

Instructional Materials: Social Media for The Business World; Spring 2016

Grade Level

High School, Grades 9 and 11

Marketing Concept Being Presented

Social Media Content Calendars

Session Learning Objectives

Learning, activities, and assignments for this unit on Social Media Content Calendars will address the following session-specific learning objectives: (1) explain a social media content calendar and its benefits, (2) apply Facebook Insights information to Facebook Business Page posts, and (3) plan three posts in a social media content calendar for a Facebook Business Page.

Anticipatory Set

Using a common, real-world scenario that many small businesses face, we begin the session with students creating “last-minute” posts for their business' Facebook Business Page. Working individually, students are asked to write three Facebook posts (a week's worth) in five minutes. When the five minutes are up, the class discusses their findings as a group, with students sharing both their posts and the emotions they experienced during the exercise. The goal of this real-world simulation is to have the students experience first-hand what a lack of social media planning both looks like (misspelled, poor posts that neither address their audience's needs nor their business' goals) and feels like (stressful and “I don't know what I'm doing”). I tell the students that lack of time and proper social media planning is a common problem small businesses face. I mention that I encounter this situation with the small businesses I work with and we solve this problem with what we are going to learn about today.

Approach

The Anticipatory Set is augmented by informative class discussions and activities intertwined with real-world stories to communicate social media concepts and principles to the group.

Instructional Materials: Social Media for The Business World; Spring 2016

Mixing the session's in-class assignments and presentations with individual learning, small group work, and whole class participation addresses those who are comfortable learning alone and those who prefer working in active groups. As I strive to meet the needs (visual, auditory, read/write, and kinesthetic) of each type of learner a couple of times per topic, a variety of instructional delivery methods are incorporated in this session. This approach follows the theory that “learning is more thorough and is retained better if multiple modes are used to input and process information.” Instructional materials included in the session on Social Media Content Calendars are: (1) real-world, small business social media scenario warm-up exercise, (2) PowerPoint slides with notes, (3) social media content calendar in-class group exercise, and (4) “3-2-1” Classroom Assessment Technique (CAT).

Using the PowerPoint slides, I introduce the the session's learning objectives. As this is the student's first exposure to social media content calendars, I show the class a picture of a “real-world” social media content calendar. I then explain how companies can utilize social media content calendars to keep all of their social media activities organized, craft timely content, and engage their target audience. (The “Anticipatory Set” activity in the first five minutes of class also helped to demonstrate the “why” behind the need for a social media content calendar.) After a learning/understanding check by asking the students how they believe a social media content calendar can help them and their business, I explain how to create a content calendar and introduce Facebook Insights. To facilitate learning and make the concept more tangible and relevant, Facebook Insight screen shots from an actual small business' Facebook Business Page are used.

According to research in active learning, students learn more and retain their learning longer if they acquire it in an active rather than passive manner. As having students engage with the material is an important part of the learning process, the attached in-class social media content calendar group exercise affords the students the opportunity to experience social media marketing for a business relevant to them: a classmate's business. Although this exercise

Instructional Materials: Social Media for The Business World; Spring 2016

addresses session learning objectives (2) and (3), the activity also serves to break up the lecture and refocus the class, give visual learners an opportunity to better understand the material, provide an opportunity for students to get to know each other better, and practice working in a dyad.

To help the students “see” what they are learning, I demonstrate how to draft a Facebook post in a content calendar utilizing the “I do, we do, you do” approach. Using the words “first, I will., next I will”, we create one post for the student's Facebook Business Page, one step at a time, following the aforementioned steps to complete a social media content calendar. The students practice using information from Facebook Insights to determine the best time of day for the post and write that time on the social media content calendar on the board/PowerPoint, with me only facilitating the discussion of this step. At the end of this demonstration, the class can see exactly what a completed, planned-out Facebook post in a social media content calendar looks like.

So they may practice what was just learned, the students then break into pairs and have 15 minutes to draft two Facebook posts for the classmate's business on the same social media content calendar. This work is completed on the classroom computers. During this 15-minute period, I spend time with each pair, checking their understanding and progress and answering questions.

After 15 minutes, students share their posts with the class and, as a group, we discuss their posts' relevance to the student's business and target audience. The classmate/owner of the business then provides his thoughts on the students' suggested posts.

After answering any questions, our session concludes with a review of what we have learned.

Closure

As a group, the students review the benefits of a social media content calendar and reflect on the ways it can help them manage their business' social media activities.

Instructional Materials: Social Media for The Business World; Spring 2016

Assessment

Pivotal to the teaching process is having an accurate assessment of how much of the material the student understands. At the close of class, students complete a written “3-2-1” Minute Paper CAT so I may assess if they understand the concepts and theories presented. By administering the attached “3-2-1”, I can learn what concepts the students understand, which points the students found the least clear or most confusing in the lesson, and determine how to most effectively move forward with that material in class. For students who are reluctant to participate and ask questions during class, this CAT is a safe environment in which they may ask questions and disclose uncertainty on the material. This CAT also offers the students the opportunity to reflect on their learning. Through this CAT, I can understand the depth and pace of student understanding and adjust my teaching strategies to better assist in their learning.