EDMG321

Course Summary

Course : EDMG321 **Title :** Social Media Application to Emergency and Disaster Management
Length of Course : 8
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course explores social media and other forms of communication and their value, and limitations in today's environment, and cross-functional employment in support of emergency management, homeland security and public health emergency operations. In addition, this course evaluates the contributions of the internet and social media within a larger media/public relations context, as a stand-alone mass notification/information sharing platform, and as part of a communications strategy for disaster response.

Course Scope:

Using the internet and other social media platforms, students develop social media messages, analyze their effectiveness, improve their relevance, and employ them in an interactive environment. In addition, students discuss topics and explore opportunities for using social media. Finally, students examine the shortcomings and pitfalls of ill-received and inadequately constructed social media messages.

Objectives

1. Explore the internet, social media, its influence, forms of usage and global reach.

2. Evaluate the effectiveness of social media messages and their influence on disaster response, homeland security threats, public health emergencies, education, and health and safety messages.

3. Devise, develop, design and employ social media messages and critique/evaluate their effectiveness for achieving a pre-defined goal.

4. Examine the effects of misinformation on the immediate and overall response efforts, mitigation activities, preparedness actions, educational goals, intended outcomes, and future engagements.

5. Synthesize how cultural, religious, generational, and other social dynamic factors influence social media messages.

6. Develop a fundamental/working knowledge of Facebook, Twitter, and YouTube. Design, create, post and

evaluate student created content for these applications.

7. Identify the most effective communication strategies and methods of employment within each of the four phases of Emergency Management.

Outline

Week 1:

Topic(s)

Course Introductions

The History of the Internet and Social Media

Disaster Communications

Learning Objective(s)

Explore the internet, social media, its influence, forms of usage and global reach.

Readings

Required:

Haddow & Haddow, Chapters 1- 4

Supplemental Resources:

http://idisaster.wordpress.com/2011/01/18/queensland-police-facebook-page-best-practice-in-crisis-communications/

Title: Red Cross Social Media Slide deck

URL: https://edge.apus.edu/access/content/group/d31ca42b-29e5-423a-b656-e5429410e7d8/Course%20Readings/Red%20Cross%20SocialMediaSlideDeck.pdf

Centers For Disease Control And Prevention. (2011). The health communicator's social media toolkit. Retrieved July, 9, 2012.

Assignment(s)

Assignment 1

(See Below)

Week 2:

Topic(s)

Overview of the Internet, Facebook, Twitter & YouTube

Understanding Content

Learning Objective(s)

Develop a fundamental/working knowledge of Facebook, Twitter, and YouTube. Design, create, post and

evaluate student created content for these applications.

Readings

Required:

Title: CDC Social Media Toolkit

URL: https://edge.apus.edu/access/content/group/security-and-global-studies-common/EDMG/EDMG321/SocialMediaToolkit_BM.pdf

Centers For Disease Control And Prevention. (2011). The health communicator's social media toolkit. Retrieved July, 9, 2012.

Title: Ford, C. M. Twitter, Facebook and Ten Red Balloons...

URL: http://calhoun.nps.edu/handle/10945/25044

Ford, C. M. (2011). Twitter, Facebook, and Ten Red Balloons Social Network Problem Solving and Homeland Security.

Assignment(s)

Assignment 2

(See Below)

Week 3:

Topic(s)

Principles of a Successful Communications Strategy

Learning Objective(s)

Examine the effects of misinformation on the immediate and overall response efforts, mitigation activities, preparedness actions, educational goals, intended outcomes, and future engagements.

Readings

Required:

Title: Haddow, G. D., & Haddow, K. S. (2014). Disaster Communications in a Changing Media World (2d ed.). Chapter 5.

Title: CDC Social Media Toolkit

URL: https://edge.apus.edu/access/content/group/security-and-global-studies-common/EDMG/EDMG321/SocialMediaToolkit_BM.pdf

Centers For Disease Control And Prevention. (2011). The health communicator's social media toolkit. Retrieved July, 9, 2012.5

Assignment(s)

Assignment 3

(See Below)

Week 4:

Topic(s)

Communications in Emergency Management

Learning Objective(s)

Identify the most effective communication strategies, and methods of employment within each of the four phases of Emergency Management.

Devise, develop, design and employ social media messages and critique/evaluate their effectiveness for achieving a pre-defined goal.

Readings

Required:

Title: Haddow, G. D., & Haddow, K. S. (2014). Disaster Communications in a Changing Media World (2d ed.). Chapter 6.

Assignment(s)

Assignment 4

(See Below)

Week 5:

Topic(s)

Disaster Communications and Their Audiences

New Communication Capabilities

Learning Objective(s)

Synthesize how cultural, religious, generational, and other social dynamic factors influence social media messages.

Evaluate the effectiveness of social media messages and their influence on disaster response, homeland security threats, public health emergencies, education, and health and safety messages.

Readings

Required:

Title: Haddow, G. D., & Haddow, K. S. (2014). Disaster Communications in a Changing Media World (2d ed.). Chapter 7.

Assignment(s)

Assignment 5

(See Below)

Week 6:

Topic(s)

Working with the News Media

Learning Objective(s)

Examine the effects of misinformation on the immediate and overall response efforts, mitigation activities, preparedness actions, educational goals, intended outcomes, and future engagements.

Identify the most effective communication strategies, and methods of employment within each of the four phases of Emergency Management.

Readings

Required:

Title: Haddow, G. D., & Haddow, K. S. (2014). Disaster Communications in a

Changing Media World (2d ed.). Chapter 8.

Title: SPIN Project "Strategic Communications Planning"

URL:/https://edge.apus.edu/access/content/group/d31ca42b-29e5-423a-b656-e5429410e7d8/Course%20Readings/StrategicCommunications.pdf

Title: Misinformation and Its Correction Continued Influence and Successful Debiasing

URL: http://www.academia.edu/2146243/Misinformation_and_Its_Correction_Continued_Influence_and_Successful_Debiasing

Lewandowsky, S., Ecker, U. K., Seifert, C. M., Schwarz, N., & Cook, J. (2012).

Misinformation and its correction continued influence and successful debiasing.

Psychological Science in the Public Interest, 13(3), 106-131.

Assignment(s)

Assignment 6

(See Below)

Week 7:

Topic(s)

Effective Communication Capabilities in a Changing Media World

Learning Objective(s)

Examine the effects of misinformation on the immediate and overall response efforts, mitigation activities, preparedness actions, educational goals, intended outcomes, and future engagements.

Devise, develop, design and employ social media messages and critique/evaluate their effectiveness for achieving a pre-defined goal.

Readings

Required:

Title: Haddow, G. D., & Haddow, K. S. (2014). Disaster Communications in a Changing Media World (2d ed.). Chapter 12.

.

Title: CDC Social Media Toolkit

URL: https://edge.apus.edu/access/content/group/d31ca42b-29e5-423a-b656-e5429410e7d8/Course%20Readings/SocialMediaToolkit_BM.pdf

Centers For Disease Control And Prevention. (2011). The health communicator's social media toolkit. Retrieved July, 9, 2012.

Assignment(s)

Assignment 7

(See Below)

Week 8:

Topic(s)

Course Wrap Up & Research Paper

Learning Objective(s)

N/A

Readings

Required:

Cohen, L., B. (2011). Boolean searching on the internet: A primer in boolean logic [PDF Document]. Retrieved from APUS Online Library website: http://onekit.enr-corp.com/1002480/Boolean%20Searching%20on%20the%20Internet.pdf

Assignment(s)

Assignment 8

(See Below)

Evaluation

Grades for this course will be based upon graded forums, written assignments, a research paper and interactive social media interaction. As such, extensive, active and sustained participation is essential. There are seven weekly forums and an initial introductory biography submission which will be graded and that are accessible in the Forums section of the course. The biography need be a minimum of 250 words and must be submitted to the appropriate forum prior to the conclusion of the first week of class. In the case of each weekly forum the student must respond to the topic of discussion and further reply to the postings of a minimum of two other classmates as part of their total grade. Written assignments are to be completed prior to the close of a course week and are to be submitted through the appropriate weekly written assignment window accessible via the Assignments section of the course.

The grading will be based on interactive participation, six graded Discussion Forums, written assignments, and one research paper.

The final grade for the course will be calculated as follows:

*Includes introductory biography submitted as a forum submission in week 1. A grading rubric located in the respective Lessons area and within weekly Forum instruction boxes guides evaluation and grading of forum assignments less the biography.

** A grading rubric located in the respective Lessons area and within weekly Written Assignment instruction boxes guides evaluation and grading of written assignments with exception of those noted for which the criteria do not apply.

*** Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, it is expected that you manage competing demands on your time. Should you need additional time to complete an assignment however, please contact your course instructor before the respective assignment due date so they can discuss your situation and needs and determine an acceptable resolution.

Assignments otherwise submitted as late without pre-coordination need not be accepted in fulfillment of course requirements. In the case of those assignments that are accepted as late without pre-coordination the following grade deductions can be expected. In all cases, routine submission of late assignments is unacceptable and may result in the unwillingness of the course instructor to accept any late assignments from the respective student or may result in points deducted from your final course grade.

Deductions:

Late forum posts can be penalized up to 5 points per day

Late assignments can be penalized up to 5 points per day

**** If you have an issue with the grade you received, please consult the instructor. All grading issues will be resolved within a week of turning back the assignment.

Grading:

Name	Grade %
Participation	10.00 %
Join Face Book Group (Week 2)	2.50 %
Follow Twitter Feed (Week 2)	2.50 %
Re-tweet (Week 5)	2.50 %
Final Face Book post & Tweet (Week 7)	2.50 %
Weekly Forums	30.00 %
Introduction - Week 1	3.75 %
Forum - Week 2	3.75 %
Forum - Week 3	3.75 %
Forum - Week 4	3.75 %
Forum - Week 5	3.75 %
Forum - Week 6	3.75 %
Forum - Week 7	3.75 %
Forum - Week 8	3.75 %
Written Assignments	30.00 %
Week 1 - Critical Assumptions	4.29 %
Week 2 - Orientation to Social Media	4.29 %
Week 3 - Communication Strategy	4.29 %
Week 4 - Social Media Messages	4.29 %
Week 5 - Audiences	4.29 %
Week 6 - SPIN Project	4.29 %
Week 7 - CDC Worksheet	4.29 %

Research Paper	30.00 %
Week 8 - Course Research Paper	30.00 %

Materials

Book Title: Disaster Communications in a Changing Media World, 2nd Ed. - E-book available in the APUS Online Library

Author: George Haddow & Kim Haddow

Publication Info: Elsevier

ISBN: 9780124078680

Software Requirements: Internet, Facebook, Twitter, YouTube and QuickTime or Windows Media Player

Course Guidelines

This course requires a time management plan and the self-discipline to follow it. You are responsible for managing your time, completing assignments on time, completing the readings, and making inquiries as needed to complete the course effectively. This is an 8-week course, which means the material must be learned in a short period of time. This requires dedication and diligence on the part of each student.

Students will follow the American Psychological Association Style Guide (APA 6th Edition) as the sole citation and reference style used in written work submitted as part of this course. Specifically, the parenthetical citations-reference list style method, which includes in-text citations with an adjoining reference list, will be utilized. Additional information concerning this writing style can be found within the APUS Library.

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. If you find that you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

University Policies

Student Handbook

- Drop/Withdrawal policy
- Extension Requests
- Academic Probation
- Appeals
- Disability Accommodations

The mission of American Public University System is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible,

affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.