

Using Social Media to Encourage Participatory Culture

Daena J. Goldsmith

Professor of Rhetoric & Media Studies



Supersize v. 2.0 uses

- Using social media as a faster, wider, cheaper way of doing what you've always done
- Leveraging the affordances of social media to fundamentally change social structure

Earl, J. & Kimport, K. (2011). Digitally enabled social change: Activism in the internet age. Cambridge, MA: MIT Press.

Participatory Culture

Students as producers, not just consumers

1. Low barriers to expression and engagement
2. Strong support for creating and sharing one's creations with others
3. Informal mentorship whereby what is known by the most experienced is passed along to novices
4. Members believe that their contributions matter
5. Members feel some degree of social connection with one another (at the least they care what other people think about what they have created).

Jenkins, H. (2006). Confronting the challenges of participatory culture: Media education for the 21st century (part one).

http://henryjenkins.org/2006/10/confronting_the_challenges_of.html

The blogging assignment

- Individual blogs on Blogger, Weebly, or Wordpress
- By 7 am Thursday, must have a new post.
- Blog on behalf of the class—related to course content, represents you and the institution professionally.
- “Public voice”: somewhere between private voice (self expression) and commercial voice (selling or entertaining); “true to communicator’s own experience while joining others in a public conversation”
 - Rheingold, H. (2012). *Netsmart: How to thrive online*. Cambridge, MA: MIT Press.

Keystrokes by Kate

Thursday, April 16, 2015

Last Post!

The topic for this week in class is that of hyper communication, that is, the concept that relationships can develop more rapidly in an online setting. While I have little experience actually forming relationships online, I still found several aspects of the concept to be very true to me. More specifically, I especially related to concept of optimized self presentation.

Optimized self presentation essentially means that one has complete control over how they want to present themselves. You have time to edit and craft responses and you also have less cues, such as appearance or tone of voice, that you must control at the same time. I am not particularly good at face to face interaction. When prompted to give responses in person, especially in a classroom setting, the stuff that comes out of my mouth tends to be incoherent babble. I need time to organize my thoughts and feelings in order to really give a response that is representative of myself. Therefore, the asynchronous aspect of computer mediated communication is something I find that allows me to present a more accurate depiction of myself than the one that may be presented in person.

The other aspect of optimized self presentation is that of the reduced cues one has to master upon the internet. I related strongly to this aspect as well. When I am in the process of face to face communication I often find myself caught up in my head as to how I need to conduct myself. Things such as eye contact, tone of voice, gestures, nodding, posture, etc. are all things that I find myself actively thinking about when I am communicating in person. The "rich" aspects of rich media therefore are more distracting to me than they are informative. When those aspects are eliminated in online communication I find the experience to be considerably less stressful, and I

About Me



 Kate Casey

Kate Casey, Junior at Lewis and Clark College, spending the next few months exploring Electronically Mediated Communication and interpersonal communication with my blog, Keystrokes by Kate.

[View my complete profile](#)

Blog Archive

- ▼ 2015 (11)
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 - [Self-Efficiency](#)
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 - ▶ March (2)
 - ▶ February (4)
 - ▶ January (2)

A (not so) subliminal message /

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APR

16

2015

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COMMENTS

POSTED BY JOREY KIVA-SMITH IN

THE END...

After nearly 4 months of keeping this blog and remarking on EMC (electronically mediated communication) and the media, I've realized a few things. Firstly, while this is not my first blog (for all you coffee drinkers check out my blog here) it has been the most.

APR

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2015

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COMMENTS

POSTED BY JOREY KIVA-SMITH IN

PEELING BACK THE LAYERS

Studying certain theories related to interpersonal relationships and electronic media and the ways we as people develop relationships has required a bit of introspection. I've given a lot of thought to an array of my friendships and relationships of all kinds.

Most Trending

[Gamergate](#)



[Catfishin'](#)



[Lights, Camera, Blogging!](#)



[Disconnect To Connect](#)

Digesting Media

The ramblings of a Lewis & Clark College sophomore about her two favorite things: food and media.

Tuesday, February 3, 2015

Digital Sushi Immigrants



Everyone has that one friend who is an extremely **picky eater**. Then you also have that one friend who will eat anything (this one is usually me). Last week my Interpersonal Media class read an article titled "Digital Immigrants" by Mark Prensky. The article discussed how there are two different kinds of people who utilize digital media: the **digital natives** (those who grew up with internet) and the **digital immigrants** (those who grew up without internet).

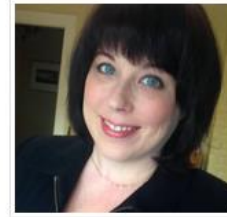
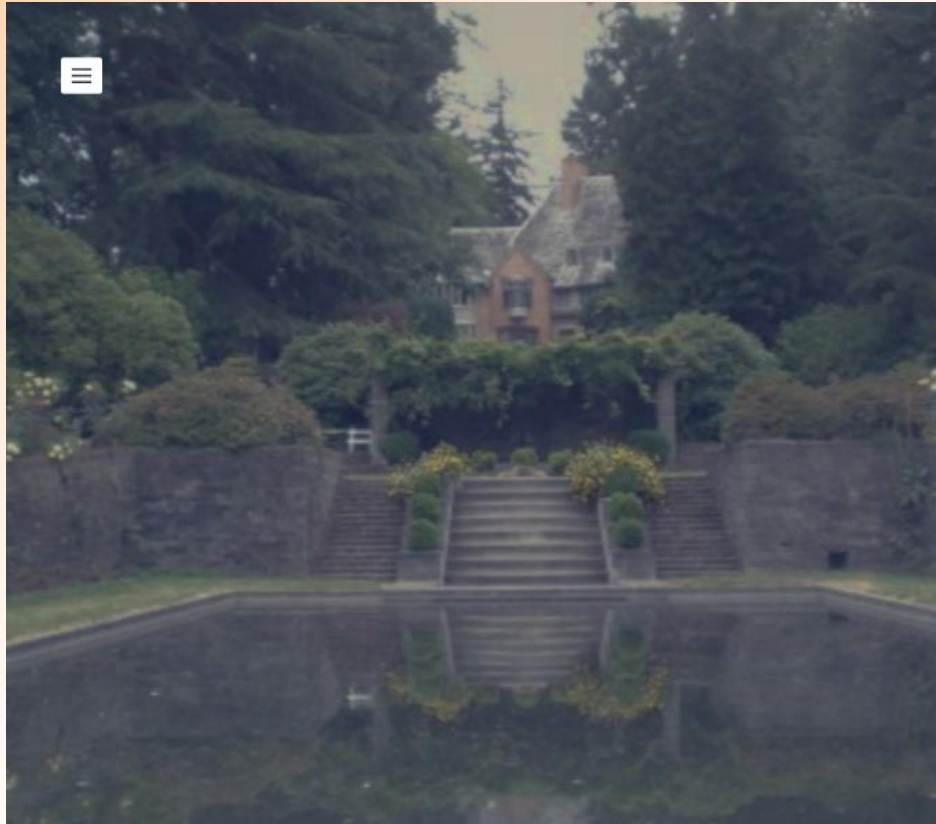
After reading this article I have thinking "I really like this and want to write about it, but how can I use it in my..."

Welcome!



Liz
Portland, OR
Always online. Always eating.

Twitter: @lizzi_e
tumblr: liz-eats



40 Year Old Freshman

10/1/2016

Blogging as Therapy

As we studied this week from “The Therapeutic Value of Adolescents’ Blogging About Social-Emotional Difficulties” by Meyran Boniel-Nissim and Azy Barak, blogging is a way writing can be posted online for public view and input. “A blog can provide the unique combination of a comfortable space for self-expression, one that is both intimate and authentic, with an interactive social environment that is popular among adolescents” (Lenhart & Fox, 2006; Mazur, 2005). Getting feedback from our peers that we are not alone in our struggles of loneliness, anxiety, and social isolation

CANDIDLY INTROSPECTIVE

CANDID HONESTY

I challenge you too

READ MORE →

A LETTER TO MY FUTURE DAUGHTER

I hoped and I hope

READ MORE →

EMPOWER YOURSELF

I challenge you to.

READ MORE →

A TOXIC ROOM OF ONES OWN

What is cyber feminism not discussing?

READ MORE →

Candidly Introspective:
<https://candidlyintrospective.wordpress.com/>

Supersize intentions

- Online reaction papers:
 - Get them before class
 - Have a joint record of work completed
 - Students could read one another's work

2.0 outcomes

- Students as engaged consumers and producers of knowledge
 - Discover where they connect with material
 - Gain confidence in their own opinions
 - Link to additional content

Blood, R. (2000). *Weblogs: A history and perspective*.
http://www.rebeccablood.net/essays/weblog_history.html

The blogging assignment 2.0

- Assigned to “interest groups” based on cluster analysis of their interest in a list of topics
- Each week, have to read and comment on blogs from their interest group (plus 1) (graded)
- Badge System: earn badges for doing various things to content, format, interaction, readership
 - Not graded, but group awards throughout semester and individual and group awards at the end
- Course assistants

On deck for Fall 2017

- Recruit “coaches” from last semester
- After first two weeks, they select their teams
- Individual feedback weekly, class time periodically for group feedback
- Battle rounds, Knock out rounds, Live rounds to select “The Voice”



The Twitter assignment

- Before class Monday: tweet about the reading for the week (e.g., a question, a quotation, a pithy summary of a key idea)
- By 9 am Thursday: tweet about your blog post to encourage readers
- After class Friday: tweet a take-away from this week (could be from any of the readings or discussions)
- Always use hashtag #RHMS270



sad fun 2k15 @mtksh · Feb 2

Does @billkeller2014 still think we're "outsourcing our brains to the cloud"?
[#RHMS270](#) #twittertrap nytimes.com/2011/05/22/mag...



1



[View summary](#)



Marissa B. @mgbunting · Feb 2

The Twitter Trap nyti.ms/pcb6wK Interesting piece about our memory, mistrust of social media, and pursuit of empathy. [#RHMS270](#)



[View summary](#)



Data & Society and 5 others follow



Nancy Baym @nancybaym · Feb 2

Hello [#RHMS270](#) ! Nice to see you reading Personal Connections. If you have questions, just ask!



3



4



Pioneer Log follows



EVOO @ivonnevelyng · Feb 2

"...fear that new media will take people away from their intimate relationships..."
[#RHMS270](#)



meggieshmeg @MeganRatfieldd · Apr 2

Do you believe in a second life? Check out this weeks blog post!
feelthebasics.blogspot.com/2015/04/do-you... #RHMS270



Colin Brown @colinbrown13 · Apr 2

What Attracts People To Social Media? Check Out My Blog Post This Week!
Feel Free to Comment! downtownbrown13.blogspot.com #RHMS270



Cameo @CollegeGirl624 · Mar 29

Home away from home. Online roles allow for extensions of
personality/platforms for trial personalities. #cantunderstanditall #love
#RHMS270



Marissa B. @mgbunting · Mar 20

On Tumblr as an outlet, and emotional well-being. See my latest blog post
#RHMS270 tea-www.blogspot.com/2015/03/techno...



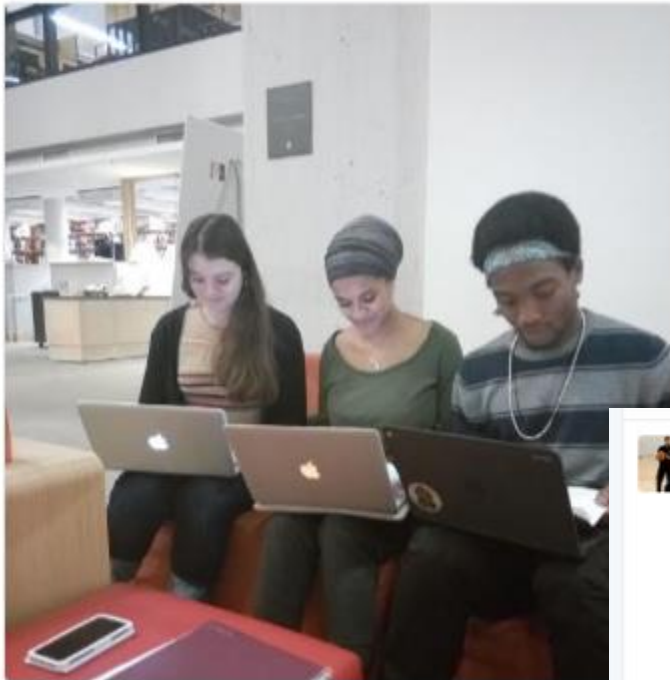
Liz Allan @lizzi_e · Mar 19

I'd like the number 3 special: Identity tourism with a side of orange chicken.
Come digest media with me! bit.ly/1EzC9uJ
#RHMS270





Anna Borbála N'Semi @annabnsemi · 9 Nov 2016
#RHMS270
The interest group



Elana Freeman @elanafreelobo · 9 Nov 2016
Because we would rather be under the sea than in America right now. (We also need proof that we woke up at 8am) #RHMS270



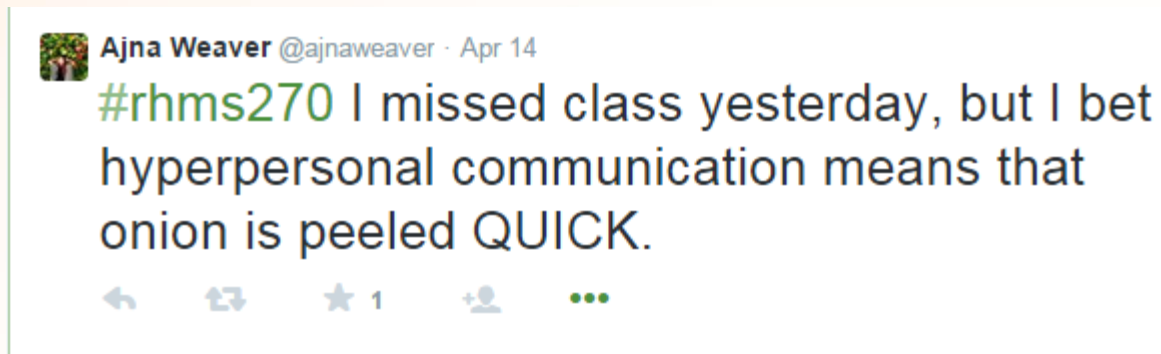
AdriansHomework @mediaontheblog · 9 Nov 2016
We talked about how media and the election interacted #rhms270
@allieosgood_lo @JegsHomework



Supersize intentions

Replaced quizzes

Accountability for class reading, attendance



Aid to class preparation

2.0 outcomes

Students as public intellectuals

- Reframed reading from “What will Daena put on quiz?” to “What do I/others find most engaging?”
- Created opportunities for interacting with authors, classmates, peers

Expanded boundaries of the classroom



Ajna Weaver @ajnaweaver · Feb 2

"the internet was designed for bombs" -
@PDXDaena & look @ us now we r
#dabomb -- #usermotivated
#socialconstruction #socialshaping
#rhms270

Lesson in social media problem-solving

Challenges and Lessons Learned

- Students have variable experience and expertise
- Lack of control over platforms
- Time commitment
- Evaluation
 - Encourage quality, provide feedback but also voice, risk, and development
 - Keep time commitment manageable, encourage participatory culture
 - Combination of cr/ncr (course assistant), student comments, and portfolio reflection

The Big Lessons/Questions

What happens when classroom is transformed from hierarchical teacher-directed to participatory culture?

- Students learn from teacher, one another, outside sources
- Students produce as well as consume knowledge
- Students engage publicly with ideas, take ownership of what matters most to them
- Class has public persona
- Success requires creativity, problem-solving, initiative, collaboration

For more information:

#RHMS270 for Tweets, links to blog posts

Class website: rhms270fa16.weebly.com

Slides etc.: ds.lclark.edu/daena16/

Email me! daena@lclark.edu