

Cambridge TECHNICALS LEVEL 3

DIGITAL MEDIA

Cambridge
TECHNICALS
2016

Unit 6 – Social media and globalisation

DELIVERY GUIDE

Version 1

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INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email resources.feedback@ocr.org.uk.

OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

Please note

The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from www.ocr.org.uk.

The latest version of this Delivery Guide can be downloaded from the OCR website.

UNIT AIM

Social media has revolutionised the way in which people connect and we can interact in an instant with someone on the other side of the world. In terms of media production, social media has also fundamentally changed the way in which media institutions and creative professionals reach and interact with target audiences who are now global.

The aim of this unit is to enable you to understand the ways in which online technologies and social media products have created a globalised, connected society and how such tools are used by media producers. As part of this you will evaluate the positive and negative impacts of social media on businesses, individual users and producers. You will also learn about issues surrounding censorship and regulation of social media, and the impact this has on media production and distribution. You will fully investigate how media producers use contemporary social media to generate ideas, fund and plan projects with other professionals and how social media is used commercially to create awareness and advertise products to global audiences.

Unit 6 Social media and globalisation

LO1	Understand how online and social media products are used
LO2	Understand the impact of social media and globalisation on media audiences and producers
LO3	Understand how global industries use social media
LO4	Know how to plan and manage a social media campaign

To find out more about this qualification, go to: <http://www.ocr.org.uk/qualifications/cambridge-technical-digital-media-certificate-extended-certificate-foundation-diploma-diploma-05843-05846-2016-suite>

Cambridge
TECHNICALS
2016

2016 Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Digital Media units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 6)	Title of suggested activity	Other units/LOs	
LO1	Evaluation of social media tools	Unit 1 Media products and audiences	LO2 Understand how media products are advertised and distributed
		Unit 6 Social media and globalisation	LO4 Know how to plan and manage a social media campaign
LO1	Using Vine videos	Unit 3 Create a media product	LO3 Be able to create production materials for an original media product to a client brief
		Unit 6 Social media and globalisation	LO1 Understand how online and social media products are used LO4 Know how to plan and manage a social media campaign
LO1	Social media, online distribution and the Long Tail theory	Unit 1 Media products and audiences	LO2 Understand how media products are advertised and distributed
		Unit 6 Social media and globalisation	LO3 Understand how global industries use social media
LO1	Understanding Wikinomics	Unit 1 Media products and audiences	LO2 Understand how media products are advertised and distributed
		Unit 6 Social media and globalisation	LO1 Understand how online and social media products are used
LO2	Generation of funding	Unit 6 Social media and globalisation	LO4 Know how to plan and manage a social media campaign
LO2	Moral panics and social media	Unit 6 Social media and globalisation	LO4 Know how to plan and manage a social media campaign
LO2	Negative effects of social media	Unit 6 Social media and globalisation	LO4 Know how to plan and manage a social media campaign
LO2	Cultural impact of Instagram	Unit 1 Media products and audiences	LO2 Understand how media products are advertised and distributed
		Unit 6 Social media and globalisation	LO4 Know how to plan and manage a social media campaign
LO3	Investigating crowdsourcing	Unit 1 Media products and audiences	LO2 Understand how media products are advertised and distributed
		Unit 6 Social media and globalisation	LO1 Understand how online and social media products are used LO2 Understand the impact of social media and globalisation on media audiences and producers
LO3	Investigating Sheffield Soup	Unit 6 Social media and globalisation	LO1 Understand how online and social media products are used
LO3	Investigating project management tools	Unit 6 Social media and globalisation	LO4 Know how to plan and manage a social media campaign
LO3	Memes	Unit 6 Social media and globalisation	LO4 Know how to plan and manage a social media campaign
LO4	Understanding campaign objectives	Unit 1 Media products and audiences	LO2 Understand how media products are advertised and distributed
		Unit 6 Social media and globalisation	LO1 Understand how online and social media products are used
LO4	Analysing Retweets	Unit 6 Social media and globalisation	LO4 Know how to plan and manage a social media campaign
LO4	Jobs in social media	Unit 6 Social media and globalisation	LO3 Understand how global industries use social media
LO4	Why social media campaigns fail	Unit 6 Social media and globalisation	LO3 Understand how global industries use social media

KEY TERMS

UNIT 6 – SOCIAL MEDIA AND GLOBALISATION

Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
Censorship	Censorship occurs when speech, public communication or other content is considered objectionable or harmful by regulators and is then cut or edited from media products. Learners will discuss this when investigating legal and ethical issues as part of LO2.
Collaboration	The way in which producers can use social media to work together on large-scale projects that are often international.
Crowdfunding	This is the way that finance is generated for a project or idea conceived by amateurs or professionals that is promoted via social media networks (such as Kickstarter). It is then funded by public contributions. This includes the <i>Veronica Mars</i> movie. As part of LO3 learners will understand about the ways in which media organisations use social media channels to generate finance for projects.
Crowdsourcing	This is the practice of gaining staff or collaborators for a project or idea conceived by amateurs or professionals that is promoted via social media networks. In terms of music, Soundcloud is a popular way in which collaborators come together for a project.
Distribution	Distribution means marketing a media product and advertising it to a specific target audience. It is also the way in which the audience receives and can access a media product.
Download	When a digital piece of work is transferred from the internet to a computer or portable device.
Globalisation	Globalisation is the process of international integration arising from the interchange and exchange of products, ideas, politics and, in particular, popular culture. Globalisation is also seen as a way in which international boundaries that once existed are broken down by the advent of new technologies (Web 2.0 and social media).
Global reach	The way in which a product has the potential to reach a global audience owing to new methods of distribution and marketing (i.e. the internet and video on-demand services).
Global village	This is the idea that physical boundaries between countries appear smaller owing to new media technologies and that because of this the world is actually one big village where everyone can communicate to each other in an instant. The theorist who discussed this originally was Marshall McLuhan (1964).
Grassroots production	Production of media content by local communities or non-professionals.
Ideology	A dominant or recognised belief system or set of values within a society (e.g. nuclear family).
Imperialism	Imperialism, in terms of social media, refers to the way in which the culture and technologies of a more powerful society are impacting on, and potentially eroding, a less developed society. The ways in which Western popular culture is promoted to less developed countries through social media adds to the proliferation of Western content over indigenous and this is usually for commercial gain by large institutions (e.g. Disney, Viacom).
Institution	An institution is the name given to a company that creates media products.
Interactive	When there is a form of two-way engagement with a media product or social media channel and the user is able to contribute their ideas by utilising collaborative functions of Web 2.0 software.
Long Tail	The theory that internet distribution has enabled niche products to sell in large quantities to the extent that their combined revenue totals more than the amount made by products aimed at a mass audience. The theorist who originally discussed the impact of the long tail was Chris Anderson (2006).
Media regulation	This is the regulation of media content by government and non-government organisations. Regulatory bodies (e.g. IPSO, PEGI, BBFC, Ofcom) review media products in order to protect the public, in particular children, from potentially harmful content. Learners will discuss this when investigating legal and ethical issues as part of LO2.

Explanations of the key terms used within this unit, in the context of this unit	
Key term	Explanation
Meme	This is a popular form of online satire that includes pictorial and text references that are very often post-modern in nature. Memes are then shared via social media channels.
Moral panics	A moral panic is when the media creates fear in the population over an issue that appears to threaten or harm normal social order. The ways in which social media networks can be used by certain members in terms of bullying, spying or threatening behaviour have meant that the news media have encouraged a moral panic about internet and social media channels. The theorist who discussed moral panics originally was Stanley Cohen (1972).
Multimedia	Multimedia products and networks include a combination of text, audio, still images, animation, video, or interactive content forms. As part of LO1 learners will need to see how social media channels incorporate social media.
Personal	Personal use of social media is when an audience member/user engages on a purely individual or social basis. This is usually not for profit.
Production	Production is the making of media products by media producers/those who create intellectual property.
Professional	Not an amateur. Someone who is qualified to do a specific job role through training or qualification. Professional use of social media is when it is used for business purposes.
Social media	Social media are online tools that allow people to create, share or exchange information, ideas, and pictures/videos. Social media differ from traditional or industrial media in many ways, including that they give non-professionals an opportunity to engage.
Social media channels	Social media channels are the individual types of social media (e.g. Twitter, Facebook, YouTube) that a media producer or audience member can use to market or receive information about the content of a media product, idea, viewpoint, news.
Social media sales funnel	This is a metaphorical representation of a funnel and it looks at the process for monitoring the social media sales and marketing process.
Social network aggregation	Social network aggregation is the process of collecting content from multiple channels into one presentation in order that audience reach and engagement with products and marketing can be analysed.
Stream	When a piece of media is watched or listened to by an audience member via the internet. An example of a video on-demand service that does this is 4OD.
Subcultures	A culture contains different groups of people with differing interests and a group that shares one specific trait or interest is known as a 'sub-culture'. The term is often applied to fans of different music genres to label their interests (e.g. rockers, mods, goths).
Trolling	This is a term used to describe the act of anti-social behaviour, such as bullying another individual, via a social media channel.
UGC	This acronym stands for user generated content. This is content that is produced by members of the public and links to the theory of We Media.
USP	This acronym stands for unique selling point. This is the feature that makes a product or a brand stand out from its competitors.
Utopian	A utopia is a community or society possessing highly desirable or near perfect qualities. It is said that social media and Web 2.0 technologies allow societies to come together to promote social good or the utopian ideal. As part of LO2 learners will investigate the benefits of Web 2.0 technologies to support ideas about collaboration.
Viral marketing	When a media product is marketed online across a variety of social media and Web 2.0 channels as opposed to traditional methods of advertising. Viral marketing also includes non-conventional forms of advertising which may not conform to standard regulatory guidelines and are distributed across channels.
Wikinomics	This is the theory that the internet has changed the economics of global business owing to the new ways in which products can be produced and distributed. The four areas of change are: 1. Openness 2. Sharing 3. Peering 4. Acting Globally. The theorists who originally discussed the impact of the long tail are Don Tapscott and Anthony D. Williams (2008).

MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome

What is the misconception?	How can this be overcome?	Resources which could help
<p>Understanding globalisation</p>	<p>Tutors could start with a general discussion about globalisation and business, looking at ways in which the world is becoming interconnected because of services, media products such as TV and films being distributed globally and through new technology. Tutors could ask learners to think about what types of companies or brands might be known globally (e.g. Disney, McDonalds). Tutors might explain to learners that some of the largest brands have subsidiaries in many countries (e.g. News Corporation and Star TV in Asia). This will allow synoptic links with Unit 1. Discussion could then lead on to the ways in which media technology and online media have allowed instant communication and sharing of ideas. Ideas about the 'global village' and 'electronic agora' will be referenced.</p>	<p>A short video on globalisation of social media https://www.youtube.com/watch?v=BVyzvwVBuFw</p> <p><i>Eye Magazine's</i> article Advertising and the globalisation of aspiration http://www.eyemagazine.com/feature/article/advertising-and-the-globalisation-of-aspiration could help learners understand the global reach of western advertising.</p>
<p>Understanding cultural censorship</p>	<p>Cultural censorship could be difficult for UK learners to understand owing to the fact that the British press operate under an editor's code of practice (currently outlined by IPSO) and therefore content is not controlled by the government. In terms of the internet and social media, the mass UK public enjoys access to the main search engines and multimedia channels.</p> <p>Tutors could ask learners what they do with social media and could then discuss resources with learners.</p> <p>Using the resources, learners will then pick at least three ways in which some countries have censored internet providers and social media channels in order to prevent the public at large from challenging the ideological status quo of the government.</p> <p>Learners can then present ideas to class.</p> <p>A follow-up exercise could be learners outlining how a social media campaign of their choice might be approached differently if it were to be trialled in a country with stricter media regulation.</p>	<p><i>CFR's</i> article on Media Censorship in China http://www.cfr.org/china/media-censorship-china/p11515</p> <p>The BBC's article on smartphone restrictions in China http://www.bbc.co.uk/news/world-asia-china-28702184</p> <p><i>The Guardian's</i> article on social media restrictions in China http://www.theguardian.com/world/2014/aug/07/china-intensifies-social-media-crackdown-curbs-instant-messaging</p>

SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	Understand how online and social media products are used		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Evaluation of social media tools	<p>Tutors could provide a case study of how a music artist has been promoted across social media channels. This product can be changed if desired.</p> <p>To link with Unit 1 this could investigate the differences between bands signed to a large record label and prosumer musicians.</p> <p>Each learner could take a different social media tool, with the whole group focusing on one case study.</p> <p>Resources to help that look at online music distribution can be used, such as: http://www.musicradar.com/tuition/guitars/how-to-promote-your-band-online-605318.</p> <p>Resources to help with this are tool links/advanced search settings on social media channels, such as: https://twitter.com/search-advanced?lang=en.</p> <p>Resources could include effective research techniques on social media: http://computer.howstuffworks.com/internet/social-networking/information/5-tips-for-using-twitter.htm.</p> <p>Learners could present ideas in a presentation to the group. This will encourage summarising of information and communication skills.</p> <p>Tutors could use a case study that is local, and employer presentations for Unit 1/Unit 6 could focus on how social media tools are used to promote a product.</p>	1.5 hours	Unit 6 LO4 Unit 1 LO2

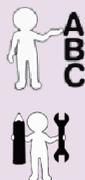


Title of suggested activity	Suggested activities	Suggested timings	Also related to
Using Vine videos	<p>This is a more practical task for learners that will allow them to engage with the core concepts of LO1. The tutor could discuss how Twitter incorporates the use of 6.5-second Vine videos to add an extra dimension to promotional and personal Tweets.</p> <p>This article could be shown to learners in order to discuss the history of the service: https://blog.twitter.com/2013/vine-a-new-way-to-share-video.</p> <p>To begin, the tutor could also use a resource such as http://www.socialmediaexaminer.com/vine-videos-10-brand-examples to demonstrate how the service can be used for different purposes.</p> <p>The tutor could then give the learners the task of creating three 6.5-second Vine teaser adverts and accompanying Twitter 140-character content for a new headphone company called 'Lazer' that is aimed at 16–24 year olds passionate about music.</p> <p>The learners could work in teams and conduct storyboarding and planning of the three videos; any content should be justified.</p> <p>Learners could film the content using mobile phones. They should then edit the video using basic editing apps for use on tablets and mobiles (see: http://www.stuff.tv/features/six-best-video-editing-apps) and then present to the rest of the class.</p>	2 hours	Unit 6 LO1, LO4 Unit 3 LO3
Social media, online distribution and the Long Tail theory   	<p>Tutors could incorporate theoretical ideas such as the Long Tail and critiques to encourage learners to investigate how social media have enhanced the promotion of media products.</p> <p>Tutors could use the following video as a starter: https://www.youtube.com/watch?v=WpMJoucUXNY</p> <p>Tutors could then ask learners to read the articles below which give opposing views of the impact of the Long Tail:</p> <ol style="list-style-type: none"> 1. Why the Long Tail is good for musicians http://www.longtail.com/the_long_tail/2007/01/give-away-the-m.html 2. The Death of the Long Tail https://musicindustryblog.wordpress.com/2014/03/04/the-death-of-the-long-tail/ <p>Learners could discuss this work in small teams and feed back to the class in groups.</p>	1 hour	Unit 6 LO3 Unit 1 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Understanding Wikinomics</p> <p>See Lesson Element 1 Understanding Wikinomics</p>	<p>Tutors may introduce learners to the four key principles of Wikinomics – openness, sharing, peering and acting globally – and discuss what each one might mean with relevance to the concept of crowdfunding.</p> <p>The tutor could give the learners the <i>Veronica Mars</i> case study of a film that was crowdfunded by Kickstarter: http://www.cnn.com/2014/03/12/kickstarter-funding-brings-veronica-mars-movie-to-life.html.</p> <p>Learners could then apply the four principles of Wikinomics to the <i>Veronica Mars</i> case study. They could do this by outlining how the four main social media channels of Twitter, Instagram, Facebook and YouTube have been used to help generate funding to produce and distribute the product. Ideas should include ways in which the social media channels could have been used (e.g. putting clips from the original TV show online to help generate funding; hosting Vine/Twitter videos of the main actors).</p> <p>Learners are then to present ideas to the class.</p>	1 hour	Unit 6 LO1 Unit 1 LO2
<p>Social media and television</p> <p>See Lesson Element 2 Social media and television</p>	<p>The tutor will begin by outlining what ‘social TV’ and ‘second screening’ are. According to commentator Alka Marwaha (2009), watching TV is increasingly being integrated with social networking, via screens such as the smart TV, smartphones, tablets and laptops. This allows people to watch videos and chat about them together regardless of their geographic location.</p> <p>As a starter, tutors can give learners the following online BBC Click video The phenomenon of two screen viewing: http://news.bbc.co.uk/1/hi/programmes/click_online/9640887.stm</p> <p>Tutors can also give learners this article containing Sky’s social TV infographic: http://www.libertamedia.com/new-second-screen-research-points-to-huge-opportunity-for-marketers/</p> <p>Tutors could ask learners to then use the two resources and pick out at least five points about the changes to contemporary television viewing.</p>	1 hour	

SUGGESTED ACTIVITIES

LO No:	2		
LO Title:	Understand the impact of social media and globalisation on media audiences and producers		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Generation of funding	<p>Tutors could think about using a contemporary globally crowdfunded project and investigate how online technologies and social media channels have contributed to its international success, to demonstrate the positives of using social media. Crowdsourcing as part of the project could also be investigated in this way. Learners could then be encouraged to complete an investigation task of their own. Theoretical ideas about globalisation and breaking down boundaries can be applied with specific examples.</p> <p>Kickstarter successes can be referenced by the tutor: https://www.kickstarter.com/discover/most-funded</p> <p>Ways in which successful crowdfunding can be achieved can be referenced: http://ignitiondeck.com/id/10-crowdfunding-secrets/</p> <p>Work can be created as a written report on blogs to demonstrate learning and application of findings to set tasks within the lesson.</p> <p>There is the potential for speakers of successful projects to come and deliver a presentation about how they made their crowd funded projects internationally successfully/reached global users.</p>	1 hour	Unit 6 LO4



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Moral panics and social media</p>  	<p>Negative impacts of social media use can also be investigated. Discussing moral panics and the media can provide a base starting point, because this will also link to wider understanding of how new technologies may have an impact on wider society.</p> <p>The tutor could begin by explaining what a moral panic is using Stanley Cohen's (1972) definition and linking back to the context and examples used that were central to his theory (mods and rockers, press).</p> <p>The tutor may then ask learners to think of what media might be associated with moral panics in society. Tutors can ask learners to work in small groups to see if they can think of examples. Tutors can use video games as an example to help and, if the concept is proving difficult, explain it using lists such as http://whatculture.com/gaming/10-controversial-video-games-that-caused-major-moral-panic.php.</p> <p>Tutors can then give learners the following Spiked online article that critiques contemporary moral panics over Twitter: http://www.spiked-online.com/newsite/article/the_hysteria_over_trolls_is_a_classic_moral_panic/13890#.VhE5WmpOXIU</p> <p>Learners can then be placed into two teams. One team will argue that moral panics over social media use are justified, having researched at least three articles to support their case. The second team will dismiss the moral panics concerning the use of social media, having researched at least three articles to support their case.</p>	1.5 hours	Unit 6 LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Negative effects of social media 	<p>It is important that tutors allow learners time to understand the ethical issues concerning the use of social media as individuals and in professional and work-based contexts.</p> <p>As a short lesson activity to aid understanding of terminology such as 'trolling', 'cyber-bullying' and 'privacy' tutors can ask learners to read the following summary: http://smallbusiness.chron.com/negative-effect-social-media-society-individuals-27617.html</p> <p>Learners are then placed into teams to cover each of the issues in the article and are asked to complete a table which highlights the impact of each of these issues on individuals in both private and professional contexts. Learners could then feed back in class.</p> <p>Tutors can then take the basis of what learners have said about using social media in the workplace and ask them to complete a short activity on the dos and don'ts of using social media at work. Learners should read the following articles and look at the risks and how to protect themselves as employees. Then if learners are placed into teams they could discuss their findings and feed back to the class the three most important points they believe will be of use to them in the future.</p> <p>http://www.acas.org.uk/index.aspx?articleid=3375 http://thenextweb.com/socialforbusiness/2014/10/07/social-media-at-work/</p>	50 minutes	Unit 6 LO4
Cultural impact of Instagram	<p>Learners will be aware of the ways in which Instagram is used from LO1.</p> <p>To investigate the cultural impact of social media, tutors could approach it from the way in which celebrities use Instagram to keep in touch with their fans.</p> <p>Tutors could give learners as a starter a website which charts the most popular celebrities on Instagram such as http://www.cosmopolitan.com/entertainment/celebs/news/a44547/here-are-the-most-followed-celebrities-on-instagram-ranked/.</p> <p>Learners are then to look at the list and choose one to investigate.</p> <p>Individually, they are to research the types of images that the celebrity or their press team shares, semiotically analysing the content of at least three images.</p> <p>Learners can then pair up to compare the similarities and differences between the celebrities they have looked at. They are then required to feed back to the class.</p>	1 hour	Unit 6 LO4 Unit 1 LO2

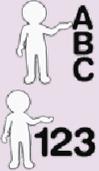
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Regulating Twitter</p> <p>See Lesson Element 3 Regulating Social Media</p>	<p>Tutors are to build on the idea of both moral panics and negative impact of social media by discussing regulation. Tutors are to direct learners to read the three articles below.</p> <p>Having read the articles, learners are to create a mind map for each that includes the name of the article, a quote from the article and a summary in 50 words of what the article is suggesting about how Twitter has been used.</p> <p>A) In February 2012, Ryan Giggs conceded that his press injunction about an element of his private life was unenforceable after he was exposed by Twitter users: http://www.bbc.co.uk/news/uk-17114875</p> <p>B) In October 2012, two Twitter users were prosecuted for naming the girl in the Ched Evans case: http://www.bbc.co.uk/news/uk-wales-19878428</p> <p>C) In October 2014 Chloe Madeley received rape threats on Twitter after her mother commented on the Ched Evans case: http://www.bbc.co.uk/newsbeat/29648755</p> <p>Learners are then to feed back to the class.</p> <p>Based on the learners' summaries and their answers during feedback, the tutors are to pick small teams and ask the learners to think about the following questions:</p> <p>A)</p> <ol style="list-style-type: none"> 1. Do you think that celebrities should be able to take out press injunctions, or does the information belong in the public domain? 2. Should the ban on naming those who have taken out press injunctions apply to Twitter users? <p>B)</p> <p>Do you agree that the offenders naming the girl in the Ched Evans case should have been prosecuted, or should users have free speech to comment on publicised and high-profile crime?</p> <p>C)</p> <ol style="list-style-type: none"> 1. Do you think Judy Finnegan (Chloe Madeley's mother) had the right to express her opinion on national TV without the threat of internet bullying? 2. As a global institution and platform which has an audience of 400 million users, is Twitter doing enough to stop online bullying and 'trolling', as evidenced by the Chloe Madeley case? <p>This will provide learners with a starting point in terms of further investigations into regulating social media content.</p>	1 hour	

SUGGESTED ACTIVITIES

LO No:	3		
LO Title:	Understand how global industries use social media		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Investigating crowdsourcing</p>   	<p>It is important that tutors demonstrate to learners that crowdsourcing is an extremely important way in which global industries attract personnel to projects and that many of these projects, such as Wikipedia, are extremely famous and successful.</p> <p>Tutors could split learners into small groups and give them an article such as http://crowdsourcingweek.com/top-crowdsourcing-experts-uk/, that charts the success of contemporary brands that have used crowdsourcing, in order that learners become aware of key personnel or experts.</p> <p>Learners are then to pick one expert and investigate what they have done and the social media that they have used to reach out to potential staff, volunteers or collaborators and how they have used social media channels to reach out to audiences.</p> <p>They are then to feed back to class.</p>	1 hour	Unit 6 LO1, LO2 Unit 1 LO2
<p>Investigating Sheffield Soup</p>  	<p>Social media can also be used to effect positive changes in society.</p> <p>A case study is Sheffield Soup, whereby social media have been used to promote a crowdfunded project that in some way helps the wider community.</p> <p>Tutors are to give learners the following BBC News link: http://www.bbc.co.uk/news/magazine-34346226</p> <p>Tutors may then set learners a research task to answer the following questions:</p> <ol style="list-style-type: none"> 1. What is Sheffield Soup and what wider initiative is it part of? 2. What social media channels has Sheffield Soup used to promote its activity? 3. How has Sheffield Soup's use of social media channels contributed to creating awareness about the project? 4. How has Sheffield Soup used social media as part of a wider, holistic traditional campaign? <p>Learners could then feed back to class.</p>	50 minutes	Unit 6 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
Investigating project management tools 	<p>Part of LO3 is understanding project management tools. The following list introduces learners to the different services available to aid the management of online and collaborative projects: http://www.1stwebdesigner.com/project-management-collaboration-tools/</p> <p>Tutors could use this to give learners the opportunity to become familiar with the different tools, as many will be used in professional and industry contexts. The resource above gives a bullet list of what each specific tool can offer.</p> <p>Tutors could then ask learners to pick at least two and give a summary of their uses. The resources that are classified as subscription-based tools still have a bullet list of key uses and can therefore still be utilised by tutors.</p> <p>Tutors may give learners a case study (such as promoting a new band, launching a new book, creating a new piece of open source software). Learners could then create a mind map with headings of 'Contacts', 'Analysing Audiences', 'Content', and describe how at least one of the project management tools on the list would allow them to keep in touch with collaborative partners, stakeholders and audience members.</p>	50 minutes	Unit 6 LO4
Memes 	<p>Tutors should reinforce to learners as part of LO3 that social media campaigns feature memes as part of targeted marketing campaigns.</p> <p>Tutors could show examples of memes which have been created by professionals to widen the reach of brands, or by individuals to make satirical statements. Examples of these can be found at the following websites: http://www.memes.com/ http://www.businessnewsdaily.com/7431-memes-social-marketing.html http://sparksheet.com/the-best-examples-of-meme-marketing/</p> <p>As a practical task learners are to pick one brand/product of their choice and create a meme based on the company/brand ethos in order to reach an audience using http://memegenerator.net/. They should justify their reasons and explain why the meme would appeal to an audience and promote the brand. They are also to explain how they would distribute their meme using social media channels and give justification.</p>	1 hour	Unit 6 LO4

SUGGESTED ACTIVITIES

LO No:	4		
LO Title:	Know how to plan and manage a social media campaign		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
Understanding campaign objectives 	<p>It is important that learners understand the objectives of a social media campaign before they embark on planning one.</p> <p>With reference to high-profile social media campaigns that can be found at https://www.salesforce.com/blog/2014/12/the-30-most-brilliant-social-media-campaigns-of-the-last-half-of-2014-152015.html, tutors could ask learners in small teams to research one of the products/brands on the list (this includes etsy, MTV etc).</p> <p>Learners are to create a mind map identifying what channels were used, frequency of distribution and content to promote the product/brand.</p> <p>From this they are then to think about three main objectives/goals of the campaign and assess why they think the social media campaign was successful. Target audience should be referenced and a consideration of supporting advertising should be given.</p> <p>Learners could present to the class.</p>	40 minutes	Unit 6 LO1 Unit 1 LO2
Analysing retweets 	<p>It is important when learners are planning a social media campaign to understand how a particular channel works in conjunction with another, possibly more traditional, marketing technique.</p> <p>As a short task to encourage learners to analyse Twitter data, tutors could ask learners to pick three celebrities' Twitter accounts (e.g. Harry Styles, Kim Kardashian, Kanye West).</p> <p>Tutors could then ask learners to analyse what each individual is Tweeting about and group the Tweets into 1. Personal, 2. Promotion of a product, 3. Political and Social Commentary.</p> <p>Learners are then to count the number of Retweets of one of the Tweets made in each category by each celebrity. Tutors could then ask learners to compare the results against less high-profile celebrities (e.g. Rod Stewart, Eamonn Holmes, Lorraine Kelly).</p> <p>Tutors should then encourage learners to look at why the Tweets by the more popular celebrities are Retweeted more often by fans. This should culminate in a discussion about use of social media alongside TV, magazine, film, sponsorship promotion and that it cannot be used in isolation.</p>	1 hour	Unit 6 LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p>Jobs in social media</p>  	<p>It is important that learners understand the different job roles involved in creating a social media campaign.</p> <p>Tutors could encourage learners to investigate social media job roles by accessing digital marketing recruitment websites, such as http://www.thecandidate.co.uk/latest-digital-marketing-jobs/social-media-jobs/.</p> <p>Learners could create a mind map that outlines what each role entails.</p> <p>Tutors could then give learners a case study of a new film or video game release and they can work in small teams to discuss what each person in a digital marketing team might do/create in the run-up to the release of the case study product.</p> <p>Learners can use examples from real social media campaigns (e.g. recent film and video game/franchise releases).</p>	50 minutes	Unit 6 LO3
<p>Why social media campaigns fail</p>  	<p>Learners also need to be able to evaluate why social media campaigns fail, in order to think carefully about campaign choices.</p> <p>The tutor should explain that there are many examples of bad social media campaigns and these were mainly because the content language was inappropriate or offensive to the audience. On other occasions timing and milestones for content release had been misjudged. These are examples that tutors can share with learners: http://www.clickz.com/clickz/news/2386487/10-worst-social-media-fails-of-2014 https://econsultancy.com/blog/65020-19-horrific-social-media-fails-from-the-first-half-of-2014/</p> <p>Learners are to work individually and pick one example of why they believe the social media channel did harm to either a brand or an individual.</p> <p>Learners are then to work in teams, bringing their examples together, to think of what the company could post in terms of content to rectify the harm done.</p> <p>Answers can be shared with the rest of the class.</p>	30 minutes	Unit 6 LO3



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