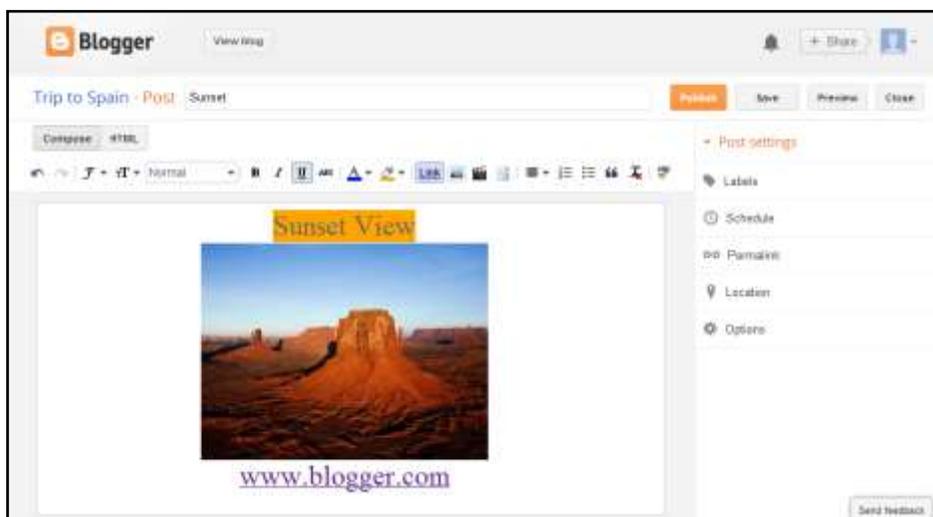
You can follow the same steps to upload your own video movies from your computer or from YouTube.

You can add a link to the text you find useful and direct your readers to it.

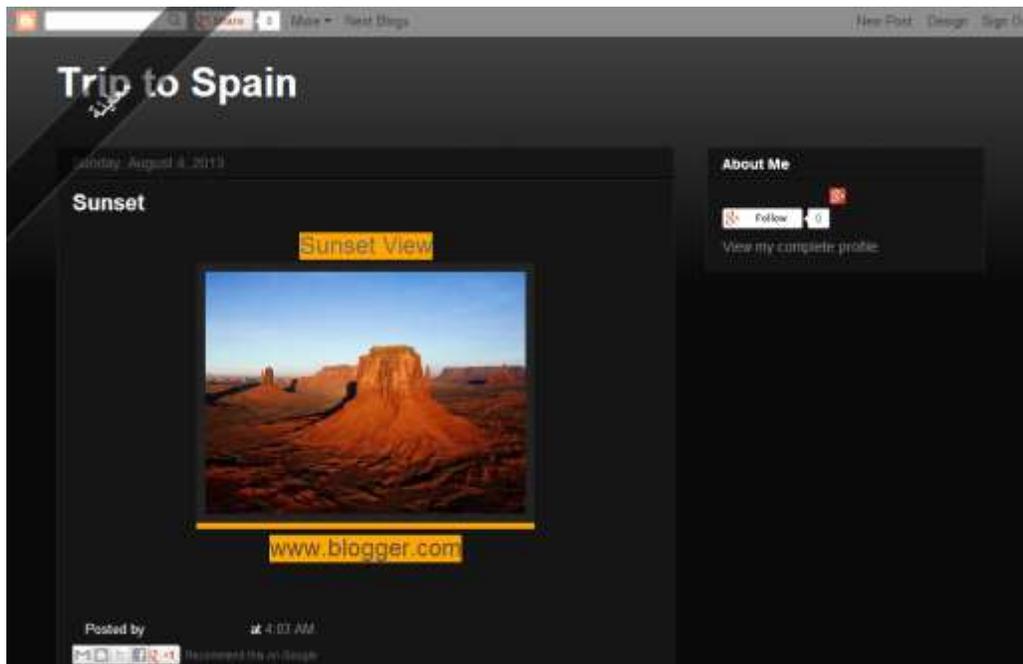
- 1- Place your mouse cursor below the image where you wish to insert the link. (Note: You are also able to highlight the text to which you wish to add the external link.)
- 2- Select the Link tab ([Link](#)).
- 3- An 'Edit Link' window will pop up.
- 4- Input www.blogger.com for example in the 'Web address' box shown in the figure below.



- 5- Click the 'OK' button to add the link, which should be displayed as shown in the following figure.



- 6- This is what you will see on the blog page.



- 7- Click on the orange coloured 'Publish' button **Publish** to the upper-right side of the page.
- 8- You can also preview the blog on the main page when you click on the Preview button **Preview** on the upper right side of the window.
- 9- You will move to a new page within your new blog that shows the summary of your new post that you published. Under the post title, in this case Sunset, there are several options:



The **Edit** option allows you to add, delete or edit the text on this post. This option takes you back to the text and once you have made your edits, you will have to click on the 'Update' box instead of 'Publish' this time. It is similar to saving a document.

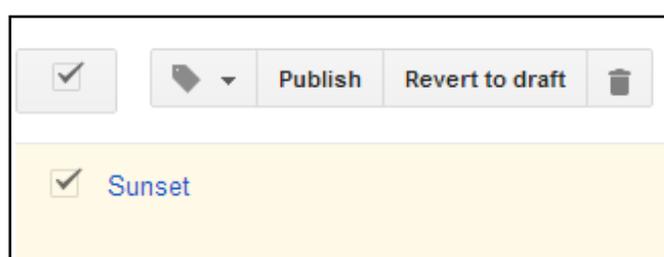


The **View** option shows you how the latest version of the text will look like on the blog post page along with comments of readers.

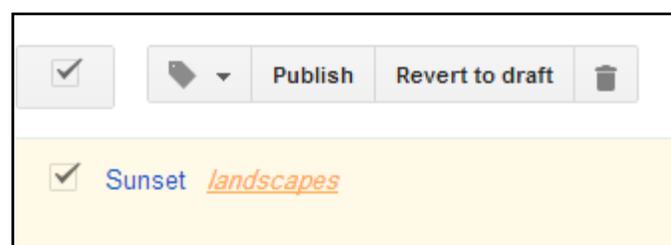


The **Delete** option allows you to clear away a post after you confirm your selection.

On the same page above the blog title you will find a tools bar that looks as follows:



- 1- Select the check box near the post title then click on the arrow beside the Tag symbol , which allows you to put the post you wrote into categories called 'Labels' in Google.
- 2- Select 'New label' and a small pop up window will appear on the screen, input the appropriate category label, in this example it is *landscapes*.



- 3- The label, *landscapes*, you wrote will appear directly next to the title of the first post you published on the blog.

In addition, you will be able to add a number of categories that will make it easy for the reader to read the post they are interested in.

Do not forget to sign out when you finish just by going to your profile picture to the right of the screen and clicking over the sign out option.

Social Media (YouTube)

Exercises

- 1- To log into YouTube you have to write www.youtube.com into the address bar.
- 2- The main page you see on your screen is rich with images.



- 3- As you may notice the most important updated issues, and sometimes the most viewed videos, have a greater space on screen.
- 4- You can, at this stage, click on any video you would like to watch.

(It is important to know that in light of the ability of anyone to upload anything on the site, you may come across inappropriate content from time to time.)

- 5- You will notice that at the top of the page there is a search box where you can type any topic you may want to know about and have quick access to relevant videos.

The steps involved in creating your own YouTube account are as follows:

Exercise No. 1 – Creating an account on YouTube

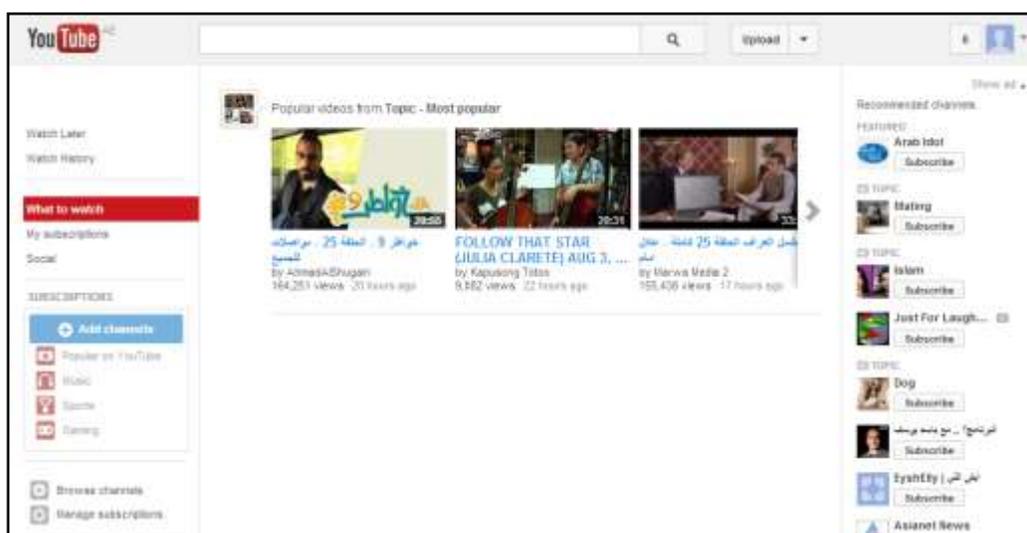
Note: You do not need to create an account if you have one with Google, simply log in with your existing credentials to access your YouTube portal.

- 1- On the upper-right corner of the main YouTube page you will see a 'Sign in' button. Click on it.

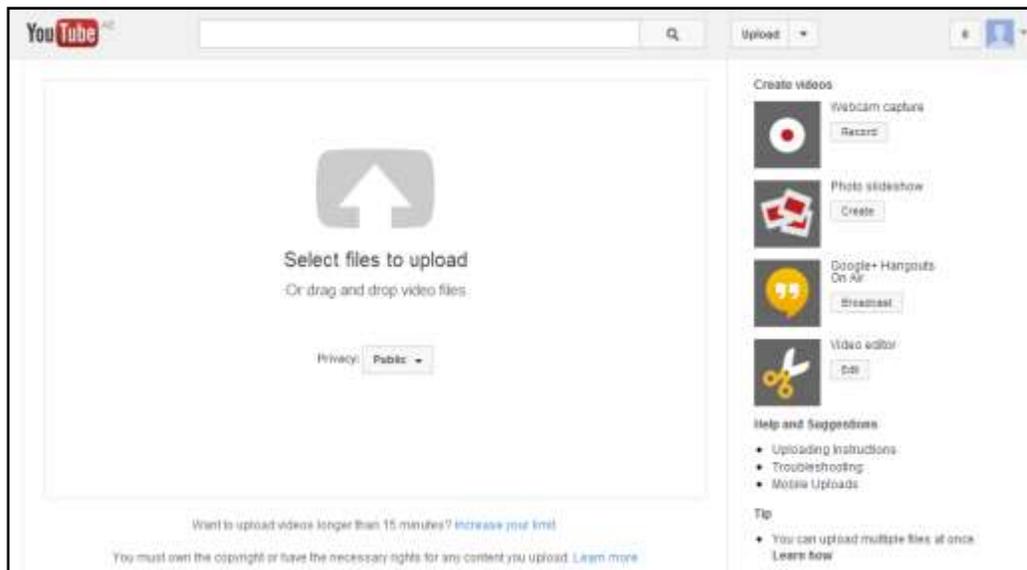
- 2- You will be transferred to a Google account page where you will find the 'Create an Account' button being a first time user of the site.
- 3- Click on the 'Create an Account' button and follow the onscreen guidelines.

Exercise No. 2 – Create a Channel and uploading videos

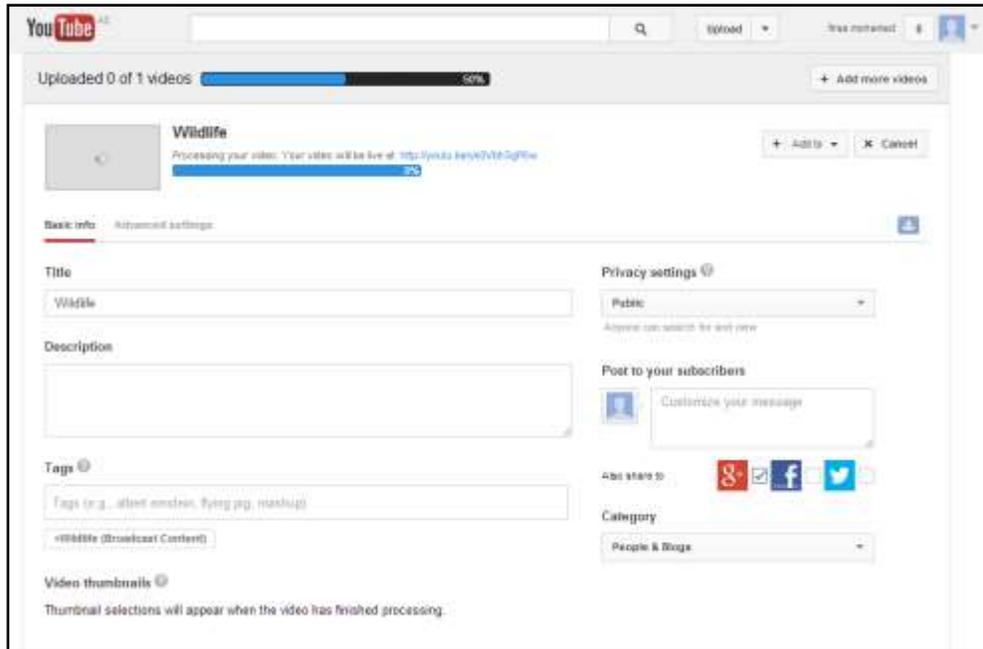
If you don't already have a video file saved on your computer find one that you can copy to your computer or use the Internet to download a file for this exercise.



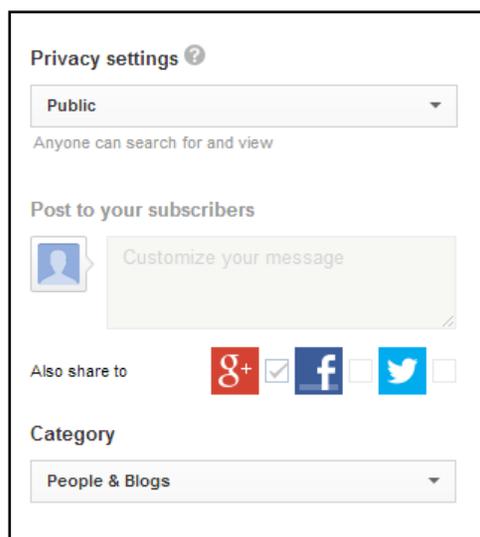
- 1- **My Channel** is already one that exists for your Google account but you have the option to change settings on that channel. Uploaded videos will go to that channel.
- 2- Proceed by selecting My Channel from the left hand side of your screen and change settings on the page as you see fit.
- 3- Once that is complete click on the Upload button on the top right of the screen to begin uploading videos.



- 4- Another screen will appear in middle of which, is the option to 'Select files to upload'. Note: Just below that option there is a small drop down box that reads Public. This drop down box has three options. 'Public', which means anyone can see the video and it is listed on Google's search engine; 'Unlisted' means that only people who have the link to the video can view it; and finally a 'Private' video can only be seen by you and the users you select who must also have a Google account. The video won't appear on your channel or search results and will be invisible to other users.
- 5- After clicking this option, the real work begins. You will see a window on your screen displaying the folders and files that you have on your computer; choose a video file you have already saved. In the following screenshots, a video file called (Wildlife) is uploaded.

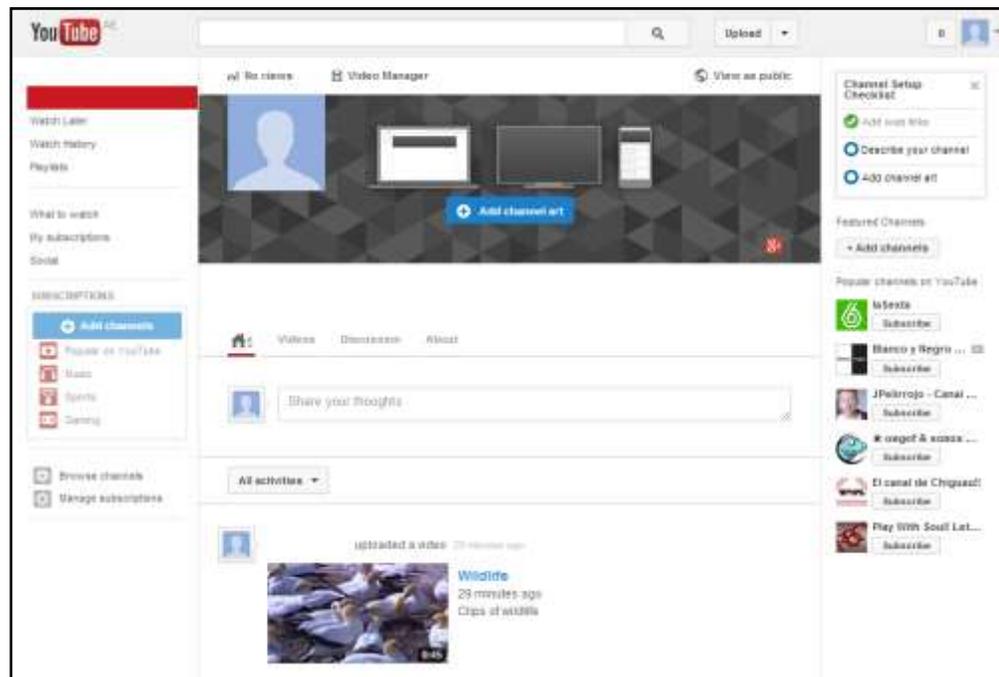


- 6- Once the file is selected you will be directed to a page where you will see the uploading process going on with several boxes providing you the ability to add a title and description for the video.
- 7- There is a 'Tags' box closer to the bottom in which you should use keywords that help users find the video through YouTube or other search engines. This only applies to 'Public' videos.
- 8- The 'Public' drop down box is again available in case you would like to change the privacy settings.



9- For additional settings select the 'Advanced Settings' option on the top-left just below the blue status bar.

10- Click on the 'Publish' button at the top of the page.



You have now finished uploading a video on YouTube and it will appear in search results when keyed in the appropriate box or on your page under your own videos.

Social Media (LinkedIn)

Exercises

- Stay informed about your contacts and industry
- Find the people & knowledge you need to achieve your goals
- Control your professional identity online



Exercise No. 1- Creating an Account

This exercise will show you how to create an account on this platform along with some of the most important features:

Follow the steps below and focus on images for further clarification:

- 1- In the Address bar type www.linkedin.com
- 2- Once you land on LinkedIn's homepage you will have two options, one to sign in or Join Now. Click on 'Join Now'.
- 3- Fill in the boxes with the required information, such as, first name, last name, email and password.

Please note that, prior to joining LinkedIn, you must have your own email account.

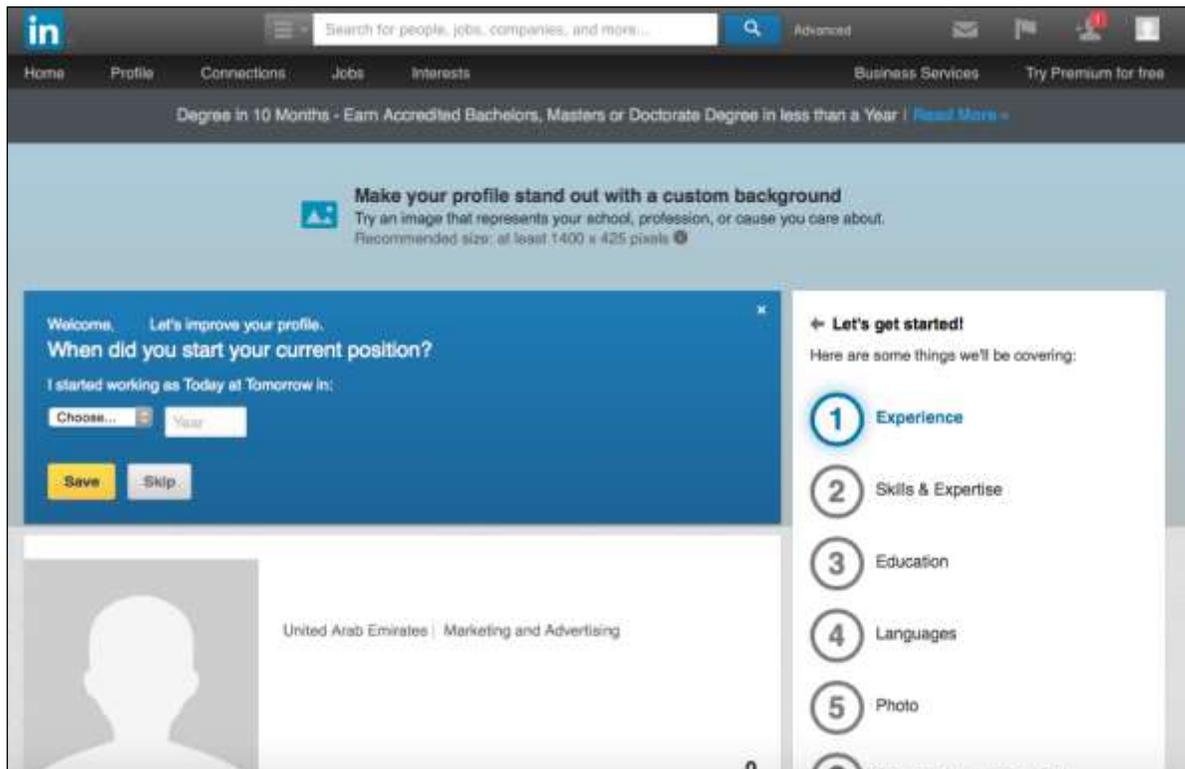
- 4- Click on the **Join Now** button to move to the next page.
- 5- A second page will appear requesting your country, job title, and company, once filled, click on Create my profile. You can skip any other steps that pop up after this if you choose to do so. Otherwise input any necessary information to complete the forms as requested.

The screenshot shows the LinkedIn profile creation page. At the top left is the LinkedIn logo. Below it, the text reads "icdl, let's start creating your professional profile". The form includes several fields: "I live in:" with a dropdown menu, "Postal Code:" with a text input, "I am currently:" with radio buttons for "Employed", "Job Seeker", and "Student", "Job title:" with a text input, and "Company:" with a text input. A blue "Create my profile" button is positioned below the form. A small note states "* Indicates required field." To the right of the form is a box titled "A LinkedIn profile helps you..." with three bullet points: "Showcase your skills and experience", "Be found for new opportunities", and "Stay in touch with colleagues and friends". At the bottom of the page, the footer reads "LinkedIn Corporation © 2013 | Commercial use of this site without express authorization is prohibited."

- 6- You will now see the email confirmation page, in this example a Hotmail address was used. It will automatically try to confirm otherwise you will receive a confirmation email to the email address used to join. Go to your account and click on the link embedded in the email to confirm it.

The screenshot shows the LinkedIn email confirmation page. At the top left is the LinkedIn logo. The main content is a light blue box with the following text: "Confirm your Windows Live Hotmail account.", "Click below to sign in with Windows Live Hotmail and verify your email address.", and "We'll let you know if your Windows Live Hotmail contacts are on LinkedIn even if you don't add your address book." Below this text are two buttons: a blue "Confirm my Windows Live Hotmail account" button and a text link "Send a confirmation email instead-". At the bottom of the page, the footer reads "LinkedIn Corporation © 2014 | Commercial use of this site without express authorization is prohibited."

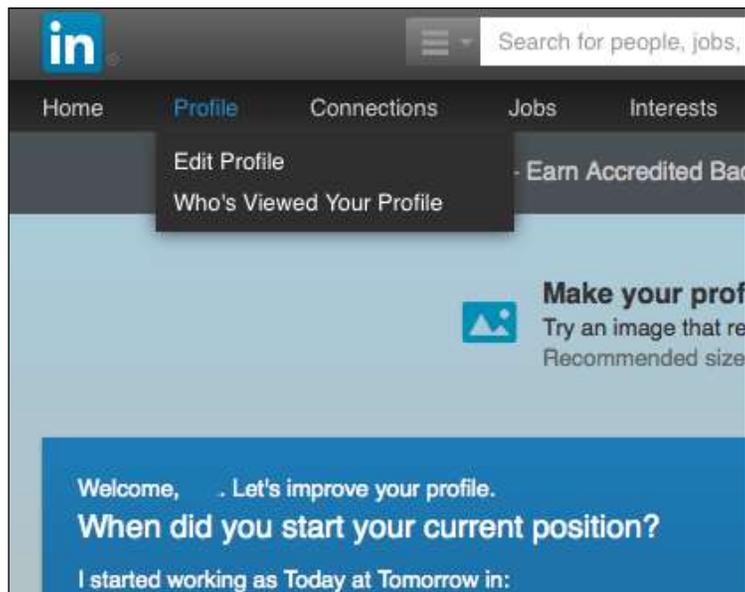
- 7- Once confirmed you will have additional steps to complete. One is to connect you with people you might know, and another is an option to download the LinkedIn mobile application if you don't already have it installed on your smart device.
- 8- Upon completion of these steps you should arrive to your LinkedIn profile page where you can begin to add to your profile as shown in the figure below.



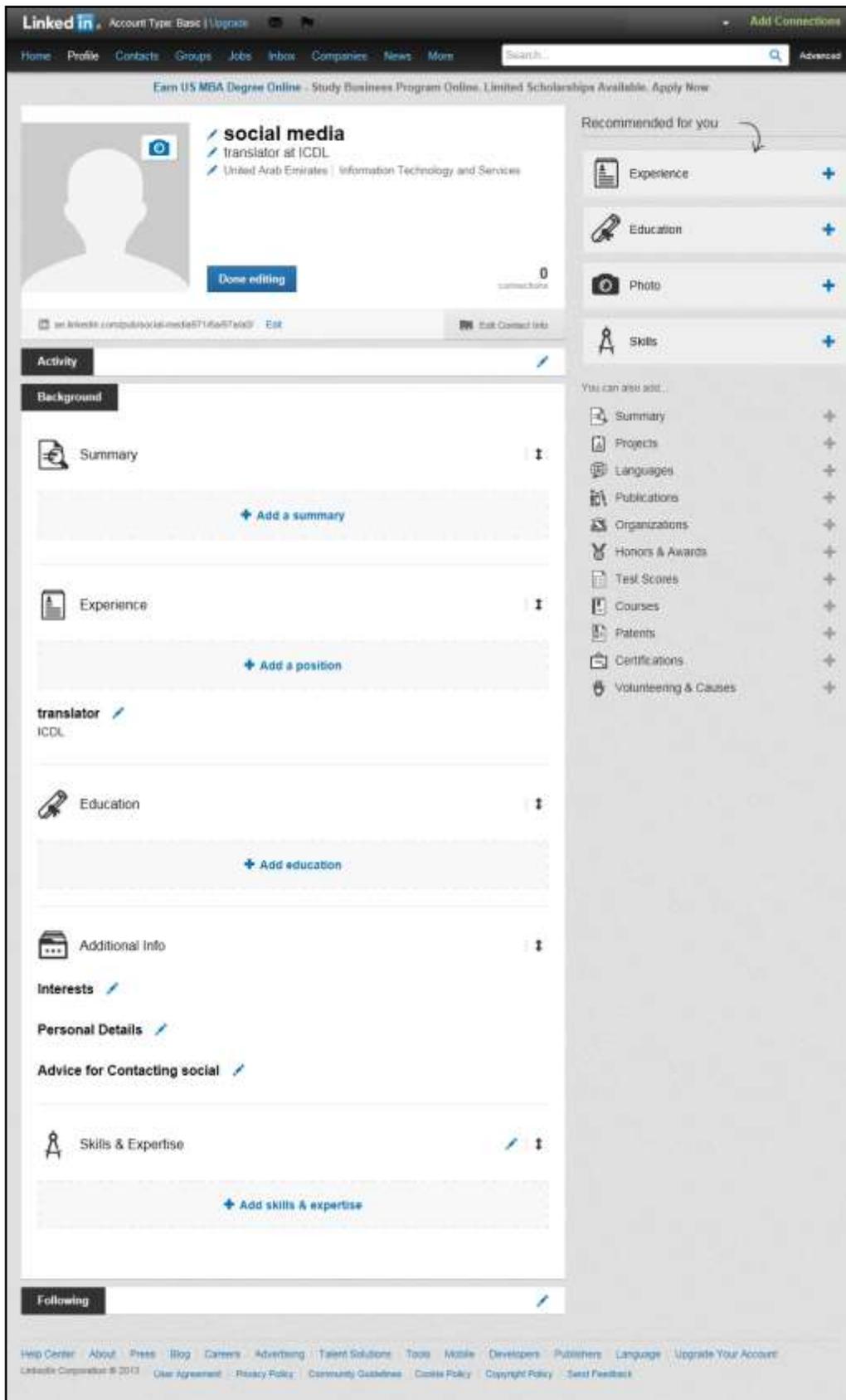
Exercise No. 2 – Basic Features on LinkedIn

Attracting Employers (Profile)

- 1- The 'Profile' feature on top of homepage (see figure below) is one of the most important features on this platform. Click on it and you will see a dropdown list where you can select Edit Profile.

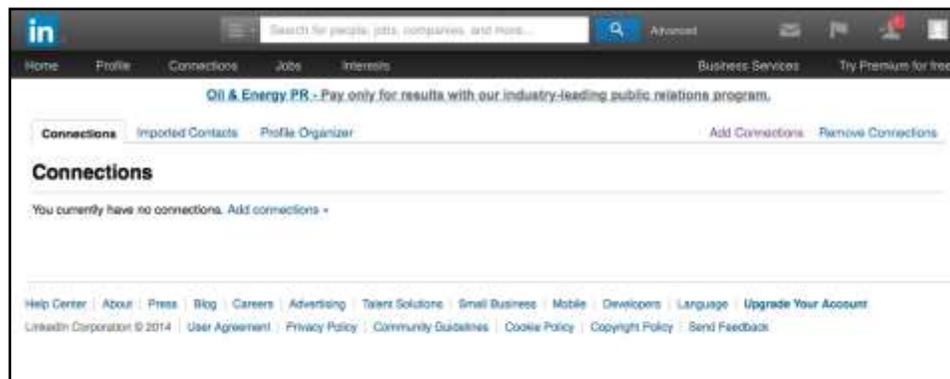


- 2- You can find within the editing page a lot of options that support your professional profile in general. The first option here is your profile photo that should reflect a professional appearance (optional).
- 3- The second feature found on the 'Edit Profile' page is the 'Summary' section where you can describe your skills and experience.



Connections

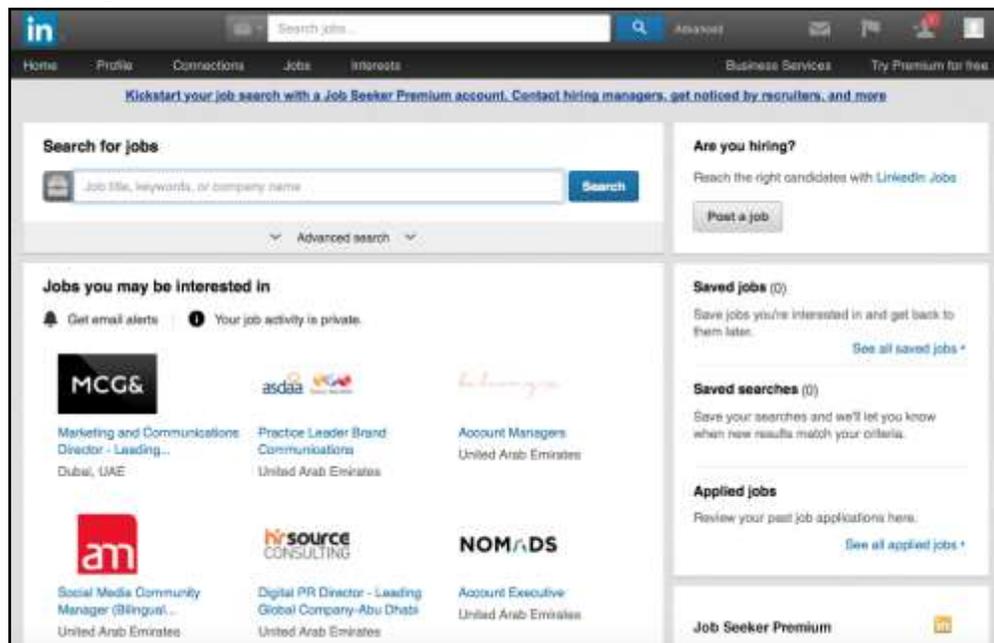
- 1- Next to 'Profile' is another tab called 'Connections' where you can add people through the 'Add Connections' option and send them invitations or have a look at their own profiles.



Jobs

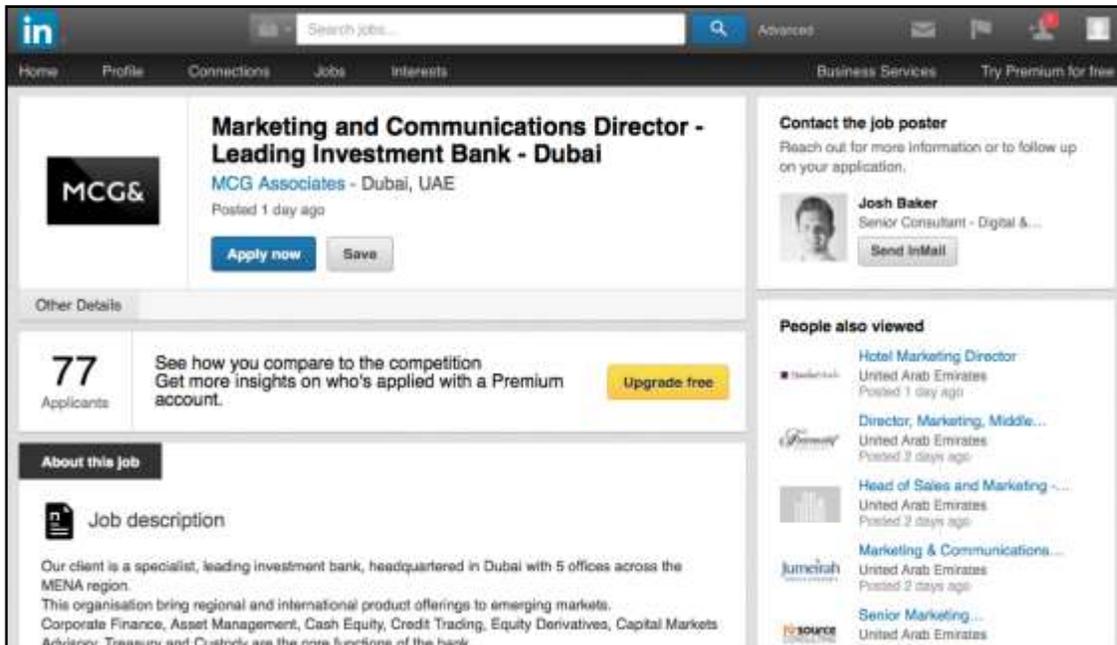
This option allows you to search for jobs by category and location as well as allowing you to reply to job ads and submit your CV.

- 1- You will find the 'Jobs' tab on the top of the page, click on it to see the Jobs landing page.



- 2- You have the option to search for particular jobs by using the Search box located at the top of your screen, or you may click on one of the job posting links displayed to review more information about that specific posting.

- 3- After finding an ideal job posting you can simply apply to that job by clicking on Apply now directly in the posting.



- 4- To sign out from the site click on the  profile picture icon, which appears on the top right hand side of the page and select Sign Out option from the dropdown list.

